

Academic Program Proposals

April 30, 2004

The following is a list of academic program proposals being considered for approval for the April 30, 2004 Arkansas Higher Education Coordinating Board Meeting.

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

If you have concerns, objections, questions or comments concerning a specific proposal, please send them to the contact person listed on the full proposal, as well as to Karen Wheeler at ADHE, no later than **March 1, 2004**.

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

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

<http://www.adobe.com>

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.

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Consortium of University of Arkansas at LittleRock/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.

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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.

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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.

[Click here to download a copy of the proposal in PDF format.](#)

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.

[Click here to download a copy of the proposal in PDF format.](#)

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.

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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.

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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.

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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.

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Southern Arkansas University

Bachelor of Science 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.

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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.

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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.

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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.

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University of Arkansas, Fayetteville

Master of Science in Biomedical Engineering

Program Summary

The Department of Biological and Agricultural Engineering has an established undergraduate and graduate program in Biological Engineering. Biological engineering focuses on applying engineering to bio-based systems including: animal, plant, microbial, environmental and human systems. This document is a proposal to add a Master of Science degree in Biomedical Engineering to our existing programs to strengthen all areas of biological engineering.

Biological engineering is unique among the engineering disciplines in that an in-depth understanding of the biology pertinent to a particular biological system is fully integrated into the engineering studies. This integration leads to engineering that is guided by the requirements of the biological system rather than the chemical, civil, electrical or mechanical requirements. Thus, biological engineers must possess a strong educational background in relevant biology.

The areas of emphasis for biological engineering at the University of Arkansas, Fayetteville are biomedical engineering, bio-resource engineering, ecological engineering, and food/bioprocess engineering. Biomedical engineering involves applications of engineering to issues involving human health. Biomedical engineering has had a significant impact on improvements in health care and as a career interest for students. The engine that has driven this explosive growth has been the advancements made in understanding and manipulating the human biological system (especially through biotechnology). This establishes the biological engineering approach (design guided by the biology of the system) to human healthcare as the heart of biomedical engineering.

The Biological Engineering program can supply the biobased engineering expertise required to link engineering (involving all systems of expertise at UAF) to medical and life sciences. The Biological and Agricultural Engineering faculty has already established collaborations in their research with Departments of Chemical Engineering, Computer Science and Computer Engineering, Electrical Engineering, Mechanical Engineering, Biological Sciences, and units in the Dale Bumpers College of Agriculture, Food and Life Sciences, as well as Programs of MicroElectronics and Photonics, and Cell and Molecular Biology. The unique expertise in the biological engineering program will allow the department to serve as the axle for all the spokes of medically-based **engineering research** for the University of Arkansas System. Biomedical Engineering faculty in the Biological and Agricultural Engineering Department can serve as collaborators for NIH and similar funding opportunities where clinical work is needed and previous experience with medically based funding is essential.

The program will be initiated and developed in the Department of Biological and Agricultural Engineering, under both the College of Engineering and Dale Bumpers College of Agricultural, Food and Life Sciences. Potential collaborators for this curriculum are the Departments of Chemical Engineering, Civil Engineering, Industrial Engineering, Electrical Engineering, Mechanical Engineering and Computer Science and Computer Engineering in the College of Engineering, Departments of Biological Sciences, Chemistry/Biochemistry, and Physics in the Fulbright College of Art and Sciences, units in the Dale Bumpers College of Agriculture, Food and Life Sciences, programs of Micro-Electronics and Photonics, and Cell and Molecular Biology, and the

University of Arkansas for Medical Sciences at Little Rock. The program will introduce a comprehensive, multidisciplinary masters level curriculum. The program will consist of three core lecture courses (Advanced Biomedical Engineering, and two advances science courses such as Biochemistry, Molecular Biology, Biophysics, Kinesiology), a laboratory course (Biomedical Instrumentation), Graduate Seminar, and either a clinical research engineering internship or graduate course in Experimental Design for Research. In addition, students will be required to take three courses in one of four concentrations, **bioimaging and biosensing, tissue engineering and biomaterials, bioinformatics and computational biology, and bioMEMS and nano-biotechnology**. The program will provide graduate students a strong academic foundation and advanced training in biomedical engineering at the highest level of quality and fully integrated with research ranging from molecular to system levels, so that graduates are prepared for distinguished careers in academia, industry or business.

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University of Arkansas, Fayetteville

New 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.

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University of Arkansas, Fayetteville

Master of Science in Space and Planetary Sciences

Program Summary

The recently formed Arkansas-Oklahoma Center for Space and Planetary Sciences (the "space center") brings together faculty from ten departments in four colleges at two Universities; the chemistry, physics, biology, geology, and mechanical engineering departments (under various names) in the Arts and Sciences Colleges and the Engineering Colleges at the University of Arkansas (UArk) and the Oklahoma State University (OSU). Research collaborations already exist between most of the faculty in the programs, and many teach courses in their respective departments that provide substantial education in these individual research areas. The situation is well suited to providing a formal structure for the creation of a new integrative multidisciplinary degree program that will provide unique opportunities for the students, their mentors, the two universities, the region and the nation.

