

## UNIVERSITY COURSE AND PROGRAMS COMMITTEE

### AGENDA

January 27, 2006

2:30 PM

Upchurch Conference Room

1. Approval of minutes for December 16, 2005 (Enclosed)
2. Consent Agenda (Course change proposals can be reviewed at <https://www2.uark.edu/servlet/edu.uark.regr.ccf.Main> or by going to the website of the Registrar and clicking on "Faculty/Staff" then "Curriculum Change Form," and then "View Changes Pending Before the University Course and Programs Committee.")

Proposals for new courses are enclosed.

- a. Undergraduate Courses ([Table A](#))
  - b. Graduate Courses ([Table B](#))
  - c. Dual Credit Courses ([Table C](#))
3. Old Business: None
  4. New Business:
    - a. Proposed program changes for Dale Bumpers College of Agricultural, Food and Life Sciences ([Table 1](#), [Attachments 1A-1E](#))
    - b. Proposed program changes for the College of Education and Health Professions ([Table 2](#), [Attachments 2A-2D](#))
    - c. Proposed program changes for the College of Engineering ([Table 3](#), [Attachments 3A and 3B](#))
  5. Other
    - a. Discussion of possible Faculty Senate action concerning notification of departments whose courses are being utilized for degree credit by programs outside the offering department. - Pat Koski

**TABLE A****UCPC****Undergraduate Courses**

January 27, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
AFLS	Human Environmental Science	HESC	HESC	1031	Design I: Design Principles and Elements to About the Profession	U	CT, CD	1	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	1034	Design I Studio to Design Exploration 1	U	CT, CD	4	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	1041	Design II Lecture	U	ELC	1	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	1044	Design II Studio to Studio 2: Design Exploration 2	U	CT, CD	4	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2803 to 2805	Studio I: Development of Interior Space to Studio 3: Basic Space Planning and Communication	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2813 to 2815	Studio II: Interior Design Process and Application to Studio 4: Design Programming	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2833	Introductory Presentation Media	U	ELC	3	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	2841	Lighting Studio	U	ELC	1	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2842 to 3843	Lighting Systems to Building Systems	U	CT, CD, CHN, CCH	2 to 3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2853	Introduction to Textiles for Interior Design	U	ANC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2883	History of Interior Design I to History of Interior Design	U	CT, CD	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2893	Principles of Computer-Aided Design	U	ELC	3	Fall 2007

AFLS	Human Environmental Science	HESC	HESC	3803 to 3805	Studio III: Working Drawings and Building Systems to Studio 5: Design and Construction	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	3813 to 3815	Studio IV: Interiors for Public Use to Studio 6: Large Scale Commercial Interiors	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	3863	Advanced Presentation Media	U	ELC	3	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	3883	History of Interior Design II	U	ELC	3	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	4303	Professional Development in Human Environmental	U	ELC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4643	Meetings and Convention Management	U	ANC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4653	Global Travel and Tourism Management	U	ANC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4803 to 4805	Advanced Residential Design to Studio 7: Comprehensive Design Process 1	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4823	Professional Practice for Interior Design	U	OTH	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4863 to 4815	Studio VI: Advanced Commercial Design to Studio 8: Comprehensive Design Process 2	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	4891	Senior Portfolio	U	ELC	1	Fall 2006
AFLS	Plant Pathology	PLPA	PLPA	2013	Pest Management	U	ELC	3	Fall 2006
ENGR	Computer Science & Computer Engineering	CSCE	CSCE	2811L	Introduction to Internet/World Wide Web Laboratory	U	ELC	1	Fall 2006
ENGR	Computer Science & Computer Engineering	CSCE	CSCE	2812 to 2813	Introduction to Internet/World Wide Web	U	CHN, CCH	2 to 3	Fall 2006

ENGR	Computer Science & Computer Engineering	CSCE	CSCE	3411L	Internet Programming Laboratory	U	ELC	1	Fall 2006
ENGR	Computer Science & Computer Engineering	CSCE	CSCE	3412 to 3413	Internet Programming	U	CHN, CCH	2 to 3	Fall 2006
ENGR	Computer Science & Computer Engineering	CSCE	CSCE	4413 to 3613	Operating Systems	U	CT, OTH	3	Fall 2006
WCOB	Management	MGMT	MGMT	1033	Introduction to Business	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	3563	Management Concepts and Organizational Behavior	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	3743	Human Resources Management	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	4333	Nonprofit Organizational Management	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	4403	Total Quality Management	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	4833	Strategic Management	U	ELC	3	Fall 2006
WCOB	Management	MGMT	MGMT	4833H	Honors Strategic Management	U	ELC	3	Fall 2006
WCOB	Management	MGMT	MGMT	4963H	Honors Seminar I	U	IN	3	Fall 2006
WCOB	Management	MGMT	MGMT	4973H	Honors Seminar II	U	IN	3	Fall 2006

**TABLE B****UCPC****Graduate Courses**

January 27, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
AFLS	Agricultural Economics & Agribusiness	AEAB	AGEC	4413	Economics of Environmental Management to Agricultural & Environmental Resource Economics	D to G	CT, CD, CHN, OTH	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	5643	Meetings and Convention Management	G	ANC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	5653	Global Travel and Tourism Management	G	ANC	3	Fall 2006
AFLS	Plant Pathology	PLPA	PLPA	5303	Advanced Plant Pathology: Genetics and Physiology to Advanced Plant Pathology: Host-Pathogen Interactions	G	CT, CD		
EDUC	Educational Leadership, Counseling & Foundations	ELCF	HIED	6693	Research Techniques in Higher Education	G	ANC	3	Fall 2006

**TABLE C****UCPC****Dual Courses**

January 27, 2006

COLL	DEPARTMENT NAME	DEPT	CRSE ALPHA	CRSE NUM	CRSE TITLE	CREDIT LEVEL	ACTION	CREDIT HOURS	EFFECTIVE DATE
AFLS	Agricultural Economics &	AEAB	AGEC	4323	AgriBusiness Entrepreneurship	D	ANC	3	Fall 2006
AFLS	Agricultural Economics & Agribusiness	AEAB	AGEC	4413	Economics of Environmental Management to Agricultural & Environmental Resource Economics	D to G	CT, CD, CHN, OTH	3	Fall 2006

## KEY

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ANC=	ADD NEW COURSE
ELC=	ELIMINATE COURSE
CT=	CHANGE TITLE
CD=	CHANGE DESCRIPTION
CHN=	CHANGE COURSE NUMBER FROM ___ TO ___
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CEUDC=	CHANGE EXISTING UNDERGRADUATE COURSE TO DUAL CREDIT
CEUGC=	CHANGE EXISTING UNDERGRADUATE COURSE TO GRADUATE CREDIT
CEGUC=	CHANGE EXISTING DUAL/GRADUATE COURSE TO UNDERGRADUATE CREDIT
OTH=	OTHER
RA=	REACTIVATE COURSE
IN=	INACTIVATE COURSE

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January 27, 2006

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AFLS	Human Environmental Science	HESC	HESC	1034	Design I Studio to Design Exploration 1	U	CT, CD	4	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	1041	Design II Lecture	U	ELC	1	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	1044	Design II Studio to Studio 2: Design Exploration 2	U	CT, CD	4	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2803 to 2805	Studio I: Development of Interior Space to Studio 3: Basic Space Planning and Communication	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2813 to 2815	Studio II: Interior Design Process and Application to Studio 4: Design Programming	U	CT, CD, CHN, CCH	3 to 5	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2833	Introductory Presentation Media	U	ELC	3	Fall 2007
AFLS	Human Environmental Science	HESC	HESC	2841	Lighting Studio	U	ELC	1	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2842 to 3843	Lighting Systems to Building Systems	U	CT, CD, CHN, CCH	2 to 3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2853	Introduction to Textiles for Interior Design	U	ANC	3	Fall 2006
AFLS	Human Environmental Science	HESC	HESC	2883	History of Interior Design I to History of Interior Design	U	CT, CD	3	Fall 2006
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AFLS	Human Environmental Science	HESC	HESC	4643	Meetings and Convention Management	U	ANC	3	Fall 2006
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AFLS	Plant Pathology	PLPA	PLPA	2013	Pest Management	U	ELC	3	Fall 2006
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**TABLE B****UCPC****Graduate Courses**

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**TABLE C****UCPC****Dual Courses**

January 27, 2006

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**University Course and Programs Committee**  
**27-Jan-06**

**TABLE ONE**

**Dale Bumpers College of Agricultural, Food, and Life Sciences**

School of Human Environmental Sciences

APSTBS - Apparel Studies - Attachment 1A

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

FHNHBS - Food, Human Nutrition & Hospitality - Attachment 1B

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

GHESBS - General Human Environmental Sciences - Attachment 1C

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

HDFSBS - Human Development, Family Sciences and Rural Sociology - Attachment 1D

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

IDESBD - Interior Design - Attachment 1E

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

**TABLE TWO**

**College of Education and Health Professions**

Department of Rehabilitation, Human Resources, and Communication Disorders

EDADED - Adult Education - Attachments 2A and 2B

Combine two Doctor of Education degrees - Adult Education and Vocational Education - into one Doctor of Education degree in Workforce Development Education as specified in Attachment 2A, Section V.

EDVOED -Vocational Education - Attachments 2C and 2D

Eliminate Doctor of Education with specialization in Vocational Education as specified in Attachment 2C, Section V.

**UCPC (CONTINUED) PAGE 2**

**1/27/2006**

**TABLE THREE**

**College of Engineering**

Department of Electrical Engineering

ELEGBS - Attachment 3A

Restructuring of degree course requirements and increasing total hours for the degree from 128 to 129 as specified in the attachment, Section V.

Pre-Professional Program All Departments

College Requirements - Attachment 3B

Eliminate the Pre-Professional Program requirements for the College of Engineering as specified in the attachment, Section V.



- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

## **SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**HESC 4303 was developed to help HESC students with their job search and to meet American Association of Family and Consumer Sciences accreditation requirements concerning graduates knowing the history and importance of the common body of knowledge in HESC subject matter. Currently, these objectives are being met in other courses.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **OLD COPY**

### **APPAREL STUDIES (APST)**

**Kathleen R. Smith**

**Area Coordinator**

**213 Home Economics Bldg.**

**479-575-2577**

**The apparel studies program opens the door to careers in the fashion industry. Buyer, product development specialist, fashion coordinator, sales consultant, visual display artist, and quality assurance technician are only a few of the possibilities. Classes in business, retailing, apparel production, science, social science, and the liberal arts give students a basic knowledge about the textile and apparel industries. By selecting from a variety of minors, students can tailor this program to meet their goals. Program strengths include guest speakers who provide insight into today's careers, tours of major fashion centers, and internships, which provide valuable career experience.**

**Requirements for a B.S.H.E.S. degree with a major in Apparel Studies:**

**(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)**

**35 hours of University Core requirements to include:**

**CHEM 1074, 1071L and BIOL 1543, 1541L**

**(Two semesters of chemistry, CHEM 1103/1101L and CHEM 1123/1121L, may be substituted for CHEM 1074/1071L.)**

**PSYC 2003**

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ATTACHMENT 1A - APSTBS.doc

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ECON 2143

ANTH 1023 or SOCI 2013

ARTS 1003

Select 3 hours from University Core Humanities (section B, C, or D)

University Advanced Composition Requirement:

ENGL 2003 (exemption possible - if exempt, student can select from COMM, JOUR, ENGL, or FLAN).

College Requirement:

COMM 1313

Electives: 12 hours (Suggested elective minor areas are marketing, journalism, drama, art or art history.)

School Requirements: 64 hours

MATH 2053

MKTG 3433

Select 3 hours from the following:

AGME 2903 or CSCE 1003 or other approved computer course.

Select 6 hours of any Foreign Language (not to be used as exemption for ENGL 2003)

Select 55 hours of HESC courses:

HESC 1501 Orientation

HESC 1013 Intro. to Clothing Concepts

HESC 1023 Intro. to Apparel Production

HESC 1053 Computer Based Methods

HESC 2013 Quality Assess of Apparel

HESC 2023 Visual Merchandising

HESC 2053/2050L Intro. to Textile Science/Lab

HESC 3003 Apparel Production

HESC 3013 Intro. Fashion Merchandising

HESC 3033 Fashion Merchandising Methods

HESC 4023 Advanced Apparel Merchandising

HESC 4033 Advanced Textile Study

HESC 4043 History of Apparel

HESC 4053 Contemporary Apparel

HESC 4063 Advanced Apparel Production

HESC 4073 Internship

HESC 4303 Professional Development

HESC 1213 Nutrition in Health

HESC 2413 Family Relations

NEW COPY

APPAREL STUDIES (APST)

Kathleen R. Smith

Area Coordinator

213 Home Economics Bldg.

479-575-2577

The apparel studies program opens the door to careers in the fashion industry. Buyer, product development specialist, fashion coordinator, sales consultant, visual display artist, and quality assurance technician are only a few of the possibilities. Classes in business, retailing, apparel production, science, social science, and the liberal arts give students a basic knowledge about the textile and apparel industries. By selecting from a variety of minors, students can tailor this program to meet their goals. Program strengths include guest speakers who provide insight into today's careers, tours of major fashion centers, and internships, which provide valuable career experience.

