

CIM Report Jan 16, 2020 9:55am

Program Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
AGBSBS	User ID:	lkulcza	nkemper
	Phone:	7456	2697
	Effective Catalog Year	Fall 2018	Fall 2020
	Estimated Student Demand for Program	250	350
	Scheduled Program Review Date	2022	2022-2023
	Program Goals and Objectives	Program goals and objective remain unchanged.	To be the premier agricultural business and applied economics program in Arkansas, provide concentrations and specializations that are responsive to the needs of both students and industry stakeholders, and prepare students for success in the global marketplace.
	Learning Outcomes	Learning outcomes remain unchanged.	1. Understand the fundamental principles which describe how markets operate in an economy 2. Ability to comprehend and analyze firm-level problems using basic economic principles, particularly those problems of businesses in the agricultural sector 3. Have the necessary written and oral communication skills to explain economics concepts 4. Have a working understanding of basic quantitative analysis tools and an ability to analyze data 5. Understand the impacts of government policies and general economic conditions on firms, markets and institutions 6. Be prepared for work in agribusiness or for a program of graduate/professional education.

Description and justification of the request	Admin update for courses not found. Admin update for courses not found.	<p>We are creating a new course AGEC 4243: Agribusiness Strategy and adding this course to our Management Block options.</p> <p>NEW GEN ED CHANGE 11/08/2019: To address Goal 6 Learning Outcome 6.1 in the General Education Curriculum, we are adding a new requirement to each of the three concentrations in our AGBSBS program. The 'Capstone Experience' requirement will consist of two options for students: 1) AGEC 401V - Agribusiness Internship or a new course 2) AGEC 4041 - Agribusiness Capstone. Students can complete either option to fulfill the requirement and meet Learning Outcome 6.1.</p> <p>Our undergraduate program has experienced tremendous growth over the past 10 years and we are experiencing large class sizes in our upper division courses. Students majoring in AGBS much choose two courses from three blocks (Policy, Marketing, and Management Blocks). The Management Block in particular represents a chronic bottleneck for our program. Adding the new course AGEC 4243: Agribusiness Strategy to our Management Block would increase our number of choices in this block from 4 courses to 5. The plan is to offer this course during the spring semester which also helps us balance our offerings across the Blocks.</p> <p>NEW GEN ED CHANGE 11/08/2019: the addition of the Capstone Experience requirement allows our program to meet Learning Outcome 6.1 by creating an avenue to better assess our students abilities to synthesize, integrate, and apply knowledge developed in their undergraduate program. Both options in our Capstone Experience will help better assess students in the areas of: written and oral communication, critical thinking, quantitative literacy, and how to apply the core principles of the Agribusiness Program.</p>
Upload attachments		<p>AGEC 4041 Capstone syllabus npk.pdf AGEC 401V Internship in Agribusiness syllabus_final.pdf</p>

	Reviewer Comments		<p>agriffin - Fri, 01 Mar 2019 15:13:27 GMT - Inserted program goals and student learning outcomes from departments 2017-2018 assessment report.</p> <p>agriffin - Fri, 01 Mar 2019 15:14:51 GMT - Added 2023 to scheduled program review date in order to clarify which academic year the review will take place.</p> <p>agriffin - Fri, 01 Mar 2019 15:19:01 GMT - Adjusted format of new course AGECE 4243 so that 'new course' language would not be included in the catalog copy. Course has been submitted into the approval process.</p> <p>agriffin - Fri, 01 Mar 2019 22:53:44 GMT - Labeled the three options as the policy group, the marketing group, and the management group with permission from the submitter.</p> <p>lkulcza - Fri, 07 Jun 2019 17:39:14 GMT - Course 'not found' in approval process for 2020.</p> <p>lkulcza - Fri, 08 Nov 2019 17:36:00 GMT - These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>lkulcza - Fri, 08 Nov 2019 17:36:10 GMT - Rollback: These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>agriffin - Mon, 18 Nov 2019 20:31:57 GMT - Both proposed courses AGECE 401V and AGECE 4041 have been submitted for approval, including approval for general education. Also reformatted program requirements in order for curriculum to total 120 hours with permission from submitter.</p> <p>agriffin - Mon, 18 Nov 2019 20:34:04 GMT - Bolded Social Science requirements to reflect comment at top of program requirements.</p>
AGBSBS-ABMM	User ID:	lkulcza	nkemper
	Phone:	7456	2697
	Effective Catalog Year	Fall 2018	Fall 2020
	What are the total hours needed to complete the program?	120	21
	Estimated Student Demand for Program	200	300
	Scheduled Program Review Date	2022	2022-2023
	Program Goals and Objectives	Program goals and objectives are unchanged.	See AGBSBS.
	Learning Outcomes	Learning outcomes are unchanged.	See AGBSBS.

