

CIM Report Nov 11, 2020 1:44pm

Course Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ACCT 2403			Added
AECT 6903			Added
AECT 700V			Added
AGEC 2143	allcodes	AGEC 2142	AGEC 2143
	Proposed Effective Date	Fall 2020	Spring 2021
	Course Number	2142	2143
	Typically Offered	Fall and Spring	Fall
	Credit Hours	2	3
	Prerequisite(s)	ASTM 2903 or ISYS 1120 or ISYS 1123 and AGECE 1103 or ECON 2023 or ECON 2143.	(ASTM 2903 or ISYS 1120 or ISYS 1123) and (AGECE 1103 or ECON 2023 or ECON 2143)
	Corequisite(s)	AGECE 2141L.	
	Justification	Updated subject code to ASTM 2903 in requisite statement.	We are eliminating the use of a lab section in this course. It has become increasingly difficult to offer this course due to limitations on computer lab size and availability. Students will no longer be required to use the software Quickbooks to complete this course and will be able to use their own laptops or any computer in a UA campus lab to complete course work. This eliminates the need for a computer lab with specialized software installed.
	Course Code	AGECE 2142	AGECE 2143
	Is course a General Education Course?		No
	Syllabus		AGECE 2143 Syllabus Spring 2020.docx
	Additional Notes		Although we will offer the course in the spring of 2021, the long-term plan at this point is to offer the course regularly in the fall semester and, pending availability of faculty, during the summer session. Also part of our long-term plan is to develop this into an online course to support our Online Minor in Agribusiness and increase our online offerings to both Major and Minor students.
	Reviewer Comments		ac087 - Tue, 29 Sep 2020 13:22:28 GMT - Rollback: Is the prerequisite to be read ASTM 2903 or ISYS 1120 or (ISYS 1123 and AGECE 1103) or ECON 2023 or ECON 2143... or ASTM 2903 or ISYS 1120 or ISYS 1123 and (AGECE 1103 or ECON 2023 or ECON 2143)?
AGECE 1103H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	This course is cross-listed with AGECE 1103 and ECON 2023. It was an oversight to not include this along with the non-honors section. This change will make the honors section also part of the General Education Curriculum. Gen Ed learning indicators and Learning Outcomes are highlighted in the attached syllabus on page 2.
	Is course a General Education Course?		Yes

	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3
	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 the five learning indicators. In an approved course, students will (please select indicators)		<ul style="list-style-type: none"> a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.
	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>This course presents an introduction to agricultural economics, including a survey of the role and characteristics of agriculture businesses in our economic system. Basic economic concepts concerning price determination, profit maximization, and resource use are emphasized. The use of economic principles as applied to the production and marketing decisions made by managers of agricultural firms is demonstrated. The course uses real data to tackle real issues, helping students to take economics beyond the classroom. The course provides students with an understanding of economics - both how to use it in everyday life and how economists make use of the main principles to test theory, speak to policymakers, and find facts.</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.)	Generally speaking, evidence for completion of learning goal 3.3 will come from the following: 1. Learning Outcome 3.3 Indicator (a) - a section of multiple choice questions on the comprehensive final exam will contain questions from all topics covered during the semester. These questions are similar to those found in many principles level courses on microeconomics and cover a breadth of knowledge that would be expected of any student completing such a course. These questions will cover the main themes from the course over the semester. 2. Learning Outcome 3.3 Indicator (b d) - questions on the comprehensive final exam will require students to use critical thinking skills and scientific reasoning techniques. These questions require students to apply techniques that allow them to explore relationships between economic agents and demonstrate their understanding by offering explanations for the behavior they observe. Students will use a scientific technique to make a calculation then interpret the value. 3. Learning Outcome 3.3 Indicator (c) - a section of multiple choice questions on the comprehensive final exam will require students to apply their knowledge of economic theory to use data and appropriate methods to explain the behavior of economic agents.
	Syllabus	AGEC1103H syllabus Fall 2020.docx
	Reviewer Comments	ac087 - Mon, 03 Aug 2020 16:52:42 GMT - adjusting workflow from minor to major. Addition to Gen Ed Core requires major approval process.
AGEC 2103H	Proposed Effective Date	Fall 2021
	Is course a General Education Course?	Yes
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.3
	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 must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p>	<p>a. articulate the key concepts, principles, and overarching themes to a social science discipline. b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.</p>
	<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>This course covers applications of macroeconomic principles to problems of agricultural production, trade, and income; including a study of the interrelationship between agriculture and other segments of the economy—both domestic and international—and the dynamic forces in the national and world economies which affect agriculture. Key concepts in macroeconomics are covered, including: the impact of technological advances on production and consumption and, thereby, individuals, firms, and financial institutions; the causes of inflation and recession; factors important in a nation's long term economic growth; expected effects of changes in tax rates on the economy; expected effects of changes in interest rates on the economy; and understanding how millions of people pursuing their self-interest coordinate to provide and consume the goods and services in a national economy. All of the topics covered in the course are related to the modern agricultural sector, locally, nationally and internationally.</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>Generally speaking, evidence for completion of learning goal 3.3 will come from the following: 1. Learning Outcome 3.3 Indicator (a) - a section of multiple choice questions on the comprehensive final exam will contain questions from all topics covered during the semester. These questions are similar to those found in many principles level courses on macroeconomics and cover a breadth of knowledge that would be expected of any student completing such a course. These questions will cover the main themes from the course over the semester. 2. Learning Outcome 3.3 Indicator (bd) - questions on the comprehensive final exam will require students to use critical thinking skills and scientific reasoning techniques. These questions require students to apply techniques that allow them to explore relationships between economic agents and demonstrate their understanding by offering explanations for the behavior they observe. Students will use a scientific technique to make a calculation then interpret the value. 3. Learning Outcome 3.3 Indicator (c) - a section of multiple choice questions on the comprehensive final exam will require students to apply their knowledge of economic theory to use data and appropriate methods to explain the behavior of economic agents.</p>
	<p>Course Delivery Method</p>	<p>On campus</p>

	Justification		This course is cross-listed with AGECE 2103 and ECON 2013. It was an oversight to not include this along with the non-honors section. This change will make the honors section also part of the General Education Curriculum. Gen Ed learning indicators and Learning Outcomes are highlighted in the attached syllabus on pages 1 and 2.
	Syllabus		AGECE 2103H syllabus Fall 2020.docx
AGECE 2141L		Inactivated/Deleted	
ARTS 3143		Added	
ARTS 4993		Added	
CHEG 4443	Proposed Effective Date	Fall 2020	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	The addition to the catalog description was made to reflect that there are multiple sections of the course, including project-based sections. Students request to be in these project-based sections but are selected for participation according to the revised catalog description. This revised catalog description was approved by a vote of the chemical engineering faculty.	Course was updated to be included as a general education course
	Reviewer Comments	ac087 - Tue, 04 Feb 2020 21:20:03 GMT - admission to special section can be maintained by consent at the section level.	ac087 - Fri, 07 Feb 2020 14:37:48 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. ndennis - Fri, 07 Feb 2020 15:52:16 GMT - Rollback: This outcome requires two reports. One a design report that includes what you describe and a second reflective report describing how they used the three skills you selected to complete the first report. Rubrics for the two reports will be different. agriffin - Mon, 04 May 2020 19:49:52 GMT - Changed effective date to spring 2021. It is too late to complete approval before the fall semester begins. agriffin - Mon, 04 May 2020 19:52:37 GMT - Rollback: Please work with the faculty to incorporate learning outcomes into the syllabus as required by Faculty Senate. ndennis - Wed, 13 May 2020 18:52:24 GMT - Rollback: Need a syllabus that contains student learning outcomes, complete text citation and and topical coverage indicating how much time will be spent on each topic.
	Is course a General Education Course?		Yes
	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.
	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 produces two work elements: a comprehensive design, and a reflective essay. The design incorporates a written report, the engineering design and specifications, and an oral presentation with visual aids. The 1250-word (minimum) reflective essay includes the student's self assessment concerninging three elements: (1) how communication skills are integral to the design process; (2) how technical (quantitative) knowledge allows the student to complete the design; (3) how critical thinking prepares the student to consider design constraints and design alternatives – so that, as an iterative process – the final recommended solution is optimized for the given circumstances.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for “technical merit” of the design and for “communications” related to the design – these scores will be combined and reported on a 4.0 grade point scale; (2) from the reflective essay, each student receives a score – that score will be reported on a 4.0 grade point scale.
CHEG 4443H	Syllabus		CHEG 4443 syllabus gen ed.docx
	Proposed Effective Date	Fall 2020	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	

