

Academic Program Proposals

February 1, 2008

The following is a list of academic program proposals being considered for approval for the February 1, 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 complete proposal, click on the following link:

www.adhe.edu/pdfs/AA/ProgramProposals-2008-02-Feb.pdf.

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 **December 14, 2007**.

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—Jonesboro

Doctor of Physical Therapy

Program Summary

The concept of physical therapy education at Arkansas State University began in the early 1990's and was initiated with extensive renovations to the College of Nursing and Health Professions building in 1995 where the current physical therapy programs, Master of Physical Therapy (MPT) and Physical Therapist Assistant (PTA), are now housed. At that time, considerable financial support and encouragement was provided by a number of hospital facilities across the state of Arkansas including the Arkansas Hospital Association. The physical therapy education program has evolved from an undergraduate education model to its current graduate education model to meet the changing demands of the profession and the requirements of the national physical therapy education accrediting body. The direction of the profession and the newer accreditation requirements again call for further evolution of the physical therapy education program at Arkansas State University.

The proposed program will be a graduate program with the intended degree offering to be the Doctor of Physical Therapy (DPT). The DPT is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education.

OVERVIEW OF CURRICULUM MODIFICATIONS:

The current MPT program was developed using the APTA's 1998 Normative Model for physical therapy education. The Normative Model from the APTA is the basis of the accreditation criteria developed by the sole national accrediting body, CAPTE. In our last accreditation cycle, the MPT program was evaluated on the criteria from CAPTE established in 2000. The APTA has since revised the normative model and published the updated version in 2004. The new normative model is based upon current practice

expectations and the profession's move toward independent and autonomous practice. The new normative model for physical therapy education includes enhancing and deepening the knowledge of students in the areas of differential diagnosis, evidenced based practice, professional behaviors, radiology, pharmacology, health promotion and disease prevention, and clinical practice skills. As stated in the APTA's 2004 version of the Normative Model of Physical Therapist Professional Education, "Based on the amount and complexity of the content described in the essential curricular elements, this curriculum preferably should culminate in the doctor of physical therapy degree." Following suite, CAPTE enacted new accreditation standards in 2006. CAPTE upholds the APTA's statement in its accreditation criteria (Curriculum Content, CC-7) by stating, "Based on the amount and complexity of that course work, the Doctor of Physical Therapy is the preferred degree." In our next accreditation cycle, the PT Program at ASU will be judged based upon the new 2006 CAPTE criteria.

It is important to note that the proposed DPT curriculum is not merely a change in the name of the degree offered. The proposed DPT curriculum expands on content in the present MPT program and is designed to provide more in-depth coverage of theory and skills related to examination, evaluation, and treatment interventions. The proposed DPT curriculum also includes enhanced in-depth coverage of the professional behavior issues and clinical practice issues outlined in the APTA's new Normative Model of Physical Therapist Education. To prepare students to be more autonomous and independent upon entry into the profession the DPT adds both breadth & depth in the areas of diagnostics, imaging, pharmacology, evidence-based practice, clinical decision making, business practices, and health promotion. Additional weeks of clinical education affiliations are included in the proposed DPT degree program to enhance practical skills and the graduates' clinical productivity upon entry into the profession. In order to deliver the enhanced breadth and depth of the proposed DPT curriculum, the total credit hours for the degree will be 108 (as compared to 54 Credit Hours in the MPT) and the length of the program must increase from 2.5 years (for the MPT) to 3 years of study for the DPT.

New Courses (course descriptions in item 7 below):

1. Imaging and Pharmacology
2. Pathology and Differential Diagnosis
3. Professional Issues in Physical Therapy 1
4. Methods of Instruction and Consultation
5. Seminar in Instruction & Consultation
6. Evidence-based Practice (in Research 1)
7. Therapeutic Exercises & Patient Handling
8. Health & Wellness in Physical Therapy
9. Psychosocial Issues in Physical Therapy
10. Professional Issues in Physical Therapy 2
11. Clinical Decision Making
12. Elective course options
13. Extended Clinical Education Affiliations

PROGRAM COSTS:

This is a very brief overview. See also section 10 below and attached budget spreadsheet.

Current MPT Program budget for salary & operating, respectively is (\$484,836 + \$37,011) = \$521,847. The operating budget (\$37,011) is shared with the PTA Program.

New annual costs associated with the DPT Program:

1. 2 FTE (\$67,531 each) = **\$135,062** / yr + fringe
2. 2 Adjunct faculty positions (\$1750 each per semester) = **\$7000**/yr
3. Part-time Secretary 1 = **\$12,000** / yr + fringe
4. 3 Graduate Assistant Positions (\$800/month each) = **\$28,800**/yr + fringe
5. Supplies and services (see #10 below) = **\$15,864**/yr
6. Accreditation fees (see #10 below) = **\$825/yr**

Increased Annual Cost Subtotal = **\$200,091** + fringe as indicated

New one-time start up costs:

1. Library Allocation (see #10 below) = **\$30,000**
 2. New faculty office furniture & equipment = **\$32,200**
 3. New faculty research & development seed monies = **\$80,000**
 4. New treatment/educational equipment for new Chickasaw laboratory = **\$232,500**
 5. Classroom computer/AV system for Chickasaw expansion = **\$4,000**
- One-time start up costs = **\$378,700**

FACULTY RESOURCES:

This proposal calls for 9.33 FTE total. In effect, this means a total of seven full-time faculty members, two adjunct faculty members, a Director of Clinical Education (DCE) with 50% administrative release, and the Program Director with 50% administrative release (11 people total). The current MPT Program has five full-time faculty positions, a DCE with 50% administrative release, and the Director's position with 50% administrative release (7 people accounting for 6 FTE total). The proposed program would require that two additional full-time core faculty members and two additional part-time adjunct faculty members be approved and funded for hire. According to the ADHE funding formula, physical therapy is included in cost category III and needs 120 SSCH to produce 1 FTE Faculty. The proposed DPT program would generate 2160 FTE (108 CH X 20 students) which would justify 18 FTE's.

CAPTE does not mandate FTE minimums but states in its criteria that each core faculty member including the program director and DCE has contemporary expertise in assigned teaching areas, has effective teaching and student evaluation skills, has a scholarly agenda that is reflected by (multiple) accomplishments, and has a record of service consistent with the expectations of the program and institution (CAPTE criteria F-1 through F-4, 2006). Additionally, CAPTE states that the collective core faculty "is sufficient in number to allow each individual core faculty member to meet the teaching, scholarship, and service expectations (Criteria F1-F4) and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes" (Criterion F-22).

The Program must be able to demonstrate that its faculty meet or exceed these criteria with multiple pieces of evidence in each area for each faculty member and as a collective group. On average, DPT programs have 10.9 core faculty FTE's with an average of 12.6 students per faculty member in each laboratory (p. B-iv, CAPTE 2006 Accreditation Criteria). The proposed DPT Program would be slightly below the national FTE average and above that of the average laboratory faculty to student ratio.

We believe that the 9.3 FTE requested is sufficient to meet the accreditation criteria given the proposed curriculum and the proposed number of students per annual cohort admitted into the program. If there was regional demand for a larger student cohort then the FTE's needed to administer the curriculum must increase, especially to maintain reasonable student to faculty ratios in the teaching laboratories.

LIBRARY RESOURCES:

In order to meet CAPTE accreditation criteria (R-5) library resources must ensure a sufficient collection of, and access to, peer-reviewed journals, books, and other media to support the evidence based curriculum and scholarship activities of students and faculty. In order to demonstrate compliance with this criterion, the program must describe and analyze library resources in narrative format and provide a list of available resources applicable to physical therapy education for onsite reviewers. The current Program engages in this assessment on an annual basis and the following is our current assessment in narrative form.

The Dean B. Ellis Library's current collection is good, but improvement is always desirable. Students and faculty still rely heavily upon interlibrary loan to supplement educational and scholarship needs. The student library fee has been helpful but additional monies will be required to continue to build periodical,

reference, and book holdings. Additionally, it is critical that funding be available to maintain acquired resources and to meet the increasing costs of peer-reviewed journal subscriptions with on-line access to full text versions. Funds will also be necessary to enhance the current journal collection to ensure that quality articles and information are available to students and faculty.

In consultation with library staff, we believe that \$30,000 over the first five years (\$10K in yr one, \$5K x 4 additional years) added to the current Library budget that is dedicated to the PT Programs will be sufficient to meet the needs of the proposed DPT curriculum and the scholarship requirements of students and faculty.

FACILITIES & EQUIPMENT:

The current facilities used for physical therapy education in the College of Nursing and Health Professions building were extensively renovated in 1995. Considerable financial support and encouragement was provided by a number of hospital facilities across the state of Arkansas including the Arkansas Hospital Association.

