

**Tentative Agenda Items for
October 27, 2006 AHECB Meeting**

Arkansas State University--Beebe

Associate of Applied Science in Pharmacy Technician Science

Program Summary

Arkansas State University-Beebe requests approval to offer the Associate of Applied Science degree in Pharmacy Technician Science at ASU-Beebe, ASU-Searcy and ASU-Heber Springs. The curriculum consists of 66 total credit hours comprised of 35 hours of general education core curricula and 31 hours of technical core curricula requirements. The technical core courses have been developed in line with the "Model Curriculum for Pharmacy Technician Training" as endorsed by the American Society of Health-System Pharmacists. Arkansas State University-Beebe envisions the need to hire a full-time faculty member to teach all technical pharmacy technician courses with growth of the program and will establish a budget to support the pharmacy technician program. Existing laboratory and classroom space is sufficient to teach the program. Library holdings are adequate initially, but additional subscriptions and reference materials will be obtained as needed. It is expected that this program will be taught evenings and weekends to accommodate persons seeking a career change but who need to maintain concurrent employment.

The pharmacy technician education program requires classroom and laboratory work in a variety of areas, including medical and pharmaceutical terminology, pharmaceutical calculations, pharmacy recordkeeping, pharmaceutical techniques, pharmacy law and ethics, writing and composition, social sciences, lab sciences, and mathematics. Technicians also are required to learn medication names, actions, uses, and doses. The training program includes an internship in which students gain hands-on experience in actual pharmacies. Graduates will receive an Associate of Applied Science Degree.

The purpose of this program is to enable graduates to obtain basic and intermediate level competencies to obtain employment in either direct patient care or retail pharmacy setting. Pharmacy technicians help licensed pharmacists provide medication and other healthcare products to patients. Technicians usually perform routine tasks to help prepare prescribed medication for patients, such as counting tablets and labeling bottles. Technicians refer any questions regarding prescriptions, drug information, or health matters to a pharmacist. Pharmacy technicians who work in retail or mail order pharmacies have varying responsibilities, depending on State rules and regulations. Technicians receive written prescriptions or requests for prescription refills from patients. They also may receive prescriptions sent electronically from the doctor's office. They must verify that the information on the prescription is complete and accurate. To prepare the prescription, technicians must retrieve, count, pour, weigh, measure, and sometimes mix the medication. Then, they prepare the prescription labels, select the type of prescription container, and affix the prescription and auxiliary labels to the container. Once the prescription is filled, technicians price and file the prescription, which must be checked by a pharmacist before it is given to a patient. Technicians may establish and maintain patient profiles, prepare insurance claim forms, and stock and take inventory of prescription and over-the-counter medications.

In hospitals, nursing homes, and assisted-living facilities, technicians have added responsibilities. They read patient charts and prepare and deliver the medicine to patients. The pharmacist must check the order before it is delivered to the patient. The technician then copies the information about the prescribed medication onto the patient's profile. Technicians also may assemble a 24-hour supply of medicine for every patient. They package and label each dose separately. The package is then placed in the medicine cabinet of each patient.

until the supervising pharmacist checks it for accuracy. It is then given to the patient.
(Information from the U.S. Department of Labor-Occupational Outlook Handbook).

Arkansas State University--Jonesboro

Online Master of Science in Education in Special Education - Instructional Specialist Grades P-4
Online Master of Science in Education in Special Education - Instructional Specialist Grades 4-12

Program Summary

The Department of Educational Leadership, Curriculum, and Special Education in the College of Education at Arkansas State University (ASU) presently offers two master degree programs in special education: Master of Science in Education Degree in P-4 Instructional Specialist and Master of Science Degree in 4-12 Instructional Specialist. This proposal is submitted as a request to offer these existing programs via online delivery. These MSE programs in Special Education will contain the identical content and standards that are present in the existing MSE programs, but over 50 percent of the coursework will be provided online. These MSE degrees offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and National Council for Accreditation of Teacher Education (NCATE) standards. Students completing the P-4 program are prepared to work in a variety of professional roles with young children with disabilities, and in interacting with their families. Students completing the 4-12 program gain expertise in teaching grades 4-12 students exhibiting developmental, learning and behavior disabilities as well as expertise in consulting with general education teachers who have students with disabilities in the classroom.

