

The seal of the State of Arkansas is a circular emblem. It features a central figure, likely a personification of Justice or Liberty, holding a scale and a sword. The figure is surrounded by a wreath and a banner. The outer ring of the seal contains the text "GREAT SEAL OF THE STATE OF ARKANSAS".

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

April 24, 2009

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

**Southern Arkansas University Tech
REL Tech Engineering Building Auditorium (TE-100)
SAU Tech Station
East Camden, AR 71711**

SCHEDULE

Friday, April 24, 2009

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

**Finance Committee
9:15 a.m.**

**Convene Coordinating Board Meeting
*10:00 a.m.**

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, April 24, 2009
10:00 a.m.**

**Southern Arkansas University Tech
REL Tech Engineering Building Auditorium
(TE-100)**

AGENDA

I. EXECUTIVE

- *1. Approve Minutes of the January 29, 2009 Special Meeting and January 30, 2009 Regular Meeting
- *2. Annual Report on Student Retention and Graduation (Mr. Rick Jenkins)
- *3. Annual Report on Retention and Graduation of Intercollegiate Athletes (Mr. Jenkins)
- *4. Annual Report on Productivity of Recently Approved Programs (Mr. Jenkins)
- 5. Agency Updates (Dr. Jim Purcell)

II. ACADEMIC

- *6. New Program: Doctor of Philosophy in Criminal Justice at the University of Arkansas at Little Rock (Ms. Cynthia Moten)
- *7. New Program: Associate of Applied Science in Culinary Arts at Cossatot Community College of the University of Arkansas (Ms. Lillian Williams)
- *8. New Program: Associate of Applied Science in Culinary Management at Arkansas Tech University (Ms. Williams)
- *9. New Program: Technical Certificate in Computer Forensics via Distance Technology by Rich Mountain Community College (Ms. Williams)
- *10. New Program: Associate of Applied Science in Power Plant Technology at the University of Arkansas Community College at Hope (Ms. Alana Boles)

- *11. New Program: Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Renewable Energy Technology at Phillips Community College of the University of Arkansas, Arkansas Northeastern College, Arkansas State University-Newport, East Arkansas Community College, and Mid-South Community College (Ms. Boles)
- *12. Institutional Certification Advisory Committee Report and Resolutions (Ms. Zanette Douglas)
- 13. Letters of Notification (Ms. Jeanne Jones)
- 14. Letters of Intent (Ms. Boles)

III. FINANCE

- *15. Economic Feasibility of Bond for Arkansas Tech University (Ms. Charlette Moore)
- *16. Economic Feasibility of Bond for Southern Arkansas University (Ms. Moore)
- *17. Revisions to Higher Education Projects (Dr. Stanley Williams)
- *18. Distribution of Mineral Lease Funds (Dr. Williams)

ACADEMIC COMMITTEE

Arkansas Higher Education Coordinating Board
Southern Arkansas University Tech
East Camden, AR 71711
Friday, April 24, 2009
8:30 a.m.

Academic Committee

Dr. Dan Grant, Chair
Dr. Charles Allen
Jodie Carter

Phil Ford
Dr. Lynda Johnson
Bob Burns, Ex officio

CONSENT AGENDA

- *6. New Program: Doctor of Philosophy in Criminal Justice at the University of Arkansas at Little Rock (Ms. Cynthia Moten)
- *7. New Program: Associate of Applied Science in Culinary Arts at Cossatot Community College of the University of Arkansas (Ms. Lillian Williams)
- *8. New Program: Associate of Applied Science in Culinary Management at Arkansas Tech University (Ms. Williams)
- *9. New Program: Technical Certificate in Computer Forensics via Distance Technology by Rich Mountain Community College (Ms. Williams)
- *10. New Program: Associate of Applied Science in Power Plant Technology at the University of Arkansas Community College at Hope (Ms. Alana Boles)
- *11. New Program: Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Renewable Energy Technology at Phillips Community College of the University of Arkansas, Arkansas Northeastern College, Arkansas State University-Newport, East Arkansas Community College, and Mid-South Community College (Ms. Boles)
- *12. Institutional Certification Advisory Committee Report and Resolutions (Ms. Zanette Douglas)
- 13. Letters of Notification (Ms. Jeanne Jones)
- 14. Letters of Intent (Ms. Boles)

*Numbers refer to main agenda.

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Southern Arkansas University Tech
East Camden, AR 71711
Friday, April 24, 2009
9:15 a.m.**

Finance Committee

Steve Luelf, Chair
Dr. Joe Bennett
Dr. Olin Cook
Bob Crafton

Kaneaster Hodges
David Leech
Bob L. Burns, Ex officio

AGENDA

- *15. Economic Feasibility of Bond for Arkansas Tech University (Ms. Charlette Moore)
- *16. Economic Feasibility of Bond for Southern Arkansas University (Ms. Moore)
- *17. Revisions to Higher Education Projects (Dr. Stanley Williams)
- *18. Distribution of Mineral Lease Funds (Dr. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
January 29, 2009

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Thursday, January 29, 2009 at the Cooperative Extension Service Center in Little Rock. Chairman Leech called the meeting to order at 4:00 p.m. with a quorum present.

Coordinating Board present:

David Leech, Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Bob L. Burns
Dr. Olin Cook
Phil Ford
Dr. Dan Grant
Kaneaster Hodges

Coordinating Board absent:

Dr. Joe Bennett
Jodie Carter
Steve Luef

Department staff present:

Dr. Jim Purcell, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler, Associate Director for Academic Affairs
Dr. Stanley Williams, Senior Associate Director for Finance
Rick Jenkins, Associate Director for Planning and Accountability
Brooks Harrington, Assistant Director for Planning and Accountability
Cynthia Moten, Coordinator of Academic Programs
Jeanne Jones, Coordinator of Academic Programs
Zanette Douglas, Coordinator of Institutional Certification
Jeanie Toombs, Data Research Accountability Coordinator
Ashley Pettingill, Coordinator of Institutional Finance
Charlette Moore, Coordinator of Institutional Finance
Chandra Robinson, Financial Manager
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

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

Chairman Leech thanked presidents and chancellors for attending the Special Board meeting and invited everyone to share in a reception/dinner hosted by

Arkansas Business Publishing Group and Capsearch, immediately following the adjournment of the meeting.

Agenda Item No. 1
Appointment of Nominating Committee

Chairman David Leech appointed members of the Arkansas Higher Education Coordinating Board nominating committee. The nominating committee will recommend Board officers for 2009-10 at the January 30 meeting. The members included: Kaneaster Hodges (Chair), Dr. Dan Grant and Dr. Lynda Johnson.

Agenda Items No. 2 - 4
State Rankings, Measuring Up Report Card 2008,
and Legislative Updates

Dr. Purcell began by breaking down Arkansas's rankings. He noted that Arkansas is second in the nation in the percentage of grandparents responsible for their grandchildren, seventh in the percentage of people 65 years and over below the poverty level, and second in the percentage of people 65 years and over with a disability. Arkansas has an aging population. Will Arkansas be able to meet their care and health needs, and how does/will this impact our workforce asked Dr. Purcell.

Dr. Purcell explained that at the other end of the spectrum, Arkansas is third in the nation in the percentage of children under 18 years old below the poverty level and sixteenth in the percentage of households with one or more people under 18 years old. Arkansas has a large population of young people and many of them live in poverty said Dr. Purcell. The question is will we prepare them with the skills necessary to enable social and economic success?

After providing more statistics, Dr. Purcell said that Arkansas has to produce more adults with degrees even though the resources aren't readily available. Low tuition, enhanced scholarships and incentives are a couple of things that Arkansas can do, said Dr. Purcell.

Dr. Purcell said that Arkansas has made strides in preparing young people for college, though compared with other states its performance is only fair. While high school students have improved substantially on Advanced Placement tests, their scores still remain low. He noted that the Measuring Up 2008 State Report Card on Higher Education gives Arkansas an F for affordability. The report states that poor and working-class families must devote 24% of their income, even after aid, to pay for costs at public four-year colleges. However, Arkansas is the best-performing state in the share of income needed to pay for public two-year colleges.

Arkansas is currently producing 11,186 bachelor degrees per year and at this rate of production Arkansas will have 337,256 citizens with bachelor's degrees by 2015, explained Dr. Purcell. However, to reach the SREB average, Arkansas must increase the current production of bachelor's degrees by 64% (7,098 more graduates per year).

Dr. Purcell said that Arkansas can do plenty to improve our performance. More accountability, oversight, repercussions, incentives connected to student success, remove impediments to student success, and target particular workforce needs, to name a few.

Dr. Steve Floyd provided an update on the legislative session noting that ADHE has been heavily involved in the lottery scholarship legislation. After reviewing filed bills related to higher education, Dr. Purcell gave an overview of the House Economic Stimulus package.

Dr. Joel Anderson asked if ADHE could ask legislators to add in the language that if one of the lottery scholarships has leftover money at the end of the year, ADHE wouldn't be required to go back to the legislators to move the funds from one scholarship fund to another.

Dr. Alan Sugg commented that he believes Dr. Purcell is moving in the right direction in terms of being more productive and producing more degrees. However, it seems like all anyone ever hears is bad things about higher education in Arkansas. He noted that there has been a steady growth in the number of Bachelor and Associate degrees awarded in Arkansas since 1998. In closing, Dr. Sugg stated that every once in awhile, it's good to hear some good news about the progress made in Arkansas higher education. Dr. Lynda Johnson thanked Dr. Sugg for bringing some positive information.

Several AHECB members voiced concern regarding the lottery scholarship funding. Dr. Purcell explained that ADHE staff have been doing projections for the Governor's Office and are doing everything possible to make sure that there is enough aid for the program to be successful.

With no further comments, the meeting adjourned at 5:45 p.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
January 30, 2009**

Minutes of Meeting

The January 30, 2009, regular meeting of the Arkansas Higher Education Coordinating Board was held at the Cooperative Extension Service Center in Little Rock. Chairman Leech called the meeting to order at 10:00 a.m. with a quorum present.

Coordinating Board present:

David Leech, Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Bob L. Burns
Jodie Carter
Dr. Olin Cook
Phil Ford
Dr. Dan Grant
Kaneaster Hodges

Coordinating Board absent:

Dr. Joe Bennett
Steve Luelf

Department staff present:

Dr. Jim Purcell, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler, Associate Director for Academic Affairs
Dr. Stanley Williams, Senior Associate Director for Finance
Rick Jenkins, Associate Director for Planning and Accountability
Brooks Harrington, Assistant Director for Planning and Accountability
Cynthia Moten, Coordinator of Academic Programs
Jeanne Jones, Coordinator of Academic Programs
Zanette Douglas, Coordinator of Institutional Certification
Jeanie Toombs, Data Research Accountability Coordinator
Lawrence Graves, STAR Program Recruiter
Ashley Pettingill, Coordinator of Institutional Finance
Charlette Moore, Coordinator of Institutional Finance
Chandra Robinson, Financial Manager
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

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

Dr. Jim Purcell welcomed presidents and chancellors to the Coordinating Board meeting and thanked Arkansas Business Publishing Group, Capsearch, Stone

Ward, and Combs and Company for sponsoring the meeting and activities. He also thanked the Cooperative Extension Service Center for allowing the meetings to be held in their facilities. Next, Dr. Purcell congratulated the University of Arkansas at Pine Bluff (UAPB) for making the front page of the Chronicle for Higher Education and provided AHECB members with a copy of the article. The UAPB band was among the dozen college bands honoring President Barack Obama in the inauguration parade. He then introduced several new ADHE staff members; Rick Jenkins, Associate Director for Planning and Accountability; Brooks Harrington, Assistant Director for Planning and Accountability; Lawrence Graves, STAR Program Recruiter and College Access Challenge Grant Coordinator; Chandra Robinson, Financial Officer for Institutional Finance; and Jeanie Toombs, CPI Data Research Accountability Coordinator.

Chairman David Leech introduced Emily Jordan-Cox, Deputy Policy Advisor for Higher Education in the Governor's office and Heather Gage, the Department of Education Special Advisor and Liaison for Higher Education. Chairman Leech announced that Dr. Dusty Johnston would be leaving Ozarka College and would be the new President at Vernon College in Vernon, Texas on March 1, 2009.

Former AHECB Chairman Dick Trammel was unable to attend the Coordinating Board meeting due to unexpected circumstances. Chairman Leech announced that Mr. Trammel would be honored at the April AHECB meeting.

Agenda Item No. 1
Approval of Minutes

Kaneaster Hodges moved to approve Agenda Item No. 1. Dr. Lynda Johnson seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Report of Nominating Committee
for 2009-10 Board Officers

The Nominating Committee (Chair Kaneaster Hodges, Dr. Dan Grant and Dr. Lynda Johnson) recommended the slate of Board officers for 2009-10;

Steve Luelf as the Finance Committee Chair, Dr. Dan Grant as the Academic Committee Chair, Dr. Charles Allen as Secretary, David Leech as Vice Chair, and Dr. Bob Burns as Chair.

Kaneaster Hodges moved to approve Agenda Item No. 2. Phil Ford seconded the motion and the Board unanimously approved.

Agenda Item No. 3
Approval of Reimbursement of Expenses for
Members of the Higher Education Coordinating Board and
Institutional Certification Advisory Committee

Although members of the Arkansas Higher Education Coordinating Board and its Institutional Certification Advisory Committee (ICAC) by law serve without compensation, they may receive expense reimbursement for performing official duties after following certain procedures set out by Act 1211 of 1995 (A.C.A. §25-16-901 et seq.).

Because Act 1211 of 1995 (A.C.A. §25-16-901 et seq.) is the sole authority for expense reimbursement, it is necessary for the Coordinating Board to adopt a resolution authorizing expense reimbursement for board members and members of the ICAC. The following resolution is presented for the Coordinating Board's consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board, by a majority vote of its total membership, authorizes expense reimbursement for each board member and member of the ICAC for performing official board duties.

FURTHER RESOLVED, That the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Department of Higher Education to send a copy of this resolution to the Department of Finance and Administration to notify that agency of compliance with Act 1211 of 1995.

Kaneaster Hodges moved to approve Agenda Item No. 3. Dr. Olin Cook seconded the motion and the Board unanimously approved.

Agenda Item No. 4
Higher Education Participation in
Arkansas Early College High School
AP/Concurrent Course Delivery

In 2007, ADHE authorized a pilot program to run through May 2009 that allowed for the teaching of concurrent enrollment and AP courses simultaneously. The most ambitious implementation of the pilot program has been the delivery of these blended courses via distance technology by the Arkansas Early College High School (AECCHS) housed at the Southeast Arkansas Education Service Cooperative in Monticello.

After receiving many complaints, ADHE requested that the Arkansas Division of Legislative Audit investigate the program. The Division of Legislative Audit's report clearly outlines issues associated with the AECHS approach.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the ADHE Executive Staff recommendation that Arkansas public colleges and universities will not participate with AECHS in the delivery of blended AP/concurrent courses for college credit via AECHS after May 30, 2009.

FURTHER RESOLVED, That Arkansas colleges and universities will not participate with AECHS in the offering of single courses for multiple higher education institutions after May 30, 2009.

FURTHER RESOLVED, That ADHE staff will review, in cooperation with ADE, other blended AP/concurrent offerings throughout the state to determine if these programs are pedagogically appropriate and in keeping with the ADHE guidelines contained in this agenda item.

FURTHER RESOLVED, That the pilot report deadline will be extended from its initial due date of May 2009 (AHECB Policy 5.16) to May 2011 which will provide for the continuation of the statewide blended AP/concurrent course pilot program for a minimum of two years.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the resolution to each president and chancellor.

Chairman Leech asked if this proposal had already been run by presidents and chancellors. Dr. Purcell explained that presidents and chancellors reviewed this agenda item at the January 13 Presidents Council meeting and were in general agreement.

Dr. Lynda Johnson asked if students would still be required to take AP exams or would they be eliminated because of concurrent courses. Dr. Purcell said that concurrent issues need to be addressed and he will be working with presidents and chancellors over the next year to address them.

Dr. Jack Lassiter said that there has been a lot of confusion and he believes there needs to be some clarity. He said we are not just talking about AP courses but concurrent enrollment as well. The fear in Southeast Arkansas is that the Coordinating Board is doing away with the Early College High School program, which is not true. Dr. Lassiter commended Dr. Purcell and encouraged the adoption of the standards set forth in the proposed policy. In closing, Dr. Lassiter

expressed concern for the number of students withdrawing from classes because of the incorrect information being spread by the media.

Dr. Dan Grant thanked Dr. Lassiter for his comments and added that he has always been a proponent of giving high school students the opportunity to take college courses. He stated that several of the Coops are doing excellent work; however, they are not colleges or universities. We need colleges and universities to continue supervising these programs said Dr. Grant.

Dr. Dan Grant moved to approve Agenda Item No. 4. Dr. Olin Cook seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Annual Report on First-Year Student
Remediation for Fall 2008

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or its equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 5-A and 5-B offer a general overview of remediation in Arkansas public higher education, while Tables 5-C, 5-D, and 5-E provide institutional detail by discipline for fall terms 2006 through 2008. In all tables, remediation data are based on students who meet two criteria: not meeting the board's cut-off sub-score(s) and being assigned to developmental-level coursework.

In fall 2008, Arkansas's public institutions enrolled 23,040 first-time students. Of this total, 2,572 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking, or did not seek to enroll in college-level English and/or mathematics.

Agenda Item No. 6
Fall 2008 Annual Enrollment Report

Rick Jenkins presented summary and detailed information about annual student enrollment. He noted the total, on-schedule enrollment for fall 2008 in all sectors of Arkansas higher education (public universities, public colleges, and independent colleges and universities) was 155,353 students; representing a 1-year increase of students 3.6 percent.

On-campus, on-schedule enrollment for fall 2008 in all sectors of Arkansas higher education was 140,772 students; representing a 1-year increase of students 4.3 percent.

David Leech commented that he would've liked to have seen the graduation rates for the same period.

Agenda Item No. 7
Agency Updates

Dr. Steve Floyd presented information on the College Access Challenge Grant Program (CACGP). He explained that the CACGP is designed to help students, especially low income students and families to learn about, prepare for, and finance a postsecondary education. ADHE received \$706,129 from the U.S. Department of Education and an additional \$150,000 from the Winthrop Rockefeller Foundation for this program. Dr. Floyd explained that this has been a collaborative effort among several entities and the primary focus of the group is to promote College Awareness Week, High School Counselor Training, and Academic Preparation Grants.

After viewing the media promotions and television ads, Larry Graves presented each of the four Academic Preparation Grant winners a check for \$25,000. The winners were the Blytheville High School, Crossett High School, East Poinsett County High School, and Star City High School.

Agenda Item No. 8
Technical Certificate in Cosmetology Instructor
Ouachita Technical College

The administration and the Board of Trustees of Ouachita Technical College (OTC) request approval to offer the Technical Certificate in Cosmetology Instructor effective Spring 2009. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The OTC Board of Trustees approved the proposal on September 30, 2008. The program has been approved by the Arkansas State Board of Cosmetology.

The cosmetology instructor program is 24-semester credit hours and is composed of four new courses. The technical certificate provides the competencies and 600 clock hours required by the Cosmetology Board.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in cosmetology instructor (CIP 12.0413) at Ouachita Technical College, effective Spring 2009.

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 Ouachita Technical College of this approval.

Dr. Charles Allen moved to recommend Agenda Item No. 8 to the full Board for consideration. Dr. Lynda Johnson seconded and the Committee unanimously approved.

Agenda Item No. 9
Institutional Certification Advisory Committee
Report and Resolutions

The Institutional Certification Advisory Committee (ICAC) met on January 6, 2009. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

Recognition of Institutional Certification Advisory Committee Member
Dr. Walter Roettger, Lyon College, Batesville, Arkansas

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Dr. Walter Roettger for his service as a member of the Institutional Certification Advisory Committee.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this appreciation to Dr. Roettger.

Recommendation for Appointment of New Institutional Certification Advisory Committee Member
Mr. Jerol Swaim, Williams Baptist College, Walnut Ridge, Arkansas

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Mr. Jerol Swaim as a member of the Institutional Certification Advisory Committee. This term expires December 31, 2017.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to Mr. Jerol Swaim for his willingness to serve as a member of the Institutional Certification Advisory Committee.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this appreciation to Mr. Jerol Swaim.

Ecclesia College, Springdale, Arkansas

Initial Certification

Bachelor of Science in Emergency Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial certification to Ecclesia College, Springdale, Arkansas, to offer the following degree program to Arkansas citizens: Bachelor of Science in Emergency Management. The initial certification is for a period of two years and expires on January 30, 2011.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Ecclesia College, Springdale, Arkansas, that the certification of the 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 programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of Ecclesia College, Springdale, Arkansas, 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, Phoenix, Arizona

Recertification – Online

Master of Business Administration

Master of Science in Leadership

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants recertification to Grand Canyon University, Phoenix, Arizona, to offer the following degree programs by distance technology to Arkansas citizens: Master of Business Administration and Master of Science in Leadership. The recertification is for a period of two years and expires on January 30, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Grand Canyon University, Phoenix, Arizona, that the certification of the 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, Phoenix, Arizona, 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.

**Kaplan University, Davenport, Iowa
Initial Certification – Online**

Associate of Applied Science in Computer Information Systems
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Global Travel and Hospitality Management
Associate of Applied Science in Medical Assisting
Associate of Applied Science in Medical Office Management
Associate of Applied Science in Medical Transcription
Associate of Applied Science in Paralegal Studies
Master of Science in Criminal Justice

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Kaplan University, Davenport, Iowa, to offer the following degree programs by distance technology to Arkansas citizens: Associate of Applied Science in Computer Information Systems, Associate of Applied Science in Criminal Justice, Associate of Applied Science in Global Travel and Hospitality Management, Associate of Applied Science in Medical Assisting, Associate of Applied Science in Medical Office Management, Associate of Applied Science in Medical Transcription, Associate of Applied Science in Paralegal Studies, and Master of Science in Criminal Justice. The certification is for a period of two years and expires on January 30, 2011.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Kaplan University, Davenport, Iowa, that the certification of the 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 Kaplan University, Davenport, Iowa, 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 9-5 of the Agenda book.

Dr. Grant asked why the Coordinating Board was being asked to approve a Bachelor of Science in Emergency Management program from a private Arkansas institution. Cynthia Moten explained that the private colleges in existence in 1975 were grandfathered in by the law that covers institutional certification. Any institution established after 1975 must go through the certification process.

Dr. Grant expressed concern regarding Grand Canyon University's online course interaction being asynchronous. Ms. Douglas explained that if ADHE had found that this form of teaching was not conducive to the students, ADHE would not recommend program approval.

Jodie Carter moved to recommend Agenda Item No. 9 to the full Board for consideration. Dr. Charles Allen seconded and the Committee unanimously approved.

Agenda Item No. 10 and 11
Letters of Notification and Letters of Intent

The Department of Higher Education received notice from 27 institutions on programs not requiring Board action.

Notification was received on 15 items requiring Board action. During this period, the Institutional Certification Advisory Committee received notice of requests from 13 out-of-state institutions to offer degree programs to Arkansas residents. The program notice list appears in the Letters of Notification on pages 10-1 through 10-7 and in the Letters of Intent on pages 11-1 through 11-6 of the agenda book.

Agenda Item No. 12
Economic Feasibility of Bond
Arkansas State University

The Arkansas State University System (ASUS) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$9.5 million with a term of

up to thirty (30) years with an estimated annual interest rate of 5.50 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas State University Board of Trustees approved this bond financing at its meeting on December 12, 2008.

The auxiliary bond issue will be approximately \$9.5 million with an estimated annual debt service of \$653,700. Proceeds from this issue will be used to finance the following projects and activities on the Jonesboro campus: (1) the construction and furnishing of two new 50-bed residence halls, (2) the construction of a commons building for an existing campus apartment complex, (3) deferred maintenance projects in existing residence halls, (4) funds for a debt service reserve for this issue, and (5) capitalized interest for the first year's debt service on this issue. Coordinating Board policy regarding debt service for auxiliary projects requires that annual net auxiliary revenues before debt should be no less than one hundred and twenty percent (120%) of total annual auxiliary debt service requirements. Additionally, Coordinating Board policy requires a plan be developed for ongoing maintenance for any new facilities constructed with bond proceeds. The Jonesboro campus has established and funded an annual budget provision for maintenance of its housing facilities equivalent to approximately 5 percent of its annual housing operations budget.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas State University System to issue bonds for approximately \$9.5 million with a term of up to 30 years at an estimated annual interest rate of 5.50% for the construction and furnishing of two new 50-bed residence halls and a commons building for an existing campus apartment complex, deferred maintenance projects in existing residence halls, and other related expenses of these projects.

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 the Trustees of Arkansas State University System and the President of Arkansas State University System of the Coordinating Board's resolution.

Kaneaster Hodges moved to recommend Agenda Item No. 12 to the full Board for consideration. Dr. Olin Cook seconded and the Committee unanimously approved.

Agenda Item No. 13
Economic Feasibility of Bond
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 \$24.54 million with a term of 25 years at an estimated annual interest rate of approximately 6.05 percent.

Proceeds from the bond issue will be used for auxiliary purposes. The University of Arkansas Board of Trustees approved this action at its meeting held on November 21, 2008.

The auxiliary bond issue will be approximately \$24.54 million with annual debt service of \$1.9 million. Proceeds from this issue will be used to construct and equip a 400-bed student housing complex. 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. Additionally, Coordinating Board policy requires a plan be developed for ongoing maintenance for any new facilities constructed with bond proceeds. The University of Arkansas at Fort Smith has established a facility renewal fund and will set aside no less than 3 percent of housing revenue each year.

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 \$24.54 million for a period of up to 25 years at an estimated annual interest rate of approximately 6.05% for auxiliary purposes as requested by UAFS for the construction of a student housing 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.

Chairman Leech questioned where the 3 percent housing revenue would be held. Dr. Paul Beran, UAFS Chancellor, explained that the 3 percent would be held in their auxiliary budget specifically to maintain their housing complexes.

Kaneaster Hodges asked if the 3 percent were unspent each year, then would the funds be held over. Dr. Beran said the unspent funds would be held over.

Kaneaster Hodges commended UAFS for establishing a facility renewal fund.

Kaneaster Hodges moved to recommend Agenda Item No. 13 to the full Board for consideration. Dr. Olin Cook seconded and the Committee unanimously approved.

Agenda Item No. 14
Economic Feasibility of Loan
University of Arkansas at Monticello

University of Arkansas at Monticello requests approval of a loan of \$1,000,000 with a term of 10 years at an annual interest rate not to exceed 0.53 percent. Proceeds

will be used to fund deferred maintenance and energy savings projects on the Monticello campus. The University of Arkansas Board of Trustees approved the college's loan application on November 21, 2008.

The debt service on the loan will be supported by tuition and fee revenue. Coordinating Board policy regarding debt service for educational and general (E&G) projects provides that a maximum of 25 percent of tuition and fee revenue may be pledged to debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Revolving Loan Fund to the University of Arkansas at Monticello for \$1,000,000 with a term of 10 years at an annual interest rate not to exceed 0.53 percent to fund deferred maintenance and energy savings projects.

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 the University of Arkansas and the Chancellor of University of Arkansas at Monticello of the Coordinating Board's resolution.

Chairman Leech asked if UAM would be receiving funds from the economic stimulus package. Dr. Jack Lassiter said that if UAM receives additional funds from the stimulus package they would probably come back before the Board to lower the amount of this request.

Kaneaster Hodges moved to recommend Agenda Item No. 14 to the full Board for consideration. Dr. Olin Cook seconded and the Committee unanimously approved.

Executive Session

Chairman Leech moved to declare the meeting in Executive Session for the purpose of discussing the job performance of ADHE Director Dr. Jim Purcell. No action was taken.

Chairman Leech said that Dr. Purcell was given an A+ by the Board for having an outstanding first year at the Department of Higher Education.

Report of the Committees

Dr. Dan Grant presented the report of the Academic Committee and moved approval of Agenda Items 8 & 9. Dr. Lynda Johnson seconded the motion and the Board unanimously approved.

Chairman Leech presented the report of the Finance Committee and moved approval of Agenda Items 12-14. Dr. Olin Cook seconded the motion and the Board unanimously approved.

Chairman Leech opened the floor for public comments. There were none.

Dr. Purcell announced that Trustees Day would be held on February 18, 2009, in conjunction with the Annual Trustee Conference at the Wyndham Riverfront Hotel in North Little Rock.

Chairman Leech announced that the next Coordinating Board meeting would be held at Southern Arkansas University Tech in Camden on April 24, 2009.

With no further comments, the meeting adjourned at 12:15 p.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

Statewide retention and graduation information for students entering Arkansas public higher education in fall 1992 through 2007 is presented in this report for both the state and institutional levels. ADHE's Student Information System (SIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation as well as Act 267 of 1989. SIS tracks student enrollments and completions for multiple years at their originating or native campus, as well as in other public and independent institutions within the state. NOTE: UAFS became a university on January 1, 2002 and has been changed to the university sector throughout this agenda item.

Methodology and Definitions

Retention and graduation rates are based on enrollment and completion activities for cohorts of first-time, full-time, degree-seeking students who began in fall semesters, 1992 through 2007. The percentages in the attached tables indicate the proportion of the original cohort that was retained or completed a program of study. Retention rates are differentiated according to whether the accomplishment occurred at either the original institution (identified as the native location) or at another in-state public or independent institution (identified as the cumulative rate). The same reporting scheme is used again for identifying a student's status at six years after entry (for universities) and three years after entry (for colleges). These time intervals mark the commonly recognized "150 percent" point after entry for evaluating student success in completing the baccalaureate or associate degree respectively.

Since its inception in 1992, the ADHE Graduation Rate Study has counted as completers those students who complete their degree or certificate by the end of June of the sixth year for universities and by the end of June of the third year for colleges. The IPEDS Graduation Rate Study has been different since the late 1990s in that students who complete by the end of August are counted as completers. Accordingly, the ADHE study under-reports the statewide graduation rate by a small amount, by 0.6% for the 2000 cohort year. For institutions, under-reporting due to this definitional difference ranges from approximately one percentage point to no change.

For each year, the same question is asked: ***"What percentage of the original cohort has completed a degree or certificate program or re-enrolled?"*** Students awarded a certificate or degree are considered a success and are no longer included in any subsequent year's reporting, regardless of whether (s)he is retained and/or completes another degree. This manner of counting students is consistent with federal reporting as part of Student-Right-to-Know legislation.

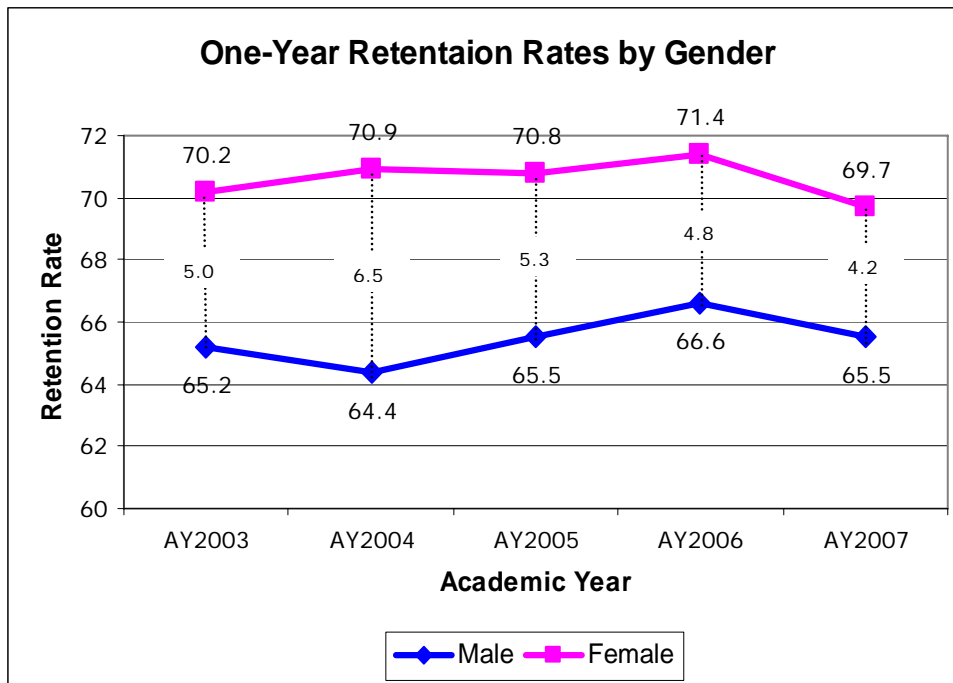
It is important to keep in mind that, while the original cohorts are based on students who begin full-time, they may or may not be enrolled full-time for any subsequent term, thereby potentially extending the time to graduation. It also should be noted that the data are simply indicators of student enrollment and not student progression. One should not conclude that, because a given percentage of a cohort is retained after two years, for example, an equal percentage has achieved upper-division status. Finally, while students are tracked between in-state institutions, they are not tracked across state lines.

STATEWIDE AND INSTITUTIONAL DATA ON RETENTION RATES

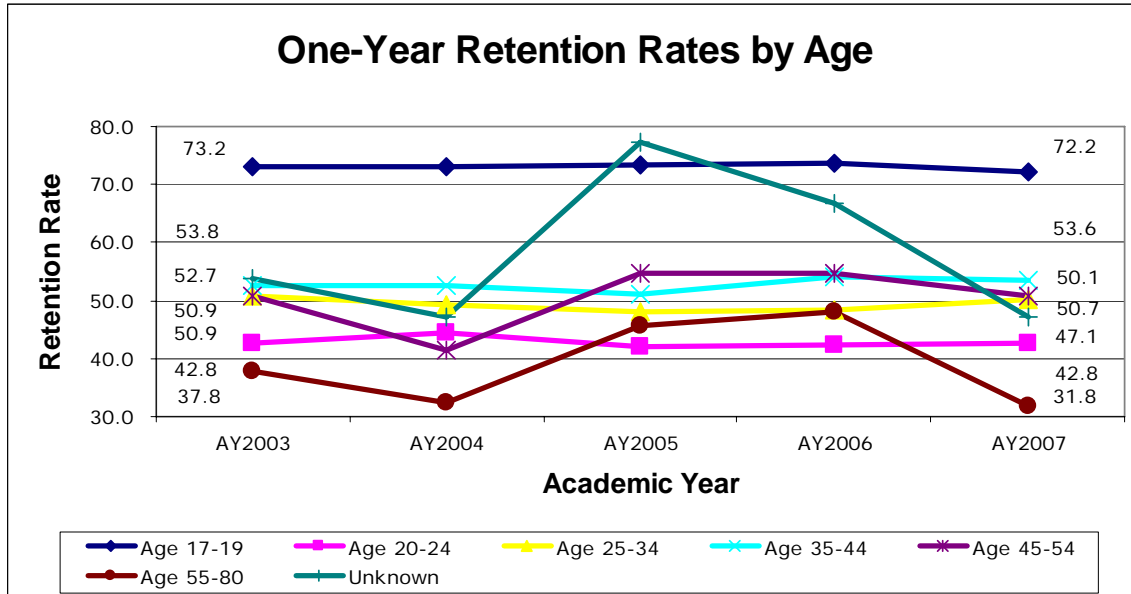
Statewide Overview

Attachment 2-A presents statewide one-year retention rates for each of the entering cohorts and then tracks them for up to six years. Attachment 2-E provides similar data according to each cohort’s demographic characteristics of gender, race, and age.

- For the public universities and colleges collectively, the one-year cumulative retention rate for the 2007 cohort is 67.8 percent, 1.4 percentage points lower than last year.
- The one-year retention rate for women in the 2007 cohort is 69.7percent, which is higher than the men at 65.5 percent. The gap of 4.2 percentage points has narrowed from a high of 6.5 percentage points in 2004.



- The one-year retention rate was highest for (1) Asians/Pacific Islanders (72.5%) followed by (2) Whites (69.5%), (3) unknown races (65.7%), (4) Hispanic (66.2%), (5) American Indians/Alaskan Natives (64.6%), (6) Blacks (62.7%), and (7) non-resident aliens (45.0%).
- The highest one-year retention rate (72.2 percent) by age is associated with students aged 17 - 19 years.



University Summary

Attachment 2-C includes the retention information for the public universities and Attachment 2-G provides similar data by race, gender, and age.

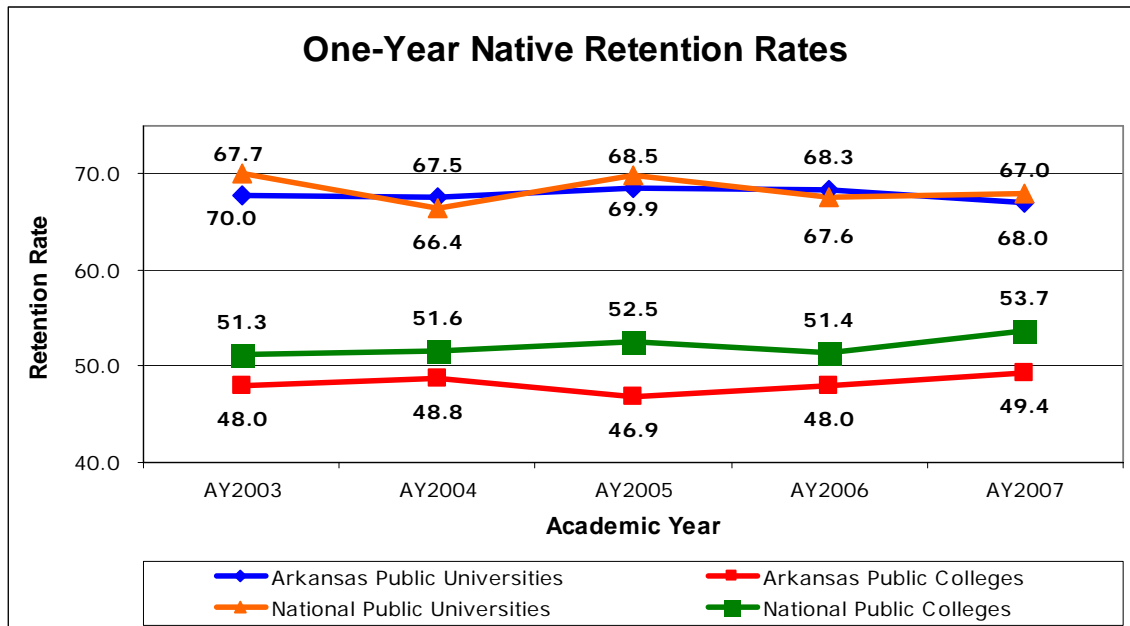
- The one-year native retention rate for the 2007 cohort at the universities is 67.0 percent, which is 1.3 percentage points less than the previous year and 0.7 percentage points less than five years ago. The national trend for university one-year retention rates increased from last year by 0.4 percentage points to 68.0 percent, but decreased by 2.0 percentage points from five years ago (<http://www.act.org/research/policymakers/reports/retain.html>).
- The highest 2007 native one-year retention rate of 80.2 percent was documented for the University of Arkansas, Fayetteville. Additionally, the largest improvement in the 2007 one-year retention rate of 2.9 percentage points was reported for University of Arkansas at Pine Bluff.
- For the 2007 entering cohort, the Student Information System located 8.3 percent of those students enrolled the subsequent year at some Arkansas institution other than their original institution.

