

CIM Report Nov 27, 2018 12:07pm

Program Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
ACCT-M	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology—(LON 13)
	Description and justification of the request	Removing "concentration" from the title	To offer the Minor in Accounting for Non-Business majors online. By virtue for the Online BSBA in Accounting, all courses for the Accounting minor for Non-Business majors are currently available online. Offering the online minor for Non-Business majors provides an opportunity for students in the Walton College online programs (General Business and Supply Chain Management) and students in the Interdisciplinary Major online program to earn a minor in Accounting.
	Description and Justification for this request	Removing "concentration" from the title	
	Effective Catalog Year	Fall 2015	Fall 2019
	Program Delivery Method	On Campus	On Campus Online/Web-based
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		21
	Reason for offering Web-based Program		By virtue for the Online BSBA in Accounting, all courses for the Accounting minor for Non-Business majors are currently available online. Offering the online minor for Non-Business majors provides an opportunity for students in the Walton College online programs (General Business and Supply Chain Management) and students in the Interdisciplinary Major online program to earn a minor in Accounting.
	Maximum Class Size for Web-based Courses		60
	Course delivery mode		online
	Class interaction mode		bulletin email chat blog other
	Specify Other Interaction Methods		Interactive collaboration through web-conference technology (Blackboard Collaborate)
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A

	Estimate Costs of the Program over the First 3 Years		No additional instructional costs will be incurred for the Online Minor in Accounting. The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements. Future direct costs over the course of the next three years will include the costs to refresh the online courses (approximately 9 courses over the next 3 years at \$4,000 per course = \$36,000). Costs will be paid for by the revenue generated from the Online BSBA in Accounting.
	Reviewer Comments		agriffin - Wed, 17 Oct 2018 19:03:17 GMT - Rollback: Please change delivery mode of program to online offering. agriffin - Wed, 31 Oct 2018 18:20:15 GMT - ATTENTION REVIEWERS: ADHE has recently announced that minor programs do not need their approval for changes. As such, there is no need for the LON 13 with this current proposal.
ACPAMC	Estimated Student Demand for Program	NA	6 - 9
	Scheduled Program Review Date	NA	2019-2020
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology– (LON 13)
	Type of proposal	Major/Field of Study	Certificate
	Effective Catalog Year	Fall 2014	Fall 2019
	Program Goals and Objectives	NA	The goal of the Arkansas Curriculum Program Administrator Certificate (ACPAMC) is to provide an opportunity for students to fulfill the requirements for the Program Administrators License approved by the Arkansas Department of Education.
	Learning Outcomes	NA	Learning outcomes include the acquired knowledge to effectively develop, administer, and evaluate educational programs in the K-12 sector. In addition, the necessary knowledge and understanding of human resource management in the specialized areas of endorsement.
	Program Delivery Method	On Campus	Online/Web-based

Description and justification of the request	Pulled in general admission requirement to the CIM block.	<p>1. Moving the ACPAMC from an on-campus program to an online program. \n\n2. There were three course changes in the CIED specialization: \na. CIED 5453 Evaluation Techniques changed to CIED 6013 Curriculum Theory, development, Evaluation\nb. CIED 5613 Contemporary Issues in Education was changed to CIED 5363 Methods and Assessment in K-12 Online Teaching \nc. CIED 674V - PhD Research internship changed to CIED 5983 Practicum in Curriculum Instruction\n\n3. The program requirements and description were changed. \n 1. The courses that are required for completion of the ACPAMC are embedded in other degree programs of study that are offered only online. \n\n2. The following are the justifications for the three CIED course changes: \na. CIED 5453 is not currently offered online and CIED 6013 is offered online. The CIED 6013 course content is much more comprehensive in looking at the development and evaluation of curriculum. \nb. CIED 5613 is not offered online and CIED 5363 is offered online. The content in CIED 5363 is much more specific to online curriculum development and delivery - making this course more relevant than CIED 5613 which is more of a foundations-based course. Since this is a post-masters certificate, it is assumed that candidates will already have taken courses that address the content in CIED 5613, but they most likely will need to know the content made available in CIED 5363. \nc. CIED 674V was changed to CIED 5983 to more accurately reflect the internship experience required for the certificate. \n\n3. There was a need to specify that this was a post-master's certificate that required 15 hours to complete. Having a master's degree in one of three fields as a requirement for admission was not clear in the past language, and it appeared that the certificate was requiring 30 hours of coursework which is beyond the number allowed for graduate certificates (21 hours).</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		15
Reason for offering Web-based Program		The ACPAMC graduate certificate program is embedded in existing online approved degree programs (Educational Leadership, and Special Education). The required CIED courses are also approved for online delivery.
Maximum Class Size for Web-based Courses		15
Course delivery mode		online
Class interaction mode		other

	Specify Other Interaction Methods		This certificate offers both synchronous and asynchronous delivery models. The SPED courses as well as the CIED courses are mostly asynchronous using course designs that enable the instructor to interact with students via discussion boards, email, and videos. The EDLE courses are predominantly synchronous using Collaborate for class sessions where the instructor interacts with students in a live interchange. In addition, EDLE courses make use of email, discussion boards, and videos.
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		The University of Arkansas Global Campus is the only service provider.
	Estimate Costs of the Program over the First 3 Years		\$0
	Upload attachments		ACPAMC - Distance Offering - Ltr of Notification.docx ACPAMC - Distance Offering - Syllabi.pdf
	Reviewer Comments		agriffin - Fri, 16 Feb 2018 20:54:17 GMT - Changed the graduate certificate requirements from 24 to 21 in justification to match ADHE guidelines. agriffin - Fri, 16 Feb 2018 21:06:37 GMT - Inserted program review date to match CAEP site visit. College should review and verify dates are correct and program will be included in review. lkulcza - Fri, 16 Feb 2018 23:37:15 GMT - Rollback: Per request of submitter. agriffin - Fri, 31 Aug 2018 19:15:27 GMT - Inserted 15 hours with the header for Educational Leadership. ggunderm - Tue, 11 Sep 2018 22:03:50 GMT - CIP okay. agriffin - Thu, 11 Oct 2018 22:00:46 GMT - Updated institutional curriculum approval date in LON.
AECTBS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Are you adding a concentration?	Yes	No

Description and justification of the request	Removed the additional requirements and nine-semester plan for the AGLE concentration so that it could be placed in its own CIM block.	1. AGED 3143 from Communications to Departmental Core\n2. Dropped BIOL 2013/2011L from Physical and Biological Sciences\n3. Dropped AGME 1611L Fundamental of Ag Systems Lab from Departmental Courses\n4. Added AGED 3133 Instructional and Presentation Strategies to Departmental Courses\n5. Added AGED 3153 Leadership Development to Departmental Courses\n6 Added AGED 475V Internship to Departmental Courses\n7. Deleted CSES 1203, 2013, 2203, 2201L, and 355V from Departmental Courses\n8. Created a list of 8 new technical agriculture elective courses in the Departmental core, including ANSC 1032, ANSC 2213, ENSC 1003, ENTO 1023, FDSC 2603, HORT 2003, and POSC 2343 These changes were made to standardize the department's major core courses across all four of its concentrations.
Description and Justification for this request	Removed the additional requirements and nine-semester plan for the AGLE concentration so that it could be placed in its own CIM block.	
Is this program interdisciplinary?	Yes	No
College(s)/School(s)	ARSC	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	<p>The concentration in Agricultural Leadership would be offered through the Department of Agricultural Education, Communications and Technology to serve students within the Dale Bumpers College of Agricultural, Food and Life Sciences. The concentration in Agricultural Leadership would work to unite the faculty working with students in the college to foster the development of key indicators of future professional success, including:</p> <ul style="list-style-type: none"> • Personal leadership (including team building, goal setting, and professional skills) • Strategic thinking and behavior • Critical thinking and problem solving • Ability to work with diverse populations • Communication skills (verbal and written) • Service learning • Community and organizational leadership <p>Through courses, seminars, service learning opportunities, and internship experiences, the concentration would strengthen students by equipping them with the skills and knowledge needed to impact the food and fiber industry.</p>	<p>Develop career ready students with strong communication skills and problem solving abilities.</p> <p>Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values.</p> <p>Enhance the leadership skills of future professionals in agriculture, food and natural resource careers.</p> <p>Produce graduates with broad technical skills in agricultural science and technology.</p>

Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge of personal leadership style and skill set 2. Ability to effectively work with and lead diverse populations 3. Establish and maintain a team setting 4. Ability to develop vision, mission, goals, and objectives for organizations 5. Ability to adapt to change and lead a group through the change process 6. Development of communication skills, both oral and written 7. Ability to apply leadership theory, models, and concepts to everyday situations 8. Understanding of leadership ethics 9. Ability to create and administer leadership development programs for youth and adult learners 	<p>Students should be able to make clear, concise, and convincing presentations, both orally and in writing.</p> <p>Students should be able to define a problem, examine alternative solutions, and select the best solution for solving the problem.</p> <p>Students should be able to identify the major issues facing agriculture at the local, state, national and international levels from a multi-disciplinary perspective.</p> <p>Students should demonstrate sound technical knowledge in a broad range of agriculturally related subjects.</p> <p>Students should be able to integrate multidisciplinary knowledge to solve problems in agriculture.</p> <p>Students should demonstrate knowledge of effective leadership styles and characteristics of effective leaders.\n</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
Does this proposal impact any courses from another College/School?	No	Yes
College(s)/School(s)		ARSC
What are the total hours needed to complete the program?		120
Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Mon, 22 Oct 2018 21:44:55 GMT - Removed indentation from the nine hours of program electives, so that the required hours would appear in the credit hour column.</p> <p>agriffin - Thu, 25 Oct 2018 20:16:08 GMT - Rollback: The number of changes requested exceeds the 15 hour credit limit for a minor change. Please review the overall changes and select the appropriate reason for the modification and include appropriate LON. Also, please define the entire 120 credit hours in the program requirements field. This change cannot be completed without identifying how the number of hours for the concentrations are identified. Feel free to contact me or Vicky if you need assistance on the language for this section.</p> <p>ljrobert - Fri, 02 Nov 2018 15:47:27 GMT - Rollback: Please update the Checksheet - what is labeled as 19-20 is the same as 18-19</p> <p>agriffin - Wed, 07 Nov 2018 16:38:57 GMT - Rollback: Department's request for further edits.</p> <p>agriffin - Thu, 08 Nov 2018 18:05:41 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention.</p> <p>agriffin - Thu, 08 Nov 2018 20:01:14 GMT - Changed title of major from Communications to Communication in LON.</p> <p>agriffin - Thu, 08 Nov 2018 20:06:53 GMT - Removed ANSC 2213 from overall list of program electives and inserted it as an option between ANSC 1032/1051 or ANSC 2213 with confirmation from college dean's office.</p>
AECTBS-ACOM	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	38	120
	Estimated Student Demand for Program	NA	40
	Scheduled Program Review Date	NA	2025-26
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> • Develop career ready students with strong communication skills and problem solving abilities. • Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. • Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. • Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the ACOM area of concentration should demonstrate both technical knowledge about the food and fiber industry and the skills needed to communicate effectively about agricultural topics and issues with producers, consumers, policy makers and the public at large.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 hours + 3 practicum hours by... Removing COMM 1313 from concentration Removing communication electives from concentration Moving AGED 3143 and AGED 475V to AECT major core Added program goals, objectives, and outcomes Reduced the number of credits in the concentration to 21 plus one practicum course (24 total) to align with administration's requirements for concentrations.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:36 GMT - Rollback: Rolling back to allow upload of revised documents lrobert - Mon, 05 Nov 2018 14:39:26 GMT - Checksheet watermark must be updated to 2019-2020 agriffin - Mon, 05 Nov 2018 21:07:33 GMT - Changed the third year summer from EXED 475V to AGED 475V in order to match the program requirements. Department is encouraged to review this change. agriffin - Wed, 07 Nov 2018 16:39:16 GMT - Rollback: Departments request for further edits. agriffin - Thu, 08 Nov 2018 18:13:25 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention. agriffin - Thu, 08 Nov 2018 19:58:08 GMT - Correcting title of major in LON. Changing Communications to Communication in major.
AECTBS-AGED	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising an Existing Educator Preparation Program-Minor Revision(s)-(Cover Sheet, Section C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	45	120
	Estimated Student Demand for Program	NA	25
	Scheduled Program Review Date	NA	2025-26
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> • Develop career ready students with strong communication skills and problem solving abilities. • Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. • Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. • Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the AGED area of concentration should be able to organize, prepare and deliver educational programs in both formal and non-formal settings.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Updated courses requiring a "C" or better to include newly added courses Reduced concentration requirements to 21 hours (plus 3 practicum hours) by... Moving AGED 3133 to the AECT major core Moving Mechanical Technology course requirements to recommended electives. Removed HORT elective (students will be advised to take a HORT elective for teacher certification) Removed CHEM 2613 and 2611L (no longer required) Removed science elective (students will be advised to take a science elective to support certification) Deleted AGED 1031 from the program. Added new courses to concentration: AGED 3111, 4113, 4211, and 4231. Deleted CPR certification (no longer required) Reduced the number of hours in the AGED concentration to 21 plus 3 practicum hours to align with the university's requirements for concentrations, while maintaining the courses required for teacher certification. Deleted some courses no longer required for certification. Also updated the program plan with newly developed courses in AGED, which better prepare students for their student teaching experiences.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx AECTBS-AGED - Licensure Major Revision - Section C.pdf
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:42 GMT - Rollback: Rolling back to allow upload of revised documents lrobert - Mon, 05 Nov 2018 14:41:04 GMT - Checksheet watermark must be updated to 2019-2020 agriffin - Mon, 05 Nov 2018 17:45:42 GMT - Deleted AGED 1031 from item 2 and AGED 475V from item 3 with permission from submitter. agriffin - Mon, 05 Nov 2018 18:31:22 GMT - Department has committed to submitting the Education Protocol including the cover sheet and section C when the proposal returns to the college approval level. agriffin - Mon, 05 Nov 2018 18:34:25 GMT - Corrected typo in justification. agriffin - Mon, 05 Nov 2018 20:05:49 GMT - Rollback: Rolling back for additional edits from department. agriffin - Thu, 08 Nov 2018 18:14:07 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention. agriffin - Thu, 08 Nov 2018 19:59:06 GMT - Changed title of major from Communications to Communication in LON. agriffin - Thu, 08 Nov 2018 21:41:10 GMT - Okaying to move program along into approval process. HOWEVER, program must also include Education Protocol Cover Sheet and Section C before included on UCPC agenda. agriffin - Fri, 09 Nov 2018 22:01:51 GMT - Renamed licensure document to BOT naming convention.

