

**ARKANSAS HIGHER EDUCATION  
COORDINATING BOARD  
REGULAR QUARTERLY MEETING**

**Arkansas Tech University in Russellville  
Doc Bryan Student Services Center Lecture Hall  
Russellville, AR 72801**

**SCHEDULE**

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**Friday, October 27, 2006**

**Academic Committee  
8:30 a.m.**

**Finance Committee  
9:00 a.m.**

**Convene Coordinating Board Meeting  
\*9:30 a.m.**

\*Time approximate. Meeting will begin at end of Finance Committee meeting

# ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

Friday, October 27, 2006  
9:30 a.m.

Arkansas Tech University  
Doc Bryan Student Services Center Lecture Hall

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- \*4. New Program: Associate of Applied Science in Aviation Maintenance at the University of Arkansas Community College at Batesville (Dr. Smith)
- \*5. New Unit and Program: Associate of Applied Science and Technical Certificate in Culinary Arts and Technical Certificate in Baking and Pastry Arts at Pulaski Technical College Arkansas Culinary School (Ms. Moten)
- \*6. New Program: Technical Certificate in Culinary Arts at NorthWest Arkansas Community College (Ms. Moten)
- \*7. New Program: Bachelor of Arts in International Studies at the University of Central Arkansas (Ms. Williams)
- \*8. New Program: Associate of Applied Science in Pharmacy Technician Science at Arkansas State University—Beebe (Ms. Venable)
- \*9. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- \*10. Review of Institutional Role and Scope Designations (Ms. Moten)
- \*11. Report on 2005-06 Intercollegiate Athletic Revenues and Expenditures (Dr. Williams)
- \*12. Guidelines for Economic Incentive Funds (Dr. Williams)

- \*13. Arkansas Course Transfer System – ACTS (Dr. Wheeler/Dr. Smith)
- \*14. Public Hearing: Amendments to Rules and Regulations for the State Teacher Assistance Resource Program (Ms. Smith)
- \*15. Guidelines for Notification of Sex Offenders (Dr. Floyd)
- \*16. Revision of Plan Document for Alternate Retirement Plan (Dr. Floyd)
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- 18. Report on Curriculum Alignment Project (Dr. Gunter)
- 19. Report on Program Deletions (Mr. Harrell)
- 20. Update on the Commission on the Future of Higher Education (Ms. Miller)
- 21. Letters of Notification (Ms. Moten)
- 22. Letters of Intent (Ms. Moten)

**ACADEMIC COMMITTEE**  
Arkansas Higher Education Coordinating Board  
Arkansas Tech University  
Doc Bryan Student Services Center Lecture Hall

Friday, October 27, 2006  
8:30 a.m.

Academic Committee

Dr. Dan Grant, Chair

Jodie Carter

Phil Ford

Dr. Lynda Johnson

Mark Smith

Kaneaster Hodges, Ex officio

**CONSENT AGENDA**

- \*3. New Program: Doctor of Philosophy in Health Promotion and Prevention Research at the University of Arkansas for Medical Sciences (Dr. Smith)
- \*4. New Program: Associate of Applied Science in Aviation Maintenance at the University of Arkansas Community College at Batesville (Dr. Smith)
- \*5. New Unit and Program: Associate of Applied Science and Technical Certificate in Culinary Arts and Technical Certificate in Baking and Pastry Arts at Pulaski Technical College Arkansas Culinary School (Ms. Moten)
- \*6. New Program: Technical Certificate in Culinary Arts at NorthWest Arkansas Community College (Ms. Moten)
- \*7. New Program: Bachelor of Arts in International Studies at the University of Central Arkansas (Ms. Williams)
- \*8. New Program: Associate of Applied Science in Pharmacy Technician Science at Arkansas State University—Beebe (Ms. Venable)
- \*9. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- 20. Letters of Notification (Ms. Moten)
- 21. Letters of Intent (Ms. Moten)

**REGULAR AGENDA**

- \*10. Review of Institutional Role and Scope Designations (Ms. Moten)

\*Numbers refer to main agenda.

# **FINANCE COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Arkansas Tech University  
Doc Bryan Student Services Center Lecture Hall**

**Friday, October 27, 2006  
9:00 a.m.**

## Finance Committee

David Damron, Chair

Bill Johnson

David Leech

Steve Luelf

Dick Trammel

Dr. Anne Trussell

Kaneaster Hodges, Ex officio

## **AGENDA**

- \*11. Report on 2005-06 Intercollegiate Athletic Revenues and Expenditures (Dr. Williams)
- \*12. Guidelines for Economic Incentive Funds (Dr. Williams)

\*Numbers refer to main agenda.

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD**  
**Regular Quarterly Meeting**  
**August 4, 2006**

**Minutes of Meeting**

The August 4, 2006 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Governors Ballroom of Statehouse Hall on the campus of Arkansas Northeastern College. Chairman Kaneaster Hodges called the meeting to order at 10:30 a.m. with a quorum of Board members present.

Coordinating Board present:

Kaneaster Hodges, Chair  
David Leech, Vice Chair  
Dr. Lynda Johnson, Secretary  
Jodie Carter  
David Damron  
Phil Ford  
Dr. Dan Grant  
Bill Johnson  
Steve Luelf  
Dick Trammel  
Dr. Anne Trussell

Coordinating Board absent:

Mark Smith

Department staff present:

Dr. Linda Beene, Director  
Dr. Steve Floyd, Deputy Director  
Dr. Karen Wheeler, Associate Director of Academic Affairs  
Dr. Stanley Williams, Senior Associate Director for Finance  
Ron Harrell, Associate Director for Planning and Accountability  
Cynthia Moten, Coordinator of Academic Affairs  
Dr. Sandy Smith, Coordinator of Academic Affairs  
Jeanne Jones, Coordinator of Institutional Certification  
Tara Smith, Coordinator of Financial Aid  
Monieca West, Coordinator of Federal Programs  
Claudia Griffin, Financial Manager  
Robin Henson, Communications Officer  
Christina Miller, Coordinator of Research and Policy Development  
Nichole Abernathy, Administrative Support

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present.

Chairman Hodges introduced Dr. Robin Myers, President of Arkansas Northeastern College (ANC), for a welcome.

Dr. Myers began by welcoming everyone to ANC's campus and thanked his staff for their hard work in preparation for the meeting. Next, Dr. Myers thanked Bo and Myrna Adams for hosting a reception at their estate for the Coordinating Board members and ADHE staff. He also thanked Nucor-Yamato Steel Mill for providing a tour of their Blytheville plant and for bringing industry to Arkansas. Dr. Myers reported that nearly 5,000 industrial jobs are located in the Delta area and have been a blessing to Arkansas and ANC. He also stated that ANC is committed to bringing the Delta forward and asked Coordinating Board members for their continued support.

Chairman Hodges introduced new Coordinating Board member Steve Luelf of Mountain Home, commenting that he is a wonderful addition to the Higher Education Board. Next, Chairman Hodges introduced Lucretia Norris, the Governor's Policy Advisor for Higher Education; Lori Bowen, Bureau of Legislative Research; Dr. Paul Beran, new Chancellor for the University of Arkansas at Fort Smith; and Dr. Jo Blondin, new Chancellor for Arkansas Tech University's Ozark campus.

Chairman Hodges announced that there would be a public hearing on amendments to rules and regulations of two scholarship programs.

#### Agenda Item No. 1 Approval of Minutes

David Leech moved to approve the minutes of the April 27, 2006 Special meeting and April 28, 2006 Regular meeting. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

#### Agenda Item No. 2 Report of the Director

Chairman Hodges recognized Dr. Linda Beene for her Director's Report. Dr. Beene began by announcing that the Academic Challenge Scholarship program has received six thousand applications. Dr. Beene reported that the Concurrent Enrollment Panel, created by Act 102 of the Second Extraordinary Session of 2003, developed two recommendations. The first recommendation is a proposal for a model in which an Advanced Placement course could be merged with a college concurrent enrollment course and offered as a single course on a high school campus. The second recommendation approved by the panel was to have the Concurrent Enrollment Policy of the AHECB revised to include a requirement that each public college and university offering concurrent

enrollment courses on high school campuses be required to achieve accreditation by the National Alliance of Concurrent Enrollment Partnerships by December 31, 2010.

Dr. Beene reported that based on the request of Dr. Les Wyatt, the Arkansas higher education community, is developing a planned response to a catastrophic event that would radically disrupt the operation of an institution or institutions. She expressed appreciation to Cindy Milazzo, Associate Chancellor for Facilities and Services at UALR, who has agreed to serve as the leader of a small working committee composed of volunteers from each institution. Dr. Beene also thanked Dr. Steve Floyd for the many hours he has devoted to this effort.

Dr. Beene discussed the collaboration between the Department of Economic Development and Economic Developers across the state, commenting that it represents hours of work.

Dr. Beene stated that in early May, the Department of Higher Education was asked by the U.S. Department of Education to complete a statewide plan for additional needs based scholarships. Congress then passed the Academic Competitiveness (AC) Grants and National Science and Mathematics Access to Retain Talent (SMART) Grants as part of the Higher Education Reconciliation Act of 2005.

Dr. Beene thanked ADHE staff for their diligent work regarding the Career Pathways Initiative (CPI). The CPI program has enrolled 2,200 students and awarded 519 in its first year. She thanked Ron Harrell, Associate Director for Planning and Accountability, for gathering valuable data for CPI and Harold Criswell, Agency Fiscal Manager, for helping to implement grants to eleven institutions for 5 million dollars. Dr. Beene also thanked Dr. Karen Wheeler, Associate Director for Academic Programs, for over seeing the day-to-day management of CPI.

Next, Dr. Beene discussed the *Key Concepts in the Development of Statewide College Readiness School-Based Standards and Assessments*, by Dr. Dave Spence, new President of the Southern Regional Education Board. Dr. Beene noted that this document is a good outline of the concept of college readiness. She said there would be further discussion on this topic at the Annual Joint Meeting of the State Boards of Education on October 9.

Chairman Hodges thanked Dr. Beene for her Director's Report and commented on her many activities listed on page 2-8 of the Agenda book.

Jodie Carter commented on Dr. Beene's hard work for the state of Arkansas and recommended that she receive further compensation by Legislators.



## Report of Committees

Dr. Dan Grant presented the report of the Academic Committee and moved to adopt Agenda Items 3-12 and 27. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

David Damron presented the report of the Finance Committee and moved approval of Agenda Items 13-19. Dick Trammel seconded the motion, and the Board unanimously approved.

Agenda Item No. 32  
On-Line Education and Distance Learning

Dr. Dan Grant recommended Agenda Item No. 32 to the Full Board. Dr. Grant stated that the dramatic growth in distance education and on-line classes have been the topic of many conversations over the years. At its worst, distance education could depersonalize the education process and weaken education standards in such ways that could result in an educational aggression law, where bad education drives good education out of circulation. Dr. Grant stated that in order to prevent this, the Department of Higher Education needs adequate staffing to be on the cutting edge of this exciting field.

**WHEREAS**, The remarkable growth of on-line education and distance learning has had many positive results, including increasing the accessibility of higher education in our state and throughout the world; and

**WHEREAS**, A few institutions in our nation's history, offering correspondence courses and degrees that were of questionable quality makes it of great importance in coming months and years for those who provide on-line education and distance learning to be accountable for maintaining standards of academic quality equal to, or higher than, the traditional quality of education;

**THEREFORE BE IT RESOLVED**, That as Director Linda Beene develops the Department's appropriation request to the Governor and General Assembly for budget support for the growing work-load of the ADHE staff, at least one additional staff member be requested with special training and expertise in on-line education and distance learning. This person's job description should emphasize promoting the positive dimensions of on-line education and distance learning, as well as on-going research aimed at avoiding the potentially negative dimensions.

Dr. Grant then moved to adopt Agenda Item No. 32. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 3  
Associate Degree in Nursing  
Ouachita Technical College

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer the Associate Degree in Nursing (ADN), effective in the spring of 2007. Ouachita Technical College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the program is within the role and scope established for the institution. The OTC Board approved the proposed program on November 28, 2005, and the Arkansas State Board of Nursing granted initial program approval on May 11, 2006.

The proposed program is designed for licensed practical nurses (LPNs) or licensed psychiatric technician nurses (LPTNs) to complete an Associate Degree in Nursing program leading to licensure as a registered nurse (RN). Students must hold a valid nursing license and complete the 30-credit hour general education core prior to admission to the program. Twenty-five credit hours of nursing theory courses will be offered during evening hours and clinical instruction will take place in local healthcare facilities on alternate weekends. This schedule will allow students to continue working as LPNs/LPTNs while completing the 66-semester credit hour LPN to RN program. The program of study can be completed within a two-year period of full-time study.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate Degree in Nursing (CIP 51.1601) at Ouachita Technical College, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of Ouachita Technical College of this approval.

Agenda Item No. 4  
Bachelor of Applied Technology  
University of Arkansas at Little Rock

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Bachelor of Applied Technology effective August 2006. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the proposed program is within the institutional role and scope. The UA Board approved the proposal on May 26, 2006.

The Bachelor of Applied Technology (BAT) is proposed as a degree completion program to assist persons in the workforce in their efforts toward job progression

and career advancement. It is designed specifically to address the advanced education needs of students who hold an Associate of Applied Science (AAS) degree.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Applied Technology (CIP 30.9999) at the University of Arkansas at Little Rock, effective August 2006.

**FURTHER RESOLVED**, that the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Little Rock of the approval.

Dr. Dan Grant asked what the difference is between the Bachelor of Applied Technology and the Bachelor of Applied Science. Dr. Sandy Smith responded that the Bachelor of Applied Technology is built upon a specific set of courses taken towards an associate of applied science degree in a specific area, whereas the Bachelor of Applied Science accepts any associate degree and builds upon that associate degree for a bachelor's degree. The Bachelor of Applied Technology at UALR will accept students holding an AAS who have taken specific courses in manufacturing management or in industrial computing.

Agenda Item No. 5  
Associate of Arts Offered by Distance Technology  
Arkansas State University—Newport

The administration and the Board of Trustees of the Arkansas State University System (ASU) request approval for Arkansas State University--Newport to offer the existing Associate of Arts (AA) by distance technology, effective fall 2006. The program is consistent with the role and scope of the institution. ASU-Newport is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. An accreditation visit is scheduled for November 6-8, 2006, and will include an initial evaluation of the distance technology degree program. The ASU Board approved the proposed program on May 13, 2006.

The proposed 62-semester credit hour Associate of Arts degree is designed for transfer and includes a 44-semester hour core of general education courses. With the exception of one course, all courses required for the degree are currently offered online. The science laboratories will be scheduled on campus once a month. However, the chemistry laboratory will be offered online in the near future. The online courses will follow the best practices for electronically offered degree and certificate program guidelines of the Higher Learning Commission and the WebCT course rubric.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the Associate of Arts by distance technology (CIP 24.0101) at Arkansas State University--Newport, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University--Newport of the approval.

Agenda Item No. 6  
Master of Arts in Teaching  
University of Central Arkansas

The administration and the Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Master of Arts in Teaching (MAT) on campus and at Mid-South Community College (MSCC). UCA is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UCA Board of Trustees approved the proposal on May 5, 2006. The Arkansas Department of Education also has approved the proposal for meeting teacher licensure requirements in Arkansas.

The proposed Master of Arts in Teaching has been developed for individuals who hold a bachelor's degree from an accredited institution and who wish to pursue a career in teaching but do not have the requirements for licensure in Arkansas. The program has been designed so that the candidate does not have to be employed as a teacher to meet the criteria for non-traditional licensure.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in Teaching (CIP 13.1299) at the University of Central Arkansas and off-campus at Mid-South Community College, effective August 2006.

**FURTHER RESOLVED**, That the Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Central Arkansas, and the President and Chair of the Board of Trustees of Mid-South Community College of the approval.

Agenda Item No. 7  
Master of Science in Health Sciences  
University of Arkansas at Little Rock

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Science in health sciences, effective August 2006. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institutional role and scope. The UA Board approved the proposal on May 26, 2006.

The proposed master's degree program will provide health services personnel the opportunity to obtain advanced educational credentials and employment in community health education, fitness and wellness, exercise science, and sports administration and management. The 36-semester credit hour program will be offered on an evening and weekend schedule that will allow students to continue their employment. Students will complete courses in health education concepts, health program evaluation, and research methods and statistics. Specialty courses will cover topics in exercise physiology, motor learning, sports administration, sport law and ethics, and event management. A thesis or applied research project on health education and intervention or program operation and management will be required.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Science in health sciences (CIP 51.0000) at the University of Arkansas at Little Rock, effective August 2006.

**FURTHER RESOLVED**, that the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Little Rock of the approval.

Agenda Item No. 8  
Associate of Applied Science in Applied Engineering Technology  
Technical Certificate in Engineering Design Technology  
East Arkansas Community College

The administration and Board of Trustees of East Arkansas Community College (EACC) request approval to offer the Technical Certificate in engineering design technology and Associate of Applied Science in applied engineering technology. EACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed programs

are within the institutional role and scope. The EACC Board approved the proposal on May 11, 2006.

The 42-semester credit hour Technical Certificate in engineering design technology will provide an introduction to the field of engineering, encompassing both engineering and design processes. Students will gain skills in basic engineering, electrical and electronic technology, and computer-aided drafting, along with mathematics and communications.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in engineering design technology and the Associate of Applied Science in applied engineering technology (CIP 15.0000) at East Arkansas Community College, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of East Arkansas Community College of the approval.

Dr. Grant asked how many hours are required for this degree. Cynthia Moten responded that 64 hours are required.

Agenda Item No. 9  
Technical Certificate in Pharmacy Technician  
Certificate of Proficiency in Pharmacy Technician  
Arkansas State University—Beebe

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval to offer the Certificate of Proficiency and Technical Certificate in pharmacy technician at Arkansas State University--Beebe. ASU-Beebe is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the institutional role and scope. The ASU Board approved the proposal on February 24, 2006.

The Certificate of Proficiency in pharmacy technician will consist of 16 semester credit hours of coursework covering pharmacy fundamentals, medical and drug terminology, pharmacy mathematics, pharmacy law, and pharmacology. The curriculum will prepare the student to work in an entry-level position at an institutional or retail pharmacy under the direct supervision of a pharmacist.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency and the Technical

Certificate in pharmacy technician (CIP 51.0805) at Arkansas State University--Beebe, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University--Beebe of the approval.

Dr. Grant questioned the amount of profit listed for this program. Dr. Gene McKay, Chancellor of ASU-Beebe, commented that the numbers are based on assumptions. However, he assured the Board that they do have enough resources to fund the project.

Agenda Item No. 10  
Associate of Applied Science in Hospitality Administration  
National Park Community College

The administration and Board of Trustees of National Park Community College (NPCC) request approval to offer the Associate of Applied Science in hospitality administration, effective August 2006. NPCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the institutional role and scope. The NPCC Board approved the proposal on June 28, 2006.

The proposed associate degree in hospitality administration will build on the Certificate of Proficiency (18 semester credit hours) in hospitality administration which has been offered at NPCC since 1998 and the Technical Certificate (30 semester credit hours) which was initiated in 2001. The associate degree will require an additional 9 hours in the hospitality core, 15 hours of general education, and 6 hours in graphic design for a total of 60 semester credit hours. Five new elective courses with content covering recreation, tourism, safety and first aid, programs and special events, leadership, and marketing have been added to the curriculum. An internship also will be required.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in hospitality administration (CIP 52.0901) to be offered at National Park Community College, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of National Park Community College of the approval.

Dr. Grant questioned if the two programs listed in Agenda Item No. 10 and 11 are the same program. Monieca West commented that they are similar. However, the Associate of Applied Science in Hospitality Administration from National Park Community College builds upon an existing program. She noted that they do have a difference in the number of electives required.

Agenda Item No. 11  
Associate of Applied Science in Hospitality Administration  
Technical Certificate in Hospitality Administration  
Arkansas State University—Beebe

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval to offer the Technical Certificate and Associate of Applied Science in hospitality administration at Arkansas State University--Beebe. ASU--Beebe is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed programs are within the institutional role and scope. The ASU Board approved the proposal on February 25, 2006.

The proposed Technical Certificate is comprised of 21 hours of hospitality administration courses, 9 hours of business courses, and one course each in communications and technical mathematics for a total of 36 semester credit hours. The proposed associate degree adds two business courses and 25 general education hours to the technical certificate requirements for a total of 61 semester credit hours. The three-semester credit hour internship will require students to spend a minimum of 135 clock hours on site at a hospitality-based business to gain experience in the industry. Required general education courses are available online and on-site at both the Beebe and Searcy campuses. All hospitality administration courses will be offered on both campuses except for the food preparation course, which will be taught on the Heber Springs campus in the food services lab. The curriculum was developed in collaboration with Arkansas Tech University and is designed for transfer to the bachelor's degree in hospitality administration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate and Associate of Applied Science in hospitality administration (CIP 52.0901) at Arkansas State University--Beebe, effective August 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University--Beebe of the approval.



Agenda Item No. 12  
Institutional Certification Advisory  
Committee Resolutions

The Institutional Certification Advisory Committee (ICAC) met on July 11, 2006. The following resolutions are presented for Coordinating Board consideration.

**Program Decertification**

**Webster University, Fayetteville, Arkansas  
Decertification**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Master of Arts in Computer Resources and Information Management offered by Webster University-Fayetteville. The decertification is effective August 4, 2006.

**Webster University, Fort Smith, Arkansas  
Decertification**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Master of Arts in Computer Resources and Information Management offered by Webster University-Fort Smith. The decertification is effective August 4, 2006.

**Webster University, Little Rock Air Force Base (LRAFB), Jacksonville, Arkansas  
Decertification**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Master of Arts in Computer Resources and Information Management offered by Webster University-LRAFB. The decertification is effective August 4, 2006.

**Program Certification**

**Capella University, Minneapolis, Minnesota  
Initial Certification**

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Capella University to offer the Bachelor of Science in Information Technology with specialization in information security and assurance. The certification is for a period of three years and expires August 4, 2009.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the

administration of Capella University that the initial certification of this degree program requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Capella University that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

#### **Saint Joseph's College, Standish, Maine Recertification**

**RESOLVED**: That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Saint Joseph's College to offer the following degree programs: Bachelor of Science in Radiologic Science, Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing (RN to MSN), Master of Science in Nursing, and Master of Health Services Administration. The recertification is for a period of two years and expires August 4, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Saint Joseph's College that the recertification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Saint Joseph's College that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Webster University, Fayetteville, Arkansas  
Initial Certification**

**RESOLVED**, The Coordinating Board grants initial program certification to Webster University-Fayetteville to offer the Master of Arts in Information Technology Management degree program. The certification is for a period of two years and expires August 4, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Webster University-Fayetteville that the certification of this degree program requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the Webster University-Fayetteville that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Webster University, Fort Smith, Arkansas  
Initial Certification**

**RESOLVED**, The Coordinating Board grants initial program certification to Webster University-Fort Smith to offer the Master of Arts in Information Technology Management degree program. The certification is for a period of two years and expires August 4, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Webster University-Fort Smith that the certification of this degree program requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the Webster University-Fort Smith that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

### **Webster University, Little Rock, Arkansas Recertification**

**RESOLVED**, The Coordinating Board grants program recertification to Webster University-Little Rock to offer the following degree programs: Master of Arts in Business and Organizational Security Management, Master of Arts in International Business, Master of Arts in Management and Leadership, Master of Arts in Marketing, Master of Arts in Media Communications, Master of Business Administration, Master of Health Administration, Master of Science in Environmental Management, Master of Science in Finance. The certification is for a period of four years and expires August 4, 2010.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Webster University-Little Rock that the certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the Webster University-Little Rock that any advertisement or published materials using the name of the

Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Webster University, LRAFB, Jacksonville, Arkansas  
Initial Certification**

**Recertification**

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Webster University-LRAFB to offer the following degree programs: Master of Business Administration, Master of Arts in Human Resources Development, and Master of Arts in Public Administration. The recertification is for a period of four years and expires August 4, 2010.

**FURTHER RESOLVED**, That the Coordinating Board grants initial program certification to Webster University-LRAFB to offer the Master of Arts in Information Technology Management degree program. The certification is for a period of four years and expires August 4, 2010.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Webster University-LRAFB that the certification and recertification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the Webster University-LRAFB that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and

regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

The Institutional Certification Advisory Committee (ICAC) Report begins on page 12-7 of the Agenda book.

Jeanne Jones made a correction to the degree titles on pages 12-3, 12-4, and 12-5 for Webster University. She noted that the title should read Information Technology Management instead of Information Technology and Management.

Jodie Carter moved to recommend Agenda Items No. 3-12 to the Full Board for consideration. Dr. Lynda Johnson seconded, and the Committee unanimously approved.

David Damron welcomed new Finance Committee member, Steve Luelf.

Agenda Item No. 13  
Economic Feasibility of Bond Issue  
Pulaski Technical College

Pulaski Technical College (PTC) requests approval of the economic feasibility of plans to issue bonds totaling \$15 million with a term of up to 30 years at an estimated annual interest rate of 4.7 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Pulaski Technical College Board of Trustees approved this action at its meeting on June 12, 2006.

The E&G issue will be approximately \$15 million with annual debt service of \$948,000. Proceeds from the issue will be used to reconstruct the Transportation Technology Center as well as various other renovation projects. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

<b>Educational and General Portion</b>	
Budgeted 2006-07 Tuition and Fee Revenue.....	\$16,731,732
Maximum Allowable Debt Service	
(\$16,731,732 x 25%).....	\$4,182,933
Existing Debt Service.....	\$2,375,392
Estimated Debt Service for Proposed Issue.....	\$948,000
Tuition and Fee Revenue Remaining for	
Additional Debt Service.....	\$859,541

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Pulaski Technical College (PTC) to issue bonds not to exceed \$15 million for a period of 30 years at an estimated annual interest rate of 4.7 percent as requested by the institution for reconstruction of the Technology Transportation Center and other renovation projects.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the President of PTC of the Coordinating Board’s resolution.

Dr. Dan Bakke, President of PTC, stated that the bond issue would be used to reconstruct the much needed Transportation Technology Center.

Dick Trammel moved to recommend Agenda Item No. 13 to the Full Board for consideration. Dr. Anne Trussell seconded, and the Committee unanimously approved.

Agenda Item No. 14  
Economic Feasibility of Bond Issue  
University of Arkansas at Fort Smith

The University of Arkansas at Fort Smith (UAFS) requests approval of the economic feasibility of plans to issue bonds totaling \$6.16 million with a term of 25 years at an estimated annual interest rate of approximately 5.5% for auxiliary purposes. Proceeds from the bond issue will be used for the construction of a 180-bed student apartment complex. The University of Arkansas Board of Trustees approved this action at its meeting held on January 26, 2006.

The auxiliary issue will be approximately \$6.16 million with annual debt service of \$470,000. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follows:

Projected Net Auxiliary Revenues.....	\$2,325,250
Maximum Annual Debt Service (\$2,325,250/120%).....	1,937,708
Existing Debt Service.....	851,290
Estimated Debt Service for Proposed Bond Issues.....	470,000
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$616,418

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas at Fort Smith (UAFS) to issue bonds not to exceed \$6.16 million for a period of up to 25 years at an estimated annual interest rate of approximately 5.5% for auxiliary purposes as requested by UAFS for the construction of an apartment complex.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the President of the University of Arkansas System and the Chancellor of the University of Arkansas at Fort Smith of the Coordinating Board's resolution.

Dick Trammel questioned if the student apartment complex would be located on campus and when it would be complete. Mark Whorten of UAFS commented that the complex would be located on campus and completed by fall of 2007.

Dick Trammel moved to recommend Agenda Item No. 14 to the Full Board for consideration. Steve Luelf seconded, and the Committee unanimously approved.

Agenda Item No. 15  
Personal Services Recommendations For  
Non-Classified Personnel 2007-09 Biennium

A.C.A. §6-61-209 requires the Arkansas Higher Education Coordinating Board to present a consolidated budget request from the state-supported colleges and universities to the General Assembly and the Governor prior to each regular session of the General Assembly. As part of this process, the number of positions, titles, and line-item maximum salaries for all non-classified administrative, academic, and auxiliary positions at each Arkansas public institution of higher education have been reviewed, and changes are recommended.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2007-09 biennium as recommended by staff.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to make technical corrections consistent with Coordinating Board action.



**FURTHER RESOLVED**, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2007-09 biennium.

Bill Johnson questioned whether enrollment determined the SREB 5 to SREB 4 classification. Claudia Griffin responded that it is part of the determining process.

Dr. Beene commented that Agenda Item No. 15 represents a year's worth of work for the institutions of higher education and ADHE staff. Dick Trammel questioned if the salary recommendations for two-year institutions and that of ADHE staff are comparable to that of the surrounding areas in Arkansas or other states. Dr. Beene responded that they are not. She stated that there is a concern for the salaries of many of the campus leaders and staff. She said statute requires the salaries of ADHE staff be the same as campus salaries. She noted that there is a serious disparity between salaries in our state.

Bill Johnson moved to recommend Agenda Item No. 15 to the Full Board for consideration. Dick Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 16  
Recommendations For Education and General Operations  
State-Supported Institutions of Higher Education  
2007-09 Biennium

A.C.A. §6-61-223 establishes the process and key components for formula development for funding public institutions of higher education. That language reads as follows:

*“(a) The Arkansas Higher Education Coordinating Board will work with the state college and university Presidents Council to review, revise, and develop funding formulas which will, in principle, seek to provide fair and equitable state support to all postsecondary students across the state, regardless of the state institution attended, while at the same time recognizing: (1) The different needs for lower level, upper level, and graduate level instruction at the various institutions; (2) The requirements for specialized equipment, labs and smaller class sizes in some disciplines; and (3) Unique missions, such as agricultural extension services, research, medical sciences, workforce development, and public service; and (4) Growth, economies of scale, and other appropriate factors. (b) The formulas will be developed in consensus with the state college and university president’s council and presented to*

*the Joint Budget Committee for review.”*

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2007-09 biennium as included in Tables 16-A, 16-B, 16-C and 16-D.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2007-09 operating recommendations of the Arkansas Higher Education Coordinating Board.

**FURTHER RESOLVED**, That should any errors of a technical nature be found in these recommendations, the Director of the Arkansas Department of Higher Education is authorized to make appropriate corrections consistent with the policy established by the Board's action on these recommendations.

Steve Luelf asked if the Department of Higher Education recommends any guidelines for this recommendation. Dr. Stanley Williams responded that we do.

Chairman Hodges commented that a fractured higher education system loses across the board. He stated that we have to remain united to ultimately gain success.

Dick Trammel moved to recommend Agenda Item No. 16 to the Full Board for consideration. Dr. Anne Trussell seconded, and the Committee unanimously approved.

Agenda Item No. 17  
Recommendations for State Funding  
of Capital Projects 2007-09 Biennium

From a total of \$108 million appropriated, the 2005 85<sup>th</sup> General Assembly allocated \$13 million for distribution from the General Improvement Fund (GIF) for various capital projects at institutions of higher education. To date, 100 percent of the allocation has been released to institutions from the GIF for higher education projects. However, the amount of funding available from the GIF has steadily decreased over the last two biennia. For the 2003-05 biennium, \$14 million was distributed for capital projects, which was down from the 2001-03 biennium when \$21.7 million was distributed for capital projects.

<u>Project Category</u>	<u>Recommendations</u>
Renovation, Construction and Technology Infrastructure	\$285,158,766
Category A	268,883,766
Category B	16,275,000
National LambdaRail/e-Corridor	15,945,000
Critical Maintenance/Equipment/Library	16,975,000
<b>GRAND TOTAL</b>	<b>\$318,078,766</b>

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling \$318.1 million as identified in the accompanying agenda materials.

**FURTHER RESOLVED**, That the Director is authorized to transmit to the Governor and the General Assembly the Board's recommendation for state funding.

**FURTHER RESOLVED**, That the Director is authorized to make such technical adjustments to these recommendations as may be required.

David Leech asked where the department of higher education is in terms of bringing the bond issue back before voters. Dr. Beene stated that Dr. Alan Sugg and President Lu Hardin are leading that drive.

Dr. Anne Trussell moved to recommend Agenda Item No. 17 to the Full Board for consideration. Dick Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 18  
Anticipated Graduation Rate Model

Act 1974 of 2005 requires that the Arkansas Higher Education Coordinating Board approve the distribution of an incentive pool of \$1 million for 2007-08. The distribution is to be based upon three factors. Those factors are improvement in the annual graduation rate, exceeding the anticipated graduation rate as determined by a regression model, and improvement in retention rates.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the recommended distribution of incentive funding for the 2007-08 fiscal year.

