

CIM Report Dec 9, 2024 2:07am

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
AGED 31603	allcodes	AGED 31602	AGED 31603
	Proposed Effective Date	Fall 2024	Fall 2025
	Course Number	31602	31603
	Credit Hours	2	3
	Justification		As part of the revisions to the AGED concentration, the AGED 31602 and AGED 31601 courses are being combined into one, 3-hour course. This will satisfy requirement from the Arkansas Department of Education one year student teaching residency.
	Course Code	AGED 31602	AGED 31603
	Syllabus		31603 Syllabus.pdf
	Reviewer Comments		ljrobert - Fri, 11 Oct 2024 17:57:19 GMT - Change needed to comply with the LEARNS Act lkulcza - Mon, 14 Oct 2024 21:28:16 GMT - This course is cited in AECTBS-AGED and in AGED-M; the department might want to look at those two programs and submit program updates to accommodate the proposed change to this course.
ARED 40003	Proposed Effective Date	Fall 2024	Fall 2025
	Catalog Description	Covers community-based art theories, classroom learning theories, and instructional strategies. It is also a teaching practicum course for community outreach; thus, students will design curriculum, implement lesson plans, and organize a final exhibition. Includes at least 24 hours of community teaching experience.	Covers community-based art theories, classroom learning theories, and instructional strategies. It is also a teaching practicum course for community outreach; thus, students will design curriculum, implement lesson plans, and organize a final exhibition. Includes at least 24 hours of community teaching experience. Includes community experiences outside of class time.
	Prerequisite(s)	ARED 30003.	
	Justification		Removed ARED 30003 prerequisite, which will no longer be required in the AREDBFA core.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		ARED 40003 COMMUNITY ART.docx
	Reviewer Comments		ac087 - Wed, 20 Nov 2024 22:56:05 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
ARED 47703	Proposed Effective Date	Fall 2024	Fall 2025
	Is course a General Education Course?	No	Yes
	Justification		Updating to meet GELO 6.1 since ARED 40003 will no longer be required for both concentrations
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1

<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, 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>a. The course emphasizes various forms of communication through multiple assignments and activities. Students are required to submit lesson plans, reflective journals, and a teaching portfolio. These assignments demand clear written communication and the ability to effectively organize ideas. The seminar meetings provide opportunities for oral communication, allowing students to engage in discussions, peer support, and collaboration. Additionally, the incorporation of digital tools in the teaching portfolio encourages multimodal communication, where students integrate text, images, and media to document and showcase their teaching experiences.</p> <p>d. Diversity and intercultural competency are central to the course's design. One of the learning objectives explicitly focuses on demonstrating sensitivity to community diversity and cultural identity, integrating multicultural and fair/equitable strategies into instruction. The assignments, including reflective journals and lesson plans, encourage students to consider the needs of diverse learners and to develop inclusive teaching practices. The emphasis on teaching visual arts to diverse populations ensures that students gain hands-on experience in addressing the varied cultural, social, and individual needs of their future classrooms. Additional data might include student discussion, worksheets, artwork, and reflective responses during and after lesson implementation.</p> <p>e. The course fosters critical thinking and ethical reasoning through reflective practices, lesson planning, and professional conduct requirements. Students are tasked with developing long-term plans, evaluating their teaching methods, and adapting their strategies to meet the needs of their students. The self-evaluation and final assessment meetings encourage deep reflection on their teaching practices, requiring them to critically assess their strengths and areas for growth. Ethical reasoning is emphasized through the professional expectations outlined in the syllabus, which stress accountability, equity, and maintaining high ethical standards in both teaching and interactions with the school community.</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>Collection of Lesson plans, reflective journals and teaching portfolio (see above for further details).</p>
<p>Syllabus</p>		<p>ARED 47703 PROFESSIONAL DEVELOPMENT IN ART EDUCATION.docx</p>
<p>Reviewer Comments</p>		<p>ac087 - Wed, 20 Nov 2024 22:49:40 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.</p>

