

CIM Report Jan 4, 2021 12:32pm

Program Changes Pending Approval from Faculty Senate

Code	Field	Old Value	New Value
BRKDBS	Effective Catalog Year	Fall 2020	Fall 2021
	Does this proposal impact any courses from another College/School?	No	Yes
	Description and justification of the request	<p>The following change will be made:\n\n1. CHANGED the course HDFS 4463 Administration and Leadership in the Helping Professions to HDFS 2463. \n\n2. UPDATED the fine print on the checksheet and in the catalogue to reflect current requirements.\n 1. The proposed change from HDFS 4463 to HDFS 2463 is sought for two reasons. First, changing the level of this course will allow us to propose a strong 2 x 2 agreement with the Northwest Arkansas Community College. This change will also better reflect the level at which the course content is taught.\n \n2. Small edits to the fine print of the BRKD-BS checksheet and catalog information were made to reflect recent changes to PRAXIS I and PRAXIS II requirements and to update and clarify information about progressing through the licensure program. \n</p>	<p>Added "or STAT 2303" as option for HDFS 4773 Research in HDFS: Statistical Approaches in BRKD core requirements. \n\nAdded MATH 1203, pre-req for STAT 2303, as specification to core requirements.\n\n(Please note that some clean up of minor errors are noted in the check sheet/8 semester plan word documents that reflect changes already present in the system. Ex: Name change of Analytical Approaches to Research Methods on HDFS. Please contact me with any questions: lkherold@uark.edu) STAT 2303 is sufficient to prepare those BRKD majors who seek to become licensed early childhood educators and work in the classroom to read and understand studies in the field of Education. Those who aim to apply to a Masters program can choose to the HDFS 4773. Adding this option for students will resolve an issue with HDFS 4773 often conflicting with student teaching/internship placements, especially for transfer students from other majors and other institutions.</p> <p>Revised formatting of the eight semester degree plan. Inserted the General Education language.\n\nAlso added footnotes and hyper-linked courses for access to course details, by AG.\n To provide consistency with the General Education curriculum language.\n\nFootnotes provides list of courses that specifically meets each General Education Outcome on behalf of the college by AG. \n</p>
	Reviewer Comments	<p>agriffin - Wed, 06 Mar 2019 19:29:17 GMT - Changed scheduled program review date to match the CAEP accreditation review. agriffin - Wed, 06 Mar 2019 19:38:17 GMT - Changed effective date from fall 2019 to fall 2020. It is too late to complete the approval process in time for the fall 2019 catalog. agriffin - Wed, 06 Mar 2019 19:42:18 GMT - Course change for HDFS 4463 becoming HDFS 2463 has been submitted into the approval workflow. agriffin - Thu, 07 Mar 2019 14:47:57 GMT - Updated 8 semester plan with assistance from the submitter and program director. ljrobert - Wed, 11 Sep 2019 13:34:19 GMT - Correcting the degree. It is a Bachelor of Science in Human Environmental Sciences</p>	<p>agriffin - Mon, 12 Oct 2020 20:25:40 GMT - Changed University Core to State Minimum Core in program requirements, footnote 2 for consistency in catalog language. agriffin - Mon, 12 Oct 2020 20:38:31 GMT - The General Education changes may be processed administratively. However, due to the addition of STAT 2303, the request must be submitted through the campus approval process. agriffin - Mon, 12 Oct 2020 20:40:41 GMT - Recommending college replace University Core language with State Minimum Core in attached plans.</p>
	College(s)/School(s)		ARSC
	Upload attachments		20-21 brkdbbs_Sept revisions.docx 20-21-brkdbbs-8sdcpl_Sept revisions.docx
CNEDPH	Effective Catalog Year	Fall 2020	Fall 2021
	Scheduled Program Review Date	2021	2020-2021

	Program Goals and Objectives	<p>1. Provide a national competitive graduate counselor education program that prepares graduates to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.</p>	<p>In order to graduate high quality and effective counselors, counselor educators and supervisors, we believe it is important to:</p> <ol style="list-style-type: none"> 1. Ensure graduates can provide culturally responsive, ethical and effective counseling services from a relevant theoretical perspective 2. Acknowledge the importance of gatekeeping through supervision and ensure graduates can provide ethical and culturally responsive supervision 3. Train graduates in pedagogical practices that are both developmentally appropriate and culturally responsive 4. Prepare graduates to advance the field of counseling through dynamic qualitative and quantitative research 5. Graduate the next generation of counseling leaders and advocates who are committed to excellence in practice and equity, diversity, inclusion anti-racism
