

Tentative Agenda Items August 3, 2007 AHECB Meeting

Arkansas State University—Jonesboro

Online Master of Science in Education in Special Education - P-4 Instructional Specialist
Online Master of Science in Education in Special Education - 4-12 Instructional Specialist

Program Summary

The Department of Educational Leadership, Curriculum, and Special Education in the College of Education at Arkansas State University (ASU) presently offers two master degree programs in special education: Master of Science in Education Degree in P-4 Instructional Specialist and Master of Science Degree in 4-12 Instructional Specialist. This proposal is submitted as a request to offer these existing programs via online delivery. These MSE programs in Special Education will contain the identical content and standards that are present in the existing MSE programs, but over 50 percent of the coursework will be provided online. These MSE degrees offer educators an advanced performance-based program of study based on the recommendations of professional organizations and accrediting associations such as the Council for Exceptional Children (CEC) and National Council for Accreditation of Teacher Education (NCATE) standards. Students completing the P-4 program are prepared to work in a variety of professional roles with young children with disabilities, and in interacting with their families. Students completing the 4-12 program gain expertise in teaching grades 4-12 students exhibiting developmental, learning and behavior disabilities as well as expertise in consulting with general education teachers who have students with disabilities in the classroom.

Arkansas Tech University

Master of Science in Nursing—Nursing Administration and Emergency Management

Program Summary

The School of Physical and Life Sciences proposes to offer the Master of Science in Nursing degree in Nursing Administration and Emergency Management (NAEM). This will be an interdisciplinary degree utilizing courses from the Master of Science degree in Emergency Management and Homeland Security (EMHS), as well as nursing courses offered by the Department of Nursing (DON). The Department of Nursing, under the School of Physical and Life Sciences, enrolled its first nursing students in the baccalaureate program in 1975. The program received initial accreditation by the National League for Nursing, now called the National League for Nursing Accrediting Commission, in 1980. The DON has attained continuing accreditation since that time. There are currently over 450 nursing majors enrolled in course work at ATU and 157 are enrolled in upper division nursing. The Department anticipates 79 generic students and 18 RN students will graduate with the Bachelor of Science in Nursing during the 2007 calendar year.

The School of Community Education has a history of preparing students for careers focusing on crisis and emergency planning, mitigation, and recovery by nature of having developed the Bachelor of Science degree in Emergency Administration and Management, one of the first degree programs in the nation of its kind. The EAM was offered for the first time in 1997, with a total of 233 students having completed the degree through spring 2007. In addition, the School developed the Master of Science Degree in Emergency Management and Homeland Security, again, one of the first in the nation, during 2005. The Department of EAM began offering graduate classes in spring 2006. There are 41 students currently enrolled in this program. Moreover, the ATU Department of Emergency Administration and Management became the first institution in the nation to be accredited under the new accrediting foundation, the FoHE (Foundation of Higher Education) Accreditation Commission.

This program (NAEM)) is designed to offer students a specialized program of study to serve the educational needs of professional nurses actively engaged or planning to enter a profession related to administration, leadership and emergency management in a variety of healthcare settings. The curriculum will utilize a multidisciplinary approach to integrate principles of nursing administration, including planning, organizing, directing, and evaluating, with principles of emergency management, including preparedness, response, mitigation, and recovery. Nursing professionals with this advanced education will provide expertise to benefit healthcare, community, and government agencies and the general public. Incorporating a caring philosophy, the graduate will analyze healthcare trends to improve and promote the health of individuals in a variety of environments. Graduates will be prepared to exercise critical judgment, independent thinking, creative initiative, and disciplined inquiry within competency areas related to emergency management and nursing administration.

The objectives of the graduate program in Nursing Administration and Emergency Management (NAEM) include:

1. Preparing graduates to assume administrative roles in a variety of health care systems, including hospitals, and community, military, and government agencies.
2. Providing a program of study that addresses the technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response strategies.
3. Providing opportunities for students to formulate solutions to important problems of interest to nursing through analysis, synthesis, and application of current research.
4. Preparing graduates to be innovative leaders.

