

## Academic Program Proposals

February 6, 2004

The following is a list of academic program proposals being considered for approval for the February 6, 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 **December 15, 2003**.

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.

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### Arkansas Northeastern College

Associate of Applied Science in Nursing at Paragould

#### Program Summary

Arkansas Northeastern College (ANC) proposes to extend delivery of its Associate of Applied Science Degree in Nursing to the Paragould area. The program will be delivered to the ANC Allied Health Center located on the Campus of Arkansas Methodist Medical Center in Paragould, Arkansas. This program will be delivered using compressed audio-video instruction delivered from the main campus in Blytheville. The extension of the program is intended to accommodate a class size of 16 to 20 students and will compliment the existing practical nursing program delivered by the College at the same location.

The ANC Allied Health Center in Paragould is a 7,500 square foot facility. The Center contains three classrooms, a nursing-skills laboratory, a computer laboratory/allied health library, and faculty offices. The facility has been recently remodeled and houses the College's Practical Nursing, Paramedic, and Emergency Medical Technician programs. The proximity to the hospital also provides access to clinical facilities, a conference center and an additional classroom equipped with compressed audio-video capabilities.

The existing faculty will be utilized to provide instruction for the program extension. One full-time faculty member and a part-time clinical faculty will be assigned to the first year class at the Paragould site. An additional full-time faculty member and part-time clinical faculty will be added in the second year to accommodate the second year class at Paragould. The College currently maintains an Associate Degree in nursing faculty consisting of five full-time instructors, each holding the Master of Science in Nursing Degree. One part-time clinical instructor is employed holding the Bachelor of Science in Nursing Degree. The program Director also holds the Master of Science in Nursing Degree.

The faculty will continue to teach the nursing courses in the program while simultaneously instructing the class at the Paragould location. The full-time faculty member assigned to the Paragould class will attend all classes and facilitate the delivery of the instruction to the Paragould students. This faculty member and an additional part-time clinical faculty member will conduct the clinical rotations for the students.

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## **Arkansas State University**

Associate of Applied Science in Food Technology

### Program Summary

The Associate of Applied Science in Food Technology provides an understanding of the selection, preservation, processing, packaging, distribution and use of safe, nutritious and wholesome foods. Students will be able to integrate and apply food principles through the use of computer, laboratory, and statistical and quality assurance techniques. Communication, organizational, information acquisition and interactions skills are also built into the curriculum. The program was designed with input from representatives of the following local food industries: Riceland Foods, Inc., ConAgra Foods, Busch Agricultural Resources and Nestle USA. Input was also received from the Department of Food Science, University of Arkansas-Fayetteville. This program was designed to provide a quality curriculum that introduces students to the world of food technology and provides an educational foundation for upper division study in food science. As part of the curriculum, there is an opportunity for laboratory experiences at local food industries as well as student practicum work through student internships. Cooperation with the community agencies will support those endeavors.

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## **Arkansas State University**

Doctor of Philosophy in Molecular Biosciences

### Program Summary

Arkansas State University (ASU) is proposing an interdisciplinary Doctor of Philosophy degree program in Molecular Biosciences to begin in the fall of 2004. The Doctoral degree is required to support the Arkansas Biosciences Institute (ABI) and the students and faculty involved. This will be an interdisciplinary program involving the knowledge and technical skills of several disciplines in the science and techniques related to biotechnology.

Molecular Biosciences addresses classical and contemporary problems in biology through creative integration of cellular, molecular, developmental and genomic information and knowledge. Among other topics, Molecular Biosciences research may include the study of biomolecular interactions, the engineering and design of metabolic pathways to produce bioactive proteins, discovery and development of novel biomaterials, etc. It also involves development of methods for molecule detection and diagnostics, tools for bioinformatics, and genetic engineering technologies. As such, Molecular Biosciences contributes fundamental knowledge as well as the basis for biotechnological applications, including novel biological patents. Cell Biology is the study

of various aspects of cell function, structure, metabolism, and chemical functions on, within, and between cells. Molecular Biology is generally defined as the study of biomolecular interactions, the relationships between biomolecular reactions and observed cellular properties, molecular genetics, protein chemistry, and biological structures, as well as the use of molecular detection methods to detect or characterize biological states in animal and plant sciences, systematics, forensics and health care. Cell Biology and Molecular Biology are the fundamental bases for biotechnology and are expanding areas of research. Thus, rapid growth has sprung out of the biotechnology revolution which has affected state, national and international aspects of agriculture, life sciences, human health, and commercial enterprises.

