

**Tentative Agenda Items for
August 6, 2004 AHECB Meeting**

Arkansas State University-Jonesboro

Bachelor of Science in Early Care and Education

Program Summary

There is an increasing momentum in the United States to increase the quality of care received by very young children in a variety of settings, such as Head Start/Early Head Start, pre-kindergarten programs, and child care. Reports such as the National Academies' publication Eager to Learn recommend that the early care and education providers in such settings should have, at minimum, Baccalaureate degrees. Head Start is increasing the professionalism of its staff, requiring at least half of all staff to have at least an AA/AS degree and encouraging staff to continue in their personal and professional development. Reauthorization of Head Start legislation is likely to require staff to have baccalaureate degrees within the next six years and provide funding to Head Start agencies to support staff in earning these degrees. This BS in Early Care and Education program was developed to meet the needs of those individuals who wish to further develop their professional abilities in the expanding field of early care and education, yet do not wish to pursue licensure to teach in public schools or do not wish to meet licensure requirements, such as minimum performance on state-mandated standardized tests.

The field of early care and education has its roots in many different disciplines, including Education, Home Economics, and the social sciences such as Psychology and Sociology. Preschool – Grade 4 Licensure programs, while effectively preparing individuals to work in preschool settings, are clearly focused on serving children in public school (kindergarten through Grade 4) settings. Teachers in public schools are not typically involved in issues related to school finances, policy development, physical plant, and other program issues inherent to those who work in early care and education settings such as Head Start and child care. This BS in Early Care and Education would provide students with a stronger focus on broader issues of program management rather than the kindergarten/primary grades emphasis provided in the BSE in Early Childhood Education.

The BS in Early Care and Education builds upon existing coursework available to students at Arkansas State University. It is a multidisciplinary, if not interdisciplinary, program and includes the Interdisciplinary Family Studies Minor. Students complete courses from the following disciplines: (beyond General Education requirements): English, Communications, Social Work, Sociology, Communicative Disorders, Nursing, Psychology, Languages, Health, Information Systems, Special Education, and Early Childhood Education. The ultimate purpose of this program is to give students the opportunities to learn and apply the various skills needed in order to develop, implement, and evaluate effective early care and education programs. These skills include knowledge of how children develop and learn; how to assess and support the development of all (typically- and atypically-developing) children; how to implement curriculum and develop appropriate environments for all children; how to interact with and support the families of the children served, including those with languages or cultures different from the ASU student; how to create a program, including policies, financial aspects, and physical plant concerns; and technical writing skills to write policy and procedure manuals and apply for grants.

The new early childhood courses have been developed with the intent to be delivered in a non-traditional approach in order to best serve the identified population of students –

Head Start staff who work full time at least nine months of the year. Courses will be offered in the evening and on weekends. To the extent possible, courses will be taken to off-campus sites in order to reach the greatest number of current Head Start teachers possible.

Because the program builds upon existing coursework and programs already in place at Arkansas State University, only twenty-one hours of new coursework will be required to implement the program. These hours are in the Department of Teacher Education. The twenty-one hours include a 6-hour practicum course that would be taught only during the summer terms.

These new courses have foci considerably different from the existing P4 licensure courses. The new courses, with their emphases on serving children in decidedly non-academically focused programs, require different perspectives and approaches. Early care and education settings, such as child care and out-of-school time programs, have a more informal (although no less serious) approach to educating children. This difference will be reflected in the coursework. Foundation courses, such as Survey of Early Childhood Education and Child Development, are the same for both the P4 Licensure program and the Early Care and Education Program.

Otherwise, because the BSE in Early Childhood Education already exists, there will be no need for additional library resources, materials, etc., to support the program.

Arkansas State University-Jonesboro

Master of Arts in Heritage Studies

Program Summary

The Ph.D. Program in Heritage Studies began operation in August 2001 after formal approval by the Arkansas Department of Higher Education. After a national search, Dr. Clyde A. Milner II became Director of the Heritage Studies Ph.D. Program on July 1, 2002. Academic year 2003-2004 is the third year of operation for the Ph.D. Program. As of January 1, 2004, at least 25 Ph.D. students will be enrolled in the program. It is anticipated that in academic year 2004-2005 approximately 30 doctoral students will be enrolled in the Heritage Studies Ph.D. Program. This proposal requests the creation of the Master of Arts in Heritage Studies which will only be available to students enrolled in the doctoral program. It will be an "en route" master's degree and not a separate master's program with a separate admissions process. Such "en route" master's degrees are not uncommon in Ph.D. programs in the humanities and social sciences. For example, the American Studies Ph.D. Program at Yale provides a M.A. "en route to the Ph.D." (All quotations that follow are from university websites.) At Yale, "The M.A. is granted upon the completion of six term courses." As an interdisciplinary doctorate, the Yale American Studies Ph.D. Program has served as a model for aspects of Arkansas State's Ph.D. Program in Heritage Studies. In general, the graduate school at Yale explains, "students in most doctoral departments may be awarded the M.A. or M.S. en route to the Ph.D. degree." Other universities have similar provisions for a master's degree to be conferred as a student progresses toward a Ph.D. At Stanford University, the history department states that students admitted to the Ph.D. Program "may apply for M. A. degree after completing the course requirements" which are nine courses total. For the Master of Arts in history at Brown University, Ph.D. students should demonstrate "satisfactory completion of first year of Ph.D. Program." At the University of Chicago, the general policy for the graduate school states that a master's degree may be earned in "departments and committees that recommend the awarding of the Ph.D. degree, [after] at least three full-time quarters (or their part-time equivalent) of Scholastic Residence."

It is assumed by these universities and by other doctoral programs at other universities that at a certain stage of doctoral study a student has completed the equivalent of a master's degree and so is awarded that degree. In fact, numerous faculty members at Arkansas State University, and many faculty at nearly all universities within the United States, have received such "en route" master's degrees on the way to completing the doctorate. Typically such degrees are awarded to doctoral students after completing the equivalent of one year (i.e., two semesters) and in some cases two years (i.e., four semesters) of course work within a doctoral program. The 36 semester hours of course work within the Heritage Studies Ph.D. Program recommended for the M.A. in Heritage Studies would be the equivalent of at least four semesters of full-time enrollment in the doctoral program

It has become evident that as the doctoral students progress through the Ph.D. curriculum in Heritage Studies, they should receive a master's degree. It is proposed that this M.A. in Heritage Studies be granted after the completion of all of the required course work in the Ph.D. Program (36 semester credit hours, the equivalent of twelve 3-semester hour courses). A doctoral student may receive the MA in Heritage Studies after completing the requirements in core courses (12 semester credit hours minimum), specialty area (12 semester credit hours minimum), and enrichment (12 semester credit hours minimum) and with the successful completion of a comprehensive exam appropriate for the master's degree administered by the student's doctoral advisory committee. All requirements for approval of credit in core courses, specialty area, and enrichment that apply for the Ph.D. Program also apply for doctoral students who request the M.A. in Heritage Studies. This Master of Arts which will only be available for students admitted to and enrolled in the Ph.D. Program, will require more credit hours than the examples from the graduate programs at Yale, Stanford, Brown and Chicago cited above.