ARED 4760V	Proposed Effective Date	Fall 2024	Fall 2025
	Can this course be repeated for degree credit?	No	Yes
	Catalog Title	Student Teaching in Art	Residency in Art Education
	Short Course Title	STUDENT TEACHING IN ART	RESIDENCY IN ART EDUCATION
	Catalog Description	A minimum of 6 weeks will be spent in an off-campus school. During this time the student teacher will have an opportunity under supervision to observe, to teach and participate in other activities involving the school and community. Successful completion of a criminal background check required before student can begin student teaching.	This is a teacher preparation program capstone course taken during two consecutive semesters, 270 hours semester one and 360 hours in semester two at approved K-12 schools. The resident will observe, teach, and participate in school and community activities under supervision. Successful completion of a criminal background check required.
	Prerequisite(s)	ARTBFA major.	Instructor Consent.
	Justification		Updated to align with new Arkansas Teaching licensure requirements
	Total credits allowed		12
	Total completions		2
	Title/Description Change Type		Major Content Change
	Syllabus		ARED 4760V RESIDENCY in ART EDUCATION.docx
CHEM 34601	Proposed Effective Date	Fall 2024	Fall 2025
	Is course a General Education Course?	No	Yes
	Justification	Admin update to course number due to error in common course numbering conversion.	Course will now cover General Education outcome 6.1 to bring the Department of Chemistry into compliance with the General Education curriculum.
	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

<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. b. Quantitative literacy. 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>Indicator a: Students are assigned to write five lab reports during the semester. Each lab report is a significant written paper, written in the style of a scientific journal article, the standard communication method for reporting chemical discoveries. A report incorporates written introductions to the phenomenon explored in the experiment and experimental techniques used, written discussion of the results and a written conclusion of the relevance and importance of the results. A report also includes diagrams of experimental apparatus, tables of data, graphs, and calculations interpreting the data. Indicator b: Students will select one of their lab reports and write a reflection of at least 1250 words explaining how their lab report shows their (a) written communication abilities, (b) quantitative literacy and (e) critical thinking. See below for descriptions of how the report is expected to allow students to reflect on these skills: Skill (a) As a written document, the report will provide ample opportunity for the student to reflect on their writing abilities. Skill (b) Students will be analyzing numerical data that they collect in the lab. This analysis is part of the report. Students also need to draw conclusions from these numerical results. Both these tasks allow a student to reflect on their quantitative literacy. Skill (e) Students will have opportunity to reflect on their critical thinking in their results, discussion and conclusion sections of their report where they interpret their data, draw conclusions about their experimental results, and place their results in the context of other scientific findings.</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.) Syllabus</p>		<p>The instructor will determine the score from the grade on the lab report chosen by the student and the student's written reflection.</p> <p>CHEM3451L Fall 2023 syllabus.pdf</p>

	Reviewer Comments		nrgreen - Tue, 02 Jul 2024 18:17:09 GMT - Dean's office supports exceptions for course updates to comply with GELO requirements. ac087 - Tue, 02 Jul 2024 18:31:04 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.
CHEM 35102	Proposed Effective Date	Fall 2024	Fall 2025
	Is course a General Education Course?	No	Yes
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Admin update to change CHEM 34501 to CHEM 34601 due to common course numbering error.	Adding coverage of general education outcome 6.1 to bring the Department of Chemistry into compliance with the University General Education curriculum.
	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. 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>Indicator a: Students are assigned to write up to 10 lab reports during the semester. Each lab report is a significant written paper, written in the style of a scientific journal article, the standard communication method for reporting chemical discoveries. A report incorporates written introductions to the phenomenon explored in the experiment and experimental techniques used, written discussion of the results and a written conclusion of the relevance and importance of the results. A report also includes diagrams of experimental apparatus, tables of data, graphs, and calculations interpreting the data. The research presentation is also an equivalent project. For the research presentation, students must create slides incorporating the introduction to the phenomenon explored in the project, the experimental techniques used, the experimental design, the results, tables of data, graphs, conclusions explaining the relevance and significance of the results. Students will then have to give an oral presentation of these slides.</p> <p>Indicator b: Students will select one of their lab reports or their presentation and write a reflection of at least 1250 words explaining how their lab report shows their (a) written communication and/or multimodal communication abilities, (b) quantitative literacy and (e) critical thinking. See below for descriptions of how the report or presentation is expected to allow students to reflect on these skills:</p> <p>Skill (a) As a written document, the report will provide ample opportunity for the student to reflect on their writing abilities. The research presentation contains writing and images on slides and an oral presentation, so students will be able to reflect on both their writing and multimodal communication abilities.</p> <p>Skill (b) Students will be analyzing numerical data that they collect in the lab. This analysis is part of the report and presentation. Students also need to draw conclusions from these numerical results. Both these tasks allow a student to reflect on their quantitative literacy.</p> <p>Skill (e) Students will have opportunity to reflect on their critical thinking in their results, discussion and conclusion sections of their report and presentation where they interpret their data, draw conclusions about their experimental results, and place their results in the context of other scientific findings.</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 instructor will determine the score from the grade on the lab report chosen by the student or presentation and the student's written reflection.</p>
<p>Syllabus</p>		<p>CHEM3512L Spring 2024 syllabus (002).pdf</p>

