Academic Program Proposals

July 25, 2008

The following is a list of academic program proposals being considered for approval for the July 25, 2008, Arkansas Higher Education Coordinating Board Meeting.

The Institution's Name, Program Title, and Program Summary are listed below. To download a PDF copy of the proposal, click on the following link: www.adhe.edu/pdfs/AA/ProgramProposals-2008-07-July.pdf. Contact ADHE for a copy of the attachments and appendices.

If you have concerns, objections, questions or comments concerning a specific proposal, please send them to the contact person listed on the full proposal, as well as to **Cynthia Moten** at ADHE, no later than **June 16, 2008**.

Also, you may download a copy of the ADHE publication "Criteria and Procedures for Preparing Proposals for New Programs".

Download program proposals in Adobe Acrobat PDF (portable document format). If you do not have an Acrobat reader, you can obtain it free of charge from Adobe.

http://www.adobe.com

Arkansas State University—Beebe
Associate of Fine Arts in Theatre

Program Summary
The proposed Associate of Fine Arts in Theater is a 5-semester associate degree containing 32 credits of General Education Core classes and 36 credits that are either theater specific or departmental and acceptable for core requirement. The AFA track divides along two discipline-specific trajectories. Students will be required to choose either the Performance or Design/Technical emphasis. Each emphasis requires an equivalent credit-hour expectation, but designates different coursework as mandatory. Students going on to finish a baccalaureate degree would enter their transfer program at the Junior level and not have to take Freshman or Sophomore level courses..

The courses needed for the proposed AFA Theater are currently, or will soon be offered at ASU-Beebe. A review of the recommended course outlines of four-year institutions in Arkansas reveals that theater students are expected to participate in performance/production based course work throughout all four years of study. The course content for the AFA in Theater was drawn from a close analysis of the state's four-year degree plans, along with input from theater department chairs as to what they would like to see included in a two-year theater program.

There are currently four full-time faculty members in the ASU-Beebe Theater Department, one MFA in Directing, one MFA in Design, one MA in costume design and one MA in general theater studies. Abington Library holdings are currently adequate to support the proposed AFA in Theater and will continue to expand as the program needs expand. Current facilities include the Owen Center Theater, the Scene Shop, the Costume Shop, theater storage in the theater loft area, and OC 140, faculty offices, and bathrooms for patrons on both the east and west theater exits. The stage, the scene shop, and costume shop also function as instruction space.

Arkansas State University—Jonesboro
Associate of Arts
Associate of Science

Program Summary
Students who satisfactorily complete approximately 50% of the requirements for selected baccalaureate degrees may earn an Associate of Arts or Associate of Science degree en route to the four-year degree. For part-time students, or students who need to stop out due to personal or extenuating circumstances, the en route associate degree can be a valuable intermediate goal, bridging the period between matriculation and the completion of a four-year baccalaureate degree.

A minimum of 64-65 hours, including the required ASU-J general education curriculum are required. Students upon entry to ASU may not declare the degree. Students will be notified of their eligibility for the degree upon satisfactory completion of the minimum requirements. The degree is supported by current baccalaureate programming. It requires no additional courses, faculty, library, facilities or other resources.

Arkansas State University—Newport
Conversion of technical programs transferred from Arkansas State University Technical Center

Program Summary
In that the Board of Trustees of Arkansas State University has the constitutional authority to align institutional offerings and transfer staff accordingly, the Board passed Resolution 07-74 on December 7, 2007, transferring the authority and responsibility of the Arkansas State University Technical Center (ASUTC) to Arkansas State University--Newport (ASUN). The transfer was acknowledged by the Arkansas Higher Education Coordinating Board at the meeting on February 1, 2008, in Arkadelphia. ASU-Newport is requesting conversion to college credit for the following programs (at the certificate or degree level noted-all credit hours mentioned in this proposal are semester credit hours):

Certificate of Proficiency
Commercial Truck Driving – 7 credit hours
Emergency Medical Technician – 10 credit hours
Phlebotomy – 8 credit hours
Welding – 15 credit hours

Technical Certificate
Paramedic – 49 credit hours
Practical Nursing – 55 credit hours
Collision Repair & Refinishing Technology – 42 credit hours
Automotive Service Technology – 60 credit hours
Business Technology – 37 credit hours
        Emphases: Microcomputer Business Applications, Administrative Office Technology, and
        Computerized Accounting
Cosmetology – 60 credit hours
Cosmetology Instructor Trainee – 21 credit hours
Computer Networking Technology – 36 credit hours
Energy Control Technology – 38 credit hours

<u>Associate of Applied Science</u>
Collision Repair & Refinishing Technology – 60 credit hours
Automotive Service Technology – 72 credit hours
Business Technology – 61 credit hours
    Emphases: Microcomputer Business Applications, Administrative Office Technology, and
    Computerized Accounting
Computer Networking Technology – 60-66 credit hours
Energy Control Technology – 63 credit hours
Paramedic – 64 credit hours

Cossatot Community College of the University of Arkansas
Technical Certificate in Agriculture Management

<u>Program Summary</u>
A Technical Certificate in Agriculture Management offers area students the opportunity to expand their knowledge of agriculture in subjects that will assist them in their search for employment on farms and ranches or as they plan to own and operate a farm or ranch. This program provides educational opportunities for recent high school graduates and others who choose to continue their education in agriculture without obtaining a 4-year degree. An emphasis will be placed on entrepreneurship to assist students in developing their own business or operation should they choose to do so. Nine new courses will be added to already existing courses to make-up this Technical Certificate.

