

Academic Program Proposals for January 26, 2024

The following is a list of academic program proposals being reviewed for possible consideration for approval at the January 26, 2024, Arkansas Higher Education Coordinating Board meeting. The summary contents are subject to change. The finalized version of the summaries will be available in the board book.

The institution's name, program title, and program summary are listed below. Contact ADHE for a copy of the proposals.

If you have concerns, objections, questions, or comments concerning a specific proposal, please send them to **Mason Campbell, Assistant Commissioner of Academic Affairs** (mason.campbell@adhe.edu) no later than January 1, 2024.

ARKANSAS TECH UNIVERSITY (ATU) MASTER OF MUSIC IN MUSIC EDUCATION

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Master of Music in Music Education, effective Summer 2024. ATU is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The Arkansas Tech University Board of Trustees approved the program on October 19, 2023.

Program Description

The proposed self-paced, 100% online Master of Music in Music Education program is designed to allow currently employed music educators to further their education, while maintaining employment in their current K-12 teaching position. The proposed program reflects a practice-oriented curriculum emphasizing the extension of specialized performance and pedagogy competencies for music teachers.

The program has been designed to use the strengths of the current music department faculty. Therefore, no additional costs for faculty, resources, and equipment are anticipated.

Program Need

The proposed program will provide additional graduate study and professional development opportunities in music education to currently employed public school music educators. Based on the workforce analysis provided to ATU by ADHE, a continued need for new art, drama, and music teachers in Northwest Arkansas and the Arkansas River Valley exists. Since the proposed program is 100% online, potential students from the entire state of Arkansas and surrounding states make this new degree program necessary and viable.

ATU became aware of the need for such a program by speaking to K-12 music educators at the state music conference and during recruitment visits to the public schools. Many current music teachers expressed an interest in a program such as this.

Program Cost

The Master of Music in Music Education program will utilize existing resources, facilities, and faculty. The only anticipated costs are a \$4,200 annual release/overload for the Program Coordinator and accreditation membership dues totaling \$2,272 for both the undergraduate and graduate music programs.

The proposed program will be funded by tuition and fees.

Program Duplication

Arkansas State University (ASU) also offers a Master of Music in Music Education (MME) program. The proposed MME at ATU differs from the existing program at ASU in the modality in which it is offered, completely online.

A Master of Music (MM) degree is offered at the University of Arkansas at Fayetteville, University of Central Arkansas, and Arkansas State University.

ADHE received a formal objection to the proposed program from the University of Central Arkansas on July 11, 2023. ATU provided a formal response to the objection on July 16, 2023. Both letters are included at the end of this summary.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Interpret research results and use that information to refine their curriculum and pedagogical approaches.
2. Develop a curriculum map.
3. Develop assessment methods that will accurately measure student achievement.
4. Identify and use appropriate pedagogical resources and approaches for use in lessons or the classroom.
5. Demonstrate an advanced level of technical skill on an instrument or voice.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2024 - 2025	5	
2025 - 2026	9	
2026 - 2027	8	5
2027 - 2028		9
2028 - 2029		13

Program Curriculum

GEN xxx3 Any elective (3 hours)

MUS 6002 Applied Music

MUS 6013 Introduction to Music Education Research

MUS 6023 Music Curriculum & Assessment

MUS 6032 Contemporary Issues in Music Education

MUS 6042 Applied Music Pedagogy

MUS 6103 Graduate Capstone Project

MUS 6203 Topics in Music Theory and Analysis

MUS 6303 Topics in Music History

MUS xxx2 Music Elective (Complete 6 hours)

Italics = New Courses



July 11, 2023

Dr. Jeffrey Bright, Chair
Department of Music
Witherspoon Hall 107
407 West Q Street
Arkansas Tech University Russellville AR 72801

Dr. Bright,

In the most respectful collegial spirit, the Department of Music, College of Arts, Humanities, and Social Sciences, and the University of Central Arkansas registers its concerns in response to Arkansas Tech University's proposed Master of Music in Music Education (MMME) degree.

As the UCA Department of Music already offers the NASM-approved Master of Music in Music Education, this proposal would unnecessarily duplicate an existing program in close proximity to ATU.

UCA currently has an enrollment of approximately 200 undergraduate music majors, 50+ music minors, and approximately 45 graduate students. The graduate students are enrolled in the MMME, MM Performance, MM Conducting, and MM Music Theory. Since 2017, UCA has graduated 50 students with the MM, 17 of whom have received the MMME. An additional 20 students have graduated with the Graduate Certificate. During that same time period, we have graduated over 150 students with various degrees in music.

