

CIM Report Nov 9, 2018 4:09pm

Program Changes Pending Approval from University Course and Program Committee

Code	Field	Old Value	New Value
ACCT-M	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology—(LON 13)
	Description and justification of the request	Removing "concentration" from the title	To offer the Minor in Accounting for Non-Business majors online. By virtue for the Online BSBA in Accounting, all courses for the Accounting minor for Non-Business majors are currently available online. Offering the online minor for Non-Business majors provides an opportunity for students in the Walton College online programs (General Business and Supply Chain Management) and students in the Interdisciplinary Major online program to earn a minor in Accounting.
	Description and Justification for this request	Removing "concentration" from the title	
	Effective Catalog Year	Fall 2015	Fall 2019
	Program Delivery Method	On Campus	On Campus Online/Web-based
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		21
	Reason for offering Web-based Program		By virtue for the Online BSBA in Accounting, all courses for the Accounting minor for Non-Business majors are currently available online. Offering the online minor for Non-Business majors provides an opportunity for students in the Walton College online programs (General Business and Supply Chain Management) and students in the Interdisciplinary Major online program to earn a minor in Accounting.
	Maximum Class Size for Web-based Courses		60
	Course delivery mode		online
	Class interaction mode		bulletin email chat blog other
	Specify Other Interaction Methods		Interactive collaboration through web-conference technology (Blackboard Collaborate)
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A

	Estimate Costs of the Program over the First 3 Years		No additional instructional costs will be incurred for the Online Minor in Accounting. The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements. Future direct costs over the course of the next three years will include the costs to refresh the online courses (approximately 9 courses over the next 3 years at \$4,000 per course = \$36,000). Costs will be paid for by the revenue generated from the Online BSBA in Accounting.
	Reviewer Comments		agriffin - Wed, 17 Oct 2018 19:03:17 GMT - Rollback: Please change delivery mode of program to online offering. agriffin - Wed, 31 Oct 2018 18:20:15 GMT - ATTENTION REVIEWERS: ADHE has recently announced that minor programs do not need their approval for changes. As such, there is no need for the LON 13 with this current proposal.
AECTBS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Are you adding a concentration?	Yes	No
	Description and justification of the request	Removed the additional requirements and nine-semester plan for the AGLE concentration so that it could be placed in its own CIM block.	1. AGED 3143 from Communications to Departmental Core\n2. Dropped BIOL 2013/2011L from Physical and Biological Sciences\n3. Dropped AGME 1611L Fundamental of Ag Systems Lab from Departmental Courses\n4. Added AGED 3133 Instructional and Presentation Strategies to Departmental Courses\n5. Added AGED 3153 Leadership Development to Departmental Courses\n6 Added AGED 475V Internship to Departmental Courses\n7. Deleted CSES 1203, 2013, 2203, 2201L, and 355V from Departmental Courses\n8. Created a list of 8 new technical agriculture elective courses in the Departmental core, including ANSC 1032, ANSC 2213, ENSC 1003, ENTO 1023, FDSC 2603, HORT 2003, and POSC 2343 These changes were made to standardize the department's major core courses across all four of its concentrations.
	Description and Justification for this request	Removed the additional requirements and nine-semester plan for the AGLE concentration so that it could be placed in its own CIM block.	
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC	
	Effective Catalog Year	Fall 2017	Fall 2019

Program Goals and Objectives	<p>The concentration in Agricultural Leadership would be offered through the Department of Agricultural Education, Communications and Technology to serve students within the Dale Bumpers College of Agricultural, Food and Life Sciences. The concentration in Agricultural Leadership would work to unite the faculty working with students in the college to foster the development of key indicators of future professional success, including:</p> <ul style="list-style-type: none"> • Personal leadership (including team building, goal setting, and professional skills) • Strategic thinking and behavior • Critical thinking and problem solving • Ability to work with diverse populations • Communication skills (verbal and written) • Service learning • Community and organizational leadership <p>Through courses, seminars, service learning opportunities, and internship experiences, the concentration would strengthen students by equipping them with the skills and knowledge needed to impact the food and fiber industry.</p>	<p>Develop career ready students with strong communication skills and problem solving abilities.</p> <p>Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values.</p> <p>Enhance the leadership skills of future professionals in agriculture, food and natural resource careers.</p> <p>Produce graduates with broad technical skills in agricultural science and technology.</p>
Learning Outcomes	<ol style="list-style-type: none"> 1. Knowledge of personal leadership style and skill set 2. Ability to effectively work with and lead diverse populations 3. Establish and maintain a team setting 4. Ability to develop vision, mission, goals, and objectives for organizations 5. Ability to adapt to change and lead a group through the change process 6. Development of communication skills, both oral and written 7. Ability to apply leadership theory, models, and concepts to everyday situations 8. Understanding of leadership ethics 9. Ability to create and administer leadership development programs for youth and adult learners 	<p>Students should be able to make clear, concise, and convincing presentations, both orally and in writing.</p> <p>Students should be able to define a problem, examine alternative solutions, and select the best solution for solving the problem.</p> <p>Students should be able to identify the major issues facing agriculture at the local, state, national and international levels from a multi-disciplinary perspective.</p> <p>Students should demonstrate sound technical knowledge in a broad range of agriculturally related subjects.</p> <p>Students should be able to integrate multidisciplinary knowledge to solve problems in agriculture.</p> <p>Students should demonstrate knowledge of effective leadership styles and characteristics of effective leaders.</p>
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
Does this proposal impact any courses from another College/School?	No	Yes
College(s)/School(s)		ARSC
What are the total hours needed to complete the program?		120
Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Mon, 22 Oct 2018 21:44:55 GMT - Removed indentation from the nine hours of program electives, so that the required hours would appear in the credit hour column.</p> <p>agriffin - Thu, 25 Oct 2018 20:16:08 GMT - Rollback: The number of changes requested exceeds the 15 hour credit limit for a minor change. Please review the overall changes and select the appropriate reason for the modification and include appropriate LON. Also, please define the entire 120 credit hours in the program requirements field. This change cannot be completed without identifying how the number of hours for the concentrations are identified. Feel free to contact me or Vicky if you need assistance on the language for this section.</p> <p>ljrobert - Fri, 02 Nov 2018 15:47:27 GMT - Rollback: Please update the Checksheet - what is labeled as 19-20 is the same as 18-19</p> <p>agriffin - Wed, 07 Nov 2018 16:38:57 GMT - Rollback: Department's request for further edits.</p> <p>agriffin - Thu, 08 Nov 2018 18:05:41 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention.</p> <p>agriffin - Thu, 08 Nov 2018 20:01:14 GMT - Changed title of major from Communications to Communication in LON.</p> <p>agriffin - Thu, 08 Nov 2018 20:06:53 GMT - Removed ANSC 2213 from overall list of program electives and inserted it as an option between ANSC 1032/1051 or ANSC 2213 with confirmation from college dean's office.</p>
AECTBS-ACOM	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	38	120
	Estimated Student Demand for Program	NA	40
	Scheduled Program Review Date	NA	2025-26
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> • Develop career ready students with strong communication skills and problem solving abilities. • Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. • Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. • Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the ACOM area of concentration should demonstrate both technical knowledge about the food and fiber industry and the skills needed to communicate effectively about agricultural topics and issues with producers, consumers, policy makers and the public at large.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 hours + 3 practicum hours by... Removing COMM 1313 from concentration Removing communication electives from concentration Moving AGED 3143 and AGED 475V to AECT major core Added program goals, objectives, and outcomes Reduced the number of credits in the concentration to 21 plus one practicum course (24 total) to align with administration's requirements for concentrations.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:36 GMT - Rollback: Rolling back to allow upload of revised documents lrobert - Mon, 05 Nov 2018 14:39:26 GMT - Checksheet watermark must be updated to 2019-2020 agriffin - Mon, 05 Nov 2018 21:07:33 GMT - Changed the third year summer from EXED 475V to AGED 475V in order to match the program requirements. Department is encouraged to review this change. agriffin - Wed, 07 Nov 2018 16:39:16 GMT - Rollback: Departments request for further edits. agriffin - Thu, 08 Nov 2018 18:13:25 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention. agriffin - Thu, 08 Nov 2018 19:58:08 GMT - Correcting title of major in LON. Changing Communications to Communication in major.
AECTBS-AGED	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising an Existing Educator Preparation Program-Minor Revision(s)-(Cover Sheet, Section C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	45	120
	Estimated Student Demand for Program	NA	25
	Scheduled Program Review Date	NA	2025-26
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> Develop career ready students with strong communication skills and problem solving abilities. Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the AGED area of concentration should be able to organize, prepare and deliver educational programs in both formal and non-formal settings.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Updated courses requiring a "C" or better to include newly added courses Reduced concentration requirements to 21 hours (plus 3 practicum hours) by... Moving AGED 3133 to the AECT major core Moving Mechanical Technology course requirements to recommended electives. Removed HORT elective (students will be advised to take a HORT elective for teacher certification) Removed CHEM 2613 and 2611L (no longer required) Removed science elective (students will be advised to take a science elective to support certification) Deleted AGED 1031 from the program. Added new courses to concentration: AGED 3111, 4113, 4211, and 4231. Deleted CPR certification (no longer required) Reduced the number of hours in the AGED concentration to 21 plus 3 practicum hours to align with the university's requirements for concentrations, while maintaining the courses required for teacher certification. Deleted some courses no longer required for certification. Also updated the program plan with newly developed courses in AGED, which better prepare students for their student teaching experiences.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx AECTBS-AGED - Licensure Major Revision - Section C.pdf
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:42 GMT - Rollback: Rolling back to allow upload of revised documents ljobert - Mon, 05 Nov 2018 14:41:04 GMT - Checksheet watermark must be updated to 2019-2020 agriffin - Mon, 05 Nov 2018 17:45:42 GMT - Deleted AGED 1031 from item 2 and AGED 475V from item 3 with permission from submitter. agriffin - Mon, 05 Nov 2018 18:31:22 GMT - Department has committed to submitting the Education Protocol including the cover sheet and section C when the proposal returns to the college approval level. agriffin - Mon, 05 Nov 2018 18:34:25 GMT - Corrected typo in justification. agriffin - Mon, 05 Nov 2018 20:05:49 GMT - Rollback: Rolling back for additional edits from department. agriffin - Thu, 08 Nov 2018 18:14:07 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention. agriffin - Thu, 08 Nov 2018 19:59:06 GMT - Changed title of major from Communications to Communication in LON. agriffin - Thu, 08 Nov 2018 21:41:10 GMT - Okaying to move program along into approval process. HOWEVER, program must also include Education Protocol Cover Sheet and Section C before included on UCPC agenda. agriffin - Fri, 09 Nov 2018 22:01:51 GMT - Renamed licensure document to BOT naming convention.