The classroom and laboratory facilities were equipped to support the instruction of the physical therapy curriculum at that time. The space included approximately 10,000 square feet devoted to laboratory space including the learning laboratories, the anatomy lab, and 2,500 square feet devoted to offices and student lounge. Within the original space designed for the physical therapy curriculum the College also began, and continues to operate, an accredited physical therapist assistant program. The University is in the process of expanding the facilities for the College of Nursing and Health Professions into the neighboring Chickasaw building to assist the College in meeting its current needs. The Physical Therapy Program will benefit from this expansion with the addition of an approximately 1200 square foot instructional laboratory plus much needed storage space, five faculty offices, an office for graduate assistants, and a small seminar class/conference room. Additionally, the new Reynolds Health Science Center will have dedicated research space that will benefit PT students and faculty engaged in research efforts. This new space will meet the current needs of both the proposed doctor of physical therapy curriculum and the existing physical therapist assistant curriculum. However, future growth in student numbers for these programs will likely require additional space and faculty.

This support demonstrates a financial commitment to the development of physical therapists in the state of Arkansas by outside agencies and dedicated support by both the University and the College of Nursing and Health Professions.

Because of the existing graduate physical therapy education program and the development of facilities at the University, infrastructure needed to support this proposed change to the doctor of physical therapy curriculum (space, staff support, most hardware, software, laboratory supplies and most equipment) is in place. Item #10 will describe new costs associated with the proposed DPT program.

PURPOSE OF THE PROGRAM:

The purpose of the proposed Doctor of Physical Therapy Program is to continue to provide the national standard of education for physical therapy education to ASU-J students. Thereby, continuing to provide quality physical therapy clinicians to meet the needs of the ASU-J region, Mississippi Delta counties, adjacent states and the nation.

The mission of the Doctor of Physical Therapy Program at Arkansas State University will be to graduate physical therapy clinicians who not only possess the requisite knowledge, skills, and attitudes necessary for professional practice, but also display adult learning behaviors essential to lifelong learning.

OTHER INFORMATION THAT WILL HELP INTRODUCE THE PROGRAM:

The current graduate program in physical therapy, offering the Master of Physical Therapy degree, is fully accredited by CAPTE and is due for its next self-study and on site accreditation visit in 2013. The

approval for the proposed Doctor of Physical Therapy degree program by the University, the Arkansas Department of Higher Education, and finally the Higher Learning Commission is needed for the Program to submit with a letter of notification to CAPTE regarding the degree change. Because the physical therapy education curriculum is currently accredited by CAPTE, the Program will be expected to demonstrate to CAPTE in annual reports and in the 2013 accreditation visit how it continues to meet the most recent CAPTE accreditation criteria at that time. If the recent rate of curriculum revision by the APTA and the subsequent change in accreditation criteria by CAPTE continues, there should be an updated set of revisions released in 2008 by APTA followed by CAPTE revisions in 2010. It is expected that there will be a stronger emphasis on curriculum breadth and depth at the level appropriate for the clinical doctoral degree and expectations of entry-level clinicians with these revisions. If the physical therapy educational program at ASU has not implemented the curriculum that meets the 2006 CAPTE criteria by 2009 (2010 at the latest), it will be exceptionally difficult, if not unlikely, to maintain the Program's accreditation. The current masters degree curriculum has been manipulated to its capacity in attempts to meet current curricular standards. The masters degree program currently stands at 54 graduate credit hours and the proposed DPT curriculum calls for 108 graduate credit hours.

EXISTING DEGREE PROGRAMS THAT WILL HELP SUPPORT THE DOCTOR OF PHYSICAL THERAPY (DPT).

The degree programs that will help support the DPT are those undergraduate programs that provide degrees with content related to the science and practice of physical therapy. A student can obtain any undergraduate degree, in addition to the prerequisites required for admission to the PT Program, and apply to the PT Program for admission consideration. Currently at Arkansas State University, there are two specific undergraduate degree programs that provide degree plan options for students who desire to prepare for application to the physical therapy program. These are:

1. Biology, Pre-Professional emphasis
2. Interdisciplinary Studies.

The administration and faculty associated with these degree programs have worked directly with the physical therapy program to develop focused degree plans for students desiring to pursue graduate education in physical therapy. Currently, there are no other graduate level degree programs that will help support the DPT degree program.

Arkansas State University—Beebe

Technical Certificate in Landscape and Turfgrass Management

Program Summary

The Technical Certificate in Landscape and Turfgrass Management is designed to give practical instruction to students in areas of general horticulture, basic landscape design, plant science, soil science, and turfgrass management. The 28 credit hour program is intended to give students technical expertise to pursue a career in horticultural enterprises, including greenhouse crops management, lawn/turf management, retail garden center management, nursery management, landscape construction/management/design, golf course management, and other horticultural businesses.

Two new courses, *Introduction to Landscape Management* and *Introduction to Turfgrass Management*, will be added to preexisting curriculum. There will be no new added program costs, faculty resources, library resources, facilities or equipment.

Arkansas State University-Beebe currently offers an Associate of Arts degree with an emphasis in agriculture. We have a 2+2 arrangement with Arkansas State University-Jonesboro for students to complete their BS degree in Agricultural Business through distant education at Arkansas State University-Beebe through the University Center on campus. All of the courses offered in the Technical Certificate in Landscape and Turfgrass Management could be applied toward the Associate of Arts degree.

Arkansas State University—Beebe

Associate of Fine Arts in Music

Program Summary

The proposed Associate of Fine Arts in Music (AFAM) is a 63 unit Associate degree containing 28 units of General Education Core and 35 units that are music specific. Students going on to finish a baccalaureate degree would be required to take the General Education Core requirements that they lack at their specific transfer institution.

The courses needed for the proposed AFAM are currently offered at ASU-Beebe. The program would require some general education requirements to be deferred to the Junior or Senior year to allow room in the Freshman and Sophomore year for the required music classes. A careful review of the recommended course outline in the four-year institutions in Arkansas reveals that music students are expected to continue fulfilling their general education core requirement throughout all four years, not just during the first two years. The course content was drawn from a close analysis of the state's four-year degree plans, along with input from their music department chairs as to what they would like to see included in a two-year music program.

All classes needed for the proposed AFAM are currently in place. There are currently two full-time faculty members, each holding a Doctorate in music, and five adjuncts, each holding a Master's degree in music. There is also, currently, a staff accompanist for concerts, rehearsals, and private tutoring. Abington Library holdings are currently adequate to support the proposed AFAM, and the Learning Center has a student worker on staff that is able to tutor in Music Theory and Ear Training—the two most difficult music classes in the proposed degree.

Current facilities include a dedicated space for music instruction (the Howell Center) consisting of one large rehearsal room, one classroom holding a state-of-the-art computer/keyboard lab, three practice rooms, two full-time faculty offices, two adjunct offices, bathrooms, and a large storage room. All instructional and practice spaces have computers, Smart Music capabilities, and internet access. Further instruction space is available across the street in the England Center. This instruction space is currently being used to teach Fine Arts Musical and Applied Guitar. There are currently three acoustic studio pianos, and one Kurtzweill performance keyboard. The Owen Center Theater and the Lecture Hall in the new Science Building are both available for performance space. The band program is adding instruments each year to provide for extended performance capabilities. A concert quality piano is being planned for the Lecture Hall.

Ozarka College

Technical Certificate in Early Childhood Education

Program Summary

The Early Childhood Education program is designed to prepare students to meet community needs for quality care and education of young children. The purpose of the program is to provide students an educational experience that enables them to understand early childhood development along with the opportunity to apply this knowledge in practical experience with children. The program topics are designed to meet academic requirements established by the Council for Early Childhood Professional Recognition for the Child Development Associate (CDA) credential. The program prepares students for the national CDA competency assessment. The course work is specifically designed to address the requirements and standards of the CDA credential for Center-based Preschool and Infant/Toddler care givers, Family Child Care givers, and Home Visitors.

Ozarka College

Technical Certificate in Health Professions

Program Summary

A certificate program designed to provide students the knowledge and skills necessary to become Personal Care Assistants, Certified Nurses Aides, or Phlebotomist. Once awarded, the student also has an option to continue into the Licensed Practical Nurse program.

Southeast Arkansas College

Associate of Applied Science in Emergency Administration and Management

Program Summary

Southeast Arkansas College (SEARK College) requests the approval of the Arkansas Department of Higher Education to offer an Associate of Applied Science Degree (A.A.S.) in Emergency Administration and Management.

Emergency Administration and Management is a field of study that strives to prepare the student to mitigate the potential risk of natural and man-made hazards, while at the same time preparing the community to effectively respond to those situations that do occur. The Associate of Applied Science in Emergency Administration and Management is designed to prepare an individual to work in both the public and private sectors in the fields of (but not limited to) emergency and disaster preparedness in government, private industry, emergency medicine, law enforcement, fire service, education, and public and private disaster relief organizations. They will have a working knowledge of the federally mandated National Incident Management System (NIMS) and the nationally recognized Incident Command System (ICS), and they will be involved with disaster prevention, planning, preparedness, response, mitigation, and recovery disciplines.

The degree program will serve not only individuals seeking employment in emergency management but also those interested in business continuity, information security, infrastructure protection, intelligence analysis, and law enforcement. Potential and related occupations include but are not limited to:

- business risk specialists;
- chemical and biological incident response managers;
- corporate crisis managers;
- disaster operations and recovery specialists; and disaster coordinating officers.

