

The seal of the State of Arkansas is a circular emblem. It features a central figure of a woman holding a scale and a sword, surrounded by a wreath. Above her is a sunburst with stars. The outer ring of the seal contains the text "GREAT SEAL OF THE STATE OF ARKANSAS".

# Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

August 6, 2004

# **ARKANSAS HIGHER EDUCATION COORDINATING BOARD**

**REGULAR QUARTERLY MEETING  
August 5-6, 2004**

**NorthWest Arkansas Community College  
One College Drive  
Wal-Mart Auditorium  
Shewmaker Center for Workforce Technologies  
Bentonville, Arkansas 72712-5091**

## **SCHEDULE**

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**Thursday, August 5, 2004**

**Meeting to Discuss Funding Issues  
(Information Only)  
Embassy Suites  
Pinnacle Ballroom III  
3:00 p.m.**

**Friday, August 6, 2004**

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

**Academic Committee  
9:00 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, August 6, 2004  
10:00 a.m.**

**NorthWest Arkansas Community College  
One College Drive  
Wal-Mart Auditorium  
Shewmaker Center for Workforce Technologies  
Bentonville, Arkansas 72712-5091**

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- \*1. Approve Minutes of Regular Meeting on April 30, 2004.
- 2. Report of the Director (Dr. Beene)
- \*3. Report of Nominating Committee and Election of Board Officers for 2004-05  
(Kaneaster Hodges, Chairman)
- \*4. Resolution in Support of Amendment #2 (Dr. Beene)
- \*5. Recommendations for Educational and General Operations for 2005-07  
(Dr. Williams)
- \*6. Recommendations for State Funding of Capital Projects for 2005-07  
(Dr. Williams)
- \*7. Maximum Salary Recommendations for Non-Classified Personnel for  
2005-07 (Ms. Bates)
- \*8. Certification of Intercollegiate Athletic Revenues and Expenditures for  
2004-05 (Ms. Bates)
- \*9. Economic Feasibility of Bond Issue for University of Arkansas at Little Rock  
(Ms. Bates)
- \*10. Economic Feasibility of Bond Issue for University of Arkansas at Fayetteville  
(Ms. Bates)

- \*11. Economic Feasibility of Bond Issue for University of Arkansas for Medical Sciences (Ms. Bates)
- \*12. Economic Feasibility of Loan for Henderson State University (Ms. McAinsh)
- \*13. Approval of Budget and Slot Allocations for Arkansas Health Education Grant Program (Ms. Goff)
- 14. Report on Distance Education (Dr. Wheeler)
- \*15. New Program: Associate of Applied Science in Respiratory Care by Arkansas State University-Mountain Home (Ms. Strode)
- \*16. New Program: Bachelor of Science in Early Care & Education by Arkansas State University-Jonesboro (Ms. Strode)
- \*17. New Program: Master of Arts in Heritage Studies by Arkansas State University-Jonesboro (Ms. Strode)
- \*18. New Program: Associate of Applied Science in Early Childhood Education by University of Arkansas at Fort Smith (Ms. Strode)
- \*19. New Program: Bachelor of Arts in African/African-American Studies by University of Central Arkansas (Ms. Strode)
- \*20. New Program: Associate of Applied Science in Agriculture by Southern Arkansas University-Magnolia (Ms. Jones)
- \*21. New Program at Off-Campus Location: Master of Science in Operations Management by University of Arkansas at Fayetteville (Ms. Jones)
- \*22. New Program at Off-Campus Location: Master of Science in Engineering by University of Arkansas at Fayetteville (Ms. Jones)
- \*23. New Program: Bachelor of Professional Studies by University of Central Arkansas (Ms. Jones)
- \*24. New Program at Off-Campus Location: Advanced Certificate and Bachelor of Science in Diagnostic Medical Sonography by the University of Arkansas for Medical Sciences at AHEC-Northwest (Ms. Jones)
- \*25. New Program at Off-Campus Location: Bachelor of Science in Education in Vocational Education by University of Arkansas at Fayetteville at NorthWest Arkansas Community College and the University of Arkansas Monticello Technical College–McGehee (Ms. Jones)

- \*26. Reorganization of the College of Business by Arkansas State University–Jonesboro (Ms. Moten)
- \*27. Existing Degrees in Early Childhood Education, Emergency Administration and Management, and College Student Personnel Offered via Distance Technology by Arkansas Tech University (Ms. Moten)
- \*28. Existing Degrees Business Administration, Fire Science Management, Technology, and Environmental Science Offered via Distance Technology by Southern Arkansas University-Tech (Ms. Moten)
- \*29. New Program Option: Bachelor of Science in History with Social Studies Teacher Licensure by University of Arkansas at Fort Smith (Dr. Floyd)
- \*30. New Program Option: Bachelor of Science in English with Teacher Licensure by University of Arkansas at Fort Smith (Dr. Floyd)
- \*31. New Program at Off-Campus Location: Master of Science in Community and Economic Development in China and Taiwan by University of Central Arkansas (Dr. Floyd)
- \*32. New Program: Master of Science in Biomedical Engineering by University of Arkansas at Fayetteville (Dr. Floyd)
- \*33. New Program: Associate of Applied Science in Culinary Arts/Hospitality by Ozarka College (Ms. Mauppin)
- \*34. New Program: Technical Certificate in Industrial Maintenance Technology by National Park Community College (Ms. Mauppin)
- \*35. New Program: Conversion of Programs Offered at Merged Technical Institutes to Technical Certificate Program Status (Ms. Mauppin)
- \*36. Report of the Institutional Certification Advisory Committee (Ms Strode)
- 37. Letters of Notification (Ms. Moten)
- \*38. New Program: Doctor of Audiology by University of Arkansas for Medical Sciences (Ms. Moten)
- \*39. Report on Higher Education Performance Reporting System (Dr. Wheeler)
- 40. Report on 2003 College-Going Rate (Dr. Floyd)



# **FINANCE COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Northwest Arkansas Community College  
One College Drive  
Wal-Mart Auditorium  
Shewmaker Center for Workforce Technologies  
Bentonville, Arkansas 72712-5091  
Friday, August 6, 2004  
8:30 a.m.**

Finance Committee  
David Leech, Chair  
Bob Cheyne  
David Damron  
Bill Johnson  
Dr. Anne Trussell  
Phil Ford, Ex officio

## **AGENDA**

- \*5. Recommendations for Educational and General Operations for 2005-07  
(Dr. Williams)
- \*6. Recommendations for State Funding of Capital Projects for 2005-07  
(Dr. Williams)
- \*7. Maximum Salary Recommendations for Non-Classified Personnel for  
2005-07 (Ms. Bates)
- \*8. Certification of Intercollegiate Athletic Budgets for 2004-05 (Ms. Bates)
- \*9. Economic Feasibility of Bond Issue for University of Arkansas at Little Rock  
(Ms. Bates)
- \*10. Economic Feasibility of Bond Issue for University of Arkansas at Fayetteville  
(Ms. Bates)
- \*11. Economic Feasibility of Bond Issue for University of Arkansas for Medical Sciences  
(Ms. Bates)
- \*12. Economic Feasibility of Loan for Henderson State University (Ms. McAinsh)
- \*13. Approval of Budget and Slot Allocations for Arkansas Health Education Grant  
Program (Ms. Goff)

\*Numbers refer to main agenda.