Because the proposed "en route" Master of Arts in Heritage Studies will be fully contained within the already established Ph.D. Program in Heritage Studies, Arkansas State University will not need to provide additional faculty, facilities, library resources, or graduate courses beyond those that clearly must be provided for the doctoral program.

Arkansas State University-Jonesboro

Reorganization of the College of Business

Program Summary

The College of Business proposes to add an additional department, the Department of Computer and Information Technology (CIT), and to realign two of the three remaining departments. The proposed changes are as follows:

- Move the Management Information Systems, Supply Chain Management, and Operations faculty from the Department of Economics and Decision Sciences to a new department to be known as the *Department of Computer and Information Technology*.
- Move the Finance faculty from Department of Accounting, Finance, and Law and the Economics faculty to a renamed department, the *Department of Economics and Finance*.
- Rename the Department of Accounting, Finance, & Law, the *Department of Accounting and Law*.
- There will be no change in the name or structure of the *Department of Management and Marketing*.

After these changes, the College will include four academic departments (Accounting and Law, Computer and Information Technology, Economics and Finance, and Management and Marketing) and the Delta Center for Economic Development.

Arkansas State University-Mountain Home

Associate of Applied Science in Respiratory Care

Program Summary

Arkansas State University Mountain Home and Baxter Regional Medical Center (BRMC) have collaborated to offer the Associate of Applied Science in Respiratory Care to meet the growing local, statewide, and national need. Since an associate degree has become the general requirement for entry into the field and the vast majority of respiratory therapists will continue to be employed by hospitals, proposing to offer this program was advantageous for students, the college, and the hospital. The job opportunity projections for respiratory therapist are excellent.

Respiratory care practitioners evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. Respiratory therapists, practicing under a physician's direction, assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures.

To evaluate patients, respiratory therapists interview them, perform limited physical examinations, and conduct diagnostic tests. For example, respiratory therapists test patients' breathing capacity and determine the concentration of oxygen and other gases in patients' blood. They also measure patients' pH, which indicates the acidity or alkalinity level of the blood. To evaluate a patient's lung capacity, respiratory therapists have the patient breathe into an instrument that measures the volume and flow of oxygen during inhalation and exhalation. By comparing the reading with the norm for the patient's age, height, weight, and sex, respiratory therapists can provide information that helps determine whether the patient has any lung deficiencies. To analyze oxygen, carbon dioxide, and pH levels, therapists draw an arterial blood sample, place it in a blood gas analyzer, and relay the results to a physician. Physicians rely on data provided by respiratory therapists to make treatment decisions.

Respiratory therapists treat all types of patients, ranging from premature infants whose lungs are not fully developed to elderly people whose lungs are diseased. Respiratory therapists provide temporary relief to patients with chronic asthma or emphysema, as well as emergency care to patients who are victims of a heart attack, stroke, drowning, or shock.

To treat patients, respiratory therapists use oxygen or oxygen mixtures, chest physiotherapy, and aerosol medications. When patients have difficulty getting enough oxygen into their blood, therapists increase the patients' concentration of oxygen by placing an oxygen mask or nasal cannula on the patients and set the oxygen flow at the level prescribed by a physician. Therapists also connect patients who cannot breathe on their own to ventilators that deliver pressurized oxygen into the lungs. The therapists insert a tube into the patient's trachea, or windpipe; connect the tube to the ventilator; and set the rate, volume, and oxygen concentration of the oxygen mixture entering the patient's lungs.

Therapists perform regular checks on patients and equipment. If the patient appears to be having difficulty, or if the oxygen, carbon dioxide, or pH level of the blood is abnormal, therapists change the ventilator setting according to the doctor's orders or check the

equipment for mechanical problems. In home care, therapists teach patients and their families to use ventilators and other life-support systems. In addition, therapists visit patients several times a month to inspect and clean equipment and to ensure its proper use. Therapists also make emergency visits if equipment problems arise.

Respiratory therapists perform chest physiotherapy on patients to remove mucus from their lungs and make it easier for them to breathe. For example, during surgery, anesthesia depresses respiration, so chest physiotherapy may be prescribed to help get the patient's lungs back to normal and to prevent congestion. Chest physiotherapy also helps patients suffering from lung diseases, such as cystic fibrosis, that cause mucus to collect in the lungs. Therapists place patients in positions that help drain mucus, and then they thump and vibrate the patients' rib cages and instruct the patients to cough.

Respiratory therapists also administer aerosols—liquid medications suspended in a gas that forms a mist which is inhaled—and teach patients how to inhale the aerosol properly to ensure its effectiveness.

In some hospitals, therapists perform tasks that fall outside their traditional role. Therapists' tasks are expanding into cardiopulmonary procedures such as taking electrocardiograms and administering stress tests, as well as other areas—for example, drawing blood samples from patients. Therapists also keep records of materials used and charges to patients.

Respiratory therapists generally work between 35 and 40 hours a week. Because hospitals and other healthcare facilities operate around the clock, therapists may work evenings, nights, or weekends.

Arkansas Tech University

Associate of Science/Bachelor of Science in Early Childhood Education Offered On-line

Program Summary

The Associate of Science in Early Childhood Education (ECE) was established to attract students initially on a local level since it is a degree that appealed primarily to teachers in the Head Start program in Pope and surrounding counties where centers were located. Since that time, the Federal Head Start Bureau initiated a mandate requiring at least 50% of all Head Start teachers to have a minimum of an associate degree by the year 2003. As the result of that mandate, many agencies from all over the United States had teachers who needed the degree in order to stay employed in their present positions. In addition, those individuals who were seeking a promotion to a teacher's position needed to begin work on the degree in order to be eligible for the promotion.

The degree is comprised primarily of a 12-hour block of ECE courses designed to address the competencies required for the Child Development Associate (CDA) credential, a nationally recognized level of certification in early childhood education circles. The curriculum is based on standards of the National Association for the Education of Young Children (NAEYC).

Students who were full-time professionals in the field were enrolling as undeclared majors and just taking the 12-hour block of courses for the sole purpose of gaining the competencies for the CDA assessment. The courses were scheduled in the late afternoon facilitating access after working hours and allowing time for those within an hour commute to the campus.

The remaining hours in the degree include a 9-hour practicum comparable to a student teaching assignment for a semester, and selected general education courses and a first aid class—a total of 61 hours. Of these hours, the first aid class is the only course that cannot be offered online.

The Early Childhood Education program meets the needs of today's children by building on the early childhood conceptual framework and core values of knowledge, skills, and dispositions needed for early childhood professionals as aligned with the state of Arkansas and NAEYC Standards.