	Learning Outcomes	<ol style="list-style-type: none"> 1. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in clinical supervision. 2. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in teaching and counselor preparation training. 3. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in research and scholarship. 4. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements as advanced practitioners of counseling. 5. Graduates will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in counseling leadership and advocacy. 	<p>Graduates will:</p> <ol style="list-style-type: none"> 1. Provide culturally responsive, ethical, effective, and theoretically guided counseling services (Aligned with doctoral Belief 1 6.B.1. Doctoral Counseling KPI) 2. Adopt a specific framework/model to guide culturally responsive and ethical supervision (Aligned with doctoral Belief 2 6.B.2. Doctoral Supervision KPI) 3. Implement pedagogical practices that are culturally responsive, ethical, and developmentally appropriate (Aligned with doctoral Belief 3 6.B.3. Doctoral Teaching KPI) 4. Pursue research using appropriate methodologies and avenues of dissemination (i.e. Scholarly articles and/or presentations) that advance the counseling field. (Aligned with doctoral Belief 4 6.B.4. Doctoral Research and Scholarship KPI) 5. Develop the knowledge and skills necessary to engage in various leadership positions and forms of advocacy related to the field of counseling (Aligned with doctoral Belief 5 6.B.5. Doctoral Leadership and Advocacy KPI)
	Description and justification of the request	Admin update to course not found. Admin update to course not found.	<p>Updated program objectives/goals and learning outcomes. \n\nAdded information on dismissal and background checks. After a recent reaccreditation visit, we updated our goals and learning outcomes to be inline with accreditation standards. \n\nNeeded to have information about background checks and expectations for ethical guidelines in the catalog These are not new requirements just needed to be added to catalog.</p>

	Reviewer Comments		<p>agriffin - Fri, 16 Oct 2020 14:37:07 GMT - Corrected a few typos in the program progression information.</p> <p>agriffin - Fri, 16 Oct 2020 20:15:04 GMT - Adjusted program requirements format to include total hours for program.</p> <p>agriffin - Fri, 16 Oct 2020 20:17:35 GMT - Hyperlinked courses in program progression where official course titles could be reflected. Removed parenthetical sections of course titles.</p> <p>agriffin - Fri, 16 Oct 2020 20:19:20 GMT - Revised scheduled program review date to be consistent with policy 1620.11.</p> <p>agriffin - Fri, 16 Oct 2020 20:20:54 GMT - Request requires campus approval due to revisions to the program progression and dismissal policies.</p>
CNSLMS	Effective Catalog Year	Fall 2019	Fall 2021
	Program Goals and Objectives	<p>Provide a nationally competitive graduate counselor education program that:</p> <ol style="list-style-type: none"> 1. Prepares students in clinical mental health counseling to provide mental health services to a diverse population, experiencing diverse challenges, in diverse mental health settings. 2. Prepares students in school counseling to provide counseling services to a diverse population, experiencing diverse challenges, in diverse school settings. 	<p>In order to graduate high quality and effective counselors, we believe it is important to:</p> <ol style="list-style-type: none"> 1. Develop a strong counselor identity in all students, knowledgeable of appropriate ethical codes and committed to ethical practice in order to protect clients and the profession 2. Ensure that all graduates are committed to equity, diversity, inclusion, and anti-racism by cultivating and advocating for safe environments for clients, students, and supervisees 3. Ensure graduates understand the interconnectedness of human development, mental health, and the counseling process 4. Acknowledge the importance of work and career for creating a more socially-just society and ensure graduates are able to provide competent career counseling services to any and all clients and students 5. Equip graduates with the knowledge and skills to establish therapeutic relationships and provide effective counseling services 6. Recognize the importance of social interaction for mental health and the role group counseling/group work plays in promoting wellness 7. Ensure graduates understand the role of assessment for diagnosis, treatment planning, and intervention and program evaluation 8. Prepare graduates to work as scholar-practitioners engaging in evidence based practice in a variety of settings 9. Ensure graduates have the knowledge and skills necessary to address diverse needs within their specialty area, i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

