

**Tentative Agenda Items for  
November 4, 2005 AHECB Meeting**

**Arkansas State University--Jonesboro**

Master of Social Work

Program Summary

Purpose of the Program

The mission statement of Arkansas State University declares that "We pursue and share knowledge within a caring community that prepares students in challenging and diverse ways to become more productive global citizens."

*Arkansas State University has always been an institution of and for its people. Since its early days in 1909 in east Arkansas, the university has been dedicated to the needs for service and education for the people around us.*

Leslie Wyatt, President Arkansas State University  
(Minority Retention Plan, 1999-2000)

Arkansas State University also stresses a focus on regional service as evidenced by the establishment of the Delta Studies Center (See Arkansas State University Board of Trustees Resolution 94-103). This emphasizes the role of ASU as "the leading university in studying, celebrating and developing the Lower Mississippi River Delta" [cited on p. 14 of The Graduate Education in Arkansas: Doctoral and Specialist Degree Programs, June 2000]. Social work as a discipline and as a profession fits comfortably into that mission. "The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to and address problems in living" (NASW Code of Ethics, p.1). The social work profession pursues its mission through a body of knowledge of human behavior in the social environment and skills in facilitating change. It is based on the core values service, social and economic justice, dignity and worth of the person, importance of human relations, integrity and competence (Council on Social Work Education 2001).

A Bachelor in Social Work degree is the minimum requirement to qualify a person for a job as a social worker in Arkansas; however majors in psychology, sociology and other fields are often employed due to the lack of persons with social work training. Although a bachelor's degree is required for entry into the field, an advanced degree in Social Work has become the standard for many positions. Master's degree programs prepare graduates for advanced practice (CSWE, Educational Policy and Accreditation Standards, 2001). The focus is on their chosen field of concentration and further develops skills which may include those required to perform clinical assessments, manage large caseloads, and to explore new ways of drawing upon social services to meet the needs of clients (Bureau of Labor Statistics, Occupational Outlook Handbook, 2000).

Master's level social workers practice in a variety of settings. The primary fields of practice or concentration of study for social workers with master's degrees are: aging/gerontological social work; alcohol, drug or substance abuse; child welfare, community planning, corrections/criminal justice; family services; group services; health; occupational/industrial social work; mental health or community mental health; mental retardation; public assistance/public welfare; rehabilitation; and school social work. Persons holding the MSW are "...the nation's largest providers of mental health and therapy services. Professional social

workers are often the only mental health care providers serving residents of many poor, rural counties.” (National Association of Social Workers, Social Work Myth Busters).

Graduates of the ASU MSW program will extend the University's commitment to the community, lower Mississippi Delta region, the State of Arkansas, and nation as they provide direct services, manage human services agencies, and promote social justice. A Master's level Social Work degree at Arkansas State University, therefore, complements the University's mission to the community and the region.

The undergraduate Social Work Program at Arkansas State University began in early 1976. It was accredited by the Council on Social Work Education in 1979, which made ASU the first state institution in Arkansas to receive that distinction. The program has grown from 90 majors in 1979 to 195 majors in 2001. There have been on-going requests by students, former students, and community leaders for ASU to initiate a master's degree to complement the undergraduate program. As far back as 1988 a feasibility study demonstrated a need for and support of the master's degree in social work (Clowers, 1988).

### Background

In 1991, the University of Arkansas Little Rock, conjointly with ASU, offered the MSW on the ASU-Jonesboro campus. In the initial exploratory meeting on the ASU campus 61 students expressed interest in the program. Of that number 25 applied for admission and 18 were accepted. This was a part time program to accommodate the faculty of UALR and the cohort of students. During the 3 years the program was in progress 8 dropped out and 10 graduated. These students attended graduation ceremonies at UALR on their campus. The program became difficult and expensive to manage because of faculty travel and faculty workloads. UALR therefore chose not to continue with a second cohort.

