Tentative Agenda Items for
February 6, 2004 AHECB Meeting

Arkansas Northeastern College

Associate of Applied Science in Nursing at Paragould

Program Summary

Arkansas Northeastern College (ANC) proposes to extend delivery of its Associate of Applied Science Degree in Nursing to the Paragould area. The program will be delivered to the ANC Allied Health Center located on the Campus of Arkansas Methodist Medical Center in Paragould, Arkansas. This program will be delivered using compressed audio-video instruction delivered from the main campus in Blytheville. The extension of the program is intended to accommodate a class size of 16 to 20 students and will compliment the existing practical nursing program delivered by the College at the same location.

The ANC Allied Health Center in Paragould is a 7,500 square foot facility. The Center contains three classrooms, a nursing-skills laboratory, a computer laboratory/allied health library, and faculty offices. The facility has been recently remodeled and houses the College's Practical Nursing, Paramedic, and Emergency Medical Technician programs. The proximity to the hospital also provides access to clinical facilities, a conference center and an additional classroom equipped with compressed audio-video capabilities.

The existing faculty will be utilized to provide instruction for the program extension. One full-time faculty member and a part-time clinical faculty will be assigned to the first year class at the Paragould site. An additional full-time faculty member and part-time clinical faculty will be added in the second year to accommodate the second year class at Paragould. The College currently maintains an Associate Degree in nursing faculty consisting of five full-time instructors, each holding the Master of Science in Nursing Degree. One part-time clinical instructor is employed holding the Bachelor of Science in Nursing Degree. The program Director also holds the Master of Science in Nursing Degree.

The faculty will continue to teach the nursing courses in the program while simultaneously instructing the class at the Paragould location. The full-time faculty member assigned to the Paragould class will attend all classes and facilitate the delivery of the instruction to the Paragould students. This faculty member and an additional part-time clinical faculty member will conduct the clinical rotations for the students.

Arkansas State University

Associate of Applied Science in Food Technology

Program Summary

The Associate of Applied Science in Food Technology provides an understanding of the selection, preservation, processing, packaging, distribution and use of safe, nutritious and wholesome foods. Students will be able to integrate and apply food principles through the use of computer, laboratory, and statistical and quality assurance techniques. Communication, organizational, information acquisition and interactions skills are also built into the curriculum. The program was designed with input from representatives of the following local food industries: Riceland Foods, Inc., ConAgra Foods, Busch Agricultural Resources and Nestle USA. Input was also received from the Department of

Food Science, University of Arkansas-Fayetteville. This program was designed to provide a quality curriculum that introduces students to the world of food technology and provides an educational foundation for upper division study in food science. As part of the curriculum, there is an opportunity for laboratory experiences at local food industries as well as student practicum work through student internships. Cooperation with the community agencies will support those endeavors.

Arkansas Tech University

Bachelor of Applied Science

Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

Arkansas Tech University has been offering two Associate of Applied Science degrees since 1997 in response to the needs of area industries. These degrees are in the areas of Industrial Electronic Technology and Industrial Plant Maintenance. In addition to the degree, these programs also offer Technical Certificates of Proficiency. The Associate of Applied Science in Industrial Systems was developed in 1995 with particular emphasis on providing a competency-based degree program for career professionals in industries requiring a concentration of training considered comparable to expected outcomes in academic coursework.

In addition to the Associate of Applied Science degrees currently available, Tech also offers the Associate of Science degree in the following areas: Early Childhood Education, Medical Assistant, Nuclear Technology, and Information Technology. A certificate is offered in Medical Transcription. An Associate of Arts in Criminal Justice is currently pending approval. As presented the degree will target students interested in police work and will provide the basic foundational knowledge to supplement the police academy experience. Students completing these degrees and certificates, who might not have considered a bachelor's degree as an option available to them, now have the opportunity to pursue the career path advantages offered by the Bachelor of Applied Science degree.

