CIM Report Nov 16, 2026 4:30pm

Program Changes Pending Approval from Undergraduate Council

Code	Field	Old Value	New Value
AFLS Honors	User ID:	gdaugher	watkinsv
	Phone:	479-575-7758	479-575-2121
	Effective Catalog Year	Fall 2024	Fall 2027
	Description and justification of the request	Changed effective date from 8/15/2024 to Fall 2024. | administratively correcting effective date to proper naming conventions. ASC. 9/27/2024.	Change AFLS 102H3 to AFLS 102H1. Add AFLS 203H1 and AFLS 414H1 as course requirements. Change a portion of the student eligibility requirements as highlighted. | We propose changing the 16-week AFLS 102H3 - Bumpers College Honors Program Perspectives to AFLS Honors Perspectives - AFLS 102H1. The course would be offered a one credit hour course for entering freshmen during 8wk1 and 8wk2 every fall semester. Offering two sections will provide smaller class sizes, as the typical size ranges from 60-85 students, while University Perspectives courses across campus are capped at 19-20 students. AFLS Honors Thesis Basics - AFLS 203H1 is proposed as a fall sophomore course to prepare students to identify an honors thesis mentor and topic and aid with retention. Currently, there is no structured course for sophomores. Based on a needs assessment among our students, we identified the honors thesis mentor and identification stage as a common struggle for sophomores and is a common time when students may drop honors if their search is unsuccessful. The proposed AFLS Honors Senior Seminar - AFLS 414HV will prepare students to finalize their written theses, prepare their oral defense presentations, and develop a dissemination plan for presentation or publication. In addition to increasing retention during the final stages of the program, the secondary goal of this new course is to provide program support for honors thesis mentors, similar to our program's Honors Proposal Development and Research Methods Course - AFLS 341H3 for sophomores and juniors.
	Upload attachments		Updated AFLS Timeline Draft_091126.pdf
	Reviewer Comments		lkulcza - Thu, 22 Oct 2026 04:47:17 GMT - Rollback: Please check the following statement for accuracy: "Each student must complete at least 9 credit hours of Honors courses, three of which must include AFLS 203H1, AFLS 341H3 and AFLS 414H1". lkulcza - Sun, 01 Nov 2026 17:06:15 GMT - All courses not found are currently in workflow for fall 2027.
AGLW-M	Added		
BENGBS	User ID:	gdaugher	mm255
	Phone:	5454	n/a
	Effective Catalog Year	Fall 2024	Fall 2027
	Scheduled Program Review Date	2020	2026

	Program Goals and Objectives	The faculty of the Biological Engineering program seeks to provide a challenging technical education in a safe, secure and inclusive learning environment that promotes a desire for service and prepares graduates to: 1) Successfully practice engineering involving the design and management of sustainable water, food, energy and related biological systems, 2) Make ethical, valuable and sustained contributions that benefit employers, communities, Arkansas and the world, and 3) Succeed in graduate education or continuing professional development, as needed for professional growth and licensure. The objectives of the Environmental Concentration is to meet the previously listed objectives of the Biological Engineering program, with specific applications in the environmental area.	The faculty of the Biological Engineering program seeks to provide a challenging technical education in a safe, secure and inclusive learning environment that promotes a desire for service and prepares graduates to: 1) Successfully practice engineering involving the design and management of sustainable water, food, energy and related biological systems, 2) Make ethical, valuable and sustained contributions that benefit employers, communities, Arkansas and the world, and 3) Succeed in graduate education or continuing professional development, as needed for professional growth and licensure. The objectives of the Environmental Concentration is to meet the previously listed objectives of the Biological Engineering program, with specific applications in the environmental area.

	Learning Outcomes	Completion of degree requirements provides graduates with the following learning outcomes: 1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. 2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. 3) An ability to communicate effectively with a range of audiences. 4) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. 5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. 6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. 7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies. 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.	Completion of degree requirements provides graduates with the following learning outcomes: 1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. 2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. 3) An ability to communicate effectively with a range of audiences. 4) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. 5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. 6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. 7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies. 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.
	Description and justification of the request	Admin update to course listed in 8 semester plan that was inaccurately converted for common course numbering. | Admin update to course listed in 8 semester plan that was inaccurately converted for common course numbering.	See attached program change proposal. | See attached program change proposal.
	Upload attachments		BENG Program Change for 27-28 Catalog.docx
	Reviewer Comments		lkulcza - Wed, 11 Nov 2026 16:59:40 GMT - Updated submitter info. Net change = 5% lkulcza - Wed, 11 Nov 2026 20:26:54 GMT - Per prior conversation with Doug Miles, approving this proposal on behalf of OSAI (Institutional Research).
BENGBS-ENVR	User ID:	gdaugher	mm255
	Phone:	5454	n/a

	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2026	Fall 2027
	Description and justification of the request	Admin correction of science requirement in Year 2 Fall; course choices not indented and therefore adding an additional 4 hours to total number of hours required. | To correct the total number of hours for this degree/concentration.	See attached program change proposal. | See attached program change proposal.
	Upload attachments		BENG Program Change for 27-28 Catalog.docx
	Reviewer Comments		lkulcza - Wed, 11 Nov 2026 17:04:02 GMT - Updated submitter info. lkulcza - Wed, 11 Nov 2026 20:27:06 GMT - Per prior conversation with Doug Miles, approving this proposal on behalf of OSAI (Institutional Research).
BMEGBS	User ID:	tmuldoon	mselsaad
	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2026	Fall 2027
	Estimated Student Demand for Program	60 per year	80 per year
	Program Goals and Objectives	The Program Education Objectives of the undergraduate BMEG program at the University of Arkansas, Fayetteville are to produce graduates that are capable of:\\n\ \n1. Succeeding in practice at the interface between life science and engineering, or in other\\nprofessional activities, or in post# baccalaureate studies.\\n2. Utilizing their engineering education/experience in creating new knowledge or enabling\\ntechnologies for improvement of human health and healthcare.\\n3. Conducting themselves with high standards of professional ethics and integrity\\n4. Being aware of the limits of their knowledge and initiate self#directed learning to create future\\nprofessional opportunities for themselves in biomedical engineering.\\n	The Program Education Objectives of the undergraduate BMEG program at the University of Arkansas, Fayetteville are to produce graduates that are capable of:\\n\ \n1. Succeeding in practice at the interface between life science and engineering, or in other\\nprofessional activities, or in post# baccalaureate studies. 2. Utilizing their engineering education/ experience in creating new knowledge or enabling\\ntechnologies for improvement of human health and healthcare. 3. Conducting themselves with high standards of professional ethics and integrity\\n 4. Being aware of the limits of their knowledge and initiate self#directed learning to create future\\nprofessional opportunities for themselves in biomedical engineering.

