CIM Report Jan 18, 2022 12:51pm

Course Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ARAB 2013	Proposed Effective Date	Fall 2020	Fall 2022
	Status Modifiers	Inactivated	
	Is Course a State Minimum Core Course?	Yes	No
	University Core Category	University Core Humanities	
	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.		- Share ideas about sports, pastimes, and relationships. - Relate life events and celebrations and describe foods and daily routines. - Narrate and report events in the past, present, and future. - Express wishes, doubts, feelings, and emotions. - Link together and sequence simple and complex ideas. - Review and reflect on authentic excerpts from newspapers and journals or video clips. - Reinforce different listening strategies such as: predicting content and guessing meaning, recognizing the main idea and some details, and pinpointing specific information. - Review and reflect on written texts focused on topics such as sports, pastimes, and relationships from the Arabic-speaking world. Combine different reading strategies such as: skimming and scanning (reading for the gist), determining the main idea, and starting to identify certain characteristics of different text types. - Write different types of texts on a variety of topics related to course material and beyond. Develop different strategies in process writing such as: organizing ideas, linking words, supporting details, sequencing events, and peer editing. - Compare and contrast themes and information from the United States and the twenty-two Arabic-speaking countries of the Arab 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.)		-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, 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, b, 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, 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)

	To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators. In an approved course or approved sequence of courses, students will (please select indicators)		a. examine and interpret an intercultural experience from both one's own and another's worldview. b. articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices c. identify and participate in cultural differences in verbal and nonverbal communication.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		- Share ideas about sports, pastimes, and relationships. - Relate life events and celebrations and describe foods and daily routines. - Narrate and report events in the past, present, and future. - Express wishes, doubts, feelings, and emotions. - Link together and sequence simple and complex ideas. - Review and reflect on authentic excerpts from newspapers and journals or video clips. - Reinforce different listening strategies such as: predicting content and guessing meaning, recognizing the main idea and some details, and pinpointing specific information. - Review and reflect on written texts focused on topics such as sports, pastimes, and relationships from the Arabic-speaking world. Combine different reading strategies such as: skimming and scanning (reading for the gist), determining the main idea, and starting to identify certain characteristics of different text types. - Write different types of texts on a variety of topics related to course material and beyond. Develop different strategies in process writing such as: organizing ideas, linking words, supporting details, sequencing events, and peer editing. - Compare and contrast themes and information from the United States and the twenty-two Arabic-speaking countries of the Arab 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.)		-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)
	Justification		Reactivating so that it can be offered starting Fall 2022.
	Syllabus		ARAB 2013 syllabus.docx
	Is Reactivate?		true
ARHS 4973	Proposed Effective Date	Spring 2019	Fall 2021
	Course Delivery Method	On campus Off campus	On campus
	Off Campus Delivery	Online/Web-based	
	Justification	Admin update to undergrad only for dual level conversion. New grad level course is ARHS 5973.	modification of course to meet 6.1 Learning outcome
	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.		Course requires a significant research paper, as well as an oral presentation and an additional 1250 work essay in which the student reflects on the written and oral work and how it manifests their written and oral communication abilities, the characteristic modes of inquiry and action in the major of Art history and the concepts from the fine arts (Learning outcome Goal 3) and critical thinking.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		research paper, oral presentation of 20 minutes minimum, homework assignments, 1250 essay reflecting on the 3 skills and abilities required
	Syllabus		ARHS 4973 Seminar in ARHS LO 6-1.doc
	Reviewer Comments		ac087 - Thu, 11 Feb 2021 14:38:06 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
CIED 5883		Added	
DASC 1011		Added	
DASC 290V		Added	
DASC 490V		Added	
EDST 2003	Proposed Effective Date	Fall 2020	Fall 2022
	Typically Offered	Fall and Spring	Fall and Summer
	Justification	Course was approved by Faculty Senate for Learning Outcome 3.3, which is equivalent to the State Minimum Core domain for Social Sciences. Added course to State Minimum Core for Social Sciences to clarify the record.	Change offering schedule to maximize enrollments for the EDST-Minor and summer enrollments for EDST 2003 as a social science elective.
ENGL 3103	Proposed Effective Date	Fall 2021	Spring 2022
	Course Delivery Method	On campus	On campus Off campus