AECTBS-AGLE	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Spring 2018	Fall 2019
	What are the total hours needed to complete the program?	NA	120
	Program Goals and Objectives	see proposal that initially created this concentration	The concentration in Agricultural Leadership would be offered through the Department of Agricultural Education, Communications and Technology to serve students within the Dale Bumpers College of Agricultural, Food and Life Sciences. The concentration in Agricultural Leadership would work to unite the faculty working with students in the college to foster the development of key indicators of future professional success, including:• Personal leadership (including team building, goal setting, and professional skills)• Strategic thinking and behavior• Critical thinking and problem solving• Ability to work with diverse populations• Communication skills (verbal and written)• Service learning• Community and organizational leadershipThrough courses, seminars, service learning opportunities, and internship experiences, the concentration would strengthen students by equipping them with the skills and knowledge needed to impact the food and fiber industry.
	Learning Outcomes	see proposal that initially created this concentration	<ol style="list-style-type: none"> 1. Knowledge of personal leadership style and skill set 2. Ability to effectively work with and lead diverse populations 3. Establish and maintain a team setting 4. Ability to develop vision, mission, goals, and objectives for organizations 5. Ability to adapt to change and lead a group through the change process 6. Development of communication skills, both oral and written 7. Ability to apply leadership theory, models, and concepts to everyday situations 8. Understanding of leadership ethics 9. Ability to create and administer leadership development programs for youth and adult learners
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 hours by.. Moving AGED 3153 to AECT major core Moving AGED 475V to major core Removing recommended electives (will be accomplished through advising) Added new course, AFLS 3993, to concentration core Established the concentration core requirements at 21 hours to align with university requirements for concentrations. Added a new course, AFLS 3993, to improve AGLE students' professional and career development skills.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Wed, 31 Oct 2018 17:43:15 GMT - Rollback: Returning to department per submitter's request.</p> <p>watkinsv - Fri, 02 Nov 2018 19:24:48 GMT - Rollback: Rolling back to allow upload of revised documents</p> <p>ljrobert - Mon, 05 Nov 2018 14:42:31 GMT - Checksheet watermark must be updated to 2019-2020</p> <p>agriffin - Mon, 05 Nov 2018 20:49:04 GMT - Rollback: Please change the reason for the modification to Revising Curriculum of an Existing Certificate or Degree Program in order for the workflow to include an off-campus approval. Also please correct the nine semester plan and replace FDSC 2603 with a Dept. Core Elective.</p> <p>agriffin - Thu, 08 Nov 2018 18:14:44 GMT - Combined curriculum into one document. Inserted degree code and approval dates into the LON and renamed documents into the BOT naming convention.</p> <p>agriffin - Thu, 08 Nov 2018 20:00:08 GMT - Changed title of major from Communications to Communication in LON.</p>
AECTBS-ASTM	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	32	120
	Estimated Student Demand for Program	NA	30
	Scheduled Program Review Date	NA	2015-16
	Program Goals and Objectives	NA	<ul style="list-style-type: none"> • Develop career ready students with strong communication skills and problem solving abilities. • Stimulate intellectual capacity in students for integrating multi-disciplinary knowledge, technology and values. • Enhance the leadership skills of future professionals in agriculture, food and natural resource careers. • Produce graduates with broad technical skills in agricultural science and technology.
	Learning Outcomes	NA	Students in the ASTM area of concentration should be able to solve problems in the application, management and marketing of agricultural technology.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Reduced concentration requirements to 21 by... Moving deleting EXED 475V and replacing it in the AECT major core as AGED 475V Deleting Science or Math elective Deleting AGEC 3403 Moving AGED 3153 to AECT major core Adding AGME 3101L Adding AGME 4303 Making AGME 3203, AGEC 2303, and AGEC 3303 requirements Reducing the number of directed electives credits to 3, removing GEOS 4523 from that list, and adding AGME 1611L as an option Reduced the number of credits in the concentration to 21 to align with university requirements for concentrations while still providing substantive coursework in Agricultural Systems and Agricultural Business.
	Upload attachments		AECTBS - Revision - Curriculum.pdf AECTBS - Revision - Ltr of Notification.docx
	Reviewer Comments		watkinsv - Fri, 02 Nov 2018 19:24:58 GMT - Rollback: Rolling back to allow upload of revised documents jrobert - Mon, 05 Nov 2018 14:43:39 GMT - Checksheet watermark must be updated 2019-2020 agriffin - Mon, 05 Nov 2018 21:31:06 GMT - Rollback: Please review the 9 semester plan and update with revised curriculum. It appears as though the updates to the curriculum have not been incorporated. agriffin - Thu, 08 Nov 2018 18:12:27 GMT - Uploaded combined checksheets and inserted degree code and approval dates into LON. Renamed documents to match BOT naming convention. agriffin - Thu, 08 Nov 2018 20:00:46 GMT - Changed title of major from Communications to Communication in LON.
AGED-M	Description and justification of the request	Corrected formatting on course list and added the total hours to the course list.	Changed AGED 3163 to AGED 3162 Changed AGED 4233 to AGED 4231 Added AGED 3161L, AGED 4211, and AGED 3111 Updating AGED minor to be in line with newly revised AGED concentration. These changes all involve new or recently revised courses, which were improved/created to enhance the sequence of teacher preparation courses so that students study topics at the appropriate time in their academic programs.
	Description and Justification for this request	Corrected formatting on course list and added the total hours to the course list.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		21
	Reviewer Comments		agriffin - Sun, 14 Oct 2018 20:26:29 GMT - Changed effective date from spring 2019 to fall 2019. Undergraduate program changes must correspond with the publication of each catalog year.
BSBA Requireme	Effective Catalog Year	Fall 2016	Fall 2019

	What are the total hours needed to complete the program?	n/a	120
	Scheduled Program Review Date	n/a	2021-2022
	Program Goals and Objectives	n/a	COMMUNICATION \\nGraduates of the BSBA programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations. \\n\\nCRITICAL THINKING/PROBLEM SOLVING \\nGraduates of the BSBA programs at the Sam M. Walton College of Business will be able to think critically when evaluating business decisions.\\n\\nTECHNICAL COMPETENCE (Discipline Knowledge) \\nGraduates of the BSBA programs at the Sam M. Walton College of Business will be knowledgeable of the application of concepts in their business major and core cross-discipline concepts.
	Learning Outcomes	n/a	Learning Objective 1 (Written Comm):\\nStudents will show proficiency in writing and producing a broad set of professional quality business documents. \\n\\nLearning Objective 2 (Oral Comm):\\nStudents will prepare and deliver professional presentations. \\n\\nLearning Objective (CTPS):\\nStudents will demonstrate critical thinking and strategic problem solving skills through systematic and objective consideration of business related problems. \\n\\nLearning Objective 1 (Core):\\nStudents will demonstrate proficiency in core business concepts, across disciplines.\\n\\nLearning Objective 2 (Major):\\nStudents will demonstrate proficiency in their major-specific business concepts.
	Description and justification of the request	Changed publication date. Trying to get program to update for current catalog.	Update the number of D. Junior/Senior Business Electives hours from 12-15 hours to 9-15 hours. \\n\\nUpdate the number of E. Major Courses hours from 21-24 hours to 21-27 hours. \\n\\nAdd a footnote #4 under Footnotes to clarify the additional hours of University Core required.\\n\\n To accommodate the new requirements for the Information Systems concentrations.
	Reviewer Comments		agriffin - Tue, 30 Oct 2018 13:21:27 GMT - Changed University Core total from 17 to 20 hours. And changed footnote 4, to reflect 15 hours. Bolded University Core courses in course list and checked sum box to reflect program is 120 credit hours. agriffin - Tue, 30 Oct 2018 15:26:15 GMT - Added..."and Concentration Hours" to item E. per recommendation from Catalog Editor. agriffin - Mon, 05 Nov 2018 21:41:11 GMT - Inserted program goals and student learning outcomes on behalf of the college. Also inserted scheduled program review date.
CDISBS	User ID:	crsleaf1	fhagstr
	Phone:	575-6731	575-4910
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Effective Catalog Year	Fall 2018	Fall 2019
	Degree	Bachelor of Science in Education	Bachelor of Science

	Program Title	Communication Disorders, Bachelor of Science in Education	Communication Sciences and Disorders, Bachelor of Science
	Program Goals and Objectives	NA	1. Students will demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing.\n2. Students will demonstrate knowledge of normal development of speech, language, and hearing across the lifespan. \n3. Students will demonstrate knowledge of the effect of cultural and linguistic differences on communication. \n
	Learning Outcomes	NA	1. Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language.\n2. Interpret acoustic and aerodynamic measures of speech.\n3. Identify normal developmental milestones for speech and language.\n4. Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing. \n5. Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations. \n \n
	Description and justification of the request	One 3-hour upper level in the major course was added (CDIS 3253) and one 1-hour lab was deleted from the major (changed CDIS 3224 to CDIS 3223). \nOne program-specific requirement for the major was deleted (PBHL2663) and one program specific requirement was added (STAT 2303). The new course, Cultural Diversity in Communication Disorders will cover content relative to speech-language pathology (SLP). Content from the 1-hour lab will be taught in another course later in the CDIS sequence (CDIS 4183). The Program specific requirement change to STAT 2303 is reflective of the requirement for SLPs to take a statistics course in their program of study.	Change the name of degree to Communication Sciences and Disorders and the degree designation to B. S. There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of the major and name of the degree reflect the educational and professional standards of the field with which our bachelor's degree is aligned. These proposed changes are also consistent with the titles of majors and degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students and be beneficial as they apply to graduate and professional schools.
	Reviewer Comments	kmamisei - Tue, 10 Oct 2017 18:10:56 GMT - Corrected the 8-semester plan. Removed 3 hours of electives in the Fall semester of third year and added credit hours for two new proposed courses to make sure that the hours added up to 120. agriffin - Tue, 10 Oct 2017 20:50:36 GMT - Added course codes to description to help clarify changes. Also added scheduled program review date. lkulcza - Tue, 10 Oct 2017 20:59:59 GMT - CDIS courses "not found" in approval process for fall 2018.	agriffin - Wed, 10 Oct 2018 19:44:35 GMT - Changed language throughout program requirements to match proposed name of program. agriffin - Fri, 12 Oct 2018 13:41:47 GMT - Adjusted formatting in LON to match eight semester plan listed in CourseLeaf. Inserted approval dates and renamed document to match BOT naming convention.
	Upload attachments		CDISBS - Name Change - Ltr of Notification.docx
CHEDBS	Effective Catalog Year	Fall 2018	Fall 2019
	What are the total hours needed to complete the program?	120	124

	Description and justification of the request	Updating URL of link Because it was out of date.	removed 'At this point applicants must decide which program option they will follow; either CHED B.S.E. leading to M.A.T. option or ELEL B.S.E. licensure option. Both of these options are described on the application, which can be found on the College of Education and Health Professions website.' as the application deadline for CHEDBS and ELELBS are no longer the same thus eliminating the need for an option statement.
	Reviewer Comments		Ikulcza - Wed, 10 Oct 2018 18:19:54 GMT - Rollback: Need to update the pre-code information to include statements for both CHEDBS and PELED. After talking with Denise, I'm fine with the college using PELED as a pre-code for both programs, but there cannot be different information for one program vs. the other, as the same CIM program block information will be displayed on both catalog pages. Ikulcza - Thu, 18 Oct 2018 01:58:20 GMT - Inserted footnote from corresponding information from PELED requirements.
DSGNMDS	Select a reason for this new program	Adding New Certificate or Degree--(LOI 1, Proposal-1)	
	Concentration(s):	ADD RHOS Retail and Hospitality ADD RDES Resiliency Design	ADD IWDS Integrated Wood Design
	Effective Catalog Year	Fall 2018	Fall 2020
	Does this proposal impact any courses from another College/School?	No	Yes

	Program Costs	<p>NEW PROGRAM COSTS – Expenditures for the first 3 years</p> <p>a) New administrative costs (including search, relocation, salary, and fringe): Program Director (.25 FTE + Fringe x 3 years) \$ 100,500.00 Administrative Assistant (1 FTE + Fringe x 3 years) \$ 100,900.00 (see appendix E under Pro Forma for more details)</p> <p>b) Number of new faculty (full-time) and costs (including search, relocation, salary, and fringe): Two Tenure-Track Faculty \$460,000.00</p> <p>c) New library resources and costs UAF Fine Arts Library and Satellite locations: \$ 7,500.00</p> <p>d) New / renovated facilities and costs: None</p> <p>e) New instructional equipment and costs: \$ 60,000.00 Additional resources in shops and maker spaces, print/plot stations.</p> <p>f) Distance delivery costs (if applicable) N/A</p> <p>g) Other new costs \$501,000.00 Materials and Supplies \$110,000 Faculty Development \$ 7,500 Research Support \$ 20,000 Program and other expenses \$110,000 Office set-up and workplace computers \$ 7,500 Durable equipment N/A</p> <p>h) New costs are required as detailed above.</p> <p>11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation Cost savings and reallocated funds (\$250,000) from Fay Jones School activities will be used to offset startup costs. Additionally, two faculty lines have been secured for this program and these funds are reflected in the pro forma budget in Appendix E.</p>	
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Library Resources

Current resources can be found in the University of Arkansas Libraries consist of the main library, Mullins Library, and three branch libraries: Fine Arts, Chemistry, and Physics. The Dean of Libraries is University Libraries' chief executive officer. She reports to the Provost, and supervises the Director for Academic and Research Services, who supervises the heads of the branch libraries. The Young Law Library and the C. Murray Smart Multi-Media Resource Center are independent repositories. The former reports to the Dean of the Law School; the latter reports to the Dean of the Fay Jones School. Most architecture and design books and periodicals are housed in the Fine Arts Library. Access to the library's extensive collection of electronic resources are available both on and off campus. Mullins Library maintains extensive map collections and GIS services that are of particular relevance for the proposed M.Des program. The University is actively engaged in developing an open access policy and an institutional repository. (See libraries.uark.edu, including annual report data.)