AECTBS-AGLE	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Spring 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	120
	Program Goals and Objectives	see proposal that initially created this concentration	The concentration in Agricultural Leadership would be offered through the Department of Agricultural Education, Communications and Technology to serve students within the Dale Bumpers College of Agricultural, Food and Life Sciences. The concentration in Agricultural Leadership would work to unite the faculty working with students in the college to foster the development of key indicators of future professional success, including:• Personal leadership (including team building, goal setting, and professional skills)• Strategic thinking and behavior• Critical thinking and problem solving• Ability to work with diverse populations• Communication skills (verbal and written)• Service learning• Community and organizational leadershipThrough courses, seminars, service learning opportunities, and internship experiences, the concentration would strengthen students by equipping them with the skills and knowledge needed to impact the food and fiber industry.
	Learning Outcomes	see proposal that initially created this concentration	<ol style="list-style-type: none"> 1. Knowledge of personal leadership style and skill set 2. Ability to effectively work with and lead diverse populations 3. Establish and maintain a team setting 4. Ability to develop vision, mission, goals, and objectives for organizations 5. Ability to adapt to change and lead a group through the change process 6. Development of communication skills, both oral and written 7. Ability to apply leadership theory, models, and concepts to everyday situations 8. Understanding of leadership ethics 9. Ability to create and administer leadership development programs for youth and adult learners
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 hours by.. Moving AGED 3153 to AECT major core Moving AGED 475V to major core Removing recommended electives (will be accomplished through advising) Added new course, AFLS 3993, to concentration core Established the concentration core requirements at 21 hours to align with university requirements for concentrations. Added a new course, AFLS 3993, to improve AGLE students' professional and career development skills.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Wed, 31 Oct 2018 17:43:15 GMT - Rollback: Returning to department per submitter's request.</p> <p>watkinsv - Fri, 02 Nov 2018 19:24:48 GMT - Rollback: Rolling back to allow upload of revised documents</p> <p>ljrobert - Mon, 05 Nov 2018 14:42:31 GMT - Checksheet watermark must be updated to 2019-2020</p> <p>agriffin - Mon, 05 Nov 2018 20:49:04 GMT - Rollback: Please change the reason for the modification to Revising Curriculum of an Existing Certificate or Degree Program in order for the workflow to include an off-campus approval. Also please correct the nine semester plan and replace FDSC 2603 with a Dept. Core Elective.</p> <p>agriffin - Thu, 08 Nov 2018 18:14:44 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention.</p> <p>agriffin - Thu, 08 Nov 2018 20:00:08 GMT - Changed title of major from Communications to Communication in LON.</p>
AECTBS-ASTM	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	32	120
	Estimated Student Demand for Program	NA	30
	Scheduled Program Review Date	NA	2015-16
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> • Develop career ready students with strong communication skills and problem solving abilities. • Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. • Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. • Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the ASTM area of concentration should be able to solve problems in the application, management and marketing of agricultural technology.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 by... \nMoving deleting EXED 475V and replacing it in the AECT major core as AGED 475V\ \nDeleting Science or Math elective\ \nDeleting AGEC 3403\ \nMoving AGED 3153 to AECT major core\ \nAdding AGME 3101L\ \nAdding AGME 4303\ \nMaking AGME 3203, AGEC 2303, and AGEC 3303 requirements\ \nReducing the number of directed electives credits to 3, removing GEOS 4523 from that list, and adding AGME 1611L as an option\ \n Reduced the number of credits in the concentration to 21 to align with university requirements for concentrations while still providing substantive coursework in Agricultural Systems and Agricultural Business.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:58 GMT - Rollback: Rolling back to allow upload of revised documents jrobert - Mon, 05 Nov 2018 14:43:39 GMT - Checksheet watermark must be updated 2019-2020 agriffin - Mon, 05 Nov 2018 21:31:06 GMT - Rollback: Please review the 9 semester plan and update with revised curriculum. It appears as though the updates to the curriculum have not been incorporated. agriffin - Thu, 08 Nov 2018 18:12:27 GMT - Uploaded combined checksheets and inserted degree code and approval dates into LON. Renamed documents to match BOT naming convention. agriffin - Thu, 08 Nov 2018 20:00:46 GMT - Changed title of major from Communications to Communication in LON.
AFLSPH	Program Title	Plant Science, Doctor of Philosophy	Agricultural, Food and Life Sciences, Doctor of Philosophy
	Are you adding a concentration?	No	Yes
	Program Code	PTSCPH	AFLSPH
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Effective Catalog Year	Summer 2014	Fall 2019
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)
	Phone:		5-3179
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Reconfiguring an Existing Degree—(LON 11)
	Concentration(s):		ADD AFLS-AECT Agricultural Education, Communications and Technology ADD AFLS-ENTO Entomology EDT AFLS-HORT Horticulture EDT AFLS-PTPA Plant Pathology
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		42

Are Similar Programs available in the area?	No
Estimated Student Demand for Program	19
Scheduled Program Review Date	2021
Program Goals and Objectives	<p>The agricultural, food, and life sciences are undergoing a significant shift in their use of technology. This shift has led to the need for graduates prepared to enter career fields in which they work collaboratively with professionals in a wider variety of disciplines than ever before. In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (Ph.D.) degree in Agricultural, Food, and Life Sciences is proposed (AFLSPH). This college-level Ph.D. program, encompassing four concentration areas, will enable faculty from across the Dale Bumpers College of Agricultural, Food, and Life Sciences (Bumpers College) to best prepare students in a wide array of natural and social sciences within agriculture, food and life sciences. Specific concentrations in Agricultural Education, Communications, and Technology (AECT), Entomology, Horticulture, and Plant Pathology allow students to specialize within a specific discipline, while developing a tailored degree program with electives and committee members from other disciplines. Because students will have a discipline-specific concentration embedded within an interdisciplinary degree program, graduates will be well prepared to enter their concentration-related career field, and at the same time, they will be competitive within a cross-disciplinary job market. Furthermore, the structure of the degree program will give the program the flexibility to change as the needs of employers and students change.</p>
Learning Outcomes	<p>1) Students shall have a broad understanding of the important areas of research being conducted in Agricultural, Food and Life Sciences. \n2) Students will have an in depth knowledge base in their chosen concentration.\n3) Students shall understand how to formulate testable hypotheses and to design research to test the hypotheses.\n4) Students will understand how to conduct appropriate statistical analyses of research data.\n5) Students shall have the written and oral communication skills to allow them to effectively communicate research results to the scientific community, industry and the general public.\n</p>

	Description and justification of the request	<p>Reconfiguring PTSCPH with concentrations in Plant Pathology and Horticulture to an AFLSPH with concentrations in Plant Pathology, Horticulture, Entomology and Agricultural Education, Communications and Technology. This college-level Ph.D. program, encompassing four concentration areas, will enable faculty from across the Dale Bumpers College of Agricultural, Food, and Life Sciences (Bumpers College) to best prepare students in a wide array of natural and social sciences within agriculture, food and life sciences. Specific concentrations in Agricultural Education, Communications, and Technology (AECT), Entomology, Horticulture, and Plant Pathology allow students to specialize within a specific discipline, while developing a tailored degree program with electives and committee members from other disciplines. Because students will have a discipline-specific concentration embedded within an interdisciplinary degree program, graduates will be well prepared to enter their concentration-related career field, and at the same time, they will be competitive within a cross-disciplinary job market. Furthermore, the structure of the degree program will give the program the flexibility to change as the needs of employers and students change. Additionally, the proposed new Ph.D. program (AFLSPH) will increase the administrative efficiency of our college's graduate offerings.</p>
	Upload attachments	<p>AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx</p>
	Reviewer Comments	<p>ljrobert - Tue, 30 Jan 2018 20:41:42 GMT - This change will not require any new resources. agriffin - Tue, 06 Feb 2018 16:45:09 GMT - Rollback: Please review catalog copy and edit as appropriate. agriffin - Thu, 15 Mar 2018 13:28:59 GMT - Revised current org chart to clarify the PhD in Plant Science has two concentrations in the LON 11. Renamed LONs to match naming convention for BOT documents. agriffin - Thu, 22 Mar 2018 20:20:48 GMT - Rollback: PLPA has requested additional changes to the curriculum. Contact John Rupe if you have questions. pkoski - Tue, 27 Mar 2018 21:05:07 GMT - I change PLSC to PTSC, as Political Science is not part of the requested changes. agriffin - Wed, 28 Mar 2018 16:09:36 GMT - Edited the program requirements for PLPA concentration to match the curriculum in the LON with approval from dept. agriffin - Thu, 12 Apr 2018 15:30:09 GMT - Changed concentration program code from PLPA to PTPA to match currently existing program code. agriffin - Thu, 11 Oct 2018 19:35:02 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:34:23 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.</p>

AFLSPH-HORT	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Effective Catalog Year	Fall 2018	Fall 2019
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Program Title	Plant Science: Horticulture Concentration	Agricultural, Food and Life Sciences, Doctor of Philosophy: Horticulture Concentration
	Scheduled Program Review Date	na	2020-2021
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	PTSCPH-HORT to be replaced by AFLSPH-HORT In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Program Code	PTSCPH-HORT	AFLSPH-HORT
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		Ikulcza - Tue, 17 Apr 2018 14:59:58 GMT - Adjusted the department to AFLS Dean's Office, to be consistent across all concentrations of the degree program. agriffin - Mon, 07 May 2018 18:40:27 GMT - Changed CIP Code to match proposed code submitted in LON. agriffin - Mon, 07 May 2018 18:43:58 GMT - Updated schedule for program review. agriffin - Thu, 11 Oct 2018 19:40:53 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:32:24 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.
AFLSPH-PLPA	Program Title	Plant Science Plant Pathology Concentration	Agricultural, Food and Life Sciences, Doctor of Philosophy: Plant Pathology Concentration
	Estimated Student Demand for Program	na	n/a
	Scheduled Program Review Date	na	2020-2021
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Program Code	PTSCPH-PTPA	AFLSPH-PLPA
	Description and justification of the request	Admin update of 4000 dual level courses to grad cognates.	PTSCPH-PLPA to be replaced by AFLSPH-PLPA. In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Description and Justification for this request	Admin update of 4000 dual level courses to grad cognates.	
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Effective Catalog Year	Fall 2017	Fall 2019
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)

	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		n/a
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		agriffin - Thu, 12 Apr 2018 15:35:38 GMT - Rollback: Please change from deletion to reconfiguration: Add LON 11, change program code, department code and reason to reconfiguration. Add appropriate program requirements. lkulcza - Tue, 17 Apr 2018 15:03:39 GMT - Adjusted the department to AFLS Dean, to be consistent across all concentrations of the degree program. agriffin - Mon, 07 May 2018 18:41:19 GMT - Changed CIP code to match code submitted in LON. agriffin - Mon, 07 May 2018 18:43:18 GMT - Updated schedule for program review. agriffin - Thu, 11 Oct 2018 19:38:19 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:33:34 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.
AGED-M	Description and justification of the request	Corrected formatting on course list and added the total hours to the course list.	Changed AGED 3163 to AGED 3162\nChanged AGED 4233 to AGED 4231\nAdded AGED 3161L, AGED 4211, and AGED 3111 Updating AGED minor to be in line with newly revised AGED concentration. These changes all involve new or recently revised courses, which were improved/created to enhance the sequence of teacher preparation courses so that students study topics at the appropriate time in their academic programs.
	Description and Justification for this request	Corrected formatting on course list and added the total hours to the course list.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		21
	Reviewer Comments		agriffin - Sun, 14 Oct 2018 20:26:29 GMT - Changed effective date from spring 2019 to fall 2019. Undergraduate program changes must correspond with the publication of each catalog year.
BSBA Requirements	Effective Catalog Year	Fall 2016	Fall 2019
	What are the total hours needed to complete the program?	n/a	120
	Scheduled Program Review Date	n/a	2021-2022

	Program Goals and Objectives	n/a	COMMUNICATION Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations. CRITICAL THINKING/PROBLEM SOLVING Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to think critically when evaluating business decisions. TECHNICAL COMPETENCE (Discipline Knowledge) Graduates of the BSBA programs at the Sam M. Walton College of Business will be knowledgeable of the application of concepts in their business major and core cross-discipline concepts.
	Learning Outcomes	n/a	Learning Objective 1 (Written Comm): Students will show proficiency in writing and producing a broad set of professional quality business documents. Learning Objective 2 (Oral Comm): Students will prepare and deliver professional presentations. Learning Objective (CTPS): Students will demonstrate critical thinking and strategic problem solving skills through systematic and objective consideration of business related problems. Learning Objective 1 (Core): Students will demonstrate proficiency in core business concepts, across disciplines. Learning Objective 2 (Major): Students will demonstrate proficiency in their major-specific business concepts.
	Description and justification of the request	Changed publication date. Trying to get program to update for current catalog.	Update the number of D. Junior/Senior Business Electives hours from 12-15 hours to 9-15 hours. Update the number of E. Major Courses hours from 21-24 hours to 21-27 hours. Add a footnote #4 under Footnotes to clarify the additional hours of University Core required. To accommodate the new requirements for the Information Systems concentrations.
	Reviewer Comments		agriffin - Tue, 30 Oct 2018 13:21:27 GMT - Changed University Core total from 17 to 20 hours. And changed footnote 4, to reflect 15 hours. Bolded University Core courses in course list and checked sum box to reflect program is 120 credit hours. agriffin - Tue, 30 Oct 2018 15:26:15 GMT - Added..."and Concentration Hours" to item E. per recommendation from Catalog Editor. agriffin - Mon, 05 Nov 2018 21:41:11 GMT - Inserted program goals and student learning outcomes on behalf of the college. Also inserted scheduled program review date.
BUSNGC	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Deleted descriptive text from program requirements To keep descriptive text and CIM requirements separate.	Delete the Business Graduate Certificate. Enrollment has averaged less than 1 student per academic year. A department and advisor were never assigned to manage the program. Of the most recent 93 applications, 91 were ineligible or applied for the incorrect program. Only one student is currently enrolled in the program.
	Upload attachments		BUSNGC - Deletion - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Wed, 10 Oct 2018 15:59:41 GMT - Inserted approval dates into LON and reformatted to match BOT structure and naming convention.</p> <p>lkulcza - Thu, 11 Oct 2018 19:24:36 GMT - Per email confirmation from Karen Boston: Karen, For this deletion, can you confirm the following?: • last term students are to be admitted into the program – technically summer 2019 • last term students are allowed to complete under this program – summer 2021 Thanks! Lisa</p> <p>agriffin - Tue, 16 Oct 2018 18:02:15 GMT - Corrected approval dates in LON.</p>
CLEME	Added		
CDISBS	User ID:	crsleaf1	fthagstr
	Phone:	575-6731	575-4910
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Effective Catalog Year	Fall 2018	Fall 2019
	Degree	Bachelor of Science in Education	Bachelor of Science
	Program Title	Communication Disorders, Bachelor of Science in Education	Communication Sciences and Disorders, Bachelor of Science
	Program Goals and Objectives	NA	<p>1. Students will demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing. \\n2. Students will demonstrate knowledge of normal development of speech, language, and hearing across the lifespan. \\n3. Students will demonstrate knowledge of the effect of cultural and linguistic differences on communication. \\n</p>
	Learning Outcomes	NA	<p>1. Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language. \\n2. Interpret acoustic and aerodynamic measures of speech. \\n3. Identify normal developmental milestones for speech and language. \\n4. Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing. \\n5. Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations. \\n \\n</p>
	Description and justification of the request	<p>One 3-hour upper level in the major course was added (CDIS 3253) and one 1-hour lab was deleted from the major (changed CDIS 3224 to CDIS 3223). \\nOne program-specific requirement for the major was deleted (PBHL2663) and one program specific requirement was added (STAT 2303). The new course, Cultural Diversity in Communication Disorders will cover content relative to speech-language pathology (SLP). Content from the 1-hour lab will be taught in another course later in the CDIS sequence (CDIS 4183). The Program specific requirement change to STAT 2303 is reflective of the requirement for SLPs to take a statistics course in their program of study.</p>	<p>Change the name of degree to Communication Sciences and Disorders and the degree designation to B. S. There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of the major and name of the degree reflect the educational and professional standards of the field with which our bachelor's degree is aligned. These proposed changes are also consistent with the titles of majors and degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students and be beneficial as they apply to graduate and professional schools.</p>

	Reviewer Comments	kmamisei - Tue, 10 Oct 2017 18:10:56 GMT - Corrected the 8-semester plan. Removed 3 hours of electives in the Fall semester of third year and added credit hours for two new proposed courses to make sure that the hours added up to 120. agriffin - Tue, 10 Oct 2017 20:50:36 GMT - Added course codes to description to help clarify changes. Also added scheduled program review date. lkulcza - Tue, 10 Oct 2017 20:59:59 GMT - CDIS courses "not found" in approval process for fall 2018.	agriffin - Wed, 10 Oct 2018 19:44:35 GMT - Changed language throughout program requirements to match proposed name of program. agriffin - Fri, 12 Oct 2018 13:41:47 GMT - Adjusted formatting in LON to match eight semester plan listed in CourseLeaf. Inserted approval dates and renamed document to match BOT naming convention.
	Upload attachments		CDISBS - Name Change - Ltr of Notification.docx
CDISMS	User ID:	calison	fhagstr
	Phone:	575-6731	575-4910
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Effective Catalog Year	Fall 2018	Fall 2019
	Program Title	Communication Disorders, Master of Science	Communication Sciences and Disorders, Master of Science
	What are the total hours needed to complete the program?	36	47
	Scheduled Program Review Date	NA	2022-2023
	Program Goals and Objectives	NA	1. Promote development of a knowledge base consistent with the challenges of the American Speech-Language-Hearing Association's defined Scope of Practice of speech-language pathologists; \n2. Provide clinical opportunities consistent with the Scope of Practice and broad enough to address lifespan and multicultural challenges in practice; \n3. Prepare students for independent lifelong learning to ensure competency and the highest ethical standards in clinical practice; and \n4. Provide students with an understanding of the evolving scientific and research base of the profession (including knowledge of the tools necessary to engage in research practices).\n
	Learning Outcomes	NA	1. Demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing. \n2. Demonstrate entry level professional skills for the identification and assessment of speech, language, cognitive, and swallowing disorders.\n3. Demonstrate entry level professional skills for the planning and implementation of speech, language, cognitive, and swallowing disorders treatments.\n4. Demonstrate critical thinking that aligns with evidence based practice.