<p>Learning Outcomes</p>	<p>1. All graduates of the program will demonstrate the knowledge, understanding, and abilities required of all professional counselors, regardless of counseling specialty, consistent with the following eight areas: professional orientation and ethical practice, social cultural diversity, human growth development, career development, helping relationships, group work, assessment, and research.</p> <p>2. In addition to the knowledge, understanding, and abilities required of all professional counselors, graduates of the clinical mental health counseling program will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context consistent with the following six areas: foundations, counseling, prevention, intervention, diversity advocacy, assessment, research evaluation, and diagnosis.</p> <p>3. In addition to the knowledge, understanding, and abilities required of all professional counselors, graduates of the school counseling program will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/ social development of all K–12 students consistent with the following eight areas: foundations, counseling, prevention, intervention, diversity advocacy, assessment, research evaluation, academic development, collaboration consultation, and leadership.</p>	<p>Graduates will:</p> <ol style="list-style-type: none"> 1. Identify the roles and functions of counselors and the application of apposite ethical standards (Aligned with master's Belief 1 2.F.1. Professional Counseling Orientation and Ethical Practice KPI) 2. Provide culturally responsive counseling to clients from diverse background and engage in action to increase equity, diversity, and inclusion for all clients. (Aligned with master's Belief 2 2.F.2. Social and Cultural Diversity KPI) 3. Connect lifespan development theory to the counseling process and implement developmentally appropriate interventions. (Aligned with master's Belief 3 2.F.3. Human Growth and Development KPI) 4. Comprehend the interrelatedness between career development, mental health, interpersonal relationship, and various life roles and apply developmentally appropriate, culturally responsive, and ethical career counseling services. (Aligned with master's Belief 4 2.F.4. Career Development KPI) 5. Establish and maintain therapeutic relationships using appropriate counseling skills. (Aligned with master's Belief 5 2.F.5. Counseling and Helping Relationships KPI) 6. Demonstrate the necessary knowledge and skills to lead counseling groups. (Aligned with master's Belief 6 2.F.6. Group Counseling and Group Work KPI) 7. Select culturally and ethically appropriate assessments for diagnosis, treatment planning, and intervention and program evaluation. (Aligned with master's Belief 7 2.F.7. Assessment and Testing KPI) 8. Recognize the relevance of research to the counseling process and apply various methods for evaluating interventions and programs. (Aligned with master's Belief 8 2.F.8. Research and Program Evaluation KPI) 9. Establish a foundation of knowledge and skills, understand contextual dimensions, and demonstrate counseling competency specific to their specialty (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling). (Aligned with master's Belief 9 Sections 5.C, G, H. Specialty Areas [CMCH, SC, RHAB] – Foundations, Contextual Dimensions, and Practice KPIs)
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Description and justification of the request	<p>We are asking to delete the GRE requirement for MS level applicants. I deleted this from the wording above. We are also deleting the writing sample from being turned in at application and requiring one at interview now. We now require a written sample at the time of interview which will replace the need for the GRE written score. Also to be mindful of being more of an inclusive program we would like to not use the GRE. Also, in following other programs in our area we would like to drop the GRE requirement.</p>	<p>CNED 5541 has been added as a core course requirement. In order to keep the core classes still at 36 hours, CNED 5353 will be changed to a 2 hour course so the hours will stay the same. \nUpdated goals and objectives.\nUpdated the language in application process to reflect new process.\nUpdated information regarding background check requirements and dismissal procedures. These are not new requirements, just adding them to the catalog. Changes were made in order to meet Arkansas Counseling licensure requirements to add the Telemental health course.\nNew objectives and goals were updated after our recent accreditation visit. \nAdding procedures for background checks and dismissal procedures to catalog to ensure that the language is in the catalog.</p>
