

**Tentative Agenda Items for  
April 30, 2004 AHECB meeting**

**Arkansas State University-Newport**

Technical Certificate in High Voltage Lineman Technology

Program Summary

The Technical Certificate in High-Voltage Lineman Technology is a unique program. This will be an industry specific partnership between the Electrical Cooperatives of Arkansas and Arkansas State University – Newport. It will enable ASUN to provide students a program of study that will fulfill a unique career goal. The program will consist of 36 semester credit hours, which includes 12 hours in general education and 24 hours in the major technical discipline. The program was designed with input from representatives of the following Electrical Cooperatives of Arkansas members: Arkansas Valley, Ashley Chicot, Carroll, Clay County, Craighead, C & L, First, Mississippi County, Ozarks, Rich Mountain, South Central Arkansas, Southwestern Arkansas, and Woodruff Cooperative.

**Consortium of University of Arkansas at Little Rock/University of Arkansas for Medical Sciences, and University of Central Arkansas**

Doctor of Philosophy in Communication Science and Disorders

Program Summary

Responding to state and national needs as well as clear interest by Arkansas professionals, a consortium of two programs in the state (the current UAMS/UALR consortium program in audiology and speech pathology and the UCA program in speech-language pathology) request authorization to offer a consortium doctoral program in communication sciences and disorders. This proposal represents the culmination of almost a decade of planning by two degree-granting programs representing the three institutions of higher education, with intensive focused planning for this Ph.D. proposal during the past four years. Collectively, the consortium commands sufficient resources to offer a strong core and several specialty areas that can provide an efficient and effective doctoral program. The consortium model offers unique advantages, including a broad cadre of faculty across institutions, both in the major departments and in correlated area departments; significant combined library holdings in communication sciences and disorders and related disciplines; adequate physical facilities and equipment, including research and clinical laboratories; access to varied clinical populations for teaching and research; and shared costs for administration and recruitment. All consortium institutions are located in central Arkansas, within 30 miles of each other.

The proposed consortium program is a research-based doctoral program leading to the Ph.D. degree and is intended to prepare graduates to work as faculty and scientists at institutions of higher education (the teacher-scholar model). The consortium planners have designed a curriculum rigorous in its research and scientific base, yet sufficiently broadly framed to allow for several different areas of specialization and correlated areas in related disciplines. Graduates will be prepared for grant writing, teaching, and supervision by pedagogy, mentorship, and internship activities in all three areas. Areas of interdisciplinary research strengths for students in communication sciences and disorders will be in medically oriented foci on the medical sciences campus with its proximity and formal linkages to Arkansas Children's Hospital and the Arkansas Veteran's Health Care System. UCA's campus offers strength for research in rehabilitation sciences, having interdisciplinary laboratories with its physical therapy,

occupational therapy, nursing, psychology, and special education programs. In outlining an organizational structure to support strong research, consortium faculty have identified four areas where collaborative research will initially begin, areas where there is at least one faculty member from each program and strong faculty support from related disciplines. These areas are behavioral neurosciences—including fluency and geriatrics/aging, dysphagia, craniofacial anomalies, and child language.

## **NorthWest Arkansas Community College**

Associate of Arts On-line

### Program Summary

NWACC has been authorized to offer the transfer AA degree since the college began in 1990. The degree is designed to insure students receive a solid foundation in the arts and sciences so that they will be successful in whatever field they choose as an upper-level undergraduate. Therefore, the degree specifies 50 of the 62 required credits in the following areas: English (6), Communication (3), Mathematics (3), Fine/Arts & Humanities (9), Lab Sciences (8), American Govt. or History (3), World Civilization (3), and Health & Wellness (2).

The courses NWACC has developed for the students to take have all been approved by the college's long-standing Curriculum and Standards Committee. Membership is largely faculty with representatives from other areas directly impacted by additions to/deletions of courses to meet AA degree requirements, the Library and advising center, for examples. The A.A. course list is also submitted annually to ADHE for approval.

