

CIM Report Feb 19, 2021 9:55am

Course Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
AAST 2053		Added	
AAST 3103	allcodes	AAST 2003	AAST 3103
	Proposed Effective Date	Fall 2020	Fall 2021
	Course Number	2003	3103
	Catalog Description	Supports critical reflective thinking, which will provide students with foundational tools to address the issues of diversity within visual culture and their relationship to societal, curricular, and pedagogical practices.	Investigates various issues of diversity and equity in relation to art and education. It discusses the application of the theories of diversity and equity into teaching, community organizing, activism, and art practices.
	Cross-listed with:	Diversity, Pedagogy, Visual Culture	Diversity, Pedagogy, Visual Culture
	Justification	This course supports critical reflective thinking, which will provide students with foundational tools to address the issues of diversity within visual culture and their relationship to societal, curricular, and pedagogical practices.	AAST 2003 was primarily focused on theories of diversity and equity and the analysis of art and visual culture through those lenses. As an introductory level diversity course, this course aimed at broadening and deepening the understandings of sociocultural issues including, but not limited to, race, gender, class, and (dis)ability. By changing the course level to 3000-level, the course will focus on not only theoretical discussions on the intersectionality of race, gender, class, and (dis)ability, but also applications of those theories into art, pedagogical, and community practices. Therefore, students who are taking this course will be invited to design their own project, such as public art project, lesson plans for K-12 schools, museum education programs, and community-based activism. This type of engagement requires foundational knowledge and background in their major studies. Thus, the course should be listed in 3000 level.
	Syllabus	AAST 2003 syllabus.docx	
	Course Code	AAST 2003	AAST 3103
	Reviewer Comments	rcc003 - Thu, 05 Sep 2019 16:36:11 GMT - Edited catalog description. rcc003 - Wed, 04 Dec 2019 19:08:07 GMT - Updated syllabus. rcc003 - Wed, 04 Dec 2019 19:15:49 GMT - Updated short course title to reflect "culture" part of title. lkulcza - Mon, 24 Feb 2020 20:31:29 GMT - Rollback: Rolling back for sync issue.	myrlinda - Tue, 10 Nov 2020 21:20:38 GMT - Rollback: Per request of RCC. rcc003 - Thu, 28 Jan 2021 17:40:12 GMT - Edited catalog desc.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Prerequisite(s)		ARED 3003.
AAST 4083		Inactivated/Deleted	
AAST 4273		Inactivated/Deleted	
AGEC 2103	Proposed Effective Date	Fall 2020	Summer 2021
	Course Delivery Method	On campus	On campus Off campus

	Justification	Uploading General Education submission information.	We have added the Off Campus delivery method. The AEAB has applied to develop AGECE 2103 for online delivery beginning in the Summer 2021. No other changes have been made to this course.
	Syllabus	Syllabus_AGECE_2103_FA2018.pdf	AGECE 2103 Syllabus- Summer 2021.docx
	Off Campus Delivery		Online/Web-based
ANTH 4013	Proposed Effective Date	Fall 2020	Spring 2021
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.2 Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 5 – Learning Outcome 5.1 Goal 6 – Learning Outcome 6.1	Goal 1 – Learning Outcome 1.2 Goal 3 – Learning Outcome 3.2 Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1 Goal 5 – Learning Outcome 5.1 Goal 6 – Learning Outcome 6.1
	Catalog Description	Detailed consideration of anthropological theory through study of its historical development. The research paper in this course fulfills the Fulbright College research paper requirement for anthropology majors.	Detailed consideration of anthropological theory through study of its historical development. The research paper fulfills the Fulbright College Writing Requirement for anthropology majors.
	Justification	History of Anthropological Thought (ANTH 4013) surveys key figures, shifting paradigms, and shifting aspirations for the discipline of anthropology. The course is the capstone course for the Anthropology major. It meets the General Education Requirement standards as a core curriculum course. The specific requirements this course addresses are Learning Outcome 6.1, Learning Outcomes 3.2 and 3.3, Learning Outcomes 4.1, and Learning Outcomes 5.1. This course aims to allow students to master the theories and methodologies that have been foundational to the discipline of anthropology. This course provides students with a knowledge of cultural diversity as well as the theories anthropologists have created to approximate and communicate that diversity. The course contributes to an overall understanding of culture, society, and the ethics and methods developed to do research with people. Written essays—a written paper, as well as a 1250 word essay— and in class presentations and discussions give students the opportunity to show comprehension of theory and connect these theories to the world we live in. Ethnographic exercises will also give students the opportunity to practice ethnographic research, one of the signature contributions of anthropology to the humanities and social sciences.	The course was approved for learning outcomes 3.2, 3.3, 4.1, 5.1, and 6.1 in Spring 2020. The General Education Curriculum Committee also pointed out that the course qualified for learning outcome 1.2, as the course allows students to strengthen communication skills.
	Syllabus	historyofanthropologicalthoughtlearningoutcomes	historyofanthropologicalthoughtsyllabusgened (003).doc
	Reviewer Comments	ac087 - Fri, 06 Dec 2019 16:18:21 GMT - adjusted workflow, addition to Gen Ed Curriculum is a major change and requires major workflow.	ac087 - Tue, 18 Aug 2020 21:32:03 GMT - adjusting effective date from fall 2020 to Spring 2021. Course cannot complete the approval process in time for Fall 2020. ac087 - Tue, 18 Aug 2020 21:33:04 GMT - adjusting workflow, additional gen ed curriculum outcomes require major approval process. rcc003 - Tue, 13 Oct 2020 18:59:41 GMT - Edited catalog desc.

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.

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes

1.2 a. Students complete written and oral assignments on anthropological thought with special attention to how to communicate ideas for anthropological and non-anthropological audiences. Instructor feedback on oral and written presentations also guide students in revision of their work.

1.2 b. Students complete both written and oral presentations: over 12 pages of prose over three assignments, all based on analyzing anthropological texts, as well as an oral ethnography presentation.

1.2 c. Given specific assignment instructions on analyzing anthropological texts, and then given exercises where they practice explaining anthropological ideas and cultural contexts for people unfamiliar with those cultural worlds, students learn how to integrate content in written, oral, and multi-media presentations appropriate to anthropological subjects, academic and non-academic audiences, and purposes of communication.

1.2 d. Instructor feedback on student presentations and written assignments allows students to learn from the revision process (along with reflection on what they have learned from revision).

1.2 e. Students, in written papers, cite both secondary, bibliographic material as they analyze the history of anthropological thought; in conducting their own ethnographic research projects, students also learn how to cite their own primary, observation source material.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Homework assignments, class presentations on texts, midterm and essay questions, a sample ethnographic assignment, and a 1250 word essay on what makes anthropology anthropological and overall student performance over time will be used to assess student achievement of the Learning Outcomes.
	Title/Description Change Type		Minor (stylistic/editorial) Change
ARAB 2016	Proposed Effective Date	Fall 2020	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Removed inactive course from description.	Submitting for Gen Ed Outcomes 3.2 and 4.1.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 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 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. 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.

- a. Identify fundamental concepts, structures, themes, and principles of the discipline being introduced.
 - In this course, students are required to be able to identify and use fundamental Arabic vocabulary and grammar structures, as well as cultural knowledge of the Arabic-speaking world.
- c. Produce a reasonable short essay about the material introduced in the course.
 - Students are required to write a composition in Arabic about cultural topics presented in readings and video clips throughout the course.
- d. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts
 - Students are required to read and discuss authentic texts and video clips describing the historical and cultural context of Arabic speaking peoples.
- e. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.
 - Students are required to learn about, discuss, and make connections between their own culture's cultural achievements and those of the people of the Arabic-speaking world.

	<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>In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments:</p> <ul style="list-style-type: none"> -Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge (indicators a, d, e) -Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, d) -Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator a) -Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, c, e) -Oral Presentation in the form of a live or recorded presentation on a topic relating course content to students' personal experiences or outside interests. Presentations allow instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and allow students to apply language and culture learning to areas of interest outside the scope of the course content. Question Answer segments following the presentation also allow instructors ability to assess the student's ability to understand and also to be understood. (Indicators a, d)
	<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>		<ul style="list-style-type: none"> 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.

- a. Examine and interpret an intercultural experience from both one's own and another's worldview.
- Students are required to examine a number of intercultural experiences from their own worldview and compare the worldview of peoples of the Arabic-speaking world. A couple of examples include looking at hobbies and pastimes, differences in educational systems and social practices such as dating.
- 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
- In this course, students are required to articulate some of the essential tenets of the worldview of Arabic-speaking peoples as they examine its history, values, and other aspects through readings and film.
- c. Identify and participate in cultural differences in verbal and nonverbal communication
- Students must learn how to communicate both verbally and nonverbally (through expression, actions, etc.) with peoples of the Arabic-speaking world. Their attention is drawn to differences between these aspects of communication in their own culture and the cultures of Arabic speakers.

	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 order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments: -Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge (indicators a, b, c) -Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, b, c) -Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator c) -Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, b) -Oral Presentation in the form of a live or recorded presentation on a topic relating course content to students' personal experiences or outside interests. Presentations allow instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and allow students to apply language and culture learning to areas of interest outside the scope of the course content. Question Answer segments following the presentation also allow instructors ability to assess the student's ability to understand and also to be understood. (Indicators a, b, c)
	Syllabus		ARAB 2016 syllabus.docx
	Reviewer Comments		ac087 - Mon, 30 Nov 2020 21:47:51 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
ARAB 4053	Proposed Effective Date	Fall 2019	Fall 2021
	Component Type	Readings	Lecture
	Can this course be repeated for degree credit?	No	Yes
	Catalog Description	Develops skill in description, analysis, and argumentation through weekly reading and writing assignments within a workshop atmosphere. Selected readings from various styles of standard Arabic, ranging from newspapers to literary texts.	Develops skills in description, analysis, and argumentation within a workshop atmosphere. Readings are drawn from various styles of standard Arabic, ranging from newspapers to literary texts. The thematic focus of the course varies.
	Prerequisite(s)	ARAB 4023 or equivalent.	ARAB 4016 or equivalent.
	Justification	Resurrecting ARAB offerings to accommodate new TT-faculty hire. Will also support the new Arabic major being proposed soon.	The proposed change allows this course to be added to the General Education Curriculum, to satisfy Outcomes 1.2 and 6.1 for Arabic majors.
	Is Reactivate?	true	

	Reviewer Comments	ac087 - Thu, 14 Jun 2018 14:07:46 GMT - proposal is a minor change, amended workflow to minor change, reactivation is missing level causing a major workflow.	ac087 - Tue, 18 Aug 2020 21:35:46 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:04:57 GMT - Edited catalog desc.
	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>

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

1. 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.

Students will be trained to apply critical thinking in analyzing texts and their rhetorical situations. Discussions, papers, and class activities will model such practices while emphasizing socio-historical, political contexts, class, gender, sexual orientation, etc. Students will submit written reflections regularly, where they will reflect on the reading and engage with it in written form before engaging with it orally in class and through presentations, Blackboard discussion board, etc. On their presentation day, students are expected to lead the class discussion as well. The presentation should be at least 20 minutes but can last the whole class period if a fruitful discussion ensues. Students will receive feedback on class presentations from the professor and their peers. In addition, feedback will be received on two short papers that students are expected to revise based on feedback.

2. 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.

Students will complete several written assignments both in English and in Arabic:

- two papers in Arabic (2 pages each).
- a response paper on each assigned reading (1 page single-spaced), in Arabic or English, but students will be expected to discuss the topic in Arabic).
- a handout to accompany their class presentation (one page in Arabic) summarizing, evaluating, and posing questions on the reading.
- final project (6-8 pages in English).
- capstone reflective essay (5-6 pages in English).

3. Integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.

Students are expected to synthesize material read in this and in other classes, or read on their own, as relevant to the topic discussed/ presented on and use it effectively either in argument or for exposition.

4. Incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.

- Professor feedback on papers will help students revise two short papers and develop ideas in one of them into a final project

	<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>Scores will be recorded for all of the following components:</p> <ol style="list-style-type: none"> 1) Essays in Arabic. 2) Response papers that ask students to summarize, reflect, and raise questions about the readings. 3) Presentations where students present a certain text and lead class discussion. 4) Final project
	<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>		<ol style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		<p>Students write two short papers in Arabic and a 6-8 page paper in English where they demonstrate competence at the tools and concepts they have learned in this course. The 1250-word (minimum) reflective essay includes the students' self-assessment regarding three indicators.</p> <p>Indicator A: On a weekly basis throughout the course, students practice and develop their written and oral abilities in a variety of ways. They read primary sources in Arabic and write 1-page response papers in Arabic and English and then engage in discussions about the readings in Arabic. In addition, students do an oral presentation with an option to include a PowerPoint slideshow involving leading a class discussion on one of the primary source readings or secondary source articles introduced in the class. They are required to include a handout for students, which further employs writing skills. The PowerPoint enhances their multimodal communication skills. Furthermore, students write and revise two short papers in Arabic, a 6-8- page paper in English, and a 5-6-page reflective essay in English.</p> <p>Indicator D: Students use the concepts and structures introduced in readings and discussions to reflect on and analyze cultural difference, therefore enriching their intercultural competency. They start to recognize cultural differences between the U.S. and the Arab World, for example, where difference does not denote superiority or inferiority. At the same time students recognize the diversity of the Arab World itself and think about the different "cultures" existent in the region.</p> <p>Indicator E: the development of critical thinking skills is crucial for facilitating indicators A D. Reading material and class discussions teach students critical thinking skills through examples and practice. Students learn the importance of analysis and sociohistorical context. They learn to provide evidence from the text that aids their analysis and interpretation of texts.</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>Scores will be recorded for all of the following components:</p> <ol style="list-style-type: none"> 1) Essays in Arabic. 2) Response papers that ask students to summarize, reflect, and raise questions about the readings. 3) Presentations where students present a certain text and lead class discussion. 4) Final project 5) Reflective essay
	Total credits allowed		6
	Total completions		2
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		ARAB 4053 syllabus.docx
ARAB 4213	Proposed Effective Date	Fall 2019	Summer 2021
	Catalog Title	Introduction to Arab Culture	Arab Culture and Civilization

Short Course Title	INTRO TO ARAB CULTURE	ARAB CULTURE
Prerequisite(s)	ARAB 4023 or equivalent.	ARAB 4016 or equivalent.
Justification	Resurrecting ARAB offerings to accommodate new TT-faculty hire. Will also support the new Arabic major being proposed soon.	The proposed change allows this course to be added to the General Education Curriculum, to satisfy Outcomes 1.2 and 6.1 for Arabic majors.
Is Reactivate?	true	
Reviewer Comments	ac087 - Thu, 14 Jun 2018 14:10:36 GMT - proposal is a minor change, amended workflow to minor change, reactivation is missing level causing a major workflow.	ac087 - Mon, 27 Apr 2020 21:30:14 GMT - adjusted workflow from minor to major, addition to gen ed curriculum requires major approval process. ac087 - Tue, 12 May 2020 16:23:28 GMT - changing effective date from Fall 2020 to Spring 2021. Course will not complete the approval process in time for Fall 2020. rcc003 - Thu, 30 Jul 2020 21:06:11 GMT - Rollback: Adding 1.2 gen ed outcome. agriffin - Wed, 20 Jan 2021 22:29:45 GMT - Changed effective date from spring 2021 to summer 2021. It is too late to complete approval for the current semester.
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)		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.

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

A. Students will apply critical thinking in analyzing texts and their rhetorical situations. Discussions, papers, and class activities will model such practices while emphasizing socio-historical, political contexts, class, gender, sexual orientation, etc. Students will submit reflections regularly, where they engage with reading assignments in writing form before engaging with it orally in class and through presentations, Blackboard discussion board, etc. On their presentation day, students are expected to lead the class discussion. The presentation should be at least 20 minutes but can last the whole class period if a fruitful discussion ensues. Students will receive feedback on class presentations from the professor and their peers. In addition, feedback will be received on two short papers which students will revise based on feedback. Students will also workshop their final project in class and are expected to incorporate peer and teacher feedback as relevant.

B. Students will complete several written assignments both in English and in Arabic:

- two papers in Arabic (2 pages each).
- a response paper on each assigned reading (1 page single-spaced), in Arabic or English, but students will be expected to discuss the topic in Arabic).
- a handout accompanying class presentation (one page in Arabic) summarizing, evaluating, and posing questions on the reading + bibliography (in Arabic or English).
- a summary of final project workshoped/ presented in class (1 page in English).
- final project (6-8 pages in English).
- capstone reflective essay (5-6 pages in English).

C. Students will synthesize material from this and other classes as relevant to the topic discussed/presented on, and use it effectively either in argument or for exposition.

D.

- Professor's feedback on papers will help students revise two short papers and expand one of them into a final project if they so choose.
- Peer feedback and questions during presentations and class discussion-leading will help students revise and/or reformulate arguments.
- Feedback on final project will help students consider other perspectives.
- In-class and Blackboard discussion board, when applicable, will serve as a platform for constant feedback as students engage with each other's ideas.

E.

- integrate relevant primary sources read in this and other classes, or on their own.
- incorporate as relevant: secondary sources suggested by their professor, their peers (for examples in bibliographies provided with class presentations), or read in other classes.
- synthesize material gained from both to form an effective argument.

<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>Scores will be recorded for all of the following components: 1) Essays in Arabic. 2) Response papers that ask students to summarize, reflect, and raise questions about the readings. 3) Presentations where students present a certain text and lead class discussion. 4) Final project</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>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>

	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>Students write two short papers in Arabic and a 6-8 page paper in English where they demonstrate competence at the tools and concepts they have learned in this course. The 1250-word (minimum) reflective essay includes the students' self-assessment regarding three indicators.</p> <p>Indicator C: Since Arabic is an interdisciplinary field, the course trains students in critical frameworks from literature and cultural studies. This helps them learn and identify the fundamental concepts, structures, themes, and principles of the field. Through class discussions and assignments, students learn to interpret texts and other created artifacts (such as film, fiction, or nonfiction) within multiple historical, intellectual, and cultural contexts (Goal 3). They also learn to draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities (Goal 3). Finally, they produce reasonable short essays in Arabic on the material introduced in the course (Goal 3).</p> <p>Indicator D: Students use the concepts and structures listed above to reflect on and analyze cultural difference, therefore enriching their intercultural competency. They start to recognize cultural differences between the U.S. and the Arab World, for example, where difference does not denote superiority or inferiority. At the same time students recognize the diversity of the Arab World itself and think about the different "cultures" existent in the region.</p> <p>Indicator E: the development of critical thinking skills is crucial for facilitating indicators C D. Reading material and class discussions teach students critical thinking skills through examples and practice. Students learn the importance of analysis and sociohistorical context. They learn to provide evidence from the text that aids their analysis and interpretation of texts.</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>Scores will be recorded for all of the following components:</p> <ol style="list-style-type: none"> 1) Essays in Arabic. 2) Response papers that ask students to summarize, reflect, and raise questions about the readings. 3) Presentations where students present a certain text and lead class discussion. 4) Final project 5) Reflective essay
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		ARAB 4213 syllabus.docx
ARCH 1222	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	This course proposes to meet General Education Learning Outcome 4.1.

	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>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>
	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.		<ul style="list-style-type: none"> • In this course, the student will examine and interpret an intercultural experience from both one’s own and another’s world through researching and analyzing case studies of the global built environment. • By doing this, the student will 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. This course will be based on Octavio Paz’ famous quote: “Architecture is the unbribable witness of history, you cannot speak about a building without acknowledging it is witness to an epoch, a culture, a society and its intentions.” • The course will identify and participate in cultural differences in verbal and nonverbal communication. In this regard, the students will complete research assignments to be synthesized through graphic and oral presentations during class time. These case studies will follow on the course thematic schedule, starting with culture and the vernacular ending with urbanism and utopias (please see course schedule below.) • As the course investigates the subject matter of ecology and the environment, sustainability, resiliency, and regeneration, the students will be able to identify and analyze significant global challenges and opportunities in the human and natural world. This study is to be reinforced through the study of urbanism, utopias, and a tangible future in the final section of the course.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through the assignments, readings, and lectures of this course, the student will be able to identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
	Syllabus		ARCH 1222 DESIGN THINKING II SUMMER 2021 SYLLABUS.docx
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:21:57 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:53:45 GMT - approved at notify as this was intended to be a notification only.
ARCH 4016	Justification	This class will use Remote Delivery because of COVID-19 during fall 2020.	This course proposes to meet General Education Learning Outcome 6.1
	Additional Notes	administratively updating.	
	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.

	<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>1. Students in the Integrated Design Studio will produce a significant written paper that outlines the integration of building systems and their importance to the creation of a sustainable environment.</p> <p>2. Students shall produce a significant written document that expands upon the decision making undergone throughout the development of their studio project, including the learning that took place between the studio course and its companion course dedicated to the integration of building technologies. This paper will examine the testing of different simulation processes and how they affected building form and space, the understanding of environmental systems and how their knowledge growth in this subject area influenced their design decisions, their growing understanding of passive and active heating and cooling strategies, as well as numerous other learning outcomes born from a deep examination of the integration of building technologies and systems.</p> <ul style="list-style-type: none"> • This paper shall become part of the student's oral project presentation and shall include diagrams and other forms of visualization that will enable a clear description of their understanding of the principles learned in the class. • This paper shall include quantitative outcomes through the testing of various energy models, lighting strategies, structural strategies, and environment behavior scenarios studied in class. • The paper shall also examine the projects cultural perspectives and the importance of the project and its development for the community that it serves. • The paper should address the awareness of diversity and its importance and impact on designed spaces, objects, as well as its influence on ways of thinking and acting in the world. • By synthesizing the knowledge gained in the class, both through qualitative and quantitative reasoning, the paper shall enhance the student's critical thinking skills as well as improve their capacity for ethical reasoning.
	<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>In addition to the required written document, data will be collected from visual portfolios, multiple presentations, readings and discussions.</p>
	<p>Syllabus</p>		<p>ARCH4016_INTEGRATED DESIGN STUDIO SYLLABUS_FALL 2020 with General Education Requirements Included.docx</p>
	<p>Reviewer Comments</p>		<p>ac087 - Thu, 11 Feb 2021 23:29:22 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p>
<p>ARCH 4026</p>	<p>Reviewer Comments</p>	<p>lamarsh - Wed, 09 Jan 2019 21:44:54 GMT - Rollback: Please remove the online delivery method. Thanks</p>	<p>ac087 - Mon, 15 Feb 2021 16:19:13 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p>

	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	The co-requisite course of ARCH 4154 no longer available. It became ARCH 4152. Rollback from Global was to correct the one time we offered this course in Rome. It is and will remain on-campus only.	This course proposes to meet General Education 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
	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.

	<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>1. Students in the Integrated Design Studio will produce a significant written paper that outlines the integration of building systems and their importance to the creation of a sustainable environment.</p> <p>2. Students shall produce a significant written document that expands upon the decision making undergone throughout the development of their studio project, including the learning that took place between the studio course and its companion course dedicated to the integration of building technologies. This paper will examine the testing of different simulation processes and how they affected building form and space, the understanding of environmental systems and how their knowledge growth in this subject area influenced their design decisions, their growing understanding of passive and active heating and cooling strategies, as well as numerous other learning outcomes born from a deep examination of the integration of building technologies and systems.</p> <ul style="list-style-type: none"> • This paper shall become part of the student’s oral project presentation and shall include diagrams and other forms of visualization that will enable a clear description of their understanding of the principles learned in the class. • This paper shall include quantitative outcomes through the testing of various energy models, lighting strategies, structural strategies, and environment behavior scenarios studied in class. • The paper shall also examine the projects cultural perspectives and the importance of the project and its development for the community that it serves. • The paper should address the awareness of diversity and its importance and impact on designed spaces, objects, as well as its influence on ways of thinking and acting in the world. • By synthesizing the knowledge gained in the class, both through qualitative and quantitative reasoning, the paper shall enhance the student’s critical thinking skills as well as improve their capacity for ethical reasoning.
	<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>In addition to the required written document, data will be collected from visual portfolios, multiple presentations, readings and discussions.</p>
	<p>Syllabus</p>		<p>ARCH4026_INTEGRATED DESIGN STUDIO SYLLABUS_SPRING 2021 with General Education Requirements Included.docx</p>
<p>ARCH 4433</p>	<p>Proposed Effective Date</p>	<p>Spring 2018</p>	<p>Fall 2021</p>
	<p>Title/Description Change Type</p>	<p>Minor (stylistic/editorial) Change</p>	
	<p>Justification</p>	<p>Updated typically offered field.</p>	<p>The course proposes to meeting General Learning Outcomes 1.2 and 4.2</p>
	<p>Is course a General Education Course?</p>		<p>Yes</p>

Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 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
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>

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

To successfully achieve this outcome, students will complete these five indicators:

- 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. (See “Group Project”)
- Complete at least 12 pages of prose collected in at least three assignments or at least three oral or multimedia presentations that last a total of at least 20 minutes or some combination of written, oral, or multimedia presentations that constitute a commensurate amount of student work. (See “Group Project; “Think Pieces;” and “Research and Response” paper.)

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- Integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. (See “Group Project”)
- Incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. (See “Group Project” and “Research and Response” paper.)
- Incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations. (Required for all work submitted for course credit).

	<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>Group Project (1): 22.5% of the course grade (Think of this as being equivalent to an in-class exam)</p> <p>Teams of students will be given the opportunity to recreate the presentation of a great (okay, significant) building to a client through a “recreation of the moment” roleplay. For example, if the renovation of Vol Walker Hall were to be an option (it will not be), someone would assume the role of the project architect, someone else the affiliated architecture, someone else the client(s), someone else others with vested interests in the project, etc. as dictated by the circumstances of the design situation. The goal of this project is to drill into the history of the professions as well as the history of design, capturing the “spirit of the age” of a moment in history in so doing.</p> <p>A list of projects will be offered with the project rubric and groups assigned. The presentation format will be a 5 – 10-minute video-recording.</p> <p>- 10 -</p> <ul style="list-style-type: none"> • Project Issued: September 8 • Project Due: October 8 <p>Research and Response Paper (1): 22.5% of the course grade (Think of this as being equivalent to an in-class exam)</p> <p>With a view toward provoking thinking about how diversity, equity, and inclusion is marked in the made environment, students will develop a critical paper about a work of design that memorializes or commemorates the struggles for recognition of woman and under-represented populations. The historical and architectural forces that influence the design shall be addressed. Selections can include buildings, landscape or urban interventions, the removals or destruction of monuments, historic preservation efforts, exhibition designs. The project brief will include both a rubric for the paper and a least of suggested topics. Students will have the option of submitting an iterative paper or a narrated power-point presentation.</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>	<ol style="list-style-type: none"> 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.