This Technical Certificate in Agriculture Management will allow the college to further it's educational mission and purposes: to provide employment education for students to gain competence in skill areas and knowledge for entry into the workforce and to provide leadership for and participate in economic development activities to enhance employment opportunities in the service area.

Mid-South Community College
Technical Certificate in Pharmacy Technician

<u>Program Summary</u>
The Technical Certificate in Pharmacy Technician, a 2-semester program, will be designed to meet Institute for the Certification of Pharmacy Technicians (ICPT) certification standards. MSCC will hire a qualified full-time Pharmacy Technician Specialist and provide facilities for courses which address the fundamentals of pharmacology. Students will complete clinical training at area hospitals and retail pharmacies. The only other Arkansas institution offering this program is located more than 120 miles away.

Our students want what potential employers want: a college degree to match the workplace environment. Yet we do not provide adequate options in the high demand health care field. Students interested in health sciences enroll in our Associate of Applied Science in General Technology, crafting an individualized program comprising general education and pre-nursing courses such as Anatomy and Physiology to prepare to apply for a Registered Nursing program offered by Arkansas State University on our campus. Fall 2007 pre-nursing enrollment was 200, but typically only about 20% of first-time enrollees return for a second year, reflecting lack of Allied Health options for those who are not accepted into ASU's program, which admitted just 12 MSCC students in 2005, 19 in 2006, and 20 in 2007. By adding new Allied Health programs, the College will give the 180 students or so who do not enter ASU's RN program other options. Adding such programs will also help MSCC address missed opportunities for the institution to take advantage of new enrollment revenues.

Another part of our decision to focus on new Allied Health programs in this proposal is the fact that health care delivery is a vital issue in our region. In fact, both Crittenden County and its urban neighbor (Shelby County, TN—where Memphis is located) are designated by the U.S. Department of Health and Human Services as Medically Underserved Areas as well as Health Professional Shortage Areas. Designation as a MUA is based on a score below 62 on a 100-point scale: the Shelby County Service Area scores 51 and Crittenden County a miserable 34.2. This proposed Title III project will enhance MSCC's ability to

provide students with access to rewarding, high-demand Allied Health careers that address regional deficiencies.

In addition, the aging of the population is driving the need for more practitioners at every level of the health care professions. A 2003 study by the U.S. Department of Health and Human Services (*Changing Demographics: Implications for Physicians, Nurses, and Other Health Workers*) predicts that by 2026, "baby boomers will be in the 55-74 age group and will consume approximately 34 percent of total patient-care hours." The study also points out that the elderly make greater use of health care services than younger persons: "On a per capita basis, the elderly have more hospital inpatient days, outpatient visits, and emergency department visits. Relative to the non-elderly, they also have more home health visits per capita and are more likely to be in a long-term care facility."

With the explosion of health care needs in the past decade and the certainty that growth will continue, MSCC's internal and external constituents concluded that new programs in Medical Assistant, Respiratory Therapist, and Pharmacy Technician, along with increased support for our pre-nursing students, offer the best opportunities for enrollment growth. New markets stimulate new enrollments, which mean additional resources to contribute to overall institutional fiscal stability. While proliferation of programs is not a panacea for educational institutions, tapping new markets in high demand fields creates a win/win situation for everyone involved.

Mid-South Community College
Associate of Applied Science in Respiratory Therapy

Program Summary
The Associate of Applied Science in Respiratory Therapy will be designed to meet accreditation standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). A qualified Respiratory Therapist Specialist will be hired to develop and pilot introductory and advanced courses addressing breathing disorders, fundamentals of trauma care, establishing artificial airways, providing resuscitation, and rehabilitation. A skills lab on campus plus clinical rotations in area hospitals and clinics will prepare students to work in today's health care environment. While Associate degree programs for Respiratory Therapist are available at a few other Arkansas colleges and at the University of Arkansas for Medical Sciences, none are close enough to serve our time-/place-bound students.

Mid-South Community College
Associate of Applied Science in Medical Assistant

Program Summary
The Associate of Applied Science in Medical Assistant will be designed to meet accreditation standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and of the curriculum review board of the American Association of Medical Assistants Endowment (AAMAE). MSCC will hire a qualified full-time Medical Assistant Specialist and develop space for courses addressing basic X-ray, spirometry, and electrocardiography, as well as phlebotomy. Externships will prepare students to work in today's hospitals, clinics, and medical offices. This program is not offered elsewhere in the state.

NorthWest Arkansas Community College
Technical Certificate in Dental Assisting

Program Summary
The Dental Assisting Technical Certificate Program will provide needed training for dental auxiliaries in Northwest Arkansas. Classroom instruction in infection control, terminology, materials, instruments, procedures, equipment maintenance, and x-ray procedures will be balanced by laboratory practice as well as clinical situations. Additional training in professional conduct, ethics, and office duties will also be provided.

There are 11 new courses in the proposed certificate; see attachment. At the end of certificate program students will be required to show competency and then be able to enter the workforce. The courses are

divided over 2 semesters with introductory courses in the fall and extended coursework and internships in the spring. There will be minimal new equipment cost of approximately $1000.00. There will be a need to hire one additional faculty member.

The Dental Assisting program at NorthWest Arkansas Community College is located at the Regional Technology Center in Fayetteville. The nine-month certificate program begins each August and ends the following May. Students participate in classroom instruction at the Regional Technology Center and clinical experiences in area dental facilities. Specific course requirements may be found in the NWACC course catalog.