**FURTHER RESOLVED**, That the Arkansas Higher Education Coordinating Board approves a 2008-09 incentive pool of \$2 million

to be distributed in the same manner using the latest graduation and retention data.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to seek funding and appropriation from the General Assembly to be appropriated to the Department for these incentive funds.

David Damron asked Dr. Williams if students that graduate within four years were counted. Dr. Williams commented that they are still counted.

Dick Trammel moved to recommend Agenda Item No. 18 to the Full Board for consideration. Bill Johnson seconded, and the Committee unanimously approved.

Agenda Item No. 19  
Certification of Intercollegiate Athletic  
Revenues and Expenditures for 2006-07

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

Institutions with intercollegiate athletic programs, submitted to ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2006-07 institutional operating budgets.

Other than the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2006-07 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Dick Trammel moved to recommend Agenda Item No. 19 to the Full Board for consideration. David Leech seconded, and the Committee unanimously approved.

Phil Ford expressed concern regarding the Delta area's need for more baccalaureate degrees. He stated that he would like to see a strategic model that other counties could follow. Dr. Lynda Johnson commented that the recruitment effort is there. However, more cooperation is needed between the Department of Education and Higher Education. Chairman Hodges commented that the effort should extend beyond the Delta to other areas as well. Jodie Carter commented that maybe the colleges and universities need to reach out to the people in an attempt to make them feel like a part of the community.

Dr. Wyatt, President of Arkansas State University, commented that ASU-J graduates more teachers than any institution in the state. He asked the Coordinating Board to find a way through the formula to help with the state's teacher shortage problem.

Dr. Grant stated that a thorough discussion was needed before going to Legislators regarding this issue.

### Public Hearing

Chairman Hodges declared the meeting a public hearing for the review of rules and regulation changes to the Arkansas Academic Challenge Scholarship program and the Arkansas Workforce Improvement Grant. He called on Tara Smith to present the information.

### Agenda Item No. 20 Revised Rules and Regulations Arkansas Academic Challenge Scholarship Program

This agenda item presents the revised rules and regulations for the Arkansas Academic Challenge Scholarship Program. The amendment to the rules and regulations of the Arkansas Academic Challenge Scholarship Program will clarify the academic requirement for the Natural Science core course requirements to include two units with laboratories, as follows: one unit of Biology AND one unit of Chemistry OR Physics (Applied Biology/Chemistry [two-year program] may be substituted for Biology. Principles of Technology I and II [two-year program] may be substituted for Physics). High school graduates in 2002 and beyond will be required to have an additional unit of science. The third unit may be any natural science, including Physical Science, with a lab.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Academic Challenge Scholarship Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2006-07 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Academic Challenge Scholarship Program.

No public comments were received on this item.

David Leech moved to approve Agenda Item No. 20. Jodie Carter seconded the motion, and the Board unanimously approved.

Agenda Item No. 21  
Revised Rules and Regulations  
Arkansas Workforce Improvement Grant

This agenda item presents revisions to the rules and regulations of the Arkansas Workforce Improvement Grant. The amendments to the rules and regulations of the Workforce Improvement Grant Program includes a definition of mandatory fees, which consist of fees required for academic courses, and to change the institution reporting requirements and funds disbursement procedures. The new procedures would have schools report students each semester and funds would be disbursed after schools report for the term.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Workforce Improvement Grant Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education

**FURTHER RESOLVED**, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2006-07 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the

program rules for the Arkansas Workforce Improvement Grant Program.

Dr. Lynda Johnson asked how ADHE is getting the word out about the Workforce Improvement Grant. Tara Smith responded that the individual institutions are currently implementing their own advertisements. However, a statewide public announcement is in the works. Dr. Beene added that this is the only scholarship program in the nation for adults. She noted that with the help of Senator Broadway and others, this program has increased from \$500,000 to \$3.7 million in a year's time. She said this program is a significant resource for the campuses to use to promote and attract adults.

No public comments were received on this item.

Dick Trammel moved to approve Agenda Item No. 21. Dr. Anne Trussell seconded the motion, and the Board unanimously approved.

Agenda Item No. 22  
Amendment of Arkansas Higher Education  
Coordinating Board By-Laws

The Arkansas Higher Education Coordinating Board ("Coordinating Board") is charged by state law to coordinate higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education.

The following amendment is recommended to the by-laws in this agenda item for adoption to allow the Coordinating Board Chair to count in the quorum and voting. This will allow the Board to discharge its responsibilities in a more effective manner.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the by-law amendment presented in this agenda item for the operation of the Coordinating Board.

Dan Grant moved to approve Agenda Item No. 22. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 23  
Report on 2005 College-Going Rate

Ron Harrell presented the report on 2005 college-going rate. The college-going rate measures the proportion of college students enrolling in postsecondary education in the fall semester after finishing high school, in most cases,

immediately after high school. Current data are based on the fall 2005 student cohort that enrolled first-time, full-time, and on-campus attending an Arkansas public or independent institution after completing high school or a GED. Since most college students that ever enroll in college do so immediately after completing high school, the percentage of high school graduates making the transition from high school to college is an indicator of the total proportion that will ever enroll in post-secondary education. The percentage, therefore, reflects the accessibility of higher education as well as students' assessment of the value of attending college when compared to working, entering the military, traveling, or following other pursuits.

Dr. Grant commented that he is glad to see that Arkansas is closing the gap on the national College-Going Rate.

Chairman Hodges commented that this is a significant achievement for Arkansas.

Agenda Item No. 24  
Degrees and Certificates Awarded by Arkansas'  
Public Colleges and Universities From 1995-2005

Ron Harrell presented a report on the number of degrees awarded from 1995 through 2005. Annually, the Department of Higher Education publishes a detailed report on the number of degrees and certificates awarded on the agency's Web site.

Chairman Hodges commented on the median earnings based on the level of education a person has achieved. He noted that there has been more than a 50 percent increase in earnings over the last 20 years.

Agenda Item No. 25  
The Secretary of Education's Commission  
on the Future of Higher Education

Christina Miller presented information on the U.S. Secretary of Education's national Commission on the Future of Higher Education. The Commission is charged with developing a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the country's future. The four areas of focus include access, accountability, affordability, and quality. A written report with specific findings and recommendations was due to Secretary Spellings by August 1, 2006.



The entire first draft of the report and more information about the Commission, its meetings, and issue papers can be found on the Commission's website at <http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html>.

Dr. Beene added that Arkansas has been noticed nationally for its efforts.

Agenda Item No. 26  
Report on Annual Review of Faculty Performance

Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (Board) policy 5.05.1 requires that each college and university conduct an annual performance review of faculty members. Pursuant to this statute, Arkansas Department of Higher Education (ADHE) staff is required to monitor the faculty evaluation processes adopted at public institutions, and make a report to the Coordinating Board and Legislative Council each year. Each institution must have on file with ADHE a plan detailing the procedures for faculty evaluation at each institution. Significant amendments to these plans are to be submitted for Board approval.

Monieca West commented that this report is used for decisions on salary treatment and job retention.

Agenda Item No. 27  
Approval of Revisions – Faculty Evaluation Plans  
Pulaski Technical College, South Arkansas Community College  
University of Arkansas at Fort Smith

A.C.A. §6-61-219 requires an annual performance review of all faculty members at public colleges and universities conducted in accordance with a faculty evaluation plan approved by the Arkansas Higher Education Coordinating Board. All institutions have had their plans approved. If faculty evaluation plans are significantly changed, they are to be submitted for Board approval.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the faculty evaluation plan for Pulaski Technical College, South Arkansas Community College, and the University of Arkansas at Fort Smith.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Pulaski Technical College; the President and Chair of the Board of Trustees of South Arkansas Community College; and the President and Chair of the Board of Trustees of the University of Arkansas

System, and the Chancellor of the University of Arkansas at Fort Smith of the approval.

Jodie Carter asked if the research was conducted by the institutions, and if so, what was the process. Monieca West explained that South Arkansas Community College and the University of Arkansas at Fort Smith conducted their own research. Pulaski Technical College, however, used an outside nationally recognized consultant because of the scope of the revisions they were making.

Dr. Lynda Johnson moved to recommend Agenda Item No. 27 to the Full Board for consideration. Phil Ford seconded, and the Committee unanimously approved.

Chairman Hodges introduced Senator Bryles who helped sponsor Agenda Item No. 18. Senator Bryles began by welcoming everyone to Arkansas Northeastern College and commented on how the institution has grown since he attended years ago. Senator Bryles commented that Arkansas has the most under educated adult workforce. He noted that while it's not because of a lack of effort, Arkansas still has to do more.

#### Agenda Item No. 28 and 29 Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on programs not requiring Board approval including 24 new certificate programs, 11 new program options, 6 program name changes, 1 new location for existing program, 10 existing degrees offered by distance technology, 2 reconfigurations of existing degrees, 1 consolidation of existing degrees, 2 program reactivations, 3 new organizational units, 1 academic reorganization, 4 unit name changes, 16 inactive programs, 9 deleted certificate and degree programs, and 4 deleted program options.

Notification of items requiring Board approval included 3 certificate programs, 3 associate degrees, 1 bachelor's degree, 5 master's degrees, and 2 doctoral degrees.

During this period, the Institutional Certification Advisory Committee received notice of requests for initial certification of 45 degrees and 15 program options. The complete list of these notices appear in the letters of Notification on page 28-1 through 28-8 and in the Letters of Intent on pages 29-1 through 29-4 of the agenda book.

Agenda Item No. 30  
Report of Nominating Committee

The Nominating Committee (Chair Dick Trammel, Jodie Carter, and Phil Ford) presented a recommendation on the slate of Board officers for 2006-07.

Committee Chair Dick Trammel moved that the slate of Board officers for 2006-07 remain the same as the slate of Board officers for 2005-06; David Damron as the Finance Committee Chair, Dr. Dan Grant as the Academic Committee Chair, Dr. Lynda Johnson as Secretary, David Leech as Vice Chair, and Kaneaster Hodges as Chair. David Leech seconded the motion, and the Board unanimously approved.

Next, Chairman Hodges stated that in order to maintain the support for higher education we currently have and engender even greater support for the board's recommendation for operating and capital funds as well as bond funds, we need to present and get support for a Public Agenda for Higher Education. He noted that the state of Kentucky has developed such an agenda and gained buy-in from all their constituency groups and strong support from their Governor and legislature for such a document. Chairman Hodges then announced that he would like to call a group to work on this document including the Executive Committee of the Higher Education Coordinating Board (Chairman Hodges, Vice-Chair David Leech, and Secretary Lynda Johnson) with Dick Trammel serving as Member at Large, and a committee of Presidents/Chancellors including Dr. Alan Sugg, Dr. David Rankin, Dr. Les Wyatt, President Lu Hardin, Dr. Larry Williams, Dr. Becky Paneitz, Dr. Coy Grace, and Dr. Chuck Welch.

Dick Trammel commented that this is a very positive move for higher education. Chairman Hodges moved to begin work on a Public Agenda for Higher Education. David Leech seconded the motion, and the Board unanimously approved.

Chairman Hodges opened the floor for public comments, which were none.

Steve Luelf reported on the National Education Policy meeting of the Education Commission of the States in Minneapolis. He stated that the theme of the conference speakers was *Alarm: As a Country We Are Failing in Education*. Steve Luelf commented that there was a lot of reference to Thomas Friedman's book, *The World is Flat*. Teacher shortage and alternative certification were also among the items of discussion.

Dick Trammel complimented ASU-Beebe for having the only Physician Assistant program in the state.

Chairman Hodges announced that Dr. Robert Brown and Arkansas Tech University in Russellville will host the next Coordinating Board meeting on October 27.

With no further comments, the meeting adjourned at 12:00 p.m.

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Nichole Abernathy

APPROVED:

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Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD  
Special Meeting via Conference Call  
September 8, 2006**

**Minutes of Meeting**

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Friday, September 8, 2006. The purpose of the meeting was to review the Economic Feasibility of a Loan for Arkansas Tech University and the Proposed Higher Education Bond Projects. The meeting convened at 10:00 a.m. with a quorum present.

Coordinating Board present:

Kaneaster Hodges, Chair  
David Leech, Vice Chair  
Jodie Carter  
David Damron  
Dr. Dan Grant  
Steve Luelf  
Mark Smith  
Dick Trammel  
Dr. Anne Trussell

Coordinating Board absent:

Dr. Lynda Johnson, Secretary  
Phil Ford  
Bill Johnson

Department staff present:

Dr. Linda Beene, Director  
Dr. Steve Floyd, Deputy Director  
Dr. Karen Wheeler, Associate Director of Academic Affairs  
Dr. Stanley Williams, Senior Associate Director for Finance  
Ron Harrell, Associate Director for Planning and Accountability  
Claudia Griffin, Financial Manager  
Robin Henson, Communications Officer  
Christina Miller, Coordinator of Research and Policy Development  
John Davidson, Financial Manager  
Ashley Pettingill, Financial Officer

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present.

Chairman Hodges thanked Coordinating Board members and guests for participating in the meeting.

Report of the Finance Committee

David Damron presented the report of the Finance Committee and moved approval of Agenda Item No. 1. Dick Trammel seconded the motion, and the Board unanimously approved.

Next, Damron moved approval of Agenda Item No. 2. David Leech seconded the motion, and the Board unanimously approved.

Agenda Item No. 1  
Economic Feasibility of Loan  
Arkansas Tech University

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to seek a loan for educational & general (E&G) purposes. The loan will be used to purchase property and for the construction, renovation, and equipping of an academic facility. The E&G loan will be approximately \$4 million with a term of approximately three years at an estimated annual interest rate of 4.67 percent. The Arkansas Tech University Board of Trustees approved this action on August 8, 2006.

Budgeted 2006-07 Tuition and Fee Revenue.....	\$25,151,584
Maximum Allowable Debt Service	
(\$25,151,584 x 25%).....	6,287,896
Existing Debt Service.....	1,593,893
Estimated Debt Service for Proposed Issue.....	268,208
Tuition and Fee Revenue Remaining for	
Additional Debt Service.....	\$4,425,795

The above data demonstrate that Arkansas Tech University has sufficient revenue to support a loan of approximately \$4 million with a term of approximately three years at an estimated annual interest rate of 4.67 percent.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to seek a loan of approximately \$4 million with a term of approximately three years at an estimated annual interest rate of 4.67 percent to purchase property and to construct, renovate, and equip an academic facility.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Arkansas Tech University of the Coordinating Board's resolution.

Steve Luelf questioned the ability of ATU to repay the loan in three years. Dr. Stanley Williams noted that the \$268,208 would not be enough to repay the loan

in three years. However, ATU plans to combine it with other projects and come to the Board with a bond feasibility proposal by the end of the three years.

David Damron inquired about the location of the additional property being purchased by ATU. Dr. Robert Brown, President of ATU, responded that ATU would be purchasing a Crisis Management Center on Lake Dardanelle.

Chairman Hodges congratulated ATU on the approval of their Economic Feasibility of Loan and encouraged them to keep up the good work.

Dr. Brown thanked the Coordinating Board and ADHE staff for their support.

David Leech moved to recommend agenda item No. 1 to the Full Board for consideration. Chairman Hodges seconded, and the Committee unanimously approved.

## Agenda Item No. 2 Proposed Higher Education Bond Projects

Dr. Stanley Williams presented the Proposed Higher Education Projects for the public colleges and universities.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves and endorses the Proposed Higher Education Bond Projects and that the Director is instructed to transmit to the Governor that plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds pending approval of the electorate on November 7, 2006 as called for by Act 1282 of 2005. These projects are described herein and are incorporated in the Plan of Implementation. This resolution is adopted in recognition of the benefits to be derived by institutions of higher education including monetary and less tangible benefits which develop from the immediate availability of resources to construct or renovate facilities, perform critical maintenance facilities, and to upgrade technology, thereby enabling institutions to serve additional students, strengthen academic programs, improve both instructional and information technology, maintain accreditation, and to increase research and grant activities.

**FURTHER RESOLVED**, That the Director is instructed to seek from the Governor one or more proclamations authorizing the issuance by the Arkansas Development Finance Authority of one or more series of Higher Education Bonds to fund the capital projects described in the Plan of Implementation, subject to the limitations set forth herein, in the Implementation Plan, and in the Act, without further action by the Higher Education Coordinating Board.

**FURTHER RESOLVED**, That these projects shall be educational and general in nature, and will not include projects relating to auxiliary services or programs such as residence halls, or intercollegiate athletics.

**FURTHER RESOLVED**, That the Higher Education Coordinating Board has not and shall not authorize the issuance of bonds requiring more than \$24 million in debt service per annum as provided for in the Act.

**FURTHER RESOLVED**, That the Director shall and is directed to act as the duly authorized designee of the Chairman of the Arkansas Higher Education Coordinating Board in requisitioning the proceeds of the bond sales held by the Trustee and certifying that the funds disbursed thereby are for the payment of Project costs of a higher education project duly approved by the Higher Education Coordinating Board, as reflected in the Implementation Plan.

David Damron asked Dr. Williams to explain how the maximum allocations were computed. Dr. Williams stated that they were computed based on need for space, the amount of existing space, debt service capacity, and enrollment. He said that Governor Huckabee requested that \$50 million be allocated to the colleges and \$100 million to the universities, of which \$10 million would be used to connect the universities to the eCorridor.

Dan Grant asked if the total cost for the eCorridor System had been upgraded. Dr. Williams answered yes. The price has gone up, however, this is simply the cost to connect.

Dick Trammel asked if there were any changes in the fund allocations for each institution. Dr. Williams responded no, only the projects changed.

Steve Luelf questioned the term "educational and general in nature" and "auxiliary," used in the resolution. Dr. Williams commented that education and general in nature refer to all academic programs. The term auxiliary refers to athletic facilities, dorms, bookstores and food services.

David Leech questioned if the institutions could make changes to the bond proposal in the future. Chairman Hodges responded that this is a one time bond issue. Therefore, it cannot be replicated in the future.

David Leech questioned whether the debt service amount would change. Chairman Hodges responded that it would not. There would only be an extension.



Chairman Hodges moved to recommend Agenda Item No. 2 to the Full Board for consideration. Dick Trammel seconded, and the Committee unanimously approved.

Christina Miller conducted a final roll call, reaffirming the quorum.

Chairman Hodges thanked everyone for participating in the meeting and announced that the next Coordinating Board meeting will be October 27, 2006 at Arkansas Tech University in Russellville.

With no further comments, the meeting adjourned.

## REPORT OF THE DIRECTOR

### **Joint Board and Trustees Meetings**

ADHE organized the Annual Joint Meeting of the Higher Education Coordinating Board, State Board of Education, and State Board of Workforce Education and Career Opportunities Oct. 9 in Little Rock. Dr. Linda Beene introduced Governor Huckabee who praised the efforts of all three boards and agencies. He said, “There is good news that higher education is bringing in more students than ever before,” adding that more Arkansans are realizing a high school diploma is not enough. Governor Huckabee announced that he supports full and total funding of the biennial recommendation. He added that the formula was one of higher education’s greatest advances and credited the presidents and chancellors for being “heroic, unselfish and visionary.”



*Surrounded by members of the three state education boards, Gov. Mike Huckabee speaks at the Joint Board Meeting.*



*Pictured (L to R) are AHECB member David Leech, David Spence and Michael Cohen.*

Michael Cohen, president of Achieve Inc., and David Spence, president of the Southern Regional Education Board, discussed college and workplace readiness through a redesign of the high school curriculum. Cohen spoke about the American Diploma Project, including a study that revealed 40-45 percent of recent high school graduates said they were not well prepared for college or work; 42 percent of faculty said college freshmen were not well prepared; and 45 percent of employers said graduates lacked the skills to advance. He emphasized that “college ready is the same as career ready.” Cohen said Arkansas is ahead of the nation in the number of high school graduates and college enrollment but lower in the number of students getting a degree. He added, “Smart Core is a national model,” saying it is a “smart move.” Spence said Arkansas is among a few states that are “far in the lead on college readiness concepts,” and public school teachers wanting to teach more rigorous classes.



*State representatives participating in the legislative panel included (L to R) Mike Burris, David Rainey and Janet Johnson.*

Following presentations from the national speakers, information on the bond proposal campaign was presented by Lu Hardin, Ed Franklin and Alan Sugg.

After the Joint Board Meeting adjourned, the Annual Meeting of College and University Trustees continued with a panel of legislators including Sen. Jack Critcher, Sen. Dave Bisbee, Sen. Gilbert Baker, Sen. Shane Broadway, Rep. David Rainey, Rep. Janet Johnson and Rep. Mike Burris. The meeting concluded with trustees representing six colleges and universities expressing their views on current issues. Trustees participating were Stanley Reed, University of Arkansas; Florine Milligan, Arkansas State University; Alex Strawn, Henderson State University; John Barnes, Pulaski Technical College; Jeff Teague, South Arkansas Community College; and Scott Trammel, Black River Technical College.

Media outlets covering the meetings included KARK, KATV, KARN, KUAR, *Arkansas Democrat-Gazette* and the Arkansas News Bureau.

### **Preliminary Enrollment**

The preliminary headcount and full-time equivalent enrollment for the fall 2006 semester was released Sept. 19 with another record-setting headcount enrollment of more than 145,000 students. Full-time equivalent enrollment at the public higher education institutions was also an all-time high with more than 97,000 students.

Non-credit students are not counted in the following preliminary headcount enrollment summary for fall 2006:

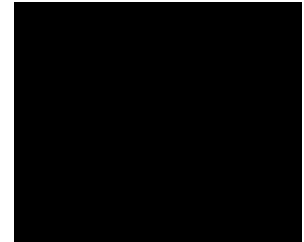
- Total preliminary headcount enrollment in public and independent higher education institutions is the highest ever at 145,655 students, which is 3.3 percent higher than 2005 and 14.6 percent higher than 2002. Since 1990, enrollment increased by almost 60,000 students, an increase of 70 percent.
- Total preliminary headcount enrollment at the public institutions is at an all-time high at 131,618, which is 3.3 percent more than 2005. Since 2002, enrollment increased 15.1 percent. Total enrollment has increased 74 percent since 1990.
- Eleven public two-year colleges experienced enrollment increases. Headcount enrollment at the colleges also set a record with 49,051 students, which is a one-year increase of 4.1 percent. Since 2002, enrollment in this sector has increased 17.8 percent.
- Nine public universities experienced enrollment increases. Again, headcount enrollment is higher than ever at 82,567, a one-year increase of 2.8 percent. Since 2002, enrollment in this sector has increased 13.5 percent.
- Statewide FTE enrollment (measures the total number of credit hours in which full- and part-time students enroll) at public institutions is also at an all-time high with 97,287 students. This is a 1.4 percent increase over the previous year and an increase of more than 10,000 students, or 12.9 percent, since 2002.

### **No Child Left Behind Grants**

Arkansas will receive \$700,000 in grant funds from the federal No Child Left Behind program to improve P-16 education partnerships. The U.S. Department of Education awarded the funds to ADHE, which establishes policies for dispersing the funds, oversees the grant and advocates professional development for teachers. Requests for proposals were issued to presidents and chancellors of all public and independent colleges and universities that have approved teacher preparation programs to fund sub-grant projects in the area of teacher professional development. A technical assistance workshop was held September 22 at ADHE. Award notifications will be mailed after March 1, 2007.

### **GIFT Plan**

The 529 Plan Review Committee met Aug. 7. John Peace, who practices tax and estate planning law with Dover Dixon Horne PLLC, and represents the Arkansas Section 529 Plan made a presentation Sept. 11 to the Central Chapter of the Arkansas Society of CPA's on Arkansas' 529 Plan. Robin Henson of ADHE staff participated in an outreach event with Upromise staff members Sept. 23 at Citadel's Kidz Fair, which was held at the State Fairgrounds.



*John Peace presents information on the GIFT College Investing Plan to over 40 accountants in the Central Chapter of the Arkansas Society of CPA's.*

### **Financial Aid**

ADHE provided financial aid information for the *Arkansas Times* "'06 College Issue" along with data for its lead story "Hispanics Head for Higher Ed" released Aug. 24.

ADHE financial aid staff participated in college fairs and workshops at the following high schools in September and October: Waldron, Greenwood, White Hall, Dollarway, Pine Bluff, Fort Smith Northside, Fort Smith Southside, Van Buren, Alma, Clarksville, Malvern, Catholic, Jonesboro, Morrilton, Heber Springs, Cabot, Arkansas Baptist, Conway, Vilonia, Pulaski Academy, Little Rock Christian Academy, Searcy, Greenbrier, Hot Springs, Sheridan, Trumann, Wynne, Paragould, Piggott, West Memphis, Foreman, Newport, Southside (Batesville), Nashville, Hope, and Lutheran. Additionally, staff was involved with college fairs or workshops at Arkansas Tech University, Ouachita Technical College, National Park Community College, Arkansas State University-Beebe, Williams Baptist college, South Arkansas University Tech, Green City Tech, Rich Mountain Community College, South Arkansas University, Cossatot Community College of the University of Arkansas, as well as college fairs held at the Arlington Hotel Conference Center in Hot Springs and for students in the North Little Rock and Pulaski County School Districts.

### **Accomplishments**

A summary highlighting ADHE accomplishments during fiscal year 2006 has been completed. The summary will be distributed to legislators and AHECB members.

## **IDEAS**

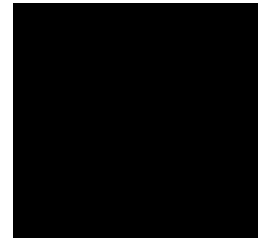
An online professional development resource created for teachers called Arkansas IDEAS (Internet Delivered Education for Arkansas Schools) was introduced Sept. 6. The online portal is free to all educators in the state through AETN and the Department of Education. To help meet the annual requirement of 60 hours of professional development each year, teachers can access more than 70 courses, which typically last six weeks, beginning this month on the Department of Education's Web site.

## **STAR**

On Aug. 14, the State Teacher Assistance Resource (STAR) Program Commission approved almost 490 education major applicants for 2006-07 financial aid awards. Over 130 Arkansas teachers were granted loan forgiveness for 2006. This is the third year in the initiative.



Doyle Webb, chief of staff in the Lieutenant Governor's office, serves as chair of the STAR Commission. Other commissioners are: Deborah Caspall, Powhatan; Dr. Bernie Hellums, Nashville; Diane Tatum, Pine Bluff; Ray Watley, Pine Bluff; Judy Anderson, Hope; Dr. Frank Anthony, Pine Bluff; Sandra Beck, Magazine; Dr. Olin Cook, Russellville; Carolyn Brooks, Fort Smith; and Constance McDaniel, Forrest City. ADHE staff members who work with STAR and participated in the Commission meeting are Tara Smith, financial aid coordinator; Collin Buckner-Callaway, assistant coordinator of financial aid; and Lucretia Norris, new promoter of the program.



*Doyle Webb*

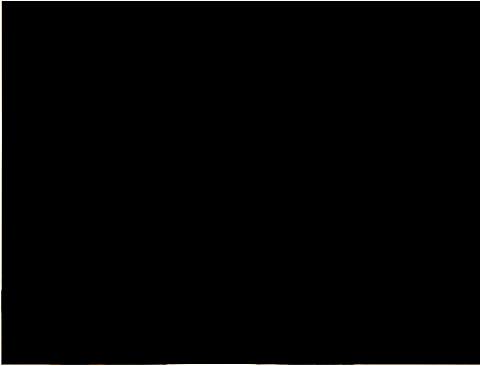
## **NGA Honor States Grant**

Along with Gov. Mike Huckabee and Dr. Ken James, Dr. Linda Beene participated in unveiling a new program called Next Step for Arkansas' Future Sept. 20. The program focuses on the need for high school redesign so all students are prepared for life after graduation. Matt Gandel, executive director of Achieve Inc., praised Arkansas for its efforts so far and encouraged attendees to work together to continue the mission. Dr. James introduced a statewide media campaign that will help make the public, especially students and parents, aware of the need to stay in school and enroll in the Smart Core curriculum. Initially it includes a Web site, [www.nextsteparkansas.org](http://www.nextsteparkansas.org), as well as television and radio spots. A series of four posters will be distributed to every public middle, junior and high school in the state throughout the school year. The Departments of Higher Education and Education have also partnered with Arkansas Business Publishing Group on its *Arkansas Next* publication. A special eight-page insert, along with a classroom activity guide for teachers, appears in this year's magazine distributed in October.



## **College Readiness Assessments**

The Department of Education with ADHE released the 2006 ACT Assessment Aug. 16. Arkansas high school graduates scored an average 20.6 composite score, which was .3 points better than last year. That's the largest increase in Arkansas scores on the exam in the past four years. No state testing at least 50 percent of its graduates experienced a higher growth rate. In addition, Arkansas' ACT math, reading and science scores increased and are at an all-time high. The state's English score of 20.7 is above the national average. The number of students deemed college ready by ACT standards has increased. Sixty-four percent of test takers are ready for college English coursework. The math percentage is also higher with 52 percent.



*AP participants Jonathan Baugh, Curtis Flournoy and Lana Hazel present their experiences and the importance of having access to AP. Dr. Ken James announces the AP and SAT results, while Dr. Linda Beene adds the impact AP classes have had on higher education at the Aug. 29 news conference.*

Dr. Linda Beene participated in the press conference announcing The College Board's results of SAT scores as well as information about participation and scores in Advanced Placement (AP) classes Aug. 29. SAT scores for the state increased across the board – overall in both Critical Reading and Mathematics and for all ethnic and gender subgroups on both tests. Overall, the 2006 Critical Reading mean score was 574 in 2006. For Mathematics, the 2006 mean was 568. A new portion of the SAT – Writing – debuted with a mean score of 577 for Arkansas students. The 1,489 students in Arkansas who took the SAT scored above the national average. AP participation is growing in Arkansas. In 2006, 15,705 students took AP Examinations, representing a 13.1 percent increase from 2005 and a 241 percent increase from 2002. Those 15,705 students took a total 25,780 exams for an 11.4 increase over the number of exams taken in 2005. There was a 12.9 percent increase in the number of exam scores of three or higher from last year.

## **Staffing**

Lucretia Norris joined ADHE to recruit students for the STAR program and serve as the agency's liaison for college readiness, primarily working with the high school curriculum redesign. She served as Governor Huckabee's policy advisor for higher education before joining our staff.

## **Bond Issue**

Dr. Linda Beene was interviewed by KARK and KARN Aug. 9 following Governor Huckabee's announcement placing the bond issue on the Nov. 7 general election ballot. The list of institutions' bond projects was distributed to media outlets Sept. 5. Dr. Beene was interviewed by the Arkansas News Bureau following the release of the project list.

**Activities of the Director**

August 4	Meeting of AHECB, Arkansas Northeastern College in Blytheville
August 7	Meeting of 529 Plan Committee
August 8-9	Meeting of the Southern Growth Policies Board's (SGPB) Council on the New Economy Workforce, North Carolina
August 9	Speaker, Media Interviews on Bond Proposal
August 11	UCA Lunch Honoring Ray Simon, U.S. Deputy Secretary of Education
August 14	Meeting of the STAR Commission
August 18	Meeting with College Board Representatives
August 24	Meeting with American College Testing (ACT) Representatives
August 28	Meeting of the Science Technology Engineering and Mathematics (STEM) Coalition
August 29	Speaker, ACT Press Conference
August 30	Speaker, Pathways National Research Visit to Ouachita Technical College
August 30	Meeting of Two-Year College Presidents / Chancellors
September 5	Speaker, UAPB Faculty Meeting
September 8	Special Meeting of AHECB, Conference Call
September 8	Meeting of Public Agenda for Higher Education Committee
September 18	Meeting with ALC Higher Education Subcommittee Chairs
September 19	Meeting of ALC Higher Education Subcommittee
September 20	Speaker, "Next Step" Conference
September 21	Speaker, Turkmenistan Higher Education Representatives
September 21	Meeting with Pulaski Technical College Pathways Staff Members
September 26	State Chamber / AIA Annual Conference, Hot Springs
September 28	Speaker, Pulaski Technical College Building Dedication Ceremony
September 28	Arkansas Tobacco Settlement Luncheon Honoring Governor Huckabee
September 28	Meeting of Two-Year College Presidents / Chancellors
September 29	Speaker, Arkansas Association of Teacher Educators
October 3	Meeting of Presidents/Chancellors Executive Council
October 4	Speaker, Arkansas State University Student Affairs Seminar
October 5	Meeting on Pathways Performance Measures
October 6	Speaker, Arkansas College Teachers of Economics and Business
October 9	Speaker, Annual Joint Meeting of the State Boards of Education and Annual Conference of College and University Trustees
October 14-17	Speaker, Association of Two-Year Colleges (AATYC) Conference
October 18	Meeting of Governor's Cabinet Members
October 19	Philander Smith College Luncheon
October 20	Assistant Secretary Emily DeRocco, U.S. Department of Labor, Visit to West Memphis
October 24-25	Speaker, Institutional Budget Hearings
October 27	Meeting of AHECB, Arkansas Tech University
October 30	Speaker, Texas Association of Community College Trustees and Administrators

**DOCTOR OF PHILOSOPHY  
IN HEALTH PROMOTION AND PREVENTION RESEARCH  
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the Doctor of Philosophy (PhD) in health promotion and prevention research (HPPR). UAMS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program is within the role and scope established for the institution. The UA Board of Trustees approved the program on January 26, 2006.

