

## CIM Report Oct 18, 2018 4:51pm

### Program Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ACCTBS	Scheduled Program Review Date	2016-2017	2021-2022
	Reviewer Comments	<p>tmartin - Tue, 04 Oct 2016 19:20:57 GMT - Rollback: Please expand item 19 to include how instructional costs for all courses in the program will be funded.</p> <p>agriffin - Fri, 07 Oct 2016 18:57:53 GMT - Edited 8SDCP in third year. Added an "s" to electives for consistency with fourth year language.</p> <p>agriffin - Thu, 13 Oct 2016 13:45:28 GMT - Inserted program review date. Revised LON to include approval dates and adjusted formatting. Renamed document to match BOT naming convention. Also uploaded related syllabi with permission from submitter.</p> <p>agriffin - Tue, 18 Oct 2016 17:49:18 GMT - Made minor edit to item 4 on LON with permission from submitter.</p> <p>lkulcza - Mon, 17 Apr 2017 19:40:44 GMT - Per email from Karen Boston, dated 4-17-2017, college is not ready to set online delivery method as an option in the application for admissions; dean's office will let us know when that should happen, despite having ADHE approval to do so as of fall 2017.</p>	<p>agriffin - Thu, 15 Mar 2018 21:36:32 GMT - ACCT 310V was originally not found when the program change was submitted. It has since completed the approval process. Reinserted into curriculum to demonstrate it is an approved course.</p> <p>agriffin - Thu, 15 Mar 2018 21:39:41 GMT - Revised scheduled program review date.</p> <p>agriffin - Thu, 11 Oct 2018 21:57:58 GMT - Inserted program goals and student learning outcomes from the departments assessment plan.</p>
	Select a reason for this modification	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology– (LON 13)	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Upload attachments	ACCTBS - Distance Tech - Syllabi.pdf ACCTBS - Distance Tech - Ltr of Notification.docx	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	n/a	<p>COMMUNICATION</p> <p>Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.</p> <p>CRITICAL THINKING/PROBLEM SOLVING</p> <p>Graduates of the BSBA programs at the Sam M. Walton College of Business will be able to think critically when evaluating business decisions.</p> <p>TECHNICAL COMPETENCE (Discipline Knowledge)</p> <p>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 crossdiscipline concepts</p>

	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. [limited pilot]
	Description and justification of the request	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, <a href="http://www.businessinsider.com/harvard-business-school-online-courses-2013-10">http://www.businessinsider.com/harvard-business-school-online-courses-2013-10</a> ). 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).	Delete ACCT 4753, Intermediate Accounting III from the major requirements and add 27 hours (9 courses) of electives to choose from for the additional 3 hours of major course work.   It was not clear that a third Intermediate course had significantly improved the financial accounting performance of our students and it was becoming an impediment to the completion of the Professional Internship. The Accounting department will move the content back to ACCT 3723 and ACCT 3753 as was previously taught.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Course delivery mode		online
	Class interaction mode		bulletin
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.
AEEDMS	Effective Catalog Year	Fall 2017	Fall 2019
	Scheduled Program Review Date	March 2016	2025-2026
	Description and justification of the request	Admin update of online delivery to reflect (accurately) that no on campus component is required   Syncing data in CIM with UAConnect	Replacing AGED 5483 Technical Communication with AGED 5001 Seminar (3 1-hour courses), removing the AGED 5483 and AGED 510V Special Problem requirements for non-thesis students (the special problem is being replaced by a comprehensive exam), and adding six hours to the technical area or ag and extension education course requirement for non-thesis students.   This change differentiates more clearly the thesis-track curricula from the non-thesis track curricula and removes courses from the non-thesis program that are targeted only toward thesis students. It also incorporates a new approach to thesis development in the form of three 1-hour seminars focused on thesis proposal development, grant writing, and technical communications, which will now be taught over a three-semester rotation, more closely aligning with the thesis research process.

	Reviewer Comments		agriffin - Mon, 23 Jul 2018 21:31:16 GMT - Inserted edits into the program requirements as requested by the department. Also updated the scheduled program review date.
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

	<p>Program Goals and Objectives</p>	<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>
	<p>Learning Outcomes</p>	<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.
ARABBA	Added		
AREDBFA	Program Title	Art/Art Education Concentration, Bachelor of Fine Arts	Art Education, Bachelor of Fine Arts
	Estimated Student Demand for Program	NA	24
	Scheduled Program Review Date	NA	2022
	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)	reeducprep
	Are you adding a concentration?	No	Yes
	Are you adding a focused study?	No	Yes
	Program Code	ARTBFA-ARED	AREDBFA
	Phone:	575-6731	575-8749
	CIP Code	Art/Art Studies, General.	Fine/Studio Arts, General.
	Effective Catalog Year	Fall 2014	Fall 2019

Program Goals and Objectives

NA

The reconfigured art education program will offer a Bachelor of Fine Arts degree in Art Education with two concentration options: K-12 Teaching, focused on Arkansas state teacher certification, and Community Practice, for art education practice in community-based institutions. Both concentrations will prepare students to be critical thinkers, interdisciplinary and cross-disciplinary collaborators, artistic practitioners, knowledgeable of a historically diverse cultural representation of art/visual culture and philosophical and critical approaches to analyzing and understanding art/visual culture, and be able to apply current art education theory to practice, including contemporary concepts and applications for developing curriculum and teaching art in an inclusive and diverse world. The program content is in compliance with Arkansas State Frameworks, the National Art Education Association, and the National Association of Schools of Art and Design.

	Learning Outcomes	NA	<p>Many career opportunities are available for those with a BFA in art education. They may involve teaching art or a variety of educational possibilities. The K-12 Teaching concentration graduates will often choose employment in elementary, middle, junior and high schools in the state of Arkansas or other states with comparable certification requirements. \n\nOther teaching options available for the Community Practice concentration will be able to choose from a variety of art teaching and service occupations in social and cultural settings outside of the traditional K-12 education system. There are opportunities in art and art-related museums, community arts centers, hospitals, prisons, recreation centers, government agencies, mental health centers, and other government and privately funded programs for youth, adults and older adults. Art Education graduates may also enter careers besides teaching. There are professional positions available with art journals, government agencies, art material suppliers, art galleries, and art centers. Additional opportunities exist in art foundations, museum services, firms that develop art teaching materials, cultural services, and in art therapy.\n\nGeneral learning outcomes for students completing the B.F.A. degree in Art Education are to be able to:\n\n• Apply general historical and contemporary concepts and theories of art education as well as foundational theories of child development and educational philosophy to practice in schools or other places in the community.\n\n• Identify and delineate art procedures and effective instructional strategies based on observations.\n\n• Design and present hands-on activities that can be used in both public schools and community settings with inclusive and diverse groups of students.\n\n• Develop detailed art curriculum that compliments the current Arkansas public school curriculum frameworks and integrates art with other subject areas. \n\n• Write age-appropriate learning objectives and plan assessment.\n\n• Teach lesson(s) developed for public schools and/or community settings. \n\n• Display an understanding of basic art vocabulary and be able to apply theoretical knowledge to art education.\n\n• Integrate visual culture theories, art history, aesthetics, and criticism into art lessons.\n\n• Use a variety of art materials.\n\n• Access online and library resources for curriculum development.\n\n</p>
--	-------------------	----	---

Description and justification of the request	Correcting course number for CIED 1013.	<p>The B.F.A. in Art with a Concentration in Art Education will be reconfigured to a stand-alone degree program with a concentration in K-12 Teaching and a concentration in Community Practice.   Since 2015, the student numbers in the B.F.A. program have continued to grow. The general growth of students pursuing a B.F.A. in Art is expected to continue based on the \$120 million endowment from the Walton Family Charitable Support Foundation, Inc. to increase faculty, facilities, and support, and an additional \$40 million from the Windgate Charitable Foundation to build new facilities for studio art with additional support from the University of Arkansas, Fayetteville, for all programs in the School of Art with the most support for Art Education and Art History. The B.F.A. in Art with a concentration in Art Education has nearly doubled since spring 2016. In 2016, 15 students of 40 in the B.F.A. in Art program were active B.F.A. students with a concentration in Art Education. As of spring 2018, there are 24 of 53 active students in the Art Education concentration. This growth and the recent endowment agreement to increase faculty and students, build community partnerships, focus on diversity and inclusion, and build M.A. and Ph.D. programs in Art Education, there is a need to establish Art Education as a separate major with more rigor and a stronger emphasis on diversity, inclusion, and community. The reconfigured degree in Art Education will prepare students to work in a diverse world enabling collaboration with disciplines across the university including but not limited to –History, African and African American Studies, The College of Education and Health Professions, Human Development and Family Studies, Political Science and Criminal Justice, Psychology, and Gender Studies. There is also an opportunity for students who prefer not to become art teachers in the traditional school system to choose the Community Practice concentration and attract students pursuing professional employment with community-based institutions such as Crystal Bridges Museum of American Art or other employers within the community outside of K-12 schools and as teaching artists. Most graduates with K-12 certification have acquired teaching positions at public and private schools, pursued graduate school, or work in museums and other community programs. With the new proposed coursework, there will be more curriculum content and opportunities for preservice teacher experiences with student participants in the community, Crystal Bridges Museum, and schools, as well as more content on diversity and inclusion theory and practice. The B.F.A. in Studio Art will become a separate degree maintaining the same coursework, requirements, and rigor as it also continues to expand, preparing students for careers in art-related fields and graduate school. Below are some examples of how students from the current B.F.A. in Art with concentrations in studio art and art education have met employer needs and expectations during the past five years.\n</p> <p>I changed the professional development course in studio art to ARFD 4773 Professional</p>
--	---	---

	Concentration(s):	EDT   AREDK12   K-12 Teaching ADD   AREDCOM   Community Practice
	Track(s)	DEL   CRMC   Ceramics DEL   DRAW   Drawing DEL   JEWL   Jewelry DEL   PHOT   Photography DEL   PNTG   Painting DEL   PRNT   Printmaking DEL   SCPT   Sculpture DEL   VISD   Visual Design DEL   GRDS   Graphic Design
	Track(s) - Action	Action
	Focused Stud(y/ies)	ADD   CRMC   Ceramics ADD   DRAW   Drawing ADD   PHOT   Photo ADD   PNTG   Painting ADD   PRNT   Printmaking ADD   SCPT   Sculpture ADD   GRDS   Graphic Design
	Focused Stud(y/ies) - Action	Action
	What are the total hours needed to complete the program?	120-132
	Upload attachments	AREDBFA - Education Licensure - Ltr of Notification E-Sec C.docx ARTBFA - Deletion - Ltr of Notification.docx ARTBFA - Reconfig - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Fri, 13 Apr 2018 15:32:35 GMT - Uploading final revised copy of LONs. Approval dates for Faculty Senate and BOT will need to be added to both LONs when dates have been published this fall.</p> <p>agriffin - Fri, 13 Apr 2018 15:35:45 GMT - Renamed Education Licensure document to match naming convention for BOT materials.</p> <p>agriffin - Fri, 13 Apr 2018 15:49:01 GMT - Added parentheses to year two-fall to focused studio comment and deleted duplicate notation of intermediate world language.</p> <p>agriffin - Fri, 13 Apr 2018 15:53:12 GMT - Removed duplicate comment for year 3-spring semester in eight semester plan.</p> <p>agriffin - Fri, 13 Apr 2018 16:00:51 GMT - Inserted University Perspectives into first year - fall semester to match curriculum in LON. Inserted formula into fifth year - fall semester (ARED 476V) to address range of hours for Courseleaf to total 132 hours for K-12 Teaching Concentration.</p> <p>agriffin - Fri, 13 Apr 2018 16:04:39 GMT - Inserted formula into fourth year fall - ARED 486V so range of hours would total 120 in eight semester plan of the Community Practice concentration.</p> <p>agriffin - Fri, 13 Apr 2018 18:15:59 GMT - In Community Practice Concentration, changed ARED 486V from 3-4 hours to 1-3 hours in the fourth year fall semester of the eight semester plan to match LON curriculum.</p> <p>agriffin - Fri, 13 Apr 2018 18:18:45 GMT - Inserted UNIV 1001 into first year fall semester of Community Practice Concentration to match curriculum in LON.</p> <p>ggunderm - Wed, 27 Jun 2018 15:00:40 GMT - All of the ARTBFA CIP Codes must be the same regardless of concentration - CIP is related to degree awarded. I've changed to 50.0702 to match others.</p> <p>rcc003 - Thu, 11 Oct 2018 18:19:12 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p> <p>agriffin - Fri, 12 Oct 2018 21:20:10 GMT - Edited ARHS listing in second year semesters to remove error notice.</p> <p>agriffin - Fri, 12 Oct 2018 21:23:46 GMT - All proposed courses in red have been submitted for approval.</p> <p>agriffin - Fri, 12 Oct 2018 21:26:53 GMT - Changed CIP code and updated approval dates in LON.</p> <p>agriffin - Tue, 16 Oct 2018 16:39:55 GMT - MATH 1313 was added to curriculum as option for MATH 1203. Uploaded revised LON 11 so that documentation is consistent across ARTBFA, STARBFA, and AREDBFA.</p>
ARSC Honors	Type of proposal	Major/Field of Study	Policy
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Construction Trades, Other.	
	What are the total hours needed to complete the program?	120	

	Are Similar Programs available in the area?	No	
	Estimated Student Demand for Program	N/A	
	Scheduled Program Review Date	N/A	
	Program Goals and Objectives	N/A	
	Learning Outcomes	N/A	
	Description and justification of the request	Adding more honors core options in Fine Arts, Social Sciences, and Humanities, while also clarified requirement language. Changed director's name. Changed admission requirements.   With the addition of new state approved core classes, the Honors Council voted to expand the FCHP honors core to include these new course options for honors students. \nOur Director changed. \nThe Honors College encouraged us to increase the entering GPA and the Honors Council approved that as well.	Added a section on the academic integrity policy.   The Fulbright Honors Program holds its students to the highest standards of academic achievement and integrity. In consultation with the Dean of the Honors College, the directors of all Honors Programs have voted in support of adding an Academic Integrity component to our programs' stipulations. This is meant to be a concerted action implemented with consistency; as such, the same (or a very similar) statement is being adopted by honors programs in all colleges across the university. Our Fulbright College Honors Council has voted and approves this measure. We now seek to add this Academic Integrity clause to our program's requirements.
	Reviewer Comments		calison - Wed, 18 Jul 2018 15:53:25 GMT - Corrected a typo on an alternate course to ARHS 2003H under the Bachelor of Science requirements. The incorrect course was ARCH 1003 and is corrected to ARHS 2003.
ARTBFA	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)
	Are you adding a concentration?	No	Yes
	Phone:	575-6731	575-8749
	CIP Code	Art/Art Studies, General.	Fine/Studio Arts, General.
	Effective Catalog Year	Fall 2017	Fall 2019

<p>Description and justification of the request</p>	<p>Updated name from "Department" to "School"  </p>	<p>I am deleting the B.F.A. with two concentrations because I am creating two stand-alone majors in studio art and art education.   Since 2015, the student numbers in the B.F.A. program have continued to grow. The general growth of students pursuing a B.F.A. in Art is expected to continue based on the \$120 million endowment from the Walton Family Charitable Support Foundation, Inc. to increase faculty, facilities, and support, and an additional \$40 million from the Windgate Charitable Foundation to build new facilities for studio art with additional support from the University of Arkansas, Fayetteville, for all programs in the School of Art with the most support for Art Education and Art History. The B.F.A. in Art with a concentration in Art Education has nearly doubled since spring 2016. In 2016, 15 students of 40 in the B.F.A. in Art program were active B.F.A. students with a concentration in Art Education. As of spring 2018, there are 24 of 53 active students in the Art Education concentration. This growth and the recent endowment agreement to increase faculty and students, build community partnerships, focus on diversity and inclusion, and build M.A. and Ph.D. programs in Art Education, there is a need to establish Art Education as a separate major with more rigor and a stronger emphasis on diversity, inclusion, and community. The reconfigured degree in Art Education will prepare students to work in a diverse world enabling collaboration with disciplines across the university including but not limited to –History, African and African American Studies, The College of Education and Health Professions, Human Development and Family Studies, Political Science and Criminal Justice, Psychology, and Gender Studies. There is also an opportunity for students who prefer not to become art teachers in the traditional school system to choose the Community Practice concentration and attract students pursuing professional employment with community-based institutions such as Crystal Bridges Museum of American Art or other employers within the community outside of K-12 schools and as teaching artists. Most graduates with K-12 certification have acquired teaching positions at public and private schools, pursued graduate school, or work in museums and other community programs. With the new proposed coursework, there will be more curriculum content and opportunities for preservice teacher experiences with student participants in the community, Crystal Bridges Museum, and schools, as well as more content on diversity and inclusion theory and practice. The B.F.A. in Studio Art will become a separate degree maintaining the same coursework, requirements, and rigor as it also continues to expand, preparing students for careers in art-related fields and graduate school. Below are some examples of how students from the current B.F.A. in Art with concentrations in studio art and art education have met employer needs and expectations during the past five years.\n</p>
---	---	---



	Concentration(s):		DEL   ARTBFA-ARAS   Studio Art DEL   ARTBFA-ARED   Art Education
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Upload attachments		ARTBFA - Deletion - Ltr of Notification.docx ARTBFA - Reconfig - Ltr of Notification.docx
	Reviewer Comments		agriffin - Tue, 13 Mar 2018 19:29:10 GMT - Revised LON 5 and included ADHE updates, inserted message to students on item 13, and added the eight semester plans. Renamed document to match naming convention for BOT documentation. agriffin - Fri, 13 Apr 2018 15:29:17 GMT - Uploading final revised copy of LONs. Note, the concentrations are not being deleted. For campus records, they are changed to stand-alone majors of AREDBFA and ARASBFA. Approval dates for Faculty Senate and BOT will need to be added to both LONs when dates have been published this fall. agriffin - Fri, 13 Apr 2018 18:20:32 GMT - Reloaded LON 11 to make sure documents are consistent with attachments to related program changes. ggunderm - Wed, 27 Jun 2018 15:01:56 GMT - Changed CIP to 50.0702 to match other ARTBFA proposals. agriffin - Tue, 16 Oct 2018 16:14:16 GMT - Replaced LONs with current documents related to the reconfiguration of ARTBFA resulting in new majors in AREDBFA and STARBFA. agriffin - Tue, 16 Oct 2018 16:37:58 GMT - MATH 1313 was added to the curriculum for STARBFA and AREDBFA. Uploaded revised LON 11 to make sure records were consistent.
BENGBS	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)	Adding an Option, Concentration or Emphasis--(LON 3)
	Are you adding a concentration?	No	Yes
	Effective Catalog Year	Fall 2018	Fall 2019
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC ENGR	
	Estimated Student Demand for Program	100	20

Program Goals and Objectives	<p>The educational objectives of the Biological Engineering program at the University of Arkansas are to produce graduates to:</p> <ol style="list-style-type: none"> <li>1) Successfully practice engineering involving the design and management of sustainable food, water, energy and related biological systems,</li> <li>2) Make valuable and sustained contributions that benefit employers, communities, Arkansas and the world, and</li> <li>3) Succeed in continuing professional development or graduate studies, as needed for professional growth.</li> </ol>	<p>The educational objectives of the Biological Engineering program at the University of Arkansas are to produce graduates to:</p> <ol style="list-style-type: none"> <li>1) Successfully practice engineering involving the design and management of sustainable food, water, energy and related biological systems,</li> <li>2) Make valuable and sustained contributions that benefit employers, communities, Arkansas and the world, and</li> <li>3) Succeed in continuing professional development or graduate studies, as needed for professional growth.</li> </ol> <p>The objective of the Environmental Concentration is to meet the previously listed objectives of the Biological Engineering program, with specific applications in the environmental area.</p>
Learning Outcomes	<p>In order to prepare graduates to attain our Educational Objectives, the following student outcomes were defined:</p> <ol style="list-style-type: none"> <li>a) An ability to apply knowledge of mathematics, science, and engineering.</li> <li>b) An ability to design and conduct experiments, as well as analyze and interpret data.</li> <li>c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</li> <li>d) An ability to function on multidisciplinary teams.</li> <li>e) An ability to identify, formulate, and solve engineering problem.</li> <li>f) An understanding of professional and ethical responsibility.</li> <li>g) An ability to communicate effectively.</li> <li>h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.</li> <li>i) A recognition of the need for, and an ability to engage in life-long learning.</li> <li>j) A knowledge of contemporary issues.</li> <li>k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</li> </ol>	<p>In order to prepare graduates to attain our Educational Objectives, the following student outcomes were defined:</p> <ol style="list-style-type: none"> <li>a) An ability to apply knowledge of mathematics, science, and engineering.</li> <li>b) An ability to design and conduct experiments, as well as analyze and interpret data.</li> <li>c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</li> <li>d) An ability to function on multidisciplinary teams.</li> <li>e) An ability to identify, formulate, and solve engineering problem.</li> <li>f) An understanding of professional and ethical responsibility.</li> <li>g) An ability to communicate effectively.</li> <li>h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.</li> <li>i) A recognition of the need for, and an ability to engage in life-long learning.</li> <li>j) A knowledge of contemporary issues.</li> <li>k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</li> </ol> <p>The learning outcomes for the Environmental Concentration are the same as the previously listed outcomes for the Biological Engineering program, with specific applications in the environmental area.</p>

Description and justification of the request

There are two parts to this request: \n\n(1) elimination of the degree requirement of BIOL 3863, General Ecology; \n\n | Due to varying student interests and career paths, not all of our students optimally benefit from taking BIOL 3863, General Ecology. \n\n\n(2) The addition of a degree requirement of a 3 hour Biological Elective, selected from among a list of acceptable courses. A list of acceptable courses will be maintained by the department. At present, the courses we have chosen to populate the list are: \n\n\nBIOL 3863, General Ecology\nCSES 2203, Soil Science\nENSC 4023, Water Quality\nCHEM 3613, Organic Chemistry II\nCHEM 3813, Elements of Biochemistry\nBIOL 2533, Cell Biology. | The Biological Elective will give students some flexibility in choosing the required biological content (allowing some courses in addition to Ecology) to accommodate varying student interests and career paths.

