CIM Report Oct 22, 2026 12:48pm

Course Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
ANSC 22502		Inactivated/Deleted	
ANTH 34503		Added	
ANTH 36103		Added	
ARHS 442H3		Inactivated/Deleted	
ARHS 462H3		Inactivated/Deleted	
ARHS 491H3		Inactivated/Deleted	
ARHS 492H3		Inactivated/Deleted	
ARTS 19103		Added	
ARTS 19203		Added	
ARTS 19303		Added	
ARTS 19403		Added	
ARTS 19503		Added	
ARTS 19603		Added	
BIOL 40033		Added	
BIOL 48003		Added	
BIOL 101H1		Inactivated/Deleted	
BIOL 101H3		Inactivated/Deleted	
BIOL 200H1		Inactivated/Deleted	
CIED 41303	Proposed Effective Date	Fall 2025	Spring 2027
	Is course a General Education Course?	No	Yes
	Catalog Description	This is part of the curriculum changes to comply with new Department of Elementary and Secondary Education guidelines for K-6 teacher preparation programs. Specifically, this is updating the course to reflect current research and practice. 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.	This course is designed to provide an introduction to educational assessment for instructional decision making. This course is a focused application of evidence-based instruction in a clinical setting. Candidates use formal and informal methods of assessing students, implement evidence-based instructional strategies, and monitor student learning.
	Title/Description Change Type	Minor (stylistic/editorial) Change	Major Content Change
	Prerequisite(s)	CHEDBS or ELELBS major.	ECEDBS, CHEDBS or ELELBS major.

	Justification	This is part of the curriculum changes to comply with new Department of Elementary and Secondary Education guidelines for K-6 teacher preparation programs. Specifically, this is updating the course to reflect current research and practice. 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.	Added ECED majors in pre-requisite because they will need access to this course. Added GELO 6.1 to this course because it will be the GELO 6.1 class for the ECED major. The revised syllabus is attached. The previously entered justification was listed in the catalog description. The justification was removed and the correct course description is added. Previous justification: This is part of the curriculum changes to comply with new Department of Elementary and Secondary Education guidelines for K-6 teacher preparation programs. Specifically, this is updating the course to reflect current research and practice. 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.
	Syllabus	CIED 41303 Assessment and Instruction(1).docx	CIED 41303 Assessment and Instruction GLO.docx
	Additional Notes	Syllabus attached.	
	Reviewer Comments	msganio - Sun, 03 Nov 2024 18:07:35 GMT - Rollback: Please attach the syllabus. skenner - Tue, 05 Nov 2024 16:05:10 GMT - Per discussion, removing online/web-based delivery method as course is not part of an online degree program nor has been developed for online delivery/offered online. ac087 - Mon, 23 Dec 2024 15:06:05 GMT - Changed short title to match long title per naming convention.	
	Choose the learning outcome the course addresses:		Goal 6 – Learning Outcome 6.1
	Do all instructors of this course agree to incorporate these learning indicators into their sections – and include related information on their syllabus?		Yes
	Do all instructors of this course agree to develop, collect, and report (through Blackboard or other system as specified) direct evidence that students have met the learning outcomes?		Yes

	To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities		a. Written, oral, and/or multimodal communication abilities. b. Quantitative literacy. e. Critical thinking and/or ethical reasoning.

