

Academic Program Proposals

April 27, 2012

The following is a list of academic program proposals being considered for approval at the April 27, 2012, Arkansas Higher Education Coordinating Board Meeting.

The Institution's Name, Program Title, and Program Summary are listed below. Contact ADHE for a copy of the proposals.

If you have concerns, objections, questions or comments concerning a specific proposal, please send them to **Cynthia Moten** (Cynthia.Moten@adhe.edu) at ADHE no later than **March 1, 2012**.

Arkansas State University-Beebe Associate of Science in Environmental Science

The Associate of Science in Environmental Science program is designed with two purposes: 1) to provide a broad basis in the sciences to promote the further study of environmental science at a senior institution such as Arkansas State University – Jonesboro; and 2) to provide an understanding of environmental principles for students choosing to seek employment after associate degree attainment. Only once course was created that was not previously in the University Catalog. ZOOL 1204, Principles of Zoology, was created by the University Curriculum Committee to be offered during the 2012-13 Academic Year.

The program would not incur serious expense over and above current financial obligations. The cost of instruction including instructional supplies will be in line with other science programs and are expected to grow as enrollment grows. Most courses required for the degree are taught routinely by other departments. Courses specific to Environmental Science will be taught by faculty members who are currently on staff or by adjunct instructors. ASU-Beebe plans to offer the majority of the coursework for this degree on the ASU-Heber Springs campus. At the Heber Springs campus, there is ample instructional space available for this program. Concerning equipment, existing equipment should be sufficient. Five entities that would potentially employ students earning the Associate of Science in Environmental Science represented three sectors: Oil and Gas Production, Manufacturing, and Government.

Arkansas State University-Jonesboro Master of Science in Engineering

This proposal is to establish a new Master of Science in Engineering (MSE) graduate program within the College of Engineering at Arkansas State University-Jonesboro. Engineering programs at ASU have evolved significantly from their beginnings as an agricultural engineering program in the 1960s and the later establishment of the Bachelor of Science in Engineering program in 1982-83. Additional recent developments, including the establishment of three new undergraduate degrees (Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering) and one graduate degree (Master of Engineering Management) in 2008-09, have created a fertile ground for additional momentum and synergy in academia, research, and industry, and should have a positive impact on Arkansas' economic development.

The ASU College of Engineering is poised to initiate an expanded engineering graduate program that will build upon ASU's tradition and existing strengths in engineering education and research. The ASU MSE program will enable engineering graduate students to enhance their investigation and problem-solving skills through the application of advanced engineering principles and methods in original research and development activities. The ASU MSE program will provide outstanding student-centered instruction, learning, and research and scholarship opportunities to serve the

community, state, and nation, and further enhance ASU's recognition as a comprehensive research oriented university.

The goal of the ASU MSE program is to utilize fundamental science and technology in order to enhance the efficient and sustainable use of resources and to integrate research and teaching to promote cross-disciplinary interactions between university and industry. Applied engineering and state-of-the-art technology will form our core identity as a scientific institution and will offer students hands-on experiences in solving engineering problems.

Admission to graduate study in the MSE program is granted to qualified applicants who have an undergraduate GPA of at least 2.75 on a 4.00 scale and a bachelor's degree in engineering. Applicants must submit their GRE score and the minimum combined Verbal and Quantitative score must be 1,000 (paper-based test) or an equivalent score on the computerized test. All international applicants will be required to provide English scores: 550 on the paper-based or 79 on the internet based Test of English as a Foreign Language (TOEFL) or a score of 6 on the International English

Language Testing System (IELTS) exam. Reference and letter of intent requirements will part of the online application process. Admittance into the MSE program will be contingent upon acceptance of the applicant by an advisor and the availability of funds for the proposed research.

The graduate curriculum consists of nine newly developed 6000 level graduate-only courses, five existing 6000 level graduate-only courses, and eighteen existing 5000 level dual-purpose courses. The minimum number of semester credit hours is 30. Students in the MSE program will be required to complete four core courses from the major field body of knowledge for 12 semester credit hours, a minimum of two 6000 level graduate engineering elective courses for 6 credit hours, two additional approved graduate elective courses for 6 credit hours, and two semesters of thesis research for 6 credit hours. The courses will be taught by new and existing faculty members in the College of Engineering. No similar program exists in northeast and eastern Arkansas, as Arkansas has few universities offering Master of Science degrees in Engineering, e.g., University of Arkansas at Fayetteville, University of Arkansas at Little Rock, and Arkansas Tech University at Russellville, which are all located in central and western Arkansas.