Interest in an MSW at ASU continued. Despite efforts in the 1997 and 1998 academic years by UALR to offer the Advanced Standing Master's in Social Work degree in Jonesboro the UALR administration did not feel that there was a sufficient number of qualified applicants for a part time program to justify the cost of sending faculty to the ASU campus. The idea of a collaborative effort of providing another cohort of the MSW program was dropped and has not been revived.

### Admissions Requirements

It is the policy of ASU and the Department of Social Work to assure equal educational opportunity to qualified individuals, without regard to race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status, or sexual orientation. Applicants must demonstrate that they possess the potential for professional development in clinical social work practice. This potential will be demonstrated by documentation of the presence of personal and scholarly characteristics necessary for successful completion of academic course work, successful completion of social work clinical practice, and a commitment to the value base of the social work profession, as described in the NASW Code of Ethics.

More specifically, to be considered for admission to the MSW program students must meet the requirements of the Graduate School at Arkansas State University. Applicants must have a bachelor's degree from a college or university accredited by the North Central Association of Colleges and Secondary Schools, or a comparable association. There must be evidence of adequate preparation to begin graduate study in social work, including satisfactory completion of broad undergraduate course work in the liberal arts, including, specifically, course work in each of the following areas: social sciences, humanities, English composition, and mathematics. There must also be an indication of satisfactory completion of course work in human biology and in human cultural perspectives/cultural diversity. Transcripts are reviewed

for this purpose by the admissions committee. Students not meeting these liberal arts areas must take relevant courses as preparation.

A minimum overall grade point average of 3.0 on a 4 point scale is required for admission to the MSW program. All applicants must submit an application and three letters of reference. References should be chosen who can provide valid information on academic abilities, commitment to working with diverse populations, and emotional stability and maturity. If the applicant has completed a degree which includes an experiential component (field placement or internship), one reference letter should come from the applicant's supervisor in that component.

Applicants must also submit a personal statement addressing the following areas. 1. Reasons for choosing the profession of Social Work. 2. Describe experiences where leadership, responsibilities, and/or judgment, were exercised and discuss what was learned from the experience. 3. Describe a social problem of great concern or personal interest. Recommend a course of action for social change. Discuss the potential benefits and drawbacks for the plan. 4. Describe an ethical dilemma you personally experienced. What alternative actions were considered and why. 5. Applicants are asked to tell the admissions committee things they would like them to know about themselves. Official transcripts from all colleges or universities in which the applicant has completed any college or graduate level course work must be supplied. The applicant is required to complete in full the Application for Admission to the MSW Program, and an application to ASU Graduate School.

Admission decisions are made by the MSW Admissions Committee, comprised of social work faculty members and one or more individuals from the College of Nursing and Health Professions and/or a member of the professional community. The committee weighs all aspects of the completed application, including academic performance, communication skills, commitment to the values underlying the social work profession, and personal qualities necessary for effective clinical social work practice. These evaluations are reflected in a form (appendix E) completed by each member of the committee and compiled as a single report with a recommendation to the chair of the committee. Transfer of credits from another MSW program will be considered on a case-by-case basis. Only courses taken in a Council on Social Work Education accredited Master of Social Work program will be eligible for transfer. The applicant must have received a grade of B or better in the course(s) being considered. In most instances, transfer of credits will only be granted for first year foundation courses. In accordance with accreditation requirements, academic credit will not be given for life experience or work experience.

Applicants who have a baccalaureate degree in social work from a CSWE accredited social work program may be eligible for advanced standing. Course waivers, determined on a course-by-course basis, will be granted only in foundation courses. Waivers are dependent on the comparability of the course content, as determined by the ASU social work faculty. Applicants may be required to provide a course syllabus for each course for which a waiver is being requested. A grade of B or better in the undergraduate course is required. Modified advanced standing status, for students who qualify for some, but not all course waivers, is individually designed. Advisors will assist in developing a plan to complete the MSW degree consistent with course sequencing and within allotted time frames.

### Overview of the Curriculum

Master's level social work programs have a general curriculum mandated by the accrediting body in social work, the Council on Social Work Education. The Master's in social work curriculum is designed to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. A liberal arts perspective is a prerequisite to the professional degree program in social work. All schools must provide standard foundation curriculum addressing nine content areas, as well as one or more areas of concentration.