	How does the course or sequence of courses meet three of the five sets of skills and abilities? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.		CIED 41303 Assessment and Instruction addresses the following three critical skill sets through its culminating Assessment Portfolio assignment. A. Written Communication Abilities: Candidates develop professional written communication by creating assessment tools with clear directions, interpreting standardized test data using quantitative and qualitative analyses, and producing student-friendly learning objectives (KUDs) that translate technical standards into accessible language. The required 1,250-word professional reflection synthesizes these experiences, requiring candidates to articulate complex pedagogical decisions using professional educational discourse for multiple audiences including students, families, and colleagues. B. Inquiry and Action in Education and Quantitative Literacy: The portfolio requires candidates to analyze authentic classroom data, develop evidence-based assessment tools, and interpret results to inform instruction. This work demands and demonstrates quantitative literacy as students calculate descriptive statistics, analyze standardized test reports, create visual data displays, and use numerical evidence to justify instructional recommendations. The reflection explicitly connects assessment inquiry to research methodologies and data-driven decision-making. E. Critical Thinking and Ethical Reasoning: In their assessment portfolio assignment, students evaluate validity, reliability, and bias while considering how instruments might disadvantage certain populations. They address confidentiality, fairness in accommodations, and accuracy in communicating results. The portfolio demands critical analysis of how data should influence instructional decisions. In their reflection, candidates articulate reasoning behind design choices and explain how they resolved ethical dilemmas, demonstrating the principled decision-making essential to professional 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 course instructor will collect multiple forms of data to demonstrate student achievement of GLO 6.1. The primary artifact is the Assessment Portfolio itself, which includes the completed assessment tools (pre-assessment, formative assessment, and summative assessment with answer keys), standardized test interpretation, content standards with KUDs, and data summaries with instructional recommendations. The instructor will also evaluate the 1,250-word Professional Reflection to assess the depth of analysis in each of the three required skill areas (written communication, inquiry/quantitative literacy, and critical thinking/ethical reasoning). Using a rubric, the instructor will measure whether students provide specific examples from their portfolio work, demonstrate sophisticated understanding of each skill area, and meet word count requirements. Additionally, the instructor will review the quality of written communication throughout all portfolio components and assess whether the assessment tools themselves reflect evidence-based practices and ethical reasoning.
CRIM 200H3	Inactivated/Deleted		
DASC 21303	Proposed Effective Date	Summer 2025	Spring 2027
	Pre- or Corequisite(s)	(DASC 10003 and must be a DTSCFR or DTSCBS major) or (must be a PHILBA major).	
	Justification	This course is being used as part of STEM Prep and will be made available to the Colleges in the State of Arkansas Data Science Ecosystem for those 2-year schools, particularly for those students who are in the approved 2+2 Data Science Articulated Agreement institutions.	The "Pre- or Co-requisite(s)" should have been in "Prerequisite(s)" for Data Science majors.
	Additional Notes	The development of this course is being partially funded by the NSF EPSCoR DART Education Theme Ecosystem and AEDC.	
	Syllabus	DASC 21303 - Data Privacy Ethics (S24) v18.pdf	
	Prerequisite(s)		(DASC 10003 or DASC 100H3) for (DTSCFR or DTSCBS majors).
EDHP 390H1	Proposed Effective Date	Fall 2024	Fall 2027
	Typically Offered	Irregular	Fall and Spring
	Component Type	Practicum	Thesis Research
	Catalog Title	Honors Introduction and Exposure to Interprofessional Practice	Honors Thesis/Project Tutorial
	Short Course Title	HON INTRO AND EXPOSURE TO IPP	HONORS THESIS/PROJECT TUTORIAL
	Catalog Description	An introduction to interprofessional practice (IPP) for preprofessionals interested in careers in a school and/or clinic-based setting. The course will introduce the core competencies for IPP and prepare learners to work collaboratively across disciplines. The course takes place both on and off campus in a school or clinic-based setting. Reliable transportation to an off-campus site is required.	Designed to provide the foundation for the Honors Thesis/Project. Students and faculty mentors work "one-on-one" exploring a specific topic which has been agreed upon by the student and the professor. Students will develop their Thesis/Project proposal.
	Prerequisite(s)	Instructor consent and honors standing.	EDUC Honors Candidacy and department consent.

	Justification	administsratively created per non-honors CIM request.	Creating new college-level thesis/project tutorial credit to be used when students are completing thesis/project with a faculty mentor outside of the student's program. This course uses the 390H1 number which is used for departmental thesis/project tutorial credits in the college. Therefore we are changing the numbering of (former) EDHP 39001/390H1 to align the thesis/project tutorial courses across the college.
	Title/Description Change Type		Major Content Change
	Syllabus		EDHP Thesis and Tutorial_Final.pdf
	Reviewer Comments		msganio - Mon, 20 Apr 2026 13:51:03 GMT - Moved start date to Fall 2027 catalog. Attached memo regarding how this class is used.
EDHP 498HV		Added	
EXSC 27303	Proposed Effective Date	Fall 2024	Spring 2027
	Is course a General Education Course?	Yes	No
	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)	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.	
	How does the course meet three of the five learning indicators? Please describe (in 400 words or less) how the course addresses 3 of the 5 indicators.	This course assists students in developing the knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.	

