

CIM Report Apr 13, 2022 8:15am

Course Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ACOM 5643			Added
CIED 5383			Added
CIED 5753			Added
COMM 3283			Added
CSCE 3213			Inactivated/Deleted
ENTO 1021L	Proposed Effective Date	Fall 2020	Fall 2022
	Typically Offered	Spring	Fall and Spring
	Catalog Title	Insects in Science, the Arts, and Human History Laboratory	Insects, Science and Society Lab
	Justification	Uploaded General Education submission information.	The corequisite lecture course (ENTO 1023) title was changed 6-7 years ago to more accurately reflect the content of the course, but the title for this lab was not changed. The proposed title change matches the lecture and accurately reflects course content.
	Syllabus	ENTO1021L_Syllabus_Fall_2018.pdf	
	Title/Description Change Type		Minor (stylistic/editorial) Change
HESC 5111			Inactivated/Deleted
HOSP 3713			Added
IDST 4013			Added
INST 3843			Added
INST 3853			Added
ITAL 1113			Added
ITAL 2113			Added
LALS 3283			Added
MKTG 5413			Added
MKTG 5583			Added
MLIT 1013H	Proposed Effective Date	Fall 2020	Fall 2022
	Choose the learning outcome the course addresses:	Goal 3 – Learning Outcome 3.1	Goal 1 – Learning Outcome 1.2 Goal 3 – Learning Outcome 3.1

Justification	Uploaded General Education submission information.	<p>The non-honors section of MLIT 1013 has already been approved for Learning Outcome 1.2 and the honors section of MLIT 1013H was mistakenly omitted from the approval process. 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(H), MUHS 3703, MUHS 3713, with MUHS 4253 taken by non-music education majors. MLIT 1013(H), MUHS 3703, MUHS 3713 will be used to satisfy Learning Objective 1.2 while MUHS 4253 will be used for Objective 6. MLIT 1013(H) will remain the same, while the other courses will be modified to better meet the specified learning objectives.</p> <p>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 other 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.</p>
Syllabus	MLIT_1013_Fall_2018_Syllabus.pdf	MLIT 1013 Fall 2021 Syllabus.pdf
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 is part of a 3-course sequence (with MUHS 3703 and MUHS 3713) that meets all 5 indicators. Students will read examples of musical scholarship for a music-literate audience, learning to use them as models for their own papers or projects (a). Students will complete at least 4 pages of writing or a 7-minute oral or multimodal presentation in this course, constituting one-third of the total required across the 3-course sequence (b). Learning indicators c, d, and e will be met in the other two courses in this sequence.
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)		Instructors will collect essays and/or document oral or multimodal presentations.
	Reviewer Comments		ac087 - Fri, 08 Apr 2022 21:58:32 GMT - approved for MUSC Chair per discussion with Ryan Cochran on 4/7/2022.
MUEN 1281		Added	
MUEN 2281		Added	
MUEN 3281		Added	
MUEN 4281		Added	
NURS 4203	Proposed Effective Date	Fall 2021	Fall 2022
	Prerequisite(s)	NURS 4003, and admission to an online undergraduate BSN professional program or permission by the instructor or department head.	NURS 3111, NURS 3772, NURS 3782, NURS 4003, NURS 4323 and admission to an online undergraduate BSN professional program or permission by the instructor or department head.
	Justification	With the addition of LPN-BSN students in this class (it was previously only RN-BSN students), faculty have added a pre-requisite to ensure all students are appropriately prepared for the content.	Students self-enroll in the course too early in the progression, and often without or against advisor suggestion resulting in up to a year difference for when they take the practicum. Leadership is intended to be the third course/practicum combo that they take (second in some cohorts depending on which term they begin). The course is designed for mid to upper-level students and is best after other clinical experiences have been completed. Requiring more prereqs first helps to decrease the enrollment against advisement and proper progression through the course/practicum combinations.
NUTR 521V		Inactivated/Deleted	