Two content areas, social work ethics and values, and diversity (gender, race and ethnicity, and sexual orientation) must be infused throughout the curriculum. The concentration area/s are chosen based on institutional mission and area need. Concentrations are of two types: primary method (e.g. direct practice, administration or management) and social problem or field of practice (e.g. alcohol, drug or substance abuse, family services). The concentration best suited to the needs of Arkansas and especially the lower Mississippi Delta region is Family Well-Being within a rural context.

The Master's in Social Work is delivered in a variety of formats and number of credit hours required. Universities routinely offer full-time, part-time and advanced standing options. However, CSWE policy mandates the equivalent of two academic years of full-time study. Credit hour requirements range by university from 48-60 or more. The MSW at ASU will be delivered in three formats Full-Time Entry, Part-Time Entry and Advanced Standing. The Full Time Entry Program curriculum requires completion of 58 credit hours of graduate work. This is broken down into 44 credit hours of class work and 14 credit hours of field education. A total of 1000 hours of field education are required. This program is designed for individuals with a bachelor's degree in a field other than social work or who graduated more than 5 years prior to application. It is designed to be completed in four semesters over two academic years. The Part-Time Entry level is designed for those who cannot leave their employment to pursue full-time course work. It must be completed in eight semesters over four academic years. The applicant must have a degree from an accredited institution and will be required to complete all of the courses required of the full-time student.

The Advanced Standing Program is designed for qualified students with an undergraduate degree in social work from an institution accredited by the Council on Social Work Education. Students in this program must have completed their degree within five years of making application to the program with an overall GPA of 3.0. The program is designed to be completed in one summer and two semesters over one calendar year. The curriculum for each program appears under item 7, Curriculum Outline. The Advanced Standing Program curriculum requires completion of 43 credit hours of graduate work. This is broken down into 29 credit hours in course work and 14 credit hours in field education. The 14 credit hours of field education represent a total of 900 clock hours of on site field instruction. To meet the requirements of the Advanced Standing Program, students must demonstrate that content in the following courses has been covered in their undergraduate program; HBSE I, HBSE II, Foundations of Practice I, II, Social Welfare Policy and Services, and 100 hours of field education. In no instance can credit be given for prior work or life experience.

#### Overview of Program Costs, Faculty Resources, Library Resources, Organizational Structure and Governance, Facilities and Equipment

Program costs, library resources. Program development would begin in 2006 with a budget of \$18,250 which will increase to \$158,360 in 2005 as two full-time equivalent faculty are hired to prepare for students. For Fall 2007, the first year students are enrolled and the program would begin, the proposed budget is \$217,114. Year 4 the budget will increase to \$280,634. Year five (2009) the budget with all faculty in place and the program well under way would be \$289,707. A total of \$30,000 in library costs is projected. A five year summary and yearly budgets are displayed in Section 10.

Faculty resources. This proposal calls for five full-time faculty, and a Director with 50% administrative release time. One of the faculty would hold the position of Field Coordinator with 50% release time. This meets CSWE requirement for a Master in Social Work program which calls for a minimum of six full-time faculty and the requirement for administration and field education. The Council recommends a faculty student ratio of 1:12 (See Appendix A, CSWE Evaluative Standard 4). This proposal calls for an increase in faculty when student enrollment exceeds 72 fte students.

Organization, structure and governance. By CSWE standard “The social work program must have the necessary autonomy and administrative structure to achieve its goals and objectives” (Educational Policy Section 2, CSWE EPAS 3.0). The MSW program will be housed in a Department of Social Work with the Director reporting to the Chair of the Social Work Department who reports to the Dean of the College of Nursing and Health Professions.