# **ACADEMIC COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Northwest Arkansas Community College  
One college Drive  
Wal-Mart Auditorium  
Shewmaker Center for Workforce Technologies  
Bentonville, Arkansas 72712-5091  
Friday, August 6, 2004  
9:00 a.m.**

Academic Committee:  
Dr. Dan Grant, Chair  
Jodie Carter  
Kaneaster Hodges  
Dr. Lynda Johnson  
Betsy Thompson  
Phil Ford, Ex officio

## **SPECIAL ORDER OF BUSINESS**

14. Report on Distance Education (Dr. Wheeler)

## **CONSENT AGENDA**

- \*15. New Program: Associate of Applied Science in Respiratory Care by Arkansas State University-Mountain Home (Ms. Strode)
- \*16. New Program: Bachelor of Science in Early Care & Education by Arkansas State University-Jonesboro (Ms. Strode)
- \*17. New Program: Master of Arts in Heritage Studies by Arkansas State University-Jonesboro (Ms. Strode)
- \*18. New Program: Associate of Applied Science in Early Childhood Education by University of Arkansas at Fort Smith (Ms. Strode)
- \*19. New Program: Bachelor of Arts in African/African-American Studies by University of Central Arkansas (Ms. Strode)
- \*20. New Program: Associate of Applied Science in Agriculture by Southern Arkansas University-Magnolia (Ms. Jones)

\*Numbers refer to main agenda.



- \*21. New Program at Off-Campus Location: Master of Science in Operations Management by University of Arkansas at Fayetteville (Ms. Jones)
- \*22. New Program at Off-Campus Location: Master of Science in Engineering by University of Arkansas at Fayetteville (Ms. Jones)
- \*23. New Program: Bachelor of Professional Studies by University of Central Arkansas (Ms. Jones)
- \*24. New Program at Off-Campus Location: Bachelor of Science and Advanced Certificate in Diagnostic Medical Sonography by the University of Arkansas for Medical Sciences at AHEC-Northwest (Ms. Jones)
- \*25. New Program at Off-Campus Location: Bachelor of Science in Education in Vocational Education by University of Arkansas at Fayetteville at NorthWest Arkansas Community College and the University of Arkansas Monticello Technical College–McGehee (Ms. Jones)
- \*26. Reorganization of the College of Business by Arkansas State University–Jonesboro (Ms. Moten)
- \*27. Existing Degrees in Early Childhood Education, Emergency Administration and Management, and College Student Personnel Offered via Distance Technology by Arkansas Tech University (Ms. Moten)
- \*28. Existing Degrees Business Administration, Fire Science Management, Technology, and Environmental Science Offered via Distance Technology by Southern Arkansas University-Tech (Ms. Moten)
- \*29. New Program Option: Bachelor of Science in History with Social Studies Teacher Licensure by University of Arkansas at Fort Smith (Dr. Floyd)
- \*30. New Program: Bachelor of Science in English with Teacher Licensure Option by University of Arkansas at Fort Smith (Dr. Floyd)
- \*31. New Program Option: Bachelor of Science in English with Teacher Licensure by University of Arkansas at Fort Smith (Dr. Floyd)
- \*32. New Program at Off-Campus Location: Master of Science in Biomedical Engineering by University of Arkansas at Fayetteville (Dr. Floyd)
- \*33. New Program: Associate of Applied Science in Hospitality/Culinary Arts by Ozarka College (Ms. Mauppin)

\*Numbers refer to main agenda.

- \*34. New Program: Technical Certificate in Industrial Maintenance Technology by National Park Community College (Ms. Mauppin)
- \*35. New Program: Conversion of Programs Offered at Merged Technical Institutes to Technical Certificate Program Status (Ms. Mauppin)
- \*36. Report of the Institutional Certification Advisory Committee (Ms. Strode)
- 37. Letters of Notification (Moten)

## **REGULAR AGENDA**

- \*38. New Program: Doctor of Audiology by University of Arkansas for Medical Sciences (Ms. Moten)

\*Numbers refer to main agenda.

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD**  
**Regular Quarterly Meeting**  
**April 30, 2004**

**Minutes of Meeting**

The April 30, 2004 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Auditorium of the Randolph County Development Center on the campus of Black River Technical College in Pocahontas, Arkansas. Chairman Phil Ford called the meeting to order at 10:25 a.m. with a quorum of Board members present.

Coordinating Board present:

Phil Ford, Chair  
Dr. Dan Grant, Vice Chair  
Betsy Thompson, Secretary  
Jodie Carter  
Bob Cheyne  
David Damron  
Kaneaster Hodges  
Bill Johnson  
Dr. Lynda Phillips Johnson  
David Leech  
Dr. Anne Trussell

Department staff present:

Dr. Linda Beene, Director  
Dr. Steve Floyd, Deputy Director  
Rita Fleming, Associate Director for Institutional Finance  
Dr. Karen Wheeler, Associate Director of Academic Affairs  
Ron Harrell, Associate Director for Planning and Accountability  
Cynthia Moten, Coordinator of Academic Affairs  
Jeanne Jones, Assistant Coordinator of Academic Affairs  
Patsy Strode, Coordinator of Institutional Certification  
Julie Bates, Coordinator of Institutional Finance  
Scott Trotter, Financial Manager  
Judy McAinsh, Finance Officer  
Christina Miller, Coordinator of General Administration  
Mary Fedrick, Administrative Assistant

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present. Chairman Ford introduced Mr. Richard Gaines, President of Black River Technical College at Pocahontas.