We are adding an Environmental Concentration to the B.S. degree in Biological Engineering. Students who choose to pursue the concentration must follow constraints on the selection of courses for 12 hours of electives in the program. Here is a list of the elective categories and the constraints for the concentration:\n\nBiological Elective (3h): choose from restricted list for the Environmental Concentration, as maintained by the department.\n\nTechnical Elective (3h): CVEG 3213, Environmental Engineering\n\nTechnical Elective (Engineering, 3 h): CVEG 4243, Environmental Engineering Design\n\nTechnical elective (3 h): choose from restricted list for the Environmental Concentration, as maintained by the department.\n\nTo facilitate review, the restricted biological elective list, to be maintained by the department. will initially be populated by:\n\nBIOL 3863 Ecology\nCSES 2203 Soil Science\nENSC 4023 Water Quality\n\nTo facilitate review, the restricted technical elective list, to be maintained by the department, will initially be populated by:\n\nBIOL 3863 Ecology (if not chosen for the biological elective)\nBENG 4963 Modeling Environmental Biophysics\nBENG 4973 Practice in Water Quality Monitoring and Analysis\nCSES 2203 Soil Science (if not chosen for the biological elective)\nCHEM 3613 Organic Chemistry II\nCVEG 4203 Environmental Permits and Regulations\nCVEG 4223 Groundwater Hydrology\nCVEG 4263 Air Pollution Control\nCVEG 4273 Open Channel Flow\nENSC 4023 Water Quality (if not chosen for the biological elective)\nENSC 4034 Analysis of Environmental Contaminants\nGEOL 1113 General Geology\nINEG 2313 Engineering Statistics\nINEG 2413 Engineering Economics\n\n\n | The proposed Environmental Concentration within the BS in Biological Engineering would provide undergraduates with the option to complete a focused set of elective choices in environmental engineering and other select environmental based courses, and to be recognized for this educational concentration on their transcripts, as well as resumes distributed to potential employers. \n\n This concentration and its designation would benefit students by directing their studies and providing evidence that they have completed the focused program. \n\n Prospective employers will benefit from their ability to selectively recruit graduates who have completed the concentration. \n\n\nAs evidence of student interest for an environmental concentration, many BENG students have chosen to focus their elective courses in the environmental area and have then been successful after graduation in gaining employment with environmental consulting firms. They have also been successful in working toward professional registration in environmental engineering. A recent survey of juniors currently in the program indicated that at least 10 intend to take both of the CVEG courses (that are required as part of the proposed concentration) in the coming academic year. With the approval of the concentration, we estimate that the

	Reviewer Comments	agriffin - Tue, 09 Jan 2018 19:56:46 GMT - Corrected CIP Code from 14.0301 to 14.4501. Change had been updated on ADHE list 10/2/2014. Code updated in UAConnect on 8/15/2017. Directed to correct the CourseLeaf record by Gary Gunderman.	agriffin - Fri, 04 May 2018 19:19:03 GMT - Hyper-linked courses in program requirements. agriffin - Fri, 04 May 2018 19:37:57 GMT - Rollback: Please upload a Word version (rather than PDF) of the LON. Approval dates will need to be entered. Thank you. calison - Fri, 08 Jun 2018 14:20:12 GMT - Corrected listing for CHEM lab to go with CHEM 2613 lecture course. agriffin - Sat, 07 Jul 2018 12:53:55 GMT - Updated LON to include ADHE revisions. Inserted anticipated approval dates. lkulcza - Thu, 26 Jul 2018 18:59:35 GMT - Rollback: Some additional updates need to be made to proposal. agriffin - Thu, 26 Jul 2018 20:27:00 GMT - Created an individual 8 SDCP for Environmental Concentration. agriffin - Thu, 26 Jul 2018 20:28:25 GMT - Edited 8 SDCP. agriffin - Thu, 26 Jul 2018 22:01:16 GMT - Additional edits to 8 SDCP. agriffin - Fri, 27 Jul 2018 13:12:14 GMT - Added footnotes to the 8 SDCP. agriffin - Fri, 27 Jul 2018 14:51:22 GMT - Last edit to 8 semester plan. agriffin - Fri, 27 Jul 2018 15:11:26 GMT - Hyper-linked courses in footnotes. lkulcza - Fri, 27 Jul 2018 19:40:48 GMT - Added general "BENG" concentration for students not wishing to pursue the Environmental concentration option. agriffin - Thu, 18 Oct 2018 16:23:36 GMT - Changed effective date in LON from fall 2018 to fall 2019. Revised approval dates.
	Concentration(s):		ADD   ENVR   Environmental ADD   BENG   Biological
	Upload attachments		BENGBS - New Option - Ltr of Notification.docx
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		agriffin - Wed, 10 Oct 2018 15:59:41 GMT - Inserted approval dates into LON and reformatted to match BOT structure and naming convention. 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 agriffin - Tue, 16 Oct 2018 18:02:15 GMT - Corrected approval dates in LON.

CCLEME		Added	
CDISMS	User ID:	calison	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
	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		<p>agriffin - Thu, 11 Oct 2018 13:15:55 GMT - Entered scheduled program review date.</p> <p>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.</p> <p>agriffin - Thu, 11 Oct 2018 13:25:14 GMT - Revised LON to match BOT document requirements and naming convention.</p> <p>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).</p>
CHEDBS-EASL	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)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	124
	Program Goals and Objectives	NA	The program goals 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.
	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 pre-service 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 pre-service 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>

<p>Description and justification of the request</p>	<p>Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.</p>	<p>Remove CIED 3262, Language Development for the Educator   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 3103, Children's and Adolescent Literature   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 4113, Integrated Communication Skills for the K-6 Classroom   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 4363, Disciplinary Literacy in the K-6 Classroom   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 4403, Understanding Cultures in the Classroom   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 4413, Acquiring a Second</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 14:25:03 GMT - Added program goals and learning outcomes. agriffin - Mon, 24 Sep 2018 22:21:09 GMT - Rollback: Please see my comments from email correspondence of 9/24/2018. lkulcza - Fri, 28 Sep 2018 18:53:08 GMT - Approving so proposal can move forward, but followup discussion needed concerning graduate level courses in requirements. agriffin - Fri, 12 Oct 2018 20:47:07 GMT - Proposed courses in red have reached UCPC for approval. agriffin - Fri, 12 Oct 2018 20:57:27 GMT - Renamed documents to match BOT naming convention. agriffin - Fri, 12 Oct 2018 21:04:13 GMT - Proposed courses in red have reached UCPC for approval.
CHEDBS-GATE	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)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	124
	Program Goals and Objectives	NA	The program goals 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.



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 pre-service 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 pre-service 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>
-------------------	----	---

<p>Description and justification of the request</p>	<p>Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.</p>	<p>Remove CIED 3262, Language Development for the Educator   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 3103, Children's and Adolescent Literature   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 4113, Integrated Communication Skills for the K-6 Classroom   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 4363, Disciplinary Literacy in the K-6 Classroom   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>Change MLIT 1003 AND ARHS 1003 or EITHER MLIT 1003 OR ARHS 1003   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>Change STAT 2202, Principles of Statistics</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 14:26:31 GMT - Added program goals and learning outcomes agriffin - Mon, 24 Sep 2018 22:21:24 GMT - Rollback: Please see my comments from email correspondence of 9/24/2018. lkulcza - Fri, 28 Sep 2018 19:00:42 GMT - All "courses not found" currently in approval process. agriffin - Fri, 12 Oct 2018 20:58:30 GMT - Renamed documents to match BOT naming convention.
CHEDBS-READ	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)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	124
	Program Goals and Objectives	na	The program goals 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.

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 pre-service 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 pre-service 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>
-------------------	----	---

<p>Description and justification of the request</p>	<p>Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.</p>	<p>Remove CIED 3262, Language Development for the Educator   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 3103, Children's and Adolescent Literature   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 4113, Integrated Communication Skills for the K-6 Classroom   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 4363, Disciplinary Literacy in the K-6 Classroom   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>Change MLIT 1003 AND ARHS 1003 to EITHER MLIT 1003 OR ARHS 1003   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>Change STAT 2202, Principles of Statistics</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 14:27:51 GMT - Added program goals and learning outcomes. agriffin - Mon, 24 Sep 2018 22:21:36 GMT - Rollback: Please see my comments from email correspondence of 9/24/2018. lkulcza - Fri, 28 Sep 2018 18:54:38 GMT - Approving so proposal can move forward, but followup discussion needed concerning graduate level courses in requirements. All "courses not found" currently in approval process. kmamisei - Mon, 08 Oct 2018 15:35:34 GMT - Graduate courses were removed and replaced with undergraduate courses. agriffin - Fri, 12 Oct 2018 20:59:17 GMT - Renamed documents to match BOT naming convention. agriffin - Fri, 12 Oct 2018 21:06:36 GMT - Proposed courses in red have reached UCPC for approval.
CHEDBS-STEM	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)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	124
	Program Goals and Objectives	na	The program goals 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</p>	<p>na</p>	<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 pre-service 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 pre-service 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	Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.	<p>Remove CIED 3262, Language Development for the Educator   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 3103, Children's and Adolescent Literature   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 4113, Integrated Communication Skills for the K-6 Classroom   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 4363, Disciplinary Literacy in the K-6 Classroom   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>Change MLIT 1003 AND ARHS 1003 to EITHER MLIT 1003 OR ARHS 1003   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>Change STAT 2202, Principles of Statistics</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 14:28:51 GMT - Added program goals and learning outcomes agriffin - Mon, 24 Sep 2018 22:21:48 GMT - Rollback: Please see my comments from email correspondence of 9/24/2018. lkulcza - Fri, 28 Sep 2018 18:58:40 GMT - Approving so proposal can move forward, but followup discussion needed concerning graduate level courses in requirements. All "courses not found" currently in approval process. kmamisei - Mon, 08 Oct 2018 15:40:40 GMT - Graduate course was replaced with an undergraduate course. agriffin - Fri, 12 Oct 2018 21:00:02 GMT - Renamed documents to match BOT naming convention. agriffin - Fri, 12 Oct 2018 21:02:06 GMT - Proposed courses in red have reached UCPC for approval.
CHEMBA-BIOC	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.	Removed CHEM 498V as an option for the senior thesis.   The course CHEM 498V was deleted but the text remained in the senior thesis description in the program's requirements. Proposing to remove it from the description so degree audits will be accurate.
CHEMBS-BIOS	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.	Removed CHEM 498V as an option for the senior thesis.   The course CHEM 498V was deleted but the text remained in the senior thesis description in the program's requirements. Proposing to remove it from the description so degree audits will be accurate.
	Reviewer Comments		agriffin - Tue, 19 Jun 2018 13:23:34 GMT - Changed response from yes to no with are you adding/changing a concentration. The title or structure of the concentration is not changing. Simply the program requirements were changed. Therefore, there is no need to take action here in the template.
COMMBA	Percent Online	100%	100% with No Required Campus Component

	Reviewer Comments	<p>agriffin - Wed, 23 Sep 2015 15:58:32 GMT - Uploaded revised copy of the LON with permission from the submitter.</p> <p>lkulcza - Fri, 25 Sep 2015 21:49:20 GMT - Per email confirmation from Robert Brady, the on-campus delivery method is not being eliminated; they merely intend to offer an online option as well.</p> <p>lkulcza - Fri, 25 Sep 2015 21:58:21 GMT - Attaching email documentation for change to delivery method</p> <p>ggunderm - Fri, 25 Sep 2015 22:00:29 GMT - CIP Code okay.</p> <p>tmartin - Tue, 27 Oct 2015 18:28:08 GMT - Rollback: Please update financials associated with the proposed online program to include revenue and expenses.</p> <p>jdurdik - Wed, 04 Nov 2015 15:41:32 GMT - I have added a Budget file and a revised LON as requested.</p> <p>agriffin - Thu, 05 Nov 2015 23:41:03 GMT - Uploading LON and Budget proposal.</p> <p>agriffin - Fri, 13 Nov 2015 20:51:50 GMT - Minor edits to LON to adjust alignment. Attached revised copy.</p> <p>agriffin - Fri, 13 Nov 2015 20:54:09 GMT - Using Internet Explorer to attempt to upload revised LON again.</p>	<p>agriffin - Fri, 24 Aug 2018 14:57:22 GMT - Adjusted alignment of COMM 2353. New course has been submitted for approval.</p> <p>agriffin - Mon, 27 Aug 2018 16:03:29 GMT - Removed Social Science requirement from fall semester, third year. General electives were changed from 3 to 6 hours to address the removal, with permission from submitter.</p> <p>Nine hours of Social Science requirements were already identified with COMM 1023 in the first year, fall semester, and a Social Science requirement listed in both fall and spring semesters of the second year.</p> <p>agriffin - Mon, 27 Aug 2018 16:44:32 GMT - Adjusted layout of program requirements (with permission from submitter) to demonstrate program totals 120 credit hours.</p> <p>agriffin - Mon, 27 Aug 2018 16:54:50 GMT - Added footnotes to program requirements (that are listed in the eight semester plan).</p> <p>agriffin - Mon, 27 Aug 2018 16:56:44 GMT - Fixed hyper-link error in footnote.</p> <p>agriffin - Mon, 27 Aug 2018 17:00:09 GMT - COMM 2813 course change has been submitted into approval workflow.</p> <p>agriffin - Mon, 27 Aug 2018 17:07:36 GMT - Inserted program goals and student learning outcomes from the department's assessment plan.</p> <p>lkulcza - Wed, 29 Aug 2018 14:55:59 GMT - Updated online settings to accurately reflect no on campus component--this functionality changed with the CIM refresh and we lost the distinction between a required on campus component and no required on campus component.</p> <p>lkulcza - Wed, 29 Aug 2018 14:56:54 GMT - COMM courses not found currently in approval process for fall 2019.</p> <p>rcc003 - Wed, 10 Oct 2018 20:45:23 GMT - Entered MATH 1313 as an option in the Eight-Semester Degree Plan, per the Math Pathways Committee.</p> <p>agriffin - Tue, 16 Oct 2018 18:32:42 GMT - Courses identified as not found, are currently pending UCPC approval.</p>
	Select a reason for this modification	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology--(LON 13)	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Upload attachments	<p>Binder COMM online Courses Syllabi.pdf</p> <p>COMMBA.pdf</p> <p>COMMBA Online Proposal Budget revised 110215.xlsx</p> <p>1a_Ltr of Notifcation - Distance Tech - COMMBA.docx</p>	

Description and justification of the request	<p>We request to add the online degree the Bachelor of Arts in Communication for students desiring to pursue their education but unable to attend the campus in Fayetteville.  </p> <ul style="list-style-type: none"> <li>• This program, available online, will serve Arkansans with the same quality degree as on-campus students, will keep tuition dollars in state, and will grow the economy with a high quality accessible program, affordable tuition when compared to out-of-state institutions, and a relevant degree program. To make available to students the same nationally-recognized quality program in Communication that is available to on-campus students.  </li> <li>• To offer to Arkansans an ARKANSAS alternative (and tuition advantage) over for-profit online colleges.  </li> <li>• To deliver a job-relevant degree to students unable to access the state's campuses because of distance or job/family restrictions  </li> <li>• To provide a cost-effective alternative for the University because all courses necessary and required for the Bachelor of Arts in Communication are currently available online  </li> <li>• Any seats not taken by off-campus students will continue to be filled by on-campus students  </li> </ul>	<p>The required introductory courses for the COMMBA degree will be changed. All majors will be required to complete two courses with a grade of "C" or better:\n• COMM 1313: Public Speaking\n• COMM 2333: Introduction to Communication Research\n\nMajors will also be required to complete at least two of the following introductory courses with a grade of "C" or better:\n• COMM 1003: Film Lecture\n• COMM 2323: Interpersonal Communication\n• COMM 2343: Introduction to Small-Group Communication\n• COMM 2353: Argumentation Advocacy (new course)\n• COMM 2813: Introduction to Mediated Communication (new title, previous title was Introduction to Electronic Media)\n\nFrom there, majors are required to complete 24 additional hours of COMM course work, at least 21 hours of which must be courses numbered 3000 or higher. These courses have been grouped on advising materials to reflect five areas of study (film studies, interpersonal communication, communication in organizations and communities, rhetoric and public communication, and mediated communication). Students may, but are not required to, pursue coursework in one or more of those groups to complete their degree.   The department's courses have been grouped into five emphasis areas (film studies, interpersonal communication, mediated communication, organizational/ community communication, and rhetoric/ public communication). Prospective and current majors will see a fully articulated set of topics of study, skills/knowledge acquired, and potential career paths in each emphasis area. This information will be delivered primarily in the advising process, but it also allows the faculty to identify how course content relates to specific emphasis areas. \n\nIn addition, the number of communication majors has risen 83% since the fall 2011 semester, when the Fulbright College core requirements were changed and the department last revised the COMMBA requirements. This growth rate has resulted in enrollment issues for COMM majors seeking the required introductory courses (which also count toward the university core) and the required number of upper-level courses for the COMMBA degree. The department has, so far, managed this growth by increasing enrollment caps in all courses and by identifying a set of upper-level courses that could accommodate larger enrollment caps (70 to 130 students).\n\nContinued growth, however, has necessitated a closer look at curriculum changes to maintain recent gains in retention and graduation rates. This includes a revision of most of the 1000-level courses so that they served primarily non-majors seeking to fulfill university core requirements. Those courses will now be designed to serve primarily non-majors. COMM majors will now take the department's 2000-level classes as their introductory courses. This should have the dual effect of providing majors with a more detailed introduction to the discipline, while also alleviating enrollment issues that potential delay degree progress. \n\nWith these changes, we hope that students will have a more specific vision of</p>
--	---	---

	Description and Justification for this request	<p>We request to add the online degree the Bachelor of Arts in Communication for students desiring to pursue their education but unable to attend the campus in Fayetteville.  </p> <ul style="list-style-type: none"> <li>• This program, available online, will serve Arkansans with the same quality degree as on-campus students, will keep tuition dollars in state, and will grow the economy with a high quality accessible program, affordable tuition when compared to out-of-state institutions, and a relevant degree program. To make available to students the same nationally-recognized quality program in Communication that is available to on-campus students.  </li> <li>• To offer to Arkansans an ARKANSAS alternative (and tuition advantage) over for-profit online colleges.  </li> <li>• To deliver a job-relevant degree to students unable to access the state's campuses because of distance or job/family restrictions  </li> <li>• To provide a cost-effective alternative for the University because all courses necessary and required for the Bachelor of Arts in Communication are currently available online  </li> <li>• Any seats not taken by off-campus students will continue to be filled by on-campus students  </li> </ul>	
	Effective Catalog Year	Fall 2016	Fall 2019
	Program Goals and Objectives	NA; existing program	The Department's goal is to familiarize students with the breadth of the communication discipline and the applicability of communication across a variety of settings. To this end, we ask students in our classes to (1) develop basic communication skills, (2) understand the theory and research methods of our discipline, and (3) apply their knowledge and skills to historical and contemporary settings.
	Learning Outcomes	NA; existing program	(1) To develop basic communication (speaking and writing) skills;\n(2) To familiarize students with the breadth of the communication discipline; and\n(3) To demonstrate the applicability of communication across a variety of settings.
	Track(s) - Action		Action
	Focused Stud(y/ies)		ADD     Film Studies     Interpersonal Communication     Mediated Communication     Organizations and Communities     Rhetoric and Public Communication
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Course delivery mode		online
	Class interaction mode		other
	Specify Other Interaction Methods		All courses interact through the Blackboard learning platform.
CPBT-M	Effective Catalog Year	Fall 2018	Fall 2019

	Description and justification of the request	Correcting order of courses and total hours of minor. There is no change in courses. The number of hours for CSES 402V was corrected to 4.   The order and correct number of hours was inadvertently changed when the program was moved into CourseLeaf.	Revising CSES 402V to CSES 400V.\n\nThe requirement of two separate 2-hour courses taken in two different semesters will remain the same.   The purpose of this course is to provide research experience and training in core plant biotechnology techniques. For example, students can select plant breeding, plant transformation, plant genomics etc. as research areas and arrange the course with the relevant faculty to learn related techniques and work on a project.
	Upload attachments		18-19-cpbt-m_edits.docx 19-20-cpbt-m_edits.docx
	Reviewer Comments		agriffin - Thu, 11 Oct 2018 20:04:56 GMT - Uploaded final copy of the checksheet with permission from college.
CPSCBS	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
	Does this proposal impact any courses from another College/School?	No	Yes
	Estimated Student Demand for Program	NA	50
	Scheduled Program Review Date	NA	2019-2020
	Program Goals and Objectives	NA	1. Graduates have the discipline-specific knowledge in crop sciences required to perform successfully in private, government, or academic entry-level positions. \n2. Graduates are able to critically analyze, synthesize, and evaluate new information to make informed decisions.\n3. Graduates have the ability to solve complex, multidisciplinary problems. \n4. Graduates are able to prepare and synthesize information to effectively communicate, both orally and in writing.
	Learning Outcomes	NA	1. Students will demonstrate the discipline specific knowledge required to function as crop science professionals. \n2. Students will demonstrate the ability to critically evaluate situations or scenarios to arrive at well thought out and supported decisions and outcomes. \n3. Students will demonstrate the ability to work through and solve complex, multidisciplinary problems. \n4. Communication skills\na. Students will demonstrate the skills required to effectively communicate technical/scientific information in oral platforms.\nb. Students will demonstrate the ability to integrate, organize, and effectively present written reports of technical/scientific information.\n\nAdding study abroad options\n\nProgram change to add other groups: \nSoil Science \nNatural Resource Management\nCrop Biotechnology   Giving the option of study abroad in the experiential learning options \n\nThe other three groups are relevant for CPSC students and offered in the CSES Department ARSC
	Description and justification of the request	Showing hours in eight-semester plan to properly reflect total hours required.   The eight-semester plan should reflect the proper number of total hours needed for the degree.	CPSCBS - Revision - Curriculum Plans.pdf CPSCBS - Revision - Ltr of Notification.docx
	College(s)/School(s) Upload attachments		