## **Ouachita Technical College**

Associate of Arts offered On-line

### Program Summary

An online Associate of Arts degree is a natural extension of the stated Mission and Purposes of OTC. As an open-access college, OTC is committed to expanding the educational opportunities of its constituents. Under *College Purposes* in OTC's catalog, the first purpose states: *To promote and expand access to programs and services that meet students' abilities, interests, and potentials.* With the exception of Oral Communication and Life Fitness, OTC has developed online courses to meet all of the requirements for the Associate of Arts Degree. Both full-time and adjunct faculty, all of whom possess at least a Master's degree and 18 graduate hours in the subject area, will deliver these courses. Oral Communication and Life Fitness are currently under development and will be offered as online courses in the fall semester of 2004. Currently, the tuition costs associated with this program are identical to those that OTC charges for traditional courses. To ensure that adequate resources and services are available to support an online program, NCA will conduct a focused visit at the College in August 2004.

## **Ouachita Technical College**

Associate of Science in Criminal Justice Offered On-line

### Program Summary

An online Associate of Applied Science in Criminal Justice is a natural extension of the stated Mission and Purposes of OTC. As an open-access college, OTC is committed to expanding the educational opportunities of its constituents. Under *College Purposes* in OTC's catalog, the first purpose states: *To promote and expand access to programs and services that meet students' abilities, interests, and potentials.* With the exception of Oral Communication and Life Fitness, OTC has developed online courses to meet all of the requirements for the Associate of Applied Science in Criminal Justice. Both full-time and adjunct faculty, all of whom possess at least a Master's degree and 18 graduate hours in the subject area, will deliver these courses. Oral Communication and Life Fitness are currently under development and will be offered as online courses in the fall semester of 2004. Currently, the tuition costs associated with this program are identical to those that OTC charges for traditional courses. To ensure that adequate resources and services are available to support an online program, NCA will conduct a focused visit at the College in August 2004.

### **Ouachita Technical College**

Associate of Applied Science, Technical Certificate, Certificate of Proficiency in Crime Scene Investigation

#### Program Summary

This document is identical to the program proposal submitted by the Criminal Justice Institute and approved through ADHE in 2003. Due to an oversight, Ouachita Technical College was left out of the original proposal and the College now wishes to join the other colleges in Arkansas who have partnered with the Criminal Justice Institute. Through a Memorandum of Understanding with the criminal Justice Institute, Ouachita Technical College proposes to accept the Associate in Applied Science, Technical Certificate, and Certificate of Proficiency in Crime Scene Investigation. The Certificate of Proficiency in Crime Scene Investigation, Technical Certificate in Crime Scene Investigation, and Associate of Applied Science in Crime Scene Investigation will all be non-transferable programs designed to provide current law enforcement practitioners with the knowledge and skills needed to recognize and appropriately document, collect, preserve and store evidence present at a scene of a crime. Because of the increased importance of physical and testimonial evidence in criminal investigations, as well as the dynamic nature of forensic investigation and identification technologies, the development of quality crime scene processing skills is critical in enhancing law enforcement's potential to solve more crime in their communities. The programs proposed will provide law enforcement practitioners with the opportunity to more effectively and efficiently process evidence in criminal cases. There are no programs in the State that offer law enforcement personnel this unique educational opportunity. To ensure accessibility to the greatest number of individuals, the proposed programs will be implemented through partnerships developed between the Criminal Justice Institute and two and four-year institutions of higher education across the State.

### **Pulaski Technical College**

Technical Certificate in Cosmetology

#### Program Summary

This program will be offered in Bauxite, Arkansas at the Saline County Career Center, which is managed by Pulaski Technical College. It is an instructional program that allows the student the opportunity to achieve the competencies needed to complete a program of study in cosmetology. The program allows for completion of the 1500 clock hours

of training and instruction required to be eligible for the Arkansas State Board of Cosmetology licensing examination. Additionally, the program requires a demonstration of competency in communications and mathematics. Upon the successful completion of the program and passing the Arkansas State Board of Cosmetology examination, the student will be eligible to begin employment in a licensed cosmetological establishment.