This proposal is an extension of a well-established need for broadly based and interdisciplinary technical training of graduate students to meet state, regional and national needs in the coming years. The program is in direct support of the state ABI mandate and funding and a logical extension of faculty recruitment and an increased focus on Molecular Biosciences at the department and college levels. The University is continuing to expand its research and teaching capacities and is continuing to recruit and hire new faculty members in this area, primarily in the College of Agriculture, the College of Sciences and Mathematics and the ABI Research Center. Taken together, the increased need for trained Molecular and Cell Biologists in Arkansas and nationally has made it apparent that degree programs are required to foster interdepartmental and intercollege graduate student training and research. The proposed doctoral program in Molecular Biosciences at ASU will serve both state and student needs.

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## **Arkansas Tech University**

Bachelor of Applied Science

### Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

Arkansas Tech University has been offering two Associate of Applied Science degrees since 1997 in response to the needs of area industries. These degrees are in the areas of Industrial Electronic Technology and Industrial Plant Maintenance. In addition to the degree, these programs also offer Technical Certificates of Proficiency. The Associate of Applied Science in Industrial Systems was developed in 1995 with particular emphasis on providing a competency-based degree program for career professionals in industries requiring a concentration of training considered comparable to expected outcomes in academic coursework.

In addition to the Associate of Applied Science degrees currently available, Tech also offers the Associate of Science degree in the following areas: Early Childhood Education, Medical Assistant, Nuclear Technology, and Information Technology. A certificate is offered in Medical Transcription. An Associate of Arts in Criminal Justice is currently pending approval. As presented the degree will target students interested in police work and will provide the basic foundational knowledge to supplement the police academy experience. Students completing these degrees and certificates, who might not have considered a bachelor's degree as an option available to them, now have the

opportunity to pursue the career path advantages offered by the Bachelor of Applied Science degree.

A major advantage offered by the Bachelor of Applied Science degree is the flexibility and ease of transfer built into the degree and the ability of the students to “build” a curriculum around their particular needs or career focus. For the mid-level career employee seeking advancement, the Bachelor of Applied Science degree as proposed would combine the technical concentration of courses included in the individual’s associate degree up to 30 hours with a 27-hour professional core offering competencies and knowledge in the areas of administration, leadership, critical thinking, and communication skills. The curriculum will include the 37 hours of general education courses and a minimum of 40 hours of upper division coursework as required in all bachelor’s degrees at Tech. A feature of this degree which makes it attractive to the associate level graduate is the flexibility of applying more hours from an associate degree than would normally transfer into most baccalaureate degrees.

The curriculum is structured around existing courses available through a number of departments. Courses were selected which target the outcomes proposed for the Bachelor of Applied Science degree. The only new courses which will be added provide a capstone to validate the application of knowledge gained from the coursework. These courses are BAS 3003: Special Problems and BAS 4006: Capstone Project. These courses will require the student to complete actual projects in a business or industry setting under the supervision, observation, and collaboration provided by content experts in respective workplace assignments.

The overall concept of adding the Bachelor of Applied Science degree is to provide the student maximum diversity when making career decisions and a broader understanding of what is required of a professional working in highly specialized technical and service industry positions. The curriculum is structured to offer a program of study which can be tailored to meet the variety of professional development and career enhancement needs of students and their current or prospective employers.

Since this degree program is built on a competency- and skills-based concept, there will be an option to take the NOCTI exam provided by the National Occupational Competency Testing Institute to validate competencies in the student’s declared occupational discipline. The National Occupational Competency Testing Institute (NOCTI) is America’s foremost developer of high-quality written and performance occupational assessments and services for business, industry, education, and government. This organization is dedicated to facilitating the development of national workforce standards and provides tests in over 250 occupational areas. Up to 18 hours of credit can be awarded for articulated competency validated by a NOCTI exam. The credit will be designated on the transcript but will not count in the calculation of grade point average.