Through cooperation with Arkansas Tech University, SEARK College graduates will be able to continue their post-secondary education by articulating into the Emergency Administration and Management baccalaureate program at that institution.

To implement the Emergency Management and Administration program, a minimum number of courses will have to be added to our existing college curriculum, specifically those for emergency management. All other core and elective course are already in place at SEARK College. Presently the college is offering general core academic and science classes, as well as management specific classes which may also be incorporated into the program.

The general education component of the curriculum is designed to provide the Emergency Management and Administration student with the necessary foundational skills to continue their college career. Eleven (11) courses have been selected from the state core curriculum to provide academic rigor.

Math	College Algebra
English	English Composition I English Composition II Oral Communications
Science	Physical Science Biology
Social Science	General Psychology Introduction to Sociology
Political Science	General Geography American Government State/Local Government

In addition, four (4) technical courses and four (4) program specific courses will be offered.

Objectives for the Program:

Emergency Administration and Management is designed to train leaders to help develop the foundations of national, state, and local emergency planning. The foundations and concepts of the program will help students become familiar with current emergency management policy and how and why governmental decisions get made in the way that they do at all levels. The program will also focus on the safeguarding of basic human life during and after disasters (both natural and manmade).

Upon obtaining the Emergency Management and Administration degree, students should have a thorough knowledge of the theoretical basis for disaster and terrorism management. Students will understand the roles of the federal, state and local governments and the private sector. Students will also understand the necessary actions required at each level during disasters of major consequence.

Program Goals:

1. To acquaint students with more of the theoretical issues surrounding terrorism and disaster consequence management.
2. To understand how multi-level governmental decisions get made during a crisis.
3. To understand the role of federal, state, and local government in a crisis.
4. To understand the role of FEMA (the Federal Emergency Management Agency) and DoD (the Department of Defense) in terrorist events and natural disasters.
5. To understand the role of state and local officials in US counter-terrorism policy and the present state of the war on terrorism from both domestic and international perspectives.
6. To enhance each student's ability to understand issues surrounding consequence management and disaster decision making.

Specialized Requirements:

Enrollment requirements are the same as for all degree-seeking students enrolled at SEARK College. In order to qualify for enrollment, all students must have a High School diploma or its GED equivalent. All students entering the Emergency Administration and Management program will be required to take the Compass test for placement in math, English, and reading. In lieu of the Compass, students may submit to SEARK College a copy of their current SAT or ACT test scores. There are no specialized requirements for admission into this program.

Southern Arkansas University—Tech

Technical Certificate in Health Sciences

Program Summary

The Health Sciences and Pre-Nursing Certificate of Proficiency is designed to provide the student with a comprehensive general education and pre-nursing program of study. This program will satisfy entry-level eligibility requirements into the Associate of Science degree nursing programs at Southern Arkansas University and the University of Arkansas at Monticello. Most if not all courses in this technical certificate are Internet based and will provide easy access alternative for students who cannot or wish not to attend regularly scheduled instructional methodology.

Southern Arkansas University—Tech

Associate of Applied Science in Career Studies

Program Summary

The Associate of Applied Science Degree in Career Studies will provide a pathway toward a degree for students who may not already be served in such a manner. Students who enroll in a sequence of courses beginning with a Certificate of Proficiency that are non-technical in nature should find this degree appealing. Students from any two year college who complete a CP can transfer their hours (C.P.) to SAU Tech and be admitted into this degree path. Paths may include, but not limited to cosmetology, medical professions, criminal justice, etc. coursework outside the CP are available by Internet. SAU Magnolia is considering proposing a bachelors level program for transfer.

University of Arkansas Fort Smith

Bachelor of Science in Organizational Leadership

Program Summary

Nationally, the stereotyped image of the college student as one who is 18-23 years old in residential, full-time study is being challenged by a new reality. The U.S. economy is now so information-driven that a college degree has become an increasingly important credential in the marketplace. Working adults who want to succeed in the present economic climate are now pursuing a four-year college education in increasing numbers, and they are creating a new majority among undergraduates at college campuses across the country. Indeed, 43 percent (or 14 million) of students in U.S. higher education are 25 or older.

Presently in Arkansas, however, adults over the age of 25 represent only 16.7 percent of our college population. While it is clear that per capita personal income increases with additional education, and that numerous studies have also indicated the strong relationship between educational attainment and state economic welfare, Arkansas lags behind many other states in reaching this population. Simply stated, the opportunities for working adults to attain an undergraduate degree in Arkansas are sadly lacking.

In Arkansas, too many adults leave college after completing only the first two years of higher education due to a variety of reasons, including the need for full-time employment, family responsibilities, and other financial concerns. These working adults, as with their peers nationally, realize that to progress in their places of employment (or to find better paying employment within the State) requires the completion of an undergraduate degree. However, in the Fort Smith area, the River Valley, and indeed, Northwest Arkansas, there are very limited opportunities for these working adults to complete this needed baccalaureate degree. Our surveys indicate that the biggest obstacles to the completion of a degree are: the lack of available evening and weekend classes, the lack of varied delivery systems for these upper-

level courses (such as online, web-based, and compressed/streaming video options), and the lack of access to affordable publicly-funded university programs directed solely to, and for, working adults.

The University of Arkansas at Fort Smith (UA Fort Smith) proposes to offer a new degree program which addresses the needs and concerns of working adults. Our goal is to increase the graduation rates of working adults in our area by offering a conveniently scheduled accelerated degree program through a variety of delivery methods. Our objective is to begin offering this degree in the Fort Smith area in the fall 2008 semester and to eventually expand to other areas in our region.

Degree Description and Initial Plan

UA Fort Smith proposes to develop a Bachelor of Science degree in Organizational Leadership (BSOL) to be offered as the working adult degree completer program in our area. This degree will be offered through flexible course scheduling on an accelerated basis, and it will be designed for individuals who have already completed an associate of arts degree, associate of general studies degree, or associate of applied science degree (or any other two-year degree program from an accredited college or university). This population is the largest group requesting such a degree completer program. With assistance from a dedicated team of UA Fort Smith faculty, staff, and professional advisors, working adults may:

- Complete the BSOL degree online in eight-week mini-sessions, on weekends, at night, and/or in a traditional classroom setting in as little as 15-18 months while continuing employment;
- Use transfer credit from an accredited community college and other post secondary institution;
- Earn up to 30 hours of credit through CLEP, challenge exams, professional training, work-related projects, or an assessment of prior learning; and, receive college credit for military training (based on American Council for Education Guidelines).

Degree Goals

UA Fort Smith's BSOL adult degree completer program builds on the strength of a university committed to providing genuine education and opportunities. Our goals are to assist working adults to:

- Develop leadership techniques and principles;
- Improve and apply critical thinking and reasoning skills to identify problems and enhance workplace problem-solving abilities;
- Demonstrate effective interpersonal and professional communication;
- Increase technology-use more effectively; and
- Implement advanced ethical behaviors in professional settings.

Degree programs that support the BSOL program include:

Associate of Arts degree

Associate of General Studies degree

Associate of Applied Science degree

- Workforce Leadership
- Administrative Professional and Office Technology

University of Arkansas Fort Smith

Bachelor of Arts in Studio Art

Program Summary

The Bachelor of Arts in Studio Art is a liberal arts degree with course offerings in the visual arts of painting, drawing, photography, and printmaking. It provides students with a firm foundation in the creation of art within the context of a liberal arts education. It is a natural outgrowth of the freshman-sophomore courses that have been offered on campus as an Associate of Arts degree designed for transfer.

For over thirty years, our students have taken the foundations art courses and transferred successfully to four-year schools such as the San Francisco Academy of Art, Kansas City Art Institute, Rhode Island School of Design, Memphis Academy of Art, School of the Chicago Art Institute, Louisiana State University, Pennsylvania Academy of Art, Pratt Institute, University of Michigan, University of Kansas, and in-state schools such as the University of Arkansas - Fayetteville, University of Arkansas at Little Rock, University of Central Arkansas, and Arkansas Tech University. Furthermore, the program's alumni are scattered throughout the country, selling works through galleries, teaching on the college level, designing textiles for corporate retailers such as Wal-Mart, and designing consumer products for Disney.

Students select this B.A. degree rather than the B.S. in Graphic Design primarily because of their interest in non-commercial directions in the arts and their commitment to studying art as part of a broad based liberal education. The foundations and art history courses for both programs are the same, but the B.A. students will focus their upper-level studies in studio art classes offered by the department as well as selecting courses outside the discipline. An outline for a Minor in Studio Art is also included.

University of Arkansas Fort Smith

Bachelor of Arts in Theatre

Program Summary

The UA Fort Smith theatre program is tasked with the responsibility of providing the Western Arkansas region with the highest quality of theatrical training and cultural enrichment. To this end, the program will serve as an ambassador of the theatrical arts to our region through professional faculty, quality productions, and students who understand the process of creating powerful theatre. Students will be able to pursue a B.A. in Theatre while selecting a concentration in either acting/directing or design/production. The courses in this program will also support a B.S. in Drama/Speech with Teacher Licensure (to be developed next year) or a Minor in Theatre (see below).