There are three phases in the Bachelor of Science Early Childhood Education Degree program. Candidates begin Phase I of the program by taking general education requirements and an introduction to basic concepts, theories, and practices in early childhood education.

To enter Phase II of the program, candidates must have completed general education requirements and have taken courses specifically designed to prepare candidates for the profession. Admission to the early childhood program requires a minimum score on PRAXIS I, as determined by the Arkansas State Board of Education, and a minimum cumulative grade point average of 2.50 on all college work attempted with no grade below "C" for courses in the early childhood program of study (including work from other colleges and universities). Candidates must begin a working portfolio including a philosophy (beliefs) of education and documented evidence of field-based observations of young children. Additionally, candidates must pass the field experience evaluation and sign a document stating that they have read, understood and agree to abide by the policies, standards, and code of ethics set by the unit and the early childhood program.

During Phase III, candidates are placed in appropriate environments for student teaching (Internship). Admission to Phase III requires a minimum grade point average of 2.50, no grades below "C" in all early childhood coursework designated on the course of study, and meeting or exceeding the cut score for PRAXIS II (Early Childhood Specialty Area) established by the Arkansas Department of Education.

Arkansas Tech University

Bachelor of Science in Emergency Administration and Management Offered On-line

Program Summary

The Bachelor of Science in Emergency Administration and Management was established to attract students initially on a statewide basis with later recruitment extended throughout the United States since it was only the second degree of its kind available when the program was implemented in 1997. The major stakeholders in this degree are organizations such as the Arkansas Department of Emergency Management, FEMA regional offices, Department of Homeland Security, the American Red Cross, county and municipal emergency response offices, fire and law enforcement agencies, military and health care groups, schools and corporations.

When the program was developed, surveys determined that a large segment of the population interested in this degree requested that distance delivery of instruction be incorporated into the scheduling along with weekend classes and weeklong seminars to address the needs of the career professional desiring to complete the program within the confines of a variable work schedule. Since all emergency personnel are required to take professional development courses and with an increasing demand for updated training in the areas of terrorism and weapons of mass destruction since September 11, there has been an increasing demand for an expanded curriculum with additional access through

distance delivery and a variety of other scheduling formats. There are two options in the degree: Sociology or Environmental. The courses in the Environmental Option are not conducive to online delivery; therefore, the Sociology option applies to this request.

Arkansas Tech University

Master of Science in College Student Personnel Offered On-line

Program Summary

The Master of Science in College Student Personnel (CSP) at Arkansas Tech University is a two-year, practitioner-oriented program, philosophically based in college and university administration. It is designed to prepare thoughtful, compassionate first-line student and university service administrators with the knowledge, skills and dispositions needed to begin a career in a variety of settings in which such services are appropriate. These settings include, but are not limited to, admissions counseling, advising, financial aid, orientation, housing, student programming, alumni affairs and development.

The CSP program is values-based and draws on those values in the construction and delivery of the program components. The program uses the expertise of practitioners in the field, involving them in the teaching, advising, and supervision of research in concert with full-time faculty. Problem-based learning is used as an instructional and curricular strategy in several courses, and the concluding activity (thesis, or additional coursework in lieu of thesis, and comprehensive and oral examination) involve the faculty working with students on original field-oriented projects and devising practical plans for real-world situations.

Conversion of Technical Programs at Merged Institutions

This agenda item concerns the conversion and approval of technical programs at six former technical institutions that merged with institutions of higher education effective July 1, 2003.

National Park Community College

Technical Certificate in Industrial Maintenance Technology

Program Summary

The purpose of the Industrial Maintenance Technology program is to provide training to business and industry in the areas of general facility and equipment maintenance. The program will focus on meeting two objectives:

1. To train existing workforce to meet current industrial maintenance needs;
2. To train new workforce for employment with area business and industry in the maintenance field.

The curriculum will consist of general electronics; programmable logic controllers; motors and electrical devices; industrial wiring; hydraulics welding; heating and air conditioning; machining; and industrial safety.

The program will be built around existing classes at National Park Community College. The program will utilize courses already being offered in Industrial Electronics, Welding, Manufacturing Technology, Heating & Air Conditioning and Workforce Training. Current staff will also be utilized to instruct the courses. Program

start-up costs will be minimal with only the area of hydraulics requiring new training material.

The Industrial Maintenance Technology program will be the first program on the National Park Community College campus to be offered primarily as an evening program.

Ozarka College

Associate of Applied Science in Culinary Arts/Hospitality

The mission of Ozarka College, a public two-year institution located in north central Arkansas, is to provide its students and other citizens with quality comprehensive higher education, technical education, adult education, continuing education, workplace education, and cultural opportunities. Ozarka's primary objective is to encourage development of academic, technical, economic, social, cultural, and global awareness skills that lead to a positive, productive, and fulfilling life in an ever-changing world.

The College's general objective relevant to an Associate of Applied Science degree in Culinary Arts/Hospitality is: *Through the Associate of Applied Science programs, Ozarka students will gain the broad range of knowledge, skills, and attitudes necessary for successful entry into the hospitality workforce.*

The current Culinary Arts Technical Certificate began as Food Services at the then Ozarka Vocational Technical School in the fall of 1975. Since that time, the curriculum for the program expanded to a true Culinary Arts course of study. In recent years, most of the Culinary Arts students have pursued the Associate of Applied Science in General Technology, whereby they combine the core curriculum with additional general education and technical courses including advanced courses in the Culinary Arts. These advanced courses include such courses as Garde Manger, Advanced Baking, International Cuisine, and Industrial Kitchen Layout and Design. (See Appendix A for a listing and description of advanced courses.)

The School of Culinary Arts/Hospitality (CAH) as an expanded program at Ozarka College will prepare students for a wide variety of professional careers in business, industry, government, and community services. Students enrolled in the CAH program prepare themselves for positions in hospitality management and marketing, chef and related position both in the back-of-the-house and the front-of-the-house, and restaurant and hotel management. Students will have a common curriculum for the first two semesters then may choose a focus either in advanced culinary arts or general hospitality.

The dynamic curriculum provides students with skills in foodservice and business, as well as hospitality and restaurant management. Students have the opportunity to manage or staff a restaurant on campus three or four times per semester. "Real world" catering, buffets, sit-down dinners, and other special events are and have long been part of the curriculum. In addition, the chef has incorporated a "Gourmet Café" for advanced students whereby they provide a fine dining experience for the public two to four times a semester. This experience has been assessed to enhance and refine the students' expertise in the culinary arts.

Expanded Culinary Arts/Hospitality Philosophy:

The Culinary Arts/Hospitality program is an Associate of Applied Science degree program that will provide foundation and specialized study in the culinary field through academic, laboratory, and field experiences. The program is designed as a one-plus-one program.

