

CIM Report Nov 15, 2024 3:52pm

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
CIED 41903			Added
CIED 42003			Added
CIED 42906			Added
CIED 45303	Proposed Effective Date	Fall 2024	Fall 2025
	Choose the learning outcome the course addresses:	Goal 6 – Learning Outcome 6.1	Goal 3 – Learning Outcome 3.2 Goal 6 – Learning Outcome 6.1
	Justification		General Education Learning Objective 3.2 noted as being met by this course. We are revising the curriculum to comply with new Department of Elementary and Secondary Education guidelines for K-6 teacher preparation programs. Course changes occurred to increase the number of hours of residency and update courses to reflect current research and practice necessitating noting that this course met general education objectives 3.2 and 6.1. The course changes were made so the program could continue to prepare quality teacher candidates who are able to pass all licensure exams and to be highly sought after for a teaching position.
	To be certified as meeting this outcome, a course must incorporate at least three of five learning indicators. In an approved course, students will (please select indicators)		b. analyze texts and other created artifacts using theories and methods of the discipline. 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.

Students are prepared to:
Understand the role of text complexity in reading development (6.2)
a. Three factors (quantitative, qualitative, and reader and task) that measure text complexity
b. Features of text-leveling systems
c. Choosing and evaluating texts
i. Teaching children to choose appropriate texts

Understand point of view using evidence from the text by (5.2)
a. Author's point of view in various genres and supporting conclusions with evidence from the text
b. Multiple accounts of the same events or topic to identify similarities or differences in point of view
c. How point of view, perspective, and purpose shape the content and style of a text

Integrate and compare written, visual, and oral information from texts and multimedia sources (5.2)
a. How visual and oral elements enhance the meaning and effect of a literary text
b. Comparison of the written version of a literary text with an oral, stage, or filmed version
c. Analysis of how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)
d. Interpretation of visual and multimedia elements in literary and informational texts

Consider diversity and equity in teaching reading comprehension
a. Understanding students' linguistic variation
b. Drawing upon students' linguistic repertoire in comprehension instruction
c. Drawing upon students' funds of knowledge in teaching reading comprehension
d. Instructional strategies for supporting bilingual students' language and literacy practices
e. Reading comprehension as culturally constructed

	<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>Example assignments:</p> <p>Comprehension using Mentor Texts (with the help of AI) Every teacher needs a toolkit of resources to begin their career. And in today's world, every teacher needs to know how to EFFECTIVELY and ETHICALLY use Generative Artificial Intelligence (AI). Across the span of this semester, you will create a toolkit of books and comprehension strategies. Most of this work will be done during class time using the resources found in the UACL. The finished project will require that you read and classify quality children's literature according to the genre and identify at least two comprehension strategies that could be used with the book in an elementary classroom. After reading and classifying each book into their correct genre, you will use AI to generate a list of comprehension strategies for the book. You will then choose the TWO that are the most promising for each text and provide examples from the book that support your choices. You will also include a list of questions that draw upon specific elements of each text to promote your chosen strategies.</p> <p>Focused Reflections on Course Readings (x5) As you continue on your journey from students to teachers, you'll need to shift toward thinking about reading texts from a teacher's perspective ("What can I learn from this? How can I use this to inform the teaching I'll do tomorrow?"). For this reason, our discussions of the readings will follow a seminar-style format, as do many professional teacher learning communities. This means that you'll need to come prepared each week having read thoughtfully and carefully, and be ready to discuss what you've learned, noticed, and wondered about. Your participation is essential. To prepare for our discussions, I will provide you with a focused reflection form for many of the readings in this course. These forms will be places to collect wisdom around the teaching of literacy so that you can return to it later and help it guide our course discussions. This wisdom may come directly from the readings for class, your experiences in classrooms, quotes about the teaching, especially of literacy, that guide your thinking and vision. These reflections will serve as an opportunity to work through what you are learning, not to perform that you read the assigned texts. Be real, struggle through the issues, and push yourself to consider other perspectives.</p>
	Syllabus		<p>skNEW SYLLABUS_CIED 45303 Reading Comprehension_Fall 2024.pdf</p>
	Reviewer Comments		<p>ac087 - Tue, 05 Nov 2024 20:30:03 GMT - adjusted workflow from minor to major per the inclusion of Gen Ed outcomes.</p>
COMM 49801		Added	

