

## CIM Report Feb 16, 2023 10:15am

### Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
AAST 3353			Added
AAST 3523			Added
AAST 4043			Added
AAST 4863			Added
ADPR 3553			Added
AMPD 4931			Added
AMPD 4962			Added
ANTH 3713			Added
ARSC 3203	allcodes	ARSC 3201	ARSC 3203
	Proposed Effective Date	Spring 2023	Fall 2023
	Course Number	3201	3203
	Credit Hours	1	3
	Can this course be repeated for degree credit?	Yes	No
	Total credits allowed	3	
	Total completions	3	
	Justification	Removing the prerequisite altogether to increase enrollment overall.	It is becoming increasingly difficult to meet the course objectives within the current 1 credit hour with students expanding interest and qualifications. Since there is an increased emphasis on General Education Learning Outcomes, it requires more classroom time to help students make the connections. Additionally, with increased emphasis on digital literacy, more time is needed to empower the students to explore creative ways to demonstrate learning.
	Course Code	ARSC 3201	ARSC 3203
BIOL 4043	allcodes	BIOL 3123	BIOL 4043
	Proposed Effective Date	Spring 2018	Fall 2023
	Course Number	3123	4043
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	The Department of Biological Sciences currently does not offer a graduate level microbiology course. Changing BIOL 3123 (Prokaryote Biology) to a 4000-level course would provide a senior-level course to undergraduates that can simultaneously be offered as a graduate level course. BIOL 5043 will be added separately since dual level classes are no longer available.
	Course Code	BIOL 3123	BIOL 4043
	Syllabus		BIOL 4043.docx

	Reviewer Comments		ac087 - Mon, 09 Jan 2023 15:56:43 GMT - Rollback: first three digits of course cannot repeat and 4122 is already an active course. Additionally, dual level courses are no longer available. If you are wanting a grad level course a separate 5000 level course will need to be submitted. An email has been sent with available course numbers.
BIOL 4573		Added	
BIOL 4583		Added	
BIOL 4723L	allcodes	BIOL 2723L	BIOL 4723L
	Proposed Effective Date	Fall 2019	Fall 2023
	Course Number	2723L	4723L
	Typically Offered	Fall	Fall Even Years
	Catalog Title	Microbial Fermentation Laboratory	Laboratory in Microbial Fermentation
	Catalog Description	An inquiry-based introductory lab course that explores the biology and chemistry of brewing, with a focus on brewing microbiology. Laboratory 6 hours per week. Students must be 21 years of age or older on the first day of class.	An inquiry-based lab focusing on the microbiology of brewing. Introduces students to laboratory techniques used in molecular ecology, microbial physiology, genetics, and brewing. Laboratory 6 hours per week.
	Prerequisite(s)	BIOL 1543 or BIOL 1584.	BIOL 2013 or BIOL 2323 or BIOL 2533.
	Justification	The course is based on a special topics course previously offered. The course will be required for the proposed new brewing certificate program.	As an NSF-funded broader impact, this course was originally designed and offered as a 4000-level (480V) course for Biology majors. In an attempt to make the course more accessible to non-majors including those interested in a nascent Brewing Certificate Program, I changed the course to a 2000-level offering. In hindsight, this was a mistake. There was little demand among Biology majors for a 3 credit-hour lab course that did not count for upper-level major credit, and it ceased to fulfill their senior writing requirement, so the change was a disservice to our majors. I saw no change in non-majors demand when the course was offered at either the 2000 or 4000 levels, and non-majors who took the course at the 4000-level did not struggle, mitigating concerns that changing the course to an upper level offering would serve as a large barrier for non-majors using the course to compete the Brewing Certificate Program. To summarize, changing the course to be upper level better serves our Biology majors, and not at the expense of interested non-majors.
	Syllabus	BIOL 2723L Syllabus.pdf	BIOL 4743L Syllabus.pdf
	Additional Notes	After conversation with Ryan, updated effective term to fall 2019, as the new BREWCP requires this course.	
	Reviewer Comments	rcc003 - Wed, 06 Feb 2019 15:32:36 GMT - Changed effective date to Fall 2020.	ac087 - Fri, 21 Oct 2022 22:31:07 GMT - corrected workflow. Switched BISC role with BISC Chair role. rcc003 - Wed, 16 Nov 2022 16:52:57 GMT - Edited course desc.
	Course Code	BIOL 2723L	BIOL 4723L
	Title/Description Change Type		Major Content Change
COMM 3933		Added	