NorthWest Arkansas Community College

Technical Certificate in Culinary Arts

Program Summary

Offered in response to requests by the hospitality industry for culinary school and chef training, this program is presented by Regional Technology Center, the technical division of NWACC located in Fayetteville. Costs will be kept to a minimum as there is already a "teaching" kitchen available for students to take their courses in the evening. In addition, there is a prospect of availability of the kitchen located at the Jones Center in Springdale. By drawing on the expertise of those working in the culinary industry, costs will be kept to a minimum.

The technical certificate will require the addition of six new courses: Food Production I, Food Production II, Culinary Arts I, Culinary Arts II, Food Science and Nutrition, and Baking.

The curriculum has been designed for double articulation:

1. Northwest Arkansas high school students who take approved hospitality courses before entering NWACC can apply to receive credit after they matriculate.
2. The NWACC courses feed into the Hospitality and Restaurant Management Program in the Bumpers College, University of Arkansas, Fayetteville.

Full-time program faculty/coordinator of the program is RTC faculty with a hotel management background. Part-time faculty who will teach various models of the

courses are appropriately credentialed and active practitioners in the Northwest Arkansas culinary industry.

The classes will be taught in a training kitchen located at the Regional Technology Center for student education and interest. The Food and Beverage Management class is usually taught in the training room at Embassy Suites in Rogers, to allow the students to experience “in the field” opportunities.

The Culinary Arts Technical Certificate will prepare students for sous chef, entry level executive chef or entry level manager positions in hotels, restaurants, and tourism. This one and a half year, thirty six (36) semester-hour program will consist of courses in Food Safety and Sanitation, Food Production I, Food Production II, Introduction to Hospitality, Culinary Arts I, Culinary Arts II, Food Science and Nutrition, Food and Beverage Management, Human Relations, and Baking. Courses will be taught on a rotating basis, with 12 semester-hours taught each regular semester.

Goals and Objectives of the Program are:

- To respond to immediate and forecasted industry needs to produce an employee pool that has received relevant, practical and specialized training
- To maintain a current curriculum that will withstand trend, cycles, economic downturns and other impacts upon the industry
- To create opportunities for the persons who otherwise would not be college-bound by providing a fast-track curriculum that will produce credentials for a specified industry
- To create opportunities for those currently employed in the industry to be more productive employees and to enter management and to build skills to become a chef
- To play a role in the positive promotion of Northwest Arkansas by helping produce better informed, more professional hospitality workers

Expected Outcomes

- Students will gain knowledge of the culinary industry and its economic impact by tracing the industry's growth and development
- Students will be introduced to the various career opportunities within the culinary industry
- Students will understand the organization and functions of the various roles in the area of the kitchen, or back of the house operations
- Students will have an understanding of health codes and regulations within the industry
- Students will demonstrate a professional demeanor based on major elements upon standards in which the industry judge, including giving the customer and guests the highest priority as planned and evaluated by the operation
- Students will learn the importance of basic management process including planning, organizing, procurement and managing productivity
- Students will demonstrate basic culinary skills including, but not limited to knife skills, safe food practices and the understanding of menu design and food trends
- Students will develop supervisory skills, including effective communications, conflict management, problem-solving, team building and managing change
- Students will have an understanding of the various clientele within the food industry, including cultures represented and nutrition guidelines

In addition, there is a Certificate of Proficiency in Hospitality Management offered at NWACC at present. There are approximately 38 students enrolled in this program.

Pulaski Technical College

Associate of Applied Science and Technical Certificate in Culinary Arts

Program Summary

The Associate of Applied Science in Culinary Arts degree is the result of a partnership between the Arkansas Culinary School, Inc. and Pulaski Technical College. The Arkansas Culinary School will provide the culinary component of the degree and Pulaski Technical College will provide the general education component and award the degree.