		Added	
GNEG 211H1			
HDFS 14203		Inactivated/Deleted	
HDFS 43706	allcodes	HDFS 43703	HDFS 43706
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	43703	43706
	Typically Offered	Spring	Fall
	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Students are assessed through the TESS assessment, submitted lesson plans and reflective evaluations, and In a final portfolio assignment presented to the class.	Students are assessed through the TESS assessment, submitted lesson plans and reflective evaluations, and in a final portfolio assignment presented to the class.
	Component Type	Lecture	Internship
	Credit Hours	3	6
	Justification		Course needs to be offered in the fall to meet LEARNS Act requirements for one year internship. Course to be changed to 6 credits to follow UA formula for hours spent in the field per credit. Change to the final course number digit reflects proposed change to 6 credits.
	Course Code	HDFS 43703	HDFS 43706
	Syllabus		HDFS 43706__Syllabus_Fall 2025.docx
	Reviewer Comments		ljrobert - Wed, 09 Oct 2024 19:58:13 GMT - Change needed to comply with LEARNS Act. ac087 - Fri, 11 Oct 2024 18:55:45 GMT - Adjusted workflow to include Core Committee, per Gen Ed Curriculum outcomes. lkulcza - Mon, 14 Oct 2024 21:30:16 GMT - This course is cited in BRKDBS; the department might want to look at that program and submit program updates (as applicable) to accommodate the proposed change to this course. gdaugher - Wed, 16 Oct 2024 13:01:44 GMT - Changed effective date to Fall 2026 at the request of submitter. gd
HDFS 43809	allcodes	HDFS 43803	HDFS 43809
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	43803	43809
	Credit Hours	3	9
	Justification		Course to be changed to 9 credits to follow UA formula for hours spent in the field per credit. Final course number to be changed from 3 to 9 to reflect change in credits.
	Course Code	HDFS 43803	HDFS 43809
	Syllabus		Internship_Kindergarten_Syllabus_Spring 2024.docx

	Reviewer Comments		ljrobert - Wed, 09 Oct 2024 19:52:20 GMT - Change necessary to comply with the LEARNS Act. lkulcza - Mon, 14 Oct 2024 21:30:41 GMT - This course is cited in BRKDBS; the department might want to look at that program and submit program updates (as applicable) to accommodate the proposed change to this course. gdaugher - Wed, 16 Oct 2024 13:02:21 GMT - Changed effective date to Fall 2026 at the request of submitter. gd
PHED 40709	allcodes	PHED 40706	PHED 40709
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	40706	40709
	Credit Hours	6	9
	Catalog Title	Physical Education Teaching Internship	Physical Education Teaching Internship II
	Short Course Title	INTERNSHIP	INTERNSHIP II
	Justification	Internship is always 6 hours; make course number change easier	The state of Arkansas has mandated a full year internship, effective fall of 2026. This class will change from 6 hours to 9 hours to better reflect the amount of time students spend in their respective schools.
	Course Code	PHED 40706	PHED 40709
	Syllabus	PHED 40706 syllabus.doc	PHED 40709 syllabus 2024.doc
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Reviewer Comments		mrganio - Mon, 14 Oct 2024 16:26:45 GMT - changed effective date per program request
PHED 43206	allcodes	PHED 43202	PHED 43206
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	43202	43206
	Component Type	Practicum	Internship
	Credit Hours	2	6
	Catalog Title	Teaching Practicum	Physical Education Teaching Internship I
	Short Course Title	TEACHING PRACTICUM	TEACHING INTERNSHIP I
	Catalog Description	K-12 Kinesiology majors serve as a teaching assistant with a local school physical education teacher. This course should be taken the semester before PHED 40706 Internship.	K-12 Kinesiology majors serve as an intern teacher with a local school physical education teacher. This course should be taken the semester before PHED 40709.
	Justification	Admin update to course number in description due to course number change.	A full year internship has been mandated by the state of Arkansas, effective fall of 2026. A six-hour internship will replace a two-hour practicum to fulfill the requirements for the fall semester.
	Course Code	PHED 43202	PHED 43206
	Syllabus		PHED 43206 Syllabus 2024.doc
	Reviewer Comments		mrganio - Mon, 14 Oct 2024 16:27:07 GMT - changed effective date per program request
SEED 30803	allcodes	CIED 20803	SEED 30803
	Proposed Effective Date	Fall 2024	Spring 2025
	Subject Code	Curriculum and Instruction (CIED)	Secondary Education (SEED)
	Course Number	20803	30803
	Justification		This is a minor/stylistic change to make this course consistent with the Yearlong Residency Requirements of the Bachelor of Arts in Teaching programs.
	Course Code	CIED 20803	SEED 30803