The Fine Arts Library (FAL) provides the preponderance of library resources for the Fay Jones School. Subscriptions to JSTOR and the aggregators Ebsco Academic Search Complete and ProQuest Research Library increase the number of accessible journals considerably in all disciplines.

Architectural Archive of the Special Collections Department in Mullins Library is of specific value to the M.Des. program. The Fay Jones Collection and the Edward Durell Stone papers are two of the most extensive and sought-after design collections. The collections are diverse in content, containing models, drawings, photographs, and periodicals in addition to correspondence.

The Smart Media Center, located on the ground floor of Vol Walker Hall, houses the digital image, video and analog slide collections of the Fay Jones School and provides media support for its programs. The main objective of the Smart Media Center is to support classroom teaching and to facilitate student and faculty research. A full-time Visual Resources Curator, who reports to the Dean of the Fay Jones School, manages the collection and its services. The School's faculty, staff, and students have access to more than 100,000 online digital images and approximately 1,000 video programs as well as an analog slide archive numbering more than 50,000. The online digital image collection, supported by the Madison Digital Image Database (MDID), created at James Madison University and offered as an open source application, is available to the University community.

All holdings cover the evolution of the built and natural environment from pre-history to the present, including historic and contemporary landscape architecture, architecture, urbanism and interior design. Both western and global cultures are well represented, and special collections support teaching in discrete disciplinary areas including, for example, historic. Annual acquisitions average 5,000 digital images and 50 videos per year. The Smart Media Center also provides several

Instructional Facilities

Current instructional facilities can be found in the Fay Jones School of Architecture and Design housed in Vol Walker Hall and the Steven L Anderson Design Center. Resources serving students and faculty in the school design studios, classrooms, seminar spaces, and auditorium in addition to computer labs, maker spaces, design production resources, a multimedia library, and associated administrative and faculty offices.

All students are assigned a studio desk and large monitor for the duration of their design studies. These permanent workstations are accessible on a 24/7 basis in secured spaces. Connectivity is provided via wi-fi and hardwired access and the network provides access to school and campus resources. These learning spaces provide for individual and collaborative work across analogue and digital formats. Every studio is supported by a Plot/Print/Scan Station supporting multiple forms of design production as well as access to inks, papers, and other materials necessary for representation.

Vol Walker Hall and the Steven L. Anderson Design Center provide access to technological resources, are hardwired for internet access, and the building has wireless access throughout. A variety of design-specific software is available to enrolled students at no- or low-cost. Students provide personal computers while the school provides extensive peripherals relative to printing, plotting, scanning, imagery, and three-dimensional representation. Backup and archival storage is either set up on one of the school's three managed servers or on individual external hard drives, and a Fay Jones School Dropbox system has been created to support archival activities. The School's technology staff supports all student (personal computers), faculty, staff, classroom and lab computers.

The University of Arkansas Community Design Center (UACDC) advances creative development in Arkansas through design, research, and education solutions. Originated in 1995 as an outreach center of the Fay Jones School of Architecture + Design, the center has its own downtown facilities and a full-time design and planning staff who deliver professional services for communities and organizations nationwide. Much like a teaching hospital, some staff also deliver educational services as practicing design professors. UACDC regularly collaborates with allied professionals in multiple disciplines, and the center's nonprofit status allows it to leverage the work of its private sector collaborators. Students and faculty also have an opportunity to design and work in the "living laboratory" of Garvan Woodland Gardens. Located near Hot Springs National Park, this 210-acre woodland habitat botanical garden is part of the Fay Jones School. The Gardens are graced by a variety of garden settings and unique architectural structures designed and developed by world-renowned designers.

The classrooms support contemporary methods of teaching and learning with mobile furnishings and audiovisual access with projection capabilities from multiple sources. From intimate seminar spaces to medium

Faculty Resources	<p>Teaching faculty include representation across all disciplines and new hires will complement the existing expertise. Faculty members engaged in teaching courses and participating in the oversight and review of residency experiences hold advanced degrees and professional practice experience in a design discipline.</p> <ul style="list-style-type: none"> • Goodstein-Murphree, Ethel. Ph.D. (University of Michigan-Ann Arbor), M.A. (Cornell University), B.Arch. (City University of New York), B.S., (City University of New York). Courses: Design Leadership. • Luoni, Stephen D. M.Arch (Yale University), B.S.Arch. (Ohio State University). Courses: Design Studios, Resilient Communities • MacKeith, Peter. M.Arch. (Yale University), B.A. (University of Virginia). Courses: Design Leadership. • McCown, Ken. Courses: B.L.A. (University of Illinois), B.Arch. (University of Illinois). Courses: Design Studios. • Newman, Winefred E. Ph.D, (Harvard) M.Phil., M.Arch (Harvard) B.Arch, B.S. (University of Texas at Austin). Courses: Design Studio, Research Methods. • Webb, Jennifer D. Ph.D. (Oklahoma State University) M.S. (University of Tennessee) B.S. (University of Tennessee). Courses: Research Methods. <p>The program director will manage and administer the M.Des. program and will hold a terminal degree (PhD, MArch, MArch, MFA, or equivalent) in one of the design disciplines and be licensed or eligible to be licensed in their professional discipline.</p> <p>A total of 3.5 FTE's are required for the initial program implementation. In addition to redistributing internal teaching loads with the current faculty, two additional, tenure-track faculty will be required. These positions are important to the successful launch of the program due to studio design courses and requisite professional and academic experience. New faculty will be expected to hold an advanced degree in one of the design disciplines (Architecture, Landscape Architecture, Interior Design or other allied design field) as well as relevant practice experience with professional licensure in the appropriate concentration area. A design portfolio and/or written scholarship will be used to determine fit with programmatic need.</p> <p>Curriculum vita for faculty teaching in the program can be found in Appendix D.</p>	
Scheduled Program Review Date	2025	2024-2025

Program Goals and Objectives

While professional architects, landscape architects, and interior designers may pursue professional licensure through accredited baccalaureate degrees, there is a growing demand for expertise and specialized knowledge on emerging and critical issues, extending design education in contemporary settings. The current proposal is a Master of Design Studies degree serving as structure for specific areas of concentration initially including Resiliency Design and Retail and Hospitality Design. Utilizing strengths across the University of Arkansas campus, the M.Des. is a 36 credit hour program that includes 24 hours of core courses and 12 elective credit hours for each concentration. The course offerings are combined with a professional residency to immerse students in these areas of study. This program will prepare graduates to secure leadership positions in architecture and design firms, municipalities, and business settings where advanced knowledge and skills are increasingly required for success.

While professional architects, landscape architects, and interior designers may pursue professional licensure through accredited baccalaureate degrees, there is a growing demand for expertise and specialized knowledge on emerging and critical issues, extending design education in contemporary settings. The current proposal is a Master of Design Studies degree serving as structure for specific areas of concentration initially including Resiliency Design and Retail and Hospitality Design. Utilizing strengths across the University of Arkansas campus, the M.Des. is a 36 credit hour program that includes 24 hours of core courses and 12 elective credit hours for each concentration. The course offerings are combined with a professional residency to immerse students in these areas of study. This program will prepare graduates to secure leadership positions in architecture and design firms, municipalities, and business settings where advanced knowledge and skills are increasingly required for success.

- Enable graduates to pursue careers grounded in the design, manufacturing, and construction of wood and timber environments and products.
- Enhance state and regional resources and economic development with the advanced study and design of wood and timber environments.
- Develop learning resources in emerging technologies and fabrication processes benefitting individual goals and industry demands.

	Learning Outcomes	<ul style="list-style-type: none"> • Generate comprehensive design solutions to resolve emerging and complex issues within specific domains. • Identify and apply appropriate design strategies necessary to resolve complex design scenarios in specific sites and in global systems. • Demonstrate creative problem solving across multiple environmental scales with competing needs and multiple constraints. • Interpret existing knowledge in a contemporary context for the purpose of generating innovative design solutions. • Demonstrate the ability to address the cultural, social, political, environmental, and economic aspects of contemporary design contexts. • Identify through appropriate methods of inquiry emerging and critical issues relative to a range of environmental typologies and scales. 	<ul style="list-style-type: none"> • Generate comprehensive design solutions to resolve emerging and complex issues within specific domains. • Identify and apply appropriate design strategies necessary to resolve complex design scenarios in specific sites and in global systems. • Demonstrate creative problem solving across multiple environmental scales with competing needs and multiple constraints. • Interpret existing knowledge in a contemporary context for the purpose of generating innovative design solutions. • Demonstrate the ability to address the cultural, social, political, environmental, and economic aspects of contemporary design contexts. • Identify through appropriate methods of inquiry emerging and critical issues relative to a range of environmental typologies and scales. • Articulate the interconnected spatial, environmental, and technical systems that inform design solutions utilizing emerging wood and timber technologies. • Implement cutting-edge technologies and the production and manufacturing of wood products to create safe and sustainable structures. • Identify emerging and critical issues in the domain of wood relative to a range of building scales and typologies. • Generate comprehensive design solutions to resolve emerging and complex issues utilizing timber and wood technologies.
	Description and Justification for this request	<p>This graduate level degree has been crafted to provide for unique concentrations within an overarching structure of a Master of Design Studies. Not only is this degree unique to Arkansas and to the region but it also reflects the growing movement toward interdisciplinary and transdisciplinary practice utilizing a cost-effective structure and broad appeal to practitioners seeking advanced study. Proposal submitted before this was a separate field.</p>	

	<p>Description and justification of the request</p>	<p>This graduate level degree has been crafted to provide for unique concentrations within an overarching structure of a Master of Design Studies. Not only is this degree unique to Arkansas and to the region but it also reflects the growing movement toward interdisciplinary and transdisciplinary practice utilizing a cost-effective structure and broad appeal to practitioners seeking advanced study. </p>	<p>The University of Arkansas and the Fay Jones School of Architecture and Design proposes a new concentration addressing contemporary challenges relative to increasing demand for expertise in wood materials and expanding industrial production of emerging engineered wood products. An Integrated Wood Design concentration will provide post-professional graduate study in one of the most rapidly growing areas of design and construction. \\n \\n The Integrated Wood Design concentration will provide post-professional design education in this rapidly growing market segment. The concentration specifically provides intellectual development and knowledge dissemination, making available value-added expertise and skill in timber and wood products that underpin one of the state’s major industries and assets. The curriculum combines existing and new coursework and growing expertise to provide time- and cost-effective value to existing professional design degrees. The Master of Design Studies with a concentration in Integrated Wood Design is available to new graduates as well as experienced practitioners seeking professional value and career advancement through this course of study. \\n \\n No similar program exists within Arkansas or the neighboring states. Led by Europe and Canada, tremendous advances have been made in the design, engineering, production, fabrication, and application of wood products for the construction industry in the last 15 years. The U.S. now is being tapped for its timber resources, manufacturing capacity, and wood design/engineering expertise, yet there is a dearth of timber design education at universities across the country. Arkansas’ wide availability of timber, existing educational programs in forestry and forest technology, central geographic location, and the U of A’s current investment in timber architecture affords resources to these educational and professional prospects essential to the state’s economic expansion.</p>
	<p>Upload attachments</p>	<p>Bumpers Agreement.pdf WCOB Agreement.pdf DSGNMDS - New Degree - Appendices.pdf DSGNMDS - New Degree - Ltr of Intent.docx DSGNMDS - New Degree - PROPOSAL_1_Form.docx</p>	<p>DSGNMDS-IWDS - New Option - Ltrs of Support.pdf DSGNMDS-IWDS - New Option - Ltr of Notification.docx</p>