The freshman studies required for the Technical Certificate in Culinary Arts provide the knowledge and skills necessary for the individual to ensure efficient and quality product preparation and service in the food-service setting. The required general education courses enhance the experience. The sophomore studies expand on culinary knowledge and skills through more advanced culinary studies or general hospitality studies with additional emphasis placed on management, personnel, ethics, and law in a service setting with preparation of the individual for increasing supervisory responsibility. This program prepares its graduates for careers in restaurants, clubs, hotels, catering operations, and institutional food services.

Southern Arkansas University

Associate of Applied Science in Agriculture

Program Summary

It allows students in our service area to obtain an Associate of Applied Science degree in Agriculture without excessive travel. This program is not recommended for a student planning a four-year degree in agricultural disciplines, but, entrance to the program should entice students to migrate to a four-year degree after one to two semesters.

Southern Arkansas University-Tech

Associate of Applied Science in Environmental Science Offered On-line

Program Summary

SAU Tech has had in place for years the AAS in Environmental Science. This proposal deals only with instructional methodology in that courses within the degree have been developed into Web CT for Internet delivery.

Southern Arkansas University-Tech

Associate of Applied Science in General Technology (Law Enforcement Focus) Offered On-line

Program Summary

SAU Tech has had in place for years the AAS in Technology. The approximate 30 hours to complete the degree plan are existing courses taught by the college and are available as Internet delivery also.

Southern Arkansas University-Tech

Associate of Science in Business Administration Offered On-line

Program Summary

SAU Tech has had in place for years the AS in Business Administration. This proposal deals only with instructional methodology in that courses within the degree have been developed into Web CT for Internet delivery.

Southern Arkansas University-Tech

Associate of Science in Fire Science Management Offered On-line

Program Summary

SAU Tech has in place the AS in Fire Science. This proposal deals only with instructional methodology in that courses within the degree have been developed into Web CT for Internet delivery.

University of Arkansas, Fayetteville

Master of Science in Biomedical Engineering

Program Summary

The Department of Biological and Agricultural Engineering has an established undergraduate and graduate program in Biological Engineering. Biological engineering focuses on applying engineering to bio-based systems including: animal, plant, microbial, environmental and human systems. This document is a proposal to add a Master of Science degree in Biomedical Engineering to our existing programs to strengthen all areas of biological engineering.

Biological engineering is unique among the engineering disciplines in that an in-depth understanding of the biology pertinent to a particular biological system is fully integrated into the engineering studies. This integration leads to engineering that is guided by the requirements of the biological system rather than the chemical, civil, electrical or mechanical requirements. Thus, biological engineers must possess a strong educational background in relevant biology.

The areas of emphasis for biological engineering at the University of Arkansas, Fayetteville are biomedical engineering, bio-resource engineering, ecological engineering, and food/bioprocess engineering. Biomedical engineering involves applications of engineering to issues involving human health. Biomedical engineering has had a significant impact on improvements in health care and as a career interest for students. The engine that has driven this explosive growth has been the advancements made in understanding and manipulating the human biological system (especially through biotechnology). This establishes the biological engineering approach (design guided by the biology of the system) to human healthcare as the heart of biomedical engineering.

The Biological Engineering program can supply the biobased engineering expertise required to link engineering (involving all systems of expertise at UAF) to medical and life sciences. The Biological and Agricultural Engineering faculty has already established collaborations in their research with Departments of Chemical Engineering, Computer Science and Computer Engineering, Electrical Engineering, Mechanical Engineering, Biological Sciences, and units in the Dale Bumpers College of Agriculture, Food and Life Sciences, as well as Programs of MicroElectronics and Photonics, and Cell and Molecular Biology. The unique expertise in the biological engineering program will allow the department to serve as the axle for all the spokes of medically-based **engineering research** for the University of Arkansas System. Biomedical Engineering faculty in the Biological and Agricultural Engineering Department can serve as collaborators for NIH and similar funding opportunities where clinical work is needed and previous experience with medically based funding is essential.

The program will be initiated and developed in the Department of Biological and Agricultural Engineering, under both the College of Engineering and Dale Bumpers College of Agricultural, Food and Life Sciences. Potential collaborators for this curriculum are the Departments of Chemical Engineering, Civil Engineering, Industrial

Engineering, Electrical Engineering, Mechanical Engineering and Computer Science and Computer Engineering in the College of Engineering, Departments of Biological Sciences, Chemistry/Biochemistry, and Physics in the Fulbright College of Art and Sciences, units in the Dale Bumpers College of Agriculture, Food and Life Sciences, programs of Micro-Electronics and Photonics, and Cell and Molecular Biology, and the University of Arkansas for Medical Sciences at Little Rock. The program will introduce a comprehensive, multidisciplinary masters level curriculum. The program will consist of three core lecture courses (Advanced Biomedical Engineering, and two advances science courses such as Biochemistry, Molecular Biology, Biophysics, Kinesiology), a laboratory course (Biomedical Instrumentation), Graduate Seminar, and either a clinical research engineering internship or graduate course in Experimental Design for Research. In addition, students will be required to take three courses in one of four concentrations, **bioimaging and biosensing, tissue engineering and biomaterials, bioinformatics and computational biology, and bioMEMS and nano-biotechnology**. The program will provide graduate students a strong academic foundation and advanced training in biomedical engineering at the highest level of quality and fully integrated with research ranging from molecular to system levels, so that graduates are prepared for distinguished careers in academia, industry or business.

University of Arkansas, Fayetteville

Master of Science in Operations Management at various locations

Program Summary

The University of Arkansas, Fayetteville proposes to offer a Master of Science Degree with a Major in Operations Management at Blytheville, Camden, Cross County, and individual locations.

University of Arkansas, Fayetteville

Proposal for Reactivation of a Concentration in Apparel Studies in the Master of Science of Human Environmental Sciences

Program Summary

General Description: The concentration in apparel studies is to be reinstated in the Master of Science in Human Environmental Sciences. This was formally called the clothing and textiles concentration and was eliminated from the catalog of studies in 1998 while the undergraduate degree program underwent a program review and revision. An approval to change the name from clothing and textiles to apparel studies and the addition of three courses are requested to reinstate this concentration.

Curriculum Additions or Modifications: There are five courses in existence in the course inventory offered for graduate credit. The addition of three courses to the Master of Science Program will compose the core courses in the apparel studies concentration. Students can select from the following courses in this concentration:

HESC 4023 Fashion Merchandising Methods
HESC 4033 Advanced Textile Study
HESC 4043 History of Apparel
HESC 4053 Contemporary Apparel
HESC 4903 Recent Advances in Manufacturing and Merchandising
HESC 5003 Advanced Apparel Studies in the Global Economy
HESC 5013 Advanced Apparel Pattern Design

HESC 5033/ 5030L Principles of Textile Testing/ Lab

Faculty Resources: There are 20 faculty members with graduate faculty status with the Graduate School in the School of Human Environmental Sciences who can direct these studies in the M.S. degree program. In the apparel studies concentration, there are two tenure track faculty members, one full time instructor, and one full time faculty lecturer.