The program will provide an opportunity to introduce a comprehensive, multidisciplinary master's-level course in space and planetary sciences. The program will consist of a graduate-level laboratory course and seminars in space and planetary sciences, three two-week workshops in communication, ethics and entrepreneurship, and a one-month internship at a North American or overseas national, military or university laboratory. In addition, students will be required to take three of the survey courses in the five core areas of space and planetary sciences, planetary astronomy, planetary geology, planetary atmospheres, theory of the origin and evolution of life and orbital mechanics and astronautics. Collectively, the program will provide a strong academic foundation and advanced training in one or more of the core areas, and it will provide an awareness of societal issues and needs at the national and global levels. It will be consistent with the recommendations of the National Academy's 1995 Report "Reshaping the Graduate Education of Scientists and Engineers."

An important element of the program is that it is associated with the space center. About one-third of the courses will be offered in Stillwater, Oklahoma, and about two-thirds will be offered in Fayetteville, Arkansas. In this manner, the intellectual and physical resources of two universities are brought to the teaching and research programs of the center. Collaboration between the two schools is through live two-way interactive video and frequent visits. Preliminary indications at the space center, and several recent government reports, are that the proposed M.S. program will be popular with students and that graduates will be highly competitive for positions in the space and planetary sciences in academe, industry, government and the military. Diplomas will be issued by the University which houses the mentor of the student, but if the mentor is at Arkansas, the diploma will read "Master of Science from the University of Arkansas," and in smaller print, "in collaboration with Oklahoma State University." Likewise the diplomas from OSU will include "in collaboration with the University of Arkansas."

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University of Arkansas, Fayetteville

Doctor of Philosophy in Space and Planetary Sciences

Program Summary

The recently formed Arkansas-Oklahoma Center for Space and Planetary Sciences (the "space center") brings together faculty from ten departments in four colleges at two Universities; the chemistry, physics, biology, geology, and mechanical engineering departments (under various names) in the Arts and Sciences Colleges and the Engineering Colleges at the University of Arkansas (UArk) and the Oklahoma State University (OSU). Research collaborations already exist between most of the faculty in the programs, and many teach courses in their respective departments that provide substantial education in these individual research areas. The situation is well suited to providing a formal structure for the creation of a new integrative multidisciplinary degree program that will provide unique opportunities for the students, their mentors, the two universities, the region and the nation. The new program will be called space and planetary science with the four-letter identifier SPAC.

The program will provide a comprehensive, multidisciplinary graduate-level education and training in space and planetary sciences. The program will consist of a general component and five core areas, planetary astronomy, planetary geology, planetary atmospheres, theory of the origin and evolution of life and astronautics and orbital mechanics. The required courses will include one survey course from each of the core

areas, a graduate-level laboratory course, seminars in space and planetary sciences, three two-week workshops in communication, ethics and entrepreneurship, and a one-month internship at a north American or overseas national, military or university laboratory. Electives will be taken from within the core areas depending on the student's interests. Collectively, the program will provide a strong academic foundation and advanced training in one or more of the core areas, and will provide an awareness of societal issues and needs at the national and global level. It will be consistent with the recommendations of the National Academy's 1995 Report "Reshaping the Graduate Education of Scientists and Engineers."

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University of Arkansas, Fayetteville

Concentrations of Space and Planetary Sciences to Master of Science in Geology and Master of Science in Geography

Program Summary

The recently formed Arkansas-Oklahoma Center for Space and Planetary Sciences (the "space center") brings together faculty from ten departments in four colleges at two Universities; the chemistry, physics, biology, geology, and mechanical engineering departments (under various names) in the Arts and Sciences Colleges and the Engineering Colleges at the University of Arkansas (UArk) and the Oklahoma State University (OSU). Research collaborations already exist between most of the faculty in the programs, and many teach courses in their respective departments that provide substantial education in these individual research areas. The situation is well suited to providing a formal structure for the creation of a new integrative multidisciplinary degree program that will provide unique opportunities for the students, their mentors, the two universities, the region and the nation.

The program will provide, for the first time in a U.S. university, masters degree programs in geology and geography that will incorporate a component involving a comprehensive, multidisciplinary graduate level education in space and planetary sciences. The program will consist of general courses and courses in planetary astronomy, planetary geology, planetary atmospheres, the origin and evolution of life and orbital mechanics/astronautics. The general requirements will consist of a graduate level laboratory course and seminars in space and planetary sciences, a thesis, a candidacy examination, three two-week workshops in communication, ethics and entrepreneurship, and a one-month internship at a north American or overseas national, military or university laboratory. Collectively, the program provides a strong academic foundation and advanced training in one or more of the core areas, and it provides an awareness of societal issues and needs at the national and global level.