Reviewer Comments		
	<p>agriffin - Mon, 06 Mar 2017 21:52:00 GMT - Edited program requirements to distinguish between catalog copy and proposal.</p> <p>agriffin - Mon, 06 Mar 2017 22:05:07 GMT - Further edits to catalog copy with approval from submitter.</p> <p>agriffin - Tue, 07 Mar 2017 17:23:47 GMT - Completed edits to proposal in consultation with submitter and incorporated each of them into the CourseLeaf fields.</p> <p>lkulcza - Wed, 08 Mar 2017 20:08:59 GMT - Need 4-letter codes for the concentrations, and you need to decide on what the correct CIP code for the degree is. The concentrations will carry the CIP code of the degree itself.</p> <p>lkulcza - Wed, 08 Mar 2017 20:11:54 GMT - Edited program code to reflect Master of Design Studies</p> <p>ggunderm - Wed, 08 Mar 2017 21:11:55 GMT - The 04.0201 CIP code is probably most appropriate for the program. While the degree will be somewhat interdisciplinary, the center of the program appears to fall within the description of 04.0201. The concentrations should use 04.0201 as well.</p> <p>melindas - Mon, 13 Mar 2017 18:07:23 GMT - Updated CIP code.</p> <p>melindas - Mon, 13 Mar 2017 18:12:35 GMT - Updated CIP code to reflect one overarching code. Added alpa codes in Letter of Intent: Resiliency Design (RDES) and Retail and Hospitality (RHOS). Outlined Curriculum to Catalog of Studies language.</p> <p>melindas - Tue, 14 Mar 2017 16:47:15 GMT - Updated CIP code as requested Did same in Letter of Intent and Proposal-1 New Degree Program document) to reflect best practices in benchmarks and the industry at large. Added concentration codes RHOS and RDES per Registrar's request. Cleaned up catalog language...I hope.</p> <p>melindas - Tue, 14 Mar 2017 20:34:02 GMT - Updated CIP codes on LOI and New Degree Proposal. Corrected some typos. Reviewed with Dean MacKeith, Associate Dean Goodstein and contributing faculty member, Dr. Jennifer Webb.</p> <p>agriffin - Fri, 17 Mar 2017 21:04:08 GMT - Edited item a. of program costs in CourseLeaf and item 10a. in the Proposal-1 Form with permission from the School to clarify costs of salaries. Renamed documents to match BOT naming convention and uploaded revised copies. Note, letters of support are attached from Bumpers College and Walton College for use of their courses.</p> <p>pkoski - Thu, 18 May 2017 21:07:10 GMT - A list of needed library resources has been provided to the library, per the request of UCPC.</p> <p>calison - Mon, 21 May 2018 21:30:53 GMT - Removed the program description from the requirements, and removed the concentration requirements so that they could be turned into separate CIM blocks.</p> <p>calison - Mon, 21 May 2018 21:31:44 GMT - Deleted indent on plain text to match catalog style.</p> <p>calison - Mon, 21 May 2018 21:33:04 GMT - Added "Core Courses" header to requirements and summed the hours.</p>	<p>lkulcza - Mon, 30 Jul 2018 17:33:16 GMT - Added "Design" to existing Retail and Hospitality concentration; was included in the original proposal for the degree on the Proposal/LOI, but not indicated on CourseLeaf form.</p> <p>tmartin - Wed, 22 Aug 2018 19:36:11 GMT - Rollback: Please clarify in the LON that the new faculty line from the Provost is one of the faculty lines committed to Dean MacKeith as part of a previous commitment.</p> <p>agriffin - Fri, 28 Sep 2018 17:03:54 GMT - Rollback: Rolling back at School's request.</p> <p>agriffin - Thu, 11 Oct 2018 14:31:37 GMT - Reformatted LON to match BOT requirements and naming convention. Changed SUST 5103 course title to match title in course inventory. Changed SUST 5202 to SUST 5203 and updated course title. College is encouraged to review.</p> <p>agriffin - Thu, 11 Oct 2018 14:45:38 GMT - Hyperlinked courses in the elective paragraph to include course subject, number, and course title for accuracy.</p> <p>agriffin - Thu, 11 Oct 2018 14:47:16 GMT - Renamed Letters of Support document to match BOT naming convention.</p> <p>agriffin - Wed, 17 Oct 2018 19:11:20 GMT - Note, approval dates will need to be entered on LON, when request reaches UCPC.</p> <p>kmamisei - Fri, 02 Nov 2018 09:18:42 GMT - Deleted PBHL 6553 Environmental Health from the elective options. At this time PBHL program is unable to offer this course.</p> <p>agriffin - Tue, 06 Nov 2018 17:47:39 GMT - Inserted approval dates into LON and also removed PBHL 6553 course from electives (See KM note).</p>

	Select a reason for this modification		Adding an Option, Concentration or Emphasis--(LON 3)
	College(s)/School(s)		ENGR EDUC GRAD
ENTOMS	Effective Catalog Year	Summer 2014	Fall 2019
	Department Code	Department of Entomology(ENTO)	Department of Entomology and Plant Pathology(ENPL)
	User ID:		jorgense
	Phone:		4795756628
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		30
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		12
	Scheduled Program Review Date		2025-2026
	Program Goals and Objectives		The M.S. programs in Entomology seeks to prepare students for careers in research, education, and outreach in academia, or the private and public sectors. We strive to ensure graduates have a fundamental understanding of entomology, competency in specialty areas, problem-solving and analytical ability, oral and written communication skills, and demonstrated leadership.
	Learning Outcomes		1) Discipline Expertise and Critical Thinking.\nGraduates will have and be able to apply a broad-based knowledge of entomology through coursework and topical seminar courses that involve discussion of pertinent contemporary scientific literature.\n2) Critical Thinking, Problem Solving, and Technical Skills. Graduates will be able to apply their discipline-based knowledge and critical thinking skills to design original research and interpret research results through statistical inference. All students are prepared in analytical skills and use those skills in defense of a dissertation.\n3) Communication Skills.\nGraduates will be able to communicate effectively. Students are prepared to communicate through written and oral presentations in courses, seminar presentations, presentations at scientific meetings and outreach presentations of non-technical material to the public.\n

	Description and justification of the request		<p>Removing ENTO 3013 from the core course requirements. Moving to a required prerequisite. \nRemoving ENTO 5013 from required core courses. Course removed from AFLSPH-ENTO and committee voted that it should be removed from ENTOMS also. \nChanging course numbers for formerly dual-level courses with 4000-level numbers only. \nENTO 5024 Insect Diversity and Taxonomy. \nENTO 5053 Insect Ecology. Does not meet ADHE rules.\nEntomology curriculum committee discussed. Faculty voted. The intention was always for it to be a prerequisite for the program and not a core required course. \nCommittee agrees that too many core courses were required. This course, ENTO 5013, was determined to be better suited as an elective option allowing the degree program to be better tailored to individual student needs.</p>
	Reviewer Comments		<p>ljrobert - Sat, 17 Feb 2018 16:05:31 GMT - Rollback: The learning outcomes listed are not learning outcomes. Please go back to the assessment documents for the program learning outcomes ljrobert - Tue, 20 Feb 2018 18:30:21 GMT - Rollback: Please call Vicky Watkins for formatting issues. agriffin - Mon, 26 Feb 2018 17:36:57 GMT - Revised program review date. agriffin - Tue, 27 Feb 2018 17:32:43 GMT - Changed effective date from fall 2018 to fall 2019. It is too late to complete the approval process in time for this fall's catalog. jdmiller - Mon, 08 Oct 2018 18:25:03 GMT - Rollback: Rolled back to ENTO department to allow for further updates per Donn Johnson. agriffin - Tue, 09 Oct 2018 16:39:34 GMT - Rollback: Please adjust 4000-level classes to the graduate level sections. agriffin - Fri, 12 Oct 2018 20:20:04 GMT - Both classes in red have been submitted for approval. lkulcza - Mon, 15 Oct 2018 23:15:22 GMT - New ENTO courses "not found" in approval process for fall 2019. Since this proposal was just submitted, I took the liberty of updating the department to the new, joint ENPL dept.</p>
ENTSGC	User ID:	calison	kboston
	Phone:	575-6731	575-4622
	Effective Catalog Year	Fall 2018	Fall 2019
	Department Code	INSY	Department of Information Systems(ISYS)
	Program Goals and Objectives	NA	<p>CRITICAL THINKING/PROBLEM SOLVING \nStudents who have completed the Graduate Certificate in Enterprise Systems will be able to\n\nidentify, analyze, compare, and select systems and data to provide solutions to business\n\nproblems using enterprise technology.\n\n\nTECHNICAL COMPETENCE (Discipline Knowledge)\n\nStudents who have completed the Graduate Certificate in Enterprise Systems will be able to\n\ndevelop and implement enterprise solutions to business problems.</p>

	Learning Outcomes	NA	Learning Objective (CTPS): Students will demonstrate critical thinking and strategic problem-solving through classroom projects and/or exams. \n\nLearning Objective (TCDK): Students will demonstrate the ability to design, develop, and utilize enterprise technology appropriately in the context of business applications. \n
	Description and justification of the request	Minor changes to update description and "update catalog;" incorporate new ISYS 5103 Data Analytics Fundamentals course as an elective. Updated online delivery percentage to reflect ADHE approval of 100% in 2014, as well as to reflect the fact that three tracks are offered online 50-99% (blended) and the Business Analytics track is also offered 100% online with no campus component.	Modify catalog text for the Blockchain Enterprise Systems track and change the name of the Enterprise Systems track to Blockchain Enterprise Systems. Add ISYS 5173, Blockchain Fundamentals to the Blockchain Enterprise Systems track. Add ISYS 5103, Data Analytics Fundamentals to and delete ISYS 5103, Data Analytics Fundamentals from the three hours of electives for the Business Analytics Track. Add ISYS 5173, Blockchain Fundamentals to the ERP Track. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Reviewer Comments	<p>agriffin - Fri, 05 May 2017 20:53:15 GMT - Changed effective catalog date from fall 2017 to fall 2018. It is too late for request to be approved for this fall. Also updated scheduled program review date via AACSB schedule. In addition, verified with ADHE that the CIP Code of 52.1301 was already approved and program is an approved online graduate certificate. No changes to the program for these two fields.</p> <p>kbible - Tue, 17 Oct 2017 18:11:44 GMT - Updated online delivery percentage to reflect ADHE approval of 100% in 2014, as well as to reflect the fact that two tracks are currently blended delivery of 50-99%.</p> <p>lkulcza - Mon, 27 Nov 2017 23:27:37 GMT - Admin update to correct department.</p> <p>kdhall - Thu, 30 Nov 2017 19:28:20 GMT - Rollback: Per request of Pat Koski</p> <p>pkoski - Thu, 30 Nov 2017 22:24:38 GMT - Clarified the online delivery.</p> <p>calison - Mon, 14 May 2018 14:03:50 GMT - Corrected typos.</p>	<p>agriffin - Fri, 12 Oct 2018 16:41:44 GMT - Inserted program goals and student learning outcomes from college's assessment report.</p> <p>agriffin - Fri, 12 Oct 2018 18:40:40 GMT - Changed language from concentrations to tracks. There are too few hours in a graduate certificate to provide concentrations. The tracks will be identified on a student's transcript.</p> <p>agriffin - Fri, 12 Oct 2018 18:44:35 GMT - Rollback: Please change reason for modification to minor change and resubmit request. Concentrations were changed to tracks per direction from L. Kulczak. This request will remain on campus for approval. To assist, I changed all the concentration language to track and removed the LON.</p> <p>lkulcza - Tue, 16 Oct 2018 22:09:33 GMT - Renaming an existing track; ISYS course "not found" in approval process for fall 2019.</p> <p>agriffin - Wed, 17 Oct 2018 16:46:40 GMT - Corrected Department Code from INSY to Department of Information Systems.</p>
EXSCBS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Health and Physical Education/Fitness, General.	Kinesiology and Exercise Science.
	Program Title	Kinesiology: Exercise Science Concentration	Exercise Science, Bachelor of Science
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC	
	Scheduled Program Review Date	2017	2023-2024

