

COLLEGE COURSE AND PROGRAM COMMITTEE - October 8, 2008

TABLE 1

Counseling M.S. - College Counseling to Counseling M.S. - Student Affairs and College Counseling

Change in Program Name and Requirements

Change name of emphasis area from College Counseling to Student Affairs and College Counseling, consistent with renaming of professional specialty area by national accreditation agency (Council for the Accreditation of Counseling and Related Professions, 2009). Change total course hours from 54 to 48. Change course requirements by eliminating 9 hours and adding 3 hours.

Total number of hours required for MS in College Counseling will be reduced from 54 to 48 to make program more competitive with existing College Counseling programs. Course requirement changes reflect national accreditation standards of Council for the Accreditation of Counseling and Related Education Programs, (hereafter referred to as CACREP) as updated for 2009.

TABLE 2

Concentration in Vocational Education in the M.ED. in Workforce Development (WDED)

Change in Program Requirements

Concentration in Vocational Education in the MED in Workforce Development to be eliminated. The concentration's work was transferred to the ME.D. in Curriculum and Instruction. Students were initially notified of concentration deletion in Spring 2006.

Department of Curriculum and Instruction has already made related changes to incorporate the instructional content knowledge in their M.ED. program. This changes locates all teacher preparation programs in one administrative unit, and all non-teacher licensure professional education programs in a separate unit.

TABLE 3

Public Policy Ph.D. (PUBPPH) - Policy Studies on Aging

Change in Program Requirements in the Graduate School

Add a new concentration (or specialization) within the PUBP program. The new concentration will be called Policy Studies in Aging. Consistent with the requirements for other concentrations in PUBP, students must take at least 12 hours of coursework in their concentration.

Faculty in gerontology and related fields have for several years been interested in creating this concentration. The Public Policy Ph.D. program has received at least four applications in the last few years from prospective students wishing to study policies related to aging. No significant effect on other degree programs is anticipated.

TABLE 4

Graduate Certificate in Preparing for the Professoriate

Change in Program Requirements in the Graduate School

Addition of a new Graduate Certificate in Preparing for the Professoriate. An interdisciplinary graduate program designed to help prepare graduate students for positions in higher education teaching, research, and service. The program is administered by an advisory committee appointed by the dean of the Graduate School and chaired by the associate dean of the Graduate School as an *ex officio* member.

TABLE 5

Professional Science Master in Sustainability Analysis

Change in Program Requirements in the Graduate School

Addition of a new Professional Science Master in Sustainability Analysis. An interdisciplinary, Professional Science Master (PSM) degree in Sustainability Analysis at the University of Arkansas. Started in the United States in 1997 by grants from the Alfred P. Sloan Foundation, the number of PSM degree programs has increased dramatically, particularly on the East and West coasts. According to www.sciencemasters.com, there are now 112 PSM programs at 80 colleges and universities. However, the one that we propose would be the first in sustainability and would be one of 3 PSM programs in the Mid-west. The PSM degree program provides an applied degree component that complements sustainability programs across the UA campus, including those in biology, engineering, geosciences,

agriculture, and business. The PSM degree is “for bachelor’s graduates in the sciences, mathematics, or engineering who choose not to pursue a Ph.D., but need additional training and skills to compete in today’s global market place” (Council of Graduate Schools). In 2006, The Council of Graduate Schools published a *Guide to Establishing Profession Master’s Education Programs*, which will provide the framework for our PSM degree program.

TABLE 6

Elementary Education Bachelor of Science (ELELBS)

Change in Program Requirements

The first proposed change will raise the required entrance GPA from a 2.5 to a 2.7. The other proposed change will remove ARED 3603 Public School Art and replace it with CIED 4113 Integrated Communication Skills. The order of existing courses will also change to a more logical progression.

The proposed change in the GPA from 2.5 to 2.7 will serve to align the standards of our off-campus program to the standards of our on-campus program. The proposed coursework change will remove ARED 3603 (Public School Art) which neither Curriculum and Instruction nor the Art Department currently have the staff to facilitate and no longer offer. By replacing ARED 3603 with CIED 4113 (Integrated Communication Skills) graduates from the Elementary Education Licensure Program will be more knowledgeable in the area of literacy, both emergent literacy and extending literacy into the various content areas. The other changes in regards to order of courses allow the students to take the coursework in a more logical progression.

TABLE 7

Health Science Bachelor of Science (HLSCBS)
Kinesiology: Exercise Science Core for Concentrations II and III (KINSBS)
Recreation Bachelor of Science (RECRBS)

Change in Program Requirements

Eliminating a Media/Computer requirement and replacing it with 3 hours of elective.

HKRD programs are eliminating a 3 Hour required Computer Course and replacing it with three hours of electives. There is not an appropriate entry level computer class offered in our college or on campus for the health science, recreation or kinesiology degree programs. Note this change only affects two KINSBS concentrations: KINSBS; EXPP and KINSBS: Applied Exercise Science.

TABLE 8

Master of Education degree (CIP 13.0101)

Change in Program Requirements

Eliminate the Master of Education degree (CIP 13.0101).

The M.Ed. in Education is a general education master's degree that was delivered in the past to a specific off-campus population of students in Bolivia and Greece. These off-campus locations have been inactive for many years. The CIED faculty have agreed that this general M.Ed. in Education should be eliminated.