	Reviewer Comments		nrgreen - Tue, 02 Jul 2024 18:17:22 GMT - Dean's office supports exceptions for course updates to comply with GELO requirements. ac087 - Tue, 02 Jul 2024 18:36:48 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.
CHEM 3273H	Inactivated/Deleted		
FDSC 47503	allcodes	FDSC 47504	FDSC 47503
	Proposed Effective Date	Fall 2024	Fall 2025
	Course Number	47504	47503
	Credit Hours	4	3
	Catalog Description	Basic mechanics of refrigeration, temperature controls, materials handling and mechanical problems as applied to foods and food processing. Lecture 3 hours, laboratory 3 hours per week.	Fundamentals of processing engineering (units, mass, energy balance, steam properties); fluid dynamics (fluid flow, rheology, energy equation, intro to pumps); heat transfer (modes of heat transfer, steady/unsteady state, heat exchangers); mass transfer (concepts and diffusion coefficient), Food Processing applications (Dehydration, Evaporation, Refrigeration, Freezing, Mixing, Physical separations) and Sustainability Topics in Food Engineering (water treatment and reuse strategies, clean energy strategies, waste management in food processing).
	Justification	Adding updated syllabus that separates graduate and undergraduate learning objectives.	Changing from 4 credit hours to 3
	Syllabus	FDSC 47545754 Course Syllabus 2024 (002).docx	FDSC 47503 57503 Course Syllabus 2025.docx
	Reviewer Comments	ac087 - Wed, 15 Nov 2023 22:04:55 GMT - Administratively processing and updated workflow. Syllabus only changes qualify for administrative saves.	
	Course Code	FDSC 47504	FDSC 47503
	Title/Description Change Type		Minor (stylistic/editorial) Change
INST 20103	Added		
MUED 31102	allcodes	MUED 41102	MUED 31102
	Proposed Effective Date	Fall 2024	Fall 2025
	Course Number	41102	31102
	Prerequisite(s)	MUED 38303.	MUED 20102.
	Justification		The move of Music Education Pedagogy from a 4000-level to a 3000-level course is justified by its focus on foundational teaching concepts and behaviors. The course introduces students to essential pedagogical principles and effective communication practices within a laboratory environment that simulates public school classrooms. By positioning this course earlier in the curriculum, students gain the necessary pedagogical foundation to better prepare them for advanced study in music methods courses. This shift ensures a more logical progression of skills, enabling students to approach later methods courses with a stronger teaching framework.
	Course Code	MUED 41102	MUED 31102
	Syllabus		MUED 31102.docx