Description and justification of the request	Admin update for courses not found. Admin update for courses not found.	<p>1. AGEC 4243: We are creating a new course AGEC 4243: Agribusiness Strategy and adding this course to our Management Block options.</p> <p>2. STAT 2303: The addition of STAT 2303 as the third option for students to fulfill their MATH/STATS requirement in our program. If this change goes through, our students would then be able to choose 3 hours from the following: AGEC 2403, WCOB 1033, or STAT 2303.</p> <p>NEW GEN ED CHANGE 11/08/2019: To address Goal 6 Learning Outcome 6.1 in the General Education Curriculum, we are adding a new requirement to each of the three concentrations in our AGBSBS program. The 'Capstone Experience' requirement will consist of two options for students: 1) AGEC 401V - Agribusiness Internship or a new course 2) AGEC 4041 - Agribusiness Capstone. Students can complete either option to fulfill the requirement and meet Learning Outcome 6.1.</p> <p>AGEC 4243: Our undergraduate program has experienced tremendous growth over the past 10 years and we are experiencing large class sizes in our upper division courses. Students majoring in AGBS must choose two courses from three blocks (Policy, Marketing, and Management Blocks). The Management Block in particular represents a chronic bottleneck for our program. Adding the new course AGEC 4243: Agribusiness Strategy to our Management Block would increase our number of choices in this block from 4 courses to 5. The plan is to offer this course during the spring semester which also helps us balance our offerings across the Blocks.</p> <p>STAT 2303: For years, we have allowed students to also enroll in STAT 2303 and we would provide course substitutions. At our last faculty meeting, we voted to formally adopt STAT 2303 as the third option in our list. This change has the potential to impact the enrollment for STAT 2303. We typically run approximately 50-60 students through our AGEC 2403 each fall semester. We suspect that most of the demand for STAT 2303 would be experienced in the spring semester when we do not traditionally offer AGEC 2403. We currently are offering AGEC 2403 this spring but do not have the resources to continue offering the course by next spring. The current enrollment is 46 students. Our department reached out to the MATH department to inquire about this planned program change and we received positive feedback from Dr. Mark Johnson (email chain attached).</p> <p>NEW GEN ED CHANGE 11/08/2019: the addition of the Capstone Experience requirement allows our program to meet Learning Outcome 6.1 by creating an avenue to better assess our students abilities to synthesize, integrate, and apply knowledge developed in their undergraduate program. Both options in our Capstone Experience will help better assess students in the areas of: written and oral communication, critical thinking, quantitative literacy, and how to apply the core principles of the Agribusiness Program.</p>
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	Upload attachments		STAT 2303 Email Mark Johnson.pdf AGEC 401V Internship in Agribusiness syllabus_final.pdf AGEC 4041 Capstone syllabus npk.pdf
	Reviewer Comments		agriffin - Fri, 01 Mar 2019 15:25:36 GMT - Changed formatting of AGEC 4243 in order to remove 'new course' language from catalog copy. agriffin - Fri, 01 Mar 2019 15:26:07 GMT - AGEC 4243 has been submitted into approval workflow. agriffin - Fri, 01 Mar 2019 22:39:57 GMT - Changed general elective to general electives through 8 SDCP with permission from submitter. agriffin - Fri, 01 Mar 2019 22:42:36 GMT - Changed the term specialization to concentration electives in 8 SDCP with permission from submitter. lkulcza - Fri, 07 Jun 2019 17:20:59 GMT - Course 'not found' in approval process for 2020. lkulcza - Fri, 08 Nov 2019 17:36:27 GMT - These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated. lkulcza - Fri, 08 Nov 2019 17:36:34 GMT - Rollback: These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated. agriffin - Mon, 18 Nov 2019 20:40:19 GMT - Reformatted curriculum to reflect only the 21 hours required for the concentration. Updated the scheduled program review date to include the academic year. Also referred to the major CIM block to review program goals and learning outcomes.
AGBSBS-AGEC	Effective Catalog Year	Fall 2018	Fall 2020
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC WCOB	
	Does this proposal impact any courses from another College/School?	No	Yes
	What are the total hours needed to complete the program?	na	21
	Scheduled Program Review Date	2022	2022-2023
	Program Goals and Objectives	Program goals and objectives are unchanged.	See AGBSBS.
	Learning Outcomes	Learning outcomes are unchanged.	See AGBSBS.

Description and justification of the request	Admin update for courses not found. Admin update for courses not found.	<p>The addition of STAT 2303 as an additional option for students to fulfill their MATH/STATS requirement in our program. \n \nNEW GEN ED CHANGE 11/08/2019: To address Goal 6 Learning Outcome 6.1 in the General Education Curriculum, we are adding a new requirement to each of the three concentrations in our AGBSBS program. The 'Capstone Experience' requirement will consist of two options for students: 1) AGECE 401V - Agribusiness Internship or a new course 2) AGECE 4041 - Agribusiness Capstone. Students can complete either option to fulfill the requirement and meet Learning Outcome 6.1. For years, we have allowed students to also enroll in STAT 2303 and we would provide course substitutions. At our last faculty meeting, we voted to formally adopt STAT 2303 as an official option. This change has potential impact on the enrollment for STAT 2303. We typically run approximately 50-60 students through our AGECE 2403 each fall semester. We suspect that most of the demand for STAT 2303 would be experienced in the spring semester when we do not traditionally offer AGECE 2403. We currently are offering AGECE 2403 this spring but do not have the resources to continue offering the course by next spring. The current enrollment is 46 students. Our department reached out to the MATH department to inquire about this planned program change and we received positive feedback from Dr. Mark Johnson (email chain attached). \n \nNEW GEN ED CHANGE 11/08/2019: the addition of the Capstone Experience requirement allows our program to meet Learning Outcome 6.1 by creating an avenue to better assess our students abilities to synthesize, integrate, and apply knowledge developed in their undergraduate program. Both options in our Capstone Experience will help better assess students in the areas of: written and oral communication, critical thinking, quantitative literacy, and how to apply the core principles of the Agribusiness Program. \n</p>
College(s)/School(s)		ARSC WCOB
Upload attachments		STAT 2303 Email Mark Johnson.pdf AGECE 401V Internship in Agribusiness syllabus_final.pdf AGECE 4041 Capstone syllabus npk.pdf