Space requirements. CSWE standards state that “The social work program must have sufficient jurisdiction over physical space to realize program goals. This includes classroom space, private faculty offices, office space for administrative and clerical workers, and space for student and faculty meetings and the student organization.” (See Appendix A, CSWE Evaluative Standard 2.1.6). This proposal calls for a departmental office, private offices for the Director, Field Coordinator and five faculty and a student lounge. Classrooms dedicated to the new Social Work Department will be needed, including one seminar room. Currently the program is housed in the International Student Building and consists of a Departmental Office, Chair’s office, Field Coordinator’s office, 5 offices for permanent faculty and 3 offices for Child Welfare Training Grant (IV-E) personnel. The department also has a small storage area and shares a student lounge with the other occupants of the International Student building. There is an open seminar room that is scheduled by the Office of International Programs. Classrooms are shared with the Department of Criminology, Sociology and Geography. Plans are underway to move the entire department to the Chickasaw building and office space will be designed to meet the needs of the Bachelors program as well as the master’s program. There will be a departmental office, chair’s office, field coordinator’s office storage area/work room, offices for 8 permanent faculty in addition to the chair and field coordinator’s office. Three offices will be included for temporary faculty which includes IV-E faculty and adjunct faculty. Four small to medium classrooms will be assigned to the department within the structure.

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## **Arkansas Tech University**

### **Master of Science in Emergency Management and Homeland Security**

#### Program Summary

The School of Community Education and Professional Development proposes to offer the Master of Science degree in Emergency Management and Homeland Security. The School of Community Education has a history of preparing students for careers focusing on crisis and emergency planning, mitigation, and recovery by nature of having developed the Bachelor of Science degree in Emergency Administration and Management and offering the degree since 1997, with a total of 152 students having completed the degree with 19 scheduled for 2005 spring and summer graduation.

This program will be designed to offer students a specialized program of study to serve the educational needs of professionals actively engaged or planning to enter a profession related to the protection of lives, property, and the physical environment of our society. The curriculum will focus on a multidisciplinary approach and will target the principles of preparedness, response, mitigation, and recovery in an integrated program of study. Citizens will benefit from the services of emergency management professionals with this advanced degree in the event of natural or man-made disasters. The community will benefit from increased economic stability that results from reduced financial losses in business and industry. Students completing this degree will be prepared to exercise critical judgment, independent thinking, creative initiative, and disciplined inquiry within competency areas related to emergency management.

The objectives of the graduate program in Emergency Management and Homeland Security (EMHS) include:

1. Providing a student-centered program of study that addresses the technical competencies, interpersonal skills, and leadership qualities needed to plan and deliver emergency management programs for private, public, and non-governmental organizations at the state, regional, national, and international levels.
2. Providing career opportunities in a rapidly expanding profession for individuals desiring a graduate degree wishing to remain in Arkansas or the surrounding region.
3. Providing opportunities for students to identify important problems, develop appropriate modes of inquiry, formulate proposed solutions, and communicate the scholarly research.
4. Adding to the body of knowledge of emergency management and initiatives of the Department of Homeland Security through advanced professional training, scholarly activity, and research.

Ongoing assessment of these objectives will be determined using the following measures:

1. Student evaluations will be utilized to assess program outcomes against the standardized competencies established for emergency managers.
2. Employers of the graduates of the program will be surveyed to document the effectiveness of the graduates of the program in meeting the perceived competencies in targeted areas.
3. Questionnaires will serve as a method for following and tracking graduates of the program to determine placement information and reasons for selecting the degree offered by Arkansas Tech University in comparison to other degree options or other universities.
4. Student projects, theses, publications, and research proposals will serve as documentation to verify the degree to which best practices in the field are being addressed and explored.
5. At the end of every academic year, alumni of the program will be surveyed regarding program satisfaction, professional development, and employment. Although 100% satisfaction is desirable, 90% of the graduates should be satisfied with the program curriculum and delivery. Any deficiencies perceived in the program will also be solicited and efforts will be made to address these "gaps" in the curriculum or delivery.
6. Employers identified through the alumni survey will also be surveyed regarding their satisfaction with degree graduates and their educational preparation. Within several years, just as the situation has been realized in the undergraduate emergency management program, it will be difficult to distinguish between employers and alumni, since many of the initial graduates will be supervising internships and hiring other graduates. That process is a valid indicator for the success of the degree.