### **South Arkansas Community College**

Technical Certificate in Practical Nursing in Warren

#### Program Summary

This was the former site of SAU-Tech Practical Nurse Program based in Camden, Arkansas. SAU TECH is no longer providing this program.

This department proposes the assumption of the practical nurse program previously facilitated by SAU Tech Camden. The South Arkansas Community College will continue this full time day program. It will take 20 applicants every year. The number of applicants admitted may vary depending on need, availability of resources and faculty. Students will attend class and clinical Monday thru Friday. Combinations and scheduling of clinical will accommodate the availability of specific clinical sites. Arkansas State Board of Nursing requirements will be met.

The curriculum will follow the current full-time day program on the El Dorado campus, which meets Arkansas State Board of Nursing guidelines. Total hours of theory and clinical will be the same. The division of course and clinical hours, the actual hours, and class sequencing will remain the same as the current day program unless it is felt to be within the best interest of the student and the program to alter that schedule. The only other possible alteration in the schedule will be to accommodate a clinical experience or to facilitate a better clinical rotation. This program will include 560 clock hours of theory and 768 hours of clinical.

### **Southern Arkansas Community College**

Technical Certificate in Heavy Equipment Operator at Arkansas Heavy Equipment Training Academy (AHEOTA) in Warren

#### Program Summary

AHEOTA began as a statewide request to SEACBEC from contractors asking that a statewide fast-track program be offered for heavy equipment operators. The program begins with the financial support and start-up funding from: Arkansas Department of Workforce Education, J.A. Riggs Tractor Company, Caterpillar Corporate, Associated General Contractors, and National Center for Construction Education Research (NCCER), Arkansas Contractor Licensing Association, Arkansas Highway and Transportation Department and Arkansas Judges Association.

The program has two facets; (1) it provides beginning training for students who have never operated heavy equipment and (2) offers short-term training for employees needing to up-grade their skills.

Program Description: The program for beginning students is a nine-month program. Students attend classes 16 hours a week for nine months, except when they are doing lab (fieldwork) at which time they are on the equipment as many hours as possible. During the nine-month program, they operate heavy equipment for three months.

Students attend classes for two months, go the field and operate level I equipment for a month; attend classes two more months, go to the field and operate Level II equipment for a month; then attend classes for two more months and go to the field to operate Level III equipment. At this time, contractors are invited to interview the graduates.

Students are involved in several site trips including the Caterpillar Training Site to view and operate new equipment and learn about the newest technologies.

## **Southern Arkansas University**

Master of Education in Curriculum and Instruction Offered On-line

### Program Summary

The Master of Education in Elementary or Secondary Education with Curriculum and Instruction focus is designed to promote individual change within the professional practice of the educators enrolled in the program. The underpinning philosophical orientation is to extend the candidate's prior knowledge and experiences including an understanding of research, research methods, learning, and practices that support learning. The program is directed toward the critical analysis of the philosophical, historical, and empirical foundations of curriculum development and the impact of diverse cultural influences on teaching and learning. Working with cohort groupings students are expected to explore and use professional tools of inquiry to become broad-minded learners and effective developers of human potential.

The program is delivered entirely via the Internet and designed around a cohort concept. Students will be admitted into a cohort grouping of fifteen students that will progress through sequenced courses that will be required of all members. The cohort concept allows for the emergence of students and faculty collaboration and continuity of design. This process is intended to provide cohesiveness to the students' studies that establishes a core of learning relationships throughout the program. Students will be able to demonstrate competencies outlined by the National Board of Professional Teaching Standards as well as the competencies that have been established for the graduate programs at Southern Arkansas University. The program will be delivered online to enable working professional educators greater flexibility in completing their advanced educational studies. The online format enables working teachers and other educators to complete their master's degree in a timelier manner. Many teachers working and/or living in communities within our region due to restraints of time and distance are unable to attend evening courses during the school year. The flexibility of combining both synchronous and asynchronous instruction in the online environment will allow more educators greater access to graduate education.