Budget support will be required to facilitate the MSE program for three years, which has been allocated to salary, instrumentation, library, office supply, and travel. An administrative specialist will be needed to build and operate online application process and manage the operation of the program. The administrative specialist will also manage operations in the companion Master of Engineering Management program. New equipment will be required to facilitate an innovative engineering discipline course to provide students with actual hands-on experiences on advanced direct and indirect experimental techniques. Library, office supplies, and travel costs, will be requested to assist the program. Funding sources consist of revenue from MSE student tuition, new state general revenue, external sources, and library allocations. Extra monetary support, primarily for joint research/teaching equipment, is and will be available from extramural research funds.

The state of Arkansas currently stands at the threshold of a knowledge-based economy. Arkansas has been making progress, but most states are focused on investing heavily and nurturing key institutions to improve their position in the knowledge-based economy. Therefore, it is necessary to implement both incremental improvements and dramatic change to lift its position and begin to close the gap. In order to embrace knowledge-based industries, Arkansas needs to attract and grow its knowledge-based assets (e.g. highly educated workers, research facilities, and entrepreneurial startups) and leverage them for economic development.

Arkansas Tech University

Bachelor of Science in Business Administration in Business Data Analytics

The Business Data Analytics (BDA) major prepares students for a career in business data analysis. These professionals analyze data to support business decisions and strategy and to creatively solve business problems. Specific data analyst job descriptions depend on the responsibilities of the particular

industry in which the data analyst is working. For example, a data analyst working in the health care sector will be expected to perform data analysis with respect to patient outcomes, customer and insurance payment patterns, drug interactions, infection rates, geographic health care service densities, and other types of health care data. Similarly, a data analyst working in customer relationship management will be expected to perform data analysis with respect to customer buying patterns, identifying the best and worst customers, identifying different customer types, detecting fraud, and identifying opportunities for cross-selling and up-selling.

A data analyst responds to client or management requests for information and may have to develop methodologies and files for effective data management. A data analyst is able to retrieve, manipulate, and analyze data from multiple sources; and works with data using a variety of tools, platforms, and techniques and interprets the results in a clear, understandable way. These professionals create and report actionable information in a professional manner. Through a strong understanding of software, database/data warehouse, and research tools, the Business Data Analyst combines an understanding of business functional requirements, information resources, and systems applications of a firm to create and manage meaningful business intelligence to achieve business strategic success. The firms that would potentially hire BDA graduates are ABF Freight System, Axiom, Bank of America, Ducommun LaBarge Technologies, Entergy, IC Bus, and Sherwin Williams.

**Arkansas Tech University
Associate of Science in Ozark-Ouachita Studies**

The program is designed to promote cross-disciplinary and cross-college collaboration and exchange with a focus on issues relevant to the Ozark-Ouachita region by combining coursework from three colleges and seven departments. The program will serve both students who may not need or want to complete a bachelor's degree and those who seek to acquire an AS in addition to their bachelor's degree. The coursework requires completion of 60 hours, including the university's general education core courses, 21 hours of required and elective courses related to Ozark-Ouachita Studies, and 4 hours of general elective credit (including Tech 101). These courses already exist in the curriculum, and will serve the new Associate of Science degree with only minor modification. No new program, faculty resources, or library resources will be required to implement the AS in Ozark-Ouachita Studies. The following degree programs support the proposed AS program: Biology, English, Fisheries and Wildlife Science, Geology, History, Recreation and Park Administration, and Sociology.

This program is designed to enhance the educational experience of students wishing to remain in the state after graduation and was derived from student interest (across academic disciplines) in a variety of topics related to the Ozark-Ouachita region. This new Associate of Science program offers the opportunity for students from three separate colleges pursuing a diversity of majors to focus their academic energy on issues of importance to Arkansas and its citizens. One goal of the program is to foster academic collaboration between the University's colleges with the hope of developing long-term research projects that combine the theories and methodologies of both the natural and social sciences. Another goal of the program is to make students uniquely employable to Arkansas businesses and to federal and state agencies targeted at cultural preservation, natural resource protection, and social services.

**Arkansas Tech University
Role and Scope Change Request to offer Doctor of Education (EdD) in Executive Leadership**

Arkansas Tech University is making a change in its role and scope to offer the first doctorate in the history of the institution, an EdD in Executive Leadership. Arkansas Tech University has a demonstrated history of responding to the needs of its constituents and the State, and of being a good steward of the funds provided by the State and the tuition paid by its students.

