CIM Report Nov 5, 2018 10:31am

Program Changes Pending Approval from Graduate Committee

Code	Field	Old Value	New Value
ACPAMC	Estimated Student Demand for Program	NA	6 - 9
	Scheduled Program Review Date	NA	2019-2020
	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)
	Type of proposal	Major/Field of Study	Certificate
	Effective Catalog Year	Fall 2014	Fall 2019
	Program Goals and Objectives	NA	The goal of the Arkansas Curriculum Program Administrator Certificate (ACPAMC) is to provide an opportunity for students to fulfill the requirements for the Program Administrators License approved by the Arkansas Department of Education.
	Learning Outcomes	NA	Learning outcomes include the acquired knowledge to effectively develop, administer, and evaluate educational programs in the K-12 sector. In addition, the necessary knowledge and understanding of human resource management in the specialized areas of endorsement.
	Program Delivery Method	On Campus	Online/Web-based

	Description and justification of the request	Pulled in general admission requirement to the CIM block. |	1. Moving the ACPAMC from an on-campus program to an online program. \\n\\n2. There were three course changes in the CIED specialization: \\na. CIED 5453 Evaluation Techniques changed to CIED 6013 Curriculum Theory, development, Evaluation\\nb. CIED 5613 Contemporary Issues in Education was changed to CIED 5363 Methods and Assessment in K-12 Online Teaching \\nc. CIED 674V - PhD Research internship changed to CIED 5983 Practicum in Curriculum Instruction\\n\\n3. The program requirements and description were changed. \\n | 1. The courses that are required for completion of the ACPAMC are embedded in other degree programs of study that are offered only online. \\n\\n\\n2. The following are the justifications for the three CIED course changes: \\na. CIED 5453 is not currently offered online and CIED 6013 is offered online. The CIED 6013 course content is much more comprehensive in looking at the development and evaluation of curriculum. \\nb. CIED 5613 is not offered online and CIED 5363 is offered online. The content in CIED 5363 is much more specific to online curriculum development and delivery - making this course more relevant than CIED 5613 which is more of a foundations-based course. Since this is a post-masters certificate, it is assumed that candidates will already have taken courses that address the content in CIED 5613, but hey most likely will need to know the content made available in CIED 5363. \\nc. CIED 674V was changed to CIED 5983 to more accurately reflect the internship experience required for the certificate. \\n\\n3. There was a need to specify that this was a post-master's certificate that required 15 hours to complete. Having a master's degree in one of three fields as a requirement for admission was not clear in the past language, and it appeared that the certificate was requiring 30 hours of coursework which is beyond the number allowed for graduate certificates (21 hours).
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		15
	Reason for offering Web-based Program		The ACPAMC graduate certificate program is embedded in existing online approved degree programs (Educational Leadership, and Special Education). The required CIED courses are also approved for online delivery.
	Maximum Class Size for Web-based Courses		15
	Course delivery mode		online
	Class interaction mode		other

	Specify Other Interaction Methods		This certificate offers both synchronous and asynchronous delivery models. The SPED courses as well as the CIED courses are mostly asynchronous using course designs that enable the instructor to interact with students via discussion boards, email, and videos. The EDLE courses are predominantly synchronous using Collaborate for class sessions where the instructor interacts with students in a live interchange. In addition, EDLE courses make use of email, discussion boards, and videos.
	Percent Online		100% with No Required Campus Component
	Provide a List of Services Supplied by Consortia Partners or Outsourced Organization		The University of Arkansas Global Campus is the only service provider.
	Estimate Costs of the Program over the First 3 Years		$0
	Upload attachments		ACPAMC - Distance Offering - Ltr of Notification.docx ACPAMC - Distance Offering - Syllabi.pdf
	Reviewer Comments		agriffin - Fri, 16 Feb 2018 20:54:17 GMT - Changed the graduate certificate requirements from 24 to 21 in justification to match ADHE guidelines. agriffin - Fri, 16 Feb 2018 21:06:37 GMT - Inserted program review date to match CAEP site visit. College should review and verify dates are correct and program will be included in review. lkulcza - Fri, 16 Feb 2018 23:37:15 GMT - Rollback: Per request of submitter. agriffin - Fri, 31 Aug 2018 19:15:27 GMT - Inserted 15 hours with the header for Educational Leadership. ggunderm - Tue, 11 Sep 2018 22:03:50 GMT - CIP okay. agriffin - Thu, 11 Oct 2018 22:00:46 GMT - Updated institutional curriculum approval date in LON.
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.
AFLSPH	Program Title	Plant Science, Doctor of Philosophy	Agricultural, Food and Life Sciences, Doctor of Philosophy
	Are you adding a concentration?	No	Yes
	Program Code	PTSCPH	AFLSPH
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Effective Catalog Year	Summer 2014	Fall 2019
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)
	Phone:		5-3179
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Reconfiguring an Existing Degree—(LON 11)
	Concentration(s):		ADD | AFLS-AECT | Agricultural Education, Communications and Technology ADD | AFLS-ENTO | Entomology EDT | AFLS-HORT | Horticulture EDT | AFLS-PTPA | Plant Pathology
	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?		42
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		19
	Scheduled Program Review Date		2021

	Program Goals and Objectives		The agricultural, food, and life sciences are undergoing a significant shift in their use of technology. This shift has led to the need for graduates prepared to enter career fields in which they work collaboratively with professionals in a wider variety of disciplines than ever before. In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (Ph.D.) degree in Agricultural, Food, and Life Sciences is proposed (AFLSPH). This college-level Ph.D. program, encompassing four concentration areas, will enable faculty from across the Dale Bumpers College of Agricultural, Food, and Life Sciences (Bumpers College) to best prepare students in a wide array of natural and social sciences within agriculture, food and life sciences. Specific concentrations in Agricultural Education, Communications, and Technology (AECT), Entomology, Horticulture, and Plant Pathology allow students to specialize within a specific discipline, while developing a tailored degree program with electives and committee members from other disciplines. Because students will have a discipline-specific concentration embedded within an interdisciplinary degree program, graduates will be well prepared to enter their concentration-related career field, and at the same time, they will be competitive within a cross-disciplinary job market. Furthermore, the structure of the degree program will give the program the flexibility to change as the needs of employers and students change.
	Learning Outcomes		1) Students shall have a broad understanding of the important areas of research being conducted in Agricultural, Food and Life Sciences. \\n2) Students will have an in depth knowledge base in their chosen concentration.\\n3) Students shall understand how to formulate testable hypotheses and to design research to test the hypotheses.\\n4) Students will understand how to conduct appropriate statistical analyses of research data.\\n5) Students shall have the written and oral communication skills to allow them to effectively communicate research results to the scientific community, industry and the general public.\\n

	Description and justification of the request		Reconfiguring PTSCPH with concentrations in Plant Pathology and Horticulture to an AFLSPH with concentrations in Plant Pathology, Horticulture, Entomology and Agricultural Education, Communications and Technology.	This college-level Ph.D. program, encompassing four concentration areas, will enable faculty from across the Dale Bumpers College of Agricultural, Food, and Life Sciences (Bumpers College) to best prepare students in a wide array of natural and social sciences within agriculture, food and life sciences. Specific concentrations in Agricultural Education, Communications, and Technology (AECT), Entomology, Horticulture, and Plant Pathology allow students to specialize within a specific discipline, while developing a tailored degree program with electives and committee members from other disciplines. Because students will have a discipline-specific concentration embedded within an interdisciplinary degree program, graduates will be well prepared to enter their concentration-related career field, and at the same time, they will be competitive within a cross-disciplinary job market. Furthermore, the structure of the degree program will give the program the flexibility to change as the needs of employers and students change. Additionally, the proposed new Ph.D. program (AFLSPH) will increase the administrative efficiency of our college's graduate offerings.
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		ljrobert - Tue, 30 Jan 2018 20:41:42 GMT - This change will not require any new resources. agriffin - Tue, 06 Feb 2018 16:45:09 GMT - Rollback: Please review catalog copy and edit as appropriate. agriffin - Thu, 15 Mar 2018 13:28:59 GMT - Revised current org chart to clarify the PhD in Plant Science has two concentrations in the LON 11. Renamed LONs to match naming convention for BOT documents. agriffin - Thu, 22 Mar 2018 20:20:48 GMT - Rollback: PLPA has requested additional changes to the curriculum. Contact John Rupe if you have questions. pkoski - Tue, 27 Mar 2018 21:05:07 GMT - I change PLSC to PTSC, as Political Science is not part of the requested changes. agriffin - Wed, 28 Mar 2018 16:09:36 GMT - Edited the program requirements for PLPA concentration to match the curriculum in the LON with approval from dept. agriffin - Thu, 12 Apr 2018 15:30:09 GMT - Changed concentration program code from PLPA to PTPA to match currently existing program code. agriffin - Thu, 11 Oct 2018 19:35:02 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:34:23 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.