	Reviewer Comments	
CRIMBA	<p>User ID: ikulcza</p> <p>Phone: 7456</p> <p>Effective Catalog Year: Fall 2018</p> <p>Description and justification of the request: Admin update to remove CRIM 3413 from list in program requirements.   Should not have been included; adds too many hours to what should be only 37.</p>	<p>agriffin - Thu, 17 May 2018 13:55:48 GMT - Changed effective date from spring 2019 to fall 2019. Program changes can only be made effective at the beginning of a new catalog year.</p> <p>agriffin - Thu, 17 May 2018 13:58:04 GMT - Corrected typo in justification.</p> <p>agriffin - Thu, 17 May 2018 15:35:28 GMT - Rollback: Please review email correspondence from 5/17/2018 for recommended edits.</p> <p>agriffin - Wed, 27 Jun 2018 20:23:31 GMT - testing</p> <p>agriffin - Wed, 27 Jun 2018 20:25:55 GMT - Adding revised documents to program change.</p> <p>Ikulcza - Thu, 26 Jul 2018 18:08:41 GMT - Rollback: Mary, please adjust the reason for this change--it cannot be making minor changes if a LON is necessary. Thanks, Lisa</p> <p>agriffin - Thu, 16 Aug 2018 21:40:32 GMT - Updated approval date in LON and uploaded revised copy. Changed CPSC Requirements from 36 to 26, in order for the 10 hours of Pest Management to be included in total hours.</p> <p>agriffin - Thu, 16 Aug 2018 21:42:18 GMT - Updated scheduled program review date.</p> <p>Ikulcza - Wed, 12 Sep 2018 18:12:39 GMT - Rollback: Per discussion concerning use of "specialization".</p> <p>agriffin - Sun, 16 Sep 2018 01:06:35 GMT - Changed specialization language to "requirements" in order to be consistent with allowed catalog language with approval from Terry Martin. Also updated LON.</p> <p>agriffin - Sun, 16 Sep 2018 01:16:11 GMT - Uploaded revised curriculum plans.</p> <p>agriffin - Thu, 11 Oct 2018 19:48:51 GMT - Updated approval dates in LON.</p> <p>rcc003</p> <p>3701</p> <p>Fall 2019</p> <p>1. We are removing CRIM 3043 and CRIM 3203 from the list of required courses and adding SOCI 3193.   The BA in Criminology is designed to expose students to social science research and prepare them to engage in critical thinking with the emphasis on how social inequalities (e.g., race, class and gender) affect people's lives, and especially their interactions with the criminal justice system. These critical thinking and research skills will prepare students for careers in criminological research and policy-making in the increasingly diverse world.</p> <p>2. We are changing the number of elective hours from 12 to 15 and changing the language to: 15 hours of criminology courses not taken above, 6 hours of which must be sociology or cross-listed.   The proposed changes decrease the number of required classes allowing students more flexibility in selecting the elective courses that appeal to them, expand on their interests, and allow for a more well-rounded intellectual growth.</p> <p>Edited eight-semester degree plan to reflect these changes.   N/A</p>

	Reviewer Comments		rcc003 - Thu, 11 Oct 2018 18:14:35 GMT - Placed MATH 1313 at the top of the math requirement list in the eight-semester degree plan, per the Math Pathways Committee.
CSESMS	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		drkidd
	Phone:		5752347
	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?		30
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		34
	Scheduled Program Review Date		2019-2020
	Program Goals and Objectives		<p>Graduates have the discipline-specific knowledge in crop, weed, soil, water, and environmental sciences required to perform successfully in appropriate-level private, government, or academic positions.</p> <p>\\n\\nGraduates are able to critically analyze, synthesize, and evaluate new information to make\\ninformed decisions.\\n</p> <p>\\nGraduates have the ability to solve complex, multidisciplinary problems.\\n\\nGraduates are able to prepare and synthesize information to effectively communicate, both orally and in writing, with technical or scientific and non-technical audiences.\\n\\nGraduates have expertise in research and analytical skills through completion of a thesis research project.</p>

	Learning Outcomes		Students will demonstrate the appropriate depth and breadth of discipline specific knowledge\nrequired to function as advanced crop, weed, environmental, soil, or water science professionals.\n\nStudents will demonstrate the ability to critically evaluate situations or scenarios to arrive at well thought out and supported decisions and outcomes.\n\nStudents will demonstrate the ability to work through and solve complex, multidisciplinary\nproblems.\n\nCommunication skills\na. Students will demonstrate the skills required to effectively communicate\ntechnical/scientific information in oral platforms to general and professional audiences.\nb. Students will demonstrate the ability to integrate, organize, and effectively present\nwritten reports of technical/scientific information to general and professional audiences. \n\nStudents will demonstrate mastery of research and analytical skills (e.g. conceptual, statistics,\nlaboratory or field skills, etc.) required to function as advanced crop, weed, environmental, soil, or water science scientists.
	Description and justification of the request		Deleted the non-thesis option   The Department no longer offer a non-thesis option for a Masters Degree. No students are pursuing the non-thesis option. The program has not been offered in 6 years.
	Reviewer Comments		agriffin - Thu, 14 Dec 2017 19:26:48 GMT - Removed the phrase "Thesis option" from catalog copy with permission from the department. agriffin - Thu, 14 Dec 2017 19:29:52 GMT - Updated program review date. jdmiller - Mon, 25 Jun 2018 14:15:43 GMT - Rollback: Text regarding the non-thesis option needs to be deleted. Mary Savin requested that the proposal be rolled back to allow her to make the edit. agriffin - Tue, 26 Jun 2018 16:27:16 GMT - Changed effective catalog date from fall 2018 to fall 2019. agriffin - Thu, 11 Oct 2018 19:55:17 GMT - Inserted program goals and student learning outcomes from most recent assessment report.
EAHP-M			Added
EDSTBS	User ID:	lkulcza	rjhutchi
	Phone:	7456	5561
	Effective Catalog Year	Fall 2018	Fall 2019
	College(s)/School(s)	ARSC AFLS	ARSC
	Estimated Student Demand for Program	122 (Aug 2017)	100



Program Goals and Objectives	<p>The B.S.E. degree program in Educational Studies is designed to allow students with an educational interest in a field represented in the College of Education and Health Professions to design their own individualized area of study. By working with program faculty and advisers, students can individually tailor their experiences to focus on alternative routes to public education teaching, private teaching, educational support services, not-for-profit educational work, pre-professional postgraduate study, or preparation for occupations and advanced study in unique areas not commonly allowed for in many traditional degree programs. Completion of the B.S.E. in Educational Studies does not include initial public licensure for the State of Arkansas.</p> <p>Completion of M.A.T. prerequisites for a M.A.T. in Secondary Education (SEED) may also be built into a student's individualized academic program. Admission to the M.A.T. program in Secondary Education should be sought after completion of the B.S.E. in Educational Studies and is an independent process.</p>	<p>The goal of the BSE in Educational Studies program is to provide students the development required to become future educators serving a multitude of formal and informal education roles in a variety of fields including, but not limited to formalized instruction [private, charter, and public (with additional licensure)], informal educational services [community-based, religious-based, or learning-center-based], and future academic graduate development [higher education, counseling education, or public service].</p>
Learning Outcomes	<p>Education is a lifelong process but current academic degree programs tend to segregate perspectives on individual learning into chronological grouping. Examples of this categorization process often include early-childhood education, elementary education, secondary education, and adult education. As such, this process may create some difficulty for individuals who have an interest in more generalized training areas or for those students who may have an interest in working in education-related fields, but who are not presently interested in pursuing formal licensure-regulated positions. In essence, the program offers a segue for alternative pathways to career opportunities in education, allied health fields, or a multitude of other potential career tracks which become more readily accessible to graduates who possess a general degree in Educational Studies.</p> <p>The primary audience for the undergraduate degree in Educational Studies exists for those students who desire more latitude in shaping their academic program to coincide with career aspirations that may be non-traditional in nature. However, it should be noted that the program of studies is also available to incoming freshmen and/or transfer students. In addition, admission status to the B.S.E. degree program in Educational Studies is continuous throughout the academic calendar.</p>	<p>Learning outcomes include the acquisition of knowledge to effectively perform in both formal and informal educational settings; multiple internship experiences to acquire future job/career experience; and a comprehensive understanding of education as a multi-/interdisciplinary field including the study of politics, economics, sociology, psychology, religion, history, and pedagogy.</p>

	Description and justification of the request	Admin update for courses not found.   Admin update for courses not found.	Changes in internship courses from EDST 3203x2 EDST 4003 to EDST 3913, EDST 3923, and EDST 4933. Courses now must be completed in sequence and coincide with specific content courses. \n\nCIED 4403/ CIED 4413 was dropped and replaced with EDST 399V.\n\nDirected ULE have expanded to include additional SCWK and PBHL course options.   The internship sequence change was made after coordination with the COEHP Director of Field Placement to ensure that students are being placed in the proper type of internship (formal, informal, or non-profit based). The courses materials have not changed, but each internship now has a specific code to correspond with the type of placement and the pre-requisite content course needed before enrolling. \n\nCIED 4403/4413 are being dropped due to excessive content overlap with EDST 3203. Numerous offerings of EDST 399V have been developed over the programs history and different iterations are offered each spring and summer. Students may also complete a upper level elective approved by the EDST program coordinator.\n\nSCWK and PBHL options are expanded to allow students available courses that have a rational overlap or impact on the field of education.
	Upload attachments		RE_ EDST 4933.pdf
	Reviewer Comments		<p>agriffin - Fri, 10 Aug 2018 14:03:29 GMT - Removed duplicate "OR" from course listing of EDST 399V.</p> <p>agriffin - Fri, 10 Aug 2018 16:05:28 GMT - Rollback: Please change response to does the program impact courses from another college. Also, please address concerns in the email correspondence from 8-10-2018 regarding new course proposals and program goals.</p> <p>agriffin - Tue, 21 Aug 2018 15:36:56 GMT - Attached related correspondence.</p> <p>agriffin - Tue, 21 Aug 2018 15:37:55 GMT - Second attempt to attach correspondence.</p> <p>agriffin - Tue, 21 Aug 2018 15:40:14 GMT - Rollback: Please review EDST 4933 and student learning outcomes concerns addressed in attached correspondence.</p> <p>lkulcza - Tue, 11 Sep 2018 21:53:46 GMT - All EDST courses "not found" currently in approval process for fall 2019.</p> <p>ggunderm - Tue, 11 Sep 2018 22:03:05 GMT - CIP okay.</p> <p>kmamisei - Wed, 03 Oct 2018 21:58:31 GMT - Updated Program Goals and Outcomes per request from the College Curriculum Committee.</p>
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

	<p>Program Goals and Objectives</p>	<p>na</p>	<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>
	<p>Learning Outcomes</p>	<p>na</p>	<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>

<p>Description and justification of the request</p>	<p>Changing heading style.   Changed to match heading to other programs.</p>	<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		<p>CHEDBS and ELEDMA - EDUC Major Revision - ATS_Matrix.xlsx</p> <p>CHEDBS and ELEDMA - EDUC Major Revision - Section C.pdf</p> <p>CHEDBS and ELEDMA - EDUC Major Revision - K_6_Matrix.xlsx</p>
	Reviewer Comments		<p>kmamisei - Fri, 21 Sep 2018 14:22:38 GMT - Added program goals and learning outcomes.</p> <p>agriffin - Tue, 25 Sep 2018 17:47:39 GMT - Inserted scheduled program review date.</p> <p>agriffin - Thu, 27 Sep 2018 13:55:04 GMT - Uploaded revised copy of Section C document as requested by submitter.</p> <p>agriffin - Fri, 12 Oct 2018 20:43:14 GMT - Renamed documents to match naming convention for BOT.</p>
ELELBS	Reviewer Comments	<p>agriffin - Fri, 26 Aug 2016 21:25:50 GMT - Rollback: Please describe each of the changes in the description block. Remember to include the changes in the 8 SDCP. Also, please resolve the discrepancy between the total hours for the program with the total hours for the 8 SDCP.</p>	<p>kmamisei - Fri, 21 Sep 2018 16:00:45 GMT - Added program goals and learning outcomes</p> <p>agriffin - Thu, 27 Sep 2018 16:17:20 GMT - Uploaded revised Section C document, per request from submitter.</p> <p>agriffin - Thu, 11 Oct 2018 20:17:43 GMT - Renamed documents to match BOT naming convention.</p> <p>lkulcza - Thu, 18 Oct 2018 02:00:42 GMT - Inserted footnote for corresponding information from PELED proposal.</p> <p>lkulcza - Thu, 18 Oct 2018 02:02:19 GMT - Rollback: Accidentally approved this when updating footnote information.</p>
	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)

Description and justification of the request	<p>Expanded the listing for the University Core courses to include: PHIL 2003 and PHIL 2103. Added course options to the additional PELED requirements to allow students to choose from PHYS 1034, ASTR 2003/2001L, or STEM 4104. Also allowing students to take STAT 2303 or any 3 hour Statistics course. These curriculum changes will allow student flexibility with course choice.  </p> <p> </p> <p>Updated 8DCP also to reflect additional courses above. Corrected hours for GEOS 1113/1111L to relect 125 hours for plan of study.  </p>	<p>Remove CIED 3262, Language Development   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 3103, Children's and Adolescent Literature   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 4113, Integrated Communication Skills   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 4363, Disciplinary Literacy   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 4423, Teaching a 2nd Language   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 STAT 2303, Principles of Statistics</p>
--	---	---

<p>Description and Justification for this request</p>	<p>Expanded the listing for the University Core courses to include: PHIL 2003 and PHIL 2103. Added course options to the additional PELED requirements to allow students to choose from PHYS 1034, ASTR 2003/2001L, or STEM 4104. Also allowing students to take STAT 2303 or any 3 hour Statistics course. These curriculum changes will allow student flexibility with course choice.  </p> <p> </p> <p>Updated 8DCP also to reflect additional courses above. Corrected hours for GEOS 1113/1111L to relect 125 hours for plan of study.  </p>	
<p>Effective Catalog Year</p>	<p>Fall 2017</p>	<p>Fall 2019</p>
<p>Program Goals and Objectives</p>	<p>NA</p>	<p>The program goals 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>
<p>Learning Outcomes</p>	<p>NA</p>	<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 pre-service 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 pre-service 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>
<p>Track(s) - Action Focused Stud(y/ies) - Action</p>		<p>Action Action</p>

	What are the total hours needed to complete the program?		123
	Upload attachments		ELELBS - EDUC Major Revision - ATS_Matrix.xlsx ELELBS - EDUC Major Revision - Section C.pdf ELELBS - EDUC Major Revision - K_6_Matrix.xlsx
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.
ESWSBS	Scheduled Program Review Date	2017	2020
	Description and justification of the request	Admin update of missing GEOS course.	A. Remove requirement for additional hours in ENGL, JOUR, COMM, or foreign language if EXEMPT from ENGL 1013 and ENGL 1023\nB. Move STAT/AGST options to Environmental Science core and delete biostatistics (which has a Calculus pre-req); MATH section becomes 6 hours\nC. Add AGME 2903 (Ag and Human Environ Science Appl of Microcomputers to Environmental Science core for a total of 17 hours, remove 3 hours from Natural Resources core, and increase Departmental Requirements to 32-33 credits. \nD. Add CSES 4553 Wetland Soils and ENSC 3263 Soil and Water Conservation as options to 2nd Soil Science block \nE. Add GEOS 4363 Climatology and GEOS 4473 Applied Climatology as options to 2nd Water Science block \nF. Add AFLS 401V/401VH Experiential Learning in Indian Agriculture (Jan) or AFLS 401V/401VH Sustainability in the Euro Food System (May) to the Natural Resources core, Environmental Science block \nG. Add footnote that "courses taken in major cannot be taken for duplicate credit"\nH. Make sure that check sheet state 0-3 credits for Environmental Studies, which is the current program (not 3 hours).   Change in ENGL 1013 and ENGL 1023 exemption allows students to enroll in upper division hours in the major or provides more flexibility to pursue experiential learning or other opportunities. \nSTAT 2023 requires MATH 2554, which is not required for the major. \nStudents need to be proficient in computer skills to be successful in the sciences, and many students lack computer skills, especially those to analyze data. \nESWS attracts many transfer students and students with diverse interests in environmental sciences and the flexibility to pursue different upper division water and soil science courses allows students some customization to shape degree experience to fit future career interests and pursuits. \nInclusion of study abroad programs focused on the natural and agricultural sciences within the natural resources core provides global enrichment and experiential learning opportunities.
	Description and Justification for this request	Admin update of missing GEOS course.	
	Effective Catalog Year	Fall 2017	Fall 2019

Program Goals and Objectives

The Environmental, Soil, and Water major educates students in water quality, proper use of soils, land application of wastes, proper use of fertilizers, fate of pesticides in soil and water, bioremediation of contaminated soils and waters, and wetlands. The major provides a strong science background and a practical education.

1. Graduates have the discipline-specific knowledge in soil, water, and environmental sciences required to perform successfully in private, government, or academic entry-level positions. \n2. Graduates are able to critically analyze, synthesize, and evaluate new information to make informed decisions.\n3. Graduates have the ability to solve complex, multidisciplinary problems. \n4. Graduates are able to prepare and synthesize information to effectively communicate, both orally and in writing.

Learning Outcomes	<p>ESWS Student Learner Outcomes</p> <p>1. Technical Skills</p> <p>A. Demonstrate a high level of technical competency in soil, water, and environmental sciences to perform successfully in private, government, or academic entry-level positions</p> <p>B. Understand fundamental properties and processes of soil, water, and environmental sciences for sustainability, assessment, management, and conservation.</p> <p>C. Demonstrate basic computer skills, including Excel spreadsheet and GIS skills.</p> <p>D. Understand variability and descriptive statistics, quality control, and how to practice the scientific method.</p> <p>2. Communication Skills</p> <p>A. Prepare, organize, and synthesize information to effectively communicate, both orally and in writing, with technical and non-technical audiences.</p> <p>B. Prepare visual aids and use them effectively in oral communication</p> <p>C. Clearly present written reports of technical information to general and professional audiences.</p> <p>3. Ethics and Leadership</p> <p>A. Discuss and apply the code of ethics the students will use in their work, including academic honesty and professional ethics</p> <p>B. Discuss the social and multi-cultural aspects of the students' chosen careers</p> <p>C. Demonstrate leadership skills in classroom projects and non-classroom activities</p> <p>D. Successfully engage in active learning activities and develop life-long learner skills</p> <p>E. Demonstrate their leadership skills, social awareness, and ethical responsibility by leading and participating in discussion sessions on the topics.</p> <p>4. Problem Solving and Critical Thinking</p> <p>A. Demonstrate the ability to solve complex, multi-disciplinary problems as a member of a team and as an individual</p> <p>B. Collect, summarize, interpret, and communicate data generated by the student in laboratory and field exercises</p> <p>C. Find, evaluate, and communicate current research information presented in scientific journal and popular press articles</p> <p>D. Conduct soil, water quality, and environmental quality assessment and make recommendations to solve problems</p>	<p>1. Students will demonstrate the discipline specific knowledge required to function as environmental, soil, and/or water science professionals. \n2. Students will demonstrate the ability to critically evaluate situations or scenarios to arrive at well thought out and supported decisions and outcomes. \n3. Students will demonstrate the ability to work through and solve complex, multidisciplinary problems.\n4. Communication skills\na. Students will demonstrate the skills required to effectively communicate technical/scientific information in oral platforms.\nb. Students will demonstrate the ability to integrate, organize, and effectively present written reports of technical/scientific information.</p>
Track(s) - Action Focused Stud(y/ies) - Action		Action Action
What are the total hours needed to complete the program?		120

	Upload attachments		19-20-eswsbs-8sdcpc final.docx ESWS checksheet 2019-2020 Apr 2018rev - final.docx
	Reviewer Comments		agriffin - Mon, 07 May 2018 19:47:45 GMT - Changed effective catalog date from spring 2019 to fall 2019. UGRD programs can only be implemented with the publication of the fall catalog. Inserted AGME 2903 into Environmental Science Core requirements (as noted in description). Thus changed hours from 14 to 17 for the core requirements (with permission from college). agriffin - Thu, 21 Jun 2018 20:34:18 GMT - Rollback: Rollback per request of department.
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.
FRENBA	User ID:	crsleaf1
		rcc003

Scheduled Program Review Date	N/A	2019-2020
Reviewer Comments	ddraper - Tue, 30 Sep 2014 16:40:11 GMT - Correction to total number of language-related courses required (from 9 to 6). ddraper 9/30/2014	agriffin - Mon, 08 Oct 2018 18:55:35 GMT - Inserted "Or Additional Studies Requirement" to FREN 1003, FREN 1013, and FREN 2013 in the eight semester plan. agriffin - Mon, 08 Oct 2018 18:56:53 GMT - Adjusted formatting to the curriculum in the LON. agriffin - Wed, 10 Oct 2018 19:26:34 GMT - Inserted program goals and student learning outcomes with permission from the college. rcc003 - Tue, 16 Oct 2018 18:18:51 GMT - Slight language changes to clarify intent under the Additional Studies Requirement. agriffin - Wed, 17 Oct 2018 22:12:40 GMT - Inserted current revisions into LON. Uploaded revised copy.
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)
Phone:	see below for contact information	3701
Description and justification of the request	Contact Steve Bell, WLLC Chair   575-2951     We are planning to develop new, five-year dual degree programs with other colleges across campus; the first of these (with more to come down the road we hope) we expect will be a five-year deal degree program between German and Engineering which includes a full year of study abroad in Germany with an internship. We hope this new program can have its first cohort of students starting in Fall 2015. To make this practical we need to streamline slightly our WLLC major requirements for classes in addition to the major language classes: we are changing the requirement of WLIT 1113 AND PHIL 2003 to an "OR", and we are reducing our 9-hours of additional language-related course (back) to 6. This reduces major in French from 45 to 39. The total number of hours for degree completion remains unchanged at 120 hours.	Removed humanities requirements (PHIL 2003/WLIT 1113, HIST 1113, HIST 1123, and also added the Additional Studies Requirement of an additional major/minor or completion of the College Honors core.   In conjunction with the pending final approval of the AMSPAN and AMFREN additional major proposals, as well as the BAT proposals in French, German, and Spanish Education, and in conjunction with the University-wide elimination of the requirement of 30 additional hours (150 total) for double degrees (in other words, double majors across colleges), we propose these changes to allow additional flexibility for students seeking to add a major in a world language. We have many students in every college interested in adding linguistic competency and intercultural knowledge to their study of other subjects, this revision of major requirements will give the department the ability to incorporate more students in areas as diverse as STEM, business, education, architecture, agriculture, as well as the arts and sciences. The elimination of the world civilization and the philosophy/world language stipulations from among the university requirements should allow this additional flexibility. It also makes quite realistic the addition of the requirement of an additional minor or major in a program in Fulbright College (a requirement that has a precedent in the current Math major.) We believe our students should pursue a broad education, but we also want to strongly encourage and incentivize our students to establish insofar as possible, in consultation with their advisors, a coherently integrated program of studies involving interdisciplinary work, one that will effectively enhance their preparation for their career goals and their future professional and life endeavors. We think this modification of our requirements should help achieve these goals for our students.