	Justification	The addition to the catalog description was made to reflect that there are multiple sections of the course, including project-based sections. Students request to be in these project-based sections but are selected for participation according to the revised catalog description. This revised catalog description was approved by a vote of the chemical engineering faculty.	Course was updated to be included as a general education course
	Is course a General Education Course?		Yes
	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.
	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 produces two work elements: a comprehensive design, and a reflective essay. The design incorporates a written report, the engineering design and specifications, and an oral presentation with visual aids. The 1250-word (minimum) reflective essay includes the student's self assessment concerning three elements: (1) how communication skills are integral to the design process; (2) how technical (quantitative) knowledge allows the student to complete the design; (3) how critical thinking prepares the student to consider design constraints and design alternatives – so that, as an iterative process – the final recommended solution is optimized for the given circumstances.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Two scores will be recorded and reported for each student: (1) from the project design, each student receives a score for “technical merit” of the design and for “communications” related to the design – these scores will be combined and reported on a 4.0 grade point scale; (2) from the reflective essay, each student receives a score – that score will be reported on a 4.0 grade point scale.
	Syllabus		CHEG 4443H syllabus gen ed.docx
	Reviewer Comments		ac087 - Fri, 07 Feb 2020 16:59:44 GMT - adjusting workflow, addition to gen ed curriculum is a major approval process. ndennis - Fri, 07 Feb 2020 19:58:07 GMT - Rollback: Same comment as the regular version of this course. agriffin - Mon, 04 May 2020 19:53:11 GMT - Changed effective date to spring 2021. It is too late to complete approval before the fall semester begins. agriffin - Mon, 04 May 2020 19:55:07 GMT - Rollback: Please work with the faculty to incorporate learning outcomes into the syllabus as required by Faculty Senate. ndennis - Wed, 13 May 2020 18:53:15 GMT - Rollback: Same syllabus requirements as for the regular version of this course. ndennis - Tue, 21 Jul 2020 23:44:11 GMT - Replaced defective syllabus.
CIED 4143	Proposed Effective Date	Spring 2018	Spring 2021
	Justification	Updated typically offered field.	The ILPPA is an EPP-wide assessment used for accreditation that also meets the criteria for Learning Outcome 6.1.
	Is course a General Education Course?		Yes
	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. 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. 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>While completing the year-long internship in a partnership school, candidates complete the following assignment that meets all 5 sets of skills and abilities associated with Learning Outcome 6.1.</p> <p>The ILPPA consists of four sections:</p> <ul style="list-style-type: none"> • Unit Context – description of contextual factors of community, school, classroom, and learners related to the content knowledge. (Diversity awareness and intercultural competency) • Design for Instruction – learning goals based on state standards and the lesson plans based upon research-based evidence. (Inquiry and Action in the discipline) • Assessment Plan Designed to Measure Student Performance – pre-assessment, formative assessment, and learning goal – in table form. • Analysis of Student Learning Over Time – analysis of assessment data and reflection and evaluation of teaching as related to student learning. (Quantitative literacy and critical thinking) <p>The written submission as well as the performance of the assessment requires written, oral, and multimodal communication abilities.</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 4 sections described above are submitted as an essay with supporting documentation including lesson plans and teaching artifacts.</p>
	<p>Syllabus</p>		<p>CIED 4143 Curriculum Design and Applications of Instructional Practice.pdf</p>
	<p>Reviewer Comments</p>		<p>ac087 - Mon, 27 Apr 2020 21:37:03 GMT - adjusting workflow from minor to major, addition to gen ed curriculum requires major approval process. ac087 - Tue, 12 May 2020 16:18:42 GMT - changing effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time.</p>

CIED 4285	allcodes	CIED 4286	CIED 4285
	Proposed Effective Date	Fall 2018	Fall 2021
	Course Number	4286	4285
	Credit Hours	6	5
	Justification	Admin update from 428V to 4286, since program intended all along for students to take this for 6 credit hours.	As a new program faculty have assessed that the number of hours in the practicum and internship to be adjusted. A proposal has been made to increase the number of course hours by one in SEED 3282 to 3283 to reflect the number of hours students spend in their on-site school visits in the fall. In order to keep the 120 hours and to reflect the five-day school internship, we propose that this course be reduced by one hour to CIED 4285.
	Course Code	CIED 4286	CIED 4285
	Is course a General Education Course?		No
	Syllabus		CIED 4285.docx
	Reviewer Comments		ac087 - Thu, 15 Oct 2020 15:44:30 GMT - Rollback: please change credit hours to 5 as indicated per justification
CIED 4403	Proposed Effective Date	Fall 2018	Spring 2021
	Course Delivery Method	On campus	On campus Off campus
	Justification	This is a required course for the BAT: Teacher Education degree, a new undergraduate degree.	This course is a required course for the EGED, FRED, GERM, SSED, and SNED programs of study. It is a perfect fit for the UA General Education Outcome 4.1
	Syllabus	CIED4403HowlettSyllabusFinalBB.pdf	CIED 4403 Syllabus (1) gen ed outcomes.docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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 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)		a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication.

	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.		Students will attend an event or gathering that differs from their own cultural experiences and write a reflective paper that articulates the similarities and differences between the two worldviews. Students will also interview a person from a different culture and language to discuss the differences in communication in multiple languages.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Students are required to write discussion papers (react, reflect, respond) to these topics. All students read the papers followed by class discussion.
	Off Campus Delivery		Online/Web-based
	Additional Notes		Adding online delivery for this course.
	Reviewer Comments		ac087 - Tue, 07 Apr 2020 14:39:08 GMT - adjusting workflow, addition to gen ed core requires major approval process. ac087 - Tue, 07 Apr 2020 14:41:14 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course unlikely to complete approval process before the start of Fall term. ac087 - Wed, 05 Aug 2020 15:54:24 GMT - Rollback: per correspondence with department (Jan) and Gina.
CIED 4533	Proposed Effective Date	Fall 2019	Spring 2021
	Justification	The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field. This proposed course is the fifth in the new sequence of literacy courses created to address the above revisions.	The ILPPA is an EPP-wide assessment used for accreditation that also meets the criteria for Learning Outcome 6.1.
	Syllabus	CIED 4533_Reading Comprehension_NEW.pdf	CIED 4533 Reading Comprehension Through Children's and Adolescent Literature Fall 2019.pdf
	Is course a General Education Course?		Yes
	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		<p>a. Written, oral, and/or multimodal communication abilities.</p> <p>b. Quantitative literacy.</p> <p>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.</p> <p>d. Diversity awareness and/or intercultural competency.</p> <p>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>While completing clinical experiences in a partnership school, candidates complete the following assignment that meets all 5 sets of skills and abilities associated with Learning Outcome 6.1.</p> <p>The ILPPA consists of four sections:</p> <ul style="list-style-type: none"> • Unit Context – description of contextual factors of community, school, classroom, and learners related to the content knowledge. (Diversity awareness and intercultural competency) • Design for Instruction – learning goals based on state standards and the lesson plans based upon research-based evidence. (Inquiry and Action in the discipline) • Assessment Plan Designed to Measure Student Performance – pre-assessment, formative assessment, and learning goal – in table form. • Analysis of Student Learning Over Time – analysis of assessment data and reflection and evaluation of teaching as related to student learning. (Quantitative literacy and critical thinking) <p>The written submission as well as the performance of the assessment requires written, oral, and multimodal communication abilities.</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.)		The 4 sections described above are submitted as an essay with supporting documentation including lesson plans and teaching artifacts.

	Reviewer Comments		<p>kmamisei - Thu, 16 Apr 2020 16:17:49 GMT - Rollback: Christine, please attach the Honors syllabus to show what you would be requiring Honors students to complete. Also, did the course go through Honors Council approval?</p> <p>ac087 - Mon, 27 Apr 2020 21:47:32 GMT - adjusting workflow from minor to major, addition to gen ed curriculum requires major approval process.</p> <p>ac087 - Tue, 12 May 2020 16:20:00 GMT - changing effective date from Fall 2020 to Spring 2021. Course will not complete the approval process in time for Fall 2020.</p>
CLST 4003H	Proposed Effective Date	Spring 2018	Spring 2021
	Off Campus Delivery	Distance Education	Study Abroad
	Component Type	Lecture	Seminar
	Topics	n/a	Topics vary.
	Justification	Updated typically offered field.	CLST 4003 H fulfills General Education Learning Outcomes 1.2 and 6.1, as justified above.
	Is course a General Education Course?		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>According to syllabi for CLST 4003H, students will hand in numerous written assignments, in addition to a term paper. The students also are required to respond orally to questions in class, and to present reports on the readings and relevant materials. They are all required to read and write about both primary and secondary sources, and to write questions about each. The questions they ask require them to attempt answers, and the questions form the basis of more class discussion. If the course is part of study abroad, students are required not only to participate in daily discussions, but also to give oral site reports, including explanatory handouts.</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 professor assesses the daily oral contributions and/or oral reports of each student and records them as grades for 'participation' in the class. The syllabus stresses that the class is a "colloquium," which by its original meaning stresses that all the students must "speak together." The professor assigns grades to every piece of writing (in 2020 it was over 20 pages), and writes comments on each to let the student know if the work is adequate. This is aside from the term paper, which counts as a good percentage of the course grade, too.</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. 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. All students in CLST 4003H work closely with the instructor to write a term paper that uses primary and secondary sources, and conforms to the highest standards of research and scholarly style.</p> <p>c. The term paper and other projects require students to analyze texts and other created artifacts and to explain them to the other students and to the professor. They also must make connections between the ancient world and the modern world, and explain how these connections are significant. For example, students in CLST 4003H in the summer of 2019 (Classics in Greece) not only gave reports, but also in each report had to explain the significance of the artifacts that related to their topics.</p> <p>d. Students must be able to explain how the ancient topics they write and speak about relate to modern examples in a different culture. For example, in Greek comedy, they must explain how the ancient humor and societal references compare with those of modern comedy. In addition, when they took CLST 4003H as a study abroad option, they were required to discuss their site reports as part of a "perpetual palimpsest and the flow of identities," where they had to talk about the places as important in Pagan, Christian, Moslem, and Modern times.</p> <p>e. Students must explain in their reports, daily discussion, and term papers not only facts, but the significance and deeper meaning of the subjects. For example, in the CLST 4003H Summer 2019 "Classics in Greece," students had to read an article about what Nikos Kazantzakis thought was the most important artifact in the British Museum, and why he would choose to save it if all the rest were to be lost. Our students were asked the same question about the artifacts they had seen during their 4 weeks in Greece: what would they save, and why?</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>Professors read and assess student journals (when applicable), homework assignments, and term papers. Professors also assess students' oral discussions, reports, and presentations, and record grades for each.</p>
<p>Syllabus</p>		<p>CLST 4003H Spring 2020 Syllabus Daniel Levine.pdf</p>
<p>Additional Notes</p>		<p>The attached syllabus is from the latest offering of this course.</p> <p>Note that it is offered – with different topics – usually once in the spring, and once in the summer, with a variety of CLST faculty as instructors.</p>