The ancillary areas of study in the proposed program – graduate level performance, history and pedagogy – are already offered in UCA's other master's programs of study: Graduate Certificate in Music Performance; MMME; MM-Performance; MM-Music Theory; MM Conducting – Winds, Choral, and Orchestral.

Therefore, we question the need for an additional MMME, whether face to face or fully online, in the State of Arkansas. I am open to further conversation.

Thank you,

A handwritten signature in blue ink that reads "Patricia S. Poulter".

Patricia S. Poulter, Ed.D.
Provost and Executive Vice President for Academic Affairs

Cc:

Dr. Julie Furst-Bowe, Interim Provost, Arkansas Tech University
Mr. Mason Campbell, Chief Academic Office, Arkansas Division of Higher Education

July 16, 2023

Dr. Patricia Poulter, Provost and Executive Vice President for Academic Affairs
University of Central Arkansas
Wingo Hall 213
201 Donaghey Ave.
Conway, AR 72035

Dear Dr. Poulter,

Thank you for your letter expressing your concerns regarding Arkansas Tech University's proposed Master of Music in Music Education degree. We appreciate the respectful and collegial spirit in which your concerns have been raised, and we welcome the opportunity to address them.

Firstly, I would like to assure you that the ATU music department faculty thoroughly considered existing regional programs to avoid unnecessary duplication. Our intention was never to replicate the programs already offered by the University of Central Arkansas or any other institution in the state. However, based on feedback we have received from public school music teachers, we felt there was a need for an online Master of Music Education program that specifically caters to the needs and demands of music educators in our region.


While we acknowledge that UCA already offers the NASM-approved Master of Music in Music Education program, it is important to note that our proposal has distinct features and advantages that differentiate it from existing programs in the state. The focus of our program is to provide a comprehensive online curriculum that allows students to specifically tailor their program of study to meet their career objectives. We believe this approach will offer a unique learning experience and contribute to the professional development of music teachers in the state.

Additionally, we understand your concerns about potential competition and the duplication of resources. However, it is worth mentioning that our program is designed not only for in-state students but also for out-of-state students. By offering the same tuition rate for both in-state and out-of-state students, we aim to expand our market and attract music educators from across the country. This expansion will allow us to leverage our expertise and resources to benefit a broader community of music educators and contribute to the field on a national level.

We genuinely value the collaborative spirit among institutions in Arkansas and recognize the importance of minimizing duplication. Therefore, we would be more than willing to engage in further conversation with you and other relevant stakeholders to explore potential areas of collaboration and ensure that our programs complement each other rather than duplicating efforts.

Thank you once again for expressing your concerns and bringing them to our attention. We believe that through open dialogue and collaboration, we can find ways to enhance the quality of music education in Arkansas while respecting each institution's unique offerings and expertise.

Sincerely,



Dr. Jeff Bright, Chair
Department of Music
Arkansas Tech University

ARKANSAS TECH UNIVERSITY (ATU)
MASTER OF SCIENCE IN COUNSELING

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Master of Science in Counseling, effective Summer 2024. ATU is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The Arkansas Tech University Board of Trustees approved the program on June 15, 2023.

Program Description

The proposed, 60 credit-hour Master of Science in Counseling provides graduate-level instruction in counseling theory, individual and group facilitation skills, psychopharmacologic and psychiatric rehabilitation, research and assessment competencies, ethics, evidence-based decision making, diversity, equity, inclusion and social justice practices. Additionally, students are required to complete a 100 clock-hour preprofessional practicum with 40 direct client contact hours and a 600 clock-hour pre-professional internship with 240 direct client contact hours.

This multidisciplinary program provides two tracks where enrolled students could specialize in either Rehabilitation or Clinical Mental Health Counseling. Instruction would be provided in a hybrid flexible (hy-flex) modality. A strategically designed curriculum ensures graduates would be eligible for Arkansas state licensure and/or certification as a Rehabilitation Counselor via the Commission on Rehabilitation Counselor Certification (CRCC).

Existing facilities and equipment used by the undergraduate Rehabilitation Science program will be utilized by the proposed program. One full-time Fieldwork Coordinator and one full-time tenure track professor will be hired. The department's current Administrative Assistant will be upgraded to a level III from level II to support the increase in job duties. Additional resources and professional development opportunities will be acquired.