	How would the course instructor collect data to demonstrate student achievement of the Learning Outcome? (i.e. test questions; essays; homework assignments; presentations; etc.)	Guest speaker connections and the EIM assignment.	
	Create Honors Course?	Yes	No
	Catalog Description	This class will cover introductory topics for the Exercise Science students in preparation for entry into the profession. In addition to specific topics, students will prepare their resumes and make a formal presentation.	Exploration of career opportunities in the field of Exercise Science, with emphasis on preparation for entry into the profession. Students will create a resume and other career documents. Introduction to research topics in Exercise Science and a review of evidence-based practice.
	Justification		Attaching syllabus per request from Provost's office and Honors College. Due to curricular changes in the EXSC program, some content from this course is being moved to other courses. This will allow for a deeper evaluation of research in exercise science as well as career discussions. As such, the catalog description is being updated to more accurately reflect the adjustment ot the curriculum.
	Title/Description Change Type		Minor (stylistic/editorial) Change
	Syllabus		EXSC 27303_Syllabus_F27.docx
	Reviewer Comments		lkulcza - Thu, 03 Sep 2026 21:26:18 GMT - Rollback: Per request from COEHP; for needed updates to the course description. These changes might necessitate uploading a revised syllabus as well. Will the corresponding honors course also be updated? gdaugher - Wed, 23 Sep 2026 22:34:39 GMT - Changed proposed effective date from Fall 26 to Spring 27. lkulcza - Sun, 04 Oct 2026 04:44:48 GMT - Rolling back to adjust workflow; removing a course from Gen Ed Curriculum requires Core Committee approval. Allowing Spring 2027 effective date to stand, pending completion of workflow, even though changes to core are generally not allowed mid-catalog publication. However, this course is currently designated as satisfying GELO 4.1 but GELO 4 is under review and not published in the catalog. lkulcza - Sun, 04 Oct 2026 05:08:33 GMT - Rollback: Rolling back to include Core Committee.
EXSC 28103		Added	
EXSC 30403		Added	
EXSC 31501		Added	
EXSC 34203	Proposed Effective Date	Fall 2026	Spring 2027
	Typically Offered	Fall	Irregular
	Create Honors Course?	Yes	No

	Catalog Description	This course will provide the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, administer tests, and support program prescription with a sound knowledge of anatomical and physiological adaptation to exercise. The course will include laboratory experiences integrated with didactic learning. The laboratory experiences will in teach students various skills such as how to set up and run speed, agility, and quickness drills, how to select and administer the appropriate tests for athletic performance, and how to evaluate Olympic lifting technique. Everyone must participate in the labs as subjects. Come to lab prepared to exercise. When students are finished with this course, they will be well prepared to take the CSCS exam given by the National Strength and Conditioning Association.	This course will provide the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, administer tests, and support program prescription with a sound knowledge of anatomical and physiological adaptation to exercise. The course will include laboratory experiences integrated with didactic learning. The laboratory experiences will teach students various skills such as how to set up and run speed, agility, and quickness drills, how to select and administer the appropriate tests for athletic performance, and how to evaluate Olympic lifting technique.
	Corequisite(s)	EXSC 34201.	
	Justification	Updating the term the course is offered to assist with accurate advising.	Removing co-req so that students can take the class without the lab. The course description has also been updated to better match the course learning outcomes and adjust the expecations for course outcomes regarding sitting for a certification exam. In the future (2030), this exam will require programmatic accrediation, which the EXSC program will not be seeking, therefore our students will not be eligible to sit for the exam.
	Reviewer Comments	gdaugher - Fri, 24 Oct 2025 13:44:44 GMT - Changed effective date to Fall 2026 per college request.	msganio - Thu, 30 Apr 2026 13:30:04 GMT - Rollback: please update syllabus, including using the updated 5-digit course number. msganio - Wed, 13 May 2026 19:32:10 GMT - took off "create honors course" msganio - Wed, 13 May 2026 19:32:45 GMT - Rollback: Catalog Description does not match in syllabus. Talk to dept head about this part of the catalog description "When students are finished with this course, they will be well prepared to take the CSCS exam given by the National Strength and Conditioning Association."
	Syllabus	EXSC 34203 - Strength and Conditiong course_Fall 20251.docx	EXSC 34203 - Strength and Conditiong course.pdf
	Title/Description Change Type		Major Content Change
EXSC 37503		Added	
EXSC 43201		Added	
EXSC 48903		Added	
FDSC 274H1		Added	
GEOS 47603		Added	
GEOS 281H3		Inactivated/Deleted	
GEOS 404H3		Inactivated/Deleted	