Requirements for a B.S.H.E.S. degree with a major in Apparel Studies:

(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)

35 hours of University Core requirements to include:

CHEM 1074, 1071L and BIOL 1543, 1541L

(Two semesters of chemistry, CHEM 1103/1101L and CHEM 1123/1121L, may be substituted for CHEM 1074/1071L.)

PSYC 2003

ECON 2143

ANTH 1023 or SOCI 2013

ARTS 1003

Select 3 hours from University Core Humanities (section B, C, or D)

University Advanced Composition Requirement:



ENGL 2003 (exemption possible - if exempt, student can select from COMM, JOUR, ENGL, or FLAN).

College Requirement:

COMM 1313

Electives: 15 hours (Suggested elective minor areas are marketing, journalism, drama, art or art history.)

School Requirements: 61 hours

MATH 2053

MKTG 3433

Select 3 hours from the following:

AGME 2903 or CSCE 1003 or other approved computer course.

Select 6 hours of any Foreign Language (not to be used as exemption for ENGL 2003)

Select 52 hours of HESC courses:

HESC 1501 Orientation

HESC 1013 Intro. to Clothing Concepts

HESC 1023 Intro. to Apparel Production

HESC 1053 Computer Based Methods

HESC 2013 Quality Assess of Apparel

HESC 2023 Visual Merchandising

HESC 2053/2050L Intro. to Textile Science/Lab

HESC 3003 Apparel Production

HESC 3013 Intro. Fashion Merchandising

HESC 3033 Fashion Merchandising Methods

HESC 4023 Advanced Apparel Merchandising

HESC 4033 Advanced Textile Study

HESC 4043 History of Apparel

HESC 4053 Contemporary Apparel

HESC 4063 Advanced Apparel Production

HESC 4073 Internship

HESC 1213 Nutrition in Health

HESC 2413 Family Relations

## SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
Initials \_\_\_\_\_ Date \_\_\_\_\_

### Distribution

Notification to:

(1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
(7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_



Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

## **SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**HESC 4303 was developed to help HESC students with their job search and to meet American Association of Family and Consumer Sciences accreditation requirements concerning graduates knowing the history and importance of the common body of knowledge in HESC subject matter. Currently, these objectives are being met in other courses.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **OLD COPY**

### **FOOD, HUMAN NUTRITION, AND HOSPITALITY (FHNH)**

**Janet M. Noble**

**Area Coordinator**

**215 Home Economics Bldg.**

**479-575-4700**

**The curriculum in food, human nutrition, and hospitality allows students to prepare for a career in a specialized area of foods and nutrition by completing a common set of basic courses and one of the concentrations:**

**A: dietetics (DIET)**

**B: general foods and nutrition (GFNU), and**

**C: hospitality and restaurant management (HRMN).**

**Interest and aptitude for the biological and physical sciences that support nutrition science are needed to complete concentrations A and B successfully. Concentration C is the best choice for those students who have an interest in management and who enjoy working with people.**

**Concentration A: Dietetics (DIET): This concentration is for the student who intends to become a registered dietitian (RD). Courses required include those necessary as prerequisites to a dietetic internship.**

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An internship is required for eligibility to take the national registration examination and for eligibility for licensure. Students who complete the program with a minimum grade-point average of 3.0 may apply for an internship. Upon licensure, students practice as registered dietitians in the health care field or as consulting dietitians in private practice, sports nutrition, or in wellness and health maintenance centers. Students with lower GPAs may apply for supervised practice programs leading to the dietetic technician registered (DTR) certification.

Concentration B: General Foods and Nutrition (GFNU): Students taking this concentration are encouraged to select an approved minor from the Bumpers, Walton, or Fulbright colleges or plan other combinations of courses to prepare for non-traditional vocations including work in community or government sponsored programs, wellness and health maintenance centers, public relations in the food industry, TV/media outlets for food and nutrition information, and international food or nutritional programs.

Concentration C: Hospitality and Restaurant Management (HRMN): Students in the hospitality and restaurant management concentration prepare themselves for managerial positions in the restaurant and hospitality industry. This dynamic curriculum provides students with skills in foods and business, as well as hospitality and restaurant management. Students have the opportunity to manage and operate a restaurant on campus. Students obtain hands-on experience by completing 1,000 hours of satisfactory, verifiable work experience in the hospitality and restaurant industry, usually completed during the summer and on part-time jobs during the school year. This noncredit work experience must be completed prior to graduation. A management internship, which allows students to acquire practical management experience and specialized knowledge from supervised work in a hotel, restaurant, or other hospitality-related business, is also part of this degree. Students in this program can complete a minor in business.

Requirements for a B.S.H.E.S. degree with a major in Food, Human Nutrition and Hospitality:  
(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)

35 hours of University Core requirements to include:

HESC 2413

PSYC 2003

Concentration A (DIET) and B (GFNU) to include:

CHEM 1074/1071L or

CHEM 1103/1101L and CHEM 1123/1121L

MATH 1203 or MATH 1213

Concentration C (HRMN) to include:

CHEM 1074/1071L or

CHEM 1103/1101L and CHEM 1123/1121L

BIOL 1543/1541L

University Advanced Composition Requirement:

ENGL 2003 (exemption possible)

College Requirement:

COMM 1313

Electives: 9-24 hours

(Highly recommended for Concentration B: EXED 3023;

for Concentration C: foreign language and HLSC 3633.)

School Requirements (68 - 81 hours):

2 hours PEAC or DEAC

HESC 1501 Orientation to HESC

HESC 1213 Nutrition in Health

HESC 2112/2111L Foods I/Lab

HESC 3604 Food Prep for Hospitality Industry

HESC 3653 Food Systems Mgmt.

HESC 4103 Experimental Foods

HESC 4303 Professional Development in HESC

Requirements for both Concentrations A and B:

ENGL 3053 or JOUR 3123 or AGED 3142/3141L

BIOL 2013/2011L

CHEM 2613/2611L and CHEM 3813

WCOB 1120

BIOL 2213/2211L and BIOL 2443/2441L or

BIOL 1543/1541L and ANSC 3032 and ANSC 3042

HESC 3203 Nutrition for Health Professionals and Educators

HESC 3213 Dietetic and Nutrition Practice

HESC 4213 Advanced Nutrition

HESC 4223 Nutrition/Life Cycle

HESC 4243 Community Nutrition

HESC 425V (1 hr) Seminar

Additional Requirements for Concentration A: (DIET)

HESC 1201 Intro. to Diet and Nutrition

AGST 4023 Principles of Experimentation

HESC 4264/4260L Medical Nutrition Therapy I/Lab

HESC 4273 Medical Nutrition Therapy II

HESC 4613 Food Service Purchasing

HESC 4623 Selection and Layout of Food Service Equipment

Additional Requirements for Concentration B: (GFNU)

HESC 1201 Intro. to Diet and Nutrition and/or

HESC 1603 Intro. to Hospitality

HESC 2203 Nutrition for Exercise and Sport

Requirements for Concentration C: (HRMN)

HESC 1601 Work Experience Practicum

HESC 1603 Intro. to Hospitality

AGED 3142/3141L Agri. Communications/Lab

ECON 2143 Basic Economics - Theory And Practice

MATH 2053 Finite Math

(Math 1203, prerequisite for MATH 2053, required for hospitality and restaurant management students who do not have the required math proficiency.)

AGEC 2143 Agribusiness Financial Records

FDSC 2503 Food Safety/Sanitation

HESC 2120L Catering Management Laboratory

HESC 2123 Catering Management

HESC 2623 Legal Issues in the Hospitality Industry

HESC 4613 Food Service Purchasing

HESC 4623 Selection and Layout of Food Service Equipment

HESC 4693 Hospitality Internship

HESC 2633 Intro Hotel Operations

PSYC 2013 Intro Stats for Psy.

WCOB 1120 Computer Competency Requirement

HESC 3633 Front Office

HESC 4633 Adv. Hotel Operations

HESC 4643 Meeting & Conventions

HESC 3613 Resort Management

HESC 4653 Global Travel & Tourism Mgmt.

AGEC 3303 Food & Agri Marketing

Foreign Language (3-6 hours)

Requirements for a minor in General Foods and Nutrition

(GFNU-M): 18-19 hrs

HESC 1213, HESC 2112/2111L, HESC 3204, and HESC 4213.

Select 5-6 hours from HESC 2203, HESC 4223, HESC 4243, and

HESC 425V (may be repeated once for 2 hours total credit.)

**NEW COPY**

**FOOD, HUMAN NUTRITION,  
AND HOSPITALITY (FHNH)**

**Janet M. Noble**

**Area Coordinator**

**215 Home Economics Bldg.**

**479-575-4700**

**The curriculum in food, human nutrition, and hospitality allows students to prepare for a career in a specialized area of foods and nutrition by completing a common set of basic courses and one of the concentrations:**

**A: dietetics (DIET)**

**B: general foods and nutrition (GFNU), and**

**C: hospitality and restaurant management (HRMN).**

**Interest and aptitude for the biological and physical sciences that support nutrition science are needed to complete concentrations A and B successfully. Concentration C is the best choice for those students who have an interest in management and who enjoy working with people.**

**Concentration A: Dietetics (DIET): This concentration is for the student who intends to become a registered dietitian (RD).**

**Courses required include those necessary as prerequisites to a dietetic internship.**

**An internship is required for eligibility to take the national registration examination and for eligibility for licensure. Students who complete the program with a minimum grade-point average of 3.0 may**

**apply for an internship. Upon licensure, students practice as registered dietitians in the health care field or as consulting dietitians in private practice, sports nutrition, or in wellness and health maintenance centers.**

**Students with lower GPAs may apply for supervised practice programs leading to the dietetic technician registered (DTR) certification.**

**Concentration B: General Foods and Nutrition (GFNU): Students taking this concentration are encouraged to select an approved minor from the Bumpers, Walton, or Fulbright colleges or plan other combinations of courses to prepare for non-traditional vocations including work in community or government sponsored programs, wellness and health maintenance centers, public relations in the food industry, TV/media outlets for food and nutrition information, and international food or nutritional programs.**

**Concentration C: Hospitality and Restaurant Management (HRMN): Students in the hospitality and restaurant management concentration prepare themselves for managerial positions in the restaurant and hospitality industry. This dynamic curriculum provides students with skills in foods and business, as well as hospitality and restaurant management. Students have the opportunity to manage and operate a restaurant on campus. Students obtain hands-on experience by completing 1,000 hours of satisfactory, verifiable work experience in the hospitality and restaurant industry, usually completed during the summer and on part-time jobs during the school year. This noncredit work experience must be completed prior to graduation. A management internship, which allows students to acquire practical management experience and specialized knowledge from supervised work in a hotel, restaurant, or other hospitality-related business, is also part of this degree. Students in this program can complete a minor in business.**

**Requirements for a B.S.H.E.S. degree with a major in Food, Human Nutrition and Hospitality:**

**(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)**

**35 hours of University Core requirements to include:**

**HESC 2413**

**PSYC 2003**

**Concentration A (DIET) and B (GFNU) to include:**

**CHEM 1074/1071L or**

**CHEM 1103/1101L and CHEM 1123/1121L**

**MATH 1203 or MATH 1213**

**Concentration C (HRMN) to include:**

**CHEM 1074/1071L or**

CHEM 1103/1101L and CHEM 1123/1121L  
BIOL 1543/1541L

University Advanced Composition Requirement:  
ENGL 2003 (exemption possible)

College Requirement:

COMM 1313

Electives: 12-27 hours

(Highly recommended for Concentration B: EXED 3023;  
for Concentration C: foreign language and HLSC 3633.)

School Requirements (65 - 79 hours):

2 hours PEAC or DEAC

HESC 1501 Orientation to HESC

HESC 1213 Nutrition in Health

HESC 2112/2111L Foods I/Lab

HESC 3604 Food Prep for Hospitality Industry

HESC 3653 Food Systems Mgmt.