President Gaines welcomed the Coordinating Board, department staff, and others to the campus and stated it was an honor to host the Board meeting. He expressed his appreciation for all the support provided by the Board. Chairman Ford thanked President Gaines for the hospitality. Chairman Ford then recognized Dr. Franks, Director of the Department of Workforce Education and also announced that the Jackson County Wal-Mart Foundation had named its auditorium after Kaneaster and Lindley Hodges.

Agenda Item No. 1  
Approval of Minutes

A motion was made by Jodie Carter to approve the minutes of the February 6, 2004 meeting, it was seconded by Lynda Johnson, and the Board unanimously approved.

Agenda Item No. 2  
Report of the Director

Dr. Beene congratulated Rita Fleming and her husband Robert on her recent passing of the Bar Exam. Dr. Beene also expressed her appreciation to the Institutional Finance staff for preparation and work on the funding formula. Dr. Beene reported that Governor Huckabee, chairman of the Southern Regional Education Board (SREB), had announced a new online initiative, "Ways in Mentor" which would tie in with the current SREB Electronic Campus.

Dr. Beene reported that the State Teacher Assistance Resource (STAR) program had been amended to allow AAT students to participate and the Workforce Improvement Grant had been very successful this year. She added that the Academic Challenge Scholarship program received a record number of applications, and the process was much quicker through online access.

She reported that the Arkansas Higher Education Coordinating Board had awarded \$733,336 in grants to Higher Education institutions to improve teaching through a section of the No Child Left Behind Act of 2001. She said Mark Musick, President of the Southern Regional Education Board in Atlanta, presented information to the Legislative Higher Education Subcommittee on March 24 regarding full-time equivalent enrollment & funding, financial aid, operating expenses and state appropriations for Arkansas and the 16-member states of the SREB.

Dr. Beene and Melissa Goff participated in a Financial Aid Call-In program to help answer questions and explain how education after high school can be financed. The program was successful and received numerous calls.

Dr. Beene congratulated Dr. Karen Wheeler and Ms. Cynthia Moten for their hard work and instrumentation in the dismissal of the appeal from the Southern College of Naturopathic Medicine.

Dr. Beene reported that the first meeting of the Two-Year College & Technical Institute Study Committee was held on April 7. Members included Dr. Linda Beene, Dr. Ed Franklin, Dr. Coy Grace, Dr. Janet Smith, Dr. Steve Franks and Mr. Kaneaster Hodges. The three directors presented information about the history and current status of the two-year colleges and technical institutes.

Dr. Beene thanked Dr. Karen Wheeler, Mr. Ron Harrell and Jeanne Jones for the many hours dedicated to coordinating the Performance Reporting System.

In closing, Dr. Beene commended Chairman Ford on his support of the Blue Ribbon Committee on Higher Education and said the report should be ready for submission to Governor Huckabee at the end of June.

#### Report of Committees

Dr. Dan Grant presented the report of the Academic Committee and motioned to adopt Agenda Item Nos. 3-21, and 28. Dr. Lynda Johnson seconded the motion and the Board unanimously approved.

David Leech presented the report of the Finance Committee and moved approval of Agenda Item Nos. 22-24 & 30. Dr. Trussell seconded the motion and the Board unanimously approved.

#### Agenda Item No. 3 Technical Certificate in Practical Nursing Offered at Warren by South Arkansas Community College

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer the existing Technical Certificate in practical nursing, effective Spring, 2004 at Warren. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of South Arkansas Community College approved the proposal on June 17, 2003. The Arkansas State Board of Nursing approved the program for SACC on May 5, 2003.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in practical nursing (CIP 51.1613) to be offered by South Arkansas Community College at Warren, effective May, 2004.

**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 South Arkansas Community College of this approval.

Agenda Item No. 4  
Certificate of Proficiency, Technical Certificate and Associate  
of Applied Science in Crime Scene Investigation Offered  
Through a Partnership Between Ouachita Technical College  
and the Criminal Justice Institute

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer the Certificate of Proficiency, Technical Certificate and Associate of Applied Science degree in crime scene investigation, effective Fall 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Ouachita Technical College approved the proposal on January 4, 2004.

The Arkansas Higher Education Coordinating Board approved the Certificate of Proficiency, Technical Certificate and Associate of Applied Science in crime scene investigation at 18 colleges and universities in August 2003. Ouachita Technical College would like to offer the certificate and degree programs as outlined in the approved program. The Forensic Sciences and Computer Education Center, a division of the Criminal Justice Institute, will offer the crime scene investigation courses. OTC will offer the courses required to complete the associate degree.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency, Technical Certificate and Associate of Applied Science degree in crime scene investigation (CIP 43.0106) offered through a partnership between Ouachita Technical College and the Criminal Justice Institute, effective Fall 2004.

**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 Ouachita Technical College of this approval.

Agenda Item No. 5  
Technical Certificate in Law Enforcement  
Southern Arkansas University—Tech

The administration and Board of Trustees of Southern Arkansas University request approval to offer the Technical Certificate in law enforcement at Southern Arkansas University--Tech (SAU-Tech), effective May 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Southern Arkansas University approved the proposal on November 13, 2003. The Arkansas Commission on Law Enforcement Standards and Training approved the partnership with SAU-Tech to offer the proposed Technical Certificate on January 8, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate program in law enforcement (CIP 43.0107) to be offered at Southern Arkansas University--Tech in partnership with the Arkansas Law Enforcement Training Academy, effective May, 2004.

**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 Southern Arkansas University and the Chancellor of Southern Arkansas University--Tech of this approval.

Agenda Item No. 6  
Technical Certificate in Heavy Equipment Operation  
Offered at Warren by South Arkansas Community College

The administration and Board of Trustees of South Arkansas Community College request approval to offer the Technical Certificate in heavy equipment operation effective, May 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of South Arkansas Community College approved the proposal on March 18, 2003.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate program in heavy equipment operation (CIP 47.0302) to be offered by South Arkansas Community College at the Arkansas Heavy Equipment Operator Training Academy in Warren, effective May, 2004.

**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 South Arkansas Community College on this approval.

Agenda Item No. 7  
Technical Certificate in Cosmetology  
Offered at Bauxite by Pulaski Technical College

The administration and Board of Trustees of Pulaski Technical College request approval to offer the Technical Certificate in cosmetology, effective Summer 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the Pulaski Technical College approved the proposal on January 26, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in cosmetology (CIP 12.0401) to be offered by Pulaski Technical College at Bauxite, effective Summer, 2004.