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## **Arkansas Tech University**

Master of Arts in TESOL

### Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions and modifications; program costs; faculty resources; library

resources; facility and equipment; purpose of the program; and any information that will serve as introduction to the program.

The MA in TESOL is an outgrowth of the intensive ESL Academies which Tech has offered now for eight years. Initially, the academies were created to address an emergency issue in the public schools, the influx of thousands of non- or limited-English speaking students. The public school teachers were not prepared academically to deal with this new student population. Now and for the past six years, the ESL Academies have offered teachers the necessary preparation in the form of courses leading to the ESL Endorsement. The four courses, Second Language Acquisition, Teaching English as a Second Language, Assessment, and Teaching People of Other Cultures, have been taught in an intensive session in the summer in order to make training available to as many teachers as possible. To date, approximately 1,500 teachers have been trained.

From this pool of trained professionals have come requests for further training. The ESL Endorsement courses, while they provide the initial training, are but an introduction to the field of teaching English to speakers of other languages. Teachers who wish to become master Tesol instructors require additional tools. The MA in TESOL is designed to train master teachers in TESOL. The MA will also utilize the format of course delivery which has been received so well by teachers in the past. All of the courses, with the exception of the six-hour practicum course, will be offered as intensive courses in the summer. The practicum course will be a semester long course. The practicum course, a practicum or an internship, either in the public schools, an Intensive English program in the United States, or an English program abroad, is similar to a thesis and will be the capstone course for this degree.

The MA in TESOL is designed particularly for those teachers who already have completed the courses leading to the ESL Endorsement. However, all applicants who hold a baccalaureate degree in any field and meet the Graduate School entrance requirements will be considered for admission to the program. At least a 3.00 grade point average on a 4.00 scale for the final 60 semester hours of undergraduate study is required for unconditional admission to the program. No GRE is required for admission, but candidates for the MA degree must have either scores of the GRE or the Miller Analogies Test on file with the Graduate School.

Upon the successful completion of 30 hours of graduate course work and the 6 hour practicum, candidates who have fulfilled all other degree requirements will be awarded the MA in TESOL. Grades in all graduate courses must be "B" or better to be counted toward the MA degree.

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## **Arkansas Tech University**

Associate of Arts in Criminal Justice

### Program Summary

The program is designed to serve two different student populations:

- (1) Working police officers or other law enforcement personnel who desire additional academic work, and working police officers or other law enforcement personnel who need academic work for pursuit of job improvement and certification.

(2) In addition, the program will serve general population students who may not need or want to complete a bachelor's degree. This degree will also serve to bring students to our campus who might otherwise not attend. Some of these students will continue on to complete the four-year degree. In addition, the associate degree area may serve students who have completed other degrees, but desire further education in this particular subject area.

The coursework requires completion of 62 hours, including completion of the University's General Education core courses, eighteen hours in criminal justice, and seven hours of electives. The criminal justice courses already exist within the Department of Behavioral Sciences curriculum, and will service the new Associate of Arts degree with only minor modification. Three full-time faculty in Sociology currently offer the bulk of these courses, with the addition of one full time faculty in Political Science who offers one course. In addition, the University legal counsel teaches an introductory criminal justice course.

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### **Ouachita Technical College**

Associate of Applied Science and Certificate of Proficiency in General Technology

#### Program Summary

This program will enable students to design a specialized program of technical studies that otherwise could not be met through any certificate or associate's degree program presently offered at OTC. Working with their academic advisor, students will select courses from one or more existing technical disciplines to design a certificate or degree that is closely aligned with their individual career objectives.

The A.A.S. in general technology requires the completion of 48 semester hours of technical and 15 hours of general education coursework. The Certificate of Proficiency requires the completion of 12 semester hours of technical coursework.

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### **Southern Arkansas University**

Master of Arts 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**

### Bachelor of Science in Behavioral Sciences

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.

The Behavioral and Social Sciences Department is located in its own building (Peace Hall) with all classrooms and faculty offices within this building. Peace Hall has its own Internet server, and Internet connection can be independent of the University's network system. The department is moving toward offering on-line courses, interactive video, and the department is in the planning stages of providing a studio type training for video and production role playing and on-line interactive training.