Library Resources: Journals, text and electronic holdings used for the Master of Science program did not change while the program concentration was taken from the catalog of studies. There is not any anticipated demand on library acquisitions in the near future. Selected library holdings in this area are appended to this document.

Facilities and Equipment: There are three classrooms, six teaching labs, a resource room, textiles and nutrition teaching/research labs, and an auditorium in the Home Economics building which is the administrative headquarters for the School of Human Environmental Sciences. Additionally, there are two distance education classrooms with CIV capabilities in the college. The School has purchased the latest state of the art fashion design software and computer system for the instructional program. The college maintains three computer labs that are equipped with specialized software utilized by the faculty members of the school. The program has acquired the state of the art pattern making system called AccuMark. This software allows for creation, digitizing and editing a single garment into a Model Editor. Faculty members have been trained on industry standard machines, software and plotter in a cooperative purchase agreement with Gerber Software, the industry standard.

Purpose of the program: This program will prepare graduates for career fields in fashion merchandising and product development. This advanced study will prepare students for industry, retail, import, and consumer testing in textile and apparel trade in a global context.

University of Arkansas, Fayetteville

Bachelor of Science in Education in Vocational Education, Human Resource Development (HRD) Concentration at NorthWest Arkansas Community College and University of Arkansas at Monticello, College of Technology in McGehee

Program Summary

This two-year undergraduate degree-completion program with a concentration in Human Resource Development was designed to serve working adults and has previously been offered at via distance learning technology at ten community colleges and a historically black university in Arkansas. This is a proposal to add at sites at Northwest Arkansas Community College and University of Arkansas at Monticello, College of Technology in McGehee. This site will join other off-campus sites in the 9th cohort of students, Fall 2004 through Spring 2006. The program, designed for working adults allows students to complete the General Studies requirements at the community college. Persons with at least five years of work experience may complete the last two years of the baccalaureate degree by taking courses offered via distance learning technology (interactive television), completing internships at their place of work, and developing portfolios that document prior experiential learning. No additional faculty is required. The off-campus site has access to a new distance-learning laboratory and has agreed to host the program. This program has been extremely successful in the past and is entirely self-supporting. Program delivery is coordinated through the College of Education and Health Professions, the Division of Continuing Education, University of Arkansas, and the host sites, NorthWest Arkansas Community College and University of Arkansas at Monticello,

College of Technology in McGehee. Library resources, facilities and equipment at the host site will be made available to the students in this program. In addition, resources will be available through the University of Arkansas library via electronic technology and through web-page support by the program faculty.

University of Arkansas, Fayetteville

Master of Science in Engineering Offered via Distance Learning Technology

Program Summary

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas, Fayetteville (UAF) to offer the existing Master of Science in engineering via distance delivery beyond its current Little Rock delivery area, effective fall semester 2004.

University of Arkansas at Fort Smith

Associate of Applied Science in Early Childhood Education

Program Summary

The University of Arkansas at Fort Smith requests approval of the Arkansas Higher Education Coordinating Board to offer an Associate of Applied Science in Early Childhood Education. The program capacity is 15 students in the first year and 25 students per year thereafter.

This program will be unique in that it will give early childhood providers who work in area schools a terminal degree option. The program focus will be to provide candidates with the knowledge and pedagogical skills to serve as effective early childhood provider aides in grades B-4. The program will include the general education and specialized coursework required in the Associate of Applied Science degree. There is presently a shortage of qualified early childhood providers; therefore, there is a demand for programs to prepare qualified personnel. The mandates outlined in the No Child Left Behind legislation will require all early childhood providers working in a public school setting or accepting federal funding to have an associate degree or pass a proficiency test by 2005.

The degree program will be housed in the College of Education. It will be supervised by the coordinator of Early Childhood Education. The program will require 60 or 61 semester hours of coursework for completion and will include the general education requirements and applicable coursework in early childhood education.

University of Arkansas at Fort Smith

Bachelor of Science in English with 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 English with teacher licensure, leading to the Bachelor of Science degree. The program capacity is 30 students per year. Graduates will obtain jobs teaching English in area secondary schools.

The program focus will be to provide candidates with the language arts knowledge and pedagogical skills to serve as English teachers 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 exists a shortage of qualified secondary teachers, there is a demand as expressed by area school superintendents for programs to prepare teachers for grades 7-12 classrooms. The void of qualified teachers is becoming critical in many rural areas. Therefore, it behooves higher education institutions to recruit, prepare, and help retain teachers for the secondary classrooms in Arkansas.

This program will build on the existing freshman and sophomore level classes that form the general education and related course components of the degree as well as the freshman and sophomore levels of the major. In addition, since UA Fort Smith recently added two liberal arts degrees in English—one in English and the other in rhetoric and writing—many of the major courses toward the proposed degree are already in place. In order to address the specific needs of our teacher education students, the English and Rhetoric Department has added three discipline-specific methods of teaching courses to support the B.S. in English, and we have expanded our advanced literature course offerings to include more historical/cultural studies and genre courses. The secondary English teacher program will consist of 31 semester hours of professional teacher education courses common to all secondary education majors. It will also include 45 credit hours of English.

The degree program will be housed in the Department of English and Rhetoric. It will be under the direction of the dean of the College of Arts and Sciences. However, the teacher licensure components will be under the direction and auspices of the dean of the College of Education. The program will require 124 semester hours of coursework for completion and will include the general education requirements, coursework in the major,

University of Arkansas at Fort Smith

Bachelor of Science in History with Social Studies 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 history with social studies teacher licensure, leading to the bachelor of science degree. The program capacity is 15 students the first year and 20 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 they wanted it to become. Specifically, the "owners" of our institution insisted that four-year status would only add to the educational opportunities offered, rather than completely change the institution. They 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 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 to emphasize bachelor's degrees that meet regional needs are as follows:

- 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 History with social studies teacher licensure is one of the key programs in the identified areas.

The program focus will be to provide candidates with the social studies knowledge and pedagogical skills to serve as a social studies teacher in grades 7-12. This program provides a strong focus on history as well as significant coursework in professional education. In addition to specialized coursework, the program will include 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 teachers, some schools must assign unqualified teachers to teach social studies classes. School districts must be prepared to meet the requirements associated with the federal No Child Left Behind Act of 2001 which requires that all teachers be "highly qualified" by 2005-2006. Highly qualified means fully licensed in the subject area they teach. This will be a difficult task in many rural areas. Therefore, it is important for higher education institutions to recruit, prepare, and help retain qualified teachers for the social studies classrooms of Arkansas.

The degree program will be housed in the Department of History. It is under the direction of the dean of the College of Arts and Sciences. However, the 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 126 semester hours of coursework for completion and will include the general education requirements, coursework in the major, and coursework in professional education.