Reviewer Comments	<p>kmamisei - Wed, 23 May 2018 21:48:50 GMT - Rollback: Per discussion with Dr. Higgins. agriffin - Mon, 11 Jun 2018 14:24:26 GMT - Corrected a typo in the catalog copy. kjvestal - Tue, 26 Jun 2018 20:45:23 GMT - Changed effective date from Fall 2018 to Fall 2019 to coincide with the next catalog publishing date.</p>	<p>agriffin - Thu, 22 Oct 2020 13:29:56 GMT - Replaced CNED 5353 with CNED 5352 in program requirements to reflect changes provided in the description. The college is encouraged to review for accuracy. agriffin - Thu, 22 Oct 2020 13:53:17 GMT - Added the course title and credit hour to CNED 5541 in program requirements for hours to total 36 to correspond to the description provided by the submitter. agriffin - Thu, 22 Oct 2020 14:03:41 GMT - Fixed minor typo in item 2, thier to their. Hyperlinked website. Also hyperlinked CNED 5343 to include class title. agriffin - Thu, 22 Oct 2020 19:55:21 GMT - Added concentration requirements to course list with permission from college. agriffin - Thu, 22 Oct 2020 22:02:56 GMT - Verified courses in red have been submitted into the approval workflow, currently pending UCPC. This request requires campus approval because of the changes to the admission/ progression requirements.</p>
EDPSGC	Inactivated/Deleted	
HDFSBS	Select a reason for this modification	<p>Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology—(LON)</p>
	Effective Catalog Year	Fall 2020
		<p>Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/ changing Focused Study or Track)</p> <p>Fall 2021</p>

Description and justification of the request	<p>HDFS is changing the program to make the following changes: 1. Administration and Leadership in the Helping Professions (HDFS 4463) is being changed to a 2000-level course (HDFS 2463), 2. Environmental Sociology (HDFS 4603) will no longer be required as the course has been deleted. 3. Two courses are added to the HDFS electives section: Play as Development in Children (HDFS 4353) and Play as Development in Adulthood (HDFS 4363). 4. The course The Hospitalized Child (HDFS 2443) is being changed to a 3000-level course (HDFS 3463) and that change is reflected in this proposal. 5. The course Infancy: Brain, Learning, and Social Cognition is moved from the HDFS electives section to the HDFS requirements section. 6. Adding online/web-based delivery to program delivery.</p> <p>1. The proposed change from HDFS 4463 to HDFS 2463 is to support the changes in the BRKD program to honor 2x2 agreements in that program. 2. Environmental Sociology (HDFS 4603) has been deleted and the course is no longer required for the degree. 3. The course Play as Development in Children (HDFS 4353) is being created to support requests from students who hope to pursue careers as Certified Child Life Specialists. This course is a pre-requisite for that career path. The course Play as Development in Adulthood (HDFS 4363) is being created to support students who pursue careers in promoting positive aging in older adults. Demographic changes are creating careers in aging and this course will address key needs for students pursuing those careers. The HDFS Electives section provides students with opportunities to focus their studies to align with their interests and career goals. 4. The level and rigor of this course is being increased to facilitate careers of students who choose to pursue a career as Child Life Specialists. 5. The course "Infancy: Brain, Learning, and Social Cognition" (HDFS 4413) has been an elective course in the HDFS program for several years. However, the HDFS faculty have determined that the information in this course should not be optional for students and key to their preparation for careers. 6. The request to offer this degree program online is being made because no other institution in Arkansas offers the program online. The degree program prepares students for careers in human services which is an expected need in Arkansas. Making the program available online will broaden the outreach of the degree program to potential students in Arkansas (although it will not be limited to Arkansas) who are not able to move to Fayetteville and attend courses offered on campus. Two other benchmark institutions offer the degree program online (Kansas State and University of Alabama). According an analyses by Global Campus, the proposed online degree will be the second most cost competitive program in the United States. The first is Brigham Young University in Idaho, but the admission requirements to that program are particular and will not mirror those at the University of Arkansas.