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## **Southern Arkansas University-Tech**

### Associate of Applied Science in Industrial Technologies

#### Program Summary

This proposed format has been faculty driven. Extensive discussions and factors influencing the degrees involved result in the desire of reducing the number of degrees offered. The faculty and students agree this reduction can be accomplished by combining degrees with similar core, first year courses. The college also believes the low number of entering students across the three programs can be combined into one degree instead of being spread out over three degrees. This will, in fact, increase the number of students in first-year courses before an emphasis is chosen for the second year. The institutional concern that many SAU Tech students are becoming frustrated by having to take all developmental courses during their first and sometimes into their second semester definitely contributes to this proposed format. Combining the three degrees into one is an effort to encourage students become involved in their program of study early by beginning coursework on the certificate of proficiency prior to beginning any needed remediation in order to help improve retention and student success. Curriculum

modifications are as noted on Addendum "A". Program costs, faculty resources, library resources, facilities and equipment are in place and will not change.

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

Associate of Applied Science in Multimedia Technology

#### Program Summary

This proposed format has been faculty driven. Extensive discussions and factors influencing the degrees involved result in the desire of reducing the number of degrees offered. The faculty and students agree this reduction can be accomplished by combining degrees with similar core, first year courses. The college also believes the low number of entering students across the three programs can be combined into one degree instead of being spread out over three degrees. This will, in fact, increase the number of students in first-year courses before an emphasis is chosen for the second year. The institutional concern that many SAU Tech students are becoming frustrated by having to take all developmental courses during their first and sometimes into their second semester definitely contributes to this proposed format. Combining the three degrees into one is an effort to encourage students become involved in their program of study early by beginning coursework on the certificate of proficiency prior to beginning any needed remediation in order to help improve retention and student success. Curriculum modifications are as noted on Addendum "A". Program costs, faculty resources, library resources, facilities and equipment are in place and will not change.

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### **University of Arkansas Community College at Morrilton**

Associate of Applied Science in Land Surveying Technology

#### Program Summary

The Associate of Science degree in Land Surveying Technology will prepare students with a general education foundation, various surveying courses, and an introduction to geographic information systems that will facilitate the transfer of program graduates into the Surveying option of the Spatial Information Systems Bachelor of Science degree at University of Arkansas Monticello (UAM).

The proposed degree program, scheduled to begin August 2004, is consistent with the Mission Statement of the University of Arkansas Community College at Morrilton (UACCM), which is to offer both degrees and courses that will transfer to four-year institutions and degrees and programs of study that prepare students for employment in occupational and technical fields. The proposed curriculum has been developed with input from UAM faculty, which will enhance the ability of UACCM students to transfer into the UAM baccalaureate program.

The curriculum will consist of 68 credit hours: 41 hours of general education courses, 21 hours of surveying courses, a 3-hour geographic information systems course, and a 3-hour computer applications course. The courses are designed to fulfill program



requirements or prerequisites in the Surveying option of the Spatial Information Systems Bachelor of Science degree at UAM.

The College has the required classrooms, computer lab facilities, software, and surveying equipment to support this degree program. All of the courses are already offered as part of the curriculum for the Associate of Applied Science degree in Surveying and will be taught by existing faculty. The instructional materials and library resources are adequate.

The objectives of the program include:

- ❑ To provide students with the general education component required for most baccalaureate of science degrees.
- ❑ To provide an opportunity for students to complete the surveying courses and the introductory geographic information systems course needed to complete the first two years of the baccalaureate-level program prior to transferring to a four-year institution.

To provide students with the background knowledge necessary for additional training in remote sensing, computer-assisted cartography, advanced geographic information systems, etc.

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## **University of Arkansas, Fayetteville**

Bachelor of Science in Landscape Architecture Studies

### Program Summary

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

The profession of landscape architecture continues to grow in depth and breadth. The proposed B. S. in Landscape Architecture Studies seeks to create a parallel four-year bachelors degree to the existing B. S. in Architecture Studies within the department of architecture. The proposed program will focus on landscape architecture studies and environmental design issues, which will serve students who wish to pursue a career in the profession of landscape architecture but do not seek licensure. The program will utilize existing professional courses within the Department of Landscape Architecture, the School of Architecture, and the University to fulfill the required course work. The total number of hours will be 124 for graduation.