COMM 3943			Added
COMM 3953			Added
COMM 3963			Added
COMM 3973			Added
DASC 2133			Added
ELAC 0103			Added
ELAC 0203			Added
ELAC 0303			Added
ELAC 0403			Added
ELAC 0503			Added
ELAC 0603			Added
ENGL 0001	allcodes	ENGL 0002	ENGL 0001
	Proposed Effective Date	Fall 2021	Fall 2023
	Course Number	0002	0001
	Credit Hours	2	1
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	This is a more accurate description of what the course is, and it aligns with the terminology that Math uses for their corequisite. We also want to eliminate any possible stigma or association students might have with the term "basic" and encourage more students who self identify as needing support in writing to take advantage of lab sessions.	The English Department proposes to reduce the credit hours for ENGL 0002 Writing Lab, a corequisite support course with ENGL 1013 Composition I, from 2 credit hours to 1 credit hour. This will reduce expense to the student and scheduling pressures for degree programs, while still fulfilling ADHE requirements and providing the support students need during their first composition course.
	Course Code	ENGL 0002	ENGL 0001
ENSC 1003H	Proposed Effective Date	Spring 2021	Fall 2023
	Justification	Deletion of Biol cross-list has already been approved. Lab is required only for some degree programs and for students who wish to use the course for university core credit for natural sciences. To list the lab as a required course then requires an override for every other student trying to enroll in the lecture. ENSC 1003 has already been approved as a General Education course. Drill is being added to the Honors section of ENSC 1003H.	Missing requisite. Only students admitted to Honors College should be able to enroll in Honors section of this course.
	Syllabus	Syllabus_ENSC 1003H_SP20.docx	

	Reviewer Comments	ac087 - Tue, 07 Apr 2020 14:32:00 GMT - removal of co-requisite means that we cannot physically enforce it for the majors that do require it. ac087 - Tue, 07 Apr 2020 14:32:55 GMT - adjusting workflow from core minor to core major, addition of course to gen ed core, even when the non-honors version has been approved requires a major approval process. ac087 - Tue, 07 Apr 2020 14:36:28 GMT - adjusted effect date from Fall 2020 to Spring 2021, course unlikely to complete approval process in time for fall 2020 ac087 - Tue, 07 Apr 2020 21:25:43 GMT - remove cross-listing, only like courses across different subjects can be cross-listed.	
	Prerequisite(s)		Honors standing.
GNST 3303		Added	
GNST 4133		Added	
HIST 2203		Added	
HIST 3393		Added	
HIST 3763		Added	
HIST 4863		Added	
HIST 4893	Proposed Effective Date	Fall 2021	Fall 2023
	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2 Goal 5 – Learning Outcome 5.1 Goal 6 – Learning Outcome 6.1	Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	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. d. describe key fallacies and identify them in context.	

<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>L.I. 1) Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking</p> <p>L.I. 3) Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications.</p> <p>L.I. 4) In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times</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>L. I. 1) A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking.</p> <p>L.I. 3) The Assessment can be conducted through the evaluation of one of the following:</p> <ul style="list-style-type: none"> <li>- Student's research questions assignment</li> <li>- Comparison of two or more primary sources</li> <li>- Comparison of two secondary accounts</li> <li>- Role-playing through enactment of historical events</li> <li>- Oral arguments on the pros or cons of certain historical choices involving ethical questions</li> <li>- Online forum peer discussion</li> </ul> <p>L.I. 4) Possible assessment methods include the evaluation of at least one of the following:</p> <ul style="list-style-type: none"> <li>- Comparative reviews</li> <li>- Historiographical paper</li> <li>- Bibliographical essay</li> <li>- Analysis of a sample of historical artifact or interpretation from relatively distant past</li> <li>- Multiple choice quiz</li> <li>- Role-playing through enactment of historical events</li> <li>- Oral arguments on the pros or cons of certain historical choices involving ethical questions</li> <li>- Online forum peer discussion</li> </ul>	
<p>Can this course be repeated for degree credit?</p>	<p>No</p>	<p>Yes</p>
<p>Create Topic Name?</p>	<p>No</p>	<p>Yes</p>
<p>Create Honors Course?</p>	<p>No</p>	<p>Yes</p>
<p>Catalog Title</p>	<p>Senior Capstone Seminar</p>	<p>History Seminar</p>
<p>Short Course Title</p>	<p>SENIOR CAPSTONE SEMINAR</p>	<p>HISTORY SEMINAR</p>