	Description and justification of the request	Switching order of text and removing accreditation paragraph to place in general description. Putting text in order to match how all other programs list their material.	Change the name of the degree to Communication Sciences and Disorders. There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of this graduate degree reflects the educational and professional standards of the field with which our degree is aligned. This proposed change is also consistent with the titles of graduate degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students for entry level professional practice. Adding course requirements to the catalog. The catalog currently refers to the program website to show courses requirements. Adding course requirements to the catalog will make it easier for the students to know what academic and clinical courses they are expected to complete.
	Upload attachments		CDISMS - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Thu, 11 Oct 2018 13:15:55 GMT - Entered scheduled program review date. agriffin - Thu, 11 Oct 2018 13:23:27 GMT - Removed LON 11c. This request is not a program change, as much as it is simply placing the requirements into the catalog. agriffin - Thu, 11 Oct 2018 13:25:14 GMT - Revised LON to match BOT document requirements and naming convention. agriffin - Thu, 11 Oct 2018 13:26:09 GMT - Changed total hours from 36 to 47, to demonstrate the total hours required for degree requirements (including clinical hours).
CHEDBS	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	120	124
	Description and justification of the request	Updating URL of link Because it was out of date.	removed 'At this point applicants must decide which program option they will follow; either CHED B.S.E. leading to M.A.T. option or ELEL B.S.E. licensure option. Both of these options are described on the application, which can be found on the College of Education and Health Professions website.' as the application deadline for CHEDBS and ELELBS are no longer the same thus eliminating the need for an option statement.
	Reviewer Comments		lkulcza - Wed, 10 Oct 2018 18:19:54 GMT - Rollback: Need to update the pre-code information to include statements for both CHEDBS and PELED. After talking with Denise, I'm fine with the college using PELED as a pre-code for both programs, but there cannot be different information for one program vs. the other, as the same CIM program block information will be displayed on both catalog pages. lkulcza - Thu, 18 Oct 2018 01:58:20 GMT - Inserted footnote from corresponding information from PELED requirements.
ELEDMA	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising an Existing Educator Preparation Program-Major Revision(s)--(Cover Sheet, Section C)

	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2017	Fall 2019
	Scheduled Program Review Date	na	2019-2020
	Program Goals and Objectives	na	<p>The goals of the program are based on the principles that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity.</p>
	Learning Outcomes	na	<p>Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)\n1. Knowledgeable about Content and Pedagogy: Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.\n2. Skillful in Practice: Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.\n3. Supportive in Developing the Whole Student: Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential. \n4. Professional in Actions: Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.\n</p>

Description and justification of the request	Changing heading style. Changed to match heading to other programs.	<p>Remove CIED 5173, Literacy Assessment and Intervention from READ concentration ONLY The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.</p> <p>Remove CIED 5593, Advanced Diagnosis and Intervention from READ concentration ONLY The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.</p> <p>Remove CIED 5793, Practicum in Literacy from READ concentration ONLY The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.</p> <p>Remove CIED 5983, Practicum in Curriculum and Instruction from READ concentration ONLY The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.</p> <p>Remove CIED 6233, Organization of Reading Programs from READ concentration ONLY The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain</p>
--	---	---

	Upload attachments		CHEDBS and ELEDMA - EDUC Major Revision - ATS_Matrix.xlsx CHEDBS and ELEDMA - EDUC Major Revision - Section C.pdf CHEDBS and ELEDMA - EDUC Major Revision - K_6_Matrix.xlsx
	Reviewer Comments		kmamisei - Fri, 21 Sep 2018 14:22:38 GMT - Added program goals and learning outcomes. agriffin - Tue, 25 Sep 2018 17:47:39 GMT - Inserted scheduled program review date. agriffin - Thu, 27 Sep 2018 13:55:04 GMT - Uploaded revised copy of Section C document as requested by submitter. agriffin - Fri, 12 Oct 2018 20:43:14 GMT - Renamed documents to match naming convention for BOT.
ENTOPH	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		mrevans
	Phone:		5-3179
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		42
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		6
	Scheduled Program Review Date		2021
	Program Goals and Objectives		n/a
	Learning Outcomes		n/a
	Description and justification of the request		ENTOPH to be replaced by AFLSPH In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH-PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		agriffin - Mon, 07 May 2018 19:06:36 GMT - This deletion request is part of the reconfiguration of the Plant Science PhD request. Attaching the LON for reconfiguration to make sure the records are complete. agriffin - Thu, 11 Oct 2018 20:22:26 GMT - Updating approval dates in LONs.
ENTRGC	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	na/	2021-2022

	Description and justification of the request	Admin update of course not found. Admin update of course not found.	Delete MGMT 5313 from the list of elective course options within the Walton College of Business. List MGMT 5313 within the list of Required Courses for business students. Clarification change that non-business students should complete MGMT 5213 and business students should complete MGMT 5313. All business students must complete MGMT 5313 and non-business students should complete MGMT 5213.
	Reviewer Comments		agriffin - Thu, 27 Sep 2018 16:32:03 GMT - Adjusted formatting with MGMT 5313 and MGMT 5213 to clean up catalog copy. agriffin - Sun, 14 Oct 2018 18:25:40 GMT - Updated scheduled program review date.
ETECME	Percent Online	100%	100% with No Required Campus Component
	Reviewer Comments	lkulcza - Wed, 26 Aug 2015 19:42:51 GMT - Per request from Janet Penner-Williams, added "core" and "elective" verbiage to narrative paragraph on degree requirements.	agriffin - Fri, 07 Sep 2018 16:06:36 GMT - Changed effective date from fall 2018 to fall 2019. Also indented CIED 5363 and CIED 5423, as well as ADLL 5183 so that the credit hours for program review would total 34, not 43 hours. agriffin - Fri, 07 Sep 2018 16:10:43 GMT - Corrected typo in justification field. Deleted "s" from the Graduate Record Examination in degree prerequisites. lkulcza - Tue, 11 Sep 2018 22:00:06 GMT - Admin adjust of online designation; 100% with NO required campus component (Form functionality changeover with CIM refresh). ggunderm - Tue, 11 Sep 2018 22:02:33 GMT - CIP okay. agriffin - Fri, 12 Oct 2018 15:54:18 GMT - Inserted program goals and student learning outcomes, sent from department.
	Description and justification of the request	The program is seeking to remove the GRE/MAT admission requirement from the ETEC M.Ed. program. Our pool of potential students consists entirely of adult working professionals seeking career advancement. We have structured our curriculum such that the ETEC M.Ed. is a practitioner-based program, focusing on preparing students for advancement in the workplace. Our program offers working professionals the opportunity to learn skills they can immediately apply in their workplace, and as such, we recruit and attract students who are interested in job improvement and career advancement, as opposed to a path to a Ph.D. Because of the workplace focus of our program, and because we require applicants to submit a professional writing/work sample as part of the application process, we do not believe the GRE/MAT test requirement is necessary for us to adequately review potential applicants. Thus, we respectfully request a waiver from the Graduate School for this requirement.	Addition of CIED 5363 and 5423 as well as ADLL 5183 as potential electives. Removal of HHPR 5353 as potential elective. The two CIED courses are part of the ETECGC but can also serve as electives for the MED. The graduate certificate went into effect last year but the courses had not been added to the MED list as electives. The addition of the ADLL 5183 course allows for more variety in elective choices to serve students who are completing the degree who do not have a K-12 focus some choice in courses. The HHPR 5353 course has grown enrollment and in discussions with the program our students are not able to enroll in that course due to seat availability.

	Description and Justification for this request	The program is seeking to remove the GRE/MAT admission requirement from the ETEC M.Ed. program. Our pool of potential students consists entirely of adult working professionals seeking career advancement. We have structured our curriculum such that the ETEC M.Ed. is a practitioner-based program, focusing on preparing students for advancement in the workplace. Our program offers working professionals the opportunity to learn skills they can immediately apply in their workplace, and as such, we recruit and attract students who are interested in job improvement and career advancement, as opposed to a path to a Ph.D. Because of the workplace focus of our program, and because we require applicants to submit a professional writing/work sample as part of the application process, we do not believe the GRE/MAT test requirement is necessary for us to adequately review potential applicants. Thus, we respectfully request a waiver from the Graduate School for this requirement.	
	Effective Catalog Year	Fall 2016	Fall 2019
	Program Goals and Objectives	NA to this change	The Educational Technology Program prepares students who can contribute to society as professional educational technologists in education, business, government and the health professions. To accomplish this goal the following student learning outcomes are pursued:
	Learning Outcomes	NA to this change	Student Learning Outcomes (based on AECT national standards)\n1. Content Knowledge - Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.\n2. Content Pedagogy - Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.\n3. Learning Environments - Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.\n4. Professional Knowledge and Skills - Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.\n5. Research - Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.\n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		34
	Course delivery mode		online
	Class interaction mode		other
	Specify Other Interaction Methods		Combinations of multiple tools. Some virtual live sessions, discussions boards, wikis, virtual presentations etc.

EXSCBS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Health and Physical Education/Fitness, General.	Kinesiology and Exercise Science.
	Program Title	Kinesiology: Exercise Science Concentration	Exercise Science, Bachelor of Science
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC	
	Scheduled Program Review Date	2017	2023-2024
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	<p>Adding related elective options in appropriate degree programs. Allows students to pursue coursework which is beneficial to their academic career.</p> <p>Placed program math requirement for core math. Allows students to begin at higher level math if appropriate without backtracking to lower level math.</p> <p>Reduced Related electives by 2 hours to allow general elective credit. Allows more flexibility for undergraduate students.</p> <p>Removed Literature requirement to further increase general elective credit. Allows flexibility for undergraduate enrollment.</p>
	Program Code	KINSBS-EXSC	EXSCBS
	Upload attachments		<p>KINSBS - Reconfig - Ltr of Notification.docx</p> <p>KINSBS - Reconfig - Curriculum.docx</p> <p>KINSBS - Deletion - Ltr of Notification.docx</p>
	Reviewer Comments		<p>kmamisei - Fri, 11 May 2018 12:45:25 GMT - Rollback: Per request from Dr. Dittmore.</p> <p>kmamisei - Wed, 26 Sep 2018 14:10:36 GMT - Rollback: Add responses to questions 9, 10, and 17 in the LON.</p> <p>agriffin - Wed, 03 Oct 2018 17:00:45 GMT - Added Bachelor of Science into Program Title.</p> <p>agriffin - Wed, 03 Oct 2018 17:59:14 GMT - Updated scheduled program review date.</p> <p>agriffin - Wed, 03 Oct 2018 22:13:31 GMT - Rollback: Please address the concerns noted in the email correspondence dated 10/3/2018.</p> <p>agriffin - Fri, 12 Oct 2018 13:59:08 GMT - Uploaded LON 5 and LON 11 with curriculum list for the reconfiguration of the KINSBS. Renamed documentation to match BOT naming convention. Also removed 2018-2019 plan of study. It is not necessary for this particular request. If the department wishes to have it reinserted for on-campus records, please contact me.</p> <p>ggunderm - Tue, 16 Oct 2018 12:26:05 GMT - CIP Code is approved.</p> <p>agriffin - Tue, 06 Nov 2018 15:53:50 GMT - Updated degree code to the ADHE version on the LON 5 for deletion.</p>
GEOLMS	Scheduled Program Review Date	NA	2020-2021

	Description and justification of the request	Admin update of grad level cognates.	We are dropping a tight list of MS Geology core required classes and moving toward a more unstructured requirement approach. This modernizes our MS Geology requirements. Our research shows this is in line with over half of our peer group of geology departments. Over the last couple of decades the scope of geology has broadened and the core class approach is seen as too restrictive and is now less useful. The new plan aligns graduate students better with tenure-line faculty and fairly represents the broadening of the geology discipline. Also, is better alignment with MS Geography requirements in our department.
	Description and Justification for this request	Admin update of grad level cognates.	
	Effective Catalog Year Program Goals and Objectives	Fall 2017 NA	Fall 2019 Students admitted to graduate study should have completed an undergraduate geology program similar to that required for the B.S. degree at the University of Arkansas. The program in Geology requires 30 graduate course credit hours, six of which will be derived from a thesis reporting the results of an original laboratory or field research problem. All course work, a thesis topic, and the final thesis must be approved by the student's thesis committee. This committee is selected by the student and the student's thesis director and will consist of a minimum of three members. At least two of the committee members will be chosen from geology faculty whose areas of expertise coincide with the research interests of the student. Each student will complete a core curriculum consisting of a minimum of 12 hours selected from the following courses: Geomorphology Geophysics Geochemistry Sedimentary Petrology Advanced Stratigraphy and Sedimentation
	Learning Outcomes	NA	<ul style="list-style-type: none"> • Have an appreciation for the environmental aspects of earth systems and potential impacts and hazards associated with human occupation. • Be able to conceptualize the stratigraphic character of rocks in outcrop and from subsurface data, and sedimentological processes • Recognize and understand the structural features of the earth in outcrop and in the subsurface and relate these to geophysical data representing the subsurface. • Understand the geomorphic characteristics of the earth's surface and the mechanisms forming the earth's surface features. • Understand the concepts of geologic time, the succession of life on earth through geologic time, and the tectonic forces acting on earth through geologic time. • Have sufficient mathematical, chemistry and physics knowledge to be able to apply these fields to geologic settings and problems, as well as resource identification, development and management. • Have the ability to communicate results of their efforts in written reports including the MS thesis, and orally to diverse audiences.
	Track(s) - Action		Action

	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		30
	Reviewer Comments		<p>agriffin - Mon, 19 Feb 2018 14:30:35 GMT - Inserted scheduled program review date.</p> <p>agriffin - Tue, 16 Oct 2018 18:24:53 GMT - Inserted program goals and learning outcomes from program's annual assessment report. Department is encouraged to review and update as appropriate.</p> <p>agriffin - Tue, 16 Oct 2018 18:28:04 GMT - Replaced red box of course not found with approved course GEOS 5612. Course completed approval process since program change was originally submitted.</p>
HISTMA	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	2017-2018	2024-2025
	Program Goals and Objectives	n/a to change	<p>The History Department has a very strong research agenda among its faculty. Since 2005, faculty have produced 44 books, meeting or exceeding the productivity of faculties at our peer institutions nationally. This active research agenda has been supported by numerous outside grants and fellowships as well as internal awards from the department, college, and university. \n\nThe Department's primary goal with the MA program over the next five years is to continue to cultivate a strong research culture among its graduate students, especially in the MA program where students are working towards creating and defending an individual MA thesis. The department has begun using programing from Karen Kelsky's The Professor is In (an author and frequent Chronicle contributor) to encourage them to work towards publishing at least one article or book chapter before they complete their studies. \n</p>
	Learning Outcomes	n/a to change	<ul style="list-style-type: none"> • Mastery over one field in History and training in at least one other field\n • Reading proficiency in the languages required to write the M.A. thesis\n • Capacity for original research as evidenced by the writing of a M.A. thesis \n • Ability to communicate effectively as a participant in a graduate seminar\n • Ability to write analytically at a level commensurate with graduate work in History\n • Professionalization in the academy (presenting research at regional conferences, applying for \n University-wide or regional grants, and publishing articles)\n • Participation in the academic life of the Department (seminars and public lectures)\n