Ongoing assessment of these objectives will be determined using the following measures:

1. Student evaluations will be used to assess program outcomes against the standardized competencies adapted from the (1) American Association of Colleges of Nursing *Essentials of Master's Education for Advanced Practice Nursing*, (2) Nursing Curriculum Plan for Emergency Preparedness developed by the International Nursing Coalition for Mass Casualty Education, and (3) Department of Homeland Security.
2. The current employer survey administered by the Department of Nursing will be adapted to document the effectiveness of the graduates of the program in meeting the competencies.
3. The current graduate survey administered by the Department of Nursing will be adapted to document employment information and assess the graduates' perceptions of how well their graduate education has prepared them for employment.
4. Student projects, theses, and publications will serve as documentation to verify synthesis of leadership and emergency management principles within the discipline of nursing.
5. The Department of Nursing will maintain a list of the number and percentage of graduates attaining certification in Nursing Administration or Nursing Administration Advanced by the American Nurses Credentialing Center (ANCC).

Since the degree is framed in part around the directives of the Department of Homeland Security (DHS), in part around the curriculum plan of the International Nursing Coalition for Mass Casualty Education (INCMC), and in part to address the competencies delineated in the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education for Advanced Practice Nursing*, it is imperative that the program be designed to address issues that are of concern to these three organizations.

Characteristics of graduates of the NAEM program will include:

1. Participate in research, disseminate results, and incorporate research findings into the role of nurse administrator.
2. Assume leadership roles in managing care in a variety of settings, develop emergency/disaster response plans, and influence healthcare policy.
3. Communicate effectively to provide cost effective, ethically responsible healthcare to diverse populations.
4. Assess educational needs of staff, emergency medical personnel, and others related to mass casualty incidents; plan and implement programs specific to those needs; provide leadership in knowledge development and the evaluation of educational programs.

Cossatot Community College of the University of Arkansas

Technical Certificate in Radio-Television Broadcasting

Program Summary

At present, CCCUA offers Radio/TV Broadcasting in a Secondary Vocational Center environment at our Howard County Extension in Nashville. This is a two-year program in which high school juniors and seniors take four courses in RTV, one per semester, and receive 3 SCH each (12 hours total). The students have an opportunity to broaden their studies in RTV through an articulation agreement with Southern Arkansas University-Tech in Camden, leading to an Associate of Applied Science Degree in Multimedia Technology: Audio/Video Emphasis. (Note: CCCUA is working with Arkansas State University, Department of Radio-TV, on an MOU for a Bachelor of Science Degree in Radio/TV.) However, CCCUA desires to move its existing secondary program to the next level and give students an opportunity to extend their studies to postsecondary on the same campus in which they started the program.

CCCUA believes a Technical Certificate in Radio/TV Broadcasting will enhance the quality of their existing program, raise it to the next level, and allow the College to further its educational mission and purposes: to provide employment education for students to gain competence in skill areas and knowledge for entry into the global workforce and to provide leadership for and participate in economic development activities to enhance employment opportunities in the service area. Therefore, in January 2007, CCCUA's Board of Visitors approved a Technical Certificate in Radio/TV Broadcasting for which CCCUA is submitting to the UA Board of Trustees.

Four specialty core courses were added to the Business Department curriculum to allow for the Radio/TV Broadcasting Technical Certificate: Radio/TV Broadcasting I, Radio/TV Broadcasting II, TV Broadcasting I, and TV Broadcasting II. Journalism I and Copy Editing are also part of the 18 SCH specialty core requirements.

CCCUA plans to utilize radio/television professionals as faculty for this discipline. Loren Hinton and Terry Snead are part-time instructors in the Secondary Vocational Center, Radio/TV Broadcasting and Television Production, respectively. The Center houses the existing radio and television studios and television editing room. The Kimball Library and ARKLINK are used for study and research. All three college sites provide an Internet Lab for students to access the information highway. We plan to utilize our existing resources, facilities, and equipment for the blend of postsecondary and secondary.

CCCUA anticipates no immediate change in program costs. Because CCCUA's Radio/Television Broadcasting Program is presently part of the Secondary Vocational Center, it is funded by the Arkansas Department of Workforce Education and the high schools that send students to the Center. CCCUA plans to blend the postsecondary Technical Certificate Program with the existing secondary Career and Technical Program, adding tuition and revenue as another source of funding to cover costs.

Upon approval of this TC, students who have come through the Radio/TV Broadcasting Program of Study offered at the Center will be able to stay close to home and continue their education in the RTV field. In addition, radio and television station managers who support our TC will be notified that they can anticipate a pool of qualified applicants in about two years.