**Description of the Program**

The proposed PhD in health promotion and prevention research is designed to prepare students with the theoretical and methodological foundations necessary to research theory-based strategies to address public health concerns identified in collaboration with public health practitioners. Students must hold the master's or equivalent degree in a field relevant to health promotion and prevention research prior to enrollment in the program. Once enrolled, students must complete a minimum of 66 semester credit hours to fulfill the PhD program requirements. The program of study can be completed within a three-year period of full-time study, but must be completed within seven calendar years.

All students will complete coursework in five core areas: 9 credit hours in behavioral science; 9 credit hours in community science; 6 credit hours in quantitative research methods; 6 credit hours in qualitative research methods; 9 credit hours of elective coursework; and 27 credit hours of applied research methods (including didactic coursework, mentored research, and dissertation research). Through didactic electives, mentored research, and dissertation research, students will develop an area of specialization in behavioral science or community science.

Students will be required to pass a comprehensive examination ensuring mastery of all five core areas of coursework before progressing to dissertation work. As part of the dissertation research process, doctoral candidates must first successfully develop and defend a written proposal of their dissertation research, and subsequently develop and defend a written monograph of their dissertation research. The dissertation must address a scientific question relevant to the application of behavioral and public health sciences either through secondary analysis of an existing data set or by collecting and analyzing new data.



### **Need for the Program**

The mission of the Fay W. Boozman College of Public Health (COPH) at UAMS is to “improve health and promote well-being of individuals, families, and communities in Arkansas through education, research, and service.” COPH is a part of the comprehensive statewide plan developed to respond to numerous health problems in Arkansas. Currently, the Doctor of Public Health (DrPH), the PhD in health systems research (HSR), the Master of Public Health (MPH), the Master of Science (MS) in occupational and environmental health, the Master of Health Services Administration (MHSA), and the Post-Baccalaureate Certificate in public health are offered through COPH. The MPH and certificate programs prepare students in key areas of public health practice; the DrPH prepares public health practitioners for leadership roles in public health practice and policy development; the PhD in HSR prepares public health scientists to conduct health systems research; the MS in occupational and environmental health trains students to identify and reduce environmental and occupational risks; and the MHSA trains students for careers in management of healthcare organizations.

When the COPH was approved by the Arkansas Higher Education Coordinating Board in February 2001, the ADHE staff informed the Board that COPH planned to offer the MPH, DrPH, and PhD degrees in core public health areas. The timeline for implementing the PhD degree has been accelerated because the Council on Education for Public Health (CEPH) has determined that all accredited institutions must offer at least three doctoral public health science degrees by December 2007 to meet accreditation requirements. To meet criteria for full CEPH accreditation, academic programs are required to have been approved and to have enrolled students who are making good progress in the programs.

Arkansas persistently ranks among the last in the nation in terms of overall health and access to health care. Although biological, behavioral, environmental, cultural, and socioeconomic factors all contribute to this public health crisis, the majority of morbidity and preventable mortality in Arkansas is related to modifiable behaviors, particularly tobacco use, poor diet, and lack of physical activity. These behaviors impact the state economically by reducing the efficiency of the Arkansas workforce and increasing the health care and medical insurance costs for individuals, businesses, and the state. It is critical for the physical and fiscal health of the state’s citizens that Arkansas focuses on developing, testing, and widely disseminating evidence-based behavioral interventions to eliminate or ameliorate preventable health risks. The PhD in health promotion and prevention research will train public health investigators in the systematic application of scientific methods to enhance efforts to disseminate effective interventions and to develop and evaluate new theory-based interventions.

Like the public health workforce in adjoining states, the Arkansas State Division of Health (DOH) has few employees with formal public health training. Leadership within DOH recognizes that graduates of the proposed program will

improve the ability of the Division to develop and implement more effective health programs and provide employees with opportunities for advancement. Demand for skilled health promotion and prevention researchers also exists in a variety of settings across Arkansas. Key among these settings are academic research centers, Arkansas Blue Cross and Blue Shield, Tyson, and the Arkansas Cancer Research Center.

### **Reviewers' Report**

Dr. Kay Bartholomew, Associate Professor (Center for Health Promotion and Prevention Research, School of Public Health) at the University of Texas Health Science Center at Houston and Dr. Robert John, Professor and Chair (Department of Health Promotion Sciences, College of Public Health) at the University of Oklahoma Health Sciences Center, served as reviewers for the HPPR proposal. Drs. Bartholomew and John supported the need for the program and cited existing consensus among academics and practitioners that in order to address problems with social behavioral causation, solutions are more effective if they are informed by theory and based on evidence.

The reviewers found that the proposed program has a cadre of talented and competent faculty to support students in their research endeavors. Additionally, the program has the requisite library, facilities, and computer resources and support from UAMS. According to the reviewers, the health promotion and prevention research emphasis is appropriate for evidence-based public health and best practice recommendations for a variety of settings. Also, the research emphasis of the program fits well with the competencies of the department and is clearly differentiated from the DrPH in public health leadership and the PhD in health systems research. Reviewers recommended a curriculum modification and ADHE staff confirm that UAMS has modified the curriculum in keeping with those recommendations.

### **Program Costs**

Support for the proposed program will be derived from student tuition and fees, endowments and gifts, extramural funding, and University funds. New program costs for Year 1 through Year 3 will range from \$58,000 to \$142,000, which will be used for clerical support, instructional materials, library resources, office supplies, graduate assistantships, and travel.

### **Program Duplication**

No institution in Arkansas offers the master's or doctoral degree program in health promotion and prevention research. The University of Oklahoma Health Sciences Center offers a PhD in health promotion sciences and St. Louis University offers a PhD in public health studies with a concentration in behavioral science and health education.

### **Desegregation**

African American graduate student enrollment is 11.3 percent, and other minority student enrollment is 17.7 percent. Minority student enrollment represents approximately 35 percent of the graduate student enrollment in the College of Public Health. UAMS anticipates maintaining minority enrollment reflective of Arkansas's demographics.

### **Degree Productivity**

In 2004-05, 5 of the 6 (83 percent) doctoral programs offered by the University of Arkansas for Medical Sciences met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the PhD in health promotion and prevention research (CIP 51.2299) at the University of Arkansas for Medical Sciences, effective Summer 2007.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas for Medical Sciences of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN AVIATION MAINTENANCE  
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas Community College at Batesville (UACCB) to offer the Associate of Applied Science (AAS) in aviation maintenance. UACCB is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program is within the role and scope established for the institution. The UA Board of Trustees approved the program on September 28, 2006.

**Description of the Program**

The proposed program will provide students education and training in airframe and powerplant inspection and repair and the private sector with certified technicians licensed by the Federal Aviation Administration (FAA). Graduates will be employed as airframe and powerplant mechanics, repair inspectors, supervisory personnel, and FAA technicians.

The AAS in aviation maintenance is a 90-semester credit hour program with 15 credit hours of general education core courses, 14 credit hours in the technical core and, as specified by the FAA, 29 credit hours in powerplant and 32 credit hours in airframe. The subject matter that FAA requires for certification as airframe or powerplant mechanics creates a 90-credit hour program rather than the typical 72 credit hours for an associate's degree. All FAA courses will be taught by certified FAA instructors.

The FAA certification process for a certified aviation maintenance program requires five phases: Pre-Application, Formal Application, Document Compliance, Demonstration and Inspection, and Certification. The Pre-Application phase has been completed and UACCB has been assigned the identification number T577P.

**Need for the Program**

The aviation maintenance program at UACCB is needed for two reasons. First, the airframe and powerplant training program will support targeted economic development initiatives of Batesville-area community leaders. Secondly, the program will provide training for Arkansas's expanding aircraft industry, particularly industries located in the central part of the state.

In the last five years, the Batesville airport has experienced increased traffic. Some of the increase is due to tourism and the expansion of the race car industry

(Larry Shaw Racing and the Mark Martin Ford dealership and museum). As a result, the airport has grown from a landing strip for executives and private pilots to an economic unit at the forefront of increased economic development. It is anticipated that aircraft maintenance related businesses will be attracted to Batesville with the addition of a FAA certified airframe and powerplant training program.

The aviation maintenance program proposed by UACCB is a cooperative effort of the Batesville Airport Commission, the Batesville community, and the college. The airport is currently a focal point for expanding the region's economic base, and commission members feel strongly that business and industry development at the airport must be supported by a certified FAA airframe and powerplant training program.

The aviation industry is expanding in Arkansas as evidenced by recent announcements by Dassault Falcon and Raytheon to add an additional 350 jobs in Little Rock. A telephone survey was used to determine projected employment opportunities and indicated a substantial increase in the need for certified airframe and powerplant mechanics. ReeBaire Aircraft Inc., Dassault Falcon and Raytheon, companies located in central Arkansas, project a minimum 50 percent increase in the number of aircraft mechanics needed in the next two to four years. Student interest was identified using written surveys in a variety of settings and UACCB found aircraft mechanics as the focus of interest of 30 percent of the high school respondents. An average of 10 students per year is expected to enroll in the program.

### **Program Costs**

UACCB has signed a Memorandum of Understanding with Aircraft Investments Inc. of Batesville and the Batesville Airport Commission. A commitment to a strong partnership is evidenced by the donation of a hangar and all needed aircraft equipment for this program by Aircraft Investments Inc., and two faculty offices provided by the Batesville Airport Commission. UACCB expects to incur net program costs of \$92,000 in the first year of program operation, increasing to \$148,000 in the third year. Projected program income from state general revenue and tuition and fees is \$206,700.

### **Program Duplication**

An airframe and powerplant certified program must include all the FAA required classes; therefore, any institution offering an aviation maintenance program will offer the same curriculum. AAS degree programs offered in Arkansas that are FAA certified are located at Black River Technical College, NorthWest Arkansas Community College, Pulaski Technical College, and Southern Arkansas University—Tech.

**Desegregation**

Minority enrollment is almost 6 percent of the total student enrollment at UACCB and African American enrollment accounts for one-half of the minority enrollment.

**Degree Productivity**

UACCB offered 10 associate degree programs in 2005; 8 (80 percent) of the programs met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in aviation maintenance (CIP 47.0608) at the University of Arkansas Community College at Batesville, effective Summer 2007.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas Community College at Batesville of this approval.

**PULASKI TECHNICAL COLLEGE ARKANSAS CULINARY SCHOOL  
ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS  
TECHNICAL CERTIFICATE IN CULINARY ARTS  
TECHNICAL CERTIFICATE IN BAKING AND PASTRY ARTS  
PULASKI TECHNICAL COLLEGE**

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The administration and Board of Trustees of Pulaski Technical College (PTC) request approval to establish a new academic unit, the Pulaski Technical College Arkansas Culinary School, and to offer the Associate of Applied Science in culinary arts, Technical Certificate in culinary arts, and Technical Certificate in baking and pastry arts. PTC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed academic unit and programs are within the institutional role and scope. The PTC Board of Trustees approved the proposal on August 28, 2006.

**Justification for the Academic Unit**

A Memorandum of Understanding (MOU) has been executed between Pulaski Technical College and the Arkansas Culinary School, Inc., for PTC to establish a new academic unit, Pulaski Technical College Arkansas Culinary School (PTCACs). The MOU will become effective only upon Coordinating Board approval of the proposed academic unit and associated culinary programs. The MOU details the purchase of assets, assumption of liabilities, and the nature of potential employment contracts with existing Arkansas Culinary School staff.

The Arkansas Culinary School (ACS) has operated in Little Rock since 1995 providing students with hands-on experience required for entry into the food service industry. ACS has affiliations with the American Culinary Federation and the National Restaurant Association, and is licensed by the Arkansas State Board of Private Career Education. The proposed agreement will allow ACS to expand academic program offerings to its students.

The new academic unit will be housed in the Allied Health and Human Services Division at PTC, and the current president and executive director of ACS will be employed as full-time faculty. Both hold industry credentials and have teaching and work experience in the culinary field. Eleven part-time faculty, currently teaching at ACS, will provide additional instruction.

ACS has operated on the campus of the Performance Food Group (PFG) in Little Rock for the past 10 years where building space and a modern-equipped kitchen have been provided at no cost. A separate agreement between PTC and PFG to continue operations at no charge for three years will become effective upon

Board approval of this proposal. The agreement includes all utilities except telephone and Internet charges. No additional administrative or programmatic resources will be required. All coursework required for an associate degree and two certificate programs will be offered at the PTCACS location beginning in January 2007.

### **Description of the Program**

The 30-semester credit hour Technical Certificate in culinary arts will provide students with the knowledge and experience required for entry-level positions in the food service industry. Students will gain skills in food preparation, baking, kitchen management, sanitation, hygiene and safety procedures, and banquets and catering. Students enrolled in the 30-semester hour Technical Certificate in baking and pastry arts will gain skills in baking, pastry techniques, cakes and cake decoration, candies and chocolates, breads, and food service sanitation.

The 72-semester credit hour Associate of Applied Science in culinary arts provides an intensive course of study to prepare students for professional entry into the food service industry. Students will learn classical and modern culinary techniques, kitchen management skills, sanitation and safety procedures, cost control management, nutrition, styles of table service, and menu design and strategy. Students also will master preparation of breads, pastries, desserts, appetizers, soups, meats and entrees. An externship will be offered in the fourth semester to allow students to experience real-world operations at local food service venues.

### **Need for the Program**

Currently, there are 44 students enrolled in the apprenticeship program at the Arkansas Culinary School and the job placement rate is 95 percent. Continued growth is expected with the proposed curriculum modifications resulting from the transition to PTC. A maximum of 75 students will be accepted per term with enrollment expected to stabilize at 250 students. Students will be required to enroll on a full-time basis.

There is strong industry support for the proposed program as evidenced by more than 50 partnerships with local restaurants and other food service venues. These businesses have indicated a willingness to provide externship opportunities for students.

### **Program Costs**

Annual program costs are estimated at \$386,000 which include faculty salaries, instructional supplies and equipment, and maintenance. Revenues in the amount of \$593,525 will come from tuition, fees, and new state general revenue.



### **Program Duplication**

Ozarka College offers an AAS and Technical Certificate in culinary arts. NorthWest Arkansas Community College has requested approval for a Technical Certificate in culinary arts that will be considered at the October 2006 AHECB meeting.

### **Desegregation**

African American student enrollment is 49 percent of the PTC student body and other minority student enrollment is 5 percent.

### **Degree Productivity**

In 2004-05, PTC offered 24 technical certificate programs of which 16 (67 percent) met Coordinating Board degree productivity guidelines. Ten of 21 (48 percent) associate degrees met program productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the establishment of a new academic unit at Pulaski Technical College known as Pulaski Technical College Arkansas Culinary School; and the offering of the Associate of Applied Science in culinary arts, the Technical Certificate in culinary arts (CIP 12.0503), and the Technical Certificate in Baking and Pastry (CIP 12.0501), effective immediately.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Pulaski Technical College of this approval.

## **TECHNICAL CERTIFICATE IN CULINARY ARTS NORTHWEST ARKANSAS COMMUNITY COLLEGE**

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The administration and Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to offer the Technical Certificate in culinary arts. NWACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the institutional role and scope. The NWACC Board of Trustees approved the proposal on October 10, 2006.

### **Description of the Program**

The culinary arts program will provide students with food production skills required for entry-level employment in the hospitality industry. Twelve semester credit hours of the 36-credit hour program will be taught each semester. Six new courses in food production, culinary arts, food science and nutrition, and baking will be added. The program builds upon the existing Certificate of Proficiency in hospitality management and also will prepare students for the bachelor's program in hospitality and restaurant management at the University of Arkansas, Fayetteville.

The program will be offered at the NWACC Regional Technology Center (RTC) in Fayetteville that is equipped with a teaching kitchen. Industry-based facilities at the Jones Center in Springdale and the Embassy Suites Hotel in Rogers also will be utilized. Instruction will be provided by existing NWACC faculty and adjunct faculty from the local culinary industry who hold industry-recognized credentials.

### **Need for the Program**

Rapid growth in the hospitality industry in northwest Arkansas and the resulting need for food service managers is evidenced by the recent opening of the John Q. Hammons Center in Springdale with over 40,000 square feet of meeting space, two new high school sports arenas planned for Bentonville and Springdale, 7 new hotels in Rogers, and 13 new restaurants in Bentonville. As a result of the growth, the Northwest Arkansas Hospitality Association requested that NWACC develop a program to address the workforce needs of this expanding industry.

A survey of local students indicates strong support for culinary arts instruction with 25 students expected to enroll in the program in the first semester and 20 in following semesters. A survey of local industry professionals indicates immediate job placement opportunities for program graduates as food service managers, caterers, and specialty and executive chefs.

**Program Costs**

Program start-up costs are expected to be \$40,139 which will include \$10,689 for curriculum developed in conjunction with the Arkansas Hospitality Association, and \$5,450 for the purchase of knife sets and chef coats for student use during instruction. Annual program costs are expected to run \$24,000 which will fund program coordination, instructional supplies, and four adjunct faculty to teach six new courses. Because the NWACC Regional Technology Center has an existing teaching kitchen, no capital equipment purchases will be required. Funds will be available from student tuition and fees in the amount of \$48,000 in the first year and \$57,600 in the second year of program operation. New state general revenue will total \$53,920 in the first year and \$64,704 in the following year.

**Program Duplication**

Ozarka College offers an Associate of Applied Science (AAS) and Technical Certificate in culinary arts. Pulaski Technical College has requested approval of an AAS and Technical Certificate in culinary arts and a Technical Certificate in baking and pastry arts that will be considered at the October 2006 AHECB meeting.

**Desegregation**

African American student enrollment is 1.6 percent of the student body, and other minority student enrollment is 15.8 percent.

**Degree Productivity**

In 2004-05, NWACC offered two technical certificate programs of which one (50 percent) met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in culinary arts (CIP 12.0503) to be offered at NorthWest Arkansas Community College, effective January 2007.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of NorthWest Arkansas Community College of this approval.

**BACHELOR OF ARTS IN INTERNATIONAL STUDIES  
UNIVERSITY OF CENTRAL ARKANSAS**

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The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Bachelor of Arts in international studies. UCA is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The program is consistent with the role and scope of the institution to offer degree programs in a wide variety of fields. The UCA Board of Trustees approved the proposal on August 4, 2006.

**Description of Program**

The proposed bachelor's degree in international studies is a multi-disciplinary program that will be located in the Department of Political Science. The proposed program is designed for students to study international topics and problems primarily from a social science perspective. The program will emphasize the political relations and interactions between and among countries in the international system. Students will be required to select a course of study from one of three concentration areas: international politics and diplomacy, international political economy and development, or regional studies. The concentration in international politics and diplomacy emphasizes the behaviors of sub-groups that operate within states and transnational groups that operate across state boundaries. The concentration in international political economy and development emphasizes the role of global institutions such as the World Bank and the World Trade Organization. The concentration in regional studies emphasizes the study of political, economic, and cultural systems in the African, Asian, European, Latin American, and Middle Eastern regions of the world.

The proposed 124-semester credit hour degree program requires 12 semester credit hours of core courses in political science, 18 semester credit hours of upper-division courses from one of the three areas of concentration, and an additional 3 semester credit hours of foreign language at the sophomore-level or higher. Six new courses in international politics, international law, political economy, political revolution, Mexican politics, and democratization will be added to the curriculum, all of which may also be taken by political science majors. Discussions regarding internship options have begun with several Arkansas companies.

**Need for the Program**

The proposed international studies program is needed to prepare students for careers in an increasingly globalized world. The curriculum will provide students

with writing, speaking, researching, analyzing, and critical thinking skills that are applicable for careers in education, business, diplomacy, intelligence, and economic development with state and federal governmental organizations or in the private sector. The international studies program will also prepare students to enter graduate programs in the social sciences, including international economics and trade, political science and international relations, and global history. Ten students currently pursuing a degree in political science are expected to enroll in the program.

### **Program Costs**

The proposed program will use existing courses and the six new courses will also serve other programs within the Department of Political Science. Existing faculty, facilities, equipment, and library resources are adequate to support the program.

### **Program Duplication**

Similar programs are offered at Arkansas Tech University, the University of Arkansas, Fayetteville, and the University of Arkansas at Little Rock.

### **Desegregation**

African American students comprise 16.9 percent of the undergraduate enrollment at UCA.

### **Program Productivity**

In 2004-05, 52 (96.3 percent) of the 54 baccalaureate degree programs at UCA met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in international studies (CIP 30.2001) to be offered at the University of Central Arkansas, effective January 2007.

**RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Central Arkansas of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN PHARMACY TECHNICIAN SCIENCE  
ARKANSAS STATE UNIVERSITY—BEEBE**

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The administration and Board of Trustees of the Arkansas State University System (ASU) request approval to offer the Associate of Applied Science (AAS) in pharmacy technician science at Arkansas State University—Beebe (ASU-Beebe). ASU-Beebe is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the institutional role and scope. The ASU System Board approved the proposal on February 24, 2006.

**Description of the Program**

The Coordinating Board approved the Certificate of Proficiency and Technical Certificate in pharmacy technician at ASU-Beebe in August 2006. The AAS in pharmacy technician science consists of 66 semester credit hours that include the 31 credit hours of technical courses required for the existing Technical Certificate, and 35 credit hours of general education core courses. The program will be taught in the evenings, on weekends, and online to a maximum of 20 students per semester. A satisfactory criminal background check will be required for program admission.

**Justification for the Program**

There is a national trend toward more formal education and training for pharmacy technicians due to an aging population with increasing demand for pharmaceuticals and concern for safe pharmaceutical use. Pharmacy technicians working with licensed pharmacists are expected to assume greater responsibility as the industry continues to expand. The proposed AAS degree will provide another option for students to prepare for positions in direct patient care or retail pharmacy. No new costs will be incurred.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in pharmacy technician science (CIP 51.0805) at Arkansas State University—Beebe, effective immediately.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System, and the Chancellor of Arkansas State University—Beebe of the approval.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE  
RESOLUTIONS**

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The Institutional Certification Advisory Committee (ICAC) met on October 3, 2006. The following resolutions are presented for Coordinating Board consideration.

**Program Certification**

**Bryan College**

Associate of Applied Science in Business Administration and Management  
Associate of Applied Science in Computer Information Systems-Networking  
Associate of Applied Science in Medical Assistant  
Associate of Applied Science in Exercise Specialist

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Bryan College of Rogers, Arkansas, to offer the following degree programs: Associate of Applied Science in Business Administration and Management, Associate of Applied Science in Computer Information Systems-Networking, Associate of Applied Science in Medical Assistant, and Associate of Applied Science in Exercise Specialist. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Bryan College that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of Bryan College that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Ecclesia College**

Associate of General Studies

Bachelor of Science in Business Administration

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Ecclesia College of Springdale, Arkansas, to offer the following degree programs: Associate of General Studies and Bachelor of Science in Business Administration. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Ecclesia College that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; (3) changes in the method of operation of the institution's programs in Arkansas, including the development of new degree programs not customarily offered at colleges and universities.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of Ecclesia College that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Franklin University**

Bachelor of Science in Financial Management

Bachelor of Science in Forensic Accounting

Bachelor of Science in Business Forensics

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Franklin University of Columbus, Ohio, to offer the following degree programs: Bachelor of Science in Financial Management, Bachelor of Science in Forensic Accounting, and Bachelor of Science in Business Forensics. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Franklin



University that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Franklin University that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Grand Canyon University**

Master of Business Administration

Master of Science in Leadership

**RESOLVED**: That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Grand Canyon University of Phoenix, Arizona, to offer the following degree programs: Master of Business Administration and Master of Science in Leadership. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Grand Canyon University that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Grand Canyon University that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as

required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Regis University**

Bachelor of Science in Accounting  
Bachelor of Science in Business Administration  
Bachelor of Science in Computer Information Systems  
Bachelor of Science in Computer Networking  
Bachelor of Science in Computer Science  
Bachelor of Science in Finance  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Health Information Management  
Bachelor of Science in Marketing  
Bachelor of Science in Nursing (RN to BSN)  
Bachelor of Science in Public Administration  
Master of Business Administration  
Master of Non-profit Management  
Master of Science in Computer Information Technology  
Master of Science in Management  
Master of Science in Nursing  
Master of Science in Software and Information Systems  
Doctor of Physical Therapy (Transition)

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Regis University of Denver, Colorado, to offer the following degree programs: Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Computer Information Systems, Bachelor of Science in Computer Networking, Bachelor of Science in Computer Science, Bachelor of Science in Finance, Bachelor of Science in Health Care Administration, Bachelor of Science in Health Information Management, Bachelor of Science in Marketing, Bachelor of Science in Nursing (RN to BSN), Bachelor of Science in Public Administration, Master of Business Administration, Master of Non-profit Management, Master of Science in Computer Information Technology, Master of Science in Management, Master of Science in Nursing, Master of Science in Software and Information Systems, and Doctor of Physical Therapy (Transition). The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Regis University that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of Regis University that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**University of Phoenix-Little Rock**

Bachelor of Science in Communications

Bachelor of Science in Psychology

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix-Little Rock, Arkansas, to offer the following degree programs: Bachelor of Science in Communications and Bachelor of Science in Psychology. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Little Rock that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Little Rock that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**University of Phoenix-Online**

Bachelor of Science in Communications

Bachelor of Science in Psychology

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix-Online of Phoenix, Arizona, to offer the following degree programs: Bachelor of Science in Communications and Bachelor of Science in Psychology. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Online that the initial certification of these degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Online that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**University of Phoenix-Rogers**

Bachelor of Science in Communications

Bachelor of Science in Psychology

**RESOLVED:** That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix-Rogers, Arkansas, to offer the following degree programs: Bachelor of Science in Communications and Bachelor of Science in Psychology. The certification is for a period of two years and expires October 27, 2008.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of the University of Phoenix-Rogers that the initial certification of these degree programs require the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the

institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the University of Phoenix-Rogers that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

## **INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT**

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The Institutional Certification Advisory Committee (ICAC) met on October 3, 2006, for the regular quarterly meeting.

ICAC members present were: Ms. Deborah Germany, Mr. Dan Jordan, and Mr. Ken Hoppe. Dr. Jack Lassiter, Mr. Ron Kelton, and Dr. John Peek, representative for Dr. Walter Roettger, attended the meeting via telephone.

Others attending the meeting were: Dr. Sylvia Tyler, Agape College; Mr. Brian Stewart and Ms. April Durnell, Bryan College; Mr. J.E. Wadkins, Ms. Donna Brown, and Dr. Ken Brown, Ecclesia College; Ms. Kim Browning, Mr. Bill Chan, Dr. Jim Falter, Dr. Tom Seiler, Mr. George Redmond, and Dr. Tom Hrubec, Franklin University; Mr. Scott Campbell and Dr. Kathy Player, Grand Canyon University; Mr. Steve Jacobs, Dr. Carol Weber, Dr. Joan Buckley, Dr. Barry Martin, Dr. Sheila Carlon, Dr. Karla Nostas, Dr. Tim Noteboom, Dr. Marie Friedeman, Regis University; Dr. Brenda Sullivan, Mr. Phillip Quintana, Mr. Wade Anderson, Mr. Tom Leman, Mr. Douglas Beckwith, and Mr. Randy McCormick, University of Phoenix; and Ms. Betty Boyd and Ms. Cynthia Moten, ADHE. The representatives of Bryan College, Franklin University, and Regis University attended the meeting via telephone.

Ms. Jeanne Jones, ICAC Coordinator, called the meeting to order.

### **Program Certification**

#### **Bryan College**

Bryan College submitted an application for the initial certification of the following degree programs to be offered in Rogers, Arkansas beginning in January 2007:

Associate of Applied Science in Business Administration and Management  
Associate of Applied Science in Computer Information Systems-Networking  
Associate of Applied Science in Medical Assistant  
Associate of Applied Science in Exercise Specialist

Bryan College was founded in 1982 in Topeka, Kansas. In 1988, the College opened a campus in Springfield, Missouri. Certificate and degree programs offered at the Kansas and Missouri campuses are computer networking, computer programming, allied health and wellness, business administration, travel and tourism, and gaming and robotics. Enrollment at the Kansas campus is 190 students and 138 students at the Missouri campus. The Arkansas campus, scheduled to open in January 2007, will be located at 3704 West Walnut in Rogers.

Bryan College students include recent high school graduates and working adults. Most students have completed some college hours and are seeking to complete a degree as a means of career advancement or career change. Bryan College will utilize a blended delivery system for course instruction at the Rogers, Arkansas campus. General education courses will be delivered online to Arkansas students from the Springfield, Missouri campus, while major courses will meet at the Rogers campus. Courses will be offered in 10-week sessions, and Arkansas students will enroll in three (3) courses each 10-week session—two (2) on-campus courses and one (1) online course.

### Program Summaries

Each of the Associate of Applied Science degrees requires a minimum of 96-quarter credit hours (64 semester hours). Students will complete the 22.5-quarter hours (15 semester hours) of general education requirements for the Associate of Applied Science degrees offered at institutions operating in Arkansas.

The **Associate of Applied Science in Business Administration and Management** degree program will help students develop a business background that focuses on the principles and techniques of effective business administration. The program emphasizes the development of effective leaders capable of thinking critically, solving problems effectively, making sound business decisions, and communicating effectively. Required courses include: Business Communications, Business Accounting Concepts, Principles of Business, Business Applications, Sales and Marketing, and Economics. Students will also complete a supervised 120-clock hour externship that will require them to practice and refine the skills developed through coursework and study.

Similar programs are offered to Arkansas students by Black River Technical College, Cossatot Community College of the University of Arkansas, East Arkansas Community College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Phillips Community College of the University of Arkansas, the University of Arkansas Community College at Morrilton, and the University of Central Arkansas. Ten (10) Arkansas students are expected to enroll in the degree program.

The **Associate of Applied Science in Computer Information Systems-Networking** degree program will help students develop the problem-solving skills and customer service skills necessary to obtain jobs as Information Technology Specialist, Help Desk/Customer Support, and other entry-level computer-related positions. Required courses include: Software Management, Hardware Technology, Windows Network, Linux, Introduction to Scripting, Directory Services, Network Infrastructures, Network Scripting, and Network Security.

Similar programs are offered to Arkansas students by Arkansas State University-Beebe, Arkansas State University-Mountain Home, Arkansas State University-Newport, Mid-South Community College, North Arkansas College, NorthWest Arkansas Community College, Ouachita Technical College, Rich Mountain Community College, Southeast Arkansas College, Southern Arkansas University-Tech, University of Arkansas-Fort

Smith, and University of Arkansas Community College at Morrilton. Ten (10) Arkansas students are expected to enroll in the degree program.

The **Associate of Applied Science in Medical Assistant** degree program will provide students with the necessary skills to function in a medical office environment. The degree program emphasizes professional skills such as oral and written communications, computer and data entry, records management, the management of mail and telephones, and accurate bookkeeping and accounting procedures. Students will be familiar with medical terminology, human anatomy and physiology, and the legal requirements associated with the medical field and the release of medical information, and demonstrate competency in measuring vital signs, administering medications, and laboratory testing.

Students will be assigned to a physician's office, medical clinic, or other health care setting for a 120-clock hour supervised externship designed to provide students with on-the-job learning activities in the medical environment under the supervision of local healthcare professionals.

A similar degree program is offered to Arkansas students at Cossatot Community College of the University of Arkansas. Ten (10) Arkansas students are expected to enroll in the degree program.

The **Associate of Applied Science in Exercise Specialist** degree program will provide students with the skills necessary to function in a physical fitness environment. The curriculum emphasizes lifestyle and health, nutrition, fitness training, office management, records management, and exercise physiology. Students will be familiar with industry terminology and will understand the legal requirements associated with the fitness industry. Students will also complete a supervised 120-clock hour externship that will require them to practice and refine the skills developed through coursework and study.

Students completing the degree program have been employed as personal trainers, fitness specialists, and gym owner/operators. Five (5) Arkansas students are expected to enroll in the degree program.

### Faculty

Faculty at Bryan College meet the Arkansas educational credentials requirement for the courses they are assigned to teach.