<p>Description and justification of the request</p>	<p>The History department voted to make the following changes to the MA program and admission criteria to the MA and PhD program. \n\nAdmission Criteria\n(1) Begin to require a writing sample for the MA program\n(2) Require a departmental application—this has been a requirement for several years, just never appeared in the catalog\n(3) Alter the minimum scores on GRE verbal and writing to reflect current practices of admissions decisions\n(4) Add language making clear the department's Graduate Studies Committee makes admissions decisions and the process of those decisions\n(5) Rearranging and cleaning up existing language\n\nMA Program Change:\n(1) Require students to take 12 hours of research or reading graduate seminars at the 7000-level, up from 9 hours currently required \n(2)Clarify that students need to take at least 9 hours outside of their major field from the 21 hours of seminars and electives, not including the required HIST 7023: Historical Methods course (this is always out of the major field and the department never counted it as part of this outside field requirement)\n(3) Rearranged and cleaned up existing language Admission Criteria:\n(1) Department believed that requiring a writing sample for the MA program, since it is research based, would be a better tool for screening applicants and ensuring applicant success.\n\n(2-4) This matches the department's practice over the last several years and accurately indicates its intentions in the catalog\n\nMA Program Change\n(1) Department believed that requiring more graduate seminars enhances the quality of graduate education in the department. After conducting a review of peer institutions, the department found it was out of step with other programs. Out of 16 peer programs, only two others required 9 seminar hours. The majority required 12 or 15.\n(2-3) This clarifies already existing departmental practice and makes clear intentions in the catalog</p>	<p>The Department of History requests two changes to the graduate catalog this academic year. They are:\n\n(1) Convert GRE test scores from numerical to percentiles\n\n(2) Alter language on admissions information to make clear to students that the GPA limits and GRE scores are not "cut scores" but are indicative of past students who have succeeded in gaining admission. Language is retained that applications are judged on a case by case basis.\n Justifications for these changes are:\n\n(1) Conversion to percentiles for GRE test scores follows the recommendation of the graduate school and best practices for use of GRE scores\n\n(2) Students who do not meet the minimum GRE and GPA requirements have routinely queried about if their applications will even be considered. Following best practices of using GRE scores, the department has never employed "cut scores" and never discarded applications that fall below the stated minimums. The department will continue to evaluate them holistically on a case by case basis.\n</p>
<p>Reviewer Comments</p>	<p>rcc003 - Tue, 26 Sep 2017 16:34:44 GMT - Added punctuation. rcc003 - Tue, 26 Sep 2017 16:35:57 GMT - syntax corrections calison - Mon, 14 May 2018 14:15:47 GMT - Corrected style.</p>	<p>agriffin - Sun, 14 Oct 2018 18:37:17 GMT - Updated scheduled program review date. agriffin - Mon, 22 Oct 2018 13:33:15 GMT - Inserted program goals and student learning outcomes on behalf of the submitter.</p>

IDES-M	Description and justification of the request	Removed unnecessary line about options.	The proposal reduces the total number of required credit hours to align with comparable minors across campus. The change of studio requirement reflects the current practice in the school of offering interdisciplinary Advanced Design Studios in the 4th or 5th year of a student's curriculum that has significant Interior Design content and is taught or co-taught by Interior Design faculty. The current Interior Design minor requires 28 total credit hours and is only available to other majors in the Fay Jones School of Architecture and Design. This is significantly greater than most minors offered at University of Arkansas. The current IDES minor degree plan currently requires three studios which are not logical for the student population (Architecture and Landscape Architecture majors).
	Description and Justification for this request	Removed unnecessary line about options.	
	Effective Catalog Year	Fall 2014	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		17
INSYMI	User ID:	calison	cronan
	Phone:	575-6731	575-6130
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Concentration(s):	ADD INSY-ITMT Information Technology Management ADD INSY-ERPM Enterprise Resource Planning (ERP) Management ADD INSY-ESMT Enterprise Systems (ES) Management ADD INSY-SEMT Software Engineering Management	ADD INSY-ITMT Information Technology Management ADD INSY-ERPM Enterprise Resource Planning Management EDT INSY-ESMT Blockchain Enterprise Systems Management ADD INSY-SEMT Software Engineering Management
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	NA	The Master of Information System (MIS) program provides preparation for the business student at the graduate level to master information systems technology and achieve success in their careers in business/government/and industry. Student entering the MIS program are expected to have a working knowledge of information technology/as well as business. The MIS program of coursework enhances/broadens/extends/and integrates the student's knowledge of information technology and business concepts in order to solve business problems and support decision making.

Learning Outcomes	NA	<p>COMMUNICATION\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.\\nLearning Objective 1 (Oral Communication): Students will be able to deliver effective\\npresentations.\\nLearning Objective 2 (Written Communication): Students will show proficiency in\\nwriting and organizing professional communications.\\n\\nCRITICAL THINKING/PROBLEM SOLVING\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will be able to employ ethical problem solving and strategic decision making approaches to information system challenges.\\nLearning Objective 1 (Decision Making): Students will employ industry-accepted problem solving and decision making skills for IT problems/as well as the ability to evaluate and propose alternative solutions to managers and users.\\nLearning Objective 2 (Ethical Problem Solving): Students will demonstrate ethical problem solving approaches to IT challenges and opportunities faced by today's businesses in achieving their goals\\n\\nTECHNICAL COMPETENCE (Discipline Knowledge)\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will\\nbe will be knowledgeable of the application of information technology and business\\nconcepts.\\nLearning Objective: Students will demonstrate the ability to identify, assimilate,\\nsynthesize, and analyze the information technology needs, make \\n2 of 3\\nrecommendations, design, and develop IT transaction systems and decision\\nsupport systems for the organization.\\n\\nTEAM WORK\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will\\nbe effective at working in team environment.\\nLearning Objective: Students will demonstrate effective interpersonal\\ncommunication skills as a part of a team</p>
Description and justification of the request	Update of department code to correct INSY to ISYS Admin correction of incorrect data in CIM	Change name of Enterprise Systems concentration to Blockchain Enterprise Systems (BES) concentration. Add ISYS 5173, Blockchain Fundamentals to the Blockchain Enterprise (BES) Management and Enterprise Resource Planning (ERP) concentrations list of elective options. Add ISYS 5503, Decision Support and Analytics to the Blockchain Enterprise Systems (BES) Management concentration list of electives. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
Upload attachments		INSYMI-ESMT - Name Change - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Fri, 12 Oct 2018 18:55:44 GMT - Added "Management" to Software Engineering in Program Requirements. Also indented ISYS 5173.</p> <p>agriffin - Fri, 12 Oct 2018 19:38:16 GMT - Inserted program goals and learning outcomes from assessment report.</p> <p>agriffin - Fri, 12 Oct 2018 19:57:51 GMT - Updated course titles to match official course title in course inventory in LON. Renamed document to match BOT naming convention.</p> <p>lkulcza - Tue, 16 Oct 2018 22:18:37 GMT - Approved concentrations already exist in UAConnect, so no new concentrations are being proposed; current proposal is to change the name of one of the concentrations. ISYS course "not found" is in approval process for fall 2019</p>
ISYSBS	Scheduled Program Review Date	n/a	2021-2022
	Upload attachments	<p>Business Analytics Survey Results-Oct3-2014.docx</p> <p>BusinessAnalyticsSupportLetter-Acxiom.docx</p> <p>BusinessAnalyticsSupportLetter-JBHunt.docx</p> <p>BusinessAnalyticsSupportLetter-Walmart.docx</p> <p>LON 3 Business Analytics Concentration.docx</p> <p>WCOB Curriculum changes - questions.pdf</p>	
	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2015	Fall 2019
	Concentration(s):	ADD BUAN Business Analytics Concentration	
	Program Goals and Objectives	<p>No additional resources are needed beyond the faculty needed to teach the courses. The courses will rely on the technologies available on campus. The additional faculty needs beyond the current faculty will be met through an ongoing search for a clinical assistant professor focusing on analytics and previously requested faculty resources.</p> <p>This concentration in Information Systems is designed to give information systems students a foundation in 1) the gathering and management of transactional and informational data, 2) statistical methods used in data/business analytics, and 3) the effective application of data mining tools and techniques. Key program components include -</p> <ul style="list-style-type: none"> • Analytics – Foundational analytical statistical techniques to gather, analyze, interpret information – “What does the data tell us?” • Data – Store, manage, and present data for decision making – “How do I get the data – big data” • Data Mining – Move beyond analytics to knowledge discovery and data mining – “Now, let’s use the data to build models; putting the data to work” 	<p>No additional resources are needed beyond the faculty needed to teach the courses. The courses will rely on the technologies available on campus. The additional faculty needs beyond the current faculty will be met through an ongoing search for a clinical assistant professor focusing on analytics and previously requested faculty resources.</p> <p>This concentration in Information Systems is designed to give information systems students a foundation in 1) the gathering and management of transactional and informational data, 2) statistical methods used in data/business analytics, and 3) the effective application of data mining tools and techniques. Key program components include -</p> <ul style="list-style-type: none"> • Analytics – Foundational analytical statistical techniques to gather, analyze, interpret information – “What does the data tell us?” • Data – Store, manage, and present data for decision making – “How do I get the data – big data” • Data Mining – Move beyond analytics to knowledge discovery and data mining – “Now, let’s use the data to build models; putting the data to work”

	Description and justification of the request	There is considerable interest by companies in the IT student (and business student) who has Business Analytics skills. This has been most apparent as noted in the most going area surrounding "Big Data" and analytics; this concentration most especially addresses the situation that most business students have one class in data analytics with one possible elective in data mining. The Enterprise Systems Steering Committee members and ITRI Advisory Board members (as well as our stronger companies – Wal-Mart, Tyson Foods, and JB Hunt) have both strongly supported the development of Business Analytics at both the undergraduate and graduate levels.	Update the major requirements to reflect 24-27 hours depending on concentration. The new Blockchain Enterprise Systems concentration will require 27 hours. The number of junior/senior electives for the Blockchain Enterprise Systems concentration should be changed to 9 hours instead of 12 hours (this text is not visible to change in either the concentration or degree). Update the statement to include "Maximum of 30 hours of ISYS courses in the department (core, major, elective). More than 30 hours allowed if the extra courses are part of interdisciplinary minor or collateral track". \\n\\nClarify the total number of common hours for each major are 18 hours and the total number of hours for each concentration are 9 hours for a total of 27 hours in Information Systems. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Reviewer Comments		agriffin - Mon, 22 Oct 2018 16:19:35 GMT - Rollback: College's request. agriffin - Tue, 30 Oct 2018 21:47:06 GMT - Removed collateral language from program description with permission from submitter. agriffin - Tue, 30 Oct 2018 21:48:48 GMT - Inserted scheduled program review date.
ISYSBS-BUAN	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add 3 hour 3000/4000 level Junior/Senior ISYS or Business Elective to clarify concentration. Add in the fourth year, fall semester of the Eight Semester Plan. Clarify the total number of hours for the concentration.
	Reviewer Comments		agriffin - Mon, 29 Oct 2018 14:20:57 GMT - Replaced added course "3 hour 3000/4000 level ISYS or Business Elective" with a comment in program requirements. It resolved the red box error of missing course. agriffin - Mon, 29 Oct 2018 14:24:36 GMT - Changed response from yes to no regarding the adding concentration field. This request is simply a minor change. The BUAN Concentration was already approved. agriffin - Tue, 30 Oct 2018 21:52:35 GMT - Replaced course note of "3 hour 3000/4000 level ISYS or Business Elective" with a comment field in the eight semester plan. It resolved the red error box.
ISYSBS-ENRP	User ID:	crsleaf1	kboston
	Phone:	575-6731	4622
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Management Information Systems, General.	Management Science.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add 3 hour 3000/4000 level Junior/Senior ISYS or Business Elective to clarify concentration. Add in the fourth year, fall semester of the Eight Semester Plan. To clarify total number of hours in the concentration.
	Reviewer Comments		agriffin - Mon, 29 Oct 2018 14:19:02 GMT - Replaced course note of "3 hour 3000/4000 level ISYS or Business Elective" with a comment field. It resolved the red error box. agriffin - Tue, 30 Oct 2018 21:45:39 GMT - Replaced error with comment entry in eight semester plan. ggunderm - Thu, 01 Nov 2018 17:24:23 GMT - All ISYSBS majors must have the 52.1301 CIP Code. ggunderm - Thu, 01 Nov 2018 17:25:06 GMT - Rollback: ISYSBS majors must use 52.1301 CIP Code. Documentation should be changed to reflect that.
ISYSBS-ENSY	User ID:	crsleaf1	kboston
	Phone:	575-6731	4622
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Are you adding a concentration?	No	Yes
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Management Information Systems, General.	Management Science.
	Program Title	Information Systems: Enterprise Systems Concentration	Information Systems: Blockchain Enterprise Systems Concentration
	What are the total hours needed to complete the program?	na	120
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Change the name of the concentration from Enterprise Systems to Blockchain Enterprise Systems. Add ISYS 4173, Blockchain Fundamentals to the list of required courses in the Blockchain Enterprise Systems concentration. Add ISYS 4173, Blockchain Fundamentals to the third year, spring semester eight semester plan. Delete three hours of junior/senior business electives from the third year, spring semester eight semester plan. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Concentration(s):		EDT ISYSBS-ENSY Blockchain Enterprise Systems
	Upload attachments		ISYSBS-ENSY - Name Change - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Mon, 22 Oct 2018 16:19:51 GMT - Rollback: College's request.</p> <p>agriffin - Tue, 30 Oct 2018 21:50:01 GMT - Uploaded revised LON. Changes approved by submitter. Renamed document to match BOT naming convention.</p> <p>lkulcza - Thu, 01 Nov 2018 17:18:40 GMT - ISYS course "not found" currently in approval process for fall 2019.</p> <p>ggunderm - Thu, 01 Nov 2018 17:25:56 GMT - CIP for ISYSBS majors must be 52.1301.</p> <p>ggunderm - Thu, 01 Nov 2018 17:26:24 GMT - Rollback: Correct documentation to reflect 52.1301 CIP Code.</p> <p>agriffin - Fri, 02 Nov 2018 14:22:43 GMT - Changed CIP Code in LON.</p> <p>lkulcza - Mon, 05 Nov 2018 22:05:10 GMT - Updated proposal form to include proposed name change to concentration indicated in the description/justification.</p> <p>agriffin - Wed, 07 Nov 2018 19:34:00 GMT - Proposed course ISYS 4173 is currently pending Faculty Senate approval.</p>
KINSBS	User ID:	smayes	pcallej
	Reviewer Comments	<p>mwilson - Mon, 06 Oct 2014 18:13:12 GMT - Replaced LON per request of Susan Mayes.</p> <p>agriffin - Mon, 13 Oct 2014 17:31:26 GMT - Rollback: Need to replace LON 1 to LON 11.</p> <p>agriffin - Wed, 29 Oct 2014 18:05:44 GMT - Replaced LON with an updated version per Susan Mayes's request. See attachments for documentation.</p> <p>lkulcza - Thu, 18 Dec 2014 20:22:30 GMT - Update LON 11 to correct PHED 2373 reference.</p> <p>tmartin - Thu, 05 Feb 2015 20:19:02 GMT - Uploaded documents sent to BOT</p> <p>tmartin - Thu, 05 Feb 2015 20:23:16 GMT - Uploaded correct documents sent to BOT</p> <p>tmartin - Fri, 20 Feb 2015 19:54:01 GMT - Removed duplicate files.</p> <p>tmartin - Thu, 16 Apr 2015 20:19:58 GMT - Adjusted admission requirements as per request by Bart Hammig.</p> <p>calison - Tue, 19 May 2015 21:28:06 GMT - made two concentrations into bullets for easier scanning.</p>	<p>agriffin - Fri, 12 Oct 2018 13:55:11 GMT - Removed 2018-2019 plans of study. They are not necessary for this specific request. If the department wants them reinserted for on-campus records, please contact me. Also inserted approval dates into the LON 5 and renamed to match BOT naming convention. Inserted LON 11 and curriculum to present consistent documentation across the major and concentrations.</p> <p>agriffin - Tue, 06 Nov 2018 15:40:37 GMT - Inserted ADHE degree code into the LON.</p>
	Select a reason for this modification	Reconfiguring an Existing Degree—(LON 11)	Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	Upload attachments	6b - Ltr of Notification - Reconfig KINSBS.doc 6b - Board Letter - Reconfig KINSBS.docx	KINSBS - Reconfig - Curriculum.docx KINSBS - Reconfig - Ltr of Notification.docx KINSBS - Deletion - Ltr of Notification.docx
	Are you adding a concentration?	Yes	No
	Phone:	575-2859	5-2854