Pulaski Technical College

Associate of Applied Science in Military Technologies

Program Summary

The Associate of Applied Science in Military Technologies is designed to provide soldiers with training and education that will lead to advancement. It is available to active National Guard, reserves, and honorably discharged soldiers only.

Arkansas has over 8,000 Army National Guard members. They are members of 135 separate guard units in 56 Arkansas counties. The Army National Guard places a major emphasis on

encouraging its members to pursue higher education. This is evident in two areas. First, a significant portion of the financial benefits for being a member of the Army National Guard are in the Army National Guard Education funds.

Second, the Army National Guard awards promotions, for all but the lowest ranks, based upon promotion points, which include higher education. The Guard rewards soldiers who pursue higher education by awarding one (1) promotion point for each college hour. A soldier can receive up to 60 points without a degree and 75 points with a bachelor's degree.

South Arkansas Community College

Certificate of Proficiency in Hair Care
Certificate of Proficiency in Nail and Skin Care
Technical Certificate in Cosmetology

Program Summary

SACC provides a non-credit program through a contracted third-party Cosmetology instructional service. This program prepares students to pass the Arkansas State Board of Cosmetology licensing examination. The cosmetology secondary career center has averaged 39 high school students per semester since 1999.

Program Purpose: It is SACC's intention to add sufficient academic courses and reorganize the existing Cosmetology Program to offer students additional options, not only for State Board of Cosmetology licensing, but opportunities leading to Certificate of Proficiency, Technical Certificate, and an Associate of Applied Science (A.A.S.) in General Technology with a Cosmetology concentration.

During training, students will receive instruction in the following State mandated areas: Hygiene and Sanitation, Related Science, Hairdressing, Manicuring, Cosmetic Therapy, Salesmanship, Shop Management and Salon Department. To meet the requirements of the terminal degree program, students will be able to take additional work in Technical Mathematics, English Composition, Technical Writing, Social Sciences, and Computer Literacy courses.

Program Description: The program for secondary students will be a two-year (400-hour) program over four semesters. However, the student could complete the 1,500-hour program in two years if they complete two summer semesters. Students would also be able to achieve Certificates of Proficiency within this period. With the addition of six academic hours, they could receive a Technical Certificate. Completing another nine academic hours could lead to an Associate in Applied Science degree in General Technology with a Cosmetology concentration. (Attachment I)

Post-secondary students will be able to complete the 1,500-hour program (7 hours/day, 5 days a week) in 3 semesters (including 1 summer semester). Students would be able to achieve up to two Certificates of Proficiency within this period. With the addition of six academic hours, they could receive a Technical Certificate. Completing another nine academic hours could lead to an Associate in Applied Science degree in General Technology with a Cosmetology concentration.

Certification: On completing each respective area of the State mandated 1,500 hours, students are certified and able to apply for the Licensure examination governed by the Arkansas State Board of Cosmetology. Also, on completion of 51 semester credit hours, the student may receive a Technical Certificate. On completion of 60 semester credit hours, the student may receive an A.A.S. degree in General Technology with a Cosmetology concentration.

Program Resources: The program will be jointly funded by the Secondary Career Center and South Arkansas Community College. This is an existing noncredit program, and the curriculum has been rewritten to become a credit hour program.

Resources formally budgeted for suspended program (Building Trade Technology) will be reallocated to cover salaries, benefits, supplies, etc. (Attachment II)

Students will have access to the SACC Library, as well as many web-based resources.

Supportive Programs: There are no academic certificate or degree programs supporting the Cosmetology program. The structure of the A.A.S. in General Technology lends itself to incorporating the Cosmetology program as a technology option.

South Arkansas Community College

Certificate of Proficiency in Basic and Industrial Electricity
Certificate of Proficiency in Industrial Controls Technology, Solidstate Technology
Technical Certificate in Industrial Equipment Maintenance Technology

Program Summary

This program was designed by representatives of local industries and South Arkansas Community College to prepare students for entry-level employment as industrial maintenance technicians or to update technical skills for practicing maintenance employees.

SouthArk has a Secondary Career Center and the Industrial Equipment Technology program curriculum is designed as a 2+2 program with the first two-years at the high school level and the second one or two-years at SouthArk.

