**UNIVERSITY COURSE AND PROGRAMS COMMITTEE**

**Program Change Tables**

December 18, 2015

**Undergraduate Program Changes:**

**TABLE ONE**

**Bumpers College of Agricultural, Food, & Life Sciences**

Department of Agricultural Education, Communication and Technology

AGLE-M, Agricultural Leadership Minor

While the US economy is on the mend, the job market is still tight. Therefore, college graduates are competing in a job market with fewer jobs and a higher number of applicants. Industry employers are confident in the level of technical skills a college graduate possesses. In a recent study conducted by the Carnegie Institute of Technology, researchers found that 85 percent of an individual’s financial success was related to the ability to communicate, negotiate, and lead, while only 15 percent was related to technical skills (Jensen, 2013). Therefore, it is no surprise that employers are concerned about the lack of soft skills possessed by recent college graduates (UGA Center for Agribusiness and Development, 2008). A recent study conducted by the Association of Public and Land-grant Universities found employers value soft skills more than discipline knowledge (Crawford, Lang, Fink, Dalton, & Fieltz, 2011). Specifically, employers felt graduates need skill improvement in leadership, team building, communications, critical thinking, and professionalism. In order to provide students in the Dale Bumpers College of Agricultural, Food and Life Sciences, a competitive edge in industry and academics, proposals for the creation of a minor and a concentration in Agricultural Leadership are being presented.  
  
Additionally, faculty met with the Dean’s Executive Advisory Board (DEAB), which consists of industry professionals, to discuss the development of an Agricultural Leadership academic program. The DEAB offered full support for the creation of an Agricultural Leadership minor and concentration. This request is to establish the minor. A proposal to establish the concentration is forthcoming.

Department of Human Environmental Sciences

HDFSBS-BRKD, Human Development and Family Sciences Birth through

Kindergarten Concentration

The Birth through Kindergarten concentration in the major of Human

Development & Family Sciences will be revised to prepare students for application for the Integrated Birth through Kindergarten/Special Education teacher license in the state of Arkansas. These revisions are presented for 2016-2017.  
  
The following changes in course requirements will be made.   
  
1. ADDED UNIV 1001 University Perspectives  
2. ADDED CIED 499v Special Topics in Curriculum & Instruction Education   
3. CHANGED BRKD concentration hours from 68 to 71  
4. CHANGED General Electives from 14-20 to 10-17  
  
In addition, the following program admission and retention procedures will be implemented, as dictated by the State of Arkansas Department of Education and for continuity with other teacher education programs at the University of Arkansas.   
  
The major in Human Development & Family Sciences with a concentration in Birth through Kindergarten consists of sequenced courses that build mastery throughout the 4-year degree plan. Students will be eligible to apply for candidacy for the Arkansas Birth through Kindergarten Integrated Licensure Program during the spring semester of their sophomore year. They must meet the following criteria:   
1. Submit an online application to teacher education (See the Teacher Education Application Fee) through the university-wide Teacher Education Office, GRAD 339 by Jan. 15 prior to the fall semester of the junior year.   
2. Submit an official transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD concentration courses.  
3. Students must pass the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) or ACT by meeting or exceeding the Arkansas Department of Education cut-off scores. These exams should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203. It is recommended that students complete the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) in their sophomore year.   
4. Submit an initial electronic course portfolio which highlights learning in each major course based on the NAEYC Professional Preparation Standards (http://www.naeyc.org/caep/standards).   
5. Obtain departmental clearance from your advisor for GPA, coursework, and portfolio requirements.   
6. Obtain clearance through an Arkansas Department of Education background check.  
7. Submit an application to the Office of Field Placement and Licensure website (http://teacher-education.uark.edu/field-placement/index.php). For more information, please contact the Director for the Office of Field Placement and Licensure, Graduate Education Building, Room 339, College of Education and Health Professions.  
  
Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, to be evaluated at the completion of 90 hours:   
1. Maintain a 3.0 or above cumulative grade point average.  
2. Obtain a passing score on the Praxis Content exams for Integrated Birth through Kindergarten/Special Education (5023 Interdisciplinary Early Childhood Education and 5024 Education of Young Children).  
3. Successfully pass performance evaluations in all fieldwork experiences.

