

CIM Report Feb 28, 2019 10:54am

Program Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
ATTRMA	User ID:	smayes	pcallej
	Phone:	5-6625	5-2854
	Effective Catalog Year	Fall 2018	Fall 2019
	Program Goals and Objectives	N/A	Goal 1: Maintain appropriate rates for passing the Board of Certification for Athletic Trainers (BOC) examination, student retention, graduation, and employment.\\nGoal 2: The GATP will promote a sense of service to the profession and community at large.\\nGoal 3: The GATP will foster clinical decision-making and critical thinking among students.\\nGoal 4: The GATP will promote scholarly work and scientific inquiry among students.

Learning Outcomes	N/A	<p>Outcome 1.1: Each cohort of students will achieve at least an 80% combined pass rate on the BOC examination on the first attempt.\n1. Outcome is assessed via the report provided to the GATP annually. Three pieces of data are collected from the report: \na. Number of students graduating from the GATP who took the BOC examination \nb. Number and percentage of students who passed by BOC examination on the first attempt \nc. Overall number and percentage of students who passed the BOC-AT examination regardless of number of attempts.\n2. Assessment is conducted by the GATP program director in August annually.\nOutcome 1.2: One hundred percent of the students who complete year one of the GATP will return for the second academic year.\na. Outcome is assessed via tabulation of the reported number of returning GATP advisees.\nb. Assessment is conducted by each assigned faculty advisor, and information given to the GATP program director in the fall semester annually.\nOutcome 1.3: One hundred percent of the students who return for the second year of the GATP will graduate within two years.\n1. Outcome will be assessed via tabulation of the reported the number of GATP graduates.\n2. Assessment is conducted by each assigned faculty advisor, and information given to the GATP program director in the spring semester annually.\nOutcome 1.4: Greater than 90% of students will be employed in the athletic training profession within six months of graduation.\n1. Outcome will be assessed in two ways: Exit survey of students and one-year post graduation alumni survey of employers. \na. Exit survey question reads "Do you have a position as an athletic trainer scheduled to begin post-graduation from the GATP?" \nb. One-year post graduation alumni survey question reads: "In the past year, have you employed the University of Arkansas graduate student as an athletic trainer?"\n2. Assessment is conducted by the GATP program director. The exit survey is given to each graduating student at least one month prior to completing the academic program. The one-year post graduation alumni survey is given to each graduating student's employer one year after graduating from the GATP.\nOutcome 2.1: Annually, the GATP will offer one sports medicine symposium to the surrounding community at large.\n1. Outcome is assessed via list of registrants at the symposium.\n2. Assessment is conducted by the GATP program director following the symposium.\nOutcome 2.2: Annually, the GATP will conduct preceptor training sessions that will include discussion of cooperative learning opportunities and academic pedagogical methods between GATP students and supervising preceptors.\n1. Outcome is assessed via post-training preceptor survey. Post-training survey question reads "Did the preceptor training provide you with information on educational strategies to utilize with students?"\n2. Assessment is conducted by the GATP clinical education coordinator following each annual preceptor training session, and information is given to the GATP program director within one month of</p>
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Description and justification of the request	ATTR wishes to replace 9 credits with 9 credits of newly-created coursework. ATTR 5313 - Clinical Anatomy for Athletic Trainers; ATTR 5403 - Pathophysiology and Treatment I; ATTR 5413 - Pathophysiology and Treatment II were all approved at October COEHP CCPC meeting. Content of newly created courses will replace content of courses being deleted from program.	The program description was edited. The three tiered GPA entrance requirement was removed and changed to include a minimum 3.0 GPA and GRE scores. The 50 hour observation requirement was changed to 150 hours. A background check was added to the admission requirements, and an academic retention policy was included. The program description was edited to more accurately depict the program and it's desired student outcomes. The entrance requirements were changed to improve candidate quality at admittance. The observation hours were increased from 50 to 150 hours because 50 hours does not provide ample time for prospective applicants to experience the rigor and the essence of the profession. The background check is currently a requirement listed in the policy and procedures manual but does not appear in the catalog. Background checks are required because GATP students participate in clinical rotations that include minors (student athletes). The academic retention policy was added to provide students with a consistent and fair remediation tool and is required for accreditation.	
Reviewer Comments	agriffin - Sun, 08 Oct 2017 20:09:44 GMT - Inserted credit hours for ATTR 5313, ATTR 5403, and ATTR 5413 in plan of study so that total hours would match total hours required for program. agriffin - Sun, 08 Oct 2017 20:11:53 GMT - All three courses noted above are in approval workflow and currently pending UCPC approval.	agriffin - Mon, 10 Dec 2018 22:57:10 GMT - Deleted a duplicate paragraph in the prerequisite description, spelled out Board of Certification in first use of BOC, and hyper-linked the GATP website with approval and assistance from submitter. agriffin - Fri, 11 Jan 2019 21:44:44 GMT - Edited the BOC for Athletic Training Exams section, 1.a. on behalf of the college.	
CATEBS	Scheduled Program Review Date	Spring 2017	2019-2020
Description and justification of the request	Shifted admission requirements for spring internship to below the general admission requirements.	Removed CATE 3103 as offered spring - course placed in error Replaced with CATE 406X which should have been there all along.	
Description and Justification for this request	Shifted admission requirements for spring internship to below the general admission requirements.		
Effective Catalog Year	Fall 2016	Fall 2019	
Program Goals and Objectives	All courses have stated goals and objectives that are listed for each course syllabus. The program objectives are to provide an appropriate series of courses and experiences to enable candidates to successfully enter business technology education, family and consumer science education, and technology education teaching positions in the public or private schools and/or to seek admission to graduate programs in career and technical education.	Program goals and student learning outcomes were revised January 23, 2015. The career and technical education (CATE) program in the College of Education and Health Professions is designed to provide the student a knowledge base that will prepare him/her to possess a broad background in career and technical education. The goals of the CATE program are to:\n1. Provide a high-quality curriculum that prepares students for careers in career and technical education.\n2. Produce CATE teachers who are knowledgeable, skillful, supportive, and professional scholar-practitioners in diverse education settings.\n3. Enhance the curriculum with up-to-date technology that is used in the CATE classroom and the workplace.	