	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.		Identify and describe examples of historical and present-day issues related to diversity and inclusion in the United States. (See “Think Piece 1, What’s Missing in Modern?”) <ul style="list-style-type: none"> • 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. (See “Public Lecture Think Piece”.) • 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. (See “Think Piece 2, How Shall We Live? Fayetteville/ Los Angeles and “Think Piece 5, Where ya gonna live?)
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Group projects, research and response paper, discussion breaks, short think pieces, quizzes and exams
	Syllabus		syl4433rev 2021 .pdf
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:31:07 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:54:54 GMT - approved at UCPC notify as this was intended to be a notification only
ARCH 4523	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	This courses proposes to meet General Education Learning Outcome 5.1
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe key concepts and principles related to critical thinking. b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. 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.
	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.		Upon completion of the course each student should be able to: 1) Demonstrate the ability to think critically in the process of analyzing and understanding fundamental concept from science philosophy sociology history art history and how they can be employed to understand both contemporary historic buildings; 2) Demonstrate the ability to present those conclusions in both oral and written form
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Weekly discussion group reports and two large writing assignments.
	Syllabus		4523 Course Description.pdf
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 23:35:49 GMT - adjusting workflow from minor to major. Addition to Gen Ed curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:55:44 GMT - approved at UCPC Notify as this was intended to be a notification only
ARED 3003	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	This course will provide practical knowledge of curriculum design and instructional strategies that are applicable to both K-12 schools and community-settings. The main content of the course, which includes significant theories about art education and integrated curriculum, lays the foundation for other teaching practicum courses.	This course was adjusted to clarify how ARED 3003, Curriculum Design and Teaching Practices in Art Education meets Learning Outcome 1.2.
	Syllabus	ARED 3003 Curriculum Design Teaching Practices in Art Education syllabus.docx	ARED 3003.pdf
	Reviewer Comments	rcc003 - Tue, 27 Feb 2018 17:17:20 GMT - Edited catalog description for consistency.	ac087 - Tue, 29 Sep 2020 13:23:12 GMT - adjusting workflow from minor to Major. Addition to Gen Ed Curriculum requires major approval process.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Students will meet the five Learning Outcomes 1.2 by learning how to write art curriculum using images and citing sources that compliments the current Arkansas public school curriculum frameworks. Based on feedback, students will revise curriculum and orally present using images and other resources to enhance pedagogy based on the specific group of students.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data collected from students will be in the form of written curriculum with images and cited sources based on curriculum models, theories, and pedagogy introduced in the coursework. Students will also orally present curriculum that has been revised based on feedback based on the context of the learning environment.
ARED 3103	allcodes	ARED 2003	ARED 3103
	Proposed Effective Date	Fall 2020	Fall 2021
	Course Number	2003	3103
	Catalog Description	Supports critical reflective thinking, which will provide students with foundational tools to address the issues of diversity within visual culture and their relationship to societal, curricular, and pedagogical practices.	Investigates various issues of diversity and equity in relation to art and education. It discusses the application of the theories of diversity and equity into teaching, community organizing, activism, and art practices.
	Cross-listed with:	Diversity, Pedagogy, Visual Culture	

	Justification	Matching updated information with its AAST 2003 cross-listing.	<p>ARED 2003 was primarily focused on theories of diversity and equity and the analysis of art and visual culture through those lenses. As an introductory level diversity course, this course aimed at broadening and deepening the understandings of sociocultural issues including, but not limited to, race, gender, class, and (dis)ability.</p> <p>By changing the course level to 3000-level, the course will focus on not only theoretical discussions on the intersectionality of race, gender, class, and (dis)ability, but also applications of those theories into art, pedagogical, and community practices. Therefore, students who are taking this course will be invited to design their own project, such as public art project, lesson plans for K-12 schools, museum education programs, and community-based activism. This type of engagement requires foundational knowledge and background in their major studies. Thus, the course should be listed in 3000 level.</p>
	Course Code	ARED 2003	ARED 3103
	Syllabus	ARED 2003 syllabus.docx	ARED 3103 syllabus - DPVC - AWGrant.docx
	Prerequisite(s)		ARED 3003.
	Reviewer Comments		awgrant - Fri, 24 Apr 2020 14:57:27 GMT - This course should be cross-listed with AAST 3103 rcc003 - Thu, 28 Jan 2021 17:40:59 GMT - Edited catalog desc.
ARED 4003	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	This course is a teaching practicum course that will provide an 8-week community outreach and teaching experience. This community-based art education course will provide an opportunity for students to organize and promote a community art program as well as work with diverse populations.	The course syllabus for ARED 4003, Community Art, meets Learning Outcome 6.1.
	Reviewer Comments	agriffin - Mon, 15 Oct 2018 13:13:22 GMT - Uploaded revised copy of syllabus for the school.	<p>ac087 - Tue, 29 Sep 2020 13:25:20 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>ac087 - Tue, 29 Sep 2020 13:27:15 GMT - Spring 2021 Effective date pending successful completion of approval process.</p> <p>agriffin - Wed, 20 Jan 2021 22:32:08 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for the current semester.</p>
	Syllabus	ARED 4003 Community Art Syllabus.docx	ARED 4003 Community Art 9-28-20.docx
	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The students will design, present/teach, document, and evaluated a cohesive thematic, conceptual, or issues-based curriculum unit for students in grades K-12 and reflect upon the experiences of teaching (pedagogy) and curriculum design in the ways that help to define you as an art and visual culture educator. Students will also observe and critically document observations of students and other student teachers engaged in various art learning experiences with diverse students related to the learning environment, individual students' responses and interactions, curriculum, and pedagogical approaches.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data will be collected in the form of a unit of written lesson plans, teaching assessments, and student self and peer teaching assessments.
ARHS 2913	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	Submitting for General Ed outcome 3.1
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1
	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 five learning indicators. In an approved course, students will (please select indicators)		<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.</p> <p>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.</p> <p>d. through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</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.		The course meets the 3.1.a learning indicator by examining concepts and methods of art production, as well as creative practices and techniques of art from prehistory through the end of the middle ages. The course meets the 3.1.b learning indicator by examining the impact of historical, culture, and social forces impact the production of visual art in the different periods and cultures studied in the course. The course meets the 3.1.d learning indicator by including written testing, as well as short writing assignments, and in some cases oral discussion, to engage students in analyzing and interpreting works of art and involve them in analysis and interpretation of the style and iconography of art works and assessing how the cultural and historical context in which these works are created impacts the stylistic and iconographic choices the artists make at different times in different places.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		These will include tests, quizzes, and short papers. In some cases, depending on the size of the class there may be presentations in the class as well.
	Syllabus		Syllabus ARHS 2913 with 3-1 learning outcomes.docx
	Reviewer Comments		ac087 - Fri, 04 Sep 2020 21:31:51 GMT - adjusting workflow, addition to Gen Ed Curriculum requires major approval process. agriffin - Wed, 20 Jan 2021 22:36:19 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for the current semester.
ARHS 2923	Proposed Effective Date	Spring 2018	Spring 2021
	Justification	Updated typically offered field.	Submitting for General Education outcome 3.1

<p>Is course a General Education Course?</p>		<p>Yes</p>
<p>Choose the learning outcome the course addresses:</p>		<p>Goal 3 – Learning Outcome 3.1</p>
<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
<p>To be certified as meeting this outcome, 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. d. through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe.</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>The course meets the 3.1.a learning indicator by examining concepts and methods of art production, as well as creative practices and techniques of art from the Renaissance to the present. The course meets the 3.1.b learning indicator by examining how historical, cultural, and social forces impact the production of visual art in the different periods and cultures studied in the course. The course meets the 3.1.d indicator by including written testing, as well as short writing assignments, and in some cases oral discussion, to engage students in analyzing and interpreting works of art and involve them in analysis and interpretation of the style and iconography of art works and in assessing how the cultural and historical context in which these works were creates impacts the stylistic and iconographic choices the artists made at different times and different places.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) Syllabus</p>		<p>These will include tests, quizzes, and short papers. In some cases, depending on the size of the class, there may be oral presentations in the class as well.</p> <p>ARHS 2923 with 3-1 Learning outcome.docx</p>

	Reviewer Comments		ac087 - Fri, 04 Sep 2020 21:35:23 GMT - adjusting workflow, addition to Gen Ed Curriculum requires major approval process.
ARHS 4013	Proposed Effective Date	Fall 2020	Summer 2021
	Is course a General Education Course?	No	Yes
	Justification	This course is designed as a course number for rotating topics for art history courses to be offered during intersession. It is intended that all art history classes offered during intersession will be offered under this course number. This is designed to ensure that all intersession classes will be specifically designed for the intersession format and will have the appropriate in-depth subject focus; this will prevent intersession courses being offered that would simply attempt to cram material from a semester-long class into the intersession format – something we deem pedagogically inappropriate for our field. We have found that well-designed case studies classes, of the type similar to the sample syllabus attached here, are extremely successful in the intersession format, but that the content of regular upper division classes do not translate seamlessly into the intersession format. In addition, the intersession format does not allow adequate time for students to do research projects and learn research skills. Given our library holdings many research projects in our field require time to receive materials from Interlibrary Loan as well as to read large numbers of secondary sources. Hence we want to be able to limit the number of intersession classes to three to provide adequate training in research for our art history majors. Having a separate course number for intersession classes (this course is limited to being repeated for up to 9 hours) will also accomplish this goal.	modification of class to meet Learning outcome 1.2
	Additional Notes	The topic of this class would rotate according to the instructor offering the class.	
	Reviewer Comments	ac087 - Wed, 04 Sep 2019 17:24:08 GMT - Rollback: department to make corrections ac087 - Mon, 09 Sep 2019 17:37:27 GMT - Rollback: justification and comments mention special topics, if this is intended please check the allow topics titles and place a N/A or TBA in the title section as titles can be placed later. Also is this class suitable for the special topics instructional method or will this be lecture based? rcc003 - Thu, 24 Oct 2019 16:34:43 GMT - Updated syllabus.	ac087 - Fri, 16 Oct 2020 15:50:55 GMT - Spring 2021 Effective date pending completion of approval process in time ac087 - Fri, 16 Oct 2020 15:54:29 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Wed, 20 Jan 2021 22:36:54 GMT - Changed effective date from spring 2021 to summer 2021. It is too late to complete approval for the current semester.
	Syllabus	ARHS 4013-5013 Syllabus.docx	ARHS 4013 4013H LO 1-2.docx
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>1) Students will be given specific instructions in how to present materials in writing and how to revise, 2) Students will write three papers totaling 12 pages minimum of prose in this class 3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience. 4) Students will be given significant feedback on one paper and required to make revisions based on that feedback. 5) Students will be trained in Chicago Manual of Style citation format and required to use it when citing the material in their papers.</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>essays and worksheets</p>
<p>ARHS 4413</p>	<p>Proposed Effective Date</p>	<p>Fall 2018</p>	<p>Summer 2021</p>

	Justification	<p>Ancient Greek culture has had extensive influence over the art, architecture, and study of art history in the Western world, making it an essential subject for any art student. Currently, the only ancient art course offered in Art History is ARHS 4833, a broad, but shallow chronological survey of the art and architecture in the Near East, Egypt, Greece, and Rome. The course proposed provides students with a more in-depth study of Greek visual and material culture, allowing for a more detailed understanding of the technical and stylistic developments and critical approaches and methodologies used in the field, as well as hands-on experience analyzing ancient Greek artifacts from the University Museum collections.</p> <p>As an upper-level ARHS course with a graduate section, the course counts toward the major requirements for the BA in Art History and Studio Art and the BFA in Studio Art and Education, as well as the MFA. Additionally, the course will fulfill the Fulbright College upper-level writing requirement for School of Art majors.</p> <p>Looking ahead, as the Art Department transitions to become the School of Art, course offerings will need to expand to meet the anticipated increase in undergraduate majors and minors. Under the new School of Art, Art History plans to grow with the creation of an MA program, further necessitating an increase in the number of graduate-level ARHS courses. This course contributes in both respects, and, cross-listed with CLST, strengthens the School of Art's interdisciplinary connections.</p>	modification of class to meet learning outcome 1.2
	Syllabus	Greek Art_4413.pdf	Greek Art_4413_Gen_Ed_1_2.docx
	Reviewer Comments	<p>rhodorav - Sun, 10 Sep 2017 19:42:35 GMT - If it is not too late, I would like to add "on campus" and "off campus - study abroad" to the delivery options.</p> <p>lkulcza - Wed, 13 Sep 2017 19:04:09 GMT - Rollback: Need to roll back this proposal in order for you to update course delivery method. Also, we shouldn't need to create a topic title that matches the title of the course itself. Last, this new course proposal should be effective fall 2018 (to coincide with the new catalog publication), even if you don't intend to offer it until spring 2019. Thanks!</p> <p>ac087 - Thu, 21 Sep 2017 15:01:47 GMT - removed ARHS 6413 from cross-listed course. Cross-listed courses are same class different subjects only.</p> <p>rcc003 - Thu, 05 Oct 2017 17:34:27 GMT - updated catalog desc.</p>	<p>ac087 - Mon, 12 Oct 2020 16:52:51 GMT - spring 2021 effective date pending completion of approval process.</p> <p>ac087 - Mon, 12 Oct 2020 16:53:35 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>ac087 - Mon, 12 Oct 2020 17:40:06 GMT - spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Mon, 12 Oct 2020 17:40:40 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Wed, 20 Jan 2021 22:39:07 GMT - Changed effective date from spring 2021 to summer 2021. It is too late to complete approval for the current semester.</p>
	Is course a General Education Course? Choose the learning outcome the course addresses:		<p>Yes</p> <p>Goal 1 – Learning Outcome 1.2</p>

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>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1. Students will receive specific instructions in how to critically analyze the rhetorical context of secondary scholarship, which will serve as a model for developing their own writing. Students will receive feedback on how to revise their writing.</p> <p>2. Students will compose two analytical papers and one research paper totaling at least 12 pages of prose in this class.</p> <p>3. Students will be trained in proper art historical and archaeological methods, and will learn how to develop persuasive arguments for a scholarly art historical and archaeological audience.</p> <p>4. Students will receive specific feedback as they develop their research project/paper and will be required to make edits based on that feedback.</p> <p>5. Students will be required to analyze and interpret primary source materials and conduct secondary research for the final research project/paper, citing their research materials using APA or Chicago Manual style formatting.</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.)		reading response essays, analytical essays, research paper
ARHS 4423	Proposed Effective Date	Fall 2018	Fall 2021
	Justification	<p>Ancient Roman culture has had extensive influence over the art, architecture, and study of art history in the Western world, making it an essential subject for any art student. Currently, the only ancient art course offered in Art History is ARHS 4833, a broad, but shallow chronological survey of the art and architecture in the Near East, Egypt, Greece, and Rome. The course proposed provides students with a more in-depth study of Roman visual and material culture, allowing for a more detailed understanding of the technical and stylistic developments and critical approaches and methodologies used in the field, as well as hands-on experience analyzing ancient Roman artifacts from the University Museum collections.</p> <p>As an upper-level ARHS course with a graduate section, the course counts toward the major requirements for the BA in Art History and Studio Art and the BFA in Studio Art and Education, as well as the MFA. Additionally, the course will fulfill the Fulbright College upper-level writing requirement for School of Art majors.</p> <p>Looking ahead, as the Art Department transitions to become the School of Art, course offerings will need to expand to meet the anticipated increase in undergraduate majors and minors. Under the new School of Art, Art History plans to grow with the creation of an MA program, further necessitating an increase in the number of graduate-level ARHS courses. This course contributes in both respects, and, cross-listed with CLST, strengthens the School of Art's interdisciplinary connections.</p>	modification of course to meet 1.2 Learning outcome
	Syllabus	Roman Art.pdf	Roman Art_Gen_Ed.docx
	Reviewer Comments	<p>ac087 - Thu, 14 Sep 2017 20:09:56 GMT - Rollback: no longer accepting new dual level courses. course must be submitted with a 5000 level cognate as a stand alone proposal.</p> <p>ac087 - Thu, 21 Sep 2017 17:53:36 GMT - REMOVED ARHS 4423 FROM CROSS-LISTING. ONLY COURSES WITH DIFFERENT SUBJECT CODES ARE CROSS-LISTED.</p> <p>rcc003 - Thu, 05 Oct 2017 17:33:53 GMT - updated catalog desc.</p>	<p>ac087 - Tue, 13 Oct 2020 15:35:19 GMT - spring 2021 effective date pending completion of approval process in time</p> <p>ac087 - Tue, 13 Oct 2020 15:36:43 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Wed, 20 Jan 2021 22:40:28 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for the current semester.</p>
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2

	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1. Students will receive specific instructions in how to critically analyze the rhetorical context of secondary scholarship, which will serve as a model for developing their own writing. Students will receive feedback on how to revise their writing.</p> <p>2. Students will compose two analytical papers and one research paper totaling at least 12 pages of prose in this class.</p> <p>3. Students will be trained in proper art historical and archaeological methods, and will learn how to develop persuasive arguments for a scholarly art historical and archaeological audience.</p> <p>4. Students will receive specific feedback as they develop their research project/paper and will be required to make edits based on that feedback.</p> <p>5. Students will be required to analyze and interpret primary source materials and conduct secondary research for the final research project/paper, citing their research materials using APA or Chicago Manual style formatting.</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.)		reading response essays, analytical essays, research paper
ARHS 4563	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5563.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will receive specific guidelines and instructions in how to prepare their research paper, oral presentation, and bibliography. They will also receive instructions on how to incorporate feedback and revise.</p> <p>2) Students will write a 10-page paper and 6 journals of 1-2 pages long, totaling 16 pages of written prose.</p> <p>3) Students will learn how to present their research projects in public and how to use relevant software for multi-media presentations.</p> <p>4) Students will receive feedback and suggestions after their final presentation and will be required to include this feedback and revise their paper before submitting.</p> <p>5) Students will be asked to find primary and secondary sources, prepare a bibliography, and cite their sources using the Chicago Manual of Style.</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.)		essays, journals, presentation
	Syllabus		ARHS 4563 Pre-Columbian LO 1-2.docx
	Reviewer Comments		<p>ac087 - Thu, 29 Oct 2020 14:36:48 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 29 Oct 2020 14:37:21 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Thu, 28 Jan 2021 19:08:45 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4573	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5573.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>A description in 400 words or less stating how this course meets the 5 learning indicators.</p> <p>1) Students will receive specific guidelines and instructions in how to prepare their research paper, oral presentation, and bibliography. They will also receive instructions on how to incorporate feedback and revise.</p> <p>2) Students will write a 10-page paper and 6 journals of 1-2 pages long, totaling 16 pages of written prose.</p> <p>3) Students will learn how to present their research projects in public and how to use relevant software for multi-media presentations.</p> <p>4) Students will receive feedback and suggestions after their final presentation and will be required to include this feedback and revise their paper before submitting.</p> <p>5) Students will be asked to find primary and secondary sources, prepare a bibliography, and cite their sources using the Chicago Manual of Style.</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.)		essays, journal, presentation
	Syllabus		ARHS 4573 LO 1-2.docx
	Reviewer Comments		<p>ac087 - Thu, 29 Oct 2020 18:52:12 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 29 Oct 2020 18:53:25 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Thu, 28 Jan 2021 19:11:49 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.</p>

ARHS 4613	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	This course will enhance our current art history curriculum by adding a global dimension, focused on arts of Africa.	Updated effective date due to the timeline of course reaching UCPC.
	Syllabus Reviewer Comments	African_Art_Society_FINAL.pdf rcc003 - Wed, 10 Oct 2018 16:26:35 GMT - Updated catalog desc.	African_Art_Culture_Syllabus_Learning_Outcomes.doc ac087 - Wed, 28 Oct 2020 14:33:30 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 28 Oct 2020 14:34:07 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 28 Jan 2021 19:14:37 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		African Art and Society 1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally. 2) Students will be trained in proper art historical methodology. 3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers. 4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers. 5) Students will write two papers totaling 12-14 pages. 6) Students will be required to present a multimedia presentation on their research.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		essays, presentation
ARHS 4623	Proposed Effective Date	Fall 2020	Fall 2021
	Justification	Admin adding cross-listing to match with AAST 4623.	modification of course to meet Learning Objective 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally.</p> <p>2) Students will be trained in proper art historical methodology.</p> <p>3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers.</p> <p>4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers.</p> <p>5) Students will write two papers totaling 13-16 pages.</p> <p>6) Students will be required to present a multimedia presentation on their research.</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.)		essays, presentation
	Syllabus		African_American_Art_Learning_Outcomes.docx
	Reviewer Comments		<p>ac087 - Thu, 29 Oct 2020 19:06:28 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 29 Oct 2020 19:07:09 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Thu, 28 Jan 2021 19:16:53 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.</p>
ARHS 4633	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	This course will enhance art history curriculum by adding a global dimension, focused on contemporary arts of Africa.	modification of course to meet Learning Objective 1.2
	Syllabus	Contemporary_African_Art_FINAL.pdf	Contemporary_African_Learning_Outcomes.docx

	Reviewer Comments	rcc003 - Wed, 10 Oct 2018 16:28:35 GMT - Updated catalog desc. kjvestal - Wed, 12 Dec 2018 20:50:09 GMT - Edited requisite course number to be ARHS 2923 per dept.	ac087 - Thu, 29 Oct 2020 19:16:45 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 29 Oct 2020 19:17:48 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:42:21 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally.</p> <p>2) Students will be trained in proper art historical methodology.</p> <p>3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers.</p> <p>4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers.</p> <p>5) Students will write three papers totaling 14-16 pages.</p> <p>6) Students will be required to present a multimedia presentation on their research.</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.)		essays, presentation
ARHS 4733	Proposed Effective Date	Fall 2020	Fall 2021
	Status Modifiers	Inactivated	
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>1) Students will write one term paper totaling 15–18 pages of prose in three assignments or installments. 2) Students will be given specific instructions in how to generate analytic research and how to integrate content and develop arguments in writing for a scholarly art historical audience 3) Students will be given significant feedback on each section of the term paper and they will be required to make revisions based on that feedback. 4) Students will be required to do their own research for each section of the term paper. They will be trained in proper art historical research methods, instructed in how to use digital databases for bibliographic searches, and taught how to distinguish between scholarly and non-scholarly online resources. 5) Students will receive training in the Chicago Manual of Style citation format, and they will be required to use it when citing the research materials used for this paper.</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>essays</p>
	<p>Justification</p>	<p>modification of course to meet Learning outcome 1.2</p>
	<p>Syllabus</p>	<p>ARHS 4733 St Peter's syllabus honors+non-honors.docx</p>

	Reviewer Comments		ac087 - Thu, 29 Oct 2020 19:23:58 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 29 Oct 2020 19:24:27 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:44:18 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
	Is Reactivate?		true
ARHS 4743	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	modification of course to meet learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will write one term paper totaling 12–15 pages of prose in three assignments or installments.</p> <p>2) Students will be given specific instructions in how to generate analytic research and how to integrate content and develop arguments in writing for a scholarly art historical audience</p> <p>3) Students will be given significant feedback on each installment and they will be required to make revisions based on that feedback.</p> <p>4) Students will be required to do their own research for the papers. They will be trained in proper art historical research methods, instructed in how to use digital databases for bibliographic searches, and taught how to distinguish between scholarly and non-scholarly online resources.</p> <p>5) Students will receive training in the Chicago Manual of Style citation format, and they will be required to use it when citing the research materials used for these papers.</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.)		essays
	Syllabus		ARHS 4743 Medieval Architecture LO 1-2.docx
	Reviewer Comments		<p>ljacobs - Mon, 19 Oct 2020 19:22:50 GMT - also creating honors version of this class at this time.</p> <p>ac087 - Thu, 22 Oct 2020 13:05:48 GMT - Spring 2021 Effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 22 Oct 2020 13:06:27 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Mon, 01 Feb 2021 22:45:38 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4753	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Updated typically offered field.	modification of course to meet Learning objection 1.2, also creating honors version of this class
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>1) Students will write three papers totaling 12–15 pages of prose in three assignments. 2) Students will be given specific instructions in how to generate analytic research and how to integrate content and develop arguments in writing for a scholarly art historical audience 3) Students will be given significant feedback on each paper and they will be required to make revisions based on that feedback. 4) Students will be required to do their own research for the papers. They will be trained in proper art historical research methods, instructed in how to use digital databases for bibliographic searches, and taught how to distinguish between scholarly and non-scholarly online resources. 5) Students will receive training in the Chicago Manual of Style citation format, and they will be required to use it when citing the research materials used for these papers.</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>essays</p>
	<p>Syllabus</p>		<p>ARHS 4753 Renaissance Baroque Architecture with LO 1-2.docx</p>
	<p>Additional Notes</p>		<p>creating honors version of this class at this time 4753H</p>

	Reviewer Comments		ac087 - Thu, 22 Oct 2020 13:09:18 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 13:09:51 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:46:26 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4763	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5763.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		These learning outcomes will be achieved through specific learning indicators: you will generate extensive written content that follows model examples from art history, art criticism, and critical theory; you will write at least 19 pages of prose over multiple assignments, in addition to completing an essay-based midterm exam; you will integrate course content in written forms through regular essays and a creative final project; you will receive and incorporate feedback into written assignments and oral presentations, including peer feedback on written work and feedback provided in small-group tutorial meetings; and you will incorporate primary sources (theoretical, art historical, and art critical texts) as well as secondary sources into your coursework through the direct consultation of texts and images and through bibliographic research.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		essays, presentations
	Syllabus		Seminar in Critical Theory LO 1-2.docx
	Reviewer Comments		ac087 - Wed, 11 Nov 2020 22:28:41 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 11 Nov 2020 22:29:33 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:46:51 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4783	Proposed Effective Date	Fall 2019	Fall 2021
	Total credits allowed	9	297
	Total completions	3	99
	Justification	We are expanding our offerings in contemporary art and want to have a course number for offering classes with a more specific focus than our general contemporary art class, ARHS 4933 Contemporary Art.	modification of course to meet Learning outcome 1.2
	Syllabus	Global Contemporary Art sample syllabus.docx	Special Topics Contemporary LO 1-2.docx
	Reviewer Comments	ac087 - Tue, 12 Dec 2017 15:29:34 GMT - Rollback: per department request agriffin - Thu, 12 Apr 2018 17:58:25 GMT - Changed component type from lecture to special topics with permission from submitter.	ac087 - Wed, 11 Nov 2020 22:36:28 GMT - Spring 2021 Effective date pending completion of approval process in time. ac087 - Wed, 11 Nov 2020 22:37:07 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Wed, 25 Nov 2020 22:03:34 GMT - Increased repeatability per the department. agriffin - Mon, 01 Feb 2021 22:48:21 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
	Is course a General Education Course?		Yes

	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		These learning outcomes will be achieved through specific learning indicators: you will generate extensive written content that follows model examples from art history and art criticism; you will write at least 15 pages of prose in a final paper, in addition to completing short response papers; you will receive and incorporate feedback into written assignments and oral presentations, including peer feedback on written work; and you will incorporate primary sources as well as secondary sources into your coursework through the direct consultation of texts and images and through bibliographic research.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		essays, reading responses, presentations
ARHS 4853	Proposed Effective Date	Spring 2019	Fall 2021

Off Campus Delivery Justification	Online/Web-based	Study Abroad
Is course a General Education Course? Choose the learning outcome the course addresses:	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5853.	modification to meet Learning outcome 1.2 Yes Goal 1 – Learning Outcome 1.2
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
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>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and how to revise.</p> <p>2) Students will write two papers and five worksheet totaling over 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on one paper and required to make revisions based on that feedback.</p> <p>5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers</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.)		papers and worksheets
	Syllabus		Italian Renaissance LO 1-2 ARHS 4853 4853H.docx
	Reviewer Comments		ac087 - Wed, 14 Oct 2020 14:07:27 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 14 Oct 2020 14:08:14 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Fri, 16 Oct 2020 17:24:30 GMT - Checked Off Campus Delivery: Study Abroad at submitter's request. agriffin - Mon, 01 Feb 2021 22:49:47 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4863	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5863.	modification of course to meet learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>1) Students will be given specific instructions in how to present materials in writing and how to revise. 2) Students will write two papers and 5 worksheets totaling over 12 pages of prose in this class 3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience. 4) Students will be given significant feedback on one paper and required to make revisions based on that feedback. 5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers.</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>essays, and worksheets</p>
	<p>Syllabus</p>		<p>Northern Renaissance syllabus with LO 1-2.doc</p>
	<p>Reviewer Comments</p>		<p>ac087 - Mon, 12 Oct 2020 17:44:50 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Mon, 12 Oct 2020 17:45:17 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. lkulcza - Wed, 21 Oct 2020 22:00:46 GMT - Rollback: Need to correct ARSC Dean Initial role. agriffin - Mon, 01 Feb 2021 22:50:56 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
<p>ARHS 4873</p>	<p>Proposed Effective Date</p>	<p>Spring 2019</p>	<p>Fall 2021</p>

	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5873.	Modification of class to meet 1.2 Learning outcomes Gen Ed requirements
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and how to revise.</p> <p>2) Students will write three papers totally 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on one paper and required to make revisions based on that feedback.</p> <p>5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers.</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.)		Three essays will be assigned.
	Syllabus		Baroque syllabus with Learning outcome 1-2.doc
	Reviewer Comments		ac087 - Fri, 02 Oct 2020 19:50:01 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 02 Oct 2020 19:50:27 GMT - spring 2021 effective date, pending completion of approval process. agriffin - Mon, 01 Feb 2021 22:52:30 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4913	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5913.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>The assignments for this course achieve learning outcomes 1.2 by the following metrics: The two papers, along with the weekly reading responses, exceed the 12 page minimum. The “tiered” (or two-part structure) of the first and second paper assignments are explicitly designed to teach students the fundamentals of academic research and writing, including the formulation (and revision of) compelling, logically-developed arguments, as well as practice in identifying and applying appropriate forms of primary and secondary evidence to support their own (original) arguments. Not only do they receive extensive written feedback on their first assignment from the professor, which they are expected to incorporate into their final paper, the first paper is itself structured around a peer-editing component. In this component, students are evaluated on both the clarity, usefulness, and precision of the feedback they offer on their partner’s draft, as well as their ability to address their partner’s feedback in their own final paper. The first paper—a visual analysis—is focused exclusively on primary source research (an art object of their choosing), while the second paper—a reading analysis—requires targeted secondary source research. They prepare for this final assignment through the writing weekly responses to the assigned readings (both primary and secondary), a regular exercise designed to hone their ability to evaluate scholarly arguments and formulate provocative questions in response. Finally, rather than test their ability to rehash rote material, the midterm and final exams, which are both essay based, offer students the opportunity to demonstrate creative, critical, and synthetic thinking skills by requiring them to make connections across lectures and readings. They are taught from the start that “A” answers must go beyond the mere recitation of facts to offer original analysis and interpretation.</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.)		reading response papers, essays
	Syllabus		ARHS 4913_Syllabus_Learning Outcomes 1-2.docx
	Reviewer Comments		ac087 - Thu, 22 Oct 2020 13:13:22 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 13:13:48 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:53:49 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4923	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5923.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

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.