AFLSPH-HORT	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
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Program Title	Plant Science: Horticulture Concentration	Agricultural, Food and Life Sciences, Doctor of Philosophy: Horticulture Concentration
	Scheduled Program Review Date	na	2020-2021
	Description and justification of the request	Admin cleanup of program code naming conventions. | Admin cleanup of program code naming conventions.	PTSCPH-HORT to be replaced by AFLSPH-HORT | In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Program Code	PTSCPH-HORT	AFLSPH-HORT
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		lkulcza - Tue, 17 Apr 2018 14:59:58 GMT - Adjusted the department to AFLS Dean's Office, to be consistent across all concentrations of the degree program. agriffin - Mon, 07 May 2018 18:40:27 GMT - Changed CIP Code to match proposed code submitted in LON. agriffin - Mon, 07 May 2018 18:43:58 GMT - Updated schedule for program review. agriffin - Thu, 11 Oct 2018 19:40:53 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:32:24 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.
AFLSPH-PLPA	Program Title	Plant Science Plant Pathology Concentration	Agricultural, Food and Life Sciences, Doctor of Philosophy: Plant Pathology Concentration
	Estimated Student Demand for Program	na	n/a
	Scheduled Program Review Date	na	2020-2021
	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	PTSCPH-PTPA	AFLSPH-PLPA
	Description and justification of the request	Admin update of 4000 dual level courses to grad cognates. |	PTSCPH-PLPA to be replaced by AFLSPH-PLPA. | In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Description and Justification for this request	Admin update of 4000 dual level courses to grad cognates. |	
	CIP Code	Plant Pathology/Phytopathology.	Plant Sciences, General.
	Effective Catalog Year	Fall 2017	Fall 2019
	Department Code	Department of Plant Pathology(PLPA)	Department of Agri Food and Life Sciences Dean (AFLD)

	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		n/a
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH - Deletion - Ltr of Notification.docx PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		agriffin - Thu, 12 Apr 2018 15:35:38 GMT - Rollback: Please change from deletion to reconfiguration: Add LON 11, change program code, department code and reason to reconfiguration. Add appropriate program requirements. lkulcza - Tue, 17 Apr 2018 15:03:39 GMT - Adjusted the department to AFLS Dean, to be consistent across all concentrations of the degree program. agriffin - Mon, 07 May 2018 18:41:19 GMT - Changed CIP code to match code submitted in LON. agriffin - Mon, 07 May 2018 18:43:18 GMT - Updated schedule for program review. agriffin - Thu, 11 Oct 2018 19:38:19 GMT - Updated approval dates in LONs. agriffin - Wed, 17 Oct 2018 22:33:34 GMT - The combined deletion LON had to be removed because they are individual degree programs. Copied information into separate LON 5 documents for the ENTOPH and PTSCPH.
BUSNGC	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)	Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	Effective Catalog Year	Fall 2018	Fall 2019
	Description and justification of the request	Deleted descriptive text from program requirements	To keep descriptive text and CIM requirements separate.	Delete the Business Graduate Certificate.	Enrollment has averaged less than 1 student per academic year. A department and advisor were never assigned to manage the program. Of the most recent 93 applications, 91 were ineligible or applied for the incorrect program. Only one student is currently enrolled in the program.
	Upload attachments		BUSNGC - Deletion - Ltr of Notification.docx
	Reviewer Comments		agriffin - Wed, 10 Oct 2018 15:59:41 GMT - Inserted approval dates into LON and reformatted to match BOT structure and naming convention. lkulcza - Thu, 11 Oct 2018 19:24:36 GMT - Per email confirmation from Karen Boston: Karen, For this deletion, can you confirm the following?: • last term students are to be admitted into the program – technically summer 2019 • last term students are allowed to complete under this program – summer 2021 Thanks! Lisa agriffin - Tue, 16 Oct 2018 18:02:15 GMT - Corrected approval dates in LON.
CCLEME		Added	
CDISMS	User ID:	calison	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
	Program Title	Communication Disorders, Master of Science	Communication Sciences and Disorders, Master of Science
	What are the total hours needed to complete the program?	36	47
	Scheduled Program Review Date	NA	2022-2023
	Program Goals and Objectives	NA	1. Promote development of a knowledge base consistent with the challenges of the American Speech-Language-Hearing Association's defined Scope of Practice of speech-language pathologists; \\n2. Provide clinical opportunities consistent with the Scope of Practice and broad enough to address lifespan and multicultural challenges in practice; \\n3. Prepare students for independent lifelong learning to ensure competency and the highest ethical standards in clinical practice; and \\n4. Provide students with an understanding of the evolving scientific and research base of the profession (including knowledge of the tools necessary to engage in research practices).\\n
	Learning Outcomes	NA	1. Demonstrate knowledge of biological, neurological, acoustic, and psychological bases of speech, language and swallowing. \\n2. Demonstrate entry level professional skills for the identification and assessment of speech, language, cognitive, and swallowing disorders.\\n3. Demonstrate entry level professional skills for the planning and implementation of speech, language, cognitive, and swallowing disorders treatments.\\n4. Demonstrate critical thinking that aligns with evidence based practice.
	Description and justification of the request	Switching order of text and removing accreditation paragraph to place in general description. | Putting text in order to match how all other programs list their material.	Change the name of the degree to Communication Sciences and Disorders. | There is an increased emphasis on science and research in the fields of speech-language pathology and audiology. The changed title of this graduate degree reflects the educational and professional standards of the field with which our degree is aligned. This proposed change is also consistent with the titles of graduate degrees at peer institutions. These changes will more effectively reflect the educational preparation of our students for entry level professional practice. Adding course requirements to the catalog. | The catalog currently refers to the program website to show courses requirements. Adding course requirements to the catalog will make it easier for the students to know what academic and clinical courses they are expected to complete.
	Upload attachments		CDISMS - Name Change - Ltr of Notification.docx

	Reviewer Comments		agriffin - Thu, 11 Oct 2018 13:15:55 GMT - Entered scheduled program review date. agriffin - Thu, 11 Oct 2018 13:23:27 GMT - Removed LON 11c. This request is not a program change, as much as it is simply placing the requirements into the catalog. agriffin - Thu, 11 Oct 2018 13:25:14 GMT - Revised LON to match BOT document requirements and naming convention. agriffin - Thu, 11 Oct 2018 13:26:09 GMT - Changed total hours from 36 to 47, to demonstrate the total hours required for degree requirements (including clinical hours).
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		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. \\n\\nGraduates are able to critically analyze, synthesize, and evaluate new information to make\\ninformed decisions.\\n \\nGraduates have the ability to solve complex, multidisciplinary problems.\\n\\nGraduates are able to prepare and synthesize information to effectively communicate, both orally and in writing, with technical or scientific and non-technical audiences.\\n\\nGraduates have expertise in research and analytical skills through completion of a thesis research project.

	Learning Outcomes		Students will demonstrate the appropriate depth and breadth of discipline specific knowledge\\nrequired to function as advanced crop, weed, environmental, soil, or water science professionals.\\n\\nStudents will demonstrate the ability to critically evaluate situations or scenarios to arrive at well thought out and supported decisions and outcomes.\\n\\nStudents will demonstrate the ability to work through and solve complex, multidisciplinary\\nproblems.\\n\\nCommunication skills\\na. Students will demonstrate the skills required to effectively communicate\\ntechnical/scientific information in oral platforms to general and professional audiences.\\nb. Students will demonstrate the ability to integrate, organize, and effectively present\\nwritten reports of technical/scientific information to general and professional audiences. \\n\\nStudents will demonstrate mastery of research and analytical skills (e.g. conceptual, statistics,\\nlaboratory or field skills, etc.) required to function as advanced crop, weed, environmental, soil, or water science scientists.
	Description and justification of the request		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 opiton. The program has not been offered in 6 years.
	Reviewer Comments		agriffin - Thu, 14 Dec 2017 19:26:48 GMT - Removed the phrase "Thesis option" from catalog copy with permission from the department. agriffin - Thu, 14 Dec 2017 19:29:52 GMT - Updated program review date. 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. agriffin - Tue, 26 Jun 2018 16:27:16 GMT - Changed effective catalog date from fall 2018 to fall 2019. agriffin - Thu, 11 Oct 2018 19:55:17 GMT - Inserted program goals and student learning outcomes from most recent assessment report.
ELEDMA	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-Major Revision(s)--(Cover Sheet, Section C)
	Are you adding a concentration?	Yes	No
	Effective Catalog Year	Fall 2017	Fall 2019
	Scheduled Program Review Date	na	2019-2020

