

## CIM Report Oct 18, 2019 8:30am

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

Code	Field	Old Value	New Value
CNED 5533			Added
ENDY 600V			Added
EXSC 3421L			Added
FINN 5313			Added
FINN 510V			Added
GNEG 1301H			Inactivated/Deleted
GNEG 1401H			Inactivated/Deleted
GNEG 3712H			Added
INEG 4143			Added
INEG 6323			Added
SPED 5793	Reviewer Comments	lindsayt - Thu, 15 Oct 2015 13:28:37 GMT - Rollback: This course is offered online. Please add the 'online/web-based' delivery method in the Course Delivery Method section.	kbible - Wed, 01 Nov 2017 21:42:24 GMT - Rollback: This request will completely delete the graduate level practicum, which is not the intent of the request (per the justification). kbible - Thu, 14 Dec 2017 19:58:05 GMT - Rollback: The justification does not address the changes currently being proposed, but rather previous changes that have since been discarded. Please update justification to reflect all current changes and the reason for them. ac087 - Fri, 30 Aug 2019 15:30:31 GMT - Spring 2020 effective date pending successful completion of the approval process, otherwise the effective date will be Summer 2020. agriffin - Mon, 07 Oct 2019 18:12:35 GMT - Rollback: Please work with program faculty to insert the prerequisite of 'instructor approval' as noted in the catalog description in the prerequisite field or remove the note. lkulcza - Mon, 07 Oct 2019 20:59:25 GMT - Rollback: Per request from dean's office.
	Catalog Title	Practicum in Applied Behavioral Analysis	Practicum in Applied Behavior Analysis
	Course Code	SPED 6893	SPED 5793
	Proposed Effective Date	Spring 2016	Spring 2020
	Course Number	6893	5793
	Total completions	6	3
	Total credits allowed	18	9
	Justification	Course numbers are low in the summer section.	We are changing the course number from a 6000 level to a 5000 level course to more clearly communicate that it is designed primarily for master's level students. We are also correcting the name of the course to more accurately convey the name of the field/certification. We are also clarifying the number of times the course could be repeated for credit.
	Typically Offered		Fall and Spring

	Off Campus Delivery		Distance Education Online/Web-based
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Prerequisite(s) allcodes		Instructor Consent. SPED 5793
WLIT 1113	Proposed Effective Date	Fall 2017	Fall 2020
	Catalog Title	World Literature I (ACTS Equivalency = ENGL 2113)	World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)
	Short Course Title	WORLD LITERATURE I	WORLD LIT BEGINNINGS - 1650CE
	Justification	Admin update to typically offered and delivery method.	Uploaded General Education submission information. Changed name to signify to students that the courses are not a sequence.
	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)		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. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.

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.

WLIT I is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from antiquity to the Renaissance. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. Students are taught to analyze literary texts according to preferred methods in the discipline (LI 3.2 b) and write essays on the basis of that analysis (LI 3.2 c). Additionally, the exams and the required argumentative essay derived from research in archival sources ask students to synthesize information, actively making connections across the various phenomena informing the lived experience captured in the production and ideational constructs of the literary works considered (LI 3.2 e). The following writing assignments are indicative of the means by which the LOs 3.2 and 4.1 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.

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

writing assignments/essays

<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>WLIT I is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from antiquity to the Renaissance. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. The very focus of the course is to examine the literary traditions of various cultural groups across distinct historical periods (please see syllabus provided), allowing students to examine their worldview relative to that of other traditions (LI 4.1 a), and in the process recognize and actively critique the social experiences that inform those traditions (LI 4.1 d). Finally, in-class discussions and exams questions prompt students to identify and analyze salient themes that speak to the interrelationships among multiple global cultures (LI 4.1 e.). The following writing assignments are indicative of the means by which the LOs 3.2 and 4.1 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.</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.)		writing assignments/essays
	Syllabus		WLIT_1113_World_Literature_I_general_syllabus.pdf
	Reviewer Comments		arpope - Fri, 20 Sep 2019 19:09:40 GMT - Please note I have a typo. It should be CE not BCE. ac087 - Thu, 03 Oct 2019 17:56:37 GMT - corrected typo agriffin - Fri, 04 Oct 2019 19:33:30 GMT - Rollback: Please work with department faculty to have the learning outcomes expressed in the syllabus to be more closely aligned with the outcomes identified with the General Education curriculum.
WLIT 1123	Proposed Effective Date	Fall 2017	Fall 2020
	Catalog Title	World Literature II (ACTS Equivalency = ENGL 2123)	World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)
	Short Course Title	WORLD LITERATURE II	WORLD LIT 1650CE TO PRESENT
	Justification	Admin update to typically offered and delivery method.	Uploaded General Education submission information. Updated name to signify this is not a sequence.
	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)		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. 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.</p>		<p>WLIT II is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from the Enlightenment to contemporary times. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. Students are taught to analyze literary texts according to preferred methods in the discipline (LI 3.2 b) and write essays on the basis of that analysis (LI 3.2 c). Additionally, the exams and the required argumentative essay derived from research in archival sources ask students to synthesize information, actively making connections across the various phenomena informing the lived experience captured in the production and ideational constructs of the literary works considered (LI 3.2 e). The following writing assignments are indicative of the means by which the LOs 3.2 are met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.</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>essays/writing assignments, exam</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>WLIT II is a course designed to teach the fundamental elements of literary analysis, and to provide students with the proper analytic tools and background information for a fruitful encounter with great literary works from a wide range of cultural traditions from the Enlightenment to contemporary times. The course work enables students to appreciate and to analyze critically texts from diverse genres, periods, and cultural traditions, and to further develop crucial writing and communication skills through the creation of two major writing assignments, one of which requires working from researched sources. The very focus of the course is to examine the literary traditions of various cultural groups across distinct historical periods (please see syllabus provided), allowing students to examine their worldview relative to that of other traditions (LI 4.1 a), and in the process recognize and actively critique the social experiences that inform those traditions (LI 4.1 d). Finally, in-class discussions and exams questions prompt students to identify and analyze salient themes that speak to the interrelationships among multiple global cultures (LI 4.1 e.). The following writing assignments are indicative of the means by which the LO 4.1 is met by this course: Essay 1, option 1, (Translation Comparison) requires that students compare two translations of a passage from a work on the syllabus and critically discuss the translators' choices in rendering the passage as they did, rendering a rhetorical analysis of the two translations. Essay 1, option 2, (Explanatory Synthesis) requires that students synthesize two critical essays about a text on the syllabus to discuss the critics' arguments and rhetorical choices. Essay 2, option 1, (Argumentative Synthesis) requires that students synthesize a minimum of four critical essays about a text on the syllabus, developing an argumentative discussion derived from the sources selected. Essay 2, option 2, (Research Paper) requires that students engage in individual research to formulate a traditional researched essay focusing on a topic derived from a text on the syllabus and incorporating a minimum of four secondary sources to generate an original argument concerning that topic. Any of the above assignments can be adapted into multi-media presentation assignments with substantial (more than 60%) written components.</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.)		exams, essays/writing assignments
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		WLIT_1123__World_Literature_II_general_syllabus.pdf
	Reviewer Comments		arpope - Fri, 20 Sep 2019 19:09:59 GMT - Please note I have a typo. It should be CE not BCE.