HESC 4103 Experimental Foods

Requirements for both Concentrations A and B:

ENGL 3053 or JOUR 3123 or AGED 3142/3141L

BIOL 2013/2011L

CHEM 2613/2611L and CHEM 3813

WCOB 1120

BIOL 2213/2211L and BIOL 2443/2441L or

BIOL 1543/1541L and ANSC 3032 and ANSC 3042

HESC 3203 Nutrition for Health Professionals and Educators

HESC 3213 Dietetic and Nutrition Practice

HESC 4213 Advanced Nutrition

HESC 4223 Nutrition/Life Cycle

HESC 4243 Community Nutrition

HESC 425V (1 hr) Seminar

Additional Requirements for Concentration A: (DIET)

HESC 1201 Intro. to Diet and Nutrition

AGST 4023 Principles of Experimentation

HESC 4264/4260L Medical Nutrition Therapy I/Lab

HESC 4273 Medical Nutrition Therapy II

HESC 4613 Food Service Purchasing

HESC 4623 Selection and Layout of Food Service Equipment

Additional Requirements for Concentration B: (GFNU)

HESC 1201 Intro. to Diet and Nutrition and/or

HESC 1603 Intro. to Hospitality

HESC 2203 Nutrition for Exercise and Sport

Requirements for Concentration C: (HRMN)

HESC 1601 Work Experience Practicum

HESC 1603 Intro. to Hospitality

AGED 3142/3141L Agri. Communications/Lab

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MATH 2053 Finite Math

(Math 1203, prerequisite for MATH 2053, required for hospitality and restaurant management students who do not have the required math proficiency.)

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FDSC 2503 Food Safety/Sanitation

HESC 2120L Catering Management Laboratory

HESC 2123 Catering Management

HESC 2623 Legal Issues in the Hospitality Industry  
HESC 4613 Food Service Purchasing  
HESC 4623 Selection and Layout of Food Service Equipment  
HESC 4693 Hospitality Internship  
HESC 2633 Intro Hotel Operations  
PSYC 2013 Intro Stats for Psy.  
WCOB 1120 Computer Competency Requirement  
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HESC 4633 Adv. Hotel Operations  
HESC 4643 Meeting & Conventions  
HESC 3613 Resort Management  
HESC 4653 Global Travel & Tourism Mgmt.  
AGEC 3303 Food & Agri Marketing  
Foreign Language (3-6 hours)

Requirements for a minor in General Foods and Nutrition  
(GFNU-M): 18-19 hrs  
HESC 1213, HESC 2112/2111L, HESC 3204, and HESC 4213.  
Select 5-6 hours from HESC 2203, HESC 4223, HESC 4243, and  
HESC 425V (may be repeated once for 2 hours total credit.)

**SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
 Initials \_\_\_\_\_ Date \_\_\_\_\_

**Distribution**

Notification to:

(1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
 (7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_





- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

## **SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**HESC 4303 was developed to help HESC students with their job search and to meet American Association of Family and Consumer Sciences accreditation requirements concerning graduates knowing the history and importance of the common body of knowledge in HESC subject matter. Currently, these objectives are being met in other courses.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **OLD COPY**

### **GENERAL HUMAN ENVIRONMENTAL SCIENCES**

**(GHES)**

**Mary M. Warnock**

**Director**

**118 Home Economics Bldg.**

**479-575-4305**

**The general human environmental sciences curriculum serves students seeking a background in all of the subject-matter areas of human environmental sciences. The general curriculum prepares students for careers in social services, business, and the Cooperative Extension Service. Liberal elective hours allow students to select courses and programs to meet individual needs. Students may be certified by the Arkansas State Board of Education to teach family and consumer sciences in Arkansas public schools by combining the pre-professional education courses as electives and completing the master of arts in teaching (M.A.T.) degree requirements. (See M.A.T., page 165). At the beginning of the sophomore year, students should consult with their advisers to schedule the general education and pre-professional education courses.**

**Requirements for a B.S.H.E.S. degree with a major in General**

**Human Environmental Sciences:**

**(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)**

**35 hours of University Core Requirements to include:**

**CHEM 1074/1071L**

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(CHEM 1103/1101L and CHEM 1123/1121L may be substituted)

BIOL 1543/1541L

PSYC 2003

Plus two courses to meet state minimum social sciences core

ARTS 1003

HIST 2003, HIST 2013, or PLSC 2003

MATH 1203 or MATH 1213

Select 3 hours from University Core Humanities (Section B, C or D)

University Advanced Composition Requirement:

ENGL 2003 (exemption possible)

College Requirement:

COMM 1313

Electives – 12-14 hours

(Students wishing to qualify for the M.A.T. need six hours of English, world literature or American literature and three hours of western civilization or world civilization.)

School Requirements: 46 hours

General Electives: 31-33 hours

CHEM 2613/2611L

1- to 3-hour computer class

PEAC 1621

HLSC 1002

Select 46 hours of HESC courses:

HESC 1013 Intro. to Clothing Concepts

HESC 1023 Intro. to Apparel Prod

HESC 1213 Nutrition in Health, or

HESC 3204 Nutrition Health Prof. and Ed.

HESC 1403 Lifespan Development

HESC 1501 Orientation

HESC 2053 Intro. Textile Science

HESC 2112/2111L Foods I/Lab

HESC 2123/2120L Catering Management/Lab

HESC 2413 Family Relations

HESC 2433 Child Development

HESC 3402 Child Guidance

HESC 4753 Family Financial Management

HESC 3763L Family Resources Mgmt. Lab

HESC 4813 Human Factors in ID

HESC 4303 Professional Development

HESC 4453 Parenting/Family Dynamics

NEW COPY

GENERAL HUMAN ENVIRONMENTAL SCIENCES

(GHES)

Mary M. Warnock

Director

118 Home Economics Bldg.

479-575-4305

The general human environmental sciences curriculum serves students seeking a background in all of the subject-matter areas of human environmental sciences. The general curriculum prepares students for careers in social services, business, and the Cooperative Extension Service. Liberal elective hours allow students to select courses and programs to meet individual needs. Students may be certified by the Arkansas State Board of Education to teach family and consumer sciences in Arkansas public schools by combining the pre-professional education courses as electives and completing the master of arts in teaching (M.A.T.) degree requirements. (See M.A.T., page 165). At the beginning of the sophomore year, students should consult with their advisers to schedule the general education and pre-professional education courses.

Requirements for a B.S.H.E.S. degree with a major in General

Human Environmental Sciences:

(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)

35 hours of University Core Requirements to include:

CHEM 1074/1071L

(CHEM 1103/1101L and CHEM 1123/1121L may be substituted)

BIOL 1543/1541L

PSYC 2003

Plus two courses to meet state minimum social sciences core

ARTS 1003

HIST 2003, HIST 2013, or PLSC 2003

MATH 1203 or MATH 1213

Select 3 hours from University Core Humanities (Section B, C or D)

University Advanced Composition Requirement:

ENGL 2003 (exemption possible)

College Requirement:

COMM 1313

Electives – 15-17 hours

(Students wishing to qualify for the M.A.T. need six hours of English, world literature or American literature and three hours of western civilization or world civilization.)

School Requirements: 46 hours

General Electives: 31-33 hours

CHEM 2613/2611L

1- to 3-hour computer class

PEAC 1621

HLSC 1002

Select 43 hours of HESC courses:

HESC 1013 Intro. to Clothing Concepts

HESC 1023 Intro. to Apparel Prod

HESC 1213 Nutrition in Health, or

HESC 3204 Nutrition Health Prof. and Ed.

HESC 1403 Lifespan Development

HESC 1501 Orientation

HESC 2053 Intro. Textile Science

HESC 2112/2111L Foods I/Lab

HESC 2123/2120L Catering Management/Lab

HESC 2413 Family Relations

HESC 2433 Child Development

HESC 3402 Child Guidance

HESC 4753 Family Financial Management

HESC 3763L Family Resources Mgmt. Lab

HESC 4813 Human Factors in ID

HESC 4453 Parenting/Family Dynamics

## SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
Initials \_\_\_\_\_ Date \_\_\_\_\_

### Distribution

Notification to:

(1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
(7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_



- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
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## **SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**HESC 4303 was developed to help HESC students with their job search and to meet American Association of Family and Consumer Sciences accreditation requirements concerning graduates knowing the history and importance of the common body of knowledge in HESC subject matter. Currently, these objectives are being met in other courses.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **OLD COPY**

### **HUMAN DEVELOPMENT, FAMILY SCIENCES, AND RURAL SOCIOLOGY (HDFSRS)**

**Sue S. Martin**

**Area Coordinator**

**104 Home Economics Bldg.**

**479-575-4578**

**Students majoring in human development and family sciences prepare for one of the fastest growing employment opportunities in the country. The human services area includes jobs that serve people from conception through the last stages of life. Students develop skills for working with individuals and families in governmental, private, and nonprofit organizations. Two concentrations are offered:**

**Concentration A: Child Development (CDEV)**

**This concentration is for students who desire in-depth knowledge of children and programs for children from birth to age 12. The focus on children covers issues from the prenatal to early adolescence. Graduates may work as preschool teachers, daycare directors, specialists in the field of child life, and as child advocates.**

**Concentration B: Lifespan (LSPN)**

**This area of study covers the care issues faced by families and individuals in contemporary society. The knowledge and skills developed in this program will prepare the student to work in areas such as aging, parent education, financial and consumer counseling, youth services, and other human service type careers.**

**Requirements for a B.S.H.E.S. degree with a major in Human Development and Family Sciences:**

**(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)**

**35 hours of University Core Requirements to include:**

**BIOL 1543/1541L**

**4 hours from ASTR, CHEM, GEOL or PHYS**

**PSYC 2003**

**SOCI 2013 or RSOC 2603**

**University Advanced Composition Requirement:**

**ENGL 2003 (exemption possible)**

**College Requirement:**

**COMM 1313**

**Electives: 18-20 hours**

**School Requirements: 64-68 hours**

**3 hours from AGECE 1103, AGECE 2103, ECON 2013,**

**ECON 2023, ECON 2143 or ECON 3053**

**3 hours from any computer course.**

**Select 22 hours of HESC courses:**

**HESC 1501 Orientation**

**HESC 1213 Nutrition in Health**

**HESC 2413 Family Relations**

**HESC 2433 Child Development**

**HESC 3423 Adolescent Development**

**HESC 4423 Adult Development**

**HESC 4753 Family Financial Management**

**HESC 4303 Professional Dev in HESC**

**HESC 4453 Parenting/Family Dynamics**

**Additional Requirements for Concentration A: Child Development**

**HESC 2402/2401L Infant and Toddler Development/Lab**

**HESC 3402/3401L Child Guidance**

**HESC 4463 Admn and Evaluation of Child Dev Programs**

**HESC 4472/4472L Child Development Practicum/Lab**

**CIED 3023 Survey of Exceptionalities**

**CIED 3103 Children's Literature**

**CIED 3113 Emergent and Developmental Literacy**

**SCWK 3633 Problems of Child Welfare**

**Select 12 hours from the following:**

**HESC 3443 Families in Crisis**

**HESC 3763L Family Resource Management**

**HESC 4433 Dynamic Family Interaction**

**HESC 4483 Internship in HDFS (requires a GPA of 2.75 or higher)**

**HESC 4493 Public Policy Advocacy**

**HESC 4223 Nutrition/ Life Cycle**

**CIED 3263 Language Development for the Educator**

**Any courses in HDFSRS not listed in this concentration or in the HDFS core may also be included as electives in this section.**

**Additional Requirements for Concentration B: Lifespan**

**HESC 1403 Lifespan Development**

**HESC 3443 Families in Crisis**

**HESC 4433 Dynamic Family Interaction**

**HESC 4443 Gerontology**

**HESC 4493 Public Policy Advocacy**

**SCWK 3163 Death and Dying**

**Select 3 hours of statistics from:**

**PSYC 2013, SOCI 3303/3301L or WCOB 1033**

**Select 3 hours research methods from:**

**PSYC 3073, SOCI 3313, or SCWK 4073**

**Select 12 hours from:**

**HESC 3763L, HESC 4483**

**(requires a GPA of 2.75 or higher), SOCI 3233,**

**SOCI 4133, CNED 3053, CDIS 4273 or COMM 3433**

**RSOC 4603, RSOC 4623**

Any courses in HDFSRS not listed in this concentration or in the HDFS core can also be included as electives in this section.

Requirements for a minor in Human Development and Family

Sciences (HDFS-M): 18 hours

HESC 1403 and HESC 2413

Select 12-13 hours from the following:

HESC 2402/2401L, HESC 2433,

HESC 3402/3401L, HESC 3423, HESC 3443, HESC 4423,

HESC 4443, HESC 4453, HESC 4463, HESC 4493 or HESC

4753

NEW COPY

HUMAN DEVELOPMENT, FAMILY SCIENCES,  
AND RURAL SOCIOLOGY (HDFSRS)

Sue S. Martin

Area Coordinator

104 Home Economics Bldg.

479-575-4578

Students majoring in human development and family sciences \_\_\_\_\_ prepare for one of the fastest growing employment opportunities in the country. The human services area includes jobs that serve people from conception through the last stages of life. Students develop skills for working with individuals and families in governmental, private, and nonprofit organizations. Two concentrations are offered:

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This area of study covers the care issues faced by families and individuals in contemporary society. The knowledge and skills developed in this program will prepare the student to work in areas such as aging, parent education, financial and consumer counseling, youth services, and other human service type careers.