All guidelines and policies established within the Graduate Catalog and within the University Faculty Handbook will apply to online courses in this program. Course evaluations will be distributed to and returned from students via registered mail. Online courses within this program will be capped at 80% of the enrollment cap that has been established for the same courses when offered face-to-face. Students who are not cohort members will be allowed to enroll in online courses within this program if there are additional spaces available after the cohort is enrolled. For example if a course has a face-to-face cap of 20 students the online cap would be 16 students. If there were only 10 students in the online cohort six students who were not members of the cohort would be allowed to enroll.

Classes within the new program will not be offered until the first cohort has been established. Each cohort will have a minimum of 9 and maximum of fifteen students.

Every effort will be made to maintain current faculty loads by combining enrollment of courses currently offered on campus with courses offered via distance. New sections of online courses will be developed and taught during summer sessions by faculty members who currently are not teaching full summer loads.

### **Southern Arkansas University**

Bachelor of Arts in Behavioral Sciences

#### Program Summary

This program is appropriate for students who seek a Bachelor of Arts in the Behavioral Sciences. Students who seek a B.A. in the behavioral sciences whether it is in criminal justice, sociology, or psychology are preparing themselves to work with people. All three disciplines have a number of the same core courses. Many of the courses are interdisciplinary. This degree will serve individuals who seek broad studies in the behavioral sciences. The student, in addition to taking the core courses, will then specialize in one of the three disciplines: criminal justice, sociology, or psychology. This degree will prepare the student for a variety of graduate programs in the behavioral sciences. This degree requires no additional courses beyond those already offered at Southern Arkansas University.

There is no anticipated increase in cost to this program. Library services are adequate. Library resources, such as books, periodicals, videos, and DVD, will be added to the library, as funds become available. Every full-time faculty member has been issued either a PC or laptop computer. The department has 4-digital projectors, 2 TVs with video recorders, 2 digital cameras, and 4 overhead projectors. The only items needed are a few of DVD players to be connected to the TVs.

### **Southern Arkansas University**

Master of Science in Clinical and Developmental Counseling

#### Program Summary

Over the past six years we have observed the changing demands placed on our interns and graduates that find themselves in clinical settings. The most significant change is that of requiring internship students and graduates of our counseling program to have training and experience in clinical counseling (i.e., the pathological or medical model in counseling) and developmental counseling. In the past it was sufficient for our counseling program to primarily adhere to the developmental model. Now, and in the recent past, that model alone would require operating in the distant past and would be particularly unfair to students, internship sites and clients, and potential employers and their clients. In order for our students to become effective and competent counselors, and actually function in the contemporary counseling field, the program designer believed that the counseling program was ethically and professionally obligated to design and implement a program accordingly.

### **Southern Arkansas University-Tech**

Technical Certificate in Law Enforcement with Arkansas Law Enforcement Training Academy

#### Program Summary

Each Rookie class at the Arkansas Law Enforcement Training Academy (ALETA) enrolls in 480 contact hours of instruction.

After ALETA program reviews by SAU Tech, the college proposes a twenty-eight (28) credit hour technical certificate to be awarded to those cadets who satisfactorily complete the program. This proposal closely mirrors Black River Technical College partnership with Arkansas State Police training and SAU Tech's partnership with the Arkansas Fire Training Academy and Arkansas Environmental Academy. The twenty-eight (28) credits awarded students will fold directly into SAU Tech existing AAS in Technology degree with a focus in Law Enforcement.

SAU System Board of Trustees approved this partnership and technical certificate at the November 2003 meeting (see Addendum A). The Arkansas Commission on Law Enforcement Standards and Training approved the same at their January 2004 meeting (see Addendum B). ALETA students will receive scholarships from SAU Tech. ALETA faculty will teach all courses within the Technical Certificate.

