

CIM Report Mar 4, 2020 8:02am

Course Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
AGEC 2303	Proposed Effective Date	Summer 2018	Fall 2020
	Justification	This course was recently approved by Global Campus for development during the Spring 2018 semester for delivery online during the Summer 2018. The online delivery of this course will allow us to offer a course that is required for our Major and Minor programs during the summer in order to serve students who are unable to schedule the course during the fall or spring semester. Our goal is to facilitate the increased number of students wishing to take the course. We have seen growth in enrollment in the recent past and we would like to continue this enrollment trend by offering a more flexible option to students.	AGEC 2303 - Introduction to Agribusiness is a Core Requirement for Agribusiness Majors and is also a common course for Agribusiness Minors to complete. The course serves as an introduction to the global natural of our discipline and helps students develop the knowledge and abilities to engage in a complex global system, the agricultural food system. Inclusion of of AGEC 2303 in the General Education Curriculum under Learning Outcome 4.1 would recognize the value of our course in this context and allow students in our program to meet Learning Outcome 4.1.
	Syllabus	AGEC2303syllabus.docx	AGEC2303syllabus.pdf
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. examine and interpret an intercultural experience from both one's own and another's worldview. d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/ or contemporary interrelationships among multiple global cultures.

	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>	<p>AGEC 2303 - Introduction to Agribusiness is a lecture-based course that covers a diverse number of global agricultural-food system topics. Today's agricultural-food system is a global, fast-paced, high-technology industry that is one of the most effective adopters of scientific innovation. In the course, we spend a great deal of time discussing the role of globalization and interconnected nature of the economies of the world. Managers in this industry must be well grounded not only in the technical aspects of food and fiber production, but also the principles of global business management. In the course we also discuss the changing demographics of the agribusiness sector as we transition to a new generation of managers and the role of increasing minority and female owned and operated agribusinesses.</p> <p>A prerequisite for being a successful agribusiness manager is to understand the environment in which agribusinesses operate. This course describes the evolution of the global agricultural-food system. It documents how more progress was made in food production during the past 100 years than in the previous 10,000. We also discuss the way to the future and the management skills that will be needed to continue this growth during the twenty-first century. To insure global food security, it is estimated that during the next 50 years we will need to produce even more food than we were able to produce in the past 10,000 years. This is a global challenge which will take a global community to provide solutions. This is a tall order but one that is routinely met every day when agribusiness managers integrate technology with business management to feed a hungry world.</p> <p>This course teaches students skills to help address the challenge of feeding the world. The agricultural food system has become more interdependent with the rest of the world economy and this will continue in the future. Agribusiness managers must be mindful of the needs and wants of consumers in a global market and consider the vast differences that exist between developing markets where incomes are relatively low and the evolving tastes of developed economies where high value attributes like organic are growing in demand. As more and more people demand more than just safe, affordable food, firms must be responsive to these desires and deliver value to consumers from around the globe.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Quizzes and exam questions</p>
	<p>Reviewer Comments</p>	<p>ac087 - Tue, 12 Nov 2019 16:00:09 GMT - adjusted workflow. adding a course to core is a major change.</p>

AGEC 4041	Added		
AGEC 401V	Proposed Effective Date	Fall 2017	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	In response to the new General Education Curriculum, we will be adding a new requirement to our AGBSBS program. Students will fulfill Goal 6 Learning Outcome 6.1 by completing our 'Capstone Experience' requirement. Our 'Capstone Experience' will include AGECE 401V - Internship in Agribusiness and a newly developed course AGECE 4041 - Agribusiness Capstone. Students can complete either the Agribusiness Internship or the Agribusiness Capstone Course to fulfill Learning Outcome 6.1.
	Is course a General Education Course?	Yes	
	Choose the learning outcome the course addresses:	Goal 6 – Learning Outcome 6.1	
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?	Yes	
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?	Yes	
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities	a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.	

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Students will submit bi-weekly reports documenting activities undertaken reflecting upon the skills and abilities from their Agribusiness program of study and other general education coursework and how they relate to the activities (6.1(a) a, b, e)</p> <p>Students will prepare an oral presentation for the AEAB faculty and students highlighting their accomplishments and internship experience (6.1(a) a, b, e)</p> <p>Students will prepare an end-of-internship reflection essay of 8-10 pages in length documenting their major responsibilities for the internship and reflecting on how they used at least three of the skills and abilities embodied in Goals 1 through 5 in the General Education Curriculum in completing the project required for this course (6.1(b) a, b, e)</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Multiple written reports, one oral presentation, and one reflection essay will be used to assess student achievement. Grading guidelines are provided in the syllabus for reports, presentation and essay. Assessment will be based on context and purpose, syntax and mechanics, critical thinking, problem solving, organization, central message, and delivery and preparedness.
	Syllabus		AGEC 401V Internship in Agribusiness syllabus_final.pdf
	Reviewer Comments		ac087 - Tue, 12 Nov 2019 16:09:47 GMT - adjusted workflow to major workflow, addition to Gen Ed Core is a major change. ac087 - Tue, 12 Nov 2019 16:41:03 GMT - updated reference in justification from AGECE 4011 to AGECE 4041.
AMPD 1013	Proposed Effective Date	Spring 2018	Fall 2020
	Justification	HESC 1501 is not being taught on a regular basis and removing the re-req will allow students to matriculate through the program in a timely manner.	Introduction to Clothing Concepts is an overview of the aspects of apparel merchandising and product development areas including, dress as it relates to culture, gender, religion, workplace, values and attitudes.
	Additional Notes	TO BE EFFECTIVE SPRING 2018.	
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview.</p> <p>d. identify and analyze significant global challenges and opportunities in the human and natural world.</p> <p>e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>1. Textbook readings</p> <p>2. Exam questions</p> <p>3. Interview a person from another culture</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		<p>1. Exam questions, current affairs assignments, interviews</p>
	Syllabus		Syllabus --AMPD 1013 Spring 2018.pdf
	Reviewer Comments		ac087 - Thu, 05 Dec 2019 15:54:44 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires major workflow.
AMPD 4023	Proposed Effective Date	Fall 2018	Fall 2020
	Prerequisite(s)	AMPD 3033 and AMPD 3043.	AMPD 3033, AMPD 3043
	Justification	admin update change to undergraduate only as part of dual level conversion. Stand-alone graduate course created	This is one of two capstone classes in Apparel Merchandising and Product Development that embodies the components of the merchandising courses in the program. The learning outcomes are comprehensive based upon previous course outcomes and assessments in the program. Goal 6 of the General Education Core Component of the Undergraduate Degree Program is completed through the comprehensive material in the capstone class including a written synopsis which is a summary of the work completed in the business plan and includes a minimum of 1250 words with at least three of the sets of skills and abilities from Goal 6 of the General Education Core Component of the Undergraduate Degree Program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Goal 6 of the General Education Core Component of the Undergraduate Degree Program is completed through the Synopsis which is a summary of the work completed in the business plan and includes a minimum of 1250 words with at least three of the following sets of skills and abilities from Goal 6 of the General Education Core Component of the Undergraduate Degree Program:</p> <ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities met through Module 6 synopsis and final presentation with bound copy b. Quantitative literacy met through Module 2, 4, and 5 Merchandising including financial planning, budgeting and assortment planning c. Characteristics of inquiry and action in the major and through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that is observed through Module 1 and 3 market analysis and promotional strategy d. Diversity awareness and/or intercultural competency; e. Critical thinking and/or ethical reasoning through Module 1 consumer analysis.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Demonstration of the achieved learning outcomes will consist of three forms of information: (1) A bound, written report; (2) A comprehensive PowerPoint presentation; (3) An oral presentation
	Syllabus		AMPD 4023 Syllabus FALL 2019 Goal 6-1 GEC.pdf

	Reviewer Comments		ac087 - Tue, 03 Dec 2019 22:15:17 GMT - updated workflow, addition to gen ed curriculum is a major change and requires major approval process.
AMPD 4053	Proposed Effective Date	Fall 2018	Fall 2020
	Justification	admin change to undergrad only as part of dual level conversion. Stand-alone grad course created.	Course traces the history of dress from ancient Mesopotamia to the current period and includes economic, social, political, and cultural events that impacted dress and the textiles and apparel industry.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. d. analyze the historical and/or contemporary development of group agency and assess its role in waddressing discrimination and inequalities in the United States.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		1. Exam questions 2. Textbook Readings 3. Projects/presentations
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		1. Movie Review 2. Exam questions 3. Mirror Silhouette Notebook
	Syllabus		Syllabus --AMPD 4053 Spring 2019.pdf
	Reviewer Comments		ac087 - Thu, 05 Dec 2019 15:55:28 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires a major workflow.