Degree Description and Initial Plan

The Bachelor of Arts in theatre is a liberal arts degree providing students with the opportunity to pursue a major in the discipline while taking courses from other areas as electives. Students may also elect to pursue a minor in another discipline, and students majoring in other subjects may choose to minor in theatre. The degree offers two tracks with concentrations in acting/directing and design/production. Completion of the degree provides a student with a strong background in theatrical production, allowing for pursuit of graduate degrees in the field or entrance into the workforce. Although many students may pursue professional employment in the dramatic arts, this curriculum will also prepare students for jobs in broadcasting, media production, education, and the nonprofit sector (arts organizations, churches, etc).

A club level theatre organization has attracted upwards of 150 students per year for the past five years. Last year's production was selected as a finalist for the Kennedy Center College Theatre Festival. Building on the success of the past five years, the department plans to offer the degree beginning in fall 2008, adding upper level courses and two lower-level dance classes. The current instructor, Bob

Stevenson, possesses strong credentials in acting and directing. Therefore the addition of one faculty position would be necessary to teach the design and production classes in the program. We anticipate filling this position in fall 2008. Dance classes can be taught by a current adjunct instructor with an MFA in dance.

The theatre program will be housed in the Breedlove Building which contains a 450-seat auditorium with scene shop and storage adequate for the initial needs of the program.

Initial enrollment in the program should be approximately 70 majors. The freshman and sophomore courses have been offered for several years and many students have already taken these courses. Because of the number of students who have completed lower-level courses, the upper-level course enrollments at the beginning will be somewhat high. After this first group moves through to graduation, the number of majors should level off to around 50, with approximately 15 graduates per year.

University of Arkansas at Little Rock

Master of Accountancy

Program Summary

Prior to starting the MACC curriculum, students admitted in the program will be required to have completed a business foundation and an accounting foundation.

a. Business foundation: The business foundation is satisfied by students holding an undergraduate degree in any business area. Students lacking such a degree must complete the following graduate courses (or their undergraduate equivalents).

GRADUATE COURSES (18 CREDIT HOURS)	UNDERGRADUATE EQUIVALENTS (UP TO 42 CREDIT HOURS)
ECON 7320 Quantitative Analysis	a. ECON 2310 Business Statistics and b. ECON 2312 Quantitative Method
ACCT 7302 Accounting Methods and Reports	a. ACCT 2310 Principles of Accounting I and b. ACCT 2330 Principles of Accounting II
ECON 7300 Economic Principles	a. ECON 2322 Principles of Microeconomics and b. ECON 2323 Principles of Macroeconomics
MKTG 7301 Marketing Analysis, Planning, and Control	a. MKTG 3350 Principles of Marketing and b. MKTG 2380 Legal Environment of Business
FINC 7301 Financial Management: <i>Prereqs: ACCT 7302, ECON 7300, ECON 7320</i>	a. FINC 3310 Business Finance
MGMT 7302 Management and Organizational Behavior	a. MGMT 3300 Organization Behavior and Management and b. MGMT 3305 Management Information Systems

b. Accounting foundation: The accounting foundation is satisfied by students holding a an undergraduate degree in Accounting. Students lacking such a degree must complete the following eight (8) undergraduate accounting courses (24 semester hours) or their equivalents prior to registering in any graduate accounting courses:

TITLE	COURSE NUMBER
Intermediate Financial I	ACCT 3311
Federal Tax I	ACCT 3321
Intermediate Cost & Managerial I	ACCT 3330
Governmental/Not-for-Profit	ACCT 3361
Intermediate Financial 2	ACCT 3312
Accounting Information Systems	ACCT 3341
Advanced Financial Accounting	ACCT 4314
Auditing I	ACCT 4351

c. Master of Accountancy (MACC):The MACC curriculum consists of thirty (30) semester hours, divided between a seven course core (21 semester hours) and three (9 semester hours) electives. All courses are currently listed in the UALR catalog.

1. Core:

TITLE	COURSE NUMBER
Accounting Theory and Research	ACCT 7363
Auditing Theory and Practice II	ACCT 7361
Advanced Topics in Accounting Information Systems	ACCT 7362
Advanced Topics in Managerial Accounting	ACCT 7364
Advanced Governmental Accounting	ACCT 7368
International Accounting	ACCT 7340
Federal Tax Research, Practice & Procedure	ACCT 7367

2. *Electives:* With the Chair of Accounting's approval, the MACC's three (3) electives may be chosen from any of the following courses, all of which are currently listed in the catalog.

(a) Courses offered by the Department of Accounting:

TITLE	COURSE NUMBER
Tax Planning for Business Decisions	ACCT 7320
Taxation of Pass-Through Entities	ACCT 7360
State and Local Taxation	ACCT 7365
Federal Corporate Taxation	ACCT 7366
International Taxation	ACCT 7369
Estate and Gift Taxation	ACCT 7370
Income Tax Accounting	ACCT 7371
Federal Tax Procedure	ACCT 7372

(b) Courses offered in the College of Business' MBA program:

TITLE	COURSE NUMBER
Corporate Financial Planning	FINC 7311
Managerial Economics	ECON 7313
Marketing Strategy	MKTG 7311
Organizational Behavior	MGMT 7310

(c) Courses offered by other UALR's colleges:

- i. Law School courses: Students enrolled in the concurrent JD- MST

program (to be proposed after implementation of the separately proposed MST) may elect to take up to two (2) law courses or 6 semester hours offered by the UALR's School of Law.

- ii. Other UALR colleges: Two of the three electives (6 semester hours) may be graduate courses from any UALR college.

Program costs:

1. Implementation/Marketing costs: The marketing strategy is explained below under "H. Information that will serve as introduction to the program (Marketing Strategy)."
2. Administrative costs: Currently, the Department offers the Graduate Certificate in Accountancy (**GCA**) and the Graduate Certificate in Taxation (**GCT**). Internally, the University has established the positions of Graduate Coordinators (**GC**). Hence, the Department has a GC-GCA and a GC-GCT. The Department Chair is currently serving as the GC-GCA and GC-GCT. For serving in that capacity the Department Chair has one (1) course release.

With the expected adoption of the herein proposed Master of Accountancy (MACC) and the separately proposed Master of Science in Taxation (MST), the Department will need to appoint two additional two GCs, e.g., the GC-MACC and GC-MST. This will create four (4) GCs within the Department. Due to the interrelationship among these four (4) graduate programs and the demand experienced with the launching of the graduate certificate program, the Department recommends the following:

- a. The role of the four (4) GC should be consolidated and one (1) individual should serve in the role of each of the four (4) GCs.
- b. The individual in "a" should be provided with the title Director of Graduate Studies in Accounting and Taxation.
- c. The individual in "a" should be provided with two (2) course release/year, e.g., one course/semester..

Initially, the Department Chair will serve that role. As the Department Chair already has one (1) course release in connection with the GC-GCA and the GC-GCT, one (1) additional course release is requested to assume the roles of GC-MACC and GC-MST.

Faculty resources:

Other than replacing a faculty member that resigned at the end of summer 2007, no additional faculty resources are required. Schedules have been planned to deliver the necessary undergraduate courses as well as the necessary graduate courses to permit graduation of students taking one course per semester as well as students taking two courses per semester.

Library resources:

The program will rely on RIA Checkpoint, a professional tax/accounting research database purchased with funds from Accounting donors to be used for the benefit of the Accounting department and its students. Occasionally, the program will use Lexis-Nexis Universe, an accounting and legal research database that is available through the U.A.L.R. Library. Additional needs will be considered as needed.

Facilities and equipment:

Current facilities, e.g., classrooms, are adequate at this time. As student demand increases to outgrow current electronic classroom facilities, the Department will use some of the yearly donations received from private donors to purchase student notebooks and charging station to convert any regular classroom into an electronic classroom.

Purpose of the program

The purpose of the herein proposed MACC, and the separately proposed Master of Science in Taxation (MST), are (1) to facilitate entry and career growth in the field of Accounting, (2) to add significant value to participants' previous Accounting education, and (3) to provide an integrated yet diverse graduate program in accounting education. As indicated in **Exhibit 1**, these objectives and the creation of both master programs are consistent and aligned with the University's strategic plan.