- When the 2007 Arkansas native university retention rate and the transfer retention rate are added together, a cumulative, one-year retention rate of 75.4 percent is achieved. This is a decrease of 1.6 percentage points from the previous year.

College Summary

Attachment 2-B includes the retention rates for the public colleges and Attachment 2-F provides similar data by race, gender, and age.

- The one-year native retention rate for the 2007 cohort at the colleges is 49.4 percent, an increase of 1.4 percentage points since the previous year and an increase of 1.4 percentage points from five years ago. The national trend for college one-year retention rates increased from last year by 2.3 percentage points to 53.7 percent, and increased by 2.4 percentage points from five years ago (<http://www.act.org/research/policymakers/reports/retain.html>).
- Additionally, 4.6 percent of the cohort enrolled in another public or independent college or university during the first year for a cumulative retention rate of 54.0 percent.
- Phillips Community College of the University of Arkansas has the highest 2007 one-year native retention rate at 57.4 percent and 9 other colleges have native retention rates of 50 percent or higher. Additionally, the largest improvement in the 2007 one-year retention rate of 16.7 percentage points was reported for Southern Arkansas University-Tech.

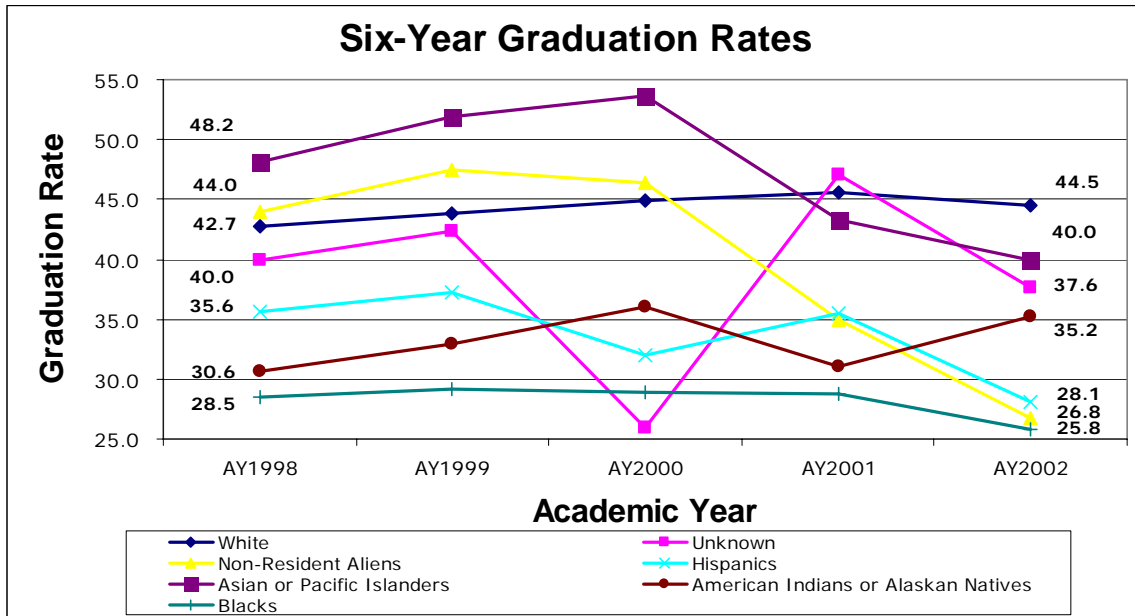


STATEWIDE AND INSTITUTIONAL DATA ON GRADUATION RATES

Statewide Overview

Attachment 2-D presents statewide cumulative graduation rates of first-time freshmen for each of the cohorts after six years and Attachment 2-H provides similar data by race, gender, and age.

- The six-year graduation rate for women in the 2002 cohort is 43.6 percent, which is 2.3 percentage points lower than last year’s cohort. The six-year graduation rate for men in the same cohort was 35.8 percent, which is 1.3 percentage points lower than last year’s cohort.
- The highest six-year graduation rate for the 2002 cohort was among (1) white students at 44.5 percent followed by (2) Asian or Pacific Islander (40.0), (3) unknown races (37.6), (4) American Indian or Alaskan Native (35.2), (5) Hispanics (28.1), (6) non-resident aliens (26.8) and (7) Black students (25.8).



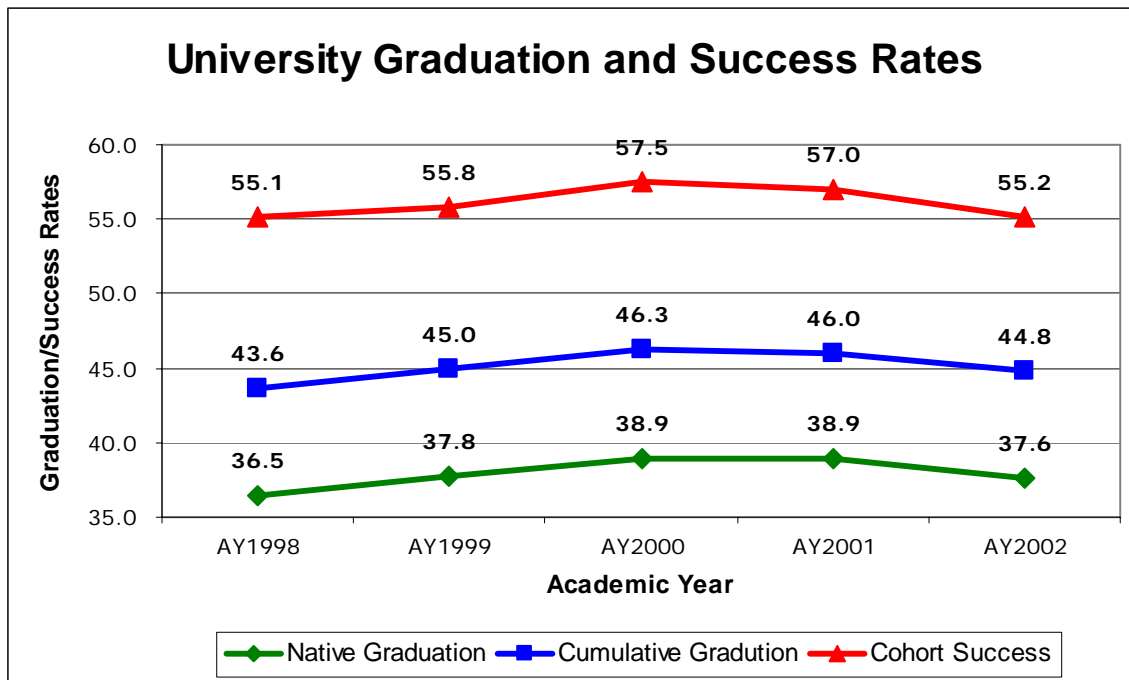
- The highest six-year graduation rate (43.8 percent) by age is associated with students aged 17 - 19 years.

University Summary

Attachment 2-C includes the graduation information for the public universities and Attachment 2-G provides similar data by race, gender, and age.

- The cumulative 6-year graduation rate for the universities’ 2002 entering cohort at native and transfer institutions is 44.8 percent, a decrease of 1.2 percentage points from the previous year.

- The native six-year graduation rate is 37.6 percent, a decrease of 1.3 percentage points from last year and an increase of 1.1 percentage points from five years ago. The National Center for Higher Education Management Systems (NCHEMS) reports a national native six-year graduation rate for universities, including both public and private institutions, of 54.3 percent (www.higheredinfo.org). The highest cumulative graduation rate is 59.8 percent for the University of Arkansas, Fayetteville, followed by the University of Central Arkansas at 49.8 percent.
- Cohort success rates are defined as the sum of the graduation rate plus the percentage of students still enrolled. This measure gives a picture of what future graduation rates might be beyond the 150 percent method. Both the University of Arkansas, Fayetteville and the University of Central Arkansas have a success rate above 60 percent. Collectively, 10.4 percent of the university cohort is still enrolled after the sixth year. Although the statewide success rate for the universities decreased 1.8 percentage points from last year to 55.2 percent, it is still above the 55.1 percent rate from five years ago.



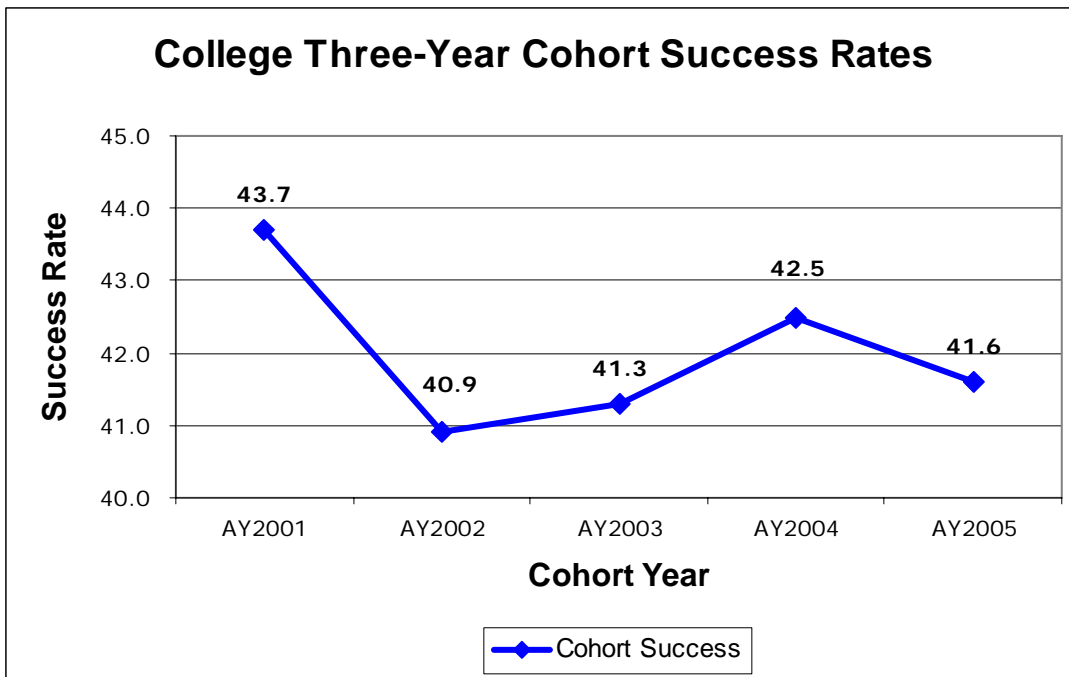
College Summary

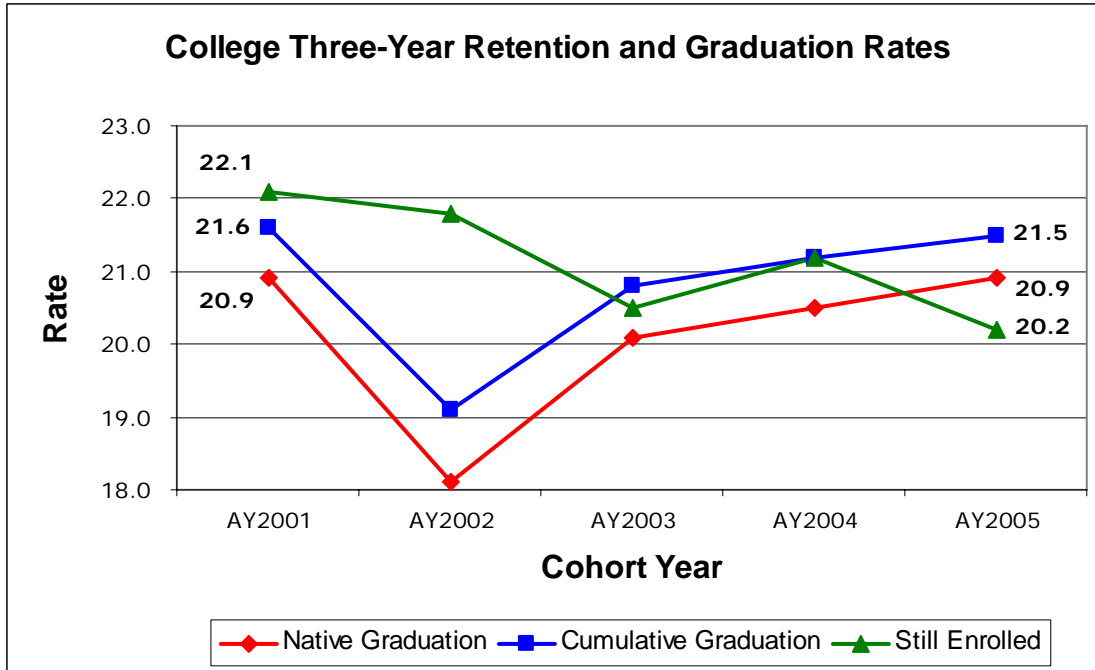
Attachment 2-B includes the graduation rates for the public two-year colleges and Attachment 2-F provides similar data by race, gender, and age.

- As for cumulative graduation rates at the colleges, SIS has tracked cohorts to their 150 percent time for completion. The most recent cohort is 2005, and 21.5 percent completed a degree or certificate within three years while an

additional 20.2 percent continue to be enrolled. These totals are based on activity at both the native and transfer institutions.

- The native three-year graduation rate for colleges is 20.9 percent, an increase of 0.4 percentage points from last year and the same as five years ago. The National Center for Higher Education Management Systems (NCHEMS) reports a national native three-year graduation rate for colleges, including both public and private institutions, of 29.3 percent (www.higheredinfo.org).
- Southern Arkansas University – Tech produced the highest native graduation rate of 43.8 percent, followed by Arkansas State University - Beebe with 33.9 percent and University of Arkansas Community College at Hope with 30.5 percent.
- Success Rates are defined as the sum of the graduation rate plus the three-year retention rate. This measure gives a picture of what future graduation rates might be beyond the 150 percent method. Four colleges have success above 50 percent – Southern Arkansas University – Tech (56.3 percent), Arkansas State University – Beebe (54.2 percent), Cossatot Community College of the University of Arkansas (52.0 percent), and Black River Technical College (50.8 percent). The statewide average is 41.6 percent.





Success Rates by Gender, Race, and Age

Success rates are the sum of the graduation rate and the retention (still enrolled) rate. Success rates essentially mean that the student has completed their degree or is still working on it.

- Gender: When looking at the six-year success rate of the 2002 cohort, Female students have the higher success rate with 53.3 percent whereas Male students succeed at a rate of 45.1 percent).
- Race: When looking at the six-year success rate of the 2002 cohort, Asian or Pacific Islander students (55.1 percent) have the highest rate followed by White students (53.5 percent), unknown race students (48.7 percent), American Indian or Alaskan Native students (40.8 percent), Hispanic students (40.2 percent), Black students (37.7 percent), and non-resident aliens (26.8 percent).
- Age: Students aged 17-19 have the highest six-year success rate at 54.1 percent followed by Age 35-44 students (42.8 percent), Age 45-54 students (39.0 percent), Age Unknown students (35.3 percent), Age 25-34 students (33.5 percent), Age 20-24 students (29.2 percent), and Age 55-80 students (22.2 percent).

The attachments to this report include:

- Attachment 2-A – One-Year Retention Rates for All Arkansas Public Colleges and Universities by Institution (through the Fall 2008 Cohort)
- Attachment 2-B – Three-Year Graduation Rates for All Arkansas Public Two-Year Colleges (through the Fall 2005 Cohort)
- Attachment 2-C – Six-Year Graduation Rates for All Arkansas Public Four-Year Universities (through the Fall 2002 Cohort)
- Attachment 2-D – Six-Year Graduation Rates for All Public Universities and Colleges (through the Fall 2002 Cohort)
- Attachment 2-E– One-Year Retention Rates for All Arkansas Public Colleges and Universities by Institution by Gender, Race, and Age (through the Fall 2008 Cohort)
- Attachment 2-F– Three-Year Graduation Rates for All Arkansas Public Two-Year Colleges by Institution by Gender, Race, and Age (through the Fall 2005 Cohort)
- Attachment 2-G– Six-Year Graduation Rates for All Arkansas Public Four-Year Universities by Institution by Gender, Race, and Age (through the Fall 2002 Cohort)
- Attachment 2-H – Six-Year Graduation Rates for All Arkansas Public Universities and Colleges by Institution by Gender, Race, and Age (through the Fall 2002 Cohort)

ADHE Executive Staff recommend that the AHECB accept this report. However, because retention and graduation rates have remained consistent over the last several years, and the probability that they will play a role in future performance funding models, policies and strategies affecting retention and completion may need further review to make greater strides in improving these rates.

**RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 2007 ENTERING COHORTS**

AFTER YEAR ONE																
Fall Cohort			NATIVE					TRANSFER					Annual Reten.		Cumul. Grad.	Cohort Success
Institution	Year	#	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Reten.	Grad.	Success	
Public Four-Year																
ASUJ	2007	1,666	67.9	0	0	0	0	8.0	0.2	0.1	0	0	75.9	0.2	76.1	
ATU	2007	1,552	64.6	0.6	0	0	0	10.2	0	0	0	0	74.9	0.6	75.5	
HSU	2007	786	55.0	0	0	0	0	11.7	0	0	0	0	66.7	0	66.7	
SAUM	2007	528	56.1	0	0	0	0	6.3	0	0	0	0	62.3	0	62.3	
UAF	2007	2,879	80.2	0	0	0	0	6.3	0	0	0	0	86.4	0	86.5	
UAFS	2007	853	60.0	0.9	0	0	0	7.5	0	0	0	0	67.5	0.9	68.5	
UALR	2007	814	61.5	0	0	0	0	9.7	0	0	0	0	71.3	0	71.3	
UAM	2007	619	45.4	5.0	0	0	0	7.9	0.2	0	0	0	53.3	5.2	58.5	
UAPB	2007	788	59.9	0	0	0	0	4.8	0	0	0	0	64.7	0	64.7	
UCA	2007	1,763	72.2	0	0	0	0	11.1	0.2	0	0	0	83.3	0.2	83.4	
TOTAL	2007	12,248	67.0	0.4	0	0	0	8.3	0.1	0	0	0	75.4	0.5	75.8	
Public Two-Year																
ANC	2007	286	41.3	8.4	0	0	0	3.5	0	0	0	0	44.8	8.4	53.1	
ASUB	2007	766	52.0	9.1	0.1	0	0	4.6	0.1	0	0	0	56.5	9.4	65.9	
ASUMH	2007	193	47.2	10.4	0	0	0	1.6	0	0	0	0	48.7	10.4	59.1	
ASUN	2007	121	39.7	0	0.8	0	0	5.0	0.8	0	0	0	44.6	1.7	46.3	
BRTC	2007	435	50.6	11.5	0	0	0	2.3	0.5	0	0	0	52.9	12.0	64.8	
CCCUA	2007	133	50.4	4.5	0	0	0	6.8	0	0	0	0	57.1	4.5	61.7	
EACC	2007	247	53.8	0	0	0	0	6.1	0	0	0	0	59.9	0	59.9	
MSCC	2007	150	42.0	0	0	0	0	4.7	0	0	0	0	46.7	0	46.7	
NPCC	2007	307	48.5	8.8	0	0	0	2.9	0	0	0	0	51.5	8.8	60.3	
NAC	2007	400	51.5	4.0	0	0	0	5.3	0	0	0	0	56.8	4.0	60.8	
NWACC	2007	656	55.5	0.6	0	0	0	4.3	0.2	0	0	0	59.8	0.8	60.5	
OTC	2007	151	36.4	11.9	0	0	0	10.6	0.7	0	0	0	47.0	12.6	59.6	
OZC	2007	214	50.9	3.3	0	0	0	5.6	0.5	0	0	0	56.5	3.7	60.3	
PCCUA	2007	122	57.4	2.5	0	0	0	6.6	0	0	0	0	63.9	2.5	66.4	
PTC	2007	892	52.9	3.4	0	0	0	4.1	0	0	0	0	57.1	3.4	60.4	
RMCC	2007	115	44.3	1.7	0	0	0	7.0	0	0	0	0	51.3	1.7	53.0	
SACC	2007	127	52.0	3.1	0	0	0	7.9	0	0	0	0	59.8	3.1	63.0	
SEAC	2007	215	43.3	1.4	0	0	0	4.2	0	0	0	0	47.4	1.4	48.8	
SAUT	2007	196	42.9	12.8	0	0	0	3.6	0	0	0	0	46.4	12.8	59.2	
UACCB	2007	220	43.6	18.2	0	0	0	3.2	0.5	0	0	0	46.8	18.6	65.5	
UACCH	2007	249	44.2	4.8	0	0	0	2.0	0	0	0	0	46.2	4.8	51.0	
UACCM	2007	483	48.4	1.9	0.2	0	0	7.0	0	0	0	0	55.5	2.1	57.6	
TOTAL	2007	6,678	49.4	5.5	0	0	0	4.6	0.1	0	0	0	54.0	5.7	59.7	
TOTAL	2007	18,926	60.8	2.2	0	0	0	7.0	0.1	0	0	0	67.8	2.3	70.1	

**RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 2005 ENTERING COHORTS**

AFTER YEAR THREE																
Fall Cohort			NATIVE					TRANSFER					Annual Reten.	Cumul. Grad.	Cohort Success	
Institution	Year	#	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.				
Public Two-Year																
ANC	2005	335	9.0	9.0	10.1	0	0	6.0	0	0	0	0	0	14.9	19.1	34.0
ASUB	2005	755	10.1	14.3	19.6	0	0	9.4	0.3	0.5	0	0	0	19.5	34.7	54.2
ASUM	2005	180	7.2	5.0	16.1	0	0	8.3	0	0	0	0	0	15.6	21.1	36.7
ASUN	2005	107	4.7	19.6	7.5	0	0	3.7	0.9	0	0	0	0	8.4	28.0	36.4
BRTC	2005	311	10.0	18.3	8.7	0	0	13.5	0.3	0	0	0	0	23.5	27.3	50.8
CCCU	2005	100	19.0	14.0	12.0	0	0	6.0	1.0	0	0	0	0	25.0	27.0	52.0
EACC	2005	231	11.3	4.3	13.4	0	0	3.9	0.4	0	0	0	0	15.2	18.2	33.3
MSCC	2005	128	16.4	0.8	7.8	0	0	7.8	0	0	0	0	0	24.2	8.6	32.8
NPCC	2005	286	11.9	16.4	5.2	0	0	5.9	1.0	0	0	0	0	17.8	22.7	40.6
NAC	2005	382	6.8	12.6	12.8	0	0	11.8	0.3	0.3	0	0	0	18.6	25.9	44.5
NWAC	2005	516	20.3	2.7	6.0	0	0	10.9	0	0	0	0	0	31.2	8.7	39.9
OTC	2005	176	6.3	18.8	4.0	0	0	10.2	0	1.1	0	0	0	16.5	23.9	40.3
OZC	2005	182	11.0	9.9	8.8	0	0	3.8	2.2	0	0	0	0	14.8	20.9	35.7
PCCU	2005	199	10.6	9.5	7.0	0	0	9.0	0	0	0	0	0	19.6	16.6	36.2
PTC	2005	994	16.1	10.6	4.9	0	0	8.0	0.5	0	0	0	0	24.1	16.0	40.1
RMCC	2005	122	9.0	7.4	10.7	0	0	5.7	1.6	0	0	0	0	14.8	19.7	34.4
SACC	2005	106	12.3	17.0	5.7	0	0	2.8	0	0	0	0	0	15.1	22.6	37.7
SEAC	2005	172	11.6	12.2	5.2	0	0	7.6	0.6	0	0	0	0	19.2	18.0	37.2
SAUT	2005	144	5.6	31.3	12.5	0	0	6.3	0.7	0	0	0	0	11.8	44.4	56.3
UACC	2005	142	15.5	12.7	9.2	0	0	5.6	1.4	0.7	0	0	0	21.1	23.9	45.1
UACC	2005	187	9.1	21.9	8.6	0	0	5.3	0.5	0	0	0	0	14.4	31.0	45.5
UACC	2005	424	11.1	7.1	4.7	0	0	9.9	0.5	0	0	0	0	21.0	12.3	33.3
TOTAL	2005	6,179	11.9	11.6	9.3	0	0	8.3	0.5	0.1	0	0	0	20.2	21.5	41.6

**RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS UNIVERSITIES, FALL 2002 ENTERING COHORTS**

AFTER YEAR SIX															
Fall Cohort			NATIVE				TRANSFER				Annual Cumul. Cohort				
Institution	Year	#	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Reten.	Grad.	Success
Public Four-Year															
ASUJ	2002	1,546	5.9	0.5	1.9	0	36.4	4.3	1.4	2.9	0	3.6	10.2	46.7	56.9
ATU	2002	1,170	4.0	0.5	2.2	0	35.4	4.7	0.9	2.5	0	5.9	8.7	47.4	56.2
HSU	2002	618	4.9	0	0	0	32.2	5.2	1.0	2.9	0	5.2	10.0	41.3	51.3
SAUM	2002	579	3.6	0	3.1	0	26.8	4.7	1.2	2.9	0	3.5	8.3	37.5	45.8
UAF	2002	2,157	5.0	0	0	0	54.6	4.2	0.3	1.4	0	3.5	9.1	59.8	68.9
UAFS	2002	1,040	8.2	1.9	23.1	0	1.8	2.3	1.7	0.8	0	4.7	10.5	34.0	44.5
UALR	2002	739	10.3	0	2.2	0	17.9	8.0	2.2	2.4	0	2.2	18.3	26.8	45.1
UAM	2002	528	3.2	1.3	15.3	0	11.2	4.2	1.5	0.9	0	4.0	7.4	34.3	41.7
UAPB	2002	718	6.4	0	0	0	27.6	4.5	1.0	0.3	0	1.3	10.9	30.1	40.9
UCA	2002	1,766	4.5	0	0.8	0	39.9	6.8	1.3	3.0	0	4.8	11.3	49.8	61.2
TOTAL	2002	10,861	5.5	0.4	3.9	0	33.3	4.9	1.1	2.1	0	4.0	10.4	44.8	55.2

**RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS UNIVERSITIES, FALL 2002 ENTERING COHORTS**

AFTER YEAR SIX															
Institution	Fall Cohort		NATIVE					TRANSFER					Annual Reten.	Cumul. Grad.	Cohort Success
	Year	#	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.	Re-Enroll	Cert.	Assoc.	Adv C.	Bacc.			
Public Four-Year															
ASUJ	2002	1,546	5.9	0.5	1.9	0	36.4	4.3	1.4	2.9	0	3.6	10.2	46.7	56.9
ATU	2002	1,170	4.0	0.5	2.2	0	35.4	4.7	0.9	2.5	0	5.9	8.7	47.4	56.2
HSU	2002	618	4.9	0	0	0	32.2	5.2	1.0	2.9	0	5.2	10.0	41.3	51.3
SAUM	2002	579	3.6	0	3.1	0	26.8	4.7	1.2	2.9	0	3.5	8.3	37.5	45.8
UAF	2002	2,157	5.0	0	0	0	54.6	4.2	0.3	1.4	0	3.5	9.1	59.8	68.9
UAFS	2002	1,040	8.2	1.9	23.1	0	1.8	2.3	1.7	0.8	0	4.7	10.5	34.0	44.5
UALR	2002	739	10.3	0	2.2	0	17.9	8.0	2.2	2.4	0	2.2	18.3	26.8	45.1
UAM	2002	528	3.2	1.3	15.3	0	11.2	4.2	1.5	0.9	0	4.0	7.4	34.3	41.7
UAPB	2002	718	6.4	0	0	0	27.6	4.5	1.0	0.3	0	1.3	10.9	30.1	40.9
UCA	2002	1,766	4.5	0	0.8	0	39.9	6.8	1.3	3.0	0	4.8	11.3	49.8	61.2
TOTAL	2002	10,861	5.5	0.4	3.9	0	33.3	4.9	1.1	2.1	0	4.0	10.4	44.8	55.2
Public Two-Year															
ANC	2002	326	3.4	1.2	24.5	0	0	2.5	0.6	0.3	0	2.5	5.8	29.1	35.0
ASUB	2002	543	1.5	1.5	28.9	0	0	5.9	1.5	1.5	0	3.5	7.4	36.8	44.2
ASUMH	2002	192	3.1	6.3	16.1	0	0	2.1	2.1	2.1	0	7.3	5.2	33.9	39.1
ASUN	2002	82	0	6.1	34.1	0	0	3.7	3.7	1.2	0	2.4	3.7	47.6	51.2
BRTC	2002	311	4.5	17.4	18.3	0	0	2.6	0.3	0.3	0	4.2	7.1	40.5	47.6
CCCUA	2002	71	2.8	12.7	5.6	0	0	1.4	2.8	0	0	2.8	4.2	23.9	28.2
EACC	2002	246	4.9	0.4	15.0	0	0	4.1	0.8	0.4	0	3.7	8.9	20.3	29.3
MSCC	2002	38	7.9	0	13.2	0	0	7.9	0	0	0	0	15.8	13.2	28.9
NAC	2002	385	2.9	12.5	19.2	0	0	1.6	0.8	0.8	0	2.9	4.4	36.1	40.5
NPCC	2002	245	5.3	6.5	14.3	0	0	4.1	2.0	1.2	0	1.2	9.4	25.3	34.7
NWACC	2002	410	7.3	1.5	10.5	0	0	5.6	0	1.0	0	7.1	12.9	20.0	32.9
OTC	2002	222	5.0	8.6	11.7	0	0	4.5	0.9	0.9	0	2.7	9.5	24.8	34.2
OZC	2002	250	4.0	12.4	20.4	0	0	2.8	2.0	2.0	0	2.8	6.8	39.6	46.4
PCCUA	2002	200	2.5	10.0	20.0	0	0	3.5	1.0	0.5	0	2.0	6.0	33.5	39.5
PTC	2002	646	7.4	13.5	12.2	0	0	3.9	0.8	1.1	0	3.1	11.3	30.7	42.0
RMCC	2002	176	3.4	13.6	14.8	0	0	1.7	1.1	1.7	0	0.6	5.1	31.8	36.9
SACC	2002	161	3.1	7.5	16.8	0	0	5.6	2.5	1.9	0	1.2	8.7	29.8	38.5
SAUT	2002	139	0	5.8	25.9	0	0	3.6	1.4	1.4	0	0	3.6	34.5	38.1
SEAC	2002	319	3.8	14.7	13.8	0	0	6.9	0.9	0.3	0	1.6	10.7	31.3	42.0
UACCB	2002	164	1.8	17.1	12.8	0	0	1.2	3.0	2.4	0	3.0	3.0	38.4	41.5
UACCH	2002	223	2.7	12.1	13.0	0	0	4.0	1.3	1.8	0	4.0	6.7	32.3	39.0
UACCM	2002	377	2.4	10.6	13.3	0	0	7.2	0.8	1.6	0	3.4	9.5	29.7	39.3
TOTAL	2002	5,726	3.9	8.8	17.1	0	0	4.1	1.2	1.1	0	3.2	8.0	31.4	39.4
TOTAL	2002	16,587	5.0	3.3	8.5	0	21.8	4.6	1.1	1.7	0	3.7	9.6	40.2	49.8

**STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER AND RACE / ETHNICITY, FALL 2007 ENTERING COHORTS**

AFTER YEAR ONE									
Demographic Characteristic	Fall Cohort		First Year % Completed					Cumul. Grad.	Cohort Success
	Year	#	Re-Enroll	Certificate	Associate	Adv. Cert.	Baccalaureate		
PUBLIC TOTAL									
	2007	18,926	67.8	2.3	-	-	-	2.3	70.1
GENDER									
MALE	2007	8,432	65.5	3.1	-	-	-	3.1	68.5
FEMALE	2007	10,494	69.7	1.7	-	-	-	1.7	71.4
RACE									
AFRICAN - AMERICAN	2007	3,793	62.7	0.9	-	-	-	0.9	63.6
AMERICAN INDIAN	2007	246	64.6	0.8	-	-	-	0.8	65.4
ASIAN	2007	367	72.5	0.5	-	-	-	0.5	73.0
HISPANIC	2007	517	66.2	3.9	-	-	-	3.9	70.0
NON-RESIDENT ALIEN	2007	171	45.0	-	-	-	-	-	45.0
UNKNOWN	2007	181	65.7	1.7	-	-	-	1.7	67.4
WHITE	2007	13,651	69.5	2.7	-	-	-	2.8	72.3
AGE									
17-19	2007	15,682	72.2	1.1	0	0	0	1.2	73.4
20-24	2007	1,618	42.8	4.6	0	0	0	4.6	47.4
25-34	2007	953	50.1	9.2	0	0	0	9.2	59.3
35-44	2007	407	53.6	12.8	0	0	0	12.8	66.3
45-54	2007	205	50.7	11.7	0	0	0	11.7	62.4
55-80	2007	44	31.8	34.1	0	0	0	34.1	65.9
UNKNOWN	2007	17	47.1	5.9	0	0	0	5.9	52.9

**STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER AND RACE / ETHNICITY, FALL 2005 - 2005 ENTERING COHORTS**

AFTER YEAR THREE									
Demographic Characteristic	Fall Cohort		Cumulative % Completed					Cumul. Grad.	Cohort Success
	Year	#	Re-Enroll	Certificate	Associate	Adv. Cert.	Baccalaureate		
PUBLIC TWO YEAR COLLEGES									
	2005	6,179	20.2	12.0	9.4	0	0	21.5	41.6
GENDER									
MALE	2005	2,609	18.0	15.1	7.4	0	0	22.5	40.5
FEMALE	2005	3,570	21.8	9.8	10.9	0	0	20.7	42.5
RACE									
AFRICAN - AMERICAN	2005	1,207	20.1	7.0	3.3	0	0	10.4	30.5
AMERICAN INDIAN	2005	63	15.9	12.7	6.3	0	0	19.0	34.9
ASIAN	2005	62	24.2	11.3	14.5	0	0	25.8	50.0
HISPANIC	2005	152	26.3	9.9	14.5	0	0	24.3	50.7
UNKNOWN	2005	45	15.6	15.6	2.2	0	0	17.8	33.3
WHITE	2005	4,650	20.0	13.4	10.9	0	0	24.3	44.3
AGE									
17-19	2005	3,923	23.7	9.4	11.9	9.4	0	21.3	45.0
20-24	2005	1,029	13.1	12.7	3.0	12.7	0	15.7	28.9
25-34	2005	784	15.4	15.8	6.3	15.8	0	22.1	37.5
35-44	2005	299	15.4	25.8	7.4	25.8	0	33.1	48.5
45-54	2005	109	10.1	33.0	7.3	33.0	0	40.4	50.5
55-80	2005	17	5.9	41.2	5.9	41.2	0	47.1	52.9
UNKNOWN	2005	18	16.7	0	22.2	0	0	22.2	38.9

**STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER AND RACE / ETHNICITY, FALL 2002 ENTERING COHORTS**

AFTER YEAR SIX									
Demographic Characteristic	Fall Cohort		Cumulative % Completed					Cumul. Grad.	Cohort Success
	Year	#	Re-Enroll	Certificate	Associate	Adv. Cert.	Baccalaureate		
PUBLIC FOUR-YEAR UNIVERSITIES									
	2002	10,861	10.4	1.5	6.0	0	37.3	44.8	55.2
GENDER									
MALE	2002	4,884	10.6	1.1	4.1	0	33.9	39.1	49.8
FEMALE	2002	5,977	10.2	1.9	7.6	0	40.1	49.5	59.7
RACE									
AFRICAN - AMERICAN	2002	2,123	12.7	1.2	3.1	0	23.5	27.8	40.5
AMERICAN INDIAN	2002	116	5.2	2.6	6.9	0	33.6	43.1	48.3
ASIAN	2002	153	15.7	2.0	7.2	0	35.3	44.4	60.1
HISPANIC	2002	148	14.2	1.4	6.1	0	26.4	33.8	48.0
NON-RESIDENT ALIEN	2002	175	-	0	0.6	0	25.7	26.3	26.3
UNKNOWN	2002	148	9.5	2.7	2.0	0	37.8	42.6	52.0
WHITE	2002	7,998	9.9	1.6	6.9	0	41.5	50.0	60.0
AGE									
17-19	2002	9,778	10.6	1.5	6.0	1.5	40.2	47.7	58.3
20-24	2002	719	9.0	1.5	3.8	1.5	11.7	17.0	26.0
25-34	2002	275	8.7	2.2	8.0	2.2	8.4	18.5	27.3
35-44	2002	58	6.9	0.0	17.2	0.0	22.4	39.7	46.6
45-54	2002	23	0.0	4.3	4.3	4.3	17.4	26.1	26.1
55-80	2002	3	0.0	0.0	33.3	0.0	0.0	33.3	33.3
UNKNOWN	2002	5	0.0	0.0	0.0	0.0	20.0	20.0	20.0

**STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
BY GENDER AND RACE / ETHNICITY, FALL 2002 ENTERING COHORTS**

AFTER YEAR SIX									
Demographic Characteristic	Fall Cohort		Cumulative % Completed					Cumul. Grad.	Cohort Success
	Year	#	Re-Enroll	Certificate	Associate	Adv. Cert.	Baccalaureate		
PUBLIC UNIVERSITIES AND COLLEGES									
	2002	5,726	8.0	10.0	18.2	0	3.2	31.4	39.4
GENDER									
MALE	2002	2,359	6.7	9.6	15.9	0	3.4	28.9	35.6
FEMALE	2002	3,367	9.0	10.3	19.8	0	3.0	33.1	42.1
RACE									
AFRICAN - AMERICAN	2002	1,113	10.4	9.0	11.8	0	1.2	21.9	32.3
AMERICAN INDIAN	2002	63	6.3	6.3	9.5	0	4.8	20.6	27.0
ASIAN	2002	32	12.5	3.1	15.6	0	0	18.8	31.3
HISPANIC	2002	101	8.9	5.0	12.9	0	2.0	19.8	28.7
NON-RESIDENT ALIEN	2002	4	-	0	25.0	0	25.0	50.0	50.0
UNKNOWN	2002	41	17.1	4.9	12.2	0	2.4	19.5	36.6
WHITE	2002	4,372	7.3	10.5	20.2	0	3.7	34.4	41.7
AGE									
17-19	2002	3,489	9.5	7.3	21.1	7.3	4.4	32.8	42.3
20-24	2002	996	8.2	10.9	10.7	10.9	1.5	23.2	31.4
25-34	2002	757	4.1	15.9	14.9	15.9	0.9	31.7	35.8
35-44	2002	325	2.5	17.2	21.8	17.2	0.6	39.7	42.2
45-54	2002	123	3.3	23.6	13.0	23.6	1.6	38.2	41.5
55-80	2002	24	4.2	12.5	0.0	12.5	4.2	16.7	20.8
UNKNOWN	2002	12	16.7	8.3	8.3	8.3	8.3	25.0	41.7

ANNUAL REPORT ON RETENTION AND GRADUATION OF INTERCOLLEGIATE ATHLETES

This report complies with Act 267 of 1989 which requires reporting retention and graduation rates for entering freshmen who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System for first-time, full-time, degree-seeking student athletes participating in football, basketball (men's and women's), cross country/track programs and others sports programs. Information related to initial athletic scholarship status also is included. Attachments 3-A, 3-B and 3-C provides a statewide overview of athletic retention one year after entry, followed by institutional summaries at the one-year and six-year points after entry into college.