	Reviewer Comments		ac087 - Tue, 18 Aug 2020 21:39:13 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time for Fall 2020. ac087 - Tue, 18 Aug 2020 21:40:10 GMT - adjusting workflow from minor to major. Addition of Gen Ed Curriculum requires major approval process.
CRIM 3443		Added	
CRIM 3453		Added	
CRIM 4223		Added	
CRIM 4233		Added	
CRIM 4303		Added	
CVEG 4053		Inactivated/Deleted	
CVEG 4083		Inactivated/Deleted	
DASC 4993	Proposed Effective Date	Fall 2020	Spring 2021
	Prerequisite(s)	DASC 4892 with a grade of C or better.	DASC 4892 with a grade of C or better and Data Science (DTSC) majors only.
	Justification	<ul style="list-style-type: none"> • This course provides for problem solving for existing relevant problems to prepare students for functioning as a data scientist. • This course provides for the application of data science techniques and appropriate software which are used by a data scientist. • This course utilizes effective and efficient communication skills (listening, analysis, solution design, writing, and presentation) for the application of data science techniques and findings to multi-disciplinary audiences and stakeholders. 	Restrict course to DTSCBS students only. Add the course to the approved list for GenEd Learning Outcome 6.1
	Syllabus	DASC 4993 - Data Science Practicum II - Syllabus v13.docx	DASC 4993 - Data Science Practicum II - Syllabus v14 - for GenEd 6-1.docx
	Additional Notes	<p>Learning objectives</p> <p>Students completing DASC 4993 should be able to:</p> <ul style="list-style-type: none"> • Apply data science concepts and techniques to solve a comprehensive problem • Utilize critical thinking and problem solving skills to solve data science problems • Utilize appropriate software to solve data science problem • Utilize effective and efficient communication and presentation skills in the solution of a comprehensive problem. <p>Target audience</p> <p>All data science majors as well as undergraduates with primary interest in science, engineering, or business data analytics. This is a senior level practicum; previous exposure to data science techniques, data science software, basic programming, statistics and mathematics is required.</p>	

	Reviewer Comments	ac087 - Fri, 12 Apr 2019 20:47:58 GMT - Rollback: department to make corrections agriffin - Mon, 03 Jun 2019 20:55:00 GMT - Added last state to catalog description per request from the submitter.	ac087 - Thu, 11 Jun 2020 20:44:15 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process.
	Is course a General Education Course?		Yes
	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.

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.

Although every project is different and all projects have evolving requirements, the following outcomes describe general expectations for project milestones:

1. Each team will understand the relevant segment(s) of their industry partner organization, the system of interest, the key measures of system performance, and the concerns that their industry partner organization has about the data and need. (indicator a)
2. Each team will apply data science to evaluate and analyze data and data systems under existing situations. (indicator b)
3. Each team will apply data science techniques to make draw inferences, interpret, and implicate and evaluate the potential impact of these. (indicators b, e)
4. Each team will provide deliverables that facilitate the implementation of recommendations in achieving practicum outcomes 1-4:
5. Each team will apply the scrum framework to agile development in managing their activities and use project management software to track and document their activities. (indicators a, b)
6. Each team will use stakeholder interviews and background research. (indicators a, c)
7. Each team will use data science skills and at least two of descriptive, predictive, and prescriptive analytics. (indicators b, c)
8. Each team will apply data science skills beyond their data science coursework. (indicators b, c)
9. Each team will hold at least bi-weekly meetings to receive support and feedback from their industry partner organization and the coordinator. (indicator a)

Throughout the practicum:

10. Students will prioritize team goals, be reliable, have a positive attitude, demonstrate respect to teammates, be proactive about team activities, approach teamwork collaboratively, behave professionally, and think strategically. (indicators a, e)
11. Students will demonstrate responsibility, respect, fairness, and honesty. (indicator e)

Near the end of the semester:

12. Each student will communicate their findings in a well-organized and well-written report that is developed through a collaborative process. (indicator a)
13. Each team will communicate their findings in a well-organized, well-rehearsed, and effective presentation that is developed through a collaborative process. (indicator a)

	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 Data Science Program has identified a set of outcomes as part of the process for preparing to accredit the Bachelor of Science in Data Science, if and when it becomes available, with ABET or other appropriate accrediting organization. Students will be prepared for a successful career in data science with an amalgamation of capabilities: 1. an ability to use information systems, statistics, and computer science principles and apply state-of-the-art technologies for data representation, data retrieval, data manipulation, data storage, data governance, data security, machine learning, computational analytics, and data analysis and visualization; 2. an ability to develop descriptive, predictive, and prescriptive mathematical and statistical models to provide abstractions of complex systems and organizational problems and to apply computational methods to draw conclusions supported by data; 3. an ability to use foundational knowledge and apply critical thinking skills to problem identification, problem solving, decision making, visualization, and an awareness of societal and ethical impacts; 4. an ability to adapt analytics concepts to interpret and communicate findings and implications to senior decision makers; 5. an ability to work effectively in multidisciplinary teams and transfer findings from one knowledge domain to another; and 6. an ability to communicate in written, verbal, technical, and non-technical forms. The faculty coordinator will apply rubrics to these reflections, the final project report, and the project final presentation that align with Learning Outcome 6.1.
	Title/Description Change Type		Major Content Change
ECON 3533	Proposed Effective Date	Spring 2019	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Change offering to irregular.	ECON 3533 satisfies the General Education Curriculum with Learning Outcome 4.2.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.2
	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 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>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. e. demonstrate problem-solving and change management skills for achieving social equity.</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>The goal of this course is to gain a clearer understanding of labor market and personnel decisions made by both firms and workers. In particular, the course will use the principal-agent framework to study issues of how firms choose employees, how they can organize their workplace and compensation schemes to motivate workers, and how they can train employees. In doing so, the course examines how historical, social and cultural factors have shaped the construction of power relationships, contracts and incentives in firms. The course also examines how the preferences and skills of (potential) employees shape the strategies employed by the firm.</p> <p>The course will analyze issues relating to selection of employees by the firm, the benefits of diversity for an organization, questions of agency, the importance of bargaining power and outside opportunities in determining compensation and contracts between firms and workers. Issues relating to how organizations can change these policies will also be considered.</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>Generally, confirmation that Learning Goal 4.2 is properly addressed will be evidenced in the following manner:</p> <ol style="list-style-type: none"> 1. Selected essay questions included in the midterm and final exam. These questions will require students to analyze issues relating to selection of employees by the firm, the benefits of diversity for an organization, questions of agency, the importance of bargaining power and outside opportunities in determining compensation and contracts between firms and workers. Issues relating to how organizations can change these policies will also be considered. Learning Indicator (c), (d) and (e). 2. Selected questions included in homework assignments pertaining to solving problems pertaining to how workers and firms solve problems relating to contracts, compensation and bargaining power. Learning Indicator (c), (d) and (e).
Syllabus		ECON 3533 Labor Economics PJM SP20.docx

	Reviewer Comments		ac087 - Mon, 17 Feb 2020 17:14:09 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 16:58:04 GMT - Rollback: Please work with the faculty to include student learning outcomes (specifically for Gen Ed) in the syllabus as directed by Faculty Senate. ac087 - Tue, 12 May 2020 22:16:13 GMT - changing effective date from Fall 2020 to spring 2021. course will not complete approval process in time for fall 2020.
ECON 3843	Proposed Effective Date	Spring 2018	Spring 2021
	Catalog Title	Economic Development, Poverty the Role of the World Bank and IMF in Low-Income Countries	Economics of the Developing World
	Short Course Title	ECON DEVELOPMENT OF WORLD BANK	ECON OF THE DEVELOPING WORLD
	Justification	Updated typically offered field.	ECON 3843 satisfies the General Education Curriculum Learning Outcome 4.1. Submitting learning indicators, justification, assessment evidence, and syllabus. Minor course name change.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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 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)		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.