Dental assistants are an integral part of the dental health care team and increase the efficiency of the dentist in delivery of oral health care. Dental offices will employ two to four dental assistants with specialty offices employing more. The demand for quality assistants is expected to continue to be above average in the future. Program applicants must be 18 years old or will turn 18 by Jan. 1, and have a high school diploma or have earned a GED. Students will be chosen for the program based on criteria determined by NWACC. Applicants who are not accepted in the program may reapply the following year by submitting a new application to the program.

Classroom, laboratory, and clinical instruction provide students with a broad background in all aspects of dentistry. Clinical internship is provided by area offices under the guidance of Dentists and Assistants in the communities throughout the district. Students must be able to provide his or her transportation to and from the various clinical sites.

There are no current degree programs at NorthWest Arkansas Community College that support the proposed program. There is an existing high school program that would be articulated with the Certificate Program. The next level of training could be achieved at the University of Arkansas, Ft. Smith with an Associate's Degree in Hygiene or at University of Arkansas for Medical Sciences with an Associate's or Baccalaureate in Dental Hygiene.

NorthWest Arkansas Community College
Technical Certificate in Veterinary Assisting

Program Summary
The veterinary assisting certificate will require the addition of four courses.

Goals of the Program
1. Provide a rigorous curriculum that will prepare students for employment as certified veterinary assistants.
2. Provide students with a knowledge base that will make them valuable employees, immediately able to integrate in the practice for which they work.
3. Teach students skills and safety protocols needed to handle animals properly, including animal and human first aid and CPR.
4. Provide an overview of billing practices, office software, people skills, and office protocol that will allow students to function confidently and effectively as office personnel.
5. Fill a need for trained persons in Northwest Arkansas.
6. Offer a valuable technical career pathway to area students.
7. Ensure that the student is committed and interested in rising to the demands and challenges inherent in veterinary assisting, thereby enhancing his or her long-term viability and career potential.

Objectives of the Program
Students will be able to:
1. Create a resume specifically for applying to veterinary practices.
2. Explain the responsibilities and functions of a veterinary assistant.
3. Perform the basic and necessary functions of a veterinary clinic receptionist.
4. Demonstrate proper safety techniques and first aid necessary in a clinic to keep humans and animals safe.
5. Demonstrate proficiency in Excel and Word, as well as other computer programs that may be in general use by veterinary clinics.

6. Prove understanding of classroom and laboratory topics by periodic assessments that will include both written and hands on assessments.
7. Assist the veterinarian in setup and clean up of the surgical suite and consultation rooms, including proper sanitation and sterile technique.
8. Demonstrate proper animal handling techniques.
9. Respond appropriately to an angry or upset client or in an emergency.

Student Learning Outcomes:
Students will be able to:
1. Pass first aid and CPR courses.
2. Show how to safely handle or restrain specific companion animals.
3. Enter data for animal records into an Excel spreadsheet, retrieve data, and explain its significance.
4. Enter payments and create invoices.
5. Draft letters in Word.
6. Pass comprehensive content tests at the end of each course.
7. Identify surgical equipment and set up a room for surgery.
8. Clean up a surgical suite properly.
9. Lay out equipment and clean an exam room properly.
10. Perform common lab procedures (fecal float, microscope setup, and others).
11. Create a resume and apply for a position as a veterinary assistant.

Pulaski Technical College
Associate of Applied Science in Transportation Facilities Management

Program Summary
This program would prepare students for positions as service managers and/or supervisors in facilities that service the transportation industry. In addition it would provide a means toward upward mobility for technicians working in the transportation fields.

Although not a program entrance requirement, the completion of a Technical Certificate in automotive technology, collision repair technology, diesel mechanics, or motorcycle/ATV technology would be required for the completion of the program. Technical coursework taken pursuant to one of these Technical Certificate programs would fulfill the technical requirements of the program. It is anticipated that students would have completed the requirements for the Technical Certificate prior to beginning work toward this program, although this is not a requirement.

The program would require the completion of 36 semester credit hours above those required for the Technical Certificate program and these hours could be completed in two semesters. It would be the capstone program for a series of training programs currently being offered in the transportation field at Pulaski Technical College (See Attachment Number One of this document). A total of 63 semester hours would be required for the completion of the program including 15 hours of general education, 27 hours credit for the completion of a Technical Certificate, and 21 hours of management and supervision coursework.

The program would be supported by the following Technical Certificate programs:
Automotive Technology, Diesel Mechanics, Collision Repair Technology, Motorcycle/ATV Technology. The program would consist entirely of coursework currently being offered at Pulaski Technical College. No new courses would need to be developed, nor would it require additional faculty, resources, equipment, or facilities.

South Arkansas Community College
Associate of Applied Science in Respiratory Therapy

Program Summary
The proposed program is a minimum five (5) semester program that will culminate in the Associate of Applied Science in Respiratory Therapy. Successful students will be able to sit for the national certification examination in respiratory therapy offered by the National Board of Respiratory Care (NBRC). The board offers both Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT) credentials to those who graduate from entry-level or advanced programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Committee on Accreditation for Respiratory Care (CoARC) and who also pass an exam. This program will seek CAAHEP accreditation.

This AAS program will educate respiratory therapists to work in a wide variety of settings to evaluate, treat, and manage patients of all ages with respiratory illnesses and other cardiopulmonary disorders. Courses will provide instruction necessary for graduates to be able to participate in: clinical decision-making; patient education; development and implementation of respiratory care plans; health promotion, disease prevention, and disease management; application of patient-driven protocols; and, utilization of evidence-based clinical practice guidelines.

All preprofessional courses required in the curriculum are currently offered by South Arkansas Community College each semester except for the RESP 1001 Introduction to Respiratory Therapy and will require no modifications for this program. All professional courses will be developed by the program director.