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Adding related elective options in appropriate degree programs. Allows students to pursue coursework which is beneficial to their academic career. Placed program math requirement for core math. Allows students to begin at higher level math if appropriate without backtracking to lower level math. Reduced Related electives by 2 hours to allow general elective credit. Allows more flexibility for undergraduate students. Removed Literature requirement to further increase general elective credit. Allows flexibility for undergraduate enrollment.
	Program Code	KINSBS-EXSC	EXSCBS
	Upload attachments		KINSBS - Reconfig - Ltr of Notification.docx KINSBS - Reconfig - Curriculum.docx KINSBS - Deletion - Ltr of Notification.docx
	Reviewer Comments		kmamisei - Fri, 11 May 2018 12:45:25 GMT - Rollback: Per request from Dr. Dittmore. kmamisei - Wed, 26 Sep 2018 14:10:36 GMT - Rollback: Add responses to questions 9, 10, and 17 in the LON. agriffin - Wed, 03 Oct 2018 17:00:45 GMT - Added Bachelor of Science into Program Title. agriffin - Wed, 03 Oct 2018 17:59:14 GMT - Updated scheduled program review date. agriffin - Wed, 03 Oct 2018 22:13:31 GMT - Rollback: Please address the concerns noted in the email correspondence dated 10/3/2018. agriffin - Fri, 12 Oct 2018 13:59:08 GMT - Uploaded LON 5 and LON 11 with curriculum list for the reconfiguration of the KINSBS. Renamed documentation to match BOT naming convention. Also removed 2018-2019 plan of study. It is not necessary for this particular request. If the department wishes to have it reinserted for on-campus records, please contact me. ggunderm - Tue, 16 Oct 2018 12:26:05 GMT - CIP Code is approved. agriffin - Tue, 06 Nov 2018 15:53:50 GMT - Updated degree code to the ADHE version on the LON 5 for deletion.
IDES-M	Description and justification of the request	Removed unnecessary line about options.	The proposal reduces the total number of required credit hours to align with comparable minors across campus. The change of studio requirement reflects the current practice in the school of offering interdisciplinary Advanced Design Studios in the 4th or 5th year of a student's curriculum that has significant Interior Design content and is taught or co-taught by Interior Design faculty. The current Interior Design minor requires 28 total credit hours and is only available to other majors in the Fay Jones School of Architecture and Design. This is significantly greater than most minors offered at University of Arkansas. The current IDES minor degree plan currently requires three studios which are not logical for the student population (Architecture and Landscape Architecture majors).
	Description and Justification for this request	Removed unnecessary line about options.	
	Effective Catalog Year	Fall 2014	Fall 2019

	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		17
ISYSBS	Scheduled Program Review Date	n/a	2021-2022
	Upload attachments	Business Analytics Survey Results-Oct3-2014.docx BusinessAnalyticsSupportLetter-Acxiom.docx BusinessAnalyticsSupportLetter-JBHunt.docx BusinessAnalyticsSupportLetter-Walmart.docx LON 3 Business Analytics Concentration.docx WCOB Curriculum changes - questions.pdf	
	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2015	Fall 2019
	Concentration(s):	ADD BUAN Business Analytics Concentration	
	Program Goals and Objectives	<p>No additional resources are needed beyond the faculty needed to teach the courses. The courses will rely on the technologies available on campus. The additional faculty needs beyond the current faculty will be met through an ongoing search for a clinical assistant professor focusing on analytics and previously requested faculty resources.</p> <p>This concentration in Information Systems is designed to give information systems students a foundation in 1) the gathering and management of transactional and informational data, 2) statistical methods used in data/business analytics, and 3) the effective application of data mining tools and techniques. Key program components include -</p> <ul style="list-style-type: none"> • Analytics – Foundational analytical statistical techniques to gather, analyze, interpret information – “What does the data tell us?” • Data – Store, manage, and present data for decision making – “How do I get the data – big data” • Data Mining – Move beyond analytics to knowledge discovery and data mining – “Now, let’s use the data to build models; putting the data to work” 	<p>No additional resources are needed beyond the faculty needed to teach the courses. The courses will rely on the technologies available on campus. The additional faculty needs beyond the current faculty will be met through an ongoing search for a clinical assistant professor focusing on analytics and previously requested faculty resources.</p> <p>This concentration in Information Systems is designed to give information systems students a foundation in 1) the gathering and management of transactional and informational data, 2) statistical methods used in data/business analytics, and 3) the effective application of data mining tools and techniques. Key program components include -</p> <ul style="list-style-type: none"> • Analytics – Foundational analytical statistical techniques to gather, analyze, interpret information – “What does the data tell us?” • Data – Store, manage, and present data for decision making – “How do I get the data – big data” • Data Mining – Move beyond analytics to knowledge discovery and data mining – “Now, let’s use the data to build models; putting the data to work”

	Description and justification of the request	There is considerable interest by companies in the IT student (and business student) who has Business Analytics skills. This has been most apparent as noted in the most going area surrounding "Big Data" and analytics; this concentration most especially addresses the situation that most business students have one class in data analytics with one possible elective in data mining. The Enterprise Systems Steering Committee members and ITRI Advisory Board members (as well as our stronger companies – Wal-Mart, Tyson Foods, and JB Hunt) have both strongly supported the development of Business Analytics at both the undergraduate and graduate levels.	Update the major requirements to reflect 24-27 hours depending on concentration. The new Blockchain Enterprise Systems concentration will require 27 hours. The number of junior/senior electives for the Blockchain Enterprise Systems concentration should be changed to 9 hours instead of 12 hours (this text is not visible to change in either the concentration or degree). Update the statement to include "Maximum of 30 hours of ISYS courses in the department (core, major, elective). More than 30 hours allowed if the extra courses are part of interdisciplinary minor or collateral track". \\n\\nClarify the total number of common hours for each major are 18 hours and the total number of hours for each concentration are 9 hours for a total of 27 hours in Information Systems. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
	Reviewer Comments		agriffin - Mon, 22 Oct 2018 16:19:35 GMT - Rollback: College's request. agriffin - Tue, 30 Oct 2018 21:47:06 GMT - Removed collateral language from program description with permission from submitter. agriffin - Tue, 30 Oct 2018 21:48:48 GMT - Inserted scheduled program review date.
ISYSBS-BUAN	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add 3 hour 3000/4000 level Junior/Senior ISYS or Business Elective to clarify concentration. Add in the fourth year, fall semester of the Eight Semester Plan. Clarify the total number of hours for the concentration.
	Reviewer Comments		agriffin - Mon, 29 Oct 2018 14:20:57 GMT - Replaced added course "3 hour 3000/4000 level ISYS or Business Elective" with a comment in program requirements. It resolved the red box error of missing course. agriffin - Mon, 29 Oct 2018 14:24:36 GMT - Changed response from yes to no regarding the adding concentration field. This request is simply a minor change. The BUAN Concentration was already approved. agriffin - Tue, 30 Oct 2018 21:52:35 GMT - Replaced course note of "3 hour 3000/4000 level ISYS or Business Elective" with a comment field in the eight semester plan. It resolved the red error box.
ISYSBS-ENRP	User ID:	crsleaf1	kboston
	Phone:	575-6731	4622
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Management Information Systems, General.	Management Science.

	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add 3 hour 3000/4000 level Junior/Senior ISYS or Business Elective to clarify concentration. Add in the fourth year, fall semester of the Eight Semester Plan. To clarify total number of hours in the concentration.
	Reviewer Comments		agriffin - Mon, 29 Oct 2018 14:19:02 GMT - Replaced course note of "3 hour 3000/4000 level ISYS or Business Elective" with a comment field. It resolved the red error box. agriffin - Tue, 30 Oct 2018 21:45:39 GMT - Replaced error with comment entry in eight semester plan. ggunderm - Thu, 01 Nov 2018 17:24:23 GMT - All ISYSBS majors must have the 52.1301 CIP Code. ggunderm - Thu, 01 Nov 2018 17:25:06 GMT - Rollback: ISYSBS majors must use 52.1301 CIP Code. Documentation should be changed to reflect that.
ISYSBS-ENSY	User ID:	crsleaf1	kboston
	Phone:	575-6731	4622
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Are you adding a concentration?	No	Yes
	Effective Catalog Year	Fall 2018	Fall 2019
	CIP Code	Management Information Systems, General.	Management Science.
	Program Title	Information Systems: Enterprise Systems Concentration	Information Systems: Blockchain Enterprise Systems Concentration
	What are the total hours needed to complete the program?	na	120
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Change the name of the concentration from Enterprise Systems to Blockchain Enterprise Systems. Add ISYS 4173, Blockchain Fundamentals to the list of required courses in the Blockchain Enterprise Systems concentration. Add ISYS 4173, Blockchain Fundamentals to the third year, spring semester eight semester plan. Delete three hours of junior/senior business electives from the third year, spring semester eight semester plan. We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Concentration(s):		EDT ISYSBS-ENSY Blockchain Enterprise Systems
	Upload attachments		ISYSBS-ENSY - Name Change - Ltr of Notification.docx

	Reviewer Comments		<p>agriffin - Mon, 22 Oct 2018 16:19:51 GMT - Rollback: College's request.</p> <p>agriffin - Tue, 30 Oct 2018 21:50:01 GMT - Uploaded revised LON. Changes approved by submitter. Renamed document to match BOT naming convention.</p> <p>lkulcza - Thu, 01 Nov 2018 17:18:40 GMT - ISYS course "not found" currently in approval process for fall 2019.</p> <p>ggunderm - Thu, 01 Nov 2018 17:25:56 GMT - CIP for ISYSBS majors must be 52.1301.</p> <p>ggunderm - Thu, 01 Nov 2018 17:26:24 GMT - Rollback: Correct documentation to reflect 52.1301 CIP Code.</p> <p>agriffin - Fri, 02 Nov 2018 14:22:43 GMT - Changed CIP Code in LON.</p> <p>lkulcza - Mon, 05 Nov 2018 22:05:10 GMT - Updated proposal form to include proposed name change to concentration indicated in the description/justification.</p> <p>agriffin - Wed, 07 Nov 2018 19:34:00 GMT - Proposed course ISYS 4173 is currently pending Faculty Senate approval.</p>
KINSBS	User ID:	smayes	pcallej
	Reviewer Comments	<p>mwilson - Mon, 06 Oct 2014 18:13:12 GMT - Replaced LON per request of Susan Mayes.</p> <p>agriffin - Mon, 13 Oct 2014 17:31:26 GMT - Rollback: Need to replace LON 1 to LON 11.</p> <p>agriffin - Wed, 29 Oct 2014 18:05:44 GMT - Replaced LON with an updated version per Susan Mayes's request. See attachments for documentation.</p> <p>lkulcza - Thu, 18 Dec 2014 20:22:30 GMT - Update LON 11 to correct PHED 2373 reference.</p> <p>tmartin - Thu, 05 Feb 2015 20:19:02 GMT - Uploaded documents sent to BOT</p> <p>tmartin - Thu, 05 Feb 2015 20:23:16 GMT - Uploaded correct documents sent to BOT</p> <p>tmartin - Fri, 20 Feb 2015 19:54:01 GMT - Removed duplicate files.</p> <p>tmartin - Thu, 16 Apr 2015 20:19:58 GMT - Adjusted admission requirements as per request by Bart Hammig.</p> <p>calison - Tue, 19 May 2015 21:28:06 GMT - made two concentrations into bullets for easier scanning.</p>	<p>agriffin - Fri, 12 Oct 2018 13:55:11 GMT - Removed 2018-2019 plans of study. They are not necessary for this specific request. If the department wants them reinserted for on-campus records, please contact me. Also inserted approval dates into the LON 5 and renamed to match BOT naming convention. Inserted LON 11 and curriculum to present consistent documentation across the major and concentrations.</p> <p>agriffin - Tue, 06 Nov 2018 15:40:37 GMT - Inserted ADHE degree code into the LON.</p>
	Select a reason for this modification	Reconfiguring an Existing Degree—(LON 11)	Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	Upload attachments	6b - Ltr of Notification - Reconfig KINSBS.doc 6b - Board Letter - Reconfig KINSBS.docx	KINSBS - Reconfig - Curriculum.docx KINSBS - Reconfig - Ltr of Notification.docx KINSBS - Deletion - Ltr of Notification.docx
	Are you adding a concentration?	Yes	No
	Phone:	575-2859	5-2854