	Learning Outcomes	In addition to the Arkansas Teaching Standards, learning outcomes are consistent with the professional organizations associated with each program area.	Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)\n1. Students will be able to effectively plan and prepare a unit of study demonstrating knowledge of content and pedagogy, knowledge of students, selecting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction and assessing student learning.\n2. Students will be able to demonstrate strong classroom management skills by designing an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space.\n3. Students will possess strong teaching skills through the design of instruction, communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction and demonstrating flexibility and responsiveness in the classroom.\n4. Students will demonstrate professional responsibilities by reflecting on teaching in terms of accuracy and instruction, maintaining accurate records, communicating with families, demonstrating professionalism, and participating in professional communities.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Upload attachments		ADE approval not necessary.pdf
	Reviewer Comments		agriffin - Fri, 01 Feb 2019 22:18:12 GMT - Updated scheduled program review date. agriffin - Fri, 01 Feb 2019 22:20:58 GMT - Updated program goals and student learning outcomes presented in the program's 2018 assessment report. agriffin - Mon, 04 Feb 2019 15:58:37 GMT - Inserted correspondence to document this request does not need ADE approval. lkulcza - Tue, 05 Feb 2019 16:56:19 GMT - Rollback: testing workflow notification lkulcza - Tue, 05 Feb 2019 17:50:19 GMT - Rollback: Testing rollback workflow notification again.
HORT-M	Phone:	575-6731	575-7016
	Description and justification of the request	Changing type size of header to match other styles	Need to add: The Horticulture minor is only available to students outside the Horticulture, Landscape and Turfgrass Sciences (HLTS) Major. Department Faculty voted to clarify program minors to indicate that students majoring in HLTS-BS major cannot pursue a horticulture program minor.
	Description and Justification for this request	Changing type size of header to match other styles	
	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?		18
	Upload attachments		2018-2019 HORT Minor Checksheet.docx
	Reviewer Comments		ljrobert - Wed, 19 Dec 2018 20:23:35 GMT - Rollback: Please add catalog copy with track changes.
HRWDBS	User ID:	calison	msamuels
	Phone:	575-4205	575-7694
	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	NA	2024-2025
	Program Goals and Objectives	NA	<p>Learning Goals for the Program:\n\n1. Students will have the ability to demonstrate leadership in Human Resource Development (HRD) departments/divisions for various size organizations in the profit and non-profit arena.\n\n2. Students will be able to make HRD decisions by analyzing problems through logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences based on the multiple theories that are the basis for the HRD field.\n\n3. Students will be able to positively communicate with all stakeholders in a workforce setting, in an educational setting, and in the general community.\n\n4. Students will respect the ideas, perspectives, motivations, and behaviors of fellow colleagues while identifying their unique roles and responsibilities as HRD practitioners in their organizations.\n\n5. Students will be able to analyze situations, consider possible consequences, and make ethical decisions.\n\n6. The students will integrate HRD concepts of that assist development of individuals and organizations to reach their full potential.\n\n7. Provide a competitive Human Resource Workforce Development program that prepares graduates to work as Human Resource Specialists, Human Resource Managers, Training and Development Managers, Training and Development Specialists and other HRD related positions.</p>