Requirements for a B.S.H.E.S. degree with a major in Human Development and Family Sciences:

(See page 40 for University Core and page 64 for B.S.H.E.S. requirements.)

35 hours of University Core Requirements to include:

BIOL 1543/1541L

4 hours from ASTR, CHEM, GEOL or PHYS

PSYC 2003

SOCI 2013 or RSOC 2603

University Advanced Composition Requirement:

ENGL 2003 (exemption possible)

College Requirement:

COMM 1313

Electives: 21-23 hours

School Requirements: 61-65 hours

3 hours from AGECE 1103, AGECE 2103, ECON 2013,

ECON 2023, ECON 2143 or ECON 3053

3 hours from any computer course.

Select 22 hours of HESC courses:

HESC 1501 Orientation

HESC 1213 Nutrition in Health

HESC 2413 Family Relations

HESC 2433 Child Development

HESC 3423 Adolescent Development

HESC 4423 Adult Development

HESC 4753 Family Financial Management

HESC 4453 Parenting/Family Dynamics

Additional Requirements for Concentration A: Child Development

HESC 2402/2401L Infant and Toddler Development/Lab

HESC 3402/3401L Child Guidance

HESC 4463 Admn and Evaluation of Child Dev Programs



HESC 4472/4472L Child Development Practicum/Lab

CIED 3023 Survey of Exceptionalities

CIED 3103 Children's Literature

CIED 3113 Emergent and Developmental Literacy

SCWK 3633 Problems of Child Welfare

Select 12 hours from the following:

HESC 3443 Families in Crisis

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HESC 4433 Dynamic Family Interaction

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HESC 4493 Public Policy Advocacy

HESC 4223 Nutrition/ Life Cycle

CIED 3263 Language Development for the Educator

Any courses in HDFSRS not listed in this concentration or in the HDFS core may also be included as electives in this section.

Additional Requirements for Concentration B: Lifespan

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HESC 3443 Families in Crisis

HESC 4433 Dynamic Family Interaction

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Select 3 hours of statistics from:

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Sciences (HDFS-M): 18 hours

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HESC 3402/3401L, HESC 3423, HESC 3443, HESC 4423,

HESC 4443, HESC 4453, HESC 4463, HESC 4493 or HESC

4753

## SECTION VIII: Action Recorded by Registrar's Office

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DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

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Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

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*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**HESC 4303 was developed to help HESC students with their job search and to meet American Association of Family and Consumer Sciences accreditation requirements concerning graduates knowing the history and importance of the common body of knowledge in HESC subject matter. Currently, these objectives are being met in other courses.**

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- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **CURRENT CATALOG TEXT FOR BACHELOR OF INTERIOR DESIGN**

**Interior design, a FIDER accredited program, combines an excellent foundation of professional courses that are enhanced by classes in human environmental sciences, art, architecture and business. A goal of the program is to foster a sense of personal and professional responsibility. Students are actively involved in national design competitions and domestic and international travel. Field trip opportunities are offered on a regular basis, and students are expected to participate.**

**Graduates are placed in residential, contract, and institutional interior design firms, architectural firms, art galleries, set design, and contract and residential sales.**

**A sophomore portfolio review is an important component of the academic program. The review of studio work will occur in December of the sophomore year. The submitted materials will follow guidelines prepared by the interior design faculty and will include examples of work from Design I, Design II, Studio I, and Introduction to Presentation Media. All full-time interior design faculty will review portfolios. Students will receive a pass or probation. If the portfolio is acceptable (pass), the student may continue, without remediation or additional required work, to junior level studios. To be removed from probationary status, the student must comply with faculty recommendations that may include repeating a course(s), taking supplemental courses to strengthen a weakness, or submission of reworked studio projects. Students on probation must resubmit a portfolio at the end of the spring semester following the initial review. In the event that skills are not improved, the student will not be permitted to progress into upper level studios.**

**The studio sequence increases in complexity throughout the curriculum. In addition to passing sophomore portfolio review, students must receive a grade of C or better in all interior design courses to proceed in the program. The rigor of the program requires a significant commitment of time and energy. Students can expect to spend a minimum of 3 hours out of class for**

each hour of studio time to complete projects. Participation in the annual senior portfolio exhibition and a supervised internship experience are requirements for graduation. The faculty reserve the right to retain student work for accreditation and recruitment purposes.

Transfer students seeking advanced placement must submit a portfolio for faculty review prior to beginning any studio course. Review of portfolio will allow appropriate placement based on demonstrated skills. Students may be required to wait a semester for the appropriate studio sequence. Transfer students placed into the program prior to sophomore portfolio review will be required to participate in the sophomore review process.

A professional advisory board supports the program, and faculty and students participate in professional design association activities. The faculty are well qualified educators and practitioners who foster an attitude of inquiry and learning based on their individual skills and interest. Intellectual development of students is stimulated and leadership qualities enhanced throughout the four year curriculum. The student chapter of the American Society of Interior Designers (ASID) allows for interaction with professionals in interior design and allied professions.

In response to industry demands, the program is implementing a requirement for laptop computers. Students must acquire a laptop for use in studio courses that are taught in the spring semester of the second year of the program. Specifications for laptops must be obtained from interior design faculty prior to purchase by the student.

## HOURS

1. A total of 124 semester hours with a 2.00 cumulative GPA.
2. A minimum of 39 hours of courses 3000 level or above
3. University Core Requirements .....35

See page      for core courses

Must include: 3 hours from

ECON 2013 or ECON 2023 or ECON 2143 or

AGEC 1103 or AGECE 2013

PSYC 2003

SOCI 2013

3 hours fine arts

4. Other University Requirements .....3

ENGL 2003 Advanced Composition

Requirement (see page      ). If exempt, must take 3 hours

from COMM, JOUR, or ENGL course

5. College Requirements..... 3

COMM 1313

6. Electives..... 1

7. School Requirements..... 82

ARTS studio elective and ARCH 4433

6 hours of business courses to be selected from ACCT 2013,

CISO 1121L, 2232, FINN 3003, MGMT 3563, or BLAW

2013, MKTT 3433, FINN 3933

70 hours of HESC courses to include:

HESC 1501 - Orientation to HESC

HESC 2053 - Intro to Textile Science

HESC 2413 - Family Relations

HESC 4303 - Professional Development in HESC

HESC 1031 - Design I

HESC 1034 - Design I Studio

HESC 1041 - Design II

HESC 1044 - Design II Studio

HESC 2803 - Studio I - Intro to ID

HESC 2813 - Studio II - Design Process & Application

HESC 2823 - ID Materials & Resources

HESC 2833 - Introductory Presentation Media

HESC 2841 - Lighting Studio

HESC 2842 - Lighting Systems

HESC 2883 - History of ID I

HESC 2893 - Prin of Computer Aided Design

HESC 3803 - Studio III - Working Drawings and Building Systems

HESC 3813 - Studio IV - Interiors for Public Use

HESC 3823 - Human Factors in ID

HESC 3863 - Advanced Presentation Media

HESC 3883 - History of ID II

HESC 4803 - Studio V - Advanced Residential ID

HESC 4811 - Internship for ID

HESC 4823 - Professional Procedures

HESC 4843 - Internship Preparation

HESC 4863 - Studio VI - Commercial ID

HESC 4891 - Senior Portfolio

## **PROPOSED CATALOG TEXT FOR BACHELOR OF INTERIOR DESIGN**

**Interior design, a FIDER accredited program, combines an excellent foundation of professional courses that are enhanced by classes in human environmental sciences, art, architecture, and business. A goal of the program is to foster a sense of personal and professional responsibility and service through design. Students are actively involved in design competitions and domestic and international travel. Both overnight and day field trips are required for studio courses. Elective-credit study tour opportunities are offered on a regular basis, and students are encouraged to participate. Graduates are placed in contract, residential, and institutional interior design firms, architectural firms, historic preservatin, lighting design, art galleries, set design, and contract and residential sales.**

**Transfer students seeking advanced placement must submit a portfolio for faculty review prior to beginning any studio course. Review of the portfolio will allow appropriate placement based on demonstrated skills and earned college credit. Students may be required to wait for the appropriate studio sequence. Transfer students placed into the program prior to sophomore portfolio review will be required to participate in the sophomore review process.**

**A sophomore portfolio review is an important component of the academic program. The review of studio work occurs in December of the sophomore year. The submitted materials will follow guidelines prepared by the interior design faculty and will include examples of work from Studios 1, 2, and 3. All full-time interior design faculty review portfolios. Students will receive a pass or probation. If the portfolio is acceptable (pass), the student may continue, without remediation or additional required work, to junior level studios. If the portfolio is not acceptable (probation), the student must comply with faculty recommendations that may include repeating a course(s), taking supplemental courses to strengthen a weakness, or submission of reworked studio projects. Students on probation must resubmit a portfolio at the end of the spring semester following the initial review. In the event that skills are not improved, the student will not be permitted to progress into upper level studios.**

**The studio sequence increases in complexity throughout the curriculum. The rigor of the program requires a significant commitment of time and energy. Students can expect to spend a minimum of 3 hours outside of class for each hour of studio time to complete projects. Participation in the supervised internship experience is required for graduation. The faculty reserves the right to retain student work for accreditation and recruitment purposes.**

**A professional advisory board supports the program and serves as external critics/jurors. Faculty and students participate in a variety of professional design association activities. The faculty is composed of well-qualified educators and practitioners who foster an attitude of inquiry and learning based on their individual skills and interests. Intellectual development of students is stimulated and leadership qualities enhanced throughout the four-year curriculum. The student chapter of the American Society of Interior Designers (ASID) allows for interaction with professionals in interior design and allied professions.**

**In response to industry demands, the program requires laptop computers. Students must acquire a laptop for use in studio courses that are taught in the spring semester of the second year of the program. Specifications for laptops must be obtained from interior design faculty prior to purchase by the student.**

**1. A total of 124 semester hours with a 2.00 cumulative GPA.**

**2. A minimum of 39 hours of courses 3000 level or above**

**3. University Core Requirements to include: 35**

3 hours from ECON 2013 or ECON 2023 or ECON 2143  
or AGECE 1103 or AGECE 2013  
PSYC 2003  
SOCI 2013  
3 hours fine arts from university core (section A)  
3 hours from University Core Humanities (section B, C, D)

4. Other University Requirements .....3  
ENGL 2003 Advanced Composition Requirement. If exempt,  
must take 3 hours from COMM, JOUR, or ENGL course  
5. College Requirements..... 3  
COMM 1313  
6. Electives..... 9  
7. School/Program Requirements..... 77

\*\*ARCH 4433 and one ARTS studio elective to be selected from  
ARTS 1013, 1313, 1323, 2013, 2313,3203, 3333, 3363  
WCOB 1120

\*\*6 hours of business courses to be selected from FINN 3003,  
MGMT 3563, MKTT 3433, FINN 3933, WCOB 2013,  
WCOB 1012

62 hours of HESC courses to include:  
HESC 1501 - Orientation to HESC  
HESC 2853 - Intro to Textile Science  
HESC 2413 - Family Relations  
HESC 1031 - Introduction to the Profession  
HESC 1034 - Studio I Design Exploration 1  
HESC 1044 - Studio 2 Design Exploration 2  
HESC 2805 - Studio 3 Basic Space Planning and Communication  
HESC 2815 - Studio 4 Design Programming  
HESC 2823 - ID Materials & Resources  
HESC 2883 - History of ID  
HESC 3843 - Building Systems for Interior Design  
HESC 3805 - Studio 5 Design and Construction  
HESC 3815 - Studio 6 Large Scale Commercial Interiors  
HESC 4813 - Human Factors in ID  
HESC 4805 - Studio 7 Comprehensive Design Process 1  
HESC 4811 - Internship for ID  
HESC 4823 - Professional Practice for Interior design  
HESC 4815 - Studio 8 Comprehensive Design Process 2

\*\* At least six credit hours in studio art and business must be 3000 or 4000 level to meet the college  
requirement of 39 upper division hours

**SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_  
 DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

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**Distribution**

(1) College  
(7) Treasurer

(2) Department  
(8) Undergraduate Program Committee

(3) Admissions

(4) Institutional Research

(5) Continuing Education  
Initials \_\_\_\_\_ Date \_\_\_\_\_

(6) Graduate School

**University Course and Programs Committee**  
**27-Jan-06**

**TABLE ONE**

**Dale Bumpers College of Agricultural, Food, and Life Sciences**

School of Human Environmental Sciences

APSTBS - Apparel Studies - Attachment 1A

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

FHNHBS - Food, Human Nutrition & Hospitality - Attachment 1B

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

GHESBS - General Human Environmental Sciences - Attachment 1C

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

HDFSBS - Human Development, Family Sciences and Rural Sociology - Attachment 1D

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

IDESBD - Interior Design - Attachment 1E

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

**TABLE TWO**

**College of Education and Health Professions**

Department of Rehabilitation, Human Resources, and Communication Disorders

EDADED - Adult Education - Attachments 2A and 2B

Combine two Doctor of Education degrees - Adult Education and Vocational Education - into one Doctor of Education degree in Workforce Development Education as specified in Attachment 2A, Section V.