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

Agenda Item No. 8  
Existing Associate of Arts  
Offered by Distance Technology  
Northwest Arkansas Community College

The administration and Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to offer the existing Associate of Arts degree program via distance technology, effective June 1, 2004. NWACC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). The Board of Trustees of NorthWest Arkansas Community College approved the proposal on November 10, 2003.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the existing Associate of Arts (CIP 24.0101) to be offered online by NorthWest Arkansas Community College, effective June 1, 2004.



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

Agenda Item No. 9  
Bachelor of Arts and Bachelor of Science in Theatre  
University of Central Arkansas

The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Bachelor of Arts and the Bachelor of Science in theatre, effective July 1, 2004. UCA is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Central Arkansas approved the proposal on February 20, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts and the Bachelor of Science (CIP 50.0501) in theatre to be offered at the University of Central Arkansas, effective July 1, 2004.

**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 University of Central Arkansas of this approval.

Agenda Item No. 10  
Master of Science in Nursing  
University of Arkansas, Fayetteville

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas, Fayetteville (UAF), to offer the Master of Science in Nursing (MSN), effective August 2004. The University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas System approved the proposal on April 2, 2004.

Patsy Strode expressed to the Board the strong need for more educated and prepared nurses and Mr. Jodie Carter asked if we are closer to getting what was needed in that area. Ms. Strode explained that nurse educators were needed and that the next decade looks grim unless we are more prepared and have more nurses.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Nursing (CIP 51.1616) to be offered at the University of Arkansas, Fayetteville, effective Fall, 2004.

**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 University of Arkansas System and the Chancellor of the University of Arkansas, Fayetteville, of this approval.

Agenda Item No. 11  
Bachelor of Arts in History/Historical Interpretation  
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in history/historical interpretation, effective fall 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas System approved the proposal on January 29, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in history/historical interpretation (CIP 54.0101) to be offered at the University of Arkansas at Fort Smith, effective Fall 2004.

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

Agenda Item No. 12  
Master of Education in Elementary or  
Secondary Education Offered by Distance Technology  
Southern Arkansas University—Magnolia

The administration and Board of Trustees of the Southern Arkansas University request approval for Southern Arkansas University--Magnolia (SAUM) to offer via distance technology the existing Master of Education in elementary or secondary education, effective January 2005. The University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and

Schools (HLC/NCA). On March 30, 2004, the Board of Trustees of Southern Arkansas University approved the proposed program.

Mr. Cheyne expressed concerns regarding whether distance technology would provide students satisfactory education at the graduate level, and at what point should the line be drawn. Ms. Patsy Strode responded that Arkansas is a NCATE state and teachers want to be able to take courses during the summer. Ms. Besty Thompson expressed concern regarding one-on-one interaction. Dr. Lynda Johnson added that consideration should to be taken for those students with families and responsibilities as well as those students who are more mature in their endeavors. Mr. Jodie Carter stated that the success rate has been phenomenal but some modifications should be considered in order to take care of the needs of those participating. Dr. Anne Trussell said she would not accept distance learning for health care because of the need for interaction between patients, staff, etc. She added there was a place for distance learning but not for every course. Dr. Grant expressed that the Board must look to NCATE to make the decision in instances such as these. Dr. Linda Beene stated that it is common for online degrees to require dialogue between student/faculty as well as the participants.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the existing Master of Education in elementary (CIP 13.1202) or secondary education (CIP 13.1205) to be offered by Southern Arkansas University--Magnolia via distance technology, effective January 2005.

**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 Southern Arkansas University of this approval.

Agenda Item No. 13  
Technical Certificate in High Voltage Lineman Technology  
Arkansas State University—Newport

The administration and Board of Trustees of Arkansas State University request approval for Arkansas State University--Newport (ASU-Newport) to offer the Technical Certificate in high voltage lineman technology, beginning in August 2004. The program is within the role and scope of the institution. ASU-Newport is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Arkansas State University Board of Trustees approved the program at its December 19, 2003 meeting.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in high voltage lineman technology (CIP 46.0303) at Arkansas State University--Newport, effective August 2004.

**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 Arkansas State University and the Chancellor of ASU-Newport of this approval.

Agenda Item No. 14

Online Bachelor of Arts in Liberal Arts and  
Online Bachelor of Arts in Criminal Justice  
University of Arkansas at Little Rock

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Little Rock (UALR) to offer the existing Bachelor of Arts in liberal arts and Bachelor of Arts in criminal justice online, beginning in May 2004. The programs are within the role and scope of the institution. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Arkansas Board of Trustees approved the programs at its April 2, 2004 meeting.

The online bachelor's degree programs are offered as degree completion programs for students obtaining the Associate of Arts degree online. The Bachelor of Arts in liberal arts is an interdisciplinary program that will allow students to combine aspects of several academic disciplines into one best suited to their educational and career needs. Students in the online degree will consult with a program advisor to develop an individualized program of study. The 124 semester credit hour program requires 60 semester hours of upper-level coursework that includes a course in reasoning across subject areas, and a senior-level seminar in one of the following disciplines: English, history, international study, philosophy, political science, psychology, religion, sociology, art history and appreciation, or rhetoric and writing. In addition, students choose 18 hours in three concentrations (54 hours total), two of which must be within the College of Arts, Humanities, and Social Sciences. Initially, courses in psychology, history, political science, sociology, professional and technical writing, criminal justice, and speech communication will be available online to meet program requirements. Additional disciplines will be added as the courses become available for online delivery, and student demand dictates.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the online Bachelor of Arts in liberal arts (CIP

24.0101) and online Bachelor of Arts in criminal justice (CIP 43.0104) at the University of Arkansas at Little Rock, effective May 1, 2004.

**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 University of Arkansas System and the Chancellor of the University of Arkansas at Little Rock of this approval.

Agenda Item No. 15  
Bachelor of Arts in Behavioral and Social Sciences  
Southern Arkansas University Magnolia

The administration and Board of Trustees of Southern Arkansas University request approval for Southern Arkansas University--Magnolia (SAUM) to consolidate three existing bachelor's degrees of Arts programs in criminal justice psychology, and sociology into a single degree, the Bachelor of Arts in behavioral and social sciences, effective in the fall of 2004. The proposed program is within

the role and scope established for the institution and was approved by the SAU Board of Trustees on November 13, 2003. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in behavioral and social sciences degree program (CIP 45.0101) at Southern Arkansas University—Magnolia, effective fall semester of 2004.