University of Arkansas for Medical Sciences

Advanced Certificate and Bachelor of Science in Diagnostic Medical Sonography at UAMS
AHEC-Northwest

Program Summary

The Advanced Certificate and Bachelor of Science Degree in Diagnostic Medical Sonography (DMS) programs include classroom, laboratory, and clinical education components to prepare qualified students to use sonography in the specialized areas of general abdominal scanning, obstetrics and gynecologic scanning, and non-invasive vascular and cardiac scanning, coupled with appropriate knowledge of the relevant physics and instrumentation. Graduates of these programs will be eligible for multicredentialing in the areas of abdominal, obstetrics and gynecologic, vascular, and cardiac sonography. The 18-month Advanced Certificate program and 24-month Bachelor of Science degree in Diagnostic Medical Sonography will be offered at the AHEC-NW. The curricula will be provided through a combination of on-site classroom, laboratory, and clinical instruction and utilization of the UAMS interactive video network and online instruction. Extramural funding has been secured and no new State funds are requested to implement this

program at the AHEC-NW. This program responds to the acute shortages of qualified sonographers in Arkansas and particularly in the northwest portion of the state. It also responds to changes in the national professional standards of education and practice in diagnostic medical sonography by incorporating the increasing body of knowledge and application of new procedures developed in the expanding field of Diagnostic Sonography. Addition of the study areas of vascular and cardiac imaging is designed to meet the expanding demand for these services as procedures are developed and more extensively utilized in the aging populations of Arkansas and the nation. Multicredentialed practitioners will be able to provide enhanced patient care and diagnostic services in a variety of urban and rural health care delivery venues.

University of Arkansas for Medical Sciences

Doctor of Audiology

Program Summary

Audiologists are healthcare professionals who are involved in the prevention, diagnosis, and treatment of hearing loss, and the prevention and assessment of balance disorders. Responding to growing audiologic needs within the state of Arkansas, to advances in technology, and to changes in national standards for the practice of audiology, the audiology program of the University of Arkansas at Little Rock (UALR) through the College of Professional Studies (CPS) and the University of Arkansas for Medical Sciences (UAMS) through the College of Health Related Professions (CHRP) requests authorization to cease graduating students in the audiology track (but not in the speech pathology track) of the current Master of Science (MS) in Communicative Disorders clinical education program. In its place the department proposes to offer audiology students a professional Doctor of Audiology (AuD) clinical education program leading to an AuD degree.

The proposed professional doctorate is a four year, post-baccalaureate, clinical education program leading to the Doctor of Audiology (AuD) degree and will replace the current master's level clinical education program in audiology. The current MS program is two years of coursework followed after graduation with a one year supervised clinical fellowship. The proposed AuD program will include a third year of coursework with students spending the fourth and final year of the program in a clinical externship. The professional doctoral program is intended to prepare personnel to work as clinical audiologists in a variety of settings including hospitals, pediatric centers, geriatric centers, physician offices, university clinics, and private practice.

The proposed clinical doctoral curriculum consists of 118 post-baccalaureate semester credits (SC) with the following breakdown:

- 66 SC classroom coursework within the Audiology and Speech Pathology dept.;
- 6 required SC in collateral disciplines;
- 6 SC of directed research;
- 20 SC of clinical laboratory work/practicum; and
- 20 SC of a clinical externship during the final academic year.

118 Total Semester Credits

The anticipated student semester credits by year are (see Table 5. on p. 7 for details):

- Year 1: 31 semester credits, 31 within the Audiology and Speech Pathology dept.
- Year 2: 34 semester credits, 31 within the Audiology and Speech Pathology dept.
- Year 3: 29 semester credits, 26 within the Audiology and Speech Pathology dept.
- Year 4: 24 semester credits, 24 within the Audiology and Speech Pathology dept.

The UALR College of Professional Studies and UAMS College of Health Related Professions will share the additional costs of the doctoral program that are beyond the costs of the audiology portion of the current master's program. Of the 10 audiology courses in which master's students in audiology now regularly enroll, nine will remain unchanged in the curriculum. The remaining course (Advanced Hearing Science) will be expanded into two courses. An additional 14 courses and a clinical laboratory will be developed and added to the curriculum. Two new faculty positions, one PhD and one AuD, will be needed to provide classroom teaching and clinical supervision for this program. The chairman of the Audiology & Speech Pathology department will provide administrative leadership for this program.

Students in this program are expected to matriculate from Arkansas and the surrounding states. It is expected that when the program has full enrollment, nine students will graduate annually. The UALR/UAMS audiology program is the only graduate level audiology education program in Arkansas. In the middle southern region of the United States, there are no Doctor of Audiology (AuD) programs to date in Arkansas or Louisiana (the LSU Health Sciences Center has an anticipated AuD start date of August, 2004). There is one AuD program each in Mississippi, Oklahoma, and Missouri, two in Alabama, and three each in Tennessee and Texas.

University of Central Arkansas

Bachelor of Professional Studies

Program Summary

The Bachelor of Professional Studies (B.P.S.) degree program offers associate's degree holders in the areas of health or technology the opportunity to increase knowledge and leadership skills and to enhance career opportunities. A total of 124 credits must be completed, including the transfer of a maximum of 60 credits from associate's degree programs. The curriculum is designed to facilitate completion of remaining general education requirements, core courses, and one of two areas of concentration: (1) Health and Safety; or (2) Leadership and Technology. The offering of the B.P.S. degree with a focus in either health and safety or leadership and technology is consistent with UCA's mission and history. The University of Central Arkansas has a solid reputation in the preparation of health care professionals and technology specialists.

The majority of students will be in early to mid-career and working full-time. For greater accessibility, the B.P.S. Program Coordinator in cooperation with the Division of Academic Outreach and Extended Programs will design a delivery system to accommodate these non-traditional learners. This will include the scheduling of evening and weekend courses on campus and in other locations. The usual procedures for approval of transfer courses by the Dean of Undergraduate Studies, Registrar, and Department Chairs will be required prior to enrollment in courses offered by other institutions. Methods of distance delivery of courses will include on-line offerings, compressed video, and courses through extended learning (formerly known as correspondence courses). Presently, UCA offers general education offerings in writing, history, psychology, sociology, political science and math through extended learning courses.

The articulation agreement adopted by the Arkansas Department of Higher Education (October 21, 1994) paved the way for transfer of community college credits for Associate of Arts degree holders to four-year institutions. Since that time many new associate's degree programs have been implemented with other titles such as Associate of Science, Associate of Applied Science and Associate of Liberal Studies. Opportunities for

application of credits to the bachelor's degree earned in these programs are more limited. The purpose of this proposal is to provide an avenue for associate's degree holders with majors in health or technology to complete the bachelor's degree.