Startup program costs are expected to be approximately &100,000.00 including faculty salary, disposable supplies, and faculty development monies. There will be additional costs in years 2 and 3 related to acquisition of respiratory therapy specific equipment necessary to initiate and maintain a strong academic program.

There are currently adequate numbers of qualified faculty to support the preprofessional components of the program. No additional positions will be necessary to support the program. Library resources are adequate to begin the program but will require additional literature and multimedia to support the professional phase of the program.

The Medical Center of South Arkansas has verbally agreed to provide space to house the respiratory therapy program on the Warner Brown campus, not far from the South Arkansas Community College West Campus (SACC). They have also agreed to work with SACC to supply used equipment that can be used in the conduct of the student laboratories and to provide a clinical setting for the practicum portion of the program. Other sites have also agreed to participate in the program as indicated below. Existing degree programs that will support the proposed respiratory therapy program include biology, chemistry, psychology, health information technology, computer science, nursing, emergency medical technology, mathematics, and English.

University of Arkansas, Fayetteville
Doctor of Philosophy in Education Policy

Program Summary
This will be a program in K-12 education policy, based on the social sciences and other academic disciplines, supported by empirical research. (see Appendix #1 for summary presentation version of the proposal.) The creation of a Ph.D. program in education policy will be an essential step to fulfill the mission established for the Department of Education Reform when it was created, namely to "provid[e] research that will directly inform policymakers at all levels of government, scholars, parents, teachers, administrations and the general public…"

The building blocks for this program have already been methodically put in place. The Department has filled five of the six endowed chairs, each of which is devoted to a branch of education policy. The Department expects to complete its faculty recruitment by the fall of 2008, when the Ph.D. program would

begin. The faculty has no current teaching obligations, since the department is new and has no degree program. The proposed program has been carefully crafted to fully utilize the faculty, and the program can be fully taught by the department, with a few exceptions noted below.

The department has already recruited a talented group of doctoral students, with fellowships. Funding is committed for 10 students. The department currently has five fellowships filled. These students are enrolled in Ph.D.-granting programs at the University, including economics and public policy, but they work with EDRE faculty.

These students are already generating a significant stream of nationally recognized education policy research, as well as contributing in numerous ways to Arkansas education reform. On the national scene, their research has been presented at professional conferences and received national press attention, in areas such as performance pay for teachers, charter school systemic effects, and the effects of accountability. Some of this work has also started to appear in high-quality peer-reviewed journals. In Arkansas, their work through the Department's Office of Education Policy and other vehicles, has informed legislative efforts, and has also included important hands-on research projects in several Arkansas school districts.

The current practice of placing these students in other programs was an effective way to jumpstart the program, but is clearly a transitional arrangement until an education policy program proper is created. Since the department's resources are in place, the logical place to provide this program going forward is in the new Department of Education Reform, which was created for this purpose.

It is the department's expectation that the current EDRE fellows will continue to complete their degrees in their current programs, rather than try to transfer into the new program. They will continue to enjoy the support of the EDRE fellowships that were offered them for up to four years when they were admitted, as well as their working relationships with EDRE faculty.

Department resources have been established. In addition to the faculty lines with supporting endowments and doctoral fellowships, the department also has $4.5 million in research, project, and dissemination endowments, and has raised or been pledged almost $7 million in external research grants. Some of these resources can be used to support the graduate program. The department also has recruited staff, obtained facilities, and equipment, including the Education Reform Research Lab, which has 9 work stations, and is already a vibrant hub of activity for the EDRE fellows enrolled thus far.

Once the program is underway, the plan is to fund 3 new students per year, with the committed fellowships, anticipated for individual renewal up to 4 years. With attrition, the anticipated steady state would be 10, the number of fellowships available. Additional students could also be supported with research funds and grants that the department has at its disposal. Non-funded students would also be accepted to the program. In all, it is reasonable to expect 10-15 students at any given time. This would mean approximately 5-8 dissertation students at any one time, which is well within the capability of the department's graduate faculty, which numbers 5 at the present time and anticipated to reach 6 by Fall 2008.

The program envisioned will compete with the top 10 education policy programs, as listed in the U.S. News and World Report rankings of education schools. A handful of these programs, including Vanderbilt, Harvard, Teachers' College at Columbia, and Stanford, are transforming the education policy field by hiring more economists, political scientists, et. al. EDRE is already recognized by some of these programs as a close competitor, and the proposed program, based on the social sciences and other disciplines, would join this leading edge.

In addition to the top 10 education policy programs, it is estimated that up to 20 other such programs exist in education schools across the country. The quality is quite variable and few of them have the critical mass of education policy faculty that EDRE has assembled. UA would compete favorably with programs such as those at the University of Missouri-Columbia, University of Georgia, Georgia State, University of Kansas, University of Kentucky, and University of Virginia.

Letters of endorsement from Professor James Guthrie, Chair of Vanderbilt's Peabody College Department of Leadership, Policy and Organizations, and Professor Eric Hanushek of the Hoover Institution at Stanford, attest to the likelihood that the program "will be rated with the nation's top ten" (Guthrie) and "bring immediate recognition to your university" (Hanushek). These judgments are based both on "the rigor of what is proposed" (Guthrie) and the department's "startling group of researchers" (Hanushek).