AMPD 4063	Proposed Effective Date	Fall 2018	Fall 2020
	Justification	admin change to undergrad only as part of dual level conversion. Stand-alone grad course created.	This course meets Learning Outcome 6.1 of the general education core matrix for AMPD as a capstone production course utilizing skills introduced in previous coursework.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>In Advanced Apparel Production (AMPD 4063) students learn an industry patternmaking software and utilize this software in a project that requires the following: Inspiration and design boards (6.1 a) Impact statement (6.1 a and 6.1 d) Garment (6.1 e) Portfolio: (6.1 a, b, d, e) Inspiration Cost Sheet Fabrication Sheet Point of Measure Target store/target customer Photos of garment</p> <p>Inspiration boards are used in the apparel industry as a visual communication tool between designers and merchandisers. Students will use this method to present their ideas orally to the class. Impact Statements (1250 words) will communicate through a written essay the importance of individual designs to the apparel industry or society as a whole. (i.e. sustainability, garments for specific populations, cultural diversity, gender diversity, etc.) The garment project demonstrates mastery of the computer program and is an experiential learning project that allows students time to critically apply lessons learned throughout the AMPD program. Portfolios allow students to demonstrate mastery of all courses throughout the production path of the AMPD program incorporating lessons from the merchandising side of the program. Each portion of the portfolio links to program elements introduced in other courses. Inspiration boards – AMPD 2033, Cost Sheet – AMPD 3033, Fabrication sheet – AMPD 2053, point-of-measure – AMPD 3003, target store/target customer – AMPD 2013 and AMPD 3043.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Student achievement is measured through pre-test post-test, written essay, portfolios of project work, and oral presentations at the beginning and end of the semester.</p>
	<p>Syllabus Reviewer Comments</p>		<p>AMPD 4063 Syllabus.docx ac087 - Thu, 05 Dec 2019 15:57:37 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires a major workflow.</p>
<p>AMPD 4093</p>	<p>Proposed Effective Date</p>	<p>Fall 2018</p>	<p>Fall 2020</p>
	<p>Justification</p>	<p>admin change to undergrad only as part of dual level conversion. Stand-alone grad course created.</p>	<p>This course meets Learning Outcome 5.1 of the general education core matrix for AMPD. It instills critical thinking on both a global and domestic scale, awareness of sustainability and supply chain dynamics, and teamwork on solving complex issues typically involved at a corporate level.</p>
	<p>Is course a General Education Course?</p>		<p>Yes</p>

	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe key concepts and principles related to critical thinking. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		a. Critically evaluate forces affecting global production, trade, and consumption of textile, apparel, and related products (including political, economic, and cultural forces and trade regulations). c. Apply knowledge of global textiles and apparel supply chain to evaluate domestic and international sourcing options for specific products and companies (considering human resources, infrastructure, production capabilities, government regulations, exchange rate, ethical issues, trade regulations, and logistics). e. Develop critical and analytical thinking and practice teamwork, computer-mediated communication, and presentation skills. Team-based learning.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Exams Quizzes (sustainability, supply chain) Sourcing Project to include: - research report - team presentation - peer review Documentary Discussion and Evaluation Homework
	Syllabus		AMPD 4093 Syllabus.docx
	Reviewer Comments		ac087 - Thu, 05 Dec 2019 16:01:35 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires a major workflow.
ANSC 4993		Added	
ANTH 3443		Inactivated/Deleted	
ANTH 4013	Proposed Effective Date	Spring 2018	Fall 2020

	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	<p>History of Anthropological Thought (ANTH 4013) surveys key figures, shifting paradigms, and shifting aspirations for the discipline of anthropology. The course is the capstone course for the Anthropology major. It meets the General Education Requirement standards as a core curriculum course. The specific requirements this course addresses are Learning Outcome 6.1, Learning Outcomes 3.2 and 3.3, Learning Outcomes 4.1, and Learning Outcomes 5.1.</p> <p>This course aims to allow students to master the theories and methodologies that have been foundational to the discipline of anthropology. This course provides students with a knowledge of cultural diversity as well as the theories anthropologists have created to approximate and communicate that diversity. The course contributes to an overall understanding of culture, society, and the ethics and methods developed to do research with people. Written essays—a written paper, as well as a 1250 word essay— and in class presentations and discussions give students the opportunity to show comprehension of theory and connect these theories to the world we live in. Ethnographic exercises will also give students the opportunity to practice ethnographic research, one of the signature contributions of anthropology to the humanities and social sciences.</p>
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 5 – Learning Outcome 5.1 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	<p>To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)</p>		<ul style="list-style-type: none">a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced.b. analyze texts and other created artifacts using theories and methods of the discipline.c. produce a reasonable short essay about the material introduced in the course.d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.
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How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

3.2 a. Students will learn that the history of anthropological thought has developed in tandem with the changing world and processes of colonialism, industrialization, empire, and postcolonialism. Students will learn how the goal of anthropology—to understand what it means to be a person at different moments of time and space—has in part made its main contribution to humanistic and social scientific study through theories of society, culture, and power. Students will learn that anthropology has contributions to both the social sciences and the humanities because of its unique synthesis of methodological research with interpretive pedagogies and narrative modes of representation.

3.2 b. Students will analyze and identify the genre and methodological characteristics of ethnography, one of the significant registers of knowledge cultural anthropology has developed. Ethnographic research relies on an anthropologist researching and communicating how a group of people live and create the social world they inhabit. Students will learn about the methods developed for ethnographic research such as observation and interviewing and the written and visual genres that then convey information learned.

3.2 c. produce a reasonable short essay about the material introduced in the course

Students will write a 1250 essay on the development of anthropological thought addressing what makes anthropology anthropological. Specific points students will have to address in the essay include why theory matters in anthropological research and what is the relationship between theory, ethics, evidence, and representation.

3.2 d. Students will interpret the development of foundational anthropological theories such as cultural evolution, functionalism, and cultural relativism within the 19th and 20th century history of colonialism, industrialism, and migration. Students will also study how anthropology has drawn from yet also distinguished itself from disciplines such as biological evolution and sociology.

3.2 e. Students will study how culture is tied to power and how anthropologists have developed theories to approximate the coevalness of culture: how what one group of people do and decide in a particular geographic space has influenced and been influenced by the achievements of a group of people in another geographic space. Students will also learn about the social worlds of peoples in North America, South America, Europe, Africa, Asia, and the Pacific focusing both on cultural specifics and gleaning broader insights on the global workings of culture.

	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological will be used to assess student achievement of the Learning Outcomes.</p>
	<p>To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p>		<ul style="list-style-type: none"> a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.

<p>How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.</p>		<p>3.3 a. As mentioned in Learning Outcome Goal 3.2 a, anthropology qualifies as both a humanities and a social science: this duality results in the unique contributions the discipline makes to understanding human experiences over time. Students in the class will look at the development of a method for anthropology, methods that drew from yet also departed significantly from the methods and theories of the sciences. Students will also learn the key ideas associated with the study of society, focusing on the development of a broad understanding of power.</p> <p>3.3 b. Students will practice applying social scientific reasoning and techniques by using the theories being studied to make sense of and interpret current events. Students will also practice ethnographic research and thus apply social scientific methods to observing and analyzing the world around them.</p> <p>3.3 c. Students will study how the relationship between society and the individual developed as a key theory of the social sciences. Students acquire frameworks to analyze conflict, culture, race, gender, power, and interconnections, key aspects of individual, group, and institutional interactions. Students will also study critiques of the idea of the individual as a necessary intervention into decolonizing knowledge practices and making theory more receptive to difference and non-Western forms of personhood.</p> <p>3.3 d. Students will study critiques and evaluate the strengths and any potential flaws of the paradigms that make up anthropological thought. They will make these evaluations in the context of studying the paradigms that emerged as the hallmarks of anthropological thought. Students will evaluate what counts as data for anthropological thinking, and whether data always matches up with theory; they will thus acquire a sense of what types of data can be used to make what types of research claims.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological will be used to assess student achievement of the Learning Outcomes.</p>

<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<ul style="list-style-type: none">a. examine and interpret an intercultural experience from both one's own and another's worldview.b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practicesd. identify and analyze significant global challenges and opportunities in the human and natural world.e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
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How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

4.1 a.

Students will learn how anthropologists have developed theories to lay aside their biases and evaluate someone else's culture without using the standards of their own. Thus, students will be made aware of how other anthropologists have had to master the characteristics of their own worldview in order to more sensitively address the worldview of someone whose experiences are different. In addition, students will study native anthropologists: people who study their own way of life, and thus have to also develop theories and methods for studying what they might take for granted about their own life. Students will apply anthropological theories through analysis of current events through anthropological framework and ethnographic observations of people different from them. Finally, students will research the debates over cultural relativism and human rights: when a practice no longer counts as cultural, but begins to be understood as a human rights violation.

4.1 b.

Students will master how the theory of culture in anthropology has shifted from a more homogenous understanding of culture as an achievement of the civilized to a more nuanced take on power shaping culture. Indeed, students, through specific case studies, will understand how ways of life—from labor practices to dress to eating to language—are tied to politics and economics.

4.1 d.

Readings students will critically examine cover issues of the state, humanitarianism, and equality from anthropological perspectives. Thus, students will learn about social and cultural difference and the theories anthropologists have created to parse it. Indeed, the encounter between people who are different from one another and must live together and learn from each other has been one of the key methodological and philosophical themes of anthropology. Understanding difference remains a significant global issue, thus underscoring the contributions anthropology makes, with its theories, outside of the discipline.

4.1 e.

Students will learn how traditions of anthropological thought approached culture as the evolution of interconnected societies, with societies progressing from one stage to another to reach civilization; these ideas were replaced with theories that critiqued evolution to empirically account for how societies actually are connected. This shift of anthropological thought reframed society as a bundle of relationships. Specific case studies will highlight interrelationships among global cultures. Students will also learn about how anthropologists have participated in global wars—and thus, how anthropologists also stand in a historical relationship to major global conflicts.

<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological will be used to assess student achievement of the Learning Outcomes.</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. identify and describe key concepts and principles related to critical thinking. b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. d. describe key fallacies and identify them in context.</p>
<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>5.1 a. Students will evaluate ideas of empiricism, data, representation, and ethics, all of which have been vital to critical thinking in anthropology.</p> <p>5.1 b. Students will evaluate the differences of ethics in theories of cultural relativism, cultural evolutionism, functionalism, and cultural anthropology. Students will also look at the ethical quandaries of how these theories have been applied to change social life or promote social justice. Students will also read ethnographic accounts of the sensitives of ethics when doing research with marginalized or disenfranchised groups of people: how to maintain anonymity, how to protect data.</p> <p>5.1 d. Students will learn how the development of anthropological thought has included fallacies that homogenized cultures and experiences, relied on ethnocentric understandings of society, and overlooked issues of discrimination and power. Students will identify these key fallacies by also situating them in the historical context in which these fallacies were both developed and then amended.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological will be used to assess student achievement of the Learning Outcomes.</p>

To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities

- a. Written, oral, and/or multimodal communication abilities.
- c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major.
- d. Diversity awareness and/or intercultural competency.
- e. Critical thinking and/or ethical reasoning.