Methodology

Enrollment patterns over a six-year period have been followed for 15 student-athlete cohorts from the public universities, beginning in 1992-93. It should be noted that students continue to be tracked as part of the cohort group regardless of whether or not (s)he participated on an athletic team after the first year. For that reason, NCAA data may vary from this report. Institutional-level data also indicate the number of students who enrolled or completed a program of study at their original institution (native students) as required by Student-Right-to-Know legislation, as well as their success at an Arkansas public or independent transfer institution. NCAA data are based on enrollments and completions at the originating institution only. Additionally, NCAA data are based only on student-athletes receiving athletic aid.

The following table identifies the Arkansas public institutions that had first-time entering student athletes to report.

Arkansas Public Institutions Offering Athletics and Reporting First-Time Entering Student Athletes	Since AY 2003	For Reporting Year										
		Any Sport	Football	Basketball (Men's)	Basketball (Women's)	Baseball	Track/ Cross Country	Golf	Swimming	Tennis	Volleyball	Other
ASUJ (4)	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
ATU (4)	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y
HSU (4)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
SAUM (4)	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y
UAF (4)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
UAFS (4)	Y	Y	N	Y	Y	Y	N	N	N	N	Y	N
UALR (4)	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
UAM (4)	Y	Y	Y	Y	Y	Y	N	Y	N	N	N	Y
UAPB (4)	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
UCA (4)	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
NAC (2)	Y	Y	N	Y	Y	Y	N	N	N	N	N	Y
NPCC (2)	Y	N	N	N	N	N	N	N	N	N	N	N
UACCM (2)	Y	Y	N	N	N	N	N	Y	N	N	N	N

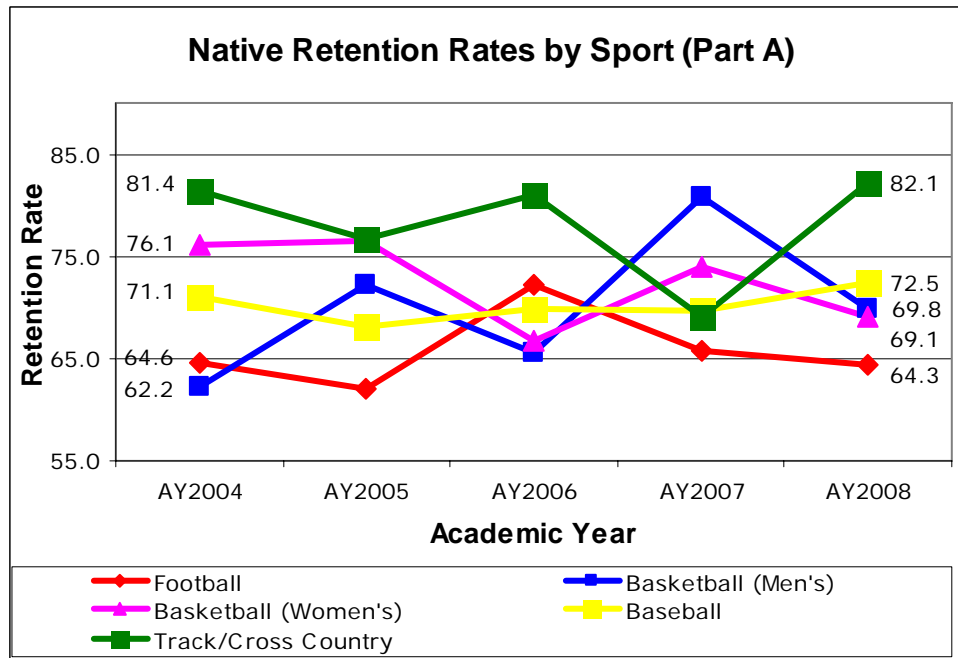
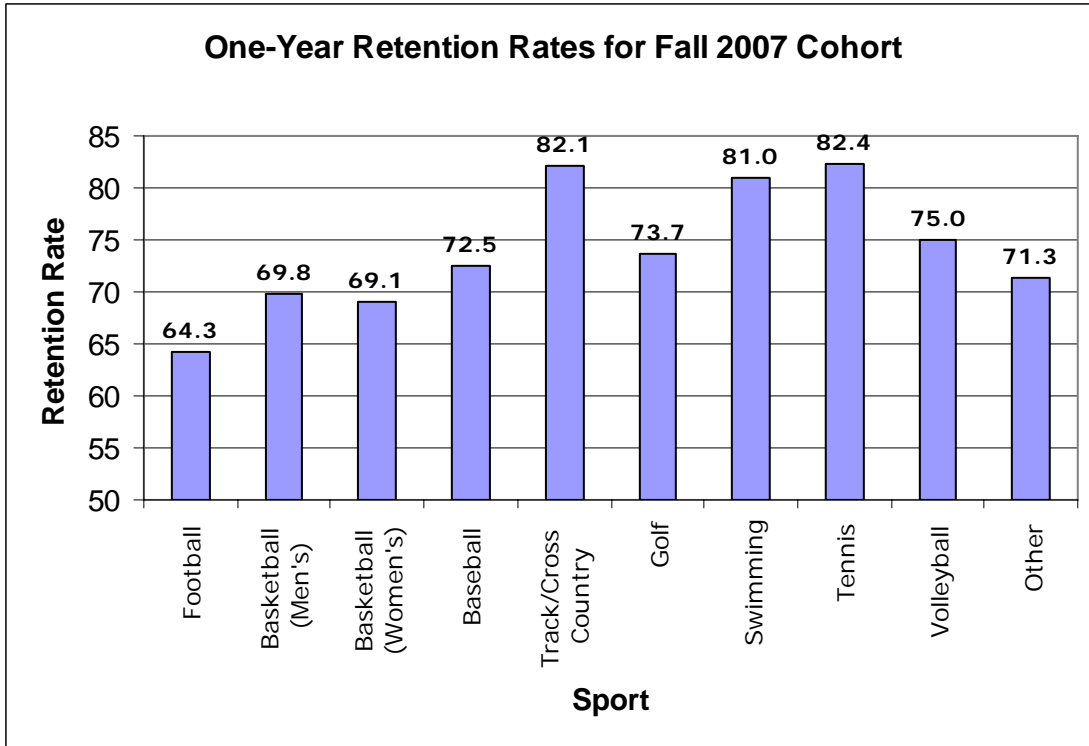
Y = Yes and N = No
(4) = 4-Year Universities and (2) = 2-Year Colleges

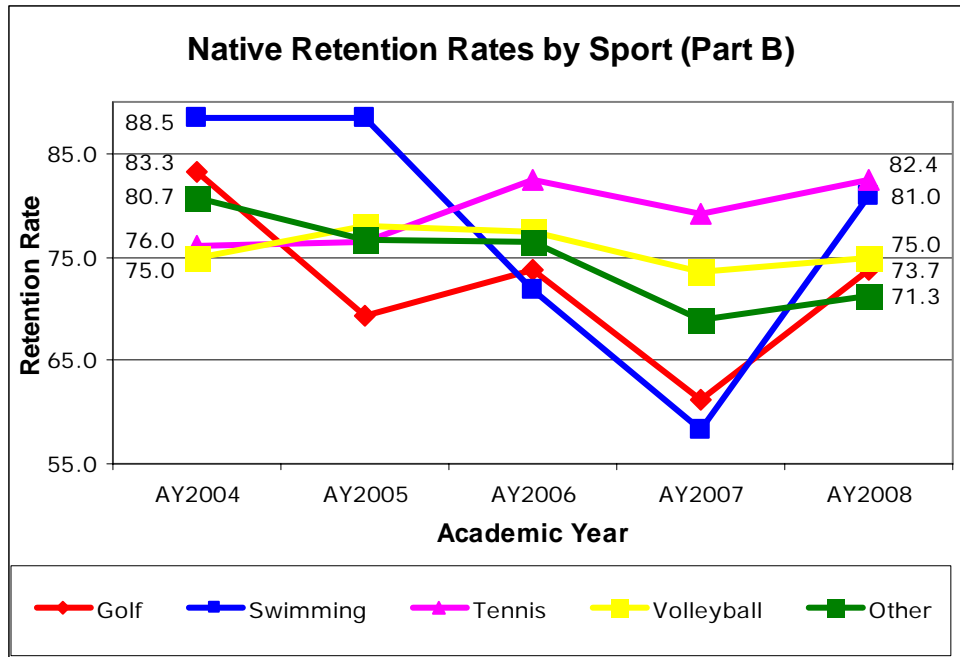
ATHLETIC RETENTION RATES

Statewide Overview

The following observations are based on Attachments 3-A, 3-B, and 3-C that present statewide summary data for the student-athlete cohorts entering during 1992-93 through 2007-08 academic years.

- For all institutions by sport, native retention rates for 2007-08 were highest for tennis (82.4 percent), followed by track/cross country (82.1 percent), and swimming (81.0 percent). Football had the lowest retention rate.
- The greatest changes in first-year native retention rates over one year was in swimming, which increased by 22.7 percentage points. Men's basketball decreased by 11.1 percentage points from the previous year. Although these appear to be significant changes, it should be noted that corresponding changes in the small athletic cohort numbers greatly impact the rate percentages.



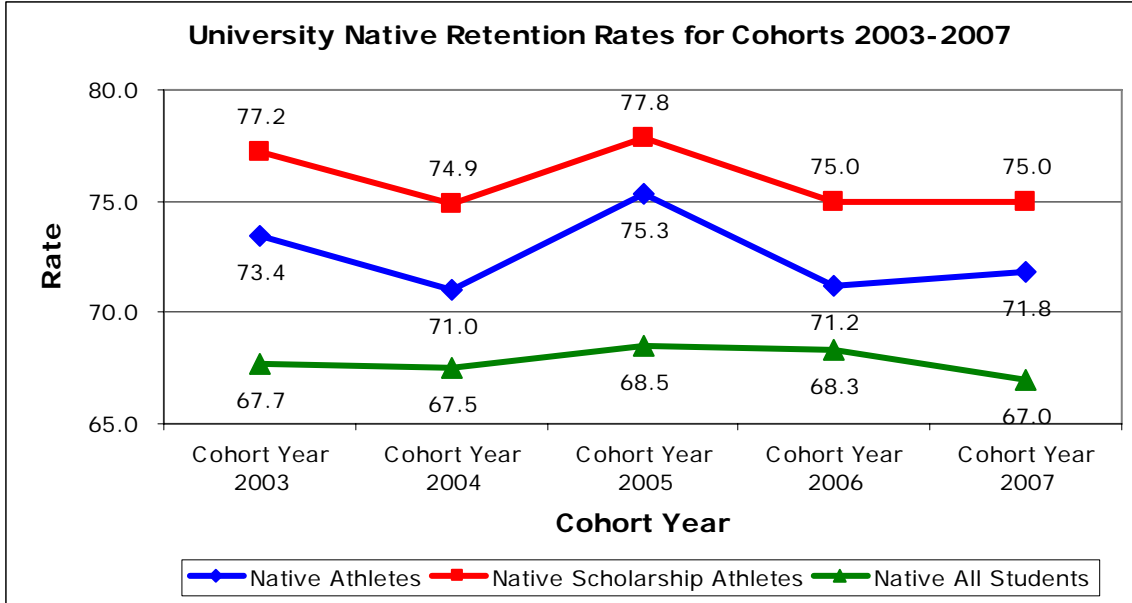


- First-year recipients of athletic aid in 2007-08 had a slightly higher native one-year retention rate (75.1 percent) than that for all native athletes (71.0 percent).

University Summary

The following observations for the athletic retention rates at Arkansas public **universities** are based on Attachment 3-B.

- The first-year native retention rate for all sports at public universities in 2007-08 is 71.8 percent, 0.6 percentage points higher than the previous year's cohort. Note that this rate slightly exceeds the statewide native retention rate for all entering students at all public universities (67.0 percent).

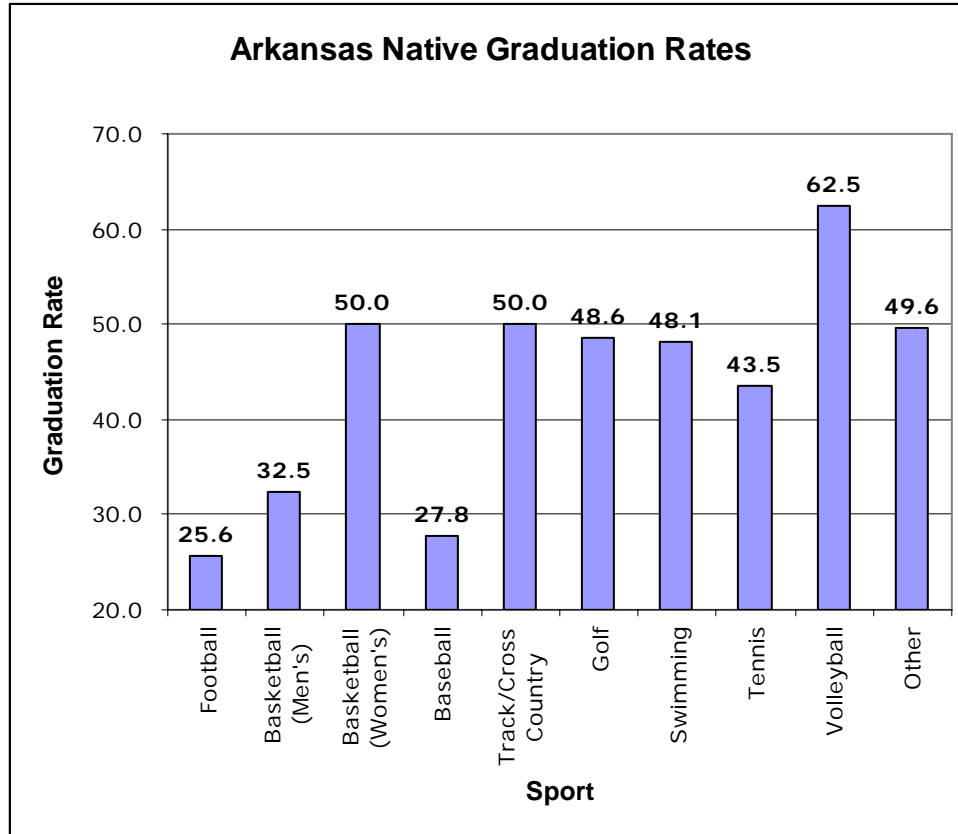


ATHLETIC GRADUATION RATES

Statewide Overview

The following observations are based on Attachments 3-A, 3-B, and 3-C that present statewide summary data for the student-athlete cohorts entering during 1992-93 through 2007-08.

- The native six-year graduation rate for athletic scholarship recipients in all sports for the 2002-2003 cohort was 40.7 percent, 1.4 percentage points lower than last year’s cohort.
- The statewide native six-year graduation rate for all athletes at all institutions was 38.3 percent. This is 0.9 percentage points higher than last year’s cohort.

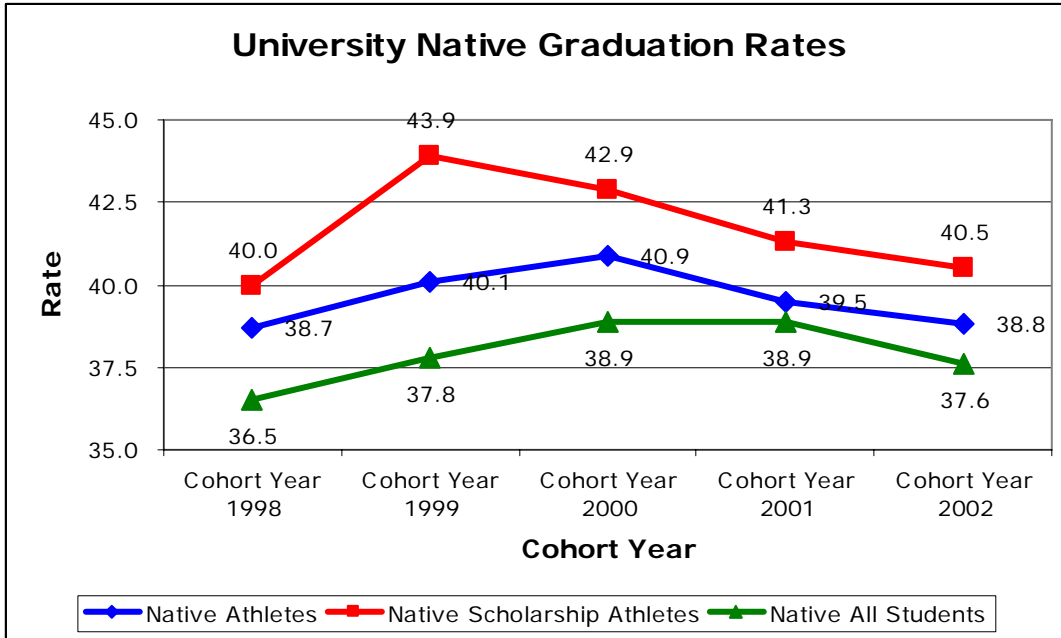


- The highest native six-year graduation rate was for athletes participating in volleyball (62.5 percent), followed by women’s basketball (50.0 percent) and track/cross country (50.0 percent).

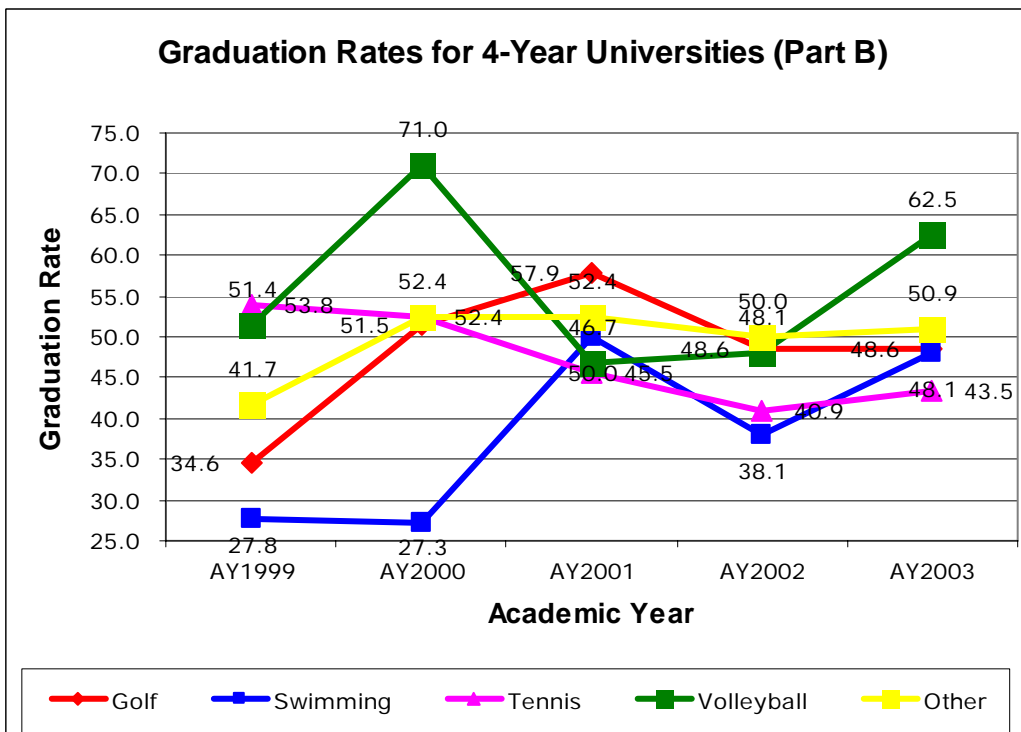
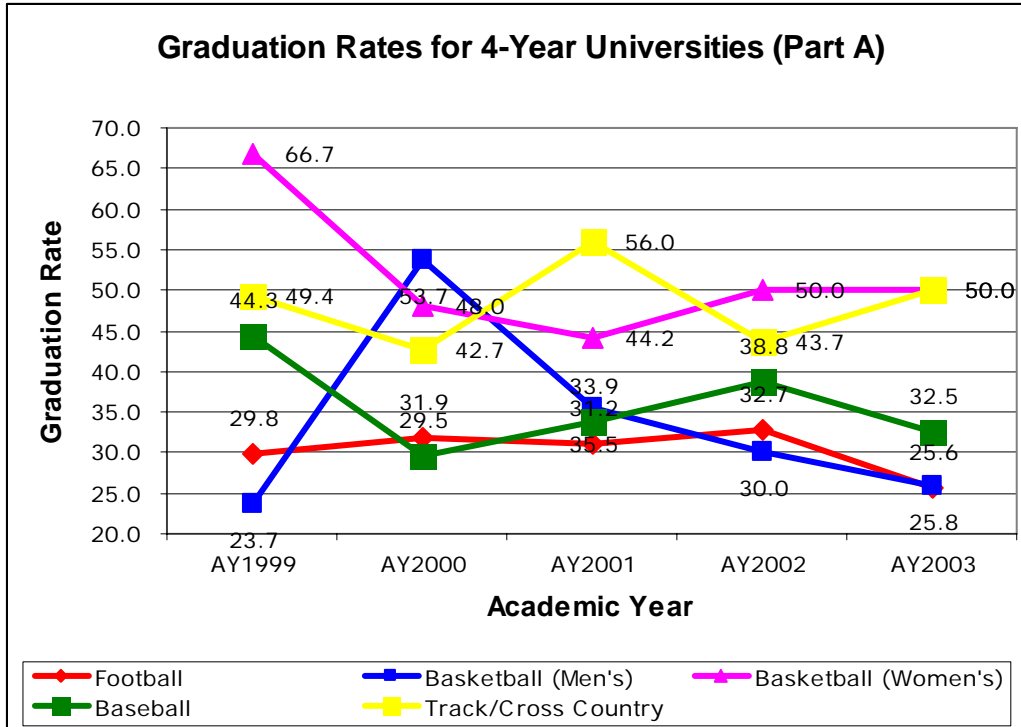
University Summary

The following observations for the athletic graduation rates at Arkansas public universities are based on Attachment 3-B.

- The statewide six-year university graduation rate across all sports at the native institution was 38.8 percent, a decrease of 0.7 percentage points. This compares to 40.5 percent for scholarship athletes and slightly exceeds the statewide native six-year graduation rate for all entering students at all public universities (37.6 percent).



- The 2007-2008 six-year national student athletic graduation rates reported by the National Collegiate Athletic Association for the 2000-01 cohorts of all division I schools--making no distinction for sport or demographics -- was 64 percent, while the student-athlete graduation rate for all division II schools was 55 percent.
- Native athletes participating in volleyball at public universities recorded the highest six-year graduation rate at 62.5 percent, followed by other sports at 50.9 percent.



Note: Students transferring to out-of-state institutions are not included in the transfer sections of the attached tables.

The attachments to this report include:

- Attachment 3-A – Athlete Retention and Graduation Rates by Sport for All Public Institutions
- Attachment 3-B – Athlete Retention and Graduation Rates by Sport for All Public 4-Year Universities
- Attachment 3-C – Athlete Retention and Graduation Rates by Sport for All Public 2-Year Colleges

ADHE Executive Staff recommend that the AHECB accept this report. However, because retention and graduation rates for all athletes and scholarship athletes have remained consistent over the last several years, policies and strategies affecting retention and completion of athletes may need further review to make greater improvement in these rates.

Retention and Graduation Rates of Student Athletes, including Overall and Scholarship Information, for the Cohort Year 2005-2006 (Fall 2005)

North Arkansas College	ALL ATHLETES												SCHOLARSHIP														
	Cohort #	Retained at Year One						Graduated by Year Three						Cohort #	Cohort %	Retained at Year One						Graduated by Year Three					
		Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %			Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %
ALL SPORTS	51	25	49.0	9	17.6	34	66.7	6	11.8	1	2.0	7	13.7	11	21.6	4	36.4	2	18.2	6	54.5	2	18.2	0	0.0	2	18.2
MEN'S BASKETBALL	7	3	42.9	2	28.6	5	71.4	2	28.6	0	0.0	2	28.6	3	42.9	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0
WOMEN'S BASKETBALL	10	5	50.0	2	20.0	7	70.0	2	20.0	0	0.0	2	20.0	8	80.0	3	37.5	2	25.0	5	62.5	2	25.0	0	0.0	2	25.0
BASEBALL	28	13	46.4	4	14.3	17	60.7	1	3.6	1	3.6	2	7.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
ANY OTHER SPORT	6	4	66.7	1	16.7	5	83.3	1	16.7	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

National Park Community College	ALL ATHLETES												SCHOLARSHIP														
	Cohort #	Retained at Year One						Graduated by Year Three						Cohort #	Cohort %	Retained at Year One						Graduated by Year Three					
		Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %			Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %
ALL SPORTS	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TENNIS	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

UA Community College at Morrilton	ALL ATHLETES												SCHOLARSHIP														
	Cohort #	Retained at Year One						Graduated by Year Three						Cohort #	Cohort %	Retained at Year One						Graduated by Year Three					
		Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %			Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %
ALL SPORTS	2	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
GOLF	2	1	50.0	1	50.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

University of Arkansas - Fort Smith	ALL ATHLETES												SCHOLARSHIP														
	Cohort #	Retained at Year One						Graduated by Year Three						Cohort #	Cohort %	Retained at Year One						Graduated by Year Three					
		Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %			Native #	Native %	Transfer #	Transfer %	Total #	Total %	Native #	Native %	Transfer #	Transfer %	Total #	Total %
ALL SPORTS	38	26	68.4	3	7.9	29	76.3	11	28.9	0	0.0	11	28.9	34	89.5	22	64.7	3	8.8	25	73.5	8	23.5	0	0.0	8	23.5
MEN'S BASKETBALL	6	3	50.0	0	0.0	3	50.0	1	16.7	0	0.0	1	16.7	4	66.7	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0
WOMEN'S BASKETBALL	5	3	60.0	0	0.0	3	60.0	1	20.0	0	0.0	1	20.0	5	100.0	3	60.0	0	0.0	3	60.0	1	20.0	0	0.0	1	20.0
BASEBALL	13	9	69.2	2	15.4	11	84.6	4	30.8	0	0.0	4	30.8	13	100.0	9	69.2	2	15.4	11	84.6	4	30.8	0	0.0	4	30.8
GOLF	4	3	75.0	0	0.0	3	75.0	1	25.0	0	0.0	1	25.0	3	75.0	2	66.7	0	0.0	2	66.7	0	0.0	0	0.0	0	0.0
TENNIS	6	5	83.3	0	0.0	5	83.3	1	16.7	0	0.0	1	16.7	5	83.3	4	80.0	0	0.0	4	80.0	0	0.0	0	0.0	0	0.0
VOLLEYBALL	4	3	75.0	1	25.0	4	100.0	3	75.0	0	0.0	3	75.0	4	100.0	3	75.0	1	25.0	4	100.0	3	75.0	0	0.0	3	75.0

NOTE: The sports reported above are placed in this order for each institution: (1) All Sports, (2) Football, (3) Men's Basketball, (4) Women's Basketball, (5) Baseball, (6) Golf, (7) Swimming, (8) Tennis, (9) Volleyball, and (10) Any Other Sport. If a sport is not listed for the institution, then that institution does not offer that sport.

In addition, even though UAFS is a four-year university, it competes in athletics at a two-year institution level. Accordingly, UAFS retention and graduation rates are provided here.

ANNUAL REPORT ON PRODUCTIVITY OF RECENTLY APPROVED PROGRAMS

This agenda item summarizes degree productivity for:

- Associate and Certificate programs approved between July 1, 2004 and June 30, 2005 (Academic Year 2005) and
- Baccalaureate and Graduate programs approved between July 1, 2002 and June 30, 2003 (Academic Year 2003).

There are two methods for determining degree productivity: (1) the number of graduates reported to ADHE for 2007-08 only; or (2) the average number of graduates over the most recent **three years** for baccalaureate and graduate degrees and **two years** for associate degrees and certificate programs. Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured after **three years**, while baccalaureate and higher programs are measured **five years** after approval. For this report, the second methodology referenced above is used.

The Arkansas Higher Education Coordinating Board (AHECB) defines productivity standards as the following:

- certificates of proficiency programs – 3 awards per year;
- technical certificate programs – 3 awards per year;
- associate degree programs – 3 awards per year;
- advanced certificate programs – 3 awards per year;
- baccalaureate degree programs - 3 awards per year;
- post-baccalaureate degree programs – 3 awards per year;
- master's degree programs – 2 awards per year;
- specialist degree programs – 2 awards per year;
- doctoral degree programs – 1 award per year; and
- first professional / post-first professional programs – 1 award per year.

The new program viability standards, as approved by the AHECB, will begin in 2010.

The below table identifies the number of programs reviewed at degree levels 1-4 (Certificate of Proficiency, Technical Certificate, Associate degree, and Advanced Certificate).

Level	Total New Programs	Number Remaining Active	Number Meeting Productivity Standard	Percent Meeting Productivity Standard
Certificates of Proficiency	44	41	14	31.8%
Technical Certificates	68	53	40	58.8%
Associates	18	16	11	61.1%
Advanced Certificates	2	2	0	0.0%
TOTAL	132	112	65	49.2%

Out of the 47 remaining active programs that did not meet the standard, 25 (53.2 percent) were in a variety of fields, including welding technology, computer and information science, system administration, environmental engineering, child development, forensic science, automotive mechanics, and business/office automation/technology/data entry.

The public colleges with the highest percentage of lower level programs meeting the productivity standard were ASUMH, ASUN, BRTC, CCCUA, OZC, RMCC, and SACC (all with 100%).

The below table identifies the number of programs reviewed at degree levels 5-12 (Baccalaureate degree or higher).

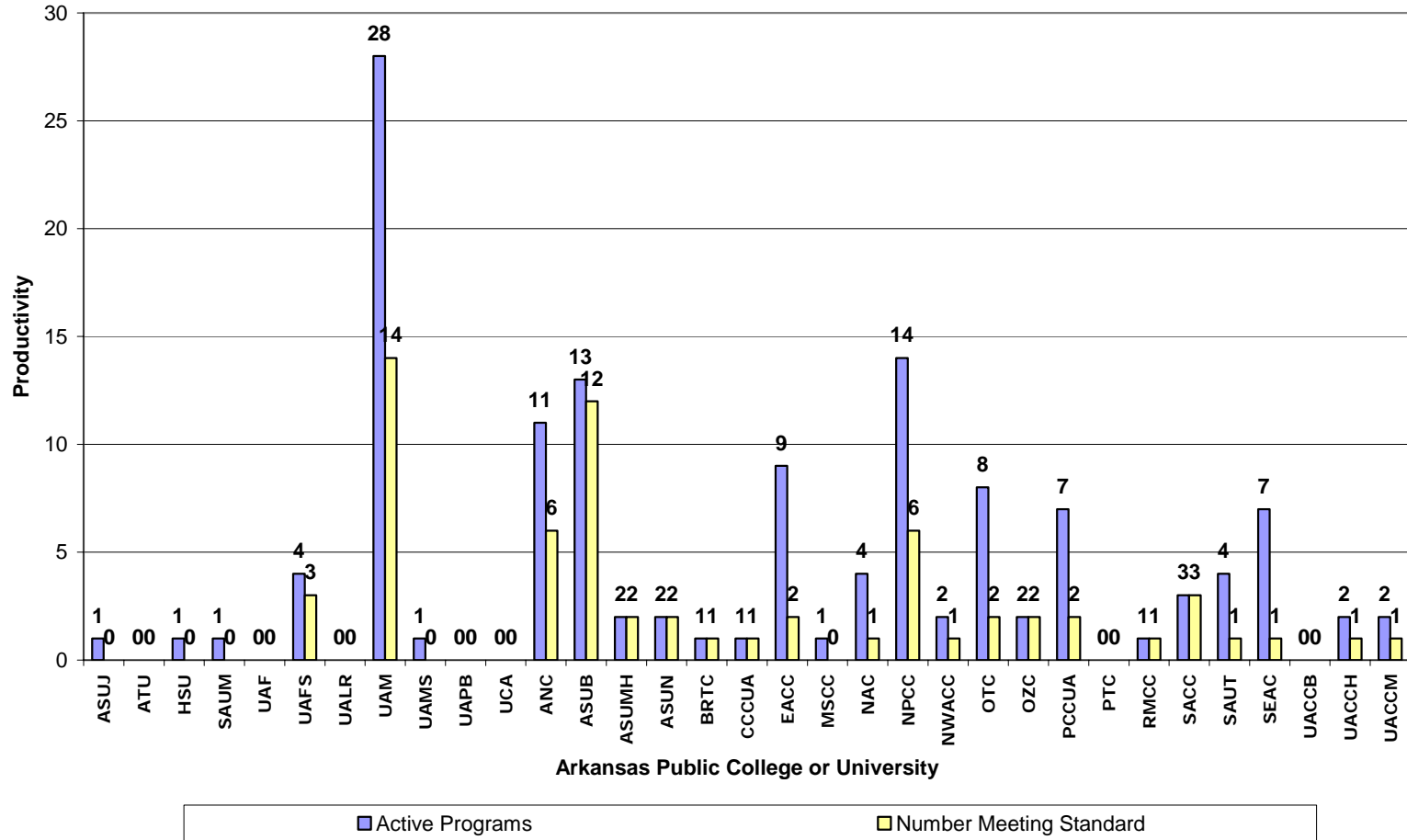
Level	Total New Programs	Number Remaining Active	Number Meeting Productivity Standard	Percent Meeting Productivity Standard
Baccalaureate	10	9	7	70.0%
Post-Baccalaureate	5	5	1	20.0%
Masters	13	13	13	100.0%
Specialist	2	2	2	100.0%
Doctoral	0	0	0	NA
First Professional	0	0	0	NA
TOTAL	30	29	23	76.7%

The public 4-year colleges with the highest percentage of higher level programs meeting the productivity standard were ATU, HSU, UAMS, UAPB, and UCA (all with 100%).

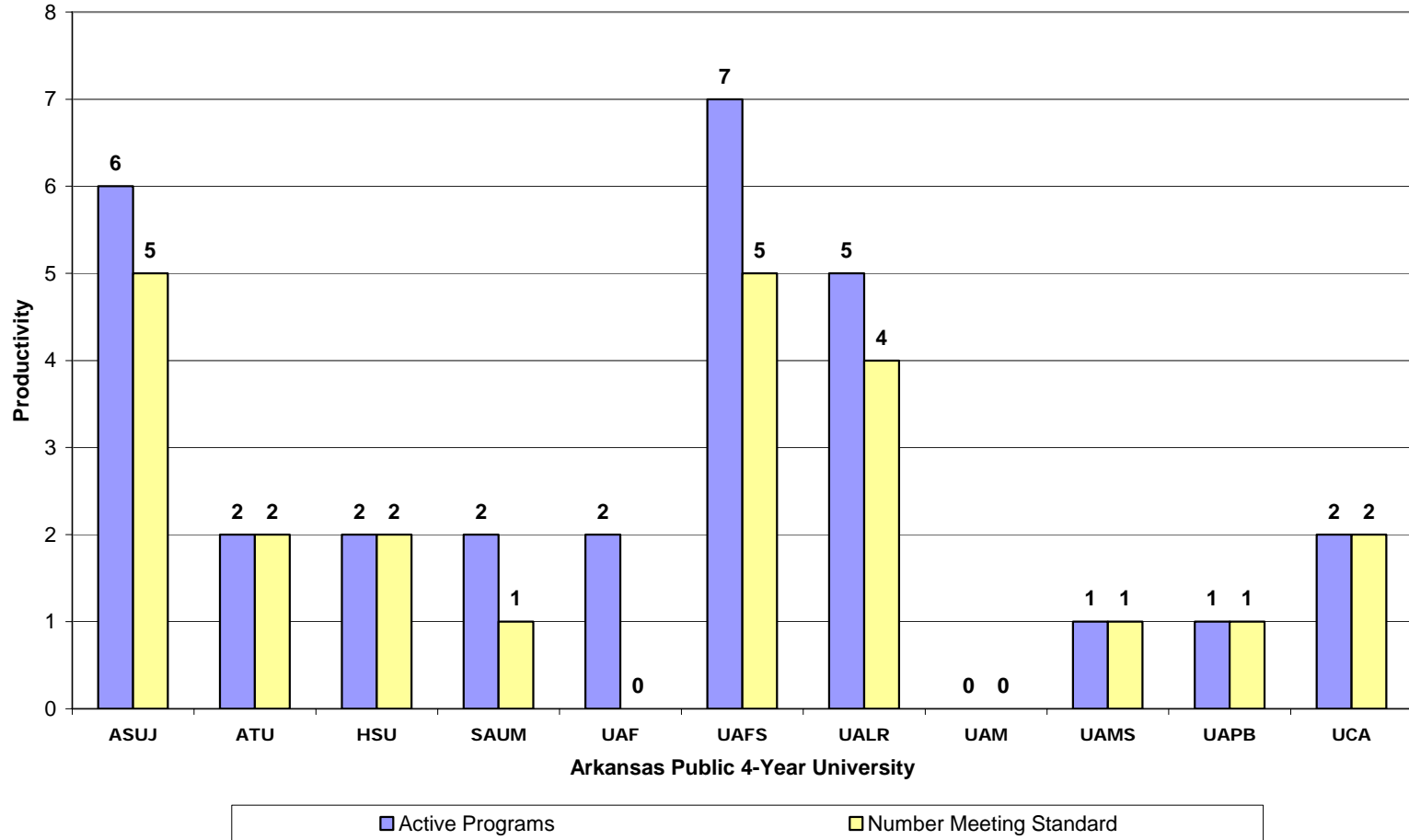
- Attachment 4-A summarizes the 132 new certificate/associate level programs approved during 2004-2005.
- Attachment 4-B summarizes the 30 new baccalaureate and higher programs (10 baccalaureate, 5 post- baccalaureate, 13 master, and 2 doctoral) approved during 2002-2003.

ADHE Executive Staff recommend that the AHECB accept this report.