	Reviewer Comments		<p>agriffin - Fri, 01 Mar 2019 19:15:10 GMT - Changed na to 120 in the total hours field.</p> <p>agriffin - Fri, 01 Mar 2019 22:46:18 GMT - Changed elective to electives in 8 SDCP and change specialization to concentration in 8 SDCP with permission from submitter.</p> <p>lkulcza - Fri, 08 Nov 2019 17:36:47 GMT - These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>lkulcza - Fri, 08 Nov 2019 17:36:55 GMT - Rollback: These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>agriffin - Mon, 18 Nov 2019 20:44:16 GMT - Reformatted program requirements to reflect the concentration hours only. Updated total hours field. Replaced note in program goals and student learning outcomes to review the AGBSBS CIM block. Changed scheduled program review date to reflect an academic year.</p>
AGBSBS-PRLW	Effective Catalog Year	Fall 2018	Fall 2020
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC WCOB	
	Does this proposal impact any courses from another College/School?	No	Yes
	What are the total hours needed to complete the program?	NA	21
	Scheduled Program Review Date	2022	2022-2023
	Program Goals and Objectives	Program goals and objectives are unchanged.	See AGBSBS.
	Learning Outcomes	Learning outcomes are unchanged.	See AGBSBS.

Description and justification of the request	Admin update for courses not found. Admin update for courses not found.	<p>The addition of STAT 2303 as an additional option for students to fulfill their MATH/STATS requirement in our program.\\n\\nNEW GEN ED CHANGE 11/08/2019: To address Goal 6 Learning Outcome 6.1 in the General Education Curriculum, we are adding a new requirement to each of the three concentrations in our AGBSBS program. The 'Capstone Experience' requirement will consist of two options for students: 1) AGECE 401V - Agribusiness Internship or a new course 2) AGECE 4041 - Agribusiness Capstone. Students can complete either option to fulfill the requirement and meet Learning Outcome 6.1.\\n For years, we have allowed students to also enroll in STAT 2303 and we would provide course substitutions. At our last faculty meeting, we voted to formally adopt STAT 2303 as an official option. This change has potential impact on the enrollment for STAT 2303. We typically run approximately 50-60 students through our AGECE 2403 each fall semester. We suspect that most of the demand for STAT 2303 would be experienced in the spring semester when we do not traditionally offer AGECE 2403. We currently are offering AGECE 2403 this spring but do not have the resources to continue offering the course by next spring. The current enrollment is 46 students. Our department reached out to the MATH department to inquire about this planned program change and we received positive feedback from Dr. Mark Johnson (email chain attached).\\n\\n\\nNEW GEN ED CHANGE 11/08/2019: the addition of the Capstone Experience requirement allows our program to meet Learning Outcome 6.1 by creating an avenue to better assess our students abilities to synthesize, integrate, and apply knowledge developed in their undergraduate program. Both options in our Capstone Experience will help better assess students in the areas of: written and oral communication, critical thinking, quantitative literacy, and how to apply the core principles of the Agribusiness Program.</p>
College(s)/School(s)		ARSC WCOB
Upload attachments		STAT 2303 Email Mark Johnson.pdf AGECE 401V Internship in Agribusiness syllabus_final.pdf AGECE 4041 Capstone syllabus npk.pdf

	Reviewer Comments		<p>agriffin - Fri, 01 Mar 2019 22:49:58 GMT - Changed elective to electives and changed specialization to concentration electives in the 8 semester plan with permission from submitter.</p> <p>lkulcza - Fri, 08 Nov 2019 17:37:06 GMT - These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>lkulcza - Fri, 08 Nov 2019 17:37:12 GMT - Rollback: These changes have already been through the workflow approval, but rolling back to submitter so that updates for Gen Ed curriculum can be incorporated.</p> <p>agriffin - Mon, 18 Nov 2019 20:47:33 GMT - Reformatted program requirements to reflect only the concentration hours. Updated total hours field to reflect 21 hours for the concentration. Revised scheduled program review date to reflect academic year. And changed program goals and learning outcomes to refer to the AGBSBS CIM block.</p>
AMPDBS	User ID:	lkulcza	nsimkin
	Phone:	7456	575-4307
	Effective Catalog Year	Fall 2018	Fall 2020
	Does this proposal impact any courses from another College/School?	No	Yes
	Estimated Student Demand for Program	325	359
	Scheduled Program Review Date	2019-2020	2020-2021
	Program Goals and Objectives	Unchanged	<p>a. To produce graduates who are ethical and responsible professionals and citizens, who are critical thinkers, effective problem solvers and knowledgeable in their discipline. \</p> <p>\nb.To provide an undergraduate program that provides students with multiple opportunities to gain the necessary knowledge and skills to become successful professionals\nc.To engage in current research and outreach that services the citizens of Arkansas and the nation. \nd.To become a nationally recognized graduate and undergraduate program in the global apparel industry.</p>
	Learning Outcomes	N/A	<p>Demonstrate an understanding of the complex nature of the textiles and apparel industries, including how products are developed, produced, marketed and sold. \nDemonstrate problem-solving by locating and analyzing appropriate resources to develop an end product.\nDemonstrate an ability to use appropriate technology necessary to succeed in the textile and apparel industry.\nEffectively communicate ideas in a) written and b) oral form appropriate for careers in the textiles and apparel complex.</p>