**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 Southern Arkansas University of this approval.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to delete the existing bachelor's degrees in criminal justice (DC 1360, DC 2405, CIP 43.0104), psychology (DC 1710, DC 3070, CIP 42.0101), and sociology (DC 1780, DC 3190, CIP 45.1101), from the list of approved academic degree programs, effective summer 2004.

Agenda Item No. 16  
Existing Associate of Arts and Associate of Applied Science  
in Criminal Justice Offered by Distance Technology  
Ouachita Technical College

The administration and Board of Trustees of Ouachita Technical College (OTC) request approval to offer the existing Associate of Arts and Associate of Applied Science in criminal justice via distance technology, effective in the fall of 2004. The degree programs are consistent with the role and scope of institution. OTC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. A focused visit for the online degree programs will be conducted in August 2004. The institutional Board of Trustees approved the online associate degree programs on January 27, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Arts (CIP 24.0101) and Associate of Applied Science in criminal justice (CIP 43.0104) via distance technology by Ouachita Technical College, effective Fall 2004.

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

Agenda Item No. 17  
New Option in Diagnostic Medical Sonography  
Bachelor of Science in Imaging Sciences  
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer a new option in diagnostic medical sonography (DMS) in the existing Bachelor of Science in imaging sciences at the University of Arkansas at Fort Smith (UA-Fort Smith), effective in the fall of 2004. The proposed program option is within the role and scope established for the institution. UA-Fort Smith is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the imaging sciences degree program with options in management and DMS on November 14, 2003.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the diagnostic medical sonography (DMS) specialty in the existing Bachelor of Science in imaging sciences

(CIP 51.0911) at the University of Arkansas at Fort Smith, effective fall semester of 2004.

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

Agenda Item No. 18  
Approval of Recommendations of the  
Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) met Tuesday, March 16, 2004, to consider applications for initial certifications, recertification, and decertification. The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the Institutional Certification Advisory Committee.

**Franklin University, Columbus, Ohio**

**Initial Certification, Bachelor of Science in Management  
Initial Certification, Bachelor of Science in Information Technology**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board grants initial certification to Franklin University of Columbus, Ohio, to offer through the Community College Alliance institutions in Arkansas via distance education, a Bachelor of Science in Management and a Bachelor of Science in Information Technology. This initial certification is granted under Arkansas Code §6-61-301 for two years and will expire April 30, 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Franklin University of Columbus, Ohio, that this certification 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) change in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Franklin University of 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**ITT Technical Institute, Little Rock, Arkansas**

**Initial Program Certification**

**Bachelor of Science in Digital Entertainment and Game Design**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board grants initial certification to ITT Technical Institute, Little Rock, Arkansas, to offer on site the Bachelor of Science in Digital Entertainment and Game Design. This initial certification is granted under Arkansas Code §6-61-301 for a period of two years and expires April 30, 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of ITT Technical Institute, Little Rock, Arkansas, that this certification 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) change in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the ITT Technical Institute, Little Rock, 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

**Remington College, Little Rock Campus, Little Rock, Arkansas**

**Recertification**

**Associate of Applied Science, Computer Networking Technology**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board grants recertification to Remington College, Little Rock Campus, Little Rock, Arkansas, to offer the Associate of Applied Science in Computer



Networking Technology. This recertification is granted under Arkansas Code §6-61-301 for a period of two years, to expire April 30, 2006.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Department of Higher Education to notify the administration of Remington College, Little Rock Campus, Little Rock, Arkansas, that this certification 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) change in the method of operation of the institution's program in Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of Remington College, Little Rock Campus, Little Rock, 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code Annotated §6-6-301.

**Remington College, Little Rock Campus, Little Rock, Arkansas  
Program Decertification  
Associate of Applied Science, Business Information Systems  
Associate of Applied Science, Electronic Engineering Technology**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board grants decertification to Remington College, Little Rock Campus, Little Rock, Arkansas, of the following degree programs offered on site: Associate of Applied Science in Business Information Systems and Associate of Applied Science in Electronic Engineering Technology. This decertification is granted under Arkansas Code §6-61-301 and is effective April 30, 2004.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Department of Higher Education to notify the administration of Remington College, Little Rock Campus, Little Rock, Arkansas, that this decertification requires the institution to cease enrollment of students who are residents of Arkansas and to assist currently enrolled students who are residents of Arkansas in the completion of the currently selected program.

The ICAC recommended the repeal of Rule 8 (Exemptions) of the Rules and Regulations for Institutional and Program Certification to the Coordinating Board at the Board's October 2003 meeting. Action on the repeal was tabled and an Attorney General's opinion on Rule 8 was requested. The Attorney

General's office notified ADHE that, at this time, it is unable to respond to the Board's questions because issues raised by the Board are likely to be addressed either administratively or judicially in pending litigation.

A motion was made by Dr. Williams to recommend to the Coordinating Board that Rule 8 be referred to the ICAC for further study. Following a second by Dr. Harris, the motion carried unanimously.

Therefore, the following resolution is submitted for Board consideration.

**RESOLVED, THAT** the Arkansas Higher Education Coordinating Board refers the issues of the repeal of Rule 8 (Exemptions) of the Rules and Regulations for Institutional and Program Certification in Arkansas back to the Institutional Certification Advisory Committee for further study.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to communicate this action to the Institutional Certification Advisory Committee.

### **Appreciation Expressed to Former Members of the Institutional Certification Advisory Committee**

Arkansas Code Annotated § 6-61-301 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee (ICAC). The law designates several institutional categories that must have representation on the committee. Each member is appointed to a term of nine years, with the term of one member expiring annually.

#### **Dr. Fred Taylor**

Dr. Fred J. Taylor, Chancellor of the University of Arkansas at Monticello, has generously served since January 2002 as a member of the Institutional Certification Advisory Committee in a position representing chief administrators of public four-year institutions. Dr. Taylor will retire as Chancellor of UAM effective June 30, 2004.

Therefore, the following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board expresses appreciation to Dr. Fred Taylor 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. Taylor.

**Ms. Cellestine Mayweather**

Ms. Cellestine Mayweather of Camden, Arkansas, has generously served since 2002 as a member of the Institutional Certification Committee in a position requiring that the individual be a legal resident of the state of Arkansas who is not officially affiliated with any postsecondary institution in any state. Ms. Mayweather resigned from the ICAC due to increased job responsibilities.

Therefore, the following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board expresses appreciation to Ms. Cellestine Mayweather for her years of 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 Ms. Mayweather.