	Description and justification of the request	Streamline the program, better prepare students for jobs in the field and post-professional training. Note "concentration" changes for KINSBS (K-12 Teaching Physical Education, Wellness, and Leisure and Exercise Science) have been submitted separately from this document.	This request is to formalize the process which exists in practice under the current Bachelor of Science in Kinesiology (KINSBS) degree program. Instead of having two distinct concentrations under Kinesiology, this request creates stand-alone programs in Exercise Science and Teaching K-12 Physical Education Health. It is not anticipated there would be any negative impact on enrollment. As of Oct. 13, 2017, KINSBS had a combined enrollment of 851 students. If anything, both programs could benefit from increased enrollment as these new program names more accurately reflect the degrees.
	Description and Justification for this request	Streamline the program, better prepare students for jobs in the field and post-professional training. Note "concentration" changes for KINSBS (K-12 Teaching Physical Education, Wellness, and Leisure and Exercise Science) have been submitted separately from this document.	
	Is this program interdisciplinary?	Yes	No
	College(s)/School(s)	ARSC	
	Effective Catalog Year	Fall 2015	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		120
LARCBL	User ID:	lkulcza	melindas
	Phone:	5-7456	5-2763
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Revising Curriculum of an Existing Certificate or Degree Program--(LON 11C)
	Effective Catalog Year	Fall 2018	Fall 2019
	Department Code	Department of Law(LAWD)	Department of Landscape Architecture(ARLA)
	What are the total hours needed to complete the program?	157	145
	Scheduled Program Review Date	na	2021-2022

Program Goals and Objectives

na

Below is an introduction to learning outcomes and assessment for the professional landscape architecture curriculum. As an overview, our faculty note there are three stages of learning core competencies, skills and principles of our profession and discipline: students investigate to discover, they apply ideas through project-based learning, and through this process, discover the implications of those ideas. Understanding implication is a critical component of the professional process, as landscape architects are licensed by states to protect health, safety and welfare. The proposed curriculum program takes students through stages of investigation, application and implication.\\n\\nBecause of the unique nature of our work - each site and situation is different; we build the knowledge in our discipline through case studies. Qualitative assessment through case studies and critical feedback of examination of those cases is a primary means of how we may measure success.\\n\\n

Learning Outcomes	na	<p>In the first year, students learn how to make spaces, and scale them appropriately. In the second year, the students learn how to take those spaces and meaningfully integrate them into a site. In the third year, students can integrate spaces into a site and incorporate issues of grading and drainage, context and culture. In the fourth year, students can demonstrate how to maintain all of the issues noted above, and project the efficacy and usefulness of a space in future scenarios such as aging societies, climate change, or the introduction of massive change by technological innovation such as automated vehicle technology.</p> <p>Design Foundation (First year)</p> <p>Students demonstrate the ability to see, and 're-present' ideas related to the design and analysis of spaces through the media of our profession and discipline for the purposes of gaining a foundation skill set to practice in the environmental design fields.</p> <p>Students develop an understanding of parametric design principles related to composition for the purposes of understanding ordering principles as they pertain to the practice of the environmental design fields.</p> <p>Students understand how to make a space, and scale it appropriately. Students understand how to communicate space and scale through the media of the profession including drawing and modeling. Students learn this information for the purposes of demonstrating a basic competency to move forward into the landscape architecture professional curriculum.</p> <p>Students attain a basic skill set in design-thinking abilities for the purposes of being conversant in the key issues, principles and case studies in the environmental design fields.</p> <p>Landscape Architecture Foundation (First year - fall semester)</p> <p>Students demonstrate the ability to see to perform site inventory and analysis for the purposes of practicing site design in landscape architecture.</p> <p>Students demonstrate the ability to take a human program, integrate it into a site effectively for the purposes of creating functional and potentially resilient places.</p> <p>Students demonstrate the ability to make appropriately scaled spaces to the program and site, and convey those spaces clearly through the communications media of landscape architecture for the purposes of a core competency of the practice of landscape architecture as a professional.</p> <p>Students demonstrate the ability to understand principles of land form (geomorphology) and how to grade the land according to ecological processes and human patterns. This knowledge is for the purposes of practicing a core component of the practice of landscape architecture.</p> <p>Students understand the history of landscape architecture for the purposes of understanding its earliest roots in human culture and the role the design of the landscape played in the development of culture and societies.</p> <p>Students understand how to use digital and analog media for the purposes of investigation, inquiry and field research related to issues of site design, inventory and analysis.</p> <p>Students are introduced to and gain</p>
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	Description and justification of the request	Admin update of course not found LARC 4382 went inactive as of spring 2018; department did not update degree requirements accordingly, but have inserted title and hours for missing course so that degree plan hours are correctly reflected. It will be up to the department to figure out how to handle the missing hours for students currently in the major.	Contemporary needs of our stakeholders incite a refinement and reform to our professional curriculum. These needs include accreditation requirements, alignment to faculty research, contemporary practice of landscape architecture, pedagogical best practices and a projected boost to enrollment within the professional degree program. Several other landscape architecture departments have moved from five years to four in the past few years. Reported data from these programs to the Landscape Architecture Accreditation Board and the Council of Landscape Architects Registration Board include increased quality of curricula, better enrollment and better retention in addition to other positive trends in efficiency and quality. We project that we will see these aspects of our proposed curriculum reform have similar impacts here at the University of Arkansas.
	Upload attachments		LARCBL - Revision - Ltr of Notification.docx LARCBL - Revision - Curriculum.pdf
	Reviewer Comments		agriffin - Tue, 06 Nov 2018 16:52:13 GMT - Rollback: School requested to edit program requirements. agriffin - Wed, 07 Nov 2018 17:24:52 GMT - Changing courses to comments for Professional Electives and Core Requirements. This action removes the red box error. agriffin - Wed, 07 Nov 2018 17:31:30 GMT - Inserted missing credit hours into semester-by-semester plan for program to total 145 hours. agriffin - Wed, 07 Nov 2018 17:33:49 GMT - Inserted scheduled program review date. agriffin - Wed, 07 Nov 2018 17:43:32 GMT - Moved professional electives and free electives to the first course list. It allows the program requirements to be shown in its entirety and hours total to 145. agriffin - Wed, 07 Nov 2018 19:13:07 GMT - Updated username and phone number. agriffin - Wed, 07 Nov 2018 19:14:50 GMT - Adjusted formatting and inserted approval dates into the LON. Renamed documents to match BOT naming convention. agriffin - Wed, 07 Nov 2018 20:12:42 GMT - Uploaded curriculum document.
MEDH-M			Added
NURSBS	Estimated Student Demand for Program	NA	20-25 students per year
	Scheduled Program Review Date	NA	2021

Reviewer Comments	<p>agriffin - Tue, 03 Mar 2015 15:37:57 GMT - Changed effective catalog date to fall 2015. lkulcza - Thu, 28 May 2015 22:06:33 GMT - This is really an editorial update, replacing the EDFD listing with ESRM (subject change only)</p>	<p>agriffin - Tue, 23 Oct 2018 21:40:26 GMT - Removed School of Continuing Education and Academic Outreach from the Global Campus language. The use of the school language was removed when Global Campus was named. agriffin - Wed, 24 Oct 2018 15:50:50 GMT - Removed Generic from Program Goals with permission from School/College. agriffin - Wed, 24 Oct 2018 16:28:11 GMT - Inserted revised Student Learning Outcomes per School's request. agriffin - Wed, 24 Oct 2018 17:01:14 GMT - Uploading revised copy of LON with input from School. agriffin - Thu, 25 Oct 2018 19:37:40 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention. lkulcza - Fri, 26 Oct 2018 15:19:29 GMT - All courses "not found" currently in approval process for fall 2019. May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.</p>
Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
Are you adding a concentration?	No	Yes
Description and justification of the request	EDFD 2403 recoded as ESRM 2403	<p>The addition of an LPN-BSN online option is being added. The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond.</p>
Description and Justification for this request	EDFD 2403 recoded as ESRM 2403	
Effective Catalog Year	Fall 2015	Fall 2019
Program Delivery Method	On Campus	On Campus Online/Web-based
Program Goals and Objectives	NA	<p>The goal of the BSN Program is to prepare graduates to provide culturally sensitive, evidence-based care to clients through the roles of caregiver, teacher, and manager in a variety of settings. \n\nThe BSN graduate is prepared to provide culturally appropriate care to individuals, families, groups, communities and populations through the roles of caregiver, teacher, manager, and member of the profession.</p>

Learning Outcomes	No change	1. Contribute leadership to promote quality care and patient safety.\n2. Integrate evolving knowledge into clinical nursing practice.\n3. Demonstrate skill in utilizing healthcare technology and information systems.\n4. Apply knowledge of healthcare policy, finance, and regulatory environments to advocate for quality\n healthcare.\n5. Collaborate with inter-professional teams to improve healthcare outcomes. \n6. Provide health protection and promotion, risk reduction, and disease prevention to individuals, \n families, and populations.\n7. Demonstrate behaviors that reflect altruism, autonomy, human dignity, integrity, and social justice. \n8. Adapt nursing care to meet the needs of patients across the lifespan and healthcare continuum, \n respecting variations in populations, environments, and access to care.\n
Concentration(s):		ADD LNBN LPN to BSN
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
Does this proposal impact any courses from another College/School?	No	Yes
College(s)/School(s)		ARSC
What are the total hours needed to complete the program?		120
Reason for offering Web-based Program		The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond. The LPN-BSN and RN-BSN options will be offered via distance delivery.
Maximum Class Size for Web-based Courses		25
Course delivery mode		web_blended
Describe Blended Delivery Methods		Blackboard Learning Management System with email, videoconferencing, discussion board, and other online tools. Students in the LPN-BSN option will meet on campus for skills lab. Clinical hours are arranged in approved sites with qualified preceptors.
Class interaction mode		bulletin
Percent Online		50-99%
Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		N/A
Estimate Costs of the Program over the First 3 Years		na

	Upload attachments		bsn-curriculum-plan 2018 update 10-18-2018.pdf LPN BSN Currirulum Plan FINAL.docx NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx
NURSBS-PLRN	Program Title	Nursing Generic BSN Concentration	Nursing Pre-Licensure BSN
	Estimated Student Demand for Program	NA	na
	Scheduled Program Review Date	NA	na
	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Program Code	NURSBS-GENR	NURSBS-PLRN
	Description and justification of the request	corrected URL of link for background checks.	Deletion of specific policies that can be found in the student handbook. Clinical requirements can change often. \n\nThe current Generic program will now have the term Pre-Licensure to reflect more appropriate terminology. Policies are updated and revised per the student handbook annually. Clinical requirements can change frequently. Reorganization of catalog copy Suggested by Provost office
	Description and Justification for this request	corrected URL of link for background checks.	
	Effective Catalog Year	Summer 2014	Fall 2019
	Program Goals and Objectives	NA	See NURSBS.
	Learning Outcomes	NA	See NURSBS. \n\n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Does this proposal impact any courses from another College/School?	No	Yes
	College(s)/School(s)		ARSC
	What are the total hours needed to complete the program?		120
	Upload attachments		bsn-curriculum-plan 2018 update 10-18-2018.pdf NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx

	Reviewer Comments		<p>kmamisei - Mon, 21 May 2018 18:45:07 GMT - Rollback: Rollback per Dr. Murray's request.</p> <p>agriffin - Tue, 17 Jul 2018 20:31:13 GMT - Used tool bar to insert NURS classes versus linking them to a website. Also changed effective date from fall 2018 to fall 2019.</p> <p>agriffin - Tue, 17 Jul 2018 20:32:27 GMT - Had difficulty removing hyperlinked courses. Second attempt.</p> <p>agriffin - Tue, 17 Jul 2018 20:33:44 GMT - Third attempt.</p> <p>agriffin - Tue, 17 Jul 2018 20:34:49 GMT - And attempted again.</p> <p>agriffin - Tue, 17 Jul 2018 20:37:39 GMT - One more attempt.</p> <p>tmartin - Fri, 05 Oct 2018 14:44:45 GMT - Rollback: Rollback requested by Denise Bignar.</p> <p>agriffin - Mon, 08 Oct 2018 14:34:15 GMT - Rollback: Rolled back per college's request.</p> <p>lkulcza - Fri, 19 Oct 2018 17:48:34 GMT - Rollback: Also rolling this back.</p> <p>kmamisei - Fri, 19 Oct 2018 18:01:04 GMT - Rollback: Revise as recommended by Alice in her e-mail sent on October 19.</p> <p>agriffin - Tue, 23 Oct 2018 21:26:54 GMT - NURS 3842 is currently in process of a name change approval. I removed the course with the formal name and inserted the submitted name of the course in program requirements and eight semester plan.</p> <p>agriffin - Wed, 24 Oct 2018 15:51:38 GMT - Removed Generic from program goals with permission from School/College.</p> <p>agriffin - Wed, 24 Oct 2018 16:35:49 GMT - Removed program goals and student learning outcomes. They can be found in the NURSBS CIM Block.</p> <p>agriffin - Wed, 24 Oct 2018 17:02:43 GMT - Uploading revised copy of LON with input from School.</p> <p>agriffin - Thu, 25 Oct 2018 19:44:12 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention.</p> <p>lkulcza - Fri, 26 Oct 2018 15:00:32 GMT - All courses "not found" in workflow for fall 2019.</p> <p>lkulcza - Fri, 26 Oct 2018 15:20:12 GMT - May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.</p>
NURSBS-RNBN	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
	Effective Catalog Year	Fall 2018	Fall 2019
	Program Title	Nursing RN to BSN Concentration	Nursing RN to BSN

<p>Description and justification of the request</p>	<p>Removed footnote that was no longer required. Courses that were referenced in footnote were downgraded to 4000-level courses.</p>	<p>The RN-BSN online option curriculum will remain the same with updated course titles reflecting appropriate terminology with the addition of LPN's enrolled in the same courses The addition of an LPN-BSN online option is being added. The online option is needed to facilitate enrollment of LPN's in the BSN program. The current LPN-BSN option is offered only in the traditional format and enrollment has traditionally been very low. (There is only 1 LPN enrolled currently.) Moving this option to online will help reach working LPN's who need flexibility in their schedule and the LPN's in rural areas of Arkansas and beyond. Currently, Eleanor Mann offers an RN-BSN online option, and it has been very successful. RNs from all over the State of Arkansas and beyond have enrolled and obtained a BSN in this program. The RN-BSN online option curriculum will remain the same with updated course titles reflecting appropriate terminology with the addition of LPN's enrolled in the same courses</p>
<p>Upload attachments</p>		<p>RN-BSN Online Curriculum Plan (002)(1).docx NURSBS - Reconfiguration - Course List Matrix.docx NURSBS - Reconfiguration - Outcomes Matrix.docx NURSBS - Reconfiguration - Ltr of Notification.docx</p>
<p>Reviewer Comments</p>		<p>agriffin - Wed, 24 Oct 2018 14:49:45 GMT - Removed School of Continuing Education and Academic Outreach language from admission information. Global Campus is sufficient for the name of the organization. agriffin - Wed, 24 Oct 2018 16:12:10 GMT - Revised justification with input from School/ College. agriffin - Wed, 24 Oct 2018 17:01:54 GMT - Uploading revised copy of LON with input from School. agriffin - Thu, 25 Oct 2018 19:43:20 GMT - Revised LON and Outcomes Matrix. Renamed documents to match BOT naming convention. lkulcza - Fri, 26 Oct 2018 15:21:10 GMT - May need to tweak catalog copy regarding the various options/paths to getting a BSN. These will definitely not be called concentrations going forward, per discussion between NURS, the Provost's Office and Registrar's Office; however, CourseLeaf does not yet provide the appropriate choices to accurately reflect this decision.</p>
<p>PBHLBS</p>	<p>Effective Catalog Year</p>	<p>Fall 2018</p>
<p>Scheduled Program Review Date</p>	<p>2017-2018</p>	<p>Fall 2019 2018-2019</p>
<p>Program Goals and Objectives</p>	<p>The bachelor's degree in Public Health is designed for students interested in helping people and communities adopt healthy behaviors and healthy lifestyles.</p>	<p>1. Provide quality education in the practice and discipline of public health 2. Prepare students with the skill set to foster improvement of the health of communities and their populations, locally and abroad 3. Contribute to the field of public health in new discovery, and the education and preparation of future professionals.</p>

	Learning Outcomes	The Public Health major will prepare students for careers in public health including worksite health promotion specialists, community health education, and jobs in public health agencies and community based organizations. In addition, the program is applicable for students interested in pursuing post graduate study in allied health fields, such as physical or occupational therapy, or public health.	1) Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.\n2) Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.\n3) Utilize models, theories, and frameworks to examine health behavior.\n4) Examine a health issue supported by public health data to examine evidence based approaches to prevention.
	Description and justification of the request	Editing public health core classes to meet accreditation requirements of the Council on Education for Public Health. A change in CIM which will parallel this program change will be to make PBHL 2613 PBHL 3613 as the course content will need to change to meet accreditation requirements. Additionally, this will make the program in compliance with ADHE guidelines. Editing public health core classes to meet accreditation requirements of the Council on Education for Public Health. A change in CIM which will parallel this program change will be to make PBHL 2613 PBHL 3613 as the course content will need to change to meet accreditation requirements. Additionally, this will make the program in compliance with ADHE guidelines. Program also changed the option of ENGL 3053 or JOUR 1033 to requiring ENGL 3053. STAT options have been reduced from four possibilities to only two options of STAT 2303 or ESRM 2403. Program also changed the option of ENGL 3053 or JOUR 1033 to requiring ENGL 3053. STAT options have been reduced from four possibilities to only two options of STAT 2303 or ESRM 2403.	We have added a footnote to PBHL 4043 regarding stipulations on a minimum grade and number of attempts for this class in order for a student to obtain their degree in Public Health. We are adding this footnote per conversations with academic affairs. This clarification protects the integrity of the class and aids in our ability to continue to place students in the community.

	Reviewer Comments	<p>agriffin - Tue, 27 Sep 2016 18:29:12 GMT - Rollback: Please review upper division hours.</p> <p>jpenner - Tue, 09 May 2017 21:06:23 GMT - Rollback: Please address upper division course hours. Talk to Denise Bignar if you have questions.</p> <p>lkulcza - Fri, 12 May 2017 19:45:46 GMT - Admin correction to ESRM 2403 listing</p> <p>lkulcza - Fri, 12 May 2017 19:46:55 GMT - Rollback: Per request from the dean's office.</p> <p>jpenner - Mon, 15 May 2017 13:16:07 GMT - Rollback: Denise Bignar indicated that Bart needs to make a different change instead of changing this lower level course. JPW</p> <p>agriffin - Fri, 26 May 2017 14:23:30 GMT - Added comments to description block to clarify additional program changes.</p> <p>lkulcza - Fri, 16 Jun 2017 17:13:42 GMT - PBHL 3443 is in workflow as a new course proposal, effective for fall 2018.</p> <p>kbible - Tue, 29 Aug 2017 20:38:19 GMT - Rollback: Per Kate Mamiseishvili's request, rolling back to Ed Curr Comm.</p> <p>kmamisei - Thu, 07 Sep 2017 13:04:40 GMT - Rollback: Rolling back to correct the note in the electives section.</p> <p>msganio - Wed, 13 Sep 2017 19:56:11 GMT - Adjusted number of elective hours that must be 3000 or above from 3 to 11 hours. This change was voted on and approved by the program faculty on 9/13/17.</p>	<p>agriffin - Mon, 09 Apr 2018 22:57:12 GMT - Changed effective date from fall 2018 to fall 2019. It is too late to complete the approval process in time for the catalog deadline.</p> <p>agriffin - Wed, 31 Oct 2018 18:14:49 GMT - Updated scheduled program review date.</p> <p>agriffin - Fri, 02 Nov 2018 14:16:27 GMT - Inserted program goals and student learning outcomes with permission from department.</p>
PCDIS	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Changing Name of Existing Certificate, Degree, Major, Option or Organizational Unit—(LON 1)
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Title	Communication Disorders (Pre-Communication Disorders)	Communication Sciences and Disorders (Pre-Communication Sciences and Disorders)
	Scheduled Program Review Date	n/a	2023-2024
	Program Goals and Objectives	n/a	<p>1. Students will demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing.\n2. Students will demonstrate knowledge of normal development of speech, language, and hearing across the lifespan.\n3. Students will demonstrate knowledge of the effect of cultural and linguistic differences on communication.\n</p>
	Learning Outcomes	n/a	<p>1. Describe the anatomy, physiology, and neurological bases involved in the production and reception of speech and language.\n2. Interpret acoustic and aerodynamic measures of speech.\n3. Identify normal developmental milestones for speech and language.\n4. Describe the effect of normal aging on speech, language, cognition, hearing, and swallowing.\n5. Distinguish speech and language differences that may be attributed to culturally and linguistically diverse populations.\n</p>

	Description and justification of the request	Admin update of department code from bogus dept to RHRC correcting system issue	Change the name of degree to Communication Sciences and Disorders and the degree designation to B. S. There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of the major and name of the degree reflect the educational and professional standards of the field with which our bachelor's degree is aligned. These proposed changes are also consistent with the titles of majors and degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students and be beneficial as they apply to graduate and professional schools.
	Upload attachments		CDISBS - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Fri, 12 Oct 2018 13:42:42 GMT - Adjusted formatting in LON to match eight semester plan listed in CourseLeaf. Inserted approval dates and renamed document to match BOT naming convention.
PELED	Description and justification of the request	Changing style of header	PELED candidates will make admission to the ELELBS one semester earlier than past candidates. This change modifies the ELELBS pre-program hours required before candidates make admission to the ELELBS program. This change modifies catalog language to clarify admission policy changes made to the ELELBS. The changes to the CHED and ELEL programs are being made in response to the Arkansas Department of Education's (ADE) significant revisions of the competencies required for K-6 elementary teacher education programs. In making the changes, program faculty consulted ADE's required content competencies, the content addressed in the Praxis and new state required Reading Exam candidates must pass to obtain licensure, various national and state standards documents, and leading research in the elementary education field.
	Description and Justification for this request	Changing style of header	
	Effective Catalog Year	Fall 2014	Fall 2019
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		123
	Reviewer Comments		Ikulcza - Wed, 10 Oct 2018 18:20:00 GMT - Rollback: Need to update the pre-code information to include statements for both CHEDBS and PELED. After talking with Denise, I'm fine with the college using PELED as a pre-code for both programs, but there cannot be different information for one program vs. the other, as the same CIM program block information will be displayed on both catalog pages.
PHEBBS	Degree	Bachelor of Science	Bachelor of Science in Education
	Program Title	Kinesiology K-12 Teaching Physical Education, Wellness Leisure Concentration	Teaching K-12 Physical Education Health, Bachelor of Science in Education

Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Reconfiguring an Existing Degree—(LON 11)
Program Code	KINSBS-PEWL	PHEDBS
Description and justification of the request	Clarification on requirements for obtaining enrollment into PHED 4703, PHED 4743, and PHED 432v. Copy previously stated Praxis 2 was required when actually only Praxis Core and cGPA 2.7 is listed in CIM.	Adds EXSC 3013 as an option for students in place of EXSC 3353. EXSC 3013 was approved by the registrar in December 2017. Adding EXSC 3013 as an option will allow for students to learn similar material in a different manner.
Description and Justification for this request	Clarification on requirements for obtaining enrollment into PHED 4703, PHED 4743, and PHED 432v. Copy previously stated Praxis 2 was required when actually only Praxis Core and cGPA 2.7 is listed in CIM.	
Effective Catalog Year	Fall 2017	Fall 2019
Program Goals and Objectives	The program in kinesiology with a concentraion in K-12 Teaching Physical Education, Wellness and Lesiure (KINSBS-PEWL) is designed to prepare candidates for a variety of career options teaching physical education, health, leisure and coaching in a K-12 school setting.	1. Program graduates will have requisite knowledge and skills to design quality physical education and health lessons and programs for K-12 school children. 2. Program graduates will possess the professional dispositions necessary to effectively work as a teacher or coach in the K-12 school environment. 3. Program graduates will have skills needed to establish a class environment that promotes learning. 4. Program graduates will have instructional skills needed to engage students in learning based on national and state standards.
Learning Outcomes	Upon completion of the Kinesiology concentration (KINSBS-PEWL), students will be eligible to be recommended for licensure by the Arkansas State Department of Education to teach physical education, wellness (health education) and leisure (recreational activities) in public and private school kindergarten through twelfth grade settings.	1. Students will pass Praxis Core and Praxis II content area tests required for licensure in K12 Health and Physical Education. 2. Students will complete the Kinesiology K-12 degree program with a minimum GPA of 2.75. 3. Students will earn a grade of "C" or better in all required K-12 teaching courses. 4. Students will earn a minimum average score of 2.5 on the 22 components of the Framework for Teaching assessment during their teaching internship. 5. Students will demonstrate the ability to work collaboratively in a K-12 school environment. 6. Students will be able to reflect on their own practices and compare them to accepted practices in the field.
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		120
Upload attachments		ADE Email Regarding Required Documentation for Program Split.pdf KINSBS - Reconfig - Ltr of Notification.docx KINSBS - Reconfig - Curriculum.docx KINSBS - Deletion - Ltr of Notification.docx