	Learning Outcomes	Completion of the degree requirements provides for the following educational outcomes:\\n\\n• an ability to identify, formulate, and solve complex engineering problems by applying principles\\nof engineering, science, and mathematics\\n• an ability to apply engineering design to produce solutions that meet specified needs with\ \nconsideration of public health, safety, and welfare, as well as global, cultural, social,\ \nenvironmental, and economic factors\\n• an ability to communicate effectively with a range of audiences\\n• an ability to recognize ethical and professional responsibilities in engineering situations and\\nmake informed judgments, which must consider the impact of engineering solutions in global,\\neconomic, environmental, and societal contexts\\n• an ability to function effectively on a team whose members together provide leadership, create\\na collaborative and inclusive environment, establish goals, plan tasks, and meet objectives\\n• an ability to develop and conduct appropriate experimentation, analyze and interpret data, and\\nuse engineering judgment to draw conclusions\\n• an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.\\n\\nThese educational outcomes are experienced within the context of biology and physiology appropriate\\nto solving problems at the interface of engineering and biology.	Completion of the degree requirements provides for the following student educational outcomes:\\n\\n1- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics\\n 2- an ability to apply engineering design to produce solutions that meet specified needs with\\nconsideration of public health, safety, and welfare, as well as global, cultural, social,\ \nenvironmental, and economic factors 3- an ability to communicate effectively with a range of audiences\\n 4- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts\\n 5- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives 6- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions\\n 7- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.\\n\\nThese educational outcomes are experienced within the context of biology and physiology appropriate to solving problems at the interface of engineering and biology.
	Description and justification of the request	In the Third year of the program, Spring semester, for the Fluid Mechanics requirement, add BMEG 39103 Biofluid Mechanics, with MEEG 35003 and CHEG 21303 as acceptable alternatives. The 8-Semester plan has been updated to show:\\n\\n"BMEG 39103 Biofluid Mechanics (Or MEEG 35003 Or CHEG 21303)" | The BMEG department has implemented a new course, BMEG 39103 Biofluid Mechanics, that satisfies this requirement. Similar offerings by the CHEG and MEEG department will still be accepted. \\n\\nThis request has been updated in the 8-semester plan above, with a proposed start date of Fall 2026.	1- Replace BMEG 26104 with BMEG 26102 and BMEG 27102\\n2- Updated footnotes to reflect changes in state core requirements \\n3- Updated 8-semester plan to reflect changes in state core requirements \\n4- Expanded Program Objectives and Student Outcomes to multiple cells | See description of changes.

	Reviewer Comments	lkulcza - Fri, 29 Aug 2025 16:14:26 GMT - Rollback: It doesn't appear that the requested change (adding BMEG 39103 as an option in Year 3) has been entered. Also, this update would qualify for the shortened approval process, but will need to be effective for Fall 2026. Please make these updates and adjust submitter information and then re-submit. Feel free to reach out to me or your dean's office if you have questions. lkulcza - Mon, 08 Sep 2025 17:22:18 GMT - This proposal qualifies for the shortened approval process; workflow has been updated accordingly.	lkulcza - Wed, 23 Sep 2026 06:58:23 GMT - The proposed changes represent a net change of 0%. rossetti - Fri, 02 Oct 2026 14:35:01 GMT - Rollback: Revision requested by COE Deans Office regarding removal of General Education requirements from the degree audit.
CENGBS	Effective Catalog Year	Fall 2024	Fall 2027
	Program Goals and Objectives	Program Educational Objectives\\n\\nFor the B.S. degree program in computer engineering, the following set of program educational objectives describe what graduates are expected to attain within a few years after graduation.\\n\\nComputer Engineering graduates will:\\n\\n1. Be able to practice their profession in a competitive market. The competitive market includes being recruited by industrial firms, government agencies and graduate schools.\\n\\n2. Make a significant contribution to society, including improving the standard of living particularly for the taxpayers of the state of Arkansas.\\n\\n3. Understand the need for life-long learning and continued professional development for a successful and rewarding career.\\n\\n4. Accept responsibility for leadership roles, in their profession, communities, and society.\\n\\n	The program educational objectives (PEOs) for the computer engineering undergraduate program, which leads to the Bachelor of Science degree in Computer Engineering, are to produce graduates who within three to five years after graduation will: 1. Be able to practice their profession in a competitive market. The competitive market includes being recruited by industrial firms, government agencies and graduate schools. 2. Make a significant contribution to society, including improving the standard of living particularly for the taxpayers of the state of Arkansas. 3. Understand the need for life-long learning and continued professional development for a successful and rewarding career. 4. Accept responsibility for leadership roles, in their profession, communities, and society.

	Learning Outcomes	Student Learning Outcomes\\n\\nCE1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.\\n \\nCE2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.\\n \ \nCE3. An ability to communicate effectively with a range of audiences.\\n\\nCE4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.\\n\\nCE5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.\\n \\nCE6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.\\n\\nCE7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	The Computer Engineering program maintains the following student learning outcomes. For more information, visit www.abet.org (https://www.abet.org/). CE1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. CE2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. CE3. An ability to communicate effectively with a range of audiences. CE4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. CE5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. CE6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.\\n CE7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
	Description and justification of the request	Administratively correcting effective date to proper naming conventions. JM 10/03/2024. | Changed effective date from 8/15/2024 to Fall 2024.	Added PLSC 20003 American National Government.\\nReformatted Learning Outcomes.\\nRemoved references to General Education.\\nUsed suggested sentence from Registrar to point students to State Minimum Core and General Education Requirements in footnotes. "1. Students must complete the State Minimum Core and the requirements of their major(s) as outlined in the Catalog of Studies. These courses also fulfill many, if not all, of the General Education Requirements. Please visit these pages in the links provided and consult with your academic advisor when making course selections to fulfill these requirements." | New State law requiring PLSC 20003.\\nRequest by Registrar to reformat Learning Outcomes.\\nMaintaining lists of General Education classes in the different categories is problematic as classes sometimes change.\\nFor a cleaner catalog, used the sentence from the Registrar in the footnotes.\\nFaculty voted to approve these changes on 9/25/26.\\n

