

## Academic Program Proposals

February 4, 2005

The following is a list of academic program proposals being considered for approval for the February 4, 2005 Arkansas Higher Education Coordinating Board Meeting.

The Institution's Name, Program Title, and Program Summary are listed below. To download a PDF copy of the complete proposal, click on the link below the Program Summary.

If you have concerns, objections, questions or comments concerning a specific proposal, please send them to the contact person listed on the full proposal, as well as to Cynthia Moten at ADHE, no later than **December 15, 2004**.

Also you may download a copy of the ADHE publication "[Criteria and Procedures for Preparing Proposals for New Programs](#)".

Download program proposals in Adobe Acrobat PDF (portable document format). If you do not have an Acrobat reader, you can obtain it free of charge from Adobe.

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### Arkansas State University

Master of Business Administration Offered at Arkansas Tech University

#### Program Summary

This proposed program is a Master of Business Administration degree to be offered at Arkansas Tech University in Russellville and will be patterned after the current MBA degree program at Arkansas State University-Jonesboro. The target starting date is January, 2005, pending approval to offer the program.

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### Southeast Arkansas College

Associate of Applied Science in Respiratory Care Technology

#### Program Summary

Southeast Arkansas College, Jefferson Regional Medical Center, and the Area Health Education Center have collaborated to offer the Associate of Applied Science in Respiratory Care Technology to meet the growing local and state need. In 2002, an Associate Degree became a requirement for entry into the field of Respiratory Care. Southeast Arkansas College is delighted to be able to fill a void in southeast Arkansas by offering this program.

Respiratory care practitioners (RCP's) are licensed professionals in the State of Arkansas. The majority of the RCP's work within the hospital setting; however, opportunities are increasing in home health, clinics, and physicians' offices. Therapists evaluate, treat, and care for patients with breathing and other cardiopulmonary disorders.

Respiratory therapists, practicing under a physician's direction, assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures.

Respiratory therapists must learn a wide range of skills to perform their duties effectively. They must be able to interview patients and perform a cardiopulmonary focused exam. Therapists must then be able to recommend appropriate diagnostic tests to the ordering physician and must often perform the tests that are being recommended. Once a diagnosis is made, the therapist must be able to perform all modalities of respiratory therapy, so that they can appropriately treat the patient. The therapist must be able to act as a patient advocate if therapy does not work for them or if there is a therapy the patient may be able to do more effectively. Respiratory therapists are expected to initiate, stabilize, and sustain a patient on mechanical ventilation. To do this the therapist must be able to interpret arterial blood gas results, ventilator graphics, and patient work of breathing. The therapist must then know what steps to take to correct any problems that are encountered.

Respiratory therapists treat patients ranging in age from pre-term newborn with stiff, underdeveloped lungs to geriatric patients with chronic lung disease. Therapists provide temporary relief to those with asthma, emphysema, or chronic obstructive pulmonary disease, as well as provide emergency care to those who are victims of stroke, heart attack, drowning, shock, or trauma.

Respiratory therapists perform a number of chest physical therapy (CPT) modalities. These include an array of methods from clapping on the chest with the hand to administering internal vibration via a machine powered by piped in gas (oxygen or air) at 50 pounds per square inch. CPT is employed to move thick and sticky secretions out of the airway. Therapists also administer drugs by aerosol – liquid medications that are broken into small particles to form a mist -utilizing gas (oxygen or air) or by meter dose inhaler (MDI) to deliver the medication to the airway to be inhaled into the lungs. Therapists are responsible for teaching the patient how to administer these drugs to themselves or to family members. Therapists often work outside of the hospital environment. They may take care of patients on ventilators at home; in this case the therapist may be on call to take care of problems that arise with the patient's breathing.

This program will prepare students to perform the duties of the Respiratory Therapist at the entry-level. Graduates are eligible to sit for the National Board for Respiratory Care entry-level exam which leads to the Certified Respiratory Therapists certification. This is the entry level for licensure in the State of Arkansas.

Existing SEARK College programs which support the Respiratory Care Technology Program are: Emergency Medical Technology Paramedic Program, LPN Program, LPN/LPTN to RN Program, and Radiologic Technology Program.

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## **Southern Arkansas University-Magnolia**

Master of Science in Computer Science/Computer Information Technology

### **Program Summary**

The degree offers a course of study leading to the Master of Science in Computer Science/Computer Information Technology and is designed to reflect the tremendous and ongoing changes in the computer science field.

It will provide a solid foundation in computer hardware and software, systems design, communications, and project/team management skills, particularly in the networking environment. It will provide students the training and information for an enduring foundation needed for future professional growth. Specific career tracks anticipated for graduates include Information System Project Management, System Analyst and Design or Development Specialist, Data Manager, and Pre-Ph.D and MD Research Assistant Data Managers.