	Learning Outcomes	NA	<p>Upon the completion of the program, students will:</p> <ol style="list-style-type: none"> 1. appraise and analyze the relationship between employees, the vision and mission of organizations, and training methods available to create a learning organization. 2. develop their personal theory to use in making HRD decisions based on the study of the multiple theories that serve as the base for the HRD field. 3. be able to relate to and communicate to all level of employees in the organization the HRD needs, why the programs are needed, and how the HRD programs assist the organization in reaching its mission, vision, and goals. 4. be able to see the organization's HRD needs from the perspective of all levels of employees. 5. have the ability to use the theories learned, ethical situations discussed, logic, and various training methods to make ethical decisions that assist the individual and organization in moving forward. 6. demonstrate their knowledge of the various training methods to develop HRD programs tailored to the organization's and individual's needs. 7. utilize the various skills required for HRD positions to plan, develop, implement, and assess HRD programs.
	Description and justification of the request	<ol style="list-style-type: none"> 1. The PSYC requirement for the program has been removed. This allows students the flexibility to choose any social science class to satisfy the university core requirement. 2. The Economic requirements to be admitted into the major remain the same. We clarified that these classes are part of the Pre-HRWD requirements instead of the university core. Clarification for the catalog. 3. The Pre-HRWD Math requirement can also satisfy the University's core requirement. The faculty determined that students will only need to complete 3 hours of math chosen from the list of four courses: MATH 2183, MATH 2053, STAT 2303, or MATH 1313. If students have completed one of the four courses as part of the University core, no additional math courses are needed. Clarification for the catalog. 	<p>We reduced the required number of hours for the major requirements to 45 from 51. The two 3-hour HRWD classes removed from the requirements for the degree were moved to elective hours. The total number of elective hours was changed from 34 to 40. To provide more flexibility for the students to complete the degree. The two 3-hour HRWD classes that were moved to electives are still available to students who may need the classes.</p> <p>We also updated the language for what is acceptable as Continuing Education Units. We wanted to clarify for the students what Continuing Education Units (CEU's) are acceptable to the program to prevent them from earning CEU's that the program would not accept toward the degree.</p>