	Reviewer Comments		lkulcza - Mon, 19 Oct 2026 19:10:03 GMT - Removed GNEG 15104 and 15105 from footnote 3; these courses do not exist. If another course(s) was intended to be referenced here, please verify the correct course(s) and add it/them. Re-added footnote for MATH 24004 satisfying Gen Ed outcome 2.1; although we are removing the footnotes connected to SMC courses that satisfy GELOs, we should retain those statements in the 8-semester plans. lkulcza - Mon, 19 Oct 2026 20:12:36 GMT - Net change = 0%
CENGBS-AINT	Added		
CENGBS-CYBR	User ID:	lkulcza	drt
	Phone:	7456	5090
	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2025	Fall 2027
	Description and justification of the request	Admin update to correct department from CSCE to EECS. | This dept. change was made in fall 2023 but it appears this concentration wasn't updated along with CENGBS.	Added PLSC 20003 American National Government.\\nRemoved references to General Education.\\nUsed suggested sentence from Registrar to point students to State Minimum Core and General Education Requirements in footnotes. "1. Students must complete the State Minimum Core and the requirements of their major(s) as outlined in the Catalog of Studies. These courses also fulfill many, if not all, of the General Education Requirements. Please visit these pages in the links provided and consult with your academic advisor when making course selections to fulfill these requirements." | New State law requiring PLSC 20003.\\nMaintaining lists of General Education classes in the different categories is problematic as classes sometimes change. \\nFor a cleaner catalog, used the sentence from the Registrar in the footnotes.\\nFaculty voted to approve these changes on 9/25/26.\ \n
	Reviewer Comments		lkulcza - Mon, 19 Oct 2026 18:48:42 GMT - The Provost's Office has requested that SMC updates go through the full campus approval process rather than a shortened approval process. lkulcza - Mon, 19 Oct 2026 19:09:38 GMT - Removed GNEG 15104 and 15105 from footnote 3; these courses do not exist. If another course(s) was intended to be referenced here, please verify the correct course(s) and add it/them. Re-added footnote for MATH 24004 satisfying Gen Ed outcome 2.1; although we are removing the footnotes connected to SMC courses that satisfy GELOs, we should retain those statements in the 8-semester plans. lkulcza - Mon, 19 Oct 2026 20:12:52 GMT - Net change = 0%
CSCEBA	User ID:	gdaugher	drt
	Phone:	5454	5090
	Effective Catalog Year	Fall 2024	Fall 2027

	Program Goals and Objectives	Program Goals for the BA degree in Computer Science\\nComputer Science graduates will:\\nEnhance Arkansas' and the nation's information technology industry.\\nEngage in advanced study of Computer Science and other fields, including engineering, law, medicine, and business.\\nPossess a sufficiently broad education to be inquisitive, well-informed reasoning members of their profession and society. \\nUnderstand human, social and ethical issues so that they will be good employees or employers, citizens and neighbors.\\n	The program educational objectives (PEOs) for the B.A. computer science undergraduate program, which leads to the Bachelor of Arts degree in Computer Science, are to produce graduates who with in three to five years after graduation will: 1. Enhance Arkansas' and the nation's information technology industry. 2. Engage in advanced study of Computer Science and other fields, including engineering, law, medicine, and business. 3. Possess a sufficiently broad education to be inquisitive, well-informed reasoning members of their profession and society. 4. Understand human, social and ethical issues so that they will be good employees or employers, citizens and neighbors.
	Learning Outcomes	BA Student learning outcomes:\\n\\nPosses an ability to apply knowledge of computing and mathematics appropriate to the discipline. \\nPossess an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.\ \nPossess an ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs. \\nPossess an understanding of professional, ethical, legal, security and social issues and responsibilities.\\nPossess an ability to communicate effectively with a range of audiences.	The B.A. Computer Science program maintains the following student learning outcomes: 1. An ability to apply knowledge of computing and mathematics appropriate to the discipline. 2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution. 3. An ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs. 4. An understanding of professional, ethical, legal, security and social issues and responsibilities. 5. An ability to communicate effectively with a range of audiences.
	Description and justification of the request	Administratively correcting effective date to proper naming conventions. JM 10/04/2024. | Changed effective date from 8/15/2024 to Fall 2024.	Added PLSC 20003 American National Government.\\nReformatted Learning Outcomes.\\nRemoved references to General Education.\\nUsed suggested sentence from Registrar to point students to State Minimum Core and General Education Requirements in footnotes. "1. Students must complete the State Minimum Core and the requirements of their major(s) as outlined in the Catalog of Studies. These courses also fulfill many, if not all, of the General Education Requirements. Please visit these pages in the links provided and consult with your academic advisor when making course selections to fulfill these requirements." | New State law requiring PLSC 20003.\\nRequest by Registrar to reformat Learning Outcomes.\\nMaintaining lists of General Education classes in the different categories is problematic as classes sometimes change.\\nFor a cleaner catalog, used the sentence from the Registrar in the footnotes.\\nFaculty voted to approve these changes on 9/25/26.

	Reviewer Comments		lkulcza - Mon, 19 Oct 2026 19:34:55 GMT - The Provost's Office has requested that SMC updates go through the full campus approval process rather than a shortened approval process. Removed GNEG 15104 and 15105 from footnote 3; these courses do not exist. If another course(s) was intended to be referenced here, please verify the correct course(s) and add it/them. Re-added footnote for MATH 24004 satisfying Gen Ed outcome 2.1; although we are removing the footnotes connected to SMC courses that satisfy GELOs, we should retain those statements in the 8-semester plans. lkulcza - Mon, 19 Oct 2026 20:15:41 GMT - Net change = 0%
CSCEBS	Effective Catalog Year	Fall 2024	Fall 2027
	Program Goals and Objectives	Program Educational Objectives\\n\\nFor the B.S. degree program in computer science, the following set of program educational objectives describe what graduates are expected to attain within a few years after graduation.\\n\\nComputer Science graduates will:\\n\\n1. Enhance Arkansas' and the nation's information technology industry.\\n \\n2. Engage in advanced study of Computer Science and other fields, including engineering, law, medicine, and business.\\n\\n3. Possess a sufficiently broad education to be inquisitive, well-informed reasoning members of their profession and society.\\n\\n4. Understand human, social and ethical issues so that they will be good employees or employers, citizens and neighbors.	The program educational objectives (PEOs) for the computer science undergraduate program, which leads to the Bachelor of Science degree in Computer Science, are to produce graduates who within three to five years after graduation will: 1. Enhance Arkansas' and the nation's information technology industry. 2. Engage in advanced study of Computer Science and other fields, including engineering, law, medicine, and business. 3. Possess a sufficiently broad education to be inquisitive, well-informed reasoning members of their profession and society. 4. Understand human, social and ethical issues so that they will be good employees or employers, citizens and neighbors.