New Program Productivity for AY 2005 for Associate and Certificate Programs



New Program Productivity for AY 2003 for Baccalaureate and Graduate Programs



Degree Productivity for New Programs by Academic Year and Institution for Baccalaureate and Graduate Programs

Academic Year = 2003 (2002-07-01 - 2003-06-30)

Productivity Years = 2004, 2005, and 2006 | Degree Level = B: Baccalaureate and Above (Codes 05-12)

#	#	IT	ABBR	FICE	Degree Level	Award	Degree Code	Most Recent CIP Codes	Status	Most Recent Program Name	Effective Date	Changed Status	Grads 2004	Grads 2005	Grads 2006	Grads 2007	Grads 2008	Totals	Avg.	Met. Std.	Met. New Std.
Baccalaureate Degrees																					
1	1	1	ASUJ	1090	5	BS	2207	31.0504	A	Sport Management	8/1/2002		3	15	17	22	14	53	17.7	Y	Y
2	2	1	ATU	1089	5	BS	2797	11.0501	A	Information Systems	8/1/2002		6	7	8	7	6	21	7.0	Y	Y
3	3	1	SAUM	1107	5	BS	1871	30.9999	A	Interdisciplinary Studies	1/1/2003		2	2	2	1	0	3	1.0		
4	4	1	UAFS	1110	5	BA	1570	24.0101	A	Liberal Arts	7/1/2002		15	19	2	0	0	2	0.7		
5	5	1	UAFS	1110	5	BS	2200	52.0301	A	Accounting	7/1/2002		17	17	25	30	21	76	25.3	Y	Y
6	6	1	UAFS	1110	5	BS	2320	52.0201	A	Business Administration	7/1/2002		30	61	64	67	80	211	70.3	Y	Y
7	7	1	UAFS	1110	5	BS	2410	11.0101	A	Computer Science	7/1/2002	D(2009)	16	8	1	2	0	3	1.0		
8	8	1	UAFS	1110	5	BS	2411	11.0101	A	Information Technology	8/1/2002		3	13	19	37	20	76	25.3	Y	Y
9	9	1	UAFS	1110	5	BS	2440	13.1209 13.1210	A	Early Childhood Education	7/1/2002		48	75	76	81	55	212	70.7	Y	Y
10	10	1	UAFS	1110	5	BSN	4240	51.1601	A	NursingNursing, Traditional and RN-BSN	1/1/2003		0	3	1	3	6	10	3.3	Y	
10 TOTAL NUMBER													140	220	215	250	202	667	222.3	7	6

Post-Baccalaureate Degrees

#	#	IT	ABBR	FICE	Degree Level	Award	Degree Code	Most Recent CIP Codes	Status	Most Recent Program Name	Effective Date	Changed Status	Grads 2004	Grads 2005	Grads 2006	Grads 2007	Grads 2008	Totals	Avg.	Met. Std.	Met. New Std.
Post-Baccalaureate Degrees																					
11	1	1	ASUJ	1090	6	GC	6272	51.9999	A	Health Sciences Education	8/1/2002		0	0	0	0	2	2	0.7		
12	2	1	UAF	1108	6	GC	2101	50.0903	A	Advanced Instrumental Performance	7/19/2002		1	0	0	0	1	1	0.3		
13	3	1	UAF	1108	6	GC	5185	30.1101	A	Gerontology	7/19/2002		0	0	0	1	0	1	0.3		
14	4	1	UALR	1101	6	GC	5188	30.0501	A	Conflict Mediation	7/19/2002		6	9	12	7	10	29	9.7	Y	Y
15	5	1	UALR	1101	6	GC	5192	44.0401	A	Nonprofit Management	7/19/2002		10	2	3	4	1	8	2.7		
5 TOTAL NUMBER													17	11	15	12	14	41	13.7	1	1

#	#	IT	ABBR	FICE	Degree Level	Award	Degree Code	Most Recent CIP Codes	Status	Most Recent Program Name	Effective Date	Changed Status	Grads 2004	Grads 2005	Grads 2006	Grads 2007	Grads 2008	Totals	Avg.	Met. Std.	Met. New Std.
Masters Degrees																					
16	1	1	ASUJ	1090	7	MS	6273	51.9999	A	Health Sciences	8/1/2002		0	0	0	1	6	7	2.3	Y	
17	2	1	ASUJ	1090	7	MS	6305	31.0505	A	Exercise Science	8/1/2002		2	9	5	4	3	12	4.0	Y	Y
18	3	1	ASUJ	1090	7	MSE	5663	13.0301	A	Curriculum & Instruction	8/1/2002		4	5	9	6	10	25	8.3	Y	Y
19	4	1	ASUJ	1090	7	MSN	7085	51.1604	A	Nurse Anesthesia	8/1/2002		0	10	32	34	42	108	36.0	Y	Y
20	5	1	ATU	1089	7	MS	5615	13.1102	A	College Student Personnel Services	8/1/2002		0	17	7	21	14	42	14.0	Y	Y
21	6	1	HSU	1098	7	MSE	5663	13.0301	A	Advanced Instructional StudiesCurriculum & Instruction	8/1/2002		3	15	22	48	18	88	29.3	Y	Y
22	7	1	SAUM	1107	7	MAT	5542	13.1299	A	Teacher Education	8/1/2002		6	4	5	6	8	19	6.3	Y	Y
23	8	1	UALR	1101	7	MA	5750	13.0406	A	College Student Affairs	7/1/2002		1	2	4	3	1	8	2.7	Y	
24	9	1	UALR	1101	7	MS	7087	52.1201	A	Management Information Systems	1/1/2003		0	2	9	3	8	20	6.7	Y	Y
25	10	1	UAMS	1109	7	MPH	6277	51.2201	A	Public Health	8/1/2002		11	17	22	12	27	61	20.3	Y	Y
26	11	1	UAPB	1086	7	MS	6005	51.1501	A	Addiction Studies	8/1/2002		15	10	13	11	7	31	10.3	Y	Y
27	12	1	UCA	1092	7	MAcc	6570	52.0301	A	Accounting	8/1/2002		7	10	17	9	20	46	15.3	Y	Y
28	13	1	UCA	1092	7	MS	6662	13.1303	A	Training Systems	8/1/2002		7	15	5	9	11	25	8.3	Y	Y
13 TOTAL NUMBER													56	116	150	167	175	492	164.0	13	11

#	#	IT	ABBR	FICE	Degree Level	Award	Degree Code	Most Recent CIP Codes	Status	Most Recent Program Name	Effective Date	Changed Status	Grads 2004	Grads 2005	Grads 2006	Grads 2007	Grads 2008	Totals	Avg.	Met. Std.	Met. New Std.
Specialists Degrees																					
29	1	1	HSU	1098	8	EdS	5120	13.0408	A	Educational Leadership	6/1/2003		0	0	6	0	0	6	2.0	Y	
30	2	1	UALR	1101	8	EdS	6915	13.1315	A	Reading	1/1/2003		0	1	2	4	9	15	5.0	Y	Y
2 TOTAL NUMBER													0	1	8	4	9	21	7.0	2	1

30 TOTALS													213	348	388	433	400	1,221	407.0	23	19
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AGENCY UPDATES

1. Returning Employee

Mark Lane, Career Pathways Initiative Data Research/Accountability Coordinator, returned from active duty with the National Guard in Iraq, January 18, 2009.

2. Update on the Policy for the Review of Existing Academic Programs

The Existing Program Review policy was approved by the Coordinating Board at its October 2008 meeting. Since that time, ADHE staff, in collaboration with the Chief Academic Officers, developed the process and procedures for reviewing program viability and existing programs. Program productivity reports were sent to the institutions in March 2009 for verification of program name, program status, and graduate/enrollment data. Currently, ADHE staff is reviewing institutional requests for revisions to the productivity report and will make revisions to the report as needed.

In May 2009, institutions will submit their requests for programs to be identified as cognate/embedded and propose their 7-10 year review cycle for existing programs. ADHE staff will notify the institutions in August of the approved cognate/embedded programs. In September 2009 ADHE staff will notify institutions of programs not meeting viability standards. Institutions will have until November 2009 to appeal a program's identification as non-viable based on data adjustments, centrality to the institutional mission, or its designation as high wage/high demand career and technical education program at a two-year institution. Institutions will be notified of the status of their viability appeal in December 2009.

ADHE staff will present the program viability report and existing program review schedule to the Board at its January 2010 meeting. ADHE staff recommendations on program continuation or discontinuation for certificates and degrees not meeting viability thresholds will be presented at the January 2011 Coordinating Board meeting.

3. No Child Left Behind Grants

The No Child Left Behind Act of 2001 (NCLB Act) amended the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support schools' efforts to educate the Nation's students. The goal of the state grant program is to improve teaching in order to raise student achievement in core academic subjects. Guidance under the program allows for state flexibility in order to fulfill state priorities for increasing teacher content knowledge and all issues affecting teacher quality.

2008-2009		NCLB Grant awards - April 2, 2009		
No.	Discipline	Institution	Grant Award	#Teachers
1	S	ASU/Biotech in a Box	\$ 99,147.00	50
4	O	HU/Strengthening Core Content Knowledge	\$ 128,609.00	70
7	MS	UAF/3T: Teaching (on the way) To Tomorrow (Math/Science)	\$ 129,553.00	60
9	MS	UALR/AR STRIVE 09: Inquiry and Problem-Based Teaching Strategies	\$ 63,426.00	25
3	S	ASU/Concepts in Middle School Science	\$ 61,307.00	30
10	MS	UAPB/Concepts in Math and Science for 5th-8th grade teachers	\$ 52,651.00	30
2	LA	ASU/Together We Teach: Part 2 (Reading/Writing)	\$ 64,988.00	50
11	S	UCA/Visualizing Natural Science Frameworks with Satellite Remote Sensing and GIS	\$ 59,921.00	30
6	SS-S	HSU/Exploring Arkansas Through Science and Social Studies	\$ 53,541.00	20
8	FL	UALR/Standards for Teachers: Developing and Demonstrating Excellence (Foreign Language)	\$ 47,358.00	30
5	S	HSU/The So AR Science Teachers' Collaborative-Part 2	\$ 46,919.00	24
TOTAL			\$ 807,420.00	419

**DOCTOR OF PHILOSOPHY IN CRIMINAL JUSTICE
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and the Board of Trustees of the University of Arkansas (UA) System request approval for the University of Arkansas at Little Rock (UALR) to offer the Doctor of Philosophy (Ph.D.) in Criminal Justice beginning Fall 2009. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The proposed program is within the institution's role and scope.

Description of the Program

UALR currently offers bachelor's and master's degrees in criminal justice. The master's degree and specific graduate-level statistics and methodology courses will be required for program admission. The proposed Ph.D. will include courses in research design and statistical analysis, crime and justice, criminal justice policy, research practicum, and the dissertation. Ten *new courses* will be added to the curriculum. The program has been developed to address the increasing demand for faculty, policy leaders, administrators, and researchers in the criminal justice field.

Degree Requirements

Doctor of Philosophy in Criminal Justice
Total semester credit hours - 54 (above the master's degree)

Year 1 – 18 semester credit hours

Proseminar
Research Design
Survey of Theories of Justice
Advanced Statistical Methods I
Secondary Data Set Management and Analysis
Advanced Criminological Theory

Year 2 – 18 semester credit hours

Advanced Statistical Analysis II
Special Topics in Criminal Justice
Teaching Practicum
Research Practicum
Specialty Course

Year 3 – 18 semester credit hours*Research Practicum**Specialty Courses*

Dissertation

Proposal Review

Dr. Todd R. Clear, Distinguished Professor, Department of Law and Police Sciences, John Jay College of Criminal Justice, City University of New York, was employed to review the program proposal. Dr. Clear concluded that the curriculum is appropriate and reflects current trends in the field while covering content in specialty areas. It was determined that the plan for additional senior-level faculty is on target and the resources for student support are sufficient.

The proposed program will provide the necessary coursework and credentials for the development of scholars needed for higher education, leadership, and research in the field of criminal justice. Program graduates will serve as college faculty, conduct original research in the field, and hold leadership positions in government agencies.

Need for the Program

Criminal justice in its several forms (law enforcement, jails/prisons, community-based programs) represents one of the largest portions of the budget for local and state governments. Crime and the administration of justice can influence the area economy as companies determine where to locate. Research and policy analysis in areas related to crime and justice are components for achievement of economic and quality of life goals.

Because of the institution's location, large agencies in the state (Arkansas State Police, Arkansas Crime Information Center, Arkansas Department of Corrections, Division of Youth Services) continually work with the UALR Department of Criminal Justice on matters related to crime and justice such as rising crime rates. Due to the number and time commitment of the external agency requests, it has become more difficult for UALR to assist these agencies with research and technical support. More individuals with the Ph.D. in Criminal Justice are required to adequately address the needs of central Arkansas.

There continues to be student demand for undergraduate criminal justice and criminology courses and degree programs, resulting in the need for more faculty prepared at the doctoral level. At UALR, the number of undergraduate majors increased by 150 students over a six-year period. There also are 50 students enrolled in the UALR master's degree in criminal justice. Prospective students would include UALR master's degree students, and crime and policy professionals in the central Arkansas area and from states in the region. Furthermore, seven Arkansas institutions

offer bachelor's degree programs in criminal justice or criminology. Six students are expected to enroll in the program annually.

Program Costs

Administrative and operational funds required for initial program implementation are available in the current budget. The primary costs will be for one new faculty member hired during year three and one additional faculty hired in year four for a total of two new full-time faculty.

Total new costs for program year one are projected to be \$106,720 for graduate assistant stipends, library resources, supplies, and faculty travel. Program costs increase to \$288,420 in year three with the addition of one full-time faculty member and to \$391,620 in year four with the addition of the second new full-time faculty member. Program costs will be covered by student tuition, state general revenue, and external grants.

Program Duplication

No doctoral degree in criminal justice is offered in Arkansas. Similar programs in geographic proximity to Arkansas are offered at the University of Missouri-St. Louis and Sam Houston State University, Texas.

Desegregation

African American student enrollment in graduate programs is 19 percent and other minority student enrollment is 18 percent.

Degree Productivity

In 2007-08, 3 of 6 (50 percent) doctoral degree programs offered at UALR met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Doctor of Philosophy in Criminal Justice (CIP 43.0104) at the University of Arkansas at Little Rock effective Fall 2009.

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.

**ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

The administration and Board of Trustees of the University of Arkansas (UA) System request approval for Cossatot Community College of the University of Arkansas (CCCUA) to offer the Associate of Applied Science in Culinary Arts effective August 2009. CCCUA 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 established for the institution.

Description of the Program

The proposed program in culinary arts provides students with the knowledge and skills necessary to ensure efficient and quality product preparation, management, personnel, ethics, and law in a service setting with preparation for supervisory responsibility. Graduates of the program will be prepared for careers in restaurants, clubs, hotels, catering operations, and institutional food service. Students gain practical experience in catering and restaurant operation by preparing and serving meals, and rotating through positions from dishwasher to manager. Upon completion of the Sanitation and Safety course, students must pass the National Restaurant Association's food service sanitation certification test in order to continue in the program. Successful completion of the program and additional work experience under the direction of a certified chef/baker allows graduates to take the certification examination of the American Culinary Federation and the Retail Bakers Association. Thirteen *new courses* will be added to the curriculum.

Degree Requirements

Associate of Applied Science in Culinary Arts
Total semester credit hours - 61

First Semester – 15 semester credit hours

SPD	1003	Success Strategies
ENGL	1113	Composition I
<i>CUL</i>	<i>1103</i>	<i>Sanitation and Safety</i>
<i>CUL</i>	<i>1203</i>	<i>Food Science & Nutrition</i>
<i>CUL</i>	<i>1303</i>	<i>Food Production I</i>

Second Semester - 15 semester credit hours

ENGL 1123	Composition II
or ENGL 1123	Technical Writing
GSTD 0433	Intermediate Algebra or Higher
CUL 2103	<i>Food Production II</i>
CUL 1503	<i>Dining Service & Presentation</i>
CUL 1403	<i>Baking & Desserts</i>

Third Semester - 15 semester credit hours

BUS 1003	Microcomputer Applications
CUL 1703	<i>Menu Planning & Purchasing</i>
CUL 2203	<i>Food Production III</i>
CUL 1603	<i>Catering Management</i>
CUL 2503	<i>Meat & Seafood</i>

Fourth Semester – 16 semester credit hours

MNG 2813	Small Business Management
CUL 2403	<i>Garde Manger</i>
CUL 2603	<i>American Regional Cuisine</i>
CUL 2303	<i>Stocks, Sauces, and Soups</i>
SPD 2001	Employment Strategies
XXX3	Social Science Elective

Need for the Program

The proposed program is designed to meet current and future needs for training food service managerial persons to assume leadership roles in the industry. The curriculum features heavy emphasis on food preparation from basic to advanced, combined with courses that offer a background in the managerial aspects of this industry.

Several prospective employers within a 100 mile radius of the Ashdown campus were surveyed to determine their need for employees with these skills. Boomtown Casino and Hotel in Shreveport, LA, Johnny Carino’s Country Italian Restaurant in Texarkana, TX, Cattleman’s Steakhouse in Texarkana, TX, Applebee’s in Texarkana, TX, and Diamond Jack’s Casino and Hotel in Shreveport, LA are just a few of these employers who responded positively that they have jobs available for individuals with these skills. Prospective job titles and annual earnings within the 100 mile radius of Ashdown are as follows:

Job Title	Annual Earnings
Cooking Assistant	\$23,096 – 28,862
Line Cook	\$18,280 – 24,229
Restaurant Manager	\$36,778 – 53,916

Some employers have indicated they will assist their employees in the payment of certain courses, e.g., Safety and Sanitation which includes the ServSaf curriculum and certification examination. Initially, 10 students are expected to enroll in the proposed program.

Program Costs

Facility and equipment costs have been budgeted as part of the \$1.5 million renovation of the Ashdown campus. The culinary arts facility will consist of a state-of-the-art commercial kitchen, large classroom and staging area, a faculty office, and direct access to the new 400 plus capacity civic center. The program will require two full-time faculty members at an annual cost of \$78,400. Supplies are estimated to be \$30,000 annually with a substantial amount to be recovered by catering fees after the first year of operation. Other program costs will be covered by student tuition and state general revenue.

Program Duplication

A similar program is offered at Pulaski Technical College.

Desegregation

African American student enrollment is 11.6 percent and other minority enrollment is 13.2 percent.

Degree Productivity

In 2007-08, 5 of 9 (55.5 percent) associate degree programs offered at CCCUA met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Culinary Arts (CIP 12.0500) at Cossatot Community College of the University of Arkansas effective August 2009.

FURTHER RESOLVED, that the Director of the Arkansas Department of Higher Education is authorized to notify the President and Chair of the Board of Trustees of the University of Arkansas System and the Chancellor of Cossatot Community College of the University of Arkansas of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN CULINARY MANAGEMENT
ARKANSAS TECH UNIVERSITY**

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Associate of Applied Science (AAS) in Culinary Management effective August 2009. ATU 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 established for the institution.

Description of the Program

The proposed program in culinary management provides the foundation and specialized study in the culinary field through theory, laboratory observations/experiences and field experiences for students interested in a career in food preparation, cooking and foodservice management. ATU has a commercial food lab and full service dining facility in Williamson Hall. The 55,000 square foot Lake Point Conference Center was added to the ATU campus in 2006; it also has a full service commercial kitchen, a demonstration kitchen, and a dining facility. Both of these facilities will serve as food labs and classes for culinary students.

Graduates will be prepared for professional entry- and middle-level management positions in restaurants, clubs, hotels, catering operations, institutional food operations, and other areas of foodservice management such as chefs, catering and banquet managers, cooks, master pastry chefs, and line supervisors. Entry- and middle-level salaries in Arkansas for these positions range from \$28,000 to \$65,000.

Although AAS degrees are typically not designed to be transferrable toward a baccalaureate degree, this AAS degree in Culinary Management is designed to allow graduates to make a seamless transition directly into the Bachelor of Science (BS) degree in Hospitality Administration at ATU. For example, should the AAS graduate choose to pursue the BS in Hospitality Administration with the food and beverage management emphasis, 55 of the 67 semester credit hours would transfer toward the BS degree. Five *new courses* will be added to the curriculum.

Degree Requirements

Associate of Applied Science in Culinary Management
Total semester credit hours – 67

First Semester – 16 semester credit hours

ENGL	1013	Composition I
CHEM	1114	Survey of Chemistry
MATH	1003	College Mathematics
CUL	2813	Nutrition
CUL/HA	1923	Introduction to Food & Beverage Management

Second Semester - 15 semester credit hours

ENGL	1023	Composition II
COMS	1003	Introduction to Computer Based Systems
PSY	2003	General Psychology
CUL/HA	1013	Sanitation Safety
CUL/HA	2003	Cost Controls

Summer Term – 6 semester credit hours

<i>CUL</i>	<i>2923</i>	<i>Sauces, Stocks & Soups</i>
<i>CUL</i>	<i>2943</i>	<i>Introduction to Baking & Pastry</i>

Third Semester - 12 semester credit hours

<i>CUL</i>	<i>2903</i>	<i>Garde Manger</i>
SPH	2173	Business & Professional Speaking
CUL/HA	2913	Principles of Food Preparations
CUL/HA	2023	Hospitality Supervision & Leadership

Fourth Semester – 12 semester credit hours

<i>CUL</i>	<i>2933</i>	<i>Advanced Food Preparations</i>
CUL/HA	2053	Work Experience
CUL/HA	2063	Guest Services Management
	XXX3	Culinary/Hospitality Elective

Summer Term – 6 semester credit hours

<i>CUL</i>	<i>2996</i>	<i>Externship (600 clock hours)</i>
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Need for the Program

According to Arkansas Department of Workforce Services data, hospitality is one of the fastest growing sectors of the Arkansas economy and is expected to grow by 18 to 22 percent within the next five years. In the fall of 2007, a needs survey was mailed to high school and vocational-technical educators and counselors, ATU hospitality alumni, and the ATU Hospitality Advisory Committee to determine the need and interest in a culinary program. Over 100 surveys were returned. Eighty-one percent indicated that a new culinary program is needed for students and the industry.-

Several employers in the River Valley region (Johnson, Logan, Sebastian, Pope, Crawford, Conway, and Franklin counties) and larger Arkansas companies like Ben E. Keith and Sysco indicated a need for graduates in the proposed culinary

management program. Additionally, the Enrollment Management Office at ATU has been mentioning the proposed program on their recent recruiting trips. To date, approximately 40 high school students have indicated an interest in the proposed program. John Q. Hammons properties, Tyson Foods, Long John Silver, McDonalds, and Taco Johns have indicated they will either pay tuition or reimburse their employees for attending the culinary classes. Twenty-five students are expected to enroll in the program the first year.

Program Costs

New program costs in the first year are estimated to be \$10,200 which includes \$7,200 for four adjunct faculty, \$500 for various publications and periodicals, and \$2,500 for commercial kitchen stockpots and bake ware. Costs in years two and three are estimated to be \$7,700, respectively and will be covered by student tuition and state general revenue.

Program Duplication

A similar program is offered at Pulaski Technical College.

Desegregation

African American student enrollment is 5.1 percent and other minority enrollment is 10.4 percent.

Degree Productivity

In 2007-08, 8 of 10 (80 percent) associate degree programs offered at ATU met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Culinary Management (CIP 12.0504) at Arkansas Tech University effective August 2009.

FURTHER RESOLVED, that the Director of the Arkansas Department of Higher Education is authorized to notify the President and Chair of the Board of Trustees of Arkansas Tech University of the approval.

**TECHNICAL CERTIFICATE IN COMPUTER FORENSICS
RICH MOUNTAIN COMMUNITY COLLEGE**

The administration and Board of Trustees of Rich Mountain Community College (RMCC) request approval to offer a Technical Certificate in Computer Forensics by distance technology effective August 2009. RMCC 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 established for the institution.

Description of the Program

The proposed program in computer forensics will provide students with analytical techniques in computer investigations that will enable them to identify, collect, preserve, and examine evidence and information that is magnetically stored or encoded on the storage media of computers, telephones, personal digital assistants (PDAs), and other electronic devices capable of storing digital information. The proposed program also provides students with the skills to recover and review hidden files, damaged or corrupted files, deleted files, password protected files, encrypted files, email and web mail correspondence, evidence of web browsing, internet chat data, cellular telephone records, and Global Positioning Systems (GPS) tracks. Graduates of the proposed program will be prepared to work in computer investigations for Arkansas State Police, sheriff's departments, municipal police, banks, Arkansas Division of Legislative Audit, and insurance companies.

Students entering the proposed program must take the ACT, COMPASS, or Asset examination. Students, who do not score the equivalent of a 19 or above on the ACT math section, must take MTH133 Technical Math. Students, who do not score the equivalent of a 19 or above on the ACT English section, must take BUS213 Business Communications. If a student scores into one or both of these courses, the courses must be completed during the first semester of enrollment. Appropriate test scores or completion of course work is a requirement to complete the certificate.

The courses required for the online technical certificate will follow the best practices for electronic degree and certificate programs of the Higher Learning Commission. Faculty are trained and mentored by senior faculty with experience in online delivery. Further, a distance education taskforce has been established and it continues to enhance policies and procedures for course development, delivery methods, and professional development to insure quality online course offerings. RMCC began offering five courses via online delivery in 2007. Currently, 22 online courses are offered in a variety of disciplines and degrees. Six *new courses* will be added to the curriculum.

Degree Requirements

Technical Certificate in Computer Forensics

Total semester credit hours - 36

First Semester – 17 semester credit hours

CFS 114 Computer Forensics I – Online

CFT 193 Ethics in Technology – Online

CST 153 Concepts of Operating Systems – Online

CSF 133 Analysis of Digital Media – Online

CSF 124 Network and Data Security – Online

Second Semester - 19 semester credit hours

CSF 124 Computer Forensics 2 – Online

CST 234 Fundamentals of UNIX – Online or traditional

CSF 203 Criminal Law for Computer Forensics – Online

CSF 224 Ethical Hacking and Network Defense – Online

CST 294 Networking Essentials – Online or traditional

Need for the Program

RMCC surveyed banks, state government agencies, and law enforcement agencies in Polk, Scott and Montgomery counties. All expressed an interest in one or more of their employees being trained for the proposed computer forensics program. The Arkansas State Police, Division of Information Technology and Computer Services, indicated that they as well as sheriff department investigators, police detectives, and other law enforcement officials could benefit from this proposed program. More trained personnel would reduce the chance of evidence being compromised and reduce the amount of time law enforcement agencies wait for results from the state computer forensics lab. Further, individual auditors from the Arkansas Division of Legislative Audit indicated an interest in the proposed program. The most frequently used job titles in Arkansas would be Computer Support Specialist and Systems Administrator. These jobs have entry level salaries in the mid \$30,000's. Ten students are expected to enroll in the proposed program.

ADHE Staff Review

ADHE staff conducted a site visit to review distance technology operations at RMCC on March 10, 2009, in accordance with Coordinating Board Policy 5.11.1 (Criteria and Procedures for Establishing New Certificate and Degree Programs and Organizational Units).

Program Costs

The RMCC Board of Trustees made the increase in online course delivery a priority in 2007. To support the increase in online offerings, the board allocated \$100,000 to be

used for course development incentives, software support, equipment purchase, and professional development. During the 2008-09 fiscal year, the administration allocated \$36,000 per year from student tuition to support online course delivery. In addition, an \$80 technology fee is charged for each online course in which the student enrolls. This revenue will also go toward the support of distance technology. There will not be a need for additional faculty due to a restructuring in the Computer Systems Technology Networking Department. All resources required to implement the online program component are in place.

Program Duplication

There are no similar programs offered at public institutions in Arkansas.

Desegregation

African American student enrollment is less than one percent and other minority enrollment is 6.4 percent.

Degree Productivity

In 2007-08, 1 of 2 (50 percent) technical certificate programs offered at RMCC met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Computer Forensics (CIP 11.1003) at Rich Mountain Community College effective August 2009.

FURTHER RESOLVED, that the Director of the Arkansas Department of Higher Education is authorized to notify the President and Chair of the Board of Trustees of Rich Mountain Community College of the approval.

**ASSOCIATE OF APPLIED SCIENCE IN POWER PLANT TECHNOLOGY
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE**

The administration and Board of Trustees of the University of Arkansas (UA) System seek approval for the University of Arkansas Community College at Hope (UACCH) to offer the Associate of Applied Science in Power Plant Technology effective Summer 2009. UACCH is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the institution's role and scope.

Description of the Program

The Associate of Applied Science degree in Power Plant Technology will provide students with knowledge about electrical, mechanical, and chemical engineering for employment in power plant operation. The program was developed after American Electric Power/Southwestern Electric Power Company (AEP/SWEPCO) created a \$1 million scholarship fund through the UACCH Foundation. With these scholarships, students are trained in the technical and industrial areas that will prepare them for jobs with AEP/SWEPCO.

Four areas of emphasis will be available to students: power plant operations, electrical and instrument technology, welding, and machinist. The program is 66-69 semester credit hours, depending on the emphasis chosen by the student.

Fourteen *new courses* will be added. Topics covered in the courses include thermodynamics, power plant equipment, and environmental management. Students at Cossatot Community College of the University of Arkansas (CCCUA) and Texarkana College, Texas, will also be able to participate in the scholarship program, eventually enrolling at UACCH to complete the program.

Degree Requirements

Associate of Applied Science Degree in Power Plant Technology
Total semester credit hours – 66-69

First Semester - 16 semester credit hours

PWRT 1003	<i>Fundamentals of Modern Power Plants</i>
ENGL 1013	Composition I
ELEC 1104	Basic Electricity
MATH 1033	Intermediate Algebra
xxx3	Social Science Elective

Second Semester - 17 semester credit hours

PWRT 1013 Basic Steam Generation
PWRT 1023 Electricity Generation and Transmission
 ENGL 2253 Technical Writing
 INMT 1104 Hydraulics / Pneumatics
 INMT 1404 Mechanical Device & Systems

Third Semester - 16-19 semester credit hours based on emphasis

Power Plant Operations Emphasis – 16 semester credit hour

PHSC 1024 Physical Science w/Lab
 ELEC 1403 Industrial Motors & Controls
PWRO 1213 Introduction to Power Plant Operations
PWRO 1223 Concepts of Process Monitoring
PWRO 1233 Concepts of Process Control

Electrical and Instrument Technology Emphasis – 18 semester credit hours

ELEC 1204 Wiring I
 ELEC 1403 Industrial Motors & Controls
 PHSC 1024 Physical Science with Lab
 MATH 1043 Trigonometry
ELEC 2314 High Voltage Components and Systems

Welding Emphasis – 19 semester credit hours

WELD 1104 Pipe & Structural Fitting
 WELD 1204 Intro to Arc Welding
 MACH 1205 Machine Shop I
PWRM 1313 Troubleshooting and Repair
 CISS 1013 Introduction to Computers

Machinist Emphasis – 19 semester credit hours

WELD 1104 Pipe & Structural Fitting
 WELD 1204 Intro to Arc Welding
 MACH 1205 Machine Shop I
PWRM 1313 Troubleshooting and Repair
 CISS 1013 Introduction to Computers

Fourth Semester – 17-18 semester credit hours based on emphasis

Power Plant Operations Emphasis – 17 semester credit hours

CISS 1013 Introduction to Computers
PWRO 1244 Pumps and Compressors
PWRO 1253 Thermodynamics
PWRO 1264 Boiler Accessories
PWRO 1273 Power Plant Efficiency

Electrical and Instrument Technology Emphasis – 18 semester credit hours

ELEC 1303 National Electric Code
INMT 1304 Basic Programmable Controllers
ELEC 1603 Wiring II
CISS 1013 Introduction to Computers
INMT 2415 *Instrumentation and Controls*

Welding Emphasis – 17 semester credit hours

WELD 1302 Metallurgy
WELD 1306 Position Welding
WELD 1505 MIG/TIG Welding
PHSC 1024 Physical Science w/Lab

Machinist Emphasis – 16 semester credit hours

MACH 1305 Machine Shop II
WELD 1302 Metallurgy
PWRM 1325 Couplings and Seals
PHSC 1024 Physical Science w/Lab

Need for the Program

AEP/SWEPCO, owner of the new John W. Turk, Jr. Power Plant in Fulton, Arkansas, approached UACCH with a need to prepare the area workforce with skills in power plant technology to operate the plant, and expect to employ 110 individuals beginning in 2011. Three other businesses in the area have also indicated a need for individuals with training in Power Plant Technology to fill 60 current openings in the industry.

UACCH currently has 91 students who have expressed an interest in the program. Over 100 students have applied for the AEP/SWEPCO scholarships.

Program Costs

AEP/SWEPCO is providing \$50,000 for program start-up costs. The gift also provides a scholarship manager at UACCH for \$50,000 per year and an adjunct faculty member. The scholarship fund covers all books, tuition and fees for students in the program. UACCH expenses not covered by the AEP/SWEPCO gift will be \$93,130 and will cover the cost of additional adjunct faculty to accommodate the projected increase in students.

Program Duplication

Arkansas Northeastern College offers a similar degree.

Desegregation

In 2008-09, the African American student enrollment was 35 percent and other minority enrollment was 5 percent.

Degree Productivity

In 2007-2008, 9 of 12 (75 percent) associate degrees at UACCH met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Power Plant Technology (CIP 15.0503) at the University of Arkansas Community College at Hope effective Fall 2009.

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 University of Arkansas System and the Chancellor of the University of Arkansas Community College at Hope of the approval.

**CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE AND
ASSOCIATE OF APPLIED SCIENCE IN RENEWABLE ENERGY TECHNOLOGY
OFFERED BY ARKANSAS NORTHEASTERN COLLEGE
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
ARKANSAS STATE UNIVERSITY—NEWPORT
EAST ARKANSAS COMMUNITY COLLEGE AND
MID-SOUTH COMMUNITY COLLEGE**

The administrations and the Boards of Trustees of the University of Arkansas (UA) System, Arkansas State University (ASU) System, East Arkansas Community College (EACC), Mid-South Community College (MSCC), and Arkansas Northeastern College (ANC) request approval for institutions in the Arkansas Delta Training and Education Consortium (ADTEC) to offer the Certificate of Proficiency, Technical Certificate and the Associate of Applied Science in Renewable Energy Technology effective Fall 2009. The institutions are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed programs are within role and scope established for the institutions.

Description of the Program

The proposed program in renewable energy technology will provide students with knowledge about manufacturing technology and renewable energy resources. Courses in safety instruction, mechanics, electricity, biofuels and bioprocesses practices, and process instrumentation are included in the curriculum.

The Certificate of Proficiency is 12 semester credit hours, the Technical Certificate is 32 semester credit hours, and the Associate of Applied Science degree is 60-63 semester credit hours, depending on which electives the student chooses. ANC will not offer the Technical Certificate and ASUN will not offer the Associate of Applied Science degree.

Six *new courses* have been added, including an internship required for students earning the Associate of Applied Science degree. Students earning the associate degree would have the ability to work in both the renewable energy technology field and the advanced manufacturing industry.

Program Requirements

Certificate of Proficiency in Renewable Energy Technology

Total semester credit hours required - 12

Introduction to Renewable Energy Technology

Biofuels

Industrial Safety & Sanitation

Principles of Industrial Machines

Technical Certificate in Renewable Energy Technology

Total semester hours required - 32

First Semester – 16 semester credit hours

Introduction to Renewable Energy Technology

Biofuels

Industrial Safety & Sanitation

Principles of Industrial Machines

Process Instrumentation

Second Semester – 16 semester credit hours

English Composition I

Intermediate Algebra or Technical Math

Computer Fundamentals or Introduction to Computers

Basic Electricity I

Technical Thinking or other approved elective

Associate of Applied Science Degree in Renewable Energy Technology

Total semester credit hours required – 60-63

First Semester – 16 semester credit hours

Introduction to Renewable Energy Technology

Biofuels

Industrial Safety & Sanitation

Principles of Industrial Machines

Process Instrumentation

Second Semester – 16 semester credit hours

English Composition I

Intermediate Algebra or Technical Math

Computer Fundamentals or Introduction to Computers

Basic Electricity I

Technical Thinking or other approved elective

Third Semester – 15 semester credit hours

English Composition II

Survey of Chemistry w/Lab or General Chemistry I

Social Science

Bioprocess Practices and Lab

Fourth Semester – 13 semester credit hours

Biomass and Feedstocks w/Lab or Botany

Internship

Elective in Applied Technology

Elective in Applied Technology

Need for the Program

ADTEC surveyed employers in the region and found that at least 100 workers will be needed in the near future. These employers included Future Fuel Chemical Company, Agri Process Innovations, U.S. Canadian Biofuels, and Hornbeck Seed Company. Employers indicated they would favor graduates of the program because they would have knowledge of both renewable energy technology and manufacturing skills.

A total of 75 students are expected to enroll in the program at all of the ADTEC institutions based on student interest surveys at area high schools and at the institutions.

Program Costs

The total cost of the program is \$3,175,314. The program will be funded by grants from the U.S. Department of Labor, Arkansas State Workforce Investment Board, and Community College Economic Development in the amount of \$1,983,214. The remaining costs, including \$140,000 in new equipment and salary for one new faculty member at each institution, will be covered by the University Center which is another program funded by a Department of Labor grant for ADTEC. The Eastern Arkansas Workforce Investment Board has also committed to providing funding and use of services to support workforce development in the area of renewable energy technology. The remaining costs will be covered by student tuition and state general revenue.

Program Duplication

No similar program is offered in the state.

Desegregation

African American enrollment at the ADTEC institutions ranges from 13 to 53 percent and other minority enrollment is 3 percent.

Degree Productivity

In 2007-2008, 24 of 39 (62 percent) certificates of proficiency, 13 of 23 (57 percent) technical certificates, and 27 of 37 (73 percent) associate degrees at ADTEC institutions met Coordinating Board degree productivity guidelines.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency, the Technical Certificate, and the Associate of Applied Science in Renewable Energy Technology (CIP 15.0613) at Phillips Community College of the University of Arkansas, East Arkansas Community College, and Mid South Community College, the Technical Certificate in Renewable Energy Technology at Arkansas State University-Newport, and the Certificate of Proficiency and the Associate of Applied Science in Renewable Energy Technology at Arkansas Northeastern College effective Fall 2009.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the Presidents, Chancellors and Chairs of the Board of Trustees of the institutions in the Arkansas Delta Training and Education Consortium of this approval.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on March 31, 2009. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

DeVry University – Naperville, Illinois

Initial Certification – Online

Master of Science in Educational Technology
Master of Science in Electrical Engineering
Master of Business Administration
Master of Accounting and Financial Management
Master of Human Resource Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to DeVry University, Naperville, Illinois, to offer the following degree programs to Arkansas citizens: Master of Science in Educational Technology, Master of Science in Electrical Engineering, Master of Business Administration, Master of Accounting and Financial Management, and Master of Human Resource Management. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of DeVry University, Naperville, Illinois, that the certification of the 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 DeVry University, Naperville, Illinois, 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.

**Excelsior College – Albany, New York
Recertification – Online**

Associate in Applied Science in Administrative/Management Studies
Associate in Science in Business
Bachelor of Science in Accounting
Bachelor of Science in General Business
Bachelor of Science in Management of Human Resources
Bachelor of Science in Management Information Systems
Bachelor of Science in Marketing
Bachelor of Science in Liberal Arts
Master of Business Administration

Initial Certification – Online

Associate of Science in Nursing
Associate of Applied Science in Nursing

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Excelsior College, Albany, New York, to offer the following degree programs to Arkansas citizens: Associate in Applied Science in Administrative/Management Studies, Associate in Science in Business, Bachelor of Science in Accounting, Bachelor of Science in General Business, Bachelor of Science in Management of Human Resources, Bachelor of Science in Management Information Systems, Bachelor of Science in Marketing, Bachelor of Science in Liberal Arts, and Master of Business Administration. The recertification is for a period of four years and expires on April 24, 2013.

FURTHER RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial certification to Excelsior College, Albany, New York, to offer the following initial degree programs to Arkansas citizens: Associate of Science in Nursing and Associate of Applied Science in Nursing. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Excelsior College, Albany, New York, that the certification of the 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 Excelsior College, Albany, New York, 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 – Columbus, Ohio

Recertification – Online

Bachelor of Science in Accounting
Bachelor of Science in Applied Management
Bachelor of Science in Business Administration
Bachelor of Science in Business Forensics
Bachelor of Science in Computer Science
Bachelor of Science in eMarketing
Bachelor of Science in Financial Management
Bachelor of Science in Forensic Accounting
Bachelor of Science in Healthcare Management
Bachelor of Science in Human Resources Management
Bachelor of Science in Information Technology
Bachelor of Science in Management
Bachelor of Science in Management Information Systems
Bachelor of Science in Marketing
Bachelor of Science Public Safety Management
Bachelor of Science in Web Development

Initial Certification – Online

Bachelor of Science in Public Relations
Bachelor of Science in Operations and Supply Chain Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants recertification to Franklin University, Columbus, Ohio, to offer the following degree programs to Arkansas citizens: Bachelor of Science in Accounting, Bachelor of Science in Applied Management, Bachelor of Science in Business Administration, Bachelor of Science in Business Forensics, Bachelor of Science in Computer Science, Bachelor of Science in eMarketing, Bachelor of Science in Financial Management ,Bachelor of Science in Forensic Accounting, Bachelor of Science in Healthcare Management, Bachelor of Science in Human Resources Management, Bachelor of Science in Information Technology , Bachelor of Science in Management, Bachelor of Science in Management Information Systems, Bachelor of Science in Marketing, Bachelor of Science Public Safety Management, and Bachelor of Science in Web Development. The recertification is for a period of four years and expires on April 24, 2013.