Since this degree is framed in part around the directives of the Department of Homeland Security (DHS), it is imperative that the program be designed to address issues that are of primary concern to DHS. Possible funding provided by DHS is one measure of program validation. The Department of Homeland Security will serve as a source for benchmarking the program's effectiveness in providing a body of knowledge of emergency management

and initiatives which will strengthen the nation's ability to guard and protect homeland interests.

According to a study conducted by Blue Horizons, LLC, through a contract with the FEMA Higher Education Project, the field of emergency management is relatively new and still evolving and certainly the events of September 11, 2001, inextricably altered the rapid pace of growth of the field over the last 15 years. That growth and the emergence of degree programs have created the need for research into the development of competencies to be used as a benchmark for existing and future emergency management programs (Marks, 2005).

The competencies to be used to evaluate student outcomes of the Master of Science Degree in Emergency Management and Homeland Security are based on surveys of existing programs, perceptions of practitioners, scholarly works on the subject, and papers presented at annual conferences of the Higher Education Project sponsored by the Higher Education Project of the Emergency Management Institute, the training arm of the Federal Emergency Management Agency and Department of Homeland Security.

Graduates of the EMHS program will be able to demonstrate professional competencies in the following areas with assessment of student learning outcomes based on the measures outlined under each area:

1. Research, Planning, and Analysis

- a. Students will be able to develop a research problem and design an appropriate qualitative and quantitative study to answer the problem.
- b. Students will be able to demonstrate a grasp of planning theory by preparing an indepth analysis of emergency operations within the following categories: preparedness and prevention, response, recovery, and mitigation.
- c. Students will utilize skills required for conducting needs assessments related to targeted areas throughout the coursework of this program and prepare the necessary followup for addressing the identified areas of need.

2. Leadership and Management

- a. Students will be able to demonstrate a grasp of management theory and leadership styles by initiating projects which involve consensus building and application of conflict resolution and negotiation principles.
- b. Students will be able implement a budgeting system including the preparation of a grant application.
- c. Students will have a thorough understanding of the principles and process of implementing an incident command center through observed role playing in simulations of the Emergency Operations Center utilizing the National Incident Command System (NIMS) and the National Response Plan (NRP).
- d. Students will demonstrate the ability to design appropriate exercises and evaluate their effectiveness as required in the practica and applied research courses in the program.

3. Communications

- a. Students will be able to demonstrate the use of appropriate communications skills through written and oral presentations throughout the coursework of this program.
  - b. Students will be able to demonstrate mastery of technical communications through simulations requiring the students to exercise their risk communications skills.
4. Integration of Technology
- a. Students will demonstrate their ability to utilize various computer applications such as GIS, modeling, projections, and other programs by completing simulations in an Emergency Operations Center laboratory environment.
  - b. Students will be able to integrate the appropriate or targeted data bases into emergency response and operations software.
  - c. Students will have the skills required to understand the interoperability required in selecting necessary wireless and radio transmissions.
5. Hazard and Risk Assessment
- a. Students will be able to complete a vulnerability analysis through the identification of existing and potential hazards of a designated entity, i.e. the campus of Arkansas Tech University.
  - b. Students will demonstrate an understanding of the principles of Business Recovery by developing a Continuity of Operations Plan (COOP) for an actual business enterprise through the practica or applied research components of the program.
6. Government Operations
- a. Students will demonstrate an understanding of emergency policies and emergency administrative structure at the municipal, county, state, regional, federal, and international levels through multi-agency interface exercises required through practica and applied research opportunities in the program.
  - b. Students will demonstrate through observed role play and computer simulations the chain of command and appropriate agency or entity responsible for specific emergency or crisis situations.

Students will be able to identify the issues addressed through the Department of Homeland Security through their study of Homeland Security Presidential Policy Directives (HSPPD) as the result of the integration of Homeland Security issues in the EMHS curriculum.