	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 is an introduction to development economics, which is the branch of economics that study how living standards might improve and processes and policies could help bring this about in low-income countries. The course builds a rigorous theoretical framework to study this issue and examines the relevant empirical evidence. The empirical evidence that is examined in the course comes from different countries in Africa, Asia and Latin America. An integral part of the course is comparative economic development, studying the differences and commonalities among developing countries. With this as the theme, the course includes issues relating to poverty, inequality, population growth, urbanization, migration, education and health in economic development as well as the relationship between the environment and development.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		1. Selected essay questions included in the midterm and final exam. These questions will require students to analyze issues relating to the forces that drive differences in poverty, inequality, health, education, and the environment across different countries. Learning Indicator (a), (d) and (e). 2. Selected questions included in homework assignments relating to the issues described in the point above. Learning Indicator (a), (d) and (e). 3. A group project due at the end of the semester that requires each group to present an empirical analysis of a problem pertaining to a particular country from the issues described above. In addition, the group project involves critically analyzing the evidence presented by another group on a different issue or topic. Learning Indicator (a), (d) and (e).
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		SYL - 3843- S18.pdf Syllabus - ECON3843 - Development Economics.pdf
	Reviewer Comments		ac087 - Mon, 17 Feb 2020 17:19:15 GMT - adjusting workflow, addition to workflow requires major approval process. agriffin - Thu, 07 May 2020 17:01:19 GMT - Rollback: Please work with the faculty to include student learning outcomes (specifically for Gen Ed) in the syllabus as directed by Faculty Senate. ac087 - Tue, 12 May 2020 22:17:12 GMT - changing effective date from Fall 2020 to spring 2021. course will not complete approval process in time for fall 2020.
ECON 3853	Proposed Effective Date	Spring 2018	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	ECON 3853 satisfies the General Education Curriculum Learning Outcome 4.1. Submitting learning indicators, justification, assessment evidence, and syllabus.
	Is course a General Education Course?		Yes

	Choose the learning outcome the course addresses:		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 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>a. examine and interpret an intercultural experience from both one’s own and another’s worldview.</p> <p>d. identify and analyze significant global challenges and opportunities in the human and natural world.</p> <p>e. identify and analyze the historical and/ or contemporary interrelationships among multiple global cultures.</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>The focus of this course is global, in particular to introduce students to the differences in history, political economy, and culture that give rise to the variation in the business and economic environment in emerging markets. The first part of the course develops a framework based on the aforementioned factors to understand the institutional foundations of economic prosperity. The second part of the course then applies this framework to the specific context of selected emerging markets, focusing on Brazil, Russian, India and China, and Turkey. Inevitably an integral component is to compare and contrast across the different countries. This will facilitate an assessment of their current economic success, and potential problems to their future growth and development. This course enables students to develop an appreciation of evolving market opportunities in these emerging markets.</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.)		Generally, confirmation that Learning Goal 4.1 is properly addressed will be evidenced in the following manner: 1. Selected essay questions included in the midterm and final exam. These questions require students to compare the cultural, political and economic factors that drive differences in the economic environment in emerging markets. Learning Indicator (a), (d) and (e). 2. A term paper that is due at the end of the semester. In the term paper students select an emerging market that interests them and is different from the ones covered in class. For this country students are expected to assess the quality of its institutions and provide a brief critical assessment of its growth prospects and attractiveness to foreign investment and capital using the analytical framework developed in the course. Learning Indicator (d) and (e).
	Syllabus		Econ3853_EM.pdf
	Reviewer Comments		ac087 - Mon, 17 Feb 2020 17:28:16 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 17:02:39 GMT - Rollback: Please work with the faculty to include student learning outcomes (specifically for Gen Ed) in the syllabus as directed by Faculty Senate. ac087 - Tue, 12 May 2020 22:17:51 GMT - changing effective date from Fall 2020 to spring 2021. course will not complete approval process in time for fall 2020.
ENGL 2023	Proposed Effective Date	Fall 2020	Spring 2021
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.2	Goal 3 – Learning Outcome 3.1 Goal 3 – Learning Outcome 3.2
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	See attached Core Assessment Doc.	Student achievement may be measured through: Annotated readings. Quizzes and exams on assigned reading to measure comprehension and critical skill. Written exercises in which students employ methods related to elements of the craft of writing fiction and poetry. Original works of fiction and poetry. Written and oral comments on the original creative work of their peers in a workshop setting. Thorough revision of their own original work incorporating elements of the craft of writing fiction and poetry. And any other evaluative exercise instructors may design to measure student achievement.
	Justification	Course has also been approved for the Humanities domain in the state minimum core. Please add this domain to UAConnect to reflect both Fine Arts and Humanities.	This course is being submitted for approval for Learning Outcome 3.1.

	<p>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)</p>		<p>a. synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts. b. develop an understanding of how historical, social, cultural, and personal forces shape artistic communication and how the arts in turn share the diverse cultures of past and present societies. c. respond critically to a variety of works in the arts, connecting the individual work in the creative discipline being introduced to other aspects of human thought and endeavor.</p>
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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.

a. This indicator is fulfilled through introduction, discussion, and assignments focused on the craft of writing short fiction and poetry. Each week, a new element of the craft of writing is explored through close reading and class discussion of examples of the element at work in pieces of contemporary fiction and/or poetry, and an evaluative exercise in the form of a writing prompt is given to measure student knowledge and competency in working with these elements. Examples of such prompts are included in this document.

b. This indicator is fulfilled through class discussion of contemporary short fiction and poetry that address the stylistic and thematic concerns of writers of diverse ethnic and religious backgrounds, racial origin and/or sexual identities. Readings and assignments are carefully selected to represent creative writing from multiple time periods, cultures, and contexts in an effort to promote critical thinking, and a greater capacity to understand other people and perspectives. Examples of work that demonstrate this diversity in the provided syllabus include: "Watermark" by Eduardo C. Corral; "Orchids Are Sprouting From the Floorboards" by Kaveh Akbar; "Lower Ninth" by Saeed Jones; "Place" by Dorothy Allison.

c. This indicator is fulfilled through student participation in workshop and peer critique. Throughout the semester, students produce original works of fiction and poetry to submit to the workshop for critique by their instructor and peers. Composition of original work will be evaluated in terms of the writer's successful use of the elements of craft discussed in class (demonstrated in assigned readings of poetry and fiction by contemporary authors, and practiced by students in assigned exercises specifically designed to address each craft element) to create vivid, polished stories and poems. Students are given instruction on delivering successful critique in class and in writing (see the portion of the syllabus highlighted below), and the feedback they offer their peers is submitted for evaluation of their ability to identify and comment on elements of craft employed in their colleagues' work.

Successful critiques will offer observation and suggestion based on the elements of the craft of fiction and poetry we will be studying in class. An effective way to address your colleagues work in critique is to organize your response using these elements as a guide. For instance, when critiquing a work of fiction, evaluate the draft in terms of the way in which character, setting/place, point of view, and dialogue are developed.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Student achievement may be measured through: Annotated readings. Quizzes and exams on assigned reading to measure comprehension and critical skill. Written exercises in which students employ methods related to elements of the craft of writing fiction and poetry. Original works of fiction and poetry. Written and oral comments on the original creative work of their peers in a workshop setting. Thorough revision of their own original work incorporating elements of the craft of writing fiction and poetry. And any other evaluative exercise instructors may design to measure student achievement.
	Syllabus		Creative Writing 1 Syllabus.docx
	Additional Notes		Example exercises in fiction and poetry are included in the attached syllabus.
	Reviewer Comments		ac087 - Thu, 28 May 2020 20:12:21 GMT - Rollback: Rollback per Alice Griffin and department. ac087 - Mon, 08 Jun 2020 23:11:41 GMT - adjusted workflow from amended minor to major. Additional outcomes being added require major approval process.
ENGL 3633	Added		
EXSC 2733	Proposed Effective Date	Fall 2019	Spring 2021
	Justification	Noting here that EXSCBS needs to be added to the requisite (in addition to the remaining KINSBS-EXSC students) so that both groups can register for this course.	General education learning outcome 4.1 completed.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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 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>b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices</p> <p>c. identify and participate in cultural differences in verbal and nonverbal communication.</p> <p>d. identify and analyze significant global challenges and opportunities in the human and natural world.</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.		This course assists students in developing the knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Guest speaker connections and the EIM assignment.
	Syllabus		EXSC 2733 Syllabus.docx
	Reviewer Comments		ac087 - Mon, 27 Apr 2020 21:53:58 GMT - adjusting workflow from minor to major, addition to gen ed curriculum requires major approval process.
EXSC 4903	Proposed Effective Date	Summer 2018	Spring 2021
	Justification	Updated typically offered field.	All items related to common core learning outcomes 6.1 have been completed.
	Is course a General Education Course?		Yes
	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. 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.		Practical experience in using the academic skills developed in Exercise Science option.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Term paper, student evaluation of agency, and student evaluation of agency.
	Syllabus		EXSC 4903 Syllabus.docx EXSC 4903 Term Paper Outline.docx
	Reviewer Comments		ac087 - Tue, 07 Apr 2020 14:52:04 GMT - adjusted workflow, addition to gen ed core requires major approval process ac087 - Tue, 07 Apr 2020 14:52:48 GMT - changed effective date from fall 2020 to spring 2021. Course unlikely to complete approval process before start of term Fall 2020
EXSC 5453	Added		
EXSC 405V	Proposed Effective Date	Summer 2019	Spring 2021
	Justification	Administratively adding to be offered the summer as a Study Abroad course in Sweden. Topic: Health Teams in Sweden	All items related to common core learning outcomes 6.1 have been completed.
	Is course a General Education Course?		Yes
	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. 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.	To involve students in research. The student will learn and assist in all aspects of research. The student will be an active member of a laboratory group, assisting in the research being conducted.
	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 will be required to keep a journal that will include a narrative, time log, lab techniques, research involvement description, and a general core reflection that will cover all elements to meet outcome 6.1.
	Syllabus	KINSEXSC 405V_syllabus template.doc
	Reviewer Comments	ac087 - Tue, 07 Apr 2020 14:50:21 GMT - adjusted workflow, addition to gen ed core requires major approval process. ac087 - Tue, 07 Apr 2020 14:51:14 GMT - adjusted effective date from fall 2020 to spring 2021. course unlikely to complete approval process before start of term fall 2020
FINN 5123		Added
FINN 5323		Added
FINN 5453		Added
GDES 5303		Added
GDES 5333		Added
GDES 5383		Added