## **University of Arkansas, Fayetteville**

Master of Science in Nursing

### Program Summary

The proposed Masters of Science degree in nursing will prepare graduates to serve as Clinical Nurse Specialists for adults with medical/surgical health problems. There is a critical need to prepare nurses at the graduate level to fill clinical positions and teaching positions in schools of nursing. The purpose of the program is to address the current shortage of nurses with masters degrees which are required for clinical leadership positions in service settings and faculty positions in schools of nursing or other institutional settings. Graduates from the program will be eligible for national certification as Clinical Nurse Specialists in Medical-Surgical nursing and licensure as advance practice nurses in the state of Arkansas. Employment opportunities for graduates are many, including but not limited to the following: providing clinical leadership and consultation in health care settings; functioning as case managers in acute and primary care settings; conducting clinical research; and, teaching in schools of nursing and other institutional settings. The addition of a graduate program in nursing fulfills a strategic goal of the School of Nursing to participate fully in the mission of the University of Arkansas as a research institution.

One of the benefits of offering a masters degree program in nursing at the University of Arkansas is increased sharing of the extensive infrastructure resources available at the University and the surrounding community in Northwest Arkansas. Graduate students in nursing will benefit from current campus resources as they develop their capacity as future leaders in Arkansas. These resources include the Graduate School, university libraries and information technology resources; and the office of Research and Sponsored Programs.

The proposed graduate curriculum is based on the American Association of Colleges of Nursing (1996) *Essentials of Master's Education for Advanced Practice Nursing*. The graduate nursing core courses shall be comprised of the following: Theoretical Foundations for Nursing, Advanced Nursing Research I, Advanced Nursing Research II, Advanced Concepts in Health Promotion with Diverse Populations, and Role Development of the Advanced Practice Nurse. The advanced practice core courses will be: Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology. The specialty clinical courses will be: Medical-Surgical Nursing I and II. Students will choose a thesis or final research project. Students will also have the option of completing a three-course sequence in nursing education. The additional courses for the educator option are based on the Southern Region Education Board (2002)

*Competencies for Nurse Educators* and include: Foundations of Teaching in Nursing, Curriculum Planning and Evaluation, and Teaching in Nursing Practicum. Courses will be offered on a rotational basis throughout the academic year and summer sessions.

Classroom, laboratory, and office space will be shared with the current BSN Program and includes: faculty offices; two large classrooms equipped with Internet access and projection systems; two large labs; a conference room; a student computer lab; and, a student lounge. Clinical facilities for the graduate program in nursing are extensive and readily accessible due in large part to the fact that faculty members have developed excellent rapport with the health care community in Northwest Arkansas through their teaching, research, and service activities in both acute care and community-based settings. Two of the three largest health care systems in northwest Arkansas have recently opened new facilities including Northwest Health System owned by Triad Hospitals, Inc., and Washington Regional Medical Center. A third new major facility owned by Mercy Health System of Northwest Arkansas is scheduled to open in 2004 (Liskey, 2003). These settings along with many others provide access to adult medical surgical populations relevant to the proposed graduate program in nursing.

### **University of Arkansas, Fayetteville**

Professional and Technical Education Option in Bachelor of Science in Education in Vocational Education

#### Program Summary

This is a Bachelor's degree completion program for those interested in teaching in secondary and post-secondary schools in specialty areas of advertising design, automotive service technology, aviation technology, collision repair technology, commercial photography, computer systems technology, construction technology, cosmetology, criminal justice, diesel mechanics, drafting and design, electronics, furniture manufacturing, graphic communications, industrial equipment maintenance, machine tool, major appliance repair, power equipment technology, radio/TV broadcasting, and welding. No other teacher preparation programs are offered in Arkansas for students wishing to teach in these PTED areas.

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

Bachelor of Science in History/Historical Interpretation

#### Program Summary

This program was designed in collaboration with the Chief Historian and Chief of Interpretation of the United States National Park Service (NPS) to train students in the field of historical interpretation. Historical interpreters describe the historical significance of a site to visitors and other interested parties. Interpreters must be skilled communicators, accomplished researchers, and professional historians. Graduates of the program will earn certifications at the GS-5 level for the NPS and the National Association of Interpretation's (NAI) Certified Interpretive Guide (CIG) designation. Graduates will be excellent candidates for jobs in the Arkansas and Oklahoma state park systems and the National Park Service, as well as local and private sites.