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## **Arkansas Tech University**

### **Master of Science in Psychology**

#### **Program Summary**

The Department of Behavioral Sciences within the School of Liberal and Fine Arts proposes to offer the Master of Science degree in Psychology. The Department of Behavioral Sciences has a history of preparing its graduates not only for employment in Social/Human Services, and private industry, but also for continued education at the graduate level. The Department of Behavioral Sciences has a strong record of producing graduates in all three of its degree programs. This is especially true within the discipline of Psychology as evidenced by the conferring of 250 degrees between 1997 and 2005.

This program will be designed to provide advanced students with sufficient breadth and depth to function in a variety of professional environments. While emphasis is placed on research and methods of testing, a concentrated effort will also be made to establish the foundation necessary for teaching, practice, post-graduate work, research, or any combination of these areas. In addition, completion of a series of specified courses within the program plus an additional nine hours of graduate course work will qualify the student to take the examination to become a Licensed Psychological Examiner. Psychological Examiners are in high demand in Arkansas (See Section 6) and citizens across the state will benefit from the services which can be provided by students with such a degree and licensure. The community will benefit both economically and socially because students will be able to fill existing positions which are currently "unfilled" due to the lack of qualified applicants, and through the delivery of Psychological services to those persons who are currently being under-served.

Students completing the degree will be prepared to engage in independent thinking and critical inquiry within the areas of competence offered in the program.

The objectives of the Master of Science program in Psychology include:

1. Providing a program of study which provides the student the theoretical knowledge, technical competence, and professional skills necessary for teaching, practice, post-graduate work, research, testing, or any combination of these areas.
2. Provide opportunities for students to identify problems, develop appropriate modes of inquiry, formulate and conduct research, and present findings of scholarly research at professional meetings.
3. Provide knowledge about career opportunities for individuals wishing to remain in Arkansas or the surrounding area.

Ongoing assessment of these objectives will be determined using the following measures:

1. Program outcomes will be assessed through the ongoing evaluation of graduate student progress. Such outcomes will be assessed according to the following objectives:
  - Demonstrate historical, theoretical and technical/applied knowledge of the field.
  - Demonstrate competency in written and verbal communications.

- Demonstrate competency in research methods, including the ability to identify, analyze, and critique primary and secondary sources.
  - Demonstrate competence in reasoning, problem-solving, and the synthesis of abstract ideas as well as quantitative methodologies.
2. Employers of graduates will be surveyed to document perceived competencies of graduates as they relate to program objectives.
  3. Graduate student theses, publications, projects, and research proposals will serve as documentation of the degree to which current topics in the field are being addressed and researched.
  4. Alumni of the program will be surveyed on a yearly basis to determine their level of satisfaction regarding professional development and employment.

## **North Arkansas College**

### Technical Certificate in Computer Aided Design

#### Program Summary

The Technical Certificate in Computer Aided Design (CAD) is a two semester program designed to prepare students for employment in the many areas of CAD used in modern manufacturing and construction enterprises and to provide a strong foundation for applying CAD tools to other technical disciplines or toward more advanced education in architecture or engineering. It extends our existing Certificate of Proficiency in CAD by adding two more advanced CAD courses and includes the required English/Writing, Mathematics, and Computer Applications courses necessary to provide students better preparation for employment or further study. Extension of the existing Certificate of Proficiency to a one year Technical Certificate will allow more students to qualify for financial aid since they can carry a full load for two semesters. For most students, it took a full year to complete the Certificate of Proficiency due to the sequential nature of courses. The one year Technical Certificate will produce graduates with a broader skill set and greater employability in the same time frame. Additionally, the CAD Technical Certificate will be easier to incorporate into our existing AAS degree in General Technology.

## **Pulaski Technical College**

### Technical Certificate in Cosmetology Instruction

#### Program Summary

The Technical certificate in Cosmetology Instruction is a program that allows licensed cosmetologists the opportunity to achieve the competencies needed to meet the Arkansas State Board of Cosmetology's requirements for Cosmetology Instructor. The program allows for the completion of the 600 clock hours of training and instruction required to be eligible for the Arkansas State Board of Cosmetology's licensing examination for Cosmetology Instructor. Additionally, the program requires a demonstration of competency in communication and mathematics.