To facilitate entry and career growth in the field of Accounting: While generally students complete an undergraduate degree with about 125 hours, CPA exam applicants must complete 150-semester hours, including 30 hours in Accounting. Effective 12/31/07, those 30 hours in Accounting must be in **upper-level** (3rd year or above) accounting courses. Without a formal graduate program like the MACC or the MST, many students meet the additional hour requirement through completion of a string of unrelated courses, most likely not in Accounting and often not in business. These students take a variety of courses, regardless of level and regardless of field, most of them chosen simply because they are offered at a convenient time and not because it may be beneficial to their career. At the end of the day, all they have to show is a series of courses in a transcript and no specific evidence of the completion of a recognized program of study. The herein proposed MACC or the separately proposed MST provide integrated professional options in the Accounting and Taxation field, placing graduates in a favorable position in a highly competitive field. The proposed programs will provide an opportunity to Little Rock area residents to satisfy those additional hour requirement at a pace consistent with the needs of working professionals, at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

To provide an integrated yet diverse graduate program in accounting education: With the herein proposed MACC, and the separately proposed MST, UALR will be able to offer a diverse portfolio of graduate possibilities to Accounting and Tax professionals to make their education a life-learning process. Students interested in a **short term** educational commitment to satisfy Continuing Professional Education requirements or to learn about a specific area, may take one (1) course. Other students who are able to undertake a **medium term** educational commitment may take four (4) courses and complete a Graduate Certificate in Taxation or in Accountancy. Lastly, those who are able to undertake **longer term** educational commitments may pursue the herein proposed MACC or the separately proposed MST. The integrated nature of our graduate program will permit professionals to choose a convenient alternative to satisfy their short, medium, or long term graduate educational needs, by attending instruction at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

To add significant value to participants' previous Accounting education: As most Accounting students take a limited number of courses in their undergraduate program, e.g., one course in Taxation, one course in Managerial Accounting, one course in Governmental/Not-For-Profit Accounting, etc., the proposed masters programs will add significant value to participants' accounting and tax education as they provide an opportunity for in-depth study. With the addition of the proposed program, Little Rock area residents will be able to add significant value to their accounting education by in-depth exposure in specific sub-areas of accounting, at a pace consistent with the needs of working professionals, with instruction at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

Information that will serve as introduction to the program (Marketing Strategy).

The Director of Graduate Studies in Accounting and Taxation is expected to enhance the marketing campaign used in the fall 2006 when the Department successfully launched the Graduate Certificate of Accounting and the Graduate Certificate in Taxation. Specifically, the marketing strategy will be designed to reach the most visible potential clients for the Department's graduate programs, e.g., Accounting seniors, law students, local accountants and local attorneys.

1. Accounting seniors:

- a. UALR students: Program information will be distributed in-class as well as emails emphasizing how the graduate program portfolio (GCA, GCT, MACC, and MST) can

satisfy the CPA exam eligibility requirements, e.g., ≥ 30 upper level semester hours in Accounting.

- b. Non-UALR Accounting seniors: Program information will be disseminated by contacting accounting department chairs at other universities; by advertising in students' newspapers at other universities; and by providing information at other universities' graduate fairs.

2. *Law students:* The two law schools in the state and selected, close by, out-of-state, law schools will be contacted and provided with brochures emphasizing the tax elective offerings and the separately proposed Master of Science in Taxation.

3. *Local professionals:* The initial strategy to reach local professionals regarding the launching of the Graduate Certificates in Accountancy and the Graduate Certificate in Taxation will be duplicated. New brochures will be created with the proposed MACC and MST headlining and the GCA and the GCT serving support roles. As before, two types of brochures will be designed. One brochure designed primarily for accountants, describing the MACC and GCA as well as the MST and the GCT. The other brochure will be designed primarily for attorneys, describing the MST and the GCT. These brochures will be mailed to each group using mailing lists to be purchased from the respective state agencies regulating CPAs and attorneys. The mailing to these two groups has three objectives: (1) to recruit the professionals as students; (2) to recruit employees working for targeted professionals but who have not satisfied all the professional requirements, e.g., individuals that have not completed the additional 30 upper level accounting hours and/or have a desire to enter the specialized field of taxation, either as an accountant or as a lawyer; and (3) to provide the Department, College, and University enhanced exposure among local professionals. As in the case with last year's brochures, in addition to providing contact information, the brochures will contain a mail back piece for additional information. The individuals requesting more information about our programs will be placed in a database and will systematically receive announcements about information sessions, new semesters, and new schedules.

In addition to the brochure mailings, other mailings will take place, e.g., to announce final program approval; announce Information Sessions at UALR as well as other areas; and other relevant program information. Also, program announcements will be made by contacting the Central Arkansas Society of CPAs and asking, as they have done in the past, to distribute the information to their membership electronically.

Other programs supporting the herein proposed program.

With the approval of the herein proposed MACC and the separately proposed MST, the Department will be offering an integrated portfolio of graduate programs designed to serve the life long educational needs of local professionals. For instance, a student will be able to choose among the following alternatives: (a) attend a single semester to take one graduate course to complete the minimum education requirements to take the CPA exam or to satisfy continuing education requirements; (b) attend multiple semesters and take three (3) additional courses to complete the 4-course Graduate Certificate in Accountancy or Taxation; or (c) after completion of his or her Graduate Certificate program, the student may make take six (6) additional courses to complete the 10-course MACC or MST.

University of Arkansas at Little Rock

Master of Science in Taxation

Program Summary

Prior to starting the MST curriculum, students admitted in the program will be required to have completed a business foundation and an accounting foundation.

a. Business foundation: The business foundation is satisfied by students holding an undergraduate degree in any business area. Students lacking such a degree must complete the following graduate courses (or their undergraduate equivalents).

GRADUATE COURSES (18 CREDIT HOURS)	UNDERGRADUATE EQUIVALENTS (UP TO 42 CREDIT HOURS)
ECON 7320 Quantitative Analysis	a. ECON 2310 Business Statistics and b. ECON 2312 Quantitative Method
ACCT 7302 Accounting Methods and Reports	a. ACCT 2310 Principles of Accounting I and b. ACCT 2330 Principles of Accounting II
ECON 7300 Economic Principles	a. ECON 2322 Principles of Microeconomics and b. ECON 2323 Principles of Macroeconomics
MKTG 7301 Marketing Analysis, Planning, and Control	a. MKTG 3350 Principles of Marketing and b. MKTG 2380 Legal Environment of Business
FINC 7301 Financial Management: <i>Prereqs: ACCT 7302, ECON 7300, ECON 7320</i>	a. FINC 3310 Business Finance
MGMT 7302 Management and Organizational Behavior	a. MGMT 3300 Organization Behavior and Management and b. MGMT 3305 Management Information Systems

b. Accounting foundation: The accounting foundation is satisfied by students holding an undergraduate degree in Accounting. Students lacking such a degree must complete the following eight (8) undergraduate accounting courses (24 semester hours) or their equivalents prior to registering in any graduate accounting courses:

TITLE	COURSE NUMBER
Intermediate Financial I	ACCT 3311
Federal Tax I	ACCT 3321
Intermediate Cost & Managerial I	ACCT 3330
Governmental/Not-for-Profit	ACCT 3361
Intermediate Financial 2	ACCT 3312
Accounting Information Systems	ACCT 3341
Advanced Financial Accounting	ACCT 4314
Auditing I	ACCT 4351

c. Master of Science in Taxation (MST): The MST curriculum consists of thirty (30) semester hours, divided between a seven course core (21 semester hours) and three (9 semester hours) electives. All courses are currently listed in the UALR catalog.

3. Core:

TITLE	COURSE NUMBER
Taxation of Pass-Through Entities	ACCT 7360
State and Local Taxation	ACCT 7365
Federal Corporate Taxation	ACCT 7366
Federal Tax Research, Practice & Procedure	ACCT 7367
Estate and Gift Taxation	ACCT 7370
Income Tax Accounting	ACCT 7371
Federal Tax Procedure	ACCT 7372

4. *Electives:* With the Chair of Accounting's approval, the MST's three (3) electives may be chosen from any of the following courses, all of which are currently listed in the catalog.

(b) Courses offered by the Department of Accounting:

TITLE	COURSE NUMBER
International Taxation	ACCT 7369
Tax Planning for Business Decisions	ACCT 7320
Accounting Theory and Research	ACCT 7363
Auditing Theory and Practice II	ACCT 7361
Advanced Topics in Accounting Information Systems	ACCT 7362
Advanced Topics in Managerial Accounting	ACCT 7364
Advanced Governmental Accounting	ACCT 7368
International Accounting	ACCT 7340

(b) Courses offered in the College of Business' MBA program:

TITLE	COURSE NUMBER
Corporate Financial Planning	FINC 7311
Managerial Economics	ECON 7313
Marketing Strategy	MKTG 7311
Organizational Behavior	MGMT 7310

(c) Courses offered by other UALR's colleges: As long as the student is permitted to take the courses by the other UALR college, two of the three electives (6 semester hours) may be graduate courses from any UALR college.

Program costs:

1. Implementation/Marketing costs: The marketing strategy is explained below under "H. Information that will serve as introduction to the program (Marketing Strategy)."
2. Administrative costs: Currently, the Department offers the Graduate Certificate in Accountancy (**GCA**) and the Graduate Certificate in Taxation (**GCT**). Internally, the University has established the positions of Graduate Coordinators (**GC**). Hence, the Department has a GC-GCA and a GC-GCT. The Department Chair is currently serving as the GC-GCA and GC-GCT. For serving in that capacity the Department Chair has one (1) course release.

With the expected adoption of the herein proposed Master of Science in Taxation (MST) and the separately proposed Master of Accountancy (MACC), the Department will need to appoint two additional GCs, e.g., the GC-MACC and GC-MST. This will create four (4) GCs within the Department. Due to the interrelationship among these four (4) graduate programs and the demand experienced with the launching of the graduate certificate program, the Department recommends the following:

- a. The role of the four (4) GC should be consolidated and one (1) individual should serve in the role of each of the four (4) GCs.
- b. The individual in "a" should be provided with the title Director of Graduate Studies in Accounting and Taxation.
- c. The individual in "a" should be provided with two (2) course release/year, e.g., one course/semester.

