

Academic Program Proposals

October 14, 2008

The following is a list of academic program proposals being considered for approval for the October 14, 2008, 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 proposal, click on the following link: www.adhe.edu/pdfs/AA/ProgramProposals-2008-10-October.pdf. Contact ADHE for a copy of the attachments and appendices.

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 **August 15, 2008**.

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.

<http://www.adobe.com>

Arkansas State University—Jonesboro

Certificate in Cardiac Sonography

Program Summary

The Certificate in Cardiac Sonography will require the addition of courses including: Introduction to Cardiac Sonography, Cardiac Sonography, Competency Sonography Lab, and Introduction to Cardiac Conduction and Arrhythmias. The program will provide the skills and knowledge necessary to become registered by the American Registry of Diagnostic Medical Sonographers in Echocardiography. The certificate will not require any additional cost to the University. Current faculty, library resources, facilities, and equipment are sufficient to sustain the program.

Arkansas State University—Jonesboro

Doctor of Philosophy in Educational Leadership

Program Summary

The purpose of this proposal is to recommend that our present Doctor of Education Degree (Ed.D.) undergo a title change to the Doctor of Philosophy Degree (Ph.D.). Before making this recommendation, it seems fitting to provide a brief history of the Ed.D. program at Arkansas State University (ASU). ADHE granted permission in 1992 to both ASU and UALR to offer an Ed.D. in Educational Leadership. The Ed.D. designation, rather than the Ph.D., was politically inspired and proposed as a compromise although the doctorate more closely resembled the Ph.D. With the advent of several new doctoral programs (Ph.D.) in the last few years in Arkansas, it is now appropriate timing to convert to the Ph.D. for several reasons:

- A change in degree designation would be commensurate with the structure and purpose of the present doctorate. Our program has all the elements of a Ph.D. program. Generally what distinguishes a Ph.D. from an Ed.D. program are two factors: (1) the number of credits dedicated to research courses/tools; and (2) the appointment of a faculty committee member outside the college of education. The existing doctorate at ASU has 18 credit hours dedicated to research plus a 12 hour dissertation which is standard practice for a Ph.D. Concerning the second issue, the Center has always required an outside faculty committee member on the examining committee.

- Many of our graduates pursue careers in higher education. Although most hiring institutions do not discriminate between the Ed.D. and Ph.D. in education, we are beginning to sense that the Ph.D. may be favored as the degree of choice in some research institutions for employment purposes. Even if there is in fact no discrimination, many of our students perceive the Ph.D. the more desirable of the two degrees. Therefore, a change in degree designation may be advantageous to our graduates seeking employment in higher education.
- The Ph.D. is the degree of preference for international students since it is traditional and accepted world wide, whereas the Ed.D. is indigenous to the United States. A change in degree title should increase international enrollments and help diversify our student enrollments for the doctoral program.

Since 1992, annual enrollments range from 12–15. The program graduates approximately 80% of those students completing coursework. Enrollment for the 2007–08 academic year is 91. There are a total of 21 graduates for the past three academic years. It is anticipated that enrollment and graduation figures will increase slightly after the conversion to a Ph.D. program.

Pulaski Technical College

Associate of Applied Science in Transportation Facilities Management

Program Summary

This program would prepare students for positions as service managers and/or supervisors in facilities that service the transportation industry. In addition it would provide a means toward upward mobility for technicians working in the transportation fields. Although not a program entrance requirement, the completion of a Technical Certificate in automotive technology, collision repair technology, diesel mechanics, or motorcycle/ATV technology would be required for the completion of the program. The program would require the completion of 36 semester credit hours above those required for the Technical Certificate program and these hours could be completed in two semesters. A total of 63 semester hours would be required for the completion of the program including 15 hours of general education, 27 hours credit for the completion of a Technical Certificate, and 21 hours of management and supervision coursework.