The degree provides an intensive course of study that will prepare students for professional entry into the food service industry. This comprehensive and rigorous program integrates classical and modern culinary techniques with strong kitchen management skills. Students in this program will master preparation of breads, pastries, desserts, appetizers, soups, sauces, garde manger, charcuterie and entrees. They learn to identify, fabricate and portion meats, poultry and seafood.

The Technical Certificate in Culinary Arts provides a comprehensive course of study that prepares students for entry-level positions in the food service industry. Students in this hands-on program will learn to prepare breads, pastries, desserts, appetizers, soups, sauces, garde manger, charcuterie and entrees.

Pulaski Technical College

Technical Certificate in Baking and Pastry Arts

Program Summary

The Technical Certificate in Baking and Pastry Arts is the result of a partnership between the Arkansas Culinary School, Inc. and Pulaski Technical College. The Arkansas Culinary School will provide the culinary component of the technical certificate and Pulaski Technical College will provide the general education component and award the technical certificate.

This Technical Certificate offers a comprehensive, sequential course of study that begins with the fundamentals of ingredients, proportions, consistencies and chemical reactions. Students receive hand-on instruction in straight and sponge dough methods fillings, Danish pastries, puff pastries, specialty yeast dough items and quick breads. Students completing this program are qualified for entry-level positions.

University of Arkansas Community College at Batesville

Associate of Applied Science in Aviation Maintenance

Program Summary

The University of Arkansas Community College at Batesville (UACCB) requests the approval of the Arkansas Department of Higher Education to offer an FAA certified airframe and powerplant (A&P) training program (CIP 47.0608). The Aviation Maintenance program proposed by the UACCB is a cooperative effort of the Batesville Airport Commission and the college. The airport is currently a focal point for expanding the region's economic base, and commission members feel strongly that business and industry development at the airport must be supported by a certified FAA airframe and powerplant training program. The Commission is committed to a strong partnership with the college (see Appendix A). Classes

and labs will be housed in a hanger at the airport, and the Airport Commission has donated space for two instructors' offices.

Adding the FAA certified A&P maintenance program to current UACCB vocational training fully supports the mission of the college. The mission of UACCB is to serve student success and community based programs. Initially, the addition will offer an alternative to the limited vocational choices currently available for students in the four-county service area. The college now offers vocational training for nursing/related medical careers, industrial technology/supervision careers, and careers in computer information systems. A&P training will promote student success with additional choices and careers in aircraft maintenance, light rail, public transit, and manufacturing maintenance. Secondly, this program is a community based program and will support economic development in the region. Businesses looking to come to the area are interested in a well-trained workforce, and the extended purpose of this program is to support that need.

UACCB can meet the faculty requirements for the new program. A full-time instructor in the Industrial Technology division at UACCB is a certified technician in both radar and electronics and has 20 years experience in the military as an aircraft mechanic. An adjunct instructor was an aircraft maintenance technician for 26 years in the military and 6 years for United Airlines. He will be able to test for certification as an A&P instructor. In addition to the two persons currently on staff, 3 certified FAA instructors have expressed interest in teaching in the new program. The college is committed to hiring one program administrator/part-time instructor and one full-time instructor to begin the program.

The curriculum for the proposed program will be the FAA Part 147 training program. The course sequence allows students to stop-out for employment at three stages. The general core will be taught the first semester followed by powerplant and airframe in following semesters. Students will be able to stop out after the general core (minimally paid airport-related jobs), the powerplant (eligible for certification), or airframe (eligible for certification). Completing an additional semester of general requirements will earn the student an AAS degree in aviation maintenance. The current industrial technology division will house the program and the current technical physics, basic electricity and welding classes will be included in the training curriculum. All other classes within the FAA curriculum will be additional classes to the division.