This proposed degree program opens the opportunity to prepare more individuals interested in landscape architecture, who may not wish to focus on those aspects of the profession which require professional licensure and have interests that can further the body of knowledge within the profession. For example, specialist areas are growing in the sub-fields of cultural landscape preservation and documentation, critical analysis of built works, contemporary case study development, urban planning and design. This proposed program is intended to prepare students for work in private sector landscape architecture and planning offices, public policy and administration departments, and the not-for-profit advocacy sector. Students would also be prepared for graduate school—and

could pursue professional degrees (landscape architecture, business, and law), historic landscape preservation, history, public policy, public administration, and journalism.

The program will not affect any degree program other than the Department of Landscape Architecture, which is proposing this addition. No program or courses will need to be added or eliminated by this proposal. No new courses or modifications will be required to implement this program.

Existing faculty, faculty resources, library resources, facilities, classrooms, and equipment are adequate to serve the new program. No additional expenses are incurred by implementing this program.

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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.”

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, 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. 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 “Doctor of Philosophy 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**

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 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).

**BSIS Degree Requirements (Management major)**

General Education	44 credit hours
Imaging Science Core	11 credit hours
Management Major	26 credit hours
Support Course	3 credit hours
ARRT Credit Awarded	40 credit hours
<b>Total Degree</b>	<b>124 credit hours</b>

**BSIS Degree Requirements (Diagnostic Medical Sonography major)**

General Education	44 credit hours
Imaging Science Core	11 credit hours
DMS Major	39 credit hours
ARRT Credit Awarded	40 credit hours
<b>Total Degree</b>	<b>134 credit hours</b>

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).

Current resources at the University of Arkansas at Fort Smith meet some of the requirements for a BSIS completion program. Boreham Library on the campus of the

University of Arkansas at Fort Smith currently houses many resources for a large number of programs on campus. However, these library resources would need to be expanded to accommodate both Imaging majors (Imaging Management and Diagnostic Medical Sonography) in the Bachelor of Science in Imaging Sciences. Although the Management track will be primarily web based, the DMS track would need lab facilities in addition to classroom space. The new Health Sciences building will provide the DMS lab facility, lab equipment, classroom space, and faculty offices needed. Current faculty have limited qualifications in regards to educational preparation and specialty certifications with only one faculty member eligible to provide instruction in a baccalaureate program. Additional faculty will be needed for both the Diagnostic Medical Sonography track and Management track of the baccalaureate program.

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

#### Associate of Applied Science in Administrative Personnel [Program Summary](#)

The Administrative Professional program will offer a 15 credit hour Office Assistant Certificate of Proficiency giving students an opportunity to select one course from three different technical specialties: Bookkeeping, Human Resource, or Medical. The Administrative Assistant Technical Certificate builds on the Certificate of Proficiency. This 30-31 credit hour program also gives students an opportunity to select courses from the three different technical specialties. The Administrative Professional A.A.S. degree is a two-year degree that builds on the Technical Certificate. Students will graduate with 60/61 credit hours taking 48 core hours and 12/13 credit hours from one of the three technical specialties: Bookkeeping, Human Resource, or Medical.

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### **University of Arkansas, Clinton School of Public Service**

#### Master of Public Service

#### [Program Summary](#)

The mission of the Clinton School of Public Service of the University of Arkansas (UACS), is to prepare individuals for service that advances the common good in Arkansas communities and beyond. The primary purpose of UACS is to harness the University's overarching commitment in teaching, research, and service to the preparation of today's current and emerging leaders. As such, UACS will be a learning destination for people who are motivated to serve others and seek practical professional knowledge and experience about domestic and global career options. It is anticipated that many who are accepted into the master's degree program will be mid-career individuals with substantive prior involvement in the service sector.

UACS will be a unique program affiliated with the University of Arkansas System. It proposes to confer a Masters in Public Service (MPS) degree and a Certificate in Public Service (Certificate). In addition, the School proposes to sponsor non-credit courses for the general public and to hold town hall meetings, symposia, conferences, lectures, and other events for its various audiences and often in conjunction with activities at the Clinton Presidential Center. UACS will cooperate extensively with the Clinton

Presidential Center in bringing internationally prominent leaders to Arkansas to participate in educational and community demonstrations or outreach programs.