University of Arkansas at Little Rock

Doctor of Philosophy in Criminal Justice

Program Summary

The Department of Criminal Justice, University of Arkansas at Little Rock, proposes a doctoral program in Criminal Justice. The program is created with the goal of increasing the number of doctorally trained graduates in criminal justice to meet increasing demand for academic teaching positions as well as policy and administrative leadership positions in the criminal justice field. Admission to the program will require a master's degree and specific statistics and methodology courses at the master's level. Students in the doctoral program will be guided through an intense, supervised course of study in crime, the causes of criminal behavior, and governmental responses to crime. The program will provide students advanced academic training, strong methodological and statistical skills, and special expertise in the study of crime and justice. Courses will be drawn from existing master's courses in the UALR Department of Criminal Justice and new courses developed to represent a strong doctoral education. All courses will be taught in the classroom or in consultation with individual faculty; none will be taught on-line. Existing courses at the master's level will be enhanced and strengthened to make them appropriate for doctoral students. In addition to the Research Practicum and Dissertation courses, five new courses will be added for this doctoral program. The program will be supported by a strong undergraduate (BA) program and a Master of Arts program that has consistently enrolled about fifty students a year for over three decades. Graduates will understand the complex dynamics of crime and the criminal justice system in the U.S. and demonstrate expertise in research and the analysis of crime.

University of Arkansas at Pine Bluff

Role and Scope Change – Doctor of Philosophy in Aquaculture/Fisheries

Program Summary

The Department of Aquaculture and Fisheries has an established undergraduate program in Fisheries Biology and an M.S. program in Aquaculture/Fisheries. Aquaculture is the cultivation of aquatic organisms under controlled conditions whereas natural fisheries entail the study of fisheries populations in the wild. Aquaculture and fisheries comprise opposite ends of a continuum of management of aquatic environments that represents varying levels of control over the system. Aquaculture scientists develop scientifically sound methods for the culture and farming of aquatic organisms, and fisheries scientists develop scientific information to manage and conserve natural populations of fish. This document is a proposal to add a Doctor of Philosophy degree in Aquaculture/Fisheries to our existing programs to strengthen aquaculture and fisheries work in Arkansas.

This Ph.D. program is rooted in UAPB's expanded mission statement that discusses UAPB's evolving role in the state to develop innovative activities and use technology to help solve problems. While UAPB serves Arkansas and the nation, it has a particular emphasis on the Arkansas Delta and is committed to programs that reflect the needs of the state and region. The University of Arkansas Board of Trustees created Centers of Excellence in areas critical to the state's economic growth and development in 1988. The UAPB Aquaculture/Fisheries Center of Excellence, along with the Poultry Science Center of Excellence at the University of Arkansas at Fayetteville, were some of the first created. The Aquaculture/Fisheries Center has become a nationally and internationally-renowned source of research-based information in the areas of aquaculture and fisheries. The UAPB Aquaculture/Fisheries Center is charged with providing the teaching, research, and extension support to the aquaculture industry and to fisheries managers in the state. Academic programs in aquaculture/fisheries extend theory into practical applications and solutions to problems faced by stakeholders in the state and across the country.

The process of research is fundamentally a process of solving problems. Just as Ph.D. programs in engineering and agriculture train Ph.D. scientists to solve problems through applied science methods, Ph.D. students in aquaculture/fisheries will solve problems of aquaculture and fisheries stakeholders through applied and strategic research. Such a stakeholder-driven basis for developing research and extension programs is fundamental to the mission of land-grant universities. In Arkansas, there are two land-grant universities, the University of Arkansas at Fayetteville and the University of Arkansas at Pine Bluff. The USDA requires that CSREES funding and the state funds required as match for the USDA funds be spent on projects developed through a defined stakeholder-input process. USDA defines stakeholders as those who use agricultural research, extension, and education programs. Stakeholders identified for the Aquaculture/Fisheries Center are the state's aquaculture industry and fisheries resource managers (See Appendix A for the Mission Statement of the Aquaculture/Fisheries Center).