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

The assignments for this course achieve learning outcomes 1.2 by the following metrics: The two papers, along with the weekly reading responses, exceed the 12 page minimum. The “tiered” (or two-part structure) of the first and second paper assignments are explicitly designed to teach students the fundamentals of academic research and writing, including the formulation (and revision of) compelling, logically-developed arguments, as well as practice in identifying and applying appropriate forms of primary and secondary evidence to support their own (original) arguments. Not only do they receive extensive written feedback on their first assignment from the professor, which they are expected to incorporate into their final paper, the first paper is itself structured around a peer-editing component. In this component, students are evaluated on both the clarity, usefulness, and precision of the feedback they offer on their partner’s draft, as well as their ability to address their partner’s feedback in their own final paper. The first paper—a visual analysis—is focused exclusively on primary source research (an art object of their choosing), while the second paper—a reading analysis—requires targeted secondary source research. They prepare for this final assignment through the writing weekly responses to the assigned readings (both primary and secondary), a regular exercise designed to hone their ability to evaluate scholarly arguments and formulate provocative questions in response. Finally, rather than test their ability to rehash rote material, the midterm and final exams, which are both essay based, offer students the opportunity to demonstrate creative, critical, and synthetic thinking skills by requiring them to make connections across lectures and readings. They are taught from the start that “A” answers must go beyond the mere recitation of facts to offer original analysis and interpretation.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		reading response papers, essays
	Syllabus		4923_Syllabus_Learning Outcomes 1-2.docx
	Reviewer Comments		ac087 - Thu, 22 Oct 2020 13:20:54 GMT - Spring 2021 Effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 13:21:21 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:55:20 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4933	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5933.	modification of course to meet Learning objection 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		These learning outcomes will be achieved through specific learning indicators: students will generate written content that follows model examples from art history and art criticism; will write 12 pages of prose over two assignments, in addition to completing essay-based midterm and final exams; they will integrate course content in written forms through a formal analysis exercise and a creative research project; will receive and incorporate feedback into written assignments and oral presentations during class discussion; and will incorporate primary and secondary sources into their coursework through the direct observation of images and through bibliographic research.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		essays, formal analysis exercise, presentation
	Syllabus		Contemporary Art LO 1-2.docx
	Reviewer Comments		<p>ac087 - Wed, 11 Nov 2020 22:40:52 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Wed, 11 Nov 2020 22:41:39 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Mon, 01 Feb 2021 22:56:30 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4983	Proposed Effective Date	Spring 2019	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Total credits allowed	9	297

Total completions	3	99
Catalog Description	Subject matter not covered in regularly offered courses, and relating to the history of art before the nineteenth century. May be repeated for different topics.	Subject matter not covered in regularly offered courses, and relating to the history of art before the eighteenth century. May be repeated for different topics.
Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5983.	Modification of course to meet Learning outcome 1.2. Also modifying course to meet Group 1 time frame change to date pre-eighteenth century, not pre-nineteenth century. In addition, removing the limitation on the number of times the class can be retaken for different topics, since we want to have the option to introduce new topics more frequently to add more varied content to the curriculum more frequently.
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
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
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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and orally and how to revise.</p> <p>2) Students will write six short papers, one long paper, totaling more than 12 pages of prose in this class, plus give a 20-30 oral presentation.</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on before and after their oral presentation and will be required to incorporate that into their final paper.</p> <p>5) Students will be required to do research and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used in the paper.</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.)		short papers, long research paper, oral presentation.
	Title/Description Change Type		Major Content Change
	Syllabus		ARHS 4983 4983H LO 1-2.docx
	Reviewer Comments		ac087 - Fri, 16 Oct 2020 21:28:06 GMT - including core committee in approval process for Gen Ed Curriculum agriffin - Tue, 02 Feb 2021 19:39:30 GMT - Changed spring 2021 effective date to fall 2021. It is too late to complete approval this spring.
ARHS 4993	Proposed Effective Date	Summer 2019	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Distance Education	
	Total credits allowed	9	297
	Total completions	3	99
	Create Honors Course?	No	Yes
	Justification	Admin submission with no changes to correct sync issue.	modification of course to meet Learning Outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
<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>Students in this course complete two formal writing assignments, as well as weekly reading responses, which together exceed the 12 page minimum requirement. In addition, students give two presentations over the course of the semester, each of which is 10-15 in length. The assignments build on one another and designed to teach students the fundamentals of academic research and writing, with emphasis placed on the revision process. For example, the first assignment is a proposal and annotated bibliography, which is written in preparation for their final research paper, which they present to the group at the end of the semester. The final paper consists of a research paper, which must analyze primary sources (artworks) and incorporate at least five scholarly sources. In addition to extensive feedback on their written assignments from the professor (which they are expected to incorporate into their final paper), the final paper undergoes peer-editing. In this component, students are evaluated on both the clarity, usefulness, and precision of the feedback they offer on their partner's draft, as well as their ability to address their partner's feedback in their own final paper.</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>reading responses, presentations, research paper</p>

	Syllabus		ARHS 4993 4993H Special Topics Modern Art Syllabus_Learning Outcomes 1_2.docx
	Reviewer Comments		ac087 - Thu, 10 Dec 2020 15:20:43 GMT - Spring 2021 effective date pending completion of the approval process in time. ac087 - Thu, 10 Dec 2020 15:21:10 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
ARHS 1003H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Submitting general education info to match ARHS 1003.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1
	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 five learning indicators. In an approved course, students will (please select indicators)		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.
	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.		Art Lecture provides a basic introduction of the visual arts from the Ancient, Medieval, Renaissance, Baroque, and Modern periods (18th-21st century). Attention is given to art's function in society and its development within broader global contexts. Students gain visual literacy and an understanding of the vocabulary, terminology and concepts of the visual arts and how art relates to and informs popular culture.

	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 is divided into 4 sections, with weekly short quizzes along with section exams. (Sample questions attached.) In addition students regularly contribute to the online discussion board on visiting artist/scholar lectures and write art historical/cultural analyses of works in the Crystal Bridges Museum of American Art collection.
	Syllabus		ARHS 1003H syllabus.docx
	Reviewer Comments		ac087 - Mon, 30 Nov 2020 21:50:13 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Wed, 20 Jan 2021 22:33:54 GMT - Rollback: Please work with the faculty member to upload a current syllabus that includes the learning outcome for general education. ac087 - Mon, 08 Feb 2021 19:17:47 GMT - Rollback: please see Alice Griffins comment for roll back. rcc003 - Mon, 08 Feb 2021 19:48:20 GMT - Added syllabus with gen ed learning indicators.
ARHS 4013H	Proposed Effective Date		Summer 2021
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and how to revise.</p> <p>2) Students will write three papers totaling over 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on one paper and required to make revisions based on that feedback.</p> <p>5) Students will be trained in Chicago Manual of Style citation format and required to use it when citing the materials in their papers.</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.)		essays, worksheets
	Course Delivery Method		On campus
	Topics		TBA
	Justification		modification to incorporate Learning Outcome 1.2
	Syllabus		ARHS 4013 4013H LO 1-2.docx
	Reviewer Comments		<p>ac087 - Fri, 16 Oct 2020 21:25:19 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Fri, 16 Oct 2020 21:25:46 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval.</p> <p>agriffin - Wed, 20 Jan 2021 22:37:56 GMT - Changed effective date from spring 2021 to summer 2021. It is too late to complete approval for the current semester.</p>
ARHS 4413H	Off Campus Delivery	Study Abroad	
	Proposed Effective Date		Spring 2021

<p>Is course a General Education Course?</p>		<p>Yes</p>
<p>Choose the learning outcome the course addresses:</p>		<p>Goal 1 – Learning Outcome 1.2</p>
<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
<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>1. Students will receive specific instructions in how to critically analyze the rhetorical context of secondary scholarship, which will serve as a model for developing their own writing. Students will receive feedback on how to revise their writing. 2. Students will compose two analytical papers and one research paper totaling at least 12 pages of prose in this class. 3. Students will be trained in proper art historical and archaeological methods, and will learn how to develop persuasive arguments for a scholarly art historical and archaeological audience. 4. Students will receive specific feedback as they develop their research project/paper and will be required to make edits based on that feedback. 5. Students will be required to analyze and interpret primary source materials and conduct secondary research for the final research project/paper, citing their research materials using APA or Chicago Manual style formatting.</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.)		reading response essays, analytical essays, research paper
	Course Delivery Method		On campus
	Justification		modification of course to meet learning outcome 1.2
	Syllabus		Greek Art_4413_Gen_Ed_1_2.docx
	Reviewer Comments		ac087 - Mon, 12 Oct 2020 17:42:38 GMT - Spring 2021 Effective date pending completion of approval process in time ac087 - Mon, 12 Oct 2020 17:43:09 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
ARHS 4423H	Off Campus Delivery	Study Abroad	
	Proposed Effective Date		Fall 2021
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<ol style="list-style-type: none"> 1. Students will receive specific instructions in how to critically analyze the rhetorical context of secondary scholarship, which will serve as a model for developing their own writing. Students will receive feedback on how to revise their writing. 2. Students will compose two analytical papers and one research paper totaling at least 12 pages of prose in this class. 3. Students will be trained in proper art historical and archaeological methods, and will learn how to develop persuasive arguments for a scholarly art historical and archaeological audience. 4. Students will receive specific feedback as they develop their research project/paper and will be required to make edits based on that feedback. 5. Students will be required to analyze and interpret primary source materials and conduct secondary research for the final research project/paper, citing their research materials using APA or Chicago Manual style formatting.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		reading response essays, analytical essays, research paper
	Course Delivery Method		On campus
	Justification		modification of class to meet learning objection 1.2
	Syllabus		Roman Art_Gen_Ed.docx
	Reviewer Comments		ac087 - Tue, 13 Oct 2020 15:38:39 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Tue, 13 Oct 2020 15:39:11 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Wed, 20 Jan 2021 22:41:20 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for the current semester.
ARHS 4563H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
<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>1) Students will receive specific guidelines and instructions in how to prepare their research paper, oral presentation, and bibliography. They will also receive instructions on how to incorporate feedback and revise. 2) Students will write a 10-page paper and 6 journals of 1-2 pages long, totaling 16 pages of written prose. 3) Students will learn how to present their research projects in public and how to use relevant software for multi-media presentations. 4) Students will receive feedback and suggestions after their final presentation and will be required to include this feedback and revise their paper before submitting. 5) Students will be asked to find primary and secondary sources, prepare a bibliography, and cite their sources using the Chicago Manual of Style.</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>essays, journals presentation</p>
<p>Syllabus</p>		<p>ARHS 4563 Pre-Columbian LO 1-2.docx</p>

	Reviewer Comments		ac087 - Thu, 29 Oct 2020 14:39:43 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 29 Oct 2020 14:40:09 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 28 Jan 2021 19:11:02 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.
ARHS 4573H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.	A description in 400 words or less stating how this course meets the 5 learning indicators. 1) Students will receive specific guidelines and instructions in how to prepare their research paper, oral presentation, and bibliography. They will also receive instructions on how to incorporate feedback and revise. 2) Students will write a 10-page paper and 6 journals of 1-2 pages long, totaling 16 pages of written prose. 3) Students will learn how to present their research projects in public and how to use relevant software for multi-media presentations. 4) Students will receive feedback and suggestions after their final presentation and will be required to include this feedback and revise their paper before submitting. 5) Students will be asked to find primary and secondary sources, prepare a bibliography, and cite their sources using the Chicago Manual of Style.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	essays, journal, presentation
	Syllabus	ARHS 4573 LO 1-2.docx
	Reviewer Comments	ac087 - Thu, 29 Oct 2020 19:02:43 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 29 Oct 2020 19:03:11 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 28 Jan 2021 19:12:45 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.
ARHS 4613H	Proposed Effective Date	Fall 2021
	Is course a General Education Course?	Yes
	Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>African Art and Society 1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally. 2) Students will be trained in proper art historical methodology. 3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers. 4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers. 5) Students will write two papers totaling more than 12-14 pages, with extra sources. 6) Students will be required to present a multimedia presentation on their research.</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>essays, presentation</p>
	<p>Course Delivery Method</p>		<p>On campus</p>
	<p>Justification</p>		<p>modification of course to meet learning objective 1.2</p>
	<p>Syllabus</p>		<p>African_Art_Culture_Syllabus_Learning_Outcomes.doc</p>
	<p>Reviewer Comments</p>		<p>ac087 - Wed, 28 Oct 2020 14:43:06 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 28 Oct 2020 14:43:45 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 28 Jan 2021 19:15:47 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.</p>
<p>ARHS 4623H</p>	<p>Proposed Effective Date</p>		<p>Fall 2021</p>

	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally.</p> <p>2) Students will be trained in proper art historical methodology.</p> <p>3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers.</p> <p>4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers.</p> <p>5) Students will write two papers totaling more than 13-16 pages.</p> <p>6) Students will be required to present a multimedia presentation on their research.</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.)		essays, presentation
	Course Delivery Method		On campus
	Justification		modification of course to meet Learning Objective 1.2
	Syllabus		African_Art_Culture_Syllabus_Learning_Outcomes.doc
	Reviewer Comments		ac087 - Thu, 29 Oct 2020 19:13:14 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 29 Oct 2020 19:13:40 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 28 Jan 2021 19:17:46 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval in time for this semester.
ARHS 4633H	Proposed Effective Date		Fall 2021
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to develop effective arguments in writing and how to present that material orally.</p> <p>2) Students will be trained in proper art historical methodology.</p> <p>3) Students will be trained in the Chicago Manual of Style citation format and required to use it in their papers.</p> <p>4) Students will be provided extensive feedback on their research paper proposal and expected to incorporate that feedback into their final papers.</p> <p>5) Students will write three papers totaling more than 14-16 pages.</p> <p>6) Students will be required to present a multimedia presentation on their research.</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.)		essays, Presentation
	Course Delivery Method		On campus
	Justification		modification of course to meet Learning outcome 1.2
	Syllabus		Contemporary_African_Learning_Outcomes.docx
	Reviewer Comments		<p>ac087 - Thu, 29 Oct 2020 19:21:32 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 29 Oct 2020 19:22:00 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Mon, 01 Feb 2021 22:43:18 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4733H	Proposed Effective Date	Spring 2018	Fall 2021

	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field. Removed cross-listed course ARHS 4733 per Lisa Kulczak.	modification of class to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will write one term paper totaling 20–25 pages of prose in four assignments or installments.</p> <p>2) Students will be given specific instructions in how to generate analytic research and how to integrate content and develop arguments in writing for a scholarly art historical audience</p> <p>3) Students will be given significant feedback on each section of the term paper and they will be required to make revisions based on that feedback.</p> <p>4) Students will be required to do their own research for each section of the term paper. They will be trained in proper art historical research methods, instructed in how to use digital databases for bibliographic searches, and taught how to distinguish between scholarly and non-scholarly online resources.</p> <p>5) Students will receive training in the Chicago Manual of Style citation format, and they will be required to use it when citing the research materials used for this paper.</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.)		essays
	Syllabus		ARHS 4733 St Peter's syllabus with LO 1-2.docx
	Reviewer Comments		<p>ac087 - Tue, 20 Oct 2020 14:18:33 GMT - Spring 2021 Effective date pending completion of approval process in time.</p> <p>ac087 - Tue, 20 Oct 2020 14:19:02 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Mon, 01 Feb 2021 22:45:15 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4763H	Proposed Effective Date	Fall 2017	Fall 2021
	Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>These learning outcomes will be achieved through specific learning indicators: you will generate extensive written content that follows model examples from art history, art criticism, and critical theory; you will write at least 19 pages of prose over multiple assignments, in addition to completing an essay-based midterm exam; you will integrate course content in written forms through regular essays and a creative final project; you will receive and incorporate feedback into written assignments and oral presentations, including peer feedback on written work and feedback provided in small-group tutorial meetings; and you will incorporate primary sources (theoretical, art historical, and art critical texts) as well as secondary sources into your coursework through the direct consultation of texts and images and through bibliographic research.</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>essays, presentation</p>
<p>Syllabus</p>			<p>Seminar in Critical Theory LO 1-2.docx</p>

	Reviewer Comments		
			ac087 - Wed, 11 Nov 2020 22:33:53 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 11 Nov 2020 22:34:22 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:47:43 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4783H	Total completions	3	99
	Total credits allowed	9	297
	Proposed Effective Date		Fall 2021
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		These learning outcomes will be achieved through specific learning indicators: you will generate extensive written content that follows model examples from art history and art criticism; you will write at least 15 pages of prose in a final paper, in addition to completing short response papers; you will receive and incorporate feedback into written assignments and oral presentations, including peer feedback on written work; and you will incorporate primary sources as well as secondary sources into your coursework through the direct consultation of texts and images and through bibliographic research.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		essays, reading responses, presentations
	Course Delivery Method		On campus
	Topics		TBA
	Justification		modification of course to meet learning outcome 1.2
	Syllabus		Special Topics Contemporary LO 1-2.docx
	Reviewer Comments		ac087 - Wed, 11 Nov 2020 22:38:49 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 11 Nov 2020 22:39:17 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Wed, 25 Nov 2020 22:03:50 GMT - Increased repeatability per the department. agriffin - Mon, 01 Feb 2021 22:49:20 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4853H	Proposed Effective Date	Spring 2018	Fall 2021
	Off Campus Delivery	Online/Web-based	Study Abroad
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	modification to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>
	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and how to revise.</p> <p>2) Students will write two papers and five worksheets totaling more than 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on one paper and required to make revisions based on that feedback.</p> <p>5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers</p>
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) Syllabus		<p>essays and worksheets</p> <p>Italian Renaissance LO 1-2 ARHS 4853 4853H.docx</p>

	Reviewer Comments		ac087 - Wed, 14 Oct 2020 14:13:00 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 14 Oct 2020 14:13:36 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. skenner - Wed, 14 Oct 2020 15:48:01 GMT - Rollback: Per our discussion, rolling back to remove online/web-based, but leave Off Campus as this is part of the Rome Program. agriffin - Mon, 01 Feb 2021 22:50:24 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4863H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	modification of course to meet 1.2 Learning outcome
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>1) Students will be given specific instructions in how to present materials in writing and how to revise.</p> <p>2) Students will write two papers and 5 worksheets totaling more than 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback on one paper and required to make revisions based on that feedback.</p> <p>5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers.</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.)		essays, worksheets (with one page essay as homework)
	Syllabus		Northern Renaissance honors syllabus with LO 1-2.doc
	Reviewer Comments		<p>ac087 - Mon, 12 Oct 2020 17:47:25 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Mon, 12 Oct 2020 17:48:08 GMT - adjusting workflow from minor to major. Addition to Gen ED Curriculum requires major approval process.</p> <p>agriffin - Mon, 01 Feb 2021 22:51:40 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
ARHS 4873H	Proposed Effective Date	Spring 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	modifications made to meet Learning outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
	<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>1) Students will be given specific instructions in how to present materials in writing and how to revise. 2) Students will write three papers totaling more than 12 pages of prose in this class (extra pages of writing required for honors students) 3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience. 4) Students will be given significant feedback on one paper and required to make revisions based on that feedback. 5) Students will be required to do research for two of the papers and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used for these papers.</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>three essays are assigned</p>
	<p>Syllabus</p>		<p>Baroque syllabus with Learning outcome 1-2 honors.doc</p>
	<p>Reviewer Comments</p>		<p>ac087 - Fri, 02 Oct 2020 19:56:41 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 02 Oct 2020 19:57:19 GMT - Spring 2021 effective date, pending completion of approval process. agriffin - Mon, 01 Feb 2021 22:53:20 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
<p>ARHS 4913H</p>	<p>Proposed Effective Date</p>	<p>Fall 2017</p>	<p>Fall 2021</p>

Title/Description Change Type	Minor (stylistic/editorial) Change	
Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
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
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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		The assignments for this course achieve learning outcomes 1.2 by the following metrics: The two papers, along with the weekly reading responses, exceed the 12 page minimum. The "tiered" (or two-part structure) of the first and second paper assignments are explicitly designed to teach students the fundamentals of academic research and writing, including the formulation (and revision of) compelling, logically-developed arguments, as well as practice in identifying and applying appropriate forms of primary and secondary evidence to support their own (original) arguments. Not only do they receive extensive written feedback on their first assignment from the professor, which they are expected to incorporate into their final paper, the first paper is itself structured around a peer-editing component. In this component, students are evaluated on both the clarity, usefulness, and precision of the feedback they offer on their partner's draft, as well as their ability to address their partner's feedback in their own final paper. The first paper—a visual analysis—is focused exclusively on primary source research (an art object of their choosing), while the second paper—a reading analysis—requires targeted secondary source research. They prepare for this final assignment through the writing weekly responses to the assigned readings (both primary and secondary), a regular exercise designed to hone their ability to evaluate scholarly arguments and formulate provocative questions in response. Finally, rather than test their ability to rehash rote material, the midterm and final exams, which are both essay based, offer students the opportunity to demonstrate creative, critical, and synthetic thinking skills by requiring them to make connections across lectures and readings. They are taught from the start that "A" answers must go beyond the mere recitation of facts to offer original analysis and interpretation.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		reading response papers, essays
	Syllabus		ARHS 4913_Syllabus_Learning Outcomes 1-2.docx
	Reviewer Comments		ac087 - Thu, 22 Oct 2020 13:15:52 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 13:16:36 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:54:43 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4923H	Proposed Effective Date	Spring 2018	Fall 2021

Title/Description Change Type	Minor (stylistic/editorial) Change	
Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
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
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>The assignments for this course achieve learning outcomes 1.2 by the following metrics: The two papers, along with the weekly reading responses, exceed the 12 page minimum. The "tiered" (or two-part structure) of the first and second paper assignments are explicitly designed to teach students the fundamentals of academic research and writing, including the formulation (and revision of) compelling, logically-developed arguments, as well as practice in identifying and applying appropriate forms of primary and secondary evidence to support their own (original) arguments. Not only do they receive extensive written feedback on their first assignment from the professor, which they are expected to incorporate into their final paper, the first paper is itself structured around a peer-editing component. In this component, students are evaluated on both the clarity, usefulness, and precision of the feedback they offer on their partner's draft, as well as their ability to address their partner's feedback in their own final paper. The first paper—a visual analysis—is focused exclusively on primary source research (an art object of their choosing), while the second paper—a reading analysis—requires targeted secondary source research. They prepare for this final assignment through the writing weekly responses to the assigned readings (both primary and secondary), a regular exercise designed to hone their ability to evaluate scholarly arguments and formulate provocative questions in response. Finally, rather than test their ability to rehash rote material, the midterm and final exams, which are both essay based, offer students the opportunity to demonstrate creative, critical, and synthetic thinking skills by requiring them to make connections across lectures and readings. They are taught from the start that "A" answers must go beyond the mere recitation of facts to offer original analysis and interpretation.</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>reading response papers, essays</p>
	<p>Syllabus</p>		<p>4923_Syllabus_Learning Outcomes 1-2.docx</p>
	<p>Reviewer Comments</p>		<p>ac087 - Thu, 22 Oct 2020 13:23:05 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 13:23:33 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:56:05 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p>
<p>ARHS 4933H</p>	<p>Proposed Effective Date</p>	<p>Spring 2018</p>	<p>Fall 2021</p>