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## **University of Arkansas at Fort Smith**

Associate of Applied Science in Workforce Leadership

### **Program Summary**

The University of Arkansas at Fort Smith requests approval of the Arkansas Department of Higher Education Coordinating Board to offer a new Associate of Applied Science degree in Workforce Leadership. Workforce Leadership is an existing program offered through the Center for Business and Professional Development in the College of Business. The program currently includes a Certificate of Proficiency and a Technical Certificate.

The Workforce Leadership program is designed to provide manufacturing managers and supervisors with the leadership skills they need to remain competitive in global markets. Emphasis is placed on the principles and tools of quality, computer information and skills, management skills, interpersonal and team communication skills, and world-class manufacturing techniques.

This program is distinct from other manufacturing related campus programs because of its stepped progression through Certificate of Proficiency, Technical Certificate, and the proposed Associate of Applied Science degree. The stepped progression is valuable to the non-traditional students who experience rapid career change and growth. Skills in the Technical Certificate program build on the skills introduced in the Certificate of Proficiency. The skills addressed by the Associate of Applied Science degree will further build on the skills developed at the Technical Certificate level.

The program supports the mission of UA Fort Smith to “raise the higher education achievement level of the residents of the western Arkansas service area” by providing an educational opportunity for non-traditional students who are less likely to pursue higher education. The program also supports the vision of the College of Business to “be recognized for its applied approach to management education, research, and services.”

Workforce Leadership students are non-traditional students whose employers pay for their enrollment in the program. In many cases the supporting company will provide promotions, pay raises, or other incentives for students who complete a Certificate of Proficiency or Technical Certificate. We anticipate that students who complete the Associate of Applied Science degree will gain additional advancement opportunities and may even be motivated to continue to the baccalaureate level.

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## University of Arkansas for Medical Sciences

### Master of Imaging Sciences

#### Program Summary

The Master of Imaging Sciences (MIS) program will provide highly qualified and exceptionally motivated students with the appropriate knowledge of the relevant pathophysiology and clinical correlations to use imaging equipment for the specialized areas of invasive and non-invasive imaging procedures in an expanded scope of practice. Recent studies found that some diagnostic imaging technologists (*viz.*, radiologic technologists—"R.T.s" and nuclear medicine technologists—"N.M.T.s"), under the direction of appropriately-qualified physicians, are already performing selected advanced practice tasks beyond basic practice guidelines without the benefit of formal education in preparation for these responsibilities (Odle. Changing roles: new study finds RTs performing some surprising tasks. *ASRT Scanner*, 2003;35:27-28; Pickett, Waterstram, & Turner. The future of nuclear medicine technology; Are we ready for advanced practice? 2003. *J Nucl Med Technol*. 2000;28:280-286) In addition to experienced and multi-credentialed technologists, currently-enrolled imaging students have expressed a high level of interest in an advanced practice career pathway (Ludwig. Assessing interest for a RA program. *Rad Technol*, 2004;76;73-74).

The proposed MIS program will build on the existing base of practicing radiologic technologists to help address the acute national shortages of qualified radiologists (who are physicians) and the increasing burden on radiologists in Arkansas. Radiologic technologists typically assist the radiologists in performing a wide variety of procedures on patients as part of their clinical practice. The MIS program is designed to meet the expanding need for imaging services as new procedures are developed and as imaging procedures are utilized more extensively in the aging populations of Arkansas and the nation. In response to the growing demand for advanced imaging practitioners, the American Society of Radiologic Technologists (ASRT) has collaborated with the American Registry of Radiologic Technologists (ARRT) and the Society of Nuclear Medicine (SNM) for the development of appropriate educational models and certification examinations. Graduates of the MIS program will be able to perform a wider range of specific procedures than current radiologic technologists based on these educational models and national certification examination requirements.

The 22-month MIS curriculum will use a "competency-based autonomy model" where responsibilities and functions will be defined by clinical competencies integrated with physician interaction and supervision. Education standards delineated in national advanced practice models will be incorporated through a combination of classroom, laboratory, and clinical instruction and utilization of distributed learning technology for instruction. The MIS program will be designed to accommodate multiple educational tracks as the demand for advanced practitioners in specific modalities emerge (*e.g.*, radiology; nuclear medicine; diagnostic medical sonography; fusion imaging, such as positron emission tomography/computed tomography—PET/CT). Core courses will address educational needs for advanced practice across the imaging disciplines, and specific program tracks will focus on specialized areas of imaging expertise.

UAMS and the College of Health Related Professions will provide the classroom, laboratory, and clinical instruction in the delivery of the curriculum.

The Master of Imaging Sciences (MIS) program will be offered through the Department of Imaging and Radiation Sciences. No other similar programs are currently offered in Arkansas. Should the need arise, and if the required resources can be made available, the UAMS may, in the future, seek approval to offer this program through one or more of its Area Health Education Centers (AHEC's).

