

CIM Report Mar 9, 2023 7:58am

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
AAST 4053			Added
AMPD 4073			Added
CLST 3013			Added
CLST 3023			Added
DASC 1003	allcodes	DASC 1001	DASC 1003
	Proposed Effective Date	Summer 2022	Fall 2023
	Course Number	1001	1003
	Credit Hours	1	3
	Create Honors Course?	No	Yes
	Corequisite(s)	MATH 2554 or MATH 2445.	MATH 2554 or MATH 2445 or MATH 2445C.
	Justification	<p>Adding "Off campus" and "Online/Web-based" to be offered as part of the "STEM Prep" program, coordinated with Dr. Bryan Hill. The "STEM Prep" students will be part of a "2+2" program in Data Science collaboratively with Arkansas Community Colleges.</p> <p>The "STEM Prep" students will register the standard "STEM Prep" way. The online section(s) of this course will not be offered outside the "STEM Prep" program.</p>	<p>This course is being put back to the originally-planned 3 credit hours. DASC 2103 Data Structures Algorithms is being moved (also as originally planned) to the CMPA-required Concentration course list at the same time. The pre-reqs/co-reqs are being adjusted to ensure proper course sequencing with MATH. An Honors version of the course is also being added per our original program plan.</p>
	Additional Notes	<p>This is part of assisting the 2-year colleges in standing-up their 2-year Data Science degrees with a pathway to the 4-year Data Science programs collaboratively being developed through the NSF EPSCoR DART program and developed with the assistance of the Global Campus team.</p>	
	Course Code	DASC 1001	DASC 1003
	Syllabus	DASC 1001 - Introduction to Data Science - Syllabus v21.docx	<p>01 DASC 1003 - Introduction to Data Science - Syllabus v19.pdf</p> <p>01 DASC 1003H - Honors Introduction to Data Science - Syllabus v19.pdf</p>
	Reviewer Comments		rossetti - Mon, 27 Feb 2023 16:53:00 GMT - updated pre-co req and loaded updated syllabii
DASC 1223	allcodes	DASC 1222	DASC 1223
	Proposed Effective Date	Spring 2023	Fall 2023
	Course Number	1222	1223
	Credit Hours	2	3
	Create Honors Course?	No	Yes
	Prerequisite(s)	DASC 1104 and must be a DTSCBS or DTSCFR major.	DASC 1001 and DASC 1104 and must be a DTSCBS or DTSCFR major.
	Justification	<p>Adding "Off-campus" and "Online/Web-based" to be offered as part of the "STEM Prep" program, coordinated with Dr. Bryan Hill. The "STEM Prep" students will be part of a "2+2" program in Data Science collaboratively with Arkansas Community Colleges.</p> <p>The "STEM Prep" students will register the standard "STEM Prep" way. The online section(s) of this course will not be offered outside the "STEM Prep" program.</p>	<p>This course is being put back to the originally-planned 3 credit hours. DASC 2103 Data Structures Algorithms is being moved (also as originally planned) to the CMPA-required Concentration course list at the same time. An Honors version of the course is also being added per our original program plan. A pre-req is also added.</p>

	Additional Notes	This is part of assisting the 2-year colleges in standing up their 2-year Data Science degrees with a pathway to the 4-year Data Science programs collaboratively being developed through the NSF EPSCoR DART program and developed with the assistance of the Global Campus team.	
	Course Code	DASC 1222	DASC 1223
	Syllabus	01 DASC 1222 - Role of Data Science in Today's World - Syllabus v32.pdf	01 DASC 1223 - Role of Data Science in Today's World - Syllabus v34.pdf 01 DASC 1223H - Honors Role of Data Science in Today's World - Syllabus v34.pdf
	Reviewer Comments	ac087 - Wed, 19 Oct 2022 20:18:32 GMT - Corrected workflow. Switched DASC role with DASC Chair role.	
HIST 1001	allcodes	HIST 1003	HIST 1001
	Proposed Effective Date	Summer 2018	Fall 2023
	Course Number	1003	1001
	Credit Hours	3	1
	Justification	Updated typically offered field.	Changes Perspectives in History to a one-hour course in keeping with its new role in the revised HISTBA curriculum. Adds Gen Ed assessment for Critical Thinking (GELO 5.1) to introduce students earlier to CT principles.
	Course Code	HIST 1003	HIST 1001
	Is course a General Education Course?	No	Yes
	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.		This course will spend a substantial portion of the semester introducing key concepts and principles of critical thinking and applying them to selected case examples from primary and secondary sources in history. Students will then demonstrate the application of these principles as they learn to apply the essential skills of critical thinking to examples of more complex historical thinking.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Treatment of critical thinking and historical thinking will make up a dedicated portion of the course, with an in-class assignment and/or quiz over the unit providing evidence of learning in the goal.
	Syllabus		HIST 1001 Perspectives in History Syllabus Fall 2023.pdf
HIST 498VH	allcodes	HIST 399VH	HIST 498VH
	Proposed Effective Date	Summer 2018	Fall 2023
	Course Number	399VH	498VH
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Total credits allowed	12	6
	Total completions	12	6
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	This replaces the previous honors thesis hours number, as the new program allows both honors and non-honors students to enroll in thesis hours, under the Applications in History requirement
	Course Code	HIST 399VH	HIST 498VH
	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

	<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.</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:</p> <ul style="list-style-type: none"> 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 <p>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>

	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. 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 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.
	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 student's chosen research product will be assessed to demonstrate achievement in GELO 6.1
	Syllabus		HIST 498V-498VH Syllabus.docx
	Reviewer Comments		ac087 - Mon, 13 Feb 2023 16:40:01 GMT - adjusted workflow to include Core Committee per Gen Ed Outcomes. skenner - Tue, 14 Feb 2023 14:55:24 GMT - Per discussion, removing online/web-based as course is not developed/offered online.
PHED 3991H	Added		
PLSC 2013	Proposed Effective Date	Fall 2020	Summer 2023
	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	Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1

<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. 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. d. analyze the historical and/or contemporary development of group agency and assess its role in addressing 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>Within comparative politics, there are two main approaches, the cross-national approach and the area studies approach. The cross-national approach involves the simultaneous study of a large number of nation-states to address particular theoretical questions of broad applicability, and the tools normally involve quantitative analysis of empirical data. The area studies approach emphasizes in-depth analysis within a particular country or region of the world, and the necessary tools normally involve immersion in the language and culture of the geographical region being studied. These approaches are used in this class with an analysis of various nations and their governing structures such as South Korea, Eastern European nations, South and Central America and Europe.</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>Exam, assignments, and quizzes.</p>	
<p>Justification</p>	<p>Uploaded General Education submission information.</p>	<p>Remove GELO 4.2 because it focuses on U.S. politics which is explicitly not covered in PLSC 2013 Introduction to Comparative Politics. There is an entirely separate course devoted exclusively to the topic of U.S. politics, PLSC 2003 American National Government.</p>
<p>Syllabus Title/Description Change Type</p>	<p>PLSC_2013_002___Sullivan.pdf</p>	<p>PLSC2013-S23 Course Syllabus.pdf Minor (stylistic/editorial) Change</p>
<p>Reviewer Comments</p>		<p>ac087 - Wed, 22 Feb 2023 16:07:59 GMT - changed effective date from Spring 2023 to Summer 2023. Course will not complete approval process in time for spring 2023 effective date. dalisera - Wed, 22 Feb 2023 16:46:14 GMT - Not sure why you are sending this to me. I am the Chair of Anthropology.</p>