	Justification	Updated course to reflect Gen Ed goals that are met.	This is a required class for our newly developed Global major in English; it has been developed in consultation with Global Campus.
	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.	ac087 - Thu, 07 Oct 2021 20:53:48 GMT - adding Core Committee, UCPC, and Faculty Senate to workflow due to Gen Ed Curriculum.
	Off Campus Delivery		Online/Web-based
EXSC 4833	Proposed Effective Date	Summer 2019	Spring 2022
	Prerequisite(s)	EXSC 3353, EXSC 3153, and EXSC 3533.	EXSC 3353, EXSC 3153, EXSC 3533, and EXSC 4323.
	Justification	Students were enrolling in courses out of sequence, so this will confirm students are prepared for internship.	Updated syllabus to reflect the use of case studies to address 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)		a. examine and interpret an intercultural experience from both one's own and another's worldview. d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The study of the effects of exercise, exercise training, and other stressors in special groups. A detailed study of the biomechanical and physiological effects of exercise on the elderly, the diabetic, the post-coronary, and the individual with functional limitations.

	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 case studies required in this course will be used to evaluate learning outcome 4.1. Students will be presented with case studies that focus on exercise and special populations. They will be asked to respond to issues related to diverse populations using their own backgrounds and cultural experiences.
	Syllabus		EXSC 4833_Syllabus_FALL2021.docx
	Reviewer Comments		ac087 - Mon, 20 Apr 2020 18:53:19 GMT - adjusted workflow from minor to major, addition to gen ed curriculum requires major approval process. ac087 - Mon, 20 Apr 2020 18:54:20 GMT - adjusted effective date from fall 2020 to spring 2021. addition to gen ed curriculum requires major approval process and course will not complete approval in time. kmamisei - Mon, 20 Apr 2020 21:57:22 GMT - Rollback: This is a general education core course. I believe this should go through the full curriculum approval, including the Core Committee. kmamisei - Mon, 27 Apr 2020 22:01:00 GMT - Rollback: Based on discussions with the program, it was determined that this course does not meet the requirements for the learning outcome 4.1. kmamisei - Wed, 07 Apr 2021 19:51:32 GMT - Rollback: (1) The syllabus does not mention general education outcome and does not explain what assignment(s) will be designated for 4.1 assessment (2) The answer to this question just lists 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.)." There is no explanation on what these assignments are and how they can be used to demonstrate achievement of the learning outcome. kdhall - Thu, 26 Aug 2021 20:14:57 GMT - Rollback: please see the reviewer comments; the program should review this request and respond to specific reviewer points. ac087 - Thu, 23 Sep 2021 16:39:15 GMT - adjusting effective date from Fall 2021 to Spring 2022. Course did not complete approval process in time. Also, Spring 2022 effective date is pending completion of approval process in time.
EXSC 4833H	Proposed Effective Date	Fall 2019	Spring 2022
	Prerequisite(s)	EXSC 3353, EXSC 3153, EXSC 3533 and honors standing.	EXSC 3353, EXSC 3153, EXSC 3533, EXSC 4323 and honors standing.
	Justification	Removed inactive courses from requisite.	Updated syllabus to reflect the use of case studies to address 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)		a. examine and interpret an intercultural experience from both one's own and another's worldview. d. identify and analyze significant global challenges and opportunities in the human and natural world. e. identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.
How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The study of the effects of exercise, exercise training, and other stressors in special groups. A detailed study of the biomechanical and physiological effects of exercise on the elderly, the diabetic, the post- coronary, and the individual with functional limitations. How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)
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 case studies required in this course will be used to evaluate learning outcome 4.1. Students will be presented with case studies that focus on exercise and special populations. They will be asked to respond to issues related to diverse populations using their own backgrounds and cultural experiences.
Syllabus		EXSC 4833_Syllabus_FALL2021.docx