	Catalog Description	Examines research methods and current theories of interpreting and evaluating the past. Emphasizes skills of analysis, synthesis, and integration. A grade of a B or better on a primary source based research paper will satisfy the Fulbright College Writing Requirement. Required for all history majors.	Advanced study of selected historical topics, with emphasis on the application of historical research methods and writing skills to produce a substantial research paper or thesis.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Prerequisite(s)	History major and senior standing.	
	Justification	Capstone is mainly designed to fulfill the Learning Outcome 6.1. The additional learning outcomes 1.2 and 5.1 further allow HIST majors to complete their General Education curriculum with a degree of consistency that also includes levels of interdisciplinary learning.	Revisions to course designed to support revised HISTBA curriculum. Changes include removal of GELO 5.1 (which is being assessed in a new HIST course), addition of named topics for multiple sections, ability to repeat the course to support six-hour Applications in History requirement, addition of an honors section to facilitate honors capstone completion, elimination of prior prerequisites, and modification of course name and description (i.e., changing "capstone" to "seminar" to reflect broader reach of course).
	Syllabus	Race, Slavery, and the Civil War Syllabus.pdf	HIST 4893 and 4893H Seminar.docx
	Reviewer Comments	ac087 - Fri, 17 Jul 2020 20:17:53 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time. ac087 - Fri, 17 Jul 2020 22:28:13 GMT - adjusting workflow from minor to major workflow. Addition to gen ed curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:31:31 GMT - Edited catalog desc. agriffin - Thu, 04 Feb 2021 15:09:14 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.	ac087 - Mon, 19 Sep 2022 16:28:49 GMT - updated workflow to include core committee per Gen Ed Curriculum. abrogi - Mon, 06 Feb 2023 03:32:32 GMT - Please modify this course as HIST 4893/4893H (see enclosed syllabus). The Seminar will have the option of Honors credit for honors students
	Total credits allowed		6
	Total completions		2
	Topics		Southern Diasporas (as an example) - varies by instructor specialty
HIST 4901		Added	
HIST 4953		Added	
HIST 498V	Proposed Effective Date	Summer 2018	Fall 2023
	Typically Offered	Irregular	Fall, Spring and Summer
	Can this course be repeated for degree credit?	No	Yes
	Create Honors Course?	No	Yes
	Catalog Title	Senior Thesis	History Thesis
	Short Course Title	SENIOR THESIS	HISTORY THESIS
	Catalog Description	Senior thesis.	Advanced research and writing supporting the development of a substantive research thesis in history.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change

	Justification	Updated typically offered field.	Changes make course part of new Applications in History requirement in HISTBA. Changes include addition of an honors section (replacing HIST 399VH) and aligning honors and non-honors opportunities for undergraduate research; change to course title and description; addition of GELO 1.2 and 6.1 assessments (in keeping with other courses in new requirement). Increases range of offerings during the year (spring, summer, fall) to ensure student possibilities for completion.
	Is course a General Education Course?	No	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>At the beginning of the semester, each student will develop with the mentor and HIST 498VH supervisor a written research and writing plan for the semester tailored to the student's need and including a proposed timeline. The plan must include production of a visual presentation of some aspect of the project and a written component of 12 pages. The written component can include one or more of the following secondary/primary research products:  A thesis or grant proposal with bibliography  A literature review  An analysis of a primary source  A chapter or sub-section of the thesis  An interview transcript and analysis  A conference report  A fieldwork report  The project mentor and course instructor (if different from mentor) will provide feedback on written material.</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>The student's chosen research product will be assessed to demonstrate achievement in GELO 1.2.</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.  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.  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>The student will work with the mentor and course supervisor/instructor (if different) to develop a research plan that will produce a project or project portion that will demonstrate written, oral, and/or multimodal capabilities, competency in inquiry in the major and one outside field in GELO 3, and sound principles of critical thinking.</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>The student's chosen research product will be assessed to demonstrate achievement in GELO 6.1</p>
	<p>Total credits allowed</p>		<p>6</p>



	Total completions		2
	Syllabus		HIST 498V-498VH Syllabus.docx
	Reviewer Comments		abrog - Mon, 06 Feb 2023 03:34:49 GMT - Please modify this as HIST 498V/498VH and add syllabus (resubmitted via email - I can also insert it here if you give me access) showing split between honors and non-honors requirements. rcc003 - Mon, 06 Feb 2023 15:55:34 GMT - Updated syllabus for both non-honors and honors courses.
HNRC 3501H		Added	
HNRC 3503H		Added	
HNRC 3911H		Added	
INST 3803		Added	
ITAL 4043		Added	
ITAL 4133		Added	
LALS 4853		Added	
MATH 4423	Proposed Effective Date	Fall 2022	Fall 2023
	Catalog Description	Matrices, Fourier analysis, and partial differential equations.	Separation of variables, Fourier transform, and Laplace transform methods for the solution of partial differential equations. Topics include Fourier series, Fourier-Bessel series, orthogonal expansions, and the error function.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Justification	Administratively updated short title to match grad level course.	The proposed catalog description better describes the current major topics in this course.
	Syllabus Reviewer Comments		MATH 4423 Schedule Fall 2022.xlsx ac087 - Tue, 01 Nov 2022 15:24:54 GMT - removed cross-listing. Cross-listing are reserved for courses that are identical but carry different subject codes. Courses can be combined when scheduled.
MRST 4133		Added	
MUIN 3313		Added	
PLSC 4083		Added	
PLSC 4113		Added	
PLSC 406V		Added	
RESM 1101		Added	
SEVI 4233		Added	
SEVI 4333		Added	