GDES 5393			Added
GDES 6306			Added
GDES 6316			Added
GDES 6346			Added
GDES 6353			Added
GDES 6366			Added
GDES 6399			Added
HDFS 2603	Proposed Effective Date	Fall 2020	Spring 2021
	Course Delivery Method	On campus	On campus Off campus
	Justification	Uploaded General Education submission information.	The only change for this course is that it be offered online as well as on-campus. The HDFS degree program was approved last year to be offered online and we are going through the process of developing our courses to be delivered online. This course has been approved by Global Campus for online development and that process has already begun. It is expected that this course will be delivered online in the Spring of 2021.
	Syllabus	HDFS_2603_Syllabus_Spring_2019.pdf	
HIST 1113	Off Campus Delivery 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)	a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. 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. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.	Online/Web-based a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. 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. 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.	The course introduces the main world civilizations in a broad global context. Lectures focus on the cultural histories of different societies, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources, and the production of analytical essays, in the form of in class essay tests and take home analytical essays examining especially primary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme. Students will learn the basics of humanistic inquiry and historical methodology.	L.I. 1: The course introduces the main world civilizations in a broad global context. Students will learn the basics of humanistic inquiry and historical methodology. L.I. 3: Students are introduced on how to interpret, connect, and contextualize primary sources L.I. 4: HIST 1113 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking. L.I. 5: By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	In class essay tests and take home analytical essays	L.I. 1, 4, and 5: Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme. L.I. 3: Interpretation of one or multiple primary or secondary sources via short essay.
	To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)	b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.	c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.
	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.	World Civilization I introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative. Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of early civilizations to the dawn of the modern era, within a global context. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate their knowledge and application of theories. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence.	L.I. 3: HIST 1113 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative. L.I. 4 and 5: Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of early civilizations to the dawn of the modern era, within a global context.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Written assignments, exams, and discussions.	L.I. 3: Class or take home essay tests and/or combination of identification questions. L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources. L.I. 5: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

<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. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication. d. identify and analyze significant global challenges and opportunities in the human and natural world.</p>	<p>a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices 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>
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<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>World Civilization I delivers content and analysis on the major political, social, cultural, and international developments of the main world civilizations up until 1500. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate an ability to comprehend and articulate the main political, religious, cultural trends (broadly defined, including issues of race, gender, and diversity) that defined these civilizations. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. All the evidence and analysis will be geared to demonstrating the diversity of the human experience from its origins to the dawn of the modern era. Students will acquire a deliberative stance to explain elements of continuity and change throughout the long span of this history, including cultural, political, and social aspects that informed early and medieval civilizations until the 1500. By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion. In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors. Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources. Writing skills and the ability to articulate and support an argument eloquently will be integral to the take home assessments – source analysis or critical written assignments - in particular.</p>	<p>L.I. 1: HIST 1113 examines a long span of history, including cultural, political, and social aspects that informed early and medieval civilizations until the 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion.</p> <p>L.I. 2: By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion.</p> <p>L.I. 4: Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources</p> <p>L.I. 5: In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors</p>
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	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Written assignments, exams, and discussions.	<p>L. I. 1: Class or take home essay tests and/or combination of identification questions.</p> <p>L.I. 2: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</p> <p>L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources.</p> <p>L.I. 5: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</p>
	Justification	Course has also been approved for the Humanities domain in the state minimum core. Please add this domain to UAConnect to reflect both Social Sciences and Humanities.	Modifying previously submitted version, adding specific descriptions on how each Learning Indicator will be met.
	Syllabus		HIST 1113 Syllabus.pdf
HIST 1123	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.	The course introduces the main world civilizations in a broad global context in the modern era since 1500. Lectures focus on the cultural histories of different societies, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources, and the production of analytical essays, in the form of in class essay tests and take home analytical essays examining especially primary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme. Students will learn the basics of humanistic inquiry and historical methodology.	<p>L.I. 1: HIST 1123 introduces the main world civilizations in a broad global context of the modern era since 1500. Focus on cultural histories of different societies, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources.</p> <p>L.I. 3: Students are taught how to interpret, connect, and contextualize primary sources.</p> <p>L.I. 4: HIST 1123 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.</p> <p>L.I. 5: By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities.</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.)	In class essay tests and take home analytical essays.	<p>L.I. 1, 4, and 5: Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme.</p> <p>L.I. 3: Interpretation of one or multiple primary or secondary sources via short essay.</p>

<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>World Civilization II introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative. Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of civilizations in the modern era, within a global context. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate their knowledge and application of theories. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence.</p>	<p>L.I. 3: HIST 1123 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative</p> <p>L.I. 4 and 5: Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of civilizations since 1500, in a global context</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>Written assignments, exams, and discussions.</p>	<p>L.I. 3: Class or take home essay tests and/or combination of identification questions.</p> <p>L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources.</p> <p>L.I. 5: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</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>World Civilization II delivers content and analysis on the major political, social, cultural, and international developments of the main world civilizations since 1500. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate an ability to comprehend and articulate the main political, religious, cultural trends (broadly defined, including issues of race, gender, and diversity) that defined these civilizations. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. All the evidence and analysis will be geared to demonstrating the diversity of the human experience during the modern era since 1500. Students will acquire a deliberative stance to explain elements of continuity and change throughout the long span of this history, including cultural, political, and social aspects that informed early and medieval civilizations until the 1500. By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion. In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors. Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources. Writing skills and the ability to articulate and support an argument eloquently will be integral to the take home assessments – source analysis or critical written assignments - in particular.</p>	<p>L.I. 1: HIST 1123 delivers content and analysis on the major political, social, cultural, and international developments of the main world civilizations since 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion.</p> <p>L.I. 2: By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion.</p> <p>L.I. 4: Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources.</p> <p>L.I. 5: In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors.</p>
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	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Written assignments, exams, and discussions.	L.I. 1: Class or take home essay tests and/or combination of identification questions. L.I. 2 and 5: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion. L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources.
	Justification	Course has also been approved for the Humanities domain in the state minimum core. Please add this domain to UAConnect to reflect both Social Sciences and Humanities.	Modifying previously submitted version, providing specific explanations of how each Learning Indicator will be met.
	Syllabus		HIST 1123 Syllabus.pdf
HIST 1223		Added	
HIST 1233		Added	
HIST 2003	Proposed Effective Date	Fall 2020	Spring 2021
	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)	a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. 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. e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.	a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced. 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. 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.	The course introduces US History, from the colonial era to Reconstruction, in a broad global context. Lectures focus on the various aspects of US society, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources, and the production of analytical essays, in the form of in class essay tests and take home analytical essays examining especially primary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme. Students will learn the basics of humanistic inquiry and historical methodology.	L.I. 1: HIST 2003 introduces US History, from the Colonial era to Reconstruction. The evidence and analysis will be geared to demonstrating the social, political, and constitutional evolution of the United States in the broad global context Students are introduced to historical methodology through the analysis of primary and secondary sources. L.I. 3: Students are taught how to interpret, connect, and contextualize primary sources. L.I. 4: HIST 2003 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking. L.I. 5: By casting a broad analysis of various aspects of US society, students learn also how to properly highlight/ contextualize elements of politics, economics, religion, race, and gender.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	In class essay tests and take home analytical essays.	L.I. 1, 4, and 5: Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme. L.I. 3: Interpretation of one or multiple primary or secondary sources via short essay.

