

CIM Report Oct 18, 2024 4:22pm

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
ARHS 47603	Proposed Effective Date	Fall 2024	Fall 2025
	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2	Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Justification		adding GELO 6.1 to course to ensure ARHSBA meets all GELO requirements.
	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.

	<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>Written, oral, and/or multimodal communication abilities: The course requires students to give an oral presentation and to submit multiple written essays and a long-form written final essay; it therefore trains students in written, oral, and multimodal communication while also testing their abilities through graded assignments that provide feedback for student improvement.</p> <p>Diversity awareness and/or intercultural competency: The course includes multiple weeks devoted to issues of diversity awareness and intercultural competency within the major, including discussions and readings about globalization and transnationalism in art history; decolonization and postcolonialism; Indigenous cultures and forms of knowledge; and issues of race and representation. These topics are also woven through weekly readings across the semester, in addition to standing alone syllabus.</p> <p>Critical thinking and/or ethical reasoning: The course is focused on critical theory and therefore explicitly addresses critical thinking and ethical reasoning skills through readings, discussions, and lessons about texts from art history, art criticism, philosophy, history, and other humanistic fields. These readings explicitly address critical and ethical issues and debates, and discussions in seminar require students to use ethical reasoning and critical thinking to participate in collaborative dialogue and exchange.</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 course instructor can collect data demonstrating student achievement of the Learning Outcome through 3 graded tutorial essays, 1 graded oral presentation, and 1 graded long-form final essay.</p>
	<p>Syllabus</p>		<p>Seminar in Critical Theory LO 1-2[1].docx</p>
	<p>Reviewer Comments</p>		<p>nrgreen - Tue, 08 Oct 2024 13:22:30 GMT - GELO updates qualify for exceptions from the dean's office. ac087 - Fri, 11 Oct 2024 18:24:54 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.</p>
ARHS 476H3	<p>Proposed Effective Date</p>	<p>Fall 2024</p>	<p>Fall 2025</p>
	<p>Choose the learning outcome the course addresses:</p>	<p>Goal 1 – Learning Outcome 1.2</p>	<p>Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1</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. 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>Written, oral, and/or multimodal communication abilities: The course requires students to give an oral presentation and to submit multiple written essays and a long-form written final essay; it therefore trains students in written, oral, and multimodal communication while also testing their abilities through graded assignments that provide feedback for student improvement.</p> <p>Diversity awareness and/or intercultural competency: The course includes multiple weeks devoted to issues of diversity awareness and intercultural competency within the major, including discussions and readings about globalization and transnationalism in art history; decolonization and postcolonialism; Indigenous cultures and forms of knowledge; and issues of race and representation. These topics are also woven through weekly readings across the semester, in addition to standing alone syllabus.</p> <p>Critical thinking and/or ethical reasoning: The course is focused on critical theory and therefore explicitly addresses critical thinking and ethical reasoning skills through readings, discussions, and lessons about texts from art history, art criticism, philosophy, history, and other humanistic fields. These readings explicitly address critical and ethical issues and debates, and discussions in seminar require students to use ethical reasoning and critical thinking to participate in collaborative dialogue and exchange.</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 course instructor can collect data demonstrating student achievement of the Learning Outcome through 3 graded tutorial essays, 1 graded oral presentation, and 1 graded long-form final essay.</p>
<p>Justification</p>		<p>adding GELO 6.1 to course to ensure ARHSBA is in compliance with all GELO outcomes.</p>

	Syllabus		Seminar in Critical Theory LO 1-2[1].docx
	Reviewer Comments		nrgreen - Tue, 08 Oct 2024 13:22:04 GMT - GELO updates qualify for exceptions from the dean's office ac087 - Fri, 11 Oct 2024 18:31:17 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.
ENGL 35603		Added	
GEOS 30003		Added	
GEOS 40903	Proposed Effective Date	Fall 2024	Fall 2025
	Is course a General Education Course?	No	Yes
	Justification		Adding GELO 1.2 and 6.1 as part of required update
	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)		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>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>The course has two primary assignments, each of which has two components, a multimedia presentation and a written paper. The first assignment reviews the contributions of an important thinker in the discipline of geography; this assignment includes an oral presentation to the class as well as a shorter supplementary paper that outlines the key elements of the thinker's geographic thought. The second assignment adopts the same format—multimedia presentation and paper—to review a major branch of geographic thought. For undergraduate students, this final paper is approximately 3,000 words in length. Students are provided with clear expectations and guidelines for this work (learning outcome i).</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>This combination of multimedia presentations and written work—four components in total—meets learning outcome ii. The assignments are aimed at developing further understanding of key geographic thinkers and ideas (learning outcome iii), and detailed feedback is provided on all student assignments to facilitate revision and refinement of student work (learning outcome iv). Students must cite 10 academic references in the final paper and will also incorporate the use of secondary sources into the other elements of the assignments (learning outcome v).</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>Students are required to submit a slide deck and complimentary paper to demonstrate achievement of the relevant learning outcomes.</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>