	Prerequisite(s)		PEGED, PSEED, PDRED, PFRED, PSNED, or PGRED Designation.
	Syllabus		Sp 24 Innovation and Creativity in Daily Practice Syllabus.docx
	Reviewer Comments		ac087 - Tue, 08 Oct 2024 20:00:16 GMT - Adjusted workflow to include Core Committee per inclusion of Gen Ed Outcomes. ac087 - Tue, 08 Oct 2024 20:06:19 GMT - Changed effective date from Spring 2024 to Spring 2025. Spring 2024 has already completed. Spring 2025 effective date pending successful completion of the approval process before start of term.
SEED 32903	Added		
SEED 40203	allcodes	SEED 40202	SEED 40203
	Proposed Effective Date	Fall 2024	Fall 2025
	Course Number	40202	40203
	Typically Offered	Fall and Spring	Fall
	Credit Hours	2	3
	Prerequisite(s)	Admission to one of the following: EGEDBA, SSEDDBA, FREDBA, GREDBA, SNEDBA, or DREDBA.	Admission to one of the following: EGEDBA, SSEDDBA, FREDBA, GREDBA, SNEDBA, STEM, CATEBA, or DREDBA.
	Justification		Changed course number to reflect credit hour change from 2 to 3. Changed semester offered to manage enrollment and human resources.
	Course Code	SEED 40202	SEED 40203
	Syllabus		SEED 40203 Classroom Mgmt Concepts.docx
	Additional Notes		This course is moving from 2 to 3 hours as part of the yearlong internship changes. Those programs using this course are not increasing their overall hours as many adjustments are being made to each. This course will now serve three teacher licensure programs instead of being specific to the BAT.
	Reviewer Comments		mrganio - Thu, 22 Aug 2024 20:26:05 GMT - Rollback: Hi Jason, the following programs have this class as a requirement. Because this proposal is increasing the number of credit hours for the course, this will inadvertently increase the total number of hours for these degrees to be >120. The programs effected need to propose changes that reduce their degree by 1 hour so this change keeps them at 120 hours. Happy to discuss further as needed. EGEDBA FREDBA GREDBA SNEDBA SSEDDBA DREDBA
SEED 41003	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Fall
	Prerequisite(s)	Admission to SSEDDBA.	CIED 30803, CIED 30303, SEED 40603, and Admission to SSEDDBA.
	Justification		Minor change to course offering schedule, corequisites and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 32803 and SEED 32903.
	Syllabus		SEED 41003_51003 Syllabus.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 19:20:29 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.

SEED 41103	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Spring
	Prerequisite(s)	Admission to the B.A.T. program.	SEED 41003, SEED 32803, SEED 32903 and Admission to SSEDDBA.
	Justification		Minor change to course offering schedule and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 42803 and SEED 42806.
	Syllabus		SEED 41103 51103 Syllabus.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 21:22:43 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SEED 42003	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Fall
	Prerequisite(s)	Admission to EGEDBA or DREDBA program.	CIED 30803, CIED 30303, SEED 40603 and admission to EGEDBA or DREDBA program.
	Justification		Minor change to course offering schedule, corequisites and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 32803 and SEED 32903.
	Syllabus		SEED 42003 Syllabus.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 21:25:46 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SEED 42103	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Spring
	Prerequisite(s)	Admission to B.A.T. program leading to licensure.	SEED 42003, SEED 32803, SEED 32903 and Admission to EGEDBA or DREDBA.
	Justification		Minor change to course offering schedule and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 42803 and SEED 42806.
	Syllabus		SEED 42103 Syllabus.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 21:28:12 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SEED 42803			Added
SEED 42906			Added
SEED 44403	Proposed Effective Date	Fall 2024	Fall 2025
	Typically Offered	Fall and Spring	Fall
	Prerequisite(s)	Admission to GREDBA, FREDBA, or SNEDBA.	CIED 30803, CIED 30303, SEED 40603, and Admission to GREDBA, FREDBA, or SNEDBA.
	Justification		Minor change to course offering schedule, corequisites and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 32803 and SEED 32903.
	Syllabus		SEED 44403 Syllabus.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 21:50:20 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SEED 45203	Proposed Effective Date	Fall 2024	Fall 2025