Program Need

The proposed Master of Science in Counseling program will address local, regional, and national needs for clinical mental health counseling and rehabilitation counseling providers who are licensed in their state of practice and/or nationally certified.

Through the undergraduate Rehabilitation Science program's Advisory Board, the institution became aware of this need from providers in the area, undergraduate student interest, and anecdotal evidence collected throughout the state of Arkansas and its contiguous states regarding the growing size of caseloads for counseling professionals and number of open positions remaining to be filled. Recent workforce analysis forecasts an increase of 1.9% in annual growth for mental health counselors while annual growth for rehabilitation counselors remains constant. This analysis projects

more than 3,500 mental health counselor positions and over 300 rehabilitation counselor positions will need to be filled over the next 10 years. Many regional and local employers/organizations expressed an interest in additional training, bridge programs between established programs at ATU, and continuing education opportunities.

Program Cost

The proposed graduate Counseling program will be housed in the existing Kinesiology and Rehabilitation Department and share facilities and equipment with the undergraduate Rehabilitation Science program. Two full-time positions, a Fieldwork Coordinator and tenure track faculty member, will be hired as well as an advancement for the existing Administrative Assistant to a level III are planned prior to implementation.

Anticipated new costs total \$28,761 for the first year, or \$86,283 for the first three years. These costs include library and instructional resources, one graduate teaching assistant, professional development, and the salary increase for the Administrative Assistant.

The proposed program will be funded by tuition and fees.

Program Duplication

The University of Arkansas at Fayetteville offers a Master of Science in Counseling program while the University of Arkansas at Little Rock offers a Master of Arts in Counseling. Henderson State University, Southern Arkansas University Magnolia, and the University of Central Arkansas offer a Master of Science in Mental Health Counseling.

ADHE received an objection to the offering of the proposed program from the University of Arkansas at Fayetteville.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.
2. Comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge.
3. Demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with.
4. Successfully model practices that affirm the diversity of all clientele.
5. Successful in various roles as clinical professionals.

6. Serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations.
7. Engage with families and community members to form collaborative relationships.
8. Competently obtain, evaluate, and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.
9. Knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality).
10. Serve as informed advocates for clients, their support systems, and for responsive clinical practices.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2024 - 2025	15	
2025 - 2026	15	
2026 - 2027	15	15
2027 - 2028		15
2028 - 2029		15

Program Curriculum

Rehabilitation Counseling Track

EDFD 6003	Educational Research
CNSL 5233	<i>Diversity and Inclusion in Human Services Settings</i>
CNSL 5223	<i>Ethics and Professional Development</i>
CNSL 5163	<i>Foundations of Substance Abuse</i>
CNSL 6123	<i>Counseling Theories</i>
CNSL 5243	<i>Psychopathology</i>
CNSL 6204	<i>Counseling Skills</i>
CNSL 5003	<i>Medical and Psychosocial Aspects of Disability</i>
CNSL 6803	<i>Psychopharmacology and the Counseling Profession</i>
CNSL 6223	<i>Family and Relationship Counseling: Theories and Techniques</i>
CNSL 6013	<i>Vocational Rehabilitation</i>
COUN 6213	Developmental Counseling - Theory and Application
CNSL 6823	<i>Advanced Case Management Strategies for Counseling</i>
CNSL 6023	<i>Assessment in Counseling Environments</i>
CNSL 6233	<i>Theories and Techniques of Group Counseling</i>
CNSL 6973	<i>Practicum in Counseling</i>
CNSL 6981	<i>Internship in Counseling</i>
CNSL 6991	<i>Thesis Research (5 credit hours) OR</i>
5 credit hours of graduate electives	
<i>Italics = New Courses</i>	

Clinical Mental Health Track

COUN 6213	Developmental Counseling - Theory and Application
CNSL 5233	<i>Diversity and Inclusion in Human Services Settings</i>
CNSL 5223	<i>Ethics and Professional Development</i>
CNSL 5163	<i>Foundations of Substance Abuse</i>
CNSL 6123	<i>Counseling Theories</i>
CNSL 5243	<i>Psychopathology</i>
CNSL 6204	<i>Counseling Skills</i>
CNSL 6163	<i>Addictions Diagnosis and Treatment Strategies</i>
CNSL 6803	<i>Psychopharmacology and the Counseling Profession</i>
CNSL 6223	<i>Family and Relationship Counseling: Theories and Techniques</i>
CNSL 6013	<i>Vocational Rehabilitation</i>
EDFD 6003	Educational Research
CNSL 6823	<i>Advanced Case Management Strategies for Counseling</i>
CNSL 6023	<i>Assessment in Counseling Environments</i>
CNSL 6233	<i>Theories and Techniques of Group Counseling</i>
CNSL 6973	<i>Practicum in Counseling</i>
CNSL 6981	<i>Internship in Counseling</i>
CNSL 6991	<i>Thesis Research (5 credit hours) OR</i>