The program's curriculum will comprise four groups:
  (i)   core courses to establish the disciplinary base and intellectual framework
  (ii)   research methods, to prepare for empirical research
  (iii) courses in the key education reform fields, to understand and contribute to the research behind key policy debates
  (iv)   electives to pursue further specialization

To establish this curriculum, the Department of Education Reform is concurrently proposing 9 new courses, and cross-listing of 2 existing courses that are currently taught by EDRE faculty, but listed in EDFD. The program will culminate in rigorous doctoral dissertations that contribute to the research on education policy, suitable for publication in the top education policy journals, such as *Education Finance and Policy* (published by the American Education Finance Association), *Education Next* (published by Stanford's Hoover Institution and Harvard's Program on Education Policy and Governance), *Peabody Journal of Education* (Vanderbilt), and *Educational Evaluation and Policy Analysis* (published by the American Education Research Association).

University of Arkansas at Little Rock
Bachelor of Science in Nursing Completion Program

Program Summary
The Bachelor of Science in Nursing (BSN) completion program will offer RN graduates of either an associate of science or a diploma program an avenue to pursue an advanced degree while continuing employment. The curriculum for the BSN completion program will build on a foundation of curriculum required for the associate degree Registered Nurse or diploma Registered Nurse program but will focus on the learning needs of the practicing RN. The BSN completion program will integrate theory and practicum learning experiences into their work environment. The curriculum was developed with input from practice partners at Arkansas Childrens Hospital, Saline Memorial Hospital, and St. Vincent Health System (SVHS).

Nursing courses will be in a hybrid-format consisting of primarily on-line delivery with scheduled faculty-student-class meetings either on-line or face-to-face based on the needs of the individual course and the schedule of the student. The support courses required of the BSN completion program are all already available at UALR in an on-line or traditional classroom format.

Students who meet UALR BSN program entry requirements and are currently employed as RNs will be granted 32 credits of lower level nursing courses for successful completion of the National Council of State Boards of Nursing Registered Nurse licensure examination. In addition these students will have already completed 31 hours of lower level general education courses in their associate or diploma core RN program. Students with any deficiencies will be required to complete required courses. The BSN completion program will include an additional 28 hours of credits in support courses above the associate of science RN program requirements and 33 credits of upper division nursing courses. Total program credits are 124 with 46 upper division credits.

It is anticipated that program costs will be covered with tuition and fee income. Costs include the addition of two new faculty lines for the first year and an additional faculty line for the second year, one full-time technology support coordinator and one full-time BSN program secretary position. Anticipated costs also include those associated with an accreditation candidacy/site visit, faculty development, a

program maintenance budget and on-line program support. The proposal budget does not include projected state revenue income.

UALR has a comprehensive library with extensive on-site and on-line references and materials. The projected budget includes funds to add to these holdings annually. The nursing program has a specified library resource person who assists nursing faculty/administration with assessment of holdings, updates, and acquisitions.

The program will be housed in the existing departmental space. The Department of Nursing is located on the fourth floor of the Engineering Technology and Applied Science Building. The area houses several large classrooms, computer laboratories, learning resource/simulation areas, private faculty offices, meeting space and administrative space. A virtual learning studio production facility, noted below, is located on campus and is available for use by the department for course content development and delivery. The Office of Extended Programs at UALR provides 24 hours student support for on-line courses as well as assistance and support to faculty in the design, development, and delivery of on-line courses. UALR and St. Vincent Health System currently have a Memorandum of Understanding that enables the Department of Nursing faculty and students to utilize classroom, computer laboratories, and meeting space within their facilities.

The program has been developed to meet the continuing education needs of the associate degree and diploma RN workforce. It has been developed in collaboration with hospital partners and will provide working RNs with a flexible hybrid option for degree completion.

University of Arkansas at Little Rock
Master of Science in Systems Engineering

Program Summary
The International Council on Systems Engineering (INCOSE) defines systems engineering as "an interdisciplinary approach and means to enable the realization of successful systems. It focuses on defining customer needs and required functionality early in the development cycle, documenting requirements, and then proceeding with design synthesis and system validation while considering the complete problem. Systems engineering integrates all the disciplines and specialty groups into a team effort forming a structured development process that proceeds from concept to production to operation. Systems engineering considers both the business and the technical needs of all customers with the goal of providing a quality product that meets the user needs."

Systems engineering brings together multiple engineering disciplines to provide a complete systems approach. As an example, an engineer who desires to build a robot requires knowledge of mechanical, electrical, computer, and software engineering. With the addition of wireless and telecommunications capabilities, a team of multiple robots can be coordinated to emulate human teamwork and accomplish a much greater variety of complex operations. As systems become more complex than a robot, such as an airplane, a complex telecommunications network, a computer network, or a space shuttle, the knowledge required of engineers becomes quite diverse and encompasses a wide variety of engineering disciplines. Systems engineers, besides acquiring specialized skills in a traditional engineering discipline, also acquire the abilities to lead teams of engineers with diverse skills and to coordinate and manage the design of large and complex systems.

Over the last decade, systems engineering has emerged as a discipline in its own right. Systems engineers are in great demand by service and manufacturing industries associated with aircraft, defense systems, automobiles, construction, telecommunications, computers, and electrical systems. A few universities began to offer systems engineering programs a decade ago. In Arkansas, UALR is the only institution that currently offers systems engineering curriculum. Other institutions offering systems engineering degrees at the graduate level include MIT, Cornell University, New Jersey Institute of Technology, Stevens Institute of Technology, George Mason University, the University of California San Diego, and the University of Illinois at Urbana Champaign.