	Program Goals and Objectives	na	The goals of the program are based on the principles that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity.
	Learning Outcomes	na	Student Learning Outcomes (based on the CAEP accreditation standards, COEHP conceptual framework, and Danielson's Framework for Teaching)\\n1. Knowledgeable about Content and Pedagogy: Candidates will possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective educators. They must know how to access, use and generate knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.\\n2. Skillful in Practice: Candidates will be skillful in the pedagogy required to be an effective educator as demonstrated through planning, implementing, and modeling best practices including best technology practices.\\n3. Supportive in Developing the Whole Student: Candidates will create a caring learning environment for all students. This will include being caring, supportive, and responsive to the diverse backgrounds students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential. \\n4. Professional in Actions: Candidates will inquire and seek to improve their practice through participation in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better their profession. The candidates will demonstrate ethical behavior in all aspects of their multi-faceted career.\\n

Description and justification of the request	Changing heading style.	Changed to match heading to other programs.	Remove CIED 5173, Literacy Assessment and Intervention from READ concentration ONLY	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.
		Remove CIED 5593, Advanced Diagnosis and Intervention from READ concentration ONLY	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.
		Remove CIED 5793, Practicum in Literacy from READ concentration ONLY	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.
		Remove CIED 5983, Practicum in Curriculum and Instruction from READ concentration ONLY	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.
		Remove CIED 6233, Organization of Reading Programs from READ concentration ONLY	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

	Upload attachments		CHEDBS and ELEDMA - EDUC Major Revision - ATS_Matrix.xlsx CHEDBS and ELEDMA - EDUC Major Revision - Section C.pdf CHEDBS and ELEDMA - EDUC Major Revision - K_6_Matrix.xlsx
	Reviewer Comments		kmamisei - Fri, 21 Sep 2018 14:22:38 GMT - Added program goals and learning outcomes. agriffin - Tue, 25 Sep 2018 17:47:39 GMT - Inserted scheduled program review date. agriffin - Thu, 27 Sep 2018 13:55:04 GMT - Uploaded revised copy of Section C document as requested by submitter. agriffin - Fri, 12 Oct 2018 20:43:14 GMT - Renamed documents to match naming convention for BOT.
ENTOPH	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		mrevans
	Phone:		5-3179
	Type of proposal		Major/Field of Study
	Select a reason for this modification		Deleting Certificate, Degree, Option or Organizational Unit—(LON 5)
	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?		42
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		6
	Scheduled Program Review Date		2021
	Program Goals and Objectives		n/a
	Learning Outcomes		n/a
	Description and justification of the request		ENTOPH to be replaced by AFLSPH	In an effort to best prepare graduates to enter the interdisciplinary agricultural, food, and life sciences workforce, an interdisciplinary Doctor of Philosophy (PhD) degree in Agricultural, Food, and Life Sciences is needed (AFLSPH).
	Upload attachments		AFLSPH - Reconfig - Ltr of Notification.docx ENTOPH-PTSCPH - Deletion - Ltr of Notification.docx
	Reviewer Comments		agriffin - Mon, 07 May 2018 19:06:36 GMT - This deletion request is part of the reconfiguration of the Plant Science PhD request. Attaching the LON for reconfiguration to make sure the records are complete. agriffin - Thu, 11 Oct 2018 20:22:26 GMT - Updating approval dates in LONs.
ENTRGC	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	na/	2021-2022

	Description and justification of the request	Admin update of course not found. | Admin update of course not found.	Delete MGMT 5313 from the list of elective course options within the Walton College of Business. List MGMT 5313 within the list of Required Courses for business students. Clarification change that non-business students should complete MGMT 5213 and business students should complete MGMT 5313. | All business students must complete MGMT 5313 and non-business students should complete MGMT 5213.
	Reviewer Comments		agriffin - Thu, 27 Sep 2018 16:32:03 GMT - Adjusted formatting with MGMT 5313 and MGMT 5213 to clean up catalog copy. agriffin - Sun, 14 Oct 2018 18:25:40 GMT - Updated scheduled program review date.
ETECME	Percent Online	100%	100% with No Required Campus Component
	Reviewer Comments	lkulcza - Wed, 26 Aug 2015 19:42:51 GMT - Per request from Janet Penner-Wiliams, added "core" and "elective" verbiage to narrative paragraph on degree requirements.	agriffin - Fri, 07 Sep 2018 16:06:36 GMT - Changed effective date from fall 2018 to fall 2019. Also indented CIED 5363 and CIED 5423, as well as ADLL 5183 so that the credit hours for program review would total 34, not 43 hours. agriffin - Fri, 07 Sep 2018 16:10:43 GMT - Corrected typo in justification field. Deleted "s" from the Graduate Record Examination in degree prerequisites. lkulcza - Tue, 11 Sep 2018 22:00:06 GMT - Admin adjust of online designation; 100% with NO required campus component (Form functionality changeover with CIM refresh). ggunderm - Tue, 11 Sep 2018 22:02:33 GMT - CIP okay. agriffin - Fri, 12 Oct 2018 15:54:18 GMT - Inserted program goals and student learning outcomes, sent from department.
	Description and justification of the request	The program is seeking to remove the GRE/MAT admission requirement from the ETEC M.Ed. program. Our pool of potential students consists entirely of adult working professionals seeking career advancement. We have structured our curriculum such that the ETEC M.Ed. is a practitioner-based program, focusing on preparing students for advancement in the workplace. Our program offers working professionals the opportunity to learn skills they can immediately apply in their workplace, and as such, we recruit and attract students who are interested in job improvement and career advancement, as opposed to a path to a Ph.D. Because of the workplace focus of our program, and because we require applicants to submit a professional writing/work sample as part of the application process, we do not believe the GRE/MAT test requirement is necessary for us to adequately review potential applicants. Thus, we respectfully request a waiver from the Graduate School for this requirement. |	Addition of CIED 5363 and 5423 as well as ADLL 5183 as potential electives. Removal of HHPR 5353 as potental elective. | The two CIED courses are part of the ETECGC but can also serve as electives for the MED. The graduate certificate went into effect last year but the courses had not been added to the MED list as electives. The addition of the ADLL 5183 course allows for more variety in elective choices to serve students who are completing the degree who do not have a K-12 focus some choice in courses. The HHPR 5353 course has grown enrollment and in discussions with the program our students are not able to enroll in that course due to seat availability.

	Description and Justification for this request	The program is seeking to remove the GRE/MAT admission requirement from the ETEC M.Ed. program. Our pool of potential students consists entirely of adult working professionals seeking career advancement. We have structured our curriculum such that the ETEC M.Ed. is a practitioner-based program, focusing on preparing students for advancement in the workplace. Our program offers working professionals the opportunity to learn skills they can immediately apply in their workplace, and as such, we recruit and attract students who are interested in job improvement and career advancement, as opposed to a path to a Ph.D. Because of the workplace focus of our program, and because we require applicants to submit a professional writing/work sample as part of the application process, we do not believe the GRE/MAT test requirement is necessary for us to adequately review potential applicants. Thus, we respectfully request a waiver from the Graduate School for this requirement.		
	Effective Catalog Year	Fall 2016	Fall 2019
	Program Goals and Objectives	NA to this change	The Educational Technology Program prepares students who can contribute to society as professional educational technologists in education, business, government and the health professions. To accomplish this goal the following student learning outcomes are pursued:
	Learning Outcomes	NA to this change	Student Learning Outcomes (based on AECT national standards)\\n1. Content Knowledge - Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.\\n2. Content Pedagogy - Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.\\n3. Learning Environments - Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.\\n4. Professional Knowledge and Skills - Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.\\n5. Research - Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.\\n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		34
	Course delivery mode		online
	Class interaction mode		other
	Specify Other Interaction Methods		Combinations of multiple tools. Some virtual live sessions, discussions boards, wikis, virtual presentations etc.
GEOLMS	Scheduled Program Review Date	NA	2020-2021

	Description and justification of the request	Admin update of grad level cognates. |	We are dropping a tight list of MS Geology core required classes and moving toward a more unstructured requirement approach. | This modernizes our MS Geology requirements. Our research shows this is in line with over half of our peer group of geology departments. Over the last couple of decades the scope of geology has broadened and the core class approach is seen as too restrictive and is now less useful. The new plan aligns graduate students better with tenure-line faculty and fairly represents the broadening of the geology discipline. Also, is better alignment with MS Geography requirements in our department.
	Description and Justification for this request	Admin update of grad level cognates. |	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	NA	Students admitted to graduate study should have completed an undergraduate geology \\nprogram similar to that required for the B.S. degree at the University of Arkansas. The program\\nin Geology requires 30 graduate course credit hours, six of which will be derived from a thesis\\nreporting the results of an original laboratory or field research problem. All course work, a\\nthesis topic, and the final thesis must be approved by the student's thesis committee. This\\ncommittee is selected by the student and the student's thesis director and will consist of a\\nminimum of three members. At least two of the committee members will be chosen from \\ngeology faculty whose areas of expertise coincide with the research interests of the student.\\n\\nEach student will complete a core curriculum consisting of a minimum of 12 hours selected\\nfrom the following courses:\\n\\nGeomorphology\\nGeophysics \\nGeochemistry\\nSedimentary Petrology\\nAdvanced Stratigraphy and Sedimentation
	Learning Outcomes	NA	• Have an appreciation for the environmental aspects of earth systems and potential impacts and hazards associated with human occupation.\\n• Be able to conceptualize the stratigraphic character of rocks in outcrop and from subsurface data, and sedimentological processes\\n• Recognize and understand the structural features of the earth in outcrop and in the subsurface and relate these to geophysical data representing the subsurface.\\n• Understand the geomorphic characteristics of the earth's surface and the mechanisms forming the earth's surface features.\\n• Understand the concepts of geologic time, the succession of life on earth through geologic time, and the tectonic forces acting on earth through geologic time.\\n• Have sufficient mathematical, chemistry and physics knowledge to be able to apply these fields to geologic settings and problems, as well as resource identification, development and management.\\n• Have the ability to communicate results of their efforts in written reports including the MS thesis, and orally to diverse audiences.
	Track(s) - Action		Action