5 credit hours of graduate electives

Italics = New Courses

UA Fayetteville Objection

ADHE Academic Affairs,

Please see the below comment regarding the proposal from Arkansas Tech University for the MS degree in Counseling. Please let me know if you have any questions.

Thank you,
Jim Gigantino
Vice Provost for Academic
Affairs Professor of History
University of Arkansas

The University of Arkansas-Fayetteville has seen the proposal from Arkansas Tech University concerning their proposed MS degree in Counseling with tracks in Rehabilitation and Clinical Mental Health Counseling. Our University has an identical program, offering an MS degree in Counseling with concentrations in Clinical Mental Health, Rehabilitation, and School Counseling.

While we have strong student demand for our concentration in Clinical Mental Health Counseling, our experience with the Rehabilitation Counseling concentration is the opposite. Since the beginning of the COVID pandemic, rehabilitation counseling programs nationally have seen a 25% reduction in applicants. This national downturn in applications is despite both strong industry demand as the Arkansas Tech proposal articulates for these positions as well as strong support from the US Department of Education. The University of Arkansas has had twelve US Department of Education training grants, totaling \$11 million since 2002.

These federal training grants pay the full tuition and fees for graduate rehabilitation students but even with fully paid tuition, our program for Fall 2023 was able to recruit only seven new students for the fall semester despite having eleven grant funded traineeships available. This is despite the University's program being fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and being ranked 19th nationally for rehabilitation counseling by US News and World Reports.

The University of Arkansas is concerned about declining student interest nationally for this concentration in this degree program as well as regionally since half of UAF students are recruited from the ATU undergraduate program. This could result in under-enrollment in one or both program concentrations between the two institutions. Data on number of degrees awarded in this concentration for last five years is below. Please note that rehabilitation was a separate degree program and merged into the counseling degree program as a concentration starting in 2019 though students were allowed to complete that degree through 2021.

Graduates in Rehabilitation MS or Counseling MS with Concentration in Rehabilitation

2018: 7

2019: 15

2020: 11

2021: 3

2022: 7

ATU Response to UAF

From: Julie Furst-Bowe <jfurstbowe@atu.edu>

Sent: Thursday, July 13, 2023 10:47 AM

To: Mason Campbell (ADHE) <Mason.Campbell@adhe.edu>

Cc: Julie Furst-Bowe <jfurstbowe@atu.edu>

Subject: FW: UAF Comment on Arkansas Tech University MS Degree in Counseling

Dear Mason,

Below is the response our faculty drafted in response to the email from the University of Arkansas. The data appears to indicate that there is adequate demand for additional counseling programs in the area, the state and beyond. Please let me know if I should send this to Dr. Gigantino or if you would like to discuss further.

Thank you, Julie

The proposed Master's degree in Counseling at Arkansas Tech University is necessary for the following reasons:

The proposed program is constructed in a way that it is hybrid in nature. Several classes will be available in completely online modality while several others will be offered in hybrid-flexibility (hy-flex) modalities. The hy-flex delivery allows for students to attend either synchronously or asynchronously, and either in-person or online. Although there will be some courses that students will need to attend in-person with no online option, this flexible delivery of the program as a whole makes the program unique compared to the programs offered at University of Arkansas – Fayetteville (primarily in person) and University of Arkansas - Little Rock (online).

Further, the proposed program offers an option to enrolled students to either successfully pass the Certified Rehabilitation Counselor (CRC) exam or to complete thesis research as their final capstone or comprehensive academic exercise. When analyzing the programs at Arkansas State University (Jonesboro; Ed.S. in Clinical Mental Health Counseling), Harding University (Searcy; M.S. in Clinical Mental Health Counseling), Henderson State University (Arkadelphia; M.S. in Clinical Mental Health Counseling), the University of Arkansas (Fayetteville; M.S. in Clinical Mental Health Counseling and M.S. in Rehabilitation Counseling), and the University of Arkansas (Little Rock; M.A. in Clinical Mental Health Counseling, M.A. in Clinical Rehabilitation, and M.A. in Traditional Rehabilitation Counseling), three require a comprehensive exam for at least one of the programs offered (in the event that multiple are offered at a single institution), only one has the option of completing a master's level thesis, and none provide the option of successfully completing a certifying exam (i.e., CRC or National Counselor Examination). The options provided by the proposed program at Arkansas Tech University guarantees that a student will either have a credential or have completed their own research prior to graduation.