How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

6.1 a.

Students write midterm and final essays that address the development of anthropological theories and ethnographic methodologies and the issues of ethics and representation arising from conducting research with people. Additionally, students will write a 1250 word essay synthesizing the trajectory of anthropology's development. Students do close readings of anthropological and ethnographic texts and give in class presentations on these texts to develop critical thinking skills and practicing oral communication with their peers. Students carry out ethnographic observations and thus practice multimodal communication abilities, of observing and speaking with people and communicating these findings.

6.1 c.

Students will learn the intellectual and historical antecedents of the discipline of anthropology and its subsequent intellectual trajectories once anthropology became an academic discipline. As such the course covers over a century of varied and changing theories to parse human existence. Among the theories covered are cultural evolutionism, functionalism, cultural relativism, structural functionalism, culture and personality, visual anthropology, linguistic anthropology, salvage anthropology, interpretive anthropology, structuralism, and exchange theory. Thus, students will learn how with no single meaning or tradition for what it is to be an anthropologist.

6.1 d.

Students will acquire a global perspective on how groups of people all over the world are interconnected, and why these interconnections have been for the development of anthropological theories. Specific case studies include the Trobriand Islands of Papua New Guinea, the Nuer of the South Sudan, and the Kwakiutl of the Northwest Coast. Students will study how gender developed as a focus for anthropological research. Students will also learn how the theories and frameworks used to comprehend difference also matter for diversity awareness: the course emphasizes the contribution of anthropological thought to offering a variety of theories that appreciate cultural differences and intercultural connections, while still attending to issues of hierarchy and power.

6.1 e.

Students will critically evaluate theories and how anthropologists have revised these theories to better account for the workings of power and social interconnections and inequalities. Students will critically evaluate anthropological texts as narratives and the changing representation strategies developed to more acutely represent social realities. Throughout the course students will evaluate the relationship between data and theory and the evidence anthropologists provide to illuminate their arguments. Students will also study the development of codes of ethics among anthropologists, and what counts as harm to research subjects.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological will be used to assess student achievement of the Learning Outcomes.
	Prerequisite(s)		ANTH 1023.
	Syllabus		historyofanthropologicalthoughtlearningoutcomes.doc
	Reviewer Comments		ac087 - Fri, 06 Dec 2019 16:18:21 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires major workflow.
ANTH 4123	Inactivated/Deleted		
ARCH 1003	Proposed Effective Date	Spring 2018	Fall 2020
	Justification	Updated typically offered field.	To be in compliance with the University General Core Curriculum education proposal.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		a. synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts. b. develop an understanding of how historical, social, cultural, and personal forces shape artistic communication and how the arts in turn share the diverse cultures of past and present societies. c. respond critically to a variety of works in the arts, connecting the individual work in the creative discipline being introduced to other aspects of human thought and endeavor. d. through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.

How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

a) ARCH 1003 uses a multi-layered framework, first typological, then chronological, to understand the evolution of the built environment. For the purpose of the class the built environment is defined as “all human creations, past, present, and future.” This expansive definition allows us to examine buildings as one ‘dimension’ of the human-made world while affording a direct comparison to the six other dimensions (products, interiors, landscapes, cities, regions, and the Earth itself). Key historical touchstones include the discussion of seminal projects and ideas emerging from Egyptian and Classical architecture, the rise of the book as an instrumental shaper of human action, the industrial revolution and the emergence of Art Nouveau, the Bauhaus, a discussion of the basic principles of modernism, post-modernism, and an assessment of contemporary built work with an effort to compare and contrast to the historical works that we’ve studied.

b) We place a major emphasis in ARCH 1003 on the importance of the reciprocation of socio-historical and technological contexts in the material make-up and shaping of the built environment. The attitudes, policies, technological capacities, etc. that precede individual creative acts within the built environment are foregrounded and/or speculated upon deeply throughout the course lectures. The course acts as an intense search for why form and space emerge as they do and ties formal and spatial meaningfulness to the diverse cultural environments/ideas from which it materializes.

c) Because ARCH 1003 treats architecture as one dimension of the built environment, we can directly compare buildings to a variety of work in other disciplines. As an example, we will read William Carlos Williams’ “The Great Figure” and analyze Charles Demuth’s “I Saw the Figure Five in Gold” as a lead-in to the study of Fire Station as a type. We discuss the nature of the formal change in the poem as being related to many of the formal ideas that arise in Fire Station typologies over the past two centuries.

d) ARCH 1003 helps students develop a language with which to discuss the dimensions of the built environment. To aid in the development of this language we deliver four projects over the course of the semester, each focused on a specific building element (Roof, Wall, Stair, Window, Door, etc.) that they find compelling, culturally fascinating, beautiful etc. Beyond the development of an ability to describe the built environment in an articulate way, these projects transform what might otherwise be overlooked as

<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Per the syllabus, through quizzes, exams, readings, course notebook (to be taken up at end of course) and reflection projects.</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication. d. identify and analyze significant global challenges and opportunities in the human and natural world.</p>
<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>	<p>a) ARCH 1003 posits that most experiences within the built environment (designed products, interiors, buildings, landscapes, cities, etc.) are fundamentally intercultural, in that they represent developments of ideas, philosophies, methods and priorities across cultures and eras. As a result, students are given a frame of history and antecedents to understand the development of their own worldview, and that of others as it relates to facets of the built environment. All objects, poems, buildings, landscapes, etc. presented in the course are discussed in direct relation to intercultural contexts, as well as evolving technological, social and economic environment, and most often with respect to historic and contemporary global issues. b)articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices. c and d) In ARCH 1003 we discuss the global environmental impact of design and building decisions as well as developed and emerging sustainable construction and performance approaches. We also discuss evolving technologies and potential design futures, with a specific focus on computation and digital fabrication trends that are likely contributors to a sustainable future.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Per the syllabus, through quizzes, exams, readings, course notebook (to be taken up at end of course) and reflection projects.</p>
<p>Syllabus</p>	<p>ARCH 1003_Course Syllabus and Schedule_2020.docx ARCH1003_StateCore_1-8-2020.docx</p>

	Reviewer Comments		ac087 - Tue, 21 Jan 2020 23:23:07 GMT - amended workflow, addition to Gen Ed Curriculum requires major approval process.
ARCH 1013	Proposed Effective Date	Spring 2018	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	To be in compliance with the University General Core Curriculum education proposal.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		b. analyze texts and other created artifacts using theories and methods of the discipline. c. produce a reasonable short essay about the material introduced in the course. d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.

<p>How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.</p>	<p>b) There are a series of five SOLO assignments that require students complete a reading and then use the design criteria identified in the reading in an active learning assignment. For example, a reading by Patrick Jordan discusses the Four Pleasures of designed objects. Students must identify someone they know that has made a significant purchase and interview them to understand the role of the pleasures in their purchase. These assignments are shared via the course blog for further discussion.</p> <p>c) Students produce a reflective paper at the conclusion of the course. Structured around the primary aspirations of the course (facilitate your development as a more conscientious consumer; facilitate your development as a more conscientious employee/employer; facilitate your development as a more conscientious member of your community), the assignment requires that the students identify specific course materials (readings, film, etc.) that helped them to understand one or more of their roles.</p> <p>d) ARCH 1013 uses academic articles, popular press, and professional essays as well as videography and documentary film to illustrate the scalar nature of design in the constructed world and its impact on human beings. Students are asked to identify in journal writings the concepts of design and of diversity featured in the materials, describing the interaction between the two topics. The journal poses 1 – 3 questions that are answered after a reading or film is complete. Students are required to keep a journal for the duration of the semester.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>one reading journal, 5 small assignments, a discussion blog, and a final reflective paper.</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</p> <p>b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.</p> <p>c. describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.</p> <p>d. analyze the historical and/or contemporary development of group agency and assess its role in waddressing discrimination and inequalities in the United States.</p> <p>e. demonstrate problem-solving and change management skills for achieving social equity.</p>

	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The details of how the course meets these outcomes is explained above in 3.2 and in the attached syllabus. Student Learning Outcomes: Upon successful completion of this course, students will be able to: # name and summarize a variety of diversity concepts # name and summarize a variety of design concepts # discuss the relationships between diversity and design # critique the strengths and weaknesses of various types of design # assess the values and behaviors of “the average” American consumer # assess your own values and behaviors as an American consumer
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) Syllabus		one reading journal, 5 small assignments, a discussion blog, and a final reflective paper. ARCH 1013 Diversity and Design Narrative Gen Ed.docx ARCH 1013.docx
	Reviewer Comments		ac087 - Tue, 21 Jan 2020 23:21:48 GMT - amended workflow, addition to gen ed curriculum requires major approval process.
ATTR 5253	Added		
BIOL 1003	Inactivated/Deleted		
BIOL 1001L	Inactivated/Deleted		
BMEG 3903	Added		
CATE 3103	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Admin update to typically offered and delivery method.	to satisfy General Education outcomes 4.1, 4.2, 5.1
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<ul style="list-style-type: none"> a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication. d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Diversity (Learning Outcome 4.1): All teacher candidates will complete training related to diversity design to assist them as they examine and interpret an intercultural experience from both one's own and another's worldview. Candidates will identify and participate in cultural difference in verbal and nonverbal communication, examining their impact in the classroom. Additionally, candidates will articulate the essential tenets of a cultural worldview other than one's own through analysis of its components as they explore diverse cultures and consider best teaching practices for reaching all learners. Upon completion of this discussion and assignment, all students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>homework assignments</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<ul style="list-style-type: none"> a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. c. describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social.