## **University of Arkansas--Fort Smith**

### Bachelor of Science in Nursing

#### Program Summary

This traditional four year Bachelor of Science in Nursing (BSN) is based upon a liberal arts and science foundation and forms the basis for the practice of professional nursing. Students are prepared for entry level professional practice in a variety of settings. This program guides the student in the acquisition of nursing knowledge, skills, attitudes and values. Students are required to meet the general education requirements established by UA Fort Smith and designated support courses that form the foundation for the nursing curriculum. The Bachelor of Science in Nursing requires completion of 128 hours with 59 hours of general education requirements and 69 hours of nursing courses. Completion of the program requirements requires four academic years.

The College of Health Sciences has developed two online interdisciplinary courses which will be required for this program. HLTH 3103 Pathophysiology and HLTH 4103 Research in the Health Sciences are required for students enrolled in the Bachelor of Science in Imaging Sciences as well as for students enrolled in the RN-BSN Online Completion Program. Students in the proposed program will also share the following online courses with students in the RN-BSN Online Completion Program: NURS 4102 Healthy Aging and NURS 3164 Health Assessment.

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## **University of Central Arkansas**

### Master of Fine Arts in Digital Filmmaking

#### Program Summary

The University of Central Arkansas proposes a new degree program, the Master of Fine Arts (MFA) in Digital Filmmaking. The program will be offered by the Department of Mass Communication and Theatre in the College of Fine Arts and Communication. The MFA degree is generally recognized as a “terminal” degree in this discipline—that is, the highest degree available in the areas of filmmaking and television production. The proposed program builds on strengths of the department at the undergraduate level—including the undergraduate major in Digital Filmmaking which at the beginning of its second year had grown already to more than 60 majors—and leverages the university’s investment in state-of-the-art production facilities in Stanley Russ Hall.

The proposed program is a three-year, 60-hour graduate curriculum emphasizing full-time, professionally oriented study. All courses in the curriculum are required of each MFA student, and each student is required to complete a thesis project at the end of the program of study. Ideally, students will be full time (generally nine hours per semester) throughout the three years. The option for graduate courses in the summer also exists, which could accommodate part-time students and allow enough flexibility for accelerated completion of the program. Fifteen new graduate courses have been developed for the program: 6000-level FILM courses are new graduate courses, and 7000-level FILM courses are thesis hours; the one required 5000-level course is built on the foundation of an existing course in the undergraduate digital filmmaking major, with additional requirements for graduate students.

## **ADHE**

### Report on Program Deletions

A report detailing program deletions during the 2004-05 academic year will be presented indicating the number and level of programs that were deleted. The information will also be summarized by institution.

### Approve Coordinating Board Meeting Schedule for 2006

The proposed 2006 schedule of the regularly quarterly meetings will be recommended to the Board.

### Teacher Opportunity Program

This action will replace the Teacher/Administrator Grant with the Teacher Opportunity Program. This will allow employed teachers to pursue additional college instruction related to their employment. This action will ensure that the rules and regulations comply with Act 2196 of 2005.

### Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) met on September 27, 2005, and reviewed the following requests for certification:

#### Excelsior College, Albany, New York

Excelsior College submitted application for initial certification of the following programs: Associate of Applied Science in Administrative/Management Studies; Associate of Science; Bachelor of Science in Accounting, General Business, Human Resource Management, Management Information Systems, and Marketing; and Master of Business Administration.

#### Franklin University, Columbus, Ohio

Franklin University submitted application for recertification of the following Bachelor of Science programs: Applied Management, Accounting, Business Administration, Computer Science, Digital Communication, Health Care Management, Information Technology, Management, Management Information Science, and Public Safety Management. The programs were initially certified in 2003. Franklin University also submitted application for initial certification of the following Bachelor of Science programs: Human Resource Management and Marketing.

#### Nebraska Wesleyan University, Lincoln, Nebraska

Nebraska Wesleyan University submitted application for initial certification of the Bachelor of Science in Nursing degree completion program to be offered at the Jefferson Regional Medical Center in Pine Bluff, AR.