A major advantage offered by the Bachelor of Applied Science degree is the flexibility and ease of transfer built into the degree and the ability of the students to "build" a curriculum around their particular needs or career focus. For the mid-level career employee seeking advancement, the Bachelor of Applied Science degree as proposed would combine the technical concentration of courses included in the individual's associate degree up to 30 hours with a 27-hour professional core offering competencies and knowledge in the areas of administration, leadership, critical thinking, and communication skills. The curriculum will include the 37 hours of general education courses and a minimum of 40 hours of upper division coursework as required in all bachelor's degrees at Tech. A feature of this degree which makes it attractive to the associate level graduate is the flexibility of applying more hours from an associate degree than would normally transfer into most baccalaureate degrees.

The curriculum is structured around existing courses available through a number of departments. Courses were selected which target the outcomes proposed for the Bachelor of Applied Science degree. The only new courses which will be added provide a capstone to validate the application of knowledge gained from the coursework. These

courses are BAS 3003: Special Problems and BAS 4006: Capstone Project. These courses will require the student to complete actual projects in a business or industry setting under the supervision, observation, and collaboration provided by content experts in respective workplace assignments.

The overall concept of adding the Bachelor of Applied Science degree is to provide the student maximum diversity when making career decisions and a broader understanding of what is required of a professional working in highly specialized technical and service industry positions. The curriculum is structured to offer a program of study which can be tailored to meet the variety of professional development and career enhancement needs of students and their current or prospective employers.

Since this degree program is built on a competency- and skills-based concept, there will be an option to take the NOCTI exam provided by the National Occupational Competency Testing Institute to validate competencies in the student's declared occupational discipline. The National Occupational Competency Testing Institute (NOCTI) is America's foremost developer of high-quality written and performance occupational assessments and services for business, industry, education, and government. This organization is dedicated to facilitating the development of national workforce standards and provides tests in over 250 occupational areas. Up to 18 hours of credit can be awarded for articulated competency validated by a NOCTI exam. The credit will be designated on the transcript but will not count in the calculation of grade point average.

Arkansas Tech University

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions and modifications; program costs; faculty resources; library resources; facility and equipment; purpose of the program; and any information that will serve as introduction to the program.

The MA in Teaching English to Speakers of Other Languages (TESOL) is an outgrowth of the intensive ESL Academies which Tech has offered now for eight years. Initially, the academies were created to address an emergency issue in the public schools, the influx of thousands of non- or limited-English speaking students. The public school teachers were not prepared academically to deal with this new student population. Now and for the past six years, the ESL Academies have offered teachers the necessary preparation in the form of courses leading to the ESL Endorsement. The four courses, Second Language Acquisition, Teaching English as a Second Language, Assessment, and Teaching People of Other Cultures, have been taught in an intensive session in the summer in order to make training available to as many teachers as possible. To date, approximately 1,500 teachers have been trained.

From this pool of trained professionals have come requests for further training. The ESL Endorsement courses, while they provide the initial training, are but an introduction to the field of teaching English to speakers of other languages. Teachers who wish to become master Tesol instructors require additional tools. The MA in TESOL is designed to train master teachers in TESOL. The MA will
also utilize the format of course delivery which has been received so well by teachers in the past. All of the courses, with the exception of the six-hour practicum course, will be offered as intensive courses in the summer. The

practicum course will be a semester long course. The practicum course, a practicum or an internship, either in the public schools, an Intensive English program in the United States, or an English program abroad, is similar to a thesis and will be the capstone course for this degree.

The MA in TESOL is designed particularly for those teachers who already have completed the courses leading to the ESL Endorsement. However, all applicants who hold a baccalaureate degree in any field and meet the Graduate School entrance requirements will be considered for admission to the program. At least a 3.00 grade point average on a 4.00 scale for the final 60 semester hours of undergraduate study is required for unconditional admission to the program. No GRE is required for admission, but candidates for the MA degree must have either scores of the GRE or the Miller Analogies Test on file with the Graduate School.

Upon the successful completion of 30 hours of graduate course work and the 6 hour practicum, candidates who have fulfilled all other degree requirements will be awarded the MA in TESOL. Grades in all graduate courses must be "B" or better to be counted toward the MA degree.