	Typically Offered	Fall and Spring	Spring
	Prerequisite(s)	Admission to B.A.T. Program leading to licensure.	SEED 44403, SEED 32803, SEED 32903 and Admission to SNEDBA, FREDBA, or GREDBA.
	Justification		Minor change to course offering schedule and prerequisites to meet state requirement for yearlong internship
	Corequisite(s)		SEED 42803 and SEED 42806.
	Syllabus		SEED 45203 FL Methods 2.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 21:55:17 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SPED 45309	allcodes	SPED 45308	SPED 45309
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	45308	45309
	Credit Hours	8	9
	Catalog Title	Special Education Internship - Kindergarten through 6th Grade	Special Education Residency
	Short Course Title	SPED INTERNSHIP (K-6)	SPED RESIDENCY K-6TH
	Justification		This change is part of broader program revisions in order to align with year long residency changes required by the state
	Course Code	SPED 45308	SPED 45309
	Syllabus		Fall SPED Residency Research Syllabus Revision.docx
	Reviewer Comments		msganio - Mon, 14 Oct 2024 16:27:38 GMT - changed effective date per program request
SPED 45609	allcodes	SPED 45608	SPED 45609
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	45608	45609
	Credit Hours	8	9
	Catalog Title	Special Education Teaching Internship - 7th through 12th Grade	Special Education Teaching Residency - 7th through 12th Grade
	Short Course Title	SPED INTERNSHIP (7-12)	SPED RESIDENCY 7TH-12TH
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Justification		This change is part of broader program revisions in order to align with year long residency changes required by the state
	Course Code	SPED 45608	SPED 45609
	Syllabus		Spring SPED Residency Research Syllabus Revision.docx
	Reviewer Comments		msganio - Mon, 14 Oct 2024 16:28:11 GMT - changed effective date per program request
SPED 45703	Proposed Effective Date	Fall 2024	Fall 2025

	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.	Yes. Per assignment in syllabus: Research Poster Presentation and Formal Report (Learning Outcome 6.1) Students will engage in research on the High Leverage Practices and present the findings and outcomes in a poster presentation and written formal report. The written formal report will include a comprehensive reflection of their research purpose, process, and findings. This assignment provides an opportunity for students to demonstrate their written and oral communication abilities, quantitative literacy, characteristics of inquiry and action, and critical thinking. The research report must be a minimum of 1250 words.	Yes. Per assignment in syllabus: Research Poster Presentation and Formal Report (Learning Outcome 6.1) Students will engage in research and present the findings and outcomes in a poster presentation and written formal report. The written formal report will include a comprehensive reflection of their research purpose, process, and findings. This assignment provides an opportunity for students to demonstrate their written and oral communication abilities, quantitative literacy, characteristics of inquiry and action, and critical thinking. The research report must be a minimum of 1250 words.
	Catalog Title	Special Education Seminar - 7th through 12th Grade	Special Education Advanced Seminar
	Short Course Title	SPED SEMINAR (7-12)	SPED ADVANCED SEMINAR
	Catalog Description	Provides the opportunity to focus on issues encountered in the teaching internship in special education grades seventh through twelfth grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 45608.	Provides the opportunity to focus on issues encountered in the teaching internship in special education grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 45609.
	Corequisite(s)	SPED 45608.	SPED 45609.
	Justification		This change is part of broader program revisions in order to align with year long residency changes required by the state
	Syllabus		Spring SPED Residency Research Syllabus Revision.docx
	Reviewer Comments		ac087 - Fri, 11 Oct 2024 22:00:36 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes. msganio - Tue, 22 Oct 2024 19:04:25 GMT - Rollback: rolled back to change title and update syllabus ac087 - Thu, 24 Oct 2024 19:49:43 GMT - Adjusted workflow to include Core Committee, Undergraduate Council and Faculty Senate per Gen Ed Curriculum outcomes.
SPED 45801	allcodes	SPED 45803	SPED 45801
	Proposed Effective Date	Fall 2024	Fall 2026
	Course Number	45803	45801
	Component Type	Lecture	Research
	Credit Hours	3	1
	Catalog Title	Special Education Research - 7th through 12th Grade	Special Education Research
	Short Course Title	SPED RESEARCH (7-12)	SPECIAL EDUCATION RESEARCH
	Catalog Description	Designing, conducting and applying research to improve classroom instruction in special education (7-12).	Designing, conducting and applying research to improve classroom instruction in special education
	Justification		This change is part of broader program revisions in order to align with year long residency changes required by the state
	Course Code	SPED 45803	SPED 45801
	Title/Description Change Type		Major Content Change
	Corequisite(s)		SPED 45609.
	Syllabus		Spring SPED Residency Research Syllabus Revision.docx
	Reviewer Comments		msganio - Mon, 14 Oct 2024 16:28:39 GMT - changed effective date per program request

SPED
47803

Added