ATU has a special role in serving students who are practitioners in the education field at the Educational Specialist (EdS) level. This proposal is in keeping with this role in expanding opportunities for students and for keeping students in executive leadership roles in Arkansas public schools. The market demand for an EdD for the practitioner/scholar exists based on requests from Arkansas Tech University and Henderson EdS students along with demand from employers and other practitioners.

The special feature of the proposal is to address the need and accessibility of executive leadership training for the scholar/practitioner. The change of the institution to seek this change in role and scope has been gradual in its development based on the success of the EdS program and demand from the EdS students. The careful planning of the proposed offering adds value to the advanced work completed through the EdS curriculum.

University of Arkansas, Fayetteville
Doctor of Philosophy (PhD) in Geosciences

The objective of the proposed program is to provide doctoral-level training for students in areas of strengths unique to the University of Arkansas, Fayetteville (UAF) and to build areas of graduate research and instruction currently not available in Arkansas and the immediate surrounding region. These areas of faculty expertise include 1) basin evolution and analysis (including multiple aspects of petroleum geology that incorporate sedimentation, structural geology, stratigraphy and geophysics), 2) crustal and mantle composition and tectonic evolution, 3) neotectonics and dynamic geomorphology, 4) geomatics (including GIS, remote sensing, GPS geodesy, and geospatial analysis), 5) groundwater dynamics, karst hydrology and limnology, and 6) paleoclimatology. The introduction of the program is timely. Scholarly activity, research expenditures, and graduate enrollment have steadily increased in the Department of Geosciences throughout the past decade. In addition, the growth of the natural resource sector and the explosion of the geospatial industry require highly-trained professionals with the knowledge-base, skills, and experience of geoscientists.

Students with doctoral-level expertise in these areas will contribute to the economic and environmental well being of Arkansas, and of surrounding states. This is particularly relevant now with the new-found interest in petroleum and natural gas resources within the region, and the rapid expansion of the energy industry. The economic impact on Arkansas of natural gas extraction from the Fayetteville Shale, a geologic formation present throughout the state, is estimated at range from \$5.5 to \$18 billion. In addition to the increased importance of petroleum resources, environmental problems related to water quality and quantity exist and are becoming more severe. Their long-term resolution requires strong and forward-thinking research led by highly trained investigators. Natural resources including water, coal, oil, natural gas, and building materials are necessities for economic development in the state. Graduates of this program will contribute in their vital area through geologic analysis of sedimentary basins, and through advanced geographic and cartographic depiction of their distribution. Surficial processes such as stream erosion and deposition, slope erosion, glaciation, and weathering, all impact the land surface that we use for living, for storage of waste materials, for agriculture, and for construction. Natural hazards such as earthquakes affect the surface and construction. We envision that students who study the processes and deposits will contribute to mitigating any deleterious effects and promote wise use of our natural and cultural resources.

The Department of Geosciences at the University of Arkansas merges the formerly distinct Departments of Geography and Geology into a single academic unit. Separate degree requirements (BS in Earth Sciences, BA and MA in Geography, and BS and MS in Geology) and course curricula are maintained, although there is some cross-registration in undergraduate and graduate courses by students. The combined department has a total of 20 tenured and tenure-track faculty members in Fall 2011, all of whom have the PhD and Graduate I faculty status within UAF. In addition, the Department has 4.5 instructors as of Fall 2011 who hold at a minimum a Geography MA or Geology MS. Geology has 9 full-time teaching faculty, 1 half time faculty, and 1 part-time appointment shared with the US Geological Survey. Geography has 10 full-time teaching faculty, of which one is a joint appointment with the Department of Anthropology. Two tenure-track assistant professorships in low-temperature geochemistry and hydrogeology have recently been filled. Bringing the total number of faculty in Geosciences to 24.5, including the 4.5 instructors.