Arkansas Tech University

Associate of Arts in Criminal Justice

Program Summary

The program is designed to serve two different student populations:

(1) Working police officers or other law enforcement personnel who desire additional academic work, and working police officers or other law enforcement personnel who need academic work for pursuit of job improvement and certification.

(2) In addition, the program will serve general population students who may not need or want to complete a bachelor's degree. This degree will also serve to bring students to our campus who might otherwise not attend. Some of these students will continue on to complete the four-year degree. In addition, the associate degree area may serve students who have completed other degrees, but desire further education in this particular subject area.

The coursework requires completion of 62 hours, including completion of the University's General Education core courses, eighteen hours in criminal justice, and seven hours of electives. The criminal justice courses already exist within the Department of Behavioral Sciences curriculum, and will service the new Associate of Arts degree with only minor modification. Three full-time faculty in Sociology currently offer the bulk of these courses, with the addition of one full time faculty in Political Science who offers one course. In addition, the University legal counsel teaches an introductory criminal justice course.

Ouachita Technical College

Associate of Applied Science and Certificate of Proficiency in General Technology

Program Summary

This program will enable students to design a specialized program of technical studies that otherwise could not be met through any certificate or associate's degree program presently offered at OTC. Working with their academic advisor, students will select

courses from one or more existing technical disciplines to design a certificate or degree that is closely aligned with their individual career objectives.

The A.A.S. in general technology requires the completion of 48 semester hours of technical and 15 hours of general education coursework. The Certificate of Proficiency requires the completion of 12 semester hours of technical coursework**.**

Southern Arkansas University-Tech

Associate of Applied Science in Industrial Technologies

Program Summary

This proposed format has been faculty driven. Extensive discussions and factors influencing the degrees involved result in the desire of reducing the number of degrees offered. The faculty and students agree this reduction can be accomplished by combining degrees with similar core, first year courses. The college also believes the low number of entering students across the three programs can be combined into one degree instead of being spread out over three degrees. This will, in fact, increase the number of students in first-year courses before an emphasis is chosen for the second year. The institutional concern that many SAU Tech students are becoming frustrated by having to take all developmental courses during their first and sometimes into their second semester definitely contributes to this proposed format. Combining the three degrees into one is an effort to encourage students become involved in their program of study early by beginning coursework on the certificate of proficiency prior to beginning any needed remediation in order to help improve retention and student success. Curriculum modifications are as noted on Addendum "A". Program costs, faculty resources, library resources, facilities and equipment are in place and will not change.

Southern Arkansas University-Tech

Associate of Applied Science in Multimedia Technology

Program Summary

This proposed format has been faculty driven. Extensive discussions and factors influencing the degrees involved result in the desire of reducing the number of degrees offered. The faculty and students agree this reduction can be accomplished by combining degrees with similar core, first year courses. The college also believes the low number of entering students across the three programs can be combined into one degree instead of being spread out over three degrees. This will, in fact, increase the number of students in first-year courses before an emphasis is chosen for the second year. The institutional concern that many SAU Tech students are becoming frustrated by having to take all developmental courses during their first and sometimes into their second semester definitely contributes to this proposed format. Combining the three degrees into one is an effort to encourage students become involved in their program of study early by beginning coursework on the certificate of proficiency prior to beginning any needed remediation in order to help improve retention and student success. Curriculum modifications are as noted on Addendum "A". Program costs, faculty resources, library resources, facilities and equipment are in place and will not change.

University of Arkansas Community College at Morrilton

Associate of Applied Science in Land Surveying Technology

Program Summary

The Associate of Science degree in Land Surveying Technology will prepare students with a general education foundation, various surveying courses, and an introduction to geographic information systems that will facilitate the transfer of program graduates into the Surveying option of the Spatial Information Systems Bachelor of Science degree at University of Arkansas Monticello (UAM).

The proposed degree program, scheduled to begin August 2004, is consistent with the Mission Statement of the University of Arkansas Community College at Morrilton (UACCM), which is to offer both degrees and courses that will transfer to four-year institutions and degrees and programs of study that prepare students for employment in occupational and technical fields. The proposed curriculum has been developed with input from UAM faculty, which will enhance the ability of UACCM students to transfer into the UAM baccalaureate program.