The program for secondary students will be a two-year (800-hour) program over four semesters. High school students would be able to achieve three Certificates of Proficiency within this period. With adding twelve academic hours, they could receive a Technical Certificate. Completing another fifteen academic hours would lead to an Associate in Applied Science degree in General Technology with an Industrial Equipment Maintenance Technology concentration.

Postsecondary students taking all course offerings will complete the program in four semesters. They will also earn three Certificates of Proficiency and at completing all technical courses will have earned a Technical Certificate. Completing another fifteen academic hours would lead to an Associate in Applied Science degree in General Technology with an Industrial Equipment Maintenance concentration.

The Industrial Equipment Maintenance program will provide a foundation in industrial safety, welding, power transmission, industrial electricity, fluid power, motors and controls, pumps, precision measurement equipment and test equipment, and preventive and predictive maintenance.

Skilled maintenance technicians routinely install new industrial machinery and systems, maintain and repair equipment, and perform test on equipment to ensure safe operation.

South Arkansas Community College

Certificate of Proficiency in Computer Installation and Repair
Certificate of Proficiency in Network Installation and Repair
Technical Certificate in Computer and Network Installation and Repair Technology

Program Summary

The program for secondary students will be a two-year program covering basic computer operations (hardware and software), installation and maintenance of computers, and special topics in Computer Installation and Maintenance. The second year of the secondary program will cover networking basics, cabling, network operation, design, installation, and maintenance. Once the students have met SouthArk's entry requirements they would be qualified to achieve up to two Certificates of Proficiency. With adding six academic credit hours, they could qualify to receive a Technical Certificate. Completion of an another nine academic credit hours and a minimum of 19 credits hours in an additional skills area could lead to an Associate in Applied Science degree in General Technology with a Computer and Network Installation and Repair Technology concentration.

Postsecondary students will be able to complete the program in two years. Students would be able to achieve up to two Certificates of Proficiency within this period. With adding six academic credit hours, they could receive a Technical Certificate. Completion of another nine academic credit hours and a minimum of 19 credit hours in an additional skills area could lead to an Associate in Applied Science degree in General Technology with a Computer and Network Installation and Repair Technology concentration.

University of Arkansas at Monticello

Technical Certificate in Hospitality Services

Program Summary

The Hospitality Program is designed to provide individuals with the knowledge, skills, and technical ability appropriate for employment requiring entry-level skills and responsibilities in the hospitality industry. This program includes supervised internships on local properties and incorporates work-related experiences to simulate realistic problems and opportunities.

A Certificate of Proficiency will be earned upon successful completion of 12 credit hours within the first semester; a Technical Certificate will be earned after successful program completion of 35 credit hours.

The program will be offered on the two College of Technology campuses and will include lab experiences utilizing facilities on the Monticello campus. All students will participate in an internship within the University catchment area.

University of Arkansas at Pine Bluff

Master of Science in Agricultural Regulations

Program Summary

This proposal outlines the need for a graduate program in Agricultural Regulations at the University of Arkansas at Pine Bluff, and the methodology by which the program will be established. The proposed program is closely associated with the undergraduate Regulatory Science, Agricultural Business, Plant and Animal Science programs at the university and consistent with the evolving mission of the University of Arkansas at Pine Bluff.

The Agriculture Department offers an undergraduate degree in Agricultural Sciences with options in Agricultural Economics/Business, Plant Science, Animal Science; and Agricultural Education. The undergraduate degree in Regulatory Science includes options in Agriculture, Environmental Biology and Industrial Health and Safety.

The Regulatory Science program was designated as a Center of Excellence by the Marketing and Regulatory programs unit of the United States Department of Agriculture's Animal and Plant Health Inspection Service (USDA/APHIS). No other university offers the bachelor's of science degree (B.S.) in Regulatory Science in the United States (U.S.).

The Regulatory Science Program at UAPB was developed to address the growing need for a highly skilled multidisciplinary workforce in the areas of agriculture, industry and in environmental compliance and regulations. A well-trained and interdisciplinary workforce is needed to keep pace with the expansion of regulatory and compliance programs in government, self regulation in industry, and in the arena of Homeland Security.