Systems engineers are able to:

- Integrate multifaceted engineering disciplines to complete the "big picture";
- Model complex systems for optimizing system performance;
- Use simulation tools to predict system behavior in operating environments;
- Work in multidisciplinary teams;
- Design, develop, and deliver completed projects;
- Implement a systems approach to solve complex problems;
- Incorporate a broad educational background required to tackle systems-related tasks arising in service and manufacturing industries;
- Prepare for careers with leading industries or government in the areas of computer, mechanical, electrical, telecommunications, and systems engineering, or pursue a doctoral degrees.

In accordance with UALR's mission, the master's program in Systems Engineering aims to accomplish the following goals:

- Develop students' intellects by imparting expertise to them beyond what they acquired during their baccalaureate degree training;
- Prepare them to adapt to the ever-changing technological landscape and motivate them to discover and disseminate knowledge;
- Help them serve and strengthen society by enhancing their awareness of the growing technological and engineering innovations taking place in the field of engineering; and
- Understand the interdependence of technologies and serve society better by helping to advance the frontiers of knowledge.

The program intends to prepare the graduates for careers in government as well as electrical, telecommunications, computer, mechanical, and systems engineering industries.

Several factors have led the department to propose the MS in Systems Engineering (MSSE) program beginning in Fall 2008:

- The program offers graduates from the Systems Engineering Department an opportunity to pursue graduate studies at UALR, thereby providing them depth and insights into this emerging field and preparing them in interdisciplinary skills required by present day industries. Starting with an enrollment of five students in 1999 when the B.S. program was founded, freshmen enrollment climbed to 62 students in Fall 2007. In three years, we anticipate that a sizeable number of students from the present freshmen cohort will be ready to enter the master's program. During informal conversations, the department's graduates have expressed strong support for such a program and have echoed the sentiment that the program fills a void in Central Arkansas.

- Industries and government organizations have expressed interest in having us offer such a program; recently representatives from Little Rock Air Force Base, Lockheed Martin, Raytheon, Alltel, Windstream, Southwest Power Pool, and several of our own alumni have expressed support for the program. Strong industry support is documented in Appendix 5, which provides letters of support from industries and alumni as well as recommendations by a task force, the members of which were drawn from the Systems Engineering Department's Industrial Advisory Council.

- The Professional Engineering Board has proposed that candidates desiring to take the Fundaments of Engineering Exam pursue 30 credits of education beyond the baccalaureate degree, which is likely to become a requirement. This new requirement will increase the number of our own graduates enrolling in the master's program. Once the program starts, we anticipate increasing demand for the program both nationally and internationally.

Recently, the Systems Engineering Department received an endowment of $6 million from the Arkansas-based Trinity Foundation; this funding allowed the department to build new laboratories and enhance existing laboratories. The Department also received a multimillion dollar NSF EPSCOR grant, together with matching funds from the State of Arkansas, which will provide more than $1.3 million to build state-

of-the-art infrastructure in systems engineering. The Department is, therefore, well positioned to offer the proposed master's program.

The proposed program requires 31 credit hours of graduate work with an option to carry out either a thesis or project, each of which is further explained in Section 7. The program will be offered through the Systems Engineering Department at the University of Arkansas at Little Rock (UALR).

Thesis Option: The Master of Science in Systems Engineering (thesis option) consists of 31 credit hours beyond the baccalaureate degree. Twenty-four credit hours of course work, 6 credit hours of master's thesis, and one hour of graduate seminar are required. Courses selected for the thesis option should provide depth of study in a particular area of interest. All course work must be completed with a minimum GPA of 3.0. A maximum of six hours can be transferred from an accredited master's program. All credits taken for the graduate certificate offered by the Systems Engineering Department can be transferred to the MSSE program.

Non-Thesis Option: The Master of Science in Systems Engineering (non-thesis option) consists of 31 credit hours beyond the baccalaureate degree. Students must complete twenty seven hours of course work, a master's project (three credit hours), and systems engineering seminar (one credit hour). All course work must be completed with a minimum GPA of 3.0. A maximum of six credit hours can be transferred from an accredited master's program. All courses taken towards the graduate certificate offered by the Systems Engineering Department can be transferred to the MSSE program.

University of Arkansas at Little Rock
Doctor of Philosophy in Criminal Justice

Program Summary
The Department of Criminal Justice, University of Arkansas at Little Rock proposes a doctoral program (PhD) in Criminal Justice. The program is created with the goal of increasing the number of doctorally trained graduates in criminal justice to meet increasing demand for academic teaching positions as well as policy and administrative leadership positions in the criminal justice field.

Admission to the program will require a master's degree and specific statistics and methodology courses at the master's level. Students in the doctoral program will be guided through an intense, supervised course of study in crime, the causes of criminal behavior, and governmental responses to crime. The program will provide students advanced academic training, strong methodological and statistical skills, and special expertise in the study of crime and justice. The program will require intensive work in qualitative and quantitative methods, statistical analysis, and research design. Graduates will understand the complex dynamics of crime and the criminal justice system in the U.S. and demonstrate expertise in research and the analysis of crime. Graduates of this program will serve as professors in universities, as researchers in non-profit and commercial organizations focusing in the broad area of crime and justice, and as researchers and supervisors in government agencies.

The curriculum includes 57 graduate semester hours divided into five sections: a) research design and statistical analysis, b) crime and justice, c) electives and specialization, d) research practicum, and e) dissertation. These courses combine to produce students who have mastered the theories of crime and justice and have demonstrated advanced skills in research and statistical analysis necessary to conduct research and inform policy and practice in both pure and applied research.

Courses will be drawn from existing Master of Arts courses in the UALR Department of Criminal Justice and new courses developed to represent a strong doctoral education. All courses will be taught in the classroom or in consultation with individual faculty; none will be taught on-line. Existing courses at the master's level will be enhanced and strengthened to make them appropriate for doctoral students. In addition to the Research Practicum and Dissertation courses, five new courses will be added for this doctoral program.