	Reviewer Comments		kmamisei - Thu, 08 Apr 2021 16:06:37 GMT - Rollback: Rolling back per request from Dr. Calleja. The department will be adding the general education outcome information. ac087 - Mon, 12 Apr 2021 16:43:58 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process. ac087 - Mon, 12 Apr 2021 16:49:26 GMT - Fall 2021 effective date, pending completion of approval process before start of term. kdhall - Thu, 26 Aug 2021 20:21:03 GMT - Rollback: From the description given in the syllabus, it is not clear how the abstract assignment addresses the three learning indicators (for the proposed Gen Ed Outcome 4.1). Learning outcomes (d) and (e) specifically identify "global" challenges and cultures, respectively. The syllabus description does not specifically identify this element. ac087 - Thu, 23 Sep 2021 16:41:11 GMT - changed effective date from Fall 2021 to Spring 2022. Course did not complete approval process in time for Fall 2021 effective Date. Also, Spring 2022 effective date pending completion of approval process in time.
FINN 2043	allcodes	FINN 3043	FINN 2043
	Proposed Effective Date	Fall 2021	Summer 2022
	Course Number	3043	2043
	Justification	No PBUS required for this class	Changing FINN 3043 to FINN 2043 to encourage students considering a Finance major to take the class earlier in thier academic career.
	Course Code	FINN 3043	FINN 2043
	Syllabus	Re_ Pre-Requisite issues for FINN 3043 and MKTG 3433.pdf	Syllabus-FINN 2043 Fall 2021[22].docx
	Reviewer Comments	ac087 - Tue, 02 Nov 2021 17:37:39 GMT - per attached email conversations, removing the background requisite of not pbus pbusn that is placed on all WCOB 3000/4000 level classes. ac087 - Tue, 02 Nov 2021 17:50:25 GMT - administratively removed prior to completion to aid in registration.	ac087 - Mon, 13 Dec 2021 16:55:42 GMT - changed effective date from spring 2022 to summer 2022. Course will not complete approval process in time for spring 2022.
FINN 2043H	allcodes	FINN 3043H	FINN 2043H
	Proposed Effective Date	Spring 2022	Summer 2022
	Course Number	3043H	2043H
	Justification	No PBUS required for this class	Changing FINN 3043 to FINN 2043 to encourage students considering a Finance major to take the class earlier in thier academic career.
	Syllabus	Re_ Pre-Requisite issues for FINN 3043 and MKTG 3433.pdf	FINN 2043 Principles Honors Syllabus.docx
	Reviewer Comments	ac087 - Tue, 02 Nov 2021 17:51:54 GMT - per attached email conversations, removing the background requisite of not pbus pbusn that is placed on all WCOB 3000/4000 level classes. ac087 - Tue, 02 Nov 2021 17:52:18 GMT - administratively removed requisite to aid in registration.	ac087 - Tue, 14 Dec 2021 17:19:34 GMT - changed effective date from Spring 2022 to Summer 2022. Course will not complete approval process in time for Spring 2022 effective date.
	Course Code	FINN 3043H	FINN 2043H
GEOS 4924	Proposed Effective Date	Fall 2020	Spring 2022

	Title/Description Change Type	Minor (stylistic/editorial) Change	
	Justification	A compromised solution that effectively eliminates the requirement that students take two sed-strat courses (the current requirement), and also gives students an option of whether to focus on soft rocks or hard rocks.	Submitting for Gen Ed Learning Outcomes 1.2 and 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
	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 have bi-weekly writing assignments in which they will peer-evaluate and receive feedback from the instructor b) students will have bi-weekly writing assignments, essays exams, and a final lab project that will include a mock paper submission to a journal (GSA Bulletin) and give an oral presentation on their field trip findings c) students will integrate the skills learned in the lab and the content learned in the lecture to write a mock paper submission to GSA Bulletin. The skills integrated will include understanding of earth history as a science, how to measure section, how to interpret depositional environments and the concept of lateral facies changes. d) students will be expected to improve their writing over the course of the semester. The final paper will be graded with this in mind e)students will be required to have proper citations in the final mock submission paper. They will also undertake several assignments where they are required to do primary research and present a research paper to the class. They will also create a final presentation on their field trip findings. This presentation will be a standard GSA type presentation with 12-15 min of lecture followed by 2-3 minutes of questions
How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Learning outcomes will be assessed via 1) feedback from writing assignments, 2) feedback on essay exams, 3) feedback on in-class presentations of research papers. (short 5-10 min presentations of manuscripts found through a literature review). There will be a mid-term exam as well as five writing assignments throughout the class in which the students will receive feedback.
To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		The course meets "a" in that students 1) submit essay exams, 2) submit a final paper that interprets their field observations, and 3) either completes an oral exam or gives a GSA meeting-style presentation of their field trip findings. The course meets "c" in that they must use the skills learned through the course and other classes to observe the principles that govern the Earth System and how they work. The course meets "e" in that they students must critically think about the interacting Earth System, how they Earth acts as a system, as well how geoscientists prove their interactions in Earth's history (e.g. what is the evidence?"). This is demonstrated through exams and oral presentation.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		This is demonstrated through 1) essay exams, 2) bi-weekly writing assignments that summarize influential papers in Earth System science, 3) presentation of field trip findings, 4) oral exams and 5) student-led discussion of influential papers.
	Syllabus		GEOS 4924 syllabus.docx
	Reviewer Comments		ac087 - Fri, 03 Sep 2021 20:14:40 GMT - adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.
HIST 3103	Added		
IARD 3815	allcodes	IDES 3815	IARD 3815
	Proposed Effective Date	Fall 2021	Fall 2022
	Department Code	Department of Interior Design (IDES)	Department of Interior Architecture and Design (IARD)
	Subject Code	Interior Design (IDES)	Interior Architecture and Design (IARD)
	Prerequisite(s)	IDES 3805.	IARD 3805.
	Justification	This course proposes to meet General Education Learning Outcome 4.1.	Updating the subject code to IARD (Interior Architecture and Design) to reflect the new program/department name. Updated req to reflect new subject code.
	Syllabus	IDES 3815 S Y L L A B U S Sp21b.pdf	
	Course Code	IDES 3815	IARD 3815
	Reviewer Comments	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.	ac087 - Thu, 30 Sep 2021 20:30:56 GMT - Rollback: update requisite to reflect new subject code.
IARD 4813	allcodes	IDES 4813	IARD 4813
	Proposed Effective Date	Fall 2021	Fall 2022
	Department Code	Department of Interior Design (IDES)	Department of Interior Architecture and Design (IARD)