The first track proposed for this new degree program will be to prepare the Radiologist Assistant (R.A.) for advanced practice in radiology. This track of the MIS program will be housed in the Division of Radiologic Imaging Sciences, one of the five divisions of the CHRP Department of Imaging and Radiation Sciences. These allied health practitioners will work closely with, and under the direct and indirect supervision of radiologists (M.D.s) to provide enhanced patient care and diagnostic services in a variety of urban and rural health care delivery settings as members of existing radiology practice groups. The American College of Radiology (ACR) Council unanimously approved this concept in May, 2003. The American Society of Radiologic Technologists (ASRT) provides the practice standards and curriculum model for the academic preparation of R.A.s.

Candidates for the R.A. program will be certified Radiologic Technologists (R.T.s) experienced in assisting radiologists with fluoroscopic examinations and interventional procedures. As a specialized radiologist extender, the RA will utilize advanced expertise in imaging technology and radiation protection strategies to demonstrate the appropriate anatomical features and diseases that may be present in a patient while applying the lowest possible radiation exposure. The RA will be academically prepared to provide patient services in fluoroscopic and interventional imaging, including preparation of pertinent patient history, and anatomical, physiological, and pathological data, and the images necessary for the radiologist to diagnose an increasing variety of conditions and diseases. Graduates of this track in the MIS program will be eligible to sit for the national Radiologist Assistant credentialing examination available starting in 2005 from the American Registry of Radiologic Technologists (ARRT). Anticipated enrollment in the MIS program is expected to be approximately five students in each year of the two-year program.

The UAMS Radiologic Technology program has been in operation since 1947. At its most recent accreditation review, in April of 2000, the department received full accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The Division of Radiologic Imaging Sciences currently offers a 24-month Associate of Science in Radiologic Technology degree track and a 36-month Bachelor of Science degree track. The 24-month component emphasizes the general learning concentrations of radiographic procedures, patient care, radiographic pathology, radiobiology, and technical image evaluation. Associate of Science degree graduates are eligible to sit for the ARRT examination in radiography. The 36-month Bachelor of Science in Radiologic Technology degree program builds on the foundation of the Associate of Science program with the additional learning concentrations of mammography, computed tomography (CT), magnetic resonance imaging (MRI), or radiographic vascular imaging. Upon completion of the Bachelor of Science program, the graduates may sit for the ARRT advanced certification examination in their areas of specialized study.

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## **University of Arkansas at Monticello**

Associate of Applied Science in General Technology

### Program Summary

The Associate of Applied Science Degree in General Technology will provide students with a general education foundation coupled with technical course work. The proposed degree will enable students to design an individualized program of study to fulfill a unique career goal that cannot be met through the completion of any single technical certificate.

With the approval of the academic advisor or unit head and the Vice Chancellor for Academic Affairs, the student may select courses from one or more technical disciplines and develop a coherent technical program that prepares students for employment in occupational and technical fields.

The proposed degree program, scheduled to begin August 2005, is consistent with the Mission Statement of the University of Arkansas at Monticello.

The proposed curriculum has been developed with input from UAM faculty at the Monticello location, with the goal of enhancing the opportunity for Crossett and McGehee College of Technology students to transfer into a UAM baccalaureate program.

The proposed curriculum will consist of a minimum of 64 semester hours. The courses are designed to fulfill program requirements or prerequisites in the Associate of Applied Science Degree in General Technology at UAM.

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

The objectives of the program include:

- a. To provide students with the general education component required for an associate of applied science degree.
- b. To provide an opportunity for students to complete technical core courses or a technical certificate program needed to complete the associate of applied science degree prior to entering an advanced degree program or direct employment.
- c. To provide students with enhanced knowledge and skills necessary for additional training in other technical disciplines.

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## **University of Central Arkansas**

Bachelor of Science in Middle-level Education at Mid-South Community College

### Program Summary

The University of Central Arkansas proposes to offer its existing Bachelor of Science in Education in Middle Level Education in partnership with Mid-South Community College of MSCC campus. The purpose of the program is to provide the opportunity for West Memphis area citizens interested in a teaching career to earn a Bachelor of Science in Education in Middle Level Education offered by University of Central Arkansas (UCA) on Mid-South Community College (MSCC) campus. The program will be delivered as a 2 + 2 program: the first two years will be offered by MSCC through their Associate of Arts Teaching in Middle Level Education, and the last two years of degree will be offered by UCA in partnership with MSCC. The curriculum, which will be the same as the UCA's on-campus program, meets the licensure requirements for the State of Arkansas.

MSCC has modern campus facilities. The campus has 17 computer labs available for student use, a state-of-the-art distance learning classroom, and a cable channel where video courses are distributed to students.