	<p>To be certified as meeting this outcome, a course must incorporate at least three of the five learning indicators. In an approved course, students will (please select indicators)</p>	<p>b. apply social scientific reasoning and techniques. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.</p>	<p>c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world. e. integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.</p>
	<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>History of the American People to 1877 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative. Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, cultural, ethnic, and gender relations in the American experience, within a global context. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate their knowledge and application of theories as well as ideological representations of American history. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. All the evidence and analysis will be geared to demonstrating the constitutional evolution of the United States in the broad global context.</p>	<p>L.I. 3: HIST 2003 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative. L.I. 4 and 5: Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, and cultural relations in the American experience, within a global context.</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>Written assignments, exams, and discussions.</p>	<p>L.I. 3: Class or take home essay tests and/or combination of identification questions. L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources. L.I. 5: Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</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. 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. e. demonstrate problem-solving and change management skills for achieving social equity.</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>
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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.

History of the American People to 1877 delivers content and analysis on the major political, social, cultural, and international developments of the country's history until the end of the Reconstruction era. Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions in addition to a broad essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict during the ages of revolution, continental expansion, secession, and consolidation of the United States. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present. Regarding the source analyses, the assignments will require students to interrogate the documents' major points/arguments AND put the documents in the larger political, social, and economic contexts. Class and online discussions will demonstrate the students' comprehension and analysis of required readings and class lectures. In all tests and oral or online discussion, students are expected to develop an ability to interweave primary and secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. All the evidence and analysis will be geared to demonstrating the constitutional evolution of the United States in the broad global context. Students will acquire a deliberative stance to explain elements of continuity and change throughout the period, including cultural, legal, political, and social aspects of inequality and justice. By both contextualizing the American experience in a global context and explaining its diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion. In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors. Problem-solving becomes an integral part of the analytical skills acquired through the course. With a fuller understanding of how diversity has evolved in the American historical experience, students may also apply those skills to the promotion of social equity. Writing skills and the ability to articulate and support an argument eloquently will be integral to the take home assessments – source analysis or critical written assignments - in particular.

L.I. 1: HIST 2003 delivers content and analysis on the major political, social, cultural developments up to the end of the Reconstruction Era. By examining the tension between consensus and conflict, students learn to comprehend and articulate the historical trends leading to diversity and inclusion.

L.I. 2: By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion.

L.I. 3: Adopting a multidisciplinary approach, HIST 2003 trains students to address issues of social inequality from all angles, providing them with tools to exercise awareness, empathy, and analytical skills to understand fully the historical record and to utilize in other professional endeavors as well.

L.I. 4: By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Written assignments, exams, and discussions.	<p>L.I. 1: Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict during the ages of revolution, continental expansion, secession, and consolidation of the United States.</p> <p>L.I. 2: Class essay tests and/or take home analytical essays examining especially primary documents.</p> <p>L.I. 3: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present.</p> <p>L.I. 4: Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. The evidence and analysis will be mainly geared to demonstrating the constitutional evolution of the United States in the broad global context.</p>
	Justification	Course has also been approved for the Humanities domain in the state minimum core. Please add this domain to UAConnect to reflect both History/Government and Humanities.	Modifying previously submitted version, adding specifications for each learning indicator.
	Additional Notes	The course also needs to be denoted under the Social Sciences domain in the State Minimum Core as well.	
	Syllabus		HIST 2003 syllabus.pdf
	Reviewer Comments		ac087 - Fri, 17 Jul 2020 20:14:38 GMT - changed effective date from fall 2020 to spring 2021. Course will not complete approval process in time for Fall 2020.
HIST 3363	allcodes	HIST 4233	HIST 3363
	Proposed Effective Date	Summer 2018	Spring 2021
	Course Number	4233	3363
	Justification	Updated typically offered field.	Changing course level, to allow non-tenure track and select GAs and Instructors (with ABD degree) to teach the course - a relatively broad survey which can warrant a 3000 level.
	Course Code	HIST 4233	HIST 3363
	Reviewer Comments		ac087 - Wed, 07 Oct 2020 17:16:59 GMT - spring 2021 effective date pending completion of approval process.
HIST 5843	Inactivated/Deleted		
HIST 398V	allcodes	HIST 3983	HIST 398V
	Proposed Effective Date	Spring 2018	Spring 2021
	Course Number	3983	398V
	Credit Hours	3	1
	Total completions	3	9

	Topics	n/a	Crusades Epidemics and Diseases Global History
	Catalog Title	Special Topics (Irregular)	Special Topics
	Justification	Updated typically offered field, off campus > distance education.	Change to variable credit will allow the department to offer a variety of general interest topics at the 1-credit level as well as regular 3-credit level
	Course Code	HIST 3983	HIST 398V
	Is course a General Education Course?		No
	Maximum Credit Hours		3
	Title/Description Change Type		Minor (stylistic/editorial) Change
HRWD 3333	Proposed Effective Date	Fall 2017	Spring 2021
	Justification	Admin update to typically offered and delivery method.	Submitting the course for general education approval - general education outcomes 1.2 and 5.1.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 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 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. 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. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		This course requires the students to generate written, spoken, and multi-media presentations. The students learn to analyze and address the different audience members. Generating a paper or multi-media presentation is completed after an analysis of the concerns, purposes, and goals of the different audience members. The students will use multiple sources gathered from scholarly web-sites and personal work experiences when developing written or multi-media presentation.

	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 course instructor will collect information on student achievement via the assignments over the course of the semester. The final assignment will require the students to demonstrate the application and synthesis of the class content during the semester by using the appropriate software to create a written and visual presentation to address the needs and concerns of the various stakeholders.
	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)		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. 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.		The students will use their critical thinking skills to analyze the audience and the needs of the audience to determine a communication method to meet the purpose and needs of the audience. Through the completion and submission of assignments, students will demonstrate the ability to analyze, evaluate, and construct complex rational and moral arguments orally and in writing to the various organization's constituency.
	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 course instructor will collect information on student achievement via the assignments over the course of the semester. The final assignment will require the students to demonstrate the application and synthesis of the class content during the semester by using the appropriate software to create a written and visual presentation to address the needs and concerns of the various stakeholders.
	Syllabus		course syllabus HRWD 3333 summer 2020 instructor samuels m g.docx
	Reviewer Comments		ac087 - Mon, 29 Jun 2020 21:06:46 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. ac087 - Mon, 29 Jun 2020 21:07:32 GMT - adjusting effective date from Fall 2020 to Spring 2021. Change requires major approval process and course will not complete the approval process in time for Fall 2020
HUMN 2213	Proposed Effective Date	Fall 2020	Spring 2021
	Typically Offered	Spring	Spring and Summer

<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>Introduction to World Religions explores fundamental concepts of humanistic inquiry by examining the history of religions in comparative context. Students read secondary literature and religious texts to experience the empirical and analytical methods of humanities scholarship. Special attention is paid to having students learn to make cultural connections and relate past history to present day conversations about religion.</p>	<p>Introduction to World Religions explores fundamental concepts of humanistic inquiry by examining the history of religions in comparative context. Students read secondary literature and examine multiple types of primary sources—textual, artistic, video, and material—to experience both the empirical and qualitative methods of humanities scholarship. The course is designed to fulfill the religious literacy guidelines of the American Academy of Religion (AAR), which develop the fundamental competencies of religious studies scholarship. These competencies include distinguishing descriptive and analytical statements about religions from prescriptive and confessional statements, and recognizing the internal diversity and historical transformations of each tradition.</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 students take exams and produce an 800-word essay where they demonstrate their learning and knowledge.</p>	<p>Students respond to online discussion board prompts as homework, take quizzes and exams, and produce a 1200-1500 word essay to demonstrate their learning and knowledge.</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. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>	<p>a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices 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>The course is a comparative religion course. Students examine major world religions and their cultural contexts to understand multiple worldview and perspectives. Lectures and texts illustrate interrelationships, common heritage and tenets of world religions.</p>	<p>Students examine major world religions and their cultural contexts to understand multiple worldviews and perspectives. Lectures, texts, and other media illustrate interrelationships and common heritage and tenets of world religions, as well as significant differences among the traditions covered. Special attention is paid to having students connect past history to present day conversations about religion, including the role of religious traditions and communities in confronting global challenges.</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 800 word essay demonstrates levels of student learning.</p>	<p>Students respond to online discussion board prompts as homework, take quizzes and exams, and produce a 1200-1500 word essay to demonstrate their learning and knowledge.</p>
<p>Catalog Description</p>	<p>A survey of the major religions, including—but not limited to—Hinduism, Buddhism, Judaism, Islam, and Christianity.</p>	<p>A survey of major religious traditions, including—but not limited to—Hinduism, Buddhism, Judaism, Christianity, and Islam.</p>