</p>	<p>1. Add College Algebra and Principles of Statistics (STAT 2303) to required courses. \n2. Add Introduction to Cultural Competence (HDFS 2493) to required courses.\n3. Remove PHIL 2003 from required courses and replace with "Choose 3 credit hours from Introduction to Philosophy (PHIL 2003) or Introduction to Ethics (PHIL 2103)"\n4. Change Pre-Internship from HDFS 4451 to HDFS 3481.\n5. Reduce General Electives from 14 to 11 credit hours. \n6. Remove the requirement that students take both General Psychology and General Sociology to allow students to choose between either of those courses. 1.. These courses were added to bolster students' abilities to participate in research activities in HDFS. \n2. Introduction to Cultural Competence is a key component of the HDFS curriculum. The instructor has designed the course to introduce key concepts so that students are better prepared for the more advanced course, Multicultural Families for which HDFS 2493 will be a pre-requisite.\n3. Many HDFS students are transfers from other programs and have already taken PHIL 2103. This addition to the program will prevent those students from taking extra coursework with no appreciable decline in the expectations in the HDFS curriculum.\n4. A course change was proposed to lower the Pre-Internship course from a 4000-level to a 3000-level course and that change is reflected here.\n5. This was necessary to accommodate the two additional courses (HDFS 2493 and STAT 2303).\n6. HDFS students are currently required to take 15 credit hours of courses that meet the State Minimum Core. After this change, HDFS students will only be required to take 12 credit hours that meet State Minimum Core. This will allow three additional General Elective credit hours.\n</p> <p>Revised formatting of the eight semester degree plan. Inserted the General Education language.\n\nAlso added footnote and hyper-linked courses for access to course details. AG\n To provide consistency with the General Education curriculum language. \n\nFootnote provides a list of courses that specifically meets the General Education Outcome 3.1 on behalf of the college. AG\n</p>
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Upload attachments	<p>Environmental Sociology Notification Email.pdf Justification of Costs Over the Next Three Years for the Online Program.docx Bachelors_HumanDevFamilyScience_Oct2019(002).docx HDFSBS - Distance Offering - Ltr of Notification.pdf HDFSBS - Distance Offering - Curriculum.docx</p>	
Reviewer Comments	<p>agriffin - Wed, 06 Mar 2019 17:21:07 GMT - Course change for HDFS 4463 has been submitted into workflow. agriffin - Wed, 06 Mar 2019 17:21:59 GMT - Changed effective date from fall 2019 to fall 2020. Unfortunately, it is too late to complete the approval process in time for the fall 2019 catalog. agriffin - Wed, 06 Mar 2019 17:23:34 GMT - Updated scheduled program review date to match revised schedule. fhagstr - Thu, 12 Sep 2019 15:45:23 GMT - Senator Bruce Ahrendsen moved to remove this item from the September 11 Faculty Senate consent agenda. The motion was seconded and approved by the faculty. fhagstr - Thu, 12 Sep 2019 15:47:13 GMT - Rollback: Senator Bruce Ahrendsen moved to remove this item from the September 11 Faculty Senate consent agenda. The motion was seconded and approved by the faculty. watkinsv - Tue, 05 Nov 2019 20:18:28 GMT - Rollback: Rolling back for revision ljrobert - Tue, 05 Nov 2019 22:07:53 GMT - Rollback: For input of information ljrobert - Wed, 06 Nov 2019 18:23:11 GMT - Courses expected to be taught by instructors paid through Global Campus tuition revenue were added ljrobert - Wed, 06 Nov 2019 18:24:07 GMT - Rollback: If you download the LON and click on see attachments, you will find the current and the proposed curriculum. Please roll it back to the submitter or revise the proposed curriculum. It appears the proposed curriculum was downloaded directly from CourseLeaf, which shows the red box of the course changes that have not yet been approved. The document needs to be cleaned up so that it shows the curriculum that will be required after it has been approved. This current version also shows the program requires 126 hours, which needs to be addressed as well. agriffin - Fri, 08 Nov 2019 21:09:43 GMT - Merge curriculum documents into one. Uploaded revised copy into the LON. Renamed both documents to match BOT naming convention. agriffin - Fri, 08 Nov 2019 21:18:39 GMT - Changed statement regarding selecting 3 additional hours from Fine Arts and Humanities, to just Fine Arts because the PHIL course meets Humanities requirement. lkulcza - Tue, 12 Nov 2019 22:02:08 GMT - All courses "not found" currently in approval process. agriffin - Tue, 03 Dec 2019 15:54:42 GMT - Added #6 to description and justification with permission from submitter.