ATU is seated within Pope County. According to the Arkansas Mental Health Professional Shortage Areas (HPSA) map (attached), published by the Arkansas Department of Health (2017), there is significant need for mental health clinicians not only in Pope County but in all of its contiguous counties as well (i.e., Conway, Yell, Logan, Johnson, Van Buren, Searcy and Newton). The associated Health Professional Shortage Areas scores are calculated through the analysis of population-to-provider ratio, percent of

population below 100% of the federal poverty level, the youth ratio (those under the age of 18), the elderly ratio (those over the age of 65), the prevalence of alcohol abuse, the prevalence of substance abuse, and the travel time to the nearest source of care outside of the HPSA designation area. Mental health HPSAs can receive a score between 0-25, with the higher scores indicating greater need. Seven of the eight counties, including Pope, score within the highest category (18-25) and the remaining contiguous county (Van Buren) scores within the second highest category (15-17). The proposed program would directly feed clinical mental health clinicians back into these areas, addressing these underserved areas.

ATU has a successful history of undergraduate programs in this area as well as the faculty, facilities and other resources required to offer this graduate program. Several current students as well as alumni are interested in continuing their professional studies at ATU. ATU also offers accelerated bachelor's to master's programs which would allow undergraduate students to begin this degree while still enrolled in an undergraduate program.

Finally, this program would also address needs beyond central Arkansas. In the June meeting of the Arkansas Tech University Board of Trustees, a proposal was approved to offer resident tuition to ALL graduate students in all graduate programs. This new tuition rate guarantees in-state tuition to all graduate students and expands ATU's recruitment opportunities beyond the region, state and nation.

Attached are results from the Rehabilitation Science undergraduate survey inquiring as to interest in attending a Counseling program at Arkansas Tech University. Also attached are three letters of support from Friendship Community Cares and Arisa Health. We are happy to provide additional letters of support for the proposed program.

OZARKA COLLEGE (OZC)
TECHNICAL CERTIFICATE IN SKILLED TRADES

The administration and Board of Trustees of Ozarka College (OZC) request approval to offer the Technical Certificate in Skilled Trades, effective Fall 2024. Ozarka College is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The Ozarka College Board of Trustees approved the program on September 25, 2023.

Program Description

The proposed, 30 credit-hour Technical Certificate in Skilled Trades incorporates basic skills in HVAC, Electrical, Plumbing, and General Construction. It is designed to help students become more qualified for entry-level positions in the above-mentioned areas, thus giving them a competitive advantage. The program will help expand the strategic initiatives of the Ozarka College by providing a robust variety of job-ready training opportunities that meet the needs of the College's educational and industry partners in its communities.

The Technical Certificate in Skilled Trades offers two embedded credentials, a 15 credit-hour Certificate of Proficiency in Basic Construction and HVAC and a 15 credit-hour Certificate of Proficiency in Basic Electrical and Plumbing. This program is designed to provide students not only with entry-level skills in the Skilled Trades, but also provide hours toward Related Training Instruction for apprenticeships. Four different pathways to completion have been created, for both high school students and traditional students, that will aid in ensuring accessibility and long-term sustainability. These pathways will provide high school students with job-ready training upon graduation, traditional students a new career opportunity, and those already employed additional training.

The proposed program will require one new, fulltime faculty member. Facility renovations and new equipment and consumable supply expenses are projected. Funding for the program will be provided, in part, by the Office of Skills Development and by planned a capital campaign.

Program Need

Based on the workforce analysis provided to Ozarka College by ADHE, the average annual percentage of change in housing construction has increased 5.9% over the past five years, residential plumbing and HVAC contractors have increased 7.5%, while residential electrical contractors have increased by 3.3%. When looking at a 10-year forecast for employment demand, these same occupational fields do not show significant growth. However, the large number of exits and transfers from the professions leaves an employment gap that will need to be filled.