	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>History of American Education (Learning Outcome 4.2): Teacher candidates will conduct research on the history of American education as they seek to uncover more about the history of the evolution of teaching. Candidates will identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. They will explain the historical and contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, citing legal, political, and social changes which have occurred over time. Candidates will work together to research this topic, create a presentation, and teach this topic to their peers. Special emphasis will be given to describing advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion in the classroom. Upon reaching this goal, teacher candidates will have developed familiarity with concepts of diversity in the United States and their impacts in the classroom.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>group research assignments to create presentations and teach their peers.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<ul style="list-style-type: none"> a. identify and describe key concepts and principles related to critical thinking. b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Code of Ethics for Educators (Learning Outcome 5.1): After unpacking the Arkansas Code of Ethics for Educators, teacher candidates will engage in a debate designed to showcase candidates' abilities to explain and contrast competing ethical theories related to teacher practice, articulating at least one principle for ethical decision making. Candidates will use principles of critical thinking or ethical reasoning to analyze scenarios presented and respond (orally and/or in writing) to the moral dilemmas faced by educators. Additionally, candidates will use their critical thinking and ethical reasoning to construct rational and moral arguments (orally and/or in writing) to defend their perspective. Upon completion of this activity, candidates will be able to demonstrate essential principles of critical thinking and ethical reasoning as they apply them to the evaluation and construction of rational moral arguments.</p>

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		classroom debate and presentations
	Syllabus		3103 Syllabus 2019.pdf
	Reviewer Comments		ac087 - Fri, 25 Oct 2019 23:12:14 GMT - updated to a major workflow to reflect addition of course to core. ac087 - Fri, 25 Oct 2019 23:13:16 GMT - Rollback: adjust workflow
CATE 4013	Proposed Effective Date	Fall 2017	Fall 2020
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Justification	Updated typically offered field.	to satisfy General Education Outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Lessons: Mini Lesson # 1 2, 30 Minute Lesson, October Lesson, November Lesson (Learning Outcome 1.2)—Candidates will engage in preparing written and oral presentations for all five lessons and will receive explicit instruction on how to modify their presentations to meet the needs of all students. Throughout the course of the semester, candidates will research and compile information related to each subject they are responsible for teaching. Candidates are expected to integrate technology into their presentations and cite all sources appropriately. Mentor teacher and university supervisor will assist with documentation of this task and will provide feedback to candidates.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Presentations
	Syllabus		Syllabus 4013 Fall 2019.pdf
	Reviewer Comments		ac087 - Fri, 25 Oct 2019 23:35:45 GMT - updated to a major workflow to reflect addition of course to core. skenner - Tue, 29 Oct 2019 13:42:29 GMT - Rollback: Rolling back per our conversation to remove online/web-based delivery method. Thank you! ac087 - Thu, 05 Dec 2019 20:26:37 GMT - Rollback: need to adjust workflow. NO action is necessary. ac087 - Thu, 05 Dec 2019 20:27:46 GMT - approved at AA Vice Chancellor Initial administratively to adjust workflow and per previous approval.
CDIS 4003	allcodes	CDIS 4001	CDIS 4003
	Proposed Effective Date	Fall 2018	Fall 2020
	Course Number	4001	4003
	Credit Hours	1	3
	Create Honors Course?	No	Yes
	Prerequisite(s)	CDIS 3124 and CDIS 3203 and CDIS 3223 and CDIS 3233 plus satisfactory completion of specific program requirements for admission to clinical practice.	Admitted to the Communication Sciences and Disorders (CDISBS) major, CDIS 3213, CDIS 3223 and CDIS 3233, plus satisfactory completion of specific program requirements for admission to clinical practice.

	Justification	Admin update to requisite. CDIS 3224 is changing to 3223.	The time needed for this course is far more than the 37.5 hour commitment required for a 1 hour course. Due to the expectations of the students as well as the faculty teaching this course, we would like to increase this course to a 3 hours course to better reflect the commitment needed from students and the time spent in preparation and feedback to students on the part of the instructor(s). Additionally, we would like to add an Honors section of this course to encourage our students who are in Honors and also interested in the 'Internship' track now offered as an option to graduate with Honors. Students completing the 'Internship' track of Honors will take this course as part of the requirement for their Honors designation.
	Course Code	CDIS 4001	CDIS 4003
	Syllabus		2020_Fall_CDIS 4003_Syllabus_Honors.docx
	Additional Notes		Change course code from 4001 to 4003 to increase hours to 3 for the course. Add an Honors section offering of this course.
	Reviewer Comments		Ikulcza - Thu, 19 Dec 2019 19:30:11 GMT - Rollback: Rolling back to submitter per request from dean. kmamisei - Wed, 05 Feb 2020 20:59:51 GMT - Rollback: Please show in the syllabus how the honors experience will be different.
ELEG 4253L	Added		
ENGL 1033	Create Honors Course?	No	Yes
	Catalog Description	Continuation of ENGL 1013, intended for students majoring in Engineering or Business.	Continuation of ENGL 1013, intended for students majoring in Engineering, Business, or Architecture.
	Prerequisite(s)	ENGL 1013 or equivalent and ENGR or WCOB majors only.	ENGL 1013 or equivalent and ENGR or WCOB or ARCH majors only.
	Justification	Uploaded General Education submission information.	We were requested by the Interior Design Program – who are now advising their students to take 1033 – to offer an honors section for their students. Furthermore, the type of writing done in ENGL 1033 targets a very specific writing skills that is well-suited for areas of study that require any sort of technical writing, such as in business and in engineering. Offering honors sections for ENGL 1033 will also allow students in business and engineering an honors course that is more directly tied to the writing skills demanded in their major.
	Syllabus	ENGL_1033_Technical_Composition_general_sy	
	Title/Description Change Type		Minor (stylistic/editorial) Change
ENSC 1003	Proposed Effective Date	Spring 2018	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Cross-listed with:	Environmental Science	
	Justification	Admin update to typically offered and removed core statement from descr.	Uploaded General Education submission information. Biology no longer wishes to have the ENSC 1003 cross listed as BIOL 1003, per correspondence with the AFLS dean's office.

	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.4 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> a. identify the fundamental concept(s) unifying a scientific discipline. b. apply the principles of scientific theory and technique. c. evaluate the credibility and use of scientific information. e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The entire course draws upon the multi-disciplinary nature inherent in the study of the environment. Many unifying principles are integrated to enhance student understanding of the natural world. Population growth models as influenced by carrying capacity is an example used in the course. Students are made aware of the differences between pseudo-science and science. They evaluate news articles provided by media outlets to evaluate the credibility of the news and the appropriate use of scientific information. We spend a significant amount of time during the semester relating the concepts and principles of environmental science to the students' majors. All students are asked to critically evaluate the intersection of environmental science and their respective majors.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		quizzes, assignments, and exams

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe key concepts and principles related to critical thinking. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Within the context of environmental science we discuss critical thinking skills and the importance of those critical skills to solving complex, environmental problems facing us globally today. The critical thinking and ethical reasoning for affecting human behavior in regard to the environment is also explored when discussing the concepts.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		quizzes, assignments, and exams
	Syllabus		Syllabus_ENSC_1003_sp19.pdf
	Reviewer Comments		ac087 - Sat, 23 Nov 2019 00:00:33 GMT - updated workflow, addition of gen ed curriculum is a major change.
ENSC 1001L	Proposed Effective Date	Fall 2017	Fall 2020
	Cross-listed with: Justification	Environmental Science Laboratory Admin update to typically offered.	Uploaded General Education submission information. Biology no longer wishes to have the ENSC 1001L cross listed as BIOL 1001L, per correspondence with the AFLS dean's office.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.4 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify the fundamental concept(s) unifying a scientific discipline. b. apply the principles of scientific theory and technique. c. evaluate the credibility and use of scientific information. e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		See ENSC 1003
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		See ENSC 1003
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		See ENSC 1003
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		See ENSC 1003
	Syllabus		Syllabus_ENSC_1003_sp19.pdf
EXSC 2663		Added	
FDSC 4713	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Updated typically offered field.	This course is a capstone course designed to integrate all students have learned during their food science degree program and apply it to a simulated real world product development experience. In response to the new General Education Curriculum, we are adding the required assignment of the reflective essay to to this capstone class to satisfy Learning Outcome 6.1 learning indicators.