The Department possesses sufficient academic resources for a strong doctoral program. The range of faculty and research represents a unique advantage in providing students the skills and abilities they

need to be successful in academic, research, and policy positions, both within Arkansas and across the U.S. The program will be supported by a strong undergraduate (BA) program and a Master of Arts program that has consistently enrolled about fifty students a year for over three decades. The doctoral program will also enhance economic development and governmental efficiency through the research and knowledge of a diverse faculty. Library holdings, equipment, and physical resources within the Department are sufficient to support both student and faculty needs with the exception of the addition of six offices for graduate assistants and furniture for those offices.

University of Arkansas at Little Rock
Doctor of Philosophy in Reading

Program Summary
The Center for Literacy under the Department of Teacher Education within the College of Education at the University of Arkansas at Little Rock proposes a Doctor of Philosophy (PhD) in Reading designed to meet the increasing and changing demands of reading education in our state and nation. The International Reading Association (IRA) professional standards clearly outline different levels of preparation to meet the diverse roles and responsibilities of reading educators. The five unique roles include: Paraprofessional (Category I), Classroom Teacher of Reading (Category II), Reading Specialist/Literacy Coach (Category III), Teacher Educator (Category IV), and Literacy Administrator/Reading Curriculum Specialist (Category V). The current reading programs at UALR address Categories II and III with the Master's in Reading degree and the Literacy Coach Specialist certificate degree, respectively, and Category V with the Educational Specialist in Reading degree. However, in order to prepare candidates for the Teacher Educator role, a PhD in Reading degree is required. With the increasing demand for reading specialists in schools, the role of the Teacher Educator for providing instruction to candidates at the graduate and undergraduate levels is more important than ever. Yet, there are no universities in Arkansas and only a few in the surrounding states where professionals can earn this higher degree. If the proposal for a PhD in Reading is approved, UALR stands positioned to assume a regional and national influence in training Teacher Educators for the field of reading education.

According to the IRA professional standards, the responsibilities of Teacher Educators include: 1) providing instruction to reading candidates at the graduate and undergraduate levels; 2) participating in scholarly activities, including creative works and research studies; and 3) forging university-school partnerships with other educational agencies to promote the advancement of literacy. The ultimate goal of the Teacher Educator is to prepare reading teachers for the specialized role of teaching reading to K-12 students, assuming roles as district literacy administrators or reading curriculum specialists, as well as simultaneously contributing to the reading profession through personal research and theory development.

If approved, the PhD in Reading degree would be a research-oriented program with rigorous coursework in literacy theories combined with cognitive apprenticeships in the field and opportunities to collaborate with faculty on scholarly work and research projects. To achieve this goal, candidates must be participants in a professional community where research and scholarly activity are intentionally embedded into the teacher preparation programs. The Center for Literacy in the Department of Teacher Education provides candidates with an infrastructure for: 1) interacting with influential researchers, well-known authors, and accomplished practitioners through UALR sponsored events, including the annual literacy conference, spring literacy academy, and summer institutes; 2) collaborating with faculty on literacy-related research projects; 3) using technology for research, assessment, and the dissemination of information; and 4) establishing educational partnerships with local, state, and national agencies in order to influence literacy advancements. In the process, candidates are mentored into a service philosophy that views literacy accomplishments as a global responsibility, including the necessary knowledge and dispositions for influencing reading achievement for all learners.

In 2006, the International Reading Association completed a major study of program factors related to the preparation of reading teachers and identified six essential features for creating and sustaining university programs that produce teachers of reading education. The study concluded that "outstanding reading education programs are grounded by content, powered by teaching, energized by apprenticeships,

enriched by diversity, evaluated by assessment, and sustained by vision and good governance." (p.3). The International Reading Association challenged university programs to strive for excellence in order to produce teachers who can meet the demands of today's classroom environment. Furthermore, the study concluded that "research is the bedrock of excellent preparation programs", and "that research informs theories and theories guide decision-making." (p. 4) Toward this goal, a PhD in Reading would include a strong theory and research focus that prepares candidates to use appropriate research methods for developing and testing literacy theories. This goal is aligned with the mission of the College of Education, which includes a need to develop professionals who use state-of-the-art methods and technologies.

If approved, the PhD in Reading program would support UALR's mission in providing high-quality advanced training directed toward preparing leaders in reading education. Since many of the current students in the UALR Reading programs are from other states, the PhD in Reading program will offer flexible designs for recruitment and retention, including cohort groups, web-based courses, Saturday sessions, cluster visits, distance learning, video conferencing, and traditional courses. Additionally, students will use electronic portfolios and discussion boards as effective tools for communication and assessment purposes.

The faculty for the proposed PhD in Reading degree will include fourteen current members of the College of Education with doctoral degrees in the following disciplines: Reading; Language, Literacy, and Culture; Psychology and Educational Research; Early Childhood; and Educational Leadership. During the next two years, the faculty with PhD degrees will be expanded to include two new reading faculty and one new educational foundations faculty to support additional research goals.