	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.		Students will produce a final paper of approximately 3,000 words on a key trend in geographic thought. This paper, in combination with the associated multimedia presentation, demonstrates written, oral, and multimedia communication abilities, reviews the key elements of inquiry, action, and thought in the major, and incorporates elements of critical thinking by reviewing in a substantive manner the key ideas in geography as an academic discipline.
	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 instructor will provide detailed feedback on the assignment, with a rubric that evaluates students based on the above-detailed assignment requirements.
	Syllabus		GEOS 40903 - History and Philosophy of Geography - syllabus.docx
	Reviewer Comments		nrgreen - Mon, 09 Sep 2024 15:59:31 GMT - required change as all departments need to be in GELO compliance. ac087 - Tue, 10 Sep 2024 22:09:34 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.
SOCI 33103	Proposed Effective Date	Fall 2024	Spring 2025
	Is course a General Education Course?	No	Yes
	Justification		Adding GELO 6.1. This course update gets the CRIMBA and SOCIBA majors in compliance with GELO outcomes
	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.
- 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.

Written, Oral, and/or Multimodal Communication Abilities

The course places a strong emphasis on various forms of communication. Specifically, students are required to complete a research proposal that includes written elements such as an introduction, a review of the literature, and a methodological approach. Quizzes and class discussions also provide opportunities for oral communication, facilitating the exchange of ideas and fostering an environment for developing multimodal communication skills.

Quantitative Literacy

Quantitative literacy is developed through the course's focus on research design, data collection, and data analysis. Students learn to measure variables, sample populations, and interpret findings. Weekly readings and assignments also ensure that students are proficient in the quantitative aspects of social science research. Moreover, the course covers both qualitative and quantitative data analysis, equipping students with the skills to handle various types of data and to understand the research methods necessary for sociological research. Finally, for their research project, students will be required to interpret prior findings from quantitative scholarship in a clear and concise manner for the literature review section.

Diversity Awareness and/or Intercultural Competency

The course encourages students to explore research topics related to race, class, and gender, among other aspects of diversity. By considering how these factors influence various social phenomena, such as criminal justice outcomes, housing discrimination, and health disparities, students develop a deeper understanding of diversity and its impact on society. The assignments prompt students to critically engage with these topics and to consider the sociological theories that explain such disparities. This approach fosters intercultural competency and a better understanding of diverse experiences, as students must consider the lived experiences and perspectives of different social groups in their research.

Critical Thinking and/or Ethical Reasoning

Critical thinking is integral to the course, as students must link sociological theories to research questions, design studies, and interpret empirical results. The course emphasizes the importance of understanding ethical issues in research, such as avoiding unethical practices and recognizing the strengths and weaknesses of various research designs. Assignments require students to identify and evaluate sources of social data, conceptualize and operationalize variables, and develop well-reasoned research proposals.

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 research project in SOCI 33103 will be used to collect data on the 6.1 learning outcomes. For instance, the research project requires students to engage in various forms of communication, providing multiple data points for assessing this learning objective. The final research proposal, which includes sections like the introduction, literature review, and methodological approach, allows faculty to evaluate students' written communication skills. The reflective essay further enhances this by requiring students to articulate their research process and personal experiences, showcasing their ability to communicate effectively in writing. The research project is a robust tool for assessing students' quantitative literacy. By requiring students to design a study, faculty can evaluate their understanding of measuring variables, sampling, and statistical analysis.

The research project also prompts students to explore topics related to race, class, gender, and other aspects of diversity. By examining how these factors influence various social phenomena, students demonstrate their understanding of diversity and intercultural competency. The faculty collects data on this objective through the topics chosen by students, the depth of their literature reviews, and their ability to link sociological theories to diverse social issues. Reflective essays provide additional insights into students' awareness of diversity as they discuss how their college experiences and curriculum influenced their research questions. These components allow the teacher to assess students' sensitivity to and understanding of diverse perspectives. Critical thinking and ethical reasoning are central to the research project. Students must formulate research questions and design studies, which require high-level critical thinking skills. The project's ethical component, which involves understanding and applying ethical guidelines in research, allows faculty to assess students' ethical reasoning. Data on this learning objective is collected through students' methodological approaches, their handling of ethical issues in their research proposals, and their reflective essays, where they analyze their research processes and decisions.

After faculty have evaluated all components of the project, they will be asked to use to following scale when assessing 6.1:
4 represents outstanding achievement that signifies the highest level of mastery that can reasonably be expected from a student.
3 represents good achievement that signifies a high level of attainment expected from a student.

2 represents average achievement that signifies an acceptable level of performance expected from a student.

1 represents poor achievement.

0 indicates no achievement.

Syllabus

SOCI 33103 Social Research_GELO 6-1.docx

	Reviewer Comments	
		<p>nrgreen - Mon, 22 Jul 2024 16:13:48 GMT - Dean's office supports this exception as it is part of a requirement that all programs are GELO compliant.</p> <p>ac087 - Thu, 01 Aug 2024 20:19:27 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.</p>