It is important to note that no program of this type exists in the United States. The University of Arkansas at Fort Smith will be the only institution in the United States to offer a program in historical interpretation. The program will:



- Adhere to standards of excellence recognized by the National Park Service and the National Association for Interpretation, which is the professional organization for interpreters.
- Promote professional development by offering continuing education, seminars, and workshops on the UA Fort Smith campus for current interpreters desiring additional certifications.
- Offer the unique combination of a history degree along with training in interpretation, all as part of a bachelor degree program.

General Description of the Bachelor of Arts in History/Historical Interpretation. The Bachelor of Arts in History/Historical Interpretation will require students to complete 36 hours of history courses and 32 hours of courses in interpretation. The program also includes several courses designed to meet the specific needs of historical interpreters, including 9 hours of psychology courses, 3 hours in the history of American music, and 9 hours in rhetoric and writing. The program builds into the courses the NPS' GS-5 certifications and the NAI's CIG certification. Program graduates will be prepared for immediate employment as interpreters in the NPS or other organizations.

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

Bachelor of Science in Imaging Sciences

### Program Summary

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

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

All students must complete 35 credit hours of the state mandated general education core plus 9 additional general education credit hours as stipulated by the University of Arkansas at Fort Smith for a baccalaureate degree. Registered radiographers (RT) will receive credit for their previous radiography education (up to 40 credits). Based on the American Registry of Radiologic Technologists (ARRT) and the American Society of Radiologic Technologists (ASRT), the UA Fort Smith BSIS completion program assumes that all JRCERT accredited radiography programs share a common body of knowledge and competencies. RTs would be able to complete their baccalaureate degree in the Management track with a minimum of 37 additional credit hours in Imaging Science. Completion of the baccalaureate degree in the Diagnostic Medical Sonography (DMS)

track would require a minimum of 50 additional credit hours in Imaging Science. The BSIS Management track is flexible, offering both full-time and part-time schedules, while the Diagnostic Medical Sonography (DMS) track requires a more traditional schedule due to the nature of the clinical component. The Management track is primarily web facilitated, increasing the flexibility of the offerings. Clinical experiences will be completed in the student's community of choice.

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

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

### **University of Arkansas at Little Rock**

Bachelor of Arts in Criminal Justice Offered On-line

#### Program Summary

A major in criminal justice requires 30 credit hours and is designed for students pursuing careers in law enforcement, corrections, and juvenile and adult courts. This option allows students to complete the 30-hour criminal justice portion of a B.A. degree on-line, as well as on campus.

### **University of Arkansas at Little Rock**

Bachelor of Arts in Liberal Arts Offered On-line

#### Program Summary

The Liberal Arts degree is an interdisciplinary BA that can be completed online as well as on campus. This is a 60-hour program of study that includes an introductory course in reasoning across subject areas (Liberal Studies 3310) and a special senior-level seminar (Liberal Studies 4310). In addition, students choose 18 hours in three different concentrations or subject areas (these 18-hour blocks constitute the normal minor in the subject area). Two of the subject areas must be within the College of Arts, Humanities, and Social Sciences, while the remaining concentration can be from other UALR Colleges. These hours count toward the 124 total hours required for graduation and any upper-level hours taken in the major count toward the 45 upper-level hours required for graduation.

### **University of Arkansas for Medical Sciences**

Doctor of Philosophy in Interdisciplinary Biomedical Sciences

#### Program Summary

The Interdisciplinary Biomedical Sciences (IBS) Graduate Degree Program is a multi-departmental program with specialized tracks that provide students the opportunity to receive in-depth and integrated training in focal areas of biomedical science. In addition, the program is designed to facilitate student recruitment and training grant applications.

Similar to existing biomedical sciences Ph.D. programs at UAMS, which are departmentally based, students enrolled in the first year of the IBS program will take courses and perform research rotations in laboratories of individual graduate faculty members. By the end of the first year, students should choose a doctoral advisor and elect to enter an interdisciplinary track in the IBS Program. Students will also have the option of entering one of the existing departmentally based Ph.D. degree programs, which will continue to be autonomous and operate according to their individual policies and procedures. Ultimately, the students will receive their doctoral degrees in either IBS or the chosen departmentally based discipline. Coursework during the first year will provide core knowledge but will also be individualized for each student, such that the student can choose to enter any track or departmentally based program.