The curriculum will consist of 68 credit hours: 41 hours of general education courses, 21 hours of surveying courses, a 3-hour geographic information systems course, and a 3-hour computer applications course. The courses are designed to fulfill program requirements or prerequisites in the Surveying option of the Spatial Information Systems Bachelor of Science degree at UAM.

The College has the required classrooms, computer lab facilities, software, and surveying equipment to support this degree program. All of the courses are already offered as part of the curriculum for the Associate of Applied Science degree in Surveying and will be taught by existing faculty. The instructional materials and library resources are adequate.

The objectives of the program include:

- To provide students with the general education component required for most baccalaureate of science degrees.

- To provide an opportunity for students to complete the surveying courses and the introductory geographic information systems course needed to complete the first two years of the baccalaureate-level program prior to transferring to a four-year institution.

To provide students with the background knowledge necessary for additional training in remote sensing, computer-assisted cartography, advanced geographic information systems, etc.

University of Arkansas Community College at Morrilton

Technical Certificate in Practical Nursing at Ozark Health Center in Clinton

Program Summary

UACCM is requesting approval from the Arkansas Higher Education Coordinating Board to offer its existing technical certificate in Licensed Practical Nursing at an off-campus site in Clinton, Arkansas. Due to the current shortage of practical nurses, there is an immediate need to expand the existing practical nursing program by offering the program off-campus to more conveniently serve the students in the Clinton area. Upon successfully completing the technical certificate program, students will be prepared to take the NCLEX examination for licensure as a practical nurse.

The proposed off-campus degree program, scheduled to begin in January 2004, is consistent with the Mission Statement of the University of Arkansas Community College

at Morrilton, which is to offer Technical Certificates and Associate of Applied Science degrees and programs of study in occupational and technical fields and the Associate of Arts degree and courses which will transfer to four-year institutions. The curriculum will be the same as that required in the on-campus Licensed Practical Nursing program. The State Board of Nursing must also approve the program. The curriculum, which will be the same as the on-campus program, consists of fifty-eight semester credit hours and meets the curriculum requirements established by the State Board of Nursing for practical nursing programs.

Ozark Health Center, the main primary and emergency care medical facility located in Clinton, will provide the classroom and laboratory facilities to support this program. Some classes within the curriculum will continue to be offered on the college campus in Morrilton, other classes may be offered at the Clinton High School, and some classes may be taught via compressed video between the main campus in Morrilton and the off-campus site in Clinton. The facilities will meet the minimum requirements for a practical nursing program established by the State Board of Nursing.

Costs associated with the proposed off-campus program will include salary and matching for one full-time instructor. Ozark Health Center will provide the classroom and laboratory equipment for the program. There will be incidental costs for educational supplies, malpractice insurance, and faculty travel associated with the program. Ozark Health Center, through local sources of funding and other grant sources, will provide a subsidy to UACCM to underwrite the portion of the costs not covered by tuition and fees generated from students enrolled in the program.

University of Arkansas, Fayetteville

Bachelor of Science in Landscape Architecture Studies

Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

The profession of landscape architecture continues to grow in depth and breadth. The proposed B. S. in Landscape Architecture Studies seeks to create a parallel four-year bachelors degree to the existing B. S. in Architecture Studies within the department of architecture. The proposed program will focus on landscape architecture studies and environmental design issues, which will serve students who wish to pursue a career in the profession of landscape architecture but do not seek licensure. The program will utilize existing professional courses within the Department of Landscape Architecture, the School of Architecture, and the University to fulfill the required course work. The total number of hours will be 124 for graduation.

This proposed degree program opens the opportunity to prepare more individuals interested in landscape architecture, who may not wish to focus on those aspects of the profession which require professional licensure and have interests that can further the body of knowledge within the profession. For example, specialist areas are growing in the sub-fields of cultural landscape preservation and documentation, critical analysis of built works, contemporary case study development, urban planning and design. This proposed program is intended to prepare students for work in private sector landscape architecture and planning offices, public policy and administration departments, and the not-for-profit advocacy sector. Students would also be prepared for graduate school, and

could pursue professional degrees (landscape architecture, business, and law), historic landscape preservation, history, public policy, public administration, and journalism.