### Student Services and Resources

Counseling, academic advising, guidance, financial aid, and employment assistance are available to all Bryan College students. Online courses will be delivered via WebCT. Students will have 24-hour access to online courses and technical support. Bryan College offers access to ProQuest full text online resources with approximately 825 titles in Research Library Core and 345 titles in the Business Module.



Accreditation

Bryan College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

State Approvals

The Arkansas State Board of Private Career Education has licensed Bryan College to offer certificate and associate degree programs in Arkansas. The institution is also approved to offer certificate and degree programs in Kansas and Missouri.

ADHE Staff Recommendation

The Arkansas Department of Higher Education Staff (ADHE) has determined that Bryan College meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring October 27, 2008, for the following degree programs:

Associate of Applied Science in Business Administration and Management  
Associate of Applied Science in Computer Information Systems-Networking  
Associate of Applied Science in Medical Assistant  
Associate of Applied Science in Exercise Specialist

The motion to recommend certification of the degree programs was made by Mr. Ken Hoppe, with a second by Ms. Deborah Germany.

## **Ecclesia College**

Ecclesia College submitted an application for the initial certification of the following degree programs:

Associate of General Studies  
Bachelor of Science in Business Administration

Ecclesia College was founded in 1975 as Ecclesia's Basic Ministries Program in Elms Springs, Arkansas, offering non-credit ministry programs. In 1990, the institution began offering four-year biblical ministry degrees and became known as the Elms Spring Bible College. In 1995, the College merged with the Omaha Bible School of Omaha, Nebraska, and the new institution was named Ecclesia College.

The Director of the Arkansas Department of Higher Education issued Ecclesia College an Exemption from Certification in 2002 to offer church-related degree programs. The institution received accreditation by the Association of Biblical Higher Education in 2005. Ecclesia College currently offers the Bachelor of Biblical Ministries, Bachelor of Music Ministries, Bachelor of Education Ministries, and Bachelor of Christian Ministries which are exempt from the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee.

The introduction of the degree programs submitted for Coordinating Board approval marks Ecclesia College's transition to an institution offering degree programs customarily offered at colleges and universities. The institution's Certificate of Exemption will be voided upon Coordinating Board approval of the recommended program certification for the associate degree in general studies and bachelor's degree in business administration.

The majority of Ecclesia College students are recent high school graduates. Courses, all of which are offered on campus, are offered on the traditional 15-week semester schedule. Seventy (70) students are currently enrolled at Ecclesia College.

### Program Summaries

The 63-semester hour **Associate of General Studies** (AGS) degree program is developed cooperatively by the student and the student's advisor to further the student's education/occupational goals. In addition to the general education and institutional requirements, students will complete 21-semester hours in one of following occupational areas: business, information technology, or management. Similar programs are offered at public colleges and universities in Arkansas.

The **Bachelor of Science in Business Administration** degree program is designed to prepare students for a variety of business-related careers. Students enrolled in the 128-semester hour degree program will complete courses in business law, management theories, problem solving and decision-making, organizational behavior, policy and

ethics, business issues, conflict management and leadership. In addition to general education and major business courses, students will also complete a 12-semester hour concentration in economics and finance, marketing, or management.

Graduates with business administration degrees are employed in management positions across a wide range of industries such as retail, health care, manufacturing, distribution, government, insurance, hospitality, and banking. Similar programs are offered at all public baccalaureate institutions in Arkansas.

### Faculty

Faculty at Ecclesia College meet the Arkansas educational credentials requirement for the courses they are assigned to teach.

### Accreditation

Ecclesia College is accredited by the Association for Biblical Higher Education, which is recognized by the United States Department of Education. The institution is pursuing regional accreditation.

### Student Services and Resources

Counseling, academic advising, guidance, financial aid, and employment assistance are available to all Ecclesia College students.

The Ecclesia College Library houses approximately 9,000 titles in business, computers, religion/theology, psychology, science, and other academic areas. Students also have access to electronic databases, ProQuest Direct, FirstSearch, and PsychInfo. Ecclesia College has also arranged for students to utilize resources of the John Brown University Library in Siloam Springs and the J. Sidlow Baxter Library in Fayetteville.

### ADHE Staff Recommendation

The Arkansas Department of Higher Education Staff (ADHE) has determined that Ecclesia College meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring October 27, 2008, for the following degree programs:

Associate of General Studies  
Bachelor of Science in Business Administration

The motion to recommend certification of the degree programs was made by Dr. John Peeks, with a second by Dr. Jack Lassiter.

**Franklin University**

Franklin University submitted an application for the initial certification of the following online degree programs:

- Bachelor of Science in Financial Management
- Bachelor of Science in Forensic Accounting
- Bachelor of Science in Business Forensics

Franklin University was founded in 1902 as the School of Commerce under the sponsorship of the YMCA. Franklin became an independent institution in 1964. The institution was accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 1976.

In September 1998, Franklin University implemented the Community College Alliance (CCA), allowing students who have associate's degrees from community and technical colleges to complete a bachelor's degree from Franklin University, via web-based, distance education course delivery. In 1999, the CCA course design model and curriculum structure were extended to the entire University.

The more than 230 CCA members are located in Arizona, Arkansas, California, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

The Arkansas Higher Education Coordinating Board granted initial certification in 2001 to allow Franklin University to offer baccalaureate programs in Arkansas through the Community College Alliance (CCA). Recertification was granted in 2003 and 2005.

Through the collaborative efforts of Franklin University and Arkansas CCA members, students complete the requirements for an associate degree and the 24-semester credit hours of pre-requisite coursework (bridge courses) from one of the Arkansas CCA members: Arkansas Northeastern College, Mid-South Community College, NorthWest Arkansas Community College, Ouachita Technical College, Southern Arkansas University-Tech, or Cossatot Community College of the University of Arkansas. Once the associate degree and bridge courses are completed, the student completes the online courses for the bachelor's degree.

Since initial certification in 2001, 31 Arkansas students have completed bachelor degrees in Accounting, Applied Management, Business Administration, Computer Science, Digital Communication, Health Care Management, Human Resources Management, Information Technology, Management, Management Information Systems, Marketing, or Public Safety Management.

### Program Summaries

Students enrolling in the Bachelor of Science degree programs listed below will complete the following Business Core requirements: Intermediate Accounting, Financial Accounting, Managerial Accounting, Business Law, Finance, Marketing, and Management. Each degree program requires 124-semester credit hours.

The degree programs are offered on Franklin's main campus in Columbus, Ohio and online in Arizona, California, Colorado, Florida, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. Program approval is pending in Illinois.

**The Bachelor of Science in Financial Management** degree program prepares students for positions in corporate financial management. Coursework for the program includes: Money, Banking, and Financial Markets, Advanced Financial Management, Investments, Cost Management, and Global Finance.

Career options for students completing the financial management degree include banking management, financial analyst, stockbroker, and corporate finance. Three (3) Arkansas students are expected to enroll in the program.

#### *Business Forensics and Forensic Accounting degree programs*

Recent highly-publicized financial scandals, increases in occupational fraud, concerns over money laundering to support terrorism, and legislative mandates have resulted in the need for government, business and industry, and public and private organizations to employ individuals with the education and training to detect, report, investigate, and prevent fraud.

In 2005, The National Institute of Justice of the U.S. Department of Justice funded a Technical Working Group (Working Group) to recommend and develop curriculum guidelines to assist higher education institutions in the development of courses and degree programs to meet the needs for business and industry, governments, and other organizations in the prevention and investigation fraud. The Working Group submitted a draft report to the National Institute of Justice in December 2005 for review. Final approval of the report is expected by the National Institute of Justice in December 2006.

Franklin University has developed two degree programs, the Bachelor of Science in Business Forensics and the Bachelor of Science in Forensic Accounting, based on the curriculum model recommended by the Working Group. The degree programs were reviewed by Mr. Jan Duke, Behavioral and Social Sciences Chair at Southern Arkansas University, Magnolia.

The **Bachelor of Science in Forensic Accounting** is designed to prepare students for careers as forensic auditors, fraud examiners, fraud assessors, and corporate accounting officers. These positions are responsible for identifying accounting frauds and money laundering schemes, and assisting law enforcement officials in the investigation and prosecution of individuals involved in fraudulent activity.

The curriculum prepares students to meet corporate reporting requirements of the Sarbanes-Oxley Act of 2002, also known as the Public Company Accounting Reform and Investor Protection Act of 2002. The federal law was passed in response to major corporate and accounting scandals involving Enron, Tyco, and WorldCom/MCI.

Major coursework for the degree program includes: Accounting Information Systems, Accounting Research and Analysis, Auditing, Fraud Examination, and Legal Elements of Fraud. Three (3) Arkansas students are expected to enroll in the program.

The **Bachelor of Science in Business Forensics** degree program is designed to prepare students for entry-level employment in positions responsible for the development and implementation of processes, procedures and policies to detect, deter, and prevent white-collar crimes such as fraud and corporate espionage. The majority of students enrolling in the program have an interest and/or employment background in general business, business administration, and law enforcement. Major coursework includes Behavioral Basis of Detecting and Deterring White Collar Fraud, Corporate Governance and Internal Control Assessment, and Organizational Policy and Ethics.

Students completing the Business Forensic degree program will be prepared to fill positions in law enforcement, loss prevention, private investigation, insurance investigation, fraud prevention, and fraud investigation. Three (3) Arkansas students are expected to enroll in the program.

### Faculty

Faculty at Franklin University meet the Arkansas educational credentials requirement for the courses they are assigned to teach.

### Student Services and Resources

Online student support services include answering initial inquiries about programs, application processing, advising, course registration, financial aid, books and material order processing, online library access, and ongoing day-to-day access to a student support counselor. A university e-mail account is set up for each student upon admission to the university. University library services are available online.

To prepare students for their online education experience, all students are required to take Franklin's Learning Strategies course. The 2-credit hour course provides students with the tools needed to proceed through the Franklin program and provides an

overview of online learning, such as how to be a successful online learner, how to use bulletin boards, chat rooms and white boards, how to submit homework, and how to communicate with instructors and other students. During the course, students also receive information about the services available to them while enrolled at Franklin University.

State Approval

Franklin University is certified by the Ohio Board of Regents. The certification expires in December 2008.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that Franklin University meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification, expiring October 27, 2008, for the following degree programs:

- Bachelor of Science in Financial Management
- Bachelor of Science in Forensic Accounting
- Bachelor of Science in Business Forensics

The motion to recommend certification of the degree programs was made by Mr. Hoppe, with a second by Mr. Dan Jordan.

## **Grand Canyon University**

Grand Canyon University submitted an application for the initial certification of the following online degree programs:

Master of Business Administration  
Master of Science in Leadership

Grand Canyon University, originally named Grand Canyon College, was founded in 1949 by the Southern Baptist General Convention of Arizona to provide minister training and Christian studies. When the institution was accredited in 1968 by the Higher Learning Commission of the North Central Association, Grand Canyon's mission was expanded to include undergraduate degree programs in teacher education, science, nursing, and business.

The institution's name was changed to Grand Canyon University in 1989. The ownership and operation of Grand Canyon University changed from the Southern Baptist General Convention of Arizona in 2000 to the Board of Trustees. Grand Canyon University has operated since 2004 as a for-profit institution. The institution began offering online courses and degree programs in 2003.

Currently 9,130 students are enrolled at Grand Canyon University in undergraduate and graduate degree programs in business, education, liberal arts, nursing, and science at the Phoenix, Arizona campus and online.

The degree programs offered by Grand Canyon University are designed to offer working adults an opportunity to obtain an undergraduate or graduate degree. The typical online student is a 34-year-old working adult seeking a career change or advancement in their current occupational field.

### Program Summaries

The **Master of Business Administration** (MBA) degree program is designed for experienced working professionals seeking to advance their career in management positions in business and industry. Students enrolling in the MBA program must have at least two years of work experience.

MBA students must complete the 30-semester hour core, which includes: Managerial Accounting, Quantitative Methods in Business, Managerial Communications, Organizational Ethics, Managerial Economics, Managerial Finance, Organizational Behavior, Strategic Management, Marketing Management, and Information Systems. Students with a non-business undergraduate degree must complete the 12-hour MBA Fundamental requirements: Accounting Principles, Finance Principles, Economics and Marketing Principles, Applied Business Probability and Statistics.



Students completing the MBA requirements may select one of the following specialization areas, which require an additional nine (9) hours of coursework: Management, Accounting, Finance, Health Systems Management, Leadership, Management of Information Systems, Marketing, and the Six Sigma business process improvement system.

The program is offered in Arizona, Alaska, California, Hawaii, Montana, New Mexico, Oregon, Wyoming, Utah, and Washington. Twelve (12) Arkansas students are expected to enroll in the program.

Similar programs are offered to Arkansas students at Arkansas State University-Jonesboro, Henderson State University, University of Arkansas at Little Rock, University of Arkansas, Fayetteville, University of Central Arkansas, Excelsior College, (New York), University of Phoenix, and Webster.

The **Master of Science in Leadership** degree program is designed for professionals looking to either advance or change their careers. Students in this program will be given the knowledge and expertise needed for advancement into middle and senior management roles. Graduates are prepared to be leaders in their respective organizations in many different areas including management and human resources.

Coursework for the 36-semester hour degree program includes: Leadership Styles and Development, Power, Politics, and Influence, Strategic Planning and Decision-Making, Organizational Development and Change, Leading Global Organizations, and Leadership and Innovation. Two (2) Arkansas students are expected to enroll in the degree program.

The program is currently offered in Arizona, Alaska, California, Hawaii, Montana, New Mexico, Oregon, Wyoming, Utah, and Washington. A similar program is offered to Arkansas students by Capella University, Minneapolis, Minnesota.

### Faculty

Faculty at Grand Canyon University meet the Arkansas educational credentials requirement for the courses they are assigned to teach.

### Student Services and Resources

Grand Canyon University Library Services provides resources, services, and instruction to support the education and research endeavors of Grand Canyon University students, faculty, staff, and administration. The Grand Canyon University E-Library is accessed online through Canyon Cruiser, the University's intranet, Blackboard, or <http://library.gcu.edu>. Available online resources include EBSCOHost, CINAHL, Medline, PsychARTICLES, Business Source Elite, ERIC, and FirstSearch.

Online courses offered by Grand Canyon University are delivered via Blackboard, an on-line course management system. By utilizing Blackboard technology, students encounter a consistent format in each class and have access to everything including course syllabi, staff information, discussion boards and a digital drop box, where students "turn in" assignments. Students will be assigned to a section of a course with no more than 20 students. Students invest 10-12 hours per week for each course. Interaction is asynchronous, although, students may unanimously elect to have group meeting times.

#### State Certifications/Licensure

Grand Canyon University is approved to offer online degree programs in Arizona, Alaska, California, Hawaii, Montana, New Mexico, Oregon, Wyoming, Utah, and Washington.

The institution is accredited by the Higher Learning Commission of the North Central Association of College and Schools.

The business programs are accredited by the Association of Collegiate Business Schools and Programs.

The teacher education programs are approved by the Arizona State Board of Education and the Arizona Department of Education.

The nursing programs are accredited by the Commission on Collegiate Nursing Education, and approved by the Arizona State Board of Nursing.

The health programs are accredited by the Commission on Accreditation of Allied Health Programs.

#### ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that Grand Canyon University meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification, expiring October 27, 2008, for the following degree programs:

Master of Business Administration  
Master of Science in Leadership

The motion to recommend certification of the degree programs was made by Mr. Hoppe, with a second by Ms. Germany.

**Regis University**

Regis University submitted application for initial certification of the following online degree programs:

Bachelor of Science in Accounting  
Bachelor of Science in Business Administration  
Bachelor of Science in Computer Information Systems  
Bachelor of Science in Computer Networking  
Bachelor of Science in Computer Science  
Bachelor of Science in Finance  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Health Information Management  
Bachelor of Science in Marketing  
Bachelor of Science in Nursing (RN to BSN)  
Bachelor of Science in Public Administration  
Master of Business Administration  
Master of Non-profit Management  
Master of Science in Computer Information Technology  
Master of Science in Management  
Master of Science in Nursing  
Master of Science in Software and Information Systems  
Doctor of Physical Therapy (Transition)

Regis University is a private Roman Catholic institution located in Denver, Colorado. Originally named Regis College, the institution was founded in 1877 in New Mexico and moved to Colorado in 1888. The institution's name was changed to Regis University in 1991.

Approximately 16,000 students are currently enrolled in the programs offered online and at the Denver campus. Online programs are offered through the School for Professional Studies and the Rueckert-Hartman School for Health Professions.

Online degree programs offered by Regis University are available to working adults with at least three (3) years of work experience who are seeking advancement in their chosen career field or a change in careers. Most baccalaureate students have at least 30-semester hours of college credit. Online courses are offered in 8-week sessions. Students are expected to spend 8-12 hours per week participating in the online class activities.

**Program Summaries**

The online baccalaureate degree programs offered by Regis University require 128-semester credit hours of coursework. Arkansas students are required to complete the State's general education requirements. Each of the baccalaureate degree programs submitted for AHECB approval requires a capstone course requiring students to apply

the knowledge and skills acquired during their coursework to real-life situations. Eight (8) to ten (10) Arkansas students are expected to enroll in each baccalaureate degree program.

The online master's degree programs require a minimum of 36-semester hours and at least two years of full-time work experience. Three (3) to five (5) Arkansas students are expected to enroll in each master's degree program.

The **Bachelor of Science in Public Administration** degree program is designed to meet the educational needs of government employees engaged in the field of public administration, or anyone whose professional goals include careers in the public and non-profit sectors. The curriculum combines theory and practice with an emphasis in problem solving, leadership through service to others, management strategies, and critical thinking. Graduates of the public administration program are qualified for a wide variety of management-related careers in all sectors of government (federal, state, county and city). Students may also wish to run for public office, provide services on behalf of the government, or use the degree program as a foundation for an advanced degree in public administration.

Major course requirements include: Ethics in Government, Organizational Behavior, Project Management, Community Influences in Government, Public Finance, and Entrepreneurship in Government. Similar programs are offered at Henderson State University, the University of Arkansas, Fayetteville, and the University of Central Arkansas.

#### *Business-related degree programs*

Regis University requires all students enrolled in the business-related bachelor's degree programs to complete the following foundation courses: Principles of Accounting I, Principles of Accounting II, Business Law I, Principles of Macroeconomics, and Introduction to Statistics.

The **Bachelor of Science in Accounting** degree program is designed to provide students the knowledge and skills necessary to pursue careers in accounting. Major coursework includes: Intermediate Accounting, Advanced Accounting, Income Tax Accounting, Government and Not-for-Profit Accounting, Auditing Principles and Procedures, and Ethical Decision-Making in Business. Similar programs are offered at all public universities in Arkansas.

The **Bachelor of Science in Business Administration** degree program is designed to prepare students for management positions responsible for interpersonal activities, decision-making, communication, and teamwork. Emphasis is placed on developing leadership qualities through service to others, management strategies, and critical thinking skills. Major course requirements include: Marketing, Management, Research Principles and Methods, Business Finance, Management of Human Resources,

Organizational Behavior, Managing Technology for Business Strategies, and Ethical Decision-Making in Business.

Students completing the business administration degree may complete a 12-credit hour specialization in electronic commerce, finance, human resources management, insurance, management, marketing or public administration. Similar programs are offered at all public universities in Arkansas.

The **Bachelor of Science in Finance** degree program prepares students for positions with banks, investment companies, government agencies, consulting firms, insurance firms, and large and small corporations. Careers may range from credit and securities analysis to product profitability, investment banking, and financial planning. Major coursework includes Business Finance, Advanced Business Finance, Money and Banking, Fundamental of Investments, Financial Analysis, Forecasting and Planning, and Sources of Capital and Capital Markets.

Similar degree programs are offered to Arkansas students by Arkansas State University-Jonesboro, University of Arkansas, Fayetteville, University of Arkansas at Little Rock, University of Central Arkansas, and University of Phoenix-Online.

The **Bachelor of Science in Marketing** degree program is designed for students interested in planning and implementing successful marketing strategies. The degree program emphasizes a strategic managerial approach to integrated marketing. Major course requirements include: Marketing and Management Policies, Consumer Behavior, Advertising and Promotion, Finance, and Managing Technology for Business Strategies.

Similar degree programs are offered to Arkansas students by Arkansas State University-Jonesboro, University of Arkansas, Fayetteville, University of Arkansas at Little Rock, University of Central Arkansas, Excelsior College, (New York), and Franklin University, (Ohio).

The **Master of Business Administration (MBA)** degree program is designed to develop graduates who are able to inform management, influence management decisions, and contribute to their companies and their professions using the tools of interpretation, analysis, and evaluation of business information while integrating values orientation into the decision-making process. The degree provides opportunities for career-oriented adult learners to develop the knowledge, skills, and attitudes that equip them to act creatively, ethically and effectively in constantly changing complex organizations.

Similar degree programs are offered at Arkansas State University-Jonesboro, the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, the University of Central Arkansas, the University of Phoenix, and Webster University.

The **Master of Science in Management** degree program centers on a dynamic model of leadership and organizational change, which encourages students to combine management concepts and their own practical experience to effectively lead people, develop team players, and facilitate change in the work environment. Students will gain the skills to think critically, create vision based on ethical values, discern the future, take risks, become global leaders, and institute change within an organization. This degree program will prepare students to identify the management processes required to ensure the project is completed within budget and on schedule.

The **Master of Non-profit Management** degree program is designed to enhance the capabilities of non-profit professionals to become leaders who can change their world for the better. Through the active integration of theory and practice, students learn how to embrace their capacity to lead, apply the critical skill sets of successful non-profit leadership and management, and incorporate this knowledge into their careers and callings. Both students and faculty in the program are experienced professionals representing the wide spectrum of non-profit organizations. Major courses for the degree include Marketing and Organizational Communication, Financial Management of Non-profit Organizations, Program Development and Accountability, and Advocacy and the Third Sector. No similar program is offered in Arkansas.

#### Computer-related degree programs

Regis University requires all students enrolled in the computer-related bachelor's degree programs to complete the following foundation courses: Computer Science Fundamentals, Control Structures, Data Structures, and Advanced Programming and Algorithms.

The **Bachelor of Science in Computer Information Systems** is designed for students planning to apply their computing knowledge in business environments as programmers and systems analysts. It is also designed for students planning to seek advanced degrees in business administration, management, and computer or management information systems. Major coursework for the degree program includes: Management Information Systems, Systems Analysis and Design, Object-Oriented Analysis and Design, and Data Networks.

Students completing the computer information systems degree may complete a 12-credit hour specialization in object-oriented programming, information systems security, software engineering, or enterprise and web application engineering. Similar programs are offered to Arkansas students by Arkansas Tech University, University of Arkansas-Fort Smith, and the University of Phoenix.

The **Bachelor of Science in Computer Networking** degree program is designed to prepare students for careers in information technology emphasizing computer networks, network analysis, and network design. The major coursework for the degree program includes: Local Area Networks, Wide Area Networks, Network Architecture, Systems

Analysis and Design, Statistics, Operating Systems, and Computer Organization and Architecture. Students completing the computer networking degree may complete a 12-credit hour specialization in advanced networking or e-security. Similar programs are offered to Arkansas students by Arkansas State University-Jonesboro and the University of Phoenix.

The **Bachelor of Science in Computer Science** degree program is designed for students interested in applying, designing and implementing computer systems and writing computer programs. Students are provided a theoretical and practical knowledge base to develop and use computer concepts. Graduates are prepared for such positions as Computer Programmer, Software Engineer, Database Administrator, Software Architect, Network Administrator, Software Developer, and Systems Analyst.

Major coursework for the degree program includes: Object-Oriented Programming, Object-Oriented Analysis and Design, Computer Organization and Architecture, Operating Systems, Software Engineering, Linear Algebra, and Data Networks.

Similar programs are offered at Arkansas State University-Jonesboro, Arkansas Tech University, Southern Arkansas University-Magnolia, University of Arkansas, Fayetteville, University of Arkansas at Little Rock, University of Arkansas at Pine Bluff, and University of Central Arkansas.

The **Master of Science in Computer Information Technology** focuses on the integration of management and the technological challenges of information resources. The degree program prepares students to meet present and future technological and management challenges with the critical thinking skills necessary to perform creatively, ethically, and effectively in a wide range of contexts. The curriculum is designed to provide a solid foundation in computer hardware and software, systems design, communications, and project/team management skills for the rapidly changing Information Technology (IT) industry. The degree program was developed in partnership with various technology organizations and through academic alliances with Oracle Corporation and IBM.

The following areas of emphasis are available to students completing the Master of Science in Computer Information Technology: Database Technologies, Executive Information Technologies, Software Engineering, and Systems Engineering. Similar programs are offered to Arkansas students by the University of Arkansas at Little Rock, Capella University (Minnesota) and the University of Phoenix-Online.

The **Master of Science in Software and Information Systems** degree program is designed to provide students with the necessary professional skills, conceptual frameworks, methods, technologies and hands-on experience of software development as a basis for a career in the IT industry. The program also includes specialized knowledge of specific IT topics and provides students with an opportunity to develop advanced research and/or development skills. Required coursework includes Oracle

Database Administration, Artificial Intelligence, Graphics Programming, Object-Oriented Design and Programming.

Health-related degree programs

The **Bachelor of Science in Health Care Administration** degree program prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. The curriculum includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services. Students in the Health Care Administration degree program are required to complete a 120-clock hour supervised internship at a health care facility that requires the student to participate in a variety of management activities, including budgeting, human resource management, quality improvement, and project management.

Similar programs are offered to Arkansas students by Franklin University (Ohio), Graceland University (Missouri), St. Joseph's College (Maine), and University of Phoenix-Online.

The **Bachelor of Science in Health Information Management** degree program prepares the student for a career in health-care. Health Information Management, formerly Medical Record Administration, is one of the oldest health care-related professions. The modern-day Health Information Management professional is an integral member of the health care team, providing comprehensive information and information systems for patient care, administrative planning, professional education, and research. The health care industry relies on Health Information Management specialists to collect, interpret, and protect health data in a wide variety of traditional and non-traditional settings. These may include hospitals, other health care facilities, state and federal agencies, insurance companies, consulting firms, and computer companies.

Major coursework includes: Introduction to Health Information Management, Disease Classification/Reimbursement Systems, Health Care Delivery Systems, Health Care Information Systems, Health Statistics, and Research Methods. Students in the Health Information Management degree program are required to complete two (2) 120-clock hour practicums:

- The *directed practice* required at the end of the junior year provides a technical and task-oriented overview of the health-care facility.
- The *management practicum* at the end of the senior year requires students to use the management skills developed during the program to identify issues and solve problems in health-care settings.



Similar programs are offered to Arkansas students by Arkansas Tech University, and University of Phoenix-Online.

The **Bachelor of Science in Nursing (RN to BSN) degree program**, is designed for the registered nurse (RN) who has completed a certificate or associate degree program in nursing. The BSN degree program includes behavioral objectives that concentrate on the development of the RN's role as a caregiver, teacher, and manager of care. Students are required to have a valid, unencumbered Arkansas RN license that remains current throughout the required course of study and RN experience.

Required coursework includes: Health Assessment, Professional Role Development, Health Promotion Concepts, and Health Care Ethics. Students are required to complete two supervised practicums in community health, and leadership and management in health care. Each practicum requires 105-clock hours of supervised practice. The community health practicum requires the student to select experiences that provide opportunity to develop a community assessment and program plan, while students in the leadership and management practicum will develop an improvement plan to address issues/problems in the community and/or workplace.

Similar programs are offered to Arkansas students by all public universities in Arkansas, Graceland University (Missouri), Nebraska Wesleyan University, and the University of Phoenix-Online.

The **Master of Science in Nursing** degree program prepares graduates for a leadership role in health care systems with a focus in management or education. The program curriculum consists of three (3) major areas: the core, the focus area, and supporting course work. The core incorporates the major focus on a master's degree, which includes theoretical frameworks, ethics, health care issues, policy, and research in nursing. Service learning is an essential part of the core learning experience. The core courses promote principles of ethics and social justice, which are designed to help develop leaders in service to others. Students are prepared at the graduate level as clinicians, teachers, and leader-managers.

- The management focus prepares students for leadership roles in management in a variety of health care settings. Courses focus on leadership development, administrative skills, health care policy, economics, budgeting, and ethical and social issues influencing nursing and health care. A 105-clock hour practicum is required to allow students to work directly with a nursing manager.
- The education focus prepares students for leadership roles in healthcare education. Courses focus on leadership development, teaching and learning strategies, curriculum development, and evaluation methods. A 105-clock hour practicum is required to allow students to work directly with a health care professional.

Similar programs are offered to Arkansas students by Arkansas State University-Jonesboro, University of Arkansas, Fayetteville, University of Arkansas for Medical Sciences, University of Central Arkansas, Graceland University, (Missouri), and the University of Phoenix-Online.

The transition **Doctor of Physical Therapy (DPT)** degree program is designed for working physical therapists who want to enhance their clinical knowledge, skills, and career options. Given the increasingly complex health care environment and the growing body of knowledge in the physical therapy profession, entry-level education in physical therapy is rapidly shifting towards the clinical doctorate degree. The DPT degree program focuses on professional roles, clinical reasoning, differential diagnosis, evidence-based practice, medical diagnosis and imaging, and patient/client management related to optimizing movement, function, and health.

Since the introduction of the entry-level Doctor of Physical Therapy program at Creighton University in 1994, colleges and universities across the country have transformed their programs from baccalaureate and master level to the doctoral level. The DPT is for practicing physical therapists who want the same degree status as physical therapists completing the entry-level doctoral program.

Courses are offered in an eight-week format and have an online component where students view multimedia content, prepare individual and group assignments, and participate in asynchronous discussions online. Since the degree program is designed for currently licensed, practicing physical therapists, students in the degree program maintain a clinical practice and participate in learning activities utilize work experience to strengthen the learning process. Students must complete the weekend laboratory experience that requires a minimum of two visits to the Regis campus during each eight-week (8) class session to complete clinical practice and evaluation related to diagnosis and treatment of lumbosacral, cervical, thoracic, neurological, and lower/upper extremity disorders.

In addition to the weekend laboratories, DPT students will complete courses in pharmacology, radiology, biostatistics, leadership and ethics, biology and pathology of body systems, clinical reasoning and diagnostic skills, and patient management.

Baccalaureate-prepared, licensed PTs can complete the program by taking 12 to 15 courses and master's-prepared, licensed PTs can complete the program by taking nine (9) to eleven (11) courses, depending on prior experience.

Regis's transition DPT program is consistent with guidelines set by the American Physical Therapy Association (APTA). A similar program is offered to Arkansas students by the University of Central Arkansas.

Faculty

Faculty at Regis University meet the Arkansas educational credentials requirement for the courses they are assigned to teach.

Student Services and Resources

A full complement of educational advisory services is available to students, including personal academic advising, online tutoring, electronic library services, orientation to distance learning, and transfer credit.

To aid retention, students are offered high levels of personalized interactive help to overcome any barriers they encounter in online instruction. Marketing representatives, faculty advisors and online faculty provide mentoring to all online students. Faculty members are trained to facilitate their online courses in a way that encourages community building. In their first contacts with prospective students, marketing representatives assist new students in selecting a program and identifying sources of transfer credits. Students can apply to the University by completing an online application or they can speak with an Admissions Representative via phone, email, or live chat Monday through Friday 6:00 a.m.-6:00 p.m. (MST).

Regis University provides tutoring services for students who lack previous experience with online courses. Two online services are available to students: Smarthinking and Tutoring Connection. Smarthinking provides students with qualified, human support. It offers 10 hours of real-time and asynchronous online tutoring and homework help 24-hours a day, 7-days a week. Students can communicate with instructors/tutors online through virtual whiteboard technology. Tutoring Connection is designed for graduate level students participating in the Master of Science in Management degree program. Students can use this service to find current faculty members in their program who are available to assist them outside the classroom. Students can meet with the instructor/tutor via phone or email throughout the semester.

Students purchase their course materials online through the Regis University Online Bookstore. The bookstore offers both new and used textbooks and students can participate in the book buyback program online.

Regis University offers online technical support 7-days per week to resolve computer, software, internet access, and portal problems through the Information Technology Services (ITS) Help Center, Student Service Line, and Distance Learning Technical Support system. Access to the services is via the portal and a toll-free telephone number. The Student Service Line is a direct, dedicated phone line established for the sole purpose of answering students and faculty questions and navigating them through activities and procedures. Student Service Line staff answer students' questions about registering for classes, paying tuition, obtaining course materials, and obtaining access to University online services such as WebAdvisor. The SPS Service Line staff can be reached by phone or in person 16-hours per day, 7-days per week.

Accreditation

Regis University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Health Information degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management.

The nursing programs are accredited by the American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE).

The physical therapy program is accredited by the American Physical Therapy Association's Commission on Accreditation in Physical Therapy Education (CAPTE).