GEOS 453H3	Inactivated/Deleted		
HIST 31403	Added		
HIST 33163	Added		
HIST 34003	Added		
HIST 36503	Added		
HIST 42353	Added		
HIST 42663	Added		
HRDE 42103	Inactivated/Deleted		
HUMN 401H3	Inactivated/Deleted		
MATH 11003	Proposed Effective Date	Fall 2024	Spring 2027
	Prerequisite(s)	A score of at least 46 on ALEKS, at least 22 on the math component of the ACT exam, at least 540 on the math component of the new SAT or old SAT, at least 63 on the Accuplacer Classic College Math, at least 263 on the Accuplacer Next Generation QAS, at least 254 on the Accuplacer NG AAF, or at least 66 on the Compass Algebra. Students who score at least 30 on ALEKS, at least 19 on the math component of the ACT exam, at least 510 on the math component of the new SAT or 460 on the math component of the old SAT, at least 42 on the Accuplacer Classic College Math, at least 255 on the Accuplacer Next Generation QAS, at least 235 on the Accuplacer NG AAF, or at least 41 on the Compass Algebra must also register for MATH 00101 as a corequisite. Students who score below 30 on ALEKS, below 19 on the math component of the ACT exam, below 510 on the math component of the new SAT or 460 on the math component of the old SAT, below 42 on the Accuplacer Classic College Math, below 255 on the Accuplacer Next Generation QAS, below 235 on the Accuplacer NG AAF, or below 41 on the Compass Algebra must also register for MATH 00202 as a corequisite.	A score of at least 46 on ALEKS, at least 22 on the math component of the ACT exam, at least 540 on the math component of the new SAT or old SAT, at least 63 on the Accuplacer Classic College Math, at least 263 on the Accuplacer Next Generation QAS, at least 254 on the Accuplacer NG AAF, at least 66 on the Compass Algebra, or High School GPA of 3.6 or above. Students who score at least 30 on ALEKS, at least 19 on the math component of the ACT exam, at least 510 on the math component of the new SAT or 460 on the math component of the old SAT, at least 42 on the Accuplacer Classic College Math, at least 255 on the Accuplacer Next Generation QAS, at least 235 on the Accuplacer NG AAF, or at least 41 on the Compass Algebra must also register for MATH 00101 as a corequisite. Students who score below 30 on ALEKS, below 19 on the math component of the ACT exam, below 510 on the math component of the new SAT or 460 on the math component of the old SAT, below 42 on the Accuplacer Classic College Math, below 255 on the Accuplacer Next Generation QAS, below 235 on the Accuplacer NG AAF, or below 41 on the Compass Algebra must also register for MATH 00202 as a corequisite.
	Justification		Updating prerequisite to match the information located in the Placement and Proficiency Tests section of the catalog.
MATH 11103	Proposed Effective Date	Spring 2025	Spring 2027

	Prerequisite(s)	A score of at least 40 on ALEKS, at least 19 on the ACT exam, at least 510 on the math component of the new SAT, at least 460 on the math component of the old SAT, at least 42 on the Accuplacer Classic College Math, at least 255 on the Accuplacer Next Generation QAS, at least 235 on the Accuplacer Next Generation AAF, or at least 41 on Compass Algebra. Students who score below 40 on ALEKS, below 19 on the math component of the ACT exam, below 510 on the math component of the new SAT, below 460 on the math component of the old SAT, below 42 on the Accuplacer Classic College Math, below 255 on the Accuplacer Next Generation QAS, below 235 on the Accuplacer Next Generation AAF, or below 41 on Compass Algebra must also register for MATH 01101 as a corequisite.	A score of at least 40 on ALEKS, at least 19 on the ACT exam, at least 510 on the math component of the new SAT, at least 460 on the math component of the old SAT, at least 42 on the Accuplacer Classic College Math, at least 255 on the Accuplacer Next Generation QAS, at least 235 on the Accuplacer Next Generation AAF, at least 41 on Compass Algebra, or High School GPA of 3.6 or above. Students who score below 40 on ALEKS, below 19 on the math component of the ACT exam, below 510 on the math component of the new SAT, below 460 on the math component of the old SAT, below 42 on the Accuplacer Classic College Math, below 255 on the Accuplacer Next Generation QAS, below 235 on the Accuplacer Next Generation AAF, or below 41 on Compass Algebra must also register for MATH 01101 as a corequisite.
	Justification	Fixing typo. LH	Updating prerequisite to match the information located in the Placement and Proficiency Tests section of the catalog.
MEST 300H3		Inactivated/Deleted	
PHIL 30703		Added	
PLSC 100H3		Inactivated/Deleted	
PLSC 200H3		Inactivated/Deleted	
PLSC 281H3		Inactivated/Deleted	
PLSC 479H3		Inactivated/Deleted	
PORT 301H3		Inactivated/Deleted	
PORT 320H3		Inactivated/Deleted	
SOCI 342H3		Inactivated/Deleted	