FURTHER RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial certification to Franklin University, Columbus, Ohio, to offer the following degree programs to Arkansas citizens: Bachelor of Science in Public Relations and Bachelor of Science in Operations and Supply Chain Management. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Franklin University, Columbus, Ohio, that the certification of the 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, Columbus, Ohio, 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 – Phoenix, Arizona

Initial certification – Online

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Registered Nurse to Master of Science in Nursing (RN-MSN) – Nursing Education

Master of Science in Nursing – Nursing Education

Registered Nurse to Master of Science in Nursing (RN-MSN) – Nursing Leadership in Health Care

Master of Science in Nursing – Nursing Leadership in Health Care

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Grand Canyon University, Phoenix, Arizona, to offer the following degree programs to Arkansas citizens: Registered Nurse to Bachelor of Science in Nursing (RN-BSN), Registered Nurse to Master of Science in Nursing (RN-MSN)– Nursing Education, Master of Science in Nursing – Nursing Education, Registered Nurse to Master of Science in Nursing (RN-MSN) – Nursing Leadership in Health Care, and Master of Science in Nursing – Nursing Leadership in Health Care. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Grand Canyon University, Phoenix, Arizona, that the certification of the 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 Grand Canyon University, Phoenix, Arizona, 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.

Strayer University – Washington, D.C.

Initial Certification – Online

Bachelor of Business Administration
Bachelor of Science in Information Systems
Bachelor of Science in Accounting
Master of Science in Accounting
Master of Business Administration

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Strayer University, Washington, D.C., to offer the following degree programs to Arkansas citizens: Bachelor of Business Administration, Bachelor of Science in Information Systems, Bachelor of Science in Accounting, Master of Science in Accounting, and Master of Business Administration. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Strayer University, Washington, D. C., that the certification of the 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 Strayer University, Washington, D. C., 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, Little Rock Campus, Rogers Campus

Recertification – Online, Little Rock Campus, Rogers Campus

Bachelor of Science in Communication
 Bachelor of Science in Psychology
 Bachelor of Science in Criminal Justice

Initial Certification – Online

Associate of Arts in Information Technology/Visual Communications
 Doctor of Philosophy in Industrial/Organizational Psychology

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants recertification to the University of Phoenix, Phoenix, Arizona, Online, Little Rock Campus, and Rogers Campus to offer the following degree programs to Arkansas citizens: Bachelor of Science in Communication, Bachelor of Science in Psychology, and Bachelor of Science in Criminal Justice The recertification is for a period of four years and expires on April 24, 2013.

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix, Online to offer the following degree programs to Arkansas citizens: Associate of Arts in Information Technology/Visual Communications and Doctor of Philosophy in Industrial/Organizational Psychology. The initial certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of the University of Phoenix, Phoenix, Arizona, that the certification of the 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, Phoenix, Arizona, 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.

Walden University – Minneapolis, Minnesota

Initial Certification – Online

Master of Public Health
Master of Science in Psychology
Master of Science in Nursing
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Public Health

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Walden University, Minneapolis, Minnesota, to offer the following degree programs to Arkansas citizens: Master of Science in Psychology, Master of Public Health, Master of Science in Nursing, Doctor of Philosophy in Health Services, Doctor of Philosophy in Human Services, and Doctor of Philosophy in Public Health. The certification is for a period of two years and expires on April 24, 2011.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Walden University, Minneapolis, Minnesota, that the certification of the 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 Walden University, Minneapolis, Minnesota, 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

The Institutional Certification Advisory Committee (ICAC) met on March 31, 2009, for its regular quarterly meeting.

ICAC members present at the meeting or via conference call were: Dr. Jerol Swaim, Mr. Dan Jordan, Mr. Kent Schroeder, Mr. Ken Hoppe, Dr. Jeffrey Olson, and Mr. Ricky Harvey, proxy for Ms. Deborah Germany. Dr. Jack Lassiter and Ms. Dee Cox, and Ms. Brenda Germann were unable to attend.

Institutional representatives present at the meeting or via conference call were: Ms. Marcy Tadla, DeVry University; Dr. Pam Shay, Franklin University; Mr. Jack Greene, Dr. Paul Shiffman, Mr. Dave Elliot, Ms Eileen Young, and Ms Christine Earley-Nadler, Excelsior College; Kate Dillon Hogan, Grand Canyon University; Dr. Tracy Locklin, Ms. Sheena Bhasin, and Ms. Deborah Snyder, Strayer University; Mr. Phillip Quintana, J.D., Dr. Brenda Sullivan, Mr. Steve Elder, Ms. Beth Landin, and Dr. Wade Anderson, University of Phoenix; and Mr. Jim Wilson, Walden University.

Ms. Zanette Douglas, ICAC Coordinator, called the meeting to order at 2:00 p. m. Ms. Douglas introduced and welcomed new committee member, Dr. Jerol Swaim and then introduced and welcomed ICAC members and institutional representatives.

Program Certifications

DeVry University

DeVry University submitted application for the initial certification of the following programs offered by distance technology:

- Master of Science in Educational Technology
- Master of Science in Electrical Engineering
- Master of Business Administration
- Master of Accounting and Financial Management
- Master of Human Resource Management

Proposed effective date: April 24, 2009

Institutional History

In 1931, the original school opened in Chicago when Dr. Herman DeVry established DeForest Training School to prepare students for technical work in electronics, motion pictures, radio, and television. In the 1940's during WWII, DeForest was selected by the United States government to educate Army Air Corps instructors on electronic devices and was one of first schools to be approved under the original G. I. Bill.

In 1953, DeForest Training School became DeVry Technical Institute and in 1966, was acquired by Bell and Howell Education Group. The name was then changed to DeVry Institute of Technology. DeVry Institutes and Keller Graduate School of Management merged in 1987 and created DeVry Inc. In 1991, initial public offering of DeVry Inc. stock was offered on the NASDAQ exchange, and in 1995, DeVry Inc. stock began trading on the New York Stock Exchange followed by stock being listed on the Chicago Stock Exchange.

In 1998 Keller Graduate School of Management received approval from the North Central Association to offer its master's degree programs online. In 2002, DeVry Institute of Technology and Keller Graduate School of Management became DeVry University following the approval by the Higher Learning Commission of the North Central Association.

DeVry's current enrollment is approximately 65,000 students enrolled at 90 locations in 26 states and Canada

Accreditation and Licensure

DeVry earned initial regional accreditation from the Higher Learning Commission of the North Central Association in 1981 and maintains that accreditation. Keller Graduate School of Management is included in this accreditation.

Program Delivery

DeVry University offers Associate of Applied Science degrees in Accounting, Electronics and Computer Technology, Health Information Technology, Network Systems Administration, and Web Graphic Design.

The Bachelor of Science degree offerings are in Biomedical Engineering Technology, Business Administration, Computer Engineering Technology, Computer Information Systems, Clinical Laboratory Science, Electronics Engineering Technology, Game and Simulation Programming, Multimedia Design and Development, Network and Communications Management, and Technical Management.

DeVry offers a Master of Science in Educational Technology and a Master of Science in Electrical Engineering.

The Keller Graduate School of Management offers several master degree programs: Business Administration, Accounting and Financial Management, Human Resource Management, Information Systems Management, Network and Communications Management, Project Management, and Public Administration.

DeVry operates on a semester calendar; each semester is 16 weeks in length for two eight-week sessions. Courses delivered onsite and online are designed to achieve the same student outcomes and are the academic equivalent. The online campus is accessible 24 hours a day, seven days a week.

Admission Requirements

Undergraduate Admissions

Applicant must have earned a high school diploma or equivalent, or a post-secondary degree. Applicants complete basic and prerequisite skills evaluation to determine appropriate initial course placement. TOEFL scores of 525/159 or higher for undergraduate admission for international students is required.

Graduate Admissions

Graduates who hold a bachelor's degree must meet general admission requirements including an undergraduate GPA at least 2.70. Admitted graduate students complete entrance examinations in order to determine their initial course placements.

International students seeking admission must be 18 years or older and complete all regular admission requirements, as well as provide evidence of financial means and TOEFL scores of 550/213 or higher.

Nonimmigrant applicants must provide certified copies of acceptable documents such as high school transcripts, or scores on approved examinations or college transcripts. Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by an approved educational credentials evaluation agency at the applicant's expense. A notarized statement of financial support or a certified government sponsor letter indicating that tuition will be paid in advance of each term and that a sponsor will provide all necessary living expenses must be included.

Initial Program Summaries

The **Master of Science in Educational Technology** (MSET) curriculum prepares education professionals to develop and use technology to support teaching and learning in the classroom, schools, and other learning environments. The program provides a foundation of learning theory and instructional design for decision-making about educational technology and other instructional solutions. Careers possibilities in professional positions are educational technologists in education, business, government, and health professionals. The MSET program was implemented at DeVry University in 2007.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program have master's or Ph.D. degrees in Education and Technology and Educational Leadership.

Enrollment

Expected Arkansas enrollment is one student.

Currently, 86 students nationwide are enrolled in this program.

Curriculum

Master of Science in Educational Technology – 36 semester credit hours

Degree Requirements

EDT505 Introduction to Educational Technology
EDT520 Instructional Design for Educational Technology
EDT530 Educational Software Selection and Use
EDT535 Assessment and Evaluation for Technology Standards
EDT542 Educational Technology Integration
EDT550 Learning Communities and the Internet
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT590 Assistive Technology for Learning
EDT600 Educational Technology Planning - Capstone

Electives

Two of the following:

EDT510 Mastering the Personal Computer
EDT580 Introduction to Authoring Software
GM591 Leadership and Organizational Behavior
HR592 Training and Development
IS535 Managerial Applications of Information Technology

The **Master of Science in Electrical Engineering (MSEE)** curriculum with a computer systems specialization focuses on the advanced technical and hands-on design skills required of entry-level engineers as well as the professional skills required of mid-level engineers. It provides students with the skills needed to understand, design and develop new technologies and applications in the field and for the needs of working engineering professionals. The MSEE degree prepares students for professional engineering careers focused on the analysis, design and development of systems in industry, government, or business. The MSEE program was implemented in 2008.

Admission to the Master of Science in Electrical Engineering

To qualify for admission to the MSEE program, some applicants must complete undergraduate bridge coursework supplementing their baccalaureate-level coursework. Applicants requiring bridge coursework enroll as undergraduate non-matriculated students.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program have master's or Ph.D. degrees in Electrical Engineering.

Enrollment

Expected Arkansas enrollment is one student.
Currently, one student is enrolled in this program nationwide.

Curriculum

Master of Science in Electrical Engineering – 33 semester credit hours

Core Courses

EE501 Probability and Statistics for Engineers

EE502 Computer Communications Networks
EE600 MSEE Project – Capstone
PM586 Project Management Systems

Computer Systems Concentration-Specific Courses

EE560 Mathematical Methods for Computer Systems Engineering
EE561 Computer Systems Organization
EE562 Computer Architecture

Electives

Two of the following:

EE563 Real-Time Systems
EE564 Advanced Data Structures and Algorithms
EE565 Distributed Systems
EE566 Wireless Networks
EE568 Multimedia Systems
EE569 Local and Wide Area Networks

Breadth Elective Courses

Two of the following:

EE541 Introduction to Neural Networks
EE551 Reliability Engineering
EE586 Broadband Networks

The **Master of Business Administration** program emphasizes the practical skills and concepts businesses demand from management professionals and blends management theory with real-world applications. The program provides a comprehensive business education enabling students to develop their management expertise and advance in their careers. The program includes elective courses and concentration areas.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program have master's or Ph.D. degrees in Business, Accounting, and Management.

Enrollment

Expected Arkansas enrollment is 10 students.
There are 1639 students enrolled in this program nationwide.

Curriculum

Master of Business Administration – 48 semester credit hours

Degree Requirements – 30 semester credit hours

FI504 Accounting and Finance: Managerial Use and Analysis
GM533 Applied Managerial Statistics
GM591 Leadership and Organizational Behavior
IS535 Managerial Applications of Information Technology

MM522 Marketing Management
AC505 Managerial Accounting
FI515 Managerial Finance
GM520 Legal, Political and Ethical Dimensions of Business
GM545 Business Economics
GM600 Business Planning Seminar

Electives/ Concentrations – 18 semester credit hours

MBA students can pursue four course concentrations in the following areas:

Accounting
Electronic Commerce Management
Finance
General Management
Health Services
Hospitality Management
Human Resources
Information Security
Information Systems Management
International Business
Marketing
Network and Communications Management
Project Management
Public Administration
Security Management

The **Master of Accounting and Financial Management** program is designed to provide students with the knowledge and skills needed to function as accounting and financial managers in public accounting, industry, education or government. Coursework focuses on applying concepts and skills in areas of financial accounting and reporting, managerial accounting, external and operational auditing, and taxation.

To tailor the MAFM program to professional interests and goals, students select one of the following emphases:

Certified Public Accountant (CPA)
Chartered Financial Analyst (CFA)
Certified Fraud Examiner.

The CPA and CFA emphases include coursework preparing students for professional certification exams.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program have master's or Ph.D. degrees in Business and Accounting.

Enrollment

Expected Arkansas enrollment is 10 students.
Currently, 954 students are enrolled in this program nationwide.

Curriculum

Master of Accounting and Financial Management – 44-45 semester credit hours

Foundation Degree Requirements – 18 semester credit hours

AC505 Managerial Accounting

AC550 Intermediate Accounting I

AC551 Intermediate Accounting II

AC553 Federal Taxes and Management Decisions

AC557 Intermediate Accounting III

FI504 Accounting and Finance: Managerial Use and Analysis

CPA Exam-Preparation Emphasis – 45 semester-credit hours

Foundation Degree Requirements – 18 semester credit hours

CPA Emphasis-Specific Courses – 27 semester credit hours

AC555 External Auditing

AC559 Advanced Financial Accounting and Reporting Issues *OR*

GM597 Business Law: Strategic Considerations for Managers and Owners

AC600 Financial Management Capstone: The Role of the Chief Financial Officer

FI515 Managerial Finance

FI516 Advanced Managerial Finance

AC593 CPA Exam Preparation: Financial Accounting and Reporting

The following courses are 2 semester credit hours:

AC591 CPA Exam Preparation: Auditing and Attestation

AC592 CPA Exam Preparation: Business Environment and Concepts

AC594 CPA Exam Preparation: Regulation

Elective – 3 semester credit hours

Chartered Financial Assistance (CFA) Exam-Preparation Emphasis – 44 semester credit hours

Foundation Degree Requirements – 18 semester credit hours

CFA Emphasis-Specific Courses – 26 semester credit hours

AC600 Financial Management Capstone: The Role of the Chief Financial Officer

FI515 Managerial Finance

FI516 Advanced Managerial Finance

FI560 Securities Analysis

FI561 Mergers and Acquisitions

FI595 CFA Level I Exam Preparation (4 semester credit hours)

FI596 CFA Level II Exam Preparation (4 semester credit hours)

Electives – 3 semester credit hours

Certified Fraud Examiner (CFE) Exam-Preparation Emphasis – 45 semester credit hours

Foundation Degree Requirements – 18 semester credit hours

CFA Emphasis-Specific Courses – 15 semester credit hours

AC555 External Auditing

AC562 Auditing: An Operational and Internal Perspective Including Fraud Examination

AC572 Accounting Fraud Examination Concepts

AC574 Forensic Accounting: Ethics and the Legal Environment

AC600 Financial Management Capstone: The Role of the Chief Financial Officer
CFA Focus Courses - 12 semester hours

Four of the following

AC571 Accounting Information Systems

AC573 Accounting Fraud Criminology and Ethics

GM594 Global and Domestic Security Management

GM597 Business Law: Strategic Considerations for Managers and Owners

SE571 Principles of Information Security and Privacy

SE575 Information Security Law and Ethics

SE581 Legal and Ethical Issues in Security Management

SE582 Security Risk Analysis and Planning

SE583 Security Administration and Operation

SE584 Forensic and Business Investigations Techniques

Electives – 6 semester credit hours

The **Master of Human Resource Management** (MHRM) program prepares students to work in careers as human resource management professionals. Coursework focuses on applying human resource competencies to real-world challenges and opportunities. Keller's MHRM program coursework is aligned with HR Curriculum Guidelines and Templates established by the Society for Human Resource Management.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program have master's or Ph.D. degrees Human Resources.

Enrollment

Expected Arkansas enrollment is five students.

Currently, 388 students are enrolled in this program nationwide.

Curriculum

Master of Human Resource Management – 45 semester credit hours

Degree Requirements – 33 semester credit hours

FI504 Accounting and Finance: Managerial Use and Analysis

GM520 Legal, Political and Ethical Dimensions of Business

GM591 Leadership and Organizational Behavior

IS535 Managerial Applications of Information Technology

MM522 Marketing Management

HR600 Human Resource Planning

Five of the following:

HR587 Managing Organizational Change

HR590 Human Resource Management

HR592 Training and Development

HR593 Employment Law

HR594 Strategic Staffing

HR598 Compensation

HR599 Benefits

Electives – 12 semester credit hours

Student Services

Registration and Admission

Students may complete all administrative actions online. Prospective students may contact admissions counselors by phone or email to discuss specific questions or obtain additional information. Students accepted for admission complete an online orientation, which must be done before being allowed to register for upcoming courses. Students with specific program questions may speak with advisors who specialize in specific program advisement.

Academic Advising

Students are encouraged to consult a student services advisor about matters related to career plans and professional services. Academic advisors provide comprehensive student advocacy to resolve issues that affect student satisfaction.

Financial Aid Services

DeVry assists students in developing plans for financing their education through a combination of financial assistance programs. Financial aid counselors are available to assist students with questions pertaining to financial aid programs, such as military tuition assistance, federal employee tuition reimbursement, corporate education benefits, Veterans Administration entitlements, and Title IV.

Career Services

Professionals across the DeVry system work to help graduates attain positions in their career fields. The school's career services staff works with graduates to guide them through the career search process. Services include: career planning, job interviewing, and resume preparation.

The career staff maintains on-going contact with local and national employers for employment needs and opportunities throughout the country and shares this information with students and graduates. An interactive employer database that contains information on thousands of North American companies is maintained. This database is available to students and alumni via the Internet and provides real-time access to current job leads, details on career events, and other career-related information.

Since 1975, 235,465 undergraduate students system-wide have graduated from DeVry and 90% of those in the active job market were employed in career-related positions within six months of graduation.

Advisory Groups

Each University division has advisory boards in place that meet twice per year in to review curricula and offer advice on program improvement. The advisory boards meet in conjunction with semi-annual faculty retreats and student commencement exercises.

Library Services

DeVry University maintains an array of online resources, including e-books, periodical and technical information databases, reference services, and online tutorials in research strategies. Databases include thousands of journal articles. Print books available on campus can be accessed via express mail as interlibrary loans. Also accessible is DeVry's online system-wide catalog, Voyager, which facilitates access to books and audiovisual resources from either the library or remote locations. Materials are available to all members of the DeVry community and are sent via mail or express post. All constituent libraries participate in interlibrary loan activities.

Tutoring

Tutoring services are available through academic advisors. Tutorial sessions help students clarify points from lectures, labs, discussion sessions, or assigned readings.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that DeVry University, Chicago, Illinois, degree programs meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following degrees:

- Master of Science in Educational Technology
- Master of Science in Electrical Engineering
- Master of Business Administration
- Master of Accounting and Financial Management
- Master of Human Resource Management

Motion to recommend initial certification of the degree programs was made by Mr. Ken Hoppe with a second by Mr. Kent Schroeder. The motion passed.

Excelsior College – New York

Excelsior College submitted application for recertification of the following programs:

- Associate in Applied Science in Administrative/Management Studies
- Associate in Science in Business
- Bachelor of Science in Accounting
- Bachelor of Science in General Business
- Bachelor of Science in Management of Human Resources
- Bachelor of Science in Management Information Systems
- Bachelor of Science in Marketing
- Bachelor of Science in Liberal Arts
- Master of Business Administration

Excelsior College submitted application for the initial certification of the following programs delivered by distance technology:

Associate of Science in Nursing
Associate of Applied Science in Nursing

Proposed effective date: April 24, 2009

Institutional History

Excelsior College was founded in 1971 by the Board of Regents of The University of the State of New York as The Regents External Degree Program, a publicly-funded external-degree-granting unit of the New York State Education Department. In 1984, the unit was renamed Regents College. In 1998, Regents College severed its relationship with the Board of Regents to become a private college. The school adopted the name Excelsior College in 2001. The College is governed by a Board of Trustees comprised of individuals from across the United States who are prominent in the fields of business, education, government, and the professions.

Beginning in 2002, the College began offering video courses to military only, and by 2003 it offered CD-ROM courses to the military. In September 2004, it introduced online courses to both military and civilian students.

Accreditation and Licensure

Excelsior College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The nursing degree programs are accredited by the National League for Nursing (NLN). The bachelor's degree programs in business are recognized by the International Assembly for Collegiate Business Education. The Bachelor of Arts in Liberal Studies program has been accepted into full membership by the Association of Graduate Liberal Studies Programs. All the College's academic programs are registered and approved by the New York State Education Department.

Program Delivery

Excelsior College has four schools: Nursing, Health Sciences, Liberal Arts, and Business and Technology. It awards degrees in 34 programs. Students come from all states and many foreign countries. With open enrollment, on any given day there are between 26,500 and 27,000 adult learners students enrolled in Excelsior College pursuing their degrees. Each year approximately 11,000 new students enroll; almost 5,000 complete their degree requirements and graduate, and approximately 21,000 continue with their studies. New terms begin every other month

Excelsior College students typically enroll in college having already earned credits from prior college experiences. Students primarily earn their degrees on a part-time basis. For Excelsior, approximately 46%-50% of the students entering an associate degree program graduate within three years. For students entering a baccalaureate degree program, approximately 60%-62% graduate within six years of enrollment.

Excelsior College Web site is a Portal environment. Students can access all personal information and may view their accounts and pay bills online through a secure connection, search for courses, check registration status, and access additional services such as the online Course Search, the Excelsior College Virtual Library, Electronic Peer Network and the Distance Learning database of 18,000 courses and examinations offered nationally. Helpdesk services are available to students who encounter difficulties.

All assessments are administrated through the WebCT platform, a password protected online course management system. Each fixed-answer test or exam is done once within a limited time frame and promptly graded automatically within the WebCT courses. In cases of essay-type exam, instructors review and grade exams within a week. Excelsior uses PEARSON VUE, a national electronic testing company as the contracted proctor.

Admission Requirements

Admission to undergraduate degree programs in liberal arts, business and technology are open to all individuals with a high school diploma or equivalency. Individuals with a bachelor's degree from an accredited institution may be admitted to the Master of Business Administration degree program. Only qualified applicants who meet strict guidelines on professional experience and licensure are admitted to the School of Nursing.

General Education Requirements

Associate in Applied Science – 15 semester credit hours

English

ENG 101: English Composition

ENG 201: Writing for the Professions

Computer Science

INL 102 Information Literacy

The remaining two semester credit hours to be satisfied by transfer credit.

Math

MATH 116 Precalculus Algebra

Social Science

One of the following:

HIS 240: History and Philosophy of American Education

POL 105: Introduction to American Government

PSY 101: Introduction to Psychology

SOC 201: Family

SOC 215: Contemporary Social Problems

SOC 375: Urban Sociology

PSYX 210 Life Span Developmental Psychology (Required for Nursing)

Associate in Science/ Bachelor Degrees – 35 semester credit hours

English

ENG 101: English Composition

ENG 201: Writing for the Professions

Math

116: Precalculus Algebra

Speech

COMM 210: Interpersonal Communications

Science

BIO 110: Biology (Non-Lab)

BIO 111: Biology Laboratory

The remaining four credits to be satisfied by transfer credit.

Fine Arts/Humanities

Six (6) semester hours from the following:

ART 101: History of Western Art: Ancient through the 14th Century

ART 102: History of Western Art since the 15th Century

COMM 120: Foundations of Communications

COMM 125: Public Speaking and the Art of Persuasion

COMM 250: Foundations of Public Relations

COMM 254: Public Relations Writing 1

ENG 210: American Literature 1

ENG 212: American Literature II

ENG 235: British Literature

ENG 250: Legal Themes in Literature

ENG 275: Shakespeare

MUS 105: Music History

REL 340: Science and Religion

Social Sciences

POL 105: Introduction to American Government

Six (6) semester hours from the following:

HIS 240: History and Philosophy of American Education

PSY 101: Introduction to Psychology

SOC 201: Family

SOC 215: Contemporary Social Problems

Institutional Requirements – 16 semester credit hours

Arts and Science electives

Initial Program Summaries

The **Associate in Applied Science in Nursing** and the **Associate of Science in Nursing** degrees are accredited by the NLNAC. Students may work in a health care clinical setting while they study independently and test for credit in one of the programs

that prepares them for nursing degrees. The degrees also prepare students to take the NCLEX® exam. Both the Associate in Science and the Associate in Applied Science degrees require 67 semester credit hours. The two degrees have the same nursing component requirements, but they differ in their general education requirements.

The nursing program curriculum was reviewed and approved by the Arkansas State Board of Nursing. No courses or clinical testing are delivered or conducted in Arkansas.

Faculty

A review of current faculty credentials indicates that the program faculty members teaching courses in this program are masters or doctorally prepared with degrees in nursing and hold a valid RN license in the state where the nursing programs are administered.

Enrollment

There are 16,500 students enrolled nationally in the nursing programs. Projected enrollment in these programs is 60 students.

Curriculum

Associate in Applied of Science in Nursing – 67 semester credit hours
Associate in Science in Nursing – 67 semester credit hours

General Education Requirements

Associate of Applied of Science in Nursing – 15 semester credit hours
Associate of Science in Nursing – 35 semester credit hours

Associate of Applied of Science in Nursing Institutional Requirements

16 semester credit hours

Degree Requirements – 36 semester credit hours

NURX 104 Essentials of Nursing Care: Health Safety
NURX 105 Essentials of Nursing Care: Health Differences
NURX 106 Essentials of Nursing Care: Chronicity
NURX 107 Essentials of Nursing Care: Reproductive Health
NURX 211 Health Differences Across the Life Span 1
NURX 212 Health Differences Across the Life Span 2
NURX 213 Health Differences Across the Life Span 3
NURX 214 Transition to the Registered Professional Nurse Role
 Focused Clinical competencies Assessments (4 semester hours)
NURX 299 Clinical Performance in Nursing Examination (8 semester hours)

Recertification Program Summaries

The **Associate in Applied Science in Administrative/Management Studies** (60 semester credit hours) was designed specifically to meet the needs of those with military backgrounds with military training; however, the program may be appropriate for some non-military students. The program accepts credits earned via military or

corporate training. Students graduating with this degree may be eligible for military advancement or careers in business, government, or industry.

The Associate in Applied Science in Administrative/Management Studies was originally certified by AHECB in November, 2005. Since the last certification, five students have been enrolled in the program. Two students have graduated.

The **Associate of Science in Business** degree (66 semester credit hours) provides skills to compete and advance in entry-level positions in business, government, and non-profit organizations. The degree is designed for managers and first-line supervisors with current business concepts. The degree provides an introduction to areas critical for business success: economics, management, marketing, and accounting. It offers students a first step to a more advanced business degree. All credits earned in this program articulate directly into any Excelsior College bachelor degree in business.

The Associate of Science in Business degree was first certified in November, 2005. Since the last certification, three students have been enrolled in the program. One student has graduated.

The **Bachelor of Science in Accounting** (120 semester credit hours) is designed for both theory and practice of skills in management in order to develop, monitor and review a firm's information and financial systems and to plan and control business activities. There are two major types of accounting. Managerial accountants work with people at all levels of management to plan and control business activities, and public accountants work independently or with auditing firms to establish the credibility of financial reports and they often specialize in tax and other financial matters. Career opportunities may include controllership and corporate or managerial accounting as well as public accounting, internal auditing, tax examiners, collectors, revenue agents and consulting.

The Bachelor of Science in Accounting degree was first certified in November, 2005. Since the last certification, one student has been enrolled in the program.

The **Bachelor of Science in General Business** (120 semester credit hours) curriculum is designed to provide students with the knowledge and skills in preparation for a range of general employment opportunities. This degree is suitable for those considering a career in small business, or to pursue graduate study in business, or law school. Students take foundational core requirements in: financial and managerial accounting, computers, management, marketing, business law, finance, operations and production management, and business strategy.

The Bachelor of Science in General Business was first certified in November, 2005. Since the last certification, seven students have been enrolled in the program. Four students have graduated.

The **Bachelor of Science in Management of Human Resources** (120 semester credit hours) emphasizes the skills needed for management of individuals and groups in business firms, government agencies, and other organizations. It provides students with the skills to work with both individuals and organizations. Employment opportunities include: general management, human resource management, labor or industrial relations, arbitrators and mediators, recruiters, compensation managers, training and developing management, and personnel administration.

The Bachelor of Science in Management of Human Resources was first certified in November, 2005. Since the last certification, two students have been enrolled in the program.

The **Bachelor of Science in Management Information Systems** curriculum prepares students for a career as a management-oriented and technically proficient information systems professional. It provides an overview of system design, programming, and implementation. The requirements for this concentration include courses in at least one business programming language, database management, data communications, telecommunications or networking, and systems analysis and design. It allows for two tracks of study: managerial and technical.

The MIS managerial track can be created by choosing courses such as: decision support systems, systems integration, project management, information systems management, systems design and implementation/integration, expert systems, Visual BASIC, executive management systems, information systems planning, information resource management, and MIS project/ seminar or internship.

The MIS technical track can be created by choosing courses such as: operating systems, advanced programming languages, data structures, compiler design, knowledge-based/expert systems, artificial intelligence, computer simulation, advanced database, and an MIS project/seminar or internship.

Excelsior College awards credit for examinations from vendors such as: Microsoft®, CompTIA®, Novell®, Cisco®, Sun®, ORACLE®, SAS®, and ICCP.

The Bachelor of Science in Management Information Systems was first certified in November, 2005. Since the last certification, one student has been enrolled in the program.

The **Bachelor of Science in Marketing** (120 semester credit hours) curriculum provides instruction on the basic integral components of business such as organization communication to the consumer regarding its product or services. The curriculum includes key components of marketing: identifying customers' needs, analyzing markets and competition, product development and pricing, and formulating effective marketing plans. A concentration in marketing provides the knowledge necessary to conduct marketing research for customer identification and to understand customer needs. Students analyze consumer behavior by examining the perceptions, attitudes, and motivations that affect the decision-making process. Marketing prepares students for careers in product or brand management, retail/wholesale management, industrial

marketing, advertising, marketing managers, and marketing research analysts and directors.

The Bachelor of Science in Marketing was first certified in November, 2005. Since the last certification, one student has been enrolled in the program.

Currently, 30 students have been enrolled in the **Bachelor of Science in Liberal Studies** degree which offers a wide range of majors and a flexible Liberal Studies option. Students may opt to pursue an area of focus which is similar to a minor. The Bachelor of Science degree requires a total of 120 semester hours. Within that total, at least 60 semester hours must be earned in the arts and sciences and 60 semester hours earned in applied professional courses, additional arts and science courses, or a combination of both. Each of the majors requires a minimum of 30 credits in one the following disciplines:

Biology	Chemistry
Communication Studies	Journalism
Media Studies	Organizational Communication
Public Relations	Strategic Communications
Criminal Justice	Administration of Criminal Justice
Corrections	Homeland Security
Law and Society	Law Enforcement and Public Safety
Economics	Geography
Geology	History
Literature in English	Mathematics
Music	Philosophy
Physics	Political Science
Psychology	Sociology

The Bachelor of Science in Liberal Studies degree was first certified in November, 2005.

The **Master of Business Administration** degree program (48 semester credit hours) is designed to enable students to acquire the knowledge, skills, and insight needed to compete in the global business environment. The program is designed to equip students to further their careers through knowledge, understanding, and application to the business environment.

The Master of Business Administration was first certified in November, 2005. Currently, two Arkansas students are enrolled in this program.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that the Excelsior College, Albany, New York, programs meet the criteria for recertification defined by Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year recertification expiring April 24, 2013, for the following:

Associate in Applied Science in Administrative/Management Studies
Associate in Science in Business
Bachelor of Science in Accounting
Bachelor of Science in General Business
Bachelor of Science in Management of Human Resources
Bachelor of Science in Management of Information Systems
Bachelor of Science in Marketing
Bachelor of Science in Liberal Arts
Master Business Administration

Motion to recommend recertification of the degree programs was made by Mr. Ken Hoppe with a second by Dr. Jerol Swaim. The motion passed.

The Arkansas Department of Higher Education (ADHE) staff has determined that the Excelsior College, Albany, New York, programs meet the criteria for initial program certification defined by Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following:

Associate in Science in Nursing
Associate in Applied Science in Nursing

Motion to recommend initial certification of the degree programs was made by Mr. Jerol Swaim with a second by Mr. Kent Schroeder. The motion passed.

Franklin University Community College Alliance (CCA)

Franklin University submitted application for recertification of the following Community College Alliance online programs:

Bachelor of Science in Accounting
Bachelor of Science in Applied Management
Bachelor of Science in Business Administration
Bachelor of Science in Business Forensics
Bachelor of Science in Computer Science
Bachelor of Science in eMarketing
Bachelor of Science in Financial Management
Bachelor of Science in Forensic Accounting
Bachelor of Science in Healthcare Management
Bachelor of Science in Human Resources Management
Bachelor of Science in Information Technology
Bachelor of Science in Management
Bachelor of Science in Management Information Systems
Bachelor of Science in Marketing
Bachelor of Science Public Safety Management
Bachelor of Science in Web Development

Franklin University submitted application for the initial certification of the following online programs to be offered through the Arkansas Community College Alliance:

Bachelor of Science in Public Relations
Bachelor of Science in Operations and Supply Chain Management

Proposed effective date: April 24, 2009

Institutional History

Franklin University began in 1902 as the Y.M.C.A. School of Commerce and offered the study of bookkeeping. In 1913, a two-year college course in accounting was added and other courses such as exporting, advertising, and insurance were offered in the following years. In 1921, the institution received degree-granting authority from the state of Ohio and offered four-year evening programs in production engineering, accounting, banking and finance, marketing, and business administration leading to a Bachelor of Commercial Science degree.

In 1933, the name Franklin University was adopted and was organized as a separate branch of the Columbus Y.M.C.A. Law courses were organized into a Bachelor of Laws degree, and this evolved into a fully accredited law school in 1954. In 1965, the institution affiliated with Capital University, and the law school was moved to Capital University's grounds. Franklin University eventually ended its association with the law school altogether.

In 1976, Franklin University separated from the Y.M.C.A. sponsorship and became incorporated under Ohio law as a not-for-profit, independent educational institution governed by its own Board of Trustees and received accreditation from North Central Association. In 1993, Franklin expanded its academic offerings to include graduate programs.

In 1998, Franklin implemented the Community College Alliance (CCA), a partnership with two-year institutions designed to provide access for completion of a bachelor's degree for students who have an associate's degree from community and technical colleges through distance delivery. Students who hold an associate's degree from a regionally accredited institution (or 60 semester credit hours and a high school diploma or GED) are eligible for admission to Franklin University through CCA.

There are more than 230 CCA members located in more than 31 states. Arkansas CCA members are: Arkansas Northeastern College, Mid-South Community College, NorthWest Arkansas Community College, Ouachita Technical College, and Cossatot Community College of the University of Arkansas.

From Fall 2005 to Summer 2008, 125 Arkansas students have been enrolled in the CCA degree programs.

Accreditation and Licensure

Franklin University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is authorized to operate and offer degree programs by the Ohio Board of Regents.

Program Delivery

Franklin University's Academic Affairs Unit is divided into two colleges; College of Business, and College of Arts, Sciences, and Technology. The College of Business is comprised of the Division of Accounting and Finance, the Division of Graduate Business Studies, and the Ross School of Management and Leadership. The College of Arts, Sciences, and Technology is comprised of the Division of Arts, Sciences, and General Education, and the Division of Computer and Information Sciences.

Franklin University courses carry four semester credit hours. All courses carry the same title regardless of delivery methods and are identical in educational outcomes and course objectives. Courses are delivered online and serviced and maintained using a proprietary, online distance delivery system created and controlled by Franklin's IT personnel. In all online courses, technology tools such as bulletin boards for asynchronous discussions, chat room and audiobridges (conference calls) for synchronous discussions, and a whiteboard area that can be used for either synchronous or asynchronous discussions are used.

Courses may require students to take their examinations outside of the classroom. CCA students use proctoring services available through their community college.

Admission Requirements

Students are accepted through the partnering CCA colleges. All admission requirements are met at the partnering community college.

Program Summaries

Since Franklin University students are part of the CCA program, they meet the Arkansas general education requirements at their CCA partner colleges. Once the associate level work is completed, including Arkansas general education course requirements, students complete 24 semester credit hours of pre-requisite coursework, indicated as bridge courses, at the community colleges. Once the bridge courses are completed, students then complete the online courses required for the bachelor's degree. A minimum of 60 semester credit hours are earned through Franklin. Bachelor's degrees vary from 124 – 130 semester credit hours.

Students must complete the following courses as part of the associate degree.

SPCH100 Speech Communication *OR*

COMM 150 Interpersonal Communication

ECON 210 Microeconomics *OR*

ECON 220 Macroeconomics

COMP 106 Introduction to Spreadsheets (1 semester credit hour)

COMP 108 Introduction to Databases (1 semester credit hour)

COMM 320 Business and Professional Communications

Recertification Program Summaries

The **Bachelor of Science in Accounting** degree program (128 semester credit hours) is designed to prepare students with employment or promotion in public accounting, private industry or government.

The Bachelor of Science in Accounting degree program was originally certified in November, 2001, and recertified in November, 2005. Two students have graduated since recertification in 2005. Currently, there are 16 students enrolled in this program.

The **Bachelor of Science in Applied Management** (124 semester credit hours) degree program is designed to prepare students who have an associate degree or background in vocational or technical fields and want move into a leadership or management role within a field that parallels their technical background. Graduates will be able to apply principles of management to personnel, apply basic accounting and fiscal management principles, and apply proven managerial problem identification and solving techniques. Possible career paths include construction manager, quality engineer, crew leader, project engineer, buyer, and automotive technical supervisor.

The Bachelor of Science in Applied Management degree program was originally certified in November, 2001, and recertified in November, 2005. Two students have graduated since recertification in 2005. Currently, there are nine students enrolled in this program.

The objective of the **Bachelor of Science in Business Administration** degree program is to provide students with general skills for critical organizational decision-making in the business world. Topics integrated in the courses include ethics in action, current issues in a dynamic business environment, global perspectives for decision-making, and conflict management. Possible career paths include general manager, small business owner, and supervisor.

The Bachelor of Science in Business Administration was originally certified in November, 2001, and recertified in November, 2005. Twenty students have graduated since recertification in 2005. Currently, there are forty-nine students enrolled in this program.