<p>Is course a General Education Course?</p>	<p>Yes</p>
<p>Choose the learning outcome the course addresses:</p>	<p>Goal 6 – Learning Outcome 6.1</p>
<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>	<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>	<p>Yes</p>
<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>	<p>a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.</p>

<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>(a) In the capstone course FDSC 4713, teams consisting of 3-5 students (per team) are challenged to produce an innovative healthy snack following the guidelines of the national IFT Smart Snacks for Kids Disney Product development competition. This involves writing an extensive report of the product developed from the conception until completion including descriptive product title, concept, hypothesis, objectives, materials selection, methods and procedures, results with data, discussion and conclusion. The product description requires: products' image/photos, formulation and ingredient statement and functionality, nutrition-label, claims, HACCP, and shelf-life estimate. The report also requires product-novelty, story-telling, market plan, and sensory appeal. Each team member is required to write sections of the report and contribute to integrating the final report with team effort.</p> <p>The oral presentation requires a power point presentation, each member of the team presenting sections of the developed product, based on the report, presenting the product for evaluation and responses to QA from the judges.</p> <p>(b) In FDSC 4713, an additional assignment will be added to the syllabus. The students will be required to write an essay of at least 1250 words explaining how their experiences throughout the food science curriculum that they took have prepared and impacted them to accomplish and flourish in their professional goals while they were at the university.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<ol style="list-style-type: none"> 1. Take Home Exam. There will be a total of three Take Home exams and the achievement will be test questions. The questions will be based in utilizing the challenging course materials and topics presented in the class that will also include integrated presentations on diversity awareness and/intellectual competency, and critical thinking problem solving. All exams are "Take-home" since they require time to use the fundamental knowledge learned in all the other food science courses and applying to answer questions with critical thinking and problem solving skills with creativity and a practical approach. 2. A reflective essay of not less than 1250 words. This assignment will include three skills. 1. Written, oral, and/or multimodal communication abilities 2. Diversity awareness and/or intercultural competency and, 3. Critical thinking and/or ethical reasoning. The students will answer a set of three questions under each skill. (see attachment V for details) 3. Product development report (see attachment III for details) 4. Oral power presentation of the product developed and sensory attributes of the product (see attachment IV for details) 5. A commercial product evaluation (see attachment I for details)
Syllabus		FDSC 4713 syllabus with attachments.pdf

	Reviewer Comments		ac087 - Tue, 03 Dec 2019 15:47:54 GMT - adjust workflow, addition to gen ed curriculum is a major change requiring major approval process.
FINN 330V		Added	
HDFS 2493		Added	
HDFS 4373	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Updated typically offered field.	We are submitting this course to meet learning outcome 6.1 for the General Education requirements for the BRKD major. The final capstone portfolio assignment has been adjusted to include the required document in which students will reflect on and explain how they used the following skills during their internship, as well as throughout their degree: c. Characteristics of inquiry and action in the major and through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that is observed; d. Diversity awareness and/or intercultural competency; e. Critical thinking and/or ethical reasoning.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The internship/field experience capstone class allows students to put into practice everything that they have learned over their licensure coursework. They are asked to observe children's abilities and needs, reflect on these, and design experiences in response that benefit individuals, small groups, and the class as a whole. They use the outcomes of these experience to inform their future teaching and reflect on their teaching. They build relationships with individual children, with small groups of adults and children, and within the culture and context of a public school institution in placements that serve diverse children. Their internship also requires them to reflect on and practice ethical interactions with children, coworkers, and parents.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) Syllabus		Students are assessed through the TESS assessment, submitted lesson plans and reflective evaluations, and In a final portfolio assignment presented to the class.
	Reviewer Comments		Field Experience I Syllabus_Spring 2020_FINAL.docx
	Proposed Effective Date	Spring 2019	ac087 - Thu, 05 Dec 2019 16:09:55 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires a major workflow.
HOSP 4663	Prerequisite(s)	HOSP 3603, HOSP 3601L, HOSP 2653, HOSP 3653 and Junior standing.	Fall 2020
			HOSP 3603, HOSP 3602L, HOSP 3653 and Junior standing.

Justification	Adding HOSP 2653 and HOSP 3603/HOSP 3601L will assist with student success in course.	This Capstone course generates a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection. Capstone is to integrate knowledge gleaned by students from a variety of other courses in operations, management, marketing and finance and demonstrate their understanding of all aspects of a business by producing a feasible industry related project. This course, therefore, plays an important role to bridge this gap and prepare students to be effective business managers in an advanced workplace.
Additional Notes	To be effective SPRING 2019.	
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		It integrates hospitality core and content courses into managerial and leadership practice within the hospitality, restaurant and tourism industry. The course includes opportunities to analyze hospitality issues, make business decisions, and solve practical problems through real situations. During the duration of the course, students will: develop the ability to think strategically; learn how to apply theory and concepts; learn how to interpret research results; and practice decision-making in a business operation.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students will participate in a semester long research project. The research project is designed to give students the opportunity to interpret data, make comparisons, arrive at logical and practical conclusions, and develop or suggest industry or research implications based on working with a hospitality industry company and data. Students will summarize the results and acquire information to support their analyses and conclusions, then present their results to the industry partner.
	Syllabus Reviewer Comments		HOSP 4663 HM Capstone Spring 2020.docx ac087 - Thu, 07 Nov 2019 22:23:38 GMT - update to workflow to account for Gen Ed Core. Addition to Gen Ed core is a major workflow. ljobert - Thu, 07 Nov 2019 22:33:20 GMT - Rollback: Please attach syllabus
HRWD 4333	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Admin update to typically offered and delivery method.	To explain how this class meets Learning Outcome 6.1
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The students will use their critical thinking and ethical reasoning skills to utilize the information learned in courses taken in the degree program to develop a research paper or project that synthesizes the three pillars of HRD: career development, organization development, and training and development. The students will reflect upon this information and explain how they will be able to use the skills, abilities, theories, and knowledge gained in the program to assist individuals in improving their skills and organizations in accomplishing their strategic goals.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The final project for the class will be a research paper synthesizing the three pillars of HRD: career development, organization development, and training and development. The students will also write a reflection paper to explain how they can apply the skills and abilities in their careers in Human Resource and Workforce Development.
	Syllabus		HRWD 4333 Syllabus updated.docx
	Reviewer Comments		ac087 - Thu, 09 Jan 2020 15:40:19 GMT - adjusted workflow. addition to Gen Ed Curriculum requires major approval process.
HUMN 2213	Proposed Effective Date	Summer 2018	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	This course will be offered regularly with the hire of a religious studies expert in English. It is also a required course in the Religious Studies minor. The HUMN faculty would like it to be an offering in the gen ed program.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		<p>a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced.</p> <p>b. analyze texts and other created artifacts using theories and methods of the discipline.</p> <p>d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.</p> <p>e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.</p>
	How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.		Introduction to World Religions explores fundamental concepts of humanistic inquiry by examining the history of religions in comparative context. Students read secondary literature and religious texts to experience the empirical and analytical methods of humanities scholarship. Special attention is paid to having students learn to make cultural connections and relate past history to present day conversations about religion.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The students take exams and produce an 800-word essay where they demonstrate their learning and knowledge.
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview.</p> <p>b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices</p> <p>e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The course is a comparative religion course. Students examine major world religions and their cultural contexts to understand multiple worldview and perspectives. Lectures and texts illustrate interrelationships, common heritage and tenets of world religions.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The 800 word essay demonstrates levels of student learning.
	Syllabus		HUMN 2213 Syllabus Spring 2019.docx

	Reviewer Comments		Ikulcza - Fri, 18 Oct 2019 15:17:08 GMT - Rollback: Need to adjust workflow for Gen Ed inclusion. ksloan - Fri, 08 Nov 2019 15:47:16 GMT - I meant to ask for this to fulfill state core for humanities too. How is that done?
HUMN 2124H	Inactivated/Deleted		
INST 3503	Proposed Effective Date	Fall 2019	Fall 2020
	Department Code	International Studies (INST)	Department of Political Science (PLSC)
	Justification	This course is intended as the required anchor course for a planned concentration in Global South. It fills a need for considering cross-regional, non-Western experiences and perspectives as a vital component of broader global integration processes. It thus plays a vital role in the broader mission of the International and Global Studies program.	Aligns INST 3503 with PLSC as part of INST-PLSC merger. Identifies how INST 3503 fits into the gen ed as meeting outcome 1.2 as part of INST general education degree plan.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		The course includes 12-15 pages of critical issues reflection. The reflection essays will respond to secondary and primary literature gathered during the course and include dedicated training on effective reflective writing. Later reflective essays will be asked to revise/respond based on feedback on earlier essays. A second assignment is a group presentation related to the issues covered in the reflections and will include training on group presentation techniques and responses to feedback from the instructor and the audience.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Instructors will assess outcome 1.2 by reporting an aggregate score derived from the average of the reflective essays and the group presentation.
	Reviewer Comments		ac087 - Fri, 25 Oct 2019 23:55:20 GMT - updated to a major workflow to reflect addition of course to core.
INST 3603	Proposed Effective Date	Fall 2019	Fall 2020
	Department Code	International Studies (INST)	Department of Political Science (PLSC)
	Course Delivery Method	On campus	On campus Off campus
	Catalog Description	Study of the development and growth of the universal human rights movement since the end of the Second World War. Emphasis on using human rights as a lens to understand and assess global affairs in the late 20th and early 21st centuries.	Study of the development and growth of the universal human rights movement since the end of the Second World War. Emphasis on using human rights as a lens to understand and assess global affairs in the late 20th and early 21st centuries. Creates space for INST 3603 to be offered as part of a study abroad program.
	Justification	Changing sequence from 'Fall' to 'Spring Even Years' to align course more closely with planned program course rotations.	Places INST 3603 within the Dept. of Political Science as part of INST-PLSC merger and identifies the ways that the course currently meets gen ed outcome 1.2 in keeping with the INST general education degree plan.
	Syllabus	Human Rights Fall 2016.pdf	INST 3603 Human Rights Syllabus.pdf
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Students in INST 3603 complete a major term paper of 15 pages or more that includes primary and secondary research and a revision period following a submission of at least one rough draft. The final term paper must respond to editing suggestions from the instructor. The training for the paper includes considerations of formal writing for an academic and non-professional audience.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructors will report the final grade for the term paper assignment for assessment of outcome 1.2.
	Off Campus Delivery		Study Abroad
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		ac087 - Sat, 26 Oct 2019 00:04:40 GMT - updated to a major workflow to reflect addition of course to core.
LARC 1003	Proposed Effective Date	Summer 2018	Fall 2020
	Justification	Updated typically offered field.	To be in compliance with the University General Core Curriculum education proposal.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
	<p>To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)</p>		<p>a. synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts. b. develop an understanding of how historical, social, cultural, and personal forces shape artistic communication and how the arts in turn share the diverse cultures of past and present societies. c. respond critically to a variety of works in the arts, connecting the individual work in the creative discipline being introduced to other aspects of human thought and endeavor. d. through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</p>

How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.

a)LARC 1003 uses a chronological framework to trace the development of several areas of human endeavor that speak directly to the visual arts, or to applied creative applications that utilize artistic methods such as composition, balance, art and craft – namely landscape painting; architecture and landscape architecture; urban planning and civic design. Key historic touchstones include classical cities; landscape art in the medieval, renaissance and in the new western frontier of America, and during the New Deal; landscape gardens of the beautiful, sublime and picturesque; and post-industrial revolution literature such as transcendentalism and romanticism.
 b)LARC 1003 constantly refers to the context of creative works – historical, cultural, and technological – to create a framework for – not just what and how things are created – but why. There are several threads that occur across the millennia: veneration and deification of natural systems; demonstrations of wealth and power; the trajectory of creative trends against immediate precedents; and reconciliation between people and landscape.
 c)LARC 1003 reinforces time and again the creative, philosophical and metaphysical context of artistic endeavor. Subjects such as religion, philosophy, and literature are frequently used to contextualize the creation of landscapes, buildings and cities.
 d)LARC 1003 uses Crystal Bridges Museum of American Art in Bentonville, AR, as a key resource. During the course, each student is tasked with studying and relaying basic information about the permanent collection of American landscape painting; to offer more individualistic, reflective writing pieces that refer to their own selected piece(s) and how it encapsulates their own developing understanding on the relationship between people and place.