Numerous local employers were surveyed about current demand and job availability. Each company surveyed had 1-3 positions currently open for job titles relevant to the proposed program. One employer had open job postings for six electrical and 14 plumbing positions and anticipated hiring 17-30 within the next 2-5 years.

Program Cost

One full-time faculty member will be hired to teach in the proposed Technical Certificate in Skilled Trades program with an anticipated salary of \$51,000. One-time building renovation costs of \$100,000 and new equipment costs of \$199,000 have been budgeted. Other projected expenses for faculty development, consumable supplies, and upkeep will also be incurred.

Ozarka College has received funding through the Office of Skills Development for \$193,000. Upon the approval of the program, a capital campaign in the Stone County area will begin to aid in the covering of the remaining expenses.

Continual support of the proposed program will be funded through tuition and fees.

Program Duplication

Institutions offering similar programs and their distance from Ozarka College are Arkansas Northeastern College (144 miles), Arkansas State University Three Rivers (166 miles), North Arkansas College (90 miles), Phillips Community College of the UA (163 miles), and UA Community College at Morrilton (100 miles).

The closest institution offering a similar program is UA Community College Batesville is 30 miles from Ozarka College. However, the proposed program differs in that it provides students with an overview of all related construction fields and offers a more expansive exposure to skill sets.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Demonstrate knowledge of safety in the construction environment.
2. Demonstrate the use of tools used in various construction trades.
3. Demonstrate basic knowledge and skill in plumbing, HVAC, and electrical trades.
4. Earn EPA, OSHA10, and Arkansas Future Fit certifications.

Program Enrollment and Graduation Projections*

Academic Year	Projected Enrollment	Projected Graduates
2024 - 2025	13 (6 traditional)	5
2025 - 2026	17 (8 traditional)	12
2026 - 2027	21 (10 traditional)	16
2027 - 2028	25 (12 traditional)	20
2028 - 2029	27 (15 traditional)	22

* These numbers are based on both high school and traditional student enrollment. High school students will take two years to complete, and regular students will complete in one year.

Program Curriculum

Technical Certificate in Skilled Trades

SKTR 1003	Introduction to Skilled Trades
<i>SKTR 1026</i>	<i>Introduction to Air Conditioning</i>
<i>SKTR 1016</i>	<i>Introduction to Construction w/Lab</i>
<i>SKTR 1036</i>	<i>Basic Electrical Circuits w/Lab</i>
<i>SKTR 1046</i>	<i>Basic Plumbing w/Lab</i>
<i>SKTR 1013</i>	<i>Internship</i>

Italics = New Courses

Certificate of Proficiency in Basic Construction and HVAC

SKTR 1003	Introduction to Skilled Trades
<i>SKTR 1026</i>	<i>Introduction to Air Conditioning</i>
<i>SKTR 1016</i>	<i>Introduction to Construction w/Lab</i>

Italics = New Courses

Certificate of Proficiency in Basic Electrical and Plumbing

<i>SKTR 1036</i>	<i>Basic Electrical Circuits w/Lab</i>
<i>SKTR 1046</i>	<i>Basic Plumbing w/Lab</i>
<i>SKTR 1013</i>	<i>Internship</i>

Italics = New Courses

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE RICH MOUNTAIN (UACCRM) CERTIFICATE OF PROFICIENCY AND TECHNICAL CERTIFICATE IN AUTOMOTIVE/DIESEL MECHANICS

The administration and Board of Trustees of University of Arkansas Community College Rich Mountain (UACCRM) request approval to offer the Technical Certificate and Certificate of Proficiency in Automotive/Diesel Mechanics, effective Fall 2024. The University of Arkansas Community College Rich Mountain is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The University of Arkansas System Board of Trustees approved the program on November 15, 2023.

Program Description

The proposed program intends to provide the necessary education and skills training for a student to gain employment in the area of automotive/diesel mechanics. This program will offer students two credentials, an 8-12 credit-hour Certificate of Proficiency and a 31 credit-hour Technical Certificate in Automotive/Diesel Mechanics. The embedded

structure of this curriculum is designed to encourage employment at the earliest opportunity possible. The proposed program will also be incorporated in the career center offerings for concurrent students.

UACCRM plans to hire one new faculty member and purchase additional instructional equipment, all to be covered by grant funding.

Program Need

Several local employers expressed interest in the creation of the Automotive/Diesel Mechanic program given that the College recently began offering a noncredit commercial driving truck driving program. Many of these employers have a current need to fill positions requiring vehicle/truck maintenance and repair.