An Internet search of documents from other universities demonstrates a distinction between the PhD versus the EdD degrees according to: 1) the credentials of the faculty; 2) the theoretical and research nature of the coursework; and 3) the rigor and scholarly quality of the dissertation. In short, a PhD is a philosopher's degree, whereas the EdD is a practitioner's degree. The proposed PhD in Reading is a research degree for academics who are interested in developing and testing theories that lead to effective instructional practices with implications for the professional field. For example, a dissertation topic for a PhD in Reading candidate might focus on testing complex theories of self-regulation with a group of middle school students. In this scenario, the candidate would need to have a strong background in social and cognitive learning theories and the appropriate research methodology for developing and testing these theories, including experimental research. For this student, the dissertation faculty might include those with a PhD in Reading, a PhD in Educational Psychology, and a PhD in Educational Research. The defining details and characteristics of a Doctor of Philosophy versus a Doctor of Education are outlined below in an Internet document from North Texas University.

Details and Characteristics of a Doctor of Philosophy and a Doctor of Education

Degree Objectives	Degree Objectives
Ph.D.	**Ed.D.**
Preparation of professional researchers, or scholars. Develops competence in scholarship and research. Focuses on producing new knowledge.	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.

Career Objectives	Career Objectives
Ph.D.	**Ed.D.**
Scholarly practice, research, or teaching at university or college levels.	Administrative leadership in educational institutions or related organizations.

In addition to the objectives described above, several distinctions in research and dissertation hours are evident. The example below from an existing EdD at UALR will be used to illustrate the differences in these degree requirements.

Details of Degree Requirements for Proposed Doctor of Philosophy and Current Doctor of Education

Degree Requirements	Degree Requirements
PhD in Reading	**EdD in Higher Education**
Minimum of 108 hours (72 or more hours beyond the master's degree)	Minimum of 99 hours (63-69 hours beyond he master's degree)
Research core of 15 hours	Research core of 12 hours
Minimum of 18 hours of dissertation	Minimum of 15 hours of dissertation

The program costs will be primarily new faculty: one new assistant professor with a PhD in Reading during Year 1 and a second assistant professor with a PhD in Reading after Year 2, if the need warrants. Also, in Year 2, an assistant professor in Foundations for Teacher Education will be needed to assist with research classes in the PhD program. Currently, the Teacher Education department has the appropriate space to house these additional faculty.

Reviews of doctoral programs have shown that a new doctoral program should be advanced, focused, and offered only in areas where there are significant scholarly and research strengths, and in areas of greatest need to the community and nation. UALR's focus on reading is documented in five unique ways:
1) UALR is the only university in Arkansas to offer three accredited graduate degrees in Reading Education.
2) UALR has three internationally recognized literacy models within the Center for Literacy that attract graduate students from across the United States.
3) UALR attracts over 3000 educators annually from across the United States and abroad to the fall literacy conference, spring literacy academy, and summer literacy institutes.
4) UALR has a longstanding history of literacy partnerships with schools, state departments, and other universities.
5) UALR PhD faculty are nationally recognized for their scholarly publications, research, and service to professional organizations.

University of Arkansas at Monticello
Technical Certificate in Health Information Technology

Program Summary
The Health Information Technology Technical Certificate is designed to provide individuals with opportunities to learn basic knowledge and skills needed to become a medical assistant, medical office assistant, medical transcriptionist, medical insurance coder, or medical insurance technician with emphasis on the analysis of medical records. Medical coders must successfully complete the national certification examinations of the American Academy of Professional Coders or the American Health Information Management Association to be a Certified Coding Associate. Medical coders may be employed without the national certification; however, the credential will enhance employment and salary options.

A Healthcare Office Skills Certificate of Proficiency may be earned after successful completion of 18 credit hours (the first semester of suggested courses leading to the Health Information Technology Technical Certificate). The Health Information Technology Technical Certificate may be earned after successful completion of 39 credit hours. The Administrative Information Processing Technical Certificate

Program currently approved will provide 7 of the 13 required coursed for the Health Information Technology Technical Certificate.

One full-time faculty member will be required to support this program. Facilities, computer labs, and library resources are available; however, software for teaching a new course in Medical Office Procedures will be required.

Institutional Certification Advisory Committee
The Institutional Certification Advisory Committee (ICAC) will review the following applications for certification at the July 2008 quarterly meeting.

Capella University, Minneapolis, Minnesota
Decertification - Online
     Bachelor of Science in Information Technology: Graphics and Multimedia Specialization
     Master of Science in Information Technology: System Design and Development Specialization
Initial Certification - Online
     Master of Science in Information Technology: Specializations in Business Analysis and Enterprise
     Software Architecture

Kaplan University, Fort Lauderdale, Florida
Initial Certification - Online
          Associate of Applied Science in Accounting
          Associate of Applied Science in Business Administration/Management
          Bachelor of Science in Accounting
          Bachelor of Science in Business
          Bachelor of Science in Information Technology
          Bachelor of Science in Management
          Bachelor of Science in Software Development
          Bachelor of Science in Legal Studies
          Master of Business Administration
          Master of Science in Management

Nova Southeastern University, Fort Lauderdale-Davie, Florida
Initial Certification - Online
     Master of Business Administration

University of Phoenix, Phoenix, Arizona
Initial Certification – Online
     Associate of Arts - Information Technology in Visual Communication
     Master of Science in Nursing - Specialization in Informatics
     Doctor of Philosophy in Higher Education Administration
Initial Certification – New site in Texarkana, Arkansas
     Bachelor of Science in Business Management
     Master of Business Management

Webster University – Fort Smith, Arkansas
Recertification
     Master of Business Administration
     Master of Arts in Human Resource Management
     Master of Arts in Information Technology Management

Webster University – Fayetteville, Arkansas
Recertification

    Master of Business Administration
    Master of Management & Leadership
    Master of International Business
    Master of Arts in Human Resource Management
    Master of Arts in Human Resource Development
    Master of Arts in Information Technology Management