While the Clinton Presidential Center will attract tourists and generate international exposure for Arkansas, UACS will have a more sustained impact by collaborating with presidential scholars and preparing a variety of service leaders for the public, private, and non-profit sectors.

Currently, only two presidential libraries have an adjacent affiliated graduate degree program (the L. B. Johnson Library at the University of Texas, and the G. H.W. Bush Library at Texas A&M University). The Clinton School will be one component of the William Jefferson Clinton Presidential Center, which also will include the Presidential Library and Museum, the Archives of the Clinton presidency years, and the Presidential Park and Arboretum. The School will have ready access to the Presidential Library and Archives, which will be incredible resources for its students and the public. Faculty, students and staff also will be able to draw on expert visitors to the Center, who will be used from time to time for guest lectures. Unlike the LBJ and Bush Schools, the Clinton School will be unique in having a former president who actively teaches the enrolled students.

In addition, the UACS will be the academic arm for many of the President's public policy initiatives. These are now carried out in five priority areas: (1) economic empowerment of poor people, (2) racial, ethnic, and religious reconciliation, (3) health security, specifically combating AIDS, (4) leadership development, and (5) citizen service. Examples of some of the Clinton public policy projects under way include: work with former President Nelson Mandela to address AIDS in poor African countries; work in India for social and economic change following a devastating earthquake there; Protestant-Catholic reconciliation in Northern Ireland; Muslim-Christian reconciliation in the Middle East; and small business development and welfare-to-work initiatives in Harlem. A number of public policy projects are under consideration by President Clinton for the Lower Mississippi Delta. The UACS students will have an opportunity to select one or more of these sites (among others that are not connected to President Clinton) for their 'capstone' project in pursuit of a master's degree.

The proposed Master of Public Service (MPS) degree program for mid-career students will require 31 semester credit hours or 36 semester hours for regular students. The master's degree program is designed to prepare graduates for interdisciplinary leadership positions in advocacy groups, nonprofit organizations, community-based organizations, public agencies, private foundations, and policy research centers. The degree will be offered in collaboration with the University of Arkansas, Fayetteville (UAF); the University of Arkansas at Little Rock (UALR); and the University of Arkansas for Medical Sciences (UAMS). Beyond the 13-hour core, each MPS student will be required to participate in 6 semester hours of a capstone project and 12 semester hours from an elective professional development cluster--- a group of elective courses designed to (a) strengthen a student's particular skills, (b) prepare the student for the capstone experience, or (c) work toward an applied interest field such as rural development, conflict transformation, or nonprofit organizational management.

To maximize efficiency and avoid duplication, UACS students in the MPS program will be able to meet some of their course requirements through graduate courses offered on other campuses within the University System. Students will be encouraged by their UACS faculty advisor to seek expertise in their fields of professional interest without regard to whether the course is provided on the UACS campus per se. For example, the University of Arkansas, Fayetteville, (UAF) has an existing doctoral program in public policy. It would be duplicitous for UACS to offer such courses when students with public policy interests could merely take such courses on the Fayetteville campus. In like



manner, those students who are interested in public administration should find easy access to desirable graduate courses at UALR, or those more interested in health policy issues will find ready-made courses available in the College of Public Health at UAMS. In effect, the UACS academic program will be designed in partnership with the three graduate campuses at UAF, UALR, and UAMS. The UACS Committee on Academic Standards will be responsible for reviewing courses from these University System campuses that can be applied to the MPS degree. UACS currently is compiling an inventory of all appropriate courses offered throughout the University, and 'partnership' agreements will be developed with the prospective academic departments and campuses (see also Appendix A).

The core courses listed in Section 7 will initially be taught and/or coordinated by faculty recruited from within the UA system who have agreed to accept secondary appointments in the Clinton School of Public Service. In addition, visiting scholars will be used liberally to supplement the in-house UA faculty in teaching the UACS courses. These visiting faculty members will be drawn from distinguished members of the Clinton administration, or from prestigious universities or public service programs around the world, and the presence of the Presidential Library and Archives should be most helpful in identifying and recruiting these individuals for limited instructional duties. Special efforts will be made to assure that students are given bipartisan views on all political topics.