The program will not affect any degree program other than the Department of Landscape Architecture, which is proposing this addition. No program or courses will need to be added or eliminated by this proposal. No new courses or modifications will be required to implement this program.

Existing faculty, faculty resources, library resources, facilities, classrooms, and equipment are adequate to serve the new program. No additional expenses are incurred by implementing this program.

University of Arkansas at Fort Smith

Bachelor of Science in Imaging Sciences

Program Summary

An increasing range of imaging knowledge and skills is required to efficiently and effectively operate within today's health care environment. The need for more sophisticated imaging management, leadership, and specialty area certifications to respond to the clinical, organizational and fiscal demands facing the health care industry supports the creation of advanced educational and training opportunities for imaging practitioners. As new roles evolve, combined with the desire of imaging practitioners to move up the economic ladder, the demand for primary and continuing education opportunities will continue to increase. With the increasing complexity of the health care setting, the emergence of new diseases combined with advances in imaging sciences, a strong emphasis on critical thinking and lifelong learning exists.

The University of Arkansas at Fort Smith Bachelor of Science in Imaging Sciences (BSIS) is a two-track completion program, which will prepare highly competent imaging practitioners for professional careers in a dynamic health care environment. It provides the educational foundation for registered radiographers to expand their career opportunities while providing the community with quality health care practitioners in imaging sciences. The BSIS program allows for registered radiographers to receive academic credit for their previous radiography education and experience. At the professional level, the baccalaureate degree in imaging sciences will integrate liberal and imaging education to foster critical thinking, human diversity, written and oral communication, and leadership in a collaborative and interdisciplinary mode.

All students must complete 35 credit hours of the state mandated general education core plus 9 additional general education credit hours as stipulated by the University of Arkansas at Fort Smith for a baccalaureate degree. Registered radiographers (RT) will receive credit for their previous radiography education (up to 40 credits). Based on the American Registry of Radiologic Technologists (ARRT) and the American Society of Radiologic Technologists (ASRT), the UA Fort Smith BSIS completion program assumes that all JRCERT accredited radiography programs share a common body of knowledge and competencies. RTs would be able to complete their baccalaureate degree in the Management track with a minimum of 37 additional credit hours in Imaging Science. Completion of the baccalaureate degree in the Diagnostic Medical Sonography (DMS) track would require a minimum of 50 additional credit hours in Imaging Science. The BSIS Management track is flexible, offering both full-time and part-time schedules, while the Diagnostic Medical Sonography (DMS) track requires a more traditional schedule due to the nature of the clinical component. The Management track is primarily web facilitated, increasing the flexibility of the offerings. Clinical experiences will be completed in the student's community of choice.

New courses would consist of 37 hours of upper division Imaging credit for Management majors and 50 hours of upper division Imaging credit for Diagnostic Medical Sonography majors. (Eleven credit hours are core courses required for both majors).

BSIS Degree Requirements (Management major)

General Education	44 credit hours
Imaging Science Core	11 credit hours
Management Major	26 credit hours
Support Course	3 credit hours
ARRT Credit Awarded	40 credit hours
Total Degree	**124 credit hours**

BSIS Degree Requirements (Diagnostic Medical Sonography major)

General Education	44 credit hours
Imaging Science Core	11 credit hours
DMS Major	39 credit hours
ARRT Credit Awarded	40 credit hours
Total Degree	**134 credit hours**

This two-track baccalaureate program incorporates the core knowledge, values, and competencies recommended by the American Society of Radiologic Technologists (ASRT) and the American Registry for Diagnostic Medical Sonographers (ARDMS) for the professional level of education in imaging sciences. Curriculum standards were created by the ASRT in collaboration with practitioners, educators, and the Joint Review Committee on Education in Radiological Sciences (JRCERT).