Agenda Item No. 19

Approval of Revisions to the State Minimum Core Curriculum  
Phillips Community College of the University of Arkansas

In April 1990, the Arkansas Higher Education Coordinating Board adopted guidelines for the development of state minimum core curricula in response to A.C.A. §6-61-218. This legislation provides that courses within the core shall apply toward the general education core curriculum requirements for baccalaureate degrees at state-supported institutions and shall be fully transferable between state institutions.

Proposed revisions to the institutional core curriculum must be approved by the Coordinating Board. The revised curriculum for Phillips Community College of the University of Arkansas appear on pages 19-2 & 19-3 of the agenda book.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the revised core curriculum for Phillips Community College of the University of Arkansas.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to distribute the state minimum core curriculum to all state colleges and universities.

Agenda Item No. 20  
Ph.D. in Interdisciplinary Biomedical Sciences  
University of Arkansas for Medical Sciences

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the Doctor of Philosophy (Ph.D.) in Interdisciplinary Biomedical Sciences, effective in the fall 2004. The program is within the role and scope established for the institution. The Board of Trustees of the University of Arkansas approved the program in January 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in Interdisciplinary Biomedical Sciences (CIP 30.0101) at the University of Arkansas for Medical Sciences, effective August 2004.

**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 for Medical Sciences of this approval.

Agenda Item No. 21  
Ph.D. in Communication Sciences and Disorders  
Offered by the University of Arkansas at Little Rock,  
University of Arkansas for Medical Sciences,  
and the University of Central Arkansas

The administration and Board of Trustees of the University of Arkansas System and the University of Central Arkansas request approval for a consortium of the University of Arkansas-Little Rock (UALR), University of Arkansas for Medical Sciences (UAMS), and University of Central Arkansas (UCA) to offer the Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders (CSD). Student recruitment, selection, and admission will occur during the 2004-05 academic

year and classes will begin in fall 2005. Each member of the consortium is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of UCA and UA approved the program in May and September 2002, respectively. If approved, this consortium program will be added to the role and scope of UCA and UALR.

Dr. Karen Wheeler explained that discussion about this program began about 20 years ago and discussion about collaboration among the Master's programs at UALR, UAMS and UCA began in the 1970's. The final proposal was reviewed in November and December.

Mr. Bill Johnson asked which institution would confer the degree and Dr. Karen Wheeler stated that UAMS would.

Dr. Thomas Guyette of UAMS stated this program would meet the significant need to produce instructors and speech pathologists. Dr. Gabriel Esteban of UCA stated that the consultant called this a model program.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in Communicating Sciences and Disorders (CIP 51.0204) offered by the University of Arkansas-Little Rock, the University of Arkansas for Medical Sciences, and the University of Central Arkansas consortium, effective fall 2004.

**FURTHER RESOLVED**, That the Arkansas Higher Education Coordinating Board add the Ph.D. in Communicative Sciences and Disorders to the role and scope of the University of Central Arkansas.

**FURTHER RESOLVED**, That the Arkansas Higher Education Coordinating Board add the Ph.D. in Communicative Sciences and Disorders to the role and scope of the University of Arkansas at Little Rock.

**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; the Chancellors of the University of Arkansas-Little Rock and the University of Arkansas for Medical Sciences; and the Chair of the Board of Trustees and President at the University of Central Arkansas of this approval.

Mr. Kaneaster Hodges made a motion to approve agenda items 3-21 & 28, Dr. Lynda Johnson seconded, and the motion carried.

Agenda Item No. 22  
AHECB Tuition Policy for  
the 2005-2007 Biennium

While local boards have the authority to establish tuition and fee rates on their campuses, A.C.A. §6-61-215 requires the Coordinating Board to establish student fees for **funding** purposes for all public institutions of higher education. Therefore, the tuition and fee rates established by the Coordinating Board are offered for calculation of funding recommendations and do not alter the authority of local boards to establish their respective institutions' actual tuition and mandatory fee rates.

The importance of a tuition policy becomes evident when it is used as a variable in a funding formula because it indicates expected student share of the cost of education. After calculating the expected tuition and mandatory fee revenue based upon AHECB tuition policies, the needed state contribution can be established. When institutions charge less than the tuition policy recommendation, the shortfall is expected to come from sources other than state funding. The tuition and mandatory fee recommendations appear on pages 22-1 through 22-3 of the agenda book.

Mr. Bill Johnson asked why the Higher Education price index is so far ahead of the consumer price index. Ms. Rita Fleming stated it is due to the increase in technology, publications, etc. Mr. Cheyne asked what recourse the Board would have if they made universities aware when a policy is exceeded to make sure they adhere to guidelines but they still surpass them. Ms. Fleming stated that in some instances they already exceed now. Mr. Cheyne also expressed his concern regarding the affect of tuition increase on a student's interest in receiving baccalaureate degrees.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the tuition and mandatory fee recommendations described in this agenda item, recognizing that these amounts are established as required by A.C.A. §6-61-215 for use in the 2005-07 funding formulas for colleges and universities.

Mr. Cheyne motioned to recommend this item to the Board for approval, Dr. Trussell seconded, and the Committee concurred.

Agenda Item No. 23  
Funding Formulas for the 2005-07 Biennium

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

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

Each biennium the ADHE staff in consultation with the presidents and chancellors of the institutions review and revise the funding models for the determination of the AHECB appropriation recommendations for the institutions of higher education.

Funding of the public higher education system with its two- and four-year institutions and specialized entities must be addressed in a manner that is fair and equitable, while recognizing institutional differences in mission and the varying costs of providing different academic programs and services. Both the two- and four-year institutions have need-based formulas that recognize the differences in student semester credit hour (SSCH) production by discipline with the more expensive programs generating higher funding levels; the four-year formula also recognizes differences by level (undergraduate, masters, and doctoral). The unique mission entities have as a funding basis an inflationary factor for a continuing level of support of existing programs and the justification of enhancement, expansion, or creation of programs. The need-based formula elements appear on pages 23-2 through 23-9 of the agenda book.

Ms. Fleming shared with to the Board considerations for a need-based formula for two- & four-year institutions, which would adequately apply to all students, including the bachelor-to-masters and masters-to-doctoral degrees. She stated that the actual numbers generated from this formula would be calculated in July.

Ms. Fleming discussed each element of the funding formula, explaining that the University of Delaware Study was used in developing the Arkansas formula. Mr. Damron questioned the equity of the formula and Ms. Fleming stated that the formula was based on courses and need for courses, which would address the equity issue.