	Justification	Admin update to add this course to state minimum core; this was an oversight when the course was going through the approval process for Gen Ed inclusion.	-Proposed updates bring course into clearer alignment with Learning Outcomes and Learning Indicators. -Minor stylistic change to catalog description lists major traditions in chronological order to reflect course's focus on historical development.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		HUMN 2213 Sample Syllabus.pdf
	Reviewer Comments		ac087 - Mon, 08 Jun 2020 22:48:17 GMT - Rollback: department to make corrections
ISYS 5033		Added	
ISYS 5043		Added	
ISYS 5053		Added	
ISYS 6743		Added	
ISYS 6753		Added	
JOUR 4313		Added	
MILS 5004		Added	
MKTG 3013		Added	
MUED 4743		Added	
MUIN 2011		Added	
MUIN 3403		Added	
MUIN 4103		Added	
MUIN 4553		Added	
MUIN 4563		Added	
MUIN 5553		Added	
MUIN 5563		Added	
NURS 6993		Added	
PHED 3623	Proposed Effective Date	Fall 2018	Spring 2021
	Justification	Changing course offering to spring only to aid student degree planning.	General education learning outcome 4.1 completed.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		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

<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, 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. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices d. identify and analyze significant global challenges and opportunities in the human and natural world.</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>Course Objectives: 1. Identify basic sociological paradigms and their application to sport and physical education. 2. Locate the place of sport as an institution in American society. 3. Use functional, conflict, critical theories to examine beliefs, practices, behaviors in sport. 4. Justify opinions based on theory or philosophical/sociological research within class discussion, debates, and papers concerning ethical and sociological issues of sport and play. 5. Become familiar with the literature in sport sociology. 6. Display an understanding of the impact of sport on cultures throughout the world, past and present. 7. Demonstrate an in-depth understanding of sociological or philosophical (ethical) issue in sport.</p> <p>Course Content: 1. Sport in Society: Background, Scope Effect 2. Sport as an Institution in Our World 3. Sport Culture I: Race, Gender, Social Class Special Populations 4. Sport Culture II: Religion, Politics, Deviance, Coaching Sport Trends</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>Exams and essays.</p>
<p>Syllabus</p>		<p>Smithnix_PHED 3623-syllabus18.pdf</p>

	Reviewer Comments		ac087 - Mon, 20 Apr 2020 18:59:04 GMT - adjusted effective date from Fall 2020 to Spring 2021. Course will not complete the approval process before start of registration for fall 2020. ac087 - Mon, 20 Apr 2020 19:01:01 GMT - adjusted workflow, addition to gen ed curriculum requires major approval process. kmamisei - Mon, 20 Apr 2020 21:57:31 GMT - Rollback: This is a general education core course. I believe this should go through the full curriculum approval, including the Core Committee.
PHED 4733	Proposed Effective Date	Fall 2019	Spring 2021
	Justification	Removed PHED 4733 from corequisite.	The items associated with the common core learning outcome 6. 1 have been completed.
	Is course a General Education Course?		Yes
	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. 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.		This course is designed to provide students with the knowledge to complete teacher licensure in physical education in Arkansas, to have in hand the information regarding their skills and accomplishments to market themselves with potential employers and to complement the internship by providing an opportunity for students to share information in a more formal setting.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Principal interview, cover letter and resume development, development of interview questions, teaching philosophy, case studies, and final portfolio.
	Syllabus		PHED 4733 Forbess.doc
	Reviewer Comments		ac087 - Tue, 07 Apr 2020 15:17:02 GMT - changed effective date from fall 2020 to spring 2021, course unlikely to complete approval process before start of term Fall 2020 ac087 - Tue, 07 Apr 2020 15:17:25 GMT - adjusting workflow, addition to gen ed core requires major approval process.
PLSC 4143		Added	
POSC 402V		Added	
PSYC 2043		Added	
RESM 2853H	Reviewer Comments	lkulcza - Wed, 02 May 2018 17:34:30 GMT - Rollback: Rolling back to submitter so that we can process administratively.	ac087 - Thu, 10 Sep 2020 22:00:21 GMT - adjusting workflow. addition to gen ed curriculum requires major approval process.
	Proposed Effective Date	Summer 2018	Spring 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Need Off Campus Method for one of our Study Abroad Programs.	Learning outcomes 3.3 and 4.1 were added to honors section (RESM 2853H) to match RESM 2853.
	Additional Notes	Admin update for OFF campus offering for Study Abroad; update to Typically Offered.	
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.3 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 the five learning indicators. In an approved course, students will (please select indicators)		a. articulate the key concepts, principles, and overarching themes to a social science discipline. c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions. d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.

	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.		This course provides the basic information needed to understand the motivations behind leisure participation and the importance of leisure in society. The content for this course will cover the theories and concepts of leisure behaviors and how these apply to leisure services.
	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 and journal/paper(s)
	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)		a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication.
	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 provides the basic information needed to understand the motivations behind leisure participation and the importance of leisure in society. The content for this course will cover the theories and concepts of leisure behaviors and how these apply to leisure services.
	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 and papers
RESM 440V	Proposed Effective Date	Spring 2018	Spring 2021
	Justification	Admin update to typically offered field.	The items related to learning outcome 6.1 have been completed.
	Is course a General Education Course?		Yes
	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.
	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.		This course is designed to provide students with hands-on experience in a Recreation and Sport Management agency. The student should be aware that the nature of interaction may vary from strictly observation to intensive leadership and supervisory responsibilities. The exact nature of the experience will depend upon the capabilities of the student, the nature and needs of the agency and the agency supervision.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Orientation, Midterm progress and final reflection paper.
	Syllabus		RESM_Fall 2019 440V Syllabus.docx
	Reviewer Comments		ac087 - Tue, 07 Apr 2020 21:30:19 GMT - changing fall 2020 to spring 2021. Course unlikely to complete approval process before start of Fall 2020 term. ac087 - Tue, 07 Apr 2020 21:31:47 GMT - adjusting workflow from minor to major, addition to Gen Ed Curriculum requires major approval process
SEED 3283	allcodes	SEED 3282	SEED 3283
	Proposed Effective Date	Fall 2018	Fall 2021
	Course Number	3282	3283
	Credit Hours	2	3
	Justification	Per conversation with program director and dean's office, administratively adjusting this to a fixed credit hour course. New BAT majors will all require that students register for 2 credit hours.	Proposal to change to a 3 hour credit due to the number of hours required for the on-site school visits as well as the course work. In order to maintain the 120 hour program of study, a proposal will be submitted to change the credit hours of CIED 4286 to 4285. This change also better reflects the course requirement of a five-day school internship.
	Course Code	SEED 3282	SEED 3283
	Is course a General Education Course?		No
	Syllabus		SEED 3283 Syllabus.docx

	Reviewer Comments		ac087 - Wed, 14 Oct 2020 15:27:36 GMT - Rollback: please change credit hours section to three per justification.
SEED 4003		Added	
SEED 4063	Proposed Effective Date	Fall 2018	Spring 2021
	Justification	This course is required for the B.A.T. program leading to licensure.	This course has been identified as one that meets General Education Learning Outcomes 1.2 and 5.1. For that reason, specific information needed to be included on the syllabus to reflect these changes.
	Syllabus	SEED 4063 Disciplinary and Interdisciplinary Literacies in Education.doc	SEED 4063 Disciplinary Literacies with Gen Ed Outcomes 1_2 5_1.docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 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 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>For this outcome, teacher candidates focus on the importance of digital texts and technologies to support student learning, engagement, and critical thinking. Teacher candidates will choose an open access digital tool and compose an oral presentation in a short video that introduces the tool, models its use, and evaluates the strengths and limitations to support literacy learning for secondary students. Candidates will demonstrate how the tool supports their content areas of instruction and how it supports the Arkansas Department of Education standards for their content areas. Candidates will receive feedback from their peers regarding their presentations and the efficacy of the digital tool for student learning.</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>Students produce a short-video to introduce the digital tool, model its use, and evaluate its strengths and limitations to support literacy learning.</p>
<p>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)</p>		<p>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>
<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>For this outcome, teacher candidates design a lesson plan for their content area (English, Foreign Languages, Social Studies) that integrates the state standards for secondary learning, technology for student learning, and assessment of student learning by creating learning objectives based on Bloom's Taxonomy of Learning. Teacher candidates receive feedback on how the lesson engages their audience (secondary students) and suggestions for improving the implementation of the lesson. Additionally, teacher candidates compose an essay to "unpack" the lesson design and how it functions to support students' disciplinary literacy using a critical lens to articulate any ethical considerations and/or key fallacies and describe how the concepts and principles of disciplinary literacies relate to 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>Students create and design an original lesson plan in their content areas including an essay that "unpacks" the lesson plan design.</p>