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)

Per the syllabus, through exams, quizzes, the Crystal Bridges project and reflective writing.

To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)

- a. examine and interpret an intercultural experience from both one’s own and another’s worldview.
- b. articulate the essential tenets of a cultural worldview other than one’s own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices
- c. identify and participate in cultural differences in verbal and nonverbal communication.
- d. identify and analyze significant global challenges and opportunities in the human and natural world.

	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>a) LARC 1003 posits that most land-based cultural experiences (designed landscapes, cities, sustainability, landscape art, agriculture and forestry) are fundamentally intercultural, in that they represent developments of ideas, philosophies, methods and priorities across cultures and eras. As a result, students are given a frame of history and antecedents to understand the development of their own worldview, and that of others as it relates to facets of the American landscape.</p> <p>b) In explaining the context of land-based cultural practice, students are exposed not simply to its physical manifestation (why does it look the way it does) but also how this reflects the context – for example shifting attitudes to nature such as deification, fear, veneration, exploitation, order, organization and technological supremacy.</p> <p>c and d) A central tenet of LARC 1003 is to trace the risks associated with inappropriate land-practice – from over-exploitation of soils by the Cahokia and Romans; to mismanagement of the prairie that presaged the dustbowl in 20th Century America – to the antidote of more sensitive land-people relationships such as the rehabilitation of the Byzantine Mediterranean under the Moors to the American land ethic of the 19th and 20th Centuries manifest in religious settlements and the emergence of the science of ecology. This provides a framework for understanding the global challenge of sustainable development and resilient landscapes.</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Per the syllabus, through exams, quizzes, the Crystal Bridges project and reflective writing.
	Syllabus		LARC1003_Billig_Fall2019_Syllabus (002).docx LARC1003_StateCore_12-6-2019.docx
	Reviewer Comments		ac087 - Tue, 21 Jan 2020 23:14:29 GMT - amended workflow to include major approval workflow because course is adding to Gen Ed Curriculum.
LAWW 5333			Added
LAWW 5402			Added
LAWW 5413			Added
LAWW 5431			Added
LAWW 7872			Inactivated/Deleted
LAWW 544V			Added
LAWW 704V	allcodes	LAWW 7042	LAWW 704V
	Proposed Effective Date	Spring 2018	Fall 2020
	Course Number	7042	704V
	Credit Hours	2	1

	Catalog Title	Federal Regulation of Food Labeling	Federal Regulation of Food Labeling Safety
	Short Course Title	FED REGS OF FOOD LABELING	FED REGS OF FOOD LABEL SAFE
	Catalog Description	Study of the federal laws regarding the labeling of food, considering both FDA and USDA regulation. The course includes the study of nutrition labeling, health claims, advertising issues, and efforts to curb the obesity epidemic through educational labeling.	Welcome to Federal Regulation of Food Labeling Food Safety. This course will explore the federal law that applies to the labeling of food products by examining discreet topics, including the labeling of genetically engineered ingredients, food fraud, organic labeling, and the new restaurant menu regulations. It will also explore the federal regulation of food safety, examining food recalls, the food code, and traceability. The law, the role of government, the perspective of industry and the interest consumers will all be examined.
	Justification	admin update of delivery method due to CIM Refresh.	Combining LAWW 704(2) Federal Regulation of Food Labeling LAWW 787(2) Federal Regulation of Food Safety into one course titled 'Federal Regulation of Food Labeling Safety' and offer it as a variable credit course between 1-4 credits.
	Course Code	LAWW 7042	LAWW 704V
	Maximum Credit Hours		4
	Title/Description Change Type		Major Content Change
	Reviewer Comments		tmartin - Tue, 12 Nov 2019 21:41:37 GMT - Rollback: Please explain difference between 1, 2,3, 4 hour versions of this course. sxh090 - Tue, 12 Nov 2019 21:54:04 GMT - This 2 credit version allows for both food labeling food safety topics to be covered in a format that can be flexible enough to be offered on a condensed schedule by visiting professors and industry experts.
MATH 1313	Proposed Effective Date	Summer 2019	Spring 2020
	Course Delivery Method	On campus	On campus Off campus
	Justification	The Department of Mathematical Sciences is moving from an in-house placement exam to a nationally-normed placement examination for beginning mathematics courses.	The online section is needed to satisfy the math requirements for some of our Global Campus students.
	Additional Notes	This is a change in one prerequisite only.	
	Reviewer Comments	agriffin - Mon, 25 Feb 2019 21:01:46 GMT - Fall 2019 effective date pending successful completion of approval process.	agriffin - Thu, 27 Feb 2020 23:26:07 GMT - Uploaded General Education submission information.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 2 – Learning Outcome 2.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course must incorporate all five learning indicators. In an approved course, students will (please select indicators)		<ul style="list-style-type: none"> a. employ college-level algebraic concepts and tools. b. apply these tools to other subject areas and real-life problems. c. formulate and solve quantitative problems in mathematical terms, using appropriate tools and methods. d. use mathematical computation involving integers, rational numbers, algebraic expressions, decimals, ratios, percentages, roots, and powers. e. express quantitative and logical ideas with precision, using the language and notation of mathematics.
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		The main objective of this course is to develop the ability in our students to critically analyze and apply quantitative information to real-life situations. Throughout the course, algebraic tools are developed (LI (a)), deployed in various real-life situations (LI (b)), and students learn to formulate and solve problems using these mathematical tools (LI (c)). Most of the tools involve algebraic expressions, ratios and percentages (LI(d)). In addition, students have to translate written information into precise quantitative statements (LI (e)), before they can solve the corresponding problems.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Exams, based on syllabus
	Off Campus Delivery		Distance Education Online/Web-based
	Syllabus		1313syl.pdf
MKTG 3833		Added	
MUEN 1211		Added	
MUEN 1221		Added	
MUEN 1231		Added	
MUEN 1241		Added	
MUEN 1251		Added	
MUEN 1261		Added	
MUEN 1271		Added	
MUEN 2211		Added	
MUEN 2221		Added	
MUEN 2231		Added	
MUEN 2251		Added	
MUEN 2261		Added	

MUEN 2271		Added	
MUEN 3211		Added	
MUEN 3221		Added	
MUEN 3231		Added	
MUEN 3251		Added	
MUEN 3261		Added	
MUEN 3271		Added	
MUEN 4211		Added	
MUEN 4221		Added	
MUEN 4231		Added	
MUEN 4251		Added	
MUEN 4261		Added	
MUEN 4271		Added	
MUEN 4311		Added	
MUEN 4321		Added	
MUEN 4331		Added	
MUEN 4351		Added	
MUEN 4361		Added	
MUEN 4371		Added	
NURS 4023	Proposed Effective Date	Fall 2019	Fall 2020
	Justification	<p>This RN to BSN course is being modified to meet the needs of an additional population of students that will be coming into our LPN to BSN option.</p> <p>The addition of prerequisites 4003 and 4013 (introductory courses) will prevent the student from self-enrolling in this course in their first semester. 4843 will provide foundational knowledge about finding and understanding the evidence-based practice that they will need to utilize in this course.</p>	Course to be designated as meeting Gen Ed requirements for Online BSN students
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Health Literacy Reflection • Students produce a written description, analysis, and identification of corresponding theoretical concepts for an experience in nursing (learner selected) in which health literacy affected the health outcome of one or more individual.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Written assignment is evaluated using a rubric that incorporates learning outcome 4.1 and the indicators a, b, and c.
	Syllabus		NURS_4023_Syllabus.docx
	Reviewer Comments		ac087 - Tue, 04 Feb 2020 15:00:51 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. kdhall - Tue, 11 Feb 2020 19:52:10 GMT - While the course requirements imply that student work will consider intercultural / cross-cultural issues, it is not readily apparent from the descriptions given that such consideration is a requirement - this should be strengthened.
NURS 4092	Proposed Effective Date	Fall 2019	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	This RN to BSN course is being modified to also meet the needs of an additional student population that will be coming into our LPN to BSN option. NURS 4701 is to be taken prior to this course, but typically/often in the same semester.	Course to be designated as meeting Gen Ed requirements for Online BSN students
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1

<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>Quality Improvement Project • Students design a Quality Improvement (QI) Project to bring about change or improvement of a nursing practice, policy, or procedure. During the QI process, students identify stakeholders through a formal written paper. Students create a slide presentation and orally present a proposal for the QI project to stakeholders in the students' clinical practice setting and submit a video recording of the presentation to the instructor. During development of the slide presentation, students submit 2 drafts and are provided instructor feedback to help with improving the presentation. Students utilize current research to support the QI project and cite sources in APA format.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Two drafts of a narrated power point and a final video presentation all evaluated with a rubric that incorporates learning outcome 1.2 and indicators</p>