	Description and justification of the request	Streamline the program, better prepare students for jobs in the field and post-professional training. Note "concentration" changes for KINSBS (K-12 Teaching Physical Education, Wellness, and Leisure and Exercise Science) have been submitted separately from this document.	This request is to formalize the process which exists in practice under the current Bachelor of Science in Kinesiology (KINSBS) degree program. Instead of having two distinct concentrations under Kinesiology, this request creates stand-alone programs in Exercise Science and Teaching K-12 Physical Education Health. It is not anticipated there would be any negative impact on enrollment. As of Oct. 13, 2017, KINSBS had a combined enrollment of 851 students. If anything, both programs could benefit from increased enrollment as these new program names more accurately reflect the degrees.
	Description and Justification for this request	Streamline the program, better prepare students for jobs in the field and post-professional training. Note "concentration" changes for KINSBS (K-12 Teaching Physical Education, Wellness, and Leisure and Exercise Science) have been submitted separately from this document.	
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC	
	Effective Catalog Year	Fall 2015	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
LARCBL	User ID:	lkulcza	melindas
	Phone:	5-7456	5-2763
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	Department Code	Department of Law(LAWD)	Department of Landscape Architecture(ARLA)
	What are the total hours needed to complete the program?	157	145
	Scheduled Program Review Date	na	2021-2022

Program Goals and Objectives

na

Below is an introduction to learning outcomes and assessment for the professional landscape architecture curriculum. As an overview, our faculty note there are three stages of learning core competencies, skills and principles of our profession and discipline: students investigate to discover, they apply ideas through project-based learning, and through this process, discover the implications of those ideas. Understanding implication is a critical component of the professional process, as landscape architects are licensed by states to protect health, safety and welfare. The proposed curriculum program takes students through stages of investigation, application and implication.\\n\\nBecause of the unique nature of our work - each site and situation is different; we build the knowledge in our discipline through case studies. Qualitative assessment through case studies and critical feedback of examination of those cases is a primary means of how we may measure success.\\n\\n

	Learning Outcomes	na	<p>In the first year, students learn how to make spaces, and scale them appropriately. In the second year, the students learn how to take those spaces and meaningfully integrate them into a site. In the third year, students can integrate spaces into a site and incorporate issues of grading and drainage, context and culture. In the fourth year, students can demonstrate how to maintain all of the issues noted above, and project the efficacy and usefulness of a space in future scenarios such as aging societies, climate change, or the introduction of massive change by technological innovation such as automated vehicle technology.</p> <p>Design Foundation (First year)</p> <p>Students demonstrate the ability to see, and 're-present' ideas related to the design and analysis of spaces through the media of our profession and discipline for the purposes of gaining a foundation skill set to practice in the environmental design fields.</p> <p>Students develop an understanding of parametric design principles related to composition for the purposes of understanding ordering principles as they pertain to the practice of the environmental design fields.</p> <p>Students understand how to make a space, and scale it appropriately. Students understand how to communicate space and scale through the media of the profession including drawing and modeling. Students learn this information for the purposes of demonstrating a basic competency to move forward into the landscape architecture professional curriculum.</p> <p>Students attain a basic skill set in design-thinking abilities for the purposes of being conversant in the key issues, principles and case studies in the environmental design fields.</p> <p>Landscape Architecture Foundation (First year - fall semester)</p> <p>Students demonstrate the ability to see to perform site inventory and analysis for the purposes of practicing site design in landscape architecture.</p> <p>Students demonstrate the ability to take a human program, integrate it into a site effectively for the purposes of creating functional and potentially resilient places.</p> <p>Students demonstrate the ability to make appropriately scaled spaces to the program and site, and convey those spaces clearly through the communications media of landscape architecture for the purposes of a core competency of the practice of landscape architecture as a professional.</p> <p>Students demonstrate the ability to understand principles of land form (geomorphology) and how to grade the land according to ecological processes and human patterns. This knowledge is for the purposes of practicing a core component of the practice of landscape architecture.</p> <p>Students understand the history of landscape architecture for the purposes of understanding its earliest roots in human culture and the role the design of the landscape played in the development of culture and societies.</p> <p>Students understand how to use digital and analog media for the purposes of investigation, inquiry and field research related to issues of site design, inventory and analysis.</p> <p>Students are introduced to and gain</p>
--	-------------------	----	--

	<p>Description and justification of the request</p>	<p>Admin update of course not found LARC 4382 went inactive as of spring 2018; department did not update degree requirements accordingly, but have inserted title and hours for missing course so that degree plan hours are correctly reflected. It will be up to the department to figure out how to handle the missing hours for students currently in the major.</p>	<p>The department is reducing the total number of total credit hours in the Bachelor of Landscape Architecture in order to speed up time to graduation. Contemporary needs of our stakeholders incite a refinement and reform to our professional curriculum. These needs include accreditation requirements, alignment to faculty research, contemporary practice of landscape architecture, pedagogical best practices and a projected boost to enrollment within the professional degree program.\n\nSeveral other landscape architecture departments have moved from five years to four in the past few years. Reported data from these programs to the Landscape Architecture Accreditation Board and the Council of Landscape Architects Registration Board include increased quality of curricula, better enrollment and better retention in addition to other positive trends in efficiency and quality. We project that we will see these aspects of our proposed curriculum reform have similar impacts here at the University of Arkansas.</p>
	<p>Upload attachments</p>		<p>LARCBL - Revision - Ltr of Notification.docx LARCBL - Revision - Curriculum.pdf</p>
	<p>Reviewer Comments</p>		<p>agriffin - Tue, 06 Nov 2018 16:52:13 GMT - Rollback: School requested to edit program requirements. agriffin - Wed, 07 Nov 2018 17:24:52 GMT - Changing courses to comments for Professional Electives and Core Requirements. This action removes the red box error. agriffin - Wed, 07 Nov 2018 17:31:30 GMT - Inserted missing credit hours into semester-by-semester plan for program to total 145 hours. agriffin - Wed, 07 Nov 2018 17:33:49 GMT - Inserted scheduled program review date. agriffin - Wed, 07 Nov 2018 17:43:32 GMT - Moved professional electives and free electives to the first course list. It allows the program requirements to be shown in its entirety and hours total to 145. agriffin - Wed, 07 Nov 2018 19:13:07 GMT - Updated username and phone number. agriffin - Wed, 07 Nov 2018 19:14:50 GMT - Adjusted formatting and inserted approval dates into the LON. Renamed documents to match BOT naming convention. agriffin - Wed, 07 Nov 2018 20:12:42 GMT - Uploaded curriculum document. agriffin - Wed, 14 Nov 2018 15:33:30 GMT - Changed LARC 1325 Landscape Architecture Design II back to Fundamental Design Methodology, per request by department. agriffin - Wed, 14 Nov 2018 15:40:41 GMT - Updated curriculum document with LARC 1325 title change and uploaded revised copy. agriffin - Fri, 16 Nov 2018 21:58:16 GMT - Inserted credit hours for the Advocacy and Theory Module classes for program to total 145 hours. agriffin - Tue, 27 Nov 2018 16:06:14 GMT - Edited description and justification with permission from School.</p>
<p>MEDH-M MESNGC</p>		<p>Added Added</p>	

NURSBS	Estimated Student Demand for Program	NA	20-25 students per year
	Scheduled Program Review Date	NA	2021
	Reviewer Comments	agriffin - Tue, 03 Mar 2015 15:37:57 GMT - Changed effective catalog date to fall 2015. lkulcza - Thu, 28 May 2015 22:06:33 GMT - This is really an editorial update, replacing the EDFD listing with ESRM (subject change only)	agriffin - Tue, 23 Oct 2018 21:40:26 GMT - Removed School of Continuing Education and Academic Outreach from the Global Campus language. The use of the school language was removed when Global Campus was named. agriffin - Wed, 24 Oct 2018 15:50:50 GMT - Removed Generic from Program Goals with permission from School/College. agriffin - Wed, 24 Oct 2018 16:28:11 GMT - Inserted revised Student Learning Outcomes per School's request. agriffin - Wed, 24 Oct 2018 17:01:14 GMT - Uploading revised copy of LON with input from School. agriffin - Thu, 25 Oct 2018 19:37:40 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention. lkulcza - Fri, 26 Oct 2018 15:19:29 GMT - All courses "not found" currently in approval process for fall 2019. May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Are you adding a concentration?	No	Yes
	Description and justification of the request	EDFD 2403 recoded as ESRM 2403	The addition of an LPN-BSN online option is being added. The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond.
	Description and Justification for this request	EDFD 2403 recoded as ESRM 2403	
	Effective Catalog Year	Fall 2015	Fall 2019
	Program Delivery Method	On Campus	On Campus Online/Web-based
	Program Goals and Objectives	NA	The goal of the BSN Program is to prepare graduates to provide culturally sensitive, evidence-based care to clients through the roles of caregiver, teacher, and manager in a variety of settings. \n\nThe BSN graduate is prepared to provide culturally appropriate care to individuals, families, groups, communities and populations through the roles of caregiver, teacher, manager, and member of the profession.

Learning Outcomes	No change	1. Contribute leadership to promote quality care and patient safety.\n2. Integrate evolving knowledge into clinical nursing practice.\n3. Demonstrate skill in utilizing healthcare technology and information systems.\n4. Apply knowledge of healthcare policy, finance, and regulatory environments to advocate for quality\n healthcare.\n5. Collaborate with inter-professional teams to improve healthcare outcomes. \n6. Provide health protection and promotion, risk reduction, and disease prevention to individuals, \n families, and populations.\n7. Demonstrate behaviors that reflect altruism, autonomy, human dignity, integrity, and social justice. \n8. Adapt nursing care to meet the needs of patients across the lifespan and healthcare continuum, \n respecting variations in populations, environments, and access to care.\n
Concentration(s):		ADD LNBN LPN to BSN
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
Does this proposal impact any courses from another College/School?	No	Yes
College(s)/School(s)		ARSC
What are the total hours needed to complete the program?		120
Reason for offering Web-based Program		The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond. The LPN-BSN and RN-BSN options will be offered via distance delivery.
Maximum Class Size for Web-based Courses		25
Course delivery mode		web_blended
Describe Blended Delivery Methods		Blackboard Learning Management System with email, videoconferencing, discussion board, and other online tools. Students in the LPN-BSN option will meet on campus for skills lab. Clinical hours are arranged in approved sites with qualified preceptors.
Class interaction mode		bulletin
Percent Online		50-99%
Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A
Estimate Costs of the Program over the First 3 Years		na

	Upload attachments		bsn-curriculum-plan 2018 update 10-18-2018.pdf LPN BSN Currirulum Plan FINAL.docx NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx
NURSBS- PLRN	Program Title	Nursing Generic BSN Concentration	Nursing Pre-Licensure BSN
	Estimated Student Demand for Program	NA	na
	Scheduled Program Review Date	NA	na
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Program Code	NURSBS-GENR	NURSBS-PLRN
	Description and justification of the request	corrected URL of link for background checks.	Deletion of specific policies that can be found in the student handbook. Clinical requirements can change often.\\nThe current Generic program will now have the term Pre-Licensure to reflect more appropriate terminology. Policies are updated and revised per the student handbook annually. Clinical requirements can change frequently. Reorganization of catalog copy Suggested by Provost office
	Description and Justification for this request	corrected URL of link for background checks.	
	Effective Catalog Year	Summer 2014	Fall 2019
	Program Goals and Objectives	NA	See NURSBS.
	Learning Outcomes	NA	See NURSBS.\\n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Does this proposal impact any courses from another College/School?	No	Yes
	College(s)/School(s)		ARSC
	What are the total hours needed to complete the program?		120
	Upload attachments		bsn-curriculum-plan 2018 update 10-18-2018.pdf NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx

	Reviewer Comments		<p>kmamisei - Mon, 21 May 2018 18:45:07 GMT - Rollback: Rollback per Dr. Murray's request.</p> <p>agriffin - Tue, 17 Jul 2018 20:31:13 GMT - Used tool bar to insert NURS classes versus linking them to a website. Also changed effective date from fall 2018 to fall 2019.</p> <p>agriffin - Tue, 17 Jul 2018 20:32:27 GMT - Had difficulty removing hyperlinked courses. Second attempt.</p> <p>agriffin - Tue, 17 Jul 2018 20:33:44 GMT - Third attempt.</p> <p>agriffin - Tue, 17 Jul 2018 20:34:49 GMT - And attempted again.</p> <p>agriffin - Tue, 17 Jul 2018 20:37:39 GMT - One more attempt.</p> <p>tmartin - Fri, 05 Oct 2018 14:44:45 GMT - Rollback: Rollback requested by Denise Bignar.</p> <p>agriffin - Mon, 08 Oct 2018 14:34:15 GMT - Rollback: Rolled back per college's request.</p> <p>lkulcza - Fri, 19 Oct 2018 17:48:34 GMT - Rollback: Also rolling this back.</p> <p>kmamisei - Fri, 19 Oct 2018 18:01:04 GMT - Rollback: Revise as recommended by Alice in her e-mail sent on October 19.</p> <p>agriffin - Tue, 23 Oct 2018 21:26:54 GMT - NURS 3842 is currently in process of a name change approval. I removed the course with the formal name and inserted the submitted name of the course in program requirements and eight semester plan.</p> <p>agriffin - Wed, 24 Oct 2018 15:51:38 GMT - Removed Generic from program goals with permission from School/College.</p> <p>agriffin - Wed, 24 Oct 2018 16:35:49 GMT - Removed program goals and student learning outcomes. They can be found in the NURSBS CIM Block.</p> <p>agriffin - Wed, 24 Oct 2018 17:02:43 GMT - Uploading revised copy of LON with input from School.</p> <p>agriffin - Thu, 25 Oct 2018 19:44:12 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention.</p> <p>lkulcza - Fri, 26 Oct 2018 15:00:32 GMT - All courses "not found" in workflow for fall 2019.</p> <p>lkulcza - Fri, 26 Oct 2018 15:20:12 GMT - May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.</p>
NURSBS-RNBN	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree--(LON 11)
	Effective Catalog Year	Fall 2018	Fall 2019
	Program Title	Nursing RN to BSN Concentration	Nursing RN to BSN