There is high demand for a Graduate Agricultural Regulations Program. According to the U.S. Department of Labor, Bureau of Labor Statistics, the employment outlook for agricultural and food science/food safety technicians, environmental science and protection/health and occupational health and safety technicians/specialists is projected to grow by 10 to 20 percent from 2002 to 2012. Master's level graduates with backgrounds in regulatory science and regulatory policy are needed at local, state and

federal agencies. There is no Master's degree in Regulatory Science in the United States that focuses on agriculture, food, environment and industrial processes. However, there are a few programs which focus on pharmaceutical and compliance aspects of regulatory science. Purdue offers a B.S. in Regulatory and Quality Compliance and San Diego State University offers a M.S. degree in Regulatory Affairs. This proposed Masters Degree in regulatory science differs from the above programs in that it will focus on agriculture, food, environmental and industrial regulatory issues. The Graduate Agricultural Regulations Program will offer courses in Agricultural Risk Assessment, Food Safety, Environmental Risk Assessment, Industrial Risk Assessment and Agricultural Security along with other courses that will allow students to choose specialty courses that address their areas of interest.

The program is designed for B.S. degree graduates in Agriculture, Environmental Biology, Industrial Health and Safety and related fields. It will focus on preparing students to meet the "increased need for people with training in agriculture, environment and industrial regulations, environmental biology and related disciplines".

Instructional, laboratory and field facilities to support the program are currently available. The agriculture Department currently has 13 Ph.D. and 3 M.S. level faculty and staff that will work with this program in various capacities; 4,790+ square feet of lab space and 1,083 acres of research/demonstration farmland.

A proposal for additional funding of \$199,996 to develop and implement this program is being sought through the USDA Capacity-Building Grants Program.

The overall objectives of the graduate program include the following:

1. To provide a comprehensive multi-disciplinary curriculum that prepares students for professional and leadership positions with federal and state regulatory/compliance agencies and private industry.
2. To provide students with broad-base knowledge and understanding of the legislative and judicial powers delegated to federal and state regulatory agencies.
3. To increase the pool of minority and female applicants for positions with federal and state agencies.
4. To prepare students for Doctoral programs in risk analysis, agriculture, environment and industrial regulations, environmental biology, and related disciplines.

University of Central Arkansas

Doctor of Philosophy in Leadership Studies

Program Summary

The University of Central Arkansas (UCA) proposes a Doctor of Philosophy (PhD) in Leadership Studies. The proposed program offers a broad-based, interdisciplinary curriculum using a *scholar leader* approach for preparing active professionals from education, healthcare, government, and non-profit settings to contribute to the body of knowledge in leadership studies and to assume increasingly demanding leadership roles in contemporary organizations. The diversity of organizations represented by doctoral students will allow for a rich exchange of ideas. The program will provide opportunities for practicing professionals to benefit from scholarly endeavors while those preparing for academia (teaching, research, administration) will understand the importance of the world of practice. Thus, graduates will be effective researchers and understand how investigative findings may be applied in a broad range of work environments.

The Leadership Studies curriculum comprises 60 semester hours of graduate credit built upon an appropriate master's degree. These 60 hours, which can be completed within a four year timeframe, are distributed into the following curricular areas, each with a distinct purpose:

Leadership Studies Core (21 hours)
Leadership Studies Electives (0-6 hours)
Research Core (15 hours)

Cognate (6-12 hours)
Dissertation (minimum 12 hours)

Implementing this degree will require the addition of 19 new courses and the addition of 12 hours of dissertation coursework.

Sources of funding to support the first three years of the program will include internal reallocation, state revenue, tuition, and external funds from private sources. Two new faculty positions will be required to begin the program, with a third position anticipated for the third year.

Library holdings and database access are more than sufficient, and existing educational facilities and equipment are adequate to support the proposed program. The university will provide computers and research support for new faculty and graduate assistants.

UCA currently offers four doctoral programs to support the proposed PhD in Leadership Studies. Current doctoral faculty will provide instruction and mentor faculty in the new program. There are also additional graduate programs on campus to serve as sources for potential students as well as providing faculty for teaching core and cognate courses and serving on dissertation committees.

The Mission of the Doctor of Philosophy in Leadership Studies

The Doctor of Philosophy in Leadership Studies will prepare *scholar leaders* for academic positions and for leadership roles in complex organizations found in education, healthcare, government, and non-profit settings. These *scholar leaders* will understand their roles in conserving, expanding, and transforming the discipline of leadership studies and their responsibilities for informing the world of practice.