**TABLE TWO**

**J. William Fulbright College of Arts and Sciences**

Department of Biological Sciences

BIOL-M, Biology Minor

The Department of Biological Sciences has developed an additional

freshman level course, BIOL 1584 Biology for Majors, and we wish to add it as an option as an alternative to BIOL 1543/1541L Principles of Biology for students pursuing a minor in Biology.

BIOLBA, Biology, Bachelor of Arts

The Department of Biological Sciences wishes to provide our majors with

an initial course in Biology that provides them with the specific preparation they need to help them succeed in the Biology Core of BIOL 2533 Cell Biology, BIOL 2323 General Genetics, BIOL 3203 Evolutionary Biology, and BIOL 3863 General Ecology. Therefore we have generated a new course for majors, BIOL 1584 Biology for Majors to fulfill that need. This course will replace BIOL 1543/1541L, Principles of Biology, in the curriculum.  
  
There will be no additional cost, because we have the faculty and GTA resources to teach BIOL 1584, and the student population from the new course will come from the majors that move from BIOL 1543/1541L. We expect to have to accommodate 400 students per annual year in BIOL 1584.

BIOLBS, Biology, Bachelor of Science

The Department of Biological Sciences wishes to provide our majors with

an initial course in Biology that provides them with the specific preparation they need to help them succeed in the Biology Core of BIOL 2533 Cell Biology, BIOL 2323 General Genetics, BIOL 3203 Evolutionary Biology, and BIOL 3863 General Ecology. Therefore we have generated a new course for majors, BIOL 1584, Biology for Majors, to fulfill that need. This course will replace BIOL 1543/1541L, Principles of Biology, in the curriculum. In addition, BIOL 1543/1541L was not specifically required in the BS in Biology. We wish to make BIOL 1584 a specific requirement to be sure all our BS majors start the Biology Core on the same footing. The number of required Biology BS electives is being reduced by 4 credit hours, so there is no total change in the number of credit hours required by the major.  
  
Requirements under number 3 are being rearranged for logical flow and clarity.

**TABLE THREE**

**College of Education and Health Professions**

Department of Education Dean

EDUC College Honors Requirements

To align better with Honors programs across the UA campus, we made the following changes to the catalog copy:   
  
1. Removed the notation of two honors tracts in the first paragraph.  
2. Replaced Requirements paragraph with:   
Requirements for the COEHP College Honors include meeting all university, COEHP, and department degree requirement; completion of a minimum total of 18 honors hours; completion of honors requirements including preparation and oral defense of an honors thesis; and a minimum cumulative grade-point average of 3.5.  
3. Replaced Departmental Honors paragraph with a breakdown for audit building:   
Additional breakdown for awarding College Honors: a minimum of 6 credit hours from within the student's major plan of study (not to include thesis and tutorial hours); combined with a minimum of 8 credit hours completed either inside or outside of the student's major plan of study; plus 3 credit hours of thesis and 1 hour of tutorial credits.  
4. Delete Departmental honors code HONDPTEDUC beginning fall 2016

Department of Health, Human Performance and Recreation

PBHLBS, Public Health, Bachelor of Science

1) PEAC 1621 will no longer be offered due to lack of GA resources. PEAC 1621 is no longer required of any other program on campus. As such, it has been deleted from the regular course rotation. This 1 hour has been shifted to public health electives, which is reflected herein with a change from 9 hours to 10 hours.

2) To coincide with Council on Education for Public Health accreditation requirements, the program must have some type of control of program admission. We have proposed that students must make a grade of “C” or better in the following courses for degree to be awarded: PBHL 1103, PBHL 2613, & PBHL 3202.

**TABLE FOUR**

**College of Engineering**

Department of Industrial Engineering

INEGBS, Industrial Engineering, Bachelor of Science in Industrial Engineering

Changes:  
INEG 2513 has been renumbered as INEG 3513 and moved from spring 2nd year to spring 3rd year.  
MEEG 2303 is now required in the 2nd year spring semester  
MEEG 2403 or CHEG 2313 requirement has been removed from spring 3rd year.  
  
Justification:  
The new INEG 3513 requires introduction to materials (MEEG 2303) as pre-requisite knowledge. Material within MEEG 2303 appears on the Fundamental Exam for industrial engineers. MEEG 2403 or CHEG 2313 has been dropped to maintain total number of credit hours for the degree.