	Reviewer Comments		<p>kmamisei - Sat, 10 Feb 2018 18:34:50 GMT - Rollback: Rolling back per request from Steve.</p> <p>kmamisei - Wed, 26 Sep 2018 14:10:55 GMT - Rollback: Add responses to questions 9, 10, and 17 in the LON.</p> <p>agriffin - Thu, 04 Oct 2018 15:40:08 GMT - In program requirements, changed language from old program title/concentration to the proposed program title. Also, swapped KINS courses for PHED courses in fall of second and third years, PHED 3223 and PHED 3163 in eight semester plan.</p> <p>agriffin - Mon, 08 Oct 2018 19:42:19 GMT - Inserted program goals and student learning outcomes from the 2018 assessment report. Department is encouraged to review and make appropriate edits.</p> <p>agriffin - Mon, 08 Oct 2018 19:46:41 GMT - Added degree title to program title to be consistent with the Office of the Registrar's naming convention.</p> <p>agriffin - Mon, 08 Oct 2018 19:57:53 GMT - Inserted revised LON to match BOT formatting and naming convention.</p> <p>agriffin - Thu, 11 Oct 2018 13:29:56 GMT - Uploading revised listing of curriculum.</p> <p>agriffin - Fri, 12 Oct 2018 14:08:22 GMT - Inserted LON 5 so that the documentation related to the reconfiguration for the KINSBS would be complete.</p> <p>kmamisei - Mon, 05 Nov 2018 16:03:22 GMT - The following changes were made in the 8-semester plan per request from the College Curriculum Committee: Move PHED 3033 to Spring 3rd year Move PHED 3413 to Spring 3rd year Move CIED 3033 to Fall 3rd year Move CNED 4003 or CNED 3053 to Fall 4th year</p> <p>agriffin - Tue, 06 Nov 2018 15:54:58 GMT - Updated LON 5 for deletion to include the ADHE degree code.</p>
PNURS	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		Imm018
	Phone:		479-575-2934
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Program Delivery Method		On Campus
	What are the total hours needed to complete the program?		120
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		na
	Scheduled Program Review Date		na
	Program Goals and Objectives		na
	Learning Outcomes		na

	Description and justification of the request		Slight changes in admission structure. New holistic admission policy. Reformatting of major for catalog suggested by Provost office
	Reviewer Comments		kmamisei - Mon, 21 May 2018 18:44:49 GMT - Rollback: Rollback per Dr. Murray's request. kmamisei - Mon, 09 Jul 2018 18:06:50 GMT - Rollback: Per discussion with Nursing, some minor changes are still needed. agriffin - Tue, 17 Jul 2018 15:57:35 GMT - Changed effective date from fall 2018 to fall 2019. agriffin - Tue, 17 Jul 2018 20:10:45 GMT - Replaced courses with course list built from within CourseLeaf. agriffin - Tue, 17 Jul 2018 20:11:54 GMT - Added space between course numbers and title to clean up appearance. agriffin - Tue, 17 Jul 2018 20:13:29 GMT - Additional clean-up on course listing. agriffin - Tue, 17 Jul 2018 20:14:47 GMT - Third time is the charm. agriffin - Tue, 17 Jul 2018 20:16:52 GMT - Had difficulty removing duplicate course listing. Attempted again. agriffin - Tue, 17 Jul 2018 20:18:10 GMT - Still attempting to clean up. agriffin - Tue, 17 Jul 2018 20:19:36 GMT - Still working on clean-up. agriffin - Tue, 17 Jul 2018 20:24:36 GMT - Still attempting to clean up course listing. tmartin - Fri, 05 Oct 2018 14:44:29 GMT - Rollback: Rollback requested by Denise Bignar. kmamisei - Fri, 19 Oct 2018 00:23:42 GMT - Rollback: Per request from Dr. Patton. agriffin - Thu, 25 Oct 2018 19:33:32 GMT - Removed attachments, as they are not necessary for a minor change and for the pre-nursing plan.
PSYCPH	Estimated Student Demand for Program	n/a	n/a existing program
	Scheduled Program Review Date	n/a	2020-2021
	Phone:	see below for contact information	575-3489

Description and justification of the request	<p>Contact: Denise Beike, Chair of Psychology Department or Lindsay Ham 575-4256 </p> <p>The changes are made to ensure continued adherence to the requirements of the American Psychological Association's Council on Accreditation, who accredits the Clinical Psychology Ph.D. program, while also responding to current student and alumni and faculty survey data regarding ways to improve the quality and effectiveness of the clinical psychology training program. In addition, some changes were made to improve the accuracy of current course titles and descriptions as well as to correct errors related to the required courses, number of credits allowed for variable courses, and the terms in which the courses are offered. (Course changes submitted separately.) There are not likely to be any effects on other degree programs. All changes were approved by the department faculty on 2-3-2014. </p>	<p>PSYC 5153 can now be fulfilled with the undergraduate course, PSYC 4143 (History and Systems of Psychology). Our accreditation agency has new Standards of Accreditation, effective January 2017, that now allows for History and Systems to be addressed at the undergraduate level. Our department voted to change our requirement to PSYC 4143 or the equivalent at another institution.</p>
Description and Justification for this request	<p>Contact: Denise Beike, Chair of Psychology Department or Lindsay Ham 575-4256 </p> <p>The changes are made to ensure continued adherence to the requirements of the American Psychological Association's Council on Accreditation, who accredits the Clinical Psychology Ph.D. program, while also responding to current student and alumni and faculty survey data regarding ways to improve the quality and effectiveness of the clinical psychology training program. In addition, some changes were made to improve the accuracy of current course titles and descriptions as well as to correct errors related to the required courses, number of credits allowed for variable courses, and the terms in which the courses are offered. (Course changes submitted separately.) There are not likely to be any effects on other degree programs. All changes were approved by the department faculty on 2-3-2014. </p>	
Effective Catalog Year	Fall 2015	Fall 2019
Track(s) - Action		Action
Focused Stud(y/ies) - Action		Action
What are the total hours needed to complete the program?		69

	Reviewer Comments		<p>pkoski - Fri, 29 Sep 2017 21:08:09 GMT - Rollback: Is PSYC 5153 being eliminated as a requirement?</p> <p>agriffin - Sun, 08 Oct 2017 18:43:00 GMT - Changed effective date from fall 2017 to fall 2018.</p> <p>agriffin - Sun, 08 Oct 2017 18:49:16 GMT - Rollback: Please review the description of the requested changes. There were no changes noted in the program requirements field that reflected the description. Also, please enter the required total hours for the program. This information will be necessary for the Registrar's Office to utilize the degree audit system.</p> <p>agriffin - Wed, 17 Jan 2018 17:39:12 GMT - Changed effective date to fall 2019 and changed program review date to 2020-2021 to match published schedule.</p> <p>agriffin - Fri, 02 Nov 2018 16:12:43 GMT - Edited item 2 on behalf of the department.</p>
PUBPPH	Scheduled Program Review Date	N/A	2023-2024
	Are you adding a concentration?	Yes	No
	Description and justification of the request	Minor change in wording.	We added the phrase "or equivalent" after the requirement of a master's degree, for admission to the program. Other degrees, such as a JD, might also be appropriate. For some concentrations, an MD degree or a JD degree (for example) might be as appropriate as a master's degree, for indicating a student's preparation for the degree.
	Description and Justification for this request	Minor change in wording.	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	Existing program	The program will produce public policy scholars who are capable of making significant contributions to public policy knowledge. The program will produce public policy scholars and practitioners who are capable of conducting and directing high-quality independent research. The program will produce leaders who are able to influence public policy issues at the local, state, and national levels.
	Learning Outcomes	Existing program	Students near the end of their coursework should be able to:\n(1) conduct research in a collaborative (or team) setting that will inform some aspect of policy making on a community issue;\n(2) apply policy recommendations to a real world problem or issue;\n(3) demonstrate that they have the requisite policy core, specialization, and methods skills necessary to progress to the dissertation stage;\n(4) demonstrate the ability to do independent research;\n(5) expand upon or "test" public policy and/or specialization area theories;\n(6) contribute to new scholarly/academic knowledge; and\n(7) contribute to policy relevant knowledge.
	Department Code	Graduate School	Public Policy(PUBP)
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action

	What are the total hours needed to complete the program?		65
	Reviewer Comments		agriffin - Fri, 28 Sep 2018 14:23:07 GMT - Inserted scheduled program review date. Also inserted program goals and student learning outcomes from program's self-study report. Program is encouraged to review and update as appropriate. Ikulcza - Thu, 08 Nov 2018 19:14:29 GMT - Updated department associated with program.
WACT-M	Select a reason for this modification	Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding Focused Study)	Requesting Approval to Offer an Existing Certificate or Degree via Distance Technology— (LON 13)
	Effective Catalog Year	Fall 2018	Spring 2019
	Program Delivery Method	On Campus	On Campus Online/Web-based
	What are the total hours needed to complete the program?	na	15
	Description and justification of the request	Admin cleanup of program code naming conventions. Admin cleanup of program code naming conventions.	Add ACCT 4203, Fundamentals of Taxation to the list of Accounting options. Offer the Minor in Accounting for Business Majors in the online format. We previously deleted ACCT 4753, Intermediate Accounting II from the list of Accounting options. Adding ACCT 4203, Fundamentals of Taxation offers another elective option for students. The market has moved to online programming to supplement face-to-face courses and/or add to a college's educational offerings. More and more of our peer and aspirant colleges of business have moved to some form of online programming (see for example, http://www.businessinsider.com/harvard-business-school-online-courses-2013-10). In addition, offering a degree online strategically positions the College to capture new markets (e.g., students abroad, degree completion, CPA requirements, and adult learners). The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements.

Reason for offering Web-based Program	<p>The market has moved to online programming to supplement face-to-face courses and/or add to a college's educational offerings. More and more of our peer and aspirant colleges of business have moved to some form of online programming (see for example, http://www.businessinsider.com/harvard-business-school-online-courses-2013-10). In addition, offering a degree online strategically positions the College to capture new markets (e.g., students abroad, degree completion, CPA requirements, and adult learners). The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements.</p>
Maximum Class Size for Web-based Courses	60
Course delivery mode	online
Class interaction mode	<ul style="list-style-type: none"> bulletin email chat blog other
Specify Other Interaction Methods	Blackboard Collaborate
Percent Online	100% with No Required Campus Component
Provide a List of Services Supplied by Consortia Partners or Outsourced Organization	N/A
Estimate Costs of the Program over the First 3 Years	<p>No additional instructional costs will be incurred for the Online Minor in Accounting. The courses required for the Online Minor in Accounting are already being offered for the Online BSBA in General Business, the Online BSBA in Accounting. The on-line sections are also available as options for the on-campus degree-seeking students, as allowed under University requirements. Future direct costs over the course of the next three years will include the costs to refresh the online courses (approximately 9 courses over the next 3 years at \$4,000 per course = \$36,000). Costs will be paid for by the revenue generated from the Online BSBA in Accounting.</p>
Reviewer Comments	<p>agriffin - Wed, 17 Oct 2018 19:06:51 GMT - Inserted total hours for program. agriffin - Wed, 17 Oct 2018 19:08:28 GMT - Attention reviewers: ADHE no longer needs notification for changes to minor programs including online delivery.</p>