	Reviewer Comments	<p>agriffin - Tue, 06 Jun 2017 20:55:15 GMT - Edited catalog copy, in consultation with submitter, to clarify how requirements may be applied toward university core and electives.</p> <p>agriffin - Tue, 06 Jun 2017 21:10:10 GMT - Minor edit to catalog copy.</p> <p>agriffin - Tue, 06 Jun 2017 21:16:48 GMT - Minor edit to catalog copy to adjust appearance of electives.</p> <p>agriffin - Wed, 07 Jun 2017 13:38:28 GMT - Made additional edits to catalog copy in consultation with program representatives (to clarify language related to electives).</p> <p>agriffin - Wed, 07 Jun 2017 16:34:53 GMT - Changed possible elective hours with permission from submitter.</p> <p>jpenner - Fri, 30 Jun 2017 18:53:00 GMT - updated formating</p> <p>kmamisei - Fri, 13 Oct 2017 13:21:04 GMT - Added justifications</p> <p>agriffin - Fri, 27 Oct 2017 21:37:41 GMT - Changed response to interdisciplinary program to no. Changed response to the proposal impacts any other colleges from no to yes. Did not roll back request because the two colleges were already included in approval workflow. Made the change so the record could be accurate, with permission from college.</p> <p>calison - Fri, 11 May 2018 16:59:18 GMT - Placed required courses in preferred alignment in course list so that each course's hours are counted.</p>	<p>kmamisei - Tue, 15 Jan 2019 16:40:51 GMT - Rollback: If 6 HRWD courses are optional for students, they should be listed in the general Electives section. There should also be a note that these courses are recommended but optional.</p> <p>agriffin - Fri, 01 Feb 2019 22:09:37 GMT - Inserted program review date.</p> <p>agriffin - Mon, 04 Feb 2019 15:42:08 GMT - Inserted program goals and learning outcomes from the program's 2017-2018 self-study. Also, changed "degree" to "major requirements" in the description with permission from the submitter.</p> <p>agriffin - Mon, 04 Feb 2019 15:52:49 GMT - Rollback: Submitter requests to roll back item in order to insert semester plan into catalog copy.</p> <p>tmartin - Fri, 15 Feb 2019 13:25:14 GMT - Discussion must occur between the Provost's Office, COEHP Dean's Office, and Department Chair about awarding transfer credit from various sources before final approval from Provost.</p>
LHRT-M	Phone:	575-6731	575-7016
	Description and justification of the request	Replaced table with course list table.	Need to add: The Landscape Horticulture minor is only available to students outside the Horticulture, Landscape and Turfgrass Sciences (HLTS) major. Department Faculty voted to clarify program minors to indicate that students majoring in HLTS-BS major cannot pursue a horticulture program minor.
	Description and Justification for this request	Replaced table with course list table.	
	Effective Catalog Year	Fall 2015	Fall 2019
	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)		ARCH
	What are the total hours needed to complete the program?		18
	Upload attachments		2019-2020 Landscape Hort Minor.pdf

	Reviewer Comments		<p>agriffin - Fri, 21 Dec 2018 18:21:16 GMT - Rollback: Please change your response to "Does this proposal impact any courses from another college." Since you include LARC courses, the School of Architecture should be notified of the change. Also, you may wish to update your checksheet to 2019-2020.</p> <p>ljrobert - Tue, 08 Jan 2019 20:12:44 GMT - I have received an email chain between Garry McDonald and Ken McCown. Ken has noted his approval of this change.</p> <p>melindas - Fri, 15 Feb 2019 22:07:18 GMT - Changed LARC 3734 to reflect new course title and content.</p>
SPEDME	User ID:	lkulcza	suzannek
	Phone:	7456	56210
	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/ changing Focused Study or Track)	Revising an Existing Educator Preparation Program-Minor Revision(s)-(Cover Sheet, Section C)
	Effective Catalog Year	Fall 2018	Fall 2019
	Maximum Class Size for Web-based Courses	na	25
	Program Goals and Objectives	na	The Inclusive Education and Clinical Program's Special Education Master's program leading to initial license and endorsement prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.
	Learning Outcomes	na	Program objectives include the preparation of future special educators to:\n1. Understand the individual development and differences of learner's with exceptionalities and apply this knowledge to instructional design and implementation,\n2. Create individualized, inclusive, safe, and culturally responsive learning environments, \n3. Design, modify, and adapt curricula to meet the goals of students, \n4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress, \n5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities, \n6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and\n7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities. \n

Description and justification of the request

We are requesting use of the Praxis Core Exam or other Standardized Core Knowledge Test in lieu of the GRE for admission to the SPED Master of Education program in the Graduate School. | After reviewing other programs nationally, we found that most are not requiring the GRE. This was limiting our applicant pool in Arkansas and across the nation.