EDVOED -Vocational Education - Attachments 2C and 2D

Eliminate Doctor of Education with specialization in Vocational Education as specified in Attachment 2C, Section V.



**UCPC (CONTINUED) PAGE 2**

**1/27/2006**

**TABLE THREE**

**College of Engineering**

Department of Electrical Engineering

ELEGBS - Attachment 3A

Restructuring of degree course requirements and increasing total hours for the degree from 128 to 129 as specified in the attachment, Section V.

Pre-Professional Program All Departments

College Requirements - Attachment 3B

Eliminate the Pre-Professional Program requirements for the College of Engineering as specified in the attachment, Section V.



- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
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## **SECTION VI: Justification**

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**The faculty propose consolidating the Doctor of Education with specializations in adult education and vocational education into a Doctor of Education in Workforce Development Education (WDED) with options in Workforce Leadership and Human Resource Development for the following reasons: more rigorous research in program, increased competitiveness from other institutions and increased student accountability. In addition, the reconfigured program of study will be more clearly focused, based upon the desired career paths of the students.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

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- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
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**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

**The Doctor of Education in Workforce Development Education (WDED) provides options in Workforce Leadership and Human Resource Development. The Workforce Leadership option is designed for students who seek leadership careers in either adult or vocational education settings. Human Resource Development option is designed for students seeking training and/or development careers in business or industry settings.**

### **Current Curriculum**

**Doctor of Education Degree (Concentration Vocational Education) Requirements: 96 hours**

**1. College of Education and Health Professions Core: 9 hours**  
**(normally taken in the master's degree)**

**2. Vocational and Adult Education Core: 6 hours (VAED 6123 or VAED 6213 or VAED 6303)**

**3. Specialty Studies: 12-15 hours (Vocational Education)**

**4. Research: 9 hours (12 hours if EDFD 5013 has not been previously taken)**

**5. Electives: 0-6 hours**

**6. Cognate (outside department): 9 hours**

**7. Dissertation: 18 hours**

**Doctor of Education Degree (Concentration Adult Education) Requirements: 96 hours**

**1. College of Education and Health Professions Core: 9 hours**

1622.20A p/vcaa 10/1/00

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ATTACHMENT 2A - EDADED.doc

(normally taken in the master's degree)

2. Vocational and Adult Education Core: 6 hours (VAED 6123 or VAED 6213 or VAED 6303)

3. Specialty Studies: 12-15 hours (Adult Education)

4. Research: 9 hours (12 hours if EDFD 5013 has not been taken)

5. Electives: 0-6 hours

6. Cognate (outside department): 9 hours

7. Dissertation: 18 hours

### Proposed Curriculum

Doctor of Education with concentrations in Workforce Leadership or Human Resource Development: 99 hours

Master's Degree Required = 30 to 45 hours (Master's courses may be used to fulfill some of the requirements below.)

Ed.D. in Workforce Development Education:

College Core = 9 hours

Workforce Development Education Core = 15 hours

Specialty Core (Workforce Leadership or Human Resource Development Concentration) = 12 hours

Workforce Development Education Electives = 12 to 18 hours

Supporting Fields Electives = 6 to 12 hours

Cognate = 9 to 15 hours (Related hours outside the department)

Research = 36 hours

College of Education Core Required = 9 hrs

EDFD 5013: Research Methods in Education (on-campus can take EDFD 5393)

WDED 5513: Principles of Adult Learning

WDED 5523: Diversity Issues & Globalization

Workforce Development Education Core Required = 15 hrs

WDED 5543: Computer Technology in WDED

WDED 5533: Change Process

WDED 6513: Leadership Models and Concepts

WDED 6523: Instructional Design in WDED

WDED 6983: Practicum (research, college teaching, or training)

Specialty Core = 12 hrs

Workforce Leadership Concentration

WDED 5213: Foundations of Adult Education

or

WDED 5413: Foundations of Vocational Education

WDED 6113: Nontraditional Student

WDED 6123: Adult Learner: The Later Years

WDED 6133: Theories of Teaching and Learning

Human Resource Development Concentration

WDED 5313: Foundations of Human Resource Development

WDED 6213: Training in the Workplace

WDED 6223: Organization Development

WDED 6233: Learning Organization

Workforce Development Education Requirement = 12-18 hrs (Choose from the list below.)

WDED 6533: Adult Literacy

WDED 6543: Program Planning in WDED

WDED 6553: Program Evaluation in WDED

WDED 6563: Ethical and Legal Issues in WDED

WDED 6573: Education and Entrepreneurship

WDED 6583: Multiple Intelligences

Supporting Fields Electives = 6-12 hrs (Related hours – inside or outside RHRC)

**Note: If inside RHRC, choose from WDED electives below or RHAB 5493, 6203, 6213, 6273 (which is not online).**

- WDED 5213: Foundations of Adult Education
- WDED 5223: Principles of ABE/GED/ESL
- WDED 5233: Teaching Disadvantaged Adults
- WDED 524v: Internship
- WDED 5413: Foundations of Vocational Education
- WDED 5423: Advanced Methods in VOED
- WDED 5433: Transition to the Workplace
- WDED 5443: Supervision in VOED
- WDED 5453: Career Orientation Programs
- WDED 5463: Applications in Career Orientation
- WDED 5313: Foundations of Human Resource Development
- WDED 5323: Organizational Analysis
- WDED 5333: Developing Human Resources
- WDED 5343: Facilitating Learning in the Workplace
- WDED 5553: Career Development in the Workplace
- WDED 5563: Introduction to Distance Learning
- WDED 5573: Instructional Materials in WDED
- WDED 571v: Independent Study (1-3)
- WDED 572v: Workshop (1-3)

Cognate = 9-15 hrs (Related hours outside the department)

Research = 36 hrs

- EDFD 5013: Research Methods in Education
- EDFD 6403: Educational Statistics and Data Processing
- EDFD 6413: Experimental Design in Education
- EDFD 6643: Qualitative Research
- EDFD 6623: Techniques of Research in Education
- WDED 6993: Dissertation Seminar
- WDED 700v: Dissertation (18)

**SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_  
 DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
 Initials \_\_\_\_\_ Date \_\_\_\_\_

**Distribution**

Notification to:  
 (1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
 (7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_

**ATTACHMENT 2B  
LETTER OF NOTIFICATION – 11**

**RECONFIGURATION OF EXISTING DEGREE PROGRAMS  
(Consolidation or Separation of Degrees)**

**1. Institution submitting request:**

University of Arkansas, Fayetteville

**2. Contact person/title:**

Dr. Nancy E. Talburt, Vice Provost for Academic Affairs  
1 University of Arkansas, ADMIN 422  
Fayetteville AR 72701-1201  
[netal@uark.edu](mailto:netal@uark.edu)  
479-575-2151

**3. Title(s) of degree programs to be reconfigured:**

Doctor of Education with specialization in Adult Education  
Doctor of Education with specialization in Vocational Education

**4. Current CIP Code(s):**

13.1201 Adult Education  
13.1320 Vocational Education

**5. Current Degree Code(s):**

EdD

**6. Proposed title of reconfigured program:**

Doctor of Education in Workforce Development Education (WDED) with concentrations in  
Workforce Leadership and Human Resource Development

**7. Proposed CIP Code:**

13.1201

**8. Proposed Effective Date:**

August 2006

**9. Reason for proposed consolidation or separation to create a new degree:**

The faculty in Vocational and Adult Education (to be renamed Workforce Development Education, WDED) propose to consolidate two undifferentiated doctor of education degrees — adult education and vocational education — into a doctor of education degree with a program name change. The proposed degree will be named Doctor of Education in Workforce Development Education (WDED) with options in Workforce Leadership and Human Resource Development. Workforce Leadership will represent those students who are currently enrolled

in the vocational or adult education doctoral degrees. Human Resource Development students are not currently offered a specialization at the doctoral level.

The faculty propose consolidating the Doctor of Education with specializations in adult education and vocational education into a Doctor of Education in Workforce Development Education with options in Workforce Leadership and Human Resource Development for the following reasons: more rigorous research in program, increased competitiveness from other institutions and accountability.

In September 2005, a survey was emailed to our listserv which includes 183 of our M.Ed. students, 100 of whom were considered actively involved in the program. The question was: If the Department offered an online doctorate, I would:

30 Apply to the program immediately upon completing my master's degree

17 Strongly consider applying at a later date

6 Never consider applying to the program

5 Prefer the traditional method of delivery (in the classroom on the Fayetteville campus.)

Five (5) students, who gave more than one response, said they would apply immediately or strongly consider applying later. Approximately one-third of our active master's students would apply to the program with another one-sixth considering applying. Five percent of those students who replied to the survey said that they would prefer the traditional method of delivery, but two of those students also said they would never consider applying to the program regardless of the delivery method. The response rate for the survey was 58 percent.

The proposed Doctor of Education in Workforce Development Education with options in Workforce Leadership and Human Resource Development will prepare graduates to guide learners in designing and delivering exemplary programs to populations in diverse settings.

#### **10. Provide current and proposed curriculum.**

##### **Current Curriculum**

Doctor of Education Degree (Concentration Vocational Education) Requirements: 96 hours

1. College of Education and Health Professions Core: 9 hours  
(normally taken in the master's degree)
2. Vocational and Adult Education Core: 6 hours (VAED 6123 or VAED 6213 or VAED 6303)
3. Specialty Studies: 12-15 hours (Vocational Education)
4. Research: 9 hours (12 hours if EDFD 5013 has not been previously taken)
5. Electives: 0-6 hours
6. Cognate (outside department): 9 hours
7. Dissertation: 18 hours

Doctor of Education Degree (Concentration Adult Education) Requirements: 96 hours

1. College of Education and Health Professions Core: 9 hours  
(normally taken in the master's degree)
2. Vocational and Adult Education Core: 6 hours (VAED 6123 or VAED 6213 or VAED 6303)
3. Specialty Studies: 12-15 hours (Adult Education)
4. Research: 9 hours (12 hours if EDFD 5013 has not been taken)
5. Electives: 0-6 hours
6. Cognate (outside department): 9 hours
7. Dissertation: 18 hours

## **Proposed Curriculum**

Doctor of Education with concentrations in Workforce Leadership or Human Resource Development: 99 hours

Master's Degree Required = 30 to 45 hours (Master's courses may be used to fulfill some of the requirements below.)

### **Ed.D. in Workforce Development Education:**

College Core = 9 hours

Workforce Development Education Core = 15 hours

Specialty Core (Workforce Leadership or Human Resource Development Concentration) = 12 hours

Workforce Development Education Electives = 12 to 18 hours

Supporting Fields Electives = 6 to 12 hours

Cognate = 9 to 15 hours (Related hours outside the department)

Research = 36 hours

College of Education Core Required = 9 hrs

EDFD 5013: Research Methods in Education (on-campus can take EDFD 5393)

WDED 5513: Principles of Adult Learning

WDED 5523: Diversity Issues & Globalization

Workforce Development Education Core Required = 15 hrs

WDED 5543: Computer Technology in WDED

WDED 5533: Change Process

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WDED 6523: Instructional Design in WDED

WDED 6983: Practicum (research, college teaching, or training)

Specialty Core = 12 hrs

Workforce Leadership Concentration

WDED 5213: Foundations of Adult Education

or

WDED 5413: Foundations of Vocational Education

WDED 6113: Nontraditional Student

WDED 6123: Adult Learner: The Later Years

WDED 6133: Theories of Teaching and Learning

Human Resource Development Concentration

WDED 5313: Foundations of Human Resource Development

WDED 6213: Training in the Workplace

WDED 6223: Organization Development

WDED 6233: Learning Organization

Workforce Development Education Requirement = 12-18 hrs (Choose from the list below.)

WDED 6533: Adult Literacy

WDED 6543: Program Planning in WDED

WDED 6553: Program Evaluation in WDED

WDED 6563: Ethical and Legal Issues in WDED

WDED 6573: Education and Entrepreneurship

WDED 6583: Multiple Intelligences

Supporting Fields Electives = 6-12 hrs (Related hours – inside or outside RHRC)

Note: If inside RHRC, choose from WDED electives below or RHAB 5493, 6203, 6213, 6273 (which is not online).