The proposed program reflects the mission of the University of Central Arkansas:

To maintain the highest academic quality; to ensure that its programs remain current and responsive to the diverse needs of its constituents; to foster the intellectual, social, and personal development of its students; to cultivate the advancement of knowledge through excellence in teaching and research; and to promote service to the community.

Definition of Leadership Studies

According to Northouse (2001), there are nearly as many definitions of leadership as there are people who have tried to define it. Based upon a review of the literature pertaining to leadership studies (e.g., Golde and Walker, 2006; Kouzes and Posner, 2003; Terry 2001; Wheatley, 1999; Gardner, 1990; Bass, 1985), faculty proposing the PhD in Leadership Studies embrace Richardson's (2006) definition of leadership studies as both a discipline (i.e., a field of study) and an activity.

More specifically stated, faculty envision the discipline of leadership studies as a *field of study*, "a contemplative search for theory and science" (Richardson, 2006, p. 252) that focuses upon the study and practice of leadership. It must be understood, however, that it is an evolving field. Currently, a number of disciplines (e.g., anthropology, psychology, business, sociology) are studying phenomena of leadership. This program will unite multiple disciplines into one program in its study of this evolving field.

When viewed as *an activity*, leadership is highly complex. Its immediate purposes relate to the intellectual, moral, social, and physical development of those involved, and it functions socially and civically to maintain and improve a democratic way of life (Richardson, 2006; Burnes, 1978). As an activity, leadership studies involves creating, contributing, and applying theory with the intent of discipline expansion; communicating about and engaging in decisions concerning the practices of leadership; and leading organizations to function as dynamic, socially-responsive institutions.

Program Outcomes

Through an *interdisciplinary* approach to leadership studies, the graduate will:

1. Design sound research using appropriate methodology, conduct scholarly research that contributes to the body of knowledge in the discipline of leadership studies, and apply research results from related fields to the discipline of leadership studies.

2. Understand the complexities associated with leadership, the conditions under which it occurs, and the traditional approaches to the examination of leadership ranging from state and trait theories, to functional, transformational, and servant leadership concepts.
3. Analyze concepts, theories, and practices required by leaders in the 21st century global environment to advance organizational success and foster organizational growth.
4. Collect and analyze information from internal and external sources to evaluate organizational effectiveness and both recommend and employ leadership strategies to promote organizational change.
5. Adhere to ethical standards in the scholarship and practice of leadership that foster collaboration, higher levels of organizational performance, and mentorship.

Instructional Design

An interdisciplinary approach to curriculum design and delivery fosters the development of scholarship and professional leadership skills and acknowledges leadership studies as an interdisciplinary academic discipline. A challenging curriculum will require students to examine theoretical concepts as well as practical applications of course content. Students will explore research methodologies and gain skills in using quantitative and qualitative investigative tools. This combination of theory and practice will equip students with skills needed to assume faculty, research, and administrative roles in academia as well as leadership roles in complex organizations in education, healthcare, government, and non-profit settings. Regardless of the role assumed, graduates are expected to generate high-quality and useful knowledge about leadership practice and issues.

The *leadership studies* core will require two new faculty hires. One of these individuals will be a distinguished scholar in the discipline of leadership studies who will serve as Director of Doctoral Studies and provide primary instruction in the core while overseeing further integration of the core into other disciplines. The director will assume primary responsibility for recruiting students, for reviewing the curriculum to assure that syllabi are continually updated and relevant and that the programs of study meet expectations, for chairing doctoral committees, and for monitoring and ensuring that library resources meet the needs of the program. (Appendix A includes a job description for the Director of Doctoral Studies.) The second hire will be a scholar in the area of research.

To further enrich the curriculum, courses will be taught by faculty bringing knowledge and expertise pertinent to leadership from diverse academic disciplines and with cross-curricular perspectives. Instruction in the *leadership studies* core will be provided by graduate faculty whose specializations represent a wide variety of disciplines: humanities, social sciences, education, and non-profit organizations. The *research* core will rely heavily on current doctoral faculty in the Department of Psychology and Counseling. The instructional design also features an interdisciplinary application offering courses and research mentoring by selected faculty with demonstrated leadership and research in areas of education, health sciences, government, and non-profit organizations. A list of faculty is included in section 8.

Summary

The proposed PhD in Leadership Studies focuses on two key factors. First, leadership studies is both a discipline and an applied endeavor. Second, the advancement of knowledge in research methodology coupled with the demanding issues facing organizations and society requires the preparation of *scholar leaders* who can conceptualize, design, and conduct research.