	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		30
	Reviewer Comments		agriffin - Mon, 19 Feb 2018 14:30:35 GMT - Inserted scheduled program review date. agriffin - Tue, 16 Oct 2018 18:24:53 GMT - Inserted program goals and learning outcomes from program's annual assessment report. Department is encouraged to review and update as appropriate. agriffin - Tue, 16 Oct 2018 18:28:04 GMT - Replaced red box of course not found with approved course GEOS 5612. Course completed approval process since program change was originally submitted.
HISTMA	Effective Catalog Year	Fall 2018	Fall 2019
	Scheduled Program Review Date	2017-2018	2024-2025
	Program Goals and Objectives	n/a to change	The History Department has a very strong research agenda among its faculty. Since 2005, faculty have produced 44 books, meeting or exceeding the productivity of faculties at our peer institutions nationally. This active research agenda has been supported by numerous outside grants and fellowships as well as internal awards from the department, college, and university. \\n\\nThe Department's primary goal with the MA program over the next five years is to continue to cultivate a strong research culture among its graduate students, especially in the MA program where students are working towards creating and defending an individual MA thesis. The department has begun using programing from Karen Kelsky's The Professor is In (an author and frequent Chronicle contributor) to encourage them to work towards publishing at least one article or book chapter before they complete their studies. \\n
	Learning Outcomes	n/a to change	• Mastery over one field in History and training in at least one other field\\n• Reading proficiency in the languages required to write the M.A. thesis\\n• Capacity for original research as evidenced by the writing of a M.A. thesis \\n• Ability to communicate effectively as a participant in a graduate seminar\\n• Ability to write analytically at a level commensurate with graduate work in History\\n• Professionalization in the academy (presenting research at regional conferences, applying for \\n University-wide or regional grants, and publishing articles)\\n• Participation in the academic life of the Department (seminars and public lectures)\\n \\n

	Description and justification of the request	The History department voted to make the following changes to the MA program and admission criteria to the MA and PhD program.\\n\\nAdmission Criteria\\n(1) Begin to require a writing sample for the MA program\\n(2) Require a departmental application---this has been a requirement for several years, just never appeared in the catalog\\n(3) Alter the minimum scores on GRE verbal and writing to reflect current practices of admissions decisions\\n(4) Add language making clear the department's Graduate Studies Committee makes admissions decisions and the process of those decisions\\n(5) Rearranging and cleaning up existing language\\n\\nMA Program Change:\\n(1) Require students to take 12 hours of research or reading graduate seminars at the 7000-level, up from 9 hours currently required \\n(2)Clarify that students need to take at least 9 hours outside of their major field from the 21 hours of seminars and electives, not including the required HIST 7023: Historical Methods course (this is always out of the major field and the department never counted it as part of this outside field requirement)\\n(3) Rearranged and cleaned up existing language	Admission Criteria:\\n(1) Department believed that requiring a writing sample for the MA program, since it is research based, would be a better tool for screening applicants and ensuring applicant success.\\n(2-4) This matches the department's practice over the last several years and accurately indicates its intentions in the catalog\\n\\nMA Program Change\\n(1) Department believed that requiring more graduate seminars enhances the quality of graduate education in the department. After conducting a review of peer institutions, the department found it was out of step with other programs. Out of 16 peer programs, only two others required 9 seminar hours. The majority required 12 or 15.\\n(2-3) This clarifies already existing departmental practice and makes clear intentions in the catalog	The Department of History requests two changes to the graduate catalog this academic year. They are:\\n\\n(1) Convert GRE test scores from numerical to percentiles\\n(2) Alter language on admissions information to make clear to students that the GPA limits and GRE scores are not "cut scores" but are indicative of past students who have succeeded in gaining admission. Language is retained that applications are judged on a case by case basis.\\n	Justifications for these changes are:\\n\\n(1) Conversion to percentiles for GRE test scores follows the recommendation of the graduate school and best practices for use of GRE scores\\n\\n(2) Students who do not meet the minimum GRE and GPA requirements have routinely queried about if their applications will even be considered. Following best practices of using GRE scores, the department has never employed "cut scores" and never discarded applications that fall below the stated minimums. The department will continue to evaluate them holistically on a case by case basis.\\n
	Reviewer Comments	rcc003 - Tue, 26 Sep 2017 16:34:44 GMT - Added punctuation. rcc003 - Tue, 26 Sep 2017 16:35:57 GMT - syntax corrrections calison - Mon, 14 May 2018 14:15:47 GMT - Corrected style.	agriffin - Sun, 14 Oct 2018 18:37:17 GMT - Updated scheduled program review date. agriffin - Mon, 22 Oct 2018 13:33:15 GMT - Inserted program goals and student learning outcomes on behalf of the submitter.
INSYMI	User ID:	calison	cronan
	Phone:	575-6731	575-6130
	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)
	Concentration(s):	ADD | INSY-ITMT | Information Technology Manaagement ADD | INSY-ERPM | Enterprise Resource Planning (ERP) Management ADD | INSY-ESMT | Enterprise Systems (ES) Management ADD | INSY-SEMT | Software Engineering Management	ADD | INSY-ITMT | Information Technology Manaagement ADD | INSY-ERPM | Enterprise Resource Planning Management EDT | INSY-ESMT | Blockchain Enterprise Systems Management ADD | INSY-SEMT | Software Engineering Management
	Effective Catalog Year	Fall 2017	Fall 2019

	Program Goals and Objectives	NA	The Master of Information System (MIS) program provides preparation for the business student at the graduate level to master information systems technology and achieve success in their careers in business/ government/and industry. Student entering the MIS program are expected to have a working knowledge of information technology/as well as business. The MIS program of coursework enhances/broadens/extends/and integrates the student's knowledge of information technology and business concepts in order to solve business problems and support decision making.
	Learning Outcomes	NA	COMMUNICATION\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will be able to communicate effectively in professional situations.\\nLearning Objective 1 (Oral Communication): Students will be able to deliver effective\\npresentations.\\nLearning Objective 2 (Written Communication): Students will show proficiency in\\nwriting and organizing professional communications.\\n \\nCRITICAL THINKING/PROBLEM SOLVING \\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will be able to employ ethical problem solving and strategic decision making approaches to information system challenges. \\nLearning Objective 1 (Decision Making): Students will employ industry-accepted problem solving and decision making skills for IT problems/as well as the ability to evaluate and propose alternative solutions to managers and users.\\nLearning Objective 2 (Ethical Problem Solving): Students will demonstrate ethical problem solving approaches to IT challenges and opportunities faced by today's businesses in achieving their goals\\n\\nTECHNICAL COMPETENCE (Discipline Knowledge)\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will\\nbe will be knowledgeable of the application of information technology and business\\nconcepts.\\nLearning Objective: Students will demonstrate the ability to identify, assimilate,\\nsynthesize, and analyze the information technology needs, make \\n2 of 3\\nrecommendations, design, and develop IT transaction systems and decision\\nsupport systems for the organization.\\n\\nTEAM WORK\\nLearning Goal: Graduates of the MIS programs at the Sam M. Walton College of Business will\\nbe effective at working in team environment.\\nLearning Objective: Students will demonstrate effective interpersonal\\ncommunication skills as a part of a team