Arkansas plays a unique role in aquaculture/fisheries in the United States. It is the birthplace of warmwater aquaculture in the country, is the second-leading aquaculture-producing state, and is home to many national leaders in aquaculture/fisheries. Aquaculture and fisheries have had significant impacts on the rural economies of the Delta, through the multiplier effects of expenditures in local communities by aquaculture businesses, and through expenditures by anglers who enjoy the excellent recreational fishing opportunities in the Natural State. Advancements in aquaculture production technologies and in understanding and managing the natural fisheries resources of the state have driven the growth and competitiveness of these sectors.

Arkansas is the second-leading aquaculture producing state in the U.S. Arkansas leads the nation in production of bait minnows, Chinese carps, hybrid striped bass fry and fingerlings, largemouth bass foodfish, and is third only to Mississippi in catfish production. The total economic impact of aquaculture in Arkansas exceeded \$1.3 billion in 2005. Much of the economic activity generated by aquaculture is in the Delta region that is characterized by high rates of poverty and unemployment. Recreation creates over \$200 million in direct revenue in the upper Mississippi River and over 3,000 jobs of which 31% is generated by recreational fishing. Appropriate science-based management of these resources will

enhance benefits of the citizens of the state through direct access to the recreational benefits offered and also through the revenue generated through tourism.

The total impact of the UAPB Aquaculture/Fisheries Center has not been measured quantitatively. However, several components of its programs have. A 2002 IMPLAN-based analysis (using data from a survey of the catfish industry in that county) of the economic impact of the catfish industry on Chicot County, Arkansas, demonstrated that the catfish industry in that county alone generated \$384 million in total economic output and 2,665 jobs in addition to \$22 million in tax revenue. Moreover, catfish farming resulted in substantial development and expansion of support businesses that created additional jobs, economic activity and tax revenue. This impact analysis was extended to measure the economic impact of one particular UAPB-AFC extension program, Catfish Yield Verification. The adoption of the new farming techniques extended to catfish farmers through the Catfish Yield Verification program resulted in a reduction in the cost of production by 22%. The resulting total economic benefit was \$67 million. A related study examined efficiency factors on catfish farms in Chicot County, Arkansas. This study determined that the AFC extension services in Chicot County generated about \$3.5 million in cost savings among catfish farms, or about \$1,896 per contact with AFC extension specialist.

The proposed program of study will lead to the Doctor of Philosophy Degree (Ph.D.) in Aquaculture/Fisheries. A student graduating from UAPB with a Ph.D. degree in Aquaculture/Fisheries will be trained comprehensively in the theory and practical application of aquaculture and fisheries sciences. The degree will be awarded in recognition of scholarly achievement that includes successful completion of courses of advanced study, satisfactory completion of preliminary examinations, and defense of a dissertation. The dissertation must address a significant need in aquaculture/fisheries. The program of study requires satisfactory mastery of both subject matter areas as well as the ability to design, implement, analyze, and publish results of research designed to solve stakeholder-identified needs.

Graduates of the UAPB Ph.D. program in Aquaculture/Fisheries will be expected to compete successfully for positions on the faculty of universities with aquaculture and fisheries programs, federal agency positions in research, extension, or policy arenas, in international agencies, and in the private sector. UAPB graduates will be expected to demonstrate the ability to design and carry out productive research and extension programs, and to be skilled in the application of the latest research and educational technologies and techniques.