Due to retirements and exits in this field, local need has increased. Currently, a patron needing car repair at a local shop may have a two week wait before an opening arises.

Program Cost

A Regional Workforce Grant of \$394,000 funded the new facility and equipment necessary to support the proposed program. Additional program equipment will be needed upon approval at an anticipated cost of \$50,000 the first year and \$10,000 for the following two years. UACCRM plans to apply for Perkins funding to help cover these costs. The College will hire one full-time faculty member and incur costs associated with future professional development.

Program Duplication

Arkansas State University Mid-South and Cossatot Community College of the University of Arkansas offer a similar program.

Program Learning Outcomes

Upon successful completion, a student will be able to:

1. Diagnose automotive/diesel malfunctions using computerized systems.
2. Diagnose, inspect, measure and repair disc and drum brake systems.
3. Diagnose, repair, and adjust steering systems and have basic knowledge of wheels, tires, and bearings.
4. Understand, diagnose, and repair climate controls including air conditioning systems.
5. Inspect, diagnose, and service cooling systems.
6. Perform cylinder head inspections, and diagnose and repair valve trains, engine blocks, and transmissions.
7. Test engine performance and engine ignition systems, as well as diagnosis and repair of fuel, air induction, and exhaust systems.
8. Read, understand, and use manufacturers service manuals.
9. Diagnose and repair automotive/diesel electrical systems including lighting, ignition, sound and warning systems.

10. Understand and practice safety guidelines expected by OSHA; and behave in a professional manner.
11. Communicate effectively in writing and oral communication related to shop work and the public.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2024 - 2025	10	7
2025 - 2026	25 (15 concurrent)	18
2026 - 2027	40 (30 concurrent)	28
2027 - 2028	40 (30 concurrent)	28
2028 - 2029	40 (30 concurrent)	28

Program Curriculum

Certificate of Proficiency in Automotive/Diesel Mechanics

Choose one of the following options:

1. Brakes, Suspension and Steering
ADST 1004 Brake Systems
ADST 1704 Steering and Suspension
2. Electrical Systems and Engine Performance
ADST 2206 Engine Performance
ADST 1406 Electrical Systems
3. Engine Repair and Climate Control
ADST 1304 Engine Repair
ADST 1104 Climate Control

Italics = New Courses

Technical Certificate in Automotive/Diesel Mechanics

ADST 1004 Brake Systems
ADST 1004 Climate Controls
ADST 1082 OSHA Regulations and Professional Conduct
ADST 1304 Engine Repair
ADST 1406 Electrical/Electronic Systems
ADST 1704 Powertrains/Steering/Suspension
ADST 2206 Engine Performance

Italics = New Courses

UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE RICH MOUNTAIN (UACCRM) TECHNICAL CERTIFICATE IN PARAMEDIC

The administration and Board of Trustees of University of Arkansas Community College Rich Mountain (UACCRM) request approval to offer the Technical Certificate in Paramedic, effective Fall 2024. The University of Arkansas Community College Rich Mountain is accredited by the Higher Learning Commission and the proposed program is within the role and scope established for the institution. The University of Arkansas System Board of Trustees approved the program on November 15, 2023.

Program Description

The proposed Technical Certificate in Paramedic will train professionals to provide advanced emergency medical care for patients in need of emergent treatment. The certificate program will prepare students with the complex knowledge and skills needed to provide all stages of patient care to link the patient at the scene of an incident with the nearest medical center.

The 40 credit-hour Technical Certificate in Paramedic will build upon the University of Arkansas Rich Mountain's growing allied health program. It will utilize existing resources, like the new Emergency Medical Technician ambulance simulator and classroom. The proposed program will require instructional investments in faculty, cost of medical supplies and course materials, and marketing costs.

The Technical Certificate in Paramedic will attract both traditional and non-traditional students. For students who have earned a Certificate of Proficiency in Emergency Medical Technician, this program will allow them to continue their education and pursue advanced training.

Program Need

Communities in western Arkansas rely heavily on volunteer fire departments. These volunteers often seek further training as a Paramedic to better serve the communities in which they serve. Additionally, with the expansion of the tourist industry, recreational vehicle trails, and mountain bike trails in Polk County will likely create a higher demand for well-trained paramedics. Leaders at Mena Regional Health Systems and Healthy Connections have expressed concerns about the growing demand for emergency personnel and the limited amount of people with those skills.