Title/Description Change Type	Minor (stylistic/editorial) Change	
Justification	Updated typically offered field.	modification of course to meet Learning outcome 1.2
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
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
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>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>These learning outcomes will be achieved through specific learning indicators: students will generate written content that follows model examples from art history and art criticism; will write 12 pages of prose over two assignments, in addition to completing essay-based midterm and final exams; they will integrate course content in written forms through a formal analysis exercise and a creative research project; will receive and incorporate feedback into written assignments and oral presentations during class discussion; and will incorporate primary and secondary sources into their coursework through the direct observation of images and through bibliographic research.</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.)		essays, presentation, formal analysis exercise
	Syllabus		Contemporary Art Honors LO 1-2.docx
	Reviewer Comments		ac087 - Wed, 11 Nov 2020 22:46:49 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Wed, 11 Nov 2020 22:47:28 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Mon, 01 Feb 2021 22:57:16 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.
ARHS 4983H	Total completions	3	99
	Total credits allowed	9	297
	Catalog Description	Subject matter not covered in regularly offered courses, and relating to the history of art before the nineteenth century. May be repeated for different topics.	Subject matter not covered in regularly offered courses, and relating to the history of art before the eighteenth century. May be repeated for different topics.
	Off Campus Delivery	Distance Education	
	Proposed Effective Date		Fall 2021
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>1) Students will be given specific instructions in how to present materials in writing and orally and how to revise.</p> <p>2) Students will write six short papers, one long paper, totaling more than 12 pages of prose in this class</p> <p>3) Students will be trained in proper art historical methodology and how to develop arguments for a scholarly art historical audience.</p> <p>4) Students will be given significant feedback before and after then oral presentation and will be required to incorporate that into their final paper.</p> <p>5) Students will be required to do research and trained in Chicago Manual of Style citation format and required to use it when citing the research materials used in the paper.</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>short papers, long research paper, oral presentation</p>
	<p>Course Delivery Method</p>	<p>On campus</p>
	<p>Topics</p>	<p>TBA</p>
	<p>Title/Description Change Type</p>	<p>Major Content Change</p>
	<p>Justification</p>	<p>modification of course to meet learning outcome I.2. Also modifying course description to align with Group 1 time frame change to date pre-eighteenth century, not pre-nineteenth century. In addition removing the limitation on the number of times the class can be taken for different topics, since we want to have the option to introduce new topics more frequently to add more varied content to the curriculum more often.</p>
	<p>Syllabus</p>	<p>ARHS 4983 4983H LO 1-2.docx</p>

	Reviewer Comments		ac087 - Fri, 16 Oct 2020 21:39:09 GMT - Spring 2021 Effective date pending completion of approval process in time. ac087 - Fri, 16 Oct 2020 21:39:37 GMT - adding Core committee to approval process because course is Gen Ed Curriculum agriffin - Tue, 02 Feb 2021 19:40:01 GMT - Changed spring 2021 effective date to fall 2021. It is too late to complete approval this spring.
ARTS 3453	Inactivated/Deleted		
ARTS 4413	Proposed Effective Date	Fall 2018	Fall 2021
	Typically Offered	Fall and Spring	Fall
	Catalog Title	Printmaking: Intermediate	Printmaking: Archives Counter-Archives
	Short Course Title	PRINTMAKING: INTERMEDIATE	PRINTMAKING: ARCHIVES
	Catalog Description	Continued study in various printmaking media with emphasis on individual technical research, development of personal imagery, and refinement of skills. Two 3000-level printmaking courses required.	Advanced individual exploration of institutional and non-normative archives, theories, systems, and practices to create a research-informed body of work.
	Prerequisite(s)	ARTS 3403 and ARTS 3443.	ARTS 3403 and ARTS 3443; plus one of the following: ARTS 3423 or ARTS 3433 or ARTS 3443 or ARTS 3463 or ARTS 3473.
	Justification	Prerequisite updated.	Modifying existing course to engage students in archives-specific research practices in studio context. Based on 449V Special Problems in Print course offered in Spring 2020.
	Syllabus	ARTS4413.pdf	ARTS4413_Archives_Counterarchives.pdf
	Is course a General Education Course?		No
	Title/Description Change Type		Major Content Change
ARTS 4423	Added		
ARTS 4453	Added		
ARTS 4483	Proposed Effective Date	Spring 2018	Fall 2021
	Typically Offered	Fall and Spring	Spring
	Catalog Title	Printmaking: Advanced	Printmaking: Advanced Studio
	Short Course Title	PRINTMAKING: ADVANCED	PRINTMAKING: ADVANCED STUDIO
	Prerequisite(s)	ARTS 4413.	ARTS 4413 and ARTS 4423
	Justification	Updated typically offered field.	Submitting course to fulfill gen ed outcome 6.1 in the STARBA program.
	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

	<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
	<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>		<p>a. Written, oral, and/or multimodal communication abilities. 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>Students in this course produce a body of work requiring substantial self-direction and/or the use of skills and methods acquired in previous courses. Successful projects reflect not only students' expertise in their chosen media but an awareness of how their studio practice resides within the larger context of the arts and contemporary cultural discourse, including awareness of diversity and interculturality. Students will demonstrate critical thinking and/or ethical reasoning in the formation and written/verbal explanations of their projects as well as in critical review of their peers' projects, and/or distinct writing assignments as specified by the instructor.</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>Progress is monitored throughout the course via student communication with instructor as well as peer communication facilitated by the instructor. The instructor collects students' portfolios, proposals, and artist statements, typically in the form of digital documentation, submitted via shared folder, student-designed artist website, or other format as specified by the instructor. Both the student work and the documentation of that work is to be executed in reflection of contemporary professional standards.</p>
	<p>Title/Description Change Type Syllabus</p>		<p>Minor (stylistic/editorial) Change ARTS4433_Advanced_Studio.docx</p>

	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:30:01 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 22:51:58 GMT - Rollback: Please work with faculty member to upload a revised syllabus that includes learning outcomes for 6.1. rcc003 - Wed, 03 Feb 2021 18:37:44 GMT - Updated title from "Printmaking: Advanced" to "Printmaking: Advanced Studio." Also, added ARTS 4423 as another prerequisite. rcc003 - Fri, 12 Feb 2021 19:44:50 GMT - Attached syllabus with gen ed learning indicators.
BIOL 1541M	Proposed Effective Date	Spring 2018	Fall 2021
	Corequisite(s)	BIOL 1543H or BIOL 1543.	BIOL 1543.
	Justification	Updated typically offered field.	Removed BIOL 1543H as a coreq since it is being inactivated.
	Is course a General Education Course?		No
CHEM 1103	Proposed Effective Date	Fall 2020	Summer 2021
	Prerequisite(s)	MATH 1203 or higher, or AP Calculus AB 3C or higher, or AP Calculus BC 4C or higher, or College Algebra CLEP 54 or higher.	MATH 1203 or higher, or AP Calculus AB 3C or higher, or AP Calculus BC 4C or higher, or MATH 1203 CLEP 54 or higher, or UA Math Placement 46 or higher, or ACT MATH 23 or higher, or new SAT MATH 570/old SAT Math 540 or higher.
	Justification	Uploaded General Education submission information. Note, no syllabus was provided.	Adding back in the placement exam scores as prerequisites.
	Reviewer Comments		ac087 - Wed, 03 Jun 2020 22:15:29 GMT - adjusting workflow, administratively adding UAMath Placement Scores as an additional way for students to meet the requisite per discussion with administration and dean's office. agriffin - Tue, 02 Feb 2021 22:53:03 GMT - Changed effective date from summer 2020 to summer 2021.
COMM 1003H	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	The department determined we can regularly offer this course in fall semesters.	Updated with general education outcomes to match COMM 1003.
	Reviewer Comments	ac087 - Wed, 18 Oct 2017 15:30:16 GMT - Rollback: Please provide justification for what you did and why. agriffin - Tue, 29 May 2018 14:10:56 GMT - Changed effective date from fall 2018 to fall 2019. It is too late to complete the approval process in time for the coming fall semester. ac087 - Tue, 29 May 2018 16:13:39 GMT - changed effective date to Spring 2019 pending approval.	ac087 - Tue, 01 Dec 2020 14:20:24 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 22:58:39 GMT - Rollback: Please work with faculty to upload a syllabus that includes the learning indicators related to the proposed outcomes. rcc003 - Mon, 08 Feb 2021 17:47:14 GMT - Added gen ed learning indicators to syllabus.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.2

<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
<p>To be certified as meeting this outcome, 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>
<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>COMM 1003 Film Lecture is a large lecture-format introductory course that examines the motion picture as an art form and as a medium of communication. More specifically, the course teaches students how to look at movies through a formal analysis of mise-en-scene, narrative form, cinematography, editing, sound and acting. We discuss film as a technical medium, learning the fundamentals of how a film is put together, and as an aesthetic medium, exploring its broader cultural impact. By the end of the course, students are able to explain and defend reasons as to why the experience of moving images should be studied and appreciated as an art form, analyze motion pictures while employing the basic tenets of “film language”, identify the responsibility of the filmmaker and viewer as communicator and audience, explain the importance of examining motion pictures within an historical context, and characterize the nature and scope of film study.</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>Evidence for meeting the learning indicators for Goal 3.1 will come from specific test questions administered through a series of exams, including a pre-test as well as for-credit quizzes and exams throughout the semester, using questions drawn from a test bank built by faculty responsible for teaching the course.</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.</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>As stated in the justification for Goal 3.2, COMM 1003 Film Lecture includes an in-depth discussion of the broader cultural impact of film, examining issues of representation throughout film history (including issues of race, ethnicity and gender), as well as the contributions of filmmakers from different cultural and national contexts. This may take the form of a module on Women in Film, African Americans in Film, Native Americans in Film, or any number of approaches that identify and describe examples of historic al and present-day issues related to diversity and inclusion in film, primarily within the United States. This requires an historical and cultural contextualization of these issues to demonstrate how film reflects, contributes to, and radically influences cultural realities. This includes an exploration of the potential power of film and how it must be used responsibly (specifically, how historic ally marginalized communities' access to the filmmaking apparatus is a critical part of creating inclusion).</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>Evidence for meeting the learning indicators for Goal 4.2 will also come from specific test questions administered through a series of exams, including a pre-test as well as for-credit quizzes and exams throughout the semester, using questions drawn from a test bank built by faculty responsible for teaching the course.</p>
<p>COMM 1023H</p>	<p>Syllabus Proposed Effective Date</p>	<p>Fall 2019</p>	<p>COMM 1023H syllabus.docx Fall 2021</p>
	<p>Justification</p>	<p>Honors course should have been included in core, since non-honors offering of course is already approved for SMC.</p>	<p>Updated with general education outcomes to match COMM 1023.</p>
	<p>Is course a General Education Course?</p>		<p>Yes</p>
	<p>Choose the learning outcome the course addresses:</p>		<p>Goal 3 – Learning Outcome 3.3 Goal 4 – Learning Outcome 4.1</p>

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.

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 introduces students to the communication processes and skills critical to interacting in a diverse society. Students examine a variety of issues focused on the ways in which persons should interact in and adjust to various communication situations in social and professional spheres, including interpersonal, intercultural, organizational, and group communication contexts. Rather than learning surface-level information pertaining to the interpersonal, organizational, intercultural, and small group contexts, students participate in exercises that provide them the opportunity for experiential learning, exposing them to the interplay between theory and praxis. The fundamental purposes of this course are to provide students with a foundational knowledge that will allow them to identify communication influences and to apply that knowledge to their communication encounters, to help them identify ways to adapt to an ever-changing society, and to identify challenges associated with communicating amongst those with different ethnicities, religious backgrounds, racial origins, and sexual identities. In addition, students learn about verbal and nonverbal communication, media influences, health communication, small group communication, family communication, and leadership. The course emphasizes becoming a competent communicator by learning to interpret the situation and context and to respond appropriately. Throughout this course, students develop a critical awareness of how their own perception alters the frames that they use to view the world. Diversity issues such as race, religion, and sexual orientations are key topics covered throughout. Students discover that the ways they identify self-influence the ways that they relate to others. Much of the class is devoted to teaching students to apply what they learn in their everyday lives—at work, at school, with their family, and with their friends. This course fits in the social science core, as defined by the undergraduate catalog, because it studies the “ideas, the behavior of individuals, groups, institutions, and their interactions” and because it “exposes students to the history of and the challenges encountered in our complex, culturally diverse world.” It also fulfills the goals of social science as defined by the National Science Foundation in that it “builds fundamental knowledge of human behavior, interaction, and social and economic systems, organizations and institutions” and those defined by the Social Science Research Council, which argues that “justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes.”

<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>Assessment of the outcomes of the learning experiences occurs through tests. Students answer questions asking them to relate course contents to hypothetical situations involving different contexts of interaction. This class uses activities and discussion to learn how to connect key concepts and principles within the social sciences. Students are challenged to talk about these concepts, principles, and themes through discussion. Students explore different themes to make sense of what they see and hear and their perceptions of their own and others' identities. In addition, students look to theoretical explanations of how we create and disseminate messages and how these messages may differ based on one's view of the world. Explorations of communication influences in a variety of contexts are used to guide students in challenges they may encounter associated with diversity in individual, group, organizational, and societal settings, along with challenges created by technology. Finally, students identify ways to use these skills to adapt their communication behaviors in a dynamic, ever changing, interconnected, and global society and how to integrate these newly acquired competencies into their everyday interactions.</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>	<ul style="list-style-type: none"> 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. 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>		<p>This class uses activities and discussions to (a) explore the importance of awareness in one's own and others' cultures as they exist within the United States. Students explore their own identities, both social and cultural, and (b) examine historical and contemporary constructions of difference, from race, origin, sexual identity, socio-economic status, and power based on implicit and explicit bias and prejudice. (b) Students are encouraged to examine their own performance in fostering discrimination through various forms, including but not limited to, cultural, legal, social, and political situations. Differing communication styles are analyzed, (c) and students learn the importance of verbal and nonverbal communicative practices, how verbal and nonverbal messages are created and delivered, and why and how these interactions vary from one culture to another. (d) Intercultural similarities and differences of perception, values, symbolism, and communication styles and strategies are examined, and (e) students work to identify the challenges of a global society, seeking to analyze strategies for global understanding. In addition, students look at actions of privilege and how such actions affect those around them. (d) The importance incorporating diversity and inclusion into their interactions across societal contexts is explored and students learn how to analyze those contexts that illustrate discrimination and inequalities often fostered in the United States. (c) Differing communication styles are analyzed and students learn the importance of verbal and nonverbal communicative practices, how verbal and nonverbal messages are created and delivered, and why and how these interactions vary from one co-culture to another. (e) Similarities and differences of perception, values, symbolism, and communication styles and strategies of diverse domestic groups are examined and students are encouraged to address inequities and develop skills that build equity of all citizens.</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>Group discussions and activities are utilized to vet out complex global issues and exams are used to test general understanding and to apply contexts to real and hypothetical examples.</p>
	<p>Syllabus</p>		<p>COMM 1023H syllabus.docx</p>
	<p>Reviewer Comments</p>		<p>ac087 - Tue, 01 Dec 2020 14:21:55 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 23:00:00 GMT - Rollback: Please work with faculty to upload a syllabus that includes the learning indicators related to the proposed outcomes. rcc003 - Mon, 08 Feb 2021 17:45:41 GMT - Added gen ed learning indicators to syllabus.</p>
<p>CSCE 4273</p>		<p>Added</p>	

CSCE 5563	Added		
CSCE 690V	Added		
ENGL 2173	Proposed Effective Date	Summer 2018	Fall 2021
	Justification	Updated typically offered field.	Updated revised major to align with General Education Requirements.
	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)		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. 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.		•Students will critically examine current theories of literacy, including: the role that literacy sponsors play in enabling and/or constraining people's access to literacy, the socially-situated nature of literacy, the multiplicity of literacies, the role technology plays in literacy, the role that literacy plays in an affinity space, the code-switching/code-meshing debate, and how literacy operates in ESOL classrooms. •Students will explore multimodal design and compose in a variety of mediums. •Students will participate in critical conversations and activities that focus on the assigned readings with the intention of formulating their own researched definitions of literacy and identifying and analyzing issues that concern contemporary educators.
	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 following assignments listed below will be used to track and demonstrate student proficiencies on Blackboard: Group Presentation 15% Photo Log and Paper 15% Research Infographic 20% What is Literacy? 30%
	Syllabus		ENGL 2173 syllabus.docx

	Reviewer Comments		<p>ac087 - Thu, 22 Oct 2020 13:25:12 GMT - Spring 2021 Effective date pending completion of approval process in time.</p> <p>ac087 - Thu, 22 Oct 2020 13:25:39 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Tue, 02 Feb 2021 23:00:52 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this semester.</p> <p>agriffin - Tue, 02 Feb 2021 23:01:21 GMT - Rollback: Please work with faculty to upload a syllabus that includes the learning indicators related to the proposed outcome.</p> <p>rcc003 - Mon, 08 Feb 2021 20:21:47 GMT - Attached syllabus with gen ed learning indicators.</p>
ENGL 3083		Added	
ENGL 3103	Proposed Effective Date	Fall 2020	Fall 2021
	Justification	This is a course supporting the new English major revision. The course focuses on developing critical thinking about texts and cultures, a core skill set of any English major.	Updated course to reflect Gen Ed goals that are met.
	Syllabus	ENGL 3103 Approaches to Critical Thinking about Literature and Culture.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 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<ul style="list-style-type: none"> 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>Students in this course will create an extensive final paper and reflective report on that paper. In addition, they will present on the application and usefulness of a particular critical theory to the course as a whole. This work will be iterative, with revision and rewriting used as a pedagogical approach.</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>All assignments will be documented and collected via blackboard.</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>	<ul style="list-style-type: none"> a. identify and describe key concepts and principles related to critical thinking. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
<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>In the final assignment of this course, students will present a critical reading of a text of their own selection. In this assignment, they will mobilize a critical theory of interpretation to analyze the text and present an argument about the text. Alongside this analysis, the students will present a reflective report that will analyze why they chose their particular lens, the benefits of their critical lens, and why they believe their approach is an effective one.</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.)		This will be part of the summative paper in the course. It will be collected and stored on Blackboard.
	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		In the final paper for the course, students will draft a summative paper that critically engages with text of their choice with a given framework. This type of work is essential to English majors and demonstrates their command of textual criticism, a core facet of the major. In addition, students will general a reflective report that will elaborate on their choices and rationales for those choices in the final project.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		This will be collected as the final assignment and stored in Blackboard for assessment.
	Reviewer Comments		ac087 - Mon, 12 Oct 2020 17:54:18 GMT - spring 2021 effective date pending completion of approval process in time. ac087 - Mon, 12 Oct 2020 17:55:03 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Wed, 21 Oct 2020 14:55:54 GMT - Rollback: roll back for addition gen ed outcomes per Ryan Cochran and to fix workflow per Amanda Corbell agriffin - Tue, 02 Feb 2021 23:02:13 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for spring.
ENGL 3443	Added		
ENGL 4303	Catalog Title	Introduction to Shakespeare (Sp, Su, Fa)	Introduction to Shakespeare
	Proposed Effective Date		Fall 2021

Academic Level	Undergraduate
Typically Offered	Fall
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. 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.

	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>a) Students write essays that are graded, among other criteria, for their effective communication.</p> <p>c) Students learn how historical, social, cultural, political, and personal forces shaped literary authorship, performance, and publication in Shakespeare's day and how Shakespeare's works participated in, or responded to, the author's historical moment--including the works' commentary upon Elizabethan and Jacobean views of diverse countries and peoples around the known world. Students respond critically to plays, poems, and sometimes video performances, using field-appropriate methodologies that they have learned during their time as English Majors.</p> <p>d) Students discuss and analyze ideas about human diversity in Shakespeare's works, including ideas about race, gender, sexuality, nationality, religion, economic class, and education.</p> <p>e) In all of the above endeavors, students are taught to think and write critically and to listen to other voices, whether those of published scholars or those of their classmates.</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.)		Analytical essays, test questions, and possibly presentations and/or other sorts of homework assignments.
	Course Delivery Method		On campus
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Justification		This is a required course for the BAT: Teacher Education degree, a new undergraduate degree. Enforcing graduate requisites.
	Syllabus		ENGL 4303.pdf 000 Syllabus Shakespeare for ACTS Application.pdf
	Reviewer Comments		ac087 - Tue, 29 Sep 2020 13:28:41 GMT - change effective date from Fall 2018 to Fall 2021 per next available term. ac087 - Tue, 29 Sep 2020 13:30:24 GMT - adjusting workflow to include core committee since course is Gen Ed Curriculum rcc003 - Thu, 01 Oct 2020 21:25:34 GMT - Rollback: Rollback to add new gen ed outcomes.
FREN 2003	Proposed Effective Date	Fall 2017	Fall 2021
	Justification	Admin update to typically offered.	To accomplish Learning Outcomes 3.2 and 4.1 of the University General Education Core Curriculum.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 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 five learning indicators. In an approved course, students will (please select indicators)		<p>a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced.</p> <p>c. produce a reasonable short essay about the material introduced in the course.</p> <p>d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.</p> <p>e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.</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>French 2003 Students will develop the ability to understand a wide variety of cultural and historical topics that are related to France and other French-speaking countries. To attain this objective, students will have ample opportunity to gain exposure to a variety of Francophone cultures. In French 2003, they will also acquire this knowledge by reading authentic literary texts and by viewing authentic film clips to gain a better understanding of various Francophone cultural contexts. In addition, they will routinely engage in dialogue about these topics with their peers and their instructor to increase their comprehension of these perspectives. These overarching goals will also be achieved through the daily use of the target language in a wide range of classroom activities, enabling students to develop their proficiency levels in reading, writing, listening and speaking French.</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>The instructors of French 2003 collect data by assigning homework on a daily basis and by assigning several compositions. During the semester, students also have frequent exams to assess their skills so as to track their proficiency levels in the target language.</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>a. examine and interpret an intercultural experience from both one's own and another's worldview.</p> <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>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.		French 2003 students will study a variety of intercultural experiences from their own worldview, while comparing their perspectives with people who live in the Francophone world. Through the study of readings and film clips, students will be expected to demonstrate appropriate levels of knowledge about the history and culture of Francophone people who reside in a variety of countries. In class sessions, students will also be invited to make connections and comparisons between their own culture and the diversity of cultures across the French-speaking world.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data is collected by assigning compositions and daily homework. The instructors also give numerous exams during the course of the semester to effectively track proficiency levels for 2003 students.
	Syllabus		FREN 2003 syllabus.doc
	Reviewer Comments		ac087 - Fri, 08 May 2020 15:40:59 GMT - changing effective date from fall 2020 to spring 2021. course will not complete approval process in time ac087 - Fri, 08 May 2020 15:43:11 GMT - adjusting workflow from minor amended to major. addition to gen ed curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 23:05:18 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.
FREN 4033	Proposed Effective Date	Spring 2020	Fall 2021
	Typically Offered	Spring	Fall and Spring
	Justification	Admin update to undergrad only for dual level conversion. No grad level course needed.	In submitting this course change, our objective is to use FREN 4033 to meet Gen Ed requirement 1.2 for our majors and minors. This upper-level conversation course meets the overarching objectives of Outcome 1.2 because it draws on a variety of multi-media components, which complement the topics in our textbook.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2

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
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>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>In French 4033 (French for Oral Proficiency), students will do two five-minute oral presentations that will consist of a combination of written, oral, and multi-media components. These presentations will require research on a topic of the student's choice. To prepare their oral presentations, students will be expected to consult internet news sites, podcasts, and videos. As a follow-up to their oral presentations, which will deal with contemporary topics in the French-speaking world, students will be expected to produce a written three-page draft of their presentations, which will include a bibliography of their outside sources. This bibliography must be composed in the most recent MLA style.</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>The instructor will demonstrate student achievement of Learning Outcome 1.2 by collecting essays from these oral presentations. In addition, data will also be collected by the instructor's evaluation of the oral presentations. The assessment of the students' presentations will be based on the organization of their topics, the accuracy of their oral expression, and the clarity of their delivery.</p>
Syllabus		FREN 4033 syllabus.docx

	Reviewer Comments		ac087 - Mon, 25 Jan 2021 14:42:05 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
FREN 4113	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	This course is designed to fulfill Gen Ed requirement 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
	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. 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.
	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.		Through a close study of canonical literary texts, students will acquire extensive knowledge of key literary movements in the seventeenth and eighteenth centuries in France. Students will develop an in-depth awareness and knowledge of representative literary works, with emphasis on the socio-political and historical contexts of early modern France. This, in turn, will enable students to acquire intercultural competency through prolonged exposure to the philosophy and ideology of these two intellectual periods. At the same time, students will be given ample opportunity to develop and enhance their critical thinking skills in their daily discussions, in the target language, with their peers and their instructor.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructor will collect data by assigning several essays to be written in French. Also, the instructor will assess knowledge of the material by giving three exams, short quizzes, and also a comprehensive final exam.
	Syllabus		syll1718a.docx
	Reviewer Comments		ac087 - Tue, 12 May 2020 16:56:50 GMT - adjusting workflow from minor to major, addition to gen ed curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 23:07:19 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.
FREN 4223	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	This French literature course is designed to fulfill Gen Ed 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
	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. 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.

	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.		Through the study of these movements, students discuss and acquire extensive knowledge of key literary works of canonical French literature from the medieval period to the early modern period (17-18th centuries). Students develop an in-depth awareness and knowledge of French literary works, with emphasis on the cultural and historical context in which the texts are situated. During the semester, students have ample opportunity to develop and enhance their critical thinking skills in their daily discussions, in the target language, with their peers and their professor.
	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 professor will collect data by giving several exams during the semester. Also, several essays will be assigned as an assessment instrument. There will also be a comprehensive final exam.
	Syllabus		Fren 4223 syllabus 2019.doc
	Reviewer Comments		ac087 - Tue, 26 May 2020 22:05:01 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. agriffin - Tue, 02 Feb 2021 23:08:48 GMT - Changed effective date from spring 2021 to fall 2021. Unfortunately, it is too late to complete approval for this spring.
FREN 4233	Proposed Effective Date	Fall 2019	Fall 2021
	Catalog Description	A survey of French literature, its forms and themes in the 19th and 20th centuries.	A survey of French literature, its forms and themes from the 19th and 20th centuries.
	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	Designate this course to meet Gen Ed 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

	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.		Through the study of these movements, students discuss and acquire extensive knowledge of key literary works of contemporary French literature. Students develop an in-depth awareness and knowledge of French literary works, with emphasis on the cultural context. Students develop and enhance critical thinking skills in their daily interactions with the professor and their peers.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Data is collected through exams and papers.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		FREN 4233.docx
	Reviewer Comments		ac087 - Mon, 04 May 2020 20:36:27 GMT - adjust workflow from minor to major. addition to gen ed curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:17:43 GMT - Edited catalog desc. agriffin - Tue, 02 Feb 2021 23:10:35 GMT - Changed effective date from spring 2021 to fall 2021. Unfortunately, it is too late to complete approval for this spring.
FREN 4243	Proposed Effective Date	Summer 2018	Fall 2021
	Catalog Description	Introduction to seminal writers from Francophone cultures, mainly Quebec, the Maghreb and West Africa. Exploration of the following topics: national identity, morality, religion, and exile. Study of socio-political and cultural problems, while discovering recent trends in the globalization of Francophone literature.	Introduction to seminal writers from Francophone cultures, mainly Quebec, the Maghreb, and West Africa. Exploration of national identity, morality, religion, exile, and socio-political and cultural problems, while discovering recent trends in the globalization of Francophone literature.
	Justification	Updated typically offered field.	This course is designed to fulfill Gen Ed 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
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. 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.
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.		Through a close study of representative literary works, students will acquire extensive knowledge of contemporary texts in Francophone literature. Students will develop an in-depth awareness and knowledge of Francophone literary texts, with an emphasis on the socio-political and historical contexts of various Francophone cultures. This, in turn, will enable students to acquire intercultural competency through prolonged exposure to a variety of French-speaking countries and cultures. The course will be organized thematically to enable students to identify connections, relating to topics such as identity, race, gender, oppression and 'otherness.' Students will be given ample opportunity to develop and enhance their critical thinking skills in their daily discussions, in the target language, with their peers and instructor.
How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructor will collect data by assigning several essays to be written in French. The instructor will also assess knowledge of the material by giving three exams, short quizzes, and a comprehensive final exam.
Syllabus		syllfranco.doc

	Reviewer Comments		ac087 - Tue, 12 May 2020 16:58:38 GMT - adjusting workflow from minor to major. Addition to gen ed curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:20:09 GMT - Edited catalog desc. agriffin - Tue, 02 Feb 2021 23:11:50 GMT - Changed effective date from spring 2021 to fall 2021. Unfortunately, it is too late to complete approval for this spring.
FREN 4663	Proposed Effective Date	Summer 2018	Fall 2021
	Catalog Description	Introduces the genre of the French Short Story, focusing on close readings of the stories and providing an overview of the most important literary movements of the periods from the Middle Ages to the twentieth century.	Introduces the genre of the French Short Story, focusing on close readings and providing an overview of the most important literary movements from the Middle Ages to the twentieth century.
	Justification	Updated typically offered field.	This course has been updated to fulfill General Education 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
	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. 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.