Current resources at the University of Arkansas at Fort Smith meet some of the requirements for a BSIS completion program. Boreham Library on the campus of the University of Arkansas at Fort Smith currently houses many resources for a large number of programs on campus. However, these library resources would need to be expanded to accommodate both Imaging majors (Imaging Management and Diagnostic Medical Sonography) in the Bachelor of Science in Imaging Sciences. Although the Management track will be primarily web based, the DMS track would need lab facilities in addition to classroom space. The new Health Sciences building will provide the DMS lab facility, lab equipment, classroom space, and faculty offices needed. Current faculty have limited qualifications in regards to educational preparation and specialty certifications with only one faculty member eligible to provide instruction in a baccalaureate program. Additional faculty will be needed for both the Diagnostic Medical Sonography track and Management track of the baccalaureate program.

University of Arkansas at Fort Smith

Associate of Applied Science in Administrative Personnel

Program Summary

The Administrative Professional program will offer a 15 credit hour Office Assistant Certificate of Proficiency giving students an opportunity to select one course from three different technical specialties: Bookkeeping, Human Resource, or Medical. The Administrative Assistant Technical Certificate builds on the Certificate of Proficiency. This 30-31 credit hour program also gives students an opportunity to select courses from the three different technical specialties. The Administrative Professional A.A.S. degree is

a two-year degree that builds on the Technical Certificate. Students will graduate with 60/61 credit hours taking 48 core hours and 12/13 credit hours from one of the three technical specialties: Bookkeeping, Human Resource, or Medical.

University of Arkansas at Fort Smith

Bachelor of Science in Chemistry with Physical/Earth Science Teacher Licensure

Program Summary

The University of Arkansas at Fort Smith requests approval of the Arkansas Higher Education Coordinating Board to offer a new program in Chemistry with physical/earth science teacher licensure, leading to the bachelor of science degree. The program capacity is 10 students the first year and 15 students per year thereafter.

In January 2002, Westark College became the University of Arkansas at Fort Smith, a four-year degree-granting institution. At that time, the Board of Trustees, administration, faculty, and area citizens were very clear about the type of institution we wanted to become. Specifically, the "owners" of our institution insisted that four-year status would only add to the educational opportunities we offer, rather than completely change the institution. We pledged to continue the one semester certificates of proficiency, one-year technical certificates, associate of applied science and associate of arts degrees, and the pioneering noncredit business and industrial workforce training which the region has strongly supported for the past twenty years.

UA Fort Smith has, through objective outside surveys and meetings with superintendents, identified the region's strongest education needs, and we intend to focus on developing five major areas in which to offer bachelor's degrees that meet these documented and specific needs. UA Fort Smith does not have the resources or intent to duplicate the breadth and extent of bachelor's and advanced degree programs offered by large universities such as the University of Arkansas – Fayetteville. Rather, UA Fort Smith plans to create a unique university that focuses on those programs, limited in number, that best serve the region and this service area and our students' and clients' needs.

The five major areas in which UA Fort Smith plans bachelor's degrees that meet regional needs are the following:

Education
Health Sciences
Business
Information Technology and other technical programs for which need has been identified
Liberal Arts

This proposal for a Bachelor of Science in Chemistry with physical/earth science teacher licensure is one of the key programs in the identified areas.

The program focus will be to provide candidates with the science knowledge and pedagogical skills to serve as a physical/earth science teacher in grades 7-12. In addition to specialized coursework, the program will include the general education coursework to provide the background knowledge and skills necessary for a liberal education and the ability to establish effective interpersonal relationships. Since there is a current shortage of qualified physical/earth science teachers, there is a demand, as expressed by area school superintendents, for programs to prepare physical/earth science teachers for grades 7-12 classrooms. Indeed, many schools must assign unqualified teachers to teach existing physical/earth science classes. The supply of

qualified physical/earth science teachers is becoming critical in many rural areas. Therefore, it is important for higher education institutions to recruit, prepare, and help retain physical/earth science teachers.

The degree program will be housed in the Department of Chemistry. It will be under the direction of the dean of the College of Arts and Sciences. However, the physical/earth science teacher licensure component will be under the direction and auspices of the dean of the College of Education. Both deans report to the provost. The program will require 128 semester hours of coursework for completion and will include the general education requirements, coursework in the major (physical science, earth science, and mathematics), and coursework in professional education.