Mr. Cheyne stated there was no higher priority for the Board than to find a funding formula and he appreciated the amount of research and work put into this. Dr. Grant and Dr. Alan Sugg also expressed their appreciation to the Institutional Finance staff for an outstanding new approach. Ms. Fleming thanked Dr. Stan Williams for his knowledge as well as the rest of her staff. Mr. Phil Ford expressed to the Board how imperative is for them to communicate to the Legislature the importance of new dollars and finding revenue streams that can be consistent.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2005-07 biennium.

Mr. Damron motioned to recommend the item for approval by the Board, Dr. Lynda Johnson seconded, and the Committee unanimously concurred.

Agenda Item No. 24  
Economic Feasibility of Bond Issue  
University of Central Arkansas

The University of Central Arkansas requests approval of the economic feasibility of plans to issue bonds totaling approximately \$20.5 million with terms of up to 30 years at an interest rate of approximately five percent for both educational and general (E&G) and auxiliary purposes. The University of Central Arkansas Board of Trustees approved this bond issue on March 16, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to issue housing funded bonds of approximately \$11 million with a term of up to 30 years at an interest rate of approximately five percent, another housing issue of approximately \$5 million with a term of up to 20 years and an interest rate of approximately five percent and an E&G funded issue of approximately \$4.5 million with a term of up to 10 years at an annual interest rate of approximately five percent.



**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 Central Arkansas of the Coordinating Board's resolution.

Mr. Damron motioned to recommend the item for approval by the Board, Dr. Trussell seconded, and the Committee unanimously concurred.

Agenda Item No. 25  
Approval of Amended Rules and Regulations  
State Teacher Assistance Resource (Star) Program

Chairman Ford announced the opening of a public hearing for the purpose of amending original rules/regulations of the STAR program established by the 2003 General Assembly. Ms. Melissa Goff explained that new legislation was passed in the Second Extraordinary Session of 2003 to recruit teachers for subject and geographical shortage areas, as well as principal changes to enhance the teacher quality pool. Ms. Goff stated that the proposed changes were publicized in the Democrat Gazette, as well as additional advertising resources, and no comments were received during the 30-day comment period. The revisions to the STAR Program appear on pages 25-1 through 25-20 of the agenda book.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the amended rules and regulations presented in this agenda item for the Arkansas State Teacher Assistance Resource (STAR) Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these amended rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2004-05 academic years.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas State Teacher Assistance Resource (STAR) Program.

Mr. Hodges motioned to accept the resolution, Dr. Grant seconded, and the Board unanimously concurred.

Agenda Item No. 26  
Report on College Financial  
Assistance Programs

The Arkansas Department of Higher Education administers seventeen financial assistance programs, serving 16,000 students with a projected \$43 million in

2003-04. Over the past years, ADHE has made various reports on a number of the scholarship programs and provided data to the Governor and legislators as they have decided how to make changes in the programs in past legislative sessions. As the staff developed the strategic plan for the agency, it was decided that one of the performance measures would be the issuance of a comprehensive report of the financial assistance programs the department administers. The report appears on pages 26-2 through 26-26 of the agenda book or on the Department's website ([www.arkansashighered.com](http://www.arkansashighered.com)).

This report requires no action on the part of the Board. Some of the recommendations in the report may be brought back for Board consideration and action at a future meeting. The report will be submitted to the appropriate legislative committees in the next several months.

Agenda Item No. 27  
Nominating Committee

Chairman Ford announced that Kaneaster Hodges would serve as Chair of the Nominating Committee with Betsy Thompson and Bob Cheyne as members. They will report to the Board at its August 6 meeting.

Agenda Item No. 28  
Letters of Notification

Between January 24, 2004 and April 14, 2004, the Department of Higher Education received notice from institutions of eleven new certificate programs, seven new options, seven program name changes, one new organizational unit, four academic reorganizations, four inactive programs, and two program deletions, none of which require Board approval. Notification of items requiring Board approval included seventy-one program conversions, one academic reorganization, four certificate programs, ten associate degree programs, fifteen bachelor programs, eight master degree programs, and three doctoral programs. During this period the Institutional Certification Advisory Committee received notice of requests for initial certification for twenty-six degrees, initial certification of one institution, and the decertification of a degree

program. The complete list of these notices appear on pages 28-1 through 28-7 of the agenda book.

Agenda Item No. 29  
Annual Report of Student Retention and Graduation

Chairman Ford requested that the reports Ron Harrell provides be moved further up on the agendas since it is very important information.

Statewide retention and graduation information for students entering Arkansas public higher education in fall 1992 through 2002 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 campus, as well as in other public institutions within the state.

Mr. Ron Harrell reported that Arkansas is 49th in the nation for graduation rates and 49th in the nation in adults, 25 years of age and older, with baccalaureate / bachelor or higher degrees. Dr. Grant commented that Arkansas needs to put more value on higher education. Mr. Harrell agreed with Dr. Beene in her summarization that high school remediation rates need to be a shared responsibility between college institutions and public education. Chairman Ford once again expressed the need to educate legislators on these issues.

Agenda Item No. 30  
Economic Feasibility Of Loan  
Ouachita Technical College

Ouachita Technical College requests approval of a loan of \$430,000 with a term of 5 years at an annual interest rate of approximately 4.5 percent to purchase a new student information and college administration system. The Ouachita Technical College Board of Trustees approved the college's loan application on January 27, 2004.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Ouachita Technical College to borrow \$430,000 with a term of 5 years at an interest rate of approximately 4.5 percent.

**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 Ouachita Technical College.

Mr. Damron motioned to recommend the item for approval by the Board, Dr. Trussell seconded, and the Committee concurred.

Mr. Bill Johnson motioned, Dr. Lynda Johnson seconded, and the Board approved adjournment at 12:30 p. m.

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Mary Fedrick

APPROVED:

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Betsy Thompson, Secretary

## REPORT OF THE DIRECTOR

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### I Can Learn® Program

Supporting interest in providing exceptional Programs and services to students, Governor Huckabee personally invited representatives of two-year colleges, local Workforce Investment Boards, and public schools to a meeting on April 26 at the Governor's Mansion for a presentation on an exciting program called *I Can Learn*.