	Reviewer Comments		nrgreen - Tue, 01 Oct 2024 16:32:35 GMT - Part of a required update to the MUEDBM program to be in alignment with Arkansas Licensure requirements.
MUED 40201	allcodes	MUED 30201	MUED 40201
	Proposed Effective Date	Fall 2024	Fall 2025
	Course Number	30201	40201
	Typically Offered	Spring	Fall and Spring
	Justification		The change of MUED 30201 to a 4000-level course is necessary to align it as a corequisite with the new Residency I course, in compliance with the state's requirement for a year-long supervised residency for teacher licensure. This adjustment ensures that students receive on-campus support while completing fieldwork, which is an essential component of Residency I. Elevating the course to the 4000 level reflects the advanced nature of the residency experience and better prepares students for the professional responsibilities of teaching. The new structure integrates fieldwork with targeted academic support, enhancing readiness for licensure.
	Course Code	MUED 30201	MUED 40201
	Corequisite(s)		MUED 45303.
	Syllabus		MUED 40201.docx
	Reviewer Comments		nrgreen - Tue, 01 Oct 2024 16:32:44 GMT - Part of a required update to the MUEDBM program to be in alignment with Arkansas Licensure requirements.
SEED 40603	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Fall
	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2 Goal 5 – Learning Outcome 5.1	Goal 1 – Learning Outcome 1.2 Goal 3 – Learning Outcome 3.2 Goal 5 – Learning Outcome 5.1
	Catalog Title	Disciplinary and Interdisciplinary Literacies in Education	Disciplinary Literacies in Education
	Justification		Changed title to maintain consistency with graduate level offering and to accurately reflect course content/objectives. Changed semester offering to manage enrollment and human resources.
	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. d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.

<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>As articulated by the Arkansas Department of Education, developing literacy skills is a shared responsibility across all content areas, as each discipline employs literacy practices that are appropriate for its domain. Consistent with this assumption, the Arkansas Disciplinary Literacy Standards hold teachers responsible for ensuring that students are prepared to gather, comprehend, evaluate, synthesize, and report on information and ideas in ways that are discipline appropriate, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of discipline-specific print and non-print texts in media forms old and new. This course is designed to support the integration of reading, writing, and new literacies within and across the disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. Throughout the course, a solid theoretical and research base is emphasized while keeping the focus on practical application.</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>Project-based inquiry Final Product and Reflection: Disciplinary literacy is defined as reading, writing, speaking, listening, and viewing for deep learning, inquiry, and knowledge creation in a discipline (Lee Sprately, 2010; McConachie Petrosky, 2010; Moje, 2015; Shanahan Shanahan, 2008). As such, you will participate in a student-designed project-based inquiry in which you will compose a compelling question, gather and analyze sources related to your question, synthesize claims and evidence, critically evaluate and revise your claims and evidence, and communicate your findings to a larger audience to demonstrate your understanding of disciplinary literacy practices. Additionally, you will reflect on how you can adapt such a project in your future teaching.</p> <p>Book Club Portfolio: you will participate in a four week discipline-specific book club, collaboratively reading about and investigating literacy practices within your content-area. At the conclusion of the book club, each participant will submit a portfolio to demonstrate their individual learning that will include the following artifacts: weekly book club reflections; interview data; and group final product.</p> <p>Independent Reading Response: Following the book club, select and read an independent book of choice to extend and enrich your understanding of disciplinary literacy values and practices within your content area. Submit a final reflection to demonstrate your thinking. More details to follow</p>
<p>Title/Description Change Type</p>		<p>Minor (stylistic/editorial) Change</p>
<p>Syllabus</p>		<p>Disciplinary Literacies Syllabus Spring 22.docx</p>

Reviewer Comments

msganio - Thu, 22 Aug 2024 15:01:09 GMT - Rollback: Hi Jason - Unfortunately, this does not meet the threshold of being "critical". We are in a holding pattern for non-critical changes. See more here: https://registrar.uark.edu/_resources/pdf/course-pause.pdf

msganio - Thu, 22 Aug 2024 16:57:56 GMT - Rollback: The program can offer the class whenever needed regardless of what the "typically offered" field says.

msganio - Thu, 10 Oct 2024 18:41:31 GMT - Rollback: Unfortunately, this does not meet the threshold of being "critical". We are in a holding pattern for non-critical changes. See more here: https://registrar.uark.edu/_resources/pdf/course-pause.pdf The program can offer the class whenever needed regardless of what the "typically offered" field says. Feel free to reach out if you have further questions.

msganio - Thu, 07 Nov 2024 14:42:46 GMT - Change needed to meet GELO requirements of degree program.

ac087 - Fri, 08 Nov 2024 15:14:21 GMT - Adjusted workflow from minor to major per additional Gen Ed Outcomes being added.