1. MEd leading to initial license: \n- Change name of SPED 5673 to 'Teaching Students in the Content Areas' by merging content with the previously proposed 5663\n- replace SPED 5663 with SPED 6803\n2. MEd leading to endorsement\n- Allow students to take SPED 6873, ESRM 5393, or ESRM 5013 instead of SPED 5633\n- Replace the proposed SPED 6803 with SPED 5883\n3. Catalog layout has been adjusted; that's why it looks like all course requirements have changed, but there are truly only minor changes being proposed to the curriculum. | 1. MEd leading to initial license:\n- This change will allow a more focused curriculum on designing curriculum and evidence-based instruction across core instructional areas with an emphasis on core subjects (e.g., reading, writing, mathematics, science, social studies). Issues related to health will continue to be covered in courses such as Students with Severe Disabilities and the proposed Teaching Students with Autism Spectrum Disorder. The field experiences for SPED 5673 will include those already approved under SPED 5673. \n- Given the prevalence of autism spectrum disorder among school age children, as well as the continuing poor outcomes of adults with autism this course covers characteristics of autism, evidence-based instructional practices specific to autism, and predictors for positive transition outcomes to support future special education teachers who are likely to encourage children and youth on the spectrum. \n2. Students in the MEd with endorsement track will have already completed a licensure program in education (e.g., childhood education, secondary education) that would have exposed them to curriculum design. Students who understand the principles of research are that much more prepared to identify and use evidence based practices. To expand student competencies related to understanding, critiquing, and applying research methods we propose that MEd with endorsement students have deepen exposure to research methods courses.\n- SPED 6873 specifically will allow students to expand their understanding of research to single subject design which is a common, rigorous research design in special education and applicable to strategies used in classrooms to assess and measure student progress.\n- This course, SPED 5883 Research in Inclusive Education, exposes students to case study research in education in order to understand research utilizing this methodology and applying the principles of case study research to their work with individual students with disabilities. \n3. Add more clarity to the catalog description of the program and present the degree requirements in a more organized way.

	Reviewer Comments	pkoski - Tue, 16 May 2017 19:02:50 GMT - I added a description of the change requested. agriffin - Thu, 25 May 2017 15:29:05 GMT - Changed effective catalog date from fall 2017 to fall 2018. It is too late to be approved and added to the catalog for the upcoming fall semester. lkulcza - Fri, 16 Jun 2017 17:17:28 GMT - Updated program delivery method—program previously approved for online delivery; therefore, CIM needs to reflect that. jpenner - Thu, 29 Jun 2017 14:42:28 GMT - Changed wording to reflect what was in catalog box above. kmamisei - Wed, 06 Sep 2017 19:54:55 GMT - Added "approved" to other standardized core knowledge test per the amendment voted by the EDUC Curriculum Committee. agriffin - Mon, 11 Sep 2017 22:44:29 GMT - Inserted program review date.	agriffin - Wed, 05 Dec 2018 19:48:11 GMT - Checked the "sum hours" box in program requirements in order to demonstrate curriculum totals 36 credit hours. agriffin - Wed, 05 Dec 2018 22:41:55 GMT - Minor edit to justification and revision document. Changed adults to autism with permission from submitter. agriffin - Wed, 05 Dec 2018 22:43:31 GMT - The request is a minor curriculum change. However, because it involves licensure the attachments will need to be submitted to ADE. Program change does not require BOT, nor ADHE approval. lkulcza - Thu, 06 Dec 2018 22:07:17 GMT - Admin update to reflect educ. prep program.
	Upload attachments		6_Coversheet SPED MEK-12.pdf SPEDME - Revision Educ Licensure - Section C.docx
TURF-M	Phone:	575-6731	575-7016
	Description and justification of the request	Changing header to same style as other minors	Need to add: The Turf Management minor is only available to students outside the Horticulture, Landscape and Turfgrass Sciences (HLTS) major. Department Faculty voted to clarify program minors to indicate that students majoring in HLTS-BS major cannot pursue a horticulture program minor.
	Description and Justification for this request	Changing header to same style as other minors	
	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?		18-20
	Upload attachments		2018-2019 Turf Minor.docx
	Reviewer Comments		agriffin - Fri, 21 Dec 2018 17:29:42 GMT - Adjusted alignment on checksheet for PLPA and revision date. agriffin - Fri, 21 Dec 2018 17:31:17 GMT - It is recommended that the college/department review the dates on the checksheet and update them to 2019-2020 (see watermark and heading).