	Subject Code	Interior Design (IDES)	Interior Architecture and Design (IARD)
	Justification	This course proposes to satisfy learning outcome 4.2.	Updating the subject code to IARD (Interior Architecture and Design) to reflect the new program/department name.
	Course Code	IDES 4813	IARD 4813
	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.	ac087 - Thu, 30 Sep 2021 20:40:23 GMT - adjusting workflow from minor to minor amended. Gen Ed Curriculum requires different approval process.
IARD 4823	allcodes	IDES 4823	IARD 4823
	Proposed Effective Date	Fall 2021	Fall 2022
	Department Code	Department of Interior Design (IDES)	Department of Interior Architecture and Design (IARD)
	Subject Code	Interior Design (IDES)	Interior Architecture and Design (IARD)
	Corequisite(s)	IDES 3805.	IARD 3805.
	Justification	To satisfy General Education Learning Outcome 1.2	Updating the subject code to IARD (Interior Architecture and Design) to reflect the new program/department name. Updated req to reflect new subject code.
	Syllabus	IDES Pro Practice Syllabus Schedule F2020.doc Website Assignment 2021.doc Professional Ethics Assignment 2021.doc Job Search Package Assignment 2021.doc	
	Course Code	IDES 4823	IARD 4823
	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.	ac087 - Thu, 30 Sep 2021 21:02:33 GMT - Rollback: update requisite to reflect subject code. ac087 - Thu, 30 Sep 2021 21:47:16 GMT - adjusting workflow. Gen Ed Curriculum classes require amended core approval process.
INEG 4924	allcodes	INEG 4923	INEG 4924
	Proposed Effective Date	Spring 2021	Fall 2022
	Course Number	4923	4924
	Credit Hours	3	4
	Catalog Description	Develop a written and oral report for a comprehensive project for an industrial sponsor. Complete identified tasks and measure success in achieving defined objectives using industrial engineering tools; create and document deliverables. Students must have successfully completed INEG 4911 in the immediately prior semester. Two hours lecture, One, three hour lab.	Second semester of a two-semester, team-based project in support of a real-world industry partner organization. Develop and assess recommendations for improving system performance, or develop the detailed design of a new system. Evaluate the potential impact of the project. Develop deliverables for the industry partner organization. Communicate findings using reports and presentations. Students must have successfully completed INEG 4911 in the immediate prior semester.
	Prerequisite(s)	Industrial Engineering (INEGBS) students only, INEG 3613, INEG 3623, and INEG 4911.	INEG 3533, INEG 3553, INEG 3714, INEG 3833, INEG 4433 and INEG 4913.
	Pre- or Corequisite(s)	INEG 3513.	