According to the Projected Employment Opportunities List published by the Arkansas Division of Workforce Services, Paramedic is an in-demand occupation for western Arkansas. Additionally, over the past two years, demand for this occupation has increased more than 3%. Graduates of the proposed program can expect to earn approximately \$21.00 an hour, or \$54,100 each year.

Program Cost

The proposed Technical Certificate in Paramedic will utilize existing facilities and resources for the program. UACCRM will hire one adjunct instructor to teach in the program. Additional library resources and instructional equipment will be purchased.

The proposed program will be funded by tuition and fees.

Program Duplication

Eleven other Arkansas public institutions offer a similar program to the proposed Technical Certificate in Paramedic. The institution's name and distance from UACCRM are listed below. It is worth noting that even though there are several other similar programs, all 11 of those programs are viable.

1. Arkansas State University Beebe (165 miles)
2. Arkansas State University Mountain Home (218 miles)
3. Arkansas State University Mid-South (255 miles)
4. Black River Technical College (271 miles)
5. East Arkansas Community College (222 miles)
6. North Arkansas College (184 miles)
7. National Park College (72 miles)
8. Northwest Arkansas Community College (164 miles)
9. South Arkansas College (161 miles)
10. University of Arkansas Community College at Hope-Texarkana (110 miles)
11. University of Arkansas - Pulaski Technical College (137 miles)

Program Learning Outcomes

The Technical Certificate in Paramedic's educational objectives include:

1. Providing a curriculum that encourages critical thinking, effective communication, the ability to utilize cutting edge technologies, and conduct continuing research to remain up to date on current trends.
2. Producing graduates who can perform comprehensive assessments of diverse emergency situations.
3. Preparing graduates who can make competent decisions in difficult and changing environments.
4. Facilitating academic achievement where students can demonstrate proficiency in all course-required skills.

Program Enrollment and Graduation Projections

Academic Year	Projected Enrollment	Projected Graduates
2024 - 2025	5 – 10	
2025 - 2026	5 – 10	
2026 - 2027	5 – 10	5 – 10
2027 - 2028	5 – 10	5 – 10
2028 - 2029	5 – 10	5 – 10

Program Curriculum

ALHE 1202	Clinical Rotation I
<i>ALHE 1202</i>	<i>EMS Environment</i>
<i>ALHE 1205</i>	<i>Medical Emergencies</i>
<i>ALHE 1216</i>	<i>Traumatic Emergencies</i>
<i>ALHE 1225</i>	<i>Advanced Paramedicine</i>
<i>ALHE 1234</i>	<i>Pharmacology for Paramedics</i>
ALHE 1302	Clinical Rotation II
ALHE 1402	Clinical Rotation III
<i>ALHE 1511</i>	<i>ECG Interpretation</i>
BIOL 2211L	Human Physiology Lab
BIOL 2213	Human Physiology
BIOL 2441L	Human Anatomy Lab
BIOL 2443	Human Anatomy

Italics = New Courses

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE (ICAC)/OUT-OF-STATE INSTITUTIONS

The following applications may be reviewed by ADHE for possible consideration at the AHECB meeting in January 2024.

Initial Certification – Distance Technology

Aspen University, Phoenix, Arizona

Bachelor of Arts in Psychology and Addiction Studies
Bachelor of Science in Business Administration
Bachelor of Science in Health Care Administration
RN to Bachelor of Science in Nursing (Degree Completion)
Master of Science in Nursing with Specializations in Administration and Management,
Forensic Nursing, Informatics, Nursing Education, Public Health
RN to Master of Science in Nursing with Specializations in Administration and
Management, Forensic Nursing, Nursing Education, Public Health
Doctor of Education in Leadership and Learning with Specializations in Health Care
Administration and Learning, Higher Education Leadership, K-12 Educational
Leadership, Organizational Leadership, Organizational Psychology
Doctor of Computer Science
Doctor of Nursing Practice

The Los Angeles Film School, Hollywood, California

Associate of Science in Audio Production
Bachelor of Science in Audio Production
Bachelor of Science in Media Communications

University of Southern California, Los Angeles, California

Master of Science in Green Technologies
Master of Science in Healthcare Data
Master of Science in Healthcare Decision Analysis
Master of Science in Mechanical Engineering (Energy Conversion)
Master of Science in Medical Device and Diagnostic Imaging
Master of Science in Product Development Engineering
Doctor of Regulatory Science