	Reviewer Comments		ac087 - Fri, 20 Mar 2020 22:41:09 GMT - changed effective from Summer 2020 to spring 2021, addition of course to gen ed curriculum is a major approval process and this course will not complete that process in time to be considered for summer and fall cycles. removed cross-listing, cross-listings must be the same catalog number and level but in two different subjects. courses can be combined during the scheduling process but are not candidates for cross-listing. ac087 - Fri, 20 Mar 2020 22:42:17 GMT - adjusting workflow to major workflow with college curriculum committee, addition to gen ed curriculum requires major approval process fbowles - Tue, 31 Mar 2020 20:49:53 GMT - In reviewing this, I noticed that the incorrect syllabus had been uploaded. I have the correct syllabus, so please let me know how I should proceed. My apologies. Freddie agriffin - Thu, 07 May 2020 19:41:26 GMT - Uploaded correct syllabus for Freddie Bowles. agriffin - Fri, 26 Jun 2020 21:20:13 GMT - Rollback: Rolled back at request of the college.
SEED 4303		Added	
SEED 4313		Added	
SEED 4523	Proposed Effective Date	Fall 2018	Spring 2021
	Justification	Enforcing requisites. Required for BAT program leading to licensure.	This course has been identified for meeting the General Education Outcome 6.1.
	Syllabus	CIED 5523 Instructional Practices in Teaching Foreign Languages.doc SEED 4523 Instructional Practices in Teaching Foreign Languages.doc	SEED 4523 Instructional Practices in Teaching Foreign Languages Gen Ed 6_1.doc
	Reviewer Comments	lkulcza - Mon, 18 Sep 2017 16:22:06 GMT - Rollback: Per request of submitter-needs to be undergraduate credit only. lkulcza - Fri, 21 Feb 2020 23:40:14 GMT - Rollback: Testing rollback for syncing	ac087 - Tue, 07 Apr 2020 22:01:47 GMT - changing effective date from Summer 2020 to Spring 2021. Course will not complete approval process before beginning of Summer 2020 term. ac087 - Tue, 07 Apr 2020 22:02:45 GMT - adjusting from minor to major workflow, addition to gen ed curriculum requires major approval process.
	Is course a General Education Course?		Yes
	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. 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>The education profession emphasizes the ability of teacher candidates to enhance student learning through instruction that links standards and assessment with content knowledge. The Unit Plan provides candidates the opportunity to plan, design, implement, and reflect on the complex relationship between standards, assessment, and instruction. The Unit Plan also provides evidence to support the General Education Learning Outcome 6.1 1) by demonstrating your ability to communicate effectively through writing, 2) by providing evidence of your intercultural competence, and 3) by incorporating your critical thinking skills through reflection and application. The Unit Plan is also an importance source of evidence that you have met the program standards for graduation and that you have grown professionally from a novice learner to an emerging professional by applying the knowledge and skills to promote student learning in the classroom setting.</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 plan is assessed using a rubric.</p>
SEVI 3013	allcodes	MGMT 3013	SEVI 3013
	Proposed Effective Date	Spring 2018	Fall 2021
	Department Code	Department of Management (MGMT)	Department of Strategy, Entrepreneurship and Venture Innovation (SEVI)
	Subject Code	Management (MGMT)	SEVI
	Justification	Admin correction of prerequisite course - changed WCOB 2053 to MGMT 2053.	Modify course prefix to new Strategy, Entrepreneurship, Venture and Innovation code/departamental prefix. Propose as a general education course.
	Course Code	MGMT 3013	SEVI 3013
	Is course a General Education Course?		Yes

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		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. 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.		Students complete a group project representative of their written, oral, and/or multimodal communication abilities, quantitative literacy, and critical thinking abilities. Each group paper includes an executive summary that summarizes the key points about their paper and a main paper with references and an appendix. Each group completes the project using the firm they were assigned at the beginning of the semester. Each group must assume that they have been retained by a group of investors who are planning to invest money in the firm that the student is researching. The executive summary and paper includes: a) Defining the firm's industry. b) Outlining the key trends in the firm's industry environment that will provide opportunities and threats for the firm in the future? c) Performing a detailed five forces model analysis for the firm's industry that defines and predicts how each of the five forces will change in the future. d) Researching the firm using the Resource Based View and the VRIO Framework understanding what are the core competencies and key competitors of the firm? e) Performing a competitor analysis by focusing on two or three of the main competitors of the firm. Group paper and executive summary.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		
	Reviewer Comments		ac087 - Fri, 17 Apr 2020 16:50:26 GMT - changed effective date from Fall 2020 to Fall 2021. Coinciding program changes will not complete approval process in time for Fall 2020. jonjohn - Mon, 20 Jul 2020 19:06:07 GMT - Rollback: Karen made me ac087 - Mon, 20 Jul 2020 20:48:31 GMT - Rollback: roll back per email from Karen Boston to make additional changes. ac087 - Thu, 23 Jul 2020 21:52:23 GMT - adjusting workflow from minor to major, addition to Gen Ed Curriculum requires major approval process.
SEVI 3013H	allcodes	MGMT 3013H	SEVI 3013H
	Proposed Effective Date	Spring 2018	Fall 2021
	Department Code	Department of Management (MGMT)	Department of Strategy, Entrepreneurship and Venture Innovation (SEVI)
	Subject Code	Management (MGMT)	SEVI
	Justification	Admin correction for prerequisite course - changed WCOB 2053 to MGMT 2053.	Modify course prefix to new Strategy, Entrepreneurship, Venture and Innovation code/departamental prefix. Propose course to meet general education requirements.
	Course Code	MGMT 3013H	SEVI 3013H

	Is course a General Education Course?		Yes
	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		<p>a. Written, oral, and/or multimodal communication abilities.</p> <p>b. Quantitative literacy.</p> <p>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 complete a group project representative of their written, oral, and/or multimodal communication abilities, quantitative literacy, and critical thinking abilities. Each group paper includes an executive summary that summarizes the key points about their paper and a main paper with references and an appendix. Each group completes the project using the firm they were assigned at the beginning of the semester. Each group must assume that they have been retained by a group of investors who are planning to invest money in the firm that the student is researching. The executive summary and paper includes: a) Defining the firm's industry. b) Outlining the key trends in the firm's industry environment that will provide opportunities and threats for the firm in the future? c) Performing a detailed five forces model analysis for the firm's industry that defines and predicts how each of the five forces will change in the future. d) Researching the firm using the Resource Based View and the VRIO Framework understanding what are the core competencies and key competitors of the firm? e) Performing a competitor analysis by focusing on two or three of the main competitors of the firm. Group paper and executive summary.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		
	Reviewer Comments		ac087 - Fri, 17 Apr 2020 16:51:56 GMT - changed effective date from Fall 2020 to Fall 2021. Coinciding program changes will not complete approval process in time for Fall 2020. jonjohn - Mon, 20 Jul 2020 19:06:28 GMT - Rollback: Per Karen Boston ac087 - Mon, 20 Jul 2020 20:48:57 GMT - Rollback: roll back per email from Karen Boston to make additional changes ac087 - Thu, 23 Jul 2020 21:45:25 GMT - adjusting workflow from minor to major, addition to Gen Ed Curriculum requires major approval process.
SOCI 3453		Added	
SOCI 4233		Added	
STEM 3203	allcodes	STEM 2203	STEM 3203
	Proposed Effective Date	Spring 2018	Fall 2021
	Course Number	2203	3203
	Typically Offered	Fall	Spring

	Catalog Description	This course examines the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding of science and mathematics in secondary schools. Students learn a variety of instructional strategies to engage students of diverse backgrounds, acknowledging that quality instruction should reach all learners.	This course examines the interaction between teachers, students, and content, and how effective communication and pedagogical knowledge contribute to development of conceptual understanding of STEM subjects. Students learn a variety of lesson planning and instructional strategies to engage students of diverse backgrounds and implement in a high school practicum.
	Prerequisite(s)	ARSC 1201 and ARSC 1221 (Step 1 and Step 2 courses of the UTeach sequence) or instructor consent.	STEM 2103.
	Justification	Admin update to typically offered.	Changed the course number from 2203 to 3203 to an upper level course to reflect the advanced thinking and expectations of the course.
	Course Code	STEM 2203	STEM 3203
	Is course a General Education Course?		No
STEM 4506	allcodes	STEM 4409	STEM 4506
	Proposed Effective Date	Spring 2018	Fall 2021
	Course Number	4409	4506
	Typically Offered	Spring	Fall and Spring
	Component Type	Apprenticeship/Externship	Internship
	Credit Hours	9	6
	Catalog Title	Supervised Clinical Teaching in Science and Mathematics Education	Supervised Clinical Teaching Internship
	Short Course Title	SUPERVISED CLINICAL TEACHING	TEACHING INTERNSHIP
	Catalog Description	Supervised Clinical Teaching is the apprenticeship experience for UTeach students preparing for careers as mathematics and science teachers. Student interns will teach at the secondary level with mentoring provided by university supervisors and experienced classroom educators. The required seminar will address experiences, questions and problems encountered in the field.	Supervised Clinical Teaching is the apprenticeship experience for students preparing for careers as mathematics, science, and computer science teachers. Teacher interns will teach at the secondary level with mentoring provided by university supervisors and experienced classroom educators. A required weekly seminar will address experiences, questions and problems encountered in the field.
	Prerequisite(s)	ARSC 1201, ARSC 1221, STEM 2103, STEM 2203 and STEM 3303.	SEED 4003 or SEED 4303 or CATE 4073.
	Justification	Admin correction to prerequisite course - changed STEM 2013 to STEM 2103.	Change the course number from 4409 to 4506 to reflect that it is a 6 credit class to fall in line with the number of credits of most other teacher education programs.
	Course Code	STEM 4409	STEM 4506
	Is course a General Education Course?		No
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		STEM 4506 Syllabus_Sp 2020.docx