	Justification	Restrict course to INEGBS students only. Add the course to the approved list for GenEd Learning Outcome 6.1.	As part of a pending major program change for the Bachelor of Science in Industrial Engineering, the INEG faculty are increasing the depth of the two-semester, BSIE capstone experience. The increase in credit hours, the more specific topics, and the updated requisites reflect this change.
	Syllabus	2020 01 31 INEG 4923 Syllabus for GenEd 6-1.pdf	INEG 4924 IE Capstone Experience II FINAL.docx
	Reviewer Comments	ac087 - Tue, 04 Feb 2020 14:57:03 GMT - Rollback: need to adjust workflow ac087 - Tue, 04 Feb 2020 14:57:57 GMT - adjust workflow, addition to gen ed curriculum requires major approval process. agriffin - Thu, 07 May 2020 18:01:56 GMT - Changed effective date from fall 2020 to spring 2021. It is too late to complete approval for this fall.	cassady - Wed, 20 Oct 2021 01:22:32 GMT - This is a major change, not a minor change. epohl - Thu, 21 Oct 2021 14:33:56 GMT - Description should say the students must have successfully completed INEG 4913 in the immediate prior semester. ac087 - Fri, 05 Nov 2021 22:28:36 GMT - Rollback: Adjusting workflow to include missing Core Committee. ac087 - Fri, 05 Nov 2021 22:29:40 GMT - approving at Vice Chancellor Initial per Kate's previous approval. Had to amend workflow
	Course Code	INEG 4923	INEG 4924
INST 4913	Added		
NURS 5303	Inactivated/Deleted		
NURS 5313	Inactivated/Deleted		
NURS 5323	Inactivated/Deleted		
NURS 5353	Inactivated/Deleted		
NURS 5413	Inactivated/Deleted		
NURS 5423	Inactivated/Deleted		
OCTH 696V	allcodes	OCTH 6966	OCTH 696V
	Proposed Effective Date	Fall 2019	Spring 2022
	Course Number	6966	696V
	Credit Hours	6	1
	Can this course be repeated for degree credit?	No	Yes
	Catalog Description	The Occupational Therapy Capstone experience and project provides students with an in-depth exposure to clinical practice, research, administration, leadership, policy, and/or program development. Students are expected to collaborate with a mentor to design learning and performance objectives prior to initiating onsite experiences. The experience concludes with a culminating project reflecting the student's integration of occupation centered knowledge and skills and ability to engage in critical and self-reflective inquiry.	The Occupational Therapy Capstone experience and project provides students with an in-depth exposure to clinical practice, research, administration, leadership, policy, and/or program development. Students are expected to collaborate with a mentor to design learning and performance objectives prior to initiating onsite experiences. The experience concludes with a culminating project reflecting the student's integration of occupation centered knowledge and skills and ability to engage in critical and self-reflective inquiry. This course is graded on a Credit/Fail basis.
	Justification	Per accreditation standards, students can not participate in Occupational Therapy Capstone until all coursework, Level II Fieldwork, and Capstone preparatory activities are completed.	Giving students an opportunity to reenroll if they need more time to finish capstone experience project. Grading is being changed to Credit/Fail because students must demonstrate mastery of content by completing the project.

	Syllabus	OCTH 6966 Occupational Therapy Capstone R.docx	OCTH 696V Capstone Syllabus Draft_updated.docx
	Reviewer Comments	ac087 - Thu, 20 Sep 2018 16:02:42 GMT - Rollback: department to correct requisite.	ac087 - Mon, 03 Jan 2022 17:44:35 GMT - following up with department on credit/fail request for clarification. email to follow. msganio - Fri, 07 Jan 2022 15:07:17 GMT - Syllabus was updated per discussions with the department. msganio - Thu, 13 Jan 2022 17:42:34 GMT - Per phone conversation with Registrar's office, they will make this a satisfactory grading basis when it reaches the final step. This grading basis will allow for all types of grading basis should you all decide that you would like to assign letter grades but will also allow for CR when they pass. As stated earlier if students were to receive an "S" those courses would not be calculated in hours earned or in their GPA until a letter grade or "CR" replaces the "S". Also, an "I" could be given as well, and that student would have 12 months to complete before it automatically becoming an F.
	Course Code	OCTH 6966	OCTH 696V
	Is course a General Education Course?		No
	Maximum Credit Hours		6
	Total credits allowed		9
	Total completions		4
	Title/Description Change Type		Minor (stylistic/editorial) Change
PHYS 1044	Proposed Effective Date	Fall 2021	Spring 2022
	Catalog Description	Covers the classical laws of mechanics, including static equilibrium, elasticity, and oscillations, with emphasis on topics relevant to architecture. Includes the use of mechanics concepts such as motion, position, speed, velocity, acceleration, force, torque, momentum, energy, and oscillations, with application to basic structural elements such as cables, trusses, and beams.	Algebra-based physics covering forces and motion with emphasis on architectural structural support systems such as beams, cables, columns, and trusses. Topics include physical concepts such as linear motion, position, velocity, acceleration, forces, free-body diagrams, rotational motion, torque, center of gravity, impulse, oscillations, equilibrium, stability, balance, stress, strain, and material strength.
	Justification	We are updating the course description to more accurately describe the content of the course.	The course instructors are trying to make clearer the subjects covered so that students required to take either Physics for Architects I OR II can choose the course that suits their major area of study. PFA I will no longer be a pre-req for PFA II. The course content will not change.
PHYS 1054	Proposed Effective Date	Fall 2020	Spring 2022
	Catalog Description	Acoustics, electricity and magnetism, light, and environmental physics. Topics include resonance, acoustical isolation, interference, reverberation time, electrical circuitry with emphasis on power and efficiency, electrical storage, light sources, reflection, refraction, absorption, transmission, color, astronomy (to give perspective to the use of sunlight in architecture), heat, noise, and radioactivity pollution. Lecture 3 hours, laboratory 2 hours per week.	Algebra-based physics covering thermal materials, fluid flow, acoustics, electricity, and optics with emphasis on architectural design. Topics include physical concepts such as potential and thermal energy, heat pumps, water pressure, fluid dynamics, sound waves, loudness, electrical systems, direct and alternating current, series and parallel circuits, optical instruments, reflection, and refraction.
	Prerequisite(s)	PHYS 1044.	Major in architecture or interior design or agricultural education communication technology.