A Coordinator of the UCA Center for Teaching and Learning at Mid-South Community College, whose office will report directly to the Dean of the College of Education on the Conway campus; will serve as a liaison between MSCC and UCA to facilitate communication between the two institutions. The coordinator is expected to teach in the program and will facilitate the general administration of UCA education programs on the MSCC campus including student advisement, course scheduling, field experience placement, and program assessment.

UCA courses will be delivered onsite and through distance learning. Candidates will have access to resources offered at both campuses including library holdings and data bases located on the MSCC and UCA campus.

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## **University of Central Arkansas**

Master of Science in Nursing at Southeast Arkansas College

### Program Summary

The University of Central Arkansas proposes to offer its existing Master of Science in Nursing (MSN) curriculum through SEARK to students in the Pine Bluff area. The proposed program will allow students to complete UCA's MSN degree on a part-time basis over a four-year period. The current UCA master's curriculum will be offered to students at the SEARK outreach site using equipment already purchased and operational at each academic institution and taught by graduate nursing faculty already employed by UCA. Students in the program at the SEARK site will meet the same admission, progression, and graduation requirements as students on the UCA campus.

The proposed program will build on the outreach program UCA already offers in the Fort Smith and Russellville areas through the University of Arkansas at Fort Smith (UAFS) and Arkansas Tech University (ATU). The same classes offered at these two sites will be offered simultaneously at SEARK. By building on and expanding the resources of UCA and SEARK, the program will allow both institutions to address the critical need for more master's prepared nurses in Arkansas.

The UCA graduate nursing curriculum is current and compliant with accreditation criteria, and no curricular changes will be made for the proposed program. UCA has proven its ability over the past 25 years to meet the need for graduate education. Graduates assume both faculty and clinical positions, thus meeting the needs of the state for nurse educators, advance practice nurses, and nurse administrators. Appendix A contains the degree plan for UCA's MSN degree. Appendix B contains a schedule of courses for the proposed program.

It is estimated that after three years approximately 8 to 13 students will each be enrolled in an average of six credit hours per semester at the SEARK site. This estimate is based on student enrollment in the UCA-UAFS and UCA-ATU outreach sites, which ranges from 20 to 25 students. Each student proceeds through the program at his/her own pace.

Students will travel to Conway once a semester or less often for advisement and for examinations. NURS 6415 Human Assessment and the nurse practitioner clinical courses will not be taught on the SEARK campus because of additional resources these courses require. Students in the clinical nurse specialist/nurse educator track will be able

to obtain all courses for their degree at SEARK with the exception of NURS 6415. Students in the nurse practitioner track will be required to complete three clinical courses at UCA. Tuition and fees charged students will be comparable to those charged at the UAFS and ATU sites.

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## **ADHE**

### **Institutional Certification Advisory Committee**

#### **ITT Technical Institute, Little Rock, Arkansas**

ITT Technical Institute of Little Rock, Arkansas, submitted an application for recertification of the Associate of Applied Science degrees in Information Technology, Computer & Electronic Engineering, and Computer Drafting and Design. ITT Technical Institute of Little Rock is accredited by the Accrediting Council for Independent Colleges and Schools as a branch of ITT Technical Institute, Thornton, Colorado. The Associate of Applied Science degrees are the first two years of the Bachelor of Science degrees which were certified in 2003. ICAC will review the application at the January 11, 2005, quarterly meeting.

#### **University of Phoenix, Phoenix, Arizona**

The University of Phoenix submitted an application for initial certification of the following programs which will be offered via distance delivery: Bachelor of Science in Business additional specializations in Information Systems, Public Administration, Retail Management, and Information Technology/Software Engineering; Master of Business Administration in Human Resources Management, Master of Business Administration in Marketing; Master of Information Systems; and Master of Management in Human Resources Management. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Sixteen other on-line degree programs offered by the University of Phoenix received Arkansas Higher Education Coordinating Board certification in 2003. The application for initial certification will be presented to the ICAC at its January 11, 2005, quarterly meeting.

#### **Tulane University, New Orleans, Louisiana**

The School of Public Health and Tropical Medicine of Tulane University submitted a request for decertification of the Master in Public Health degree program that was offered in Arkansas in cooperation with the University of Arkansas Medical Sciences. No students are currently enrolled in the program in Arkansas. The request for decertification will be presented to the ICAC at its January 11, 2005, quarterly meeting.

### **Revision of ICAC Rules and Regulations**

The ICAC met on October 5, 2004, and voted unanimously to present the Proposed Rules and Regulations of the Institutional Certification Advisory Committee to the Coordinating Board for public hearing on October 21, 2004. The request for Board adoption of the ICAC Rules and Regulations will be considered by the ICAC at its January 11, 2005, quarterly meeting.