	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.		Through the study of a variety of texts, students discuss and acquire extensive knowledge of key literary works of the French short story. Students develop an in-depth awareness and knowledge of French literary works, with emphasis on the cultural context. Students develop and enhance critical thinking skills in their daily interactions with the professor and their peers. Data is collected through exams and papers.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		
	Syllabus		updatedFREN4663syllabuspring2019.docx
	Reviewer Comments		kcomfort - Thu, 14 May 2020 23:59:31 GMT - I didn't realize that I needed to check the general education course box. I don't see any way to update this so if you could clear this modification, I submit this correctly. Sorry for the inconvenience! ac087 - Tue, 26 May 2020 22:08:21 GMT - Rollback: department to make corrections ac087 - Thu, 28 May 2020 20:13:46 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:21:17 GMT - Edited catalog desc. agriffin - Tue, 02 Feb 2021 23:13:12 GMT - Changed effective date from spring 2021 to fall 2021. Unfortunately, it is too late to complete approval in time for this spring.
GDES 3363	Inactivated/Deleted		
GDES 4353	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	The primary reason for this change is to clarify that this program is different from the Studio Art Program. Currently all other degree programs are clarified through their four letter codes in course such as ARED for Art Education and ARHS for Art History. This would help separate the Studio course work from the Graphic Design course work and differentiate the courses. The secondary reason is the need for Graphic Design and Studio Art to have more ability to expand the courses in the fields and we currently have a limited amount of codes and numbers to be able to expand our courses.	Changing this course to meet Gen Ed requirements.
	Reviewer Comments	tmartin - Wed, 29 Aug 2018 20:34:11 GMT - Rollback: DSGN is not the appropriate designation for the Graphic Design courses. Please consider another designation, such as ARGD, ARSA, etc. jdurdik - Wed, 05 Sep 2018 16:23:04 GMT - Rollback: new code needed ac087 - Mon, 10 Sep 2018 19:29:18 GMT - Rollback: per department for correction. ac087 - Fri, 28 Sep 2018 21:33:47 GMT - admin update to level change for level conversion project.	ac087 - Thu, 22 Oct 2020 15:58:07 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.

Is course a General Education Course?	Yes
Choose the learning outcome the course addresses:	Goal 1 – Learning Outcome 1.2
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
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>
How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.	In this research based class, students learn how to do primary and secondary research by engaging directly with source material and research participants. They learn how to articulate their research both in the written word as well as through visual and auditory presentations.
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 consists of weekly blog posts, one presentation about a design researcher, one presentation about a case study, one presentation about their own design strategy, as well as two additional design deliverables. Student homework and formal presentations will undergo critiques in class in which students are asked to address what they have learned in the creation process. The critiques range from one-on-one to small group to full class. Additionally, students are asked to write weekly blog posts (200-400 words) that further articulate how they are understanding the readings in relation to their field work and creation of design artifacts and proposals.

GDES 4383	Syllabus Proposed Effective Date	Spring 2020	HCD_fall2020_syllabus.pdf Fall 2021
	Justification	Have met with Kirstin Erickson and have been collaborating on discussing the best way for graphic design honors students to complete the requirements for the honors project in relation to the senior degree project.	Changing this course to meet Gen Ed requirements.
	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. 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.
	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.		In this course, students complete their capstone project for the graphic design program, which includes a significant research inquiry into a topic of their choosing, a multimodal design artifact, and a research report that demonstrates the process, outcome and impact of the project. The final outcome is presented in person, either as a verbal presentation with slides, a physical or virtual exhibition/installation, or both.
	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 complete writing assignments throughout the semester that build up to and culminate in their final research report. Research reports are collected at the end of the semester, as well as photographs and/or slide decks from their final presentations.

	Syllabus		4383_syllabus_updated-LOs.pdf
	Reviewer Comments		ac087 - Thu, 22 Oct 2020 16:02:28 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Thu, 22 Oct 2020 16:03:04 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 04 Feb 2021 14:58:23 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.
GDES 4663		Inactivated/Deleted	
GDES 469V		Inactivated/Deleted	
GERM 4213	Proposed Effective Date	Fall 2019	Fall 2021
	Component Type	Lecture	Seminar
	Catalog Description	German civilization.	Explores the politics, cultural developments, and language of German-speaking countries since written evidence of their existence. Readings are drawn from current events and archived material, as well as literary or visual texts; listening practice includes news, informational videos, and archives of recorded events.
	Justification	Admin change to UGRD only for dual level conversion. No GRAD level course needed.	To qualify the course for inclusion in the General Education Curriculum, to satisfy Learning Outcomes 1.2 and 6.1 for German majors and minors.
	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

	<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>a: students will generate presentations in all three modes. Each mode has a different audience (other students in class; a more experienced sympathetic native speaker reader; and general undergraduate learners). Students are given samples and models to follow. Revision follows feedback.</p> <p>b: 2 10-minute presentations; total writing: ca. 15 pages; 1 multi-media wiki.</p> <p>c: topic areas expand on issues briefly introduced in class discussion, readings, or listenings.</p> <p>d: feedback for correctness and clarity from instructor; feedback on clarity and force from student comments and engagement.</p> <p>e: all topics require primary and secondary source research, as well as MLA or CMoS citation.</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 write several papers in German in response to essay questions, one shorter research paper in German related to a longer research paper in English. Students also do 2 oral presentations on a topic related to course material, and one wiki on a lesser researched topic area. The wiki and the research papers may have some overlap. Each is graded according to a rubric that describes goals in correctness of language; correctness of content; clarity for the intended audience (gauged via questions and comments provided by students); following stated guidelines and stylistic directions. Essays written in German will also feature a post-submission reflection so that students can set goals for subsequent assignments.</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>The course includes both oral presentations in German and three essays in German, as well as one in English, all of which require students to synthesize and integrate information and critical thinking skills from readings, lectures, and listening exercises; and to apply knowledge of the German language to expressing their analysis. All topics for these assignments focus on diversity awareness and/or intercultural competency, as the topics address comparison of U.S. American and German-speaking cultures, societies, and governance; and also address less integrated topics, such as immigration, class structures, the role of religious belief in creating cultural identity, colonialism, racism, gender, sexuality, ability, and ideas of "nation".</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>Data are collected in the form of the assignments themselves as well as student feedback to most of the assignments. In both cases, the instructor is looking for evidence of communication ability; inquiry related to various areas of study combined with a German context; engagement with issues of diversity, equity, inclusion, and belonging; and critical thinking. The DEIB aspect is built in to the available topic areas; evidence of critical thinking and ethical reasoning includes: posing questions about long-held assumptions or the manner in which a topic is frequently contextualized, analysis that elicits questions on the same or similar, or making connections between topic areas that illuminate potential such questions.</p>
<p>Title/Description Change Type Syllabus</p>		<p>Minor (stylistic/editorial) Change GEN ED GERMAN CIV SYLLABUS.docx</p>

	Reviewer Comments		<p>ac087 - Thu, 14 May 2020 18:41:06 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major workflow.</p> <p>jhoyer - Tue, 27 Oct 2020 15:02:01 GMT - We will be proposing this course to fulfill 1.2 as well; I can append that information at the earliest convenience.</p> <p>rcc003 - Wed, 28 Oct 2020 13:55:35 GMT - Rollback: Per submitter's request.</p> <p>ac087 - Wed, 04 Nov 2020 21:11:43 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>rcc003 - Tue, 10 Nov 2020 20:04:36 GMT - Edited catalog desc.</p> <p>agriffin - Thu, 04 Feb 2021 14:59:26 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>
GNST 2003H	Proposed Effective Date	Summer 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Updated general education outcomes to match GNST 2003.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 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
	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>a. identify fundamental concepts, structures, themes, and principles of the discipline being introduced.</p> <p>b. analyze texts and other created artifacts using theories and methods of the discipline.</p> <p>c. produce a reasonable short essay about the material introduced in the course.</p> <p>d. interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.</p> <p>e. draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.</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.		Students produce a 5-page 'gender glossary' with terms and commentary that compare how texts and authors introduced in class employ said terms. The assignment requires students to not only analyze texts but interpret them and make connections among different identities of peoples in society.

	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
	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. 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. d. analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.
	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 produce a 5-page Gender Playlist Essay that requires them to examine theoretical concepts of class, race, and sexuality in popular music and lyrics. The students use music as a window into analyzing gender politics that is also related to race and class and other identity markers.
	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
	Syllabus		GNST 2003H syllabus.docx
	Reviewer Comments		ac087 - Tue, 01 Dec 2020 15:47:04 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Thu, 04 Feb 2021 15:01:33 GMT - Rollback: Please work with faculty to upload a syllabus that includes the learning indicators related to general education outcomes. rcc003 - Mon, 08 Feb 2021 18:42:52 GMT - Added syllabus with gen ed learning indicators.
HDFS 4493	Proposed Effective Date	Fall 2019	Fall 2021

Justification	<p>This course has been requested by students and faculty to strengthen the honors program in HDFS. It will also provide honors students with the opportunity to investigate the course material more in-depth than is afforded in the regular course section.</p> <p>The Honors students will be expected to complete the following, in addition to the expectations for the regular section of the course:</p> <p>B. Honors Project: Policy Brief Project [32.5% of Final Grade]</p> <ul style="list-style-type: none"> • The Policy Brief Project consists of three (3) components: <ul style="list-style-type: none"> a) Policy Brief b) PowerPoint Presentation c) Flyer • You will find assignment information in Blackboard: <ul style="list-style-type: none"> • Within each Weekly Lesson Folder • Under Course Resources > Policy Advocacy Project • Please note there are multiple due dates for this project - including submittal of drafts. 	<p>Public Policy Advocacy for Children and Families (HDFS 4493 and HDFS 4493H) are senior level courses in the HDFS program. This capstone course generates a creative product that requires broad knowledge and appropriate technical knowledge gained in previous HDFS courses. Students are required to use critical thinking and ethical reasoning to propose new policies to improve the lives of children and families.</p>
Syllabus	HDFS 4493H -- Public Policy Advocacy Syllabus.docx	HDFS 4493 Syllabus - SPRING 2021- LBlalock - FINAL.docx Policy Brief Evaluations (1).docx
Additional Notes	TO BE EFFECTIVE FALL 2019	
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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		This course requires students to write about a currently relevant policy issue and focuses on cultural competency and critical and ethical reasoning. For example, in Spring 2020, students wrote policy briefs about the relevant issue of immigration policy. This assignment is a written assignment, requires students to draw from earlier courses on cultural competence and to use critical thinking to propose new policies.
	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 third and final policy brief project described in the syllabus and in the Policy Brief Evaluation will be how data are collected that are relevant to this outcome.
	Reviewer Comments		ac087 - Mon, 26 Oct 2020 23:04:23 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
HDFS 1403H	Proposed Effective Date	Spring 2018	Fall 2021
	Justification	Human Development and Family Sciences faculty voted to change the prefix for HESC courses to HDFS in order to more clearly identify Human Development and Family Sciences courses. This also brings HDFS in line with both the Apparel Merchandising and Product Development and Human Nutrition and Hospitality Innovation areas, who have also recently adopted unique prefixes. Finally, it helps minimize confusion in degree program undergraduate and graduate catalogs.	This proposal is to add the honors section of Lifespan Development to the list of approved courses to meet the new General Education requirements. The non-honors section was already approved and the information about the learning outcomes and their assessments was copied and pasted from that course to this one to maintain the synchrony of these two courses.
	Additional Notes	To be effective FALL 2017	

Reviewer Comments	<p>kjvestal - Tue, 22 Mar 2016 14:59:49 GMT - Rollback: Rolling back per submitter.</p> <p>lkulcza - Tue, 22 Mar 2016 17:05:37 GMT - Rollback: Per submitter request</p> <p>ljrobert - Mon, 13 Jun 2016 15:27:34 GMT - Rollback: Rollback to reflect Global Campus component.</p> <p>rebels - Mon, 13 Jun 2016 17:11:03 GMT - Rollback: Please add online delivery.</p> <p>watkinsv - Fri, 02 Sep 2016 15:31:13 GMT - Rollback: Rolling back per request of Nancy Simkins</p> <p>agriffin - Tue, 09 May 2017 21:19:21 GMT - Changed effective catalog to Spring 2018. Request did not complete the approval process in time to be effective for fall 2017.</p>	<p>ac087 - Thu, 23 Jul 2020 22:13:40 GMT - adjusting workflow from minor amended to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Thu, 04 Feb 2021 15:02:17 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		<p>Goal 3 – Learning Outcome 3.3</p> <p>Goal 4 – Learning Outcome 4.1</p> <p>Goal 4 – Learning Outcome 4.2</p> <p>Goal 5 – Learning Outcome 5.1</p>
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)		<p>b. apply social scientific reasoning and techniques.</p> <p>c. analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions.</p> <p>d. apply critical thinking and use scientific reasoning to evaluate claims about the social world.</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>One focus of the course is for students to differentiate between anecdotal experiences about their own families and personal histories to examine data about patterns and variations in development and families. To do well on assignments students must be apply to understand and apply principles of theory and research to problems posed in exams. Critical thinking and scientific reasoning will be required for student to respond appropriately to course assignments.</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>In general, it is expected that evidence for completion of the learning objective will come from exam questions that focus on differentiating how variations in theoretical approaches lead to differences in solving the same social problem. In fact, critical thinking process and formal operations is a topic of study in this course and completion of the task will be measured using students' assignments on this topic of study.</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. 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>Variations in development and families across cultures both within the United States and around the world are central to the purpose of this course as is evident in the adopted text and in the course assignments. The course requires students to recognize cultural patterns in development and focuses on how variations in human experiences lead to variations in developmental outcomes. The topics that focus on cultural variations in this course are too many to enumerate, but some key topics include nature v nurture debate, cultural variations in parenting, educational practices and expectations, transition to adulthood, marriage practices, and the role of older persons in societies.</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 the completion of this goal will be assessed by students' abilities to correctly identify cultural variations in these key course topics, as well as other topics. Importantly, students are challenged to examine how these cultural differences provide variations in opportunities and constraints to development across the entire lifespan.</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.</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>This course focuses on historical prejudices against racial and sexual minorities in the United States and in other cultures. Ageism is also a topic covered extensively in this course. The course describes historical and contemporary debates about these topics and incorporates contemporary scientific approaches to show the advantages of diversity and inclusion.</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>In general, the completion of the objective will be measured by student assignments that require them to correctly identify instances of injustice and the lingering effects those have had on society. In addition, students are required to correctly identify the advantages of inclusion and diversity for society in the United States and around the world.</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)		a. identify and describe key concepts and principles related to critical thinking. b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. d. describe key fallacies and identify them in context.
	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.		Ethical principles are addressed in several concepts of this course. However, the key concepts in which these are addressed include ethical principles of research, diversity and inclusion, child abuse, and death and dying.
	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, students will be required to correctly identify policies, as well as the basic ethical principles underlying those policies. In addition, course assignments will require students to successfully identify fallacies in ethical thinking and how policies based on ethical fallacies have negatively impacted society and human achievement.
	Syllabus		Lifespan Syllabus for Honors Students.doc
HIST 4273	Inactivated/Deleted		
HIST 4893	Proposed Effective Date	Spring 2018	Fall 2021
	Catalog Description	Required for all history majors. Examines research methods and current theories of interpreting and evaluating the past. Emphasizes skills of analysis, synthesis, and integration. Students produce a primary source-based research paper. A grade of a B or better will satisfy the Fulbright senior writing requirement.	Examines research methods and current theories of interpreting and evaluating the past. Emphasizes skills of analysis, synthesis, and integration. A grade of a B or better on a primary source based research paper will satisfy the Fulbright College Writing Requirement. Required for all history majors.
	Prerequisite(s)	History major; senior standing.	History major and senior standing.
	Justification	Updated typically offered field.	Capstone is mainly designed to fulfill the Learning Outcome 6.1. The additional learning outcomes 1.2 and 5.1 further allow HIST majors to complete their General Education curriculum with a degree of consistency that also includes levels of interdisciplinary learning.
	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 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

<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 accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. 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>
<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>L.I. 1) Through either the training for paper presentations or the career development modules, HIST 4893 hones the students' written and rhetorical proficiency in addressing a variety of audiences, whether they consist of academic mentors, peers, or various professional venues. L.I. 2) Through a combination of either final paper drafts, or separate book reviews, or bibliographical and other research tools, students learn how organize a coherent sequence of multi-media presentations. L.I. 3) HIST 4893 includes class sections dedicated to career development, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning In alternative to the career development modules, Honors methods may also provide alternative modes of presentations, tailoring them to a variety of audiences L.I. 4) As the exercises prepare students for their paper presentations, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor L.I. 5) Capstone seminars assist student master the mechanics of historical data and source citations, whether primary or secondary, in print or online.</p>

<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>L.I. 1) Instructors can select one of, or a combination of two or all the following assessment tools: - Evaluation of oral presentation - Evaluation of career packets - Evaluation of multi-media presentation</p> <p>L.I. 2) HIST 4893 will assess the outcome through at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) single book review; 4) annotated bibliography and discussion; 5) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 6) rough draft of paper for peer critique; 7) final draft of research or historiographical paper for mock defense.</p> <p>L.I. 3) Career Development modules include at least three of the following. One or more can be used for assessment purposes. personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile</p> <p>In alternative to the career development assignments, an assessment may also be conducted via the evaluation of one of the following: - Oral presentation - Powerpoint presentation - Audio-visual material</p> <p>L.I. 4) Assessment can be conducted via one of the following: - Evaluation of second draft - Evaluation of second oral presentation - Evaluation of peer editing proficiency</p> <p>L.I. 5) Assessment of the mechanics of citation through either bibliographical essay or through evaluation of the student's proficiency in citation styles in one of their papers.</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>L.I. 1) Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking</p> <p>L.I. 3) Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications.</p> <p>L.I. 4) In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>L. I. 1) A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking.</p> <p>L.I. 3) The Assessment can be conducted through the evaluation of one of the following:</p> <ul style="list-style-type: none"> - Student's research questions assignment - Comparison of two or more primary sources - Comparison of two secondary accounts - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion <p>L.I. 4) Possible assessment methods include the evaluation of at least one of the following:</p> <ul style="list-style-type: none"> - Comparative reviews - Historiographical paper - Bibliographical essay - Analysis of a sample of historical artifact or interpretation from relatively distant past - Multiple choice quiz - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion

	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		L.I. 1, 3, 4, and 5: The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Assignment A: Final Research Paper Assignment B: The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		Race, Slavery, and the Civil War Syllabus.pdf
	Reviewer Comments		ac087 - Fri, 17 Jul 2020 20:17:53 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time. ac087 - Fri, 17 Jul 2020 22:28:13 GMT - adjusting workflow from minor to major workflow. Addition to gen ed curriculum requires major approval process. rcc003 - Tue, 13 Oct 2020 19:31:31 GMT - Edited catalog desc. agriffin - Thu, 04 Feb 2021 15:09:14 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.
HIST 6273		Inactivated/Deleted	
HIST 3973H	Proposed Effective Date	Spring 2018	Fall 2021

Catalog Description	A practical introduction to historical research and writing. Examines research methods and current theories of interpreting and evaluating the past. Prepares students for honors thesis development and writing. Required for and restricted to history honors students.	Practical introduction to historical research and writing. Examines research methods and current theories of interpreting and evaluating the past. Prepares students for honors thesis development and writing.
Prerequisite(s)	Junior standing as honors history major.	Junior standing and honors history major.
Justification	Updated typically offered field.	Addition of of Learning Outcomes 1.2 and 5.1 to the already approved LO 6.1, in fulfillment of the General Education Core Curriculum requirements.
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 Goal 6 – Learning Outcome 6.1
Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.

<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>Historical Methods trains students to draft and improve their honors thesis formulations, in written and oral form, through a number of drafts. All exercises include a combination of primary and secondary sources, as well as multi-medial presentations.</p> <p>As the exercises prepare students for their oral defense, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor.</p> <p>Honors methods includes class sections dedicated to career orientation, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning.</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>HIST 3973H assigns exercises consisting of at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) annotated bibliography and discussion; 4) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 5) rough draft of thesis prospectus for peer critique; 6) final draft of thesis prospectus or historiographical paper for mock defense.</p> <p>The combination of assignments consists of at least 12-15 pages of written material, and at least 30 minutes of oral and multimedial presentation.</p> <p>Career orientation includes at least three of the following assignments:</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile
<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.</p> <p>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.</p> <p>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>Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking. Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications.</p> <p>In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times.</p>
<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>	<p>Readings on historiography and the historian's craft are subject to review by students, which are evaluated based on their understanding of both the method and the ethical thinking of a given time. Assignments include at least two of the following through which learning indicators a, c, and d will be assessed:</p> <ul style="list-style-type: none"> - Comparative written review, and oral presentation of at least two contrasting views (essays, or articles, or books) of a historical event. - Annotated bibliography (with the option of oral presentation) showing a number of contrasting views of historical events. - Home exercises drawn from Historical Methods textbooks training students in historical analysis and rational/ethical contextualization and evaluation. - Oral discussion of monographs on historical methodology, with the option of creating an online forum discussion for take home assignments consisting of answering analytical and ethical questions raised by those monographs.

<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>	<p>a. Written, oral, and/or multimodal communication abilities. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. e. Critical thinking and/or ethical reasoning.</p>
<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>	<p>The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis). Through either a separate document, or a document that combines the framing of research questions, the historiographical analysis (done in various class assignments), and/or the personal statement drafted for the career planning sessions, students demonstrate their three selected outcomes in separate documents that they will collect into one personal statement combining the arguments of the two.</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>Final paper consisting of either Thesis Prospectus or Historiographical Paper The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing in the form of a exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; and/or personal statement prepared for career planning)</p>
<p>Syllabus</p>	<p>HIST 3973H 001-Brogi-2019.doc</p>
<p>Reviewer Comments</p>	<p>ac087 - Fri, 17 Jul 2020 20:16:41 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time for Fall 2020. lkulcza - Thu, 06 Aug 2020 21:29:57 GMT - Rollback: Rolling back to adjust workflow to include campus committees and core committee. rcc003 - Tue, 13 Oct 2020 19:27:01 GMT - Edited catalog desc. agriffin - Thu, 04 Feb 2021 15:06:56 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>

HIST 4273H		Inactivated/Deleted	
HOSP 4693	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Addition of online/web-based course delivery per request from Global Campus -- 7-10-19.	This course fulfills General Education Outcome 6.1: gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years
	Additional Notes	To be effective FALL 2019.	
	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Supervised experience in an instructor approved work/learning situation relating to the hospitality industry in multiple aspects of a hospitality organization. Emphasis on application of knowledge and skills to actual job roles and responsibilities. Requires employment in a hospitality setting for a minimum of 250 clock hours. During this time in the industry students develop and utilize their critical thinking and ethical reasoning while working with employees and customers through service and human resources situations. In addition, students diversity awareness and intercultural competency is heightened, implemented, and exercised by working with customers and fellow employees. Lastly, written and oral communication skills are displayed through video blogs and written assignments
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Video blogs are submitted weekly via Blackboard as well as written assignments throughout the semester. In addition, a mid-term and final evaluations is submitted.
	Syllabus		HOSP 4693_ Internship_syllabus su 2020.docx
	Reviewer Comments		ac087 - Wed, 08 Jul 2020 20:27:42 GMT - changed effective date from Fall 2020 to Spring 2021. addition to gen ed curriculum requires major approval process and course will not complete process in time for Fall 2020 ac087 - Wed, 08 Jul 2020 20:28:14 GMT - adjusting workflow to major workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 04 Feb 2021 15:11:10 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.
HUMN 3083		Added	
IDES 3815	Reviewer Comments	ac087 - Mon, 14 May 2018 20:15:22 GMT - Rollback: administratively processing requisite change for registration purposes.	ac087 - Thu, 04 Feb 2021 22:45:26 GMT - Rollback: per discussion with Melinda Smith to correct gen ed outcomes ac087 - Fri, 05 Feb 2021 19:07:03 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:58:20 GMT - approving at UCPC Notify as this was intended to be notification only.
	Proposed Effective Date	Spring 2019	Fall 2021
	Justification	Please remove pre-requisite of IDES 3833. The course is now offered in another semester. Please remove co-requisite of IDES 4813. The course is now offered in another semester.	This course proposes to meet General Education Learning Outcome 4.1.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 Goal 6 – Learning Outcome 6.1

<p>Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?</p>		<p>Yes</p>
<p>Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?</p>		<p>Yes</p>
<p>To be certified as meeting this outcome, 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>This course approaches space design as an experiential endeavor. As an extension, design solutions must provide the desired intellectual and physical stimulation necessary to each unique project and context. From spatial sequencing, views, and materials detailing to environmental qualities such as illumination and thermal properties, you will work toward design solutions that deliver novel experiences contributing to a profitable business enterprise.</p> <p>Synthesize the development over time of the fundamental concepts, principles, theories, and methods, creative practices and techniques of the visual and/or performing arts.</p> <ul style="list-style-type: none"> o Through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe. o Understand and use materials and resources available for participation in the arts in various roles. o Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities o Articulate the key concepts, principles, and overarching themes to a social science discipline

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through the process and evolution of an intensive semester long design project culminating into a final project that meets all course objectives and specified learning outcomes.
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	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.		o Through written, oral, and/or graphic techniques of communication, analyze and interprets works of fine and performing arts using appropriate critical language, and identifying the visual, sensory, environmental, and psychological characteristics that they observe. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities Integrate and use evidence-based theories to explain various types of human interaction through written and oral communication. o Evaluate the credibility and use of scientific information o Make evidence-based arguments to support conclusions
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through the process and evolution of an intensive semester long design project culminating into a final project that meets all course objectives and specified learning outcomes.
	Syllabus		IDES 3815 S Y L L A B U S Sp21b.pdf
IDES 4813	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes

	Justification	IDES 4823 Human Factors for Interior Design will be better suited in the SPRING semester of third year because the content aligns with and reinforces design studio projects typically taught in IDES 3815 Interior Design VI.	This course proposes to satisfy learning outcome 4.2.
	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
	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. identify and describe examples of historical and present day issues related to diversity and inclusion in the United States.</p> <p>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.</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.</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.		Course Description: This course explores the complex, dynamic, and reciprocal relationship between people and their environments. Specific physiological and psychosocial characteristics inherent to individuals and groups are examined in the context of contemporary research and design issues. Theoretical frameworks, research methods, and findings are analyzed and applied to diverse settings.

