

## CIM Report Nov 27, 2018 1:21pm

## Program Changes Pending Approval from Graduate Committee

Code	Field	Old Value	New Value
AEEDMS	Effective Catalog Year	Fall 2017	Fall 2019
	Scheduled Program Review Date	March 2016	2025-2026
	Description and justification of the request	Admin update of online delivery to reflect (accurately) that no on campus component is required   Syncing data in CIM with UAConnect	Replacing AGED 5483 Technical Communication with AGED 5001 Seminar (3 1-hour courses), removing the AGED 5483 and AGED 510V Special Problem requirements for non-thesis students (the special problem is being replaced by a comprehensive exam), and adding six hours to the technical area or ag and extension education course requirement for non-thesis students.   This change differentiates more clearly the thesis-track curricula from the non-thesis track curricula and removes courses from the non-thesis program that are targeted only toward thesis students. It also incorporates a new approach to thesis development in the form of three 1-hour seminars focused on thesis proposal development, grant writing, and technical communications, which will now be taught over a three-semester rotation, more closely aligning with the thesis research process.
	Reviewer Comments		agriffin - Mon, 23 Jul 2018 21:31:16 GMT - Inserted edits into the program requirements as requested by the department. Also updated the scheduled program review date.
CSESMS	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		drkidd
	Phone:		5752347
	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		34
	Scheduled Program Review Date		2019-2020

	Program Goals and Objectives		<p>Graduates have the discipline-specific knowledge in crop, weed, soil, water, and environmental sciences required to perform successfully in appropriate-level private, government, or academic positions.</p> <p>Graduates are able to critically analyze, synthesize, and evaluate new information to make informed decisions.</p> <p>Graduates have the ability to solve complex, multidisciplinary problems.</p> <p>Graduates are able to prepare and synthesize information to effectively communicate, both orally and in writing, with technical or scientific and non-technical audiences.</p> <p>Graduates have expertise in research and analytical skills through completion of a thesis research project.</p>
	Learning Outcomes		<p>Students will demonstrate the appropriate depth and breadth of discipline specific knowledge required to function as advanced crop, weed, environmental, soil, or water science professionals.</p> <p>Students will demonstrate the ability to critically evaluate situations or scenarios to arrive at well thought out and supported decisions and outcomes.</p> <p>Students will demonstrate the ability to work through and solve complex, multidisciplinary problems.</p> <p>Communication skills. Students will demonstrate the skills required to effectively communicate technical/scientific information in oral platforms to general and professional audiences. Students will demonstrate the ability to integrate, organize, and effectively present written reports of technical/scientific information to general and professional audiences.</p> <p>Students will demonstrate mastery of research and analytical skills (e.g. conceptual, statistics, laboratory or field skills, etc.) required to function as advanced crop, weed, environmental, soil, or water science scientists.</p>
	Description and justification of the request		<p>Deleted the non-thesis option   The Department no longer offer a non-thesis option for a Masters Degree. No students are pursuing the non-thesis option. The program has not been offered in 6 years.</p>
	Reviewer Comments		<p>agriffin - Thu, 14 Dec 2017 19:26:48 GMT - Removed the phrase "Thesis option" from catalog copy with permission from the department.</p> <p>agriffin - Thu, 14 Dec 2017 19:29:52 GMT - Updated program review date.</p> <p>jdmiller - Mon, 25 Jun 2018 14:15:43 GMT - Rollback: Text regarding the non-thesis option needs to be deleted. Mary Savin requested that the proposal be rolled back to allow her to make the edit.</p> <p>agriffin - Tue, 26 Jun 2018 16:27:16 GMT - Changed effective catalog date from fall 2018 to fall 2019.</p> <p>agriffin - Thu, 11 Oct 2018 19:55:17 GMT - Inserted program goals and student learning outcomes from most recent assessment report.</p>
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>	

## 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](http://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"> <li>• 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.</li> <li>• Luoni, Stephen D. M.Arch (Yale University), B.S.Arch. (Ohio State University). Courses: Design Studios, Resilient Communities</li> <li>• MacKeith, Peter. M.Arch. (Yale University), B.A. (University of Virginia). Courses: Design Leadership.</li> <li>• McCown, Ken. Courses: B.L.A. (University of Illinois), B.Arch. (University of Illinois). Courses: Design Studios.</li> <li>• 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.</li> <li>• Webb, Jennifer D. Ph.D. (Oklahoma State University) M.S. (University of Tennessee) B.S. (University of Tennessee). Courses: Research Methods.</li> </ul> <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>	2024-2025
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"> <li>• Generate comprehensive design solutions to resolve emerging and complex issues within specific domains.</li> <li>• Identify and apply appropriate design strategies necessary to resolve complex design scenarios in specific sites and in global systems.</li> <li>• Demonstrate creative problem solving across multiple environmental scales with competing needs and multiple constraints.</li> <li>• Interpret existing knowledge in a contemporary context for the purpose of generating innovative design solutions.</li> <li>• Demonstrate the ability to address the cultural, social, political, environmental, and economic aspects of contemporary design contexts.</li> <li>• Identify through appropriate methods of inquiry emerging and critical issues relative to a range of environmental typologies and scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate comprehensive design solutions to resolve emerging and complex issues within specific domains.</li> <li>• Identify and apply appropriate design strategies necessary to resolve complex design scenarios in specific sites and in global systems.</li> <li>• Demonstrate creative problem solving across multiple environmental scales with competing needs and multiple constraints.</li> <li>• Interpret existing knowledge in a contemporary context for the purpose of generating innovative design solutions.</li> <li>• Demonstrate the ability to address the cultural, social, political, environmental, and economic aspects of contemporary design contexts.</li> <li>• Identify through appropriate methods of inquiry emerging and critical issues relative to a range of environmental typologies and scales.</li> <li>• Articulate the interconnected spatial, environmental, and technical systems that inform design solutions utilizing emerging wood and timber technologies.</li> <li>• Implement cutting-edge technologies and the production and manufacturing of wood products to create safe and sustainable structures.</li> <li>• Identify emerging and critical issues in the domain of wood relative to a range of building scales and typologies.</li> <li>• Generate comprehensive design solutions to resolve emerging and complex issues utilizing timber and wood technologies.</li> </ul>
	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>
PADMMP	User ID:	pkford	pconge
	Are you adding a focused study?	No	Yes
	Phone:	56434	56443
	Effective Catalog Year	Fall 2017	Fall 2019