An important element of the program is that it is associated with the space center. About one-third of the courses will be offered in Stillwater, Oklahoma, and about two-thirds will be offered in Fayetteville, Arkansas. In this manner, the intellectual and physical resources of two universities are brought to the teaching and research programs through live two-way interactive video and visits. Preliminary indications at the space center, and several recent government reports, indicate that the proposed masters degree program will be popular with students and that graduates will be highly competitive for positions in the space and planetary sciences in academe, industry, government and the military.

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University of Arkansas, Fayetteville

Concentrations of Space and Planetary Sciences to Doctor of Philosophy in Biology and Doctor of Philosophy in Physics

Program Summary

The recently formed Arkansas-Oklahoma Center for Space and Planetary Sciences (the "space center") brings together faculty from ten departments in four colleges at two Universities; the chemistry, physics, biology, geology, and mechanical engineering departments (under various names) in the Arts and Sciences Colleges and the Engineering Colleges at the University of Arkansas (UArk) and the Oklahoma State University (OSU). Research collaborations already exist between most of the faculty in the programs, and many teach courses in their respective departments that provide substantial education in these individual research areas. The situation is well suited to providing a formal structure for the creation of a new integrative multidisciplinary degree program that will provide unique opportunities for the students, their mentors, the two universities, the region and the nation.

The program will provide, for the first time in a U.S. university, graduate degree programs in biology and physics that will incorporate a component involving a comprehensive, multidisciplinary graduate level education in space and planetary sciences. The program will consist of general courses and courses in planetary astronomy, planetary geology, planetary atmospheres, the origin and evolution of life and orbital mechanics/astronautics. The general requirements will consist of a graduate level laboratory course and seminars in space and planetary sciences, a thesis, a candidacy examination, three two-week workshops in communication, ethics and entrepreneurship, and a one-month internship at a north American or overseas national, military or university laboratory. All students in the program must take at least three of these courses in three of the core areas. Collectively, the program provides a strong academic foundation and advanced training in one or more of the core areas, and it provides an awareness of societal issues and needs at national and global levels.

An important element of the program is that it is associated with the space center. About one-third of the courses will be offered in Stillwater, Oklahoma, and about two-thirds will be offered in Fayetteville, Arkansas. In this manner, the intellectual and physical resources of two universities are brought to the teaching and research programs through live two-way interactive video and visits. Preliminary indications at the space center, and several recent government reports, indicate that the proposed Ph.D. program will be popular with students and that graduates will be highly competitive for positions in the space and planetary sciences in academe, industry, government and the military.

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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.

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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).

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University of Arkansas at Fort Smith

Bachelor of Science in History with Social Studies Teacher Licensure Option

Program Summary

The University of Arkansas at Fort Smith requests approval of the Arkansas Higher Education Coordinating Board to offer a new program in history with social studies teacher licensure, leading to the Bachelor of Science degree. The program capacity is 15 students the first year and 20 students per year thereafter.

The program focus will be to provide candidates with the social studies knowledge and pedagogical skills to serve as a social studies teacher in grades 7-12. This program provides a strong focus on history as well as significant coursework in professional education. In addition to specialized coursework, the program will include general education coursework to provide the background knowledge and skills necessary for a liberal education and the ability to establish effective interpersonal relationships. Since there is a current shortage of qualified teachers, some schools must assign unqualified teachers to teach social studies classes. School districts must be prepared to meet the requirements associated with the federal No Child Left Behind Act of 2001 which requires that all teachers be "highly qualified" by 2005-2006. Highly qualified means fully licensed

in the subject area they teach. This will be a difficult task in many rural areas. Therefore, it is important for higher education institutions to recruit, prepare, and help retain qualified teachers for the social studies classrooms of Arkansas.

The degree program will be housed in the Department of History. It is under the direction of the Dean of the College of Arts and Sciences. However, the teacher licensure component will be under the direction and auspices of the Dean of the College of Education. Both deans report to the Provost. The program will require 126 semester hours of coursework for completion and will include the general education requirements, coursework in the major, and coursework in professional education.

[Click here to download a copy of the proposal in PDF format.](#)

University of Arkansas at Fort Smith

Bachelor of Science in Spanish with Teacher Licensure Option

Program Summary

The University of Arkansas at Fort Smith requests approval of the Arkansas Higher Education Coordinating Board to offer a new program in Spanish with teacher licensure, leading to the Bachelor of Science Degree. The program capacity is 10 students the first year and 15 students per year thereafter.