The **Bachelor of Science in Business Forensics** degree program curriculum provides for the application of business and basic accounting principles, theories, and discipline to facts or hypotheses at issue in a legal business dispute. Students will apply critical thinking, decision making and problem solving skills to resolve current global organizational issues and apply a strategic management process to determine the long-run performance of an organization. Instruction is given to prepare documentation of the findings of a fraud investigation and document and analyze internal controls. Career paths may include law enforcement, loss prevention manager, independent fraud examiner, or government fraud examiner.

The Bachelor of Science in Business Forensics was originally certified in October, 2006. One student is enrolled in this program.

The **Bachelor of Science in Computer Science** degree program prepares students in applying, designing, and implementing computer systems and to provide students firm foundations in software systems development and software engineering. Students in the computer science major will have the knowledge and skills required to contribute to the development and maintenance of large-scale software applications within an organizational structure and be able to apply mathematical models and methods in problem solving. Graduates of this program may pursue work in a variety of technical positions including systems programmer, systems analyst, software engineer, database administrator, and software architect.

The Bachelor of Science in Computer Science was originally certified in November, 2001, and recertified in November, 2005. Currently, there are seven students enrolled in this program.

The **Bachelor of Science in eMarketing** degree program prepares students with the knowledge to manage the analysis, design, implementation, marketing, and operation of digital information systems. The eMarketing major is designed to meet Web-based retailing, electronic supply chain management, Web marketing and Web publishing demands. Students will acquire Web development, marketing, graphics design, and electronic commerce system skills as well as knowledge of the technology of databases, user interface design, networking and management information systems. Students enrolled in this program can pursue careers as a director of Internet marketing, manager of e-commerce, or Web marketing manager.

The Bachelor of Science in eMarketing was originally certified in October, 2007. Currently, there is one student enrolled in this program.

The **Bachelor of Science in Financial Management** combines concepts, analytical tools and information resources from other disciplines, including accounting, economics, and information management. Students learn to ethically manage the finances of a corporation in the pursuit of owner objectives, appraise various investments available and explain the process of portfolio management, design finance models using technology, and provide financial advice by synthesizing and integrating financial concepts. The degree is designed to prepare students for careers in business financial management, investment management, personal financial planning, banking, or international finance.

The Bachelor of Science in Financial Management was originally certified in October, 2006. Currently, there are three students enrolled in this program.

The **Bachelor of Science in Forensic Accounting** program provides for the application of accounting principles, theories, and discipline to facts or hypotheses at issue in a legal dispute and encompasses every branch of accounting knowledge. Students will be able to resolve accounting issues using technical, analytical, and problem-solving skills, conduct specific accounting research and analyze accounting issues, and analyze ethical issues in the accounting profession and various accounting software packages. Graduates are prepared for employment or promotion in public

accounting, private industry or government in jobs such as independent forensic auditor, internal fraud examiner, accounting forensic consultant, corporate accounting officer, or governmental fraud assessor. Graduates may seek certification for Certified Fraud Examiner, Certified Public Accountant, Certified Management Accountant, or Certified Internal Auditor.

The Bachelor of Science in Forensic Accounting was originally certified in October, 2006. Currently, there are two students enrolled in this program.

The **Bachelor of Science in Healthcare Management** program is intended for individuals, who are certified, licensed, registered, or have completed an associate's degree in health care or an approved related discipline. The goal of the Healthcare Management major is to develop lifelong learners who are prepared to fill managerial roles. Career paths include healthcare systems manager, healthcare administrator, hospital administrator, or practice manager.

The Bachelor of Science in Healthcare Management degree program was originally certified in October, 2001 and recertified in November, 2005. One student has graduated since recertification in 2005. Currently, there are four students enrolled in this program.

The **Bachelor of Science in Human Resource Management program** provides a fundamental understanding of staffing, training and development, employee relations, compensation management, EEO/Affirmative Action and other legal aspects of employment, employee and organization development, diversity in the workplace and human resources strategies. Graduates may pursue careers as human resources assistant, employee benefits analyst, recruitment specialist, or training and development coordinator.

The Bachelor of Science in Human Resource Management program was originally certified in November, 2001 and recertified in November, 2005. One student has graduated since recertification in 2005. Currently, there are four students enrolled in this program.

The **Bachelor of Science in Information Technology** program provides a degree for students interested in supporting a business operation, rather than writing software. It provides a fundamental understanding of IT systems in order to keep the IT structure running to support business operations. Students are prepared to apply the foundations of management information systems to redesign and reshape organizations through the information systems that support them, practice effective systems administration and scripting techniques, and apply current industry practices to the assessment of information systems in order to prepare, implement, and maintain security plans. Graduates may pursue careers as IT support generalist, systems administrator, help desk technical specialist, and web security administrator.

The Bachelor of Science in Information Technology program was originally certified in April, 2004 and recertified in November, 2005. Two students have graduated since recertification in 2005. Currently, there are eight students enrolled in this program.

The **Bachelor of Science in Management program** is designed to provide a theoretical foundation and in-depth exploration of managerial competencies including planning, leading, organizing and controlling. The curriculum applies performance improvement concepts, systems thinking, and organizational theory in an application-based program. Graduates may pursue careers as general manager, supervisor, team leader, coordinator, or operation/production manager.

The Bachelor of Science in Management program was originally certified in April, 2004 and recertified in November, 2005. Currently, there are nine students enrolled in this program.

The **Bachelor of Science in Management Information Sciences** program prepares students to analyze, design, develop, implement, coordinate and control computerized information systems. It is an integrated approach to technical, operational and systems elements within the curricula that enable managers and technical specialists to work within organizations. Graduates may pursue careers as systems analyst, application developer, computer support specialist, information architect, business analyst, and systems analyst.

The Bachelor of Science in Management Information Sciences program was originally certified in October, 2001 and recertified in November, 2005. One student has graduated since recertification in 2005. Currently, there are four students enrolled.

The **Bachelor of Science in Marketing** program is designed to provide students knowledge of the field and have the opportunity to choose from a variety of courses in business, social and behavioral sciences, humanities, communication, and technology. Opportunities are provided for activities that parallel current business practices and emphasize the development and application of creativity, communication, and analytical skills to address organizational challenges. Students are prepared to use marketing research methods including assessment of information needs, data collection, analysis and interpretation, and understand foundational consumer behavior constructs and the effect of message on product image and the purchase decision process. Graduates may pursue careers as marketing manager, advertising copywriter, internet marketing specialist, and marketing research analyst.

The Bachelor of Science in Marketing program was originally certified in November, 2005. Currently, two students are enrolled in this program.

The **Bachelor of Science in Public Safety Management program** integrates courses in business administration, communication, and leadership to work within the organizational structure of a public safety agency. The curriculum provides principles of basic accounting, fiscal management and budgeting appropriate to

a public safety agency, the basic management skills of planning, organizing, staffing, coordinating, managing change, and decision making within a public safety agency, and the appropriate ethical principles, laws, and human relations skills to all facets of operation in a public safety agency. Graduates may pursue careers as fire or police administrator, EMT/EMS coordinator, safety specialist, and homeland security professional.

The Bachelor of Science in Public Safety Management program was originally certified in November, 2001 and recertified in November, 2005. One student has graduated since recertification in 2005. Currently, there are five students enrolled in this program

The **Bachelor of Science in Web Development** program is designed to provide students background in electronic commerce and prepare them to manage the analysis, design, implementation, marketing and operation of web based systems. The major focuses on technologies necessary to implement enterprise-level Web sites. Graduates of the Web Development major will be able to apply technical knowledge to develop and implement effective solutions to real world problems and demonstrate the ability to interpret and use statistical information and may pursue careers as Web master, Web programmer, Web developer or manager of e-commerce.

The Bachelor of Science in Web Development program was originally certified in October, 2007. Currently, one student is enrolled in this program.

Initial Program Summaries

The **Bachelor of Operation and Supply Change Management** degree program is designed with courses that focus on the theory and principles of operation and supply change management. The disciplines that are included are management of quality, transportation and logistics, purchasing and inventory, and integrated project. The courses concentrate on the several disciplines: Operations Management, Quality Management, Supply Chain Management, Transportation and Logistics Management, Purchasing and Inventory Management, and Integrated Project Management.

Enrollment

Five students are expected to enroll in this program.

Faculty

A review of current faculty credentials indicates that the majority of the program faculty members have Ph.D. credentials in Industrial Engineering and Management Systems, Applied Management and Decision Sciences and Industrial Design and Technology.

Curriculum

Bachelor of Science in Operation and Supply Change Management
126 semester credit hours

Transferred Associate Degree hours – 60 semester credit hours

Required Bridge Courses – 20 semester credit hours of the course requirements not met from the associate degree program

ACCT 215 Financial Accounting
ACCT 225 Managerial Accounting
BSAD 220 Business Law
BSAD 312 Management Theory and Practices
MKTG 300 Marketing
FINA 301 Introduction to Finance

Degree Requirements – 46 semester credit hours

PF 305 Global Issues
PF 321 Learning Strategies
OSCM 390 Operations Management
OSCM 440 Quality Management
OSCM 450 Supply Chain Management
OSCM 455 Transportation and Logistics Management
OSCM 458 Purchasing and Inventory Management
OSCM 491 Integrated Project Management
OSCM 495 Operations and Supply Chain Management Capstone
AMGT 490 Project Management
MIS 478 Quantitative Methods and Analysis
BSAD 320 Decision Making and Problem Solving

The **Bachelor of Science in Public Relations** degree program is designed to prepare students to become public relations professionals within interdisciplinary and diverse environments. It provides a foundation of knowledge about the public relations industry with an emphasis on relationship building, advocacy, ethics, and communication. The program outcomes mirror the professional competencies and standards of the Public Relations Society of America.

Enrollment.

Five students are expected to enroll in this program.

Faculty

A review of current faculty credentials indicates that the majority of the program faculty members have Ph.D. credentials in Communications, Interpersonal and Public Communications, Marketing, and Public Relations.

Curriculum

Bachelor of Science in Public Relations
124 semester credit hours
Transferred Associate Degree hours – 60 semester credit hours

Required Bridge Courses – 24 semester credit hours of the course requirements not met from the associate degree program including the following courses

ANTH 215 Cultural Anthropology
MKTG 300 Marketing
BSAD 312 Management Theory and Practices
PBLR Public Relations
Elective hours – 8 semester credit hours of approved courses

Degree completion hours required at Franklin – 42 semester credit hours

PF 305 Global Issues
PF 321 Learning Strategies
PF 302 Applied Research Methods
PF 304 Strategies for Motivation
COMM 315 Communication Ethics
PBRL 350 Media Research and Writing
PBRL 425 Crisis and Media Communication
PBRL 445 Public Relations and Promotional Strategy
PBRL 450 Rhetoric and Social Influence
PBRL 495 Public Relations Capstone
One Major Area Elective

One of the following:

GRPH 210 Fundamentals of Graphic Design
GRPH 310 Advanced Graphic Design
MKTG 350 Persuasive Strategies: Influencing Business and Consumer Decisions
MKTG 430 Relationship Marketing
MIS 320 Technical Communication
ORGC 321 Organizational Communication
ORGC 335 Communication in Groups and Teams
ORGC 450 Strategic Communication

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that the Franklin University, Columbus, Ohio, degree programs meet the criteria for program recertification defined by Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year certification expiring April 24, 2013, for the following programs:

Bachelor of Science in Accounting
Bachelor of Science in Applied Management
Bachelor of Science in Business Administration
Bachelor of Science in Business Forensics
Bachelor of Science in Computer Science
Bachelor of Science in eMarketing
Bachelor of Science in Financial Management
Bachelor of Science in Forensic Accounting
Bachelor of Science in Healthcare Management
Bachelor of Science in Human Resources Management
Bachelor of Science in Information Technology
Bachelor of Science in Management

Bachelor of Science in Management Information Systems
Bachelor of Science in Marketing
Bachelor of Science Public Safety Management
Bachelor of Science in Web Development

Motion to recommend initial certification of the degree programs was made by Dr. Jeff Olson with a second by Dr. Jerol Swaim. The motion was passed.

The Arkansas Department of Higher Education (ADHE) staff has determined that the Franklin University, Columbus, Ohio, degree programs meet the criteria for initial program certification defined by Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification expiring April 24, 2011, for the following programs:

Bachelor of Science in Public Relations
Bachelor of Science in Operations and Supply Chain Management

Motion to recommend initial certification of the degree programs was made by Mr. Ken Hoppe with a second by Mr. Kent Schroeder. The motion passed.

Grand Canyon University, Phoenix, Arizona

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

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)
Registered Nurse to Masters of Science in Nursing (RN-MSN) – Nursing Education
Master of Science in Nursing – Nursing Education
Registered Nurse to Master of Science in Nursing (RN-MSN) – Nursing Leadership in Health Care
Master of Science in Nursing – Nursing Leadership in Health Care

Proposed effective date: April 24, 2009

Institutional History

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 degrees 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. The institution began offering online courses and degree programs in 2003 and has operated since 2004 as a for-profit.

Currently 25,000 students are enrolled at Grand Canyon University in undergraduate and graduate degree programs offered in business, education, liberal arts, nursing, and science at the Phoenix, Arizona campus and via online delivery.

Accreditation and Licensure

Grand Canyon University has been continually accredited by the Higher Learning Commission of the North Central Association of College and Schools since 1968 and is approved to offer degree program in thirty-six states including Arizona, the home state, and Arkansas.

Program Delivery

Online courses offered by Grand Canyon University are delivered by the Angel Learning Management Suite, a web-based course management and collaboration portal. Students are assigned to a section of a course with no more than 20 students. Every online student is required to participate in a Collaborative Learning Community (CLC). Online courses are designed to assess student performance in three major areas: individual assignments, CLC (team) projects, and classroom discussions.

Class attendance is evidenced by posting messages each week of class. Participation is a graded activity. Students must post well-developed responses to weekly discussion questions, contribute actively and substantively to class discussions, submit quality assignments on time and become engaged in CLC projects or activities.

The nursing program curriculum was reviewed and approved by the Arkansas State Board of Nursing.

Faculty Development

Prior to being offered a contract to teach an online course, faculty must successfully complete a three-week online faculty training course. Trainees are required to participate four days each week to respond to discussion questions, to complete activities related to online facilitation and feedback, and to work in a Collaborative Learning Community with their peers – an activity online students must engage in during their online courses. Upon conclusion of the training, trainers complete a final overall training evaluation with a final recommendation to GCU as to whether or not to schedule the individual for an online course.

Initial Certification Program Summaries

The **Registered Nurse to Bachelor of Science in Nursing (RN-BSN)** program is designed for registered nurses with an associate's degree in nursing. Students transfer in general education coursework meeting Arkansas general education requirements. The format and courses are regionally accredited. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught in the areas of clinical patient care, healthcare management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice.

Admissions

Degree-bearing candidates must have an associate's degree in nursing from an accredited, GCU-approved college, university, or program with a GPA of 2.8 and a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN. Non-degree-bearing/nursing diploma candidates must submit proof of successful completion of an approved nursing program with an official transcript and a GPA of 2.8 and have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.

Faculty

A review of faculty credentials indicates that the nursing program faculty members teaching courses in this program have either a master's or Ph.D. degree.

Enrollment

Currently, 1,452 students are enrolled in the states that offer this GCU degree. Expected Arkansas enrollment is 25 students.

Curriculum

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

120 semester credit hours

84 semester credit hours of associate degree courses including:

PSY 363 Introduction to Probability and Statistics *OR*

BIO 363 Biostatistics *OR*

HLT 362 Applied Statistics for Health Care Professionals

Core Courses – 36 semester credit hours

NRS 430 Professional Dynamics

NRS 429 Family Centered Health Promotion

NRS 434 Health Assessment

NRS 431 Community Health Systems and Concepts I

NRS 438 Community Health Systems and Concepts II

NRS 433 Introduction to Nursing Research

NRS 437 Ethical Decision Making in Healthcare

NRS 349 Spirituality in Healthcare

NRS 410 Pathophysiology and Nursing Management of Clients' Health

NRS 451 Nursing Leadership and Management

NRS 440 Trends and Issues in Health Care

NRS 441 Professional Capstone Project

The **Registered Nurse to Master of Science–Nursing: Nursing Education (RN-MSN)** track is shortened by several courses whose content is covered in the Master's materials. After the third semester in the course of study, students are eligible to transfer into the concentration, which prepares advanced professional nurses in the nursing role specialty of nursing education. Preparation is given for graduates to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs.

Careers may be as a faculty position in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium.

Admission Requirements

Applicants for the RN to MSN track must have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN. A cumulative GPA of 3.0 or greater and at least 84 undergraduate credits that include Statistics and Pathophysiology classes.

Faculty

A review of faculty credentials indicates that the nursing program faculty members teaching courses in this program have either a master's or Ph.D. degree.

Enrollment

Currently, 21 students are enrolled in the states that offer this GCU degree. Expected Arkansas enrollment is five students.

Curriculum

Registered Nurse to Masters of Science in Nursing – Nursing Education
63 semester credit hours

Institutional Requirements

PSY 363 Introduction to Probability and Statistics *OR*

BIO 363 Biostatistics *OR*

HLT 362 Applied Statistics for Health Care Professionals

RN to MSN Undergraduate Core Courses – 36 semester credit hours

NRS 430 Professional Dynamics

NRS 429 Family Centered Health Promotion

NRS 434 Health Assessment

NRS 431 Community Health Systems and Concepts I

NRS 438 Community Health Systems and Concepts II

NRS 433 Introduction to Nursing Research

NRS 437 Ethical Decision Making in Healthcare

NRS 349 Spirituality in Healthcare

NRS 410 Pathophysiology and Nursing Management of Clients' Health

NRS 451 Nursing Leadership and Management

NRS 440 Trends and Issues in Health Care

NRS 441 Professional Capstone Project

Nursing Graduate Core – 15 semester credit hours

Major Requirements – 12 semester credit hours

NUR 649 Curriculum Development

NUR 645 Theories and Methods of Teaching

NUR 647 Instructional Development for Distance Learning

NUR 665 Teaching Practicum

The **Master of Science-Nursing: Nursing Education (Nurse Educator MS-NEd)** concentration prepares advanced professional nurses in the nursing role specialty of nursing education. The Nurse Educator may practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning, implementing, and evaluating continuing education programs. Graduates may pursue positions as faculty in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium.

Faculty

A review of faculty credentials indicates that the nursing program faculty members teaching courses in this program have either a master's or Ph.D. degree.

Enrollment

Currently, 211 students are enrolled in the states that offer this GCU degree. Expected Arkansas enrollment is 15 students.

Curriculum

Master of Science-Nursing: Nursing Education
36 semester credit hours

Nursing Graduate Core – 15 semester credit hours

NUR 501 Advanced Nursing Issues and Roles
NUR 503 Healthcare Policy and Finance Issues
NUR 505 Advanced Nursing Theory
NUR 507 Health Care Research Analysis and Utilization
NUR 698 Evidence-based Practice Project

Advanced Nursing Core – 9 semester credit hours

NUR 640E Advanced Health Assessment for Nurse Educators
NUR 642E Advanced Physiology and Pathophysiology for Nurse Educators
NUR 644E Advanced Pharmacology for Nurse Educators

Major Requirements – 12 semester credit hours

NUR 649 Curriculum Development
NUR 645 Theories and Methods of Teaching
NUR 647 Instructional Development for Distance Learning
NUR 665 Teaching Practicum

The **Registered Nurse to Master of Science–Nursing (RN-MSN) – Nursing Leadership in Health Care Systems** program incorporates the advanced roles of clinician, researcher, learner, educator, coach, leader, community advocate, manager of systems, collaborator, and consultant. The RN to BSN curriculum is shortened by several courses whose content is covered in the master's materials. After the third semester in this course of study, students are eligible to transfer into the master program. The advanced practice role includes an advanced clinical component such as nurse practitioner or the clinical nurse specialist (CNS). The nursing role specialty includes a continuation of nursing knowledge in nursing leadership.

Faculty

A review of faculty credentials indicates that the nursing program faculty members teaching courses in this program have either a master's or Ph.D. degree.

Enrollment

Currently, 23 students are enrolled in the states that offer this GCU degree. Expected Arkansas enrollment is five students.

Curriculum

Registered Nurse to Master of Science – Nursing (RN-MSN): Leadership in Health Care Systems

63 semester credit hours

Institutional Requirement –3 semester credit hours

PSY 363 Introduction to Probability and Statistics *OR*

BIO 363 Biostatistics *OR*

HLT 362 Applied Statistics for Health Care Professionals

RN to MSN Undergraduate Core Courses – 27 semester credit hours

NRS 430 Professional Dynamics

NRS 429 Family Centered Health Promotion

NRS 434 Health Assessment

NRS 431 Community Health Systems and Concepts I

NRS 438 Community Health Systems and Concepts II

NRS 433 Introduction to Nursing Research

NRS 437 Ethical Decision Making in Healthcare

NRS 349 Spirituality in Healthcare

NRS 410 Pathophysiology and Nursing Management of Clients' Health

NRS 451 Nursing Leadership and Management

NRS 440 Trends and Issues in Health Care

NRS 441 Professional Capstone Project

Nursing Graduate Core – 15 semester credit hours

Major Requirements – 21 semester credit hours

MLE 601 Introduction to Organizational Leadership

MGT 625 Leadership Styles and Development

BUS 604 Organizational Ethics

MLE 605 Leading High Performance Teams

MGT 626 Organizational Systems and Cultures

MGT 623 Organizational Development and Change

LDR 650 Diversity Management and Leadership

The Master of Science-Nursing: Nursing Leadership in Health Care Systems (NL)

concentration prepares the professional nurse for a leadership role in health care delivery systems. The program incorporates the advanced roles of clinician, researcher, learner, educator, coach, leader, community advocate, manager of

systems, collaborator, and consultant. This program is designed to apply both the cognitive and behavioral skill sets necessary to be an effective leader. The entire curriculum of the MSNL program explores values, content knowledge, and skills required to understand and apply effective leadership requirements in the health care environment.

Curriculum

Master of Science: Nursing Leadership in Health Care Systems
36 semester credit hours

Faculty

A review of faculty credentials indicates that the nursing program faculty members teaching courses in this program have either a master's or Ph.D. degree.

Enrollment

Currently, 283 students are enrolled in the states that offer this GCU degree. Expected Arkansas enrollment is 65 students.

Nursing Core – 15 semester credit hours

Major Requirements – 21 semester credit hours

MLE 601 Introduction to Organizational Leadership
MGT 625 Leadership Styles and Development
BUS 604 Organizational Ethics
MLE 605 Leading High Performance Teams
MGT 626 Organizational Systems and Cultures
MGT 623 Organizational Development and Change
LDR 650 Diversity Management and Leadership

Student Services and Resources

Academic advising, career services, the University Learning Center, and technical support are available to students through email and phone. Students can register for classes, request transcripts, and access financial aid information online.

Library 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 library holds 70,000+ academic books, videos, DVD's. The NetLibrary contain 1,8634 ebooks and the Wilson Biography Plus Illustrate ebrary contains 1,444 ebooks. Articles and books chapters, among other resources, are placed on reserve by the faculty are available as scanned documents sent via email to distance students. Reference and research assistance is provided by email and phone. The library offers free interlibrary loan transactions for articles. Other available online resources include EBSCOHost, CINAHL, Medline, PsychARTICLES, Business Source Elite, ERIC, and FirstSearch.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that the Grand Canyon University of Phoenix, Arizona, degree programs meet the criteria for initial program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following programs:

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)
Registered Nurse to Masters of Science in Nursing(RN-MSN) – Nursing Education
Master of Science in Nursing – Nursing Education
Registered Nurse to Master of Science in Nursing (RN-MSN) – Nursing Leadership in Health Care
Master of Science in Nursing – Nursing Leadership in Health Care

Motion to recommend initial certification of the degree programs was made by Mr. Kent Schroeder with a second by Dr. Jerol Swaim. The motion passed.

Strayer University, Washington, D.C.

Strayer University submitted application for the initial certification of the following programs:

Bachelor of Business Administration
Bachelor of Science in Information Systems
Bachelor of Science in Accounting
Master of Science in Accounting
Master of Business Administration

Proposed effective date: April 24, 2009

Institutional History

Strayer University is a proprietary institution of higher learning which offers certificates, diplomas, and undergraduate and graduate degree programs through the master's degree level at campus sites and online. Strayer University's main campus is in Washington, D.C. and the institution is licensed by the District of Columbia Education Licensure Commission. The University has additional campuses located in the following 14 states: Alabama, Delaware, Florida, Georgia, Kentucky, Maryland, New Jersey, North Carolina, Pennsylvania, South Carolina, Tennessee, Utah, Virginia, and West Virginia.

In April 1892, Strayer's Business College of Baltimore City, was founded by Dr. S. Irving Strayer and was expanded to Washington, D.C. in 1904. The school was eventually renamed Strayer College and was licensed to grant bachelor of science degrees in 1969. In 1973, it was accredited as a Senior College of Business by the Accrediting Commission of the Association of Independent Colleges and Schools, and in 1981, Strayer was granted accreditation by the Middle States Commission on Higher Education.

In 1987, the College was authorized to award master's degrees by the District of Columbia Education Licensure Commission. Strayer College began to offer its first online courses in 1996. In 1998, Strayer College received approval to change its name from Strayer College to Strayer University.

Strayer University is wholly owned by Strayer Education, Inc., a publicly held company incorporated in the state of Maryland. Legal control of the University is vested in the Board of Trustees comprised from business, government, academia (both traditional and proprietary), and the non-profit world. The University's annual financial budget and overall academic decisions are determined by the Board of Trustees. The University Board of Trustees is independent of University administration and ownership.

As of Fall 2008, total institutional enrollment was 44,567 students.

Accreditation and Licensure

Strayer University has been accredited by the Middle States Commission on Higher Education since 1981 and the accreditation was reaffirmed in June 2007 for ten years, through 2017.

Program Delivery

Online and campus based administration is similar. The Vice President of Online Academics is responsible for the academic delivery of online education, including course delivery, online faculty, instructional design, quality assurance, faculty development, technical support, and service of student issues related to online delivery. The online facility accommodates over 200 staff members centered around recruiting and supporting students and teaching and supporting online classes.

Online courses have the same academic requirements as the courses taught in a classroom setting with regard to course objectives, assignments and attendance.

Strayer operates on a quarter system, providing courses for students on a year-round basis. Each quarter is approximately eleven weeks long. All of Strayer's courses are 4.5 quarter credit hours (3 semester credit hours). Graduation requirements are 180 quarter hours (120 semester hours) for a bachelor's degree, and 54 quarter hours (36 semester hours) for a master's degree.

Online classes are offered in two formats; synchronous or asynchronous. Synchronous classes are real-time, live-chat sessions that are scheduled once per week at a set time. Asynchronous classes are taken at any time that is convenient; however, students must log on at least once per week. Attendance is electronically monitored and recorded for asynchronous courses when a student logs into the course website. Students enrolled in synchronous courses are required to log into the live class session at the scheduled day and time in order to be marked "present." Attendance is recorded by the instructor for synchronous courses and reported on a weekly basis to the academic office. In addition to attendance, the requirements for students to complete the course successfully include weekly assignments, participation, research papers, and quizzes.

Process for authenticating students

Exams and tests for all online courses are conducted via Strayer University's online delivery platforms. Each student has a login ID and password to access their course(s) which tracks their user activity. The course grade is based on a number of different assessments and instructors track the consistency in the quality of work submitted by each student to ensure that work submitted is by the same individual.

Admission Requirements

Strayer University is an open access university, and the basic requirement for admission to an undergraduate degree is a high school diploma or its equivalent. Students are evaluated for proficiency in fundamental English and Math.

Graduation from an accredited college or university with a baccalaureate degree is a prerequisite for admission to any graduate program. International students must hold the equivalent of a United States baccalaureate degree. Applicants must demonstrate satisfactory performance in either the Graduate Management Admission Test with a minimum acceptable cumulative score of 450, or the Graduate Record Examination with a minimum acceptable cumulative score of 1000. Students must have and earned a 2.75 undergraduate grade point average on a 4.0 scale.

Assessment

Strayer has developed and implemented a learning assessment plan based on a three-tier approach with evaluations and surveys at the institutional, programs, and course levels. Feedback provided from these evaluations is used by the Board of Trustees, Outcomes Assessment Committee, administrators, and educators to identify areas of improvement needed in the delivery and/or support of the educational process utilized by the institution.

Faculty Development

Faculty mentors serve as online mentors and guide the new faculty member, answer questions, and conduct bi-weekly audits to monitor and grade the new instructor's performance based on accepted teaching criteria. Workshops are provided on professional education issues and various teaching skills and topics such as grading, writing exams, developing effective presentations, providing feedback, conflict resolution, etc., as well as content developments in the various academic disciplines of interest to faculty. Discipline-specific training is available on advances in the use of information technology hardware and accompanying software. Regular presentations by nationally recognized content experts are also provided.

Initial Certification Program SummariesRequirements for Bachelor DegreesGeneral Education

54 quarter credit hours (36 semester hours)

English

ENG 115 English Composition

ENG 215 Research and Writing

Mathematics

MAT 105 Introduction to College Mathematics (College Algebra equivalent)

Science

All Strayer University Arkansas students are required to complete 13.5 quarter hours (9 semester credit hours) of science with laboratories. Students meet this requirement by transferring credits from another institution.

Fine Arts/Humanities

HUM 100 Introduction to Art, Music, and Literature

HUM 101 The Origins of Western Culture

HUM 200 Logic

Social Sciences

HIS 105 Contemporary U.S. History *OR*

POL 220 Government and Politics

PSY 100 The Individual and Society *OR*

PSY 105 Introduction to Psychology

SOC 100 Introduction to Sociology

Institutional Requirements

13.5 quarter credit hours (9 semester credit hours)

ENG 240 Communication for Business and the Professions

MAT 300 Descriptive Statistics

ECO 405 Economic Problems and Issues *OR*

SOC 300 Sociology of Developing Countries *OR*

POL 300 Contemporary International Problems

The **Bachelor of Science in Accounting** program provides students with a broad, fundamental knowledge of the field and prepares students for employment in accounting careers. Students in the program may choose, through the selection of elective courses, to prepare for professional careers such a Certified Public Accountant, Certified Internal Auditor, Certified Managerial Accountant, or Accredited Business Accountant.

Faculty

A review of faculty credentials indicates that the majority of the faculty members teaching courses in this program have a Ph.D. in Accounting.

Enrollment

Expected enrollment is nine students.

Total number of students enrolled nationally in the program for Fall 2008 is 2,355.

Curriculum

Bachelor of Science in Accounting

180 quarter credit hours (120 semester credit hours)

General Education – 54 quarter credit hours (36 semester credit hours)

Institutional Requirements – 13.5 quarter credit hours (9 semester credit hours)

Core Component – 18 quarter credit hours (12 semester credit hours)

ACC 100 Accounting I
ACC 115 Microcomputer Applications for Accountants
BUS 100 Introduction to Business
CIS 105 Introduction to Information Systems

Major Degree Requirements – 54 quarter credit hours (36 semester credit hours)

ACC 206 Accounting II
ACC 303 Intermediate Accounting I
ACC 304 intermediate Accounting II
ACC 305 Intermediate Accounting III
ACC 307 Federal Taxation
ACC 317 Advanced Federal Taxation
ACC 350 Cost Accounting
ACC 401 Advanced Accounting
ACC 403 Auditing
ECO 100 Principles of Economics
ACC 499 Accounting Capstone: Senior Seminar in Accounting
LEG 100 Business Law I

Upper-Level Electives – 40.5 quarter credit hours (27 semester credit hours)

The **Bachelor of Business Administration** prepares graduates for a wide range of managerial positions in business, government, and non-profit organizations. Students acquire fundamental as well as practical and professional skills in all phases of business including decision making and problem-solving capabilities. Concentrations in Acquisition and Contract Management, Banking, E-Business, Finance, Hospitality and Tourism Management, Human Resource Management, Legal Studies, Management, Marketing, and Retail Management are offered.

Graduates may pursue employment in management positions in the areas of government and non-profit organizations. Possible career positions are Financial Analyst, Project Manager, Human Resources Director, and Marketing Director.

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach and the majority have either an MBA or a Ph.D. in Business.

Enrollment

Expected enrollment is ten students.

Total number of students enrolled nationally in the program for Fall 2008 is 11,478.

Curriculum

Bachelor of Business Administration

180 quarter credit hours (120 semester credit hours)

General Education – 54 quarter credit hours (36 semester credit hours)

Institutional Requirements – 13.5 quarter credit hours (9 semester credit hours)

Major Degree Requirements – 45 quarter credit hours (30 semester credit hours)

ACC 100 Accounting I

BUS 100 Introduction to Business

BUS 107 Fundamentals of E-Business

CIS 105 Introduction to Information Systems

BUS 200 Principles of Management

BUS 290 Business Ethics

ECO 100 Principles of Economics

FIN 100 Principles of Finance

LEG 100 Business Law I

MKT 100 Principles of Marketing

Concentration Component – 27 quarter credit hours (18 semester credit hours)

Concentration in Acquisition and Contract Management

BUS 209 Principles of Federal Acquisition and Contract Management

BUS 330 Contract Administration and Management

BUS 340 Contract and Purchasing Negotiation Techniques or

BUS 375 Project Management

BUS 499 Senior Seminar in Business Administration

FIN 230 Cost and Price Analysis

LEG 140 Procurement and Contract Law

Concentration in Banking

ECO 320 Money and Banking

ECO 499 Senior Seminar in Economics and Finance

FIN 300 Financial Management

FIN 350 Financial Markets and Institutions

FIN 410 Commercial Bank Management and Operations

ITB 400 International Banking and Finance

Concentration in E-Business

BUS 205 Small Business Management or

MKT 310 Retail Management

BUS 365 E-Business Security and Controls

BUS 499 Senior Seminar in Business Administration

LEG 210 Legal, Social, and Ethical Issues in E-Commerce

MKT 220 E-Marketing

MKT 315 Business Logistics Management

Concentration in Finance

ECO 320 Money and Banking
ECO 499 Senior Seminar in Economics and Finance
FIN 230 Cost and Price Analysis
FIN 300 Financial Management
FIN 320 Investments
FIN 350 Financial Markets and institutions

Concentration in Hospitality and Tourism Management

HTM 100 Principles of Hospitality and Tourism Management
HTM 150 Quality Service Assurance
HTM 250 Purchasing and Cost Control
HTM 280 Lodging Operations Management
HTM 310 Food and Beverage Operations Management
HTM 499 Senior Seminar in Hospitality and Tourism Management

Concentration in Human Resource Management

BUS 310 Human Resource Management
BUS 335 Staffing Organizations
BUS 405 Labor Relations
BUS 407 Training and Development
BUS 409 Compensation Management
BUS 499 Senior Seminar in Business Administration

Concentration in Legal Studies

LEG 107 Introduction to Paralegal Studies
LEG 110 Civil and Criminal Procedure
LEG 205 Corporate and Partnership Law or
LEG 200 White Collar Crime in Government, Business, and Labor
LEG 215 Legal Research and Writing
LEG 300 Tort Law
LEG 499 Senior Seminar in Legal Studies

Concentration in Management

BUS 105 Principles of Organizational Behavior
BUS 250 International Business Environment
BUS 310 Human Resource Management
BUS 490 Business Policy
BUS 499 Senior Seminar in Business Administration
EGO 320 Money and Banking

Concentration in Marketing

BUS 499 Senior Seminar in Business Administration
MKT 200 International Marketing
MKT 205 Advertising Principles and Sales Management
MKT 215 Strategic Market Pricing
MKT 220 E-Marketing

MKT 310 Retail Management
Concentration in Retail Management
BUS 499 Senior Seminar in Business Administration
MKT 205 Principles of Advertising and Sales Management
MKT 215 Strategic Market Pricing
MKT 305 Consumer Behavior
MKT 310 Retail Management
MKT 315 Business Logistics Management

Upper-Level Electives – 40.5 quarter credit hours (27 semester credit hours)

The **Bachelor of Science in Information Systems** program provides students with state-of-the-art computer concepts. Students in the information systems programs are taught state-of-the-art computer technologies for in careers as a systems analyst or management in positions as a Computer Programmer, Systems Analyst, Database Administrator, or Computer Support Specialist. Concentrations in Computer Security, Database Developer, Database Management, Homeland Security and Information Systems, Internetworking Technology, Networking, Programming, Security Administration, and Web Development are available.

Faculty

A review of current faculty credentials indicates that the majority of the program faculty members have either a Ph.D. or master's degree in Information Sciences, Computer Sciences, or Systems Management.

Enrollment

The estimated enrollment is 14 students.

The total number of students enrolled nationally in the program for Fall 2008 was 3,766.

Curriculum

Bachelor of Science in Information Systems
180 quarter credit hours (120 quarter credit hours)

General Education – 54 quarter credit hours (36 semester credit hours)

Institutional Requirements – 13.5 quarter credit hours (9 semester credit hours)

Major Degree Requirements – 40.5 quarter credit hours (27 semester credit hours)

ACC 100 Accounting I
BUS 100 Introduction to Business
CIS 110 Computer Programming Design
CIS 111 Introduction to Relational Database Management Systems
CIS 155 UNIX Operating System
CIS 175 Introduction to Networking
CIS 210 Systems Analysis and Development
CIS 212 System Modeling Theory

CIS 222 Computer Ethics
Concentration Component – 31.5 quarter credit hours (21 semester credit hours)

Concentration in Computer Security
CIS 293 Administering Desktop Clients
CIS 333 Network Security Fundamentals
CIS 417 Computer Forensics
CIS 426 Security Strategy and Policy
CIS 499 Senior Seminar: Information Systems
SEC 305 Computer Security
SEC 405 Computer CSI

Concentration in Database Developer
CIS 219 Database Management Systems
CIS 276 SQL Programming
CIS 305 PLISQL Programming
CIS 323 PLISQL Program Units
CIS 427 Build Internet Applications I
CIS 435 Build Internet Applications II
CIS 499 Senior Seminar: Information Systems

Concentration in Database Management
CIS 219 Database Management Systems
CIS 276 SQL Programming
CIS 305 PLISQL Programming
CIS 434 Database Fundamentals I
CIS 444 Database Fundamentals I1
CIS 474 Data Warehousing
CIS 499 Senior Seminar: Information Systems

Concentration in Homeland Security and Information Systems
CIS 333 Network Security Fundamentals
CIS 359 Disaster Recovery
CIS 499 Senior Seminar: Information Systems
SEC 310 Homeland Security Organization and Administration
SEC 402 Information Warfare and Homeland Security
SEC 460 Case Studies in Current Homeland Security Issues

Concentration in Internetworking Technology
CIS 337 Internetworking Basics
CIS 339 Internetworking Design
CIS 402 Internetwork Remote Access
CIS 411 Advanced Routing
CIS 413 Internetworking Switching
CIS 416 Internetworking Support/Troubleshooting or
CIS 418 Advanced Internetworking Design
CIS 499 Senior Seminar: Information Systems

Concentration in Networking

CIS 293 Administering Desktop Clients
CIS 332 Network Server Administration
CIS 341 Security Design in a Network Server Environment
CIS 401 Network Server implementation
CIS 408 Network Infrastructure Planning
CIS 409 Directory Services Infrastructure
CIS 499 Senior Seminar: information Systems

Concentration in Programming

CIS 219 Database Management or
CIS 276 SQL Programming
CIS 242 C++ Programming
CIS 326 Object Oriented Programming I
CIS 328 Object Oriented Programming II
CIS 406 JAVA Programming I
CIS 407 JAVA Programming II
CIS 499 Senior Seminar: Information Systems

Concentration in Security Administration

CIS 333 Network Security Administration
CIS 343 Implementing Internet/Intranet Firewalls
CIS 359 Disaster Recovery
CIS 417 Computer Forensics
CIS 419 Database Security
CIS 462 Security Strategy and Policy
CIS 499 Senior Seminar: Information Systems

Concentration in Web Development

CIS 209 Web Page Development I
CIS 219 Database Management Systems OR
CIS 276 SQL Programming
CIS 309 Web Page Development II
CIS 406 JAVA Programming I
CIS 407 JAVA Programming II
CIS 493 Creating Web Databases
CIS 499 Senior Seminar Information Systems

Upper-Level Electives – 40.5 quarter credit hours (27 semester credit hours)

The **Master of Business Administration (MBA)** program offers a broad curriculum which allows students a choice of concentrations. The program curriculum is designed to prepare students to become effective decision makers and managers in the areas of globalization, technology, and ethical challenges. The MBA program uses basic computer literacy skills such as word processing and basic use of spreadsheets. Several concentrations are available: Accounting, Acquisition, Finance, Health Services Administration, Hospitality and Tourism Management, Human Resource

Management, Information Systems Management, International Business, Management, Marketing, Professional Studies, Project Management, and Public Administration.

