

## CIM Report Sep 19, 2019 3:57pm

### Course Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ACCT 3543			Added
ACCT 5123			Added
ACCT 5853			Added
ACCT 5863			Added
BMEG 4983			Added
CDIS 6103			Added
CDIS 6203			Added
CDIS 6303			Added
CDIS 6403			Added
CDIS 6503			Added
CHEG 6801			Inactivated/Deleted
CVEG 5523			Added
CVEG 5533			Added
CVEG 5543			Added
CVEG 5553			Added
CVEG 5563			Added
ELEG 4623	Proposed Effective Date	Summer 2018	Fall 2020
	Academic Level	Dual Level	Undergraduate
	Off Campus Delivery	Online/Web-based	Distance Education
	Catalog Description	Various modulation systems used in communications. AM and FM fundamentals, pulse modulation, signal to noise ratio, threshold in FM, the phase locked loop, matched filter detection, probability of error in PSK, FKS, and DPSK. The effects of quantization and thermal noise in digital systems. Information theory and coding.	Various modulation systems used in communications. AM and FM fundamentals, pulse modulation, signal to noise ratio, threshold in FM, the phase locked loop, matched filter detection, probability of error in PSK, FKS, and DPSK. The effects of quantization and thermal noise in digital systems. Information theory and coding. Students may not receive credit for both ELEG 4623 and ELEG 5663.
	Justification	Updated typically offered field.	Adding sentence to indicate that credit may not be received for both undergraduate and graduate levels of the class. Changing off-campus delivery method to distance education.
	Rationale for Deletion		This course has not been taught since 1993 and the Departmental Undergraduate Curriculum Committee has voted to make it inactive.
	Status Modifiers		Inactivated
	Title/Description Change Type		Minor (stylistic/editorial) Change

	Reviewer Comments		ac087 - Mon, 18 Feb 2019 16:17:44 GMT - Rollback: course has enrollment in Fall of 17. If you are intending to inactivate the graduate version this needs to be handled and communicated with Gina Daugherty via the dual level conversion project. ac087 - Tue, 18 Jun 2019 19:35:41 GMT - changed effective date from spring 2019 to Fall 2020. Level changes must coincide with catalog publication cycles. Possible summer implementation pending successful completion of the approval process before enrollment begins. kang - Wed, 03 Jul 2019 15:39:37 GMT - Rollback: Per our discussion, please change the Off Campus Delivery method from "Online/Web-based" to "Distance Education."
ELEG 5953		Added	
EMGT 5603		Added	
EMGT 5703		Added	
FJAD 6023		Added	
GEOS 1113	Proposed Effective Date	Summer 2018	Fall 2020
	Catalog Title	General Geology (ACTS Equivalency = GEOL 1114 Lecture)	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)
	Short Course Title	GENERAL GEOLOGY	PHYSICAL GEOLOGY
	Catalog Description	Survey of geological processes and products, and their relationships to landforms, natural resources, living environments and human beings. Lecture 3 hours per week. GEOS 1111L is recommended as a corequisite.	Survey of geological processes and products, and their relationships to landforms, natural resources, living environments and human beings.
	Justification	Updated typically offered field.	Uploaded General Education submission information. Second change is changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts. Also made GEOS 1111L the official coreq and not just "recommended" since this follows University/state minimum core policy.
	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

<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 incorporate at least 3 of the 5 learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<ul style="list-style-type: none"> <li>a. identify the fundamental concept(s) unifying a scientific discipline.</li> <li>b. apply the principles of scientific theory and technique.</li> <li>d. make evidence-based arguments to support conclusions.</li> <li>e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline.</li> </ul>

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 Physical Geology course (GEOS1113) and associated Physical Geology Laboratory course (GEOS1111L) offer students the opportunity to meet Goal 3 – Learning Outcome 3.4 incorporating the following Learning Indicators:

- 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
- e. integrate and organize information, concepts, and applications relevant in more than one scientific discipline