	Description and justification of the request	corrected AMPD 4033 to 4033L (effective fall 2018) see descr comment	Course Changes:\n\nMajor Change: Increase number of credit hours in AMPD 4082 to AMPD 4083 Internship\n\nProgram Changes: in addition to the course changes\n\nUpdate the university core requirements to reflect current hourly guidelines\n\nRemove 7 hours of HESC core courses from program requirements to general electives \n\nInclude additional World Culture Courses to the World Language options\n\n Adding 1 additional credit hour to AMPD internship which reflects additional requirements implemented in the AMPD internship course; \n\nRemoving the HESC Core in the AMPD program due to accreditation changes in the school; \n\n\nAdding additional world culture courses as options to the World Language requirement provides more alternatives for students to include DEI and world culture in their curriculum \n\n
	College(s)/School(s) Upload attachments		ARSC HIST World Culture Option Notification Letter.pdf LALS World Culture Option Notification Letter.pdf MEST World Culture Option Notification Letter.pdf 20-21-ampd-final.docx 20-21-ampd-10sdcf-final.docx
	Reviewer Comments		agriffin - Thu, 05 Dec 2019 17:07:22 GMT - Adjusted formatting in program requirements so that curriculum totals 120 hours. agriffin - Thu, 05 Dec 2019 17:25:50 GMT - In ten semester plan, replaced HIST 3533 (2nd occurrence) with HIST 3553 to reflect correct options from program requirements. agriffin - Thu, 05 Dec 2019 17:36:45 GMT - Updated scheduled program review date. Also inserted program goals and student learning outcomes from the 2019 assessment report. ac087 - Fri, 06 Dec 2019 16:15:33 GMT - Rollback: Rollback per Vicky Watkins. watkinsv - Fri, 06 Dec 2019 16:21:07 GMT - Changing MEST course per recommendation from Swedenburg agriffin - Fri, 06 Dec 2019 19:21:54 GMT - Both courses in red have been submitted into the approval workflow.
ATTRMA	Effective Catalog Year	Fall 2019	Fall 2020

	Description and justification of the request	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.	Deleted program prerequisites: EXSC 3393 and EXSC 3353\n\nAdded program prerequisites: BIOL 1543/1541L, CHEM 1103/1101L or CHEM 1203/1201L, PHYS 2013/2011L, and PSYC 2003. \n\nAdded ATTR 5253 and increased overall program hours by 3 credit hours. These additional prerequisites are mandated by the commission on accreditation for athletic training education (CAATE).\n\nAddition of ATTR 5253 is also mandated by CAATE. The course is going through the approval process. The course is intended to provide content on professionalism and transition to practice in athletic training that is required by our accrediting body CAATE.
	Reviewer Comments	agriffin - Mon, 10 Dec 2018 22:57:10 GMT - Deleted a duplicate paragraph in the prerequisite description, spelled out Board of Certification in first use of BOC, and hyper-linked the GATP website with approval and assistance from submitter. agriffin - Fri, 11 Jan 2019 21:44:44 GMT - Edited the BOC for Athletic Training Exams section, 1.a. on behalf of the college. calison - Tue, 21 May 2019 16:00:53 GMT - Removed general description and moved to the Overview page of the program.	agriffin - Wed, 06 Nov 2019 17:02:00 GMT - Changed 'type of proposal' back to 'major field of study' with permission from submitter. agriffin - Wed, 06 Nov 2019 17:06:02 GMT - Inserted Graduate Athletic Training Program into first line of the program requirements, in order to clarify what GATP is. kmamisei - Wed, 18 Dec 2019 13:55:19 GMT - Added ATTR 5253 and increased overall number of hours required to complete the program by 3 credit hours per request from the program and as approved by the COEHP curriculum committee.
CSMGMS	Added		
FDSCBS	Effective Catalog Year	Summer 2014	Fall 2020
	User ID:		hamilton
	Phone:		479-575-5299
	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/ changing Focused Study or Track)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	Does this proposal impact any courses from another College/School?	No	Yes
	College(s)/School(s)		ARSC
	What are the total hours needed to complete the program?		120
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		NA
	Scheduled Program Review Date		2022-2023

Program Goals and Objectives

1. Graduates are competent in core areas of food science.\n2. Graduates can integrate and apply their knowledge.\n3. Graduates are proficient communicators.\n4. Graduates demonstrate professionalism and leadership skills\n

Learning Outcomes

FDSC currently adheres to standards and learning outcomes approved by the Higher Education Review Board (HERB) of the Institute of Food Technologists (IFT) for undergraduate programs in Food Science and Technology. They are as follows:

Standard: Food chemistry (FC) - The structure and properties of food components (water, carbohydrates, protein, lipids, other components and food additives); the chemistry of changes occurring during processing, storage, and utilization.

Essential Learning Outcomes:

FC.1. Discuss the major chemical reactions that limit shelf life of foods.

FC.2. Explain the chemistry underlying the properties and reactions of various food components.

FC.3. Apply food chemistry principles used to control reactions in foods.

FC.4. Demonstrate laboratory techniques common to basic and applied food chemistry.

FC.5. Demonstrate practical proficiency in a food analysis laboratory.

FC.6. Explain the principles behind analytical techniques associated with food.