	Program Goals and Objectives	<p>Goals:</p> <p>A. Graduate MPA students in a timely fashion.</p> <p>B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework.</p> <p>C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals.</p> <p>Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.</p>	<p>Goals:</p> <p>A. Graduate MPA students in a timely fashion.</p> <p>B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework.</p> <p>C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals.</p> <p>Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.</p>
	Learning Outcomes	<p>Students develop skills and opportunities to advance as practicing administrators and managers.</p> <p>Students will understand financial accountability and general management skills.</p>	<p>Students develop skills and opportunities to advance as practicing administrators and managers.</p> <p>Students will understand financial accountability and general management skills.</p>
	Track(s) - Action		Action
	Focused Stud(y/ies)		<p>ADD   PADM--CDEV   Community Development</p> <p>ADD   PADM--EPSU   Environmental Policy and Sustainability</p> <p>ADD   PADM--HSAD   Health Service Administration</p> <p>ADD   PADM--HEAD   Higher Education Administration</p> <p>ADD   PADM--NPMT   Non-Profit Management</p> <p>ADD   PADM--PPYA   Public Policy Analysis</p> <p>ADD   PADM--RECT   Recreation and Tourism</p>
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		36-39

<p>Description and justification of the request</p>	<p>The proposed changes are related to the total semester hours required for the MPA degree. In the existing MPA catalog, all MPA degree seekers are required to complete a minimum 42 semester hours of coursework. We decided to reduce such required credit hours from 42 hours to (a) 39 hours for those who are admitted as pre-career students and to (b) 36 hours for those who are admitted as in-career students. In-career students are those who hold a full time professional position at the time of their application, and pre-career students are those who are not classified as in-career at the time of application.</p> <p>The proposed changes are also related to required and elective courses: moving PLSC 5123 Public Budgeting and Finance to the required list; establishing 3 independent research credit hours for the MPA portfolio option.</p> <p>Stylistic changes include proper title for MPA degree program, proper course title and the semester it is offered, more explicit emphasis on the role of Graduate Coordinator in advising for students' special interest area development, etc.   Based on our research and internal review process, we propose these changes to educate our MPA students more effectively and efficiently. The change from 42 credit hours to 36-39 is based on researching peer institutions and programs along with considering the current status of our MPA program (e.g., lack of student enrollments, lack of faculty resources, etc.).</p> <p>The changes in required and elective courses are to keep the program competitive. PLSC 5123, Public Budgeting and Finance is a regular offering in peer MPA programs and the department now has the faculty to teach the class on a regular basis.</p> <p>We are adding seven focused studies in community development, environmental policy and sustainability, health services administration, higher education administration, non-profit management, public policy analysis, and recreation and tourism   Adding the focused studies to more clearly identify the special interest areas we recommend for students.</p>
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	Reviewer Comments		<p>agriffin - Mon, 03 Jul 2017 18:43:51 GMT - Changed effective catalog year to fall 2018. It is too late to complete the approval process for fall 2017. Changed program title to match the requested change provided in the description field.</p> <p>agriffin - Mon, 03 Jul 2017 18:50:21 GMT - Changed the following on the LON: 1. Updated effective date to fall 2018. 2. Changed the current title of the degree and major to match our catalog naming convention. 3. Changed the codes for the degree/department to match ADHE's naming convention. 4. Retitled document to match the BOT naming convention.</p> <p>ggunderm - Mon, 10 Jul 2017 13:54:24 GMT - CIP Code unchanged.</p> <p>rcc003 - Tue, 26 Sep 2017 16:11:18 GMT - Rollback: Submitter requests that the proposal be withdrawn.</p> <p>agriffin - Fri, 10 Aug 2018 13:51:30 GMT - Rollback: Please make your edits directly into program management - the Program Requirements and Description field. You may contact Ryan Cochran for assistance at 5-3701.</p> <p>agriffin - Wed, 19 Sep 2018 00:11:15 GMT - Indented required courses so that the credit hour requirements would be more clearly presented.</p> <p>agriffin - Thu, 20 Sep 2018 17:37:45 GMT - Rollback: Review the email correspondence for suggested changes.</p> <p>agriffin - Tue, 25 Sep 2018 14:32:51 GMT - Inserted description and justification with input from submitter. Removed LON, as it is not necessary for a minor change.</p>
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	Contact: Denise Beike, Chair of Psychology Department or Lindsay Ham   575-4256     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.	
	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		pkoski - Fri, 29 Sep 2017 21:08:09 GMT - Rollback: Is PSYC 5153 being eliminated as a requirement? agriffin - Sun, 08 Oct 2017 18:43:00 GMT - Changed effective date from fall 2017 to fall 2018. 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. 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. agriffin - Fri, 02 Nov 2018 16:12:43 GMT - Edited item 2 on behalf of the department. pkoski - Fri, 16 Nov 2018 22:33:25 GMT - I made a slight edit.
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. lkulcza - Thu, 08 Nov 2018 19:14:29 GMT - Updated department associated with program.