Department of Computer Science and Computer Engineering

CENGBS, Computer Engineering, Bachelor of Science in Computer Engineering

Removing STAT 3013 as an option, making INEG 2313 a required course and moving it to the fall semester. Moving PHIL 3103 to the spring semester. The Math Department is updating the content of STAT 3013 and will no longer teach statistics in this course. Our accreditation board, ABET, requires statistics for both the computer engineering and computer science degrees.

CSCEBS, Computer Science, Bachelor of Science

Removing STAT 3013 as an option, making INEG 2313 a required course and moving it to the fall semester. Moving PHIL 3103 to the spring semester. The Math Department is updating the content of STAT 3013 and will no longer teach statistics in this course. Our accreditation board, ABET, requires statistics for both the computer engineering and computer science degrees.

**Graduate Program Changes:**

**TABLE FIVE**

**Graduate School and International Education**

Department of Curriculum and Instruction

AUTSGC, Autism Spectrum Disorders Graduate Certificate

Removing CDIS 5143 and adding SPED 5143  
CDIS 5143 is a theory based course and the Autism Graduate Certificate is a teaching strategy based program. SPED 5143 was developed to include specific evidence based teaching strategies.

Department of Industrial Engineering

OMGTGC, Project Management, Graduate Certificate

Adding a new graduate certificate in Project Management. Based on

program review and needs assessment through marketing and

research, including student surveys.

Department of Rehabilitation, Human Resources, and Communication

HIEDME, Higher Education, Master of Education

The following minor changes are proposed:   
1. Applicants are asked to submit a statement of interest instead of an autobiographical sketch. In the Statement of Interest, applicants will discuss their educational and professional background as well as their short-term and long-term career goals, which helps higher education faculty better determine student needs and interests and is more appropriate to include as an admissions requirement than an autobiographical sketch.   
2. Personal interview with a higher education faculty member is no longer part of the admissions process. Many students in the program are out-of-state students, and a personal interview is not feasible due to travel cost.   
3. Two new higher education elective courses were added to the list of electives that students can choose from. These courses include "Diversity in Higher Education" and "Higher Education in International Contexts." Addition of these elective courses were requested by students as well as recommended by the external reviewers of the program.   
4. HIED 5093 Research in Higher Education and Student Affairs was added as a 3-hour research methods option in addition to ESRM 5013 and ESRM 5393.

HIEDED, Higher Education, Doctor of Education

Most of the noted changes are related to formatting, clarifying the language, and rearranging the order of the listed requirements. In addition to these editorial changes, the following minor changes were noted:   
  
1. In the admissions requirements, "Autobiographical sketch" was changed into "Statement of Interest", "Writing demonstration" was changed into "writing sample", and "three years of professional experience" was changed into "relevant professional experience".   
2. We added Legal Aspects and Governance as required Higher Education core courses and removed Intro to the Study of Higher Education and Assessment.   
3. In the research requirements, we added three credit hours of additional advanced research methods (qualitative or quantitative), approved by student's advisory committee (total hours required in the program has not changed, because the hours for skill-based higher education courses were decreased from 12 to 9 credit hours).   
4. The list of elective and skill based courses were updated/expanded to allow more options for students.

Eleanor Mann School of Nursing

NURSMS-NUED, Nursing Nurse Educator Concentration

Inserted two additional options for students to individualize program of study, students will have the option of taking NURS 5003 Nursing Theory OR NURS 5523 Healthcare Informatics and they will have the option of taking NURS 5063 Healthcare Policy OR NURS 6263 Organizational Management & Systems Leadership. Additionally, NURS 5041 Scholarly Writing and ESRM 6403 Educational Statistics and Data Processing were added to strengthen the scholarship component of the program. NURS 5111 Health Assessment Clinical Practicum, NURS 5303 Foundations of Nursing Education, NURS 5313 Curriculum and Evaluation in Nursing Education, and NURS 5323 Teaching in Nursing Practicum were removed. NURS 5073 Curriculum Design and Development in Nursing Education, NURS 5083 Methods of Assessment and Evaluation in Nursing Education, and NURS 5093 Instructional Design and Delivery in Nursing education were added to strengthen concentration core and ensure that the Nurse Educator concentration reflects the current professional role development practices.