The program focus will be to provide candidates with the Spanish knowledge and pedagogical skills to serve as a Spanish teacher in grades P-12. In addition to specialized coursework, the program will include the general education coursework to provide the background knowledge and skills necessary for a liberal education and the ability to establish effective interpersonal relationships. Since there presently exists a shortage of Spanish teachers, there is a demand as expressed by area school superintendents for programs to prepare Spanish teachers for P-12 classrooms. Many schools can no longer offer Spanish due to the shortage of qualified teachers for these classes. The supply of qualified Spanish teachers is becoming critical in many rural areas. Therefore, it behooves higher education institutions to recruit, prepare, and help retain Spanish teachers for the classrooms of Arkansas.

The degree program will be housed in the Department of Foreign Language. It will be under the direction of the Dean of the College of Arts and Sciences. However, the teacher licensure component will be under the direction and auspices of the Dean of the College of Education. The program will require 124 semester hours of coursework for completion and will include the general education requirements, coursework in the major, and coursework in professional education.

[Click here to download a copy of the proposal in PDF format.](#)

University of Arkansas at Fort Smith

Bachelor of Science in English with Teacher Licensure

Program Summary

The University of Arkansas at Fort Smith requests approval of the Arkansas Higher Education Coordinating Board to offer a new program in English with teacher licensure, leading to the Bachelor of Science degree. The program capacity is 30 students per year. Graduates will obtain jobs teaching English in area secondary schools.

The program focus will be to provide candidates with the language arts knowledge and pedagogical skills to serve as English teachers in grades 7-12. In addition to specialized coursework, the program will include the general education coursework to provide the background knowledge and skills necessary for a liberal education and the ability to establish effective interpersonal relationships. Since there exists a shortage of qualified secondary teachers, there is a demand as expressed by area school superintendents for programs to prepare teachers for grades 7-12 classrooms. The void of qualified teachers is becoming critical in many rural areas. Therefore, it behooves higher education institutions to recruit, prepare, and help retain teachers for the secondary classrooms in Arkansas.

This program will build on the existing freshman and sophomore level classes that form the general education and related course components of the degree as well as the freshman and sophomore levels of the major. In addition, since UA Fort Smith recently added two liberal arts degrees in English—one in English and the other in rhetoric and writing—many of the major courses toward the proposed degree are already in place. In order to address the specific needs of our teacher education students, the English and Rhetoric Department has added three discipline-specific methods of teaching courses to support the B.S. in English, and we have expanded our advanced literature course offerings to include more historical/cultural studies and genre courses. The secondary English teacher program will consist of 31 semester hours of professional teacher education courses common to all secondary education majors. It will also include 45 credit hours of English.

The degree program will be housed in the Department of English and Rhetoric. It will be under the direction of the dean of the College of Arts and Sciences. However, the teacher licensure components will be under the direction and auspices of the dean of the College of Education. The program will require 124 semester hours of coursework for completion and will include the general education requirements, coursework in the major,

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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.

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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.

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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.

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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.

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University of Central Arkansas

Master of Science in Community and Economic Development in China

Program Summary

As expressed in its vision statement, UCA strives to develop a partnership of excellence among students, faculty, and staff in benefit to the global community. Consistent with that vision, the Graduate School of Management, Leadership, and Administration proposes to offer the Master of Science Degree in Community and Economic Development (MSCED) curriculum to students from China. The proposed program will allow students to complete UCA's MSCED program over the course of a year. Twelve courses (36 hours) of the current MSCED curriculum will be offered to students in China. All courses offered will be required for degree completion with no electives. During the course of study, students will customarily take one three-credit-hour course at a time with each course being approximately one month's duration. A minimum of four of the twelve courses will be taught by UCA graduate faculty on-site in China with approximately 25 to 30 hours of direct instruction on a 5-day schedule. Evening and weekend classes are planned to meet the needs of working professionals. An additional ten to fifteen hours of follow-up instruction and evaluation using email and other technology-based delivery will be completed within one month following the last day of class for each course. A minimum of three of the twelve courses will be taught by UCA faculty using distance learning technology (Web-based, compressed video, teleconferencing). These courses are currently taught via the Web to domestic students throughout the United States. Both Chinese and American students will be enrolled in the Web classes. A maximum of five of the twelve courses will be taught by adjunct Chinese faculty who have been recruited by CFM Educational Services and approved by UCA to teach specific courses in their areas of expertise. *Appendix B* contains the list of courses to be offered in the proposed program.

This program outreach contributes toward achievement of the global service goal stated in the UCA vision statement. The MSCED is an established and growing program designed to prepare individuals to provide informed and skillful leadership in government agencies and private organizations. This proposed outreach program will equip students

in the Pacific Rim to engage in community and economic development in various contexts, while domestic students will acquire a more global perspective.

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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.