	Learning Outcomes	Student Learning Outcomes\\n\\nCS1. An ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. \\nCS2. An ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. \\nCS3. An ability to communicate effectively in a variety of professional contexts. \\nCS4. An ability to recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles. \\nCS5. An ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. \\nCS6. An ability to apply computer science theory and software development fundamentals to produce computing-based solutions.	The Computer Science program maintains the following student learning outcomes. For more information, visit www.abet.org (https://www.abet.org/). CS1. An ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. CS2. An ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. CS3. An ability to communicate effectively in a variety of professional contexts. CS4. An ability to recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles. CS5. An ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. CS6. An ability to apply computer science theory and software development fundamentals to produce computing-based solutions.
	Description and justification of the request	Administratively correcting effective date to proper naming conventions. JM 10/04/2024. | Changed effective date from 8/15/2024 to Fall 2024.	Added PLSC 20003 American National Government.\\nReformatted Learning Outcomes.\\nRemoved references to General Education.\\nUsed suggested sentence from Registrar to point students to State Minimum Core and General Education Requirements in footnotes. "1. Students must complete the State Minimum Core and the requirements of their major(s) as outlined in the Catalog of Studies. These courses also fulfill many, if not all, of the General Education Requirements. Please visit these pages in the links provided and consult with your academic advisor when making course selections to fulfill these requirements."\\n | New State law requiring PLSC 20003.\\nRequest by Registrar to reformat Learning Outcomes.\\nMaintaining lists of General Education classes in the different categories is problematic as classes sometimes change.\\nFor a cleaner catalog, used the sentence from the Registrar in the footnotes.\\nFaculty voted to approve these changes on 9/25/26.

	Reviewer Comments		lkulcza - Mon, 19 Oct 2026 20:30:09 GMT - The Provost's Office has requested that SMC updates go through the full campus approval process rather than a shortened approval process. Removed GNEG 15104 and 15105 from footnote 3; these courses do not exist. If another course(s) was intended to be referenced here, please verify the correct course(s) and add it/them. Re-added footnote for MATH 24004 satisfying Gen Ed outcome 2.1; although we are removing the footnotes connected to SMC courses that satisfy GELOs, we should retain those statements in the 8-semester plans. Net change = 0%.
CSCEBS-AINT		Added	
CSCEBS-CYBR	User ID:	lkulcza	drt
	Phone:	7456	5090
	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2025	Fall 2027
	Description and justification of the request	Admin update to department from CSCE to EECS. | The department change actually occurred in fall 2023 but it appears this concentration was not updated along with CSCEBS at that time.	Added PLSC 20003 American National Government.\\nRemoved references to General Education.\\nUsed suggested sentence from Registrar to point students to State Minimum Core and General Education Requirements in footnotes. "1. Students must complete the State Minimum Core and the requirements of their major(s) as outlined in the Catalog of Studies. These courses also fulfill many, if not all, of the General Education Requirements. Please visit these pages in the links provided and consult with your academic advisor when making course selections to fulfill these requirements." | New State law requiring PLSC 20003.\\nMaintaining lists of General Education classes in the different categories is problematic as classes sometimes change. \\nFor a cleaner catalog, used the sentence from the Registrar in the footnotes.\\nFaculty voted to approve these changes on 9/25/26.\ \n
	Reviewer Comments		lkulcza - Mon, 19 Oct 2026 20:40:37 GMT - The Provost's Office has requested that SMC updates go through the full campus approval process rather than a shortened approval process. Removed GNEG 15104 and 15105 from footnote 3; these courses do not exist. If another course(s) was intended to be referenced here, please verify the correct course(s) and add it/them. Re-added footnote for MATH 24004 satisfying Gen Ed outcome 2.1; although we are removing the footnotes connected to SMC courses that satisfy GELOs, we should retain those statements in the 8-semester plans. Net change = 0%.
EDST-M	User ID:	dbignar	rjhutch
	Phone:	5-4205	5-5561
	Select a reason for this modification	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)	Requesting Approval to Offer an Existing Concentration or Minor Online
	Effective Catalog Year	Fall 2024	Fall 2027

	Program Delivery Method	On Campus	On Campus Online/Web-based
	Program Goals and Objectives	The goal of the minor program in Educational Studies is to build connections to future educational linkages from non-education majors to discover inroads to opportunities in a variety of educational related fields and to incorporate an educational perspective into out-of-education fields or areas of employment. Providing non-educators with understanding of concepts of education, both formal and informal forms of education, will help strengthen the development and support of both formal schooling systems and informal educational service providers in student's future communities. Providing a pathway into educationally related services that do not require a traditional education undergraduate degree is also desirable, including but not limited to future employment or graduate work in the following areas: counseling, social work, ministry, community services, library/media services, educational reform, teacher licensure via alternative programs, or higher education.	The minor in Educational Studies gives students in other majors a foundation in how education works, in schools and in the informal settings where people learn throughout life. In 15 credit hours, students study the legal and historical foundations of American education and the philosophical and/or religious ideas behind it. They also take one applied course in current research, informal education or trauma-informed practice. The minor prepares students to support schools and other educational services in their future communities and to bring an educational perspective into their own fields. It also provides a route into education-related careers and graduate study that do not require an undergraduate education degree. These include counseling, social work, ministry, community and youth services, library and media services, educational policy and reform, higher education, and teacher licensure through alternative or graduate programs.
	Learning Outcomes	1. Minor students should demonstrate a knowledge of a) current legal landscapes in public and private sector education with respect to Constitutional (public) or contract (private) issues; b) historical issues in the creation of American public and private schooling that continue to influence or be influenced by contemporary schooling efforts; c) apply ideological and theoretical constructs to contemporary systems of formal education in the United States and informal or non-educational societal structures. \\n2. Minor students should be able to demonstrate knowledge of and an appreciation for\ \ndiversity, specifically in formal and informal educational services, as it relates to a wide range of cultures, ethnicities, religions, and/or non-native English language learners.\\n3. Minor students should be able to analyze, create, and defend arguments surrounding issues involving both public and private schooling.\\n4. Graduating minor students should be able to present their knowledge to future employers related to their major in relations to theoretical understanding of learning and how it can benefit their major field.	Students completing the minor will be able to:\\n\\n1. Foundations of education\\n\\na) Law: Explain the legal framework that governs education. This includes the constitutional rights and limits in public schools and the contract-based relationships in private schools and other educational providers.\ \nb) History: Trace the historical development of American public and private schooling, and explain how past decisions continue to shape current education.\\nc) Purposes of education: Apply philosophical, ideological or religious perspectives on the purposes of education to formal school systems and informal educational settings.\\n\\n2. Educational Inputs\\n\\nAnalyze how social factors and language and other differences have shaped students' legal rights, historical experiences and educational opportunities.\\nPropose ways that schools and other educational providers can serve learners from a variety of social backgrounds including English learners.\\n\\n3. Formal and informal education in practice\\n\\nExplain how education happens both inside and outside schools.\\nApply research, informal-education methods or trauma-informed principles to a real educational setting or problem.\\n\\n4. Critical analysis and argument\\n\\nAnalyze a current issue in public or private education using evidence from law, history, philosophy or research.\\nConstruct and defend a well-reasoned argument about that issue in writing or speech.\\n\\n5. Connections to the major and career\\n\\nExplain how ideas about learning and education apply to their major field and intended career.\\nPresent their educational studies knowledge in a form suited to future employers or graduate programs.