The lecture portion of the course covers all of the fundamentals of physical geology, focusing on the materials that make up the Earth's geosphere and the processes occurring within it. Processes such as the formation of crustal rocks, volcanism, seismic activity, and mountain building are discussed within the context of the theory of Plate Tectonics, which is the overarching theory that guides much of our understanding of the processes occurring within the outer part of the solid Earth. We discuss how the theory of plate tectonics was developed, including detailed discussions of the preceding hypothesis of Continental Drift and the Sea Floor Spreading hypothesis. These discussions cover the fundamental concepts of the scientific method from generating observation-based hypotheses to testing these hypotheses through experimentation and observation. We also cover processes occurring in Earth's atmosphere, hydrosphere, and cryosphere in such topics as streams, groundwater, and glaciers and discuss how these spheres interact with each other through these processes. Geology by its nature is an interdisciplinary science, integrating concepts and principles from the other sciences including physics, chemistry, and biology and many of our discussions in the lecture course involve how these basic principles are applied to real-world issues in our environment, such as how forces acting on materials on a hillslope affect the stability of the slope. In the lab component of the course (GEOS1111L), students work in small groups in "hands-on" activities. These activities include development of a protocol for identification and classification of unknown specimens of rocks and minerals and interpretation of topographic and geologic maps and cross-sections to identify and describe geological features.

	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 learning indicators are assessed through assignments and exams. 1) In the lecture portion of the course we use an online homework platform (currently Mastering Geology) to provide students with activities for each topic. These assignments frequently use short videos, often including observations from the field or from mapping platforms such as Google Earth to give the students opportunities to see real-world applications of the principles discussed in lecture. 2) In the lecture portion of the course several mid-term exams are given throughout the semester with a final exam given at the end. These exams consist of mostly multiple choice questions that come from all of the topics covered in the course. Many of these questions involve interpreting data given in a figure, such as a temperature/pressure diagram or a geologic map or cross-section. Questions range from broader topics such as the scientific method to more specific ones about a particular process or material. 3) In the lab portion of the course, students must complete weekly assignments in which they apply the basic principles they have learned to identify unknown specimens or to interpret the geological history or features of a given region. These skills are then tested in weekly quizzes and in two mid-term exams. The first exam focuses on identification and description of materials – rocks and minerals, while the second exam focuses on interpretation of figures, maps, and cross-sections.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Corequisite(s)		GEOS 1111L.
	Syllabus		PAndersonGEOS_1113_Sec_2_Syllabus_Fall_2018.pdf
GEOS 1111M	Proposed Effective Date	Spring 2018	Fall 2020
	Catalog Title	Honors General Geology Laboratory	Honors Physical Geology Laboratory
	Short Course Title	HNRS GENERAL GEOLOGY LAB	HNRS PHYSICAL GEOLOGY LAB
	Justification	Updated typically offered field.	Changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts.
	Title/Description Change Type		Minor (stylistic/editorial) Change
GEOS 1113H	Proposed Effective Date	Summer 2018	Fall 2020
	Catalog Title	Honors General Geology	Honors Physical Geology
	Short Course Title	HNRS GENERAL GEOLOGY	HNRS PHYSICAL GEOLOGY

	Justification	Updated typically offered field.	Changing the course title to Physical Geology since this is actually how the department teaches the course. This is what most other universities call this introductory class; the name change should alleviate some confusion on the part of students considering classes here and graduate schools evaluating transcripts.
	Title/Description Change Type		Minor (stylistic/editorial) Change
HNRC 3901H		Added	
INEG 2214		Added	
INEG 2223		Added	
NURS 3314H		Inactivated/Deleted	
RHAB 5363		Inactivated/Deleted	
RHAB 5373		Inactivated/Deleted	
RHAB 5383		Inactivated/Deleted	
RHAB 5493		Inactivated/Deleted	
RHAB 5513		Inactivated/Deleted	
RHAB 5523		Inactivated/Deleted	
RHAB 5543		Inactivated/Deleted	
RHAB 6243		Inactivated/Deleted	
RHAB 6263		Inactivated/Deleted	
RHAB 534V		Inactivated/Deleted	
RHAB 574V		Inactivated/Deleted	
RHAB 599V		Inactivated/Deleted	
RHAB 605V		Inactivated/Deleted	
RHAB 625V		Inactivated/Deleted	
RHAB 675V		Inactivated/Deleted	
RHAB 699V		Inactivated/Deleted	
RHAB 700V		Inactivated/Deleted	
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

	<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 must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p>		<p>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>
	<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>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>
	<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</p>
<p>WCOB 1011</p>	<p>Syllabus Reviewer Comments</p>	<p>Added</p>	<p>Syllabus Gen Soc F19H.docx                  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.</p>