Initially, the Department Chair will serve that role. As the Department Chair already has one (1) course release in connection with the GC-GCA and the GC-GCT, one (1) additional course release is requested to assume the roles of GC-MACC and GC-MST.

Faculty resources:

Other than replacing a faculty member that resigned at the end of summer 2007, no additional faculty resources are required. Schedules have been planned to deliver the necessary undergraduate courses as well as the necessary graduate courses to permit graduation of students taking one course per semester as well as students taking two courses per semester.

Library resources:

The program will rely on RIA Checkpoint, a professional tax/accounting research database purchased with funds from donors to be used for the benefit of the Accounting department and its students. Occasionally, the program will use Lexis-Nexis Universe, an accounting and legal research database that is available through the U.A.L.R. Library. Additional needs will be considered as needed.

Facilities and equipment:

Current facilities, e.g., classrooms, are adequate at this time. As student demand increases to outgrow current electronic classroom facilities, the Department will use some of the yearly donations received from private donors to purchase student notebooks and charging station to convert any regular classroom into an electronic classroom.

Purpose of the program:

The purpose of the herein proposed MST, and the separately proposed MACC, are (1) to facilitate entry and career growth in the field of Accounting, (2) to add significant value to participants' previous Accounting education, and (3) to provide an integrated yet diverse graduate program in accounting education. As indicated in **Exhibit 1**, these objectives and the creation of both master programs are consistent and aligned with the University's strategic plan.

To facilitate entry and career growth in the field of Accounting: While generally students complete an undergraduate degree with about 125 hours, CPA exam applicants must complete 150-semester hours, including 30 hours in Accounting. Effective 12/31/07, those 30 hours in Accounting must be in **upper-level** (3rd year or above) accounting courses. Without a formal graduate program like the MST or the MACC, many students meet the additional hour requirement through completion of a string of unrelated courses, most likely not in Accounting and often not in business. These students take a variety of courses, regardless of level and regardless of field, most of them chosen simply because they are offered at a convenient time and not because it may be beneficial to their career. At the end of the day, all they have to show is a series of courses in a transcript and no specific evidence of the completion of a recognized program of study. The herein proposed MST or the separately proposed MACC provide integrated professional options in the Accounting and Taxation field, placing graduates in a favorable position in a highly competitive field. The proposed programs will provide an opportunity to Little Rock area residents to satisfy those additional hour requirement at a pace consistent with the needs of working

professionals, at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

To provide an integrated yet diverse graduate program in accounting education: With the herein proposed MST, and the separately proposed MACC, UALR will be able to offer a diverse portfolio of graduate possibilities to Accounting and Tax professionals to make their education a life-learning process. Students interested in a **short term** educational commitment to satisfy Continuing Professional Education requirements or to learn about a specific area, may take one (1) course. Other students who are able to undertake a **medium term** educational commitment may take four (4) courses and complete a Graduate Certificate in Taxation or in Accountancy. Lastly, those who are able to undertake **longer term** educational commitments may pursue the herein proposed MST or the separately proposed MACC. The integrated nature of our graduate program will permit professionals to choose a convenient alternative to satisfy their short, medium, or long term graduate educational needs, by attending instruction at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

To add significant value to participants' previous Accounting education: As most Accounting students take a limited number of courses in their undergraduate program, e.g., one course in Taxation, one course in Managerial Accounting, one course in Governmental/Not-For-Profit Accounting, etc., the proposed masters programs will add significant value to participants' accounting and tax education as they provide an opportunity for in-depth study. With the addition of the proposed program, Little Rock area residents will be able to add significant value to their accounting education by in-depth exposure in specific sub-areas of accounting, at a pace consistent with the needs of working professionals, with instruction at nights, at a public, AACSB accredited institution, at a convenient Little Rock midtown location.

Information that will serve as introduction to the program (Marketing Strategy).

The Director of Graduate Studies in Accounting and Taxation is expected to enhance the marketing campaign used in the fall 2006 when the Department successfully launched the Graduate Certificate of Accounting and the Graduate Certificate in Taxation. Specifically, the marketing strategy will be designed to reach the most visible potential clients for the Department's graduate programs, e.g., Accounting seniors, law students, local accountants and local attorneys.

1. Accounting seniors:

- c. UALR students: Program information will be distributed in-class as well as emails emphasizing how the graduate program portfolio (GCA, GCT, MACC, and MST) can satisfy the CPA exam eligibility requirements, e.g., ≥ 30 upper level semester hours in Accounting.
- d. Non-UALR Accounting seniors: Program information will be disseminated by contacting accounting department chairs at other universities; by advertising in students' newspapers at other universities; and by providing information at other universities' graduate fairs.

2. Law students: The two law schools in the state and selected, close by, out-of-state, law schools will be contacted and provided with brochures emphasizing the tax elective offerings and the separately proposed Master of Science in Taxation.

3. Local professionals: The initial strategy to reach local professionals regarding the launching of the Graduate Certificates in Accountancy and the Graduate Certificate in Taxation will be duplicated. New brochures will be created with the proposed MACC and MST headlining and the GCA and the GCT serving support roles. As before, two types of brochures will be designed. One brochure designed primarily for accountants, describing the MACC and GCA as well as the MST and the GCT. The other brochure will be designed primarily for attorneys, describing the MST and the GCT. These brochures will be mailed to each group using mailing lists to be purchased from the respective state agencies regulating CPAs and attorneys. The mailing to these two groups has three objectives: (1) to recruit the professionals as students; (2) to recruit employees working for targeted professionals but who have not satisfied all the professional

requirements, e.g., individuals that have not completed the additional 30 upper level accounting hours and/or have a desire to enter the specialized field of taxation, either as an accountant or as a lawyer; and (3) to provide the Department, College, and University enhanced exposure among local professionals. As in the case with last year's brochures, in addition to providing contact information, the brochures will contain a mail back piece for additional information. The individuals requesting more information about our programs will be placed in a database and will systematically receive announcements about information sessions, new semesters, and new schedules.

In addition to the brochure mailings, other mailings will take place, e.g., to announce final program approval; announce Information Sessions at UALR as well as other areas; and other relevant program information. Also, program announcements will be made by contacting the Central Arkansas Society of CPAs and asking, as they have done in the past, to distribute the information to their membership electronically.

Other programs supporting the herein proposed program.

With the approval of the herein proposed MST and the separately proposed MACC, the Department will be offering an integrated portfolio of graduate programs designed to serve the life long educational needs of local professionals. For instance, a student will be able to choose among the following alternatives: (a) attend a single semester to take one graduate course to complete the minimum education requirements to take the CPA exam or to satisfy continuing education requirements; (b) attend multiple semesters and take three (3) additional courses to complete the 4-course Graduate Certificate in Accountancy or Taxation; or (c) after completion of his or her Graduate Certificate program, the student may make take six (6) additional courses to complete the 10-course MACC or MST.

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 (see data cited in Section 6). 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. (See Appendix for letters of support from Arkansas, Maine, Michigan, Pennsylvania, Missouri, and California).

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.

ALIGNMENT WITH UALR MISSION AND PROFESSIONAL STANDARDS

The University of Arkansas at Little Rock's mission states that, "... the university has a responsibility to provide excellence in instruction to ensure high-quality education for our students. This responsibility includes developing faculty teaching skills, awareness of the ways students learn, assessing student learning outcomes, and enhancement of resources to support effective instruction." (Adopted by UALR Faculty Senate, 1988). The university mission is represented in the College of Education, the Department of Teacher Education, and the Reading programs. At all levels, a key feature of the mission statement is the need to use assessment for program improvement, including an analysis of how university programs are influencing the achievement goals of schools. The Reading program has conducted over 50 assessment projects for schools over the years, including annual reports on the Reading Recovery and K-6 Comprehensive Literacy programs; longitudinal studies of third and fourth grade students who received reading interventions in first grade; and K-8 school audits for assessing literacy factors and instructional programs in school improvement. The philosophy of the UALR reading program is that the ultimate test of our efficacy as reading educators is our ability to prepare reading teachers with the knowledge, skills, and disposition to influence the literacy achievement of their students. Thus, UALR research projects serve three purposes: 1) provide data to reading faculty on efficacy of instruction for preparing teachers; 2) provide data to schools for examining program efficacy and plans for improvement; and 3) demonstrate university and school partnerships for increasing the literacy achievement of Arkansas students.

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.

The Center for Literacy is an organizational unit under the Department of Teacher Education within the College of Education. An important goal of the Center is the organization and coordination of teaching, scholarship, research, technology, and literacy partnerships. Within the Center for Literacy are three nationally recognized models:

1) *Partnerships in Comprehensive Literacy (PCL)*. In 1998, UALR created and implemented the PCL model, which has been reported in four professional books, four staff development video publications, numerous research reports, and the www.arliteracymodel.com website. The PCL model is designed to prepare Literacy Coaches with specialized knowledge and experience to implement comprehensive literacy changes at the school level. Toward this goal, the model utilizes three partnership levels: university, district, and school. At the university level, UALR is the National PCL Center and provides training and ongoing support for partner universities. Currently, these partner universities include University of Maine, Shippensburg University in Pennsylvania, and Saint Mary's College in California. At the second level, UALR and its partner university sites provide specialized training to district literacy coaches, who, in turn, provide training to school-based literacy coaches. At the third level, school-based literacy coaches provide training to classroom teachers. The three-tier training model has resulted in more than 150 accredited PCL sites across the country, including Arkansas, Missouri, North Carolina, California, Utah, Washington, New Mexico, Michigan, Wisconsin, Maine, Pennsylvania, and others.