	Description and justification of the request	Administratively correcting effective date to proper naming conventions. JM 10/04/2024. | Changed effective date from 8/15/2024 to Fall 2024.	Updated program goals objectives for upcoming public publication.\\n\\nDiversified the 15 hour minor structure. | Diversified the 15 hour minor structure based on feedback from COEHP advising and TPP so that students may more realistically complete the minor before entering a TPP fully or before their senior year to not interfere with the 1-year residency requirement off-campus.
	Reason for offering Web-based Program		EDST-MXED is now offered fully online, making EDST-M courses also available online and included as a possibility for the IDSTBA degree plan.
	Maximum Class Size for Web-based Courses		25
	Course delivery mode		online
	Class interaction mode		bulletin
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A
	Estimate Costs of the Program over the First 3 Years		0
	Reviewer Comments		rgray - Sun, 18 Oct 2026 11:51:15 GMT - Rollback: Please update the program goals and objectives to mirror the required curriculum. Revise section 2 in Learning Outcomes. lkulcza - Tue, 03 Nov 2026 00:35:59 GMT - Online delivery for minors only requires on-campus approval.
EDUC Honors	Effective Catalog Year	Fall 2025	Fall 2027
	Description and justification of the request	Replacing NURS 384H2 with NURS 373H3 | NURS 384H2 has been replaced in the new nursing curriculum effective fall 2024 Students working with a COEHP mentor outside their major may elect to take the thesis/project courses under their mentor's alpha code or the student's alpha code | Update policy to reflect current practice Require grade of C or better for all honors courses used to satisfy honors graduation requirements | New policy to hold students to highest academic standards. Aligns with policies of many COEHP academic programs. Minor stylistic changes | Updating title of thesis/project classes so they are the uniform throughout the catalog text	Editing procedures for students working with a faculty mentor outside of their own major | We have submitted EDHP 390H1 and EDHP 498HV for fall 2027 approval to streamline this process for students, faculty, and staff. Statement re: faculty mentors must be full time UAF faculty | Clarification of policy in collaboration with our dean's office to ensure that mentorship remains under the supervision of UAF in case of any disputes and/or grievances in the future.
	Reviewer Comments	lkulcza - Thu, 31 Oct 2024 22:35:55 GMT - Adjusted reason for policy modification; due to the nature of the changes being proposed, this does not qualify for the shortened approval process. calison - Wed, 11 Dec 2024 16:50:07 GMT - Cleaned up course usage	lkulcza - Wed, 23 Sep 2026 06:46:11 GMT - Changes to this policy do not qualify for the shortened approval process; adjusted reason for proposed change.
GISTCP	User ID:	rcc003	nrgreen
	Phone:	479-575-3701	479-575-3429

	Select a reason for this modification	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)	Reconfiguring an Existing Degree--(LON)
	Effective Catalog Year	Fall 2024	Fall 2027
	What are the total hours needed to complete the program?	12-18	12
	Program Goals and Objectives	Two primary sources define the skills and technical content of educational programs in the geospatial area. These are the Department of Labor's Geospatial Competency Model (2019) and the University Consortium for Geographic Information Science's (UCGIS) Body of Knowledge (2023). The certificate is designed to provide the skills needed to effectively execute the responsibilities of the "mapping technician" and to also serve as foundational skills for additional education and advanced employment. It is expected that students enrolling will include individuals already employed who wish to increase their skill sets in this area, recent graduates of associate degree programs from community colleges, and undergraduates who wish to develop these skills but do not have access to these educational opportunities.	The undergraduate certificate will: 1. Provide a focused foundation in geographic information science and geospatial technologies. 2. Prepare students to use geospatial data and analytical tools to address real-world problems. 3. Support entry-level technical practice and further study in geospatial fields.
	Learning Outcomes	Students will be prepared to effectively perform the duties of the mapping technician as defined by the U.S. Department of Labor. These include selection of geospatial data required for mapping, editing and processing of geospatial images, and assisting cartographers and photogrammetrists to produce and update a variety of terrain and other maps. They will be able to perform the critical work functions defined in the Geospatial Competency Model's areas of: (a) Earth geometry (b) data quality and (c) geographic information systems.	Certificate graduates will be able to: 1. Explain fundamental concepts of geographic information science, including geospatial data, coordinate systems, and data quality. 2. Acquire, manage, and document geospatial data using appropriate GIS tools. 3. Apply spatial-analysis methods and interpret the resulting patterns and relationships. 4. Create and communicate maps and other geospatial products for applied problems. 5. Apply quantitative, computational, or database methods appropriate to their selected technical focus.

	Description and justification of the request	Administratively correcting effective date to proper naming conventions. JM 10/04/2024. | Changed effective date from 8/15/2024 to Fall 2024.	Removing the option to waive 6 hours and adjusting the certificate for all students to be required to take only 12 hours. \\n\\nAdjusting requirements to require 2 specific courses and offer the last two courses to be any two from the list of remaining courses. \\n | Reducing total number of required hours from six courses to four courses for all students (instead of waiving 6 hours for some students) creates a more focused technical credential centered on geospatial applications, spatial analysis, and supporting technical areas. At 12 hours, it will also be appropriately narrower than the University's 15-hour Geography minor, which is offered both on campus and online. \\n\\nNote for ARSC Dean Initial: Since this requires an off campus approval, Program Goals and Learning Outcomes will be reviewed at ARSC Curriculum Committee level to expedite approval process.
	Upload attachments		GISTCP LON.pdf GISTCP - Reconfiguration -Ltr of Notification_Rev_BOT.pdf
	Reviewer Comments		lkulcza - Sun, 25 Oct 2026 21:34:13 GMT - Uploaded revised LON with approval dates added and before and after curriculum.
MEEGBS	User ID:	lkulcza	pmillett
	Phone:	7456	5943
	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2025	Fall 2027
	Do the proposed changes impact any specific course(s) from another college or school?	Yes	No
	College(s)/School(s)	ARSC	
	Estimated Student Demand for Program	50	180
	Program Goals and Objectives	Beyond the BSME, the objective of the aerospace concentration is to produce graduates who have specialized analytical, experimental and/or computational skills relating to the aerospace engineering industry.	The BSME Program Educational Objectives are to produce graduates who, within a few years of graduation, are expected to:\\n\\nContribute to the economic development of Arkansas and the world through the practice of Mechanical Engineering; Meet or exceed the needs and expectations of mechanical engineering employers in industry, government, and private practice; Engage in professional activities that promote the mechanical engineering profession and provide continuing self-development, and develop leadership potential; Succeed in graduate study and research, if pursued; and Become licensed professional engineers, if pursued.