The timeline for program implementation is as follows:

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| 2005-06 | Research of feasibility: contacts with FAA, visits to other programs, discussions of availability of space and equipment, analysis of student interest, survey of instructor availability, analysis of graduate employment, and projected timeline. |
| 2006 | Research indicates strong support and instructors available.
Pre-application is approved by FAA and the UACCB program is assigned an identification number.
UACCB Board of Visitors approves continued study of program.
Program Proposal submitted to the University of Arkansas Board of Trustees.
Program Proposal submitted to Arkansas Department of Higher Education. |
| 2006-07 | An interim Director to be hired to complete the FAA certification, establish the classroom space, and insure all equipment is in place. The Friends of the Batesville Airport have committed to fund ½ of the budget for this position. UACCB will fund other half. |
| Fall 2007 | If approved, program begins. |

University of Arkansas for Medical Sciences

Doctor of Philosophy in Health Promotion and Prevention Research

Program Summary

The College of Public Health (COPH) at the University of Arkansas for Medical Sciences (UAMS) proposes to offer a Doctor of Philosophy (Ph.D.) in Health Promotion and Prevention Research. The degree will be awarded by the UAMS Graduate School in recognition of scholarly achievement evidenced by a period of successful advanced study, the satisfactory completion of prescribed examinations, and the defense of a dissertation addressing a significant issue relevant to social and behavioral sciences in public health.

UAMS is Arkansas' only institution of professional and graduate education devoted solely to the health and biological sciences. First founded as a School of Medicine in 1879, UAMS has evolved into a multidisciplinary health sciences center incorporating a rich array of resources now provided by the Colleges of Medicine, Public Health, Nursing, Pharmacy and Health Related Professions. The Graduate Program was organized as an extension of the Graduate School of the University of Arkansas at Fayetteville in 1943, and was approved for independent status by the Board of Trustees in 1995. Academic programs at UAMS integrate the liberal arts with the biological, physical, and behavioral sciences, emphasizing life-long learning for practitioners and scientists in the health professions.

The UAMS College of Public Health (COPH) was begun in July, 2001, as a result of legislation and approval of the UA Board of Trustees. The mission of the college is to "Improve health and promote well-being of individuals, families, and communities in Arkansas through education, research, and service." To realize the mission of the College, two key disciplines have been envisioned since early planning as essential: public health policy and management; and social and behavioral methods of promoting health and preventing disease. Important to realizing our mission have also been four major foci: 1) educating the public health practice workforce to foster the implementation of evidence-based strategies that currently are known to promote public health; 2) conducting demonstration and research projects designed to develop and evaluate theory-based strategies intended to address public health questions that continue to compromise the health of Arkansas residents; 3) creating community-based programs to disseminate currently established and newly developed evidence-based programs throughout the state; and 4) providing faculty and student expertise as a resource to the legislature, public health agencies and other institutions in Arkansas.

To address our first focus of educating the public health practice workforce, the COPH faculty initially developed three practice-oriented professional programs: a Post-baccalaureate Certificate in Public Health, a Master of Public Health (M.P.H.), and a Doctor of Public Health (Dr.P.H.). These programs directly enhance public health in the state of Arkansas by fostering the development of health professionals who are well prepared to implement and disseminate existing evidence-based public health practices and methods. The MPH and DrPH programs have progressed well since their approval by ADHE. The MPH degree program has 112 students currently enrolled, and has graduated 30 students since December 2002. The DrPH program, which opened in January 2004, has admitted eleven students, nine of whom are currently enrolled and progressing successfully through the program (the other two students both are working as senior public health leaders in the state and are currently on temporary leave from the program but have expressed the intent to complete the program). Faculty in the College of Public Health may teach in the MPH program, the DrPH program, the proposed PhD program, or a combination of all three. All faculty are expected to contribute to the College through a combination of formal teaching, student advising and mentorship, research and scholarship in public health science and/or practice, and service to the University and the profession. The balance of these activities is

determined through collaboration between faculty members, their Department Chairs, and the Dean, to ensure adequate fulfillment of the educational, scientific, and service missions of the College.

The practice-oriented curricula of these programs provide an introduction to research methodology that enables public health professionals to interpret and apply relevant research literature within the scope of their public health practice. This introduction to research methods is not intended to provide graduates with the expertise and experience required to function as public health scientists. Introducing a research perspective will enhance the capacity of public health practitioners to address public health challenges within a conceptual framework that facilitates collaboration with public health scientists in multi-disciplinary efforts to integrate service programs and research activities to better understand and promote public health. Practitioners who are familiar with research methods and are working from an evidence-based perspective will be well positioned to develop competitive applications to government and private agencies for funds to support state of the art service programs and demonstration projects.

