CIM Report Jan 17, 2019 12:18pm

Program Changes Pending Approval from University Course and Program Committee

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

	Learning Outcomes	N/A	Outcome 1.1: Each cohort of students will achieve at least an 80% combined pass rate on the BOC examination on the first attempt.\\n1. Outcome is assessed via the report provided to the GATP annually. Three pieces of data are collected form the report: \\na. Number of students graduating from the GATP who took the BOC examination \\nb. Number and percentage of students who passed by BOC examination on the first attempt \\nc. Overall number and percentage of students who passed the BOC-AT examination regardless of number of attempts.\\n2. Assessment is conducted by the GATP program director in August annually.\\nOutcome 1.2: One hundred percent of the students who complete year one of the GATP will return for the second academic year.\\na. Outcome is assessed via tabulation of the reported number of returning GATP advisees.\\nb. Assessment is conducted by each assigned faculty advisor, and information given to the GATP program director in the fall semester annually.\\nOutcome 1.3: One hundred percent of the students who return for the second year of the GATP will graduate within two years.\\n1. Outcome will be assessed via tabulation of the reported the number of GATP graduates.\\n2. Assessment is conducted by each assigned faculty advisor, and information given to the GATP program director in the spring semester annually.\\nOutcome 1.4: Greater than 90% of students will be employed in the athletic training profession within six months of graduation.\\n1. Outcome will be assessed in two ways: Exit survey of students and one-year post graduation alumni survey of employers. \\na. Exit survey question reads "Do you have a position as an athletic trainer scheduled to begin post-graduation from the GATP?" \\nb. One-year post graduation alumni survey question reads: "In the past year, have you employed the University of Arkansas graduate student as an athletic trainer?"\\n2. Assessment is conducted by the GATP program director. The exit survey is given to each graduating student at least one month prior to completing the academic program. The one-year post graduation alumni survey is given to each graduating student's employer one year after graduating from the GATP.\\nOutcome 2.1: Annually, the GATP will offer one sports medicine symposium to the surrounding community at large.\\n1. Outcome is assessed via list of registrants at the symposium.\\n2. Assessment is conducted by the GATP program director following the symposium.\\nOutcome 2.2: Annually, the GATP will conduct preceptor training sessions that will include discussion of cooperative learning opportunities and academic pedagogical methods between GATP students and supervising preceptors. \\n1. Outcome is assessed via post-training preceptor survey. Post-training survey question reads "Did the preceptor training provide you with information on educational strategies to utilize with students?"\\n2. Assessment is conducted by the GATP clinical education coordinator following each annual preceptor training session, and information is given to the GATP program director within one month of

	Description and justification of the request	ATTR wishes to replace 9 credits with 9 credits of newly-created coursework. ATTR 5313 - Clinical Anatomy for Athletic Trainers; ATTR 5403 - Pathophysiology and Treatment I; ATTR 5413 - Pathophysiology and Treatment II were all approved at October COEHP CCPC meeting. | Content of newly created courses will replace content of courses being deleted from program.	The program description was edited. The three tiered GPA entrance requirement was removed and changed to include a minimum 3.0 GPA and GRE scores. The 50 hour observation requirement was changed to 150 hours. A background check was added to the admission requirements, and an academic retention policy was included. | The program description was edited to more accurately depict the program and it's desired student outcomes. The entrance requirements were changed to improve candidate quality at admittance. The observation hours were increased from 50 to 150 hours because 50 hours does not provide ample time for prospective applicants to experience the rigor and the essence of the profession. The background check is currently a requirement listed in the policy and procedures manual but does not appear in the catalog. Background checks are required because GATP students participate in clinical rotations that include minors (student athletes). The academic retention policy was added to provide students with a consistent and fair remediation tool and is required for accreditation.
	Reviewer Comments	agriffin - Sun, 08 Oct 2017 20:09:44 GMT - Inserted credit hours for ATTR 5313, ATTR 5403, and ATTR 5413 in plan of study so that total hours would match total hours required for program. agriffin - Sun, 08 Oct 2017 20:11:53 GMT - All three courses noted above are in approval workflow and currently pending UCPC approval.	agriffin - Mon, 10 Dec 2018 22:57:10 GMT - Deleted a duplicate paragraph in the pre-requisite description, spelled out Board of Certification in first use of BOC, and hyper-linked the GATP website with approval and assistance from submitter. agriffin - Fri, 11 Jan 2019 21:44:44 GMT - Edited the BOC for Athletic Training Exams section, 1.a. on behalf of the college.
EDUC Acad Regs	Effective Catalog Year	Fall 2018	Fall 2019
	Program Goals and Objectives	NA	
	Learning Outcomes	NA	
	Description and justification of the request	Removed information limiting College Honor Roll to top 10% | To align with new procedure for awarding Deans List.	Removed top 10% restriction for Graduation with Distinction | Approved by College Council in April 2018 Increased minimum cGPA for high distinction to 3.80 from 3.75 | Approved by College Council in December 2018
	Reviewer Comments	agriffin - Mon, 19 Mar 2018 14:04:14 GMT - Effective fall 2018, pending completion of approval process.	
NANO-M	User ID:	calison	mzou
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)	Deleting Certificate, Degree, Option or Organizational Unit—(LON)
	Phone:	575-6731	575-6671
	Description and justification of the request	Admin update of courses not found. |	Deleting the program. | One of the required courses for the Minor, Nanotechnology Laboratory, is expensive to offer and can only accommodate a limited class size. There is not enough interest from the University to continue to support the course.
	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?		15
	Reviewer Comments		agriffin - Fri, 30 Nov 2018 16:04:03 GMT - Reviewers, please note that ADHE no longer requires notification regarding changes to Minor programs. As such, I advised the program to select a minor change for the reason for the modification in order for the approval workflow to remain on campus. Additionally, there is no need for the college to attach an LON in order to request the deletion for the NANO-M program. lkulcza - Fri, 30 Nov 2018 16:57:22 GMT - Switched reason to reflect deletion of the minor; workflow remains on-campus only and no LON needed now (see Alice's earlier comment).
SPEDME	User ID:	lkulcza	suzannek
	Phone:	7456	56210
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/ changing Focused Study or Track)	Revising an Existing Educator Preparation Program-Minor Revision(s)--(Cover Sheet, Section C)
	Effective Catalog Year	Fall 2018	Fall 2019
	Maximum Class Size for Web-based Courses	na	25
	Program Goals and Objectives	na	The Inclusive Education and Clinical Program's Special Education Master's program leading to initial license and endorsement prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.
	Learning Outcomes	na	Program objectives include the preparation of future special educators to:\\n1. Understand the individual development and differences of learner's with exceptionalities and apply this knowledge to instructional design and implementation,\\n2. Create individualized, inclusive, safe, and culturally responsive learning environments, \\n3. Design, modify, and adapt curricula to meet the goals of students, \\n4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress, \\n5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities, \\n6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and\\n7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities. \\n