	Learning Outcomes	In addition to the learning outcomes of the BSME, students with an aerospace concentration can demonstrate:\\nA. An ability to apply fundamental aerospace engineering concepts and applications; and,\\nB. An ability to design aerospace systems, components, and processes.\\n\\n	Completion of the degree requirements provides graduates with the following learning outcomes and ability to:\\n\\nIdentify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics; Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors; Communicate effectively with a range of audiences; Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts; Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives; Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; Acquire and apply new knowledge as needed, using appropriate learning strategies.
	Description and justification of the request	Admin update to remove INST 28103/281H3 from footnote and replace with INST 20103. | INST 28103/281H3 inactivated effective fall 2025.	- Updated for the new requirement of 6 hours total of US History and Government.\\n\\n- Appropriately formatted the Program Goals and Learning Outcomes. | - Required changes to the State Minimum Core for AY2027-28.
	Reviewer Comments		lkulcza - Sun, 25 Oct 2026 19:02:58 GMT - Updated submitter info. Removed individual footnotes listing courses that satisfy the various GELOs and renumbered footnote 6; adjusted footnote references in 8-semester plan accordingly. College is encouraged to review for accuracy.
MEEGBS-AERO	User ID:	lkulcza	pmillet
	Phone:	7456	5943
	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2025	Fall 2027
	Do the proposed changes impact any specific course(s) from another college or school?	Yes	No
	College(s)/School(s)	ARSC	

	Learning Outcomes	In addition to the learning outcomes of the BSME, students with an aerospace concentration can demonstrate:\\nA. An ability to apply fundamental aerospace engineering concepts and applications; and,\\nB. An ability to design aerospace systems, components, and processes.	In addition to the learning outcomes of the BSME, students with an aerospace concentration can demonstrate:\\nA. An ability to apply fundamental aerospace engineering concepts and applications; and, B. An ability to design aerospace systems, components, and processes.
	Description and justification of the request	Admin update to remove INST 28103/281H3 from footnote and replace with INST 20103. | INST 28103/281H3 inactivated effective fall 2025.	- Updated for the new requirement of 6 hours total of US History and Government.\\n\\n- Appropriately formatted the Program Goals and Learning Outcomes. | - Required changes to the State Minimum Core for AY2027-28.
	Reviewer Comments		lkulcza - Sun, 25 Oct 2026 19:17:18 GMT - Updated submitter info. Removed individual footnotes listing courses that satisfy the various GELOs and renumbered footnote 6; adjusted footnote references in 8-semester plan accordingly. College is encouraged to review for accuracy. Delete Comment
MEEGBS-ROBO	Select a reason for this new program	Adding New Concentration	
	Effective Catalog Year	Fall 2026	Fall 2027
	Do the proposed changes impact any specific course(s) from another college or school?	Yes	No
	College(s)/School(s)	ARSC	
	Program Costs	N/A	
	Library Resources	N/A	
	Instructional Facilities	N/A	
	Faculty Resources	N/A	
	List Existing Certificate or Degree Programs that Support the Proposed Program	494	
	Learning Outcomes	In addition to the learning outcomes of the BSME, students with a robotics and controls concentration can demonstrate:\\nA. An ability to apply fundamental robotics and controls engineering concepts and applications; and, \\nB. An ability to design robotic systems, components, and processes.	In addition to the learning outcomes of the BSME, students with a robotics and controls concentration can demonstrate:\\nA. An ability to apply fundamental robotics and controls engineering concepts and applications; and, B. An ability to design robotic systems, components, and processes.
	Description and Justification for this request	N/A | N/A	
	Reviewer Comments	lkulcza - Fri, 10 Oct 2025 18:13:44 GMT - Rollback: Please work with the department to provide a Letter of Notification and resubmit. New concentrations now need BOT and ADHE approval. lkulcza - Mon, 03 Nov 2025 16:25:50 GMT - Per conversation with submitter, removed references to graduate-level courses in "or" course listings. Provost's Office does not support the practice of including grad level courses in undergraduate program requirements. Adjusted workflow to include off-campus (BOT/ADHE) approvals. Uploaded revised LON with approval dates added. lkulcza - Tue, 18 Nov 2025 19:22:26 GMT - Per conversation with submitter, removed CSCE 20004 from list of electives choice.	lkulcza - Sun, 25 Oct 2026 19:23:54 GMT - Removed individual footnotes listing courses that satisfy the various GELOs and renumbered footnote 6; adjusted footnote references in 8-semester plan accordingly. College is encouraged to review for accuracy.

	Upload attachments	Robotics and Controls - New Concentration - Letter of Notification.pdf 1b_MEEGBS-ROBO - New Concentration - Ltr of Notification_Rev_BOT.pdf	
	Select a reason for this modification		Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Description and justification of the request		- Updated for the new requirement of 6 hours total of US History and Government.\\n\\n- Appropriately formatted the Program Goals and Learning Outcomes. | - Required changes to the State Minimum Core for AY2027-28.
METR-M	Added		
MSEN-M	Select a reason for this modification	Revising Curriculum of an Existing Certificate or Degree (making a net change of more than 15 credit hours)--(LON)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2026	Fall 2027
	College(s)/School(s)	ENGR ARSC	ENGR
	Description and justification of the request	Converting Nanotechnology minor to Materials Science minor. Changes include name, CIP code, courses, program goals and learning outcomes. | Nanotechnology looks at materials at the nano-scale. Materials Science is an interdisciplinary field that is a fundamental component in most science and engineering fields. The goal is to broaden our minor to include more fundamental materials science that will be utilized more effectively by a wide range of departments and their affiliated students.	Adding a few more courses that fit the minor requirements: CVEG 21103, CVEG 43003, CVEG 43103, MSEN 4880V. | MSEN curriculum committee completed review of CVEG courses to find ones that fit the requirements. We are adding those courses. In addition materials processing is expanded to include undergraduate MSEN research which targets learning outcome 3.
	Upload attachments	AR Mats Inst MOU.pdf Curriculum Before and After.docx Letter of Notification Form Material Science Minor.pdf Proposal for Materials Science Minor.pdf 4h_MSEN-M - Curriculum Revision - Ltr of Notification_Rev_BOT.pdf	
	Reviewer Comments	lkulcza - Fri, 17 Oct 2025 21:47:13 GMT - Rollback: Per conversation with submitter; additional tweaks needed to program requirements. lkulcza - Tue, 04 Nov 2025 01:13:15 GMT - Uploaded revised LON with approval dates and curriculum map inserted. lkulcza - Tue, 04 Nov 2025 01:18:24 GMT - The two new MSEN courses "not found" are in approval workflow for fall 2026. lkulcza - Wed, 18 Mar 2026 19:39:56 GMT - Corrected indenting of courses within each category so hours calculate/display correctly. calison - Tue, 16 Jun 2026 14:07:34 GMT - Minor edits	lkulcza - Tue, 06 Oct 2026 21:42:24 GMT - None of the proposed changes impact courses from ARSC, so removing ARSC Dean from workflow.
PACEUM	Inactivated/Deleted		
PBHLBS	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)
	Effective Catalog Year	Fall 2026	Fall 2027