2) *Comprehensive Intervention Model (CIM)*. UALR is a nationally recognized training center for the K-6 small group intervention model. The CIM was developed at UALR in 1992 and has since provided specialized training to intervention teachers across the United States and abroad. Currently, the UALR small group model is implemented in over 300 schools and three universities across the country.

3) *Reading Recovery*: UALR is one of only 21 accredited University Training Centers (UTC) in the United States. Since 1991, the UALR UTC has provided specialized training to over 100 Reading Recovery teacher leaders from Arkansas, Missouri, Alaska, Tennessee, Oklahoma, and Louisiana. These teacher leaders have provided specialized training to over 1000 Reading Recovery teachers in their respective states.

The three models require specialized coursework associated with graduate reading programs. To participate in this training, candidates commute long distances. The students are highly motivated to continue their education, and the UALR reading programs provide a mentoring and constructivist framework for extending knowledge to higher levels. The addition of a PhD in Reading would build on these successful programs, while offering doctoral candidates a wealth of experiences in research and scholarly areas within the Center for Literacy.

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.

EXISTING DEGREE PROGRAMS

Currently, the University of Arkansas at Little Rock has three graduate programs in Reading Education. These programs, which are accredited by the International Reading Association, are designed to prepare reading educators for their diverse roles. A description of the three programs, including their historical context, is described below.

- The *Master's in Reading* degree has been offered at UALR for approximately 30 years, and has prepared reading specialists across Arkansas and other states, including recent graduates from Wisconsin, North Carolina, Illinois, and Missouri. The degree consists of a 36-hour program of study with 21 hours of concentrated reading coursework that includes preparation in reading foundations, reading theory, reading research, diagnosis of reading difficulties, vocabulary and comprehension strategies, children's literature, language strategies, reading in the content areas, teaching culturally different children, early intervention programs, best practices in reading, and others. The reading program also

includes clinical experiences in early intervention, summer reading practicum, and an advanced reading practicum.

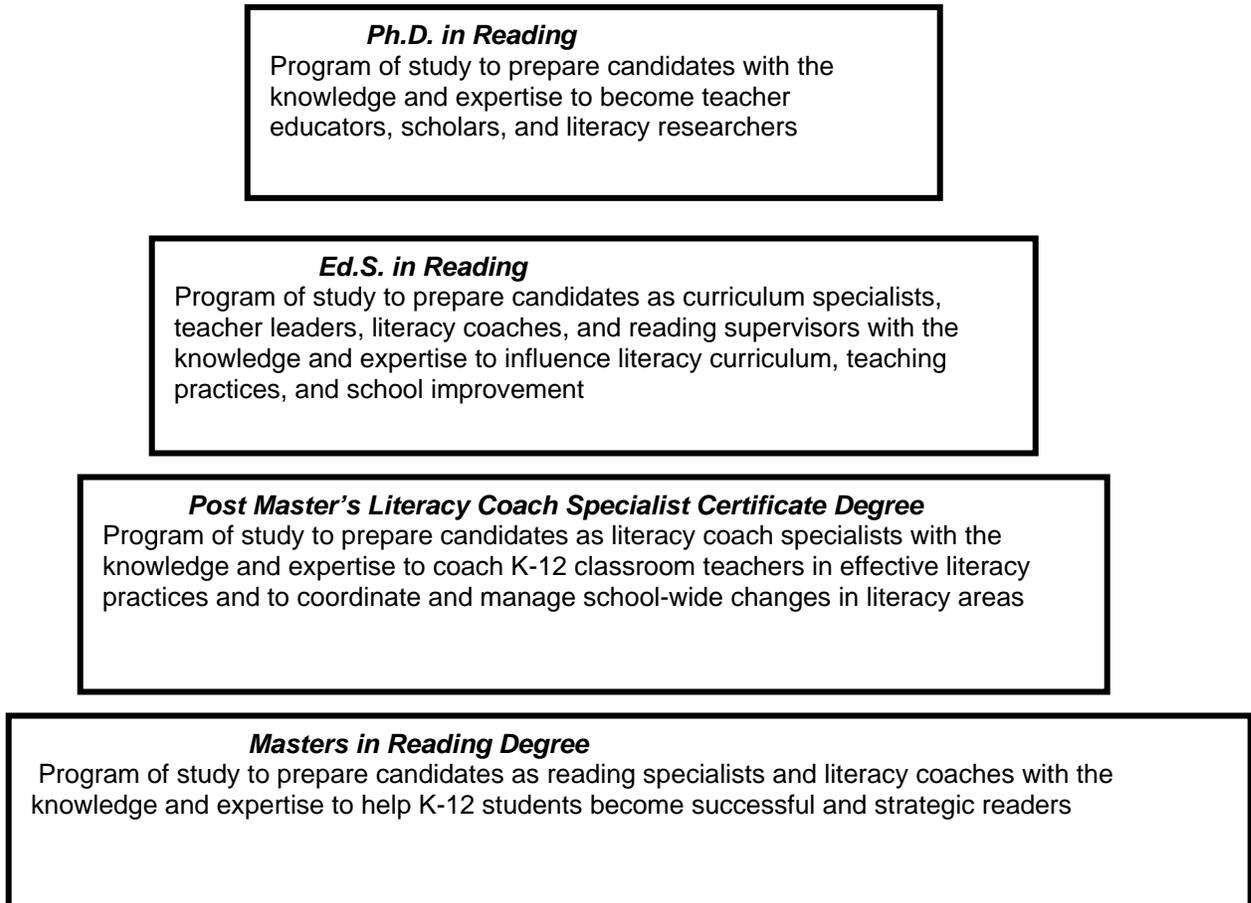
- The *Literacy Coach Specialist* certificate degree is a post-master's program that has been offered at UALR for 3 years. It was created in response to the International Reading Association position statement of the need for universities to provide credentialed programs to prepare reading specialists for the new role of literacy coach. In 2006, a total of 50 students graduated with a Literacy Coach Specialist certificate degree, including 20 students from Missouri, Michigan, North Carolina, Wisconsin, and Illinois. In May 2007, a total of 22 coaches graduated with a Literacy Coach Specialist certificate degree, including 15 from Maine, Wisconsin, Missouri, and Pennsylvania. Currently, UALR is one of only a few universities in the United States where a student can earn post-master's credentials as a literacy coach specialist. The Literacy Coach Specialist degree includes a 21-hour program of study designed to prepare coaches in the areas of research-based literacy practices, professional experiences in reading, research in language and literacy, supervising and coordinating a school's literacy program, coaching and mentoring techniques, school reform for continuous improvement, and curriculum design and evaluation of literacy programs. To be accepted to the program, students must be employed as a literacy coach in a school. Prior to graduation, the students are required to submit an electronic portfolio of their work, including an original research project in a literacy area, a curriculum project, and supporting evidence of their success as a literacy coach specialist.

- The *Educational Specialist in Reading* degree has been offered at UALR for ten years. During this time, 40 students have graduated with their EdS in Reading degree, including recipients from Arkansas, Illinois, Missouri, North Carolina, Alaska, and Michigan. Currently, 15 students are writing their EdS proposal or thesis and will be graduating within the next year. The EdS degree is a 36-hour program of study designed to prepare candidates for a leadership role in literacy-related areas, including literacy curriculum specialists, literacy coaches, teacher leaders, and other leadership roles in reading instruction. Prior to graduation, students are required to pass comprehensive exams and to submit and defend a portfolio of their work from courses, including case studies, research papers, and research proposals. During the final 6 hours of their program, students are required to complete and defend a thesis in a literacy area.

The three graduate programs in reading require students to conduct research and write papers that will prepare them for a higher degree. If a PhD in Reading is approved, the most talented students from the three graduate programs will be recruited for doctoral work. Furthermore, the UALR faculty will contact university colleagues in Arkansas and other states without a doctoral reading program for recommendations of potential students. These recruitment efforts will allow UALR to prepare the brightest candidates for the scholarly role of the Reading Educator.

The figure below illustrates how the Reading graduate programs are built on a constructivist theory with each level designed to draw from the knowledge and experiences gained during previous levels, while preparing the candidate for more specialized and scholarly roles in reading education. (See Appendix B for degree plans for EdS, LC, and PhD programs).