Description and Justification for this request	<p>Contact Steve Bell, WLLC Chair   575-2951  </p> <p> </p> <p>We are planning to develop new, five-year dual degree programs with other colleges across campus; the first of these (with more to come down the road we hope) we expect will be a five-year dual degree program between German and Engineering which includes a full year of study abroad in Germany with an internship. We hope this new program can have its first cohort of students starting in Fall 2015. To make this practical we need to streamline slightly our WLLC major requirements for classes in addition to the major language classes: we are changing the requirement of WLIT 1113 AND PHIL 2003 to an "OR", and we are reducing our 9-hours of additional language-related course (back) to 6. This reduces major in French from 45 to 39. The total number of hours for degree completion remains unchanged at 120 hours.  </p>	
Effective Catalog Year	Fall 2015	Fall 2019
Program Goals and Objectives	N/A existing program	<p>1. Students completing a major in the Department of World Languages should possess a broad knowledge and critical understanding of the culture, civilization, and literature corresponding to their major language, \\n\\n2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.\\n\\n3. Last but not least, students completing a World Languages major should have developed at a minimum a basic 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.</p>
Learning Outcomes	N/A existing program	<p>1. Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level.\\n\\n2. Demonstrate the ability to develop a coherent analytical and/or research paper in the target language on an academic topic.\\n\\n3. Demonstrate a command of grammatical mechanics and the ability to use a variety of sentence structures to express their ideas.\\n\\n4. Read and understand every-day and literary texts in the language; analyze, discern, and argue issues of ethical, cultural and aesthetic values.\\n\\n5. Demonstrate a critical understanding of the distinctive features of French culture in its social and historical contexts.</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		120
Upload attachments		FRENBA - Curriculum Revision - Ltr of Notification.docx

GBUS-M	Specify Other Interaction Methods	<p>Online courses at the University of Arkansas use the Blackboard Learning Management System as the foundation for the interaction for instructor-student and student-student. Different components are provided and supported through the platform, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Posting of lectures, comments and feedback.</li> <li>• Participation in discussion boards (text and/or video uploads through Blackboard and Kaltura)</li> <li>• Peer to peer feedback/evaluations</li> <li>• Postings of opinions/critical analysis/presentation of results using Blogs/Wikis</li> <li>• Email interaction is facilitated as well</li> <li>• Webinar sessions (live 2 way web conferencing –faculty/students – students/students) through Blackboard Collaborate with sessions of questions and answers (live/recorded lectures that allow for questions and participation in quizzes and assignments online)</li> </ul>	
	Percent Online	100%	100% with Required Campus Component
	Description and justification of the request	Removing "concentration" from title	Adding ACCT 2023 or MGMT 2053 to the list of options for completion of the minor in General Business for non-business majors; General Business concentration.   Many non-business majors take ACCT 2023 with the intention to do a minor in Accounting but may also change to General Business. Course credit is already given for the other sophomore and upper level business core courses; this change puts these courses on equal status.
	Description and Justification for this request	Removing "concentration" from title	
	Effective Catalog Year	Fall 2016	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		21
	Course delivery mode		online
	Class interaction mode		bulletin email blog
	Reviewer Comments		agriffin - Tue, 25 Sep 2018 20:16:18 GMT - Changed effective date from spring 2019 to fall 2019. Program changes for UGRD programs can only take effect with each catalog year. lkulcza - Fri, 28 Sep 2018 14:56:12 GMT - Admin update of course listing not found.
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	Fall 2017	Fall 2019
Program Goals and Objectives	NA	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"> <li>• Have an appreciation for the environmental aspects of earth systems and potential impacts and hazards associated with human occupation.</li> <li>• Be able to conceptualize the stratigraphic character of rocks in outcrop and from subsurface data, and sedimentological processes</li> <li>• Recognize and understand the structural features of the earth in outcrop and in the subsurface and relate these to geophysical data representing the subsurface.</li> <li>• Understand the geomorphic characteristics of the earth's surface and the mechanisms forming the earth's surface features.</li> <li>• 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.</li> <li>• 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.</li> <li>• Have the ability to communicate results of their efforts in written reports including the MS thesis, and orally to diverse audiences.</li> </ul>
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>
GERMBA	User ID:	crsleaf1	rcc003
	Scheduled Program Review Date	N/A	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)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Phone:	575-6731	3701

<p>Description and justification of the request</p>	<p>Deleted footnote regarding German courses above 3000 level.  </p>	<p>Removed humanities requirements (PHIL 2003/WLIT 1113, HIST 1113, HIST 1123, and also added the Additional Studies Requirement of an additional major/minor or completion of the College Honors core.   In conjunction with the pending final approval of the AMSPAN and AMFREN additional major proposals, as well as the BAT proposals in French, German, and Spanish Education, and in conjunction with the University-wide elimination of the requirement of 30 additional hours (150 total) for double degrees (in other words, double majors across colleges), we propose these changes to allow additional flexibility for students seeking to add a major in a world language. We have many students in every college interested in adding linguistic competency and intercultural knowledge to their study of other subjects, this revision of major requirements will give the department the ability to incorporate more students in areas as diverse as STEM, business, education, architecture, agriculture, as well as the arts and sciences. The elimination of the world civilization and the philosophy/world language stipulations from among the university requirements should allow this additional flexibility. It also makes quite realistic the addition of the requirement of an additional minor or major in a program in Fulbright College (a requirement that has a precedent in the current Math major.) We believe our students should pursue a broad education, but we also want to strongly encourage and incentivize our students to establish insofar as possible, in consultation with their advisors, a coherently integrated program of studies involving interdisciplinary work, one that will effectively enhance their preparation for their career goals and their future professional and life endeavors. We think this modification of our requirements should help achieve these goals for our students.</p>
<p>Description and Justification for this request</p>	<p>Deleted footnote regarding German courses above 3000 level.  </p>	
<p>Effective Catalog Year</p>	<p>Fall 2015</p>	<p>Fall 2019</p>
<p>Program Goals and Objectives</p>	<p>N/A Existing Program</p>	<p>1. Students completing a major in the Department of World Languages should possess a broad knowledge and critical understanding of the culture, civilization, and literature corresponding to their major language,\n\n2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.\n\n3. Last but not least, students completing a World Languages major should have developed at a minimum a basic 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.</p>

	Learning Outcomes	N/A Existing Program	1. Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level.\n\n2. Demonstrate the ability to develop a coherent analytical and/or research paper in the target language on an academic topic.\n\n3. Demonstrate a command of grammatical mechanics and the ability to use a variety of sentence structures to express their ideas.\n\n4. Read and understand every-day and literary texts in the language; analyze, discern, and argue issues of ethical, cultural and aesthetic values.\n\n5. Demonstrate a critical understanding of the distinctive features of German culture in its social and historical contexts.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Upload attachments		GERMBA - Curriculum Revision - Ltr of Notification.docx
	Reviewer Comments		agriffin - Mon, 08 Oct 2018 19:34:09 GMT - Inserted "Or Additional Studies Requirement" for GERM 1003, GERM 1013, and GERM 2013 into eight semester plan, with permission from college. agriffin - Mon, 08 Oct 2018 19:35:37 GMT - Adjusted formatting of curriculum in LON. agriffin - Wed, 10 Oct 2018 19:24:31 GMT - Inserted program goals and student learning outcomes with approval from college. rcc003 - Tue, 16 Oct 2018 18:19:42 GMT - Slight language changes to clarify intent under the Additional Studies Requirement. agriffin - Wed, 17 Oct 2018 22:15:58 GMT - Inserted additional language to the Additional Studies Requirement section. Uploaded revised copy of LON.
GLST-M	Select a reason for this new program	Adding New Minor or Additional Major--(LON 3)	
	Effective Catalog Year	Fall 2018	Fall 2019
	Program Costs	NA	
	Library Resources	NA	
	Instructional Facilities	NA	
	Faculty Resources	NA	
	Scheduled Program Review Date	2024-25	NA

Description and Justification for this request

creating new minor | The Minor in Global Studies is a fifteen-credit-hour program that combines training in intercultural competency with advanced coursework dealing with key global issues, such as international food security, human rights, international conflict, etc. The minor has two requirements, beginning with a Global Issues requirement consisting of a gateway course (INST 2013 Introduction to International and Global Studies) and a global issues course chosen from a range of upper-level options. The second requirement leads students to develop intercultural skills through a mix of world language and area studies courses, with the possibility to apply three credit hours earned through an international experience, whether a study abroad course, international internship, or foreign research trip.

The program stems from a broader push to internationalize the campus at the University of Arkansas and enhance global citizenship and global awareness among students. It was developed by a task force formed by the Provost's International Education Advisory Committee, whose members included representatives from all six undergraduate colleges (AFLS, ARCH, ARSC, EDUC, ENGR, WCOB). Fulbright representatives included the director of International Studies and the chair of the Department of World Languages. The task force agreed that it would be best to design and situate the minor within the International Studies Program in Fulbright College. This means that the proposed framework will require no additional resources, since it plans to use existing capacity in the Area Studies and International Studies programs and in the Department of World Languages, Literatures, and Cultures. We now have the faculty capacity to offer additional sections of INST 2013 Introduction to International and Global Studies as needed, along with the added sections and seats in the upper-level INST courses.

A Global Studies minor would be a welcome addition to the INST program. Where the program has dealt with varieties of international interaction and exchange, the global studies focus would allow the program to enhance its focus on contemporary challenges and issues operating on a worldwide scale. This will help University of Arkansas students better understand the issues shaping the contemporary world and make them active participants in addressing worldwide challenges while preparing them for careers involving international or intercultural dimensions.

Upload attachments

GLST-M - New Minor - Ltr of Notification.docx

	Reviewer Comments	<p>agriffin - Tue, 24 Oct 2017 21:56:37 GMT - Hyperlinked courses in program requirements to more easily identify pending course changes. Also revised LON with formatting and matching course titles with CIM titles. Renamed LON to match naming convention for BOT materials.</p> <p>agriffin - Tue, 24 Oct 2017 21:58:00 GMT - Removed first draft of LON.</p> <p>Ikulcza - Thu, 02 Nov 2017 18:40:06 GMT - All courses "not found" currently in approval process for fall 2018.</p> <p>agriffin - Fri, 10 Nov 2017 17:15:51 GMT - ADHE revised LON template. Edited LON, which did not impact documentation presented by college. Uploaded revised copy.</p> <p>Ikulcza - Wed, 09 May 2018 23:11:36 GMT - Admin removal of COMM 4875 and INST 4873, as those courses don't currently exist.</p> <p>calison - Fri, 11 May 2018 14:59:51 GMT - Placed course requirements in traditional Course List.</p>	<p>agriffin - Tue, 17 Jul 2018 14:31:07 GMT - Changed scheduled program review date to NA. Minor programs do not conduct program reviews.</p>
	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)
	Description and justification of the request		Changing the language in Option One allowing students to complete nine hours of language courses.   We want option one to match the requirements for language in the International Business BS, which permits students to count one intermediate course and two advanced courses towards their required hours. This allows Int Business majors to meet their major requirements in part by completing the GLST minor.
HIST Dept Honors	User ID:	ddraper	rcc003
	Phone:	see contact information below	3701
	Description and justification of the request	<p>Contact Jill Wheeler <a href="mailto:jwheeler@uark.edu">jwheeler@uark.edu</a> or 5-2509 with any questions or concerns.  </p> <p>The Fulbright Honors program is seeking consistency in the honors requirement descriptions across the college. The change is not substantial to any actual honors requirements, but does bring in requirement information that exists elsewhere in the Fulbright Honors section of the catalog. The honors program also wishes to make it clear that whether students are pursuing college or departmental honors, the stated requirements in the department section of the catalog apply to both.  </p>	Added world language Intermediate II (2013) level to the list of honors requirements.   In keeping with the Honors Program of Fulbright College, Departmental Honors, like College Honors, will be required to have at least one foreign language, reaching Intermediate II level of proficiency.

	Description and Justification for this request	Contact Jill Wheeler <a href="mailto:jwheeler@uark.edu">jwheeler@uark.edu</a> or 5-2509 with any questions or concerns.     The Fulbright Honors program is seeking consistency in the honors requirement descriptions across the college. The change is not substantial to any actual honors requirements, but does bring in requirement information that exists elsewhere in the Fulbright Honors section of the catalog. The honors program also wishes to make it clear that whether students are pursuing college or departmental honors, the stated requirements in the department section of the catalog apply to both.	
	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
	Reviewer Comments		agriffin - Wed, 28 Mar 2018 16:30:20 GMT - Rollback: Once the department defines the concentrations for the BA, the "track" language will need to be updated in the program requirements for Honors.
HISTBA	User ID:	crsleaf1	abrogi
	Scheduled Program Review Date	2017	2018
	Phone:	5-5887	5-5888
	Description and justification of the request	Admin update for courses not found.	The HISTORY BA no longer requires as mandatory for all majors the attainment of proficiency in one World Language at the Intermediate Level II. Students may now choose to take any four classes from a broad menu intended to provide them with multicultural and interdisciplinary competency, whether in the form of foreign language proficiency, or a course selection from area studies and other disciplines in the humanities or social sciences. \n\nThe eight semester plan is thus changed accordingly, as shown in the attached file   A) To maintain a multicultural exposure of our majors while giving them the option of choosing between introductory courses in various disciplines and area studies and/or proficiency in one foreign language. \ \nB) to coordinate our program with the new program for a Bachelor of Arts in Teaching offered by the College of Education and Health Professions, allowing students to complete, within an eight semester plan of 120 credit hours, their B.A.T. in Social Studies, while majoring in History.\n\n
	Description and Justification for this request	Admin update for courses not found.	
	Effective Catalog Year	Fall 2017	Fall 2019

	Program Goals and Objectives	New faculty members have broadened our curriculum	The Program's goal is to allow students to develop the craft and skills necessary for careers requiring knowledge of history, critical analysis, and research, including teaching, law, government, and private business organizations. The global scope of the program allows students to pursue their interest in a particular region, time, period, or culture, while also being exposed to cultural diversity and contextualization in an increasingly interdependent world.
	Learning Outcomes	Changes proposed will add geographical breadth to our offerings.	Research skills, analytical skills, intercultural competency, and global learning.
	Track(s)		EDT   54.0101
	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)		WCOB
	What are the total hours needed to complete the program?		120
	Reviewer Comments		<p>agriffin - Fri, 23 Feb 2018 19:20:44 GMT - Rollback: Program requirements does not distinguish between track A and track B. In addition, both tracks need to be identified in the eight semester plan. Also, please change effective date to fall 2019 and total hours for degree should be 120. Please visit with Ryan Cochran to assist in making the edits.</p> <p>jdurdik - Fri, 02 Mar 2018 20:21:28 GMT - Rollback: More to do first.</p> <p>agriffin - Mon, 19 Mar 2018 18:16:31 GMT - Rollback: Please review the correspondence from 3-15-2018 for revisions.</p> <p>agriffin - Fri, 28 Sep 2018 14:12:46 GMT - Rollback: Rolling back at the request of submitter.</p> <p>agriffin - Mon, 01 Oct 2018 18:54:11 GMT - In the eight semester plan, inserted 3 credit hours for the HIST 4000 level and changed General Electives from 9 to 6 credit hours with assistance from Ryan Cochran.</p> <p>agriffin - Mon, 01 Oct 2018 18:58:12 GMT - Please note, what first appears to be major changes (in green) is based on the college inserting University Core Requirements into the program requirements field in order to assist in making the catalog copy more transparent with overall requirements. This request is considered a minor program change.</p> <p>agriffin - Mon, 01 Oct 2018 19:08:33 GMT - Removed inactive courses from program requirements.</p> <p>rcc003 - Thu, 11 Oct 2018 18:20:48 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p>
HISTMA	Effective Catalog Year Scheduled Program Review Date	Fall 2018 2017-2018	Fall 2019 2024-2025



	Description and justification of the request	<p>The History department voted to make the following changes to the MA program and admission criteria to the MA and PhD program.</p> <p>Admission Criteria</p> <ol style="list-style-type: none"> <li>(1) Begin to require a writing sample for the MA program</li> <li>(2) Require a departmental application—this has been a requirement for several years, just never appeared in the catalog</li> <li>(3) Alter the minimum scores on GRE verbal and writing to reflect current practices of admissions decisions</li> <li>(4) Add language making clear the department's Graduate Studies Committee makes admissions decisions and the process of those decisions</li> <li>(5) Rearranging and cleaning up existing language</li> </ol> <p>MA Program Change:</p> <ol style="list-style-type: none"> <li>(1) Require students to take 12 hours of research or reading graduate seminars at the 7000-level, up from 9 hours currently required</li> <li>(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)</li> <li>(3) Rearranged and cleaned up existing language</li> </ol> <p>Admission Criteria:</p> <ol style="list-style-type: none"> <li>(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.</li> <li>(2-4) This matches the department's practice over the last several years and accurately indicates its intentions in the catalog</li> </ol> <p>MA Program Change</p> <ol style="list-style-type: none"> <li>(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.</li> <li>(2-3) This clarifies already existing departmental practice and makes clear intentions in the catalog</li> </ol>	<p>The Department of History requests two changes to the graduate catalog this academic year. They are:</p> <ol style="list-style-type: none"> <li>(1) Convert GRE test scores from numerical to percentiles</li> <li>(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.</li> </ol> <p>Justifications for these changes are:</p> <ol style="list-style-type: none"> <li>(1) Conversion to percentiles for GRE test scores follows the recommendation of the graduate school and best practices for use of GRE scores</li> <li>(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.</li> </ol>
	Reviewer Comments	<p>rcc003 - Tue, 26 Sep 2017 16:34:44 GMT - Added punctuation.</p> <p>rcc003 - Tue, 26 Sep 2017 16:35:57 GMT - syntax corrections</p> <p>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.</p>
HLTSBS	Scheduled Program Review Date	NA	2020-2021

Description and justification of the request	Correcting language in requirements and hours of electives to tally correctly.	Made changes to Internship program by adding HORT 472V (2 hours) and decreasing summer requirement of HORT 462V (1 hour). Moved all online classes from Discipline related electives to Horticulture electives. Changed HORT 3901 Career Development to a 2000 level course (HORT 2101). Removed BIOL 1613 and 1611L from Physical and Biological Sciences Core and added HORT 4413 to Horticulture Core. Added new course HORT 1303 - Intro to Floral Design to Horticulture Electives. Added FDSC to Discipline related Electives.   To be in compliance with University policy on off-campus student enrollment changes made to Internship program for assessment purposes. Faculty voted to accept all on-line courses as part of Horticulture Electives instead of Discipline-related Electives. HORT 3901 re-aligned to lower level to capture incoming students for student learning outcome assessment. Faculty voted to accept HORT 4413 - Horticulture Physiology in lieu of BIOL 1613/1611L as being more relevant to HLT/SBS majors. Faculty voted to accept courses in FDSC for Discipline-related electives.
Description and Justification for this request	Correcting language in requirements and hours of electives to tally correctly.	
Effective Catalog Year	Fall 2015	Fall 2019
Program Goals and Objectives	NA	The goal of the Department of Horticulture is to serve the people of Arkansas and assist the nation and the world through education, research, and service. Through dedicated teaching, pursuit of knowledge and interaction with society, we seek to improve our contributions to the general welfare. The Department of Horticulture has, as perhaps no other department, a goal to create quality of life for all citizens—economic, aesthetic and social wellbeing by educating students in horticultural and turfgrass sciences, conducting research that makes a difference, and to communicate those findings to industry and the public.

Learning Outcomes

NA

Student Learning Outcomes are defined into General and Discipline Specific Skills as follows.

(1) General Skills:

(a) Student Learning Outcome 1: Written Communication Skills - The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve mixed-media including digital format. Written communication abilities develop through iterative experiences across the curriculum. See Tables 1 and 6.

(b) Student Learning Outcome 2: Oral Communication Skills - Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. See Tables 2 and 6.

(c) Student Learning Outcome 3: Critical Thinking Skills - The comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. See Tables 3 and 6.

(2) Discipline Specific Skills:

(a) Student Learning Outcome 1: Acquire, integrate, and apply knowledge of plant science to managed systems.

(i) Goal 1: Develop working knowledge of multiple sources, including current and older literature, to find, evaluate, organize, and manage information related to horticultural systems.

(ii) Goal 2: Demonstrate competence with both laboratory and field-based technologies used in modern horticulture.

(iii) Goal 3: Apply concepts of plant biology, systematics, ecology, and genetics to manage and improve plants and their products.

(iv) Goal 4: Apply scientific methods to test hypothesis.