	Do the proposed changes impact any specific course(s) from another college or school?	No	Yes
	Program Goals and Objectives	1. Provide quality education in the practice and discipline of public health\\n2. Prepare students with the skill set to foster improvement of the health of communities and \\ntheir populations, locally and abroad\\n3. Contribute to the field of public health in new discovery, and the education and preparation of \\nfuture professionals.	1. Provide quality education in the practice and discipline of public health.\\n 2. Prepare students with the skill set to foster improvement of the health of communities and \\ntheir populations, locally and abroad. 3. Contribute to the field of public health in new discovery, and the education and preparation of \\nfuture professionals.
	Learning Outcomes	1) Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.\\n2) Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.\\n3) Utilize models, theories, and frameworks to examine health behavior. \\n4) Examine a health issue supported by public health data to examine evidence based approaches to prevention.	1. Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.\\n 2. Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations. 3. Utilize models, theories, and frameworks to examine health behavior. 4. Examine a health issue supported by public health data to examine evidence based approaches to prevention.
	Description and justification of the request	Changed PBHL 32002 to 32003, so dropped 1 credit hour of elective to stay at 120 credit hours. | The scope of material covered and the volume of required assignments align with the expectations and academic rigor of a standard three#credit#hour course.	Delete as a PBHL requirement:\\n\\n 1) PSYC 30903 Developmental Psychology \\n 2) SCWK 41803 social work with elders\\n 3) SPCH 10003 Public Speaking\\n\\nReplace the above 9 hours with elective hours. This will bring the elective total for the degree to 18 hours.\\n | To assist with the mission of improving graduation rates, removing unnecessary requirements and replacing them with more electives. This will allow transfer students (ex. pre-NURS) to stay on track for graduation. Still meeting all accreditation requirements.
	Reviewer Comments	msganio - Tue, 06 Jan 2026 17:54:58 GMT - Change to PBHL 32002 --> PBHL 32003 is in workflow.	lkulcza - Tue, 25 Aug 2026 20:15:45 GMT - Rollback: Per request from submitter. lkulcza - Sun, 25 Oct 2026 17:54:10 GMT - Separated program goals and learning outcomes on separate lines. Note: SPCH 10003 was removed from PBHL requirements section but is still listed in the 8-semester plan (2nd Year, Spring). Was this the intent, or was this meant to be replaced with a "General Elective" line instead? lkulcza - Sun, 25 Oct 2026 17:58:52 GMT - Net change = 2.5%
	College(s)/School(s)		ARSC
PHEDBS	Select a reason for this modification	Making Minor Changes to an Existing Certificate, Degree or Program (including 15 or fewer hours, admission/graduation requirements, Focused Studies or Tracks)	Changing Title of an Existing Certificate, Degree, or Major--(LON)
	Effective Catalog Year	Fall 2026	Fall 2027
	Program Title	Teaching K-12 Physical Education Health, Bachelor of Science in Education	Physical Education Health, Bachelor of Science in Education

	Program Goals and Objectives	1. Program graduates will have requisite knowledge and skills to design quality\ \nphysical education and health lessons and programs for K-12 school children.\ \n2. Program graduates will possess the professional dispositions necessary to effectively\\nwork as a teacher or coach in the K-12 school environment.\\n3. Program graduates will have skills needed to establish a class environment that promotes\\nlearning.\ \n4. Program graduates will have instructional skills needed to engage students in learning\ \nbased on national and state standards.	1. Program graduates will have requisite knowledge and skills to design quality\ \nphysical education and health lessons and programs for K-12 school children.\\n 2. Program graduates will possess the professional dispositions necessary to effectively\\nwork as a teacher or coach in the K-12 school environment. 3. Program graduates will have skills needed to establish a class environment that promotes \\nlearning. 4. Program graduates will have instructional skills needed to engage students in learning\ \nbased on national and state standards.
	Learning Outcomes	1. Students will pass Praxis II content area tests required for licensure in K12\\nHealth and Physical Education.\\n2. Students will complete the Kinesiology K-12 degree program with a minimum GPA of 2.75.\\n3. Students will earn a minimum average score of 2.5 on the 22 components of the\\nFramework for Teaching assessment during their teaching internship.\\n4. Students will demonstrate the ability to work collaboratively in a K-12 school \\nenvironment.\\n5. Students will be able to reflect on their own practices and compare them to accepted practices in the field.	1. Students will pass Praxis II content area tests required for licensure in K12\\nHealth and Physical Education.\\n 2. Students will complete the Kinesiology K-12 degree program with a minimum GPA of 2.75. 3. Students will earn a minimum average score of 2.5 on the 22 components of the\ \nFramework for Teaching assessment during their teaching internship. 4. Students will demonstrate the ability to work collaboratively in a K-12 school\ \nenvironment. 5. Students will be able to reflect on their own practices and compare them to accepted practices in the field.

	Description and justification of the request	1) We currently have a 2.5 GPA requirement for entry into PHED and 3000 level classes. This jumps to 2.7 for 4000 level classes. We would like to make it 2.5 across the board. \\n2) 3000 level teaching classes currently are only open to PHED students. We would like to open them to PHED or pre-PHED. \ \n3) We would like to have 2000 level classes (Sport Skills and Elem PE) be open to PHED and pre-PHED students only. | 1) Consistency across undergraduate major courses and requirements. \\n*Additional justifications for lowering GPA to 2.5:\\na) Suggested by COEHP advisors as way to remove barriers and inconsistencies.\\nb) We are the only program in COEHP with a stair-step admission GPA, causing confusion to some students. \ \nc) Because of low numbers in the program, courses are offered at most, once per year. Students can get caught in the middle where they can register for some classes and not others, causing delay in graduation. Transfer students (from other majors or other institutions) often need to take pre-PHED and PHED courses concurrently.\\nd) A few students have been stuck after 2.5-3 years, having over a 2.5 but under a 2.7. \\ne) Cohort GPA has been 3.3 - 3.4 each of the last five years.\\nf) 85% first time pass rate on required Praxis test. \\ng) Research suggests a content GPA of 2.5 does not negatively affect teacher performance, student learning, or licensure exam pass rates. \\nh) Remove barriers for teacher candidates with strong practical skills but lower academic standings. This also helps prevent students from dropping out early due to fear of not meeting requirements. \\n\ \n2) We end up overriding pre-PHED students anyway.\\n3) They are currently open to anyone and end up with a lot of students with little interest in teaching. \\n	Dropped "Teaching K12" from the title of the program and updated the name throughout. | The program is a teacher education degree, so having 'teaching' as part of the title is redundant. If a prospective freshman is looking for Physical Education as their major, they won't be able to find it with the degree names that start with P. The change would also make the program consistent with the rest of the degree names in the College.