Research continues to be a primary focus within the Department of Geosciences, despite the lack of a doctoral program in the field. Total active external funding during 2009-2010 was approximately \$8,000,000, a modest increase from \$7.5 million in 2008-2009. This includes funds on which our faculty are PI and/or Co-PI, including Geosciences faculty affiliated with the Center for Advanced Spatial

Technologies. For perspective, external funding in 2006-2007 using the same basis for calculation was \$6,619,663 and in 2005-2006 was \$6,456,361. Research grants awarded to the Department of Geosciences came from a variety of federal, state, and local agencies including NSF, NASA, DOE, DOD, NOAA, USGS, USDA, U.S. Forest Service, the Department of Justice, the Department of Homeland Security, the Organization of American States, the State of Arkansas, and the Arkansas Natural Resources Commission. Faculty and their students had 53 articles either in press or published in refereed journals during 2009-2010. An additional 16 articles were in review or in revision. This is similar to previous years 2007-2008 and 2006-2007 when 50 articles were published, and is a significant increase from 2004-2005 when faculty had 40 articles either published or in press. Faculty and their students gave more than 100 presentations at (inter)national meetings in 2009-2010, a number that was greater than the 90 in 2007-2008, and much greater than the 55 in 2006-2007 and the 60 given during 2005-2006. Publication venues in recent years include *Nature*, *Science*, *Geology*, *Geophysical Research Letters*, *Geological Society of America Bulletin and Special Papers*, *Photogrammetric Engineering and Remote Sensing*, *Earth Surface Processes and Landforms*, *Geomorphology*, *Applied Geochemistry*, *Geochimica et Cosmochimica Acta*, *Journal of Hydrology*, and *Journal of the American Water Resources Association*, among others.

The curriculum will use existing courses at the 4000-5000 level within the Department of Geosciences, plus the addition of courses in specific areas that support departmental research strengths as new faculty are hired. One new course on technical and proposal writing will be required. Facilities, and equipment are adequate for the short-term, and will be much improved with the final renovation of Ozark Hall, scheduled to be completed in mid-summer 2013. Because Geology and Geography have been long standing programs at the University of Arkansas, library resources are generally good, but will need to be enhanced with the addition of several journals to fully meet the needs of a Geosciences PhD granting program. Funds for four new faculty hires are included in the budget for the proposed PhD program. One will be at the senior level and the others at the junior level. The hire at the senior level will be in the area of petroleum geology, and will be a person with extensive experience with doctoral students and graduate education to provide guidance as the Department moves forward with the PhD program. The budget also has monies allocated for additional PhD level graduate assistantships.

University of Arkansas at Monticello

Master of Fine Arts in Creative Writing offered by distance technology

As a purely online MFA with specializations in fiction, creative nonfiction, and poetry, this program provides both flexibility and academic rigor. The MFA will accommodate the academic, personal and career goals of its students and their lifestyles and geographical locations in the context of a high-quality program taught by accomplished writers. This is a 48-hour degree, in line with the best practices and standards of the Association of Writers and Writing Programs (AWP) and will be taught by core faculty at UAM as well as contracted part-time faculty "mentors," as is the common practice among low-residency and online MFA programs across the country.

The UAM MFA in Creative Writing will be of interest to persons who would pursue writing careers, public school teachers wishing to obtain a master's degree, individuals interested in teaching at the collegiate level, and employees of businesses who would benefit from the further development of their critical and creative thinking and writing skills. The core faculty is currently employed by UAM with credentials that rival or exceed the credentials of core faculty at most MFA programs nationally. The degree will be housed in the School of Arts and Humanities as its first graduate-level degree.

University of Arkansas at Pine Bluff

Master of Science in Computers and Technology

The University of Arkansas at Pine Bluff (UAPB) has developed a regional and national profile as a Science, Technology, Engineering, and Mathematics (STEM) University. It is known for offering well-designed, innovative curricula, setting challenging academic standards and providing well-qualified minority graduates for Arkansas, national businesses and organizations. Moreover, it has gained national and international recognition for its STEM Academy, Arkansas Alliance for Minority Participation (ARK-LASAMP) in STEM careers, and its graduate program in Aquaculture & Fisheries.

The Computer Science and Industrial Technology programs at UAPB are well known across the region for their undergraduate students' expertise in their discipline. For example, the Industrial Technology program is ATMAE (Association of Technology, Management, and Applied Engineering) accredited. Both programs attract students from within Arkansas, nationally and internationally. The Computer Science program has generated more than two million (\$2M) dollars in external funds for program development in cybersecurity. It is on the strengths of the core baccalaureate programs in Industrial Technology and Computer Science that this new master's degree in Computer Science and Technology is based.

Graduates of this program will have the technological (i.e. industrial technology and industrial engineering) and computer (i.e. information science and information technology) knowledge and experiences to meet the job demands of business and industry such as computer systems design and related services; management, scientific, and technical consulting services; and semiconductor and other electronic component manufacturing (Source: U.S. Department of Labor/Arkansas Department of Workforce Services Employment Projections). This master's proposal is driven by two distinct needs, fueled by the growth in professional/technology-oriented employers in Arkansas and the southeastern region of the United States.