	Description and justification of the request	Removed footnote that was no longer required. Courses that were referenced in footnote were downgraded to 4000-level courses.	The RN-BSN online option curriculum will remain the same with updated course titles reflecting appropriate terminology with the addition of LPN's enrolled in the same courses The addition of an LPN-BSN online option is being added. The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond. Currently, Eleanor Mann offers an RN-BSN online option, and it has been very successful. RNs from all over the State of Arkansas and beyond have enrolled and obtained a BSN in this program. The RN-BSN online option curriculum will remain the same with updated course titles reflecting appropriate terminology with the addition of LPN's enrolled in the same courses\
	Upload attachments		RN-BSN Online Curriculum Plan (002)(1).docx NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx
	Reviewer Comments		agriffin - Wed, 24 Oct 2018 14:49:45 GMT - Removed School of Continuing Education and Academic Outreach language from admission information. Global Campus is sufficient for the name of the organization. agriffin - Wed, 24 Oct 2018 16:12:10 GMT - Revised justification with input from School/ College. agriffin - Wed, 24 Oct 2018 17:01:54 GMT - Uploading revised copy of LON with input from School. agriffin - Thu, 25 Oct 2018 19:43:20 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention. lkulcza - Fri, 26 Oct 2018 15:21:10 GMT - May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.
NURSMS	User ID:	deborahs	kmamisei
	Reason for offering Web-based Program	The target population for this degree is working professional nurses with competing demands. This population typifies the non-traditional student and the focus of the educational progression of working professionals. To increase access to education, we want to offer it on-line to increase enrollment of such working professionals.	The target population for this degree is working professional nurses with competing demands. This population typifies the non-traditional student and the focus of the educational progression of working professionals. To increase access to education, we want to offer it on-line to increase enrollment of working professionals.
	Are you adding a concentration?	Yes	No
	Phone:	5-4914	5-3781

Description and justification of the request	Removed the concentration material to place it in its own CIM block.	Moved MSN program admission requirements from a separate CIM block to the general MSN program CIM block. To better present information on Courseleaf. Added Progression and Grade Requirements. Progression and Grade Requirements have always been included in the Graduate Student Handbook. Including this information in the catalog will ensure that they are being enforced.
Description and Justification for this request	Removed the concentration material to place it in its own CIM block.	
Effective Catalog Year	Fall 2016	Fall 2019
Program Goals and Objectives	<p>The Master of Science in Nursing (MSN) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings. Graduates of the MSN are prepared as executive nurse leaders, nurse educators, or clinical nurse specialists and are expected to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice. Completion of the MSN program provides the essential foundation for seamless academic progression into a research or practice-focused doctoral program.</p> <p>Upon the completion of the program of studies the graduate will be able to:</p> <ol style="list-style-type: none"> 1. Promote evidence-based practice through problem identification and the critique of research findings. 2. Collaborate in policy development, resource management, and cost-effective care delivery. 3. Apply legal/ethical principles to promote a values-based professional practice. 4. Affect health care outcomes through advanced nursing roles of clinician, teacher, manager, researcher, and consultant. 5. Utilize theories from nursing and other disciplines for decision making. 6. Advocate for access to quality health care for diverse populations. 7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations. 8. Provide executive, education and clinical leadership in a variety of health care and academic settings. 	<p>The Master of Science in Nursing (MSN) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings. Graduates of the MSN are prepared to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice. Completion of the MSN program provides the foundation for academic progression to a research or practice-focused doctoral program.</p>

Learning Outcomes	<p>Upon completion of the Master of Science in Nursing—Nurse Executive Leader program, student will be able to:</p> <ol style="list-style-type: none"> 1. Determine and evaluate best practices in human capital management. 2. Synthesize knowledge of health system resource utilization, organizational culture, and organizational structure as well as federal and state employment laws. 3. Establish proficiency in financial management practices used in health care organizations. 4. Apply knowledge of health and public policy surrounding legal issues in health care. 5. Integrate knowledge of health care delivery models, settings, laws, regulations, accreditation, standards, regulatory bodies, and scope and standards of practice. 6. Acquires expertise in professional practice models, practice standards, role delineation, and employee performance feedback. 7. Utilize knowledge of communication principles and styles in various executive level leadership setting. 8. Compare and contrast leadership principles learned from theory and observed in practice. 9. Integrate knowledge of strategic planning and program development. 10. Utilize ethical principles to critically analyze complex issues health care systems. 11. Synthesize knowledge of quality monitoring, culture of safety, performance improvement and process and outcomes measures. 12. Design, implement, and disseminate evidence-based initiatives while demonstrating an understanding regulatory and institutional policies 13. Applies innovative thinking to executive leadership and clinical practice. 	<p>Promote evidence-based practice through problem identification and critique of research findings.</p> <p>Collaborate in policy development, resource management, and cost-effective care delivery.</p> <p>Apply legal/ethical principles to promote a values-based professional practice.</p> <p>Affect healthcare outcomes through advanced roles of clinician, teacher, leader, researcher, and consultant.</p> <p>Apply theories from nursing and other disciplines in decision making.</p> <p>Advocate for access to quality health care for diverse populations.</p> <p>Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.</p> <p>Provide leadership in a variety of clinical and academic settings.</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		36-41
Course delivery mode		online
Class interaction mode		bulletin
List institutions in the surrounding region offering similar programs		N/A

	Reviewer Comments		<p>agriffin - Wed, 22 Aug 2018 22:00:50 GMT - Edited program description with permission from college.</p> <p>lkulcza - Fri, 24 Aug 2018 15:35:23 GMT - Removed indication that a new concentration was being added—the EXLD concentration was previously proposed and approved.</p> <p>skpatton - Fri, 24 Aug 2018 16:25:26 GMT - Rollback: Kate, since we aren't offering the nurse executive leader program, should we take that out? Thanks, Susan</p> <p>ggunderm - Tue, 11 Sep 2018 22:14:46 GMT - CIP okay.</p> <p>agriffin - Tue, 23 Oct 2018 16:32:16 GMT - Edited program goals on behalf of the School/ College.</p>
OTDEDP	User ID:	fthagstr	muir
	Phone:	5-4910	5-8727
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Degree	DOT	Doctor of Occupational Therapy
	Program Title	Clinical Occupational Therapy, Doctor of Occupational Therapy	Occupational Therapy, Doctor of Occupational Therapy
	Does this proposal impact any courses from another College/School?	No	Yes

List institutions in Arkansas offering similar programs

Both the master's and doctoral degrees are currently entry levels into the profession; however, the American Occupational Therapy Association is supporting the transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025. As a result, the number of programs offering a clinical doctorate (doctor of occupational therapy) is increasing with 36 OTD programs in the United States currently in various stages of accreditation. (See list below). In Arkansas, there are currently two occupational therapy education programs. The University of Central Arkansas (Conway) annually enrolls a cohort of 48 students and awards a Master of Occupational Therapy degree, and Arkansas State University (Jonesboro) enrolled their first cohort of 30 students in summer 2015, offering a Doctor of Occupational Therapy degree. Harding University (Searcy) is developing an occupational therapy program that will offer a Master's degree; however, the program is in the developmental stage, and at the time of this report, has not applied for accreditation or determined a cohort size. There are five accredited occupational therapy assistant (OTA) programs with Arkansas State University currently in candidacy status. OTD programs may provide a degree ladder for OTAs as well as provide a MOT-to-OTD bridge program.

ACOTE ACCREDITATION STATUS OF OTD PROGRAMS IN THE U.S. (as of 10/24/15)

Accredited: 1. Nova Southeastern University (Tampa, FL) 2. Washington University (MO) 3. Creighton University (NB) 4. University of Toledo (OH) 5. Pacific University (Hillsboro, OR) 6. University of the Sciences (Philadelphia, PA) 7. Belmont University (Nashville, TN)

Developing: 8. Northern Arizona University (Phoenix, AZ) 9. Arkansas State University (Jonesboro, AR) 10. Gannon University (Ruskin, FL) 11. Huntington University (Fort Wayne, IN) 12. Indiana Wesleyan University (Marion, IN) 13. University of Indianapolis (IN) 14. Boston University (MA) 15. MGH Institute of Health Professions (Boston, MA) 16. Touro University Nevada (Henderson, NV) 17. Kettering College (Beavercreek, OH) 18. The Ohio State University (Columbus, OH) 19. Duquesne University (Pittsburgh, PA) 20. Thomas Jefferson University (Philadelphia, PA) 21. University of South Dakota (Vermillion, SD) 22. University of Tennessee at Chattanooga (Chattanooga, TN) 23. Mary Baldwin College (Fishersville, VA) Applicants: 24. Arizona School of Health Sciences, A.T. Still University (Mesa, AZ) 25. Loma Linda University (Loma Linda, CA) 26. Samuel Merritt University (Oakland, CA) 27. West Coast University - Los Angeles (Los Angeles, CA) 28. University of St. Augustine for Health Sciences (Miami, FL) 29. Midwestern University (Downers Grove, IL) 30. Indiana University (Indianapolis, IN) 31. Drake University (Des Moines, IA) 32. St. Ambrose University (Davenport, IA) 33. Slippery Rock University (Slippery Rock, PA) 34. University of Texas Health Science Center at San Antonio (TX) 35. Rocky Mountain University of Health Professions (Provo, UT) 36. Virginia Commonwealth University (Richmond, VA) There are two programs in

Both the master's and doctoral degrees are currently entry levels into the profession; however, the Accreditation Council for Occupational Therapy Education has mandated the transition to a doctoral-level single point of entry for occupational therapists, with a target date of 2025. In Arkansas, there are currently two occupational therapy education programs. The University of Central Arkansas (Conway) annually enrolls a cohort of 48 students and now awards a Doctor of Occupational Therapy degree, and Arkansas State University (Jonesboro) enrolled their first cohort of 30 students in summer 2015, offering a Doctor of Occupational Therapy degree. Arkansas College of Osteopathic Medicine has recently announced they will development a Doctor of Occupational Therapy degree; however, the program is in the developmental stage, and at the time of this report, has not applied for accreditation or determined a cohort size.

List institutions in the nation offering similar programs	NA	
Why is the Program needed if offered at other institutions?	<p>UAMS became aware of the need for an occupational therapy education program while conducting the needs assessment for the physical therapy (PT) program at UAMS Northwest in Fayetteville. Respondents to the PT needs assessment survey repeatedly commented on the shortage of occupational therapists in the region. National and state occupational therapist workforce studies and projections were reviewed and an analysis of the number and distribution of occupational therapists in the target region was conducted. Findings suggest that an occupational therapy education program at the UAF and UAMS Northwest campuses would provide significant benefit to the region and state. Facilities as well as OTs overwhelmingly identified providing more OTs to meet the demands in the regions as a positive aspect of the proposed UAF/UAMS program. It was noted by many respondents that an OT program in the area would help meet occupational therapy needs that are present in the urban as well as rural areas of the region and state. The unique opportunity of a joint UAF – UAMS program was highlighted in the responses of numerous respondents, specifically noting the reputation of both institutions as well as the resources available. It was also noted that an OT program in the region would provide opportunities for the enhancement of the OT profession through interprofessional education, evidence-based practice, research, continuing education, and degree ladder opportunities for occupational therapists with master’s degrees and occupational therapy assistants. Data from the U.S. Bureau of Labor Statistics and Arkansas’ Center for Rural Health indicate a significant and growing demand for occupational therapists in the state through 2022. In addition, the Center for Rural Health reports a sizeable OT job vacancy rate that is expected to escalate over the next several years. The report found over half (57%) of the current and 49% of the projected OT vacancies exist in the west and northwest regions of the state. Accordingly, Arkansas, Kansas, Oklahoma, and Missouri all have lower occupational therapists per 100,000 population ratios than the national average. Not surprisingly, OT education program directors report that 99% of their graduates are able to secure jobs within 8 weeks of graduation.</p>	<p>This program was previously approved and is being revised to meet new accreditation guidelines and new faculty vision.</p>
Estimated Student Demand for Program	24 -32	24 -32 per cohort
Scheduled Program Review Date	2019	2019-2020

	Program Goals and Objectives	Occupational therapy seeks to provide services that support individuals' capability for 'living life to its fullest'. Occupational therapists accomplish this by using occupation and meaningful activities with specific goals to help people of all ages prevent, lessen, or adapt to disabilities. Occupational therapists work with families as special needs children enter the home, with school aged children who require adaptive services to reach their potential in schools, with adults who due to illness or injury require special tools and skills to again work and be productive in life, and with well elderly and families that need to redesign their lifestyles in order to lessen the impact of aging and/or disability on everyday life. The goal of the program is to educate future occupational therapists as leaders and advocates for clients regardless of age or living situation that need assistance in order to physically, mentally, and emotionally participate in the activities of everyday life.	The University of Arkansas Occupational Therapy Doctorate Program works toward a society where every person has the opportunity for a healthy, fulfilling life through participation in meaningful occupations by preparing graduates to: \\n\\n* Challenge the boundaries of current occupational therapy practice through purposeful exploration of new models of care \\n* Be innovative practitioners, identifying needs in their clinics and communities and designing interventions and programs to meet those needs \\n* Be prepared to work at the top of their license in integrated interprofessional teams to best meet society's needs \\n* Be active global citizens and advocates for occupational justice and improved quality of life for all people\\n* Promote health, wellness and participation through the intentional use of occupation
	Program Code	OTPDDP	OTDEDP
	Department Code	Department of Health, Human Performance and Recreation(HHPR)	Department of Occupational Therapy (OCTH)
	College(s)/School(s)		WCOB

Description and justification of the request

\\n1) The entire curriculum has been revised and all new courses have been developed and entered into the CIM system.\\n2) Prerequisite course requirements were updated.\\n3) Removal of GRE as a requirement for application to the program. | \\n1) The coursework for this approved degree program has not yet commenced; therefore, no students will be impacted by any of these changes. The first cohort of students will be admitted to the occupational therapy (OT) program in the fall, 2019, and begin coursework in January of 2020. Prior to initiating curricular redesign, feedback from multiple stakeholders was solicited and considered. Overall, stakeholders expressed frustrations and concerns with traditional teaching methods used to prepare students for entry-level practice. Some of these concerns included: a lack of knowledge about occupation as a foundation of our profession, a disconnect in the application of basic knowledge for the development of evidence-based interventions, and poor clinical reasoning skills. In response to this feedback, OT faculty identified an evidence-based teaching model to mitigate stakeholder concerns. The core curriculum was completely revised to reflect learning objectives and course sequencing based on the Subject-centered Integrative Learning Model for Occupational Therapy (SCIL-OT). This model of disciplinary instruction places occupation, the core subject of our profession, explicitly at the forefront of all courses. A systems-based approach and developmental framework were also used to organize content areas to enhance integration, retention, and application of content. For example, within semesters, content is arranged according to “systems” of human functioning, such as the musculoskeletal system, the neurological system, and mental/behavioral health, presented in a way that reflects development across the lifespan. Additionally, content is aligned across the duration of the program by themes, i.e. Research and Scholarship, Theory and Professional Development, etc. Course content and learning outcomes were specifically written to be integrative and progressive so that students will be prepared to complete their culminating capstone experience and project at the conclusion of the program. \\n2) After the curriculum was revised, the prerequisite course requirements were revised to better prepare students for success. The revised list is:\\nAll prerequisites are at least 3 credits:\\n• Human Anatomy with lab \\n• Human Physiology with lab \\n• Statistics \\n• Terminology for Health Professions\\n• Abnormal Psychology\\n• Neuroscience of Behavior (Brain and Behavior, Behavioral or Cognitive Neuroscience, or Neurophysiology or Neuropsychology or Neurobiology, etc.)\\n*If Anatomy and Physiology are offered together, as one course, then two semesters must be taken. \\n\\nOther admission requirements include:\\n• A minimum overall GPA of 3.0 on a 4.0 scale.\\n• International applicants must submit Test of English as a Foreign Language (TOEFL). \\n• 25 hours of documented volunteering/shadowing/service learning with an occupational therapy

	Upload attachments		OTDEDP - Revision - Ltr of Notification.docx OTDEDP - Revision - Ltr of Support from UAMS.pdf
	Reviewer Comments		agriffin - Thu, 27 Sep 2018 17:06:50 GMT - Changed degree code from DOT to Doctor of Occupational Therapy with permission from Lisa Kulczak. agriffin - Fri, 28 Sep 2018 00:04:22 GMT - Rollback: Please address the details in attached correspondence. agriffin - Fri, 28 Sep 2018 15:09:58 GMT - Inserted credit hours for each course so that 115 total hours could be represented in curriculum. Also updated five course listings as approved by program. agriffin - Fri, 28 Sep 2018 15:19:50 GMT - Reformatted LON to include Times New Roman, 12-point font throughout document. Renamed to match BOT naming convention for documents. Uploaded revised copy. lkulcza - Wed, 03 Oct 2018 17:59:44 GMT - All courses "not found" currently in workflow for fall 2019. agriffin - Thu, 11 Oct 2018 00:47:31 GMT - Inserted Course List with semester-by-semester plan in program requirements. agriffin - Wed, 17 Oct 2018 22:02:06 GMT - Removed semester-by-semester plan with permission from department. agriffin - Wed, 24 Oct 2018 14:14:19 GMT - Uploaded revised LON from department. agriffin - Thu, 25 Oct 2018 19:56:36 GMT - Uploaded letter of support from UAMS.
PBHLBS	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	2017-2018	2018-2019
	Program Goals and Objectives	The bachelor's degree in Public Health is designed for students interested in helping people and communities adopt healthy behaviors and healthy lifestyles.	1. Provide quality education in the practice and discipline of public health 2. Prepare students with the skill set to foster improvement of the health of communities and their populations, locally and abroad 3. Contribute to the field of public health in new discovery, and the education and preparation of future professionals.
	Learning Outcomes	The Public Health major will prepare students for careers in public health including worksite health promotion specialists, community health education, and jobs in public health agencies and community based organizations. In addition, the program is applicable for students interested in pursuing post graduate study in allied health fields, such as physical or occupational therapy, or public health.	1) Define public health and related roles and responsibilities of government, non-government agencies, and private organizations. 2) Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. 3) Utilize models, theories, and frameworks to examine health behavior. 4) Examine a health issue supported by public health data to examine evidence based approaches to prevention.