Career opportunities may be found in management positions in business, government and non-profit organizations. Possible job titles include Chief Financial Officer, Systems Analyst, Medical Administrator, Program Specialist, International Finance Manager, and Consultant.

Faculty

A review of current faculty credentials indicates that the majority of the program faculty members have Ph.D. degrees in Business, Finance, Management, Marketing, or Economics.

Enrollment

Expected enrollment is 15 students.

Total number of students enrolled in the program for Fall 2008 was 4325.

Curriculum

Degree title: Master of Business Administration

Semester credit hours 54 quarter credit hours (36 semester credit hours)

Degree Requirements – 40.5 quarter credit hours (27 semester credit hours)

ACC 550 Managerial Accounting

BUS 508 The Business Enterprise

BUS 520 Leadership and Organizational Behavior

BUS 599 Strategic Management

ECO 550 Managerial Economics and Globalization

FIN 534 Financial Management

LEG 500 Law, Ethics, and Corporate Governance

MAT 540 Quantitative Methods

MKT 500 Marketing Management

Concentration Component – 13.5 quarter credit hours (9 semester credit hours)

Concentration in Accounting

ACC 561 Advanced Managerial Accounting

ACC 564 Accounting Information Systems

ACC 565 Organizational Tax Research and Planning

Concentration in Acquisition

BUS 501 Government Acquisition

BUS 505 Business Strategies and Proposals

LEG 505 Government Contract Law

Concentration in Finance

FIN 535 International Finance

FIN 540 Advanced Corporate Finance

FIN 550 Corporate Investment Analysis

Concentration in Health Services Administration
HSA 500 Health Service Organization and Management
HSA 515 Health Care Policy, Law, and Ethics
HSA 525 Health Financial Management

Concentration in Hospitality and Tourism Management
HTM 520 Strategic Planning in Hospitality and Tourism
HTM 540 international Tourism Development and Policy
HTM 550 Chain Management and Franchising

Concentration in Human Resource Management
BUS 522 Selection and Placement
BUS 525 Compensation and Rewards
BUS 530 Strategic Human Resource Management

Concentration in Information Systems Management
CIS 500 Information Systems for Decision Making
CIS 511 Enterprise Resource Planning Systems
CIS 517 IT Project Management

Concentration in International Business
BUS 544 International Business Strategy
FIN 535 International Finance
MKT 505 International Marketing

Concentration in Management
BUS 515 Operations Management
BUS 521 Entrepreneurship and Innovation
BUS 526 Negotiation and Conflict Resolution or
BUS 530 Strategic Human Resource Management

Concentration in Marketing
MKT 505 International Marketing
MKT 506 Integrated Marketing Communication
MKT 510 Consumer Behavior or
MKT 550 Marketing Research

Concentration in Professional Studies
Three graduate courses that meet professional needs

Concentration in Project Management
BUS 517 Project Management
BUS 518 Project Management Leadership
BUS 519 Project Risk Management

Concentration in Public Administration

PAD 500 Modern Public Administration: Managing Public and Nonprofit Organizations
 PAD 505 Public Budgeting and Finance
 PAD 520 Policy Analysis and Program Evaluation or
 PAD 530 Public Personnel Management

The **Master of Science in Accounting** program provides specialized, graduate level education to students seeking positions as professional accountants in industry, government, or non-profit organizations. The program offers graduates much of the academic background necessary to pursue certification in public accounting (CPA) and management accounting (CMA). The degree offers specialization in Accounting Information Systems, Controllershship, Taxation, and Public Accounting. Possible job titles include Chief Financial Officer, Accountant, Auditor, Controller and Financial Analyst.

Faculty

A review of current faculty credentials indicates that the majority of program faculty members have Ph.D. degrees in Accounting, Business Administration, or Finance.

Enrollment

Expected enrollment is three students.

Total number of students enrolled nationally in the program for Fall 2008 was 863.

Curriculum

Master of Science in Accounting

54 quarter credit hours (36 semester credit hours)

Core Component – 18 quarter credit hours (12 semester credit hours)

CIS 500 Information Systems for Decision-Making

ECO 550 Managerial Economics and Globalization

MAT 540 Quantitative Methods

RES 531 Research and Strategic Communication

Major Component – 22.5 quarter credit hours (15 semester credit hours)

ACC 560 Managerial Accounting

ACC 564 Accounting information Systems

ACC 571 Forensic Accounting

ACC 590 Directed Research Project

LEG 565 Commercial Law

Concentration – 13.5 quarter credit hours (9 semester credit hours)

Concentration in Accounting information Systems

ACC 569 Systems Auditing

ACC 570 International Accounting Systems

ACC 515 Strategic Planning for Database Systems

Concentration in Controllershship

ACC 561 Advanced Managerial Accounting

ACC 562 Advanced Auditing
ACC 563 Advanced Accounting Theory

Concentration in Taxation
ACC 555 Individual Tax Research and Planning
ACC 565 Organizational Tax Research and planning
ACC 568 International Tax Planning and Research

Concentration in Public Accounting
ACC 575 Regulation
ACC 576 Auditing and Business Environment
ACC 577 Financial Auditing and Reporting

Student Support Services

Strayer University Online offers comprehensive support to students. Technical support is available 24/7 and all technical requirements can be addressed online through the on-site technical support program. Other departments, such as retention, student services and technical support are available through an instant messaging format or can be reached by phone or email. Online students can complete all of their administrative activities online including admissions, registering for courses, attending orientations, ordering books, completing coursework, and student advising. Online students have access to the same student mentoring, tutoring, and instructional aide resources as students enrolled at a physical campus.

Registration and Admission

Students may complete all administrative actions online or by phone or email to discuss specific questions or obtain additional information.

Financial Aid

Financial aid counselors are available to assist students with questions pertaining to financial aid programs, such as military tuition assistance, federal employee tuition reimbursement, corporate education benefits, Veterans Administration entitlements, and Title IV.

Advising

Academic advisors are available to assist students on a daily basis and are available for online appointments. Advisors orient students to university policies and procedures and work through curriculum-related issues, provide education on alternative credit options, help with course selection and sequencing, and address transfer credit related issues. Advising is available on a real time basis in an instant messaging format. Each advisor maintains an advising website which provides relevant information.

Tutoring

A Tutorial Center features a training section on information literacy and collegiate writing with resume assistance, specialized instructional modules for academic studies, and access to personalized Web training services. A series of departmental study portals offer tailored links for research. Tutoring sessions are provided without charge and are conducted by full-time faculty members.

Career Services

Approximately 90% of Strayer students already have a job when they enroll. Career advising and job resources are available through the Regional Career Development Officers on an individual basis and they are available for career coaching and advising via e-mail, telephone, and one-on-one meetings with students and graduates. They provide services including resume evaluation and assistance, individual consultation, job search workshops, career fairs, and job postings. The Career Development Web site offers many career resources. Strayer has a Cooperative Education Program which is a three-way partnership among students, employers, and Strayer University which provides students with an opportunity to gain supervised work experience in their chosen field while attending classes at the University.

Library services

The online library is designed as a teaching facility and gives all students advanced skills and support of modern Web-based research. The Wilkes Library, located at the Washington, D.C. campus, serves as the main library. The library collection supports all programs. Combined library holdings include approximately 75,000 books, 600 periodicals on subscription, and 1,500 audio-visuals. In addition to a total collection of approximately 100,000 accessible volumes (including ebooks), the University has contracted with the University of Alabama in Huntsville (UAH) to provide access to print and electronic books on an interlibrary loan basis. This makes an additional 350,000 volumes available to Strayer students, plus access to over 50,000 ebooks.

Students are able to access research materials 24/7 through the Internet. An electronic reference service provides research support with responses made within 24 hours of receipt. Online students have access to online research databases and may request to have library materials mailed to their homes from either the library's physical collections or through the University's arrangement with the University of Alabama.

Advisory Groups

The Academic Curriculum Committee assisted by the National Curriculum Advisory Board's responsibility is to analyze, develop, and evaluate the University's programs for comprehensive quality and integrity.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that Strayer University, Washington, D.C., degree programs meet the criteria for initial program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following programs offered by distance technology:

Bachelor of Business Administration
Bachelor of Science in Information Systems
Bachelor of Science in Accounting
Master of Science in Accounting
Master of Business Administration

Motion to recommend initial certification of the degree programs was made by Dr. Jerol Swaim with a second by Mr. Ken Hoppe. The motion passed.

University of Phoenix – Online, Little Rock Campus, Rogers Campus

The University of Phoenix – Online, Little Rock Campus and Rogers Campus submitted an application for recertification of the following degree programs:

Bachelor of Science in Communication
Bachelor of Science in Psychology
Bachelor of Science in Criminal Justice

The University of Phoenix – Online submitted an application for initial certification of the following degree programs:

Associate of Arts in Information Technology/Visual Communications
Doctor of Philosophy in Industrial/Organizational Psychology

Proposed effective date: April 24, 2009

Institutional History

The University of Phoenix was founded in 1976 by Dr. John Sperling to provide an applied professional education for working adults. The institution was designed to provide opportunities for adult students to receive undergraduate and graduate degrees without leaving the workforce. Since 1976, the University has grown to include 172 campuses in 34 states, Puerto Rico, Canada, and online programs. Total enrollment for the University of Phoenix system, including online students is approximately 250,000. On-campus enrollment for the University of Phoenix System is approximately 50,000.

The University of Phoenix received initial certification in August 2003 from the Arkansas Higher Education Coordinating Board (AHECB) to offer programs through distance learning and offer degree programs at the Little Rock campus. The Rogers campus received initial certification in August 2005.

Typical University of Phoenix students are working adults in their mid-thirties with some college credits. Students are required to have a minimum of three 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.

Accreditation and Licensure

The University of Phoenix is licensed by the State of Arizona Board of Private Postsecondary Education and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Delivery

The University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at the University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. When a course ends, the next course begins the following week. As a rule, associate, bachelor, and graduate degree seeking students take only one course at a time. With regular course instructional sessions, bachelor's and master's level students meet weekly in learning teams of three to six students drawn from within the larger cohort. The University's student/faculty ratio and class size averages 13-15 students.

All credits issued for successfully completed University of Phoenix – Online and campus course work are in semester credit hours.

Axia College

Axia College of University of Phoenix offers an associate of arts degree with content concentration options in business, technology, and professional fields. The associate of arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline.

Faculty Development

University of Phoenix online faculty members are experienced managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals, and leaders in other professional arenas that have advanced academic preparation in their fields and significant practical professional experience. All candidates for faculty positions must successfully complete screening, assessment, training, and mentoring processes. Prior to being approved to teach any course, faculty members meet prescribed levels of academic preparation and graduate level course work, in addition to the required amount of professional experience identified for that course. The University offers ongoing professional development. A variety of training workshops is available focused on teaching methodology, best practices and professional development.

Recertification Program Summaries – Online delivery, Little Rock campus, and Rogers campus

The **Bachelor of Science in Communication degree** program was 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 domains of interpersonal, small group, organizational, and mass communication. There are several specific areas of focus: business communication, diversity, intercultural

communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

Since the last certification period, two new concentrations have been added to the Bachelor of Science in Communication degree: Communication and Technology and Marketing and Sales Communication. Each concentration requires 15 semester credit hours. A graduate in this program may pursue careers in advertising and promotions, human relations, technical writing, public relations, human resources, and labor relations.

During the current certification period, there have been 15 Arkansas student enrolled in the online programs and 15 enrolled at Little Rock campus. This program received initial certification in 2006 and there have been no graduates.

The **Bachelor of Science in Psychology** degree program provides students with a strong foundation in general psychology. The degree program focuses on the study of individual behaviors, thought processes, and emotions. The required coursework provides 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. The courses in this program do not have a clinical emphasis and do not lead to professional licensure. They are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

The Bachelor of Science in Psychology degree program prepares students for non-licensure careers in law enforcement, human services, criminal justice, education-related services, and health-related services.

During the current certification period, there have been 113 Arkansas students enrolled in the online program, 82 enrolled at Little Rock campus, and 31 enrolled at the Rogers campus. This program received initial certification in 2006 and there have been no graduates.

The **Bachelor of Science in Criminal Justice Administration** provides students interested in police work, criminal law, or corrections with a study of crime and justice in American society. The program's inclusion of interpersonal skills and managerial and administrative subject matter prepares students for positions within the criminal justice community and related professions. Program content includes examination of the criminal justice process and its key components. Contemporary issues such as human relations and social conflict, professionalism and ethics, and the use of technology in crime and its detection are also addressed. Employment opportunities may include public and private police agencies, corrections, the court system, social services, and corporate security, public and private policing agencies, corrections, the court system, social services, and in corporate security.

During the current certification period, there have been 134 Arkansas students enrolled in the online programs, 83 enrolled at the Little Rock campus and 51 enrolled at the Rogers campus. This program received initial certification in 2006 and there have been no graduates.

Initial Certification Program Summaries, Online Delivery

The **Associate of Arts in Information Technology/Visual Communications** program provides an overview of visual design elements to be implemented within a business framework. Topics within this program include visual design elements such as composition and style, use of color, textures, integration and manipulation of graphics images, and photographic re-touching and text/font design. Fundamentals of basic web programming are covered. The Visual Communication specialization has three major content areas: business, communication, and technology and provides students with the skills and knowledge to use graphic design and technology tools to create visual communications relevant to organizational publications, presentations, training materials, and other business materials. A graduate of this program will have design skills useful for careers in business areas such as marketing, Web design or training.

A bachelor's degree in Information Technology with an emphasis in Visual Communication was certified in 2003 and recertified through 2010.

Enrollment

Projected enrollment is 10 students.

Faculty

A review of faculty credentials indicates that the current program faculty members have master's and Ph.D. degrees in Information Technology, Computer Information Systems, and Management Information Systems

Curriculum

Associate of Arts in Information Technology/Visual Communications

60 semester credit hours

Each course is 3 semester credit hours

General Education Requirements – 35 semester credit hours

English

COMM/105 Intro to Effective Written Communication

COMM/215 Essentials of College Writing

Mathematics

MTH/209 College Mathematics II

Social Sciences

HIS/145 The American Experience Since 1945

Two from the following:

HIS/110 U.S. History to 1865

HIS/120 U.S. History 1865 -1945
PSY/103 Intro to Psychology
PSY/ 250 Psychology of Personality
PSY/280 Human Growth & Development
SOC/101 Contemporary Issues in American Business
SOC/105 Intro to Popular American Culture
SOC/110 Teamwork, Collaboration, and Conflict Resolution
SOC/100 Intro to Sociology
POL/215 State & Local Political Processes

Science

CHM/110 Introductory Chemistry
PHY/101 Fundamentals of Physics
SCI/256 People, Science, and the Environment

Fine Arts/Humanities

Two of the following:

HUM/100 Intro to the Humanities: the Ancient world to Medieval Times
HUM/102 Intro to the Humanities: Renaissance to the Present
HUM/105 World Mythology
HUM/150 Intro to Film Studies
LIT/225 Literature in Society
PHIL/215 Philosophy: Methods and Applications
PHIL/251 Critical Thinking
SCI/220 Human Nutrition

Institutional General Education Requirements

GEN 105 Skills for Learning in an Information Age
COM 140 Contemporary Business Communication
MTH/208 College Mathematics I
COM 130 Business Research & Writing for the IT Professional
COM 135 Business Communication for the IT Professional

Degree Requirements – 18 semester credit hours

IT 205 Management of Information Systems
IT 220 Internet Concepts
IT 221 Analysis and Design of Information Systems
IT 235 Image Editing and Implementation
IT 236 Intro to Web Design I
IT 237 Intro to Web Design II

The Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program is designed to prepare graduates for careers in industrial/organizational psychological research, consulting, and instruction with emphases on employee issues, organizational development, human resource management, and research expertise. The degree offers course work leading to the ability to manage critical human resource methods, such as job design and analysis, organizational culture

assessments, training and development, and talent management. Students will utilize data-driven inquiry and responses to improve efficacy and develop and maintain cultures of high performance.

The program offers learners in academic inquiry into organizations and human behavior in the world of work, with foundational coursework in the history and functions of IO psychology as well as an intensive, rigorous research curriculum. Through these dual emphases, students learn to develop the habits of mind and critical dispositions required to produce complex, yet practical, inquiry aimed at organizational and human development. The program explores the ethical aspects of I/O psychology practice, ensuring that learners respect and work toward enhancing the well being of the people whom they serve.

Enrollment

Projected enrollment is five students.

Total number of students enrolled the program as of January 2009 is 68.

Faculty

A review of faculty credentials indicates that the current program faculty members hold Ph.D. degrees in the fields of Industrial & Organizational Psychology, Higher Education and Research Methodology, and Psychology.

Curriculum

Doctor of Philosophy in Industrial/Organizational Psychology

98 semester credit hours

Degree Requirements

PSYCH/700 Introduction to Industrial/Organizational Psychology

PSYCH/701 History and Systems of Psychology

PSYCH/702 Social Psychology

PSYCH/703 Personality Theories

ORG/714 Organizational Theory and Design

PSYCH/704 Current and Future Topics

RES/731 Research Methods and Statistics in I/O (I)

RES/732 Research Methods and Statistics in I/O (II)

RES/733 Criterion Development, Performance evaluation, and Appraisal

PSYCH/705 Personnel Psychology

RES/741 Testing and Measurement

PSYCH/706 Human Performance, Assessment, and Feedback

ORG/730 Organizational Development

PSYCH/707 Leadership Theory and Management Theory

PSYCH/708 Work Motivation and Job attitudes

PSYCH/709 Ethical, Legal, and Professional Contexts of I-O Psychology

PSYCH/710 Master's Project

PSYCH/720R Dissertation Process - Residency

RES/750 Approaches to Research: Quantitative/ Qualitative I

RES/751 Approaches to Research: Quantitative/ Qualitative II

RES/752 Research Constructs and Design
PSYCH/740 Judgment and Decision Making
PSYCH/750 Consulting and Business Skills
RES/760 Measurement of Constructs
PSYCH/760R Consulting Processes in I/O - Residency
DOC/735 Research Proposal
RES/765 Multivariate Statistics
PSYCH/770 Attitude Theory Measurement and Change
RES/770 Psychometrics
PSYCH/799 Comprehensive Exam
DOC/736A Dissertation I
DOC/737 Dissertation II
DOC/738A Defense
DOC/740R Annual Residency Renewal - Residency

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that the University of Phoenix – Online, Little Rock campus and Rogers campus degree programs meet the criteria for program recertification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year recertification expiring April 24, 2013, for the following programs:

Bachelor of Science in Communication
Bachelor of Science in Psychology
Bachelor of Science in Criminal Justice

Motion to recommend recertification of the degree programs was made by Mr. Dan Jordan with a second by Dr. Jerol Swaim. The motion passed.

The Arkansas Department of Higher Education staff (ADHE) has determined that the following programs offered by the University of Phoenix – Online meet the criteria for initial program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following programs:

Associate of Arts in Information Technology/Visual Communications
Doctor of Philosophy in Industrial/Organizational Psychology

Motion to recommend initial certification of the degree programs was made by Mr. Kent Schroeder with a second by Dr. Jerol Swaim. The motion passed.

Walden University

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

Master of Psychology
Master of Public Health
Master of Science in Nursing
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Public Health

Proposed Effective date: April 24, 2009

Institutional History

Walden University was started by two New York teachers completing their graduate work at the New School for Social Research. They became interested in effecting social change by developing a new kind of institution for higher education that focused on significant problems affecting society from the vantage point of the professional, and one that permitted professionals the opportunity to continue working while earning a degree.

Walden began by offering an Ed.D. degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971, Walden provided programs in education, business, and government to those who pursued doctoral degrees in related disciplines, including health and human services.

North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990, and in 1995, Walden began offering master's degrees.

In February 2002, the Walden changed from a graduate institution to a comprehensive university, offering bachelors, masters, and doctoral degrees. It also acquired National Technological University (NTU) which became the NTU College of Engineering and Applied Science at Walden.

Walden's academic offices are located in Minneapolis, Minnesota. University support services are located in Baltimore, Phoenix, and Los Angeles, and include student recruitment, admissions, outreach, finances, financial aid, and new-program and electronic-classroom development. Approximately 30,000 students are currently enrolled in the programs offered in fifty states and forty countries.

Accreditation and Licensure

Walden University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It is licensed and authorized to operate in Florida, Minnesota, Oregon, South Carolina, Tennessee, and Washington.

Program Delivery

Walden grants advanced degrees in the social, behavioral, health, and engineering sciences by distance learning. Academic programs are organized under schools and colleges: Education, Engineering and Applied Science, Management; Public Policy and

Administration; Social, Behavioral, and Health Sciences including Nursing, Psychology, and Social Service.

Online courses are offered in 8-week sessions. Students are expected to spend approximately 20 hours per week on course readings, assignments, research projects, and online discussions.

Faculty Development

Faculty members are required to participate in annual updates. Faculty have face-to-face faculty meetings and faculty development programs. Research fellowships and excellence funds are available to support individual development activities, such as research projects, scholarly writing, sabbaticals, and attendance at conferences and professional meetings.

Assessment

Each academic program has a set of student learning outcomes specific to that program developed by the faculty. The Office of Research and Assessment is responsible for data collection and reporting and provides guidelines in the development of outcomes, maintains and updates them, and conducts occasional audits to improve their clarity and scope. Assessment results are used for continued improve of programs and delivery. Walden has been accepted into the Higher Learning Commission's Academy on the Assessment of Student Learning.

Initial Program Summaries

Master's Program Admission Requirements

To enter the master's programs, students must have a bachelor's degree in a discipline or field related to the program/specialization for which application is made. The degree must be from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization or from an appropriately accredited non-U.S. institution. Applicants must have a minimum grade point average (GPA) of 2.5 on a 4.0 scale.

The **Master of Science in Psychology** degree provides students a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science. Students can select from specializations: General Program, Crisis Management and Response, Health Psychology, Leadership Development, Media Psychology, Organizational Psychology and Development, Organizational Psychology and Nonprofit Management, Program Evaluation and Research, Psychology of Culture, Psychology, Public Administration, and Social Change, Social Psychology, and Terrorism and Security.

Faculty

A review of the faculty credentials indicates that the current program faculty members have Ph.D. degrees in Psychology.

Enrollment

Currently, there are 1368 students enrolled.

Over the next few years, the projected enrollment for Arkansas is 68 students.

Curriculum

Master of Science in Psychology – 56 to 63 quarter credit hours (36 to 42 semester credit hours depending on the final project option)

Institutional Requirement – 1 quarter credit hour

Required for all specializations

PSYC 6001 Foundations for Graduate Study in Psychology

Core Requirements – 15 quarter credit hours (10 semester credit hours)

PSYC 6211 Contemporary Issues in Psychology

PSYC 6305 Statistics 1

PSYC 6310 Research Design

Final Project (5 or 12 quarter credit hours (3 or 8 semester credit hours)

Required for all specializations except Organizational Psychology Development

PSYC 6393 M.S. in Psychology Capstone – 5 quarter credit hours (3 semester credit hours) *OR*

PSYC 6390 Thesis – 12 quarter credit hours (8 semester credit hours)

Specializations – 35 semester quarter hours (23 semester credit hours)

General Program

PSYC 6205 History and Systems of Psychology

PSYC 6240 Human Motivation

PSYC 6235 Cognitive Psychology

PSYC 6315 Tests and Measurement

PSYC 6245 Social Psychology

PSYC 6701 Culture and Psychology

Elective

One Psychology graduate course

Crisis Management and Response

PSYC 6205 History and Systems of Psychology

PSYC 6701 Culture and Psychology

PSYC 6740 Disaster, Crisis, and Trauma

PSYC 6741 Psychology of Terrorism

PSYC 6331 Interviewing and Observational Strategies

PSYC 6722 Counseling and Psychotherapy Theories

PSYC 6742 Conflict Management, Negotiation, and Peace

Health Psychology

PSYC 6205 History and Systems of Psychology

PSYC 6225 Biopsychology

PSYC 6745 Health Psychology

PSYC 6777 Essentials of Public Health: A Case Study

PSYC 6748 Stress and Coping

PSYC 6778 Social, Behavioral, and Cultural Factors in Health
PSYC 6314 Program Evaluation

Leadership Development and Coaching

PSYC 6205 History and Systems of Psychology
PSYC 6005 Business Concepts for the Organizational Development Professional
PSYC 6750 Leadership Development
PSYC 6331 Interviewing and Observational Strategies
PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations
PSYC 6751 Leadership Coaching: Process and Practice
PSYC 6752 Leadership Coaching: Application

Media Psychology

PSYC 6205 History and Systems of Psychology
PSYC 6701 Culture and Psychology
PSYC 6760 Modern Communication Technologies
PSYC 6245 Social Psychology
PSYC 6761 Psychology of Effective Communication
PSYC 6762 Psychology of Communication and Power
PSYC 6700 Psychology and Social Change

Organizational Psychology and Development

PSYC 6005 Business Concepts for the Organizational Development Professional
PSYC 6212 Principles of Organizational Psychology and Development
PSYC 6213 Strategic Talent Management and Development
PSYC 6214 Consulting for Organizational Change
PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations
PSYC 6391 Capstone I
PSYC 6392 Capstone II

Organizational Psychology and Nonprofit Management

PSYC 6005 Business Concepts for the Organizational Development Professional
PSYC 6790 Introduction to the Nonprofit Sector
PSYC 6212 Principles of Organizational Psychology and Development
PSYC 6791 Organizational Management and Leadership
PSYC 6792 Finance and Budgeting for the Nonprofit Sector
PSYC 6793 Board Governance and Volunteer Management
PSYC 6794 Resource Development

Program Evaluation and Research

PSYC 6205 History and Systems of Psychology
PSYC 6305 Statistics 2
PSYC 6300 Philosophical Foundations in Psychological Research
PSYC 6311 Qualitative Analysis
PSYC 6314 Program Evaluation
PSYC 6315 Tests and Measurements
PSYC 6320 Advanced Methods in Mixed Qualitative-Quantitative Research Designs

Psychology of Culture

PSYC 6205 History and Systems of Psychology
PSYC 6701 Culture and Psychology
PSYC 6245 Social Psychology
PSYC 6830 Psychology of Sexuality
PSYC 6825 Psychology of Gender
PSYC 6805 Holistic Psychology
PSYC 6700 Psychology and Social Change

Psychology, Public Administration, and Social Change

PSYC 6205 History and Systems of Psychology
PSYC 6245 Social Psychology
PSYC 6701 Culture and Psychology
PSYC 6700 Psychology and Social Change
PSYC 6775 Strategic Context of Public Management and Leadership
PSYC 6776 Transformative Change in a Shared-Power World
PSYC 6742 Conflict Management, Negotiation, and Peace

Social Psychology

PSYC 6205 History and Systems of Psychology
PSYC 6235 Cognitive Psychology
PSYC 6245 Social Psychology
PSYC 6701 Culture and Psychology
PSYC 6215 Lifespan Development
PSYC 6706 Advanced Social Psychology
PSYC 6700 Psychology and Social Change

Terrorism and Security

PSYC 6205 History and Systems of Psychology
PSYC 6701 Culture and Psychology
PSYC 6741 Psychology of Terrorism
PSYC 6770 Public Policy Implications of Terrorism Legislation and Policies
PSYC 6740 Disaster, Crisis, and Trauma
PSYC 6771 Terrorism: A Systemic Approach for Emergency Preparedness
PSYC 6772 Critical Incident Planning and Leadership

The **Master Science in Public Health** program provides curriculum for the development of professional public health values, concepts, and ethical practices. It prepares public health practitioners with specialized knowledge, skills, and competencies in health promotion, disease prevention, and management. The program enables health practitioners to identify and assess the needs of diverse populations; plan, implement, and evaluate programs to address those needs; and assure conditions that prevent disease and protect and promote the health of individuals, populations, and communities with special attention to the underserved.

Faculty

A review of the faculty credentials indicates that the majority of the current program faculty members have Ph.D. degrees in Health Education, Health Promotion and Education, Community Health and Public Health.

Enrollment

Currently, there are 859 students enrolled.

Over the next four years, the projected enrollment for Arkansas is 42 students.

Curriculum

Master of Public Health

56 quarter credit hours (36 semester credit hours)

Each course is 4 quarter credit hours (3 semester credit hours) unless noted

Institutional Requirement (2 quarter credit hours (1 semester credit hour)

PUBH 6101 Principles of Communication in Public Health

Core Courses 46 quarter credit hours (30 semester credit hours)

PUBH 6002 Essentials of Public Health: A Case Study Approach

PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health

PUBH 6125 Biostatistics

PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice

PUBH 6145 Epidemiology

PUBH 6155 Research in Public Health

PUBH 6165 Environmental Health

PUBH 6170 Public Health Biology

PUBH 6175 Health Policy and Management

PUBH 6227 Health Informatics

PUBH 6235 Program Design, Planning, and Evaluation

PUBH 6260 Legal and Regulatory Aspects of Public Health (2 quarter credit hours

Practicum - 8 quarter credit hours (5 semester credit hours)

PUBH 6635 Practicum I: Field Experience in Public Health

PUBH 6636 Practicum II: Capstone Experience in Public Health

The **Master of Science in Nursing** degree program prepares students to focus their practice on the identified health needs of society, become leaders in their field through scholarship, and manage technology and information. Students enrolled in this degree program can choose from one of three specializations: Education, Leadership and Management, or Nursing Informatics.

The program has two tracks for registered nurses: the B.S.N. track is for students with a Bachelor of Science in Nursing (B.S.N.) degree; the R.N. track is for students with a hospital diploma, an associate degree in nursing (A.D.N.), or a bachelor's degree other than a B.S.N. For the R.N. track, students complete 24 semester credits of foundational courses before starting the core courses. B.S.N. graduates enter the program at the core course level. All students complete the same core and specialized

curriculum and the same capstone courses. The six core courses provide students with a graduate-level knowledge in the areas of theory, research, diversity, legality/ethics, and health care systems. The specialization courses build on the core courses.

Admission Requirements

A bachelor's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the U.S. Department of Education in a discipline or field related to the program for which application is made and a minimum GPA of 2.5 in bachelor's degree coursework is required. Applicants must have an active registered nurse (R.N.) license in the United States or its territories. International nurses must have the equivalent of a R.N. license in their home country.

The nursing program curriculum was reviewed and approved by the Arkansas State Board of Nursing.

Faculty

A review of the faculty credentials indicates that the majority of the current program faculty members have Ph.D. degrees in Nursing, and Nursing Administration/Healthcare Quality and Law.

Enrollment

Currently, there are 3006 enrollments.

Over the next few 5 years, the projected enrollment for Arkansas is 42 students.

Curriculum

Master of Science in Nursing

RN track - 65 semester credit hours

Foundational Courses, Core Courses, Specialization, Capstone

BSN track - 41 semester credit hours

Core Courses, Specialization, Capstone

All courses are semester credit hours.

Institutional Requirement

NURS 6000 Success Strategies in the Master of Science Program in Nursing Online Environment (1 semester credit hour)

Degree Requirements – RN Track Foundational Courses – 24 semester credit hours

Each course is 4 semester credit hours

NURS 6005 Nursing Roles for Today and Tomorrow

NURS 6010 Advancing Nursing Through Inquiry and Research

NURS 6015 Information and Health Care Technologies Applied to Nursing Practice

NURS 6020 Healing Therapies in Nursing Practice

NURS 6025 Managing a Continuum of Care for Positive Patient Outcomes

NURS 6030 The Practice of Population-Based Care

Core Courses – RN Track, BSN Track (18 semester credit hours)

Each course is 3 semester credit hours

NURS 6100 Understanding Health Care Systems
NURS 6110 The Nurse Leader: New Perspectives on the Profession
NURS 6120 Linking Theory to Nursing Practice
NURS 6130 Evidence-Based Practice Through Research
NURS 6140 Ethical and Legal Views of the Changing Health Care System
NURS 6150 Promoting and Preserving Health in a Diverse Society

Specialized Curriculum – 16 semester credit hours

Courses vary between 3 and 4 semester credit hours

Education Specialization

NURS 6300 Student-Centered Learning in Nursing Education
NURS 6310 Teaching Strategies for Nurse Educators
NURS 6320 Integrating Technology Into Nursing Education
NURS 6330 Curriculum Development, Assessment, and Evaluation
NURS 6340 The Nurse Educator: Roles, Responsibilities, and Relationships

Leadership and Management Specialization

NURS 6200 The Nurse Administrator: Leading and Managing for Excellence
NURS 6210 Health Care Finance and Budgeting
NURS 6220 Human Resource Management
NURS 6230 Case Study: Quality Nursing in a Complex Health Care Organization

Nursing Informatics Specialization

NURS 6400 Informatics in Nursing and Health Care
NURS 6410 Information and Knowledge Management
NURS 6420 Supporting Workflow in Health Care Systems
NURS 6430 Project Management: Health Care Information Technology

Capstone Courses – 6 semester credit hours

NURS 6500 Synthesis Project
NURS 6510 Synthesis Practicum

Ph.D. Programs

Admissions Requirements

A master's degree, or equivalent, from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the U.S. Department of Education for the discipline or field related to the program/specialization is required and a minimum GPA of 3.0 in master's degree coursework, and three years of professional or academic experience related to the program for which application is made.

The **Ph.D. in Health Services** program addresses contemporary health and health care needs by preparing students to apply solutions derived from social and behavioral science research to the real-world that practicing health professionals face every day. The program also enables individuals to pursue careers in research and teaching.

Individuals enrolled in this program can choose from the specializations of Community Health Promotion and Education, or Health Management and Policy. All students must complete the Foundation Research Sequence, and three Knowledge Area Modules (KAM) that focus on the social and behavioral science foundations. All students complete the Ph.D. program with a dissertation.

Faculty

A review of the faculty credentials indicates that the majority of the current program faculty members have Ph.D. degrees in Nursing Administration/ Healthcare Quality and Law.

Enrollment

Currently, there are 153 enrollments.

Over the next two years, the projected enrollment for Arkansas is 7 students.

Curriculum

Ph.D. in Health Services

133–134 quarter credits (88–89 semester credit hours minimum, depending on the specialization)

20 days of academic residency (two 4-day and two 6-day residencies)

Institutional Requirement – 6 quarter credit hours (4 semester credit hours)

SBSF 8005 Foundations for Doctoral Study

Foundation Research Sequence – 14 quarter credit hours (9 semester credit hours)

These courses are online seminars, requiring students to participate in weekly, Web-based discussions.

SBSF 8417 Research Seminar I: Human Inquiry and Science

HLTH 8427 Research Seminar II: Design in Human, Public Health, and Health Services Research

HLTH 8437 Research Seminar III: Data Analysis in Human, Public Health, and Health Services Research

Dissertation 30 quarter credit hours (20 semester credit hours)

HLTH 9000 Dissertation

Core KAMs I, II, III – 42 quarter credit hours (27 semester credit hours)

14 quarter credit hours (9 semester credit hours) for each KAM

Core KAM I: Principles of Social Change

SBSF 8110 Theories of Social Change

HLTH 8120 Current Research in Social Change

HLTH 8130 Professional Practice and Social Change

Core KAM II: Principles of Human Development

SBSF 8210 Theories of Human Development
HLTH 8220 Current Research in Human Development
HLTH 8230 Professional Practice and Human Development

Core KAM III: Principles of Organizational and Social Systems

HLTH 8320 Current Research in Organizational and Social Systems
HLTH 8330 Professional Practice and Organizational and Social Systems

Specialized Core KAMs V, VI, VII – 42-43 quarter credit hours (27-28 semester credit hours)

14 quarter credit hours (9 semester credit hours) for each specialized KAM

Specialized Core KAM V: Advanced Theory, Methods, and Practice in Health Services

HLTH 8510 Health Services in the Contemporary Context
HLTH 8520 Current Concepts and Methods in Health Services
HLTH 8530 Integrative Professional Practice in Health Services

Specialized Core KAM VI: Contemporary Issues and the Ethical Delivery of Health Services

HLTH 8610 Health Services Delivery and Ethical Implications
HLTH 8620 Health Services Delivery and Ethical Decision-Making
HLTH 8630 Ethical Theories Applied in Health Services

Specialized Core KAM VII: Advanced Case Study in Health Services

HLTH 8710 Theories of Case Study Research and Applied Change in Health Services
HLTH 8720 Relating Change Theories to Practice in Health Services
HLTH 8730 A Case Study of Applied Change in Health Services

Specializations

In addition to the core KAMs, students in the Health Management and Policy specialization must complete three specialized KAMs unique to the Health Services curriculum. Students pursuing the Community Health Promotion and Education specialization complete a series of online public health courses in place of the specialized KAMs.