If approved, 5 students are expected to enroll each year, reaching an expected enrollment of 15 students after the first three years of initiating the program. The degree will require a minimum of 42 credit hours beyond the M.S. degree and a dissertation, approved by the dissertation committee. Each student must complete a minimum of 24 hours of coursework in the Department of Aquaculture and Fisheries. These courses will include aquaculture-related classes in fish health, aquatic animal nutrition, aquaculture engineering, water quality, physiology, and aquaculture economics and marketing and fisheries courses such as fisheries management, population dynamics, stream ecology, ecology of fishes, and management of small impoundments. A Memorandum of Agreement has been signed with the Graduate School of the University of Arkansas for Medical Sciences to allow Ph.D. students from UAPB to enroll in graduate-level courses that add depth to the aquaculture/fisheries coursework offered at UAPB. Students will also take two hours of graduate seminar, at least one hour of a teaching/extension practicum, research and thesis credit hours, and additional advanced coursework in biological, chemical, and social sciences.

Students will be expected to spend a substantial amount of time involved in research and demonstrate the ability to design and conduct high-impact research studies. Students will be engaged in research throughout their tenure in the program, and will enroll in research and thesis credit hours after completing the coursework identified in their plan of study. The program will provide graduate students a strong academic foundation and advanced training in aquaculture/fisheries at the highest level of quality and fully integrated with research ranging from controlled aquaculture to natural fisheries so that graduates are prepared for distinguished careers in academia, industry, or public service.

University of Central Arkansas
Bachelor of Arts in Interdisciplinary Liberal Studies

Program Summary

Traditionally the liberal arts referred to the learning necessary for participation in a free society. If persons were to live together freely they needed to think clearly, and to express themselves effectively in their daily affairs, and so should study such subjects as grammar, rhetoric, poetry, letters (literature), history, logic and philosophy. For this reason, the College of Liberal Arts (the center of a liberal arts education at UCA) continues to develop various disciplines in the humanities, the social sciences, and interdisciplinary areas of study that combine the insights and perspectives of several different disciplines, to focus on the deliberate cultivation of the arts of inquiry, and to expand the power to communicate and reason. This degree program furthers the core aims and interests of the College of Liberal Arts. Besides these ideals of education for responsible and enlightened citizenship, it is well-established that a liberal arts education is excellent preparation for many professional fields.

Our program opens up two opportunities for study not currently available to students at UCA. Building on an explicit core of liberal studies (21 hours), this program will provide an opportunity for students to pursue a course of study that emphasizes a specific area of interdisciplinary liberal arts inquiry or to design an individualized focus of interdisciplinary study consistent with the principles of a liberal education. Students will pursue a program of study not available through any single discipline in the College of Liberal Arts, or any college, at UCA. This degree program will offer a core set of courses for all students, and two different focus alternatives: (1) a formally structured interdisciplinary focus, currently Anthropology, Asian Studies, Gender Studies, Latin American Studies, or Southern and Arkansas Studies. (Others may be added as proposed.) (2) An individual student-faculty designed interdisciplinary focus. The first focus essentially takes extant interdisciplinary minors and allows students to pursue them as liberal studies focuses. The second focus creates a unique opportunity for motivated students to develop a specialized interdisciplinary area of study in conjunction with a faculty mentor.

Upon completion of the program students will have a firm grasp of the core areas that constitute the liberal arts as a broad field of human inquiry and a mastery of a specific interdisciplinary focus in the liberal arts. The unifying course in the core, "History and Principles of Liberal Arts," focuses on this liberal arts perspective as well as the following three central objectives of the liberal studies core as a whole. First and foremost is the development of powers of reasoning. Students will be able to analyze, synthesize, and evaluate perspectives and arguments; they will have the basic skills of historical research; they will not simply know things but know how things are known. Core courses that contribute to this goal are "Introduction to Historical Research," "Logic," and the liberal arts course. Second, they will have an ability to see themselves as "citizens of the world;" they will not only know their own cultural context but have a multi-cultural competence. Core courses that contribute to this goal are courses in geography, politics, world languages, and society and culture. Third, students will be able to place themselves in another person's perspective; they will be intelligent readers of the stories of others; they will have the narrative imagination and empathetic capacity that is vital to our capacity for ethical discernment and deliberation. Core courses contributing to this goal are world language and literature and society and culture courses. Although cognitive skills, imaginative vision, and wide knowledge are central to liberal studies, liberal studies at its best transforms individuals by developing greater autonomy, empathy, humility, tolerance and adaptability. Liberal studies, like other liberal arts degree programs, contributes to responsible citizenship, productive work life, and personal satisfaction.