State Approvals

Regis University is approved to offer online degree programs in Colorado, Nevada, and Wyoming.

The Arkansas State Board of Nursing has approved the clinical components of both the online RN-BSN degree program and the online MSN degree program.

ADHE Staff Recommendation

The Arkansas Department of Higher Education Staff (ADHE) has determined that Regis University meets the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring October 27, 2008, for the following online degree programs:

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Computer Networking
- Bachelor of Science in Computer Science
- Bachelor of Science in Finance
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Marketing
- Bachelor of Science in Nursing (RN to BSN)
- Bachelor of Science in Public Administration
- Master of Business Administration
- Master of Non-profit Management
- Master of Science in Computer Information Technology
- Master of Science in Management

Master of Science in Nursing  
Master of Science in Software and Information Systems  
Doctor of Physical Therapy (Transition)

The motion to recommend certification of the degree programs was by Mr. Ron Kelton, with a second by Dr. Lassiter.

**University of Phoenix – Little Rock**  
**University of Phoenix – Rogers**  
**University of Phoenix – Online**

Applications for the initial certification of the Bachelor of Science in Communications and Bachelor of Science in Psychology degree programs were submitted by the Little Rock, Rogers, and Online campuses of the University of Phoenix.

The University of Phoenix was founded in 1976 by Dr. John Sperling to provide an applied professional education for working adults. The academic model for the institution was designed specifically to facilitate adult learning and provide opportunities for adult students to receive undergraduate and graduate degrees without leaving the workforce. Since 1976, the University has grown to include 173 campuses in 34 states, Puerto Rico and Canada, and online programs. Total enrollment for the University of Phoenix system, including online is approximately 230,000. On-campus enrollment for the University of Phoenix system is approximately 50,000.

The typical University of Phoenix student is a working adult in their mid-thirties with at least 24 college credits. Students are required to have a minimum of three (3) years of work experience and to be currently employed, preferably in a field related to their program of study. The average student has been employed full-time for 13.4 years.

The University of Phoenix-Little Rock opened in November 2003. The current enrollment at the Little Rock campus is 409 students. Degree programs currently approved by the Arkansas Higher Education Coordinating Board (AHECB) for the Little Rock campus are: Bachelor of Science degrees in business, criminal justice administration, management, and information technology. The AHECB has also approved the Master of Management, Master of Business Administration, and Master of Information Systems for the Little Rock campus.

The University of Phoenix-Online received initial program approval in 2003 from the AHECB to offer online programs to Arkansas students. Programs currently approved for online delivery in Arkansas are: baccalaureate degrees in business, criminal justice administration, health administration, human services, information technology, management, nursing, and organizational and security management; master degrees in business administration, information systems, management, administration of justice and security, health administration, nursing; doctoral degrees in business administration and education; and the Associate of Arts. Current Arkansas enrollment for the University of Phoenix-Online is 386 students.

The University of Phoenix-Rogers opened in November 2005. Ninety-seven (97) students are currently enrolled at the Rogers campus. Degree programs currently approved by the AHECB for the Rogers campus are: Bachelor of Science degrees in business, criminal justice administration, and information technology. The AHECB has also approved the Master of Management and Master of Business Administration for the Rogers campus.

### Program Summaries

The **Bachelor of Science in Communications** degree program is designed to help students develop knowledge and skills for effective communication in a variety of public and private work environments. The curriculum focuses on the development of core communication competencies, and emphasizes theory and application in the interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

Required courses for the communication degree include: Organizational Communication, Intercultural Communication, Public Relations and Public Affairs, Communication Law, Ethics and Communication, Communication in Mediation and Resolution, and Management, Leadership and Communication. Students are required to complete a communication capstone course that will apply the skills and knowledge acquired through coursework to real-world situations. Arkansas students are required to complete the State's general education core requirements. Each campus expects to enroll five (5) Arkansas students in the degree program.

The degree program will prepare students for careers in advertising and promotions, human relations, technical writing, public relations, human resources, and labor relations.

The Bachelor of Science in Communications is offered in Arizona, California, Colorado, Georgia, Kentucky, Missouri, Virginia, and Washington. Similar programs are offered to Arkansas students by Arkansas State University-Jonesboro, Henderson State University, Southern Arkansas University-Magnolia, the University of Arkansas, Fayetteville, and the University of Central Arkansas.

The **Bachelor of Science in Psychology** degree program focuses on the study of individuals, including their behaviors, thought processes, and emotions. The required coursework will provide students with an understanding of the cognitive and affective processes that underlie human experience and behavior, the research methodologies used to acquire the knowledge, critical thinking, and problem solving skills necessary to evaluate behavior, and the application of theoretical principles to inter- and intra-personal issues.

Required courses for the psychology degree include: Statistical Reasoning in Psychology, Biological Foundations of Psychology, Theories of Personality, Environmental Psychology, Diversity and Cultural Factors in Psychology, and Psychological Tests and Measurements. Students are required to complete a capstone course that will apply the skills and knowledge they acquire through earlier coursework to real-world situations. Arkansas students are required to complete the State's general education core requirements. Each campus expects to enroll five (5) Arkansas students in the degree program.

The Bachelor of Science in Psychology degree program will prepare students for non-licensure careers in law enforcement, human services, criminal justice, education-

related services, and health-related services. The Bachelor of Science in Psychology is offered in Arizona, California, Colorado, Georgia, Kentucky, Missouri, Virginia, and Washington. Similar degree programs are offered at all public universities in Arkansas.

### Faculty

Faculty at the Little Rock, Rogers, and Online campuses of the University of Phoenix meet the Arkansas educational credentials requirement.

### Advisory Committees

Faculty teams serve as advisory committees for the university and make recommendations concerning curriculum changes and the addition of programs and/or courses.

### Student Services and Resources

Students at the University of Phoenix in Little Rock and Rogers are assigned an enrollment counselor, financial aid counselor, and academic counselor to assist them in the enrollment process. Once enrollment is completed, students attend an orientation presentation that provides them information about the campus, policies and procedures, and services available to them as University of Phoenix students.

Online students also have regular access to an academic advisor who is available to assist with course registration and degree plans. Course materials, assignments, and syllabi are online for each course. Students also have access to the online Writing Center for assistance with writing assignments.

Students have access to the University of Phoenix Online library collection and technical support that is available to all students and faculty 24-hours a day to address issues related to log-on problems and other technology-related issues. Library resources available to students include a variety of databases that provide online and print resources for each of the programs available on the Little Rock and Rogers campuses. Approximately 75 databases are currently available to University of Phoenix students, including EBSCOhost, InfoTrac, Proquest 5000, The Association for Computing Machinery Digital Library, Business Insights, Policy Central, Roll Call, Criminal Justice Abstracts, The National Bureau of Economic Research Working Papers, MEDLINE, and National Criminal Justice Reference Service Abstracts.

### Accreditation

The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.



ADHE Staff Recommendations

The Arkansas Department of Higher Education staff (ADHE) has determined that the Little Rock, Rogers, and Online campuses of the University of Phoenix meet the program certification requirements of the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification, expiring October 27, 2008, for the following programs:

Bachelor of Science in Communications  
Bachelor of Science in Psychology

The motion to recommend certification of the degree programs was made by Mr. Jordan, with a second by Ms. Germany.

The meeting adjourned at 3:05 p.m.

## REVIEW OF INSTITUTIONAL ROLE AND SCOPE DESIGNATIONS

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ACA 6-61-207 requires the Arkansas Higher Education Coordinating Board to establish appropriate institutional role and scope designations in consultation with college and university personnel. The law also requires periodic review of institutional role and scope designations. The Coordinating Board last adopted role and scope designations for each institution in 1999. Act 502 of 2005 amended ACA 6-61-207 by requiring institutional role and scope to address changing economic needs of the state and the new economy.

Since July 2005, ADHE staff has met with Arkansas Department of Economic Development (ADED) staff on a quarterly basis to discuss the state's economic development goals as well as targeted educational programs based on business and industry needs. ADED staff identified high-demand career clusters by industry type and region as well as broad economic development goals. State economic goals focus on advanced manufacturing systems; agriculture and environmental sciences; biotechnology and life sciences; information technology; transportation logistics; bio-based products; and administrative services. This information was used in the role and scope review process.

ADHE academic affairs staff has worked with chief academic officers (CAOs) over the past several months to discuss institutional program priorities and ensure that role and scope designations include responsiveness to the changing economic goals and needs of the state and the new economy. CAOs also have submitted synopses of plans for addressing the state's economic development goals that include a timeline for plan implementation and resource requirements.

The requested changes and rationale for each institutional role and scope designation have been reviewed and the recommended changes are underlined in this agenda item beginning on page 10-3. The recommended role and scope designations create consistency among master's- and doctoral-level institutions. Current role and scope designations can be found at [www.arkansashighered.com/AcademicAffairs/documents/RoleAndScope-ADHE-Web.pdf](http://www.arkansashighered.com/AcademicAffairs/documents/RoleAndScope-ADHE-Web.pdf).

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the role and scope designations for Arkansas public colleges and universities as outlined in this agenda item, effective immediately.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, chief academic officers, and institutional board chairs of this action.

## **ARKANSAS STATE UNIVERSITY – JONESBORO**

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### **Role and Scope**

Arkansas State University–Jonesboro (ASUJ) is a comprehensive Carnegie doctoral/professional university offering certificate, associate, baccalaureate, master's, specialist, and ~~a limited number of narrowly-defined~~ doctoral programs responsive to the educational needs of the state and with special interest in the Delta region. In addition to the offerings on the Jonesboro campus, courses are also taught at a number of off-campus sites in northern and eastern Arkansas.

ASUJ's public service efforts are directed toward advancing economic development and quality of life for the people of Arkansas through direct support services and consultation in health, education, economic development, technology transfer, basic and applied research, creative and cultural activities, and continuing education and outreach. While maintaining its commitment to northern and eastern Arkansas, ASUJ is becoming increasingly national and international in its education, research and outreach mission.

ASUJ is committed to innovative teaching and learning in service to its largely rural constituency. New educational programs are developed in response to state and regional needs, for example, the Ph.D. programs in Heritage Studies and Molecular Biosciences in support of cultural tourism and biotechnology respectively, the M.A. in Criminal Justice in support of law enforcement, and the A.A.S. in Food Technology in support of the local food processing industry.

The formal units responsible for carrying out public engagement activities include the Small Business Development Center, the Center for Regional Programs, the Delta Center for Economic Development, the Center for Entrepreneurial and Family Business Studies, the Office of Delta Heritage Initiatives, Childhood Services, the Arkansas Geriatric Education Center, the Horizon Institute of Technology, the Health Professions Partnership Initiative, the ASU Museum System, the Convocation Center, the Fowler Center for the Performing Arts and all of the University's colleges. Groups and individuals served include businesses, farmers, public school students and employees, governmental leaders, the public health community, and the general public.

Economic development and technology transfer efforts are concentrated on supporting agriculture, regional industry and cultural tourism, and on developing knowledge-based industry generated by basic and applied research. The formal research and research support units include the Arkansas Biosciences Institute at ASU, the Office of Research and Technology Transfer, the ASU Research and Development Institute (a 501c.3 organization to promote research and the transfer of innovation from the faculty and staff to the community and region), the Ecotoxicology Research Facility, the Laser Research Group, and the Office of Cooperative Agricultural Research, which is a program with UAF. Research is encouraged through a program of reassignment time for faculty members and

the allocation by a faculty research committee of internal funds designated for research. Faculty members are engaged in basic and applied research in such areas as learning theory, chemico-biologic parameters of mammalian fertilization, heritage and cultural history, computational mechanics, large data base mining, applications of laser spectroscopic methods, plant biotechnology and environmental science.

Attachment A lists certificate and degree programs recognized by the Arkansas Higher Education Coordinating Board to be offered by Arkansas State University—Jonesboro in carrying out its institutional role and scope.

[www.arkansashighered.com/pdfs/RP/Degrees.pdf](http://www.arkansashighered.com/pdfs/RP/Degrees.pdf)

Attachment B lists organizational units approved for ASUJ to carry out its instructional, public service, and research role and scope.

[www.arkansashighered.com/pdfs/RP/DeptCode.pdf](http://www.arkansashighered.com/pdfs/RP/DeptCode.pdf)

## **ARKANSAS TECH UNIVERSITY**

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### **Role and Scope**

Arkansas Tech University (ATU) is an institution dedicated to quality instruction in undergraduate, master's and specialist degree programs in selected a variety of fields of study. ATU strives to provide a challenging and stimulating academic environment which fosters the intellectual development of students and faculty members. Programs in accounting, business, agriculture, engineering, allied health sciences, biological sciences, nursing, physical sciences, mathematics, computer science, information science, information technology, education, behavioral sciences, social sciences, arts, music, communications, tourism, hospitality, and emergency management are designed to prepare students for a challenging and competitive future by providing opportunities for intellectual growth, skill development, and career preparation. Program accreditations include business (AACSB International), electrical and mechanical engineering (ABET), nursing (NLNAC), education (NCATE), music (NASM), health information management (AHIMA), medical assisting (CAHEA), emergency management (FOHE), parks and recreation (NRPA), and chemistry (ACS).

With instruction as its primary focus and in keeping with a strong liberal arts core, ATU will continue to provide educational opportunities to students who value the interaction and learning that ATU's teaching environment can foster. In addition, through the selective use of instructional technology, distance education, outreach programs, and a branch campus at Ozark, ATU will make educational services available to individuals who otherwise may not have access to quality programs.

Associate of Applied Science degrees are offered on the Ozark campus to provide additional study to complement technical certificate programs in air conditioning, automotive, electronics, practical nursing, cosmetology, business, paramedic, and welding. The Professional Development Institute provides education and training tailored to meet the specific requests of business and industry.

Arkansas Tech University provides a variety of services to the general public, with special emphasis on professional development, improvement of public education, and support to social services. Activities are carried out through direct services to groups and individuals, as well as through partnerships with business and industry, school districts, governmental agencies, and community organizations. Many of these activities assist people in all of Arkansas and especially in the Arkansas River Valley.

Scholarly research, continuing education, and other professional activities of the faculty are encouraged, promoted, and supported. Scholarship strengthens and complements the teaching emphasis at Arkansas Tech University by enhancing the curriculum, supporting instruction, and responding to the economic

development needs and opportunities of Arkansas. Through innovative initiatives such as the Arkansas Center for Energy, Natural Resources, and Environmental Studies and key undergraduate and graduate programs, ATU actively promotes the participation of students and the community in research activities.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Arkansas Tech University in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for ATU to carry out its instructional, public service, and research role and scope.

## HENDERSON STATE UNIVERSITY

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### Role and Scope

Henderson State University (HSU), Arkansas' public liberal arts university, is primarily an undergraduate institution offering bachelor's, master's ~~in business, education, and the liberal arts~~, and education specialist degrees. The instructional program at HSU is focused on a strong liberal arts core offered through the Matt Locke Ellis College of Arts and Sciences, with ~~professional~~ programs offered in a variety of fields. The University is accredited by the Higher Learning Commission of the North Central Association, the American Assembly of Colleges and Schools of Business, the National League of Nursing, the National Association of Schools of Music, and the National Council for the Accreditation of Teachers. Henderson State University also is a member of the Council of Public Liberal Arts Colleges.

HSU provides a number of public service activities with special emphasis on southwestern Arkansas. These include offering off-campus programs through traditional on-site teaching and distance learning technologies for the Master of Business Administration and graduate offerings in education in communities throughout the service region. Workshops and other educational offerings for teachers in 28 public school districts are provided through a close relationship with Dawson Educational Cooperative and the Teacher Professional Development Partnership. The South Arkansas Math and Science Center also provides assistance to public school teachers throughout the region.

Economic development activities, such as job training, are provided through the Southwest Arkansas Technology Learning Center and the University's participation in the Small Business Development Center program. Also, working with funds provided by the Jobs Training Partnership Act, HSU hosts a variety of programs to assist in workforce development.

Teaching is the primary focus for faculty members at HSU. Within the available time and resources, faculty members also are encouraged to participate in research and other scholarly activities in addition to their teaching responsibilities. Most of the research conducted by HSU faculty is applied research, and internal funds for research are provided to faculty members on the basis of recommendations by the Faculty Research Committee. Research is viewed as useful to faculty members in improving their teaching by remaining current in their fields and by working with students to solve research questions. A particularly strong emphasis is faculty participation in undergraduate research. Henderson hosts the state undergraduate research conference each year.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Henderson State University in carrying out its institutional role and scope.



Attachment B lists organizational units recognized by the Coordinating Board for HSU to carry out its instructional, public service, and research role and scope.

**SOUTHERN ARKANSAS UNIVERSITY – MAGNOLIA**

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**Role and Scope**

Southern Arkansas University—Magnolia (SAUM) offers a variety of associate, bachelor's, and ~~selected~~ master's degree programs. The academic offerings provide career preparation ~~in a number of fields in addition to the traditional education and liberal arts areas~~ in the fields of business, education, liberal and performing arts, and science and technology.

SAUM provides services to farmers, school teachers and administrators, managers and employees of existing businesses, corporations and industries, individuals interested in creating new businesses, and other groups in the region and beyond. These activities include credit and non-credit courses, seminars, cultural events, faculty consulting, and the use of campus facilities. The Division of Continuing Education, the Center for Economic Education, the College of Business Administration, the College of Education, the College of Liberal and Performing Arts, the College of Science and Technology, and the School of Graduate Studies each has special responsibilities for providing these services.

Teaching is the primary focus for faculty members at SAUM. However, the faculty is encouraged to participate in appropriate research and other scholarly activities to enhance their teaching responsibilities. Internal funds are allocated to encourage faculty research and are distributed to faculty members on a competitive basis by the University Research Committee. Furthermore, the University encourages and supports excellence in teaching, scholarly and creative endeavors, service, public engagement, and economic development.

Attachment A lists the certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Southern Arkansas University—Magnolia in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for SAUM to carry out its instructional, public service, and research role and scope.

## UNIVERSITY OF ARKANSAS, FAYETTEVILLE

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### **Role and Scope**

As a nationally competitive student-centered research university serving Arkansas and the world, the University of Arkansas has identified five major institutional goals: strengthening academic quality and reputation by enhancing and developing programs of excellence in teaching, learning, research, and outreach; increasing the size and quality of the student body; enhancing diversity among our faculty, students, and staff; increasing public financial support; and increasing private gift support.

The University of Arkansas, Fayetteville (UAF), is the largest and oldest state institution of higher education and the primary state and land-grant university in Arkansas, offering ~~a broad spectrum of bachelor's, master's specialist, and doctoral degree programs and a first-professional degree program in law~~ the state's most comprehensive array of undergraduate, professional, graduate, and honors programs. Through these programs, students have the opportunity to participate in nationally competitive research, to study abroad, and to work in business, industry, and other institutions through internships. Courses and degree programs are offered by both traditional and technology-mediated instruction to students at other campuses and sites in Arkansas, some military bases, and at ~~other locations~~ international sites.

UAF also provides a wide range of public- and economic development-related services including—most especially—technical and professional services to further the economic growth of Arkansas. In addition, UAF assists other institutions of public and higher education in Arkansas by providing specialized resources, such as computing, library, and information technology services and expertise in many disciplines. Public- and economic development-related services are provided through the various academic departments, schools, and colleges and by specialized units such as the Arkansas Leadership Academy, the Legal Clinic, the Small Business Development Center, the Community Design Center, Genesis (the technology-based business incubator), the Center for Arkansas and Regional Studies, the Division of Continuing Education, and the Arkansas Research and Technology Park.

Recognized as a Carnegie Research University, the UAF is the only comprehensive research university in Arkansas. Pursuit of research, scholarly and creative endeavors is a significant responsibility of faculty members at the UAF, along with integrating original scholarship with teaching and public service activities. Such integrated efforts are designed to advance the frontiers of knowledge and to apply that knowledge to improve human understanding, advance economic development and the standard of living and quality of life of people in Arkansas, the nation, and the world. UAF research, scholarly and

creative programs also play important roles in graduate education and increasingly in undergraduate programs as well. Indeed, the integrated scholarly activities of faculty members and staff are marks of overall instructional quality for students at all levels and at locations around the world.

Research and scholarly efforts at the UAF are pursued by faculty members through the various academic departments, schools, and colleges and through specialized units such as the Business and Economic Research Center, the Mack Blackwell Rural Transportation Center, the High Density Electronics Center, the Center for Advanced Spatial Technologies, the Center for Protein Structure and Function, the Center for Semiconductor Physics in Nanostructures, and the Institute of Food Science and Engineering. Campus centers and initiatives are evaluated periodically in relation to their productivity and relevance to the economic development needs of the state, with new centers added and current ones discontinued on the basis of performance.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas, Fayetteville, in carrying out its institutional role and scope.

Attachment B lists organizational units approved by the Coordinating Board for UAF to carry out its instructional, public service, and research role and scope.

## **UNIVERSITY OF ARKANSAS AT FORT SMITH**

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### **Role and Scope**

Founded in 1928, the University of Arkansas at Fort Smith (UA Fort Smith) has grown in stature, role, and scope over the years to that of a singularly distinctive, unique hybrid institution. Organized and focused on teaching and learning, UA Fort Smith has a primary focus on producing highly qualified graduates for identified areas of employment need in the areas of education, business, health sciences, applied science and technology, and arts and sciences. Programs within these areas emphasize the application of skills and knowledge and include single courses of instruction, technical certificates of proficiency, two-year associate degree programs, and bachelor's degrees designed to meet a demonstrated demand of the region and industries served by the university. ~~Additional upper division and graduate programs of study leading to select baccalaureate and master's degrees are offered on campus by other universities through the UA Fort Smith University Center. UA Fort Smith also collaborates with other universities to offer graduate programs of study and other learning opportunities for citizens in the service area.~~

A strong general education/liberal arts foundation is at the core of each program. In addition to a strong theoretical base, each UA Fort Smith student has applied learning opportunities in the community relevant to his/her field of study, through apprenticeships, internships, mentoring programs, service learning, student work positions, and other experiential opportunities. UA Fort Smith continues to be distinguished from other public regional universities by the focus on what the institution does best—preparation for real life in a real life place. Since learning occurs both inside and outside the classroom, students are encouraged to see the Fort Smith region as an extension of campus.

Additionally, UA Fort Smith provides a wide range of customized, on-site services—both pre- and post-employment—designed to improve the economic efficiency and competitiveness of area business and service organizations through workforce education and retraining.

UA Fort Smith seeks to enrich the region's quality of place, a place that will attract investment, by serving as a catalyst and lynch pin for enhanced economic development, as well as cultural and educational development. The institution actively works with the communities in the region to develop the talent pool and to build job opportunities for young adults, new families, and continued growth and competitiveness of the area service, business, and industrial enterprises.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas at Fort Smith in carrying out its institutional role and scope.

Attachment B lists organizational units approved by the Coordinating Board for the UA Fort Smith to carry out its instructional, public service, and research role and scope.

## **UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

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### **Role and Scope**

The University of Arkansas at Little Rock (UALR) is a comprehensive Carnegie Doctoral/Research University offering certificate programs, two Ed.D. programs, the Ph.D. in applied science, communication sciences and disorders, and bioinformatics; and a wide range of associate, bachelor's, master's, and specialist degree programs a comprehensive range of undergraduate, master's and doctoral programs, and a first-professional degree in law. Due to its location in the state's capital city and largest, most complex metropolitan area, the demand for UALR to offer graduate, professional, and doctoral education continues to increase, and, thus, post-baccalaureate offerings will become a larger part of the institution's instructional program. Because of its metropolitan location, UALR assumes a special role in relation to the needs of urban areas in modern society in its instruction, research, and public service programs. In addition, UALR serves as the host campus for a master's degree in engineering and master's degrees in vocational education and rehabilitation education offered by UAF. UALR recognizes and accepts that in the 21<sup>st</sup> Century universities are critical to regional and state economic development.

UALR serves a diverse student body. While it serves traditional students as do most other universities, UALR also serves large numbers of nontraditional students who enroll part-time, commute to campus, have job and family responsibilities, and may be older. The university also enrolls international students from more than 50 countries. Honors courses and a nationally recognized undergraduate scholars program respond to the needs of superior students while students with developmental needs are afforded organized assistance in meeting their educational goals. UALR emphasizes excellence in teaching by all faculty. Developing technological competence in students receives particular attention.

UALR is strongly committed to research and public service. Faculty engage in applied and basic research appropriate to their academic disciplines and in response to economic development needs and other state and regional needs. The university is committed to supporting research and development, often in cooperative relationships, leading to intellectual property and commercialization. UALR's public service mission is reflected in numerous outreach activities by individual faculty members, academic units, and a number of specialized units established to provide assistance and expertise to organizations and groups in the community and across the state.

Partnerships are very important to UALR for they enable the university to extend its reach, increase its effectiveness, and leverage its resources. UALR works with other institutions of higher education—particularly the University of Arkansas for Medical Sciences, the University of Arkansas Cooperative Extension Service, the University of Arkansas Clinton School of Public Service, and Pulaski Technical College—to coordinate instructional programs. UALR partners with

and complements the research activities of the University of Arkansas for Medical Sciences. UALR gives and receives benefit from partnerships with businesses, schools, governmental offices, neighborhood groups, cultural organizations, and nonprofit organizations.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas at Little Rock in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UALR to carry out its instructional, public service, and research role and scope.



## **UNIVERSITY OF ARKANSAS AT MONTICELLO**

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### **Role and Scope**

The University of Arkansas at Monticello (UAM) is a comprehensive institution offering undergraduate and selected master's degree programs. The institution includes the UAM College of Technology at Crossett and the UAM College of Technology at McGehee. UAM seeks to provide degree opportunities for both traditional and non-traditional students and strives to provide an environment which nurtures individual achievement and personal development. UAM offers technical certificates, associate and bachelor's degrees in the liberal arts and sciences, pre-professional and professional, and applied programs areas to prepare graduates for careers and advanced study. Master's degrees are offered in Education and in Forest Resources. UAM also offers and receives courses via video conferencing and the Internet. UAM also cooperates with other institutions to bring services and programs to the area.

The University of Arkansas at Monticello is committed to providing a campus environment conducive to inspired teaching and learning. Therefore, the primary focus for faculty members at UAM is excellence in teaching. To enrich teaching and learning, UAM faculty also are expected to be involved in research, scholarship and/or creative activities. A stronger emphasis is placed on applied research in the Division of Agriculture and the School of Forest Resources as UAM partners with the University of Arkansas, Fayetteville, (UAF) and the Arkansas Agricultural Experiment Station and Cooperative Extension Service and their related missions.

The University of Arkansas at Monticello, as the only state university in southeastern Arkansas, has a special role in providing cultural opportunities for students and citizens within its service area. In this regard, the campus serves as an advocate and sponsor for many activities and events in seeking to promote the growth and development of the region. UAM also seeks to collaborate with and serve the needs of public schools, business and industry, transportation, agriculture, and the wood products industry. UAM, in particular, assumes a leadership role in the delivery of services and resources in the areas of community, leadership, economic and industrial development, and cooperative educational programs with emphasis on basic education literacy, disadvantaged youth, and workforce training and retraining. UAM is also committed to K-12 enrichment programs and educational reform and actively collaborates with area schools and the regional educational cooperative.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas at Monticello in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UAM to carry out its instructional, public service, and research role and scope.

**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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**Role and Scope**

The University of Arkansas for Medical Sciences (UAMS) offers a variety of programs for preparation for careers in the health professions. These programs integrate the liberal arts with the biological, physical, and behavioral sciences and emphasize lifelong learning for practitioners in the health professions.

The instructional and research activities of UAMS are integrated with the delivery of primary, secondary, and tertiary health care services. Direct patient care services are provided by the University Hospital and major affiliated programs. These comprehensive health services are offered in an interdisciplinary environment to all Arkansans regardless of ability to pay. A primary care base is complemented by selected special care centers that include the Arkansas Cancer Research Center, the Donald W. Reynolds Center on Aging, transplantation, high risk pregnancy, musculoskeletal disease and the Arkansas Eye Research Center. Major affiliated programs are conducted with the Arkansas Children's Hospital, the Veterans Administration Medical Center, the Arkansas Rehabilitation Institute, the Central Arkansas Radiation Therapy Institute, the Arkansas State Hospital, and the hospitals affiliated with the Area Health Education Centers. In addition, UAMS provides advisory programs in health care and biomedical science to industry, hospitals, state and federal agencies, foundations, and the general public. Further broad outreach in the interest of the health of the public is offered by the Arkansas Center for Health Improvement, in collaboration with the Arkansas Division of Health.

UAMS is a principal biological research center and has the major responsibility in Arkansas for research in the medical sciences. Applied and basic research in these disciplines and in the sciences fundamental to health care are an important expectation of faculty members, along with their teaching and public service duties.

UAMS seeks to stimulate and support scholarly inquiry for faculty and students aimed at maintaining and preserving knowledge and making discoveries that address health care needs of the state, nation, and world. Opportunities for cooperative research programs with other institutions and with industry are encouraged. For example, cooperative projects with researchers from the National Center for Toxicological Research provide opportunities for developing a unique concentration of research efforts in central Arkansas. The Biomedical Biotechnology Center serves to promote technology transfer and collaborative efforts with industry.

In addition to programs on the main campus in Little Rock, UAMS operates a system of distance learning and Area Health Education Centers throughout the state, offering selected instructional, clinical service, and research programs in the health sciences and health professions to all citizens.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas for Medical Sciences in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UAMS to carry out its instructional, public service, and research role and scope.

## **UNIVERSITY OF ARKANSAS AT PINE BLUFF**

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### **Role and Scope**

As a land-grant institution and the Flagship of the Delta, the University of Arkansas at Pine Bluff (UAPB) serves Arkansas and the nation with particular emphasis on the Delta. UAPB has a strong undergraduate program consisting of in-class and out-of-class learning activities; broad-based educational support services for students (e.g., counseling, advising, mentoring, and residence halls); and specialized research, education and public service. UAPB offers bachelor's programs in a variety of academic disciplines, certificate and associate programs, and master's degrees in selected fields, and prepares a cadre of professionals who contribute to the diversity of the state, region and national workforce. Through the International Program, the University also impacts international workforces and promotes global understanding.

UAPB offers distance education, delivers off-campus programs at various locations and serves as the host campus for graduate and specialized programs offered by other institutions. Its outreach and curricula are enhanced by the Center of Excellence in Aquaculture/Fisheries and the Centers of Emphasis in teacher education, minority business development, mathematics and science, nursing, disability services, and student leadership development. The institution collaborates with the United States Department of Agriculture (USDA) in developing its National Water Management Center and in implementing its Regulatory Science and Risk Assessment Center of Excellence.

While teaching is the primary focus for most faculty members at UAPB, cooperative research and academic projects are important responsibilities. Research in agricultural, family and community issues is conducted through the Agricultural Research Station and the 1890 Cooperative Extension Program. Scientific research is underway in health, molecular technology and environmental areas through the School of Arts and Sciences. The Center for Multi-Purpose Research and Sponsored Programs supports faculty and staff in sponsored research, scholarly and creative endeavors consistent with the 1890 land-grant status and overall mission.

UAPB provides leadership and offers public service, technical assistance, and educational outreach through its schools, centers and programs to assist individuals, the public schools, business, state government, and other entities in serving their constituencies and addressing social problems. Through the Economic Research and Development Center, the institution offers specialized assistance and services in community development and business development.

Strong alliances provide opportunities for educational practicum, internships, service learning and other experiential activities which allow students to incorporate basic theories from their disciplines while gaining hands-on experiences in preparation for permanent job placement and entry to graduate/

professional schools. Articulation Agreements with community colleges extend educational activities to a broader constituency.

The institution contributes to civic projects through specialized training and research in response to public need, such as workforce preparation for child care providers, summer programs/camps for youth, pre-college bridge and research training programs.

As a land-grant institution and the Flagship of the Delta, UAPB serves as a resource and partner to agencies and planners who are committed to the economic, cultural and educational advancement of the Arkansas Delta.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas at Pine Bluff in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UAPB to carry out its instructional, public service, and research role and scope.

## **UNIVERSITY OF CENTRAL ARKANSAS**

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### **Role and Scope**

The University of Central Arkansas (UCA) is a comprehensive university offering degree programs in a wide variety of fields. The University offers undergraduate and graduate programs in the liberal and fine arts, in the basic sciences, and in technical and professional fields in addition to its historical emphasis in the field of education; doctoral programs are offered in ~~physical therapy, school psychology, and communication sciences and disorders~~ response to the needs of UCA's students, the state, and the region. UCA strives to maintain the highest academic quality by supporting the professional development of its teaching faculty and by ensuring that its curriculum remains current and responsive to the needs of those it serves.