Figure 1
A Constructivist Framework for UALR Reading Programs



PROGRAM ALIGNMENT WITH INTERNATIONAL READING ASSOCIATION STANDARDS

The goal of the PhD in Reading is to prepare highly qualified teacher educators and researchers in the field of reading education and literacy. According to The International Reading Association (2004), Teacher Educators in the field of reading must fulfill the following:

- Provide instruction to teacher candidates at the graduate and undergraduate levels.
- Participate in scholarly activities, including creative works and research studies.
- Forge university-school partnerships with other educational agencies to promote the advancement of literacy.
- Have a minimum of three years' teaching experience including the teaching of reading.
- Have a terminal degree that focuses on reading and reading instruction. (p. 7)

The PhD in Reading program of study must adhere to the standards and elements set forth by the International Reading Association at the Teacher Educator Candidate level.

In addition, requirements of the PhD in Reading must adhere to the guidelines specified within the Conceptual Framework of the UALR College of Education. In accordance, candidates will develop *Specialized Expertise* in the field of reading education. This includes:

- Knowledge of development and learning
- Pedagogy
- Research bases for effective practice
- Professional knowledge of schools and contextual factors of families and communities
- Assessment as it relates to instructional planning and monitoring of learning, and application of technology
- Understanding of cultural diversity
- Extensive knowledge of disciplinary content

Candidates will participate in *Professional Development* in order to acquire additional knowledge that will further develop their skills and improve practice. Additionally, effective oral, written, and technological *Communication* will be demonstrated.

Table 1 outlines the expectations of the PhD in Reading in relation to IRA standards and the Conceptual Framework of the College of Education at UALR.

Critical Elements of the PhD in Reading as Specified by the International Reading Association and the UALR College of Education Framework

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p>1: Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.</p>	<p>Teacher Educator Candidates will: 1.1: Know a wide range of theories and how they relate to a range of classroom practices and materials. They can summarize empirical evidence related to these foundational theories. They conduct and publish research and contribute to the development of the knowledge base. 1.2: Articulate specific knowledge bases in their particular area of research and study. 1.3: Synthesize information across the knowledge of learning theories and teaching. They can explain the connection between theories and practices. 1.4: Articulate and synthesize information about the major components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and explicate how the components are related to instructional practices and materials.</p>	<ul style="list-style-type: none"> • Candidate displays a natural curiosity to understand the intellectual history of reading and its related disciplines. • Candidate displays enthusiasm for developing and testing theories in literacy acquisition and instruction. • Candidate displays motivation for engaging in professional activities with other literacy educators. 	<ul style="list-style-type: none"> • Specialized Expertise • Communication

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p>2: Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p>	<p>Teacher Educator Candidates will: 2.1: Prepare and coach preservice candidates and in-service teachers to use instructional grouping options. They provide the candidates with opportunities to select, use, and practice the options. 2.2: Prepare and coach preservice candidates and in-service teachers to use a wide range of instructional practices, approaches, and methods, including technology-based practices. They provide strong evidence-based rationales for selecting appropriate options. They provide candidates with opportunities to select, to provide evidence-based rationales for their selections, and to use a wide range of instructional practices, methods, and approaches. 2.3: Prepare and coach preservice candidates and inservice teachers to use a wide range of instructional materials. They provide strong evidence-based rationales for selecting appropriate options. They provide candidates with opportunities to provide evidence-based rationales for their selections, and to use a wide range of instructional practices.</p>	<ul style="list-style-type: none"> • Candidate demonstrates the desire necessary to instill in preservice and inservice teachers the knowledge and passion necessary to be an effective literacy educator. • Candidate demonstrates commitment to improving literacy instruction through theory-building and research. • Candidate displays enthusiasm for creating new instructional approaches to support reading and writing instruction. • Candidate displays desire to collaborate with other professional leaders on research and scholarly activities related to literacy theories and practice. 	<ul style="list-style-type: none"> • Specialized Expertise • Communication

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p>3: Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	<p>Teacher Educator Candidates will: 3.1: Prepare and coach preservice candidates and inservice teachers to administer and interpret assessments appropriate for selected purposes. They interpret and critique technical aspects of assessments. They can articulate what makes up an effective assessment plan. 3.2: Prepare and coach preservice candidates and inservice teachers to place students along a developmental continuum. They ground this preparation in research. 3.3: Prepare and coach preservice candidates and inservice teachers to use assessments to plan and revise effective instruction for all students within an assessment instruction cycle. They acknowledge and understand the research supporting different perspectives regarding assessment and instruction. 3.4: Prepare and coach preservice candidates and inservice teachers to be able to communicate for various audiences (policymakers, public officials, community members, classroom teachers, and parents).</p>	<ul style="list-style-type: none"> • Candidate demonstrates a high level of respect for the use of assessment to guide instruction. • Candidate demonstrates motivation for developing relevant assessment instruments. • Candidate displays a scholarly attitude toward assessment practices and collaborates with other professionals on developing new assessment instruments. 	<ul style="list-style-type: none"> • Specialized Expertise • Communication

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p>4: Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p>Teacher Educator Candidates will: 4.1: Prepare and coach preservice candidates and inservice teachers in gathering information relevant to creating a literate environment. They demonstrate how to level materials, assess the cultural and linguistic appropriateness and match materials to student interest. They demonstrate the development of instructional plans based on students' interests and cultural and linguistic backgrounds. They use technology to enhance these processes. 4.2: Prepare and coach preservice candidates and inservice teachers in the selection of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. 4.3: Prepare and coach preservice candidates and inservice teachers to model and share the use of reading and writing for real purposes in daily life. They demonstrate the process of think-alouds. They model how to read aloud enthusiastically and fluently. 4.4: Prepare and coach preservice candidates and inservice teachers in the use of effective motivational techniques.</p>	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the importance of creating and maintaining an environment that respects and encourages the intellectual development of all learners. • Candidate demonstrates a commitment to developing and testing new ideas and instructional approaches for fostering and maintaining a literate environment. • Candidate displays an interest in collaborating with other professionals on research agendas related to literacy improvement. 	<ul style="list-style-type: none"> • Specialized Expertise • Communication

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p>5: Professional Development: Candidates view professional development as a career-long effort and responsibility.</p>	<p>Teacher Educator Candidates will: 5.1: Articulate the research base related to the connections between teacher dispositions and student achievement. 5.2: Read, compare, and contrast articles in professional publications. They regularly participate in professional conferences. They conduct research and write for appropriate purposes. They prepare and coach preservice teachers and inservice teachers to conduct teacher action research. 5.3: Read related research studies and use reflection as they actively engage in dialogue with other professionals in observation, evaluation, and feedback activities. 5.4: Prepare and coach the reading specialist to plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They also participate in professional development through the national level.</p>	<ul style="list-style-type: none"> • Candidate demonstrates the innate desire to continually pursue new knowledge through research and synthesizes and articulates findings in order to advance the field. • Candidate demonstrates desire and knowledge for engaging in scholarly work with other reading professionals. • Candidate shows commitment to IRA and other professional organizations and exhibits desire to contribute to the reading profession. 	<ul style="list-style-type: none"> • Specialized Expertise • Professional Development • Communication

IMPLEMENTATION CONSIDERATIONS FOR DOCTORAL DEGREE

Faculty Resources and Qualifications

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 (see #8 in this document). 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 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. An example 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 the 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

Library Resources

According to a search of library holdings in the Ottenheimer Library, the Library owns 50%, 40%, and 53% of the bibliography titles for READ 8320, READ 8330, and READ 8345. In addition, the Library owns over 358 very relevant titles in literacy and literacy learning. Over 20% of these titles were published since 2000. However, the Library search revealed that holdings for three courses would need to be improved. The two courses, READ 7321 Processes and Strategies in Reading Comprehension and READ 8342 Reading Comprehension from Research to Practice, lack sufficient library holdings to support the students. To ensure the PhD students have available resources, the Center for Literacy has acquired a collection of all books listed in the bibliographies of the core literacy courses. These books, which include one or more copies, are available for student checkout. The Ottenheimer Library also indicated a

weakness in holdings for the course, READ 8305 Literacy Coaches as Agents of Change. Therefore, the Center for Literacy has acquired a collection of all books in the course bibliography, as well as related books in this area. The reading faculty will also place many of these books on reserve in the Ottenheimer Library for the PhD in Reading students. (See Appendix F for Library Memo).

Program Costs and Facilities

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.

SUMMARY

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 (see #8 for a record of these accomplishments)

Institutional Certification Advisory Committee

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

Embry-Riddle Aeronautical University, Little Rock Air Force Base

Recertification

- Associate of Science in Professional Aeronautics
- Bachelor of Science in Professional Aeronautics
- Bachelor of Science in Management in Technical Operations
- Master of Aeronautical Science

Initial Certification

- Associate of Science in Technical Management

Regis University, Denver, Colorado

Initial Certification—Online

- Bachelor of Science in Business Technology Management

University of Phoenix

Initial Certification—Online

- Master of Science in Accountancy
- Dual Degree in Master of Science in Nursing/Master of Health Administration

University of Phoenix

Initial Certification

New location in Texarkana, Arkansas
Bachelor of Science in Business with Management Option
Master of Business Administration

Walden University, Minneapolis, Minnesota

Initial Certification—Online

Bachelor of Science in Business Administration
Master of Business Administration
Master of Public Administration
Doctor of Philosophy in Applied Management and Decision Sciences
Doctor of Philosophy in Public Policy and Administration