	Reviewer Comments	msganio - Tue, 14 Oct 2025 16:27:38 GMT - adjusted formatting lkulcza - Sun, 04 Jan 2026 17:58:40 GMT - Due to GPA requirement changes, this proposal will need full campus approval. msganio - Wed, 07 Jan 2026 20:56:24 GMT - In the College Course Committee meeting, the committee approved further changes including changing "semester" to "year" and listing all senior-level courses in this paragraph: To be eligible to enroll in the Senior Block Internship year (PHED 40203, PHED 40709, PHED 47303, PHED 43206, PHED 47003, PHED 47403), students are required to: The Praxis language and date was also changed to the following: Take the applicable content knowledge Praxis exams required by the Arkansas Department of Education licensure area of K-12 Physical Education, Wellness and Leisure by August 1st. lkulcza - Mon, 26 Jan 2026 19:53:04 GMT - Rollback: Rolling back to add UTEB to approval workflow. This approval step was missed in the initial workflow and is being corrected now. lkulcza - Mon, 26 Jan 2026 20:02:36 GMT - Although this proposal needs UTEB approval, the determination is that it will not require DESE approval. Because the changes proposed only apply to requisites to coursework in the program, they do not impact any of the conditions outlined in the DESE protocol document. jgbeasle - Tue, 17 Feb 2026 22:48:55 GMT - Rollback: The UTEB did not vote to approve these changes. We are rolling it back to the program. jgbeasle - Mon, 23 Feb 2026 16:36:21 GMT - Rollback: On February 17, 2026 the Physical Education program presented this change to the University of Teacher Education Board. The board did not vote to approve these changes, specifically the lowering of the GPA from 2.7 to 2.5. We are rolling this back to the program. msganio - Mon, 16 Mar 2026 21:13:21 GMT - ATTN REGISTRAR: Please add UTEB to the workflow. lkulcza - Thu, 26 Mar 2026 18:20:43 GMT - Added UTEB back to workflow. lkulcza - Thu, 26 Mar 2026 18:34:00 GMT - Replaced comment-inserted courses (PHED 43206 and 40709) with the hyperlinked courses, now they have completed the approval process.	rgray - Tue, 25 Aug 2026 16:54:29 GMT - Rollback: Add the CIP code to the LON. lkulcza - Mon, 28 Sep 2026 01:19:02 GMT - Uploaded revised LON with approval dates inserted. Net change = 0%. lkulcza - Mon, 28 Sep 2026 01:19:56 GMT - Rollback: Rolling back per discussion with dean's office.
	Upload attachments		letter-of-notification-UARK PHED 2026-27 updated.pdf PHEDBS - Title Change - Ltr of Notification_Rev_BOT.pdf
SPMD-M		Added	
STAR-M		Added	
WCOB Honors	User ID:	kboston	judy
	Phone:	4622	575-4622
	Effective Catalog Year	Fall 2026	Fall 2027

	Description and justification of the request	Updated antiquated language (Coop preference, SAKE preference, etc.)\\n\ \nModified Latin honors from percentage to GPA\\n\\nEdit SAT score conversion\\n \\nUpdated admission criteria for transfer students \\n\\nAdd ISYS 20303 (honors - course TBD) to the required hours in honors\ \n\\nAdd MATH 22003 as an option to MATH 24004\\n\\nAdd ACCT 310HV and SCMT 310H3 as an option to thesis\\n\\nUpdate thesis options | Latin honors change due to enrollment numbers; more than 10% with 4.0, etc.	Change the number of hours of hours classes to reflect the change in Calculus 1 no longer being required. Walton Honors Scholars requires 21 hours of honors classes. Walton Departmental Honors requires 12 hours. Also changed BUSI 103H3 to ISYS 103H3. | This change in hours is a result of not requiring calculus 1 any longer so that we stay in line with honors college requirements.
	Reviewer Comments	gdaugher - Tue, 07 Apr 2026 11:40:27 GMT - Admin removal of inactive ACCT 412H3 course from list of options. calison - Fri, 01 May 2026 19:21:19 GMT - Revised the sub-subheads	lkulcza - Mon, 14 Sep 2026 22:14:37 GMT - Rollback: Please update the reason for this proposal, as this change does not qualify for a shortened approval process. This will also need to be effective fall 2027 rather than spring 2027. Last, please update the reference to BUSI 103H3 to ISYS 103H3, as this course is currently in workflow for that change.
WCYB-M	Select a reason for this modification	Making Changes that Qualify for a Shortened Approval Process (including 15 or fewer hours within the college, total hours and admission/ graduation requirements remain the same)	Requesting Approval to Offer an Existing Concentration or Minor Online
	Effective Catalog Year	Fall 2026	Spring 2027
	CIP Code	Cyber/Computer Forensics and Counterterrorism.	Cyber/Computer Forensics and Counterterrorism.
	Program Delivery Method	On Campus	On Campus Online/Web-based
	Description and justification of the request	Change of course code for Principles of Data and Cybersecurity to ISYS 30103. | This change in course code indicates that students should take it in their junior year instead of waiting for senior year.	To offer the minor online | Provide an opportunity for the minor to be offered online
	Reviewer Comments	lkulcza - Thu, 01 Jan 2026 21:34:50 GMT - Proposal qualifies for the shortened approval process; workflow updated accordingly.	lkulcza - Mon, 28 Sep 2026 00:07:20 GMT - Updated requested effective term from Fall 2026 to Spring 2027, pending completion of approval process and readiness to offer the courses online. Online delivery for minors does not need BOT and ADHE approval; hence campus approval is appropriate. dmiles - Thu, 22 Oct 2026 19:04:42 GMT - Updated CIP code from the CIP 2010 code of 43.0116 to the current CIP 2020 code of 43.0403. This reflects only a change in the CIP number itself - this is not a change of CIP name or definition.
	Reason for offering Web-based Program		To provide an opportunity for students to complete the minor online
	Maximum Class Size for Web-based Courses		50
	Course delivery mode		online
	Class interaction mode		other
	Specify Other Interaction Methods		Traditional online interaction
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		NA
	Estimate Costs of the Program over the First 3 Years		NA