	Description and justification of the request	<p>Editing public health core classes to meet accreditation requirements of the Council on Education for Public Health. A change in CIM which will parallel this program change will be to make PBHL 2613 PBHL 3613 as the course content will need to change to meet accreditation requirements. Additionally, this will make the program in compliance with ADHE guidelines. Editing public health core classes to meet accreditation requirements of the Council on Education for Public Health. A change in CIM which will parallel this program change will be to make PBHL 2613 PBHL 3613 as the course content will need to change to meet accreditation requirements. Additionally, this will make the program in compliance with ADHE guidelines.</p> <p>Program also changed the option of ENGL 3053 or JOUR 1033 to requiring ENGL 3053. STAT options have been reduced from four possibilities to only two options of STAT 2303 or ESRM 2403. Program also changed the option of ENGL 3053 or JOUR 1033 to requiring ENGL 3053. STAT options have been reduced from four possibilities to only two options of STAT 2303 or ESRM 2403.</p>	<p>We have added a footnote to PBHL 4043 regarding stipulations on a minimum grade and number of attempts for this class in order for a student to obtain their degree in Public Health. We are adding this footnote per conversations with academic affairs. This clarification protects the integrity of the class and aids in our ability to continue to place students in the community.</p>
	Reviewer Comments	<p>agriffin - Tue, 27 Sep 2016 18:29:12 GMT - Rollback: Please review upper division hours. jpenner - Tue, 09 May 2017 21:06:23 GMT - Rollback: Please address upper division course hours. Talk to Denise Bignar if you have questions. lkulcza - Fri, 12 May 2017 19:45:46 GMT - Admin correction to ESRM 2403 listing lkulcza - Fri, 12 May 2017 19:46:55 GMT - Rollback: Per request from the dean's office. jpenner - Mon, 15 May 2017 13:16:07 GMT - Rollback: Denise Bignar indicated that Bart needs to make a different change instead of changing this lower level course. JPW agriffin - Fri, 26 May 2017 14:23:30 GMT - Added comments to description block to clarify additional program changes. lkulcza - Fri, 16 Jun 2017 17:13:42 GMT - PBHL 3443 is in workflow as a new course proposal, effective for fall 2018. kbible - Tue, 29 Aug 2017 20:38:19 GMT - Rollback: Per Kate Mamiseishvili's request, rolling back to Ed Curr Comm. kmamisei - Thu, 07 Sep 2017 13:04:40 GMT - Rollback: Rolling back to correct the note in the electives section. msganio - Wed, 13 Sep 2017 19:56:11 GMT - Adjusted number of elective hours that must be 3000 or above from 3 to 11 hours. This change was voted on and approved by the program faculty on 9/13/17.</p>	<p>agriffin - Mon, 09 Apr 2018 22:57:12 GMT - Changed effective date from fall 2018 to fall 2019. It is too late to complete the approval process in time for the catalog deadline. agriffin - Wed, 31 Oct 2018 18:14:49 GMT - Updated scheduled program review date. agriffin - Fri, 02 Nov 2018 14:16:27 GMT - Inserted program goals and student learning outcomes with permission from department.</p>
PCDIS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Title	Communication Disorders (Pre-Communication Disorders)	Communication Sciences and Disorders (Pre-Communication Sciences and Disorders)
	Scheduled Program Review Date	n/a	2023-2024

	Program Goals and Objectives	n/a	1. Students will demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing.\n2. Students will demonstrate knowledge of normal development of speech, language, and hearing across the lifespan.\n3. Students will demonstrate knowledge of the effect of cultural and linguistic differences on communication.\n
	Learning Outcomes	n/a	1. Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language.\n2. Interpret acoustic and aerodynamic measures of speech.\n3. Identify normal developmental milestones for speech and language.\n4. Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing.\n5. Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations.\n
	Description and justification of the request	Admin update of department code from bogus dept to RHRC correcting system issue	Change the name of degree to Communication Sciences and Disorders and the degree designation to B. S. There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of the major and name of the degree reflect the educational and professional standards of the field with which our bachelor's degree is aligned. These proposed changes are also consistent with the titles of majors and degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students and be beneficial as they apply to graduate and professional schools.
	Upload attachments		CDISBS - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Fri, 12 Oct 2018 13:42:42 GMT - Adjusted formatting in LON to match eight semester plan listed in CourseLeaf. Inserted approval dates and renamed document to match BOT naming convention.
PELED	Description and justification of the request	Changing style of header	PELED candidates will make admission to the ELELBS one semester earlier than past candidates. This change modifies the ELELBS pre-program hours required before candidates make admission to the ELELBS program. This change modifies catalog language to clarify admission policy changes made to the ELELBS. The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.
	Description and Justification for this request	Changing style of header	
	Effective Catalog Year	Fall 2014	Fall 2019

	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		123
	Reviewer Comments		Ikulcza - Wed, 10 Oct 2018 18:20:00 GMT - Rollback: Need to update the pre-code information to include statements for both CHEDBS and PELED. After talking with Denise, I'm fine with the college using PELED as a pre-code for both programs, but there cannot be different information for one program vs. the other, as the same CIM program block information will be displayed on both catalog pages.
PHEDBS	Degree	Bachelor of Science	Bachelor of Science in Education
	Program Title	Kinesiology K-12 Teaching Physical Education, Wellness Leisure Concentration	Teaching K-12 Physical Education Health, Bachelor of Science in Education
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Program Code	KINSBS-PEWL	PHEDBS
	Description and justification of the request	Clarification on requirements for obtaining enrollment into PHED 4703, PHED 4743, and PHED 432v. Copy previously stated Praxis 2 was required when actually only Praxis Core and cGPA 2.7 is listed in CIM.	Adds EXSC 3013 as an option for students in place of EXSC 3353. EXSC 3013 was approved by the registrar in December 2017. Adding EXSC 3013 as an option will allow for students to learn similar material in a different manner.
	Description and Justification for this request	Clarification on requirements for obtaining enrollment into PHED 4703, PHED 4743, and PHED 432v. Copy previously stated Praxis 2 was required when actually only Praxis Core and cGPA 2.7 is listed in CIM.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	The program in kinesiology with a concentraion in K-12 Teaching Physical Education, Wellness and Lesiure (KINSBS-PEWL) is designed to prepare candidates for a variety of career options teaching physical education, health, leisure and coaching in a K-12 school setting.	1. Program graduates will have requisite knowledge and skills to design quality physical education and health lessons and programs for K-12 school children. 2. Program graduates will possess the professional dispositions necessary to effectively work as a teacher or coach in the K-12 school environment. 3. Program graduates will have skills needed to establish a class environment that promotes learning. 4. Program graduates will have instructional skills needed to engage students in learning based on national and state standards.

Learning Outcomes	Upon completion of the Kinesiology concentration (KINSBS-PEWL), students will be eligible to be recommended for licensure by the Arkansas State Department of Education to teach physical education, wellness (health education) and leisure (recreational activities) in public and private school kindergarten through twelfth grade settings.	1. Students will pass Praxis Core and Praxis II content area tests required for licensure in K12\Health and Physical Education.\n2. Students will complete the Kinesiology K-12 degree program with a minimum GPA of\n2.75.\n3. Students will earn a grade of "C" or better in all required K-12 teaching courses.\n4. Students will earn a minimum average score of 2.5 on the 22 components of the\nFramework for Teaching assessment during their teaching internship.\n5. Students will demonstrate the ability to work collaboratively in a K-12 school\nenvironment.\n6. Students will be able to reflect on their own practices and compare them to accepted\npractices in the field.
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		120
Upload attachments		ADE Email Regarding Required Documentation for Program Split.pdf KINSBS - Reconfig - Ltr of Notification.docx KINSBS - Reconfig - Curriculum.docx KINSBS - Deletion - Ltr of Notification.docx
Reviewer Comments		kmamisei - Sat, 10 Feb 2018 18:34:50 GMT - Rollback: Rolling back per request from Steve. kmamisei - Wed, 26 Sep 2018 14:10:55 GMT - Rollback: Add responses to questions 9, 10, and 17 in the LON. agriffin - Thu, 04 Oct 2018 15:40:08 GMT - In program requirements, changed language from old program title/concentration to the proposed program title. Also, swapped KINS courses for PHED courses in fall of second and third years, PHED 3223 and PHED 3163 in eight semester plan. agriffin - Mon, 08 Oct 2018 19:42:19 GMT - Inserted program goals and student learning outcomes from the 2018 assessment report. Department is encouraged to review and make appropriate edits. agriffin - Mon, 08 Oct 2018 19:46:41 GMT - Added degree title to program title to be consistent with the Office of the Registrar's naming convention. agriffin - Mon, 08 Oct 2018 19:57:53 GMT - Inserted revised LON to match BOT formatting and naming convention. agriffin - Thu, 11 Oct 2018 13:29:56 GMT - Uploading revised listing of curriculum. agriffin - Fri, 12 Oct 2018 14:08:22 GMT - Inserted LON 5 so that the documentation related to the reconfiguration for the KINSBS would be complete. kmamisei - Mon, 05 Nov 2018 16:03:22 GMT - The following changes were made in the 8-semester plan per request from the College Curriculum Committee: Move PHED 3033 to Spring 3rd year Move PHED 3413 to Spring 3rd year Move CIED 3033 to Fall 3rd year Move CNED 4003 or CNED 3053 to Fall 4th year agriffin - Tue, 06 Nov 2018 15:54:58 GMT - Updated LON 5 for deletion to include the ADHE degree code.

PLSCMA	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		pkford
	Phone:		56434
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		36
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		20
	Scheduled Program Review Date		2019
	Program Goals and Objectives		1. Provide Graduate MA students with an opportunity to complete the degree in a timely fashion.\n2. Provide students with analytical and research skills that will be applicable as they move towards a doctoral degree or advance their professional career.
	Learning Outcomes		(1) Demonstrate a general knowledge about trends in the discipline of political science, including epistemological diversity when studying complex issues; \n(2) Demonstrate the ability to apply that knowledge to specific policy or political contexts by using qualitative and quantitative data;\n(3) Demonstrate an understanding of global trends in areas such as governance and political economy, as well as complex policy issues involving, gender, race and ethnicity;\n(4) Demonstrate the ability to conduct independent research and communicate the results effectively in both oral and written form. \n
	Description and justification of the request		Remove from the required core option PLSC 5703 Research Design in Political Science and Public Policy. In reviewing our curriculum we determined that requiring students to take both PLSC 5703 and 5913 Research Methods in Political Science was redundant. In 5913 Students receive for the first half of the course a significant amount of the information that is provided in 5703.

	Reviewer Comments		<p>agriffin - Fri, 21 Sep 2018 20:12:31 GMT - Changed course number in description field from 5702 to 5703 to match justification.</p> <p>agriffin - Fri, 21 Sep 2018 20:36:08 GMT - Rollback: Please change reason for modification as Making Minor Changes. This action will impact the approval workflow where the request will remain on campus for approval. Once the change is made, please save and submit to return the request back to the approval process. Thank you.</p> <p>agriffin - Tue, 25 Sep 2018 14:37:42 GMT - Removed LON since request is considered a minor change with input from submitter.</p> <p>agriffin - Tue, 25 Sep 2018 14:45:50 GMT - Although the courses are in a red box, these are not new requirements for the program. It appears that an administrative update to typically offered field was being conducted at the time the program change was submitted. The only change is the removal of PLSC 5703.</p> <p>rcc003 - Tue, 25 Sep 2018 20:07:59 GMT - Removed parentheses note from PLSC 5193.</p>
PNURS	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		Imm018
	Phone:		479-575-2934
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		120
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		na
	Scheduled Program Review Date		na
	Program Goals and Objectives		na
	Learning Outcomes		na
	Description and justification of the request		<p>Slight changes in admission structure. New holistic admission policy.</p> <p>Reformatting of major for catalog suggested by Provost office</p>

	Reviewer Comments		<p>kmamisei - Mon, 21 May 2018 18:44:49 GMT - Rollback: Rollback per Dr. Murray's request.</p> <p>kmamisei - Mon, 09 Jul 2018 18:06:50 GMT - Rollback: Per discussion with Nursing, some minor changes are still needed.</p> <p>agriffin - Tue, 17 Jul 2018 15:57:35 GMT - Changed effective date from fall 2018 to fall 2019.</p> <p>agriffin - Tue, 17 Jul 2018 20:10:45 GMT - Replaced courses with course list built from within CourseLeaf.</p> <p>agriffin - Tue, 17 Jul 2018 20:11:54 GMT - Added space between course numbers and title to clean up appearance.</p> <p>agriffin - Tue, 17 Jul 2018 20:13:29 GMT - Additional clean-up on course listing.</p> <p>agriffin - Tue, 17 Jul 2018 20:14:47 GMT - Third time is the charm.</p> <p>agriffin - Tue, 17 Jul 2018 20:16:52 GMT - Had difficulty removing duplicate course listing. Attempted again.</p> <p>agriffin - Tue, 17 Jul 2018 20:18:10 GMT - Still attempting to clean up.</p> <p>agriffin - Tue, 17 Jul 2018 20:19:36 GMT - Still working on clean-up.</p> <p>agriffin - Tue, 17 Jul 2018 20:24:36 GMT - Still attempting to clean up course listing.</p> <p>tmartin - Fri, 05 Oct 2018 14:44:29 GMT - Rollback: Rollback requested by Denise Bignar.</p> <p>kmamisei - Fri, 19 Oct 2018 00:23:42 GMT - Rollback: Per request from Dr. Patton.</p> <p>agriffin - Thu, 25 Oct 2018 19:33:32 GMT - Removed attachments, as they are not necessary for a minor change and for the pre-nursing plan.</p>
SCWKMS	Are Similar Programs available in the area?	No	
	Estimated Student Demand for Program	50 per year	
	Scheduled Program Review Date	n/a	
	Type of proposal	Major/Field of Study	Policy
	Description and justification of the request	Added clarification regarding students who earned their bachelor's degree six years or more prior to seeking admission for the master's program.	Separated the admissions requirements for the Advanced Standing and the two/three year programs. Removed thesis lab from list of courses. Separated admissions requirements for clarity and removed thesis lab because it's no longer required.
	Description and Justification for this request	Added clarification regarding students who earned their bachelor's degree six years or more prior to seeking admission for the master's program.	
	CIP Code	Social Work.	
	Effective Catalog Year	Fall 2016	Fall 2019
	Program Goals and Objectives	not applicable; existing program	
	Learning Outcomes	not applicable; existing program	
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Course delivery mode		web_blended
	Describe Blended Delivery Methods		this is NA. This is a change that was made several years ago.
	Class interaction mode		other