| Description and justification of the request | We are requesting use of the Praxis Core Exam or other Standardized Core Knowledge Test in lieu of the GRE for admission to the SPED Master of Education program in the Graduate School. \| After reviewing other programs nationally, we found that most are not requiring the GRE. This was limiting our applicant pool in Arkansas and across the nation. | 1. MEd leading to initial license: \\n- Change name of SPED 5673 to 'Teaching Students in the Content Areas' by merging content with the previously proposed 5663\\n- replace SPED 5663 with SPED 6803\\n2. MEd leading to endorsement\\n- Allow students to take SPED 6873, ESRM 5393, or ESRM 5013 instead of SPED 5633\\n- Replace the proposed SPED 6803 with SPED 5883\\n3. Catalog layout has been adjusted; that's why it looks like all course requirements have changed, but there are truly only minor changes being proposed to the curriculum. \| 1. MEd leading to initial license:\\n- This change will allow a more focused curriculum on designing curriculum and evidence-based instruction across core instructional areas with an emphasis on core subjects (e.g., reading, writing, mathematics, science, social studies). Issues related to health will continue to be covered in courses such as Students with Severe Disabilities and the proposed Teaching Students with Autism Spectrum Disorder. The field experiences for SPED 5673 will include those already approved under SPED 5673. \\n- Given the prevalence of autism spectrum disorder among school age children, as well as the continuing poor outcomes of adults with autism this course covers characteristics of autism, evidence-based instructional practices specific to autism, and predictors for positive transition outcomes to support future special education teachers who are likely to encourage children and youth on the spectrum. \\n2. Students in the MEd with endorsement track will have already completed a licensure program in education (e.g., childhood education, secondary education) that would have exposed them to curriculum design. Students who understand the principles of research are that much more prepared to identify and use evidence based practices. To expand student competencies related to understanding, critiquing, and applying research methods we propose that MEd with endorsement students have deepen exposure to research methods courses.\\n-. SPED 6873 specifically will allow students to expand their understanding of research to single subject design which is a common, rigorous research design in special education and applicable to strategies used in classrooms to assess and measure student progress.\\n- This course, SPED 5883 Research in Inclusive Education, exposes students to case study research in education in order to understand research utilizing this methodology and applying the principles of case study research to their work with individual students with disabilities. \\n3. Add more clarity to the catalog description of the program and present the degree requirements in a more organized way. |

	Reviewer Comments	pkoski - Tue, 16 May 2017 19:02:50 GMT - I added a description of the change requested. agriffin - Thu, 25 May 2017 15:29:05 GMT - Changed effective catalog date from fall 2017 to fall 2018. It is too late to be approved and added to the catalog for the upcoming fall semester. lkulcza - Fri, 16 Jun 2017 17:17:28 GMT - Updated program delivery method--program previously approved for online delivery; therefore, CIM needs to reflect that. jpenner - Thu, 29 Jun 2017 14:42:28 GMT - Changed wording to reflect what was in catalog box above. kmamisei - Wed, 06 Sep 2017 19:54:55 GMT - Added "approved" to other standardized core knowledge test per the amendment voted by the EDUC Curriculum Committee. agriffin - Mon, 11 Sep 2017 22:44:29 GMT - Inserted program review date.	agriffin - Wed, 05 Dec 2018 19:48:11 GMT - Checked the "sum hours" box in program requirements in order to demonstrate curriculum totals 36 credit hours. agriffin - Wed, 05 Dec 2018 22:41:55 GMT - Minor edit to justification and revision document. Changed adults to autism with permission from submitter. agriffin - Wed, 05 Dec 2018 22:43:31 GMT - The request is a minor curriculum change. However, because it involves licensure the attachments will need to be submitted to ADE. Program change does not require BOT, nor ADHE approval. lkulcza - Thu, 06 Dec 2018 22:07:17 GMT - Admin update to reflect educ. prep program.
	Upload attachments		6_Coversheet SPED MEdK-12.pdf SPEDME - Revision Educ Licensure - Section C.docx