WDED 5213: Foundations of Adult Education  
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WDED 5313: Foundations of Human Resource Development  
WDED 5323: Organizational Analysis  
WDED 5333: Developing Human Resources  
WDED 5343: Facilitating Learning in the Workplace  
WDED 5553: Career Development in the Workplace  
WDED 5563: Introduction to Distance Learning  
WDED 5573: Instructional Materials in WDED  
WDED 571v: Independent Study (1-3)  
WDED 572v: Workshop (1-3)

Cognate = 9-15 hrs (Related hours outside the department)

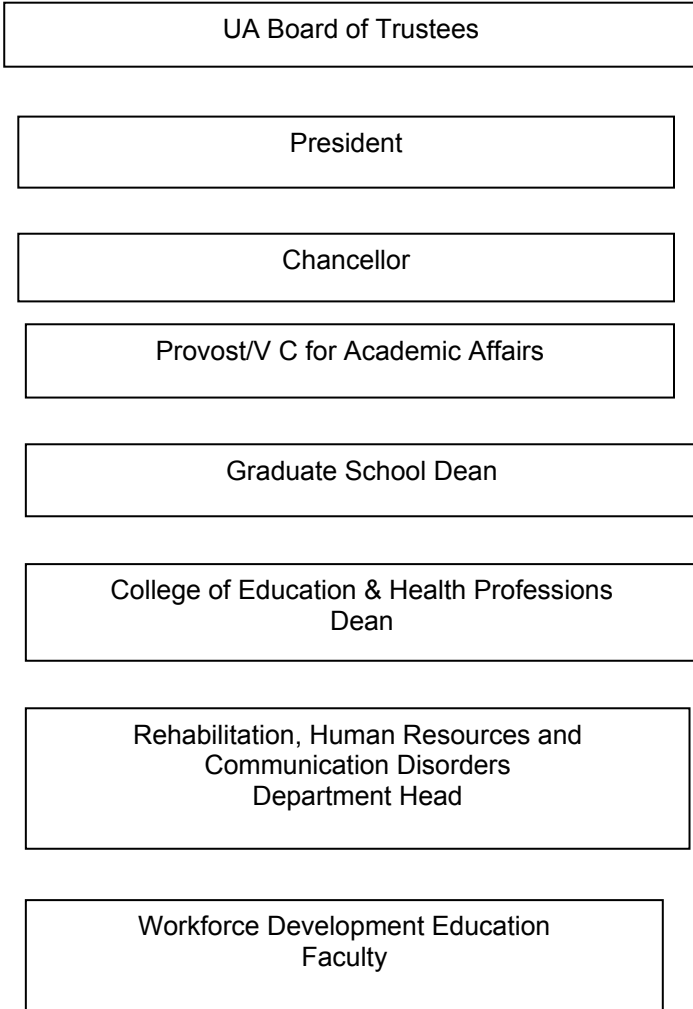
Research = 36 hrs

EDFD 5013: Research Methods in Education  
EDFD 6403: Educational Statistics and Data Processing  
EDFD 6413: Experimental Design in Education  
EDFD 6643: Qualitative Research  
EDFD 6623: Techniques of Research in Education  
WDED 6993: Dissertation Seminar  
WDED 700v: Dissertation (18)

**11. Provide current and proposed organizational chart.**

The current organizational chart is identical to the proposed organizational chart with the exception of the name change for the program in the last box. The old name was vocational and adult education faculty.

Proposed Organizational Chart.



**12. Amount of funds available for reallocation?**

No reallocation of funds is necessary as the department already supports two doctoral programs which will be dropped. Tuition and fees are expected to generate the following dollars based on projected student enrollment.

Tuition and Fees

\$256.52 per graduate credit*	2006-2007
25.00 per distance education credit fee	
\$281.52 per graduate credit	
15 students (6 credits per semester)	25,337
5 students (3 credits per semester)	4,223
Tuition per semester	29,560
<b>Tuition per academic year</b>	<b>\$ 88,680</b>

\*in-state

**13. Are the existing degrees offered off-campus or via distance delivery?**

No

**14. Will the proposed degree be offered on-campus, off-campus, or via distance delivery?**

The proposed degree will be offered via distance delivery. Once the consolidation of the two programs is approved, a request for offering an existing program through technology will be submitted.

**15. Identify off-campus location.**

None



Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

## SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

**Deletion of Doctor of Education with a specialization in Vocational Education is necessitated by the reconfigured Doctor of Education with a specialization in Workforce Development Education, which reconfigures and consolidates the Doctor of Education in Adult Education and Doctor of Education in Vocational Education. No courses have been deleted, but many of the current doctoral courses have been revised and moved to the master's level. Some students will need to take these courses, which have been assigned new numbers and alpha code to satisfy deficits in their program of studies; others will need to take courses from the current doctoral courses that have been updated and designated to the doctoral level with new numbers and alpha code or one of the five new doctoral courses that have been proposed. Students will be completed using the revised courses in the consolidated degree.**

## SECTION VII: Catalog Text and Format

Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
Initials \_\_\_\_\_ Date \_\_\_\_\_

### Distribution

Notification to:

(1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
(7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_

**ATTACHMENT 2D  
LETTER OF NOTIFICATION – 5**

**DELETION**

(Certificate, Degree, Option, Organizational Unit)

**1. Institution submitting request:**

University of Arkansas, Fayetteville

**2. Contact person/title:**

Dr. Nancy E. Talburt, Vice Provost for Academic Affairs

1 University of Arkansas, ADMIN 422  
Fayetteville AR 72701-1201  
[netal@uark.edu](mailto:netal@uark.edu)  
479-575-2151

**3. Phone number/e-mail address:**

[netal@uark.edu](mailto:netal@uark.edu)  
479-575-2151

**4. Proposed effective date:**

August 2006

**5. Title of certificate, degree program, option, or organizational unit:**

Doctor of Education with specialization in Vocational Education

**6. CIP Code:**

13.1320

**7. Degree Code:**

EdD

**8. Reason for deletion:**

Reconfigured specialization into a combined degree with Adult Education

**9. Number of students still enrolled in program:**

68

**10. Expected graduation date of last student:**

2011

**11. Name of courses which will be deleted as a result of this action:**

No courses have been deleted, but many of the current doctoral courses have been moved to the master's level. Some students will need to take these courses, which have been assigned new numbers and alpha code to satisfy deficits in their program of studies; others will need to take courses from the current doctoral courses that have been updated and designated to the doctoral level with new numbers and alpha code or one of the five new doctoral courses which have been proposed.

**12. How will students in the deleted program be accommodated:**

Students will be completed using the revised courses in the consolidated degree.

**13. Are funds available for reallocation?**

There will be no reallocation of funds; funds will be used for the remaining doctoral program.

Board of Trustees Approval Date:

Chief Academic Officer:

Date:

**University Course and Programs Committee**  
**27-Jan-06**

**TABLE ONE**

**Dale Bumpers College of Agricultural, Food, and Life Sciences**

School of Human Environmental Sciences

APSTBS - Apparel Studies - Attachment 1A

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

FHNHBS - Food, Human Nutrition & Hospitality - Attachment 1B

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

GHESBS - General Human Environmental Sciences - Attachment 1C

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

HDFSBS - Human Development, Family Sciences and Rural Sociology - Attachment 1D

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

IDESBD - Interior Design - Attachment 1E

Eliminate HESC 4303 from required course listing in program degree plan as specified in the attachment, Section V.

**TABLE TWO**

**College of Education and Health Professions**

Department of Rehabilitation, Human Resources, and Communication Disorders

EDADED - Adult Education - Attachments 2A and 2B

Combine two Doctor of Education degrees - Adult Education and Vocational Education - into one Doctor of Education degree in Workforce Development Education as specified in Attachment 2A, Section V.

EDVOED -Vocational Education - Attachments 2C and 2D

Eliminate Doctor of Education with specialization in Vocational Education as specified in Attachment 2C, Section V.



**UCPC (CONTINUED) PAGE 2**

**1/27/2006**

**TABLE THREE**

**College of Engineering**

Department of Electrical Engineering

ELEGBS - Attachment 3A

Restructuring of degree course requirements and increasing total hours for the degree from 128 to 129 as specified in the attachment, Section V.

Pre-Professional Program All Departments

College Requirements - Attachment 3B

Eliminate the Pre-Professional Program requirements for the College of Engineering as specified in the attachment, Section V.



**4) Eliminate the requirement for MEEG 2023 (Introductory Mechanics) and replace it with a 3 semester hour Engineering Science elective. The list of approved courses is shown on the attached Engineering Science list.**

**5) The total hours required for the BSEE degree will increase from 128 to 129 hours because ELEG 1001 and ELEG 1011 will be replaced with GNEG 1003.**

**Math/Science Electives:**

**At least 4 hours must be a science**

**BIOL 1543 & 1541L Principles of Biology**

**BIOL 2213 & 2211L Human Physiology**

**CHEM 1103 & 1101L University Chemistry I**

**CHEM 1123 & 1121L University Chemistry II**

**CHEM 3504 Physical Chemistry I**

**CHEM 3603 Organic Chemistry**

**MATH 3083 Linear Algebra**

**MATH 3353 Numerical Methods**

**MATH 3423 Advanced Applied Math**

**MATH 3443 Complex Variable for Appl.**

**MEEG 2703 Computer Methods in ME**

**PHYS 2094 University Physics III**

**PHYS 3113 Analytical Mechanics**

**PHYS 3544 Optics**

**PHYS 3614 Introduction to Modern Physics**

**STAT 3013 Intro to Probability & Statistics**

**Engineering Science Electives:**

**MEEG 2023 Introduction to Mechanics**

**MEEG 2303 Introduction to Materials**

**MEEG 2403 Thermodynamics**

Check all the boxes that apply and complete the required sections of the form:

Change of Name and Code (Complete only sections I, II, V and VII.)

Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

**SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**These changes are needed in order to:**

**1) Make the ELEG program consistent with the rest of the college of engineering in terms of the introductory courses. ELEG 1001 and 1011 have been taught for many years, but the equivalent content is now available in GNEG 1103. GNEG 1103 also offers additional material that will be beneficial to the ELEG students and is not found in the current introductory courses.**

**2) Provide more flexibility to ELEG students in terms of science requirements. With the increasing growth in biological engineering and the general diversification of the Electrical Engineering Profession, the ELEG students will be better served by a choice of science and engineering science courses.**

**3) Moving the Digital Design courses to the first semester will enable students to begin focusing on the ELEG content in the first year rather than waiting until the second year.**

**SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

**Current Catalog Text:**

**ELECTRICAL ENGINEERING (ELEG)**

**Aicha Elshabini**

**Head of the Department**

**3217 Bell Engineering Center**

**479-575-3009**

**• Distinguished Professor Brown (W.D.), Elshabini, Yeargan,**

**Vasundara Varadan, Vijay Varadan**

**• University Professor Schmitt**

**• Professors Ang, Balda, Manasreh, Mantooth, Martin, Naseem, Schaper, Waite**

**• Associate Professors Barlow, Brown (R.L.), Burkett, El-Shenawee,**

**Caldwell, Gattis, McCann**

**• Assistant Professor Lee**

**• Professors Emeritus Jones, Mix, Stephenson, Webb**

**Electrical engineering is a profession in charge of designing electrical devices, components, integrated chips, computer chips, and electronic assemblies to benefit mankind. This may encompass systems such as radar and satellite antennas, microelectronics, optical, portable or wireless electronics and communications, and embedded computers in everyday consumer or military electronics. The electrical engineering graduate is at the forefront of the technology leading to the dramatic increase in global communications, the accelerated use of electric power, the dominating influence of the computer on modern society, and a host of other developments. The increased use of electronic equipment for measurement, network, communication, and control has spread into such diverse areas as improved health care, transportation, recreation, agricultural production, marketing, manufacturing, underwater, space, information technology, networking, renewable energy, computer hardware, automotives, and countless others. This widespread and expanding use of electronic equipment in virtually all fields has made electrical engineering the largest of all scientific disciplines and assures a continuing demand for electrical engineering graduates throughout business and government. The University of Arkansas is the state land-grant university and is a nationally competitive, student-centered, research university serving Arkansas and the world. As such, our mission is education, research, and service. The electrical engineering program is designed to offer a high-quality course of instruction involving classroom, laboratory, and extracurricular activities that results in graduates qualified and prepared to meet the demands of a professional career in the present and future work place and able to assume a responsible place of leadership in a complex technological society. The department also participates in the Honors Program to challenge superior students with a more in-depth academic program and research experience and to provide a structure for working more closely with faculty members and other students in a team environment. The educational mission of the department is conducted through both the undergraduate and graduate programs. The educational objectives for the undergraduate program, which leads to a Bachelor of Science degree in electrical engineering, are to produce graduates who:**

1. are recruited in a competitive market and valued as reliable and competent employees by a wide variety of industries, in particular electrical and computer engineering industries;
2. succeed in graduate studies, such as engineering, science, law, medicine, business, and other professions, if pursued;
3. understand the need for life-long learning and continued professional development for a successful and rewarding career; and
4. accept responsibility for leadership roles in their profession, in their communities, and in the global society.