	Description and justification of the request	Update of department code to correct INSY to ISYS | Admin correction of incorrect data in CIM	Change name of Enterprise Systems concentration to Blockchain Enterprise Systems (BES) concentration. Add ISYS 5173, Blockchain Fundamentals to the Blockchain Enterprise (BES) Management and Enterprise Resource Planning (ERP) concentrations list of elective options. Add ISYS 5503, Decision Support and Analytics to the Blockchain Enterprise Systems (BES) Management concentration list of electives. | We are updating the ERP curriculum to include blockchains, a current relevant technology affecting enterprise systems.
	Upload attachments		INSYMI-ESMT - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Fri, 12 Oct 2018 18:55:44 GMT - Added "Management" to Software Engineering in Program Requirements. Also indented ISYS 5173. agriffin - Fri, 12 Oct 2018 19:38:16 GMT - Inserted program goals and learning outcomes from assessment report. agriffin - Fri, 12 Oct 2018 19:57:51 GMT - Updated course titles to match official course title in course inventory in LON. Renamed document to match BOT naming convention. lkulcza - Tue, 16 Oct 2018 22:18:37 GMT - Approved concentrations already exist in UAConnect, so no new concentrations are being proposed; current proposal is to change the name of one of the concentrations. ISYS course "not found" is in approval process for fall 2019
MESNGC		Added	
NURSMS	User ID:	deborahs	kmamisei
	Reason for offering Web-based Program	The target population for this degree is working professional nurses with competing demands. This population typifies the non-traditional student and the focus of the educational progression of working professionals. To increase access to education, we want to offer it on-line to increase enrollment of such working professionals.	The target population for this degree is working professional nurses with competing demands. This population typifies the non-traditional student and the focus of the educational progression of working professionals. To increase access to education, we want to offer it on-line to increase enrollment of working professionals.
	Are you adding a concentration?	Yes	No
	Phone:	5-4914	5-3781
	Description and justification of the request	Removed the concentration material to place it in its own CIM block. |	Moved MSN program admission requirements from a separate CIM block to the general MSN program CIM block. | To better present information on Courseleaf. Added Progression and Grade Requirements. | Progression and Grade Requirements have always been included in the Graduate Student Handbook. Including this information in the catalog will ensure that they are being enforced.
	Description and Justification for this request	Removed the concentration material to place it in its own CIM block. |	
	Effective Catalog Year	Fall 2016	Fall 2019

	Program Goals and Objectives	The Master of Science in Nursing (MSN) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings. Graduates of the MSN are prepared as executive nurse leaders, nurse educators, or clinical nurse specialists and are expected to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice. Completion of the MSN program provides the essential foundation for seamless academic progression into a research or practice-focused doctoral program. Upon the completion of the program of studies the graduate will be able to: 1. Promote evidence-based practice through problem identification and the critique of research findings. 2. Collaborate in policy development, resource management, and cost-effective care delivery. 3. Apply legal/ethical principles to promote a values-based professional practice. 4. Affect health care outcomes through advanced nursing roles of clinician, teacher, manager, researcher, and consultant. 5. Utilize theories from nursing and other disciplines for decision making. 6. Advocate for access to quality health care for diverse populations. 7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations. 8. Provide executive, education and clinical leadership in a variety of health care and academic settings.	The Master of Science in Nursing (MSN) Program offered by the Eleanor Mann School of Nursing expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the Essentials of Master's Education in Nursing to provide students with a fuller understanding of the discipline so they may engage in higher level nursing practice and nursing leadership in a variety of settings. Graduates of the MSN are prepared to contribute to the nursing profession through the application of knowledge and skills in evidence-based leadership, education, and clinical practice. Completion of the MSN program provides the foundation for academic progression to a research or practice-focused doctoral program.

	Learning Outcomes	Upon completion of the Master of Science in Nursing—Nurse Executive Leader program, student will be able to: 1. Determine and evaluate best practices in human capital management. 2. Synthesize knowledge of health system resource utilization, organizational culture, and organizational structure as well as federal and state employment laws. 3. Establish proficiency in financial management practices used in health care organizations. 4. Apply knowledge of health and public policy surrounding legal issues in health care. 5. Integrate knowledge of health care delivery models, settings, laws, regulations, accreditation, standards, regulatory bodies, and scope and standards of practice. 6. Acquires expertise in professional practice models, practice standards, role delineation, and employee performance feedback. 7. Utilize knowledge of communication principles and styles in various executive level leadership setting. 8. Compare and contrast leadership principles learned from theory and observed in practice. 9. Integrate knowledge of strategic planning and program development. 10. Utilize ethical principles to critically analyze complex issues health care systems. 11. Synthesize knowledge of quality monitoring, culture of safety, performance improvement and process and outcomes measures. 12. Design, implement, and disseminate evidence-based initiatives while demonstrating an understanding regulatory and institutional policies 13. Applies innovative thinking to executive leadership and clinical practice.	Promote evidence-based practice through problem identification and critique of research findings. Collaborate in policy development, resource management, and cost-effective care delivery. Apply legal/ethical principles to promote a values-based professional practice. Affect healthcare outcomes through advanced roles of clinician, teacher, leader, researcher, and consultant. Apply theories from nursing and other disciplines in decision making. Advocate for access to quality health care for diverse populations. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations. Provide leadership in a variety of clinical and academic settings.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		36-41
	Course delivery mode		online
	Class interaction mode		bulletin
	List institutions in the surrounding region offering similar programs		N/A

	Reviewer Comments		agriffin - Wed, 22 Aug 2018 22:00:50 GMT - Edited program description with permission from college. lkulcza - Fri, 24 Aug 2018 15:35:23 GMT - Removed indication that a new concentration was being added---the EXLD concentration was previously proposed and approved. skpatton - Fri, 24 Aug 2018 16:25:26 GMT - Rollback: Kate, since we aren't offering the nurse executive leader program, should we take that out? Thanks, Susan ggunderm - Tue, 11 Sep 2018 22:14:46 GMT - CIP okay. agriffin - Tue, 23 Oct 2018 16:32:16 GMT - Edited program goals on behalf of the School/College.
OTDEDP	User ID:	fhagstr	muir
	Phone:	5-4910	5-8727
	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)
	Degree	DOT	Doctor of Occupational Therapy
	Program Title	Clinical Occupational Therapy, Doctor of Occupational Therapy	Occupational Therapy, Doctor of Occupational Therapy
	Does this proposal impact any courses from another College/School?	No	Yes

	List institutions in Arkansas offering similar programs	Both the master's and doctoral degrees are currently entry levels into the profession; however, the American Occupational Therapy Association is supporting the transition toward a doctoral-level single point of entry for occupational therapists, with a target date of 2025. As a result, the number of programs offering a clinical doctorate (doctor of occupational therapy) is increasing with 36 OTD programs in the United States currently in various stages of accreditation. (See list below). In Arkansas, there are currently two occupational therapy education programs. The University of Central Arkansas (Conway) annually enrolls a cohort of 48 students and awards a Master of Occupational Therapy degree, and Arkansas State University (Jonesboro) enrolled their first cohort of 30 students in summer 2015, offering a Doctor of Occupational Therapy degree. Harding University (Searcy) is developing an occupational therapy program that will offer a Master's degree; however, the program is in the developmental stage, and at the time of this report, has not applied for accreditation or determined a cohort size. There are five accredited occupational therapy assistant (OTA) programs with Arkansas State University currently in candidacy status. OTD programs may provide a degree ladder for OTAs as well as provide a MOT-to-OTD bridge program. ACOTE ACCREDITATION STATUS OF OTD PROGRAMS IN THE U.S. (as of 10/24/15) Accredited: 1. Nova Southeastern University (Tampa, FL) 2. Washington University (MO) 3. Creighton University (NB) 4. University of Toledo (OH) 5. Pacific University (Hillsboro, OR) 6. University of the Sciences (Philadelphia, PA) 7. Belmont University (Nashville, TN) Developing: 8. Northern Arizona University (Phoenix, AZ) 9. Arkansas State University (Jonesboro, AR) 10. Gannon University (Ruskin, FL) 11. Huntington University (Fort Wayne, IN) 12. Indiana Wesleyan University (Marion, IN) 13. University of Indianapolis (IN) 14. Boston University (MA) 15. MGH Institute of Health Professions (Boston, MA) 16. Touro University Nevada (Henderson, NV) 17. Kettering College (Beavercreek, OH) 18. The Ohio State University (Columbus, OH) 19. Duquesne University (Pittsburgh, PA) 20. Thomas Jefferson University (Philadelphia, PA) 21. University of South Dakota (Vermillion, SD) 22. University of Tennessee at Chattanooga (Chattanooga, TN) 23. Mary Baldwin College (Fishersville, VA) Applicants: 24. Arizona School of Health Sciences, A.T. Still University (Mesa, AZ) 25. Loma Linda University (Loma Linda, CA) 26. Samuel Merritt University (Oakland, CA) 27. West Coast University - Los Angeles (Los Angeles, CA) 28. University of St. Augustine for Health Sciences (Miami, FL) 29. Midwestern University (Downers Grove, IL) 30. Indiana University (Indianapolis, IN) 31. Drake University (Des Moines, IA) 32. St. Ambrose University (Davenport, IA) 33. Slippery Rock University (Slippery Rock, PA) 34. University of Texas Health Science Center at San Antonio (TX) 35. Rocky Mountain University of Health Professions (Provo, UT) 36. Virginia Commonwealth University (Richmond, VA) There are two programs in	Both the master's and doctoral degrees are currently entry levels into the profession; however, the Accreditation Council for Occupational Therapy Education has mandated the transition to a doctoral-level single point of entry for occupational therapists, with a target date of 2025. In Arkansas, there are currently two occupational therapy education programs. The University of Central Arkansas (Conway) annually enrolls a cohort of 48 students and now awards a Doctor of Occupational Therapy degree, and Arkansas State University (Jonesboro) enrolled their first cohort of 30 students in summer 2015, offering a Doctor of Occupational Therapy degree. Arkansas College of Osteopathic Medicine has recently announced they will development a Doctor of Occupational Therapy degree; however, the program is in the developmental stage, and at the time of this report, has not applied for accreditation or determined a cohort size.