ADHE

Institutional Certification Advisory Committee

- **ITT Technical Institute, Little Rock, Arkansas—Initial Certification**
  ITT Technical Institute presented an application for initial certification of the following programs: Bachelor of Science in Electronics and Communications Engineering Technology, Bachelor of Science in Digital Entertainment and Game Design, Bachelor of Science in Data Communication Systems Technology, Bachelor of Science in Information Systems Security, and Bachelor of Science in Software Engineering Technology. ITT is accredited by the Accrediting Council for Independent Colleges and Schools. In February 2003 initial certification was granted ITT Technical Institute—Little Rock to offer a Bachelor of Science in Technical Project Management and Electronic Commerce. A Review Team will visit ITT's campus on December 9, 2003, to review the application for the five new degrees. The team's report will be presented to the Institutional Certification Advisory Committee on January 6, 2004, for consideration.

- **Oklahoma City University, Oklahoma City, Oklahoma--Decertification**
  Oklahoma City University requested decertification of the Montessori Teacher Education Program leading to Early Childhood Certification program, which was offered, on site in Siloam Springs, Arkansas. No students are currently enrolled so a teach out was not required. The University's request for decertification will be presented at the January 6, 2004, ICAC meeting.

- **Remington College, Little Rock, Arkansas—Initial Certification**
  (Formerly Education America—Southeast College of Technology)
  Remington College applied for initial certification to offer on site a new program, the Associate of Applied Science in Criminal Justice. Remington College is owned by the corporate Education America and operates as a branch of Remington College—Mobile Campus, Inc., of Mobile, Alabama. The College is accredited by the Accrediting Commission of Career Schools and Colleges of Technology. A Review Team met at the Little Rock campus on November 21, 2003, and recommended initial certification for the Criminal Justice program. The Institutional Certification Advisory Committee is scheduled to meet January 6, 2004.

- **University of Phoenix, Phoenix, Arizona—Initial Certification**
  The University of Phoenix applied for initial certification of the Bachelor of Science in Nursing and the Master of Science in Nursing programs, which are offered online. A Review Team met September 12, 2003 to review the application for certification; a second meeting was held via telephone with the University of Phoenix Dean of Nursing on October 12, 2003. The Team's report and recommendation for initial certification will be considered at the ICAC meeting on January 6, 2004. The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

- **Utah Valley State College, Orem, Utah—Decertification**
  UVSC requested decertification of its online programs as follows: Bachelor of Aviation Professional Pilot, Associate of Science in Aviation, and Associate of Applied Science in Aviation. The programs require no UVSC instructors in Arkansas and no UVSC facilities in Arkansas. Utah Valley State College currently has no affiliation with flight schools in any state; the affiliation with flight schools is through the Pilot Career Foundation (PCF), which is separate from the College. At the time of initial certification of the programs in Arkansas, the local flight schools worked directly through UVSC. Utah Valley State College is accredited by the Northwest Association of Schools and Colleges. The Institutional Certification Advisory Committee will meet January 6, 2004, to consider the request for decertification.

Annual Report on First-Year Student Remediation for Fall 2003

Remediation rates for the Fall 2003 entering class will be presented to the Coordinating Board as an information item. Remediation rates by institution will be compared to the two previous years. The customary statistics of unduplicated headcount and breakouts by race/ethnicity, gender, age, attendance status, and remediation subject area will be included.

Annual Enrollment Report -- Fall 2003

The customary enrollment statistics will be presented to the Coordinating Board as an information item. This will include enrollment statistics for total, on-campus, race/ethnicity, gender, age category, attendance status, and FTE.

Annual Report on Productivity of Recently Approved Programs

Degree productivity of certificate and associate degree programs approved by the Coordinating Board in 1999-00 (after three years) and baccalaureate and graduate degree programs approved by the Coordinating Board in 1997-98 (after five years) will be presented to the Coordinating Board as an information item. AHECB productivity standards for baccalaureate programs three graduates per year, two graduates per year for master's level programs, and one graduate per year for doctoral programs. The guidelines for certificate and associate programs are three graduates per year.