FC.7. Evaluate the appropriate analytical technique when presented with a practical problem.

FC.8. Design an appropriate analytical approach to solve a practical problem.

Standard: Food microbiology (FM) - Microorganisms in food including beneficial, pathogenic, and spoilage; the influence of the food system on their growth, survival, and control.

Essential Learning Outcomes:

FM.1. Identify relevant beneficial, pathogenic, and spoilage microorganisms in foods and the conditions under which they grow.

FM.2. Describe the conditions under which relevant pathogens are destroyed or controlled in foods.

FM.3. Apply laboratory techniques to identify microorganisms in foods.

FM.4. Explain the principles involved in food preservation via fermentation processes.

FM.5. Discuss the role and significance of adaptation and environmental factors (e.g., water activity, pH, temperature) on growth response and inactivation of microorganisms in various environments.

FM.6. Choose relevant laboratory techniques to identify microorganisms in foods.

Standard: Food safety (FS) - Hazards (physical, chemical, biological) associated with foods and the food system; their transmission and control.

Essential Learning Outcomes:

FS.1. Identify potential hazards and food safety issues in specific foods.

FS.2. Describe routes of physical, chemical, and biological contamination of foods.

FS.3. Discuss methods for controlling physical, chemical and biological hazards.

FS.4. Evaluate the conditions, including sanitation practices, under which relevant pathogenic microorganisms are commonly controlled in foods.

FS.5. Select appropriate environmental sampling techniques.

FS.6. Design a food safety plan for the manufacture of a specific food.

Standard: Food engineering and processing (FE) - Food engineering principles; food preservation and processing; packaging materials and methods; cleaning and sanitation; water and waste management.

Essential Learning Outcomes:

FE.1. Define principles of

Description and justification of the request

1) Adjust course choices to satisfy statistics requirement on each concentration: on Food Science removed STAT 2023, on FDTN removed WCOB 1033 and AGECE 2403, on FDCU added AGST 4023. (0 net change because the change is adding or removing from a list of course choices).\n\n2) Remove requirement of MATH 2053 on FDTN for students pursuing business minors. (3 hour net change)\n\n3) Add CHEM 3603/3601L CHEM 3613/3611L alternate option to CHEM 2613/2611L to FDTN and FDCU. This option is already available on FDSC. (0 net change because the change is adding to a list of course choices).\n\n4) Add CHEM 3813 to FDTN and FDCU which is already required for FDSC. (3 hr net change).\n\n5) Add FDSC 2523 to all concentrations (3 hour net change).\n\n6) Add FDSC 4122/4121L to FDTN and FDCU (3 hour net change).\n\n7) Removed NUTR 1213 from FDTN and FDCU (3 hour net change).\n\n8) Removed upper division requirement for communication intensive courses for FDCU.

1) To simplify the course options list and to make uniform across the three concentrations.\n\n2) At the time this course was added as a requirement, courses students were required to take in AGBS-m and GBUS-m required MATH 2053 as a pre-req. Since this is no longer true and the options for minors is no longer restricted, this requirement needs to be deleted.\n\n3) To provide uniform course options across the three concentrations. Also provides additional upper division course options to FDTN and FDCU.\n\n4) Provides additional required upper division coursework for FDTN and FDCU. This course is needed for any student considering post graduate education in Food Science. While those on FDTN and FDCU who indicate an interest in graduate school are heavily advised to take the course as an elective, frequently students decide at the last minute to go to graduate school and therefore have not taken or can not work in taking biochemistry.\n\n5) This course replaces FDSC 2503 on FDTN and FDCU (FDSC 2503 is no longer taught) and is an additional course for FDSC. This course provides competencies in the area of food safety not covered in other FDSC classes that are critical to careers in the food industry for all graduates.\n\n6) Course was an option course for FDTN and will now be required. Addition of course to FDCU provides additional upper division course. This course provides competencies in the area of food safety/food microbiology not covered in other FDSC classes that are critical to careers in the food industry for all graduates.\n\n7) Desired competencies from NUTR 1213 are also obtained from other required courses therefore chosen as a course to remove to accommodate addition of other upper division courses.\n\n8) Increase of required upper division and more options for adding upper division allows more flexibility for choice on this requirement. All concentrations can meet 40 hours of upper division through required coursework and choices through communication intensive, statistics, chemistry, philosophy and elective hours.