TABLE 9

Bachelor of Science in Nursing

Change in Admission Requirements

EMSON is requesting to change our admission policy to give a conditional and a full admission. A conditional admission will be based on our previous admission criteria (GPA and completion of prerequisites). A full admission to the nursing program will be contingent upon students providing proof of a satisfactory background check and negative drug screen in addition to our current requirements of CPR certification, TB testing, Hepatitis B

vaccination and health insurance. An unsatisfactory background result may lead to denial of admission to the nursing program. A positive drug screen will lead to denial of admission to the nursing program.

EMSON is also proposing a change in our academic progression policy. Students will be allowed to retake a nursing course in which they received less than a "C" grade. Students may repeat a nursing course only once and may only repeat a maximum of two nursing courses while in the nursing program. This change also establishes a student priority guideline for re-enrolling students into a clinical course. Students who receive a "D" or "F" in a Role Implementation (Clinical) Course for safety, ethical, or dishonesty issues will be withdrawn from the course and school following a full review and will not be readmitted to the program.

This change will not effect any other program or program components. The addition of student background checks and drug screens are requirements in agencies used for clinical learning. The proposed change in the academic progression policy will delete our current policy in which students who make below a "C" in a course are dismissed from the program and have to re-apply to the nursing program. It also eliminated the one petition for readmission policy. The academic progression policy provides students the ability to repeat a course in which the student received less than a "C" in the nursing program without having to apply for readmission to the program. Students may use the University's grade forgiveness policy if it has not been previously used. This change will align our program progression policies with the University policy on grade forgiveness.

TABLE 10

Kinesiology: Exercise Science Core for Concentrations II and III

Allowing students the option to take in their program of study HNED 4003H(Honors Thesis) in place of either KINS 4903 internship or KINS 405V independent study within the Kinesiology concentration II (pre-professional) or concentration III (applied exercise science). The KINSBS faculty is making this change in order to allow students the option of counting HNED honors thesis within their program of study.

TABLE 11

MAT - Teaching English to speakers of Other Languages (TESOL)

Section VI. Justification

The addition of an M.Ed. TESOL to Curriculum and Instruction will likely increase numbers in required M.Ed. courses. As of today those courses are rarely full, so this should pose no hardship on the department, college or university. In fact, they should increase revenue from those courses.

There are no plans to eliminate any course or program components because of implementation of the TESOL degree. The four courses required by the Arkansas Department of Education will still be the third option for an M.Ed. -elementary, secondary, or equivalent degree in CIED. Again, these courses generally have spaces available for students from other programs.
See Letter of Notification

TABLE 12

Ed.D. Work Force Development

Revision of required coursework, based on the need and design of the program. ERSM 6413, 6623, and 6623 are to be replaced with courses that specifically deal with research and statistical application in the field of Workforce Development. These courses are WDED 6593 Dissertation Seminar, WDED 699V(3) Dissertation Seminar: Quantitative Research, and WDED 572V(3) Research Design Techniques. Additionally, due to the management of the online program structure and the need to manage enrollment, courses will be structured in one track, eliminating the dual tracks in the initial technologically mediated proposed doctoral program. Change the minimum number of hours to be completed from 99 hours to 96. The WDED program also has structured electives that fall within the knowledge base and of the WDED doctoral program, and only courses that will be offered online will be listed as electives.\

There will be no impact on other degree programs. As an online degree program, the change will allow the WDED program the ability to teach courses that (a) might otherwise be unavailable, (b) related to the specific content of the WDED knowledge base, (c) allow for the development of hybrid activities, thus allowing the program to meet its 'significant oncampus experience' requirement, and (d) allow for better measurement of student learning outcomes. The program also proposes eliminating the dual track structure of the program, as this presents major difficulties in managing the enrollment of an online program. The WDED program, therefore, will streamline online offerings and focus the program in one broad area rather than multiple tracks. The total number of required hours is also being reduced from 99 to 96, with one course, ERSM 5013, made a pre-requisite. The program has consistently found that the competency developed in this course is met at the masters level. The move to 96 hours also makes the degree consistent with the other EDD programs in the College of Education and Health Professions. The change in electives was decided because the program can only offer a certain number of courses each term, and by restricting the possible electives, students will be able to complete the entire program as intended, primarily online with some significant campus experiences.

TABLE 13

Master of Science in Counseling

Change CNSLMS emphasis/concentration area from Community Counseling to Clinical Mental Health Counseling

The change of the CNSL concentration from community counseling to clinical mental health counseling is needed to align with national accreditation agency's change of specialty counseling area from Community Counseling to Clinical Mental Health Counseling

TABLE 14

M.Ed. Elementary Education/Reading

Change requirement of ESRM 5013 to CIED 5013.

Substituting CIED 5013 for ESRM 5013 as a course requirement for the M.Ed. (ELED) will allow students to receive specific research instruction in curriculum and instruction that can be conducted in the public schools. This will prepare students for the practicum course they take later in the program involving teacher action research.

TABLE 15

M.E.d. Special Education

The Special Education Program would offer the required coursework to enable a student to be eligible for Arkansas teacher licensure in P-4 Special Education. This would not require any new courses or a new degree program.

The number of students with disabilities served in public schools in Arkansas and across the country has expanded dramatically during the past 25 years. One result from this expansion is a critical shortage of certified special education teachers. Indeed, the Arkansas Department of Education has listed special education as a critical teacher shortage area for numerous years. Nationally special education has been listed as a critical teacher shortage area every year from 1990 to the present (U.S. Department of Education, 2008). The university has offered 4-12 licensure in special education for numerous years; this proposal would enable the Special Education Program to add the P-4 special education endorsement. No new courses nor degree program are required.