	List institutions in the nation offering similar programs	NA	
	Why is the Program needed if offered at other institutions?	UAMS became aware of the need for an occupational therapy education program while conducting the needs assessment for the physical therapy (PT) program at UAMS Northwest in Fayetteville. Respondents to the PT needs assessment survey repeatedly commented on the shortage of occupational therapists in the region. National and state occupational therapist workforce studies and projections were reviewed and an analysis of the number and distribution of occupational therapists in the target region was conducted. Findings suggest that an occupational therapy education program at the UAF and UAMS Northwest campuses would provide significant benefit to the region and state. Facilities as well as OTs overwhelmingly identified providing more OTs to meet the demands in the regions as a positive aspect of the proposed UAF/UAMS program. It was noted by many respondents that an OT program in the area would help meet occupational therapy needs that are present in the urban as well as rural areas of the region and state. The unique opportunity of a joint UAF – UAMS program was highlighted in the responses of numerous respondents, specifically noting the reputation of both institutions as well as the resources available. It was also noted that an OT program in the region would provide opportunities for the enhancement of the OT profession through interprofessional education, evidence-based practice, research, continuing education, and degree ladder opportunities for occupational therapists with master's degrees and occupational therapy assistants. Data from the U.S. Bureau of Labor Statistics and Arkansas' Center for Rural Health indicate a significant and growing demand for occupational therapists in the state through 2022. In addition, the Center for Rural Health reports a sizeable OT job vacancy rate that is expected to escalate over the next several years. The report found over half (57%) of the current and 49% of the projected OT vacancies exist in the west and northwest regions of the state. Accordingly, Arkansas, Kansas, Oklahoma, and Missouri all have lower occupational therapists per 100,000 population ratios than the national average. Not surprisingly, OT education program directors report that 99% of their graduates are able to secure jobs within 8 weeks of graduation.	This program was previously approved and is being revised to meet new accreditation guidelines and new faculty vision.
	Estimated Student Demand for Program	24 -32	24 -32 per cohort
	Scheduled Program Review Date	2019	2019-2020

	Program Goals and Objectives	Occupational therapy seeks to provide services that support individuals' capability for 'living life to its fullest'. Occupational therapists accomplish this by using occupation and meaningful activities with specific goals to help people of all ages prevent, lessen, or adapt to disabilities. Occupational therapists work with families as special needs children enter the home, with school aged children who require adaptive services to reach their potential in schools, with adults who due to illness or injury require special tools and skills to again work and be productive in life, and with well elderly and families that need to redesign their lifestyles in order to lessen the impact of aging and/or disability on everyday life. The goal of the program is to educate future occupational therapists as leaders and advocates for clients regardless of age or living situation that need assistance in order to physically, mentally, and emotionally participate in the activities of everyday life.	The University of Arkansas Occupational Therapy Doctorate Program works toward a society where every person has the opportunity for a healthy, fulfilling life through participation in meaningful occupations by preparing graduates to: \n\\n* Challenge the boundaries of current occupational therapy practice through purposeful exploration of new models of care \n* Be innovative practitioners, identifying needs in their clinics and communities and designing interventions and programs to meet those needs \\n* Be prepared to work at the top of their license in integrated interprofessional teams to best meet society's needs \\n* Be active global citizens and advocates for occupational justice and improved quality of life for all people\\n* Promote health, wellness and participation through the intentional use of occupation
	Program Code	OTPDDP	OTDEDP
	Department Code	Department of Health, Human Performance and Recreation(HHPR)	Department of Occupational Therapy (OCTH)
	College(s)/School(s)		WCOB

| | Description and justification of the request | | \\n1) The entire curriculum has been revised and all new courses have been developed and entered into the CIM system.\\n2) Prerequisite course requirements were updated.\\n3) Removal of GRE as a requirement for application to the program. | \\n1) The coursework for this approved degree program has not yet commenced; therefore, no students will be impacted by any of these changes. The first cohort of students will be admitted to the occupational therapy (OT) program in the fall, 2019, and begin coursework in January of 2020. Prior to initiating curricular redesign, feedback from multiple stakeholders was solicited and considered. Overall, stakeholders expressed frustrations and concerns with traditional teaching methods used to prepare students for entry-level practice. Some of these concerns included: a lack of knowledge about occupation as a foundation of our profession, a disconnect in the application of basic knowledge for the development of evidence-based interventions, and poor clinical reasoning skills. In response to this feedback, OT faculty identified an evidence-based teaching model to mitigate stakeholder concerns. The core curriculum was completely revised to reflect learning objectives and course sequencing based on the Subject-centered Integrative Learning Model for Occupational Therapy (SCIL-OT). This model of disciplinary instruction places occupation, the core subject of our profession, explicitly at the forefront of all courses. A systems-based approach and developmental framework were also used to organize content areas to enhance integration, retention, and application of content. For example, within semesters, content is arranged according to "systems" of human functioning, such as the musculoskeletal system, the neurological system, and mental/behavioral health, presented in a way that reflects development across the lifespan. Additionally, content is aligned across the duration of the program by themes, i.e. Research and Scholarship, Theory and Professional Development, etc. Course content and learning outcomes were specifically written to be integrative and progressive so that students will be prepared to complete their culminating capstone experience and project at the conclusion of the program. \\n2) After the curriculum was revised, the prerequisite course requirements were revised to better prepare students for success. The revised list is:\\nAll prerequisites are at least 3 credits:\\n• Human Anatomy with lab \\n• Human Physiology with lab \\n• Statistics \\n• Terminology for Health Professions\\n• Abnormal Psychology\\n• Neuroscience of Behavior (Brain and Behavior, Behavioral or Cognitive Neuroscience, or Neurophysiology or Neuropsychology or Neurobiology, etc.)\\n*If Anatomy and Physiology are offered together, as one course, then two semesters must be taken. \\n\\nOther admission requirements include:\\n• A minimum overall GPA of 3.0 on a 4.0 scale.\\n• International applicants must submit Test of English as a Foreign Language (TOEFL). \\n• 25 hours of documented volunteering/shadowing/service learning with an occupational therapy |

	Upload attachments		OTDEDP - Revision - Ltr of Notification.docx OTDEDP - Revision - Ltr of Support from UAMS.pdf
	Reviewer Comments		agriffin - Thu, 27 Sep 2018 17:06:50 GMT - Changed degree code from DOT to Doctor of Occupational Therapy with permission from Lisa Kulczak. agriffin - Fri, 28 Sep 2018 00:04:22 GMT - Rollback: Please address the details in attached correspondence. agriffin - Fri, 28 Sep 2018 15:09:58 GMT - Inserted credit hours for each course so that 115 total hours could be represented in curriculum. Also updated five course listings as approved by program. agriffin - Fri, 28 Sep 2018 15:19:50 GMT - Reformatted LON to include Times New Roman, 12-point font throughout document. Renamed to match BOT naming convention for documents. Uploaded revised copy. lkulcza - Wed, 03 Oct 2018 17:59:44 GMT - All courses "not found" currently in workflow for fall 2019. agriffin - Thu, 11 Oct 2018 00:47:31 GMT - Inserted Course List with semester-by-semester plan in program requirements. agriffin - Wed, 17 Oct 2018 22:02:06 GMT - Removed semester-by-semester plan with permission from department. agriffin - Wed, 24 Oct 2018 14:14:19 GMT - Uploaded revised LON from department. agriffin - Thu, 25 Oct 2018 19:56:36 GMT - Uploaded letter of support from UAMS.
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	Goals: A. Graduate MPA students in a timely fashion. B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework. C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals. Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.	Goals: A. Graduate MPA students in a timely fashion. B. Provide an examination process that adequately assesses MPA students in terms of their academic achievements from degree coursework. C. Provide the opportunity for MPA students to apply what they learn in class to next-step professional goals. Objectives: Effectively assess students in meeting the MPA degree requirements within the same semester they are scheduled to graduate.
	Learning Outcomes	Students develop skills and opportunities to advance as practicing administrators and managers. Students will understand financial accountability and general management skills.	Students develop skills and opportunities to advance as practicing administrators and managers. Students will understand financial accountability and general management skills.
	Track(s) - Action		Action

	Focused Stud(y/ies)		ADD | PADM--CDEV | Community Development ADD | PADM--EPSU | Environmental Policy and Sustainability ADD | PADM--HSAD | Health Service Administration ADD | PADM--HEAD | Higher Education Administration ADD | PADM--NPMT | Non-Profit Management ADD | PADM--PPYA | Public Policy Analysis ADD | PADM--RECT | Recreation and Tourism
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		36-39
	Description and justification of the request		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.\\n\\nThe 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.\\n\\nStylistic 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.). \\n\\nThe 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. 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.