	Justification	Uploaded General Education submission information. Admin adjustment of workflow to reflect minor change, even though this is a state minimum core course since Gen Ed curriculum previously approved. Component changes are normally minor course changes.	The course instructors are trying to make clearer the subjects covered so that students required to take either Physics for Architects I OR II can choose the course that suits their major area of study. We are also removing the PFA I pre-req to accommodate this choice.
	Syllabus	PHYS1054_Syllabus.pdf	
	Title/Description Change Type		Minor (stylistic/editorial) Change
SPAN 3883	Proposed Effective Date	Fall 2019	Fall 2021
	Justification	Heritage/Native speakers take SPAN 3123 Heritage Speakers II in lieu of SPAN 3103, following a different coursework path based on their linguistic skills	Submitting for 1.2 gen ed 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.		# In this course, students will compose a written research document. They will be guided throughout the research process (research, plan, draft, and revision) and instructed on the use of academic registers. # Students will create and deliver an in-class oral presentation about their research using a multimedia or visual aid. They will be instructed on the use of formal register, as well as on the best practices of using visual aid. # Students will write five reflections (experiential and reading) and will be instructed on how to approach reflective writing. # Students will compile and construct a digital portfolio using the products they created throughout the semester. # Students will translate 4 to 5 documents as assignments (and several other documents for their Service-Learning hours) and will assess the audiences to provide the best possible translation.
		# Students will write a 1-page proposal, 5 reflection entries, and a final research paper (5 pages minimum). Students will create a research presentation (10 minutes minimum). Students will translate 4 documents as assignments-practice and several other documents as their Service-Learning component. They will create a digital portfolio that compiles all their work. Instructors may change the number of written assignments and their length while maintaining an aggregate of 12 pages or a proportional workload that may include videos, translations, written or multimedia assignments, etc.
		# Students will write and present a variety of assignments using content that is effective and appropriate for each task. They will also participate in the translation of several documents ranging in register, purpose, target audiences, type of texts, subject fields, and formal conventions.
		# Instructors will consider the appropriate way to provide students with feedback on their written, translations, reflective writing, and multi-media production considering the specific circumstances of each class and task. Essay assignments may include a draft and a revised version. Students will provide feedback to their peers during the research presentation.
		# Students will be given explicit instructions on how to prepare for their written, oral, or multi-media presentations. This includes both observational (Service-Learning experiences, testimonies, surveys, interviews, etc.) and bibliographic research (access to reputable and diverse sources, proper citation, and academic honesty).

How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		- Research paper and presentations will be used to evaluate an understanding of research topic, research methodology, organizational skills, critical thinking, and language correctness. - Reflections will be used to evaluate critical thinking skills and language correctness. - Presentations will be evaluated in content, language correctness, and oral proficiency. - Digital portfolio will be evaluated in content, creativity, and language correctness. - Translations will measure the students' ability to translate correctly in terms of content, purpose, language, format, and formal conventions.
Syllabus		SPAN_3883_syllabus.docx
Reviewer Comments		ac087 - Tue, 23 Feb 2021 15:47:51 GMT - Adjusting workflow from minor to major. Addition to Gen Ed Curriculum requires major approval process.