The costs of the IBS Degree Program will be minimal since most required resources, facilities, equipment, stipends and faculty already exist. Minor additional costs will include an administrative stipend for the Program Director, office supplies, and the costs of student recruitment. Support for these additional costs will be obtained from existing funds in the College of Medicine and the Graduate School.

## **University of Central Arkansas**

Bachelor of Arts and Bachelor of Science in Theatre

### Program Summary

The University of Central Arkansas proposes BA and BS degree programs with a major in Theatre. The proposed program is not, except in name, new to UCA; its curriculum is a long-standing part of the UCA academic program as an emphasis area within the BA/BS programs in Speech. In July 2002 the University reorganized the departments in its College of Fine Arts and Communication; BA/BS Speech emphasis areas in Speech Communication and Public Relations were moved to the renamed Department of Writing and Speech, and the Theatre emphasis remained in the (also renamed) Department of Mass Communication and Theatre. The creation of the proposed degree programs will clarify both administrative control of and accountability for the existing Theatre curriculum.

The proposed Theatre major will, like the emphasis area within the current degrees in Speech, require 124 semester credit hours, including 40 hours within the major (27 hours of required courses, 9 hours of electives, and 4 hours of application courses). The program will require no new courses, nor does it require additional resources for implementation.

## **ADHE**

### Economic Feasibility of Bond Issue for the University of Central Arkansas

The University of Central Arkansas (UCA) requests approval to issue bonds for \$20.5 million for both educational and general (E&G) and auxiliary purposes. The E&G issue will be \$4.5 million with a term of 10 years at an estimated annual interest rate of 5 percent. The auxiliary issue will be split into an \$11 million issue with a term of 30 years at an estimated annual interest rate of 5 percent and a \$5 million issue with a 20-year term at an estimated annual interest rate of 5 percent. The E&G bonds will allow for technology infrastructure improvement. The Auxiliary bonds will fund the construction of a new residence hall, the acquisition of additional housing units, and improvement of existing apartments. The University of Central Arkansas Board of Trustees approved this action on March 16, 2004.

## Funding Policies for the 2005-2007 Biennium

Based upon meetings with the presidents and chancellors of the four-year universities and the two-year colleges, ADHE staff is seeking approval of the funding policies to be utilized in the funding recommendation calculations for the 2005-07 biennium. A new university need-based funding model that ensures, to the extent possible, equitable funding for all universities and provides at least a minimum level of funding will be presented to the AHECB. Approval is also requested for revisions to the existing two-year mini-model and for policies regarding non-formula entities. The funding policies approved by the AHECB will provide the basis for the ADHE staff to prepare appropriation recommendations for all higher education institutions and entities.

## AHECB 2005-07 Tuition Policy Recommendations

A.C.A. §6-61-215 requires the Coordinating Board to establish student fees for funding purposes for both resident and non-resident students for all public institutions of higher education in the state while local boards have authority to establish tuition and fee rates on their campuses. Therefore, the tuition and fee rate policy established by the Coordinating Board is offered for funding recommendation calculations and does not alter the authority of local boards to establish their respective institutions' actual tuition/mandatory fee rates.

In accordance with current AHECB policy that the cost of education for institutions without a local tax should be at 25 percent, staff will recommend that AHECB in-state policy be set at \$1,560 (25 percent of the cost of education) and in-district tuition policy for those institutions with a local tax be set at \$1,230 (20 percent of the cost of education). For four-year undergraduate, graduate, and doctoral program rates, staff will recommend that the Coordinating Board's tuition policy be increased to reflect the projected 2005-06 SREB rates. Using the Higher Education Price Index (HEPI) average three-year growth rate of 3.7 percent, staff will recommend that 2005-06 tuition policies be increased by 3.7 percent for 2006-07.

## Institutional Certification Advisory Committee

### **Franklin University, Columbus, Ohio**

Initial Certification, Bachelor of Science in Management

Initial Certification, Bachelor of Science in Information Technology.