The proposed Certificate program, consisting of 13 credit hours of core UACS courses, has been designed to provide students who do not wish to complete all the requirements for a graduate degree a solid exposure to the key components of modern public service. On recommendation of the Faculty Adviser, substitutions may be made in the core courses if the professional interest of the enrolled students lies in a specialty area of public service. Graduate credit in the Certificate Program will require students to have completed a baccalaureate degree and meet other admission requirements. UACS will utilize state-of-the-art distance learning technology and techniques to maximize access to its courses for executive students residing outside the Little Rock area. It is anticipated that some core courses will be taught using the internet streaming equipment available on campus and at the various satellite sites throughout the state while others will be taught using a Web-assisted format. Because the core faculty will be individuals also teaching at other state institutions, it will be necessary to provide some training and technical assistance to revise courses to assure that off-site students receive the same high quality of public service instruction as those attending classes on campus. The UACS Committee on Academic Standards will be responsible for monitoring and evaluating the courses offered via distance learning methods.

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### **Institutional Certification Advisory Committee**

- **ITT Technical Institute, Little Rock, Arkansas—Initial Certification**  
ITT Technical Institute presented an application for initial certification of the following programs: Bachelor of Science in Electronics and Communications Engineering Technology, Bachelor of Science in Digital Entertainment and Game Design, Bachelor of Science in Data Communication Systems Technology, Bachelor of Science in Information Systems Security, and Bachelor of Science in Software Engineering Technology. ITT is accredited by the Accrediting Council for Independent Colleges and Schools. In February 2003 initial certification was granted ITT Technical Institute—Little Rock to offer a Bachelor of Science in Technical Project Management and Electronic Commerce. A Review Team will visit ITT's campus on December 9, 2003, to review the application for the five new degrees. The

team's report will be presented to the Institutional Certification Advisory Committee on January 6, 2004, for consideration.

- **Oklahoma City University, Oklahoma City, Oklahoma--Decertification**  
Oklahoma City University requested decertification of the Montessori Teacher Education Program leading to Early Childhood Certification program, which was offered, on site in Siloam Springs, Arkansas. No students are currently enrolled so a teach out was not required. The University's request for decertification will be presented at the January 6, 2004, ICAC meeting.
- **Remington College, Little Rock, Arkansas—Initial Certification**  
(Formerly Education America—Southeast College of Technology)  
Remington College applied for initial certification to offer on site a new program, the Associate of Applied Science in Criminal Justice. Remington College is owned by the corporate Education America and operates as a branch of Remington College—Mobile Campus, Inc., of Mobile, Alabama. The College is accredited by the Accrediting Commission of Career Schools and Colleges of Technology. A Review Team met at the Little Rock campus on November 21, 2003, and recommended initial certification for the Criminal Justice program. The Institutional Certification Advisory Committee is scheduled to meet January 6, 2004.
- **University of Phoenix, Phoenix, Arizona—Initial Certification**  
The University of Phoenix applied for initial certification of the Bachelor of Science in Nursing and the Master of Science in Nursing programs, which are offered online. A Review Team met September 12, 2003 to review the application for certification; a second meeting was held via telephone with the University of Phoenix Dean of Nursing on October 12, 2003. The Team's report and recommendation for initial certification will be considered at the ICAC meeting on January 6, 2004. The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.
- **Utah Valley State College, Orem, Utah—Decertification**  
UVSC requested decertification of its online programs as follows: Bachelor of Aviation Professional Pilot, Associate of Science in Aviation, and Associate of Applied Science in Aviation. The programs require no UVSC instructors in Arkansas and no UVSC facilities in Arkansas. Utah Valley State College currently has no affiliation with flight schools in any state; the affiliation with flight schools is through the Pilot Career Foundation (PCF), which is separate from the College. At the time of initial certification of the programs in Arkansas, the local flight schools worked directly through UVSC. Utah Valley State College is accredited by the Northwest Association of Schools and Colleges. The Institutional Certification Advisory Committee will meet January 6, 2004, to consider the request for decertification.