Historically, opportunities for associate's degree graduates to apply credits earned in community colleges toward bachelor's degree requirements have been very limited. This was due in part to the lack of a course of study that would accommodate completion of general education requirements concurrently with enrollment in upper-level courses. The curriculum in this proposal employs careful sequencing of courses to facilitate completion of prerequisites, advanced professional courses, and general education requirements. Through careful planning, faculty in the Department of Health Sciences, in collaboration with colleagues across campus have designed an interdisciplinary curriculum that is unique and timely. With increasing frequency, associate's degree program graduates are discovering that for career advancement, employers require advanced degrees. A growing number of universities nationally are offering B.P.S. degree programs to meet the needs of these individuals.

A major reason for the lack of economic growth in Arkansas is that less than 17% of its citizens hold the bachelor's degree. The rapid development of community colleges has greatly improved accessibility to higher education. Four-year colleges and universities of Arkansas must take the next step by providing an avenue through which these individuals can achieve the bachelor's degree.

No new courses are anticipated, thus the cost of implementation of the proposed program will be minimal. A program coordinator who reports to the chair of the Department of Health Sciences will be employed. This individual will teach selected courses in the health and safety concentration, advise all students in the program, and serve as liaison with community college advisors and employers, the UCA Division of Academic Outreach and Extended Programs, and the Dean of Undergraduate Studies. A full-time secretary will be employed to support the work of the coordinator and faculty teaching in the program. There is space for the secretary in the existing central department suite, and office space is available for the coordinator. Additional office equipment will be purchased, and budget lines will be established for faculty development and office supplies. Some of the courses are currently offered in distance format. It is anticipated that a few additional courses will be offered via distance technology as well, thus a modest budget will be established to support faculty in the development of on-line courses. Existing library resources are sufficient to meet the needs of the proposed program. An advisory committee consisting of representatives from community colleges, medical facilities, and business and industry will be established to insure that the program is meeting the needs of community college graduates and employers.

University of Central Arkansas

Bachelor of Arts in African and African-American Studies

Program Summary

In a very real sense, American culture *is* multicultural. Our food, our music, our ways of dressing, our literature, and our sciences reflect the ways in which various cultures have contributed to this rich mixture we call "America." And yet many of those contributions are often overlooked or misunderstood, even by our brightest students. "Ours is a late twentieth-century world profoundly fissured by nationality, ethnicity, race, class, and gender," wrote Henry Louis Gates in 1992. "And," he continues, "the only way to transcend those divisions – to forge, for once, a civic culture that respects both differences and commonalities – is through education that seeks to comprehend the

diversity of human culture. Beyond the hype and the high-flown rhetoric is a pretty homely truth: There is no tolerance without respect – and no respect without knowledge. Any human being sufficiently curious and motivated can fully possess another culture, no matter how alien it may appear to be.”

The African and African-American studies major aims to nurture in students an understanding of the diversity that makes for human culture, an understanding that will foster respect for difference. This program will be housed in the English Department but comprised of courses taught across the UCA campus in history, literature, music, philosophy and religion, political science, sociology, and foreign languages. Thus, it will give students an interdisciplinary understanding of the history and cultures of Africa, the effects of colonialism and slavery on those cultures and on the United States and the Caribbean nations, and the contributions of Africans to the culture of America. Giving students the ability to look at an issue from the perspectives of different disciplines is, of course, one of the most important goals of a liberal arts education, and this major will accomplish that goal while enabling students to deal with some of the questions that are most central to our development as a nation and culture. It will prepare students to work successfully in fields that require an understanding of diversity and an ability to relate to people from different cultures, two increasingly important qualifications in today's world, and qualities that are especially needed in Arkansas.

Examining the components of cultural diversity is particularly important in today's world, when international students compose a growing number of students on the majority of American college campuses. (In 2001-02, UCA enrolled 225 international students, representing 54 countries.) Recent events have made every American all too painfully conscious of how apparently isolated occurrences form part of a global network of crises, and how the average life can be affected by issues that seem removed from our daily concerns.

African students, who attend UCA in increasing numbers, report that American students (including African-American students) have little understanding of the history and culture of Africa. Both African and American students often lack an understanding of the history of African-Americans and the implications of that history. African-American students are missing an important part of their heritage, and American students miss the significance and importance of Africa in world history and in the development of American culture, thus further separating African students from their American counterparts. Bringing these groups of students together in courses that explore these issues can do much to prepare them for a future in which Africa is likely to have increasing importance, and in which cooperation among the diverse groups within America will be essential.

B. Curriculum Additions or Modifications

As implied above, the idea of interdisciplinary study is not new to the liberal arts at UCA, though this program will be new in the depth and scope of its particular approach and focus. Since UCA already has well-established curricula and faculty in the liberal arts and has developed several interdisciplinary minors, including one in African/African-American Studies, our curriculum can support the new major with minimal additions. The English Department is already teaching an African/African-American Literature course, and an Introduction to African/African-American Studies has been taught through the World Languages Department. The History Department has a well-established series of offerings in African and African-American History, and courses in Language, Race, and Gender are available through the Philosophy and Sociology Departments. The Writing Department has a course in Sociolinguistics that explores the relationship between language and race, and the Music Department teaches a course on the history of Jazz. Because of an increased awareness of the importance of the African-American contribution to our campus and our culture, the Philosophy department has recently

developed a course in African-American Philosophy, and both the English and Philosophy Departments have been offering such courses as “Major African-American Writers,” “Race in Literature,” and “African-American Thought” under the Advanced Readings rubric.

In order to ensure a full range of offerings, the English Department proposes to make “Major African/African-American Writers” and “Race in Literature” into official courses to be taught every year. In addition, the “Introduction to African/African-American Studies” will be taken over by English, though it can eventually be taught by faculty from other departments because of its interdisciplinary nature. A course in the Harlem Renaissance, which is being offered yearly under the umbrella of Studies in English and American Literature, will be proposed as a regular course, and a course in African/African-American Drama is also being developed, to be offered as needed. These courses will be added to the program as the student need arises and as faculty become available to teach them regularly.

C. Faculty Resources, Library Resources, Facilities and Equipment

Most of the faculty needed for this program are already in place. The English Department is currently conducting a search for a tenure-track faculty member to be hired at the Assistant or Associate Professor level who will teach some of the literature courses for the program, and a search has begun for a second faculty member in African/African-American Studies to be hired in the department that best suits his or her expertise. This faculty member will be assigned to teach half time in the new major.

UCA’s library is well equipped to support the new major, as its support of the existing minor has shown (See Appendix A). No new facilities or equipment would be needed.

University of Central Arkansas

Master of Science in Community and Economic Development in China and Taiwan

Program Summary

Through a unique cooperative venture with an international educational consulting agency (CFM Educational Services Inc.), UCA proposes to offer the Master of Science in Community and Economic Development to cohorts of professionals from the southeastern region of the People’s Republic of China and from Taiwan. There will now be three models for program delivery of the MSCED. In the two models outlined in this proposal, classes will be offered in China and in Taiwan utilizing traditional class formats and varied forms of distance learning technologies. Locations for traditionally delivered classes in China and in Taiwan will be arranged by CFM Educational Services based on student interest and need. The second model will be to provide one class for Taiwan cohorts here in Arkansas. The third model will be available to cohorts of students from both China and Taiwan to be incorporated into the currently approved MSCED twelve-month degree program delivered on the UCA campus.