	Reviewer Comments		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. 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. ggunderm - Mon, 10 Jul 2017 13:54:24 GMT - CIP Code unchanged. rcc003 - Tue, 26 Sep 2017 16:11:18 GMT - Rollback: Submitter requests that the proposal be withdrawn. 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. agriffin - Wed, 19 Sep 2018 00:11:15 GMT - Indented required courses so that the credit hour requirements would be more clearly presented. agriffin - Thu, 20 Sep 2018 17:37:45 GMT - Rollback: Review the email correspondence for suggested changes. 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.
PLSCMA	Effective Catalog Year	Summer 2014	Fall 2019
	User ID:		pkford
	Phone:		56434
	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?		36
	Are Similar Programs available in the area?		No
	Estimated Student Demand for Program		20
	Scheduled Program Review Date		2019
	Program Goals and Objectives		1. Provide Graduate MA students with an opportunity to complete the degree in a timely fashion.\\n2. Provide students with analytical and research skills that will be applicable as they move towards a doctoral degree or advance their professional career.

	Learning Outcomes		(1) Demonstrate a general knowledge about trends in the discipline of political science, including epistemological diversity when studying complex issues; \\n(2) Demonstrate the ability to apply that knowledge to specific policy or political contexts by using qualitative and quantitative data;\\n(3) Demonstrate an understanding of global trends in areas such as governance and political economy, as well as complex policy issues involving, gender, race and ethnicity;\\n(4) Demonstrate the ability to conduct independent research and communicate the results effectively in both oral and written form. \\n
	Description and justification of the request		Remove from the required core option PLSC 5703 Research Design in Political Science and Public Policy.	In reviewing our curriculum we determined that requiring students to take both PLSC 5703 and 5913 Research Methods in Political Science was redundant. In 5913 Students receive for the first half of the course a significant amount of the information that is provided in 5703.
	Reviewer Comments		agriffin - Fri, 21 Sep 2018 20:12:31 GMT - Changed course number in description field from 5702 to 5703 to match justification. agriffin - Fri, 21 Sep 2018 20:36:08 GMT - Rollback: Please change reason for modification as Making Minor Changes. This action will impact the approval workflow where the request will remain on campus for approval. Once the change is made, please save and submit to return the request back to the approval process. Thank you. agriffin - Tue, 25 Sep 2018 14:37:42 GMT - Removed LON since request is considered a minor change with input from submitter. agriffin - Tue, 25 Sep 2018 14:45:50 GMT - Although the courses are in a red box, these are not new requirements for the program. It appears that an administrative update to typically offered field was being conducted at the time the program change was submitted. The only change is the removal of PLSC 5703. rcc003 - Tue, 25 Sep 2018 20:07:59 GMT - Removed parentheses note from PLSC 5193.
SCWKMS	Are Similar Programs available in the area?	No	
	Estimated Student Demand for Program	50 per year	
	Scheduled Program Review Date	n/a	
	Type of proposal	Major/Field of Study	Policy
	Description and justification of the request	Added clarification regarding students who earned their bachelor's degree six years or more prior to seeking admission for the master's program.		Separated the admissions requirements for the Advanced Standing and the two/three year programs. Removed thesis lab from list of courses.	Separated admissions requirements for clarity and removed thesis lab because it's no longer required.
	Description and Justification for this request	Added clarification regarding students who earned their bachelor's degree six years or more prior to seeking admission for the master's program.		
	CIP Code	Social Work.	
	Effective Catalog Year	Fall 2016	Fall 2019

	Program Goals and Objectives	not applicable; existing program	
	Learning Outcomes	not applicable; existing program	
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	Course delivery mode		web_blended
	Describe Blended Delivery Methods		this is NA. This is a change that was made several years ago.
	Class interaction mode		other
	Reviewer Comments		agriffin - Tue, 26 Jun 2018 16:09:22 GMT - Changed effective date from fall 2018 to fall 2019.
SMTHMA	Percent Online	100%	100% with No Required Campus Component
	Scheduled Program Review Date	n/a	2021-2022
	Description and justification of the request	Replacing MATH 4353 with new grad cognate.		Updated available courses \\nAllow course work to replace independent study	The change allows the program more flexibility and reduces the time for students to complete the degree program.
	Description and Justification for this request	Replacing MATH 4353 with new grad cognate.		
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	n/a	There is an emphasis on further strengthening abstract and conceptual tools, exposing\\nthe student to a wide variety of mathematical topics, and preparing the student to bring\\nmathematical thought to the lower-level classroom. To this end the student should:\\n\\n1) Be able to frame abstract arguments and produce mathematical proofs.\\n2) Demonstrate an understanding of a variety of advanced topics, such as advanced\\ncalculus and abstract algebra, connecting them to the secondary school curriculum.\\n3) Demonstrate an ability to articulate the context and meaning of these topics.\\n4) Write, analyze and communicate in a lucid and critical manner.
	Learning Outcomes	n/a	1) Demonstrate computational competence in analysis, algebra, statistics and other\\nareas of mathematics relevant to the secondary mathematics curriculum.\\n2) Demonstrate understanding of the conceptual frameworks and underlying structure\\nof these topics; clearly demonstrate an ability to construct mathematical proofs.\\n3) Relate these subject areas to applications in the natural or social sciences,\\nengineering, or other areas of mathematics at a level appropriate to the secondary\\nmathematics curriculum.\\n4) Write, analyze and communicate in a lucid and critical manner, particularly in a\\nmanner appropriate for the secondary mathematics classroom.\\n5) Have a sense of the broader mathematical culture.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		30

	Course delivery mode		online
	Class interaction mode		email
	Reviewer Comments		agriffin - Tue, 25 Sep 2018 14:12:38 GMT - Inserted program goals and learning outcomes from assessment plan. agriffin - Tue, 25 Sep 2018 14:13:40 GMT - Inserted program review date.
SPANMA	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
	Are you adding a track?	No	Yes
	Effective Catalog Year	Fall 2017	Fall 2019
	List institutions in Arkansas offering similar programs	NA (UALR, perhaps others)	UALR, UCA
	Program Goals and Objectives	no changes	1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, civilization, and literature corresponding to their major language.\\n2. As befits a liberal arts program, students completing an MA should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.\\n3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.\\n
	Learning Outcomes	no changes	Learning Outcomes:\\n1. Achieve Advanced Spanish skills (reading, writing, speaking, and listening).\\n2. Gain expertise in the literatures and the cultural history of Spain, Latin America, and U.S Hispanics. \\n3. Attain general knowledge of main authors, movements and periods, and representative texts.\\n4. Develop advanced competence in literary and cultural analysis and research.\\n5. Develop advanced expository and critical writing skills.\\n6. Develop pedagogical skills for teaching Spanish as a Foreign Language.\\n\\nAdditional Learning Outcomes (Language Learning and Teaching Concentration):\\n1. Gain expertise in basic linguistic concepts as applied to Spanish.\\n2. Attain general knowledge of the processes and outcomes of language learning, and of theories of language acquisition.\\n3. Develop advanced competence in research in the area of language learning and teaching.\\n

	Description and justification of the request	Correcting "tracks" to "concentrations" | The change had been approved in October 2015 but never synced with the version in CIM.	This change updates the organization of the Program Requirements and Description text in order to make the catalog copy more transparent. No program change is being requested at this time. The realignment also clarifies the requirements for the second M.A. concentration. \\n\\nWe are requesting a name change for the second concentration from "Pedagogy Concentration" to "Language Learning and Teaching Concentration," and includes a revised description of the target audience for this concentration. \\n\\nThe first concentration, Literature, remains unchanged. | This change is needed in order to make it clearer to students what the requirements of the two Spanish M.A. concentrations are, and how these two concentrations differ from each other. The name change for the second concentration is necessary to reflect this concentration's academic rigor and emphasis on research, which matches that of the Literature concentration.\\n\\nThe two concentrations were never copied over into the catalog from CourseLeaf. The only way to add them is to "add" new concentrations.
	Concentration(s):		ADD | LITR | Literature ADD | LLAT | Language Learning and Teaching
	Track(s)		DEL | LITR | Literature DEL | PEDG | Pedagogy
	Upload attachments		SPANMA - Name Change - Ltr of Notification.docx
	Reviewer Comments		agriffin - Tue, 25 Sep 2018 21:22:51 GMT - Rollback: Rather than a minor change, the program is requesting a name change and curriculum change. This request is a reconfiguration of the program and will need to submit an LON 11. agriffin - Fri, 12 Oct 2018 20:11:28 GMT - Revised description in LON. Removed language regarding the CourseLeaf and catalog language. Program is simply pursuing a name change for the Pedagogy Concentration into Language Learning and Teaching Concentration. lkulcza - Tue, 16 Oct 2018 22:01:31 GMT - Clarification that existing tracks are to be deleted; these were really are concentrations, and current proposal is to update the name of one of those concentrations.
STEMGC	Program Title	STEM Education for Early Childhood (K-4) Graduate Certificate	STEM Education for K-6 Graduate Certificate
	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)