(b) Learning Outcome 2: Demonstrate interdisciplinary knowledge and competency in managing horticultural system.

(i) Goal 1: Assess soils, soil health, plant fertility, water, and site limitations.

(ii) Goal 2: Assess potential and evaluate realized interactions with the abiotic and biotic environment in which plants are grown.

(iii) Goal 3: Recommend and use appropriate application methods, materials, and diagnostic skills for addressing soil constraints and irrigation, nutrient, stress, and pest management issues.

(iv) Goal 4: Apply principles of accounting, business law, labor, marketing and personnel management to a horticultural business and contribute to developing the various components of a business plan.

(c) Learning Outcome 3: Synthesize knowledge and use insight and creativity to better understand and improve plant systems.

(i) Goal 1: Anticipate and recognize problems, identify causes of those problems, identify viable solutions to the problems and evaluate actions and consequences of treatments and interventions.

(ii) Goal 2: Develop, identify and employ best management practices that lead to sustainable solutions and outcomes.

(iii) Goal 3: Understand how global issues including climate change, energy use, water availability, and/or food safety impact on sustainability of horticultural systems locally, regionally and globally.

(d) Learning Outcome 4: Appreciate and communicate the diverse impacts of horticulture on people.

(i) Goal 1: Describe

	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Reviewer Comments		<p>agriffin - Wed, 28 Feb 2018 21:46:31 GMT - Changed effective date from spring 2019 to fall 2019. UGRD program changes can only occur at the beginning of each catalog year.</p> <p>agriffin - Wed, 28 Feb 2018 22:26:57 GMT - Edited the credit hours field in the course list in order for the total hours to correctly reflect the 120 credit hours required for the degree program.</p> <p>agriffin - Thu, 01 Mar 2018 15:51:52 GMT - Adjusted general electives in 8/9 SDCP for hours to total 120 hours.</p> <p>agriffin - Thu, 01 Mar 2018 16:59:24 GMT - Adjusted the range of credit hours within the 8/9 SDCP to assist with hours totaling 120 credit hours.</p> <p>agriffin - Thu, 01 Mar 2018 19:40:30 GMT - Rollback: Please change the reason for the modification to a minor change. Also insert the change of HORT 3901 to HORT 2101 as noted in the description.</p> <p>agriffin - Fri, 02 Mar 2018 14:19:14 GMT - Updated scheduled program review date.</p> <p>agriffin - Mon, 05 Mar 2018 21:15:02 GMT - Inserted suggested classes for Fine Arts and Humanities as requested by department. Also, changed general electives from 6-9 to 1-9 in the fall of the fourth year so that electives in the 8/9 SDCP match program requirements with permission from submitter.</p> <p>lkulcza - Mon, 25 Jun 2018 18:49:43 GMT - Both HORT courses "not found" currently in approval process for 2019.</p> <p>agriffin - Thu, 11 Oct 2018 20:55:13 GMT - Cleaned up duplicate parentheses in program requirements.</p> <p>agriffin - Thu, 11 Oct 2018 21:02:37 GMT - Program goals and student learning outcomes were inserted from department's annual assessment report.</p>
INSTBA	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)	Adding an Option, Concentration or Emphasis--(LON 3)
	Concentration(s):	ADD   PEAC   Peace, Security, and Human Rights ADD   EURO   European and Transatlantic Affairs	ADD   GLSO   Global South
	Effective Catalog Year	Fall 2018	Fall 2019

	Program Goals and Objectives	NA	<p>1. Promote familiarity with historical and conceptual conceptualizations of the Global South with a focus on Africa, Latin America, and the Middle East.\n2. Cultivate interdisciplinary understanding of the salient issues across the regions of the Global South, including but not limited to underdevelopment, gender disparity, urban growth, climate change, migration, and indigenous rights.\n3. Think critically about how issues in the Global South are inherently linked to changing balances of power and historical legacies.\n4. Develop deeper understanding of the cultures, economies, and politics of selected regions within the Global South through choice of elective courses and language training.\n</p>
	Learning Outcomes	NA	<p>1. Explain how different disciplinary approaches inform general understanding of international affairs and relationships in the Global South and its constituent regions.\n2. Identify and describe key features of the Global South and selected constituent regions, including but not limited to its history, geography, economy, and cultures.\n3. Describe the historical legacies and global political forces shaping the Global South today.\n4. Demonstrate the salient cultural, economic, and political features of at least one region within the Global South.\n</p>
	Description and justification of the request	<p>Added line to clarify that two of four courses under Global Culture Requirement needed to be taken.   Line accidentally deleted during submission of changes.</p>	<p>Addition of new concentration in Global South   Concentration is needed to meet program's mission of studying global integration processes; concentration extends mission beyond Europe and U.S. Concentration meets needs of approximately one third of INST majors with focused interests in global south regions, especially Africa, Latin America, and Middle East.</p>
	Upload attachments		<p>INSTBA-GLSO - New Option - Ltr of Notification.docx</p>

	Reviewer Comments		<p>agriffin - Mon, 17 Sep 2018 19:30:11 GMT - Removed duplicate parentheses from eight semester plan in fourth year with INST 4003.</p> <p>agriffin - Mon, 17 Sep 2018 21:48:54 GMT - Revised the LON with input from the submitter.</p> <p>agriffin - Mon, 17 Sep 2018 21:57:50 GMT - Indented courses in program requirements, in order to more clearly reflect the number of credit hours required for the program with permission from submitter.</p> <p>agriffin - Mon, 17 Sep 2018 22:02:32 GMT - Additional adjustments to the curriculum alignment.</p> <p>agriffin - Mon, 17 Sep 2018 22:16:46 GMT - Removed rows for Peace, Security and Human Rights Concentration, and the European and Transatlantic Affairs Concentration in order to demonstrate that only the new Global South Concentration is being proposed.</p> <p>agriffin - Tue, 18 Sep 2018 13:33:13 GMT - Added comments to both the Econ Requirement and World Culture Requirement to clarify that courses may count toward University Core with permission from submitter.</p> <p>agriffin - Wed, 19 Sep 2018 00:01:40 GMT - Rollback: Please update the eight semester plan.</p> <p>lkulcza - Thu, 20 Sep 2018 17:15:06 GMT - INST courses "not found" in approval process for fall 2019.</p> <p>rcc003 - Thu, 11 Oct 2018 18:22:04 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p> <p>agriffin - Tue, 16 Oct 2018 17:05:07 GMT - Inserted MATH 1313 into LON.</p> <p>agriffin - Tue, 16 Oct 2018 18:40:07 GMT - Two new courses are currently pending UCPC approval.</p>
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):	<p>ADD   INSY-ITMT   Information Technology Management</p> <p>ADD   INSY-ERPM   Enterprise Resource Planning (ERP) Management</p> <p>ADD   INSY-ESMT   Enterprise Systems (ES) Management</p> <p>ADD   INSY-SEMT   Software Engineering Management</p>	<p>ADD   INSY-ITMT   Information Technology Management</p> <p>ADD   INSY-ERPM   Enterprise Resource Planning Management</p> <p>EDT   INSY-ESMT   Blockchain Enterprise Systems Management</p> <p>ADD   INSY-SEMT   Software Engineering Management</p>
	Effective Catalog Year	Fall 2017	Fall 2019

<p>Program Goals and Objectives</p>	<p>NA</p>	<p>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.</p>
<p>Learning Outcomes</p>	<p>NA</p>	<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		agriffin - Fri, 12 Oct 2018 18:55:44 GMT - Added "Management" to Software Engineering in Program Requirements. Also indented ISYS 5173. agriffin - Fri, 12 Oct 2018 19:38:16 GMT - Inserted program goals and learning outcomes from assessment report. 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. 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
INTBBB	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	n/a	2021-2022
	Program Goals and Objectives	n/a	Graduates of the BSIB program at the Sam M. Walton College of Business will be able to critically analyze and engagement with complex, global business contexts.
	Learning Outcomes	n/a	Students will analyze global perspectives of an experiential international business context.
	Description and justification of the request	Admin updates for courses not found.   Admin updates for courses not found.	Adding the option for students to substitute a Minor in Global Studies (Option 1 only) in lieu of the 9 hours of World Language and the 6 hours of Area Studies requirement for the BSIB.   The proposed Minor in Global Studies will meet the curricular and language objectives for the World Language and Area Studies requirements.
	Reviewer Comments		agriffin - Tue, 09 Oct 2018 18:53:21 GMT - Inserted program review date, program goals and learning outcomes from Assurance of Learning website. agriffin - Tue, 09 Oct 2018 18:58:12 GMT - Corrected language in Section E, credit will not be awarded for coursework below the Intermediate I level. agriffin - Tue, 09 Oct 2018 18:59:10 GMT - Note, the eight semester plans are placed within each concentration CIM block, not here with the overall requirements.
INTBBB-IBRT	Program Title	International Business Retail Concentration	International Business: Retail Concentration
	Scheduled Program Review Date	NA	2021-2022



	Description and justification of the request	Forgot to update effective date to fall 2017.	Adding MKTG 4453 New Product Development (new course) to course options in the Retail concentration in BSIB.   Provide more options for students to meet Retail concentration requirement in BSIB.
	Description and Justification for this request	Forgot to update effective date to fall 2017.	
	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?		120
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:15:52 GMT - Changed proposal type from minor to major field of study. Changed effective date from fall 2018 to 2019. Updated program review date. agriffin - Fri, 12 Oct 2018 20:26:58 GMT - Switched course not found for approved course - MKTG 4453. Course completed approval process since program change was originally submitted.
JD/MBA Program	CIP Code	Law.	
	Effective Catalog Year	Fall 2014	Fall 2019
	Phone:		4622
	Type of proposal		Policy
	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
	Description and justification of the request		Modify the maximum number of hours approved for both law and MBA credit from 6 hours to 12 hours. Specify the law courses must be applied to the 12 hours of career track courses within the MBA.   To allow students to maximize the number of hours that may be duplicated for both degree programs thus reducing the total time necessary for completion of both degrees.
LALS-COMBINE MAJOR	User ID:	kirstin	rcc003
	Program Code	LAST Combined Major	LALS-COMBINED-MAJOR
	Phone:	479-575-5600	479-575-3701

Description and justification of the request	Admin update of courses not found.	<p>Changed program acronym from LAST to LALS.   To reflect the "Latino Studies" aspect of the program.</p> <p>Changed course codes in program requirements from LAST to LALS.   Consistency with program code change above. Courses are in the approval process.</p> <p>Changed heading of Latin American courses from Latin American Studies to Latin American and Latino Studies.   Consistency with program name.</p> <p>Added/removed course options to the electives.   The current course requirement listing was not up-to-date with offerings that have been created in the last few years or are no longer being taught.</p>
Description and Justification for this request	Admin update of courses not found.	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	n/a - existing program	<p>1. Area Studies Focus: to cultivate an understanding of the historical, cultural, geographic, and political processes that define Latin/o America as a distinct area of academic study</p> <p>2. Interdisciplinarity: to facilitate education from a variety of academic disciplines</p> <p>3. International focus: to foster critical awareness of international issues and their articulation with / impact on, domestic realities</p> <p>4. Diversity focus: to foster the inclusion of students/scholars of diverse backgrounds and cultivate an atmosphere of inclusion for diverse perspectives and insights</p>
Learning Outcomes	n/a - existing program	<p>1. Historical trajectories to the present \nFostering critical understandings of the historical actors and events that shaped Latin America and the Latino U.S.</p> <p>2. Political and economic issues\nPromoting an awareness of the political underpinnings, economic structures and contemporary \npolitical economies of Latin America and Latino/as in the U.S.</p> <p>3. Literatures and arts\nCultivating critical understandings of, and appreciation for, the diverse literary and artistic currents in Latin America and the Latino U.S.</p> <p>4. Language skills\nFostering deeper understandings of Latin America and the Latino U.S. through cultural literacy and proficiency in an area language. (Currently Spanish is offered at UA; in the future, training in Portuguese, Quechua, and/or other indigenous languages may be available.)</p> <p>5. Social and cultural issues\nAwareness of the cultural diversity and social concerns that shape and impact contemporary Latin America and the Latino U.S.</p> <p>6. Study Abroad experiences\nOpportunities for students to study and live in a Latin American country</p>
Department Code	Department of World Languages, Literatures and Cultures(WLLC)	Latin American and Latino Studies(LALS)
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action

	What are the total hours needed to complete the program?		120
	Reviewer Comments		ac087 - Mon, 18 Dec 2017 17:27:06 GMT - Rollback: department to make corrections. agriffin - Wed, 17 Jan 2018 17:30:29 GMT - Inserted credit hours for LALS 2013 and LALS 4003. Minor course changes for LALS 2013, LALS 399VH, and LALS 4003 have been submitted and are currently in approval workflow. Department change is an internal process for protecting security levels within the CourseLeaf system. No official changes are being proposed for a new administrative unit. rcc003 - Mon, 24 Sep 2018 21:18:33 GMT - Added/removed course options to the electives. agriffin - Tue, 16 Oct 2018 18:44:07 GMT - Inserted program goals and student learning outcomes from program's assessment plan. agriffin - Tue, 16 Oct 2018 18:45:55 GMT - Proposed new courses have reached Registrar Final approval level.
LALS-DEPT-HONORS	Program Code	LAST Dept Honors	LALS-DEPT-HONORS
	Effective Catalog Year	Fall 2014	Fall 2019
	Department Code	Department of World Languages, Literatures and Cultures(WLLC)	Latin American and Latino Studies(LALS)
	User ID:		rcc003
	Phone:		479-575-3701
	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		N/A
	Scheduled Program Review Date		N/A
	Program Goals and Objectives		N/A
	Learning Outcomes		N/A
	Description and justification of the request		Changed course codes from LAST to LALS.   Consistency with program code change. Courses are currently in the approval process.
	Reviewer Comments		agriffin - Wed, 17 Jan 2018 17:33:21 GMT - Department change is an internal process for protecting security levels within the CourseLeaf system. No official changes are being proposed for a new administrative unit. agriffin - Tue, 16 Oct 2018 18:47:36 GMT - Proposed courses have reached the Registrar Final approval level.
LALS-M	Program Code	LAST-M	LALS-M

	Effective Catalog Year	Fall 2014	Fall 2019
	Department Code	Department of World Languages, Literatures and Cultures(WLLC)	Latin American and Latino Studies(LALS)
	User ID:		rcc003
	Phone:		479-575-3701
	Type of proposal		Minor
	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?		18
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		N/A
	Scheduled Program Review Date		N/A
	Program Goals and Objectives		N/A
	Learning Outcomes		N/A
	Description and justification of the request		Changed course codes from LAST to LALS.   Consistency with program code change. Courses are in approval process. Explained how the language and electives requirements are shown in the major instead of "see above," which they weren't.   The wording "see above" or "listed above" was confusing because of how the program tabs in the catalog are displayed now.
	Reviewer Comments		agriffin - Wed, 17 Jan 2018 17:35:36 GMT - Department change is an internal process for protecting security levels within the CourseLeaf system. No official changes are being proposed for a new administrative unit. agriffin - Tue, 16 Oct 2018 18:49:17 GMT - Pending courses have reached Registrar Final approval level.
MATH Dept Honors	Are Similar Programs available in the area?	No	
	Estimated Student Demand for Program	5	
	Scheduled Program Review Date	8/01/2020	
	Reviewer Comments	agriffin - Tue, 26 May 2015 14:24:05 GMT - Changed catalog year from fall 2014 to fall 2016. Removed "current" language from program requirements and phrase "Change to." Also added specific changes to the description block. calison - Mon, 21 Mar 2016 22:52:59 GMT - Corrected typo.	agriffin - Fri, 04 May 2018 19:01:17 GMT - Changed MATH 499VH to MATH 498V in catalog copy with permission from submitter.
	Phone:	575-5195	

	Description and justification of the request	<p>There are two changes proposed. The first change simplifies the description and no longer gives the appearance of making additional requirements for an honors BA major. The second change seeks to align the catalog with the current practice in the department and allows for fall or summer graduation.  </p> <p> </p> <p>1. Clarifying that a 3.50 grade point average is required for CSCE 2004 and all 2000-level or higher MATH/STAT courses required for the degree.  </p> <p>2. Removing the list of MATH courses (MATH 2554, MATH 2564, MATH 2574, MATH 2584, MATH 3093, MATH 3113, and MATH 4513.  </p> <p>3. Changing the statement: Candidates must take one year of honors mathematics in their senior year to:  </p> <p>2-4 hours of MATH 499VH at least one semester before the student's graduating semester. Also removing the statement of:  </p> <p>an acceptable paper and will carry two hours of credit per semester.  </p>	<p>Replace MATH 499VH by MATH 498V   MATH 498V is the correct course for the intended purpose, which students have typically used to satisfy the requirement.</p>
	Description and Justification for this request	<p>There are two changes proposed. The first change simplifies the description and no longer gives the appearance of making additional requirements for an honors BA major. The second change seeks to align the catalog with the current practice in the department and allows for fall or summer graduation.  </p> <p> </p> <p>1. Clarifying that a 3.50 grade point average is required for CSCE 2004 and all 2000-level or higher MATH/STAT courses required for the degree.  </p> <p>2. Removing the list of MATH courses (MATH 2554, MATH 2564, MATH 2574, MATH 2584, MATH 3093, MATH 3113, and MATH 4513.  </p> <p>3. Changing the statement: Candidates must take one year of honors mathematics in their senior year to:  </p> <p>2-4 hours of MATH 499VH at least one semester before the student's graduating semester. Also removing the statement of:  </p> <p>an acceptable paper and will carry two hours of credit per semester.  </p>	
	CIP Code	Mathematics, General.	
	Effective Catalog Year	Fall 2016	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
MATH-M	Description and justification of the request	<p>admin correction of MATH 3423 to MATH 4423  </p>	<p>Require grade of C or better in each of the five required courses for the minor.   As there are relatively few courses required for the minor, to be awarded a minor in the field, students should be expected to achieve a certain degree of proficiency in these courses. A grade below C is usually not considered satisfactory mastery of the basic content material.</p>
	Description and Justification for this request	<p>admin correction of MATH 3423 to MATH 4423  </p>	
	Effective Catalog Year	Fall 2016	Fall 2019

	Program Goals and Objectives	The program serves students majoring in natural sciences and engineering by introducing them to the mathematical tools and practices prevalent in STEM fields. The program serves majors from any field by highlighting the utility of mathematics, broadening analytical skills and increasing quantitative reasoning abilities.  Students graduating with a minor in Mathematics have demonstrated to potential employers and graduate schools a deeper understanding of mathematics than their fellow graduates.	The program serves students majoring in natural sciences and engineering by introducing them to the mathematical tools and practices prevalent in STEM fields. The program serves majors from any field by highlighting the utility of mathematics, broadening analytical skills and increasing quantitative reasoning abilities.  Students graduating with a minor in Mathematics have demonstrated to potential employers and graduate schools a deeper understanding of mathematics than their fellow graduates.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		16-19
	Reviewer Comments		agriffin - Mon, 02 Apr 2018 14:37:15 GMT - Changed effective date to fall 2019. It is too late to complete the approval process in time for the fall 2018 catalog. agriffin - Mon, 02 Apr 2018 15:04:55 GMT - Inserted the following statement into program requirements (per the submitter). agriffin - Mon, 02 Apr 2018 15:12:42 GMT - A grade of C or better in the following courses:
MESNGC	Added		
MGMTBS-HRMG	Program Title	Management Human Resource Management Concentration	Management: Human Resource Management Concentration
	Scheduled Program Review Date	NA	2021-2022
	Description and justification of the request	Admin correction for course not found.	Adding MGMT 3533 Alternative Dispute Resolution (new course) to Management elective options.   Provide more elective options for to meet Management elective requirement.
	Description and Justification for this request	Admin correction for course not found.	
	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?		120
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:26:07 GMT - Changed proposal type from minor to major/ field of study. Changed effective date from fall 2018 to 2019. Updated program review date. agriffin - Sun, 14 Oct 2018 18:50:44 GMT - MGMT 3533 has since completed the approval process. Switched out "course not found" with approved course code. agriffin - Sun, 14 Oct 2018 18:51:40 GMT - Note, program goals and student learning outcomes will be maintained with the major, not the concentration.
MGMTBS-SBMG	Program Title	Management Small Business Management Concentration	Management: Small Business Management Concentration
	Scheduled Program Review Date	NA	2021-2022

	Description and justification of the request	Admin update of courses not found.	Adding MGMT 3673 Social Entrepreneurship (new course) to course options in the Small Business and Entrepreneurship concentration.   \nProvide more options for students to meet Management major elective requirement.\n
	Description and Justification for this request	Admin update of courses not found.	
	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?		120
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:31:16 GMT - Changed proposal type from minor to major/ field of study. Changed effective date from fall 2018 to 2019. Updated program review date. agriffin - Sun, 14 Oct 2018 18:54:10 GMT - MGMT 3673 has since completed the approval process. Switched out "course not found" with approved course code. agriffin - Sun, 14 Oct 2018 18:54:57 GMT - Note, program goals and student learning outcomes will be maintained with the major, not the concentration.
MKTG-M	Description and justification of the request	Removing "concentration" from the title	Adding MKTG 4453 New Product Development (new course) to course options in the Marketing minor.   Provide more options for students to meet Marketing minor elective requirement.
	Description and Justification for this request	Removing "concentration" from the title	
	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?		21
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:34:35 GMT - Changing effective catalog date from fall 2018 to fall 2019. It is too late to complete the approval process in time for the change to meet catalog deadline for fall. agriffin - Fri, 12 Oct 2018 20:24:28 GMT - Switched unfound course for approved course for MKTG 4453.
MKTGBS	Scheduled Program Review Date	n/a	2021-2022
	Effective Catalog Year	Fall 2017	Fall 2019