UCA fosters learning and the advancement of knowledge both through research and other scholarly and creative activities and through its support for the personal, social, and intellectual growth of its students. Faculty scholarship—including faculty-student collaboration in a wide range of research and scholarly and creative activities—is an integral part of the teaching-and-learning mission of the University. These activities are encouraged at UCA in many ways, including active support for grant-development, a variety of University grant opportunities for both faculty and students, faculty summer research stipends, sabbatical leaves, reassigned time, and up-to-date technological support. As a substantially residential campus, UCA supports student learning and growth by providing comprehensive student services and rich on-campus extracurricular programming; by developing learning communities, such as the Honors College and the Residential Colleges, on campus; and by encouraging students to be learners in a wider community through cooperative and service learning opportunities and international experiences.

UCA serves its public constituencies with credit course offerings, both in off-campus class settings around the state and through various non-traditional delivery options; a variety of non-credit leisure and community education activities; and seminars, conferences, workshops, in-service training activities, and consulting services designed to meet the needs of business and industry, public schools, and state and local government.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Central Arkansas in carrying out its instructional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UCA to carry out its instructional, research, and public service role and scope.

**ARKANSAS NORTHEASTERN COLLEGE**

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**Role and Scope**

Arkansas Northeastern College (ANC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. ANC offers an education program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce.

Arkansas Northeastern College is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

The College is governed by a nine (9) member Board of Trustees appointed by the Governor and representing the College's enacting district. The College is authorized to grant the Associate of Arts and Associate of Applied Science degrees as well as certificates, diplomas, and awards. The College also is authorized, through its University Center, to host undergraduate and graduate courses/degrees offered by selected universities.

ANC provides for both adult and compensatory education toward the development or enhancement of basic or advanced learning skills. Similarly provided are avocational opportunities and continuing education as well as the diverse community/public services commensurate with the College's mission.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Arkansas Northeastern College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for ANC to carry out its instructional, public service, and research role and scope.

**ARKANSAS STATE UNIVERSITY— BEEBE**

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**Role and Scope**

Arkansas State University—Beebe (ASU-Beebe) is a comprehensive two-year higher education institution. The institution includes the main campus in Beebe, ASU-Searcy, ASU-Heber Springs, and a center at Little Rock Air Force Base. The institution is dedicated to meeting the educational needs of its service area. Although most of ASU-Beebe's students live within 50 miles of the campus, some programs, such as agriculture and the John Deere program, require statewide or regional recruiting.

ASU-Beebe offers educational programs including but not limited to technical occupational, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, adult education courses, GED preparation, and business and industry training to meet the needs of the emerging and existing workforce. ASU-Beebe offers concurrent enrollment classes at various locations within the service area and online coursework and programs are available. ASU-Beebe offers both certificate and associate degree programs as well as non-credit training to accomplish its purpose. Through the Bald Knob Area Career Center, ASU-Beebe provides high school students from several area high schools the option to explore career opportunities and select a career pathway.

ASU-Beebe is a student-centered institution focusing on meeting the learning needs of students through strong counseling, guidance, and comprehensive support services to meet the needs of all students including part-time, full-time, first generation, older and traditional college students. The ASU-Beebe Learning Center provides academic assistance to both on-campus and online students.

ASU-Beebe has student housing available on the Beebe campus. It is one of the few two-year institutions with programs in agriculture supported by an institution-owned farm. It is the only higher education institution in the state that offers an associate degree in agriculture equipment technology in cooperation with the John Deere Corporation. The institution offers courses leading to the Associate of Arts at the Little Rock Air Force Base and has had one of the largest educational programs at the Air Force Base for the past four decades. ASU-Beebe also provides facilities and support for several four-year and graduate programs offered by ASU-Jonesboro.

Although teaching is the primary role of the institution, ASU-Beebe provides several public service activities. The lecture-concert series is open to the public and attracts large crowds. Continuing Education offers non-credit short courses at minimal cost. The institution provides space and support for the Upward Bound and Power Incentive programs for public school students; it also participates in Tech Prep with several postsecondary schools. ASU-Beebe is a participant in the state's Career Pathways Initiative. Facilities are available for



meetings and services such as downlinks for teleconferences for business, industry, and other local entities. The institution attempts to meet identified needs of the community.

The campus pursues and shares knowledge within a caring community that prepares students in challenging and diverse ways to become more productive global citizens. At ASU-Beebe, education is a personal experience.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Arkansas State University—Beebe in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for ASU-Beebe to carry out its instructional, public service, and research role and scope.

## **ARKANSAS STATE UNIVERSITY MOUNTAIN HOME**

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### **Role and Scope**

Arkansas State University Mountain Home (ASUMH) is a public, open access, two-year campus of Arkansas State University, primarily serving students in North Central Arkansas. ASUMH offers courses aimed at these key comprehensive educational components—technical/occupational training, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. ASUMH offers both certificate and associate degree programs, as well as non-credit training to accomplish its mission.

ASUMH is a student-centered college providing affordable, lifelong learning. The college equally values part-time and full-time students. Further, ASUMH is committed to diversity with an environment where anyone, no matter who they are, will feel comfortable, and welcomed.

ASUMH is an operationally-separate campus of the Arkansas State University System. The college receives two (2) mills from Baxter County property taxes. Community support for the college also is apparent through endowments and other pledged gifts. The Board of Trustees of the Arkansas State University System serves as the governing board for ASUMH. Members of the Board are appointed by the Governor, with each of the five members serving five-year terms. The college also has a local advisory council composed of 12 community leaders who serve three-year terms.

ASUMH recognizes the importance of enhancing the economic vitality and quality of life for all citizens of the community. Public service is a natural and desired outgrowth of the institutional activities of the college. Through a variety of programs, productions, lectures, and musical performances, residents of the area are exposed to diverse artistic and cultural developments. In addition, ASUMH is committed to creating a progressive community of enlightened and productive global citizens. Although the college is primarily devoted to instruction, it supports the local community through a variety of activities, including making the Norma Wood Library open to the public and making campus facilities available for public meetings on a limited basis.

Through the Center for Continuing Education, ASUMH offers occupationally specific and related instructional opportunities both through classes held on campus and through distance delivery to prepare or retrain individuals to meet the demands of present and future technology. The Center develops collaborative relationships with business, industry, and other postsecondary institutions, public and private, to provide beneficial and accessible educational opportunities to ensure the most effective and responsible use of resources.

The Center is designed to meet the needs of businesses that are not addressed through standard credit and certificate programs. The Center provides leadership, knowledge, and customized instruction to area businesses and the workforce in order to support continuous economic development. Credit and non-credit training and services are offered on- and off-campus at companies and extension sites. As a member of the Arkansas Association of Two-Year Colleges' Workforce Consortium, the other 22 two-year colleges throughout Arkansas serve as a resource for the Mountain Home community, greatly expanding the Center's subject matter offerings.

ASUMH provides community service classes throughout the year. These classes are organized to serve the comprehensive needs of the community. Non-credit workshops, seminars, classes, and other related activities are designed and arranged to meet the cultural and avocational needs of individuals.

ASUMH provides facilities and support for a number of other educational endeavors:

- Adult Education Center, offering classes for those interested in earning a GED or Employability Certificate, improving basic math and reading skills, learning English as a second language, learning basic computer literacy or basic keyboarding, and developing resume writing skills.
- Several four-year and graduate programs offered by ASU-Jonesboro.
- Schmieding Center for Senior Health and Education of Mountain Home.
- Education Talent Search (federally funded TRIO Education Program).

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Arkansas State University Mountain Home in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for ASUMH to fulfill its instructional, public service, and research role and scope.

## **ARKANSAS STATE UNIVERSITY – NEWPORT**

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### **Role and Scope**

Arkansas State University—Newport (ASU-Newport) is a two-year college dedicated to meeting the educational and economic development needs of the Delta Region and institution's service area. ASU-Newport offers educational and training programs including technical-occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet Arkansas and Delta Region workforce needs. ASU-Newport offers certificate and associate degree programs as well as non-credit training to accomplish this purpose. The composition of these offerings are congruent with the economic development goals of the Arkansas Department of Economic Development through ASU-Newport's soliciting and fostering business/industry/education partnerships that satisfy our four customers--students, employers, the communities we serve, and baccalaureate institutions.

Arkansas State University—Newport is a student-centered college focusing on meeting the learning needs of the students through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally. The Board of Trustees of the Arkansas State University System serves as the governing board for ASU-Newport. The institution receives revenues through state appropriations, local tax dollars, tuition and fees, and private sources.

Other unique features of ASU-Newport include the Commercial Driver Training Institute serving students from all over the United States and a prison education program serving both full and part-time students. Additional capital dollars are needed for the development of a Transportation Safety Center that would aid in expanding the current diesel technology and truck driver training programs.

Although ASU-Newport primarily devotes itself to instruction, it supports the local community through a variety of activities. Examples are:

- A library open to the public.
- Facilities available for public meetings.
- Numerous continuing education/business outreach classes offered on a continuous as-needed basis.
- The Noon Lecture/Concert Series that is open to the general public.
- Patron Series and cultural events.
- Annual creativity camp for middle school age children which promotes the development of critical thinking skills and creative thinking in all academic areas.
- Soccer fields heavily used by local kids' soccer programs.

The open admissions policy and receptiveness to quickly organizing and adapting to customer needs have been, and will continue to be, the traits that define the role and scope of ASU-Newport.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Arkansas State University—Newport in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for ASU-Newport to carry out its instructional, public service, and research role and scope.

**BLACK RIVER TECHNICAL COLLEGE**

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**Role and Scope**

Black River Technical College, a comprehensive two-year college with an open admissions policy, is committed to meeting the technical, academic, professional, cultural, and personal enrichment needs of the citizens of Northeast Arkansas and the surrounding area. Black River Technical College (BRTC) offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

BRTC provides higher educational opportunities to many students who might not otherwise be able to extend their education. The mission of the college is to provide conveniently located, affordable, quality education, and to prepare individuals with the technical and general education necessary for successful careers or for further higher education. Public service activities offered by BRTC include assisting area businesses and industries in meeting their educational needs, making facilities available for community activities, providing adult literacy programs, and offering credit and non-credit courses for personal enrichment.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Black River Technical College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for BRTC to carry out its instructional, public service, and research role and scope.

**COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

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**Role and Scope**

Cossatot Community College of the University of Arkansas (CCCUA) is a comprehensive two-year college dedicated to meeting the educational needs of the service area. Cossatot Community College offers comprehensive education for university transfer and training programs including but not limited to technical occupational programs, specialty programs and courses, developmental education, continuing and adult education programs, and training for businesses and industries to meet the existing and emerging workforce needs of the service area and the state. CCCUA offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose. Through these efforts Cossatot Community College provides education and training that builds civic responsibility, global awareness, humane and ethical behavior, workforce readiness, cultural understanding, and appreciation for diversity.

Cossatot Community College, because of its comprehensive nature, is regarded by its constituents as a center for services to the public. In that regard, CCCUA is involved in a variety of public services designed to enhance the quality of life in the service area including but not limited to: partnerships with community agencies, collaboration with local public school districts to create seamless programs of instruction, coordination with economic development agencies to promote industrial and business growth in the area, public service programs to improve the health and safety of citizens in the communities it serves, and cultural activities to broaden public awareness of the beauty and culture of the world.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Cossatot Community College of the University of Arkansas in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for CCCUA to carry out its instructional, public service, and research role and scope.

**EAST ARKANSAS COMMUNITY COLLEGE**

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**Role and Scope**

East Arkansas Community College (EACC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. The College is dedicated to being a partner, a resource, a facilitator, and a leader for social and economic improvement and continued growth of our community, region, and state.

East Arkansas Community College offers an education program including, but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing industries. EACC offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose and to support state and regional economic development goals.

The college offers a variety of courses and services to support business and industry and economic needs of our state and region. EACC is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services.

East Arkansas Community College is supported by a mileage in its taxing district of St. Francis County. It is governed by a nine (9) member Board of Trustees whose members are appointed by the Governor from among the citizens of the taxing district.

Attachment A lists certificate and degree programs recognized by the Arkansas Higher Education Coordinating Board to be offered by East Arkansas Community College in carrying out its institutional role and scope.

Attachment B lists organizational units approved for EACC to carry out its instructional, public service, and research role and scope.



**MID-SOUTH COMMUNITY COLLEGE**

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**Role and Scope**

Mid-South Community College (MSCC) is a public, two-year institution of higher education with an open-door admission policy serving Crittenden County, Arkansas, and its surrounding areas with a comprehensive educational program. The College is committed to economic development in the Arkansas Delta through the provision of high quality, affordable, and convenient learning opportunities consistent with identified student, community, and regional needs.

MSCC offers associate degrees, certificate programs, developmental education, concurrent transfer and technical credit programming for high school students, customized business and industry training, adult education, and community and continuing education designed to provide a competent workforce and educated citizenry. Local access to baccalaureate and graduate degrees is supported through partnerships with four-year institutions. MSCC offers its facilities to community organizations and provides a variety of public service activities including collaborative programs with community agencies, public schools, and local governments.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Mid-South Community College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for MSCC to carry out its instructional, public service, and research role and scope.

## **NATIONAL PARK COMMUNITY COLLEGE**

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### **Role and Scope**

National Park Community College (NPCC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. NPCC offers an education program including but not limited to technical occupational programs, freshman and sophomore transfer programs, specialty courses, ABE-GED classes, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. National Park Community College offers certificate and associate degree programs as well as non-credit and workforce training to accomplish this purpose.

NPCC is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college age students. Part-time and full-time students are valued equally.

The voters of the NPCC district elect the nine (9) members of the NPCC Board of Trustees who are qualified citizens of the College's service area and are knowledgeable in the areas of business, labor, industry, education or economic development.

Responding to its service area, NPCC has unusual concentrations in allied health programs, services to the hospitality industry, enrollment of 60+ students, and services to disabled students and the Hot Springs Rehabilitation Center. NPCC also offers concurrent college-level courses at area high schools including the Arkansas School for Mathematics, Sciences, and Arts. Distance education facilities are provided on-campus for students taking courses from universities to complete their bachelor's and master's degrees. The campus also houses a Secondary Career Center which provides access-to vocational and technical training for high school students in its service area.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by National Park Community College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for NPCC to carry out its instructional, public service, and research role and scope.

## **NORTH ARKANSAS COLLEGE**

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### **Role and Scope**

North Arkansas College (Northark) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. North Arkansas College offers technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, ABE-GED classes, and continuing education courses. Business and industry training also is offered to meet the needs of the emerging, transitional, and existing workforce, especially in those careers targeted by the Arkansas Department of Economic Development in industries vital to the development of northwest Arkansas: business, management and administration, information technology services, health science, agriculture, manufacturing technology, and construction. North Arkansas College offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

North Arkansas College is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. The Learning Assistance Center offers college preparatory courses that help prepare students to take transfer English and mathematics courses and provides tutoring in a number of academic areas. Part-time and full-time students are valued equally.

North Arkansas College is partially funded with Boone County property taxes. The college receives a 1.7 mill tax on real estate and personal property. Northark's nine (9) member Board of Trustees is elected by citizens of Boone County.

Northark hosts a variety of community events and business and industry training. As one of the founding partners of the North Arkansas Partnership for Health Education, Northark provides specialized educational services in partnership with more than 20 local, state, and regional agencies. Northark is the host agency for federal TRIO programs that offer academic support services to high school students across north central Arkansas. The Northark Technical Center provides technical occupational programs for high schools in Northark's service area. Northark offers college-level courses to high school students in face-to-face courses in area schools and via interactive television (ITV) in cooperation with Ozark Unlimited Resources Educational Cooperative (OUR Co-op). Through partnerships with Arkansas four-year universities, Northark offers students opportunities to pursue bachelor's degrees in education, agriculture, nursing, human resources development, and organizational management via ITV, web classes, and face-to-face courses taught on Northark's campus.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by North Arkansas College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for North Arkansas College to carry out its instructional, public service, and research role and scope.

**NORTHWEST ARKANSAS COMMUNITY COLLEGE**

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**Role and Scope**

NorthWest Arkansas Community College (NWACC) is a comprehensive two-year college dedicated to meeting the educational and economic development needs in its two-county service area which coincides with the Rogers, Springdale, Fayetteville Metropolitan Statistical Area, one of the fastest growing areas in the nation. NWACC offers certificate and associate degree programs, secondary and postsecondary technical occupational programs, freshman and sophomore general education transfer programs, continuing education/professional development programs, pre-college skills development programs, lifelong enrichment programs, and business and industry training for emerging and existing workforces.

NWACC is a learning-centered college offering students not only classroom education and training but learning support services to help students of all ages meet their educational and career goals. These services include advising, financial aid and planning, career planning, counseling, transfer services, tutoring, and on-line services for place-bound students. NWACC also serves the community through responding to needs for new programming and through acting as a hub to bring together groups working on issues of regional concern, including economic development.

The College's state-designated service area is Benton and Washington Counties, and the tax-paying district is the Bentonville and Rogers School Districts. The nine (9) member Board of Trustees follows a policy governance model; trustees are elected at large to six-year terms in their home school districts to which the positions are apportioned based on Act 1258 of 1997.

NWACC's main campus is in Bentonville, as is its Shewmaker Center for Workforce Technologies. Other educational sites are located in Bella Vista, Rogers, Springdale, and Fayetteville in order to provide students and businesses easy access to quality education and services.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by NorthWest Arkansas Community College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for NWACC to carry out its instructional, public service, and research role and scope.

**OUACHITA TECHNICAL COLLEGE**

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**Role and Scope**

Ouachita Technical College (OTC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. OTC offers an education program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Ouachita Technical College offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

OTC is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

OTC serves a five-county area in south central Arkansas with a total population of approximately 135,000. Members of the governing board are appointed by the Governor of Arkansas.

Ouachita Technical College encourages lifelong learning through affordable academic, career-oriented, and continuing education. As a growing provider of education and services of exceptional quality and value, OTC contributes substantially to the economic advancement and quality of life of the community. As a community partner, OTC will share and expand resources to provide accessible and relevant educational opportunities to its service area.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Ouachita Technical College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for OTC to carry out its instructional, public service, and research role and scope.

**OZARKA COLLEGE**

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**Role and Scope**

Ozarka College is a comprehensive two-year college dedicated to meeting the educational needs of its service area in north central Arkansas. Ozarka College offers an education program including but not limited to technical occupational programs, freshman and sophomore transfer programs, specialty courses, adult education, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Ozarka College offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

Ozarka College is a student-centered college focusing on meeting the learning needs of all students, whether part-time, full-time, first generation, older or traditional through strong instruction, counseling, advising, and support services.

Ozarka College receives local financial support from a 3/8 cent sales tax in the City of Ash Flat and from the activities of the Ozarka College Foundation, a 501(c)(3) charitable organization. A small number of students from outside the service area choose to enroll in particular courses and programs. Its seven (7) member Board of Trustees is appointed by the Governor and represents the service area.

While offering many programs typically found at most two-year colleges, Ozarka College also offers culinary arts and medical transcription programs.

Ozarka College opens its facilities to its communities at low or no cost. It also operates in partnership with the City of Melbourne and North Arkansas Human Services, Inc., in providing an auditorium, early childhood education center/child care facility, and low-income housing for the benefit of area citizens.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Ozarka College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for Ozarka College to carry out its instructional, public service, and research role and scope.

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

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**Role and Scope**

Phillips Community College of the University of Arkansas (PCCUA) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. PCCUA offers an education program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Phillips Community College offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

PCCUA is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

PCCUA is the only community college in Arkansas with multi-county taxing authority (Arkansas and Phillips Counties). PCCUA is governed by the Board of Trustees of the University of Arkansas System and by a local Board of Visitors.

Phillips Community College was the first higher education institution in Arkansas to be chartered as a comprehensive community college. With three campuses in DeWitt, Helena, and Stuttgart, PCCUA serves the largest geographic area of any community college in Arkansas.

Phillips Community College provides numerous public service activities for the citizens and organizations of Arkansas and Phillips counties, including non-credit courses, assistance to business and industry, and adult literacy instruction. In addition, PCCUA cooperates with community organizations, such as the Warfield Committee and Helena Little Theatre, to sponsor plays, lectures, and other cultural events. Faculty and staff are encouraged to become involved in activities to support and improve the community.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Phillips Community College of the University of Arkansas in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for PCCUA to carry out its instructional, public service, and research role and scope.



**PULASKI TECHNICAL COLLEGE**

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**Role and Scope**

Pulaski Technical College (PTC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. PTC offers an education program including but not limited to technical/occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Pulaski Technical College offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

PTC is a student-centered college, focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students, including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

PTC places special emphasis on addressing the workforce development needs of area employers and on providing career development opportunities for Arkansas through high quality degree and certificate programs in emerging and existing occupational and technical fields and through an active program of customized training for business and industry.

As a comprehensive two-year college, PTC also provides a variety of public services to its community, to include partnerships with community agencies, collaboration with local public school districts, and coordination with economic development agencies to help promote business and industrial growth in the area.

Pulaski Technical College serves the central Arkansas area and is governed by a seven (7) member Board of Trustees appointed by the Governor.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Pulaski Technical College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for PTC to carry out its instructional, public service, and research role and scope.

**RICH MOUNTAIN COMMUNITY COLLEGE**

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**Role and Scope**

Rich Mountain Community College (RMCC) is a comprehensive two-year community college dedicated to meeting the needs of its service area. Rich Mountain Community College offers high quality, accessible, comprehensive educational programs including but not limited to freshman and sophomore level course work for students planning to transfer to four-year colleges, technical occupational programs, workforce training to assist business and industry to meet existing and emerging training needs for the economic development of the region, developmental education, community service courses, specialty courses, and continuing education course work for professionals. RMCC offers both certificate and associate degree programs to accomplish this purpose.

Rich Mountain Community College is a student-centered college focusing on meeting the teaching and learning needs of the student through student services, support, and instructional programs. This includes comprehensive, readily available programs to meet the needs of all students, including first generation, traditional age, and older returning students. Part-time and full-time students are equally valued at RMCC.

The College was established when the Arkansas legislature, by Act 16 of 1983, approved combining Rich Mountain Vocational-Technical School and the Henderson State University off-campus program to become a new comprehensive, community college. On April 12, 1983, the voters of Polk County approved a 5-mill tax to support the new institution. The College is governed by a nine (9) member Board of Trustees elected by the registered voters of Polk County.

RMCC is regarded as a center of public service by the residents of the Ouachita Mountain Region. The College is involved in a variety of activities designed to enhance the quality of life in the service area including, but not limited to: partnership with community agencies, collaboration with local public school districts, coordination with economic development agencies to promote industrial and business growth, programs to improve the health and safety of citizens, and cultural activities to broaden public awareness and appreciation of the arts.

The College's Workforce Training Center and Tech Prep programs are successful in developing course work, training opportunities for industry, and the capacity for economic enrichment for the area. The campus also partners with public schools in a Secondary Career Center which provides accessibility to vocational and technical training for high school students in the area. Rich Mountain Community College provides workforce training and academic course work to several surrounding communities including Wickes, Cove, Hatfield, Waldron, Mount Ida, and Glenwood.

In addition to quality instruction, the Rich Mountain Community College campus facilities and the talents of its professional staff are offered to support educational, civic, economic, and cultural endeavors within the community. The facilities and services are often used by business, industry, Chamber of Commerce, and various community service organizations.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating to be offered by Rich Mountain Community College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for RMCC to carry out its instructional, public service, and research role and scope.

## **SOUTH ARKANSAS COMMUNITY COLLEGE**

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### **Role and Scope**

South Arkansas Community College (SACC) is a comprehensive two-year college dedicated to meeting the educational needs of its service area. The College offers an educational program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. SACC offers certificate and associate degree programs as well as non-credit training to accomplish this purpose.

South Arkansas Community College is a student centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive student support services to meet the needs of all students, including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

The College is governed by a nine (9) member Board of Trustees appointed by the Governor. A 1/2 mil property tax is levied within Union County.

South Arkansas Community College, as a part of its mission, provides workforce training for residents of Union county and the surrounding area. The College and the community recognize a need for a highly skilled workforce. Industries often look at El Dorado and other cities within the Golden Triangle in south Arkansas as a viable area for location and expansion. SACC helps to provide the training that is necessary to prepare a skilled workforce for new and existing industry in south Arkansas. The city of El Dorado is known as a regional health center because there is a large medical community that continues to increase the services available to the citizens of the area. To support this industry, the College has established several health sciences programs that dominate the scope of the curriculum. It is anticipated that the College will continue to expand programs in health sciences and create other programs that support economic development.

SACC partners with local agencies to meet the training needs of residents of Union and surrounding counties. College partners include, but are not limited to, the credit and non-credit programs of the institution, other colleges and cities, as well as Adult Basic Education and Workforce Development.

The College also collaborates with business and industry and area school districts, and houses the area Secondary Career Center that provides accessibility for vocational and technical training programs for high school students. Representatives of the College actively participate in Chamber of Commerce activities, as well as business and industry committees. Members of the SACC Workforce Action Team maintain a working relationship with area

industries to assist in meeting the training needs of local business and industry. The facilities at SACC also serve as a resource for the community, particularly the library's auditorium located on the west campus. This facility is commonly scheduled by various groups within the community for lectures, public announcements, and other cultural and community events.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by South Arkansas Community College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for SACC to carry out its instructional, public service, and research role and scope.

**SOUTHEAST ARKANSAS COLLEGE**

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**Role and Scope**

Southeast Arkansas College (SEARK) is a comprehensive two-year college dedicated to meeting the educational and workforce needs of its service area. Southeast Arkansas College is governed by a seven (7) member Board of Trustees appointed by the Governor. The College seeks to provide access to quality higher education at a reasonable cost for all individuals within its approved service area.

SEARK College offers an education program including technical and computer-based occupational programs, a wide spectrum of nursing and allied health offerings, freshman and sophomore general education transfer programs, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Southeast Arkansas College offers both certificate and associate degree programs as well as non-credit training to accomplish its purposes.

SEARK College is a student-centered college supporting learning through counseling, guidance, and comprehensive student support services. Equal educational opportunity is stressed for full-time and part-time students including first generation, economically/educationally disadvantaged, older, and traditional college-age students.

The public service role of the College includes adult education, workforce development, continuing education, and community services which enhance the social and economic development of the region. SEARK College provides training that is necessary to prepare a skilled workforce for new and existing industry in its service area.

SEARK College specializes in nursing and allied health which is a major industry in southeast Arkansas. The area is recognized as a regional health center throughout the state. With this emphasis, the College will continue to establish new programs in nursing/allied health.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Southeast Arkansas College in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for SEARK College to carry out its instructional, public service, and research role and scope.

**SOUTHERN ARKANSAS UNIVERSITY TECH**

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**Role and Scope**

Southern Arkansas University Tech (SAU Tech) is a comprehensive two-year community college dedicated to meeting the needs of its service area. SAU Tech offers an education program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. Southern Arkansas University Tech offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

SAU Tech is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students, including the first generation, older and traditional college-age students. Part-time and full-time students are valued equally.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by Southern Arkansas University Tech in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for SAU Tech to carry out its instructional, public service, and research role and scope.

**UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT BATESVILLE**

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**Role and Scope**

The University of Arkansas Community College at Batesville (UACCB) is a comprehensive two-year college that provides learning experiences that improve the lives of those we serve. UACCB continuously identifies and responds to the diverse educational needs of students, workforce and community. UACCB offers comprehensive education and training programs including but not limited to technical occupational programs, freshman and sophomore transfer programs, basic skills programs, specialty programs and courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. UACCB offers certificate and associate degree programs as well as non-credit training to accomplish this purpose.

UACCB is a student-centered college focusing on meeting the needs of the individual through strong counseling, guidance, and comprehensive support services to all students including the first generation, older and traditional age college students. Part-time and full-time students are valued equally.

UACCB provides activities and experiences that strengthen and enrich the community. In addition, UACCB provides people opportunities that enhance their quality of life. These opportunities include but are not limited to: partnership with community agencies, collaboration with local public school districts, programs to improve the health and safety of citizens, and cultural activities to broaden public awareness and appreciation of the arts. UACCB also coordinates with economic development agencies to promote industrial and business growth at both the local and state level.

UACCB is one of eight (8) institutions of higher education in the University of Arkansas System governed by a ten (10) member Board of Trustees. The College is supported by state appropriations, local revenue from tuition and fees, private donations, restricted grants and awards, and a county sales tax dedicated to the College by vote of the citizens of Independence County.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas Community College at Batesville in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UACCB to carry out its instructional, public service, and research role and scope.



**UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE**

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**Role and Scope**

The University of Arkansas Community College at Hope (UACCH) is a comprehensive two-year college dedicated to meeting the educational needs of the service area. UACCH offers an education program including but not limited to technical occupational programs, freshman and sophomore general education transfer programs, specialty courses, continuing education courses, and business and industry training to meet the needs of the emerging and existing workforce. The University of Arkansas Community College at Hope offers both certificate and associate degree programs as well as non-credit training to accomplish this purpose.

UACCH is a student-centered college focusing on meeting the learning needs of the student through strong counseling, guidance, and comprehensive support services to meet the needs of all students including first generation, older, and traditional college-age students. Part-time and full-time students are valued equally.

As a public, open-admission community college, the University of Arkansas Community College at Hope provides higher educational opportunities to its service area in southwest Arkansas. In March 1996, the citizens of Hempstead County approved a 1/4 cent sales tax to locally support expansion of the college.

UACCH is governed by the University of Arkansas Board of Trustees. The Board executes policy for all institutions in the University of Arkansas System. However, the Board of Trustees made provision for each system institution to have a local board to advise and oversee activities of those institutions. The UACCH Board of Visitors is comprised of 10 members who are qualified citizens of the College's service area and are knowledgeable in the areas of business, labor, industry, education or economic development. Each member is appointed by the President of the University of Arkansas System upon recommendation of the Chancellor of the University of Arkansas Community College at Hope.

As in many college towns with a small and stable population base, Hope and the surrounding area look to UACCH for space, expertise, and programming which enhances the quality of community life. This includes providing facilities for meetings and other functions, consultation and advisement from various faculty and staff, and community service classes and activities. Faculty and staff are also very involved in the civic clubs of the area and volunteer expertise in the development of community programs and projects. All of these public service functions increase the visibility of the college and promote a cooperative spirit in Southwest Arkansas.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas Community College at Hope in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UACCH to carry out its instructional, public service, and research role and scope.

**UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT MORRILTON**

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**Role and Scope**

The University of Arkansas Community College at Morrilton (UACCM) is a two-year, public supported, open admissions college committed to meeting the educational needs of its service area. UACCM offers a comprehensive education program including technical and occupational programs, freshman and sophomore general education transfer programs, continuing education courses, and business and industry training to meet the needs of the existing and emerging workforce. UACCM offers certificates and associate degrees, as well as non-credit programs to accomplish this purpose.

The University of Arkansas Community College at Morrilton is a student-centered college focusing on meeting the learning needs of all students—first-generation, non-traditional, and traditional college-age students—through comprehensive counseling, guidance, and support services. Part-time and full-time students are valued equally.

UACCM strongly promotes public service and community development by providing non-credit community outreach courses including adult education, customized workforce training, and workshops, seminars, and courses of public interest. Further, the College offers its facilities and the talents of its staff to promote educational, civic, and cultural endeavors within the community.

UACCM is governed by the University of Arkansas System Board of Trustees. In addition, a nine (9) member local Board of Visitors serves in an advisory capacity to the University of Arkansas System Board. The local Board of Visitors is comprised of individuals from the College's primary service area, which gives them a unique perspective of the local educational, economic, and community needs.

Attachment A lists certificate and degree programs approved by the Arkansas Higher Education Coordinating Board to be offered by the University of Arkansas Community College at Morrilton in carrying out its institutional role and scope.

Attachment B lists organizational units recognized by the Coordinating Board for UACCM to carry out its instructional, public service, and research role and scope.

## **REPORT OF 2005-2006 INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES**

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Act 245 of 1989 (A.C.A. §6-62-106) directed the Coordinating Board to develop and establish uniform accounting standards and procedures for reporting revenues and expenditures. Based on these standard definitions and formats, the Coordinating Board is to collect the financial data and provide a uniform report of each institution's athletic revenues and expenditures for the previous fiscal year to the Legislative Joint Auditing Committee and the public by November of each year.