Community Health Promotion and Education Specialization

Public Health Behavioral Science Foundation Courses – 16 quarter credit hours (11 semester credit hours)

PUBH 8115 Social, Behavioral, and Cultural Factors in Public Health
PUBH 8135 Leadership, Professionalism, and Ethics in Public Health Practice
PUBH 8175 Health Policy and Management
PUBH 8235 Program Design, Planning, and Evaluation

Core KAMs – 42 quarter credit hours (28 semester credit hours)

Advanced Specialization Courses – 25 quarter credit hours (17 semester credit hours)

PUBH 8200 Organizing Community Action for Health Promotion and Education
 PUBH 8210 Public Campaigns for Health Promotion and Education
 PUBH 8215 Public Health Policy Design and Implementation
 PUBH 8220 Health Promotion and Education Interventions in Diverse Populations
 PUBH 8225 Design and Analysis of Community Trials

Health Management and Policy SpecializationCore KAMs – 42 semester credit hours (28 semester credit hours)

Specialized Core KAMs V, VI, VII – 42 quarter credit hours (28 semester credit hours)
14 quarter credit hours (9 semester credit hours) for each specialized KAM

Specialized KAM V: Advanced Case Study in Health Services

HLTH 8513 Health Services in the contemporary Context: Health Management and Policy
 HLTH 8523 Current Concepts and Methods in Health Services: Health Management and Policy
 HLTH 8533 Integrative Professional Practice in Health Services: Health Management and Policy

Specialized KAM VI: Advanced Case Study in Health Services

HLTH 8613 Health Services Delivery and Ethical Implications: Health Management and Policy
 HLTH 8623 Health Services Delivery and Ethical Decision-Making: Health Management and Policy
 HLTH 8633 Ethical Theories Applied in Health Services: Health Management and Policy

Specialized KAM VII: Advanced Case Study in Health Services

HLTH 8713 Theories of Case Study Research and Applied Change in Health Services: Health Management and Policy
 HLTH 8723 Relating Change Theories to Practice in Health Services: Health Management and Policy
 HLTH 8733 A Case Study of Applied Change in Health Services: Health Management and Policy

The **Ph.D. in Human Services** program prepares students for a diverse service-delivery system by providing them with research skills and context-sensitive knowledge for application within practice environments. All students must complete the Foundation Research Sequence, and three Knowledge Area Modules (KAM) that focus on the social and behavioral science foundations. The KAMs are specialized groups of courses that end in mini dissertations. All students complete the Ph.D. program with a dissertation. There are several specializations for the program: Clinical Social Work, Criminal Justice, Family Studies and Intervention Strategies, Human Services Administration, Social Policy Analysis and Planning, Self-Designed.

Faculty

A review of the faculty credentials indicates that the majority of the current program faculty members have PHD degrees in Human Services and Public Health.

Enrollment

Currently, there are 364 enrollments.

Over the next few years, the projected enrollment for Arkansas is 18 students.

Curriculum

Ph.D. in Human Services

133–134 quarter credits (88 – 89 semester credit hours, depending on the specialization)

20 days of academic residency (two 4-day and two 6-day residencies)

Institutional Requirement – 6 quarter credit hours (4 semester credit hours)

SBSF 8005 Foundations for Doctoral Study

Foundation Research Sequence 14 quarter credit hour (9 semester credit hours)

These courses are online seminars, requiring students to participate in weekly, Web-based discussions.

SBSF 8417 Research Seminar I: Human Inquiry and Science

HLTH 8427 Research Seminar II: Design in Human, Public Health, and Health Services Research

HLTH 8437 Research Seminar III: Data Analysis in Human, Public Health, and Health Services Research

Core KAMs I, II, III – 42 quarter credit hours (28 semester credit hours)

Core KAM I: Principles of Social Change

Analysis of public policy related to an important health services issue based on both theory and research

SBSF 8110 Theories of Social Change

HLTH 8120 Current Research in Social Change

HLTH 8130 Professional Practice and Social Change

Core KAM II: Principles of Human Development

SBSF 8210 Theories of Human Development

HLTH 8220 Current Research in Human Development

HLTH 8230 Professional Practice and Human Development

Core KAM III: Principles of Organizational and Social Systems

SBSF 8310 Theories of Organizational and Social Systems

HLTH 8320 Current Research in Organizational and Social Systems

HLTH 8330 Professional Practice and Organizational and Social Systems

Dissertation 30 quarter credit hours (20 semester credit hours)

HLTH 9000 Dissertation

Specialized Curriculum

All KAMs used for the specialized areas are 14 quarter credit hours (9 semester credit hours)

Clinical Social Work Specialization

Specialized KAM V: Advanced Theory and Practice in Human Services

HUMN 8517 Theories and Models of Human Behavior for Professional Practice:

Clinical Social Work

HUMN 8527 Contextual Evaluation of Contemporary Theories and Models in Human Services: Clinical Social Work

HUMN 8537 Integrating Theory and Practice in Human Services: Clinical Social Work

Specialized KAM VI: Intervention Strategies in Human Services

HUMN 8617 Advanced Theories of Intervention in Human Services: Clinical Social Work

HUMN 8627 Human Services Delivery Systems and Ethical Considerations: Clinical Social Work

HUMN 8637 Integrating Intervention Strategies and Ethical Practice: Clinical Social Work

Specialized KAM VII: Advanced Case Study in Human Services

HUMN 8717 Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work

HUMN 8727 Relating Case Studies to Applied Change in Human Services: Clinical Social Work

HUMN 8737 A Case Study of Applied Change in Human Services: Clinical Social Work

Criminal Justice Specialization

Specialized KAM V: Advanced Theory and Practice in Human Services

HUMN 8512 Theories and Models of Human Behavior for Professional Practice: Criminal Justice

HUMN 8522 Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice

HUMN 8532 Integrating Theory and Practice in Human Services: Criminal Justice

Specialized KAM VI: Intervention Strategies in Human Services

HUMN 8612 Advanced Theories of Intervention in Human Services: Criminal Justice

HUMN 8622 Human Services Delivery Systems and Ethical Considerations: Criminal Justice

HUMN 8632 Integrating Intervention Strategies and Ethical Practice: Criminal Justice

Specialized KAM VII: Advanced Case Study in Human Services

HUMN 8712 Theories of Case Study Research and Applied Change in Human Services: Criminal Justice

HUMN 8722 Relating Case Studies to Applied Change in Human Services: Criminal Justice

HUMN 8732 A Case Study of Applied Change in Human Services: Criminal Justice

Family Studies and Intervention Strategies Specialization

Specialized KAM V: Advanced Theory and Practice in Human Services

HUMN 8518 Theories and Models of Human Behavior for Professional Practice

HUMN 8528 Contextual Evaluation of Contemporary Theories and Models in Human Services: Family Studies and Intervention Strategies

HUMN 8538 Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies

Specialized KAM VI: Intervention Strategies in Human Services

HUMN 8618 Advanced Theories of Intervention in Human Services

HUMN 8628 Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies

HUMN 8638 Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies

Specialized KAM VII: Advanced Case Study in Human Services

HUMN 8718 Theories of Case Study Research and Applied Change in Human Services

HUMN 8728 Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies

HUMN 8738 A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies

Human Services Administration Specialization

Specialized KAM V: Advanced Theory and Practice in Human Services

HUMN 8514 Theories and Models of Human Behavior for Professional Practice: Human Services Administration

HUMN 8524 Contextual Evaluation of Contemporary Theories and Models in Human Services: Human Services Administration

HUMN 8534 Integrating Theory and Practice in Social Service: Human Services Administration

Specialized KAM VI: Intervention Strategies in Human Services

HUMN 8614 Advanced Theories of Intervention in Human Services: Human Services Administration

HUMN 8624 Human Services Delivery Systems and Ethical Considerations: Human Services Administration

HUMN 8634 Integrating Intervention Strategies and Ethical Practice: Human Services Administration

Specialized KAM VII: Advanced Case Study in Human Services

HUMN 8714 Theories of Case Study Research and Applied Change in Human Services: Human Services Administration

HUMN 8724 Relating Case Studies to Applied Change in Human Services: Human Services Administration

HUMN 8734 A Case Study of Applied Change in Human Services: Human Services Administration

Social Policy Analysis and Planning Specialization

Specialized KAM V: Advanced Theory and Practice in Human Services

HUMN 8516 Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning

HUMN 8526 Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning

HUMN 8536 Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning

Specialized KAM VI: Intervention Strategies in Human

HUMN 8616 Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning

HUMN 8626 Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning

HUMN 8636 Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning

Specialized KAM VII: Advanced Case Study in Human Services

HUMN 8716 Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning

HUMN 8726 Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning

HUMN 8736 A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning

The **Ph.D. in Public Health** program focuses on significant public health problems by applying knowledge to public health research and professional practice settings. The program offers students the opportunity to specialize their studies in Community Health Promotion and Education or in Epidemiology. The Ph.D. program has three tracks, providing different levels of foundational knowledge based on the students' studies prior to entering the program. All students complete the same core and specialized curriculum.

Track I: Students who enter the program with a bachelor's degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described for Track III, followed by the core and specialization courses.

Track II: Students who enter the program with a master's degree in public health from a program or school of public health accredited by the Council on Education for Public Health (CEPH)* complete PUBH 8101 Foundations for Graduate Study in Public Health followed by the program's core and specialization courses.

Track III: Students who enter the program with a master's degree in public health from a non-CEPH-accredited program or school of public health complete an additional sequence of courses to ensure they have adequate foundational knowledge in the areas of biostatistics, epidemiology, environmental health sciences, health services

administration, and the social and behavioral science before they take the core and specialization courses.

Faculty

A review of the faculty credentials indicates that the majority of the current program faculty members have Ph.D. degrees in Health Education, Health Promotion and Education, Community Health and Public Health.

Enrollment

Currently, there are 1065 enrollments.

Over the next few years, the projected enrollment for Arkansas is 53 students.

Curriculum

Ph.D. in Public Health

Track I: 122 quarter credits (81 semester credit hours)

Track II: 90 quarter credits (60 semester credit hours)

Track III: 110 quarter credit hours (73 semester credit hours)

Students are required to spend 20 days of academic residency (two 4-day and two 6-day residencies)

Foundation Courses: All Tracks – 6 quarter credit hours (4 semester credit hours)

PUBH 8002 Essentials of Public Health: A Case Study Approach

PUBH 8101 Principles of Communication in Public Health

Foundational Courses: Tracks I and III – 20 quarter credit hours (13 semester credit hours)

PUBH 8115 Social, Behavioral, and Cultural Factors in Public Health

PUBH 8125 Biostatistics

PUBH 8145 Epidemiology

PUBH 8165 Environmental Health

PUBH 8175 Health Policy and Management

Additional Courses: Track I – 12 quarter credit hours (8 semester credit hours)

PUBH 8135 Leadership, Professionalism, and Ethics in Public Health Practice PUBH

8155 Research in Public Health

PUBH 8235 Program Design, Planning, and Evaluation

Core Curriculum – 24 quarter credit hour (16 semester credit hours)

PUBH 8010 Promoting Population Health

PUBH 8015 Administration and Leadership of Public Health Programs

PUBH 8020 Public Health Informatics

PUBH 8417 Research Seminar I: Human Inquiry and Science

PUBH 8427 Research Seminar II: Design in Human, Public Health, and Health Services Research

Specialized Curriculum

Community Health Promotion and Education Specialization – 30 quarter credit hours

(20 semester credit hours)

PUBH 8200 Organizing Community Action for Health Promotion and Education

PUBH 8210 Public Campaigns for Health Promotion and Education

PUBH 8215 Public Health Policy Design and Implementation

PUBH 8220 Health Promotion and Education Interventions Diverse Populations

PUBH 8225 Design and Analysis of Community Trials

PUBH 8437 Research Seminar III: Data Analysis in Human, Public Health, and Health Services Research

Epidemiology Specialization – 30 quarter credit hours (20 semester credit hours)

PUBH 8300 Infectious Disease Epidemiology

PUBH 8310 Social and Behavioral Epidemiology

PUBH 8320 Environmental and Occupational Epidemiology

PUBH 8330 Chronic Disease Epidemiology

PUBH 8340 Molecular and Genetic Epidemiology

PUBH 8350 Field Methods and Data Analysis in Epidemiology

Dissertation – 30 quarter credit hours (20 semester credit hours)

PUBH 9000 Public Health Dissertation

Student Support Services

Walden University provides students with sources of information about degree programs, curriculum, academic calendar, faculty and administrative information, and academic policies and procedures. Students may apply for admission, register, and pay through a secured online systems. After acceptance, students have a full range of advisory services available online. Students also receive guidance through new student orientation, technical support in the online learning environment, and support with course materials and course assignments.

Academic Advising

Academic advising supports students by assisting in planning programs leading to graduation, evaluating and encouraging student progress, and updating and informing students of university policies and procedures.

Library Services

The Walden University Library is a fully digital library with a full-time staff. It provides a electronic scholarly databases that focus on disciplines covered by Walden University degree programs. The librarians work with faculty and students to improve their search skills in the electronic information environment. A Student Support Team is available by phone, email, and online chat to help with technical and administrative questions.

Writing Center

Students have access to online writing resources with a staff of editors and tutors. The Center provides free tutorial services, graduate writing courses, and one-on-one consultations on course papers.

Research Center

The Research Center offers students assistance in pursuing grants, fellowships, and other sources of funding for research projects. It also provides resources for publishing and presenting research, guidelines and rubrics for developing thesis and dissertation topics, and access to the Institutional Review Board which is responsible for ensuring that Walden research complies with the university's ethical standards and federal regulations.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that the Walden University degree programs meet the criteria for initial program certification defined by Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring April 24, 2011, for the following programs:

Master of Public Health
Master of Science in Psychology
Master of Science in Nursing
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Public Health

Motion to recommend initial certification of the degree programs was made by Mr. Kent Hoppe with a second by Mr. Kent Schroeder. The motion passed.

The meeting adjourned at 3:30 p. m.

LETTERS OF NOTIFICATION

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the January 2009 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

Arkansas Northeastern College

Program – New (August 2009)

Certificate of Proficiency in Phlebotomy (CIP 51.1009, 7 credit hours)

Arkansas State University-Beebe

Program – Distance Delivery (Spring 2009)

Certificate of Proficiency in Early Childhood Education (DC 0337, 9 credit hours)

Technical Certificate in Early Childhood Education (DC 4497, 39 credit hours)

Associate of Applied Science in Early Childhood Education (DC 0437, 61 credit hours)

Arkansas State University-Jonesboro

Program - Option - New (Fall 2009)

Teaching English as a Second Language - P-8 licensure endorsement (12 credit hours)

Teaching English as a Second Language - 7-12 licensure endorsement (12 credit hours)

Program – Emphasis - New (Fall 2009)

Master of Science in Biology – Biotechnology (DC 6120, 23 credit hours)

Arkansas State University-Mountain Home

Program – Curriculum Modification (Fall 2009)

Associate of Applied Science in Information Systems Technology (DC 0320, 60 credit hours) Computer and Business core - 18 credit hours, Computer Graphics emphasis – 24 credit hours, Networking Specialist emphasis – 24 credit hours)

Program – Name Change (Fall 2009)

Associate of Applied Science in Business Technology (DC 0730) changed to Associate of Applied Science in Management (CIP 52.0201, 60-63 credit hours)

Program – Emphasis – New (Fall 2009)

Business emphasis (15 credit hours) and Office emphasis (12 credit hours) in the Associate of Applied Science in Management

Program – New (Fall 2009)

Technical Certificate in General Business (CIP 52.0201, 30 credit hours)

Program – Deletion (Fall 2009)

Certificate of Proficiency in Small Business Management (DC 0160)

Arkansas State University-Newport

Program – New (Fall 2009)

Technical Certificate in Welding (CIP 48.0508, 30 credit hours)

Program – Option – New (Fall 2009)

Renewable Energy Technology in the Associate of Applied Science in General Technology

Arkansas Tech University

Program – Option – Reactivate (August 2009)

Foreign Language Education certification licensure options in German, French and Spanish (DC 1445)

Pending Arkansas Department of Education Review

Organizational Unit – Name Change (July 2009)

School of Business changed to College of Business (DC 0455)

School of Systems Science changed to College of Applied Sciences (DC 3245)

Graduate School changed to Graduate College (DC 3050)

School of Education changed to College of Education

School of Liberal and Fine Arts changed to College of Arts and Humanities

School of Physical and Life Sciences changed to College of Applied Sciences

School of Community Education and Professional Development changed to College of Professional Studies and Community Outreach

Department of Emergency Administration and Management changed to Department of Emergency Management (DC 3560)

Department of Social Sciences and Philosophy changed to Department of History and Political Science (DC 2250)

Academic Reorganization (July 2009)

Department of Mathematics (DC 1720) moved from the College of Applied Science to College of Natural and Health Sciences

Department of Emergency Management (DC 3560) moved from the College of Professional Studies and Community Outreach to the College of Applied Sciences

Black River Technical College

Program – New (August 2009)

Certificate of Proficiency in Microcomputer Repair Technician (CIP 47.0104, 12 credit hours)

Technical Certificate in Microcomputer Repair Technician (CIP 47.0104, 32 credit hours)

Program – Deletion (Spring 2009)

Technical Certificate in Automotive Service Technology (DC 4355)

Certificate of Proficiency in Patient Care Technician (DC 0120)

Henderson State University (June 2009)

Program – Option – New

Algebra I – Grade 8 – licensure endorsement
(Pending Arkansas Department of Education Review)

Mid-South Community College

Program – New

Certificate of Proficiency in Phlebotomy (CIP 51.1009, 15 credit hours, August 2009)
Certificate of Proficiency in Machine Technology-Machinist Attendant
(CIP 48.0503, 17 credit hours, Summer 2009)
Certificate of Proficiency in Machine Technology-Machinist I
(CIP 48.0501, 18 credit hours, Summer 2009)

Program – Deletion

Certificate of Proficiency in Child Development Associate (DC 0018, Fall 2009)
Certificate of Proficiency in Medical Transcription (DC 4560, Fall 2009)
Certificate of Proficiency in Computer Numerical Control Machine Operator
(DC 4720, Summer 2009)

National Park Community College

Program – New (July 2009)

Technical Certificate in Photography (CIP 50.0605, 30 credit hours)
Technical Certificate in Graphic Design (CIP 50.0409, 24 credit hours)
Technical Certificate in Banking/Financial Support Services (CIP 52.0803, 30 credit hours)

North Arkansas College

Program – New (Fall 2009)

Certificate of Proficiency in Construction Equipment Operation (CIP 42.0202, 15 credit hours)

Program - Name Change (Fall 2009)

Technical Certificate in Administrative Support changed to Technical Certificate in
Administrative Technology (DC 4280)
Technical Certificate in Computer Systems Support changed to Technical Certificate in
Network/Systems Administration (DC 4446)
Technical Certificate in EMT-Paramedic changed to Technical Certificate in Paramedic
(DC 2510)
Technical Certificate in Industrial Systems Technology changed to Technical Certificate
in Engineering Technology (DC 0360)
Associate of Applied Science in Industrial Systems Technology changed to the
Associate of Applied Science in Engineering Technology (DC 0460)
Associate of Applied Science in EMT-Paramedic changed to Associate of Applied
Science in Paramedic (DC 0470)

Program – Emphasis - Name Change (Fall 2009)

Administrative Support emphasis in the Associate of Applied Science in Business
Administration changed to Administrative Technology

Program –Emphasis - Deletion (Spring 2011)
Computer Systems Support emphasis

Ozarka College

Program – Option – New (Fall 2009)
Human Services option in the Associate of Arts

Program – Deletion (Spring 2009)
Certificate of Proficiency in Automotive Upholstery (DC 0623)

Program – Inactive Status (Spring 2009)
Certificate of Proficiency in Information Science Technology (DC 0018)

Phillips Community College of the University of Arkansas

Program – New (Fall 2009)
Certificate of Proficiency in Renewable Energy Technology (CIP 15.0613, 12 credit hours)

South Arkansas Community College (August 2009)

Program – Option – New
Cosmetology option in the Associate of Applied Science in General Technology

University of Arkansas, Fayetteville

Program – New (Fall 2009)
Graduate Certificate in Preparing for the Professoriate (CIP 13.9999, 12 credit hours)

Program – Minor – New (Fall 2009)
Minor in Agricultural Communications (18 credit hours)

Program – Concentration – New (Fall 2009)
Concentration in Policy Studies in Aging (DC 7385, 18 credit hours)

Program - Name Change (Fall 2009)
Master of Science in Counseling changed to Master of Science Mental Health Counseling (DC 6185)

Program – Distance Delivery (Fall 2009)
Master of Science in Electrical Engineering (DC 7020, 30-36 credit hours)

Program – Option – New – Distance Delivery (Summer 2009)
Special Education Early Childhood Instructional Specialist P-4 option and licensure endorsement (DC 5870)

Program – Deletion (May 2009)
Master of Arts in Teaching in Vocational Education (DC 5570)

Organizational Unit - Name Change (July 2009)

School of Architecture changed to Fay Jones School of Architecture (DC 3395)
Department of Foreign Languages changed to Department of World Languages,
Literatures, and Cultures (DC 1390)

University of Arkansas-Fort Smith

Program – Minor – New (Fall 2009)

Minor in Criminal Justice (18 credit hours)
Minor in Music (23 credit hours)
Minor in Philosophy (18 credit hours)
Minor in Political Science (18 credit hours)
Minor in Sociology (18 credit hours)
Minor in Biology (23-24 credit hours)
Chemistry (24 credit hours)
IT-Database Technology (16 credit hours)
IT-Web Development (16 credit hours)
Rhetoric and Writing (18 credit hours)
Studio Art (21 credit hours)
Theatre (20 credit hours)

Program – Concentration – New (Summer 2009)

Historical Interpretation (24 credit hours)
Accounting (24 credit hours)
Marketing (24 credit hours)
Biochemistry (24 credit hours)

Program – Name Change (Summer 2009)

Bachelor of Arts in History/Historical Interpretation (DC 1500) changed to Bachelor of
Arts in History
Bachelor of Science in Business Administration (DC 2320) changed to Bachelor of
Business Administration

Program - Option – New – Distance Delivery (Summer 2009)

Grade 5/6 Licensure Endorsement (P-4 and 7-12)
(Pending Arkansas Department of Education Review)

Program – Deletion (Summer 2009)

Bachelor of Science in Accounting (DC 2200)
Bachelor of Science in Marketing (DC 2860)

University of Arkansas at Little Rock

Program – New (Fall 2009)

Post-Baccalaureate Certificate in Service Learning Scholars (CIP 33.0104, 9-18 credit hours)

Program – CIP Code Change (Spring 2009)

Graduate Certificate in Teaching Advanced Placement (DC 5780) CIP 13.1299 changed to CIP 13.1004

University of Arkansas for Medical Sciences

Program – Deletion (Spring 2009)

Associate of Science in Respiratory Therapy (DC 1190)

University of Arkansas at Monticello

Program – New (Fall 2009)

Certificate of Proficiency in Office Support (CIP 52.0401, 15 credit hours)

Certificate of Proficiency in Industrial Equipment Repair (CIP 47.0303, 16-17 credit hours)

Technical Certificate in Administrative Office Technology (CIP 52.0401, 39 credit hours)

Technical Certificate in Electromechanical Technology (CIP 15.0403, 38 credit hours)

Advanced Certificate in Electromechanical Technology-Instrumentation (CIP 15.0499, 28 credit hours)

Program – Curriculum Modification

Associate of Applied Science in Industrial Technology (DC 0580)

Program – Deletion (Spring 2009)

Technical Certificate in Electromechanical Technology-Industrial Controls (DC 4500)

Technical Certificate in Electromechanical Technology-Instrumentation (DC 4501)

Technical Certificate in Electromechanical Technology-Maintenance (DC 4503)

Technical Certificate in Business Technology (DC 4285)

Technical Certificate in Administrative Information Processing (DC 4850)

Program – Option - New (Fall 2009)

Biochemistry option in Bachelor of Science in Chemistry (23 credit hours)

Program - Option – Deletion (Spring 2009)

Industrial Controls and Instrumentation options in the Associate of Applied Science in Industrial Technology

University of Arkansas at Pine Bluff

Program – Option – New (May 2009)

General Agriculture option in Bachelor of Science in Agriculture (15 credit hours)

University of Central Arkansas

Program – Deletion (Fall 2009)

Graduate Certificate in Business Management (DC 1991)

Arkansas Colleges and Universities/Criminal Justice Institute

Collaborative Program – Curriculum Modification (Summer 2009)

Law Enforcement Administration and Crime Scene Investigation certificates and associate degree programs offered by Arkansas colleges and universities in collaboration with the Criminal Justice Institute of the University of Arkansas System:

- Arkansas State University-Beebe**
- Arkansas State University-Jonesboro**
- Arkansas State University-Mountain Home**
- Arkansas State University-Newport**
- Black River Technical College**
- Cossatot Community College of the University of Arkansas**
- North Arkansas College**
- NorthWest Arkansas Community College**
- Phillips Community College of the University of Arkansas**
- Pulaski Technical College**
- South Arkansas Community College**
- University of Arkansas Community College at Batesville**
- University of Arkansas Community College at Hope**
- University of Arkansas Community College at Morrilton**
- University of Arkansas-Fort Smith**
- University of Arkansas at Monticello**
- University of Arkansas at Pine Bluff**

- Certificate of Proficiency in Law Enforcement Administration (DC 0388, 18 credit hours)
- Technical Certificate in Law Enforcement Administration (DC 0389, 36 credit hours)
- Associate of Applied Science in Law Enforcement Administration (DC 0391, 63 credit hours)
- Certificate of Proficiency in Crime Scene Investigation (DC 0384, 18 credit hours)
- Technical Certificate in Crime Scene Investigation (DC 0386, 36 credit hours)
- Associate of Applied Science in Crime Scene Investigation (DC 0387, 62 credit hours)

Ouachita Technical College

- Certificate of Proficiency in Law Enforcement Administration (DC 0388)
- Associate of Applied Science in Law Enforcement Administration (DC 0391)
- Certificate of Proficiency in Crime Scene Investigation (DC 0384)
- Associate of Applied Science in Crime Scene Investigation (DC 0387)

Ozarka College

- Certificate of Proficiency in Law Enforcement Administration (DC 0388)
- Technical Certificate in Law Enforcement Administration (DC 0389)
- Associate of Applied Science in Law Enforcement Administration (DC 0391)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program changes/additions (18 credit hours maximum)

Capella University, New Specialization

Master of Business Administration

Global Operations and Supply Chain Management

Franklin University, New Emphasis Areas

Bachelor of Business

Emphasis in Accounting

Emphasis in Finance

Emphasis in Health Systems Management

Emphasis in Leadership

Emphasis in Management of Information Systems

Emphasis in Marketing

Emphasis in Six Sigma

Kaplan University, New Emphasis Areas

Associate of Applied Science in Business Administration Management

Business Management

Office Management

New classroom site

University of Phoenix –Rogers Campus

Master of Business Administration offered for Wal-Mart associates only at Wal-Mart Stores, Inc., Bentonville, AR

Letters of Exemption – Renewal (church-related training)

American Institute of Holy Land Studies, North Little Rock, AR

Associate of Religious Education in Middle Eastern History

Master of Religious Education in Middle Eastern History

Central Christian University, Lexington, NC at Bethel Bible College, Jonesboro, AR

Associate of Biblical Studies

Associate of Theology

Bachelor of Biblical Studies

Bachelor of Christian Counseling

Bachelor of Christian Education

Bachelor of Church Business Administration

Bachelor of Ministry

Bachelor of Pastoral Counseling

Bachelor of Theology

Master of Biblical Studies

Master of Christian Counseling

Master of Christian Education

Master of Ministry

Master of Contemporary Church Development

Master of Theology

Doctor of Theology

Doctor of Christian Counseling

Doctor of Ministry

Freedom Bible College and Seminary, Rogers, AR

Associate of Ministry	Associate of Christian Studies
Bachelor of Ministry	Bachelor of Christian Studies
Master of Ministry	Bachelor of Christian Education
Doctor of Ministry	Master of Christian Education
Bachelor of Theology	Doctor of Christian Education
Master of Theology	Bachelor of Church History
Doctor of Theology	Bachelor of World Missions
Bachelor of Biblical Studies	Master of Divinity

Griggs University, Silver Springs, MD at Ouachita Hills College, Amity, AR

Associate of Personal Ministries	Bachelor of Religious Studies
Bachelor of Ministry	Bachelor of Theological Studies

Lighthouse Christian College and Seminary, Beebe, AR

Associate of Christian Education	Associate of Theology
Bachelor of Christian Education	Associate of Prison Ministries
Bachelor of Christian Counseling	Master of Bible
Master of Christian Counseling	Master of Christian Education
Master of Ministry	Master of Theology
Doctor of Ministry	Doctor of Religious Education
Doctor of Parochial Education Instruction	
Advanced Christian Counseling Certificate	

Ouachita Hills College, Beebe, AR

Associate of Personal Evangelism
 Associate of Christian Media
 Bachelor of Biblical Studies
 Bachelor of Theology
 Bachelor of Christian Business Management
 Bachelor of Elementary Christian Education
 Bachelor of Secondary Christian Education

Saint Gregory’s University, Shawnee, OK at St. John’s Catholic Center, Little Rock, AR

Christology	Church History
Foundations of Christian Ethics	Introduction to Christian Theology
Introduction to Sacred Scripture	Sacramental Theology
The Church	Theology and Practice of Ministry

Letter of Exemption – Renewal – (military installation)

Southern Illinois University-Carbondale at Little Rock Air Force Base Education Center

Bachelor of Science in Industrial Technology

LETTERS OF INTENT

The following notifications were received January 15 through April 8, 2009, for future Board action.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas Tech University

Technical Certificate in Viticulture
Technical Certificate in Enology
Viticulture and Enology Department

East Arkansas Community College

Associate of Applied Science in General Technology
Certificate of Proficiency, Technical Certificate and Associate of Applied Science
in Advanced Manufacturing Technology by distance technology

Mid-South Community College

Associate of Applied Science in Diesel Technology
Technical Certificate and Associate of Applied Science in Transportation and
Logistics

National Park Community College

Associate of Applied Science in Paralegal
Associate of Applied Science in Respiratory Therapy

NorthWest Arkansas Community College

Technical Certificate in Baking
Associate of Applied Science in Culinary Arts
Associate of Applied Science in Culture and Heritage Administration
Off-Campus Training Center in Rogers

University of Arkansas at Little Rock

Bachelor of Fine Arts in Dance Performance
Doctor of Philosophy in Integrated Computing

University of Arkansas at Monticello

Bachelor of Arts in Modern Languages

University of Arkansas at Pine Bluff

Certificate of Evaluation
Master's in Evaluation

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American Public University/American Military University, West Virginia

Initial Certification – Online

- Bachelor of Arts in Emergency and Disaster Management
- Bachelor of Arts in Homeland Security
- Bachelor of Arts in Intelligence Studies
- Bachelor of Science in Sports and Health Sciences
- Master of Arts in Homeland Security

Capella University, Minneapolis MN

Recertification

- Bachelor of Science in Business
- Bachelor of Science in Information Technology
- Master of Science in Organization and Management
- Master of Science in Information Technology
- Master of Business Administration
- Doctor of Philosophy in Organization and Management

DeVry University, Naperville, Illinois

Initial Certification – Online

- Associate of Applied Science in Accounting
- Associate of Applied Science in Electronics and Computer Technology
- Associate of Applied Science in Health Information Technology
- Associate of Applied Science in Network Systems Administration
- Associate of Applied Science in Web Graphic Design
- Bachelor of Science in Biomedical Engineering Technology
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Engineering Technology
- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Electronic Engineering Technology
- Bachelor of Science in Game and Simulation Programming
- Bachelor of Science in Multimedia Design and Development
- Bachelor of Science in Network and Communications Management
- Bachelor of Science in Technical Management
- Master of Project Management
- Master of Public Administration
- Master of Information Systems Management
- Master of Network and Communications Management

Drury University, Springfield, Missouri

Initial Certification – Online

- Bachelor of Business Administration
- Bachelor of Science in Health Services
- Bachelor of Science in Instructional Technology
- Bachelor of Science in Organizational Studies

Ecclesia College, Springdale, Arkansas

Initial Certification

Bachelor of Science in Organizational Communication

Grand Canyon University, Phoenix, AZ

Initial Certification

Doctor of Education in Organizational Leadership

ITT Technical Institute, Little Rock

Initial Certification

Associate of Applied Science in Software Development Technology

Bachelor of Science in Project Management

Bachelor of Science in Software Applications Development

Kaplan University, Davenport, Iowa

Initial Certification – Online

Associate of Applied Science in Healthcare Management Technology

Associate of Science in Interdisciplinary Studies

Associate of Science in Health Services

Bachelor of Science in Accounting

Bachelor of Science in Business

Bachelor of Science in Communication

Bachelor of Science in Criminal Justice

Bachelor of Science in Healthcare Management Technology

Bachelor of Science in Health and Wellness

Bachelor of Science in Health Science

Bachelor of Science in Health Services

Bachelor of Science in Information Technology

Bachelor of Science in Legal Studies

Bachelor of Science in Liberal Studies

Bachelor of Science in Management

Bachelor of Science in Nutrition Science

Bachelor of Science in Networking Technology

Bachelor of Science in Paralegal Studies

Bachelor of Science in Software Development

Master of Science in Higher Education

Juris Doctor

Executive Juris Doctor

Regis University, Denver, Colorado

Initial Certification – Online

Bachelor of Science in Accounting

Bachelor of Science in Business Administration

Bachelor of Science in Computer Networking

Bachelor of Science in Computer Science

Bachelor of Science in Finance

Bachelor of Science in Nursing

Master of Science in Database Technologies

Master of Science in Information Assurance
Master of Science in Systems Engineering

Remington College - Online

Initial Certification – Online

Associate of Science in Paralegal
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Organizational Management

Strayer University, Washington, D.C.

Initial Certification – Online

Associate in Arts in Accounting
Associate in Arts in Business Administration
Associate in Arts in Information Systems
Master of Health Services Administration
Master of Public Administration

Strayer University, Washington, D.C.

Initial Certification – New location in Little Rock, Arkansas

Associate in Arts in Accounting
Associate in Arts in Business Administration
Associate in Arts in Information Systems
Bachelor of Business Administration
Bachelor of Science in Information Systems
Bachelor of Science in Accounting
Master of Science in Accounting
Master of Business Administration
Master of Health Services Administration
Master of Public Administration

University of Phoenix, Phoenix, Arizona

Initial Certification – Online

Doctor of Philosophy in Higher Education Administration

Walden University, Minneapolis, Minnesota

Initial Certification

Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Computer Information Systems
Bachelor of Science in Psychology
Bachelor of Science in Criminal Justice
Bachelor of Science in Communications
Master of Information Systems Management
Master of Science in Leadership
Master of Healthcare Administration
Master of Science in Clinical Research Administration
Master of Science in Nonprofit Management and Leadership
Doctor of Business Administration

Western Governors University, Salt Lake City, Utah
Initial Certification – Online
Bachelor of Science in Finance

Pending Review by Arkansas State Board of Nursing
Chamberlain College of Nursing, Chicago, Illinois
Initial Certification – Online
Bachelor of Science in Nursing

Walden University, Minneapolis, Minnesota
Initial Certification
Bachelor of Science in Nursing
Post Master's Certificate in Nursing
Nursing Education
Nursing Leadership & Management
Nursing Informatics

Pending Review by Arkansas State Board of Counseling
Walden University, Minneapolis, Minnesota
Initial Certification
Master of Science in Mental Health Counseling

Grand Canyon University, Phoenix, Arizona
Initial Certification
Master of Science in Addiction Counseling

**ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY**

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$5.12 million with a term of up to 30 years with an estimated annual interest rate of 5.25 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes to expand the engineering building, purchase academic facilities, expand the science building, and various other capital improvements. The Arkansas Tech University Board of Trustees approved this bond financing at its meeting on March 19, 2009.

The E & G issue will be approximately \$5.12 million with annual debt service of \$337,127. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to educational and general debt service. Net tuition and fee revenue is the gross tuition and fee revenue less unrestricted educational and general scholarship expenditures.

Relevant data follows:

Budgeted 2008-09 Net Tuition and Fee Revenue	\$ 20,481,318
Maximum Allowable Debt Service (\$ 20,481,318 x 25%).....	5,120,329
Existing Debt Service	2,418,690
Estimated Debt Service for Proposed Issue	337,127
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$ 2,364,512

The above data demonstrates that Arkansas Tech University has sufficient revenue to support a bond issue of approximately \$5.12 million with a term of 30 years at an estimated annual interest rate of 5.25 percent.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University (ATU) to issue bonds for approximately \$5.12 million with a term of 30 years at an estimated annual interest rate of 5.25 percent for expansion of facilities, purchase of facilities, and other capital improvements.

FUTHER 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.

**ECONOMIC FEASIBILITY OF BOND ISSUE
SOUTHERN ARKANSAS UNIVERSITY**

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$2.0 million with a maximum term of up to 30 years at an estimated average annual interest rate of 5.5 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Southern Arkansas University Board of Trustees approved this action at its meeting held on March 30, 2009.

The E & G issue will be approximately \$2.0 million with a maximum annual debt service of \$148,533. Proceeds from the issue will be used for the renovation and updating of current academic and administrative facilities. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to educational and general debt service. Net tuition and fee revenue is the gross tuition and fee revenue less unrestricted educational and general scholarship expenditures.

Relevant data follows:

Budgeted 2008-2009 Tuition and Fee Revenue (Net of E&G scholarship expense).....	\$ 10,777,925
Maximum Allowable Debt Service (\$10,777,925 x 25%).....	\$ 2,694,481
Existing Debt Service.....	\$ 1,600,861
Estimated Debt Service for Proposed Issue.....	\$ 148,533
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$ 945,087

The above data demonstrates that Southern Arkansas University has sufficient revenue to support a bond issue of approximately \$2.0 million with a term of 30 years at an estimated annual interest rate of up to 5.5 percent.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution:

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Southern Arkansas University (SAU) to issue bonds not to exceed \$2.0 million for a period of 30 years at an estimated annual interest rate of 5.5 percent for renovation and updating of academic and administrative facilities.

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 Southern Arkansas University of the Coordinating Board's resolution.

PROPOSED CHANGES TO HIGHER EDUCATION BOND PROJECTS

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on April 27, 2007. The following revisions are requested concerning that list.

Black River Technical College

Academic Complex – Paragould/Pocahontas - **New Construction**. An amount up to ~~\$2.0 million~~ **\$2,220,000** is provided for construction of a 15,500 square-foot facility. This facility will house three classrooms, three computer labs, one distance education classroom, two science labs, one multi-purpose room, five faculty offices, and one student service area.

The institution is requesting to delete the Renovation of Classroom Facilities project in the amount of \$220,000 and apply the funds to the Academic Complex described above.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and endorses the revision to the proposed Higher Education Bond Project as described in this agenda item and that this project is incorporated in the Plan of Implementation.

FURTHER RESOLVED, That the Director is instructed to transmit to the Governor the plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds.

FURTHER RESOLVED, That all requirements and limitations approved for the Higher Education Bond Projects by the Arkansas Higher Education Coordinating Board on November 4, 2005 apply to these changes.

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 1229 of 2007 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, the next \$10,000,000, or as much as is collected, is to be transferred to the Higher Education Research Development Fund to be used as provided by law.

“The Arkansas Research Development Fund shall be administered by the Director of the Department of Higher Education..... Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing scientist or research assistants, and for providing any other assistance to scientists in order to develop a continuing research capacity in this state which is recognized as exemplary.”

The floor for the Research Development Fund was reached in September 2006, and statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

Higher Education Research Development Fund: The Higher Education Research Development Fund is expected to reach \$1.5 million by the end of the fiscal year. The current biennium’s appropriation is sufficient to allow for the distribution of these funds.

Recommendation: Since the Arkansas Research and Education Optical Network (ARE-ON) represents a very essential tool for research and development in the publicly supported universities of Arkansas, it is the recommendation of the Department of Higher Education that the Higher Education Research Development Fund be designated for maintenance and operation expenses of the ARE-ON projects for the universities.

It is recommended that up to \$1.5 million be allocated to the University of Arkansas, Fayetteville for expenses associated with the connection and expansion of ARE-ON to all public universities in the state.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution:

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute the Higher Education Research Development Fund for ARE-ON's annual operating and maintenance costs at such time as the institutions begin to incur those expenses.

FURTHER RESOLVED, That up to \$1.5 million be allocated in fiscal year 2009 to the University of Arkansas, Fayetteville for expenses associated with the connection of all public universities to ARE-ON.