	Program Goals and Objectives	n/a	COMMUNICATION\\nGraduates of the BSBA programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.\\n\\nCRITICAL THINKING/PROBLEM SOLVING\\nGraduates of the BSBA programs at the Sam M. Walton College of Business will be able to think critically when evaluating business decisions.\\n\\nTECHNICAL COMPETENCE (Discipline Knowledge)\\nGraduates 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 crossdiscipline concepts.
	Learning Outcomes	n/a	Learning Objective 1 (Written Comm): Students will show proficiency in writing and\\nproducing a broad set of professional quality business documents.\\nLearning Objective 2 (Oral Comm): Students will prepare and deliver professional\\npresentations.\\n\\nLearning Objective (CTPS): Students will demonstrate critical thinking and strategic\\nproblem solving skills through systematic and objective consideration of business\\nrelated problems.\\n\\nLearning Objective 1 (Core): Students will demonstrate proficiency in core business concepts,\\nacross disciplines.\\nLearning Objective 2 (Major): Students will demonstrate proficiency in their major-specific\\nbusiness concepts. [limited pilot]\\n
	Description and justification of the request	Admin update of courses not found.	Adding MKTG 4453 New Product Development (new course) to course options in the Marketing major.   Provide more options for students to meet Marketing major elective requirement.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:38:44 GMT - Changed proposal type from minor to major/ field of study. Changed effective date from fall 2018 to 2019. Updated program review date. agriffin - Fri, 12 Oct 2018 20:29:04 GMT - Switched course not found to newly approved course - MKTG 4453. agriffin - Fri, 12 Oct 2018 20:32:49 GMT - Inserted program goals and student learning outcomes from college's assessment report.
MUSCBM	User ID:	ddraper	agosman
	Estimated Student Demand for Program	N/A	20–25 students
	Scheduled Program Review Date	N/A	2021-2022 NASM review



Reviewer Comments	ddraper - Tue, 20 Sep 2016 13:30:47 GMT - Clarified description of change to be made. ddraper - Tue, 20 Sep 2016 13:41:16 GMT - Follow-up clarification to Description of changes.	agriffin - Mon, 24 Sep 2018 21:37:54 GMT - Edited the Piano Performance language for Ensembles with input from submitter. rcc003 - Thu, 11 Oct 2018 18:31:59 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee. agriffin - Sun, 14 Oct 2018 20:05:27 GMT - Adjusted formatting in LON and renamed document to match BOT naming convention. agriffin - Wed, 17 Oct 2018 18:47:42 GMT - Inserted comments for employer demand into the LON, with support of submitter.
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)	Adding an Option, Concentration or Emphasis--(LON 3)
Are you adding a concentration?	No	Yes
Phone:	575-6731	575-5764
Description and justification of the request	We are specifying, within the degree requirements for the Bachelor of Music, that students must fulfill their university/state core requirement by completing either WLIT 1113 or MUSY 2003. This will then be parallel to what is currently required of the Music, BA majors.	Creation of a Jazz Studies Concentration within the B.M. in Music degree.   Over the last three years, the music department has hired four faculty members with jazz specialties with the purpose of offering more jazz courses to our students and create a strong Concentration in Jazz Studies. The addition of a jazz studies concentration for the Bachelor of Music degree will play a significant role in the growth of the Music Department and the University's strategic plan to enrich campus diversity and inclusion. By complementing our existing programs based largely in the European art music tradition with a broader range of course offerings on the African American-based jazz idiom, this new will enhance our department's capacity to both recruit a student body with a greater diversity of musical and cultural backgrounds and to educate all our students on a wider range of musical possibilities and forms of expression. The proposed jazz concentration will also open new career pathways to our students; they will have opportunities to pursue jazz-related careers and a variety of other options, as musical skills like improvisation and arranging that are central to the proposed curriculum translate easily from jazz to numerous popular music contexts, including rock, rhythm and blues, hip hop, country, bluegrass, film, and television music.  Changing the layout in the catalog copy.   In order to make the program requirements more clear and consistent across the B.M. in Music.
Description and Justification for this request	We are specifying, within the degree requirements for the Bachelor of Music, that students must fulfill their university/state core requirement by completing either WLIT 1113 or MUSY 2003. This will then be parallel to what is currently required of the Music, BA majors.	
Effective Catalog Year	Fall 2017	Fall 2019

Program Goals and Objectives	N/A Existing Program	<p>All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires.</p> <p>These courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.</p> <p>Jazz Studies Concentration - This concentration includes the same 64 hours of music core courses as other Bachelor of Music concentrations. The Jazz Studies concentration, like the other concentrations, has the shared objectives of musical literacy, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history. Uniquely, this concentration seeks to develop a high level of competency in jazz performance, and in improvisation, composition and arranging skills. It also strives to prepare individuals to analyze jazz music and understand the literature and historical and cultural context of jazz.</p>
Learning Outcomes	N/A Existing Program	<ul style="list-style-type: none"> <li>• All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).</li> <li>• All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.</li> <li>• All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.</li> <li>• All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.</li> <li>• All students will be able to communicate the workings of how various styles of music are constructed.</li> </ul> <p>Jazz Studies Concentration - Students completing the jazz studies concentration for the Bachelor of Music degree will be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Improvise on their primary instruments as soloists and collaboratively in ensemble settings</li> <li>2. Apply music-theoretical knowledge in transcribing, analyzing, and performing jazz</li> <li>3. Identify major historical figures, stylistic trends, and cultural contexts related to jazz</li> <li>4. Arrange music for large and small jazz ensembles</li> <li>5. Perform research, write, and speak on jazz-related topics</li> <li>6. Demonstrate additional skills related to their specific course of study and/or career goals, which may include jazz piano proficiency, teaching jazz in private lesson or school settings, and/or advanced jazz-related research in music history or theory</li> </ol>
Concentration(s): Track(s) - Action		<p>ADD   musc-jazz   Jazz Studies Action</p>

	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Upload attachments		MUSC-JAZZ - New Option - Ltr of Notification.docx
MUSCBM-COMP	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	na	120
	Estimated Student Demand for Program	NA	10
	Scheduled Program Review Date	NA	2021-2022 NASM
	Program Goals and Objectives	NA	All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. \n\nThese courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.\n
	Learning Outcomes	NA	Learning Outcomes\n• All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).\n• All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.\n• All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.\n• All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.\n• All students will be able to communicate the workings of how various styles of music are constructed.
	Description and justification of the request	Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.	Changing the layout in the catalog copy.   In order to make the program requirements more clear and consistent across the B.M. in Music. No curricular changes are taking place for this concentration.  Recital requirement changed from just MUAP 4201 to either MUAP 4201 or MUAP 4301.   Composition concentration students may choose a performance recital (MUAP 4201) or to organize a recital of their own compositions (MUAP 4301).

	Reviewer Comments		<p>agriffin - Mon, 24 Sep 2018 13:35:30 GMT - Moved MUAP 130V, 230V, 330V, and 415V from required list of courses and placed them as options within the Applied Major Level Courses per request from submitter.</p> <p>agriffin - Mon, 24 Sep 2018 14:59:11 GMT - Inserted MUTH 1003 Basic Musicianship into program requirements as a comment field with permission from submitter.</p> <p>agriffin - Mon, 24 Sep 2018 15:36:22 GMT - Inserted the change for recitals (MUAP 4201 or MUAP 4301) on behalf of the submitter.</p> <p>rcc003 - Thu, 11 Oct 2018 18:24:52 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p>
MUSCBM-GPRF	Are you adding a track?	Yes	No
	Track(s)	ADD   PERF   Performance ADD   JAZZ   Jazz	ADD   PERF   Performance
	Effective Catalog Year	Fall 2018	Fall 2019
	List institutions in Arkansas offering similar programs	There are no other Arkansas schools offering a Bachelor of Music with a Jazz Track as we plan to do. A few others, such as UA Fort Smith and UA Monticello offer a B.A. in Music with a Jazz Concentration.	N.A. Existing Program
	Why is the Program needed if offered at other institutions?	The Jazz Track will further establish the University of Arkansas Music Department as a leader in the range and quality of its music offerings, and its commitment to American music. Four recent faculty hires have a jazz specialty. Along with two other jazz faculty, our department has become an excellent institution at which students can study jazz, and enables us to offer a Bachelor of Music degree unlike other Arkansas schools which offer a B.A. Our jazz offerings have grown in the past two years, and we can channel our new strength into this jazz track. Along with the fabulous jazz performers on our faculty, our department is the only one in Arkansas that has a music theorist and a music historian whose research specialties are in jazz. We are therefore prepared to offer a well-rounded jazz education that should be very attractive to prospective and current students.	N.A. Existing Program
	Estimated Student Demand for Program	15-20 students	12
	Program Goals and Objectives	This program includes largely the same common core courses of other Bachelor of Music performance degree programs and has the shared objectives of musical literacy, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history. The jazz track seeks to develop a high level of competency in jazz performance on piano, and in improvisation, composition and arranging skills. It also strives to prepare individuals to analyze jazz music and understand the literature and historical and cultural context of jazz.	All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. \n\nThese courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.

	Learning Outcomes	Students completing the jazz track for the Bachelor of Music degree will be able to do the following:\n1. Improvise on their primary instruments as soloists and collaboratively in ensemble settings\n2. Apply music-theoretical knowledge in transcribing, analyzing, and performing jazz \n3. Identify major historical figures, stylistic trends, and cultural contexts related to jazz \n4. Arrange music for large and small jazz ensembles\n5. Perform research, write, and speak on jazz-related topics\n6. Demonstrate additional skills related to their specific course of study and/or career goals, which may include jazz piano proficiency, teaching jazz in private lesson or school settings, and/or advanced jazz-related research in music history or theory	Learning Outcomes\n• All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).\n• All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.\n• All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.\n• All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.\n• All students will be able to communicate the workings of how various styles of music are constructed.
	Description and justification of the request	Clarifying that the concentration has two tracks.   To make students aware at the front end that they have a choice between two tracks.	1. Removal of jazz track\n\n2. Changing the layout in the catalog copy.\n   1. A proposal has been submitted for a B.M. in Music, Jazz Studies Concentration. Therefore there is not a need for jazz tracks within individual performance concentrations.\n\n2. In order to make the program requirements more clear and consistent across the B.M. in Music. No curricular changes are taking place other than the track deletion.
	Reviewer Comments		agriffin - Mon, 24 Sep 2018 14:43:56 GMT - Inserted MUTH 1003 Basic Musicianship into program requirements as a comment field with permission from submitter. rcc003 - Thu, 11 Oct 2018 18:25:53 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.
MUSCBM-PPRF	Program Title	Music Piano Performance Concentration	Music: Piano Performance Concentration
	Are Similar Programs available in the area?	No	Yes
	Estimated Student Demand for Program	NA	12
	Scheduled Program Review Date	NA	2021-2022 NASM
	Reviewer Comments	ddraper - Tue, 20 Sep 2016 13:56:38 GMT - Modified 8-sem plan to include general requirement change to the BM which specifies MUSY 2003 or WLIT 1113 be taken. ddraper - Tue, 20 Sep 2016 20:56:30 GMT - Further edits to the 8-semester plan for clarity and proper semester frequencies. ddraper - Tue, 20 Sep 2016 21:07:25 GMT - Minor correction to 8-semester plan. calison - Tue, 28 Feb 2017 15:35:07 GMT - Added new name of Piano Performance Concentration. calison - Wed, 01 Mar 2017 17:49:47 GMT - Adjusting placement of concentration name.	agriffin - Fri, 13 Oct 2017 17:02:53 GMT - Rollback: Please review discrepancies between concentration hours and ADHE policy. agriffin - Mon, 24 Sep 2018 15:52:40 GMT - Changed catalog effective date from fall 2018 to fall 2019. Also inserted MUTH 1003 Basic Musicianship into program requirements. agriffin - Mon, 24 Sep 2018 16:50:57 GMT - Inserted range of hours in fall-first year for electives or MUTH 1003. agriffin - Mon, 24 Sep 2018 17:48:33 GMT - Inserted US History (University Core requirement) into third year-fall eight semester plan. rcc003 - Thu, 11 Oct 2018 18:27:06 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.

<p>Description and justification of the request</p>	<p>Questions regarding this change proposal should be directed to the Department of Music.    Ronda Mains, Chair of Music    rmains@uark.edu    5-5765       1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:    MUTH 3603 18th Century Counterpoint    MUTH 3623 Music Perception (newly proposed course)    MUTH 3723 Jazz Analysis (newly proposed course) or    MUTH 477V Special Topics in Music Theory       Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.       We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.       There are no changes in number of theory credits required.       2. Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to list MUTH 4322 in the proper term (fall) instead of spring. The 8-semester plan has also been modified to reflect the general BM change that specifies the humanities requirement be fulfilled by either MUSY 2003 or WLIT 1113.  </p>	<p>Changing the layout in the catalog copy.   In order to make the program requirements more clear and consistent across the B.M. in Music.</p>
---	--	---

Description and Justification for this request	<p>Questions regarding this change proposal should be directed to the Department of Music.  </p> <p>Ronda Mains, Chair of Music   rmains@uark.edu   5-5765  </p> <p> </p> <p>1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:  </p> <p>MUTH 3603 18th Century Counterpoint   MUTH 3623 Music Perception (newly proposed course)   MUTH 3723 Jazz Analysis (newly proposed course) or   MUTH 477V Special Topics in Music Theory  </p> <p> </p> <p>Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.  </p> <p> </p> <p>We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.  </p> <p> </p> <p>There are no changes in number of theory credits required.  </p> <p> </p> <p>2. Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to list MUTH 4322 in the proper term (fall) instead of spring. The 8-semester plan has also been modified to reflect the general BM change that specifies the humanities requirement be fulfilled by either MUSY 2003 or WLIT 1113.  </p>	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	NA	<p>All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. \n\nThese courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.\n</p>

	Learning Outcomes	NA	Learning Outcomes <ul style="list-style-type: none"> <li>• All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).</li> <li>• All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.</li> <li>• All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.</li> <li>• All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.</li> <li>• All students will be able to communicate the workings of how various styles of music are constructed.</li> </ul>
	Track(s)		ADD   PERF   Performance ADD   JAZZ   Jazz
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	List institutions in Arkansas offering similar programs		N/A Existing Program
	Why is the Program needed if offered at other institutions?		N/A Existing Program
MUSCBM-SPRF	User ID:	crsleaf1	agosman
	Program Title	Music String Performance Concentration	Music: String Performance Concentration
	Are Similar Programs available in the area?	No	Yes
	Estimated Student Demand for Program	NA	15
	Reviewer Comments	ddraper - Tue, 20 Sep 2016 14:01:55 GMT - Modification to the 8-semester plan to replace the general university/state core humanities requirement with the specified MUSY 2003 or WLIT 1113. agriffin - Wed, 21 Sep 2016 14:37:40 GMT - Added phrase to MUTH 1003: (if required, or General Elective) with permission from submitter.	rcc003 - Wed, 04 Oct 2017 15:53:34 GMT - changed program code since it duplicates another code agriffin - Fri, 13 Oct 2017 17:03:08 GMT - Rollback: Please review discrepancies between concentration hours and ADHE policy. agriffin - Mon, 24 Sep 2018 14:11:20 GMT - Inserted MUTH 1003 Basic Musicianship into program requirements as a comment field with permission from submitter. rcc003 - Thu, 11 Oct 2018 18:27:59 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.
	Phone:	575-6731	575-5764



<p>Description and justification of the request</p>	<p>1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:    MUTH 3603 18th Century Counterpoint    MUTH 3623 Music Perception (newly proposed course)    MUTH 3723 Jazz Analysis (newly proposed course) or    MUTH 477V Special Topics in Music Theory       Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.       We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.       There are no changes in number of theory credits required.       2.) Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to sequence the MUAC Piano Class for Music Majors to place those courses in the correct term to match the current frequency listings. Also, edits to the 8-semester plan reflecting the requested changes to the general Bachelor of Music requirements have been made--specifying MUSY 2003 or WLIT 1113 in place of a general university/state core humanities requirement.  </p>	<p>Changing the layout in the catalog copy.   In order to make the program requirements more clear and consistent across the B.M. in Music. No curricular changes are taking place for this concentration.</p>
---	---	--

Description and Justification for this request	<p>1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:  </p> <p>MUTH 3603 18th Century Counterpoint  </p> <p>MUTH 3623 Music Perception (newly proposed course)  </p> <p>MUTH 3723 Jazz Analysis (newly proposed course) or  </p> <p>MUTH 477V Special Topics in Music Theory  </p> <p> </p> <p>Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.  </p> <p> </p> <p>We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.  </p> <p> </p> <p>There are no changes in number of theory credits required.  </p> <p> </p> <p>2.) Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to sequence the MUAC Piano Class for Music Majors to place those courses in the correct term to match the current frequency listings. Also, edits to the 8-semester plan reflecting the requested changes to the general Bachelor of Music requirements have been made--specifying MUSY 2003 or WLIT 1113 in place of a general university/state core humanities requirement.  </p>	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	NA	<p>All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. \n\nThese courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.</p>

	Learning Outcomes	NA	Learning Outcomes • All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues). • All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form. • All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history. • All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard. • All students will be able to communicate the workings of how various styles of music are constructed.
	Track(s)		ADD   PERF   Performance ADD   JAZZ   Jazz
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	List institutions in Arkansas offering similar programs		N/A Existing Program
	Why is the Program needed if offered at other institutions?		N/A Existing Program
MUSCBM-THRY	User ID:	crsleaf1	agosman
	Phone:	575-6731	575-5764
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	na	120
	Program Goals and Objectives	NA	All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. These courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.

	Learning Outcomes	NA	<ul style="list-style-type: none"> <li>All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).</li> <li>All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.</li> <li>All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.</li> <li>All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.</li> <li>All students will be able to communicate the workings of how various styles of music are constructed.</li> </ul>
	Description and justification of the request	Admin cleanup of program code naming conventions.   Admin cleanup of program code naming conventions.	<p>Changed 5 credits of Electives to 5 credits of Music Electives.   Our accrediting agency requests that 65% of the total credits are in music courses. Adding 5 credits of Music Electives brings the theory concentration into compliance with this guideline.</p> <p>Changing the layout in the catalog copy.   In order to make the program requirements more clear and consistent across the B.M. in Music.</p>
	Reviewer Comments		<p>agriffin - Fri, 21 Sep 2018 22:58:41 GMT - Added MUTH 1003 to program requirements as a comment field.</p> <p>agriffin - Mon, 24 Sep 2018 13:31:33 GMT - Moved MUAP 130V, 230V, 330V, and 415V from required list of courses and placed them as options within the Applied Major Level Courses per request from submitter.</p> <p>agriffin - Mon, 24 Sep 2018 14:34:57 GMT - Inserted Program goals and student learning outcomes.</p> <p>rcc003 - Thu, 11 Oct 2018 18:28:42 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p>
MUSCBM-VPRF	Program Title	Music Voice Performance Concentration	Music: Voice Performance Concentration
	Are Similar Programs available in the area?	No	Yes
	Estimated Student Demand for Program	N/A	N/A - Existing program
	Scheduled Program Review Date	N/A	2021-2022 NASM
	Reviewer Comments	<p>ddraper - Tue, 20 Sep 2016 14:08:11 GMT - Modified 8-sem plan to reflect MUSCBM general requirement changes which specify MUSY 2003 or WLIT 1113.</p> <p>lkulcza - Tue, 04 Oct 2016 20:46:47 GMT - Program hours are already at 120, not 123. Adjusted form to reflect that.</p> <p>calison - Wed, 01 Mar 2017 17:54:43 GMT - Minor usage update.</p>	<p>agriffin - Fri, 13 Oct 2017 17:03:22 GMT - Rollback: Please review discrepancies between concentration hours and ADHE policy.</p> <p>agriffin - Fri, 21 Sep 2018 16:23:48 GMT - Removed language related to tracks from the program requirements and the semester plan with permission from submitter.</p> <p>agriffin - Fri, 21 Sep 2018 18:18:21 GMT - Edited the paragraph before the eight semester plan with input from the submitter.</p> <p>rcc003 - Thu, 11 Oct 2018 18:30:04 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p>

<p>Description and justification of the request</p>	<p>Questions regarding this change proposal should be directed to the Department of Music.                    Ronda Mains, Chair of Music                    rmains@uark.edu                    5-5765                                       1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:                    MUTH 3603 18th Century Counterpoint                    MUTH 3623 Music Perception (newly proposed course)                    MUTH 3723 Jazz Analysis (newly proposed course) or                    MUTH 477V Special Topics in Music Theory                                       Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.                                       We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.                                       There are no changes in number of theory credits required.                                       2. Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to the 4th Year fall term which incorrectly listed MUHS 4773 Survey of Vocal Literature II, which is already listed and taken in the 4th Year Spring term. The correct course was added in its place: MUHS 4763 Survey of Vocal Literature I. Also specified MUSY 2003 or WLIT 1113 in place of the general humanities core requirement to reflect the proposed changes to the Bachelor of Music general requirements.  </p>	<p>1. Change of number of MUAP credits from 20 to 24. Both semesters of MUAP 110V and both semesters of MUAP 210V will be 3 credits per semester instead of 2.                                       2. Addition of MUPD 477V Special Topics in Pedagogy to the concentration's required curriculum.                                       3. Changing the World Language requirement from 12 to 6 credits and removing the condition that the languages must be in French, German, or Italian.                                       4. Changing the layout in the catalog copy.                                       1. All other performance concentration students take MUAP 110V and 210V for 3 credits per semester, so this makes our degree program more consistent and matches the importance of Voice Lessons in this concentration to the credit allotment.                                       2. Vocal Pedagogy is an increasingly a required part of Voice Performance curricula. The course has been offered for several years at UA, but was not part of the curriculum. Faculty felt this was should be a required class.                                       3. Previously, our voice performance program had among the highest language requirements in the country. This was not in balance with the concentration's other curricular needs. In addition, it had the potential to raise the number of concentration credits beyond the state guidelines. The removal of requiring that the languages be French, German, or Italian recognizes that other languages also can be beneficial to a singer's education.                                       4. In order to make the program requirements more clear and consistent across the B.M. in Music.</p>
---	---	--