Athletic revenues and expenditures for 2005-06 for each institution have been collected according to uniform standards and compiled in a summary report that follows this agenda item. An explanation of the reporting format follows:

1. The athletic report details revenues and expenditures for each institution.
2. Athletic revenues will match athletic expenditures unless there is an ending fund balance.
3. Act 366 of 1991 (A.C.A. § 6-62-804) prohibits athletic deficits. A designated athletic fee must be charged to the students by the institution if athletic-generated revenues (i.e., ticket sales, media/tournament/bowl, concessions/program sales, and game guarantees), foundations/clubs and other private gifts, other athletic income, auxiliary profits, and the allowable educational and general transfer do not cover the total expenditures for athletics.
4. In accordance with the uniform reporting and auditing of intercollegiate athletic expenditures of state-supported institutions of higher education, maintenance of facilities expenditures related to all intercollegiate teams and spirit groups, excluding bands, shall be reported as actual costs of operating such athletic facilities or a proration of actual costs based on athletic usage (A.C.A. § 6-62-807).

The 2005-06 total amount of athletic expenditures reported by state-supported universities is \$78,341,553 and two-year colleges is \$243,635. The statewide total is \$78,585,188, an increase of \$754,726 (1.0%) from \$77,830,462 in 2004-05.

A comparison of 2005-06 actual expenditures to 2005-06 budgeted revenues certified to the Coordinating Board in August 2005 is also illustrated at the bottom of the summary chart. Certified budgeted revenues for 2005-06 totaled \$73,927,634 for all institutions. Total actual expenditures for 2005-06 for all institutions exceeded this certified amount by 6 percent. Actual expenditures varied from the Board of Trustees-certified budgeted revenue by a range of 15 percent over the budgeted amount to 7 percent under the budgeted amount. Differences between actual expenditures and budgets were financed using other athletic income, other auxiliary profits, and the E&G transfer.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board accepts the Report of 2005-06 Intercollegiate Athletic Revenues and Expenditures as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

**FURTHER RESOLVED**, That the Coordinating Board authorizes the Director of the Arkansas Department of Higher Education or her designee to transmit the Report of 2005-06 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of Act 245 of 1989.

## Summary of Intercollegiate Athletic Revenues and Expenditures, 2005-06

INSTITUTIONS		UAF	ASUJ	UALR	UAPB	UCA	ATU	HSU	SAUM	UAFS	UAM	4-yr TOTAL	NAC
R E V E N U E S	Ticket Sales	19,032,959	1,406,620	577,154	741,897	330,379	137,689	17,534	23,018	77,613	21,410	22,366,273	8,723
	Media/Tournament/Bowl	11,328,314	325,581	220,583	0	13,749	0	24,322	0	4,000	0	11,916,549	0
	Concessions/Program Sales	2,583,082	78,024	2,181	0	11,397	0	26,344	25,908	57,535	0	2,784,471	0
	Game Guarantees	1,073,785	654,320	168,292	311,500	5,000	22,500	51,935	24,826	3,610	98,131	2,413,899	0
	Foundations/Clubs & Other Private Gifts	3,821,942	502,438	71,604	0	91,603	36,375	51,509	0	2,300	0	4,577,771	0
	Student Athletic Fees	0	2,348,941	2,741,267	1,206,533	3,076,109	1,707,404	1,013,660	843,370	897,877	452,892	14,288,053	0
	Other Income	4,806,332	1,144,502	565,956	537,337	9,167	15,809	30,183	6,464	4,660	5,576	7,125,986	30,204
O T H E R F I N A N C I N G S O U R C E S	CWSP Federally Funded Portion	15,914	0	0	0	69,993	17,576	7,741	0	0	25,169	136,393	0
	CWSP Fed. Portion as % Total CWSP	80%	0%	0%	0%	100%	75%	51%	0%	0%	100%	89%	0%
	Other Auxiliary Profits	600,000	2,614,175	29,219	670,562	405,000	46,921	371,543	359,370	413,159	895,218	6,405,167	100,484
	Transfers from Unrestricted E&G	0	1,027,282	774,336	945,000	980,000	945,000	1,027,282	750,000	0	600,000	7,048,900	101,507
	Prior Year Fund Balance	0	0	0	0	0	0	0	0	0	0	0	2,717
	Transfers from Other Funds/Balance Forward (Inclusive of Interfund Borrowing)	0	0	0	0	0	0	10,192	0	0	0	10,192	0
<b>Total Revenues for Athletics</b>		<b>43,262,328</b>	<b>10,101,883</b>	<b>5,150,592</b>	<b>4,412,828</b>	<b>4,992,397</b>	<b>2,929,274</b>	<b>2,632,245</b>	<b>2,032,956</b>	<b>1,460,754</b>	<b>2,098,396</b>	<b>79,073,653</b>	<b>243,635</b>
E X P E N D I T U R E S	Salaries	9,512,946	2,699,433	1,629,062	977,553	1,057,000	684,081	589,507	408,552	349,103	439,199	18,346,436	66,573
	Budgeted FTE Positions	203.50	68.00	36.00	26.20	25.43	20.62	14.10	9.50	6.88	9.75	410.23	2.23
	Fringe Benefits	2,364,064	716,545	421,689	257,849	320,049	203,114	191,078	120,736	102,990	134,136	4,832,250	21,537
	Fringe Benefits as a % of Salaries	24.9%	26.5%	25.9%	26.4%	30.3%	29.7%	32.4%	29.6%	29.5%	30.5%	26.3%	32.4%
	Extra Help	1,176,327	137,166	187,614	75,269	100,786	115,003	0	101,634	27,795	49,236	1,970,830	500
	CWSP	19,893	0	0	0	69,993	23,434	15,154	0	0	25,169	153,643	0
	Game Guarantees	2,166,952	838,842	116,000	0	6,569	5,300	0	0	2,675	4,500	3,140,838	0
	Athletic Scholarships	4,247,504	2,527,688	1,261,746	1,007,244	1,276,808	801,006	1,061,687	675,058	434,304	547,810	13,840,855	54,712
	Medical Insurance/Injury Claims	548,159	211,235	25,531	61,304	107,272	181,356	98,173	123,777	50,801	70,441	1,478,049	11,515
	Travel	4,890,318	1,464,216	624,160	779,187	645,038	315,126	175,239	265,569	168,495	200,056	9,527,404	25,067
	Equipment	168,725	0	15,122	12,094	16,027	0	7,363	10,417	0	19,399	249,147	0
	Concessions/Programs	743,198	0	0	0	0	0	0	15,722	40,712	0	799,632	0
	M & O	6,120,899	1,253,548	470,378	729,465	530,802	209,544	306,141	229,823	107,328	340,007	10,297,935	40,657
	Facilities	4,661,380	253,210	399,290	0	419,014	207,766	163,585	81,668	54,354	197,991	6,438,258	22,148
Debt Service	5,485,990	0	0	512,864	440,708	98,552	0	0	0	41,332	6,579,446	0	
Other Expenses	0	0	0	0	0	35,534	21,390	0	119,250	29,120	205,294	926	
O T H E R F I N A N C I N G U S E S	Transfers to Other Funds/Accounts	475,662	0	0	0	0	0	2,928	0	2,947	0	481,537	0
<b>Total Expenditures for Athletics</b>		<b>42,582,017</b>	<b>10,101,883</b>	<b>5,150,592</b>	<b>4,412,828</b>	<b>4,990,066</b>	<b>2,879,816</b>	<b>2,632,245</b>	<b>2,032,956</b>	<b>1,460,754</b>	<b>2,098,396</b>	<b>78,341,553</b>	<b>243,635</b>
Fund Balance		680,311	0	0	0	2,331	49,458	0	0	0	0	732,100	0
2005-06 Budgeted Revenue Certified August 2005		39,620,000	9,657,551	5,546,681	4,254,828	4,415,700	2,694,629	2,285,747	1,794,637	1,427,021	1,981,526	73,678,320	249,314
% Dif. Between Expenditures & Bud. Revenue		7%	5%	-7%	4%	13%	7%	15%	13%	2%	6%	6%	-2%

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Agenda Item No. 11

October 27, 2006

## **GUIDELINES FOR ECONOMIC INCENTIVE FUNDS**

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Arkansas Code Annotated §6-61-209 requires the Arkansas Higher Education Coordinating Board (AHECB) to present a consolidated budget request from the state-supported colleges and universities to the General Assembly and the Governor prior to each regular session of the General Assembly. At its August 4, 2006 meeting, the AHECB approved recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2007-09 biennium. As part of this recommendation, \$6.6 million would be appropriated to the Arkansas Department of Higher Education (ADHE) each year of the biennium to be distributed to two-year colleges for economic development initiatives.

ADHE staff has worked with a committee of presidents and chancellors of Arkansas two-year colleges in the development of guidelines for the Economic Incentive Funds. As directed by the AHECB, an amount not to exceed \$300,000 would be available to each two-year college after acceptance of a plan for stimulating economic development in the region served by the college. All plans submitted would be required to include accountability measures. Funds would become a part of the college's base for the next biennium only if the plan is implemented and has demonstrated economic improvements according to these stated accountability measures.

The following resolution is offered for the Coordinating Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the guidelines presented in this agenda item for the awarding of Economic Incentive Funds to two-year colleges.

## **ECONOMIC INCENTIVE FUNDS GUIDELINES**

### **I. ABSTRACT**

Each application must include a brief abstract that simply and concisely summarizes the project. Please accurately describe the curriculum and training to be developed and/or offered and the industry cluster to be served. Briefly comment on the objectives, procedures, expected contribution, or impact and resulting products and/or services. Describe what client group(s) the project will focus on and the key services to be provided (e.g., instruction for students, professional development for faculty, or training for current workers). The Abstract should stand alone as a project description.

### **II. NEED**

#### **A. Purpose**

Programs must be project-based, with direct services to employers including training and other educational activities that meet specifically identified needs of business and industry. Being responsive to the changing skill sets needs of specific industry clusters is a key element of these projects.

Relevant economic and labor market data must be cited and there should be a demonstrated need for the project. Data that documents the changing skill sets needs by industry is relevant. Applicants should review and use applicable data from sources such as local economic development organizations and studies that provide information on job sectors of the present future and/or in the future service area.

#### **B. Completion of Need Statement**

In demonstrating the need for the project, use and reference current regional economic development research/studies/plans. A clear *Statement of Problem* will:

1. Concisely describe regional workforce and business development needs for the project being addressed, the scope of the need, target group(s), and the outcomes expected.
2. Describe the relevance of the proposed project to business or industry need. Is it a new or emerging technology? Is it in response to a request from an industry partner?
3. Describe emerging, incumbent, transitional, and/or entrepreneurial training needs and any job opportunities with career ladders; and
4. Explain why the Economic Incentive Funds are most appropriate for this project.



### III. RESPONSE SECTION (Justification for Project)

- A. Describe how the project proposes to meet the need for the development or expansion of programs and/or courses that meet regional labor market and industry needs.
- B. Describe how local businesses will participate in the project.
- C. Describe any proposed methodologies and solutions that will enhance performance outcomes. Describe what the value-added programs will be for your service area.
- D. Describe how the proposed project will benefit students/employees and employers.
- E. Describe the capacity of the college to successfully implement the project. Indicate whether the college is presently offering, or will be able to offer within one year, organized programs and services in the targeted industrial sectors. Describe the presence of structured activities in place at the college, or the capacity and commitment of the college to develop such activities. Describe the commitment of the college administration and other organizations that will support the initiative/project. Colleges may and, in fact, are encouraged to collaborate on projects.
- F. Describe any aspect of the project or organization that the applicant would deem unique or exemplary.
- G. Show evidence of collaboration with local and regional economic development professionals.

### IV. WORKPLAN

Develop project-specific objectives and activities based on the Minimum Required Objectives and Activities stated below. **Objectives should NOT reiterate the broad language listed below, but should detail why the project is unique and be stated in measurable terms.** Timelines with target months of completion for project objectives are preferable to specific dates. Your workplan should cover the entire term of the funding period. (You do not need to do a separate workplan for each fiscal year.)

#### A. Minimum Required Objectives and Activities

##### Objectives

The following are the Minimum Required Objectives; others may be added to meet project objectives. Start each objective on a new page on the Workplan form.

1. Provide a flexible response mechanism for focusing resources on short-term intensive projects for community college-level training priorities of high growth sectors and the flexibility to meet the training demand from new and emerging growth sectors. Demonstrate relevance to and support by new,

- developing, and existing businesses.
2. Provide demand-driven, performance-oriented, cost-effective services, through agile delivery structures that contribute to regional economic growth and competitiveness. Use regional service delivery vehicles and structures capitalizing on existing public, private, or other community organizations that respond to jointly defined priorities, deliver services across programs and sectors, and in response to industry needs.
  3. Provide program, course and training offerings consistent with community college level instruction.
  4. Track courses and programs developed and/or offered through the project.

### **Activities**

The following are the Minimum Required Activities; others may be added as necessary to meet project objectives. Outline each of the activities that will be implemented to accomplish each of the project's objectives.

1. Form industry-driven regional collaboratives that provide intensive short-term flexible response mechanisms that focus resources in the following areas:
  - a) Education and training priorities of high growth and emerging new business, industry and technology sectors consistent with recent environmental scans and/or studies projecting educational and training needs.
  - b) Needs identified through regional planning, environmental scanning and future-looking studies.
  - c) Assessments of specific employer needs
  - d) Developing new approaches consistent with identified regional or statewide priorities.
2. Partner with and describe incentives or contribution provided by:
  - a) Business and industry that commit matching resources for training that stimulates productivity in targeted high growth sectors, or related industry clusters, resulting in the creation of new jobs or opening entry-level positions in economic regions.
  - b) Education and training service providers within high-growth industries, or industry clusters to respond to identified needs, priorities and skill competencies.
  - c) Regional economic development entities, to define needs of employers in terms of educational and training services, to expand the college's involvement in local economic development within their region.
  - d) Existing regional network service providers, working with successfully performing community college economic development projects, regional centers, and other community colleges' programs and services.

3. Share products and best practices with peer community colleges.

### **Measurable Outcomes**

Outcomes should clearly link to the Minimum Required Objectives and Activities. Describe the outcomes in qualitative and quantitative terms. Examples:

**Objective:** Assist domestic employers to move into foreign markets.

**Outcome:** 40% of clients receiving in-depth consulting will find opportunities in foreign markets and show an increase in business revenue.

**Objective:** Develop a training program in hospitality that includes a career ladder approach.

**Outcome:** 20% of students trained in program will be hired and understand the next two job progressions within the industry.

**Objective:** Develop a course in Web Design and offer the course in the Spring 2008 term.

**Outcome:** Course is approved by faculty and offered in the Spring term to 40 students.

### **B. Reporting**

The ADHE will implement accountability measures and will provide a report to the Legislature (see attached). The report is to quantify both business and student outcomes, describe expenditures, describe types of services provided, and describe the colleges, employers, employees and students served.

Data from project reports will be used for two types of evaluations. First, there is an annual report that requires answering specific narrative and data related questions. The second type is an event-based system that records individual project activities.

#### **Training Services**

- Course numbers for new courses that were developed and/or offered with Economic Incentive funding

#### **Technical Assistance Services**

- Employers' organizational needs analysis and/or assessment
- Developing curriculum
- External Scan - Developing the external scan

#### **Partnership Development**

- Marketing Economic Development programs

**Marketing**

- The number of new business clients

**Course/Curriculum Development**

- New courses that were developed but not offered

**People involved in the activities**

**Business/Employers involved in the project**

**Business/Employer Outcomes**

- Jobs retained
- Increased production capacity
- Increased gross profit margin

**Student/Employee Outcomes**

- Job placements
- Certification completion
- Basic skills training

**College Outcomes**

- Revenues generated through employer contracts
- Revenues generated through private/nonprofit/donations

**Grant Expenditures**

## **ECONOMIC INCENTIVE FUNDS PROGRAM FINAL REPORT CONTENT AND NARRATIVE FORMAT**

**Final Report Content and Narrative:** Each Economic Incentive Funds Program coordinator is required to complete a final report narrative. Please organize your responses for the narrative in the format below.

### **Program Evaluation and Marketing**

How did you add to the strategic review and evaluation processes of the Program? How did your project add to the Program's impact on the State's economy? How did you assist with Program marketing?

### **Program Accomplishments and Recommendations**

This is your opportunity to convey the program accomplishments that showcase the success of the project. The following should be addressed:

- Lessons learned and recommended changes for project improvements
- Progress made in eliminating barriers encountered during efforts to provide services to students and business
- What practices and resources may be of interest to other practitioners in workforce and economic development?
- "Success stories" or a description of a particularly notable aspect of the project that would be appropriate to disseminate.

### **Outcomes**

Describe the outcomes resulting from services to the following:

- Colleges
- Employers
- Employees
- Students
- Creating or improvement of career pathways
- Course numbers for courses that were developed an/or offered with funding

### **Regional Impact**

Describe the extent to which your project contributed to meeting the regionally identified needs for:

- Economic development
- Training
- Existing and/or emerging industries

Describe the net effect of program services in the local and regional economy, including services for workforce reentry in the following areas:

- New employment
- Skills
- Enhancement
- Training for workforce reentry

**Workplan Performance Objectives and Outcomes**

Refer to the workplan submitted with the grant application. Report on the final status of the proposed performance objectives, outcomes, and timelines.

**Budget**

Each proposal must include a detailed budget. Budget forms will comply with ADHE financial reporting series.

## **ARKANSAS COURSE TRANSFER SYSTEM**

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Act 672 of 2005 directed the Arkansas Higher Education Coordinating Board to implement a transfer curriculum for all state public colleges and universities effective December 1, 2006. Beginning in November 2004, 14 chief academic officers (CAOs) from two- and four-year institutions began meeting to discuss developing a transfer system. The primary goals of the CAO Transfer Committee were to (1) identify and reduce barriers so that students might reach the highest attainment level possible; (2) comply with statutes that provide for seamless transfer; (3) reduce the number of individual articulation agreements by establishing a single statewide course transfer agreement that is simple, accessible, and student friendly; (4) provide an ongoing process for course transferability rather than a one-time fix; and (5) communicate with the Governor and legislators about course transfer issues.

### **Course Transfer Requirements**

Act 672 of 2005 specified that all freshman and sophomore general education courses must be accepted for full transfer credit in the appropriate subject area and that the criteria for course transferability would be determined by faculty teams grouped by discipline. Twenty-two faculty teams composed of college and university faculty met by disciplines in March 2006 to determine course transferability criteria for 88 courses. These faculty review teams determined appropriate course index numbers and names, and established course descriptions and learning outcomes for courses in their disciplines. All faculty who served on review teams were nominated by their institutions and appointed by the Executive Council of Presidents and Chancellors of the Arkansas Higher Education Coordinating Board.

Faculty-determined criteria for the 88 courses listed in the Arkansas Course Transfer System (ACTS) were shared with all public colleges and universities in Arkansas and syllabi were requested for review in the spring of 2006. ADHE staff has reviewed over 1800 syllabi to determine if institutional syllabi meet the standards established by faculty review teams. Any syllabus that initially did not meet specified criteria was reviewed a second time by a different staff member. Subsequently, 1200 syllabi were returned to institutions for revisions with detailed summaries of needed learning outcomes. It is estimated that with the resubmission of revised syllabi, ADHE staff has reviewed the equivalent of 3500 syllabi since May 2006.

## **ACTS Website**

As required by law, the Arkansas Course Transfer System (ACTS) website will be available to the general public on December 1, 2006. This postsecondary education resource service is under construction and will provide general guidelines for transfer, as well as comparable course information to facilitate student transfer between Arkansas's public colleges and universities. Comparable courses listed on the ACTS website are guaranteed to transfer for full credit to any Arkansas public institution and are defined as courses that meet the student learning outcomes criteria as determined by the faculty course review team.

The ACTS website will contain directions for use, general information and history, a section for students and the general public, and a section for institutions. The institution section is password protected and contains institution-specific course status information. As part of the public view, the following information will be included for student use:

- If the report lists a course, the course is guaranteed to transfer if the receiving institution offers a comparable course.
- If the report states "No Comparable Course," the course is not guaranteed to transfer. Students should contact the transfer officer at the receiving institution regarding the course status.
- Courses with a grade of "D" are not guaranteed to transfer. Students should contact the transfer officer at the receiving institution regarding the transfer of a grade of "D." Institutional policies regarding the transfer of courses with a grade of "D" or lower may vary.
- Transferability of courses that are listed in ACTS but taken prior to January 1, 2007, is at the discretion of the receiving institution.

## **ACTS Submission and Reporting**

The CAO Transfer Committee will meet at least annually to determine inclusion of additional courses in the ACTS. All additional courses to be included in ACTS will be governed by the same process as detailed in Act 672 of 2005. Phase II of ACTS will add courses from accredited Arkansas private institutions that want to participate and submit syllabi that meet the criteria specified by the faculty review teams.

Colleges and universities will submit annually by March 15 syllabi to be considered for inclusion in the Arkansas Course Transfer System (ACTS) courses. As required by Act 672 of 2005, Arkansas colleges and universities will annually file a report with ADHE indicating the number of students requesting transfer credit for a completed course listed in ACTS and identifying the number of students denied credit for courses listed in ACTS.



The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the implementation of the Arkansas Course Transfer System as directed by Act 672 of 2005 and the activation of the ACTS website by December 1, 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors of Arkansas's colleges and universities, the House and Senate Education Committees, and the Governor's office of this approval.

**FURTHER RESOLVED**, That the Board directs the ADHE staff to prepare an institutional status report on the Arkansas Course Transfer System annually.

**APPROVAL OF AMENDED RULES AND REGULATIONS  
STATE TEACHER ASSISTANCE RESOURCE (STAR) PROGRAM**

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This agenda item presents amended rules and regulations for the Arkansas State Teacher Assistance Resource (STAR) Program, which is necessary to comply with Act 48 of the Second Extraordinary Session of 2003. The Financial Aid Division of ADHE will administer this program.

The STAR Program was created by the 2003 Arkansas General Assembly as a loan forgiveness program to serve as an incentive to induce Arkansans to enter the field of teaching, particularly in high-need areas. This program began in the Fall semester of 2004.

The rules and regulations for the STAR Program currently have the following provisions:

- Require applicants be admitted to an approved program in an approved Arkansas institution resulting in a teacher licensure and:
  1. Enrolled full-time; and
  2. entering his or her sophomore or subsequent year
- Provides \$3000 per year to recipients going into a subject shortage area or \$3000 per year for those agreeing to teach in a geographic shortage area or academically distressed school district. The program will pay up to \$6000 per year for students who agree to do both.
- Awards will be prioritized based on subject shortage area, then geographic shortage area and academically distressed areas, with applicants ranked according to major and cumulative college GPA.
- Sets aside money for repayment of loans for recent teacher Ed graduates in a subject area beginning with those graduating after April 30, 2004.
- To have loan forgiven, recipients shall teach in their subject or shortage area in an Arkansas public school one year for every year loan funds were received.

The amendments to the program will have the following effects on the program:

- Allows students that are entering his or her sophomore or subsequent year that is actively pursuing or admitted to a teacher education program to be eligible for the program.
- Defines what is considered as actively pursuing a teacher education program.
- Clarifies eligibility requirements to meet legislative intent.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the amended rules and regulations that will govern the Arkansas State Teacher Assistance Resource (STAR) Program. The hearing will be held on October 27, 2006, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

The following resolution is offered for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the amended rules and regulations presented in this agenda item for the Arkansas State Teacher Assistance Resource (STAR) Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these amended rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2006-07 academic years.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas State Teacher Assistance Resource (STAR) Program.

**STATE TEACHER ASSISTANCE RESOURCE (STAR)  
PROGRAM  
RULES AND REGULATIONS**

**RULE 1 – ORGANIZATION AND STRUCTURE**

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the State Teacher Assistance Resource (STAR) Program, hereafter known as STAR, within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
  
- II. State Teacher Assistance Resource (STAR) Program Commission
  - A. The 11-member STAR Program Commission shall consist of the following:
    1. The Lieutenant Governor, or his or her designee;
    2. The chairperson of the State Board of Education, or his or her designee;
    3. Three (3) persons appointed by the Governor;
    4. Three (3) persons appointed by the President Pro Tempore of the Senate; and
    5. Three (3) persons appointed by the Speaker of the House of Representatives.
  
  - B. The appointed commission members shall be:
    1. Individuals who have demonstrated a commitment to education; and
    2. Residents of the State of Arkansas at the time of appointment and throughout his or her term.
  
  - C. In 2003, three (3) members shall be appointed by the Speaker of the House of Representatives as follows:
    1. One (1) for a term to expire June 30, 2005;
    2. One (1) for a term to expire June 30, 2006; and
    3. One (1) for a term to expire June 30, 2007.
  
  - D. In 2003, three (3) members shall be appointed by the President Pro Tempore of the Senate as follows:
    1. One (1) for a term to expire June 30, 2005;

2. One (1) for a term to expire June 30, 2006; and
  3. One (1) for a term to expire June 30, 2007.
- E. In 2003, three (3) members shall be appointed by the Governor as follows:
1. One (1) for a term to expire June 30, 2005;
  2. One (1) for a term to expire June 30, 2006; and
  3. One (1) for a term to expire June 30, 2007.
- F. Subsequent appointments are for a term of four (4) years. If a vacancy occurs in an appointed position, for any reason, the vacancy shall be filled by appointment by the official that made the appointment. The new appointee shall serve for the remainder of the unexpired term.
- G. The Lieutenant Governor or his or her designee shall serve as the chairperson.
- H. The commission shall meet at times and places the chairperson deems necessary, but no meetings shall be held outside of the State of Arkansas. A majority of the members of the commission shall constitute a quorum for the purpose of transacting business. All actions of the commission shall be by a majority vote of the full membership of the commission. The commission shall promote the STAR Program, encourage participation by high school students, and select the recipients for the STAR forgivable loans.
- III. The Arkansas Department of Higher Education shall provide staff and office space to the commission.
- IV. When functioning under Act 1804 of 2003, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedures Act.

- I. Eligibility Criteria
- A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least six months prior to the application deadline.
  - B. Applicants must be a citizen of the United States or a permanent resident alien.
  - C. Applicants must be **actively pursuing or** admitted to an approved program in an approved Arkansas institution resulting in teacher licensure and:
    - 1. enrolled full-time; and
    - 2. entering his or her sophomore or subsequent year **that is enrolled in an Associates of Art in Teaching (AAT) Program; or**
      - a. **enrolled in an Associates of Art in Teaching (AAT) Program; or**
      - b. **has successfully passed the Praxis I Examination and declared a major in a teacher education program**
  - D. Applicants must have a minimum 2.75 cumulative grade point average on a 4.0 scale.
  - E. Any recipient of an Emergency Secondary Education Loan (ESEL) may qualify for a forgivable loan under State Teacher Assistance Resource Program, and shall continue to fulfill any existing obligation under the terms of any loans received under the ESEL Program.
- II. Continued Eligibility

The Arkansas Department of Higher Education will renew awards for a subsequent academic year to recipients who meet the criteria set forth in Rule 2, Paragraphs I, A-E; and who have completed at least 24 semester credit hours per academic year. Students enrolled in a graduate program must complete a minimum of 18 credit hours per academic year.

### **RULE 3 – SELECTION PROCESS**

## I. Applications

## A. Solicitation of Applicants

1. Program information and applications are mailed to the following:
  - a. Colleges/Schools/Departments of Education
  - b. Deans/Chairpersons of the Colleges/Schools/Departments of Education
  - c. Financial Aid Directors/Officers
  - d. Teacher Certifying Officials
  - e. Other campus personnel, such as advisors, etc. who express an interest in disseminating applications to prospective students.
  - f. Applications are also available upon request from the Arkansas Department of Higher Education.
2. The Arkansas Department of Higher Education staff will disseminate program information through workshops, meetings, press releases, the Departmental newsletter, and other means deemed appropriate.

B. The application deadline shall be stated on the application form each year. The ADHE shall have the authority to extend the deadline as needed to ensure a quality applicant pool so long as sufficient public notice is provided.

C. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. A letter is mailed to each applicant confirming the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notice will be sent identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.

## II. Ranking of Applicants

Applications are ranked according to a combination of components including, but not limited to:

- A. Cumulative grade point average,
- B. Major grade point average,
- C. Subject area of teacher licensure being sought;
- D. Geographical area of the state the applicant plans to teach; and
- E. The applicant is a prior recipient. If a prior recipient remains qualified, he/she will be given priority for any future awards.
- F. Graduates of AAT programs who pass the Praxis I, or students in a two-year teacher education program; or
- G. Students who are enrolled in a Master of Arts in Teaching Program.

III. Selection and Notification of Loan Recipients

- A. The STAR Program Commission shall review ranked applicants and select recipients for the STAR Program forgivable loans.
- B. Selected forgivable loan recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. This award, when combined with the recipient's other sources of financial aid, may not exceed the total cost of attendance.
- C. Prior to the disbursement of funds, loan recipients will receive a promissory note for the purpose of entering into a loan agreement with ADHE. The terms of the loan agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the loan recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

IV. Disbursement of Forgivable Loan



The forgivable loan will be disbursed equally for the Fall and Spring terms. Funds will be sent to the institution indicated by the student. After verification of full-time enrollment for the loan recipient, funds will be disbursed in accordance with the institution's disbursement policy.

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#### **RULE 4 - LIMITATIONS OF LOAN AWARDS**

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- I. The State Teacher Assistance Resource (STAR) Program shall be used to provide:
  - A. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of three thousand dollars (\$3,000) per year for a junior or senior admitted to a teacher education program who commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers OR in a subject matter area designated as having a critical shortage of teachers.
  - B. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of six thousand dollars (\$6,000) per year for a junior or senior admitted to a teacher education program that commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers AND in a subject matter area designated as having a critical shortage of teachers.
  - C. A loan repayment for federal student loans in the amount of three thousand dollars (\$3,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers or in a subject matter area designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.
  - D. A loan repayment for federal student loans in the amount of six thousand dollars (\$6,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers AND in a

subject matter designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.

- E. A student may receive the STAR and Academic Challenge or Governor’s Distinguished Scholarships, to the extent the receipt of both awards would not violate the provisions of § 6-80-105.
- F. No student may participate in more than one (1) forgivable loan program supported with state money.

**RULE 5 - REPAYMENT OF LOAN**

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I. Terms of Repayment

- A. The ADHE shall forgive one (1) year of the loan for each consecutive year the recipient teaches full-time in a shortage area in accordance with the terms of the recipient’s initial commitment commencing no later than nine (9) months from the date of graduation.
- B. The forgivable loan may be terminated if the recipient withdraws from school or does not meet the standards set by the ADHE.
- C. Verification of the loan recipient's employment will be conducted once a year, in June, through the school superintendent's office in the recipient's employment district or through records on file with the Arkansas Department of Education.
- D. Loan recipients who do not teach full-time in a public school located in geographical area of the state designated as having a critical shortage of teachers or in a subject matter designated as having a critical shortage of teachers shall begin repayment in nine (9) months of completion of the teacher education program. The loan(s) shall be repaid within a maximum of five (5) years, plus accrued interest according to an interest and repayment schedule.

II. Interest on Loan

- A. Interest will begin accruing on September 1 after completion of the program, or immediately after termination of the forgivable loan, whichever is earlier.

- B. Interest will not accrue and installments need not be paid when an official deferment has been approved by the Arkansas Department of Higher Education. Any recipient who wishes a deferment must submit an application for deferment to ADHE for approval.

III. Deferment of Loan

- A. At the discretion of ADHE scheduled loan repayments may be deferred if it is determined by ADHE that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:
  - 1. The recipient is engaged in a full-time graduate or doctoral program after completion of a four-year or five-year teacher education program. This must be verified by the Registrar's Office.
  - 2. The recipient is seeking and unable to find employment as a teacher in an approved shortage field for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the superintendent's office in that school district.
  - 3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
  - 4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
  - 5. The recipient is engaged in active duty as a member of a uniformed service. The recipient must provide their Uniformed Service Serial Number, Branch of Service and a copy of their military orders.
  - 6. Other extraordinary circumstances that would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.

- B. To qualify for a deferment, a recipient must notify ADHE of their claim for the deferment and provide supporting documentation on a Request for Deferment form that will be supplied by ADHE upon request. The Request for Deferment form must be completed and returned to ADHE by the recipient. The recipient will be notified within ten (10) days of approval or disapproval of any application for a deferment.

IV. Cancellation of Loan

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal and all interest accrued thereon.

VI. Grace Period

There will exist a nine-month grace period following completion of the teacher education program graduation before the recipient must begin teaching in a public school in the state in accordance with the student's initial commitment or shall begin repayment of the loan in accordance with the terms of the note executed.

VII. Failure to Repay

Loan recipients required to repay their loan(s) who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt and shall have their teaching license in Arkansas revoked by the State Board of Education.

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**RULE 6 - INSTITUTIONAL RESPONSIBILITIES**

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## I. College/University Responsibilities

## A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the State Teacher Assistance Resource Program and to receive all communications, forms, etc. This representative is responsible for program disbursement, completing all forms, verification data, and complying with all program rules and regulations. The institution must comply with these responsibilities in order to maintain continued eligibility status.

