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| For Academic Affairs and Research Use Only | |
| Proposal Number | ECS07 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[ ]New Course, [ ]Experimental Course (1-time offering), or [X]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Rajesh Sharma 3/7/2022 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Rajesh Sharma 3/7/2022 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Jason Stewart 3/7/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Abhijit Bhattacharyya 3/7/2022 **College Dean** | Alan Utter 3/14/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Rajesh Sharma, [rsharma@astate.edu](mailto:rsharma@astate.edu), 870-972-2270

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** | **TECH** | **N/A** |
| **Number\*** | **3453** | **N/A** |
| **Title**  (include a short title that’s 30 characters or fewer) | **Adv Tech Design Solid Works** | **N/A** |
| **Description\*\*** | Advanced concepts of parametric modeling using SolidWorks software, approaches for designing mechanical parts, assemblies, and drawings. | Concepts of parametric modeling using SolidWorks software, approaches for designing mechanical parts, assemblies, and drawings. |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **Yes / No** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Enter text...

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Enter text...

1. **Proposed grade type [Modification requested? No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Enter text...

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **No** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Enter text...

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources** **N/A**

Enter text...

1. Will this require additional faculty, supplies, etc.?

Enter text...

1. **No** Does this course require course fees?

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

The term “advanced” has been removed from the course description since this is the only Solid Works course.Enter text...

**New Course Justification (New Courses Only) N/A**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Enter text...

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

Enter text...

c. Student population served.

Enter text...

d. Rationale for the level of the course (lower, upper, or graduate).

Enter text...

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Enter text...

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome. |
| Assessment  Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure | What will be your assessment measure for this outcome? |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Paste bulletin pages here...

**Before Changes**

**TE 2013. Introduction to Educational Technology** Introduction to the use of technology in an educational setting, including system operations. Summer.

**TE 3003. Differentiation for Culturally and Linguistically Diverse Learners** Examination and application of research-based pedagogical methods for diverse learners, including English language learners. Focus on scaffolding success in inclusive classrooms using response to intervention (RTI) and sheltered content instruction. Prerequisites, ELSE 3643, Admission to Teacher Education Program. Fall, Summer.

**TE 4063. Social Foundations of Education** Develops a basic understanding of the foundations of the educational function in American society. Emphasis on the history, philosophy, and professional aspects of teaching. Spring.

**Engineering Technology (TECH)**

**TECH 2703. Technical Graphics and AutoCAD** Create and read technical drawings using basic graphics techniques. Topics covers include technical graphics, transition from traditional drawings to computer graphics, fundamentals of AutoCAD. Prerequisite, MATH 1023, Fall.

**TECH 2863. Principles of Technolog**y The role and function of technology development in human resources. Course provides an introduction to the concepts and philosophies of the technical work place and the use of technologies. Fall.

**TECH 3413. AutoCAD Inventor** This is a beginning level 1 course in CAD. This course is designed to demonstrate how AutoCAD is used in model parametric space. This course will only deal with 2d mechanical, electrical and civil aspects of CAD. Fall.

**TECH 3433. AutoCAD 3D Modeling** This is an Advance level II course in CAD. This course is designed to demonstrate how to manage 3D space, how to make 3D sire frame, surface, and solid models, how to modify them, and how to display them. Prerequisite, TECH 3413. Spring.

**TECH 3453. Advanced Technology Design Solid Works** Advanced concepts of parametric modeling using SolidWorks software, approaches for designing mechanical parts, assemblies, and drawings. Fall.

**TECH 3713. Fiscal Aspects** An introduction to fiscal structures and problems encountered in the technically oriented enterprise. Fall.

**TECH 372V. Technical Career Subjects** Through this course students having work experi- ence and company sponsored training will undergo portfolio assessment to determine credit hour award. Course may be repeated. No more than 25% of the degree may be satisfied with this course and TECH 189V. 1 to 9 hours. Fall, Spring.

**TECH 3753. Legal Aspects** An introduction to the types of legal problems encountered in the technically oriented enterprise. Fall, even.

**TECH 3773. Statistics** Basic concepts and methods of statistics in a technical environment, including descriptive statistics, significant tests, estimation, sampling, and correlation. Fall.

**TECH 3803. Electrical Systems** Fundamentals and utilization of electric power through ap- propriate units of equipment and systems for heating, cooling, working, and controls, energy transmission and measurements, equipment selection, operation, maintenance, and evaluation for given tasks. Prerequisite, MATH 1023. Spring.

**TECH 3843. Manufacturing Materials and Processes** Structure and properties of metals and other materials used in manufacturing. Formation, treatment, and modification of materials through manufacturing processes. Advantages and disadvantages of alternative materials and processes for specific applications. Important emerging technologies. Prerequisite, CHEM 1003 or high school chemistry and MATH 1033. Spring

*The bulletin can be accessed at* [*https://www.astate.edu/a/registrar/students/bulletins/*](http://www.astate.edu/a/registrar/students/bulletins/)

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**After Changes**

**TE 2013. Introduction to Educational Technology** Introduction to the use of technology in an educational setting, including system operations. Summer.

**TE 3003. Differentiation for Culturally and Linguistically Diverse Learners** Examination and application of research-based pedagogical methods for diverse learners, including English language learners. Focus on scaffolding success in inclusive classrooms using response to intervention (RTI) and sheltered content instruction. Prerequisites, ELSE 3643, Admission to Teacher Education Program. Fall, Summer.

**TE 4063. Social Foundations of Education** Develops a basic understanding of the foun- dations of the educational function in American society. Emphasis on the history, philosophy, and professional aspects of teaching. Spring.

**Engineering Technology (TECH)**

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**TECH 3453. Advanced Technology Design Solid Works** Concepts of parametric modeling using SolidWorks software, approaches for designing mechanical parts, assemblies, and drawings. Fall.

**TECH 3713. Fiscal Aspects** An introduction to fiscal structures and problems encountered in the technically oriented enterprise. Fall.

**TECH 372V. Technical Career Subjects** Through this course students having work experi- ence and company sponsored training will undergo portfolio assessment to determine credit hour award. Course may be repeated. No more than 25% of the degree may be satisfied with this course and TECH 189V. 1 to 9 hours. Fall, Spring.

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**TECH 3773. Statistics** Basic concepts and methods of statistics in a technical environment, including descriptive statistics, significant tests, estimation, sampling, and correlation. Fall.

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