	Reviewer Comments		agriffin - Tue, 26 Jun 2018 16:09:22 GMT - Changed effective date from fall 2018 to fall 2019.
SMTHMA	Percent Online	100%	100% with No Required Campus Component
	Scheduled Program Review Date	n/a	2021-2022
	Description and justification of the request	Replacing MATH 4353 with new grad cognate.	Updated available courses \nAllow course work to replace independent study The change allows the program more flexibility and reduces the time for students to complete the degree program.
	Description and Justification for this request	Replacing MATH 4353 with new grad cognate.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	n/a	There is an emphasis on further strengthening abstract and conceptual tools, exposing the student to a wide variety of mathematical topics, and preparing the student to bring mathematical thought to the lower-level classroom. To this end the student should:\n\n1) Be able to frame abstract arguments and produce mathematical proofs.\n2) Demonstrate an understanding of a variety of advanced topics, such as advanced calculus and abstract algebra, connecting them to the secondary school curriculum.\n3) Demonstrate an ability to articulate the context and meaning of these topics.\n4) Write, analyze and communicate in a lucid and critical manner.
	Learning Outcomes	n/a	1) Demonstrate computational competence in analysis, algebra, statistics and other areas of mathematics relevant to the secondary mathematics curriculum.\n2) Demonstrate understanding of the conceptual frameworks and underlying structure of these topics; clearly demonstrate an ability to construct mathematical proofs.\n3) Relate these subject areas to applications in the natural or social sciences, engineering, or other areas of mathematics at a level appropriate to the secondary mathematics curriculum.\n4) Write, analyze and communicate in a lucid and critical manner, particularly in a manner appropriate for the secondary mathematics classroom.\n5) Have a sense of the broader mathematical culture.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		30
	Course delivery mode		online
	Class interaction mode		email
	Reviewer Comments		agriffin - Tue, 25 Sep 2018 14:12:38 GMT - Inserted program goals and learning outcomes from assessment plan. agriffin - Tue, 25 Sep 2018 14:13:40 GMT - Inserted program review date.
SPANMA	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)

Are you adding a concentration?	No	Yes
Are you adding a track?	No	Yes
Effective Catalog Year	Fall 2017	Fall 2019
List institutions in Arkansas offering similar programs	NA (UALR, perhaps others)	UALR, UCA
Program Goals and Objectives	no changes	1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, civilization, and literature corresponding to their major language.\n2. As befits a liberal arts program, students completing an MA should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.\n3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.\n\nLearning Outcomes:\n1. Achieve Advanced Spanish skills (reading, writing, speaking, and listening).\n2. Gain expertise in the literatures and the cultural history of Spain, Latin America, and U.S Hispanics. \n3. Attain general knowledge of main authors, movements and periods, and representative texts.\n4. Develop advanced competence in literary and cultural analysis and research.\n5. Develop advanced expository and critical writing skills.\n6. Develop pedagogical skills for teaching Spanish as a Foreign Language.\n\nAdditional Learning Outcomes (Language Learning and Teaching Concentration):\n1. Gain expertise in basic linguistic concepts as applied to Spanish.\n2. Attain general knowledge of the processes and outcomes of language learning, and of theories of language acquisition.\n3. Develop advanced competence in research in the area of language learning and teaching.\n\n
Learning Outcomes	no changes	Learning Outcomes:\n1. Achieve Advanced Spanish skills (reading, writing, speaking, and listening).\n2. Gain expertise in the literatures and the cultural history of Spain, Latin America, and U.S Hispanics. \n3. Attain general knowledge of main authors, movements and periods, and representative texts.\n4. Develop advanced competence in literary and cultural analysis and research.\n5. Develop advanced expository and critical writing skills.\n6. Develop pedagogical skills for teaching Spanish as a Foreign Language.\n\nAdditional Learning Outcomes (Language Learning and Teaching Concentration):\n1. Gain expertise in basic linguistic concepts as applied to Spanish.\n2. Attain general knowledge of the processes and outcomes of language learning, and of theories of language acquisition.\n3. Develop advanced competence in research in the area of language learning and teaching.\n\n

	Description and justification of the request	Correcting "tracks" to "concentrations" The change had been approved in October 2015 but never synced with the version in CIM.	This change updates the organization of the Program Requirements and Description text in order to make the catalog copy more transparent. No program change is being requested at this time. The realignment also clarifies the requirements for the second M.A. concentration. \n\nWe are requesting a name change for the second concentration from "Pedagogy Concentration" to "Language Learning and Teaching Concentration," and includes a revised description of the target audience for this concentration. \n\nThe first concentration, Literature, remains unchanged. This change is needed in order to make it clearer to students what the requirements of the two Spanish M.A. concentrations are, and how these two concentrations differ from each other. The name change for the second concentration is necessary to reflect this concentration's academic rigor and emphasis on research, which matches that of the Literature concentration.\n\nThe two concentrations were never copied over into the catalog from CourseLeaf. The only way to add them is to "add" new concentrations.
	Concentration(s):		ADD LITR Literature
	Track(s)		ADD LLAT Language Learning and Teaching DEL LITR Literature DEL PEDG Pedagogy
	Upload attachments		SPANMA - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Tue, 25 Sep 2018 21:22:51 GMT - Rollback: Rather than a minor change, the program is requesting a name change and curriculum change. This request is a reconfiguration of the program and will need to submit an LON 11. agriffin - Fri, 12 Oct 2018 20:11:28 GMT - Revised description in LON. Removed language regarding the CourseLeaf and catalog language. Program is simply pursuing a name change for the Pedagogy Concentration into Language Learning and Teaching Concentration. lkulcza - Tue, 16 Oct 2018 22:01:31 GMT - Clarification that existing tracks are to be deleted; these were really are concentrations, and current proposal is to update the name of one of those concentrations.
STEMGC	Program Title	STEM Education for Early Childhood (K-4) Graduate Certificate	STEM Education for K-6 Graduate Certificate
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)

	Description and justification of the request	Changed format of header.	Changed the name of the program to reflect the change of the licensure grades for Childhood education. It has changed from K-4 to K-6. Provided an undergraduate option for the Creativity and Innovation Course (STEM 5023 or STEM 4043) The new name will reflect the grade-level licensure changes in our teacher education program. The STEM concentration is one of the options for Childhood Education students and we can no longer require students to take graduate level courses. The changes will allow students to fulfill both their undergraduate requirements for graduation and complete the STEM Graduate Certificate during the MAT program.
	Description and Justification for this request	Changed format of header.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	na	<p>Provide future and current elementary and middle level teachers with the knowledge, skills, aptitudes, and tools necessary to make positive and lasting differences in the lives of their current and future students through integrated STEM education.</p> <p>Provide a creative, and critical-thinking environment, where engaging STEM (Science, Technology, Engineering, and Math) content is the foundation and learning is delivered through real-world connections, project based learning, and performance-based assessment.</p> <p>Nurture STEM confidence, develop the ability to lead a comprehensive STEM program, and foster a passion for STEM learning among elementary and middle level teacher education candidates and practicing teachers.\n</p>

	Learning Outcomes	na	<p>Develop a theoretically informed argument for embedding mathematical and scientific thinking strategies across the curricula;</p> <p>Demonstrate a basic knowledge of the national standards in the fields of science, technology, engineering and mathematics education; as well as basic knowledge of national and state standards;\n</p> <p>Demonstrate the ability to synthesize relevant information regarding the use of STEM thinking in elementary or secondary education;</p> <p>Utilize the vocabulary, primary concepts, definitions, and models applicable to STEM education;</p> <p>Demonstrate an ability to collect, evaluate, synthesize, and share real-world data relevant to curricula in elementary or secondary education;</p> <p>Demonstrate an ability to solve problems, evaluate the efficacy of possible solutions, and discuss strategies and processes needed for effective problem solving;</p> <p>Demonstrate the ability to work in collaborative design teams to meet given criteria and solve design problems;\n</p> <p>Develop innovative and alternative teaching methods and learning activities that promote STEM education;</p> <p>Apply STEM cognitive tools (i.e., scientific model, design loop, etc.) and resources toward solving human and environmental problems;</p> <p>Develop confidence in the use and development of design models and engineering constraints;</p> <p>Analyze attributes, strengths, and weaknesses of current STEM education programs, initiatives and policies at the local, state, and national levels;</p> <p>Develop confidence in the use of appropriate technology for data collection, analysis and display;</p> <p>Develop the ability to work in collaborative design teams to meet given criteria and solve STEM related problems;</p> <p>Select and experience a wide range of instructional practices, approaches, strategies, and methods for integrating curricula that focus on a problems-based approach, while accommodating for the developmental, cultural, and linguistic differences in students; and\n</p> <p>Develop skills and experience in writing grants for the purpose of implementing funded integrated STEM curricula in the classroom.</p>
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		14
	Upload attachments		STEMGC - Name Change - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Wed, 10 Oct 2018 15:47:45 GMT - Inserted STEM 5033 as option for STEM 4033. This change is in response to the dual-level split of classes. Made change in consultation with college.</p> <p>agriffin - Wed, 10 Oct 2018 15:50:03 GMT - Rollback: Please submit a Letter of Notification 1 with the name change request and change the reason for the modification. This action will impact the approval workflow.</p> <p>agriffin - Wed, 17 Oct 2018 23:12:30 GMT - Revised LON, changed degree/department code to match ADHE assigned codes and reformatted curriculum. Inserted approval dates and renamed document to match BOT naming convention.</p> <p>agriffin - Wed, 17 Oct 2018 23:16:29 GMT - In order for the program to complete the approval process, the department needs to submit the program goals and student learning outcomes in the appropriate fields within the CourseLeaf template. Approving at this level to help it reach UCPC this month.</p>
TESLME	Scheduled Program Review Date	N/A	2019-2020
	Reviewer Comments	<p>lkulcza - Mon, 03 Oct 2016 23:12:58 GMT - CIED 5993 does not exist, and is not currently in approval process as a new course proposal.....</p> <p>lkulcza - Mon, 03 Oct 2016 23:14:27 GMT - Rollback: CIED 5993 does not exist and is not currently in the approval process as a new course proposal. Will you check with the submitter to find out what course should be listed instead?</p> <p>agriffin - Mon, 17 Oct 2016 15:45:02 GMT - Changed CIED 5993 to CIED 5983 with correspondence from department.</p> <p>calison - Fri, 03 Mar 2017 16:43:52 GMT - minor edit.</p>	<p>kmamisei - Tue, 17 Apr 2018 15:35:40 GMT - Removed CIED 599V from the Professional Core section. Removed the following statement from the Degree Requirements section: All degree candidates will also complete an action research project during their Internship/Action Research (CIED 5983).</p> <p>agriffin - Mon, 07 May 2018 13:43:05 GMT - Inserted scheduled program review date.</p> <p>agriffin - Mon, 07 May 2018 13:44:00 GMT - Changed effective catalog date from fall 2018 to fall 2019. It is too late to complete the approval process by this coming fall and catalog copy deadline.</p> <p>agriffin - Thu, 17 May 2018 13:08:32 GMT - Rollback: Please work with the department to update the catalog copy and correct the total number of hours for the program. Thank you.</p> <p>kang - Fri, 14 Sep 2018 14:15:51 GMT - Rollback: Rolling back per Dr. Janet Penner-Williams's request. CIED will add online delivery option.</p> <p>kmamisei - Wed, 26 Sep 2018 22:16:11 GMT - Per request from Dr. Penner-Williams, the minor changes were resubmitted. The program will submit the request for online delivery approval at a later date.</p> <p>agriffin - Fri, 28 Sep 2018 15:37:06 GMT - Inserted program goals and student learning outcomes from assessment plan.</p> <p>agriffin - Fri, 28 Sep 2018 15:42:39 GMT - Removed Elective as course listing and made it a comment with CIED 600V to remove "course not found" error. Department and College are encouraged to review the listing and contact me if there are any concerns.</p>
	Upload attachments	Re_ Program change for TESLME.pdf	

Description and justification of the request	Adding the Praxis Core or equivalent as part of the Admission criteria. Removing Chalk and Wire from the description as it is no longer required.	1. Adjusted course of study to remove the action research project and add a comprehensive exam.\n2. Removed CIED 5513 Sound System of American English and added two research courses (CIED 5313 Principles of Qualitative Research and SPED 5883 Research in Inclusive Education). \n3. Thesis was always an option for students. We just clarified that students who do not wish to complete a thesis can take a 3-hour elective and a comprehensive exam. \n4. We also clarified that GRE is an option but they can also complete other standardized tests. 1. Action Research was too similar to the thesis and students were confused.\n2. Research courses fit better with the skill set needed for students. \n3. No change, just clarification and better presentation. \n4. Made it consistent with Graduate School requirement.
Description and Justification for this request	Adding the Praxis Core or equivalent as part of the Admission criteria. Removing Chalk and Wire from the description as it is no longer required.	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	No Changes	The program is designed to prepare teachers in the U.S. and abroad to teach English to students \nwhose first language is not English; graduates are also prepared to create and implement \ncurriculum and appropriate assessments for English as a second language \n (ESL). It also prepares \nstudents for further graduate study (Education Specialist or Ph.D.s). Included in the course work \nfor the M.Ed. are the four courses required by the Arkansas Department of Education for \nendorsement in ESL.

	Learning Outcomes	No Changes	<p>Student Understanding of Concepts and Theory</p> <p>A) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL).</p> <p>B) The candidates will be knowledgeable about structure and development of American English.</p> <p>C) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).</p> <p>D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar).</p> <p>Student Understanding of Practice</p> <p>The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.</p> <p>Student Understanding of Assessment</p> <p>The candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.</p> <p>Student Understanding of Diversity</p> <p>The candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.</p> <p>Student Understanding of Research</p> <p>The candidates will investigate problems in their own teaching contexts.</p>
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		33
WACT-M	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology—(LON 13)
	Effective Catalog Year	Fall 2018	Spring 2019
	Program Delivery Method	On Campus	On Campus Online/Web-based
	What are the total hours needed to complete the program?	na	15

Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add ACCT 4203, Fundamentals of Taxation to the list of Accounting options. Offer the Minor in Accounting for Business Majors in the online format. We previously deleted ACCT 4753, Intermediate Accounting II from the list of Accounting options. Adding ACCT 4203, Fundamentals of Taxation offers another elective option for students. The market has moved to online programming to supplement face-to-face courses and/or add to a college's educational offerings. More and more of our peer and aspirant colleges of business have moved to some form of online programming (see for example, http://www.businessinsider.com/harvard-business-school-online-courses-2013-10). In addition, offering a degree online strategically positions the College to capture new markets (e.g., students abroad, degree completion, CPA requirements, and adult learners). The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements.
Reason for offering Web-based Program		The market has moved to online programming to supplement face-to-face courses and/or add to a college's educational offerings. More and more of our peer and aspirant colleges of business have moved to some form of online programming (see for example, http://www.businessinsider.com/harvard-business-school-online-courses-2013-10). In addition, offering a degree online strategically positions the College to capture new markets (e.g., students abroad, degree completion, CPA requirements, and adult learners). The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements.
Maximum Class Size for Web-based Courses		60
Course delivery mode		online
Class interaction mode		bulletin email chat blog other
Specify Other Interaction Methods		Blackboard Collaborate
Percent Online		100% with No Required Campus Component
Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A

	<p>Estimate Costs of the Program over the First 3 Years</p>	<p>No additional instructional costs will be incurred for the Online Minor in Accounting. The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements. Future direct costs over the course of the next three years will include the costs to refresh the online courses (approximately 9 courses over the next 3 years at \$4,000 per course = \$36,000). Costs will be paid for by the revenue generated from the Online BSBA in Accounting.</p>
	<p>Reviewer Comments</p>	<p>agriffin - Wed, 17 Oct 2018 19:06:51 GMT - Inserted total hours for program. agriffin - Wed, 17 Oct 2018 19:08:28 GMT - Attention reviewers: ADHE no longer needs notification for changes to minor programs including online delivery.</p>