The graduate program offers a Master of Science degree in Electrical Engineering, a Master of Science degree in Telecommunications Engineering, a Master of Science degree in Engineering, and a Doctor of Philosophy degree in Engineering. Having received additional instruction and hands-on experience beyond the undergraduate level, an additional educational objective for the graduate program is to produce graduates that are prepared to promptly address critical issues and assume advanced positions in the profession, such as management, design, and development. The research mission of the department is conducted mainly through the graduate program. Internal and external funded research projects serve to:

1. discover new knowledge, address technical problems, and develop new electrical/electronic technologies;
2. provide the tools and resources which keep our faculty at the cutting edge of electrical engineering;
3. provide financial support for graduate students and gifted undergraduate students; and
4. improve the quality of life for citizens of Arkansas and the world.

The graduate program also supports the undergraduate program by giving top undergraduate students access to research laboratories with state-of-the-art equipment and software. Topics covered in graduate courses migrate into senior undergraduate elective courses and eventually into required undergraduate courses. Faculty, students, administrators, and staff conduct the service mission of the department. The electrical engineering program, including faculty, students, staff, and facilities, is a major resource of the state, region, and nation. Faculty members are encouraged to provide services to both the community and the profession. Faculty members are active in local, state, national, and international professional and service organizations, as well as public and private schools involving grades K-12. The electrical engineering curriculum is designed to provide students with a knowledge of scientific principles and methods of engineering analysis to form a solid foundation for a career in design, research and development, manufacturing and processing, measurement and characterization, or management. Students progressively build their design experience throughout the curriculum and demonstrate this ability in the senior design lab, the Honors electrical engineering design I and II, and the senior honors thesis. Honors Colloquium provides information on special topics and issues in the electrical engineering discipline. Equally important, the curriculum introduces students to subjects in the humanities, social sciences, success, and ethics so they may better understand the interaction of technology and society. The electrical engineering curriculum is divided into three phases. The first year is the pre-professional curriculum, which concentrates on development of a sound understanding of basic science and mathematics. Due to the crucial importance of this foundation material to the study of electrical engineering, satisfactory completion of the pre-professional curriculum is required prior to admission to entry-level electrical engineering courses. The second- and third-year course work further develops scientific principles and covers the basic core of the professional curriculum in electrical engineering. The fourth year is composed primarily of senior-level elective courses. At this time, the student, in conjunction with his or her adviser, may plan a program to concentrate in one or more of the technical specializations within electrical engineering, such as power, electronics, mixed-signal, microelectronics, circuits, digital or computer hardware, communications, controls, electromagnetics, sensors, and nanotechnology. This final year permits the student to tailor a program suited to his or her individual career objectives. The graduation requirement in electrical engineering is 128 semester hours. The following section contains the list of courses required for the Bachelor of Science degree in Electrical Engineering and a suggested sequence. Not all courses are offered every semester, so students who deviate from the suggested sequence must pay careful attention to course scheduling and course prerequisites.

## ELECTRICAL ENGINEERING PROGRAM

### Freshman Year - First Semester (Pre-Professional Curriculum)

1 ELEG 1001 Intro. to Electrical Engineering

3 ENGL 1013 Composition I

4 MATH 2554 Calculus I

4 PHYS 2054 University Physics I

3 History/Government Requirement

15 semester hours

### Second Semester

1 ELEG 1011 Engineering Success and Ethics

3 ENGL 1023 Technical Composition II  
4 MATH 2564 Calculus II  
3 CHEM 1123 University Chemistry II  
1 CHEM 1121L University Chemistry II Lab  
4 PHYS 2074 University Physics II  
16 semester hours

Sophomore Year - First Semester (Professional Curriculum)

3 CSCE 1113 Programming Foundations I  
1 CSCE 1111L Programming Foundations I Lab  
3 ELEG 2103 Electric Circuits I  
1 ELEG 2101L Electric Circuits I Lab  
3 ELEG 2903 Digital Systems  
4 MATH 2574 Calculus III  
3 Humanities/social science elective  
18 semester hours

Second Semester

3 CENG 1123 Programming Foundations II  
1 CENG 1121L Programming Foundations II Lab  
3 ELEG 2113 Electric Circuits II  
1 ELEG 2111L Electric Circuits II Lab  
3 ELEG 2913 Digital Design II  
4 MATH 3404 Differential Equations  
15 semester hours

Junior Year - First Semester

3 ELEG 3123 Analog Signal Processing  
1 ELEG 3121L Analog Signal Proc Lab  
3 ELEG 3213 Electronics I  
1 ELEG 3211L Electronics I Lab  
3 ELEG 3703 Electromagnetics I  
3 ELEG 3923 Microprocessor System Design  
3 MEEG 2023 Introductory Mechanics  
0 ENGL 2003 Advanced Composition  
17 semester hours

Second Semester

3 ELEG 3133 Digital Signal Processing  
1 ELEG 3131L Digital Signal Proc Lab  
3 ELEG 3223 Electronics II  
1 ELEG 3221L Electronics II Lab  
3 ELEG 3303 Electromechanical Energy Conversion  
1 ELEG 3301L Electromechanical Energy Conversion Lab  
3 ELEG 3143 Stochastic Signal Processing  
3 Humanities/social science elective  
18 semester hours

Senior Year - First Semester

1 ELEG 4061 Electrical Engineering Design I  
3 Electrical Eng Technical Elective  
3 Technical Elective  
3 Math/Science Elective  
3 Humanities/social science elective  
3 Upper-level humanities/social science elective  
16 semester hours

Second Semester

1 ELEG 4071 Electrical Engineering Design II  
6 Electrical Eng Technical Elective  
3 Technical Elective  
3 Upper-level humanities/social science elective  
13 semester hours  
128 Total hours required

In addition to the graduation requirements for the College of Engineering and the University of Arkansas, candidates for an electrical engineering degree must have earned a grade-point average of no less than 2.00 on all ELEG courses, excluding ELEG laboratories.

#### Degree Program Changes

A student must meet all requirements of the degree programs and is expected to keep informed concerning current regulations, policies, and program requirements in a chosen field of study. Changes made in curriculum at a level beyond that at which a student is enrolled may become graduation requirements for that student. Changes made in the curriculum at a level lower than the one at which a student is enrolled are not normally required for that student. Students should consult their adviser for additional information.

#### Electrical Engineering Honors Program

To graduate with Honors in electrical engineering, students must be a member of the Honors College and complete a minimum of 12 hours of honors credit of which 6 hours must be Electrical Engineering courses and includes the following courses: ELEG 4061H – Honors Electrical Engineering Design I, ELEG 4071H – Honors Electrical Engineering Design II, and ELEG 4081H – Senior Thesis. Students must also have a minimum cumulative GPA of 3.50 to graduate with Honors in Electrical Engineering.

#### Recommended Technical Studies

Students in electrical engineering are required to complete 15 semester hours of technical electives. A minimum of nine semester hours of these courses must be 4000- or 5000-level electrical engineering elective courses. A student may select the remaining six semester hours from upper-division technical courses in electrical engineering, mathematics, engineering, and the sciences. Not more than six semester hours total in ELEG 488V and ELEG 489V may be credited toward technical electives.

#### Mathematics/Science Elective

Each student in electrical engineering is required to complete three semester hours of mathematics or science elective to be chosen from the following courses:

MATH 3083 Linear Algebra  
MATH 3353 Numerical Methods in Analysis  
MATH 3423 Advanced Applied Mathematics  
MATH 3443 Complex Variables for Application  
STAT 3013 Intro. to Probability and Statistics  
CHEM 3504 Physical Chemistry I  
CHEM 3603 Organic Chemistry I  
PHYS 2094 University Physics III  
PHYS 3113 Analytical Mechanics  
PHYS 3544 Optics  
PHYS 3614 Modern Physics  
MEEG 2703 Computer Methods in Mechanical Engineering

#### Proposed Catalog Text:

##### ELECTRICAL ENGINEERING (ELEG)

Aicha Elshabini

Head of the Department

3217 Bell Engineering Center

479-575-3009

• Distinguished Professor Brown (W.D.), Elshabini, Yeargan,

Vasundara Varadan, Vijay Varadan

• University Professor Schmitt

- Professors Ang, Balda, Manasreh, Mantooth, Martin, Naseem, Schaper, Waite
- Associate Professors Barlow, Brown (R.L.), Burkett, El-Shenawee, Caldwell, Gattis, McCann
- Assistant Professor Lee
- Professors Emeritus Jones, Mix, Stephenson, Webb

Electrical engineering is a profession in charge of designing electrical devices, components, integrated chips, computer chips, and electronic assemblies to benefit mankind. This may encompass systems such as radar and satellite antennas, microelectronics, optical, portable or wireless electronics and communications, and embedded computers in everyday consumer or military electronics. The electrical engineering graduate is at the forefront of the technology leading to the dramatic increase in global communications, the accelerated use of electric power, the dominating influence of the computer on modern society, and a host of other developments. The increased use of electronic equipment for measurement, network, communication, and control has spread into such diverse areas as improved health care, transportation, recreation, agricultural production, marketing, manufacturing, underwater, space, information technology, networking, renewable energy, computer hardware, automotives, and countless others. This widespread and expanding use of electronic equipment in virtually all fields has made electrical engineering the largest of all scientific disciplines and assures a continuing demand for electrical engineering graduates throughout business and government. The University of Arkansas is the state land-grant university and is a nationally competitive, student-centered, research university serving Arkansas and the world. As such, our mission is education, research, and service. The electrical engineering program is designed to offer a high-quality course of instruction involving classroom, laboratory, and extracurricular activities that results in graduates qualified and prepared to meet the demands of a professional career in the present and future work place and able to assume a responsible place of leadership in a complex technological society. The department also participates in the Honors Program to challenge superior students with a more in-depth academic program and research experience and to provide a structure for working more closely with faculty members and other students in a team environment. The educational mission of the department is conducted through both the undergraduate and graduate programs. The educational objectives for the undergraduate program, which leads to a Bachelor of Science degree in electrical engineering, are to produce graduates who:

1. are recruited in a competitive market and valued as reliable and competent employees by a wide variety of industries, in particular electrical and computer engineering industries;
2. succeed in graduate studies, such as engineering, science, law, medicine, business, and other professions, if pursued;
3. understand the need for life-long learning and continued professional development for a successful and rewarding career; and
4. accept responsibility for leadership roles in their profession, in their communities, and in the global society.

The graduate program offers a Master of Science degree in Electrical Engineering, a Master of Science degree in Telecommunications Engineering, a Master of Science degree in Engineering, and a Doctor of Philosophy degree in Engineering. Having received additional instruction and hands-on experience beyond the undergraduate level, an additional educational objective for the graduate program is to produce graduates that are prepared to promptly address critical issues and assume advanced positions in the profession, such as management, design, and development. The research mission of the department is conducted mainly through the graduate program. Internal and external funded research projects serve to:

1. discover new knowledge, address technical problems, and develop new electrical/electronic technologies;
2. provide the tools and resources which keep our faculty at the cutting edge of electrical engineering;
3. provide financial support for graduate students and gifted undergraduate students; and
4. improve the quality of life for citizens of Arkansas and the world.

The graduate program also supports the undergraduate program by giving top undergraduate students access to research laboratories with state-of-the-art equipment and software. Topics covered in graduate courses migrate into senior undergraduate elective courses and eventually into required undergraduate courses. Faculty, students, administrators, and staff conduct the service mission of the department. The electrical engineering program, including faculty, students, staff, and facilities, is a major resource of the state, region, and nation. Faculty members are encouraged to provide services to both the community and the profession. Faculty members are active in local, state, national, and international professional and service organizations, as well as public and private schools involving grades K-12. The electrical engineering curriculum is designed to provide students with a knowledge of scientific principles and methods of engineering analysis to form a solid foundation for a career in design, research and development, manufacturing and processing, measurement and characterization, or management. Students progressively build their design experience throughout the curriculum and demonstrate this ability in the senior design lab, the Honors electrical engineering design I and II, and the senior honors thesis. Honors Colloquium provides information on special topics and issues in the electrical engineering discipline. Equally important, the curriculum



introduces students to subjects in the humanities, social sciences, success, and ethics so they may better understand the interaction of technology and society. The electrical engineering curriculum is divided into three phases. The first year is the pre-professional curriculum, which concentrates on development of a sound understanding of basic science and mathematics. Due to the crucial importance of this foundation material to the study of electrical engineering, satisfactory completion of the pre-professional curriculum is required prior to admission to entry-level electrical engineering courses. The second- and third-year course work further develops scientific principles and covers the basic core of the professional curriculum in electrical engineering. The fourth year is composed primarily of senior-level elective courses. At this time, the student, in conjunction with his or her adviser, may plan a program to concentrate in one or more of the technical specializations within electrical engineering, such as power, electronics, mixed-signal, microelectronics, circuits, digital or computer hardware, communications, controls, electromagnetics, sensors, and nanotechnology. This final year permits the student to tailor a program suited to his or her individual career objectives. The graduation requirement in electrical engineering is 128 semester hours. The following section contains the list of courses required for the Bachelor of Science degree in Electrical Engineering and a suggested sequence. Not all courses are offered every semester, so students who deviate from the suggested sequence must pay careful attention to course scheduling and course prerequisites.