Offering a PhD in Health Promotion and Prevention Research will advance the second focus of the COPH mission by establishing a cadre of public health scientists who have the research expertise and experience required to develop and evaluate theory-based strategies intended to address public health questions that continue to compromise the health of Arkansas residents.

The curriculum of this program will provide extensive training in basic and applied research methodology that will allow public health scientists to serve as Principal Investigators responsible for developing an extramurally funded program of independent research. Integrated within the multidisciplinary environment of an academic health sciences center, the proposed PhD program will be uniquely positioned to advance our understanding of interactions among biological, behavioral and cultural processes that are associated with the etiology and prevention of major chronic illnesses that constitute a significant public health challenge in Arkansas. An advanced understanding of these complex interactions will expand the current knowledge base and foster the development and evaluation of new health care strategies and public health initiatives that subsequently can be implemented to enhance the health and well-being of individuals and communities throughout the state of Arkansas. A strong emphasis on applied and community based research methods will provide graduates with a solid foundation in the design and evaluation of public health service programs. This perspective will foster collaboration with public health practitioners in the development of programmatic research that is truly responsive to the health needs of Arkansas residents and makes optimal use of public health infrastructure in the state.

Individuals awarded a PhD in Health Promotion and Prevention Research will be prepared for careers as academic research faculty in schools of public health, medicine, nursing, and other affiliated health sciences. Graduates also will be prepared to function as research scientists in public and private foundations as well as in government agencies. In these various settings graduates will be able to apply scientific methods as well as administrative skills in the development and implementation of interdisciplinary efforts intended to advance our understanding of a broad range of challenging public health problems. Scientists who have been awarded a PhD in Health Promotion and Prevention Research will demonstrate advanced skills in the following areas: applied behavioral analysis for population applications; qualitative and quantitative research methods; investigation of behavioral risk factors for health outcomes; design, application and evaluation of multidisciplinary health behavior interventions; research methods for the promotion of health and prevention of diseases; implementation and evaluation of policy initiatives addressing health-relevant behavior in individuals, organizations, and communities. The degree program will provide extensive mentored experience with research methodology relevant to the application of a social ecological model of behavior change in primary, secondary and tertiary prevention among

rural, medically underserved and multicultural populations. Research experience will focus on methods and skills relevant to community-based participatory research, outcomes research, and translational research.

In summary, the DrPH and other practice-oriented programs will prepare public health practitioners to assume primary responsibility for developing and implementing service programs to promote public health in Arkansas. A basic foundation in research methods will help public health practitioners: develop state of the art, evidence-based programs that are appropriate for the state of Arkansas; define specific public health concerns that require additional research; and identify current and needed resources that are relevant to public health service and research. The PhD in Health Promotion and Prevention Research will prepare public health scientists to assume primary responsibility for programmatic research to design and evaluate theory-based strategies to address public health concerns identified in collaboration with public health practitioners. A strong emphasis on applied behavioral science and community based research methods will help public health scientists establish a research agenda that is responsive to the health needs of Arkansas residents and well integrated within the public health infrastructure of the state. This emphasis on applied behavioral science and community based research also distinguishes the Health Promotion and Prevention Research program from the proposed PhD program in Health Systems Research in which the curriculum focuses on health systems theory, health economics, and outcomes research. Issues and methods addressed in the Health Promotion and Prevention Research program focus on individual, interpersonal, and cultural factors that influence individual health behaviors associated with public health outcomes. Issues and methods addressed in the Health Systems Research program focus on policies (local, state, national), and organizational structures and dynamics that influence the allocation of resources and implementation of services that are associated with public health outcomes.