	Upload attachments		20-21-fdscbs-fdcu.pdf 20-21-fdscbs-fdtn-9sdcp.pdf 20-21-fdscbs-fdtn.pdf 20-21-fdscbs-fdsc-9sdcp.pdf 20-21-fdscbs-fdsc.pdf 20-21-fdscbs-fdcu-9sdcp.pdf FDSC 40 hours Upper Division Justification.pdf
	Reviewer Comments		agriffin - Tue, 05 Nov 2019 17:16:33 GMT - Changed scheduled program review date from 2019-2020 (which is the date for the FDSC concentration) to 2022-2023 which includes the FDSC major and other concentrations. mthomsen - Fri, 15 Nov 2019 23:57:12 GMT - Rollback: Per Dean's office request pending second reading
FDSCBS-FDCU	User ID:	lkulcza	hamilton
	Phone:	7456	5299
	Effective Catalog Year	Fall 2019	Fall 2020
	What are the total hours needed to complete the program?	NA	21
	Description and justification of the request	Admin update of courses not found. Admin update of courses not found.	See program change for FDSCBS See program change for FDSCBS
	Reviewer Comments		agriffin - Tue, 05 Nov 2019 17:13:14 GMT - Inserted total hours for concentration. mthomsen - Fri, 15 Nov 2019 23:56:45 GMT - Rollback: Per Dean's office request pending second reading
FDSCBS-FDSC	User ID:	crsleaf1	hamilton
	Phone:	na	5299
	Effective Catalog Year	Fall 2018	Fall 2020
	What are the total hours needed to complete the program?	na	21
	Scheduled Program Review Date	na	2019-2020
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	See program change for FDSCBS See program change for FDSCBS
	Reviewer Comments		agriffin - Tue, 05 Nov 2019 17:14:35 GMT - Since this concentration has an external accreditor, I entered the review date. agriffin - Tue, 05 Nov 2019 17:15:13 GMT - Entered total hours for concentration. mthomsen - Fri, 15 Nov 2019 23:56:53 GMT - Rollback: Per Dean's office request pending second reading
FDSCBS-FDTN	User ID:	lkulcza	hamilton
	Phone:	7456	5299
	Effective Catalog Year	Fall 2019	Fall 2020
	What are the total hours needed to complete the program?	na	21
	Description and justification of the request	Admin decision to leave FDSC 2503 in catalog this year; program is undergoing major changes to be proposed for fall 2020. Admin decision to leave FDSC 2503 in catalog this year; program is undergoing major changes to be proposed for fall 2020.	See program change for FDSCBS See program change for FDSCBS

	Reviewer Comments		agriffin - Mon, 04 Nov 2019 21:33:26 GMT - Rollback: Please address the discrepancies in the semester plan as noted in the correspondence from 11/4/2019. Thank you. agriffin - Tue, 05 Nov 2019 17:12:46 GMT - Inserted total hours for concentration. mthomsen - Fri, 15 Nov 2019 23:57:03 GMT - Rollback: Per Dean's office request pending second reading
HIEDPH	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)	Reconfiguring an Existing Degree—(LON)
	Effective Catalog Year	Fall 2019	Fall 2021
	Degree	Doctor of Education	Doctor of Philosophy
	Program Title	Higher Education, Doctor of Education	Higher Education, Doctor of Philosophy
	List institutions in the surrounding region offering similar programs	N/A	Ph.D. in Higher Education Administration, University of Alabama; Ph.D. in Administration of Higher Education, Auburn University; Ph.D. in Higher Education Administration, University of Kansas; Ph.D. in Educational Leadership and research: Higher Education Administration, LSU; Ph.D. in Higher Education, The University of Mississippi; Ph.D. in Educational Leadership and Policy Analysis, Emphasis in Higher Education, University of Missouri; Ph.D. in Educational Administration, Emphasis in higher Education Administration, Texas AM.
	List institutions in the nation offering similar programs	N/A	Ph.D. in Higher Education, Iowa State University; Ph.D. in Educational leadership and Higher Education, University of Nebraska-Lincoln; Ph.D. in Education Administration: Higher Education Administration Concentration, University of South Carolina; Ph.D. in Higher Education, University of Georgia;
	Why is the Program needed if offered at other institutions?	Ed.D. in Higher Education has been part of the University of Arkansas campus for over 50 years. The program has a long history and great respect of faculty and higher education professionals across the country. Ed.D. program draws its students from Arkansas and neighboring states, including Oklahoma, Missouri, and Kansas. Faculty members in the program are nationally recognized for their scholarly achievements.	Higher Education doctoral program has been part of the University of Arkansas campus for over 50 years. The program has a long history and great respect of faculty and higher education professionals across the country. The program draws its students from Arkansas and neighboring states, including Oklahoma, Missouri, and Kansas. Faculty members in the program are nationally recognized for their scholarly achievements.

Program Goals and Objectives	<p>HIED-EDD program equips its students with the skills and knowledge to be able to:</p> <ol style="list-style-type: none"> 1. Provide effective leadership to institutions of higher education. 2. Make decisions and solve problems through logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences. 3. Respect ideas, perspectives, motivations, and behaviors of fellow professionals and understand their unique roles and responsibilities within institutions of higher education. 	<p>HIED-PHD program equips its students with the skills and knowledge to be able to:</p> <ol style="list-style-type: none"> 1. Provide effective leadership to institutions of higher education. 2. Make evidence-based decisions and solve problems through processes that recognize a wide variety of environmental factors, constituents, and influences. 3. Communicate effectively through written and verbal means to a variety of audiences and stakeholders. 4. Respect ideas, perspectives, motivations, and behaviors of students, faculty, and leaders and understand their unique roles and responsibilities within institutions of higher education. 5. Create more diverse and inclusive institutions, programs, and policies. 6. Conduct original research and effectively communicate research findings to diverse audiences.
Learning Outcomes	<p>Upon completion of HIED-EDD program, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the relationship between postsecondary education institutions and social, economic, political, and religious currents. b. Utilize specific modes of thought, critical theories, professional bodies, and essential research in higher education. c. Use data to inform decision-making and problem solving. d. Assess risk and develop strategies for creating acceptable levels of legal risk. e. Demonstrate sufficient understanding of leadership, change, and culture to ensure competence and confidence in leading and managing change in a postsecondary setting. f. Conduct themselves in a professional, thoughtful, and ethical manner that represent best practices in college and university management and leadership. 	<p>Upon completion of HIED-PHD program, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the relationship between postsecondary education institutions and social, economic, and political systems. b. Appreciate how historical and contemporary inequities affect access to and experiences in higher education. c. Use data to inform decision-making and problem solving. d. Assess risk and develop strategies for creating acceptable levels of legal risk. e. Demonstrate sufficient understanding of leadership, change, and culture to ensure competence and confidence in leading and managing change in a postsecondary setting. f. Conduct themselves in a professional, thoughtful, and ethical manner that represents good institutional stewardship. g. Engage in research, identify and implement appropriate research designs, and disseminate research findings through presentations and publications.