The BS in Management and the BS in Information Technology reflect a combination of currently offered certified programs in Arkansas. The degrees will be offered through Franklin University's web-based degree completion program, the Community College Alliance (CCA). CCA students receive support from the community college in terms of academic advising, computer support, access to the library, financial aid counseling, and other student services as needed. CCA members are the Cossatot Community College of the University of Arkansas, Mid-South Community College, Ouachita Technical College, Southern Arkansas Tech, NorthWest Arkansas Community College and Arkansas Northeastern College. The Institutional Certification Advisory Committee will meet March 16, 2004, at the Arkansas Department of Higher Education to consider the University's application for certification.

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

Initial Certification, Bachelor of Science, Digital Entertainment and Game Design

ITT Technical Institute presented an application for initial certification of the Bachelor of Science in Digital Entertainment and Game Design to be offered on site in Little Rock. ITT

Technical Institute is accredited by the Accrediting Council for Independent Colleges and Schools. Initial certification was granted to ITT Technical Institute by the Coordinating Board in 1994. A Review Team visited the campus on December 9, 2003. The Institutional Certification Advisory Committee will meet March 16, 2004, to review additional information on the program which was requested by the ICAC at its January meeting.

### **Remington College—Little Rock, Little Rock, Arkansas**

Recertification, Associate of Applied Science, Computer Networking Technology  
Decertification, Associate of Applied Science, Business Information Systems  
Decertification, Associate of Applied Science, Electronic Engineering Technology

Remington College applied for recertification of the Associate of Applied Science in Computer Networking Technology which is offered on site in Little Rock. Remington College is a branch campus of Remington College—Mobile Campus, Inc., located in Mobile, Alabama. The Accrediting Commission of Career Schools and Colleges of Technology accredit both colleges. In 2003 a certification review was completed for an address and a name change of the college; the former name was Education America—Southeast College of Technology. A Review Team will visit the Little Rock campus on February 27, 2004, to review the recertification application. The application and team report will be presented to the Institutional Certification Advisory Committee at its March 16, 2004, meeting.

### Annual Report of Student Retention and Graduation

The annual Graduation and Retention Rate Study will be presented to the Coordinating Board as an information item. This study tracks for six years the cohorts of “first-time entering freshmen enrolled as full-time, degree-seeking students”. Demographic and institutional data pertaining to the cohorts from 1992 through 2002 will be presented.

### Approval of Rules and Regulations for the State Teacher Resources Program (STAR)

The State Teacher Assistance Resource (STAR) Program was created by the 2003 General Assembly to induce Arkansans to enter the field of teaching, particularly those who agree to teach in a subject shortage area or an Arkansas public school designated as having a critical shortage of teachers. These amendments are being drafted to comply with Act 48 of the Second Extraordinary Session of the Arkansas General Assembly to allow additional teacher education students to enter the program. Under ACA 6-81-1502, the initial program (created by Act 1804 of 2003), only allowed junior or senior teacher education majors into the program. This amendment will allow sophomore teacher education majors or students in a Master of Arts in Teaching (MAT) program to participate in STAR.

### Approval of State Minimum Core Curricula

In April 1990, the State Board of Higher Education adopted guidelines for the development of state minimum core curricula in response to A.C.A. §6-61-218. This legislation provides that courses within the core shall apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported institutions and shall be fully transferable between state institutions.

The Board has approved state minimum core curricula for two- and four-year colleges and universities. Proposed curricula revisions must be submitted for Coordinating Board

approval. The following institution has submitted revisions in the courses included in the core curriculum: Phillips Community College of the University of Arkansas.

#### Report on Effectiveness of Students Financial Aid Programs

One of ADHE's performance objectives in its strategic plan is providing a report on the effectiveness of the student financial aid programs administered by the agency. This report examines the three types of financial assistance for students: need-based, merit-based, and special programs. This report will examine the impact that these programs have had upon the level of preparation of high school graduates for college, upon the retention and graduation rates of the recipients of these financial aid programs, and the impact that special programs have in assisting the institutions to address some of the teacher needs in Arkansas.