In Fall 2006, if approved, the PhD program will begin to enroll 2-3 students per year. Students must have received an MS or equivalent degree in a health-relevant field prior to application and enrollment in the PhD program. Master's-level coursework should address core public health sciences, an overview of behavioral theories and methods relevant to public health, and a basic foundation in research design and methods. Applicants' master's theses should address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Master's-level course work and research experience will be evaluated and approved prior to admission to the PhD program. Students who have not completed basic courses in public health and behavioral sciences may conditionally be accepted into the PhD program pending completion of prerequisite coursework and/or research experience. Several master's programs in the state will be potential gateways to the proposed PhD program, including the MPH at the COPH, the Master of Science in Pharmaceutical Sciences (MSPS) offered by the UAMS College of Pharmacy, the Master of Applied Psychology (MAP) offered by UALR, the Master of Science in Health Sciences offered by UCA, and both the Master of Science in Health Sciences and the Master of Arts in Psychology at the UA-Fayetteville.

The PhD Program will require a minimum of 66 semester hours and can be completed within a three-year period of full-time study. All students (including those admitted on a conditional basis pending completion of pre-requisite coursework) must complete their full program of study within seven years after passing a doctoral candidacy exam. Students enrolled in the PhD program must complete: 18 semester hours in a health promotion and prevention research core; 3 semester hours in statistical methods; 3 semester hours in qualitative research methods and 6 semester hours in behavioral science electives. In order to develop research skills required to function as an independent investigator, students must complete 6 semester hours of mentored research experience and 18 semester hours of dissertation research. In addition to these core requirements, students will complete 12 semester hours to develop an area of specialization. Credit hours in the defined area of specialization may

include didactic coursework, independent directed study, or mentored research. A Doctoral Advisory Committee will be appointed during the first year of graduate study to assist the student in selecting a course of study that will best serve his or her professional and academic goals. Approval of the initial dissertation proposal and of the final written dissertation and oral defense will be determined by this committee. The dissertation must address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data. Students who complete all coursework and successfully propose and defend a dissertation are awarded a PhD in Health Promotion and Prevention Research.

University of Central Arkansas

Bachelor of Arts in International Studies

Program Summary

The University of Central Arkansas (UCA) proposes a new Bachelor of Arts (BA) program in International Studies. A multi-disciplinary program to be located in the Department of Political Science, the proposed program is intended for students who are interested in studying international topics and problems primarily from a social science perspective. Students in the program will be exposed to a variety of courses in the fields of international relations and comparative politics in the discipline of political science and, depending on the concentration chosen, to courses in the disciplines of economics, geography, history, and modern languages.

Students who choose to major in International Studies will be required to select one of three different concentrations (International Politics and Diplomacy, International Political Economy and Development, or Regional Studies). The concentration in International Politics and Diplomacy emphasizes the political relations and interactions between and among states in the international system, as well as the behaviors of sub-national groups that operate within states and transnational groups that operate across state boundaries. The concentration in International Political Economy and Development emphasizes the economic relations and interactions between and among states in the international system, including the role of global institutions such as the World Bank, International Monetary Fund (IMF), and the World Trade Organization (WTO). Finally, the concentration in Regional Studies emphasizes the study of political, economic, and cultural systems within specific regions of the world.

The International Studies Program will prepare students to enter into one of many increasingly important and competitive careers in the 21st century, including business, diplomacy, intelligence, and economic development. Students may choose to pursue employment with the United States government, including the State Department, Defense Department, Commerce Department, National Security Agency, and Central Intelligence Agency. Students may also choose to work for an inter-governmental organization (IGO), such as the United Nations, WTO, and Organization of American States. Finally, students may choose to seek a job in the private sector for a multinational corporation (MNC) or a non-governmental organization (NGO). The International Studies Program will also prepare students to enter graduate programs in a variety of disciplines, including business, economics, geography, history, and political science.

The program will require no significant new expenditures. Current faculty are adequate to implement the program, existing facilities and equipment are adequate, and the library collection will support initial implementation of the program.

ADHE

Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) will review the following applications for certification at the October 3, 2006, quarterly meeting.

Bryan College, Springfield, Missouri

Bryan College submitted an application for the initial certification of the following Associate of Applied Science degree programs to be offered in Rogers, Arkansas: Business Administration and Management, Computer Information Systems--Networking, Medical Assistant, and Exercise Specialist.