	Description and justification of the request	<p>Combined 9 hours of skill-based electives and 6 hours of general higher education electives sections into one section. The section currently reads as '15 hours of approved Higher Education courses'. This change will allow more flexibility in the degree plan. Faculty also believe that the majority of higher education courses are skill-based, so the distinction between skill-based and general higher education courses was arbitrary and not easily understood by students.</p>	<p>1. Changed the name of the degree from Ed.D. to Ph.D. \n\n2. Increased research requirements from 12 to 15 credit hours\n\n3. Revised program goals and outcomes, and cleaned up catalog language 1. The program faculty conducted a thorough review of 18 peer research institutions in the region and nationally. All benchmark institutions offer a Ph.D. degree in Higher Education (or emphasis in higher education) with very similar curriculum and requirements. None of the benchmarks offer only an Ed.D. degree. Six of the 18 institutions offer both an Ed.D. and a Ph.D. degree, but their Ed.D. programs do not typically require a traditional dissertation and follow an executive education model (for example, require a Capstone or an Action Research project). Ed.D. in Higher Education is also the only Ed.D. degree on this campus that is offered on campus. The rest of the Ed.D. degrees are offered online. Additionally, the feedback from our students as well as alumni reveals strong interest in the degree name change. The program faculty believe that the degree name change will improve recruitment and also help the program better align with student and market demands as well as the degree offerings at peer research universities. \n\n2. The review of 18 benchmark institutions revealed that the research requirements for Ph.D. in Higher Education equal an average of 15 credit hours, as opposed to an average of 11 credit hours of research courses for Ed.D. programs. The proposed Ph.D. in Higher Education will also require 15 hours of research requirements. \n\n3. Minor changes in the program goals and outcomes were completed in response to the increase in research requirements and the change in the degree name.</p>
	Reviewer Comments	<p>agriffin - Wed, 14 Nov 2018 16:31:10 GMT - Updated schedule program review date. agriffin - Wed, 14 Nov 2018 17:19:13 GMT - Edited program requirements as requested by college. Also inserted a revised copy of the student learning outcomes. agriffin - Wed, 14 Nov 2018 17:44:35 GMT - Rollback: Rolling back per department's request. agriffin - Thu, 15 Nov 2018 17:41:25 GMT - Added credit hours to the research methods comment field. agriffin - Thu, 15 Nov 2018 18:15:06 GMT - Added 'of dissertation' to second bullet under item 6 with permission from college. calison - Tue, 21 May 2019 22:51:55 GMT - Moved the course requirements into a single course list and tightened language.</p>	<p>agriffin - Thu, 12 Dec 2019 19:04:03 GMT - College is encouraged to review available tests through the Testing Center. The Miller's Analogy Test is no longer available here on campus. However, other institutions may utilize it. Something to consider as you revise the admissions criteria. agriffin - Thu, 12 Dec 2019 19:04:54 GMT - Changed header in program requirements from Ed.D. to Ph.D. agriffin - Thu, 12 Dec 2019 19:08:37 GMT - For program hours to calculate, I checked the sum box, inserted 15 in hours field for HIED Core, and 27 hours for Graduate Electives to total 96 hours. agriffin - Thu, 12 Dec 2019 21:45:07 GMT - Minor edits to LON, to include ADHE degree code. agriffin - Thu, 12 Dec 2019 21:47:17 GMT - Changed graduate electives from 27 to 33 in order for program to total 96 credit hours. College is encouraged to review.</p>
	Program Code	HIEDED	HIEDPH
	Upload attachments		HIEDED-HIEDPH - Reconfig - Curriculum.docx HIEDED-HIEDPH - Reconfig - Ltr of Notification.pdf
HISTBA	Effective Catalog Year	Fall 2019	Fall 2020

Scheduled Program Review Date	2018	2024-2025
Description and justification of the request	<p>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. \n\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</p>	<p>Added courses already approved, updating the catalog.\n\nHIST 1203 History of Football appears 'not found' because it's in the last line of approval. Simple update</p>
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. jdurdik - Fri, 02 Mar 2018 20:21:28 GMT - Rollback: More to do first. agriffin - Mon, 19 Mar 2018 18:16:31 GMT - Rollback: Please review the correspondence from 3-15-2018 for revisions. agriffin - Fri, 28 Sep 2018 14:12:46 GMT - Rollback: Rolling back at the request of submitter. 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. 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. agriffin - Mon, 01 Oct 2018 19:08:33 GMT - Removed inactive courses from program requirements. 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. calison - Tue, 21 May 2019 23:04:08 GMT - Some reformatting to make course totals clearer.</p>	<p>agriffin - Tue, 19 Nov 2019 14:28:45 GMT - Changed effective date from fall 2019 to fall 2020. agriffin - Tue, 19 Nov 2019 14:31:10 GMT - Updated scheduled program review date.</p>
NURSMS-NUED	Inactivated/Deleted	