While the PhD in Leadership Studies reflects UCA's mission, it also builds upon and extends existing UCA programs by employing a research model that demands the preparation of persons responsible for the discipline of leadership studies—its continuing evolution and expansion through the generation, examination, and application of research.

ADHE

Institutional Certification Advisory Committee

ITT Technical Institute, Little Rock, Arkansas

Decertification

- Associate of Applied Science in Information Technology
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Accounting Technology

Recertification

- Associate of Applied Science Computer Drafting and Design
- Associate of Applied Science Computer and Electronic Engineering Technology
- Bachelor of Science in Criminal Justice

Initial Certification

- Associate of Applied Science in Information Technology Computer Network Systems
- Associate of Applied Science in Information Technology Software Applications and Programming
- Associate of Applied Science in Information Technology Web Development
- Associate of Applied Science in Information Technology Multimedia

University of Phoenix-Online, Phoenix, Arizona

Recertification

- Master of Science in Administration of Justice and Security

Initial Certification

- Master of Science in Psychology

University of Phoenix-Rogers, Arkansas

Recertification

- Bachelor of Science in Business
- Bachelor of Science in Information Technology
- Master of Business Administration
- Master of Management

William Woods University, Fulton, Missouri

Initial Certification

- Master of Business Administration
- Master of Education in Curriculum and Instruction
- Master of Education in Athletics/Activities Administration

Crowley's Ridge College, Paragould, Arkansas

Institutional Charter/Program Level Change (Information Item)

ADHE staff is reviewing a request from Crowley's Ridge College to offer baccalaureate degrees. The institution is an independent college currently offering associate degrees. The change in program level will result in a Charter change.

Guidelines for Notification of Sex Offenders

The Arkansas Higher Education Coordinating Board is responsible by Arkansas Code Annotated § 12-12-913 to promulgate guidelines for the disclosure to students of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction. These guidelines will be used by institutions of higher education in the development of a written policy to be adopted by the institution's board of trustees. This agenda item will present the set of guidelines for AHECB approval.

Public Hearing for Amendments to Rules and Regulations for Scholarship Program

The Washington Center Scholarship Program

This action will establish the rules and regulations for the new scholarship program that will be known as The Washington Center Scholarship Program. This program will provide a scholarship for up to \$6000 for selected students to participate in The Washington Center for Internships and Academic Seminars in Washington, D.C. The Washington Center Scholarship is available to Arkansas residents enrolled in an approved Arkansas institution that will grant academic credit for participation in The Washington Center's internship program. The applicant must also meet The Washington Center (TWC) admission requirements and be selected by TWC to participate in their internship program. This action will ensure that rules and regulations comply with Act 1046 of 2007.

Certification of Intercollegiate Athletic Budgets for 2007-08

A.C.A. §6-62-805 (Act 366 of 1991) requires each public institution of higher education to annually certify by June 15 to the Arkansas Higher Education Coordinating Board that its intercollegiate athletic program will generate sufficient revenues to meet expenditures or that any athletic deficit will be met by separate institutional board-sanctioned student athletic fees.

Economic Feasibility of Bond Issue for Henderson State University

Henderson State University is seeking approval of the feasibility of \$9 million bond issue to build a Student Recreation Center.

Distribution of Mineral Lease Funds

The final \$645,825.73 of the Mineral Lease funds designated for Building Maintenance will be allocated. The statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

Report on 2006 College-Going Rate

The annual report concerning the College-Going Rate for Arkansas will be presented. Included will be a table detailing the number of first-time entering freshmen by institution for the past five years through fall 2005 and a comparison to the national college-going rate according to the National Center for Education Statistics.

Report on Number of Degrees and Certificates Awarded by Arkansas's Public Colleges and Universities

This report focuses on the statewide increase in the number of degrees and certificates awarded by the public colleges and universities over the past ten years. There are spreadsheets indicating the total number of awards by year and by level of degree or certificate.

Annual Faculty Performance Report

A summary report on the Annual Review of Faculty Performance for the 2006-07 academic year will be presented.

Report of Nominating Committee and Election of Board Officers for 2007-08

The Nominating Committee (Phil Ford, Chair, Jodie Carter and Dan Grant) will recommend and the Board will act upon the slate of Board officers for 2007-08.