Description and Justification for this request	<p>Questions regarding this change proposal should be directed to the Department of Music.  </p> <p>Ronda Mains, Chair of Music    rmain@uark.edu    5-5765  </p> <p> </p> <p>1.) Instead of specifically requiring MUTH 3603 18th Century Counterpoint and MUTH 4703 Writing Music Analysis, we will allow students to select two out of four of the following MUTH course options:  </p> <p>MUTH 3603 18th Century Counterpoint    MUTH 3623 Music Perception (newly proposed course)    MUTH 3723 Jazz Analysis (newly proposed course) or    MUTH 477V Special Topics in Music Theory  </p> <p> </p> <p>Justification: The change will allow students more choice in the theory curriculum that is most relevant and exciting to them. These changes reflect broader changes within the discipline of music theory, which has developed to embrace more diverse approaches. Gaining experience with these contemporary approaches will help prepare students for the twenty-first century world.  </p> <p> </p> <p>We hope it will also increase enthusiasm for music theory among the students, aid retention, and get them engaging more intellectually with the materials of music.  </p> <p> </p> <p>There are no changes in number of theory credits required.  </p> <p> </p> <p>2. Changes have been made to the 8-semester plan to reflect the changes stated above. Also, a correction was needed to the 4th Year fall term which incorrectly listed MUHS 4773 Survey of Vocal Literature II, which is already listed and taken in the 4th Year Spring term. The correct course was added in its place: MUHS 4763 Survey of Vocal Literature I. Also specified MUSY 2003 or WLIT 1113 in place of the general humanities core requirement to reflect the proposed changes to the Bachelor of Music general requirements.  </p>	
Effective Catalog Year	Fall 2017	Fall 2020

	Program Goals and Objectives	N/A Existing Program	All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. \n\nThese courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.
	Learning Outcomes	N/A Existing Program	Learning Outcomes\n\n• All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).\n\n• All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.\n\n• All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.\n\n• All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.\n\n• All students will be able to communicate the workings of how various styles of music are constructed.\n\n
	Track(s)		ADD   PERF   Performance ADD   JAZZ   Jazz
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	List institutions in Arkansas offering similar programs		N/A - Existing program
	Why is the Program needed if offered at other institutions?		N/A - Existing program
MUSCBM-WPRF	Are you adding a track?	Yes	No
	Effective Catalog Year	Fall 2018	Fall 2019
	List institutions in Arkansas offering similar programs	There are no other Arkansas schools offering a Bachelor of Music with a Jazz Track as we plan to do. A few others, such as UA Fort Smith and UA Monticello offer a B.A. in Music with a Jazz Concentration.	N/A Existing Program

	Why is the Program needed if offered at other institutions?	The Jazz Track in the Wind, Brass, and Percussion Concentration will further establish the University of Arkansas Music Department as a leader in the range and quality of its music offerings, and its commitment to American music. Four recent faculty hires have a jazz specialty. Along with two other jazz faculty, our department has become an excellent institution at which students can study jazz, and enables us to offer a Bachelor of Music degree unlike other Arkansas schools which offer a B.A. Our jazz offerings have grown in the past two years, and we can channel our new strength into this jazz track. Along with the fabulous jazz performers on our faculty, our department is the only one in Arkansas that has a music theorist and a music historian whose research specialties are in jazz. We are therefore prepared to offer a well-rounded jazz education that should be very attractive to prospective and current students.	N/A Existing Program
	Estimated Student Demand for Program	45 students	50
	Program Goals and Objectives	Performance Track - N/A Existing Program Jazz Track - This program includes largely the same common core courses of other Bachelor of Music performance degree programs and has the shared objectives of musical literacy, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history. Uniquely, this program seeks to develop a high level of competency in jazz voice performance, and in improvisation, composition and arranging skills. It also strives to prepare individuals to analyze jazz music and understand the literature and historical and cultural context of jazz.	All B.M. students complete a core music curriculum of multiple courses (64 credits) in music theory, aural perception, music history, and piano proficiency. These courses provide students a basic set of tools and vocabulary to communicate about music. These courses also introduce students to paths of exploration and understanding within individual musical works and entire repertoires. These courses along with 24 concentration credits aim for musical literacy, solo and ensemble performance skills, development of aural skills, understanding of a broad repertoire, attainment of analytical skills, and understanding of music history.
	Learning Outcomes	Performance Track - N/A Existing Program Jazz Track - Students completing the jazz track for the Bachelor of Music degree will be able to do the following: 1. Improvise on their primary instruments as soloists and collaboratively in ensemble settings 2. Apply music-theoretical knowledge in transcribing, analyzing, and performing jazz 3. Identify major historical figures, stylistic trends, and cultural contexts related to jazz 4. Arrange music for large and small jazz ensembles 5. Perform research, write, and speak on jazz-related topics 6. Demonstrate additional skills related to their specific course of study and/or career goals, which may include jazz piano proficiency, teaching jazz in private lesson or school settings, and/or advanced jazz-related research in music history or theory	<ul style="list-style-type: none"> <li>All students must demonstrate the ability to perform for faculty (through applied juries) and for the general public (through student recitals and public venues).</li> <li>All students will be proficient in theoretical skills. These skills will be demonstrated both aurally and in written form.</li> <li>All students will exhibit critical listening skills as it pertains to the various study areas of the curriculum: performance, theory, and history.</li> <li>All students will perform various keyboard skills. Demonstrating knowledge of theory and harmony at the keyboard.</li> <li>All students will be able to communicate the workings of how various styles of music are constructed.</li> </ul>



	<p>Description and justification of the request</p>	<p>1. Addition of a Performance Track and a Jazz Track to the Woodwinds, Brass, and Percussion Performance Concentration.   1. The addition of a jazz track for the Bachelor of Music degree will play a significant role in the growth of the Music Department and the University's strategic plan to enrich campus diversity and inclusion. By complementing our existing programs based largely in the European art music tradition with a broader range of course offerings on the African American-based jazz idiom, this new track and the courses that support it will enhance our department's capacity to both recruit a student body with a greater diversity of musical and cultural backgrounds and to educate all our students on a wider range of musical possibilities and forms of expression. The proposed jazz track will also open new career pathways to our students; they will have opportunities to pursue jazz-related careers and a variety of other options, as musical skills like improvisation and arranging that are central to the proposed curriculum translate easily from jazz to numerous popular music contexts, including rock, rhythm and blues, hip hop, country, bluegrass, film, and television music.   2. Creating the Performance Track allows us to have two Tracks (Performance and Jazz)  </p> <p>Added the following new courses MUHS 3503, MUAC 3401, MUTH 3733, MUAC 3411, MUAC 4401, MUTH 3742, MUAC 4411, and MUPD 3883 as an option in jazz to compliment the performance track.   See the detailed justification above.</p>	<p>1. Removal of jazz track   2. Changing the layout in the catalog copy.   1. A proposal has been submitted for a B.M. in Music, Jazz Studies Concentration. Therefore there is not a need for jazz tracks within individual performance concentrations.   2. In order to make the program requirements more clear and consistent across the B.M. in Music. No curricular changes are taking place other than the track deletion.</p>
	<p>Reviewer Comments</p>	<p>rcc003 - Wed, 04 Oct 2017 15:54:09 GMT - changed program code since it duplicates another code  agriffin - Fri, 13 Oct 2017 17:03:36 GMT - Rollback: Please review discrepancies between concentration hours and ADHE policy.  agriffin - Thu, 08 Feb 2018 21:05:35 GMT - Merged both the performance track and jazz track into the same eight semester plan in consultation with submitter.  agriffin - Thu, 08 Feb 2018 21:31:49 GMT - Additional clean-up to eight semester plan.  calison - Tue, 15 May 2018 15:26:09 GMT - Placed Track courses in similar spot each semester of the 8-semester plan to make it easier for students to see which courses are available.  calison - Tue, 15 May 2018 15:41:59 GMT - Correct typo.</p>	<p>agriffin - Fri, 21 Sep 2018 23:28:41 GMT - Inserted MUTH 3623, MUTH 3723, and MUTH 477V as options to select from in fourth year, spring to be consistent with program requirements.  agriffin - Fri, 21 Sep 2018 23:36:34 GMT - Inserted MUTH 1003 Basic Musicianship into program requirements to match eight semester plan requirements.  agriffin - Mon, 24 Sep 2018 14:33:44 GMT - Inserted program goals and learning outcomes.  rcc003 - Thu, 11 Oct 2018 18:30:58 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee.</p>
<p>NURSMS</p>	<p>User ID:</p>	<p>deborahs</p>	<p>kmamisei</p>
	<p>Reason for offering Web-based Program</p>	<p>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.</p>	<p>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.</p>
	<p>Are you adding a concentration?</p>	<p>Yes</p>	<p>No</p>

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"> <li>1. Promote evidence-based practice through problem identification and the critique of research findings.</li> <li>2. Collaborate in policy development, resource management, and cost-effective care delivery.</li> <li>3. Apply legal/ethical principles to promote a values-based professional practice.</li> <li>4. Affect health care outcomes through advanced nursing roles of clinician, teacher, manager, researcher, and consultant.</li> <li>5. Utilize theories from nursing and other disciplines for decision making.</li> <li>6. Advocate for access to quality health care for diverse populations.</li> <li>7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.</li> <li>8. Provide executive, education and clinical leadership in a variety of health care and academic settings.</li> </ol>	<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 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"> <li>1. Determine and evaluate best practices in human capital management.</li> <li>2. Synthesize knowledge of health system resource utilization, organizational culture, and organizational structure as well as federal and state employment laws.</li> <li>3. Establish proficiency in financial management practices used in health care organizations.</li> <li>4. Apply knowledge of health and public policy surrounding legal issues in health care.</li> <li>5. Integrate knowledge of health care delivery models, settings, laws, regulations, accreditation, standards, regulatory bodies, and scope and standards of practice.</li> <li>6. Acquires expertise in professional practice models, practice standards, role delineation, and employee performance feedback.</li> <li>7. Utilize knowledge of communication principles and styles in various executive level leadership setting.</li> <li>8. Compare and contrast leadership principles learned from theory and observed in practice.</li> <li>9. Integrate knowledge of strategic planning and program development.</li> <li>10. Utilize ethical principles to critically analyze complex issues health care systems.</li> <li>11. Synthesize knowledge of quality monitoring, culture of safety, performance improvement and process and outcomes measures.</li> <li>12. Design, implement, and disseminate evidence-based initiatives while demonstrating an understanding regulatory and institutional policies</li> <li>13. Applies innovative thinking to executive leadership and clinical practice.</li> </ol>	<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>
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

<p>List institutions in Arkansas offering similar programs</p>	<p>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.</p> <p>ACOTE ACCREDITATION STATUS OF OTD PROGRAMS IN THE U.S. (as of 10/24/15)</p> <p>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)</p> <p>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</p>	<p>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.</p>
--	---	--

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>	This program was previously approved and is being revised to meet new accreditation guidelines and new faculty vision.
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
	Reviewer Comments		<p>agriffin - Thu, 27 Sep 2018 17:06:50 GMT - Changed degree code from DOT to Doctor of Occupational Therapy with permission from Lisa Kulczak.</p> <p>agriffin - Fri, 28 Sep 2018 00:04:22 GMT - Rollback: Please address the details in attached correspondence.</p> <p>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.</p> <p>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.</p> <p>lkulcza - Wed, 03 Oct 2018 17:59:44 GMT - All courses "not found" currently in workflow for fall 2019.</p> <p>agriffin - Thu, 11 Oct 2018 00:47:31 GMT - Inserted Course List with semester-by-semester plan in program requirements.</p> <p>agriffin - Wed, 17 Oct 2018 22:02:06 GMT - Removed semester-by-semester plan with permission from department.</p>
PADMMP	User ID:	pkford	pconge
	Are you adding a focused study?	No	Yes
	Phone:	56434	56443
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	<p>Goals:</p> <p>A. Graduate MPA students in a timely fashion.</p> <p>B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework.</p> <p>C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals.</p> <p>Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.</p>	<p>Goals:</p> <p>A. Graduate MPA students in a timely fashion.</p> <p>B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework.</p> <p>C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals.</p> <p>Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.</p>
	Learning Outcomes	<p>Students develop skills and opportunities to advance as practicing administrators and managers.</p> <p>Students will understand financial accountability and general management skills.</p>	<p>Students develop skills and opportunities to advance as practicing administrators and managers.</p> <p>Students will understand financial accountability and general management skills.</p>
	Track(s) - Action		Action

	<p>Focused Stud(y/ies)</p>		<p>ADD   PADM--CDEV   Community Development                  ADD   PADM--EPSU   Environmental Policy and Sustainability                  ADD   PADM--HSAD   Health Service Administration                  ADD   PADM--HEAD   Higher Education Administration                  ADD   PADM--NPMT   Non-Profit Management                  ADD   PADM--PPYA   Public Policy Analysis                  ADD   PADM--RECT   Recreation and Tourism Action</p>
	<p>Focused Stud(y/ies) - Action</p>		
	<p>What are the total hours needed to complete the program?</p>		<p>36-39</p>
	<p>Description and justification of the request</p>		<p>The proposed changes are related to the total semester hours required for the MPA degree. In the existing MPA catalog, all MPA degree seekers are required to complete a minimum 42 semester hours of coursework. We decided to reduce such required credit hours from 42 hours to (a) 39 hours for those who are admitted as pre-career students and to (b) 36 hours for those who are admitted as in-career students. In-career students are those who hold a full time professional position at the time of their application, and pre-career students are those who are not classified as in-career at the time of application. \n\nThe proposed changes are also related to required and elective courses: moving PLSC 5123 Public Budgeting and Finance to the required list; establishing 3 independent research credit hours for the MPA portfolio option. \n\nStylistic changes include proper title for MPA degree program, proper course title and the semester it is offered, more explicit emphasis on the role of Graduate Coordinator in advising for students' special interest area development, etc.   Based on our research and internal review process, we propose these changes to educate our MPA students more effectively and efficiently. The change from 42 credit hours to 36-39 is based on researching peer institutions and programs along with considering the current status of our MPA program (e.g., lack of student enrollments, lack of faculty resources, etc.). \n\nThe changes in required and elective courses are to keep the program competitive. PLSC 5123, Public Budgeting and Finance is a regular offering in peer MPA programs and the department now has the faculty to teach the class on a regular basis.</p> <p>We are adding seven focused studies in community development, environmental policy and sustainability, health services administration, higher education administration, non-profit management, public policy analysis, and recreation and tourism   Adding the focused studies to more clearly identify the special interest areas we recommend for students.</p>

	Reviewer Comments		<p>agriffin - Mon, 03 Jul 2017 18:43:51 GMT - Changed effective catalog year to fall 2018. It is too late to complete the approval process for fall 2017. Changed program title to match the requested change provided in the description field.</p> <p>agriffin - Mon, 03 Jul 2017 18:50:21 GMT - Changed the following on the LON: 1. Updated effective date to fall 2018. 2. Changed the current title of the degree and major to match our catalog naming convention. 3. Changed the codes for the degree/department to match ADHE's naming convention. 4. Retitled document to match the BOT naming convention.</p> <p>ggunderm - Mon, 10 Jul 2017 13:54:24 GMT - CIP Code unchanged.</p> <p>rcc003 - Tue, 26 Sep 2017 16:11:18 GMT - Rollback: Submitter requests that the proposal be withdrawn.</p> <p>agriffin - Fri, 10 Aug 2018 13:51:30 GMT - Rollback: Please make your edits directly into program management - the Program Requirements and Description field. You may contact Ryan Cochran for assistance at 5-3701.</p> <p>agriffin - Wed, 19 Sep 2018 00:11:15 GMT - Indented required courses so that the credit hour requirements would be more clearly presented.</p> <p>agriffin - Thu, 20 Sep 2018 17:37:45 GMT - Rollback: Review the email correspondence for suggested changes.</p> <p>agriffin - Tue, 25 Sep 2018 14:32:51 GMT - Inserted description and justification with input from submitter. Removed LON, as it is not necessary for a minor change.</p>
PHYSBS	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.   Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.	correcting program hours from 39 to 38 (due to drop in EM requirement from 4 to 3 hours)   We changed our 4 hour EM course to a two semester sequence. Majors are only required to take the first course of 3 hours.
	Reviewer Comments		agriffin - Fri, 07 Sep 2018 16:44:02 GMT - Rollback: Please visit with Ryan Cochran to address the discrepancies in the eight semester plan and degree requirements.
PHYSBS-ASTR	User ID:	lkulcza	jkennef
	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.   Admin update for courses not found.	Adjusting 8-semester plan per Alice to include correct hours in elective courses.   too many elective courses listed in plan
	Reviewer Comments		rcc003 - Thu, 11 Oct 2018 17:46:19 GMT - Updated eight-semester degree plan.
PHYSBS-BIPH	User ID:	lkulcza	jkennef
	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019

	Description and justification of the request	Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.   Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.	We are adding a junior level laboratory course requirement to our BS degree to be chosen from PHYS 462VL (now 361VL), PHYS 3544 or PHYS 3213.   Our faculty feel that our majors need more laboratory experience at an advanced level. Each of these junior courses are applicable to all subareas of physics, especially those in our department, and letting students choose between these three gives them some flexibility in their program of study.   We have listed two BIOL upper level courses in the 4th year as 1 of many possibilities, but am hesitant to remove the 2000 BIOL classes or Organic Chem I and II from the degree program as it was designed by our biophysics faculty to meet their recommendations.
	Reviewer Comments		agriffin - Fri, 07 Sep 2018 16:44:34 GMT - Rollback: Please visit with Ryan Cochran to address the discrepancies in the eight semester plan and degree requirements. rcc003 - Tue, 25 Sep 2018 20:16:50 GMT - Corrected hours total with ::3.
PHYSBS-CMPT	User ID:	lkulcza	jkennef
	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found.   Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.   Admin update for courses not found.   Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.	We are adding a junior level laboratory course requirement to our BS degree to be chosen from PHYS 462VL (now 361VL), PHYS 3544 or PHYS 3213.   Our faculty feel that our majors need more laboratory experience at an advanced level. Each of these junior courses are applicable to all subareas of physics, especially those in our department, and letting students choose between these three gives them some flexibility in their program of study.
	Reviewer Comments		agriffin - Fri, 07 Sep 2018 16:44:25 GMT - Rollback: Please visit with Ryan Cochran to address the discrepancies in the eight semester plan and degree requirements.
PHYSBS-ELEC	User ID:	lkulcza	jkennef
	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.   Admin update for courses not found. Per email from dean's office, replacing PHYS 3414 with 3453 and adding 1 hour of general electives.	Revised 8 semester plans to contain correct number of PHYS elective hours.   8 semester plan contained too many PHYS hours as electives.
	Reviewer Comments		rcc003 - Fri, 12 Oct 2018 15:52:16 GMT - Updated eight-semester degree plan.
PHYSBS-OPTC	User ID:	lkulcza	jkennef
	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found.   Admin update for courses not found.	Updated 8 semester plan to reflect correct number of PHYS electives.   Number of PHYS electives were incorrect.
	Reviewer Comments		rcc003 - Fri, 12 Oct 2018 16:08:58 GMT - Updated eight-semester degree plan.
PHYSBS-PROF	User ID:	lkulcza	jkennef

	Phone:	7456	5916
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin update for courses not found.   Admin update for courses not found.	We are adding a junior level laboratory course requirement to our BS degree to be chosen from PHYS 462VL (now 361 VL), PHYS 3544 or PHYS 3213. \nUpdated 8-semester plans to reflect degree requirements   Our faculty feel that our majors need more laboratory experience at an advanced level. Each of these junior courses are applicable to all subareas of physics, especially those in our department, and letting students choose between these three gives them some flexibility in their program of study.
	Reviewer Comments		agriffin - Fri, 07 Sep 2018 16:44:14 GMT - Rollback: Please visit with Ryan Cochran to address the discrepancies in the eight semester plan and degree requirements. agriffin - Thu, 20 Sep 2018 16:13:21 GMT - Inserted a range of hours (8-9) in spring of fourth year with permission from submitter. This designation helps clarify that electives can range from 29-30 credit hours. rcc003 - Fri, 12 Oct 2018 16:18:03 GMT - Updated eight-semester degree plan. agriffin - Wed, 17 Oct 2018 17:00:42 GMT - Removed Humanities language from Social Science requirement in 8SDCP.
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		agriffin - Fri, 21 Sep 2018 20:12:31 GMT - Changed course number in description field from 5702 to 5703 to match justification. 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. agriffin - Tue, 25 Sep 2018 14:37:42 GMT - Removed LON since request is considered a minor change with input from submitter. 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. rcc003 - Tue, 25 Sep 2018 20:07:59 GMT - Removed parentheses note from PLSC 5193.
PSYCPH	Estimated Student Demand for Program	n/a	n/a existing program
	Scheduled Program Review Date	n/a	2020-2021
	Phone:	see below for contact information	575-3489

Description and justification of the request	<p>Contact: Denise Beike, Chair of Psychology Department or Lindsay Ham   575-4256  </p> <p>The changes are made to ensure continued adherence to the requirements of the American Psychological Association's Council on Accreditation, who accredits the Clinical Psychology Ph.D. program, while also responding to current student and alumni and faculty survey data regarding ways to improve the quality and effectiveness of the clinical psychology training program. In addition, some changes were made to improve the accuracy of current course titles and descriptions as well as to correct errors related to the required courses, number of credits allowed for variable courses, and the terms in which the courses are offered. (Course changes submitted separately.) There are not likely to be any effects on other degree programs. All changes were approved by the department faculty on 2-3-2014.  </p>	<p>PSYC 5153 can now be fulfilled with the undergraduate course, PSYC 4143 (History and Systems of Psychology).   Our accreditation agency has new Standards of Accreditation, effective January 2017, that now allows for History and Systems to be addressed at the undergraduate level. Our department voted to change our requirement to PSYC 4143 or the equivalent at another institution.</p>
Description and Justification for this request	<p>Contact: Denise Beike, Chair of Psychology Department or Lindsay Ham   575-4256  </p> <p>The changes are made to ensure continued adherence to the requirements of the American Psychological Association's Council on Accreditation, who accredits the Clinical Psychology Ph.D. program, while also responding to current student and alumni and faculty survey data regarding ways to improve the quality and effectiveness of the clinical psychology training program. In addition, some changes were made to improve the accuracy of current course titles and descriptions as well as to correct errors related to the required courses, number of credits allowed for variable courses, and the terms in which the courses are offered. (Course changes submitted separately.) There are not likely to be any effects on other degree programs. All changes were approved by the department faculty on 2-3-2014.  </p>	
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?		69