	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 will utilize various methods of learning and assessment: 1) Readings and Video. A selection of materials has been identified for this course. You must digest and analyze these materials in order to prepare yourself for class discussions, assignments, and exams. 2) Worksheets and assignments to demonstrate your understanding. 3) Class Discussion. This course is meaningful through the dialogue you have with your instructors and your classmates. Your full participation—listening/reading, speaking/writing, and taking notes— is expected during class. Not everyone is comfortable speaking in the class as a whole but engagement occurs at a variety of scales. 4) Quizzes. The course will include multiple quizzes. They will be completed online and will be a combination of question types and will cover all class materials.
	Syllabus		IDES 4813 Human Factors in Interior Design Syllabus 2021 (1).pdf
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:14:23 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 15:59:41 GMT - approving at UCPC Notify as this was intended to be a notification only.
IDES 4823	Proposed Effective Date	Summer 2018	Fall 2021
	Justification	Updated typically offered field.	To satisfy General Education Learning Outcome 1.2
	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

<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<ul style="list-style-type: none"> 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>Exposure to the current and relevant events that are shaping contemporary society and the world.</p> <p>Understand that Interior designers collaborate and participate in interdisciplinary teams.</p> <p>Awareness of technology-based collaboration methods.</p> <p>Understand teamwork structures, leadership models, and the dynamics of collaboration.</p> <p>Understand the principles and processes that define the profession and the value of interior design to society. Including the breadth and depth of interior design's impact and value.</p> <p>Understand components of business practice.</p> <p>Understand types of professional business formations, elements of project management, instruments of service (contract documents, transmittals, schedules, budgets, and specifications), and professional ethics and conduct.</p> <p>Exposure to career opportunities an interior design education and afford and the options for advanced study.</p> <p>Exposure to role models who are qualified by education and experience in interior design.</p> <p>Exposure to the role and value of legal recognition for the profession, professional organizations, life-long learning, and public service.</p> <p>Incorporate and cite sources from primary and secondary sources in written, oral, or multi-media presentations.</p> <p>Awareness of the environmental impact of construction.</p> <p>Awareness of the origins and intent of laws, codes, and standards.</p> <p>To develop a job search strategy, portfolio, resume, and cover letters and career opportunities in interior design.</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.)		EXAMPLES ARE ATTACHED: Professional Ethics Assignment Website Assignment Job Search Package Assignment
	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.		Exposure to the current and relevant events that are shaping contemporary society and the world. Understand that Interior designers collaborate and participate in interdisciplinary teams. Understand types of professional business formations, elements of project management, instruments of service (contract documents, transmittals, schedules, budgets, and specifications), and professional ethics and conduct. Exposure to the role and value of legal recognition for the profession, professional organizations, life-long learning, and public service. Awareness of the origins and intent of laws, codes, and standards.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		EXAMPLES ARE ATTACHED: Professional Ethics Assignment Website Assignment Job Search Package Assignment
	Syllabus		IDES Pro Practice Syllabus Schedule F2020.doc Website Assignment 2021.doc Professional Ethics Assignment 2021.doc Job Search Package Assignment 2021.doc
	Reviewer Comments		ac087 - Thu, 04 Feb 2021 22:45:51 GMT - Rollback: per discussion with Melinda Smith to correct gen ed outcomes. ac087 - Fri, 05 Feb 2021 19:17:24 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum process requires major approval process. ac087 - Fri, 12 Feb 2021 16:00:32 GMT - approving at UCPC Notify as this was intended to be a notification only.
INST 2013	Inactivated/Deleted		
INST 4003	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes

	Topics	Human Rights, Global History, etc.	Human Rights, Global History, Technology and Global Affairs, etc.
	Catalog Description	The capstone course in international studies involves intensive study of major global trends and issues. Students choose a research project culminating in a senior thesis to meet the College writing requirement.	The capstone course in international studies involves intensive study of key global issues or aspects of international affairs. Students choose a research project culminating in a substantial term paper to meet the College writing requirement.
	Prerequisite(s)	PLSC 2813 or INST 2013 or equivalent.	
	Cross-listed with:	Honors International Studies Seminar	International Studies Seminar Honors International Studies Seminar
	Justification	Places INST 4003 under the Dept. of Political Science as part of the INST-PLSC merger.	Removing prerequisite. INST 2013 no longer offered. Cross-listing with PLSC 4913/4913H (new course) as part of INST/PLSC program merger. Course will meet general education outcome 1.2 and 6.1 per INST and PLSC degree plan. Updates catalog description
	Syllabus	INST 4003 Technology and Global Affairs.pdf	INST 4003 _ PLSC 4913 Technology and Global Affairs.pdf
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.

	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>Students will read examples of strong research writing in the field and then prepare a research project in stages. The first two stages will include submission of components of the project and revision under instructor and peer supervision. The final stages will include a 20-minute oral presentation of research in accordance with disciplinary standards and submission of a finished project totaling 3,000 words (or 12 pages), plus 1,250 words of reflection. The research project will include an annotated bibliography and abstract as separate elements and must incorporate primary and secondary literature and/or data.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>The instructor will grade the research project as a standalone grade (50% of the course grade) based on the quality of the research and writing, the oral presentation, and the revision process. The assignment grade will provide evidence for success in outcome 1.2 through an assessment of the quality and appropriateness of the writing for the audience and the student's ability to successfully respond to editorial feedback and revise the project accordingly.</p>
	<p>To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities</p>		<p>a. Written, oral, and/or multimodal communication abilities. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.</p>
	<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Each student will select a topic related to the course and complete a significant term paper of at least 3,000 words. The project should also include an abstract, an annotated bibliography, and a reflection essay of approximately 1,250 words. The paper itself should include a literature review and a central thesis (using the best practices of critical thinking) derived from the study of primary sources. The grade for the project will be based on the quality and originality of the writing and argumentation, and the depth of research. The topics will invariably involve global issues and or transnational perspectives, and will therefore involve intercultural competency skills.</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 seminar term paper, reflection essay(s), and oral presentations will be assessed as a common project grade and submitted for 6.1 assessment.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		ac087 - Mon, 20 Jul 2020 19:35:08 GMT - Rollback: Per Email with Lawrence and Alice Griffin for department to make additional changes. ac087 - Tue, 28 Jul 2020 19:56:15 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process. rcc003 - Mon, 28 Sep 2020 19:10:55 GMT - Rollback: Per submitter's request. ac087 - Fri, 02 Oct 2020 22:20:04 GMT - Including INST 4003H for syncing purposes. Well add PLSC 4913H to the cross-list when course is created and completed.
INST 399VH	Proposed Effective Date	Fall 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Justification	Adjusts the department code to Political Science in accordance with administrative merger of PLSC and INST.	We are applying for INST 399VH, which meets the program's capstone "Applied Global Studies" requirement, to satisfy General Education Outcome 6.1.
	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.
- d. Diversity awareness and/or intercultural competency.
- e. Critical thinking and/or ethical reasoning.

How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.

Students will develop or complete their honors thesis projects in the course, with an emphasis on four main activities related to Outcome 6.1:

1. Research Process (30%): students will be asked to show evidence at specified times during the semester that they are on track to complete the research and writing for the thesis, including but not limited to:

Regular communication with thesis mentor (summaries of feedback and response to feedback)

Completion of required forms from the Fulbright Honors Program and/or Institutional Review Board (as needed).

Substantive progress on specific research and writing tasks (e.g., proposal development, grant applications, bibliographic work, research notes, writing goals, etc.)

Students will demonstrate progress at the end of the course through an oral presentation including multi-media components.

2. Research Plan (40%): No two thesis projects are alike, and each student's needs are different. At the beginning of the semester, each student will develop with the mentor and INST 399VH supervisor a written research and writing plan for the semester tailored to the student's need and including a proposed timeline. The plan must include production of a visual presentation of some aspect of the project and a written component totalling a minimum of 3,000 words. The written component can include one or more of the following:

A research progress update

A thesis or grant proposal with bibliography

A literature review

An analysis of a primary source

A chapter or sub-section of the thesis

An interview transcript and analysis

A conference report

A fieldwork report

3. Reflective Writing (30%): Three times during the semester, I will be giving you prompts for short two-page reflection responses. These exercises are designed to help you keep your focus on your overall project, to be mindful of the meta-learning that takes place in the course of a thesis project, and to think about how your project relates to your academic and career plans.

NB: The written and reflective components are required for meeting General Education Outcome 6.1 and beyond their role in the course grade will be grouped together for 6.1 assessment. The final product(s) will be assessed for their adherence to strong practices in written and multimodal communication, critical thinking/ethical reasoning, and global learning/intercultural competency

	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 will assess the research presentation, research essays, and reflective essays together as part of the partial or complete honors project meeting outcome 6.1.
	Syllabus		INST 399VH Syllabus.pdf
	Reviewer Comments		ac087 - Tue, 30 Jun 2020 22:13:03 GMT - adjusting workflow, addition to gen ed curriculum requires major approval process.
INST 406V	Proposed Effective Date	Fall 2020	Fall 2021
	Justification	Moves course into Department of Political Science as part of INST-PLSC merger.	Places course in list of "Applied Global Topics" courses in major assessed for general education 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
	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	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.		As an independent study course, the selection of study topic and course materials is at the discretion of the course instructor in consultation with the student(s) in the course. In order to meet Outcome 6.1, the course should include at a minimum the following components: A Research/Study Plan: the student and course instructor should develop a plan of study or research at the beginning of the course that clearly identifies the topic, the materials to be used, and the expected study/research outcomes. Research/Study Product: each student taking INST 406V should complete a substantive written product or multiple products totaling a minimum of 3000 words derived from course study or research. These products can include but are not limited to the following: a literature review, an original research or term paper, a substantive research or grant proposal, or a conference paper. The final paper should demonstrate competent critical thinking skills, multimodal communication and writing skills, and good practices of global learning and intercultural competency. Visual Presentation: by the end of the semester, the student should provide an oral presentation of the semester study or research incorporating such media elements as a Powerpoint slideshow, audio podcast, video presentation, or website. Reflective Essays: the student(s) in the course should write a total of 1250 words of reflection on the topic, the study/research process, and the final outcomes of the course. At the discretion of the instructor, the reflection may be written as a single essay, or it may be divided into smaller essays written over the term.
	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 assess together the research/study product (i.e., the term paper), the visual/media presentation, and the reflective essays together for assessment as an aggregated research/study outcome of the independent study course.
	Syllabus		INST 406V Independent Study Syllabus.pdf
	Reviewer Comments		ac087 - Thu, 09 Jul 2020 18:42:14 GMT - adjusting workflow, addition to gen ed curriculum requires major workflow.
INST 493V	Proposed Effective Date	Spring 2020	Fall 2021
	Justification	Course is required for a new service learning study abroad model featuring a domestic and international component studying the work of social change agencies in the U.S. and selected overseas destinations. Course must be variable hour to accommodate different study abroad terms and to allow for an on-campus/domestic experience and study abroad component (i.e., embedded study abroad).	Allows INST 493V, which meets the Applied Global Studies capstone requirement in the INSTBA, to meet both the Fulbright Writing Requirement and General Education Outcome 6.1.

	Additional Notes	The pilot for this course is funded by a grant from the U.S. State Department. The grant period runs from July 2019 to June 2020. The pilot must therefore launch in the May 2020 intersession, and we request early processing to list the course for May 2020.	
	Reviewer Comments	ac087 - Wed, 12 Jun 2019 21:53:20 GMT - summer 2020 pending successful completion of the approval process ac087 - Wed, 12 Jun 2019 21:54:13 GMT - course will run in the summer intersession. rcc003 - Wed, 23 Oct 2019 20:53:06 GMT - Changed dept code to PLSC because INST is merging into PLSC. ac087 - Wed, 29 Jan 2020 22:22:37 GMT - changed effective date to Spring 2020 from summer 2020 to allow to run in the summer 2020 intersession.	ac087 - Thu, 09 Jul 2020 18:44:28 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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Students will produce a written report of 3,000+ words related to their social innovation project in an international context. The report will be accompanied by a formal multimedia presentation and reflection essays written as blog posts (minimum 1,250 words). Together, these projects will demonstrate their written and multimodal communication skills. The social innovation project will necessitate intercultural competency and demonstrate their ability to navigate between cultures to address common global issues, while their solutions will depend on arguments based in sound critical thinking, with an ethical consideration in their approach. These assignments will be essentially the same regardless of whether the course is taught as study abroad or on campus.
INST 493VH	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.) Proposed Effective Date	Spring 2020	The formal presentation, written report, and blog reflections will be assessed together for outcome 6.1. Fall 2021
	Total credits allowed	12	6
	Justification	course is required for a new service learning study abroad model featuring a domestic and international component studying the work of social change agencies in the U.S. and selected overseas destinations. Course must be variable hour to accommodate different study abroad terms and to allow for an on campus/ domestic experience and study abroad component (i.e., embedded study abroad). Added Administratively per CIM request for regular version. 6/11/19	Allows INST 493VH, which meets the Applied Global Studies capstone requirement in the INSTBA, to meet both the Fulbright Writing Requirement and General Education Outcome 6.1.
	Additional Notes	The pilot for this course is funded by grant from the U.S. State Department. The grant period runs from July 2019 to June 2020. The pilot must therefore launch in the May 2020 intersession, and we request early processing to list the course for May 2020.	
	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Students will produce a written report of 3,000+ words related to their social innovation project in an international context. The report will be accompanied by a formal multimedia presentation and reflection essays written as blog posts (minimum 1,250 words). Together, these projects will demonstrate their written and multimodal communication skills. The social innovation project will necessitate intercultural competency and demonstrate their ability to navigate between cultures to address common global issues, while their solutions will depend on arguments based in sound critical thinking, with an ethical consideration in their approach. These assignments will be essentially the same regardless of whether the course is taught as study abroad or on campus.
	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 formal presentation, written report, and blog reflections will be assessed together for outcome 6.1.
	Syllabus		INST 493V Syllabus.pdf
	Reviewer Comments		ac087 - Mon, 20 Jul 2020 21:39:09 GMT - adjusting workflow to major workflow. Addition to Gen Ed Curriculum requires major approval.
ITAL 2003	Proposed Effective Date	Summer 2018	Fall 2021
	Typically Offered	Fall	Fall and Spring
	Off Campus Delivery	Online/Web-based	Study Abroad
	Catalog Description	Intermediate courses lead to greater facility in spoken language and to more advanced reading skills.	Intermediate courses lead to greater facility in spoken language and to more advanced reading and writing skills.

	Justification	Updated typically offered field.	Uploaded General Education submission information because this course meets two assessment goals.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.2 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 five learning indicators. In an approved course, students will (please select indicators)		<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> a. Identify fundamental concepts, structures, themes, and principles of the discipline being introduced # In this course, students are required to be able to identify and use fundamental Italian vocabulary and grammar structures, as well as cultural knowledge of Italy. c. Produce a reasonable short essay about the material introduced in the course # Students are required to write a composition in Italian about cultural topics presented in short films throughout the course. d. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts # Students are required to read and discuss authentic literary texts and view authentic film clips, as well as read and discuss texts describing the historical and cultural context of Italy. e. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities # Students are required to learn about, discuss, and make connections between their own culture's cultural achievements and those of Italians.

	<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>	<ul style="list-style-type: none"> • Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge. (Indicators a, d, e) • Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, d) • Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator a) • Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, c, e) • Oral Exam composed of a set of questions given by the instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. (Indicator a)
	<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>	<ul style="list-style-type: none"> 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. 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>		<p>a. Examine and interpret an intercultural experience from both one's own and another's worldview # Students are required to examine a number of intercultural experiences from their own worldview and compare the worldview of Italians. A couple of examples include looking at foodways and at festivals as cultural symbols.</p> <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 # In this course, students are required to articulate some of the essential tenets of the worldview of Italians as they examine its history, values, and other aspects through readings and film.</p> <p>c. Identify and participate in cultural differences in verbal and nonverbal communication # Students must learn how to communicate both verbally and nonverbally (through expression, actions, etc.) with Italians. Their attention is drawn to differences between these aspects of communication in their own culture and of Italians.</p> <p>e. Identify and analyze the historical and/or contemporary interrelationships among multiple global cultures # As students learn more about the history and contemporary issues of Italy, they are identifying and analyzing relationships between the U.S. and Italy, including regional differences (The Question of the South).</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>		<ul style="list-style-type: none"> • Quizzes Homework Assignments based on vocabulary, cultural topics, and grammar structures to measure students' abilities in listening, speaking, reading, writing, and cultural awareness/knowledge. (Indicators a, b, c, e) • Written Exams based on vocabulary, grammar structures, and authentic short articles and audio to measure students' abilities in reading, writing, listening, vocabulary, and grammar knowledge. (Indicators a, e) • Reading Exam consisting of a short paragraph and list of specific words to evaluate the student's pronunciation, fluency, intonation and stress. (Indicator c) • Composition Exam based on vocabulary, cultural topics, and grammar structures to measure students' abilities in writing and cultural awareness/knowledge. (Indicators a, b, e) • Oral Exam composed of a set of questions given by the instructor to measure the student's pronunciation, fluency, grammatical accuracy, vocabulary, and the ability to understand and also to be understood. (Indicators a, b, c, e)
<p>Syllabus</p>		<p>ITAL_2003_syllabus.docx</p>

	Reviewer Comments		ac087 - Tue, 19 Jan 2021 19:21:01 GMT - Adjusting workflow from minor amended to major amended. Addition to Gen Ed Curriculum requires major approval process. lkulcza - Mon, 25 Jan 2021 21:03:36 GMT - Per conversation with Global Campus, this course should not be marked for online/web-based offering. rcc003 - Wed, 27 Jan 2021 19:31:58 GMT - Updated syllabus.
ITAL 4023		Added	
ITAL 4123		Added	
ITAL 5123		Added	
LALS 2013	Proposed Effective Date	Fall 2020	Fall 2021
	Cross-listed with:	Introduction to Latin American Studies	
	Justification	Course was approved by Faculty Senate for Learning Outcome 3.2, which is equivalent to the State Minimum Core domain for Humanities. Added course to State Minimum Core for Humanities to clarify the record.	The current cross-listed designation for LALS 2013/ANTH 2013 does not adequately reflect the interdisciplinary nature of the course. The LALS faculty members who are primarily responsible for teaching the course are also not in Anthropology. The recent designation of LALS 2013 as a course that fulfills the state minimum core in the humanities and the fact that LALS is in the process of developing a related introductory course to U.S. Latina/o/x Studies (which will not be cross-listed) are also reasons for this request.
LARC 1003	Proposed Effective Date	Fall 2020	Fall 2021
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.1	Goal 3 – Learning Outcome 3.1 Goal 4 – Learning Outcome 4.1 Goal 4 – Learning Outcome 4.2 Goal 5 – Learning Outcome 5.1
	Justification	To be in compliance with the University General Core Curriculum education proposal.	The course proposes to meet General Education Learning outcomes for 3.1, 4.1, 4.2 and 5.1
	Syllabus	LARC1003_Billig_Fall2019_Syllabus (002).docx LARC1003_StateCore_12-6-2019.docx	LARC 1003 2021 Syllabus Time-table Gen Ed Version.docx
	Reviewer Comments	ac087 - Tue, 21 Jan 2020 23:14:29 GMT - amended workflow to include major approval workflow because course is adding to Gen Ed Curriculum.	ac087 - Fri, 12 Feb 2021 17:07:23 GMT - adjusted from minor amended to major. Additional Gen Ed Outcomes requires major approval process.
	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. 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. 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>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>Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States. In this course, students are introduced to the challenges and opportunities of, and of achieving, cultural diversity in North America. The ideas of migrating populations carrying their culture to new locations is discussed, as is how this is made manifest in works of landscape creation: cities, settlements, parks, agriculture, architecture, and fine-art. Established concepts such as “useful knowledge of the world”, “wilderness”, “environment” are examined critically from a range of cultural perspectives, and the hegemony of one (Euro-centric) mode of thought across the American Landscape is questioned. The role of advocacy by, and on behalf-of, indigenous communities and cultures is introduced as an often-marginalized consideration in the development of the American Landscape. In particular, the role of Manifest Destiny through the 19th Century is critically analyzed. The role of slavery in the renaissance-view of the Founding Fathers and their European forebears is discussed.</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>Per the syllabus, through exams, quizzes, the Crystal Bridges project and reflective writing.</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>		<ol style="list-style-type: none"> identify and describe key concepts and principles related to critical thinking. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making. 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.

	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.		Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments. In this course, the 20th Century rise of ecology and environmental planning, provides a key forum for students to become familiar with the key concept of the Land Ethic (Aldo Leopold) and wonder of nature and observational ecology (Rachel Carson). Differing ethical stances for the development of 20th Century urban America (the communities and streets-first ontology of Jane Jacobs vs. the efficiencies of capital approach of Robert Moses) are also introduced and discussed. The ethical and moral positions of the 18th Century romantic painters and transcendental writers, and the land-sensitive faiths of immigrant Shakers, Rappites, and social-reformers are juxtaposed with the emerging capitalist and industry-led thinking that took broad-hold across 19th Century America. Other specific ethical positions (and their strengths and weaknesses) are explored through the landscape concepts of landscape preservation (John Muir) and conservation (Theodore Roosevelt and Gifford Pinchot); landscape access and enjoyment as a democratic right (Frederick Law Olmsted) and socialized housing, services and amenities (Franklin D. Roosevelt).
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Per the syllabus, through exams, quizzes, the Crystal Bridges project and reflective writing.
LARC 1325	Proposed Effective Date	Fall 2017	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery Justification	Online/Web-based Admin update to typically offered and delivery method.	Course proposal to satisfy General Education Learning Outcome 2.1
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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

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.

How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.

The design projects will study and integrate spatial scale, proportion, definition and quality with use, program, or function. The projects will have a human-focused condition, where a tangible relationship between spatial constraints and human-scale will be critical to deploy analyses and design operations. The projects will study how people safely and enjoyably use space by moving within it -walking in particular- and lingering in it -seating, standing, gathering, resting-. The studio will focus on the relationship between these activities and how they are setup by physical-spatial and living and inert material conditions. These include the study of levels of social and environmental exposure and a basic introduction to comfort as defined by solar exposure, shade, and micro-climate conditions. The studio will also introduce and research the various infrastructural systems involved in the spatial types to be researched and designed, including best practices in sustainable storm-water management.

Departing from the various design exercises of the previous studio, the students will base their design operations in an iterative process where various tools -digital and analog- will be employed to integrate human conditions with physical conditions through the composition of formal-geometric ordering systems. The main digital tools to be employed include Illustrator, Autocad, and Photoshop. Analog drawing will be integrated throughout the process as a fundamental tool for a dynamic, iterative, and analytical design process.

GENERAL NOTES ON PRECEDENT PROJECTS AND DESIGN PROJECTS

All precedent studies will be individual efforts which will be shared -via presentation- with the studio. Students will perform research in order to identify a small number of options. Then, in consultation with the instructor, the students will define which project case study to further investigate, inventory, and analyze. All case studies will produce a library for the studio which will be shared in the (digital) box. Upon completion of the course each student should be able to:

- Demonstrate the ability to think critically in the process of conceptualizing and developing spatial planning and design proposals by considering issues including site and program analysis.
- Understand and demonstrate how to create appropriately scaled spaces that project to perform for a given program; and that fit a site to work with natural processes and cultural patterns.
- Demonstrate the ability to research precedent and information related to a project; and use the research as information to assist in creating design work. Additionally, as part of research, demonstrate breadth and depth

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)

Design Studio Projects Evaluation criteria
 The work will need to demonstrate the student's ability to analyze, test, iterate, and develop design proposals with respect to scale, landscape systems, and formal and spatial resolution, whereby each reflects the criteria of grasp, process, and resolution as outlined:

1. Grasp: the work/project has clear conceptual idea that addresses the assignment's stated objectives;
2. Process: the work/project rigorously examines, tests, and refines conceptual intent and spatial implications through the effective and appropriate use of representation models;
3. Resolution: the work/project is complete conceptually, spatially, and technically, as demonstrated through verbal and graphic presentation.

Curricular Context / Design DNA

The faculty in the Department of Landscape Architecture advocate for design based upon six factors: advocacy, history/culture, ecology/justice, urbanization, resilience, and technology. These aspects of the curriculum create a 'Design DNA' built to be timeless, relevant to contemporary practice, and be a framework for designers to be prepared for future work in landscape architecture. This Design DNA permeates all the courses in the curriculum. Designers will use all these strands to develop meaningful analysis, research, design and implementation.

-Advocacy helps students, faculty and practitioners collaborate and communicate their work from a perspective, one built from a collaborative and context sensitive process for the purposes of building context.

-History/Culture is about knowledge and understanding of time and place as it relates to land and people. Using these as a foundation for action is essential.

-Ecology/Justice is a scientific and social platform for relating people to resources equitably to establish a harmonious relationship with ecological resources.

-Urbanization analyzing and designing for the new and future geographies of human settlement. Urbanization involves a physical spectrum from cities, to their surrounding suburbs and towns, as well as rural areas.

-Resilience helps designers establish robust solutions that can facilitate mitigation, adaptation and transformation in a world of increasingly rapid changes and disturbance.

-Technology is about using the appropriate tools for the development (through the research, analytical and design processes) and construction of work.

Syllabus

Reviewer Comments

LARC 1325 DESIGN.docx

ac087 - Fri, 12 Feb 2021 17:08:23 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.

skenner - Fri, 12 Feb 2021 19:14:43 GMT
 - Rollback: Per discussion, rolling back to remove online/web-based delivery method.