Institutional Certification Advisory Committee (ICAC)

The following applications for certification will be reviewed by ADHE for possible consideration at the September 2008 ICAC quarterly meeting.

Bryan College, Rogers, Arkansas

Recertification

- Associate of Applied Science in Business Administration and Management
- Associate of Applied Science in Computer Information Systems Networking
- Associate of Applied Science in Medical Assistant
- Associate of Applied Science in Exercise Specialist

Ecclesia College, Springdale, Arkansas

Initial Certification

- Bachelor of Science in Organizational Communication
- Bachelor of Science in Sport Management
- Bachelor of Science in Emergency Management

Recertification

- Associate of General Studies
- Bachelor of Science in Business Administration

Regis University, Denver, Colorado

Decertification-Online

- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Computer Networking
- Bachelor of Science in Marketing
- Bachelor of Science in Public Administration
- Bachelor of Science in Computer Information Technology
- Master in Non-Profit Management
- Master of Science in Organization Leadership
- Master of Science in Software Information Systems

Recertification-Online

- Bachelor of Science Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Networking
- Bachelor of Science in Finance
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Nursing (RN-BSN completion)
- Master of Business Administration
- Master of Science in Nursing
- Doctor of Physical Therapy-Transition
- Master of Education

Initial Certification - Online

- Master of Science in Accounting
- Master of Science in Criminology

Remington, Little Rock, Arkansas

Initial Certification

- Associate of Applied Science in Paralegal

University of Phoenix-Online

Initial Certification

- Doctor of Philosophy in Higher Education Administration

University of Phoenix, Texarkana, Arkansas
Initial Certification
Bachelor of Science in Business

Walden University, Minneapolis, Minnesota
Initial Certification-Online
Master of Science in Software Engineering
Master of Science in Systems Engineering
Doctor of Education in Education
Doctor of Philosophy in Education

Pending Review by Arkansas Department of Education

Graceland University, Independence, Missouri
Initial Certification-Online
Master of Education in Mild/Moderate Special Education

Grand Canyon, Phoenix, Arizona
Initial Certification-Online
Master of Special Education
Master of Education Teaching English to Speakers of Other Languages
Master of Education in Curriculum and Instruction/Reading

University of Phoenix-Online
Bachelor of Science in Education in Elementary Education
Master of Arts in Education/Special Education, Cross Categorical
Master of Arts in Education/Administration & Supervision
Master of Arts in Education/Adult Education & Training
Master of Arts in Education/Curriculum & Instruction
Master of Arts in Education/Curriculum & Instruction/Computer Education
Master of Arts in Education/Early Childhood Education
Master of Arts in Education/Elementary Teacher Education
Master of Arts in Education/Secondary Teacher Education
Master of Arts in Education/Curriculum & Instruction/English & Language Arts

Walden University, Minneapolis, Minnesota
Initial Certification-Online
Master of Science in Education

William Woods University, Fulton, Missouri
Initial Certification-Online
Master of Education in Administration
Master of Education in Elementary Education
Master of Education in Secondary Education
Master of Education in Special Education Director
Specialist of Education in Administration
Specialist of Education in Curriculum Leadership

Pending Review by Arkansas State Board of Nursing

Chamberlain College of Nursing, Chicago, Illinois
Initial Certification-Online
Associate of Science in Nursing
Bachelor of Science in Nursing

Excelsior College, Albany, New York

Initial Certification

Associate in Science Nursing

Associate in Applied Science in Nursing

Walden University, Minneapolis, Minnesota

Master of Science in Nursing

Pending Review by Arkansas State Board of Counseling

Walden University, Minneapolis, Minnesota

Master of Science in Mental Health Counseling