	Reviewer Comments		pkoski - Fri, 29 Sep 2017 21:08:09 GMT - Rollback: Is PSYC 5153 being eliminated as a requirement? agriffin - Sun, 08 Oct 2017 18:43:00 GMT - Changed effective date from fall 2017 to fall 2018. agriffin - Sun, 08 Oct 2017 18:49:16 GMT - Rollback: Please review the description of the requested changes. There were no changes noted in the program requirements field that reflected the description. Also, please enter the required total hours for the program. This information will be necessary for the Registrar's Office to utilize the degree audit system. agriffin - Wed, 17 Jan 2018 17:39:12 GMT - Changed effective date to fall 2019 and changed program review date to 2020-2021 to match published schedule.
RHET-M SCWKMS		Added	
	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: <ul style="list-style-type: none"> <li>1) Be able to frame abstract arguments and produce mathematical proofs.</li> <li>2) Demonstrate an understanding of a variety of advanced topics, such as advanced calculus and abstract algebra, connecting them to the secondary school curriculum.</li> <li>3) Demonstrate an ability to articulate the context and meaning of these topics.</li> <li>4) Write, analyze and communicate in a lucid and critical manner.</li> </ul>
	Learning Outcomes	n/a	1) Demonstrate computational competence in analysis, algebra, statistics and other areas of mathematics relevant to the secondary mathematics curriculum. <ul style="list-style-type: none"> <li>2) Demonstrate understanding of the conceptual frameworks and underlying structure of these topics; clearly demonstrate an ability to construct mathematical proofs.</li> <li>3) 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.</li> <li>4) Write, analyze and communicate in a lucid and critical manner, particularly in a manner appropriate for the secondary mathematics classroom.</li> <li>5) Have a sense of the broader mathematical culture.</li> </ul>
	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.
SPAN-M	Percent Online	100%	100% with No Required Campus Component
	Description and justification of the request	admin update of delivery methods previously approved	added SPAN 4123 as equivalent to SPAN 4003   Considering their linguistic skills and needs, Heritage Speakers may take SPAN 4123 Heritage Speakers III in lieu of SPAN 4003 Advanced Grammar.
	Description and Justification for this request	admin update of delivery methods previously approved	
	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?		15
	Course delivery mode		online

	Class interaction mode Reviewer Comments		bulletin agriffin - Sun, 16 Sep 2018 02:24:51 GMT - Moved SPAN 4123 up in program requirements and indented course so that it would be seen as an option for SPAN 4003 and not add an additional 3 hours to program requirements. College is encouraged to review it to determine the layout meets the departments needs. agriffin - Sun, 16 Sep 2018 02:30:48 GMT - College representatives, please note that SPAN 4003 is Advanced Grammer. If you want SPAN 4123 to be used in lieu of Advanced Spanish (SPAN 3003) as described in the justification, simply move SPAN 4123 up in the program requirements and make sure course is indented so the credit hours are not included in total hours for the minor. lkulcza - Mon, 17 Sep 2018 18:36:19 GMT - Admin update to online delivery; minor previously approved as 100% with no required campus component but update to functionality during CIM refresh required making that distinction again. agriffin - Tue, 16 Oct 2018 19:12:15 GMT - Inserted footnote for SPAN 4003 to clarify option for heritage speakers.
SPANBA	User ID: Scheduled Program Review Date	crsleaf1 N/A	rcc003 2019-2020
	Reviewer Comments	ddraper - Tue, 07 Oct 2014 14:44:07 GMT - Edit to make text parallel to changes made to French German BA majors. 10/7/2014 ddraper	agriffin - Thu, 13 Sep 2018 00:26:19 GMT - Rollback: SPAN 2123 listed in the description is not listed in the program requirements. Please insert as appropriate. Also, you will need to incorporate the new courses into the eight semester plan. Finally, the program will need to insert their program goals and student learning outcomes in the appropriate fields. Review your assessment plan in order to identify them. agriffin - Fri, 14 Sep 2018 21:45:38 GMT - Rollback: Returning to submitter, per request from ARSC Dean's Office. agriffin - Fri, 05 Oct 2018 21:09:57 GMT - Added "Or Additional Studies Requirement" to SPAN 1003, SPAN 1013, and SPAN 2013 in eight semester plan to account for the 52 hours under this category. agriffin - Mon, 08 Oct 2018 16:08:59 GMT - Added a footnote to the eight semester plan regarding SPAN 2123, with input from College. agriffin - Mon, 08 Oct 2018 16:12:33 GMT - Revised curriculum format in LON. rcc003 - Tue, 16 Oct 2018 18:17:42 GMT - Slight language changes to clarify intent under the Additional Studies Requirement. agriffin - Wed, 17 Oct 2018 22:19:56 GMT - Inserted revised language for Additional Studies Requirement into LON. Uploaded revised copy.
	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)
	Phone:	See below for contact information	3701

<p>Description and justification of the request</p>	<p>Contact: Steve Bell, Chair of WLLC, 575-2951  </p> <p>We are planning to develop new, five-year dual degree programs with other colleges across campus; the first of these (with more to come down the road we hope) we expect will be a five-year dual degree program between German and Engineering which includes a full year of study abroad in Germany with an internship. We hope this new program can have its first cohort of students starting in Fall 2015. To make this practical we need to streamline slightly our WLLC major requirements for classes in addition to the major language classes: we are changing the requirement of WLIT 1113 AND PHIL 2003 to an "OR", and we are reducing our 9-hours of additional language-related course (back) to 6. This reduces major requirements in Spanish from 48 to 42. The total number of hours for degree completion remains unchanged at 120 hours.  </p>	<p>With a growing population of Spanish heritage speakers, the Spanish program created a three course sequence of courses that best address the needs of Spanish heritage speakers, SPAN2123, SPAN3123 and SPAN 4123. As it is an administrative action is needed to enroll students and complete degree audits. \n\nProgram goals and outcomes added   The proposed changes make the respective course equivalences making the advising, course enrolling and degree completion audits in UA Connect more manageable and compatible w UA connect.</p> <p>Removed humanities requirements (PHIL 2003/WLIT 1113, HIST 1113, HIST 1123, and also added the Additional Studies Requirement of an additional major/minor or completion of the College Honors core.   In conjunction with the pending final approval of the AMSPAN and AMFREN additional major proposals, as well as the BAT proposals in French, German, and Spanish Education, and in conjunction with the University-wide elimination of the requirement of 30 additional hours (150 total) for double degrees (in other words, double majors across colleges), we propose these changes to allow additional flexibility for students seeking to add a major in a world language. We have many students in every college interested in adding linguistic competency and intercultural knowledge to their study of other subjects, this revision of major requirements will give the department the ability to incorporate more students in areas as diverse as STEM, business, education, architecture, agriculture, as well as the arts and sciences. The elimination of the world civilization and the philosophy/world language stipulations from among the university requirements should allow this additional flexibility. It also makes quite realistic the addition of the requirement of an additional minor or major in a program in Fulbright College (a requirement that has a precedent in the current Math major.) We believe our students should pursue a broad education, but we also want to strongly encourage and incentivize our students to establish insofar as possible, in consultation with their advisors, a coherently integrated program of studies involving interdisciplinary work, one that will effectively enhance their preparation for their career goals and their future professional and life endeavors. We think this modification of our requirements should help achieve these goals for our students.</p>
---	---	---

Description and Justification for this request	<p>Contact: Steve Bell, Chair of WLLC, 575-2951  </p> <p> </p> <p>We are planning to develop new, five-year dual degree programs with other colleges across campus; the first of these (with more to come down the road we hope) we expect will be a five-year dual degree program between German and Engineering which includes a full year of study abroad in Germany with an internship. We hope this new program can have its first cohort of students starting in Fall 2015. To make this practical we need to streamline slightly our WLLC major requirements for classes in addition to the major language classes: we are changing the requirement of WLIT 1113 AND PHIL 2003 to an "OR", and we are reducing our 9-hours of additional language-related course (back) to 6. This reduces major requirements in Spanish from 48 to 42. The total number of hours for degree completion remains unchanged at 120 hours.  </p>	
Effective Catalog Year	Fall 2015	Fall 2019
Program Goals and Objectives	N/A Existing Program	<p>1. Students completing a major in the Department of World Languages should possess a broad knowledge and critical understanding of the culture, civilization, and literature corresponding to their major language, \n\n 2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.\n\n 3. Last but not least, students completing a World Languages major should have developed at a minimum a basic 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</p>
Learning Outcomes	N/A Existing Program	<p>1. Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level.\n\n 2. Demonstrate the ability to develop a coherent analytical and/or research paper in the target language on an academic topic.\n\n 3. Demonstrate a command of grammatical mechanics and the ability to use a variety of sentence structures to express their ideas.\n\n 4. Read and understand every-day and literary texts in the language; analyze, discern, and argue issues of ethical, cultural and aesthetic values.\n\n 5. Demonstrate a critical understanding of the distinctive features of Spanish and Latin American culture in its social and historical contexts.\n</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		120
Upload attachments		SPANBA - Curriculum Revision - Ltr of Notification.docx

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\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\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.
SPPR-M	Reviewer Comments	agriffin - Tue, 27 Sep 2016 18:12:10 GMT - Revised LON for formatting, inserted approval dates, and renamed document to match BOT naming convention. agriffin - Fri, 21 Oct 2016 15:43:21 GMT - Changed program code from SPBO-M to SPPR-M per approval from department. Also renamed LON to match. agriffin - Fri, 28 Oct 2016 16:32:57 GMT - Renamed document to remove agenda item number, so other committees will not be confused. calison - Fri, 05 May 2017 14:19:05 GMT - Add a space mark.	agriffin - Sun, 16 Sep 2018 02:37:51 GMT - By indenting SPAN 4123 directly below SPAN 4003, course will appear as an option without adding credit hours to program. agriffin - Tue, 16 Oct 2018 19:08:45 GMT - Inserted footnote, with permission from college, for SPAN 4003 to keep catalog copy clean and consistent.

Select a reason for this modification	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
Upload attachments	SPPR-M - Name Change - Ltr of Notification.docx	
Description and justification of the request	<p>Questions regarding this change proposal should be directed to Steve Bell, Chair of the World Languages, Literatures Cultures Department.   5-5948   sbell@uark.edu  </p> <p>In recent years we have added service learning course options in education (SPAN 4563) and healthcare (SPAN 4583), and we wish to broaden the umbrella of the current Spanish (Business Orientation) minor to include other students interested in other professions. The name change will allow us to give students in education and those interested in healthcare, in addition to the Business Spanish students, the opportunity to validate their credentials with the newly named minor: Spanish for the Professions.  </p> <p>Curriculum changes:   Previously SPAN 4333 Business Spanish was required, but we wish to now allow students to choose between SPAN 4333 Business Spanish I, SPAN 4563 Latino Youth Biliteracy Service Learning Project, and SPAN 4583 Advanced Spanish for Health Professions.  </p> <p>Also, as with the proposed change to our other Spanish minor, we wish to give students an option between the currently required SPAN 3103 Cultural Readings and SPAN 3123 Spanish for Heritage Speakers II. Doing so will allow us to adapt the requirements for Spanish heritage speaking students, of which we have growing numbers. Span 3103 is really not appropriate for them, and SPAN 3123 provides a better option for these students.  </p>	<p>added SPAN 4123 as equivalent to SPAN 4003   Based on their linguistic skills and needs, Spanish heritage speakers may take SPAN 4123 Heritage Speakers III in lieu of SPAN 4003 Advanced Grammar</p>

Description and Justification for this request	<p>Questions regarding this change proposal should be directed to Steve Bell, Chair of the World Languages, Literatures Cultures Department.   5-5948   sbell@uark.edu  </p> <p> </p> <p>In recent years we have added service learning course options in education (SPAN 4563) and healthcare (SPAN 4583), and we wish to broaden the umbrella of the current Spanish (Business Orientation) minor to include other students interested in other professions. The name change will allow us to give students in education and those interested in healthcare, in addition to the Business Spanish students, the opportunity to validate their credentials with the newly named minor: Spanish for the Professions.  </p> <p> </p> <p>Curriculum changes:  </p> <p>Previously SPAN 4333 Business Spanish was required, but we wish to now allow students to choose between SPAN 4333 Business Spanish I, SPAN 4563 Latino Youth Biliteracy Service Learning Project, and SPAN 4583 Advanced Spanish for Health Professions.  </p> <p> </p> <p>Also, as with the proposed change to our other Spanish minor, we wish to give students an option between the currently required SPAN 3103 Cultural Readings and SPAN 3123 Spanish for Heritage Speakers II. Doing so will allow us to adapt the requirements for Spanish heritage speaking students, of which we have growing numbers. Span 3103 is really not appropriate for them, and SPAN 3123 provides a better option for these students.  </p>		
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?		15 upper level	
STARBFA	Program Title	Art/Studio Art Concentration, Bachelor of Fine Arts	Studio Art, Bachelor of Fine Arts
Estimated Student Demand for Program	na	29	
Scheduled Program Review Date	na	2022	
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 track?	No	Yes	
Are you adding a focused study?	No	Yes	
Program Code	ARTBFA-ARAS	STARBFA	
Phone:	7456	575-8749	
CIP Code	Art/Art Studies, General.	Fine/Studio Arts, General.	
Effective Catalog Year	Fall 2016	Fall 2019	



	Program Goals and Objectives	na	1. The program will cultivate creative thinkers and inventive problem solvers that are aware of contemporary technological, social, physical and cultural contexts. \n2. The program will prepare students to be contributors to an interdisciplinary art and design world.\n3. The program will ask students to experiment with form, technique and concept, while understanding the historical precedents of their discipline. \n
	Learning Outcomes	na	1. Students will actively research, analyze and interpret the contemporary art and design world as it relates to their own practice. \n2. Students will demonstrate the ability to solve problems through art and design. \n3. Students will develop the ability to be successful collaborators through the use of strong communication skills. \n4. Students will practice experimenting with form, technique and concept, pushing their work beyond expected outcomes. \n5. Students will demonstrate the ability to be lateral thinkers through experimentation and exploration during concept development. \n6. Students will identify and describe historical precedents in the justification of formal, technical and conceptual choices. \n
	Track(s)		DEL   CRMC   Ceramics DEL   DRAW   Drawing DEL   JEWL   Jewelry DEL   PHOT   Photography DEL   PNTG   Painting DEL   PRNT   Printmaking DEL   SCPT   Sculpture DEL   VISD   Visual Design DEL   GRDS   Graphic Design
	Track(s) - Action Focused Stud(y/ies)		Action ADD   CRMC   Ceramics ADD   DRAW   Drawing ADD   PHOT   Photography ADD   PNTG   Painting ADD   PRNT   Printmaking ADD   SCPT   Sculpture
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120

Description and justification of the request

The program title is changed to B.F.A. in Studio Art. | The program is being reconfigured.

"Plus a Minimum of 18 Semester Hours in the Selected Studio Major" should read "...Selected Studio Focus. | The program does not have a studio major, only a studio focus.

Visual Design and Graphic Design were eliminated. | Graphic Design and Visual Design are no longer options for the B.F.A. in Studio Art Degree.

The footnote should read "focus" when referring to a focused study studio. | The studio areas are focus areas, not tracks, etc.

"Selected studio major" should read "selected focused studio." | The studio areas are focus areas, not majors.

Under "8-semester Plan" the title of the program is changed to "Art B.F.A. in Studio Art." | The program is being reconfigured.

Visual Design is deleted from the primary focus areas. | Graphic Design and Visual Design are no longer options for the B.F.A. in Studio Art Degree.

"Primary concentration" should read "Focused Studio Area" wherever it is in the text. | The studio areas are focus areas, not concentrations.

Jewelry has been deleted from the focus area choices. | Jewelry has not been taught for 15 years and should be deleted.

We changed "At Least 15" to "Plus a Minimum" in art history requirements. | We need to use consistent language.

In the 8-semester plan, we changed the "Primary concentration" to "Focused Study Studio." | The studio areas are focus areas, not concentrations.

We added UNIV 1001 to the first semester of the 8 semester plan. | It was missing and is a university requirement.

We moved "Application to B.F.A. Program" from second year to end of first year. | We made a catalog change to allow students to apply to the B.F.A. program after 1929C.

We changed all ARTS primary studio focus to ARTS Focused Study Studio. | We want to be consistent with language.

We have changed all ARTS Elective Focused Area and ARTS Elective Area to ARTS Elective. | We want to be consistent with language.

Removed General Elective (1 Credit Hour) from Fourth Semester to accommodate for UNIV 1001. | General Elective unnecessary in lieu of UNIV 1001.

Changed Program Requirements and Description footnote 2 to reflect Focused Study Studio language, rearranged order of Focused Studio Studio areas alphabetically, and changed department to School of Art. | We want to be consistent with language and list School of Art as the department.

Added Program Requirement and Description footnote 1 to explain Focused Study Studio options. | To allow students to understand Focused Study Studio options.

	Upload attachments		Re_ Program Codes for Studio Art.pdf ARTBFA - Deletion - Ltr of Notification.docx ARTBFA - Reconfig - Ltr of Notification.docx
	Reviewer Comments		agriffin - Thu, 15 Mar 2018 21:10:26 GMT - Changed Focused Studio Studio in footnote 1 to Focused Study Studio. agriffin - Mon, 19 Mar 2018 18:14:28 GMT - Rollback: Please identify the Fine Arts Core requirement in the eight semester plan. agriffin - Fri, 13 Apr 2018 15:31:23 GMT - Uploading final revised copy of LONs. Approval dates for Faculty Senate and BOT will need to be added to both LONs when dates have been published this fall. agriffin - Fri, 13 Apr 2018 18:20:09 GMT - Reloaded LON 11 to make sure documents are consistent with attachments to related program changes. lkulcza - Fri, 11 May 2018 16:39:03 GMT - Per conversation with department, adjusting program code for BFA to match the code for the BA in Studio Art. ARASBA was not available to use; new proposed code is STARBA (BFA). rcc003 - Thu, 11 Oct 2018 18:16:37 GMT - Entered MATH 1313 as an option in the eight-semester degree plan, per the Math Pathways Committee. agriffin - Tue, 16 Oct 2018 16:17:33 GMT - Uploading revised copies of the LONs in order to be consistent with the ARTBFA reconfiguration into two majors STARBFA and AREDBFA. agriffin - Tue, 16 Oct 2018 16:35:20 GMT - Revised LON to include MATH 1313.
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

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.

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.

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

	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\\nA) 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). \\nB) The candidates will be knowledgeable about structure and development of American English.\\nC) 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 \\n(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). \\nD) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar).\\n\\nStudent Understanding of Practice \\nThe candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.\\n\\nStudent Understanding of Assessment \\nThe 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.\\n\\nStudent Understanding of Diversity\\nThe candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.\\n\\nStudent Understanding of Research \\nThe candidates will investigate problems in their own teaching contexts. \\n</p>
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		33
WBLC-M			Added
WMGT-M	Effective Catalog Year	Fall 2014	Fall 2019
	User ID:		kboston
	Phone:		4622
	Type of proposal		Minor
	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?		15
	Are Similar Programs available in the area?		No



	Estimated Student Demand for Program		n/a
	Scheduled Program Review Date		n/a
	Program Goals and Objectives		n/a
	Learning Outcomes		n/a
	Description and justification of the request		Adding MGMT 3533 Alternative Dispute Resolution (new course) and MGMT 3673 Social Entrepreneurship (new course) to course options in the minor for business majors.   Provide more elective options for to meet Management elective requirement.
	Reviewer Comments		agriffin - Tue, 27 Feb 2018 17:40:48 GMT - Changed effective catalog year to fall 2019. It is too late to complete approval process in time for this fall's catalog. agriffin - Sun, 14 Oct 2018 18:57:37 GMT - MGMT 3533 and MGMT 3673 have both completed the approval process. Switched out approved course with "course not found" language.
WMKG-M	Effective Catalog Year	Fall 2015	Fall 2019
	Description and justification of the request	To incorporate two, new marketing courses within the choices for marketing electives to fulfill the minor requirements.	Include MKTG 4103, Special Topics in the Marketing minor for business majors and add MKTG 4453 New Product Development (new course) to course options in the Marketing minor.   \nProvide more options for students to meet Marketing minor elective requirement. \n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		15
	Reviewer Comments		agriffin - Mon, 04 Sep 2017 16:01:07 GMT - Rollback: Please add justification to request. Now in a separate field. agriffin - Tue, 27 Feb 2018 17:42:29 GMT - Changed effective catalog year to fall 2019. It is too late to complete the approval process for this fall's catalog copy. agriffin - Fri, 12 Oct 2018 20:35:01 GMT - Switch course not found to newly approved course - MKTG 4453 in program requirements. Course was approved after program change had been submitted.
WRTL-M	Description and justification of the request	Switched WCOB prefix for ISYS prefix on ERP Fundamentals course.	Adding MKTG 4453 New Product Development (new course) to course options in the Retail minor.   Provide more options for students to meet Retail minor elective requirement.
	Description and Justification for this request	Switched WCOB prefix for ISYS prefix on ERP Fundamentals course.	
	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?		15

	Reviewer Comments	
		<p>agriffin - Tue, 27 Feb 2018 17:44:16 GMT - Changed effective catalog year to fall 2019 from 2018. It is too late to complete the approval process for fall 2018 catalog copy.</p> <p>agriffin - Fri, 12 Oct 2018 20:37:14 GMT - Switched course not found with newly approved course - MKTG 4453. Course completed approval process after program change was originally submitted.</p>