LARC 4033	Proposed Effective Date	Summer 2020	Fall 2021
	Justification	When I first entered this course, I forgot that it would also be offered in Rome in the summers. This is a correction/update to the original entry.	The course proposes to meet General Education 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
	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. 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.		There will be a written report of at least 1250 words supplemented with sketching, photos and illustrations and followed up with a Pecha Kucha presentation given to the entire class. In addition to critique about the overall design of the built work, the student will examine local/regional demographics and address how this design does or does not express an awareness of diversity and/or intercultural competency. Through this specific examination and the overall critique which should compare this project to similar known successful project, the student will exhibit critical thinking. A written manifesto of a minimum 1000 words supplemented with photos, graphics, and personal sketches that reflects your views, philosophy, or outlook on your chosen professional career in response to what you have learned about landscape architecture theory and as it applies to what you have learned over your entire college experience. You will summarize your personal manifesto in a 5- minute presentation to the class.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Through sketching assignments, critiques of built works, a book review, group projects and a personal manifesto.
	Syllabus		210211LARC4033 Theory Syllabus TEMPLATE.docx
	Reviewer Comments		ac087 - Fri, 12 Feb 2021 17:20:36 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Fri, 12 Feb 2021 17:45:17 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
LARC 4123	Proposed Effective Date	Summer 2018	Fall 2021
	Off Campus Delivery	Online/Web-based	Study Abroad
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	The course proposes to meet General Education Learning Outcome 4.1
	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>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. 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>Articulate the essential tenets of a Italian worldview through analyses of its urban form components, including but not limited to history, values, politics, economic factors, and community beliefs and practices through your journal, sketchbook and presentations. This is for the purpose of developing cultural awareness in community and urban design; to help you be able to deliver context-sensitive urban design solutions. -Identify and participate in cultural differences in verbal and nonverbal communication in on site, first-hand experiences in the metropolitan area and its neighborhoods. This is for the purpose of being able to approach urban design from experience and empathy. By living, communicating and working in a foreign environment, you can become a better contextsensitive designer. -Identify and analyze the historical and/or contemporary interrelationships among multiple global cultures through their urban form in scales from metropolitan infrastructure down to the urban design of neighborhoods the drawing comparative analyses to similar scale. This is for the purpose of intercultural awareness and the ability to have a rich store of models for urban design benchmarked against the context of the United States.</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.)		Students will demonstrate competency in researching landscape through drawing, as evidenced in the sketchbook through significant exploration of space, and its relevant context, physical form and materiality, and dynamic qualities. <ul style="list-style-type: none"> • Students will demonstrate fluency in analyzing landscape through multiple and complementary related drawing types for the purposes of clearly telling stories. • Students will demonstrate competency in analyzing cities, landscapes, and cultures through writing, including annotation complementing and/working with drawn and illustrative material. • Students will demonstrate competency in analyzing the city with digital tools, including photography, sound recording and mapping. • Students will be able to capture and summarize essential information delivered by instructors, guides, and interpretive material for the purposes of learning the course material and to participate in the learning community in the study abroad program. • Students will articulate new understandings of cultural, social and ecological systems through the images, drawings, maps, and writing, including blogs.
	Syllabus		LARC 4123 Urban Form Gen Ed Syllabus.pdf
	Reviewer Comments		ac087 - Fri, 12 Feb 2021 17:48:15 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
LARC 4385	Reviewer Comments	ac087 - Thu, 08 Nov 2018 17:35:45 GMT - Rollback: LARC 4381 is not available because 4382 just became inactive and a course cannot be reused until the course has been inactive for 5 years in addition courses cannot repeat the first three digits. 431, 432, 433, and 439 are available. Key: 12690	ac087 - Mon, 15 Feb 2021 16:38:28 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	New one-hour Advocacy and Theory Modules are being created to complement each design studio and is part of an overall reconstruction of our four-year professional degree in Landscape Architecture (LARCBL).	The course proposes to meet General Learning Outcome 4.2.
	Syllabus	LARC 4385.docx	LARC 4385 LA CAPSTONE STUDIO SYLLABUS DIAZ-MONTEMAYOR.docx
	Additional Notes	We'd like to keep this proposed studio course number. We changed LARC 4381 to LARC 4311.	
	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
	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. 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.</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.</p> <p>e. demonstrate problem-solving and change management skills for achieving social equity.</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>This is a topic based, service-learning studio that blends faculty research interests with student initiative and the potential for collaboration. This studio builds on the broad foundation of previous coursework while developing a design specialization through which students can advocate for both the profession and the communities they serve.</p> <p>The learning outcomes for this course is for students to develop familiarity with concepts of diversity in the United States. By working in the shared natural environment of the United States – Mexico border region, and its people.</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>Generally speaking, the studio will kick-off with two weeks of research focusing on GI and Ambos Nogales. Then, the studio will spend about 5 weeks each on conceptual design and schematic design phases. A deliverable is expected from this work. Therefore, a full two weeks will be focused only on the final production of what is likely to be a project booklet.</p> <p>Students will conduct several interviews, work collaboratively with professionals in another country on a project that benefits both the US and Mexico. In addition to a project booklet, they will have participate in several presentations.</p>
LARC 4395	Reviewer Comments	ac087 - Thu, 08 Nov 2018 17:37:51 GMT - Rollback: courses cannot repeat first 3 catalog digits and 4391 was just approved at initial.442-449 are available for use.	ac087 - Mon, 15 Feb 2021 16:40:06 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. agriffin - Wed, 17 Feb 2021 16:19:56 GMT - Corrected minor typos in Gen Ed justification.
	Proposed Effective Date	Fall 2019	Fall 2021

Justification	New one-hour Advocacy and Theory Modules are being created to complement each design studio and is part of an overall reconstruction of our four-year professional degree in Landscape Architecture (LARCBL).	The course proposes to meet General Education Learning Outcome 6.1
Syllabus	LARC 4395.docx	LARC 4395 Syllabus Capstone Gen ED.pdf
Additional Notes	We'd like to retain this proposed studio course number. We changed this course number from LARC 4391 to LARC 4321.	
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.

-Demonstrate the use of drawing (catch all term for exploration in all media from computer modeling, to hand and digital drawing, to augmented reality and physical modeling) as a robust, vigorous and consistent method for each class meeting of the semester. This is for the purposes of developing an outstanding design process and professional habits and practices.

-Demonstrate the use of drawing for inquiry: the ability to use drawing to discover intuitive, unseen, or unknown factors in the design process. This is for the purposes of creating outstanding design work and developing professional practices.

-Demonstrate the use of drawing for extraction: the ability to use directed inquiry with precision - examples of extraction include mapping and overlay processes in inventory and analysis. This is for the purposes of developing professional practices.

-Demonstrate the use of drawing for conclusions by using robust, broad, and iterative drawing and modeling processes for the purposes of being able to develop design across scale and time to a high degree as professionals must.

-Demonstrate the ability to develop a viable design process, beginning with site inventory and analysis and programming, continuing with the formation of concepts for design exploration, schematic design options, design development and the clear communication of design intent framed with analysis, guidelines and legible presentation in images/models/movies/interactive interfaces for stakeholders.

-Demonstrate the ability to develop cohesive design as a response to a brief from modeling and consideration of multiple factors including as examples: scale, comfort, drainage, and significant site and program factors.

-Demonstrate the ability to use site analysis, program development, and a client brief as the framework for the design of sites.

-Demonstrate the ability to create appropriately sited, scaled and defined spaces on a site that operate within a functional framework and provide legibility to the users of the design.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Attendance at lecture series, readings and discussions, digital reproductions, case study presentations, site analysis and workshops.
LARC 4413	Proposed Effective Date	Spring 2019	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updates to grammar and spelling. No course content changes.	This course proposes to meet General Education Learning Outcome 1.2
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		<p>Unit projects involve both creativity and historical research of primary and secondary sources; details will be given in a project statement as we start each unit. The unit projects include:</p> <p>Project 1: Reconsidering Wilson Park Products: hand-drawn site plan of Wilson Park as it might have been designed by a prominent, early-20th-century landscape architect and 800-word supportive statement</p> <p>Project 2: A Tale of Two Gardens: A Comparative Essay Product: 1200-word essay comparing and contrasting two 20th-century gardens from the Country Place Era, Modern Period, and/or Postmodern Period</p> <p>Project 3: 20th-Century Fayetteville Products: hand-drawn or digital map of Fayetteville reimagined based on one of three early-20th-century planning strategies (Garden City, City Beautiful, or Garden City) and 800-word supportive statement</p> <p>Project 4: What Would Olmsted Think (WWOT)? Product: 1000-word essay analyzing the effectiveness of an urban public space designed in the late 20th or early 21st century according to the mid-19th-century ideals of Frederick Law Olmsted</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.)		Via exams, quizzes, and projects that include both drawing and writing.
	Syllabus		LARC 4413 Syllabus - revised.docx
	Reviewer Comments		ac087 - Mon, 15 Feb 2021 16:41:42 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
LARC 5613	Reviewer Comments	melindas - Fri, 12 Oct 2018 18:40:49 GMT - Rollback: This has turned into a major change with a new course syllabus.	ac087 - Mon, 15 Feb 2021 17:36:31 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
	Proposed Effective Date	Fall 2019	Fall 2021
	Title/Description Change Type	Major Content Change	
	Justification	This course has updated its content and description to better prepare our students for the professions available to them in Landscape Architecture.	The course proposes to meet General Education Learning Outcome 5.1
	Syllabus	LARC 5613_Syllabus.docx	210211LARC 5613 LA Pro Pract Syllabus TEMPLATE.docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1

	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		<p>b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making.</p> <p>d. describe key fallacies and identify them in context.</p> <p>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.</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>This goal will be reached through the completion of Project #1: Ethics Theory, Analysis, and Application where students will write an essay with a minimum 1200 words that:</p> <ul style="list-style-type: none"> • Explains and contrasts three competing ethical theories which articulate at least one principle for ethical decision-making applied to the field of landscape architecture chosen from the following ethical theories: Ethical Egoism, Utilitarianism, Eudaimonism/Theories of Happiness, Deontological Ethics, Negative and Positive Rights, Social Contract, Social Justice, Virtue Ethics, and System Development Ethics. • Describe key fallacies or weaknesses within these ethical theories and identify them in context of a professional work environment. • Demonstrate the use of ethical reasoning to construct complex rational and moral arguments regarding a professional work scenario as presented in the project description. <p>This goal will be further enhanced in-class through a role-playing exercise that presents professional ethical dilemmas and demonstrates rational thinking to determine best possible ethical responses.</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.)		This course will incorporate readings, lectures, ethical analysis, discussions, exercises, oral presentations, written assignments, and quizzes.
MATH 1203	Proposed Effective Date	Fall 2020	Fall 2021

	Prerequisite(s)	a score of at least 46 on the Math Placement Test, or a score of at least 23 on the math component of the ACT exam, or a score of at least 570 on the math component of the new SAT or 540 on the math component of the old SAT. Students who score at least 30 on the Math Placement Test, or at least 19 on the math component of the ACT exam, or at least 510 on the math component of the new SAT or 460 on the math component of the old SAT must also register for MATH 0001L as a corequisite. Students who score below 30 on the Math Placement Test, or below 19 on the math component of the ACT exam, or below 510 on the math component of the new SAT or below 460 on the math component of the old SAT must also register for MATH 0002L as a corequisite.	a score of at least 46 on the Math Placement Test, or a score of at least 22 on the math component of the ACT exam, or a score of at least 540 on the math component of the new SAT or 540 on the math component of the old SAT. Students who score at least 30 on the Math Placement Test, or at least 19 on the math component of the ACT exam, or at least 510 on the math component of the new SAT or 460 on the math component of the old SAT must also register for MATH 0001L as a corequisite. Students who score below 30 on the Math Placement Test, or below 19 on the math component of the ACT exam, or below 510 on the math component of the new SAT or below 460 on the math component of the old SAT must also register for MATH 0002L as a corequisite.
	Justification	Uploaded Gen Ed submission information.	The change puts us in better alignment with peer institutions and more correctly calibrates with the Math Placement Test. It allows prepared students to begin the course without unnecessary remediation.
	Syllabus	1203_syllabus_fall_2018.pdf	
MATH 1204		Inactivated/Deleted	
MATH 4933	Proposed Effective Date	Summer 2018	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Updated typically offered field.	Added learning outcomes.
	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

	<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>	<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>	<p>a. Students learn to communicate mathematical ideas through written work and presentations. To achieve these aims, students are exposed to mathematical typesetting software, read a variety of mathematical texts, are instructed on best practices in mathematical writing and engage in in-class discussions. By looking at actual works of mathematical writing, students learn how to follow a model presentation. Through critical analysis of and instruction on the examined material, students learn how to revise mathematical writing for a specific audience.</p> <p>b. Students complete a number of written assignments based on readings which total to 12 pages or more. These include but are not limited to a term paper and accompanying presentation.</p> <p>c. Students are required to choose content which is accessible to their peers and present it clearly using appropriate examples, diagrams and figures to illustrate key points, thus ensuring the presentation is appropriate to the situation, audience and purpose.</p> <p>d. Students participate in a peer-review process and receive feedback in various stages from instructor on the term paper and other writing assignments. This allows the student to incorporate feedback into their final product.</p> <p>e. The term paper includes citations of secondary research as well as discussion of how to use database tools such as MathSciNet.</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>Assignments for this class include both presentations (oral and multi-media) and written work (original and critique of peer work). Assignments are collected via Blackboard.</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. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.</p>
<p>How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.</p>		<p>Students are required to write a term paper on a mathematical subject of their choice and also to provide a critical assessment of the content of their paper as specified in the Learning Indicators of Learning Outcome 6.1. The subject matter of their term paper must be chosen so that it involves at least three of the skills and abilities specified in Learning Outcome 6.1. There are many ways to meet these requirements. In their critical assessments, students will likely highlight items a., b. and e. in the following ways: a. Mathematical writing requires the inclusion of typesetting as well as prose. Therefore, the term paper will necessarily involve written communication abilities; b. Mathematics by nature requires quantitative literacy and this will be visible in term papers; e. Critical thinking is a necessary part of processing and communicating mathematical subject matter and will therefore be incorporated into term papers. This illustrates that at least three of the specified sets of skills and abilities are within reach given the guidelines for the term paper. However, students will not be limited to these items. For instance, a paper on mathematical contributions by members of underrepresented groups could tie in item d., while a paper on the mathematics of gerrymandering could tie in aspects of item c.</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>Assignments for this class include both presentations (oral and multi-media) and written work (original and critique of peer work). Assignments are collected via Blackboard.</p>
<p>Syllabus</p>		<p>MATH 4933 syllabus.docx</p>

	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:21:46 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. markj - Fri, 05 Feb 2021 20:54:18 GMT - Rollback: Edits are needed ac087 - Fri, 12 Feb 2021 16:01:21 GMT - Approving at UCPC Notify as this was intended to be notification only.
MEDH 3223		Added	
MUHS 4253	Proposed Effective Date	Spring 2019	Fall 2021
	Typically Offered	Fall and Spring	Spring
	Component Type	Special Topics	Seminar
	Can this course be repeated for degree credit?	Yes	No
	Total credits allowed	99	
	Total completions	99	
	Are multiple enrollments allowed in a term?	Yes	No
	Topics	Topics already exist.	
	Create Honors Course?	No	Yes
	Catalog Title	Special Topics in Music History	Capstone Project Seminar
	Short Course Title	SPECIAL TOPICS IN MUSIC	CAPSTONE PROJECT SEMINAR
	Catalog Description	Specialized topics not extensively covered in MUHS 3703 or MUHS 3713. Satisfactory completion of the term paper in this class will fulfill the Fulbright College writing requirement.	Develop a project related to a specific area of musical study. Options include musicological research papers, music theoretical analyses, music cognition research projects, performance lecture recitals, and recording projects with a written component.

Justification

Admin update to undergrad only for dual level conversion. New grad level course is MUHS 5253.

In response to both the new University of Arkansas General Education Curriculum requirements set to take effect in the fall of 2020 and the shifting needs of our students in an era characterized by unprecedented access to information and diverse, multi-faceted musical careers, we propose changes to the undergraduate music history curriculum. The undergraduate music history curriculum consists of MLIT 1013, MUHS 3703, MUHS 3713, with MUHS 4253 taken by non-music education majors. MLIT 1013, MUHS 3703, MUHS 3713 will be used to satisfy Learning Objective 1.2 while MUHS 4253 will be used for Objective 6. MLIT 1013 will remain the same, while the other courses will be modified to better meet the specified learning objectives.

In recent years, a number of undergraduate music programs have moved away from traditional survey classes as an ever-expanding canon has brought the always-impossible goal of a comprehensive history of Western music even further out of reach. Instead, new curricula at peer institutions, such as Vanderbilt, Harvard, and Eastman, have shifted in the direction of course offerings that emphasize musicological skills and depth of knowledge in selected areas over breadth. The program proposed here will place greater weight on the development of information literacy, writing skills, understandings of diverse musical cultures, and skills for approaching the study of music history from a variety of perspectives.

In this course, students will learn and practice research skills that will help them to plan and execute a major project in their specific areas of musical study. Over the course of the semester, students will read and discuss various examples of music scholarship representing a range of approaches from the music theory and musicology literature. Through a series of shorter assignments, students will build toward an individual capstone project that draws on skills from all areas of their undergraduate program, integrating research, academic music skills, and some form of public presentation or performance. These projects may take the form of lecture recitals for performers or composers; theory or musicology papers, presentations, and/or posters; recording projects or curated concerts with detailed liner or program notes organized by business or B.A. students; or other appropriate projects designed in collaboration with the instructor. At the end of the semester, students will write a 1250-word reflection describing how their project integrated three sets of skills from the General Education Curriculum.

MUHS 4253 Special Topics in Music History, currently cross-listed with graduate seminars in musicology, will become a capstone project class for all non-education music majors geared toward undergraduate-level research skills and student-designed projects.

When courses were solicited for possible inclusion for the core in November/December of 2018, there wasn't an option to submit a course for Learning Objective 6, nor is it an option on this page.

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>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>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>Students in this course will develop a capstone project related to their specific area of musical study. Options include musicological research papers, music theoretical analyses, music cognition research projects, performance lecture recitals, and recording projects with a written component. All students will complete written material related to their project in the form of papers, scripts, or liner notes and give an oral presentation (a). In these projects, they will use skills from Goal 3 to connect the musical content of their projects to broader historical, societal, and/or scientific concepts (b and e). Following completion of the project, students will write a 1250-word reflective essay explaining the skills and abilities used in the process of researching, writing, and presenting their work.</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>Instructors will collect written documents associated with each project and keep records of oral presentations and musical performances.</p>

	Title/Description Change Type		Major Content Change
	Syllabus		MUHS 4253 syllabus.pdf
	Additional Notes		Resubmitting with updates to workflow and effective date, per conversation with music department.
	Reviewer Comments		rcc003 - Wed, 06 Feb 2019 16:04:26 GMT - Changed effective date to Fall 2020. rcc003 - Tue, 12 Feb 2019 16:39:00 GMT - Rollback: Per submitter's request. ac087 - Fri, 22 Feb 2019 16:40:41 GMT - Rollback: changes are major changes, rolling back to trigger major workflow. mihalka - Fri, 22 Feb 2019 19:40:01 GMT - Please change effective date to Fall 2020 so the proposed changes coincide with changes undergoing approval for MUHS 3713. Thank you. lkulcza - Sat, 23 Feb 2019 01:11:40 GMT - Rollback: Rolling back to: a) redirect workflow to b reflect a major change and b) adjust effective date to fall 2020 to be in line with changes for 3703 and 3713 rcc003 - Thu, 19 Sep 2019 16:17:36 GMT - Edited catalog description. rcc003 - Thu, 24 Oct 2019 16:40:30 GMT - Attached syllabus. rcc003 - Thu, 05 Dec 2019 16:14:30 GMT - Rollback: Per the dept's request to add gen ed outcomes. ac087 - Fri, 08 May 2020 14:17:12 GMT - adding steps to workflow to include core approval. rcc003 - Tue, 10 Nov 2020 20:13:03 GMT - Edited catalog desc. rcc003 - Tue, 10 Nov 2020 20:29:27 GMT - Changed effective date to Fall 2021.
OCTH 5591L	allcodes	OCTH 5591	OCTH 5591L
	Proposed Effective Date	Fall 2019	Summer 2021
	Course Number	5591	5591L
	Component Type	Applied Instruction	Laboratory
	Short Course Title	OAI UPPER EXTREMITY REHAB	OAI UPPER EXTREMITY REHAB LAB
	Catalog Description	This course focuses on the evaluation and treatment of upper extremity dysfunction, with emphasis on the wrist and hand, from an occupational perspective. Students will administer and interpret common upper extremity evaluations, develop occupation centered interventions and fabricate orthotics to promote occupational performance. This lab course accompanies OCTH 5581 Upper Extremity Rehabilitation Lecture.	This course focuses on the evaluation and treatment of upper extremity dysfunction, with emphasis on the wrist and hand, from an occupational perspective. Students will administer and interpret common upper extremity evaluations, develop occupation centered interventions, and fabricate orthotics to promote occupational performance. This lab course accompanies OCTH 5581 Upper Extremity Rehabilitation Lecture.
	Justification	This applied learning course will allow students to develop and demonstrate entry-level competencies and prepare them for Level II Fieldwork. Objectives reflect new accreditation standards.	As we develop this course, we have realized that students will need additional time and instruction in a lab format so we are proposing the change to a lab course. It will be paired with the lecture course OCTH 5581.
	Syllabus	OCTH 5591 Occupations, Adaptations, and Innovations Upper Extremity Rehabilitation FINAL.docx	OCTH 5591 Occupations, Adaptations, and Innovations Upper Extremity Rehabilitation.docx
	Course Code	OCTH 5591	OCTH 5591L
	Is course a General Education Course?		No

	Title/Description Change Type		Minor (stylistic/editorial) Change
	Additional Notes		The syllabus and course schedule is currently under development by a hand therapy expert, who will be teaching the course this first time in conjunction with OT faculty.
	Reviewer Comments		ac087 - Fri, 05 Feb 2021 19:25:42 GMT - summer effective date pending successful completion of the approval process in time.
PBHL 5653		Added	
PBHL 3202H	Proposed Effective Date	Fall 2020	Fall 2021
	Prerequisite(s)	Public Health Bachelor of Science (PBHLBS) major required.	Public Health Bachelor of Science (PBHLBS) major and honors standing required.
	Pre- or Corequisite(s)	PBHL 1103, PBHL 3443, and honors standing.	
	Justification	The Council on Education for Public Health accredited the B.S. program July of 2019. However, they are requiring an interim report by April 22 that details how we have corrected any noted deficiencies during their program review. One of the deficiencies noted was a failure to comply with Criterion 1.2 which specifies that the program has administrative autonomy regarding admission to the program. CEPH indicated that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH's part, which includes revocation of accreditation. Therefore, the program has examined similar programs at comparable institutions and has drafted an admissions protocol. PBHL 3202H is one of five courses that have been designated as a majors only course that can only be taken by students that have met the PBHLBS major requirement.	The PBHL program has added a pre-major (PPBHL) so students will need to complete a defined set of courses prior to moving into the major, which will eliminate the need to use specific courses as prerequisites. Learning outcome 5.1 has been addressed.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	<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>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.</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>Lectures and discussions will teach the students how to: 1)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. 2)describe key fallacies and identify them in context. 3)demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing. This is done with Small Group Activities Each student will also complete small group activities that reinforce class material throughout the semester. For each activity, group members will be asked to elect a group leader and a note-taker to record their work so that it can be reported to the class. Small group activity on comparative health systems (Learning Outcome 5.1): students demonstrate essential principles of critical thinking and ethical reasoning as they discuss and complete questions on healthcare as a right or a privilege. They then apply these principles to the evaluation and construction of rational and moral arguments surrounding access to healthcare.</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 and oral Small Group Activities</p>
<p>Syllabus</p>			<p>PBHL 3202H.doc</p>
<p>Reviewer Comments</p>			<p>kmamisei - Fri, 30 Oct 2020 14:59:41 GMT - Rollback: Please submit for general education learning outcome 5.1. ac087 - Wed, 04 Nov 2020 16:48:24 GMT - Spring 2021 Effective date pending completion of approval process in time. ac087 - Wed, 04 Nov 2020 16:49:05 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. kmamisei - Wed, 04 Nov 2020 19:55:47 GMT - Rollback: Please attached the syllabus. agriffin - Thu, 04 Feb 2021 15:25:30 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>
<p>PBHL 4643H</p>	<p>Proposed Effective Date</p>	<p>Spring 2018</p>	<p>Fall 2021</p>

Title/Description Change Type	Minor (stylistic/editorial) Change	
Prerequisite(s)	Senior standing or consent.	Public Health Bachelor of Science (PBHLBS) major and honors standing required.
Justification	Admin update to typically offered field.	The PBHL program has added a pre-major so students will need to complete a defined set of courses prior to moving into the major. Senior standing is not needed as a pre-requisite because this course will be open to all students that have moved into the major from the pre-major. Additionally, consent will not be an option. Learning Outcomes 4.1 and 4.2 have been addressed.
Is course a General Education Course?		Yes
Choose the learning outcome the course addresses:		Goal 4 – Learning Outcome 4.1 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
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. 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. 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.		Lectures and readings teach the students to: 1) examine and interpret an intercultural experience from both one's own and another's worldview, 2) identify and participate in cultural differences in verbal and nonverbal communication, 3) identify and analyze significant global challenges and opportunities in the human and natural world, and 4) identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.

	<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>Working in teams of four (4) people, you will be assigned a special target population. Your team will prepare a 20-30 minute presentation to educate your classmates on the key health issues and health disparities of the population, suggest health promotion strategies for mediating the health issues/disparities, and provide resources for working with the population. You should utilize the chapter in your textbook as well as extensive research of on-line and other sources in the preparation of your presentation. Deliverable: Group Presentation.</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. 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>Lectures and readings teach the students to: 1) identify and describe examples of historical and present day issues related to diversity and inclusion in the United States. 2) 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. 3) demonstrate problem-solving and change management skills for achieving social equity. 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>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>Working in teams of four (4) people, you will be assigned a special target population. Your team will prepare a 20-30 minute presentation to educate your classmates on the key health issues and health disparities of the population, suggest health promotion strategies for mediating the health issues/disparities, and provide resources for working with the population. You should utilize the chapter in your textbook as well as extensive research of on-line and other sources in the preparation of your presentation. Deliverable: Group Presentation.</p>
	<p>Syllabus</p>		<p>PBHL 4643H syllabus.docx</p>

	Reviewer Comments		<p>kmamisei - Fri, 30 Oct 2020 15:00:09 GMT - Rollback: Please submit for general education learning outcomes 4.1 and 4.2.</p> <p>ac087 - Wed, 04 Nov 2020 16:54:51 GMT - Spring 2021 effective date pending completion of approval process in time.</p> <p>ac087 - Wed, 04 Nov 2020 16:55:24 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>kmamisei - Wed, 04 Nov 2020 19:56:02 GMT - Rollback: Please attach the syllabus.</p> <p>agriffin - Thu, 04 Feb 2021 15:27:59 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>
PHIL 4193		Added	
PHIL 4323		Added	
PHIL 4333		Added	
PHIL 4433		Added	
PHIL 4983	Proposed Effective Date	Spring 2018	Fall 2020
	Justification	Admin update to typically offered field.	We seek approval for this course to meet learning outcomes 1.2 and 6.1. The course involves substantial independent research, a final written project, and presentation of work in various formats to the rest of the class. In addition, the student will produce a document assessing the relevance of the final project to the skills and abilities outlined in learning outcome 6.1.
	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

	<p>To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)</p>		<p>a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.</p> <p>b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.</p> <p>c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.</p> <p>d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.</p> <p>e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.</p>
	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>The course will vary from year to year depending on the instructor, the number of students, and the interests of the students. Students will prepare multi-media presentations based partly on written work and utilizing bibliographic research and respond to feedback from instructor and fellow students. In addition to their presentation of their research, students will write multiple response papers and the work for the semester will culminate in a research paper and self-assessment.</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>Instructor will critique and assess essays and presentations and will confer with students about the content of their presentations both "before" and "after". Assessment along dimensions of critical thinking and grasp of content will be collected and reported to department assessment committee, in addition to grades.</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.</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>

	<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 course will vary from year to year depending on the instructor, the number of students, and the interests of the students. Indicator a. will be addressed through presentations and papers, in addition to student responses to critiques. The course will include study of philosophical methods as suggested in indicator c. and different versions will focus on the significance of the arts, the social sciences, and the natural sciences. Indicator d. will be addressed throughout in research papers and presentations as students will have to compare and contrast their perspectives and views with those of others (including radically different viewpoints). For indicator e., critical thinking will be fostered through the course as at the heart of philosophy, and ethical reasoning will often be a direct part of the content of the course; students will be able to pursue various accounts of practical reason as part of their research.</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>Instructor will critique and assess essays and presentations and will confer with students about the content of their presentations both "before" and "after". Assessment along dimensions of critical thinking and grasp of content will be collected and reported to department assessment committee, in addition to grades. In addition to a final project, students will reflect on their skills and abilities as indicated in (b) above and, as part of this assessment, will be asked to reflect on the value of the major. Results of this will be conveyed to the departmental assessment committee.</p>
	<p>Title/Description Change Type</p>		<p>Minor (stylistic/editorial) Change</p>
	<p>Syllabus</p>		<p>PHIL4893CapstoneSyllabusS18.pdf</p>
	<p>Additional Notes</p>		<p>Syllabus varies from year to year depending on instructor and content. Syllabus will be revised to reflect specified learning outcomes once approved.</p>
	<p>Reviewer Comments</p>		<p>eminar - Sat, 08 Aug 2020 03:33:57 GMT - I need this back properly to complete the GenEd section. I can't modify it now, as I tried to do (8/7/20). eminar - Sat, 08 Aug 2020 21:07:35 GMT - (I am PHIL Chair so I should be able to do this when it comes to me next?) ac087 - Mon, 10 Aug 2020 15:14:00 GMT - Rollback: per email request from Ryan Cochran. ac087 - Tue, 11 Aug 2020 13:53:16 GMT - adjusting effective date from Fall 2020 to Spring 2021. Course will not complete approval process in time for Fall 2020 ac087 - Tue, 11 Aug 2020 13:54:01 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum will require major approval process. rcc003 - Thu, 28 Jan 2021 19:55:15 GMT - Edited catalog desc.</p>
<p>PHIL 5193</p>	<p>Added</p>		

PHIL 5323		Added	
PHIL 5333		Added	
PHIL 5433		Added	
PLSC 4153	allcodes	PLSC 3153	PLSC 4153
	Proposed Effective Date	Fall 2019	Fall 2021
	Course Number	3153	4153
	Justification	Course will be offered both face to face and online to meet growing enrollment.	The number of this course is being modified to reflect the fact that it will now serve as one of two PLSC capstone courses, one of which PLSC students must complete as a new requirement for the major. This change is motivated by the need to get PLSC into compliance with the university's general education requirements.
	Course Code	PLSC 3153	PLSC 4153
	Syllabus	PLSC 3153 - Diallo.docx	3153 Syllabus Fall 2014.docx
	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)		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.