The graduate will have 1) exposure to different platforms, languages and paradigms for software development, network technologies and electronics; 2) a strong background in designing diverse software system solutions, exposure to a diverse assortment of applied technology concepts; 3) a strong background in implementing a diverse algorithm oriented approach to solving complex technological problems; 4) familiarity with designing versatile software systems, specific issues of which are influenced by both software design and hardware architecture requirements; and 5) will be able to critically analyze problems and thoroughly evaluate potential benefits of alternative solutions using industry standard computational-oriented approaches.

Institutional Certification Advisory Committee (ICAC)

The following applications for certification will be reviewed by ADHE for possible consideration at the March 2012 ICAC quarterly meeting.

American InterContinental University, Hoffman Estates, Illinois

Initial Certification – Distance Technology
Associate of Criminal Justice
Associate of Information Technology
Associate of Arts Visual Communications

American Sentinel University, Aurora, Colorado

Initial Certification – Distance Technology
Doctor of Nursing Practice – Executive Leadership
Master of Science in Nursing – RN to MSN

Argosy University, Chicago, Illinois

Initial Certification – Distance Technology
Associate of Arts in Psychology
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Master of Science in Organizational Leadership
Master of Business Administration
Master of Public Administration
Doctor of Business Administration

Art Institute of Pittsburgh, Pittsburgh, Pennsylvania

Initial Certification – Distance Technology
Bachelor of Science in Advertising
Bachelor of Science in Culinary Management
Bachelor of Science in Fashion and Retail Management

Bachelor of Science in Game Art and Design
Bachelor of Science in Graphic Design

Belhaven University, Jackson, Mississippi

Initial Certification – Distance Technology
Associate of Arts in Business
Bachelor of Business Administration
Bachelor of Health Administration
Master of Health Administration
Master of Sports Administration

Bryan College, Springfield, Missouri

Recertification – Distance Technology, Rogers Campus
Associate of Applied Science in Medical Laboratory Technician

Chamberlain College of Nursing, Addison, Illinois

Recertification – Distance Technology
Bachelor of Science in Nursing
Master of Science in Nursing

Colorado State University-Global Campus, Greenwood Village, Colorado

Initial Certification – Distance Technology
Master of Science in Management
Master of Science in Organizational Leadership
Master of Science in Teaching and Learning

Colorado Technical University, Colorado Springs, Colorado

Initial Certification – Distance Technology
Doctor of Management
Doctor of Computer Science
Bachelor of Science in Nursing

Columbia College, Columbia, Missouri

Initial Certification – Distance Technology
Associate of Arts
Associate of Science in Business Administration
Associate of Science in Criminal Justice Administration
Bachelor of Arts in Business Administration
Bachelor of Arts in Criminal Justice Administration
Bachelor of Arts in Human Services

DeVry University, Naperville, Illinois

Recertification – Distance Technology
Associate of Applied Science in Electronics and Computer Technology
Associate of Applied Science in Health Information Technology
Associate of Applied Science in Web Graphic Design
Bachelor of Science in Computer Information Systems
Bachelor of Science in Network and Communications Management
Bachelor of Science in Management
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Justice Administration
Bachelor of Science in Multimedia Design and Development

Ecclesia College, Springdale, Arkansas

Initial Certification – Distance Technology
Bachelor of Science in Business Administration

Everest College, Phoenix, Arizona

Initial Certification – Distance Technology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice

Everest University, Orlando, Florida

Initial Certification – Distance Technology
Associate of Applied Science in Computer Information Science
Associate of Applied Science in Applied Management
Associate of Science in Homeland Security
Bachelor of Science in Applied Management
Bachelor of Science in Computer Information Science
Bachelor of Science in Criminal Justice
Bachelor of Science in Homeland Security

Franklin University, Columbus, Ohio

Recertification – Distance Technology
Bachelor of Science in Applied Psychology
Bachelor of Science in Healthcare Information Systems Management
Bachelor of Science in Healthcare Management
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Organizational Communication
Bachelor of Science in Safety, Security and Emergency Management

Graceland University, Independence, Missouri

Initial Certification – Distance Technology
Doctor of Nursing Practice, Organizational Leadership

Grand Canyon University, Phoenix, Arizona

Initial Certification – Distance Technology
Bachelor of Arts in History
Bachelor of Science in Finance and Economics
Master of Public Health
Master of Science in Health Care Informatics
Master of Science in Psychology
Recertification
Master of Science in Criminal Justice
Master of Science in Health Care Administration
Doctor of Education in Organizational Leadership