ADHE

Recommendations for E & G Operations for 2005-07

Funding needs for educational and general (E&G) operations have been prepared using the funding models approved at the April 30, 2004 AHECB meeting. The proposed staff recommendations are based upon a four-year schedule for meeting the model-determined needs.

The distribution of funds is in accordance with methods approved by two groups of presidents and chancellors.

Recommendations for State Funding of Capital Projects for 2005-07

Staff capital recommendations were finalized after reviewing institutions who appealed preliminary recommendations during budget hearings. Funding recommendations were based on need and consistency with previously stated priorities.

Maximum Salary Recommendations for Non-Classified Personnel for 2005-07

Line-item maximum salaries were established using the executive guidelines issued in May of 2004. Recommendations for additional positions and position title changes were finalized after hearing appeals from institutions on the staff's preliminary recommendations.

Certification of Intercollegiate Athletic Budgets for 2004-05

A.C.A. §6-62-805 directs institutions of higher education having intercollegiate athletic programs to certify annually that their intercollegiate athletic programs will generate sufficient revenues to meet budgeted expenditures, or that any athletic deficit will be met by separate institutional, board-sanctioned student athletic fees.

Each institution having an intercollegiate athletic program responded with submission of both ADHE Form 21 2 and a copy of its Board resolution approving the athletic operating budget for the 2004-05 fiscal year. ADHE finance staff then compared the athletic data received by each institution on Form 21 2 with institutional 2004-05 operating budgets submitted to ADHE. Any student athletic fees assessed must be clearly defined in all publications and institutional board minutes, and listed separate and distinct from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee submitted a copy of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

The purpose of these institutional submissions is to establish the 2004-05 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits.

Economic Feasibility of Bond Issue for University of Arkansas at Little Rock

University of Arkansas at Little Rock (UALR) requests approval of the economic feasibility of plans to issue bonds for educational and general (E&G) and auxiliary purposes. The E&G issue will be approximately \$21 million with a term of up to 25 years at an estimated annual interest rate of 4.4 percent. Proceeds from the bonds will be used for maintenance and renovation projects in E&G campus buildings and for property acquisition including the University Plaza. The auxiliary project will be funded by a bond issue not to exceed \$19,500,000 with a term of 25 years at an estimated annual interest rate of 4.8 percent. Proceeds from the bonds will be used to construct a student apartment complex. This is subject to the approval of the University of Arkansas Board of Trustees at its August 4, 2004 meeting.

Economic Feasibility of Bond Issue for University of Arkansas, Fayetteville

University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds for educational & general (E&G) and auxiliary purposes. The E&G bond issuance will be approximately \$23 million with a term of approximately 20 years at an estimated annual interest rate of 5 percent for various renovation and construction projects on the campus. The auxiliary issuance will be approximately \$2 million with a term of approximately 20 years at an estimated annual interest rate of 5 percent for construction of a residence hall. This is subject to the approval of the University of Arkansas Board of Trustees at its August 4, 2004 meeting.

Economic Feasibility of Bond Issue for University of Arkansas for Medical Sciences

University of Arkansas for Medical Sciences (UAMS) requests approval of the economic feasibility of plans to issue bonds for auxiliary purposes. The auxiliary bond issuance will be approximately \$168.8 million with a term of approximately 30 years at an estimated annual interest rate of 5 percent. Proceeds for the bond issue will be used to construction of a parking deck, student housing and a bed tower. This is subject to the approval of the University of Arkansas Board of Trustees at its August 4, 2004 meeting.

Economic Feasibility of Loan for Henderson State University

Henderson State University (HSU) requests approval of a loan for educational & general (E&G) purposes from the College Savings Bond Loan Fund. The loan will be \$445,000 with a term of 10 years at an annual interest rate of 2.05 percent. Proceeds of the loan will be used to purchase land and structures adjacent to the campus to be converted to office and classroom space. Tuition and fees are being pledged to finance the debt service. The Henderson State University Board of Trustees approved this request at its meeting of July 12, 2004.

Report on 2003 College-Going Rate

The annual report concerning the College-Going Rate for Arkansas will be presented. Included will be a table detailing the number of first-time entering freshmen by institution for the past five years through fall 2003 and a comparison to the national college-going rate according to the National Center for Education Statistics.

Distance Education

Board members will hear a summary of the distance education report prepared by ADHE staff. The report will focus on the availability of distance education courses and programs, student demographics, best practices, and quality indicators. In addition, NWACC staff will conduct a brief demonstration of their internet-based program efforts. Following the presentation will be a question and answer period that will allow institutions to share their experiences with distance education in general and internet-based courses/programs specifically.

Higher Education Performance Reporting System

The AHECB will be asked to endorse the proposed Arkansas Higher Education Performance Reporting System.

Arkansas Health Education Grant Program

This action item proposes that the Board approve the budget and slot allocations for the Arkansas Health Education Grant (ARHEG) Program for 2005-07.

The staff will recommend that no changes take place to the current slot allocations. A budget proposal will be presented that reflects increases necessary to fund the ARHEG dental loan program created by Act 1715 of 2003 and some increases to the grant budget that will be necessary to comply with increased costs of contracts with ARHEG institutions that are negotiated by SREB.

Institutional Certification Advisory Committee

Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas Initial Certification

Master of Arts in Business and Organizational Security
Master of Arts in Media Communications
Master of Science in Finance

Webster University applied for certification to offer the above programs on site at the Little Rock campus. The Master of Arts in Business and Organizational Security curriculum, which is based primarily on the social sciences, requires 36 semester credit hours with 24 semester credit hours in security management and 12 hours of elective graduate courses. Webster University has a memorandum of understanding with the Army National Guard to offer the degree program to students interested in preparation for the American Society for Information Science's certified protection professional program. The MA in Media Communications is a specialized concentration for students who have an interest and a background in communications. The MS in Finance includes 27 required semester credit hours and 9 elective graduate hours. Finance students may select electives to support a specific career goal such as advanced certification as a financial analyst or a financial planner. Webster University is currently certified in Arkansas to offer 11 master's degree programs. Webster University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; the next comprehensive NCA evaluation is scheduled for 2007-08. At its July 13, 2004, meeting, the Institutional Certification Advisory Committee voted to recommend initial certification of the Master of Arts in Business and Organizational Security, Master of Arts in Media Communications, and the Master of Science in Finance to be offered by Webster University Little Rock Metropolitan Campus. Initial certification is for two years.

Report of Nominating Committee and Election of Board Officers for 2004-05

The Nominating Committee (Kaneaster Hodges, Chair, Betsy Thompson, and Bob Cheyne) will make a recommendation on the slate of Board officers for 2004-05 and the Board will act upon the recommendation.