## B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of these funds.

## C. Institutional Verification

The institution shall provide certification to ADHE each semester after registration, giving the names of the program loan recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed STAR verification roster should be returned to ADHE by November 1 for the Fall term and May 1 for the Spring term. The verification roster is an alphabetical listing by institution of all persons receiving STAR loans for a given academic semester. Students who are not enrolled full-time in the current term shall not receive loan benefits in that term.

## D. Deadlines for Check Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding warrants or electronic funds transfers not disbursed must be returned to the Arkansas Department of Higher Education.

E. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

F. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the State Teacher Assistance Resource Program. The Arkansas Department of Higher Education will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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**RULE 7 - LOAN RECIPIENT'S RESPONSIBILITY**

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I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status;

Change in course of study; and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

**RULE 8 - COLLECTION OF LOAN**

I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by ADHE to be 120 days delinquent will be mailed their first letter of notification ten (10) days after the installment payment is due. The co-signer will be notified at the same time. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not made within 30 days.

II. Skip Tracing Mechanisms

ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

- A. Contact the Motor Vehicle Division of the Arkansas Department of Finance and Administration;
- B. Contact references listed on the recipient's application;
- C. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
- D. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
- E. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
- F. Contact recipient's field of study--professional organization, union, or licensing board;
- G. Contact post office;
- H. Contact utility companies; and,

I. Contact Chamber of Commerce.

III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following Credit Reporting Agencies:

A. CSC Credit Reporting Services, Inc.

B. T R W Credit Data

C. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

IV. State Income Tax Set Off

By the authority of Act 345 of 1993, the Department of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds.

V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.01, ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Courts are requested from the recipient's and/or co-signer's county of residence.

VI. Write-Offs

State Teacher Assistance Resource loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

A. The cost of litigation would exceed the likely recovery if litigation were commenced; or



- B. The recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before STAR accounts may be written off.

VII. Nonpayment Penalties

- A. Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.
- B. Loan recipients who fail to meet their repayment obligations shall have their teaching license in Arkansas revoked by the State Board of Education.

**RULE 9 - PROGRAM DEFINITIONS**

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The following definitions are used in the State Teacher Assistance Resource Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as Fall and Spring semesters.
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<b><u>“Actively pursuing” a teacher education program</u></b>	<b><u>A student must be one of the following 1) enrolled in an Associates of Art in Teaching Program; or 2) has successfully passed the Praxis I examination and declared a major in a teacher education program to be considered as actively pursuing a teacher education program.</u></b>
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Approved Institution	An Arkansas postsecondary public or private college or university school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher licensure program where those
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courses are directly creditable toward teacher licensure in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.

Award Year

The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.

Cancellation

ADHE shall cancel a recipient's repayment obligation if it determines: on the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under State law, that the scholar has died.

Cost of Attendance

The student's cost of attendance as defined by statute. It includes tuition and fees, books and supplies, room and board and other student's living expenses while attending school.

Default

Failure to repay the STAR in accordance with the terms of the Promissory Note provided that this failure persists for 180 days for monthly payments.

Deferment

This is a postponement of repayments and interest does not accrue while in this status. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.

Due Diligence

This process refers to those steps ADHE takes to collect STAR funds when a recipient enters repayment status. It includes: billing

the scholar, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the STAR Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.

Five-year Teacher Education Program

A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher certification and designated for completion in five (5) years with an award of a master's degree in education.

Four-year Teacher Education Program

A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher certification and designated for completion in four (4) years with an award of a baccalaureate degree in education.

Full-time Student

A student enrolled in an approved Arkansas institution who is enrolled for a minimum of 12 semester credit hours in each semester. Students must complete at least 24 semester credit hours per academic year to remain eligible for the STAR Program. Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.

Geographical Areas of the State Designated as Having Critical Shortages of Teachers

Any Arkansas school districts designated by the Arkansas Department of Education as having critical teacher shortages.

Grace Period

A nine-month period of time following the graduation of a recipient before the recipient must either take employment in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers or begin repayment of the loan.

Master of Arts in Teaching	A program within a regionally accredited institution of higher education in Arkansas that will allow graduate students to teach in a middle or secondary school while obtaining licensure. The Master of Arts in Teaching Program shall also be defined to include persons who are pursuing licensure in Arkansas through a program of nontraditional licensure.
Permanent Resident Alien	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Promissory Note	The Promissory Note is a legal document obligating the recipient to repay the loan if he or she does not teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers one year for each year the student receives the STAR. The recipient's rights and responsibilities will be stated on the promissory note.
Satisfactory Academic Progress	To be maintaining satisfactory academic progress the recipient must maintain a minimum 2.75 cumulative grade point average on a 4.0 scale. Students must complete at least 24 semester credit hours per academic year to remain eligible for the STAR Program. Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.

Skip Tracing

A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

Subject Matter Designated as Critical Needs in the State of Arkansas

Annually the Arkansas Department of Education certifies subject matter areas based upon the results of surveys obtained from school districts in the state of Arkansas. This information is submitted to the U. S. Department of Education; hence, subject

shortage areas are certified for the state of Arkansas for purposes of forgiveness of student loans, etc. The STAR Commission will accept these subject matter areas for the STAR Program.

Teach on a Full-time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

Two-Year Teacher Education Program

A program within a regionally accredited institution of higher education in Arkansas that will introduce students to the profession of teaching.

U.S. Citizen or National

The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.

## **GUIDELINES FOR THE NOTIFICATION OF SEX OFFENDERS**

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

ADHE staff has worked with institutions of higher education in the development of these guidelines. All institutions have a set of procedures in place to provide the required notification. These guidelines will provide direction in the development of the written policy.

The following resolution is offered for the Coordinating Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopt the following guidelines presented in this agenda item for the disclosure to students and parents of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education or her designee to inform the presidents and chancellors of Arkansas college and universities of the approval of these guidelines.

## **GUIDELINES FOR THE NOTIFICATION OF SEX OFFENDERS**

The Arkansas Higher Education Coordinating Board is responsible by Arkansas Code Annotated § 12-12-913 to promulgate guidelines for the disclosure to students and parents of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction. These guidelines will be used by institutions of higher education in the development of a written policy to be adopted by the institution's board of trustees. Although the federal statute listed below does not require a written policy, it makes sense to include the federal law within the institution's policy. Notification is required by both state and federal law and, by having the policy address both laws, a more comprehensive policy and set of procedures will be accomplished.

### Guidelines

Each institution of higher education will develop a policy regarding sex offender notification. The policy should include the following:

- ❖ Authority: This should include citation of the federal and state statutes that are relevant to institutions' responsibilities for notification of persons who are sex offenders and are employed by or attend the college or university. These include:
  - A.C.A. § 12-12-903 (6) defines the local law enforcement agency having jurisdiction:
    - (6) "Local law enforcement agency having jurisdiction" means the:
      - (A) Chief law enforcement officer of the municipality in which an offender:
        - (i) Resides or expects to reside;
        - (ii) Is employed; or
        - (iii) Is attending an institution of training or education; or
  - A.C.A. § 12-12-913 (b) states, "In accordance with guidelines promulgated by the Sex Offenders Assessment Committee, local law enforcement agencies having jurisdiction shall disclose relevant and necessary information regarding sex offenders to the public when the disclosure of such information is necessary for public protection."

- A.C.A. § 12-12-913 (e)(1) states, “A local law enforcement agency having jurisdiction that decides to disclose information under this section shall make a good faith effort to conceal the identity of the victim or victims of the sex offender's offense.”

The main role of an institution of higher education is to assist the local law enforcement agency having jurisdiction in the distribution of information concerning a sex offender. While it is clear that the local law enforcement agency having jurisdiction, meaning the law enforcement agency of the municipality within which the college or university is located, has the responsibility and liability to notify the institution concerning a registered sex offender, the determination of the plan for disclosure should be a joint effort between the law enforcement agency and the institution of higher education. The law enforcement agency will determine which sex offenders to notify the IHE about and what information will be disseminated; it should be the campus personnel who determine how the information should be disseminated.

- Arkansas Code Annotated § 12-12-913 (g) (1) (2) states, “The State Board of Education, the Arkansas Higher Education Coordinating Board of the Department of Higher Education, and the State Board of Workforce Education and Career Opportunities shall promulgate guidelines for the disclosure to students and parents of information regarding a sex offender when such information is released to a local school district or institution of higher education or vocational training by a local law enforcement agency having jurisdiction.

In accordance with guidelines promulgated by the State Board of Education, the board of directors of a local school district or institution of higher education or vocational training shall adopt a written policy regarding the distribution to students and parents of information regarding a sex offender. “

- The Campus Sex Crimes Prevention Act (section 1601) and {(42 U.S.C., 14071j and 20 U.S.C., 1092 (f) (1) (I)} a federal law enacted on October 29, 2000. This law provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This act requires sex offenders who are required by law to register in a state, to also provide notice of each institution of higher education in that State where the person is employed, carries on a vocation, or is a student. This law also requires that institutions of higher education issue a statement advising the campus community of the availability of this information.



- ❖ Procedures: The procedures should include:
  - An indication of which person(s), on campus will be the contact person(s) with the local enforcement agency and will receive the information and plan of disclosure of sex offenders from that agency.
  - A written notification plan for each offender will be determined by the local law enforcement agency with jurisdiction.
  - The plan should be in accordance with guidelines established by the Arkansas Sex Offenders Assessment Committee and should include who will be notified, who participated in the preparation of the plan, and the date the plan was made.
  - The plan will also provide a Sex Offender Notification Letter and a Sex Offender Notification Sheet.
  - The institution will develop a process with the local law enforcement agency with jurisdiction through which concerns with the written plan can be addressed between the law enforcement agency and members of the campus administration. Final authority of the plan resides with the law enforcement agency with jurisdiction.
  - The institution will have a process by which the appropriate information contained with the notification plan will be disseminated.

**REVISION AND UPDATE OF THE ALTERNATE RETIREMENT PLAN  
FOR ADHE EMPLOYEES**

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On July 14, 1967, the State Board of Higher Education, now the Arkansas Higher Education Coordinating Board (AHECB), approved the Arkansas Department of Higher Education (ADHE) employee participation in the Arkansas Department of Higher Education Alternate Retirement Plan (the "Plan") through the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) [A.C.A. Title 24, Chapter 7, Subchapter 8].

Since that time, the Plan has been revised in 1993, 2001 and 2004. The current Plan document is written in such a way that it allows only one company, TIAA/CREF, to offer the Plan to participating ADHE employees. ADHE staff decided to have the Plan document revised in order to allow more than one vendor to offer products through the Plan, if a decision is made to do so. In addition, ADHE wishes to restate the Plan to incorporate previously adopted amendments and to permit employees to make elective contributions to the Plan.

ADHE has worked with the law firm of Kutak Rock, LLP in the revision process. The revision updates the Plan to be in full compliance with all changes in the Internal Revenue Service regulations. The Adoption Agreement for the Plan and the Basic Plan Document together constitute the Plan document. The Adoption Agreement includes the elective provisions such as eligibility, contributions and distribution provisions that are specific to the Plan. The Adoption Agreement also includes the optional provision of offering employees the opportunity to make pre-tax elective deferral contributions to an Elective Deferral Account and/or designated Roth contributions to a Roth Elective Deferral Account.

The resolution concerning this agenda item can be found on page 16-2. The Adoption Agreement and Basic Plan Document begin on page 16A-1.

AMENDMENT AND RESTATEMENT OF THE  
ALTERNATE RETIREMENT PLAN FOR ARKANSAS  
DEPARTMENT OF HIGHER EDUCATION  
EMPLOYEES

The following resolution is presented for Coordinating Board's consideration:

**RESOLVED**, that the Arkansas Department of Higher Education ("ADHE") herein amends and restates the Arkansas Department of Higher Education Alternate Retirement Plan (the "Plan") effective January 1, 2007 in the form attached hereto. The Plan is being amended and restated in order to incorporate existing amendments to the Plan, to enable ADHE or its delegate to retain service providers at its discretion and to permit members to make pre-tax or designated Roth contributions to the Plan;

**FURTHER RESOLVED**, that the Director of the ADHE or his/her designee is authorized and directed to take any and all further action as may be necessary or advisable to effectuate the foregoing resolution, including, but not limited to, providing notification to certain interested parties of such amendment and restatement.

**HIGHER EDUCATION COORDINATING BOARD  
2007 MEETING SCHEDULE**

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The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2007 schedule for these regular quarterly meetings follows:

February 2, 2007	Southeast Arkansas College Pine Bluff
April 27, 2007	Lyon College Batesville
August 3, 2007	University of Arkansas Fayetteville
October 16, 2007	AATYC Conference Hot Springs

The following resolution is suggested:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2007: February 2, April 27, August 3, and October 16.

**FURTHER RESOLVED**, That the Board expresses its appreciation and accepts the invitations to meet in February at the Southeast Arkansas College, in April at Lyon College, in August at the University of Arkansas, and in October at the AATYC conference in Hot Springs.

## **REPORT ON CURRICULUM ALIGNMENT PROJECT**

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Arkansas is one of ten states to have received a National Governors Association (NGA) Honors State Grant and is using these funds to further the state's efforts to redesign Arkansas high schools. One of the goals in the redesign work is to develop college ready/workforce ready standards in mathematics and English / language arts. This project has been the focus of the Arkansas Curriculum Alignment Team consisting of Arkansas high school and college / university faculty members. One of these team members, Dr. Mary Gunter, will make a presentation on the curriculum alignment project and discuss the process for engaging the higher education community in the understanding and use of the standards that have been developed by the alignment team members. Dr. Gunter is the Director of the Center for Leadership and Learning at Arkansas Tech University.

**REPORT ON PROGRAM DELETIONS  
FISCAL YEAR 2005-06**

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This report provides summary and detailed information about program deletions during the 2005-06 fiscal year.

Table 19-A summarizes the number of program deletions for the fiscal year by level of program and by level of institution. 49 programs were deleted in 2005-06 compared to 40 deletions in 2004-05. Seven graduate programs were deleted, with the balance of the deletions at the undergraduate level.

Table 19-B shows the specific details of the programs that have been deleted for each institution. Thirteen institutions deleted programs during this fiscal year.

Table 19-A Summary of Program Deletions at Arkansas Institutions  
2005-06 Academic Year

<b>Four-Year Institutions</b>	<b>Number of Programs Deleted AY 2005-06</b>
Technical Certificate	4
Associate Degree	3
Baccalaureate Degree	17
Post-Baccalaureate Certificate	7
Master's Degree	4
Specialist Degree	2
Doctoral Degree	1
<b>Total</b>	<b>38</b>

<b>Two-Year Institutions</b>	<b>Number of Programs Deleted AY 2005-06</b>
Certificate of Proficiency	2
Technical Certificate	4
Associate Degree	5
<b>Total</b>	<b>11</b>

<b>Total for all Institutions</b>	<b>Number of Programs Deleted AY 2005-06</b>
Certificate of Proficiency	2
Technical Certificate	8
Associate Degree	8
Baccalaureate Degree	17
Post-Baccalaureate Certificate	7
Master's Degree	4
Specialist Degree	2
Doctoral Degree	1
<b>Grand Total</b>	<b>49</b>

Table 19-B Details of Program Deletions at Arkansas Public Colleges and Universities  
2005-06 Fiscal Year

Award	Degree Code	CIP Code	Program Name
<b>Arkansas State University - Jonesboro</b>			
BS	2375	45.0604	Community & Regional Economic Development
<b>Arkansas Tech University</b>			
TC	4510	15.0399	Electronics Technology
TC	4644	15.0612	Automation Maintenance Technology
<b>Southern Arkansas University</b>			
BSE	3670	13.1302	Art
BSE	3710	13.1303	Business Education
BSE	3800	13.1305	English
BSE	3910	13.1311	Mathematics
BSE	3830	13.1316	General Science
BSE	4020	13.1318	Social Studies
BSE	3690	13.1322	Biological Science
BSE	3720	13.1323	Chemistry (also at CCCUA)
BSE	3960	13.1329	Physics
BSE	4030	13.1330	Spanish
BA	1250	50.0701	Art
<b>University of Arkansas, Fayetteville</b>			
BS	3450	01.0603	Turf & Landscape Horticulture
BSA	3440	01.1103	Horticulture
BA	1470	40.0601	Geology
BSHES	4180	13.1308	Home Economics Education
MEd	5610	13.1201	Adult Education
EdS	5040	13.1201	Adult Education
MEd	5900	13.1320	Vocational Education
EdS	5180	13.1320	Vocational Education
EdD	5030	13.1320	Vocational Education
<b>University of Arkansas at Fort Smith</b>			
TC	4850	52.0401	Office Administrator
AAS	0820	52.0401	Office Administration
BS	2855	15.0613	Manufacturing Technology Management
<b>University of Arkansas at Little Rock</b>			
MHSA	5950	51.0701	Health Services Administration
<b>University of Arkansas at Monticello</b>			
TC	4630	47.0105	Electromechanical Maintenance (Crossett)
AS	0990	52.1201	Data Processing
AS	1170	52.0204	Office Administration
GC	5773	13.0401	Educational Leadership
GC	5771	13.0501	Technology
GC	5774	13.1001	Special Education
GC	5776	13.1203	Middle School
GC	5772	13.1209	Early Childhood
GC	5775	13.1314	Physical Education
GC	5770	13.1315	Reading
<b>University of Central Arkansas</b>			
IMBA	5585	52.1101	International Master of Business Administration
<b>Arkansas Northeastern College</b>			
TC	4495	19.0706	Early Childhood Development



Table 19-B Details of Program Deletions at Arkansas Public Colleges and Universities  
2005-06 Fiscal Year

Award	Degree Code	CIP Code	Program Name
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**Black River Technical College**

CP	0018	19.0709	Early Childhood Development Associate
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**Ouchita Technical College**

TC	0389	43.0103	Law Enforcement Administration
TC	0386	43.0106	Crime Scene Investigation
AAS	0290	52.0101	Business Information Technology

**Ozarka College**

AAS	0355	11.0401	Information Science Technology
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**University of Arkansas Community College - Morrilton**

CP	0647	01.0608	Floral Design
TC	4785	01.0604	Greenhouse Management
AAS	0747	01.0603	Ornamental Horticulture & Floral Design
AS	0320	11.0101	Computer Information Science
AS	1060	15.1102	Land Surveying Technology

## THE SECRETARY OF EDUCATION'S COMMISSION ON THE FUTURE OF HIGHER EDUCATION

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U.S. Secretary of Education Margaret Spellings announced the formation of a national Commission on the Future of Higher Education in September 2005. The Commission is charged with developing a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and also address the economic and workforce needs of the country's future. The four areas of focus include access, accountability, affordability, and quality.

Since September, the Commission has held five meetings and two public hearings. The Commission divided into five subcommittees on the subjects of accessibility, affordability, quality, workforce development, and accountability. The Commission also released a series of 15 issue papers on these subjects. After the meetings and public hearings, as well as hearing various comments from the public, the Commission released its first draft of the report on June 22.

The Commission submitted its final report in September 2006. The report stated that while America's colleges and universities have much to be proud of, they are not well-prepared for the challenges of an increasingly diverse student population and a competitive global economy. The system of higher education has become dangerously complacent despite the fact that, in the Commission's words, "Other countries are passing us by at a time when education is more important to our collective prosperity than ever."

U.S. Secretary of Education Margaret Spellings announced her plans to help make the U.S. higher education system more affordable, accessible and consumer-friendly on September 26 in Washington, D.C. The plan is a response to key recommendations made by the Commission on the Future of Higher Education and outlines a course toward solutions that will best meet the needs of all consumers of the system—educators, institutions, taxpayers, parents and students.

The Commission presented the Secretary of Education with a series of recommendations designed to improve the **accessibility, affordability** and **accountability** of higher education:

1. Student academic preparation should be improved and financial aid made available so that more students are able to **access** and **afford** a quality higher education.

2. The entire student financial aid system should be simplified, restructured and provided with incentives to better manage costs and measure performance.
3. A “robust culture of **accountability** and transparency” should be cultivated throughout the higher education system, aided by new systems of data measurement and a publicly available information database with comparable college information. There should also be a greater focus on student learning and development of a more outcome-focused accreditation system.
4. Colleges and universities should embrace continuous innovation and quality improvement.
5. Federal investments should be targeted to areas critical to America’s global competitiveness, such as math, science, and foreign languages.
6. A strategy for lifelong learning should be developed to increase awareness and understanding.

Secretary Spellings presented her plan for implementation of the Commission’s recommendations. In her speech, Secretary Spellings said the U.S. Department of Education will implement a multipronged effort to carry out the Commission’s final report. Specifically, the U.S. Department of Education will focus on the following actions:

- Expand the “effective principles” of No Child Left Behind to high schools, renewing a push by President Bush that Congress has thus far failed to carry out over two budget cycles.
- Streamline the process by which students apply for financial aid, to “cut the application time in half and notify students of their aid eligibility earlier than spring of their senior year to help families plan” to pay for college.
- Build a national framework that provides “the same kind of privacy-protected student-level data we already have for K through 12 students,” and using “that data to create a higher education information system. This information would be closely protected; it would not identify individual students, nor be tied to personal information — it wouldn’t enable you to go online and find out how Margaret Spellings did in her political science classes,” she said.
- Provide “matching funds to colleges, universities and states that collect and publicly report student learning outcomes.”

- Convene accreditors and other higher education leaders and policy makers in November to help prod the country's college accreditation system away from its emphasis on inputs "toward measures that place more emphasis on learning."

Spellings also said she would convene a "summit" next spring to bring all of the players in the higher education conversation together "discuss the full slate of recommendations, our progress, and specific responsibilities going forward."

To view the Commission's final report, visit

[www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf](http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/pre-pub-report.pdf).

For additional information on the Secretary's Commission on the Future of Higher Education, visit [www.ed.gov/about/bdscomm/list/hiedfuture/index.html](http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html).

## LETTERS OF NOTIFICATION

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The Arkansas Department of Higher Education received the following notifications from July 20, 2006, through October 11, 2006.

### **NEW PROGRAMS**

Arkansas State University Mountain Home (Fall 2006)

A+ Computer Technician Certificate of Proficiency (CIP 47.0104)  
Health Unit Coordinator Certificate of Proficiency (CIP 51.0703)  
Professional Medical Coder Certificate of Proficiency (CIP 51.0713)

Arkansas State University—Newport (Fall 2006)

Certificate of Proficiency in Certified Nursing Assistant (CIP 51.1614)

National Park Community College (January 2007)

Technical Certificate in Web Design (CIP 11.0801)

South Arkansas Community College (Fall 2006)

Technical Certificate in Early Childhood Education (CIP 13.1210)

Southeast Arkansas College (January 2007)

Certificate of Proficiency in Phlebotomy Technology (CIP 51.1009)

Southern Arkansas University—Tech (Fall 2006)

Technical Certificate in Industrial Maintenance (CIP 47.0303)

University of Arkansas at Little Rock (Spring 2007)

Geospatial Technology Graduate Certificate (CIP 40.0699)

University of Arkansas at Pine Bluff (January 2007)

Family Financial Planning Certificate of Proficiency - also by distance consortium  
(CIP 52.0804)

**NEW PROGRAM OPTION/MINOR**

University of Arkansas, Fayetteville (Fall 2007)

Birth through Kindergarten Concentration in Bachelor of Science in Human Environmental Sciences—Human Development, Family Sciences, and Rural Sociology

University of Arkansas at Pine Bluff (Fall 2006)

African Studies/African Languages Minor

**NAME CHANGE**

Arkansas State University—Jonesboro (Fall 2006)

Center for Continuing Education (DC 2610) changed to Center for Regional Studies

Honors Program (DC 3110) changed to Honors College

Office of Organized Research (DC 3250) changed to Office of Research and Technology

Ozarka College (July 2006)

Health Occupations (DC 2690) changed to Division of Nursing and Allied Health Sciences

General Studies (DC 2670) changed to Division of Communication and Humanities

Pulaski Technical College (Fall 2006)

Division of Health Occupations (DC 2690) changed to Allied Health and Human Services Division

South Arkansas Community College (Fall 2006)

Arts and Sciences Division (DC 0400) changed to Liberal Arts and Business Division

Human Services Division (DC 2690) changed to Health and Natural Sciences Division

University of Arkansas, Fayetteville (July 2006)

Bachelor of Science in Education in Vocational Education (DC 4110) changed to Bachelor of Science in Career and Technical Education

Performance-Based Teacher Education Concentration changed to Competency-Based Teacher Development

Academic Development Office (DC 0020) changed to Enhanced Learning Center

Arkansas-Oklahoma Center for Space and Planetary Sciences (DC 0070) changed to Arkansas Center for Space and Planetary Sciences

Center for Economic Education (DC 0280) changed to Bessie Boehm Moore Center for Economic Education

Center for Food Safety (DC 0290) changed to Institute of Food Science and Engineering

Center for Survey Research (DC 0412) changed to Survey Research Center

Cooperative Wildlife and Fisheries Research Unit (DC 0550) Arkansas Cooperative Fish and Wildlife Research Unit

Little Rock Graduate Resident Center for Engineering (DC 3180) changed to Graduate Resident Center for Engineering in Central Arkansas

National Center for Agricultural Law Research (DC 3190) changed to National Agricultural Law Center

Water Resources Research Center (DC 3560) changed to Arkansas Water Resources Center

**EXISTING PROGRAMS OFFERED BY DISTANCE TECHNOLOGY**

Pulaski Technical College (Fall 2006)

Associate of Applied Science in Business (DC 0730) – Office Supervision/ Management Option

Associate of Applied Science in Computer Information Systems (DC 0320)

**COURSE PREFIX CHANGE**

University of Arkansas, Fayetteville (Spring 2007)

Vocational Education (VOED) changed to Career and Technical Education (CATE)

**NEW ORGANIZATIONAL UNITS**

Arkansas State University—Jonesboro (July 2006)

College of Agriculture  
College of Education  
College of Fine Arts  
College of Nursing and Health Professions

Mid-South Community College (July 2006)

Department of Workforce Development  
Department of Developmental Education  
Division of Advanced Technology  
Open Learning Center

Ozarka College (July 2006)

Division of Math, Science, Physical Fitness and Recreation  
Division of Social Science

South Arkansas Community College (Fall 2006)

Division of Enrollment Management and Student Success

University of Arkansas, Fayetteville (Fall 2006)

Center for Engineering Logistics and Distribution (CELDi)  
Center for Health and Human Performance  
Center for Mathematics and Science Education (CMASE)  
Center for Protein Structure and Function  
Center for the Study of Representation  
Diane D. Blair Center of Southern Politics and Society  
The Family and Community Institute  
Garvin Woodland Gardens  
Genesis Technology Incubator  
Great Expectations of Arkansas  
Health Education Projects Office  
Human Performance Laboratory  
International Center for the Study of Early Asian and Middle Eastern Music  
Mack-Blackwell National Rural Transportation Study Center  
Office for Studies on Aging



Office of Research, Measurement, and Evaluation

**INACTIVE PROGRAMS**

Phillips Community College of the University of Arkansas (July 2006)

Certificate of Proficiency in Restoration Carpentry (DC 4274)  
Technical Certificate in Preservation Construction Supervision (DC 4255)  
Technical Certificate in Restoration Carpentry (DC 4275)  
Associate of Applied Science in Historic Preservation Trades (DC 0272)

**DELETED PROGRAMS**

Arkansas Northeastern College (Fall 2006)

Technical Certificate in Private and Commercial Aviation (DC 4800)

Arkansas State University—Jonesboro (Fall 2006)

Bachelor of Science in Education in Health Education (DC 3840)

Cossatot Community College of the University of Arkansas

Certificate of Proficiency in Pre-Apprentice Electrician (DC 4596)

Mid-South Community College (January 2007)

Technical Certificate in Early Childhood Development (DC 4495)

Ozarka College (Fall 2006)

Certificate of Proficiency in Crime Scene Investigation (DC 0384)  
Technical Certificate in Crime Scene Investigation (DC 0386)  
Associate of Applied Science in Crime Scene Investigation (DC 0387)

Phillips Community College of the University of Arkansas (July 2006)

Certificate of Proficiency in Truck Driving (DC 4895)

South Arkansas Community College (Fall 2006)

Technical Certificate in Dental Assisting (DC 4455)

University of Arkansas, Fayetteville (Fall 2006)

Bachelor of Science in Home Economics Education (DC 4180)

University of Central Arkansas (Fall 2006)

Associate of Applied Science in Child Care Management (DC 0310)  
Master of Science in Physical Therapy (DC 6420)

**DELETED ORGANIZATIONAL UNITS**

Arkansas State University—Jonesboro (Fall 2006)

Center for Economic Development (DC 0220)  
Department of Special Education & Communicative Disorders (DC 2310)  
Off-Campus Programs (DC 3200)

Ozarka College (July 2006)

Trade and Industrial (DC 2410)

South Arkansas Community College (Fall 2006)

Information and Business Technologies Division (DC 2530)

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

**PROGRAM CHANGE** (*Involves program changes of less than 18 hours*)

Graceland University, Independence, Missouri

Nurse Educator option for Master of Science in Nursing

Degree title change: Bachelor of Arts in Health Care Administration changed to  
Bachelor of Arts in Health Care Management

University of Phoenix—Little Rock, Arkansas

Communications option for Bachelor of Science in Business

University of Phoenix—Online

New concentrations for the Associate of Arts: Accounting, Business, Criminal  
Justice, Health Administration, Information Technology, Paraprofessional  
Education, and Visual Communications

Communications option for Bachelor of Science in Business

New specializations for the Bachelor of Science in Information Technology:  
Information Systems Security, Visual Communication, and Software Engineering

University of Phoenix—Rogers, Arkansas

Communications option for Bachelor of Science in Business

**NEW ORGANIZATIONAL UNIT** (*Information item only*)

University of Phoenix—Online

Axia College (educational unit for new associate-level students entering the University of Phoenix—Online with fewer than 24 college hours)

**CERTIFICATE OF EXEMPTION** (*Information item only*)

**New Exemption**

American Institute of Holy Land Studies, Sherwood, Arkansas

Bachelor of Religious Education in Middle Eastern History  
Master of Religious Education in Middle Eastern History

## LETTERS OF INTENT

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The Arkansas Department of Higher Education received the following notifications from July 20, 2006, through October 11, 2006.

### ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University—Beebe

Associate of Applied Science and Technical Certificate in Creative Arts Enterprise

Arkansas State University—Jonesboro

Master of Science in Education in Special Education Instructional Specialist P-4 by distance technology

Master of Science in Education in Special Education Instructional Specialist 4-12 by distance technology

Associate of Applied Science and Technical Certificate in Advanced Manufacturing Technology at Mid-South Community College, Arkansas Northeastern College, Arkansas State University—Newport, East Arkansas Community College, and Phillips Community College of the University of Arkansas

Cossatot Community College of the University of Arkansas

Technical Certificate in Cosmetology

East Arkansas Community College

Associate of Applied Science in Medical Assisting Technology

Southern Arkansas University—Magnolia

Master of Science in Agriculture

University of Arkansas at Pine Bluff

Master of Science in Agricultural Regulations  
Master of Arts in Teaching

University of Arkansas Community College at Hope

Associate of Applied Science in Health Professions

University of Central Arkansas

Doctor of Philosophy in Leadership Studies

## **INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

Grand Canyon University, Phoenix, Arizona

Initial Certification - Online

Master of Arts in Teaching

Master of Education in Curriculum and Instruction (Reading and Technology Option)

Master of Education in Educational Administration (Organizational  
Leadership and School Leadership Options)

Master of Education in Elementary Education

Master of Education in Secondary Education

Master of Special Education

Master of Education in Teaching English to Speakers of Other Languages

ITT Technical Institute, Little Rock, Arkansas

Recertification

Associate of Applied Science Computer Drafting and Design

Associate of Applied Science Computer and Electronic Engineering Technology

Associate of Applied Science Information Technology

Bachelor of Science in Business Administration

Bachelor of Science in Business Accounting Technology

Bachelor of Science in Criminal Justice

Missouri Southern State University, Joplin, Missouri

Initial Certification – Distance Delivery

Bachelor of Science in Business Administration

Nova Southeastern University, Fort Lauderdale, Florida

Decertification – Distance Delivery

Doctor of Business Administration

Regis University, Denver, Colorado

Initial Certification – Distance Delivery

Master of Education

St. Gregory's University, Shawnee, Oklahoma

Decertification

Undergraduate theology courses offered in Arkansas

White River School of Massage, Fayetteville, Arkansas  
Initial Certification  
Associate of Occupational Studies in Medical Assisting  
Associate of Occupational Studies in Criminal Justice