Ecclesia College, Springdale, Arkansas

Ecclesia College submitted an application for the initial certification of the following degree programs: Associate of General Studies and Bachelor of Science in Business Administration.

Franklin University, Columbus, Ohio

Franklin University submitted an application for the initial certification of the following online degree programs: Bachelor of Science in Financial Management, Bachelor of Science in Forensic Accounting, and Bachelor of Science in Business Forensics.

Grand Canyon University, Phoenix, Arizona

Grand Canyon University submitted an application for the initial certification of the following online degree programs: Master of Science in Leadership and Master of Business Administration.

Regis University, Denver, Colorado

Regis University submitted an application for the initial certification of the following degree programs offered by distance delivery: Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Computer Information Systems, Bachelor of Science in Computer Networking, Bachelor of Science in Computer Science, Bachelor of Science in Finance, Bachelor of Science in Health Care Administration, Bachelor of Science in Health Information Management, Bachelor of Science in Marketing, Bachelor of Science in Nursing, Bachelor of Science in Public Administration, Master of Business Administration, Master of Nonprofit Management, Master of Science in Computer Information Technology, Master of Science in Management, Master of Science in Nursing, Master of Science in Software and Information Systems, and Doctor of Physical Therapy.

University of Phoenix, Little Rock, Arkansas

The University of Phoenix submitted an application for the initial certification of the following degree programs: Bachelor of Science in Psychology and Bachelor of Science in Communications.

University of Phoenix, Rogers, Arkansas

The University of Phoenix submitted an application for the initial certification of the following degree programs: Bachelor of Science in Psychology and Bachelor of Science in Communications.

University of Phoenix--Online, Phoenix, Arizona

The University of Phoenix--Online submitted an application for the initial certification of the following online degree programs: Bachelor of Science in Psychology and Bachelor of Science in Communications. The University of Phoenix--Online received initial certification by the Arkansas Higher Education Coordinating Board in 2003 to offer online degree programs to Arkansas citizens.

Approval of Institutional Role and Scope Revisions

Institutional role and scope designations are reviewed every five years. Role and scope revisions will be presented for Coordinating Board approval.

Arkansas Course Transfer System (ACTS)

Act 672 of 2005 requires that a course transfer system be in place by December 2006. The Arkansas Course Transfer System framework will be presented for Board approval.

Report on Intercollegiate Athletic Revenues and Expenditures for 2005-06

Act 245 of 1989 (A.C.A. § 6-62-106) directed the Coordinating Board to 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 2005-06 in the required format.

Guidelines for Notification of Sex Offenders

The Arkansas Higher Education Coordinating Board is responsible by Arkansas Code Annotated § 12-12-913 to promulgate guidelines for the disclosure to students and parents of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction. These guidelines will be used by institutions of higher education in the development of a written policy to be adopted by the institution's board of trustees. This agenda item will present the set of guidelines for AHECB approval.

Revision of Plan Document for Alternate Retirement Plan

The present plan document for the Alternate Retirement Plan for ADHE employees has been revised to update the plan with all changes that have been made in state and federal legislation. The revised document will also allow the Coordinating Board to open the Alternate Retirement Plan to additional vendors in the future if it is deemed advisable to do so.

Approve Coordinating Board Meeting Schedule for 2007

The proposed 2007 schedule of the regularly quarterly meetings will be recommended to the Board.

Report on Program Deletions

A report detailing program deletions during the 2005-06 academic year will be presented indicating the number and level of programs that were deleted. The information will also be summarized by institution.

Amendment to Rules and Regulations

State Teacher Assistance Resource Program

This action provides a clarification of the eligibility requirement that requires a student to be actively pursuing or admitted to a teacher education program. In addition, the proposed amendment provides a definition for "actively pursuing" a teacher education program. This action will ensure that rules and regulations comply with Act 48 of the Second Extraordinary Session of 2003.

Update on the Commission on the Future of Higher Education

An update on the Commission on the Future of Higher Education, appointed by Secretary of Education Margaret Spellings, will be presented at the Board meeting.