POSC-M	Effective Catalog Year	Fall 2014	Fall 2020
	User ID:		patrices
	Phone:		4795753699
	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/ changing Focused Study or Track)
	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?		16
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		18-20 per year
	Scheduled Program Review Date		NA
	Program Goals and Objectives		The goal of the poultry science curriculum is to promote a fundamental understanding of poultry science across sub-disciplines, with an emphasis on the scientific basis underlying the poultry industry. The objective of the required POSC courses is to provide an overview of poultry-related careers, production practices, poultry anatomy, and disciplines that include physiology, diseases, genetics, nutrition, processing, and products. \n\n
	Learning Outcomes		Student Learning Outcome 1. Students will demonstrate knowledge of the basic principles of production, anatomy, physiology, genetics, nutrition, health, and disease identification as related to poultry.\nStudent Learning Outcome 2. Students develop critical-thinking skills that apply to issues and problems faced by the poultry industry.\n\nStudent Learning Outcome 3: Students will be able to communicate summaries of lab activities, interpret results of problem-solving activities and summarize results of research in written and oral communication
	Description and justification of the request		The core requirements have been changed to reflect 10 hours. In addition, students have to choose two POSC Controlled electives for six hours. The change is due to POSC 1002 and POSC 1012 being combined to reflect POSC 1003. POSC 2353 is now an option for a controlled elective.\n\nAdditional courses were added to POSC controlled electives to give the student that is obtaining a minor a greater selection of courses.
	Upload attachments		POSC Proposed minor 2020-2021 (2).docx

	Reviewer Comments		<p>agriffin - Thu, 10 Oct 2019 21:36:47 GMT - Rollback: Changes to minors no longer require off campus approval. Please change the reason for the modification to 'making minor changes'. This action will influence the approval workflow to only include campus approvers. Only submitters can influence the workflow. In addition, work with Vicky Watkins to hyper-link the courses listed in the program requirements field. Plus do not use abbreviations. Spell out hours.</p> <p>agriffin - Tue, 29 Oct 2019 22:06:07 GMT - POSC 1003 is currently pending AFLS Dean Initial approval. POSC 3033 is currently pending UCPC approval.</p> <p>lkulcza - Wed, 30 Oct 2019 17:46:25 GMT - Rollback: Please adjust the reason for this proposal from 'Revising Curriculum of an Existing Certificate or Degree' to 'Making Minor Changes'--this will trigger the correct on-campus only workflow.</p> <p>agriffin - Fri, 08 Nov 2019 20:56:29 GMT - Replaced scheduled program review date. Minors do not conduct program reviews.</p>
POSCBS	User ID:	crsleaf1	patrices
	Scheduled Program Review Date	NA	2024-2025
	Phone:	575-6731	5753699
	Description and justification of the request	Admin removal of deleted course.	<p>Minor Changes to the Poultry Science Core \nRemoval of POSC 1002 and 1012-Changed to POSC 1003 \n\nPOSC 3032/3042 Animal Physiology I and II was changed to POSC 3033 Animal Physiology \n\nPOSC 3513 Current Approaches in Agricultural Laboratory Research was added as a controlled elective \n\nPOSC 3223-Spring Only Course \nPOSC 3554-Fall Only Course POSC 1002 and POSC 1012 was combined to reflect Intro to Poultry Science w/lab. \n\nPOSC 3223 and POSC 3554 switched to balance out the offering of core classes. \n\nAnimal Physiology I and II was changed from 2 two hour courses to reflect one 3 hour class. Students would take one and not the other. Now students will receive all of the course content. \n\nPOSC 3513 was added to the controlled elective section to provide students with additional option.</p>
	Description and Justification for this request	Admin removal of deleted course.	
	Effective Catalog Year	Fall 2017	Fall 2020
	Program Goals and Objectives	NA	<p>The goal of the poultry science curriculum is to promote a fundamental understanding of poultry science across sub-disciplines, with an emphasis on the scientific basis underlying the poultry industry. The objective of the required POSC courses is to provide an overview of poultry-related careers, production practices, poultry anatomy, and disciplines that include physiology, diseases, genetics, nutrition, processing, and products.</p>

Learning Outcomes	NA	Student Learning Outcome 1. Students will demonstrate knowledge of the basic principles of production, anatomy, physiology, genetics, nutrition, health, and disease identification as related to poultry.\n\nStudent Learning Outcome 2. Students develop critical-thinking skills that apply to issues and problems faced by the poultry industry.\n\nStudent Learning Outcome 3: Students will be able to communicate summaries of lab activities, interpret results of problem-solving activities and summarize results of research in written and oral communication \n\n
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		120
Upload attachments		20-21-poscbs.docx 20-21-posc-8sdcp (1).docx
Reviewer Comments		agriffin - Wed, 09 Oct 2019 22:18:03 GMT - Rollback: Please work with the POSC department to submit the proposed changes into the Program Requirements field and 8 semester plan. It appears no changes were made to those two fields. Attachments are not sufficient. watkinsv - Thu, 10 Oct 2019 13:41:57 GMT - Rollback: Program changes and semester plan needs update to reflect check sheets for 20-21 agriffin - Wed, 23 Oct 2019 22:36:52 GMT - Changed review date to include the academic year, not just the calendar year. agriffin - Mon, 28 Oct 2019 16:27:48 GMT - Rollback: Returned based on request from college. Please visit with Vicky Watkins to make edits.