</p>	<p>agriffin - Tue, 13 Oct 2020 17:10:07 GMT - Revised US History and Government language to US History or Government to be consistent with State Minimum Core language. Also, changed footnote from University Core to State Minimum Core. agriffin - Tue, 13 Oct 2020 18:19:57 GMT - Added PHIL 2003 as OR class for PHIL 2103 in first year, spring in the eight semester plan. Also, changed HDFS 4451 to HDFS 3481 in fourth year, fall semester in order to reflect the changes submitted to the program requirements. agriffin - Tue, 13 Oct 2020 18:25:17 GMT - Added course title to pending course HDFS 3481 in program requirements. agriffin - Mon, 02 Nov 2020 17:49:47 GMT - ATTENTION: Program change will require campus approval, since it involves courses outside of the college. agriffin - Mon, 02 Nov 2020 19:26:40 GMT - In justification, switched 3000-level with 4000-level to match the program change. Received approval from submitter. agriffin - Thu, 03 Dec 2020 19:59:51 GMT - HDFS 3481 course change is currently pending UCPC.</p>

HISTMA	Effective Catalog Year Description and justification of the request	Fall 2020 Removed paragraphs referring to the Ph.D. program These paragraphs should have been included with the doctoral CIM block but were inadvertently left in the master's program.	Fall 2021 1) The Dept. of History proposes to create a non-thesis option to complete the MA degree in History. This non-thesis option would require three additional hours of 7000-level seminar (versus the thesis option) and an oral comprehensive examination in the candidate's primary area of study, research methods, and a defense of an originally researched article length essay administered by the Masters Advisory Committee.\\n\\n2) The Dept. of History proposes to introduce a 4+1 program, where undergraduate students can take up to 12 hours of graduate courses and use them to fulfill the requirements of both the BA and the MA. These students would apply to the department and be admitted to the 4+1 program using the same metrics as the normal admission process, though they would not have to take the GRE and must produce a cumulative GPA of at least 3.25 (versus 3.0 in the normal admission process). Upon completion of the BA degree and the achievement of at least a 3.0 in their graduate courses, they would be admitted to the Graduate School and complete their MA program. 1) The majority of MA students in HIST do not continue onto the PhD in HIST, therefore this alternate pathway will allow them to successfully complete the program at a faster rate as well as make the MA more relevant for their chosen career path. The vast majority of peer institutions have a non-thesis option including Alabama, Florida, Iowa State, Kansas, Kentucky, LSU, Mississippi, Mississippi State, Missouri, Nebraska, Oklahoma, Tennessee, Texas AM, and Vanderbilt.\\n\\n2) The Dept. recognizes that many high achieving undergraduate students go elsewhere for their graduate degrees-- this program will enable the department to attract and retain these undergraduates at UA and produce a pipeline to the MA program. This program is modeled off of other 4+1 programs in Journalism and Industrial Engineering. This type of program also exists at peer institutions including Alabama, Florida, Georgia, Mississippi State, Missouri, Texas AM, and Vanderbilt. Other institutions the department looked at for their 4+1 programs include Maine, NYU, Cincinnati, Brown, Virginia, Yale, Tulane, Binghamton, and Arizona State.\\n\\nIn terms of minimum GPA required to be considered for admission, there is a wide range of requirements from other peer very high research activity institutions. These range from "no requirement" (Virginia), to a 3.0 (Binghamton, for example), to a 3.25 (Florida, for example), a 3.3 (Arizona State, Tulane, and Cincinnati, for example), to a 3.5 (Georgia and Vanderbilt). The History Dept. is proposing to follow a lower minimum GPA than other UA programs (many are 3.5) and adopt the model several of these other R1 institutions have done and set our minimum at 3.25. This is also the cutoff for the top third of our undergraduate population.
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	Reviewer Comments		agriffin - Mon, 21 Sep 2020 14:50:41 GMT - Inserted the comment in each of the course lists with permission from the submitted. Check the total box so that 30 hours would appear in each.