## ELECTRICAL ENGINEERING PROGRAM

### Freshman Year - First Semester

3 GNEG1103 Intro. to Engineering

3 ENGL 1013 Composition I

4 MATH 2554 Calculus I

3 ELEG 1903 Digital Design I

0 ELEG 1900L Digital Design I Lab

3 History/Government

16 semester hours

### Second Semester

3 ENGL 1023 Technical Composition II

4 MATH 2564 Calculus II

3 ELEG 1913 Digital Design II

0 ELEG 1910L Digital Design II Lab

4 PHYS 2054 University Physics I

0 PHYS 2050L University Physics I Lab

3 Humanities/social Science elective

17 semester hours

### Sophomore Year - First Semester

3 CSCE 1113 Programming Foundations I

1 CSCE 1111L Programming Foundations I Lab

3 ELEG 2103 Electric Circuits I

1 ELEG 2101L Electric Circuits I Lab

4 MATH 3404 Differential Equations

4 PHYS 2074 University Physics II

0 PHYS 2070L University Physics II Lab

16 semester hours

### Second Semester

3 CENG 1123 Programming Foundations II

1 CENG 1121L Programming Foundations II Lab

4 Math/Science Elective

3 ELEG 2113 Electric Circuits II

1 ELEG 2111L Electric Circuits II Lab

4 MATH 2574 Calculus III

16 semester hours

### Junior Year - First Semester

3 ELEG 3123 Analog Signal Processing

1 ELEG 3121L Analog Signal Proc Lab

3 ELEG 3213 Electronics I

1 ELEG 3211L Electronics I Lab

3 ELEG 3923 Microprocessor System Design  
0 ELEG 3920L Microprocessor Sys Design Lab  
3 Humanities/social Science elective  
3 Math/Science Elective  
17 semester hours

Second Semester

3 ELEG 3133 Digital Signal Processing  
1 ELEG 3131L Digital Signal Proc Lab  
3 ELEG 3223 Electronics II  
1 ELEG 3221L Electronics II Lab  
3 ELEG 3303 Electromechanical Energy Conversion  
1 ELEG 3301L Electromechanical Energy Conv Lab  
3 ELEG 3703 Electromagnetics  
15 semester hours

Senior Year - First Semester

1 ELEG 4061 Electrical Engineering Design I  
3 ELEG 3143 Stochastic Signal Processing  
3 Electrical Eng Technical Elective  
3 Engineering Science Elective  
3 Technical Elective  
3 Upper-level humanities/social Science elective  
16 semester hours

Second Semester

1 ELEG 4071 Electrical Engineering Design II  
6 Electrical Eng Technical Elective  
3 Technical Elective  
3 Upper-level humanities/social Science elective  
3 Humanities/social Science elective  
16 semester hours

In addition to the graduation requirements for the College of Engineering and the University of Arkansas, candidates for an electrical engineering degree must have earned a grade-point average of no less than 2.00 on all ELEG courses, excluding ELEG laboratories.

Degree Program Changes

A student must meet all requirements of the degree programs and is expected to keep informed concerning current regulations, policies, and program requirements in a chosen field of study. Changes made in curriculum at a level beyond that at which a student is enrolled may become graduation requirements for that student. Changes made in the curriculum at a level lower than the one at which a student is enrolled are not normally required for that student. Students should consult their adviser for additional information.

Electrical Engineering Honors Program

To graduate with Honors in electrical engineering, students must be a member of the Honors College and complete a minimum of 12 hours of honors credit of which 6 hours must be Electrical Engineering courses and includes the following courses: ELEG 4061H – Honors Electrical Engineering Design I, ELEG 4071H – Honors Electrical Engineering Design II, and ELEG 4081H – Senior Thesis. Students must also have a minimum cumulative GPA of 3.50 to graduate with Honors in Electrical Engineering.

Recommended Technical Studies

Students in electrical engineering are required to complete 15 semester hours of technical electives. A minimum of nine semester hours of these courses must be 4000- or 5000-level electrical engineering elective courses. A student may select the remaining six semester hours from upper-division technical courses in electrical engineering, mathematics, engineering, and the sciences. Not more than six semester hours total in ELEG 488V and ELEG 489V may be credited toward technical electives.

Mathematics/Science Elective

**Each student in electrical engineering is required to complete seven semester hours of mathematics or science elective to be chosen from the following courses. At least 4 hours must be a science:**

**BIOL 1543 & 1541L Principles of Biology**  
**BIOL 2213 & 2211L Human Physiology**  
**CHEM 1103 & 1101L University Chemistry I**  
**CHEM 1123 & 1121L University Chemistry II**  
**CHEM 3504 Physical Chemistry I**  
**CHEM 3603 Organic Chemistry**  
**MATH 3083 Linear Algebra**  
**MATH 3353 Numerical Methods**  
**MATH 3423 Advanced Applied Math**  
**MATH 3443 Complex Variable for Appl.**  
**MEEG 2703 Computer Methods in ME**  
**PHYS 2094 University Physics III**  
**PHYS 3113 Analytical Mechanics**  
**PHYS 3544 Optics**  
**PHYS 3614 Introduction to Modern Physics**  
**STAT 3013 Intro to Probability & Statistics**

**Engineering Science Electives:**

**MEEG 2023 Introduction to Mechanics**  
**MEEG 2303 Introduction to Materials**  
**MEEG 2403 Thermodynamics**

**SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM \_\_\_\_\_ SUBJ \_\_\_\_\_ CIP \_\_\_\_\_ CRTS \_\_\_\_\_

DGRE \_\_\_\_\_ PGCT \_\_\_\_\_ OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_ REQ. DEF. \_\_\_\_\_  
Initials \_\_\_\_\_ Date \_\_\_\_\_

**Distribution**

Notification to:

(1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School  
(7) Treasurer (8) Undergraduate Program Committee Initials \_\_\_\_\_ Date \_\_\_\_\_

**ATTACHMENT 3B**  
**ADD, CHANGE OR DELETE PROGRAM OR UNIT**

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

**SECTION I: Approvals**

<hr/> Department / Program Chair	<hr/> Date Submitted	<hr/> Faculty Senate Chair	<hr/> Date
<hr/> College Dean	<hr/> Date	<hr/> Provost	<hr/> Date
<hr/> Undergraduate Program Committee Chair	<hr/> Date	<hr/> Board of Trustees Approval Date	
<hr/> Graduate Council Chair	<hr/> Date	<hr/> Arkansas Higher Education Coordinating Board Approval Date	

**SECTION II: Profile Data - Required Information and Name Change Information**

Academic Unit:       Major/Field of Study     Minor       Other Unit \_\_\_\_\_

Level:                 Undergraduate       Graduate       Law      Effective Catalog Year **2006**

Current Name                      \_\_\_\_\_

College, School, Division **ENGR**                      Department Code \_\_\_\_\_

Current Code (6 digit Alpha) \_\_\_\_\_      Proposed Code (6 digit Alpha) \_\_\_\_\_  
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program                      CIP Code \_\_\_\_\_  
Prior assignment from Office of Institutional Research is required.

Proposed Name \_\_\_\_\_  
When a program name is changed, enrollment of current students reflects the new name.

**SECTION III: Add a New Program/Unit**

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE <<http://www.adhe.arknet.edu.aadept.html>>.

**SECTION IV: Eliminate an Existing Program/Unit**

Code/Name \_\_\_\_\_      Effective Catalog Year \_\_\_\_\_

No new students admitted to program after Term: \_\_\_\_ Year: \_\_\_\_\_

Allow students in program to complete under this program until Term: \_\_\_\_ Year: \_\_\_\_\_

**SECTION V: Proposed Changes to an Existing Program**

Insert here a statement of the exact changes to be made: **Eliminate the Pre-Professional Program requirements for the College of Engineering.**

Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)

## **SECTION VI: Justification**

*Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)*

**Due to the need for variations in degree requirements during the Freshman year in the College of Engineering, the Pre-Professional Program is no longer desired.**

## **SECTION VII: Catalog Text and Format**

*Insert the current catalog text and the proposed catalog text. Be sure that the proposed text includes all the elements listed below in order. Do not include university requirements or college requirements. Do not substitute a sample schedule for an explicit statement of requirements. Use standard terms and vocabulary (see Academic Policy 1621.10).*

**Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:**

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.

**For minors, state requirements in terms of hours, required courses, electives, etc.**

**For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.**

**For Law School program/units, prepare text consistent with current catalog style.**

**For centers, prepare text consistent with current catalog style.**

## **CURRENT CATALOG TEXT**

### **Pre-Professional Program**

**Engineering students follow essentially the same schedule of courses during the freshman year regardless of their intended field of specialization. Certain courses normally taken in the first year comprise the pre-professional curriculum.**

**The pre-professional curriculum consists of the following courses:**

	<u>HOURS</u>
<u>ENGL 1013 Composition I</u>	<u>3</u>
<u>ENGL 1023 Technical Composition II</u>	<u>3</u>
<u>CHEM 1103, CHEM 1101L Univ Chemistry I</u>	<u>3</u>
<u>CHEM 1123, CHEM 1121L Univ Chemistry II</u>	<u>3</u>
<u>MATH 2554 Calculus I</u>	<u>4</u>
<u>MATH 2564 Calculus II</u>	<u>4</u>
<u>Total semester hours</u>	<u>22</u>

**Satisfactory completion of the pre-professional curriculum is a prerequisite for enrollment in any 2000-level or higher engineering course. Satisfactory completion is defined as a grade of "C" or better in each course or, alternatively, a grade-point average of at least 2.20 for the courses comprising the pre-professional curriculum. If courses are repeated, all attempts are included in the computation of the grade-point average.**

**Additional courses are included in the pre-professional curriculum for some engineering programs.**

**• Electrical engineering students must complete PHYS 2054/2050L Univ. Physics I (and laboratory) in addition to the above college pre-professional requirements.**

- Industrial engineering students must complete INEG 1103 Principles of Industrial Engineering rather than CHEM 1123/1121L in the college pre-professional requirements.
- Computer engineering and computer science students must complete CSCE 1113/1111L Programming Foundations I, rather than CHEM 1123/1121L in the college pre-professional requirements and CSCE 1123/1121L Programming Foundations II.

Satisfactory completion for electrical engineering and industrial engineering students is defined as a grade of “C” or better in each course and a grade-point average of at least 2.50 for the courses comprising the pre-professional curriculum. Satisfactory completion for computer science and computer engineering students is defined as a grade of “C” or better in each course and a grade-point average of at least 2.75 for the courses comprising the pre-professional curriculum. If courses are repeated, the best attempt is used in computing the grade-point average.

Students who enroll in 2000-level or higher engineering courses without satisfactorily completing the pre-professional program will be administratively dropped from those courses. Limited exceptions can be made by the department head with the approval of the dean when extenuating circumstances exist that are beyond the control of the student.

During the second, third, and fourth years of work, the student pursues a prescribed curriculum of technical and non-technical courses as preparation for professional practice in a chosen engineering field.

**PROPOSED CATALOG TEXT**

Since the Pre-Professional Program is being deleted, there will be no catalog text.

**SECTION VIII: Action Recorded by Registrar's Office**

PROGRAM INVENTORY/DARS

PGRM

\_\_\_\_\_

SUBJ \_\_\_\_\_

CIP \_\_\_\_\_

CRTS \_\_\_\_\_

DGRE \_\_\_\_\_

PGCT \_\_\_\_\_

OFFC&CRTY VALID \_\_\_\_\_

REPORTING CODES

PROG. DEF. \_\_\_\_\_

REQ. DEF.

Initials \_\_\_\_\_

Date \_\_\_\_\_

**Distribution**

Notification to:

- (1) College
- (7) Treasurer

- (2) Department
- (3) Admissions
- (8) Undergraduate Program Committee

- (4) Institutional Research

- (5) Continuing Education
- Initials \_\_\_\_\_ Date \_\_\_\_\_

- (6) Graduate School