	Description and justification of the request	Changed format of header.		Changed the name of the program to reflect the change of the licensure grades for Childhood education. It has changed from K-4 to K-6. Provided an undergraduate option for the Creativity and Innovation Course (STEM 5023 or STEM 4043)	The new name will reflect the grade-level licensure changes in our teacher education program. The STEM concentration is one of the options for Childhood Education students and we can no longer require students to take graduate level courses. The changes will allow students to fulfill both their undergraduate requirements for graduation and complete the STEM Graduate Certificate during the MAT program.
	Description and Justification for this request	Changed format of header.		
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	na	Provide future and current elementary and middle level teachers with the knowledge, skills, aptitudes, and tools necessary to make positive and lasting differences in the lives of their current and future students through integrated STEM education. Provide a creative, and critical-thinking environment, where engaging STEM (Science, Technology, Engineering, and Math) content is the foundation and learning is delivered through real-world connections, project based learning, and performance-based assessment. Nurture STEM confidence, develop the ability to lead a comprehensive STEM program, and foster a passion for STEM learning among elementary and middle level teacher education candidates and practicing teachers.\\n

	Learning Outcomes	na	Develop a theoretically informed argument for embedding mathematical and scientific thinking strategies across the curricula;
			Demonstrate a basic knowledge of the national standards in the fields of science, technology, engineering and mathematics education; as well as basic knowledge of national and state standards;\\n
			Demonstrate the ability to synthesize relevant information regarding the use of STEM thinking in elementary or secondary education;
			Utilize the vocabulary, primary concepts, definitions, and models applicable to STEM education;
			Demonstrate an ability to collect, evaluate, synthesize, and share real-world data relevant to curricula in elementary or secondary education;
			Demonstrate an ability to solve problems, evaluate the efficacy of possible solutions, and discuss strategies and processes needed for effective problem solving;
			Demonstrate the ability to work in collaborative design teams to meet given criteria and solve design problems;\\n
			Develop innovative and alternative teaching methods and learning activities that promote STEM education;
			Apply STEM cognitive tools (i.e., scientific model, design loop, etc.) and resources toward solving human and environmental problems;
			Develop confidence in the use and development of design models and engineering constraints;
			Analyze attributes, strengths, and weaknesses of current STEM education programs, initiatives and policies at the local, state, and national levels;
			Develop confidence in the use of appropriate technology for data collection, analysis and display;
			Develop the ability to work in collaborative design teams to meet given criteria and solve STEM related problems;
			Select and experience a wide range of instructional practices, approaches, strategies, and methods for integrating curricula that focus on a problems-based approach, while accommodating for the developmental, cultural, and linguistic differences in students; and\\n
			Develop skills and experience in writing grants for the purpose of implementing funded integrated STEM curricula in the classroom.
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		14
	Upload attachments		STEMGC - Name Change - Ltr of Notification.docx

	Reviewer Comments		agriffin - Wed, 10 Oct 2018 15:47:45 GMT - Inserted STEM 5033 as option for STEM 4033. This change is in response to the dual-level split of classes. Made change in consultation with college. agriffin - Wed, 10 Oct 2018 15:50:03 GMT - Rollback: Please submit a Letter of Notification 1 with the name change request and change the reason for the modification. This action will impact the approval workflow. agriffin - Wed, 17 Oct 2018 23:12:30 GMT - Revised LON, changed degree/department code to match ADHE assigned codes and reformatted curriculum. Inserted approval dates and renamed document to match BOT naming convention. agriffin - Wed, 17 Oct 2018 23:16:29 GMT - In order for the program to complete the approval process, the department needs to submit the program goals and student learning outcomes in the appropriate fields within the CourseLeaf template. Approving at this level to help it reach UCPC this month.
TESLME	Scheduled Program Review Date	N/A	2019-2020
	Reviewer Comments	lkulcza - Mon, 03 Oct 2016 23:12:58 GMT - CIED 5993 does not exist, and is not currently in approval process as a new course proposal..... lkulcza - Mon, 03 Oct 2016 23:14:27 GMT - Rollback: CIED 5993 does not exist and is not currently in the approval process as a new course proposal. Will you check with the submitter to find out what course should be listed instead? agriffin - Mon, 17 Oct 2016 15:45:02 GMT - Changed CIED 5993 to CIED 5983 with correspondence from department. calison - Fri, 03 Mar 2017 16:43:52 GMT - minor edit.	kmamisei - Tue, 17 Apr 2018 15:35:40 GMT - Removed CIED 599V from the Professional Core section. Removed the following statement from the Degree Requirements section: All degree candidates will also complete an action research project during their Internship/Action Research (CIED 5983). agriffin - Mon, 07 May 2018 13:43:05 GMT - Inserted scheduled program review date. agriffin - Mon, 07 May 2018 13:44:00 GMT - Changed effective catalog date from fall 2018 to fall 2019. It is too late to complete the approval process by this coming fall and catalog copy deadline. agriffin - Thu, 17 May 2018 13:08:32 GMT - Rollback: Please work with the department to update the catalog copy and correct the total number of hours for the program. Thank you. kang - Fri, 14 Sep 2018 14:15:51 GMT - Rollback: Rolling back per Dr. Janet Penner-Williams's request. CIED will add online delivery option. kmamisei - Wed, 26 Sep 2018 22:16:11 GMT - Per request from Dr. Penner-Williams, the minor changes were resubmitted. The program will submit the request for online delivery approval at a later date. agriffin - Fri, 28 Sep 2018 15:37:06 GMT - Inserted program goals and student learning outcomes from assessment plan. agriffin - Fri, 28 Sep 2018 15:42:39 GMT - Removed Elective as course listing and made it a comment with CIED 600V to remove "course not found" error. Department and College are encouraged to review the listing and contact me if there are any concerns.
	Upload attachments	Re_ Program change for TESLME.pdf	

	Description and justification of the request	Adding the Praxis Core or equivalent as part of the Admission criteria. Removing Chalk and Wire from the description as it is no longer required. |	1. Adjusted course of study to remove the action research project and add a comprehensive exam.\\n2. Removed CIED 5513 Sound System of American English and added two research courses (CIED 5313 Principles of Qualitative Research and SPED 5883 Research in Inclusive Education). \\n3. Thesis was always an option for students. We just clarified that students who do not wish to complete a thesis can take a 3-hour elective and a comprehensive exam. \\n4. We also clarified that GRE is an option but they can also complete other standardized tests. | 1. Action Research was too similar to the thesis and students were confused.\\n2. Research courses fit better with the skill set needed for students. \\n3. No change, just clarification and better presentation. \\n4. Made it consistent with Graduate School requirement.
	Description and Justification for this request	Adding the Praxis Core or equivalent as part of the Admission criteria. Removing Chalk and Wire from the description as it is no longer required. |	
	Effective Catalog Year	Fall 2017	Fall 2019
	Program Goals and Objectives	No Changes	The program is designed to prepare teachers in the U.S. and abroad to teach English to students \\nwhose first language is not English; graduates are also prepared to create and implement \\ncurriculum and appropriate assessments for English as a second language \\n (ESL). It also prepares \\nstudents for further graduate study (Education Specialist or Ph.D.s). Included in the course work \\nfor the M.Ed. are the four courses required by the Arkansas Department of Education for \\nendorsement in ESL.

	Learning Outcomes	No Changes	Student Understanding of Concepts and Theory\\nA) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL). \\nB) The candidates will be knowledgeable about structure and development of American English.\\nC) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology \\n(the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).\\nD) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar).\\n\\nStudent Understanding of Practice \\nThe candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.\\n \\nStudent Understanding of Assessment \\nThe candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.\\n\\nStudent Understanding of Diversity\\nThe candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.\\n\\nStudent Understanding of Research \\nThe candidates will investigate problems in their own teaching contexts. \\n
	Track(s) - Action		Action
	Focused Stud(y/ies) - Action		Action
	What are the total hours needed to complete the program?		33