ITT Technical Institute, Indianapolis, Indiana

Initial Certification – Distance Technology
Associate of Applied Science in Information Systems Administration
Master of Business Administration
Recertification – Little Rock campus
Associate of Applied Science in Paralegal Studies
Bachelor of Science in Project Management

Kaplan University, Davenport, Iowa

Initial Certification – Distance Technology
Master of Science in Finance
Bachelor of Science in Nursing
Master of Science in Nursing
Recertification – Distance Technology
Associate of Applied Science in Fire Science

Bachelor of Science in Criminal Justice and Administration Management
Bachelor of Science in Fire and Emergency Management
Bachelor of Science in International and Comparative Criminal Justice
Master of Science in Accounting

Lesley University, Cambridge, Massachusetts

Initial Certification – Distance Technology
Bachelor of Science in Business Management (Degree Completion)
Bachelor of Arts in Psychology (Degree Completion)

Liberty University, Lynchburg, Virginia

Initial Certification – Distance Technology
Associate of Arts in Accounting
Associate of Arts in Management Information Systems
Bachelor of Science in Accounting
Bachelor of Science in Management Information Systems
Bachelor of Science in Psychology

Massachusetts College of Pharmacy and Allied Health Sciences, Boston, Massachusetts

Initial Certification – Distance Technology
Post Baccalaureate Doctor of Pharmacy

Norwich University, Northfield, Vermont

Initial Certification – Distance Technology
Bachelor of Science in Strategic Studies and Defense Analysis
Master of Science in Nursing

Oklahoma Wesleyan University, Bartlesville, Oklahoma

Initial Certification – Distance Technology
Associate of Applied Science
Registered Nurse to Bachelors of Nursing (RN – BSN)

Rasmussen College, Ocala, Florida

Initial Certification – Distance Technology
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Human Services
Associate of Applied Science in Information Systems Management
Associate of Applied Science in Multimedia Technologies
Associate of Applied Science in Paralegal
Associate of Applied Science in Software Application Development
Bachelor of Science in Nursing

South University, Savannah, Georgia

Initial Certification – Distance Technology
Associate of Science in Allied Health Science
Bachelor of Arts in Psychology
Bachelor of Business Administration
Bachelor of Science in Nursing
Master of Science in Nursing

Strayer University, Herndon, Virginia

Initial Certification – Distance Technology
Executive Master of Business Administration
Doctor of Philosophy in Nursing

University of Phoenix, Phoenix, Arizona

Initial Certification – Distance Delivery, Rogers and Little Rock Campuses

Bachelor of Science in History

Bachelor of Science in Biological Science

Master of Business Administration and Health Care Management

Doctor of Health Administration

Doctor of Business Administration

Doctor of Management in Organizational Leadership

Doctor of Management in Organizational Leadership/Information Systems and Technology

Doctor of Education in Educational Leadership

Doctor of Education in Educational Leadership/Educational Technology

Doctor of Education in Educational Leadership/Curriculum and Instruction

Victory University, Memphis, Tennessee

Initial Certification – Mid-South Community College

Bachelor of Arts in Pre-Law Studies

Bachelor of Science in Psychology

Bachelor of Science in Business Administration

Bachelor of Science in Organizational Management

Walden University, Baltimore, Maryland

Recertification – Distance Technology

Bachelor of Science in Interdisciplinary Studies

Bachelor of Science in Computer Information Systems

Bachelor of Science in Psychology

Bachelor of Science in Criminal Justice

Bachelor of Science in Communications

Bachelor of Science in Nursing

Master of Science in Mental Health Counseling

Master of Science in Leadership

Master of Science in Nursing

Master of Science in Clinical Research Administration

Master of Public Health

Master of Information Systems Management

Master of Healthcare Administration

Doctor of Business Administration

Doctor of Philosophy in Health Services

Doctor of Philosophy in Human Services

Doctor of Philosophy in Public Health

Western International University, Phoenix, Arizona

Initial Certification - Distance Technology

Associate of Arts in Business

Accountancy Certificate

Master of Arts in Human Dynamics

Master of Arts in Innovation Leadership

Master of Public Administration

Master of Science in Information Systems Engineering

Western New Mexico University, Silver City, New Mexico

Initial Certification – Distance Technology

Bachelor of Applied Science in Criminal Justice

Bachelor of Arts in Rehabilitative Services

Master of Arts in Interdisciplinary Studies