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		<p>a. Written, oral, and/or multimodal communication abilities.</p> <p>b. Quantitative literacy.</p> <p>c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major.</p> <p>d. Diversity awareness and/or intercultural competency.</p> <p>e. Critical thinking and/or ethical reasoning.</p>
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Quality Improvement Project and Reflection</p> <ul style="list-style-type: none"> • Students design a Quality Improvement (QI) Project to bring about change or improvement of a nursing practice, policy, or procedure. During the QI process, students identify stakeholders through a formal written paper. Students create a slide presentation and orally present a proposal for the QI project to stakeholders in the students' clinical practice setting and submit a video recording of the presentation to the instructor. During development of the slide presentation, students submit 2 drafts and are provided instructor feedback to help with improving the presentation. Students utilize current research to support the QI project and cite sources in APA format. • Students write a reflection of at least 1250 words in which they are instructed to capture at least 3 of the 5 sets of skills and abilities noted in the (b) portion of outcome 6.1.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Video presentation of the Quality Improvement Project evaluated with a rubric as well as a written reflection of the project that incorporates at least 3 of the 5 indicators of learning outcome 6.1 evaluated with a rubric
	Syllabus		4092 Syllabus.docx
	Reviewer Comments		ac087 - Tue, 04 Feb 2020 15:25:38 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process.
NURS 4112	Proposed Effective Date	Fall 2019	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Students and faculty agree that the content for this course is at a level 1 rather than a level 2 and is needed earlier in the program of study. The course will be taken earlier in the program of study to accommodate this change.	Course to be designated as meeting Gen Ed requirements for NURS students

Reviewer Comments	kjvestal - Wed, 27 Mar 2019 15:37:07 GMT - Edited the requisite statement per Prof Ballentine.	skpatton - Wed, 29 Jan 2020 19:44:49 GMT - Rollback: This course syllabus needs a notification that it has been designated to meet a gen ed nursing outcome. skpatton - Wed, 29 Jan 2020 22:03:55 GMT - Rollback: submit with syllabus ac087 - Tue, 04 Feb 2020 15:31:14 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process.
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Students will prepare a health promotion teaching project based on a community needs assessment. The project will include a group proposal (presentation #1 in the syllabus) with feedback, presentation to the class with feedback (presentation #2 in syllabus), and a presentation to a relevant audience (teaching project in syllabus).

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Each of the 3 presentations will be evaluated using a rubric that incorporates evidence of the 5 indicators.
	Syllabus		4112 syllabus Fall20.docx
NURS 4701	Justification	Prerequisite section edited to ensure that all online nursing students will have taken all of their core and program prerequisites prior to taking their final capstone courses culminating their program of study.	Course to be designated as meeting Gen Ed requirements for Online BSN students
	Reviewer Comments	ac087 - Tue, 04 Feb 2020 22:32:35 GMT - Online program already built in, cannot enforce university core or nursing prerequisites. Statement will remain in prerequisite.	ac087 - Thu, 06 Feb 2020 21:05:56 GMT - adjusting workflow, addition to Gen Ed Curriculum requires major approval process.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>

<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>Quality Improvement Project • Students design a Quality Improvement (QI) Project to bring about change or improvement of a nursing practice, policy, or procedure. During the QI process, students identify stakeholders through a formal written paper. Students create a slide presentation and orally present a proposal for the QI project to stakeholders in the students' clinical practice setting and submit a video recording of the presentation to the instructor. During development of the slide presentation, students submit 2 drafts and are provided instructor feedback to help with improving the presentation. Students utilize current research to support the QI project and cite sources in APA format.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Two drafts of a narrated power point and a final video presentation all evaluated with a rubric that incorporates learning outcome 1.2 and indicators</p>
<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>	<p>a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.</p>
<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>	<p>Quality Improvement Project and Reflection • Students design a Quality Improvement (QI) Project to bring about change or improvement of a nursing practice, policy, or procedure. During the QI process, students identify stakeholders through a formal written paper. Students create a slide presentation and orally present a proposal for the QI project to stakeholders in the students' clinical practice setting and submit a video recording of the presentation to the instructor. During development of the slide presentation, students submit 2 drafts and are provided instructor feedback to help with improving the presentation. Students utilize current research to support the QI project and cite sources in APA format. • Students write a reflection of at least 1250 words in which they are instructed to capture at least 3 of the 5 sets of skills and abilities noted in the (b) portion of outcome 6.1</p>

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Video presentation of the Quality Improvement Project evaluated with a rubric as well as a written reflection of the project that incorporates at least 3 of the 5 indicators of learning outcome 6.1 evaluated with a rubric
	Syllabus		Revised syllabus 4701 with GEO.docx
NURS 4712	Proposed Effective Date	Spring 2018	Fall 2020
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Admin update to typically offered field.	Removed syllabus so that syllabus with gen ed outcomes could be attached.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Clinical Portfolio: Clinical course journals (part A) and final reflective paper (part B) <ul style="list-style-type: none"> • Part A-Students will create a portfolio containing a written reflection on their clinical experiences from each clinical course • Part B- Students will choose 3 of the 5 sets of skills and abilities outlined in outcome 6.1 and write a reflection about how these skill sets and abilities were incorporated into their clinical experience. Senior level 2 faculty will ensure that journals are present in the portfolio and that final reflection is passing based on the rubric before students can pass the course. Any questionable or failing journals will be managed by the course faculty of 4712.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Rubric evaluation of the portfolio based on Learning Outcome 6.1 and its associated skills and abilities
	Syllabus		4712_SYLLABUS F20.docx
	Reviewer Comments		skpatton - Wed, 29 Jan 2020 19:42:27 GMT - Rollback: Jaye, talk to Hope. This course syllabus requires notification that it is designated to meet a gen ed learning outcome. skpatton - Wed, 29 Jan 2020 22:04:50 GMT - Rollback: submit with syllabus ac087 - Tue, 04 Feb 2020 15:40:36 GMT - adjusting workflow, addition to gen ed curriculum is a major approval process. agriffin - Thu, 13 Feb 2020 14:30:11 GMT - Changed effective date from spring 2020 to fall 2020.
NUTR 4001	Proposed Effective Date	Spring 2019	Fall 2020
	Justification	Due to recent recommendations by the Accreditation Council for Education in Nutrition and Dietetics related to increasing both knowledge and competency in the area of nutrition research as well as increasing proficiency in both oral and written communications, a seminar course focused on evidenced based nutrition information which utilizes and promotes the continued development of both oral and written communications skills is necessary. The prerequisite change is to allow FNAH majors to enroll in this course.	This seminar course generates a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection. This Seminar course is designed to integrate knowledge gleaned by students from a variety of other courses in assessment, nutrition, and health and demonstrate their understanding of all aspects of a community by producing a feasible nutrition related seminar. This course, therefore, plays an important role to bridge this gap and prepare students to be effective dietitians and nutritionists in an advanced workplace.
	Additional Notes	TO BE EFFECTIVE SPRING 2019	
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes

	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		It integrates Human nutrition and dietetics core and content courses into leadership practice within the human nutrition and dietetics field. The course includes opportunities to analyze nutrition issues, and propose solutions to identified nutrition problems. During the duration of the course, students will: fine-tune the ability to think strategically; apply theory and concepts; learn how to interpret research results; and practice decision-making.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students will develop a presentation suitable for a group of health-care professionals and participate in the discussion of other students' presentations. The presentation is designed to give students the opportunity to interpret data, make comparisons, arrive at logical and practical conclusions, and develop or suggest research implications. Students will summarize the results and acquire information to support their analyses and conclusions, then present their results.
	Syllabus		NUTR 4001 Seminar Syllabus – REVISED – 1-31-2020.docx
	Reviewer Comments		ac087 - Thu, 05 Dec 2019 16:22:14 GMT - adjusted workflow, addition to Gen Ed Curriculum is considered a major change and requires a major workflow. agriffin - Fri, 31 Jan 2020 19:21:15 GMT - Uploaded revised syllabus on behalf of submitter.
PBHL 1103H		Inactivated/Deleted	
PBHL 1303H		Inactivated/Deleted	
PHYS 2013	Proposed Effective Date	Fall 2017	Fall 2020

	Prerequisite(s)	(MATH 1203 and MATH 1213) or (MATH 1284C or MATH 2554) or a score of at least 26 on the math component of the ACT exam, or a score of at least 600 on the math component of the old SAT, or 620 on the math component of the new SAT.	(MATH 1203 and MATH 1213) or (MATH 1284C or MATH 2043 or MATH 2554) or a score of at least 26 on the math component of the ACT exam, or a score of at least 600 on the math component of the old SAT, or 620 on the math component of the new SAT.
	Justification	Updated typically offered field.	Uploaded General Education submission information.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.4
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> a. identify the fundamental concept(s) unifying a scientific discipline. b. apply the principles of scientific theory and technique. d. make evidence-based arguments to support conclusions.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Physics 2013 is an algebra based physics course designed primarily for people in biology, geology, or kinesiology. This is the first semester of a two semester sequence. This course covers forces and motion, energy and thermodynamics, fluids, and mechanical waves.</p> <p>The course is taught along with Phys 2011L, a lab class. The two courses together work to fulfill the learning outcomes.</p> <p>Outcome (a) is primarily filled in the lecture course, where the students will be learning the topics mentioned above in essentially a traditional lecture setting that also includes the use of clicker technology. Students will be asked to read the textbook, answer free-response homework problems, and take multiple choice quizzes during each lecture.</p> <p>Outcomes (b) and (d) are primarily accomplished in the laboratory class, where students do hands on experiments, take data, propose explanations, test the explanations, etc., and then are expected to write lab reports explaining what they have done.</p>

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Evidence for indicator a. will come from the Force Concept Inventory for classical mechanics administered at the end of the course. The application of these concepts (indicator b.) will be measured in open response questions on exams. Lab reports written in the co-requisite lab class will be used as evidence for indicator d.
	Syllabus		CP1_syllabus_sample-2.pdf
	Reviewer Comments		ac087 - Wed, 11 Dec 2019 16:33:06 GMT - adjusted workflow to include core since course is now part of Gen Ed Curriculum
PLSC 2813	Proposed Effective Date	Spring 2018	Fall 2020
	Is Course a State Minimum Core Course?	No	Yes
	Course Delivery Method	On campus	On campus Off campus
	Create Honors Course?	No	Yes
	Catalog Title	Introduction to International Relations	Introduction to International Relations and Global Studies
	Catalog Description	Introduction to the international system, theories of international behavior, political economy, conflict and peacemaking, the third world, international law and organizations, and the nature of the post-cold war world.	An interdisciplinary survey of the state system, the role of non-state actors, and the processes and outcomes of globalization. Topics include theories of international conflict and peace, international norms and ethics, international law and organizations, global cultural interactions, and contemporary transnational challenges.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Justification	Admin update to typically offered.	Part of program merger of INST and PLSC. Combines two survey courses with overlapping content to prevent redundancy and streamline INST and PLSC curricula.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)		a. articulate the key concepts, principles, and overarching themes to a social science discipline. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.