HNADBS	User ID:	lkulcza	kway
	Phone:	7456	576-4985
	Effective Catalog Year	Fall 2020	Fall 2021
	Does this proposal impact any courses from another College/School?	No	Yes
	Program Goals and Objectives	NA	Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice\\nDomain 2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice\\nDomain 3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations\\nDomain 4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

Learning Outcomes	NA	<p>KRDN 1.1: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.</p> <p>KRDN 1.2: Use current information technologies to locate and apply evidence-based guidelines and protocols.</p> <p>KRDN 1.3: Apply critical thinking skills.</p> <p>KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation.</p> <p>KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.</p> <p>KRDN 2.3: Assess the impact of a public policy position on nutrition and dietetics practice.</p> <p>KRDN 2.4: Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.</p> <p>KRDN 2.5: Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.</p> <p>KRDN 2.6: Demonstrate an understanding of cultural competence/sensitivity.</p> <p>KRDN 2.7: Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.</p> <p>KRDN 2.8: Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.</p> <p>KRDN 3.1: Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.</p> <p>KRDN 3.2: Develop an educational session or program/educational strategy for a target population.</p> <p>KRDN 3.3: Demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for diverse individuals and groups.</p> <p>KRDN 3.4: Explain the processes involved in delivering quantity food and nutrition services.</p> <p>KRDN 3.5: Describe basic concepts of nutritional genomics.</p> <p>KRDN 4.1: Apply management theories to the development of programs or services.</p> <p>KRDN 4.2: Evaluate a budget and interpret financial data.</p> <p>KRDN 4.3: Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.</p> <p>KRDN 4.4: Apply the principles of human resource management to different situations.</p> <p>KRDN 4.5: Describe safety principles related to food, personnel and consumers.</p> <p>KRDN 4.6: Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.</p>
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	Description and justification of the request	Admin update for courses not found. Admin update for courses not found.	<p>Addition of: All NUTR students must earn a grade of "C" or higher in all NUTR required core courses to the plan of study</p> <p>Addition of: All NUTR students must earn a grade of "C" or higher in all required sciences courses to the plan of study</p> <p>Addition of BIOL 1543/1541L: Add Principles of Biology to Plan of Study: add 4 hours to science</p> <p>Delete 4 hours from general electives</p> <p> Addition of adding "C" or higher to NUTR Core courses and Science courses ensures that students have a better understanding of the knowledge needed to be successful in the NUTR program.</p> <p>Previously the BIOL dept would waive the prerequisite of BIOL 1543/1541L for BIOL 2013 Microbiology; however that is no longer the situation.</p> <p>Revised formatting of the eight semester degree plan. Inserted the General Education language.</p> <p>Also added footnotes and hyper-linked courses for access to course details. AG To provide consistency with the General Education curriculum language.</p> <p>Footnotes provides list of courses that specifically meets each General Education Outcome on behalf of the college. AG</p>
	College(s)/School(s)		ARSC
	Upload attachments		21-22-hnadbs.docx 20-21-hnadbs-8sdcp.docx
	Reviewer Comments		<p>ljrobert - Mon, 12 Oct 2020 18:23:26 GMT - Rollback: Need to add justification for a grade of "C" or better in NUTR and core science courses</p> <p>agriffin - Fri, 30 Oct 2020 18:53:51 GMT - Rollback: Returning to submitter, per Dr. Way's request.</p> <p>agriffin - Mon, 02 Nov 2020 19:45:58 GMT - Inserted program goals and student learning outcomes. College is encouraged to review and make appropriate changes.</p> <p>agriffin - Mon, 02 Nov 2020 19:47:41 GMT - Changed effective date from spring 2021 to fall 2021. Program changes can only become effective with the publication of the new catalog year.</p> <p>agriffin - Mon, 02 Nov 2020 20:10:27 GMT - Rollback: Because of the addition of BIOL 1543/1541L to the program requirements, please change the response to the question "Does this program impact any courses from another College/School?" This action will place ARSC into the approval workflow. Only the submitter may influence workflow. Thank you.</p> <p>agriffin - Tue, 03 Nov 2020 15:23:57 GMT - ATTENTION: This request will require campus approval as the change includes the addition of a course from another college.</p> <p>agriffin - Thu, 03 Dec 2020 20:09:03 GMT - Added Social Sciences footnotes to assist students in selecting courses that satisfy learning outcome 3.3.</p>
MKTGMS		Added	
MUEDBM	User ID:	agosman	rcc003
	Phone:	479-575-5764	479-575-3701
	Effective Catalog Year	Fall 2020	Fall 2021

	Description and justification of the request	Removed redundant header Header is supplied on the page.	Added back the language regarding the internship process, with a few minor updates regarding the dates, locations, and PRAXIS test changes. This language was mistakenly omitted from when the new MUEDBM program (effective Fall 2020) was split off from MUSCBM.
	Reviewer Comments		<p>agriffin - Sat, 24 Oct 2020 18:46:46 GMT - Changed effective catalog date from fall 2020 to fall 2021.</p> <p>agriffin - Sat, 24 Oct 2020 18:59:44 GMT - Changed PSYC 2002 to PSYC 2003.</p> <p>Hyperlinked courses in the internship text to assure the correct courses are listed. Updated the ADE language to include the new title of the division.</p> <p>agriffin - Mon, 26 Oct 2020 14:15:55 GMT - Attention: Due to this request influencing the progression of students within the program, it will require campus approval.</p>
STEM-M	Added		
STEMCP	Added		
UTCH-M	Inactivated/Deleted		
UTCHCS	Inactivated/Deleted		