#### Vincennes University, Camp Robinson, North Little Rock, Arkansas

Vincennes University submitted application for recertification of the following programs: Associate of Science; Associate of Applied Science; and the Associate of General Studies. The programs were initially certified in 1987 and were recertified in August 2002. Vincennes also submitted application for initial certification of the online Associate of Applied Science in Business Studies.

The ICAC recommended the following persons to serve on the committee:

Dr. Jeffrey Olson was nominated to fill one of the two positions for chief administrators of public institutions. Dr. Olson is the President of North Arkansas College. This term will expire November 4, 2014.

Dr. Freddie Jolley of Arkadelphia was nominated to fill one of the two positions designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member or other capacity. This term will expire November 4, 2007 and completes an unexpired term.

#### Mineral Lease Funds Distribution

According to the provisions of A.C.A. §19-5-1018, \$1.3 million in mineral lease funds will be distributed to state institutions of higher education for critical maintenance in accordance with the critical maintenance recommendations approved by the AHECB for the 2005-07 biennium. An amount equal to \$76,340 will be used to correct an error in the Rich Mountain Community College operating recommendations for 2005-07.

#### Higher Education Bond Implementation Plan and Regulations

The Higher Education Bond Implementation Plan provides a description of the projects submitted by the institutions for the expenditure of their portion of the \$150 million higher education bond program. The amounts represent the maximum funding available for each proposed project. To ensure compliance with state accounting and purchasing procedures, and to meet the records requirements that will ensure the tax-free status of bond earnings for investors in Higher Education Bonds (HEB), institutions must follow the procedures to be outlined for all expenditures of HEB proceeds.

#### Economic Feasibility of Bond for Arkansas Tech University (ATU)

ATU requests approval of the economic feasibility of plans to issue bonds for educational & general (E&G) purposes. The E&G bond issuance will be approximately \$5 million with a term of approximately 5 years at an estimated annual interest rate of 4 percent. The Arkansas Tech University Board of Trustees approved this action.

#### Economic Feasibility of Bond for Arkansas State University - Beebe (ASUB)

ASUB requests approval of the economic feasibility of plans to issue bonds for educational & general (E&G) purposes. The E&G bond issuance will be approximately \$15.9 million with a term of approximately 30 years at an estimated annual interest rate of 4.52 percent. The Arkansas State University System Board of Trustees will consider this action at its next scheduled meeting.

#### Economic Feasibility of Bond for the University of Arkansas at Monticello (UAM)

UAM requests approval of the economic feasibility of plans to issue bonds for educational & general (E&G) and auxiliary purposes. The bond issuance will be approximately \$9.6 million with a term of approximately 30 years at an estimated annual interest rate of 5 percent. The E&G portion will be approximately \$7.4 million and the auxiliary portion approximately \$2.2 million. The University of Arkansas System Board of Trustees will consider this action on November 18, 2005.

#### Economic Feasibility of Bond for the University of Arkansas at Fayetteville (UAF)

UAF has indicated that they plan to submit economic feasibility of plans to issue bonds for auxiliary purposes. The bond issue will be approximately \$48 million for new housing construction. (

#### College Savings Bond Revolving Loan for Southern Arkansas University (SAU)

SAU requests approval of the economic feasibility of a loan from the College Savings Bond Revolving Loan Fund for educational & general (E&G) purposes. The loan will be \$800,000 with a term of 10 years at an estimated annual interest rate of 4 percent. The Southern Arkansas University Board of Trustees approved this action on September 28, 2005.

#### Report on Intercollegiate Athletic Revenues and Expenditures for 2004-05

Act 245 of 1989 (A.C.A. ~~62-4106~~) directed the Coordinating Board to develop and establish uniform accounting standards and procedures for reporting revenues and expenditures and, based on these standard definitions and formats, to collect the financial data and provide a uniform report of each institution's athletic revenues and expenditures. In addition, the Coordinating Board must provide a report to the Legislative Joint Audit Committee and the public by November of each year on each institution's athletic costs. In this agenda item, institutions have submitted reports of their actual intercollegiate athletic program revenues and expenditures for 2004-05 in the required format.