	How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.		Student in the class participate in policy debates in which they have to make rhetorical arguments in a debate format regarding a controversial political issue. In combination with the policy debates, students submit a research paper that is the culmination of their efforts after having submitted related work previously in the form of a topic proposal, proposed outline, and an annotated bibliography.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructor will collect data in the form of the quality of the students' work in the policy debates and the research paper.
	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. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		Students will be required to write a research paper in the class arguing for the passage of a piece of legislation or otherwise related to an important political issue related to the topics covered in the course. In doing so, students will be required to base their arguments logically, the means by which can include the analyses of data or discussing how the proposed policy would impact different groups in society.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructor will collect and report the quality of the students' performance on the paper.
	Reviewer Comments		<p>ac087 - Fri, 02 Oct 2020 22:04:49 GMT - Spring 2021 effective date pending completion of approval process.</p> <p>ac087 - Fri, 02 Oct 2020 22:23:36 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.</p> <p>agriffin - Thu, 04 Feb 2021 15:27:44 GMT - Changed effective date from spring 2021 to fall 2021. It is too late to complete approval for this spring.</p>

PLSC 4913	Added		
PLSC 5273	Inactivated/Deleted		
PLSC 499VH	Proposed Effective Date	Summer 2020	Fall 2021
	Is course a General Education Course?	No	Yes
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Study Abroad	
	Maximum Credit Hours	3	6
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	<p>There are four reasons to make this change:</p> <p>1. The honors thesis credit hours should be applied toward the major. This is simply because of the fact that when earning them, a student is studying something related to PLSC in a way that is even more in-depth and involving a greater amount of effort than would be the case in a regular upper-division PLSC course.</p> <p>2. The change clears up some ambiguity in the Undergraduate Catalog. There is no mention in the text of the description of PLSC honors of the fact that the PLSC 499VH hours do not count toward the major. The only indication that PLSC 499VH hours do not count toward the major is in the language in the course description of PLSC 499VH that we wish to delete. Thus, a student reading the program description of PLSC honors who fails to read the course description of PLSC 499VH could easily be given the mistaken impression the six hours of honors thesis credits could count toward their major. In fact, this has happened more than once.</p> <p>3. The change clears up some conflict in the text in the Undergraduate catalog. In the text of the catalog under "Requirements for B.A. Degree with a Major in Political Science," there is a statement which reads: "No more than 9 hours may come from PLSC 300V, PLSC 394V, PLSC 498V, or PLSC 499VH." This would seem to indicate that six hours of PLSC 499VH could, in fact, count towards the major, provided a student has not taken more than three hours of any of these other courses.</p> <p>4. By making this change, PLSC will no longer be the only department in Fulbright College that prohibits honors thesis hours from being counted towards the major. The extant language seems to be a relic from a time when it was convention for departments to prohibit honors thesis hours to count toward their major requirements. This is no longer the case, yet PLSC remains an anachronism. We would like to change this.</p>	<p>We are applying for PLSC 499VH to satisfy General Education Outcome 6.1. Also, for whatever reason, this honors theses class was previously listed as course that could be delivered off-campus via studying abroad. This was an error and it is being fixed with this modification.</p>
	Additional Notes	I resubmit this with a newly added course description.	

	Reviewer Comments	ac087 - Tue, 24 Mar 2020 21:18:27 GMT - Rollback: please provide a description of what the students will be learning in the course. ac087 - Mon, 04 May 2020 18:06:57 GMT - changed effective date from spring 2020 to summer 2020 for next available change process date.	schreckw - Fri, 16 Oct 2020 19:32:44 GMT - Lisa K: could you correct a typo in the proposal that I just noticed after submitting it? Could you change the word "technics" to "techniques" for me please? ac087 - Fri, 16 Oct 2020 21:43:10 GMT - Spring 2021 effective date pending completion of approval process in time. ac087 - Fri, 16 Oct 2020 21:43:44 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Thu, 19 Nov 2020 17:07:16 GMT - Added 1.2 gen ed info and changed the max credit hours from 3 to 6 to align with other similar types of courses like master's thesis and readings from the dept.
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2 Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes
	To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise. b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work. c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose. d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness. e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.

	<p>How does the course meet all five learning indicators? Please describe (in 400 words or less) how the course addresses all 5 indicators.</p>		<p>Students enrolled in this class will write an honors thesis. The thesis itself will be a very substantial writing assignment of roughly 40-60 pages in length. It will consist of an original analytical contribution to the field of political science. When writing the thesis, the student will employ established political science research methods. During the writing process, the student will make revisions under the direction of the thesis director. The thesis will be guided by established scholarly research relevant to the topic which will be cited in an extensive bibliography. The final product will be presented to, and defended before, the student's honors thesis committee.</p>
	<p>How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)</p>		<p>The course instructor will report in the form of a letter grade (A, B, C, D, F) that reflects the overall quality of the thesis, its presentation, and its defense.</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>		<ul style="list-style-type: none"> a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. d. Diversity awareness and/or intercultural competency. e. Critical thinking and/or ethical reasoning.
	<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>Completion of this course will require the student produce an honors essay. In its final form, the essay will consist of:</p> <ul style="list-style-type: none"> a. A written thesis. Although the length of theses vary, they are substantial in size (i.e., longer than 30 pages). During the thesis defense, students are generally required to present their research via a PowerPoint presentation. b. Theses often involve engaging in mathematical modelling using appropriate modelling techniques such as OLS regression. d. Theses address questions of diversity awareness and/or intercultural competency. e. All theses require engaging in original research, which by its nature, requires critical thinking in the formation of the research design and analyses. Critical thinking is also required when determining where the "holes" in established research exist when determining the topic of the honors thesis.

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		The instructor will report an assessment that is based on at least three or all four of the criteria listed above, depending on the focus of the thesis.
	Syllabus		A Few Ground Rules for Doing an Honors Thesis.docx
PSYC 4433		Added	
SEVI 2033		Added	
SPAN 4133	Proposed Effective Date	Spring 2020	Fall 2021
	Justification	Admin update to undergrad only for dual level conversion. No grad level course needed. Enforcing graduate requisites. This is a course for the BAT program.	To Qualify the course for inclusion into the General Education Curriculum to satisfy Learning Outcomes 5.1 and 6.1
	Syllabus	SPAN 4133.docx	SPAN 4133 Survey Span Am Lit I Revised .docx
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 5 – Learning Outcome 5.1 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 incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. identify and describe key concepts and principles related to critical thinking. c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing. e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.

<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>Learning Indicators for Learning Outcome 5.1 Demonstrate critical thinking and ethical reasoning</p> <p>In this course students will:</p> <p>a. identify and describe key concepts and principles related to critical thinking.</p> <p>Students will develop strategies and acquire conceptual tools for critical discourse analysis plus a set of theoretical approaches to analyze literary and cultural texts.</p> <p>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.</p> <p>Students will read critically and analyze a variety of texts from different historical periods of the Hispanic world, their rhetorical strategies and narrative structures, using different theoretical approaches for the analysis of culture and society, considering factors such as race, gender and class.</p> <p>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.</p> <p>Students will write one or two research papers analyzing the discursive structure and/or rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions and contradictions; ethical and political implications; epistemological value or flaws.</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>In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments, based on the A-F grading scheme:</p> <p>*Classroom and homework assignments analyzing a variety of texts, its historical and cultural contexts, and small group activities focused on particular topics or issues (outcome a, c, e.), producing written or oral responses.</p> <p>*Exams analyzing particular texts, works, issues in short essay form (outcomes a, c, e)</p> <p>*Two short research papers (4-5 pp. each) analyzing particular texts, works, issues in short essay form (outcomes a, c, e)</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>		<ul style="list-style-type: none">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.
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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.

University Learning Outcome 6.1 indicators

a. Written, oral, and/or multimodal communication abilities.

Students will write two research paper(s) demonstrating advanced Spanish writing and effective communication skills

In the Reflective essay, Students must reflect on the writing process, discussing the ways in which the research project improved their Spanish writing skills and their academic writing skills in general, from source gathering to the expository organization of the final essay. (extension 400-450 words)

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.

The students research paper(s) for this course must demonstrate the ability to produce scholarship that follows standards of inquiry for literary studies and the humanities

In the Reflective essay, Students must discuss briefly the project research question and methodological considerations such as the primary corpus and the time frame selection, developing and supporting arguments, examining presuppositions and conclusions. (extension 400-450 words)

d. Diversity awareness and/or intercultural competency.

The students research paper(s) must demonstrate intercultural competence and knowledge of issues related to diversity, inclusion, and equality in the Hispanic world and/or the U.S. Latinx context

In the Reflective essay, Students will describe how their research on the Hispanic world addressed cultural and social differences, issues of diversity, equality, and inclusion. Also, in what ways did their understanding of the Hispanic world and their own culture was changed by the research project. (extension 400-450 words)

e. Critical thinking and/or ethical reasoning.

Students Research paper(s) will analyze the discursive structure and rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions and contradictions; ethical and political implications; epistemological value or flaws

In the Reflective essay, Students may discuss the research topic importance, its contributions to a better understanding of the Hispanic world and the human experience in general. Address different and conflicting perspectives and values encountered.

Furthermore, students should discuss briefly how their project allowed them to develop an understanding of how historical, social, cultural, and personal forces shape artistic, professional, and/or dialectal communication/production. If applicable, they should explain how language and/or artistic production share the diverse cultures of past and present societies. (extension 400-450 words)

<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>In order to determine that these designated learning outcomes for Goal 6.1 are accomplished, student work in the course will be assessed via the following two instruments, based on the A-F letter grading scheme:</p> <ul style="list-style-type: none">*Two 4-5 page Research papers analyzing particular texts, works, issues in short essay form (outcomes a,c,d,e).* A 1,250 word Reflective essay based on the process of developing the two research papers (outcomes a,c,d,e)
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Additional Notes

SPAN 4133 is the model course for meeting General Education Goals 5 and 6. Our plan is to submit other SPAN 4000 level literature and culture courses including

SPAN 4113. Monuments of Spanish Literature II. 3 Hours.

Monuments of Spanish literature from the 18th century to the present. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4123. Spanish for Heritage Speakers III. 3 Hours.

Continued development and expansion of Spanish writing skills. Special emphasis given to active grammar, textual production, and critical thinking for writing in academic and professional settings. Students' work involves research, reading, composing, delivering presentations, writing and proofreading different types of essays. Prerequisite: Students who have taken three or more years of Spanish in high school, AP Spanish, SPAN 3123 or placement exam. (Typically offered: Irregular)

SPAN 4193. Survey of Spanish-American Literature II. 3 Hours.

Survey of Spanish-American literature from Modernism to the present. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4213. Spanish Civilization. 3 Hours.

A wide-ranging exploration of Spanish history and culture from the Middle Ages to the present. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4223. Latin American Civilization. 3 Hours.

Latin American civilization. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4243. Literature and Culture in the Hispanic United States. 3 Hours.

An exploration of the history and culture, art and politics of the major Hispanic groups in the United States. Focus on contemporary attitudes and issues. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4253. Latin American Cinema and Society. 3 Hours.

This course examines key issues in Latin American culture and history through films, documentaries, and literary and cultural texts. Topics included are: Human Rights, Ethnicity, Gender, Revisions of the past. Prerequisite: SPAN 3113. (Typically offered: Irregular)

SPAN 4333. Business Spanish I. 3 Hours.

Enhances ability to interact in Spanish-language business environments by providing a solid foundation in vocabulary and structure in functional business areas such as company structure, banking and accounting, capital investment, goods and services, marketing, finance, and import-export. Students commit to 15 hours during the semester to work on business-related projects with the Spanish-speaking community of Northwest Arkansas. Prerequisite: (SPAN 3003 and SPAN 3103) or SPAN 3123. (Typically offered: Fall and Spring)

SPAN 4563. Latino Youth Biliteracy Service Learning Project. 3 Hours.

The Latino Youth Biliteracy Project is a service learning course for students in Spanish and

	Reviewer Comments		ac087 - Mon, 08 Jun 2020 23:38:08 GMT - adjusting workflow from minor to major. addition of gen ed curriculum requires major approval process. agriffin - Thu, 04 Feb 2021 15:34:33 GMT - Changed effective date from fall 2020 to fall 2021.
SPAN 4873	allcodes	SPAN 4874	SPAN 4873
	Proposed Effective Date	Fall 2020	Fall 2021
	Course Number	4874	4873
	Credit Hours	4	3
	Justification	This course has been taught twice already with high enrollment both times, indicating that this is the type of course that students both enjoy and feel is necessary. Both times, the semester culminated in a poetry reading with students presenting their original work to the community and receiving an artisanal copy of their best pieces. The student comments for this course were exceedingly high.	Was mistakenly created as a four credit hour course. It should be three.
	Reviewer Comments	ac087 - Tue, 12 Mar 2019 16:29:56 GMT - Rollback: span 4884 is not available, 4883 is still an active course and first three digits cannot repeat. 4814, 4824, 4834, 4844, 4854, 4864, 4874, 4894 are all available for use ac087 - Tue, 12 Mar 2019 18:14:33 GMT - changed effective date to fall 2020. New undergraduate course proposals must coincide with catalog publication and this course will not complete approval process for the 2019 catalog. rcc003 - Thu, 24 Oct 2019 18:16:19 GMT - Edited desc. rcc003 - Thu, 07 Nov 2019 15:01:02 GMT - Updated syllabus.	
	Course Code	SPAN 4874	SPAN 4873
	Syllabus	SPAN 4874 syllabus.pdf	
	Is course a General Education Course?		No
STEM 2003	Added		
THTR 1003	Proposed Effective Date	Fall 2020	Summer 2021
	Catalog Title	Basic Course in the Arts: Theatre Appreciation (ACTS Equivalency = DRAM 1003)	Theatre Appreciation
	Short Course Title	BASIC COURSE: THEATRE APP	THTR APPRECIATION
	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.	A minor, stylistic change to the description. Outdated DRAM language deleted.
	Title/Description Change Type		Minor (stylistic/editorial) Change

THTR 1013	Reviewer Comments	agriffin - Mon, 04 May 2020 20:07:24 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval before the fall semester begins. agriffin - Mon, 04 May 2020 20:08:25 GMT - ***THTR 1013 has been approved to meet both State Minimum Core domains for Fine Arts and Humanities. lkulcza - Thu, 14 May 2020 22:25:35 GMT - Rollback: Rolling this proposal back out of workflow and will process administratively. No further action required on the part of the department.	
	Proposed Effective Date	Fall 2020	Summer 2021
	Typically Offered	Fall and Spring	Fall, Spring and Summer
	Catalog Description	An introduction to musical theatre literature, history, process and artists. Includes guided listening, and reading, viewing, and critically thinking about this quintessentially American art form and its role in society.	Includes reading, viewing, guided listening, critical thinking, creating, and writing about this quintessentially American art form and its role in society.
	Justification	The Department of Theatre seeks to expand our roster of Honors courses in order to reach a wider campus audience.	Minor change to description.
THTR 1223	Proposed Effective Date	Summer 2021	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Minor description change.	Submitting for Gen Ed Outcome 3.1.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 3 – Learning Outcome 3.1
	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 five learning indicators. In an approved course, students will (please select indicators)		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. e. understand and use materials and resources available for participation in the arts in various roles.

	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>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 of past and present societies</p> <p>Students will learn about the timeline of theatre history, diversity and inclusion within the artistic field, and elements of global theatre. Students will explore how theatre has historically been used to communicate cultural values and how stories told in theatre can be both specific and universal.</p> <p>C- Respond critically to a variety of works of arts, connecting the individual work in the creative discipline being introduced to other aspects of human thought and endeavor. Students will read scripts, attend theatrical productions and then write critiques that will challenge them to evaluate the tools used by the theatrical artists to create the work of art. The critiques, and accompanying in-class discussions will challenge students to interrogate the artistic intent of the playwright, director, designers and performers in order to evaluate the competency in the artistic discipline as well as to explore what the artist was trying to communicate about humanity and society.</p> <p>E- Understand and use materials and resources available for participation in the arts in various roles</p> <p>Through a variety of hands-on and participatory assignments, students will explore a variety of roles within the discipline of theatre, including playwright, designer and performer.</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.)		Satisfactory student proficiency of the Learning Indicators will be verified through quizzes, exams, essays, attendance and subsequent written critiques of theatre productions, in-class writing, group performance projects, in-class participation and design assignments.
	Syllabus		THTR_1223_syllabus.doc
	Reviewer Comments		ac087 - Fri, 29 Jan 2021 13:34:48 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
THTR 1883	Proposed Effective Date	Spring 2018	Fall 2021
	Typically Offered	Spring	Fall and Spring
	Is Course a State Minimum Core Course?	No	Yes
	Catalog Description	An introductory acting studio course for theatre majors, exploring the physical, vocal, and imaginative processes required for performance of dramatic texts, and building a vocabulary and technique for acting through exercises and scene-work that will build a foundation for theatre classes within the major.	An introductory acting studio course for theatre majors, exploring the physical, vocal, analytical, and imaginative processes required for the performance of dramatic texts. Through exercises and scene study, this course builds a vocabulary and technique that serves as a foundation for theatre classes within the major.
	Prerequisite(s)	THTR 1223.	
	Pre- or Corequisite(s)	Theatre major or minor.	
	Justification	Admin update to typically offered.	Change to State Core, prerequisites and description as we revise our 8 semester plan.

	Is course a General Education Course?		No
	University Core Category		University Core Fine Arts
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Corequisite(s)		Theatre major or minor.
	Reviewer Comments		ac087 - Thu, 19 Nov 2020 17:36:47 GMT - Rollback: department to make corrections per discussion with Weston Wilkerson. agriffin - Fri, 12 Feb 2021 23:00:30 GMT - Rollback: Please work with faculty to submit a syllabus. This information will help the committee determine if the course satisfies State Minimum Core.
THTR 2473	allcodes	THTR 3433	THTR 2473
	Proposed Effective Date	Spring 2018	Summer 2021
	Course Number	3433	2473
	Catalog Title	Stage Speech	Voice and Speech for the Actor
	Short Course Title	STAGE SPEECH	VOICE AND SPEECH FOR THE ACTOR
	Catalog Description	An introduction to the basic skills of speech, voice production and communication for performance and broadcasting. Special focus on General American speech and the characteristics of speech regionalisms. The course will explore breath control, resonance, articulation, pitch, volume, voice quality and stress management.	Develops the student's free, natural voice for use on stage and in front of the camera. Topics address physical awareness, breath awareness, touch of sound, gathering vibrations, channel of sound, spine awareness, resonators, rib awareness, and articulation.
	Prerequisite(s)	THTR 1223 and either THTR 1683 or THTR 1883.	THTR 1223 and THTR 1423 and THTR 1883.
	Justification	Updated typically offered field.	As we revise our 8-semester plan, we have reconsidered when Voice and Speech for the Actor should be taken by Performance Emphasis students. As this is a fundamental course that informs the work of many other upper-level acting courses, the 2000 level designation makes better sense. The name change reflects an update in the coursework by our new Voice and Speech specialist and demonstrates a wider range of vocal production, not just for the stage.
	Course Code	THTR 3433	THTR 2473
	Is course a General Education Course?		No
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		ac087 - Tue, 01 Dec 2020 16:25:58 GMT - Rollback: please clarify requisites. Is this ((THTR 1003 or THTR 1223) and (THTR 1423 and THTR 1683)) or THTR 1883.... or ... (THTR 1003 or THTR 1223) and THTR 1423 and (THTR 1683 or THTR 1883). rcc003 - Tue, 08 Dec 2020 20:03:26 GMT - Edited catalog desc.
THTR 3243	Inactivated/Deleted		
THTR 3513	allcodes	THTR 2513	THTR 3513
	Proposed Effective Date	Fall 2020	Fall 2021
	Course Number	2513	3513

	Justification	Removed deleted course from requisite statement.	The course is no longer a prerequisite for other advanced THTR courses. It was an outlier in the curriculum as it was the only non-3000/4000 level course within the DTEC concentration. The desired learning outcomes represent a higher order of time commitment and rigor than a typical sophomore class. We prefer to maintain the outcomes and adjust the course number rather than alter the outcomes to better suit a sophomore.
	Course Code	THTR 2513	THTR 3513
	Is course a General Education Course?		No
THTR 4161	Inactivated/Deleted		
THTR 4333	Proposed Effective Date	Summer 2021	Fall 2021
	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	Change to prerequisites and description as we revise our 8 semester plan.	Submitting to fulfill General Education Outcome 1.2.
	Is course a General Education Course?		Yes
	Choose the learning outcome the course addresses:		Goal 1 – Learning Outcome 1.2
	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
	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>

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 meets the five learning indicators through a variety of assignments that require students to synthesize and relate knowledge about history, society and the evolution of the art form of theatre during the 20th and 21st century. The purpose of this course is to study the development of theatrical production in its cultural context. The student will develop a basic understanding of the dramatic experience and become familiar with the known elements of theatrical practice in a wide variety of cultures. The primary emphasis will be on historical evidence including representative plays, theatre architecture, the stage, scenery, costume, acting, directing, and modes of production, and exploring aspects of theatrical performance, by considering how theatre reflects politics, society, economics, philosophy and ideology.

Students will learn how to generate written, spoken and multi-media presentations learning how to analyze audiences and rhetorical situations.

Students will complete at least three written assignments of at least 12 pages of prose total.

Students will also present a multi-media presentation to share research.

Students will be led through a revision and refining process of first and second drafts, revising for clarity, force and correctness.

Students will incorporate and cite sources gathered from secondary research in their written, oral and multi-media presentations.

	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>For this course, students are required to relate artistic ideas and works with societal, cultural and historical context to deepen their understanding. They will demonstrate their competency through weekly essay-based homework assignments, a multi-phased collaborative group research project and multi-media and oral presentations and a final exam. Students in this course will:</p> <ol style="list-style-type: none"> 1. Develop and understanding of the development of theatre and its history through the context of play reading and primary texts. [weekly essay-based homework assignments and in-class discussions of readings] 2. Effectively apply analytical and critical skills in understanding and evaluating play scripts, theatrical performances, and theatre criticism [Critical Review Paper] 3. Research and write a Précis grounded in appropriate secondary sources. [Précis Paper] Preliminary assignments will enable you to master essential elements of the Précis paper: <ol style="list-style-type: none"> a. Read and analyze the secondary sources; b. Preliminary Draft: Drawing from your sources and using the analytical skills you have developed, write a preliminary version of your Précis paper; c. Engage in essential revision of your Précis paper 4. Show, through multi-media and oral presentation, an understanding of a scholarly articles and demonstrate an ability to convey that understanding to an audience of their peers. [Multi-phased collaborative group research project] 5. Without notes or reference materials, write short essays in your own words with sufficient detail and interpretation [final exam]
	Syllabus		THTR_4333_syllabus.docx
	Reviewer Comments		<p>ac087 - Wed, 27 Jan 2021 22:14:20 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. rcc003 - Thu, 28 Jan 2021 19:15:07 GMT - Attached syllabus.</p>
THTR 4663		Added	
THTR 4703		Added	
THTR 4713		Added	
THTR 4991		Added	
THTR 5161		Inactivated/Deleted	
THTR 5213		Inactivated/Deleted	
THTR 5353		Inactivated/Deleted	
THTR 5653		Inactivated/Deleted	

		Inactivated/Deleted	
THTR 5763			
THTR 1003H	Proposed Effective Date	Fall 2020	Summer 2021
	Catalog Title	Honors Basic Course in the Arts: Theatre Appreciation	Honors Theatre Appreciation
	Short Course Title	HNRS THEATRE APP	HONORS THEATRE APPRECIATION
	Justification	Admin update to include note that THTR 1003 and 1003H have both been approved to meet the additional domain of Humanities in the State Minimum Core. Adding note in Course Catalog to that effect.	Minor language change to title.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Prerequisite(s)		Honors Candidacy.
THTR 1013H	Proposed Effective Date	Fall 2020	Summer 2021
	Catalog Description	An introduction to musical theatre literature, history, process and artists. Includes guided listening, and reading, viewing, and critically thinking about this quintessentially American art form and its role in society.	Includes reading, viewing, guided listening, critical thinking, creating, and writing about this quintessentially American art form and its role in society.
	Justification	The Department of Theatre seeks to expand our roster of Honors courses in order to reach a wider campus audience.	Minor language change to description.
	Additional Notes	***THTR 1013H has been approved to meet both State Minimum Core domains for Fine Arts and Humanities.	
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		ac087 - Thu, 19 Nov 2020 15:48:04 GMT - removed equivalency statement. Setup of course in UAConnect will automatically generate statement.
THTR 493V		Added	
THTR 494V		Added	
WLIT 5113		Added	