	<p>How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.</p>		<p>For 3.3a, PLSC 2813 will define the related fields of International Relations and Global Studies, with emphasis on their domains of inquiry and interdisciplinary approaches. For 3.3c, PLSC 2813 will identify and explain theories of globalization, global interaction, and international relations, including but not limited to world systems theory, anti-globalist thought, international realism, and globalization. For 3.3e, PLSC 2813 will explore in depth selected global, social, economic, and political challenges from theoretical and practical perspectives, discussing and writing about the advantages and disadvantages of proposed policy solutions.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Assessment will take place through selected exam questions and project portfolio elements.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. examine and interpret an intercultural experience from both one's own and another's worldview. d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>As a course focused on global integration and global challenges, PLSC 2813 is uniquely suited to deliver the global learning components of Goal 4.1 For Goal 4.1a, PLSC 2813 will introduce students to fundamental intercultural concepts and skills. For 4.1d, PLSC 2813 will introduce students to a number of selected global challenges, including such issues as peace and conflict, global health, and migration. For 4.1e, PLSC 2813 will examine the contours of key area studies fields, with a focus on the ways in which specific world areas are impacted through their connections with other world regions and cultures.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Assessment will take place through selected exam questions.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.</p>

	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		PLSC 2813 includes lessons on international ethics as part of its introduction to the field. For 5.1b, PLSC 2813 will describe principal ethical concepts and theories common to the field of international ethics. For 5.1c, PLSC 2813 will include an international ethics unit, which includes examination of key ethical problems in international affairs and global governance. For 5.1e, PLSC 2813 will include lessons showing how international ethicists and policy makers respond to selected challenges.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Assessment will take place through selected exam questions.
	University Core Category		University Core Social Science
	Off Campus Delivery		Study Abroad
	Prerequisite(s)		N/A
	Corequisite(s)		N/A
	Pre- or Corequisite(s)		N/A
	Cross-listed with:		Introduction to International Relations and Global Studies
	Syllabus		INST_PLSC 2813 Hare Summer 2019 Syllabus (1).pdf
	Additional Notes		.
RUSS 2003	Proposed Effective Date	Spring 2018	Spring 2020
	Catalog Description	Intermediate courses stress correct pronunciation, aural comprehension, and simple speaking ability, and lead to active mastery of basic grammar and limited reading ability.	Focuses on mastering speaking, writing, reading, listening skills and cultural awareness using a variety of different texts and cultural material.
	Justification	Admin update to typically offered.	To better reflect the objectives of the course and the level of proficiency required by adding a formal prerequisite. The changes are primarily editorial and concerned with wording, specifically with articulating exactly what skills students will acquire and what tasks they will have to complete to attain these skills.
	Is course a General Education Course?		No
	Prerequisite(s)		RUSS 1013.
	Reviewer Comments		ac087 - Thu, 05 Dec 2019 15:21:04 GMT - per conversation with Ryan 12/4/2019 changed back to state core, adjusted workflow to reflect minor change.
SOCI 2013	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Updated typically offered field.	Uploaded General Education submission information.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2

	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)		<ul style="list-style-type: none"> a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.
	How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.		Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		pre- and post-tests
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<ul style="list-style-type: none"> b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/ or contemporary interrelationships among multiple global cultures.

	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>This course examines sociological explanations of social inequality in the United States as well as global stratification that refers to the unequal distribution of wealth, power, and prestige on a global basis, resulting in people having vastly different lifestyles and life chances both within and among the nations of the world. As part of the central goal of this course, students will learn the role of the social consequences of structural determinants as well as culture in a diverse social world. Concepts such as race, gender, age, poverty and socio-economic status are covered. In addition, ethnocentrism, cultural competency, cultural relativity, culture imperialism, as well as cultural fallacy are examined, revealing implicit bias and an appreciation for diverse cultures.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Each instructor will participate in a pre-and post exam that identifies questions specific to learning outcomes b, d, and e. Each instructor will submit a question or set of questions answered by students to assess achievement of these learning goals. Pre and post exam questions will specifically address cultural awareness, discrimination, prejudice and bias of systematic practices that result in global inequalities.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. d. analyze the historical and/or contemporary development of group agency and assess its role in waddressing discrimination and inequalities in the United States.</p>
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Students in all section of General Sociology are introduced to Cultural diversity, both within the U.S. and abroad. Students are provided historical context for power structures, discrimination and inequality within the U.S. specifically related to social conditions of that advantage or disadvantage groups based upon bias, privilege, prejudice, discrimination and social inequality. Historical context for race, gender, age, and ethnicity are topics covered in each section of General Sociology.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Pre and post exam questions will specifically address outcomes a, b, and e. Questions will address cultural awareness, discrimination, prejudice and bias of systematic practices that result in inequalities in the United States.</p>
	<p>Syllabus</p>		<p>AssessmentGoals3_3.pdf 2013sylFall2019.docx</p>
	<p>Additional Notes</p>		<p>This course has been approved for 3.3 – this modification is to update the course for learning goals and outcomes 4.1 and 4.2</p>

	Reviewer Comments		ac087 - Wed, 30 Oct 2019 19:18:07 GMT - adding additional outcome not previously approved for Gen Ed Core ac087 - Fri, 15 Nov 2019 17:46:13 GMT - Rollback: department to make corrections ac087 - Fri, 15 Nov 2019 22:09:05 GMT - adjusted workflow, addition of Gen Ed Curriculum outcomes is considered a major change.
SOCI 2013H	Proposed Effective Date	Fall 2017	Fall 2020
	Justification	Updated typically offered field.	Submitting course for General Education Curriculum
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)		a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.
	How does the course meet three of five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of 5 indicators.		Sociology focuses on the systematic understanding of social interaction, social organization, social institutions, and social change. Major themes in sociological thinking include the interplay between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life. Understanding sociology helps discover and explain social patterns and see how such patterns change over time and in different settings. By making vivid the social basis of everyday life, sociology also develops critical thinking by revealing the social structures and processes that shape diverse forms of human life.

	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>pre and post exams will address outcomes a,b,c, and d</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>
	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>This course examines sociological explanations of social inequality in the United States as well as global stratification that refers to the unequal distribution of wealth, power, and prestige on a global basis, resulting in people having vastly different lifestyles and life chances both within and among the nations of the world. As part of the central goal of this course, students will learn the role of the social consequences of structural determinants as well as culture in a diverse social world. Concepts such as race, gender, age, poverty and socio-economic status are covered. In addition, ethnocentrism, cultural competency, cultural relativity, culture imperialism, as well as cultural fallacy are examined, revealing implicit bias and an appreciation for diverse cultures.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>Pre and post exam questions will specifically address outcomes b,d, and e. Questions will address cultural awareness, discrimination, prejudice and bias of systematic practices that result in inequalities in the United States.</p>
	<p>To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. b. explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. d. analyze the historical and/or contemporary development of group agency and assess its role in waddressing discrimination and inequalities in the United States. e. demonstrate problem-solving and change management skills for achieving social equity.</p>

	<p>How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>	<p>This course examines sociological explanations of social inequality in the United States as well as global stratification that refers to the unequal distribution of wealth, power, and prestige on a global basis, resulting in people having vastly different lifestyles and life chances both within and among the nations of the world. As part of the central goal of this course, students will learn the role of the social consequences of structural determinants as well as culture in a diverse social world. Concepts such as race, gender, age, poverty and socio-economic status are covered. In addition, ethnocentrism, cultural competency, cultural relativity, culture imperialism, as well as cultural fallacy are examined, revealing implicit bias and an appreciation for diverse cultures.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Each instructor will participate in a pre-and post exam that identifies questions specific to learning outcomes a, b, d, and e. Each instructor will submit a question or set of questions answered by students to assess achievement of these learning goals. Pre and post exam questions will specifically address cultural awareness, discrimination, prejudice and bias of systematic practices that result in U.S. inequalities.</p>
	<p>Syllabus</p>	<p>Syllabus Gen Soc F19H.docx</p>
	<p>Reviewer Comments</p>	<p>ac087 - Wed, 18 Sep 2019 22:48:45 GMT - Rollback: initial general core requirements will be submitted administratively. agriffin - Thu, 19 Sep 2019 19:13:55 GMT - This course was submitted after the Matrix was completed. Therefore, it will need to complete the campus approval process. ac087 - Fri, 15 Nov 2019 19:26:03 GMT - Rollback: department to make corrections to add additional Gen Ed Curriculum outcomes</p>