*I Can Learn* is a program making its mark in Arkansas. Five Arkansas school districts and four two-year colleges (Mid-South Community College, Ouachita Technical College, Phillips Community College of the University of Arkansas, and the University of Arkansas Community College at Hope) are currently using this technology-based intermediate algebra program. *I Can Learn* offers mastery level in algebra curriculum that tracks the daily progress of all students. It has been designated as one of the "Promising Mathematics Programs" by the U. S. Department of Education. Many colleges around the country have found that this program has been successful in meeting the remedial math needs of students, particularly adults, entering college. A majority of the community colleges were represented and presentations were made by Mid-South Community College. John Alvendia, Executive Vice President,

and Steve Pace, National Sales Manager, of *I Can Learn* Education Systems presented information to the audience. Future steps include identifying possible additional locations for *I Can Learn* Classrooms and resources for funding such classrooms. East Arkansas Community College has indicated that they are currently working on implementing an *I Can Learn* Classroom on their campus in the near future. More information can be found on the *I Can Learn* website at [www.icanlearn.com](http://www.icanlearn.com).

## Globalization Community Forum

“Globalization is what occurs when people, firms, and nations seek economic opportunity and other goals in a world opened up by technology, trade negotiations, and the spread of free market and democratic principles. It erases the barriers between the world’s markets, communities and cultures.” Dr. Linda Beene, Director of the Department of Higher Education, and Dr. Ed Franklin, Director of the Arkansas Association of Two-Year Colleges, led a community forum on Globalization at Black River Technical College in Pocahontas on April 29.

Individuals in the group represented local business, education and government entities including the Mayor of Pocahontas, the local public school superintendent and representatives of the Chamber of Commerce, the Industrial Training Center and the electric and banking industries. The group discussed holding a similar regional meeting, which would include representatives from surrounding counties.

They also discussed having presentations and dialogue about globalization at upcoming economic development and industry alliance meetings. The Chamber of Commerce plans to invite its U.S. Department of Commerce contact person to speak or have a seminar on globalization at a future Chamber of Commerce meeting. The results of the forum will be shared with Southern leaders through the Southern Growth



Policies Board (SGPB), a public-private partnership of 14 states, including Arkansas. SGPB brings balanced, innovative, and well-grounded policy advice to its member states. Its board consists of the Governors of each member state, two citizen appointees, and two legislative appointees from each state. Southern Growth Policies Board issued a report on this and other similar forum results to the governors and other Southern leaders at the 2004 Conference on the Future of the South, on June 13-15, 2004 in Oklahoma City.

## Lindley and Kaneaster Hodges, Jr. Auditorium Named

Dr. Larry Williams, Chancellor of Arkansas State University-Newport, announced a Million-dollar day for Arkansas State University-Newport. The Walton Family Foundation, in a desire to acknowledge the many contributions that Lindley and Kaneaster Hodges, Jr. have made to Jackson County and the state of Arkansas, has provided \$250,000 to Arkansas State University-Newport for the construction of the Center for the Arts and \$250,000 for the establishment of the Lindley and Kaneaster Hodges, Jr. Auditorium Endowment. In addition, Kaneaster Hodges, Jr. announced a \$500,000 challenge gift for library and classroom expansion to Samuel Moore Walton Hall and a \$200,000 scholarship challenge gift.

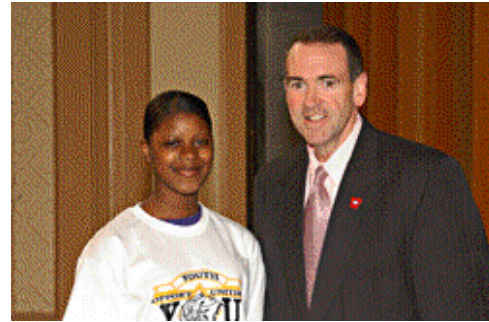
Lindley and Kaneaster Hodges, Jr. have been actively involved in promoting educational activities at Arkansas State University-Newport through their support of cultural events, academic programs, and prison education initiatives. Lindley is currently actively involved in a prison Bible study program. Kaneaster serves as president of the Northeast Arkansas Higher Education Charitable Foundation; is a member of the Arkansas Higher Education Coordinating Board; and serves on the Arkansas State University-Newport Aviation Advisory Committee. Former U.S. Senator Hodges has long been recognized for his leadership in higher education by serving on numerous higher education boards and committees. The Lindley and Kaneaster Hodges, Jr. Auditorium is located in the Center for the Arts on the campus of Arkansas State University-Newport. The facility seats approximately 600 people.



Dr. Les Wyatt, President of Arkansas State University; Lindley and Kaneaster Hodges, Jr.; and Dr. Larry Williams, Chancellor of Arkansas State University—Newport.

## Y.O.U. Governor’s Day

Governor Mike Huckabee spoke to students from across the state at the Youth Opportunities Unlimited (Y.O.U.) Governor's Day celebration of June 30. He told them the importance of graduating from high school. Almost 300 students gathered at Little Rock Central High School to hear from Governor Huckabee as he urged the students to have good eating habits and stay physically fit. Youth Opportunities Unlimited is a program designed to help at-risk students complete their high school education and go on to college. LeAnne Bird of the Department of Higher Education coordinated the event and Dr. Linda Beene, Director, also addressed the students.



## Two-Year College and Technical Institute Study Committee Update

The Two-Year College and Technical Institute Study Committee was created by Act 1791 of 2003 and charged with making recommendations to the Arkansas Higher Education Coordinating Board on the mission, role, and scope of the technical institutes and two-year colleges in the state. Members include representatives of two-year colleges (Dr. Ed Franklin, Dr. Coy Grace, Dr. Janet Smith, and Dr. Linda Beene), workforce agencies, the business community, and the Coordinating Board (Mr. Kaneaster Hodges). The Committee has met three times since April and has prepared a draft report, which will be discussed at the August 11 meeting.



## **Blue Ribbon Committee Update**

The Blue Ribbon Committee on Higher Education has completed its report and presented recommendations to Governor Mike Huckabee. The group was appointed by the Governor in December of 2003 to review the policies, procedures and delivery system of higher education in Arkansas and to advise him on what changes are needed by the end of June 2004. Recommendations included empowering the Arkansas Higher Education Coordinating Board with authority over all state funding for higher education; requiring institutional compliance with defined mission and scope; requiring consistency in course work transfer among institutions; changing the funding system from one based strictly on enrollment to one that also includes incentive funding for credit hours completed and institutional performance relative to stated role and scope; expanding scholarship programs, loan forgiveness programs and matching programs for research grants from non-state funds.

Governor Huckabee said he was in the process of digesting the material. "I appreciate the bold recommendations the committee has made and look forward to hearing responses from the presidents and chancellors as we begin crafting legislation for the 2005 session." In response to the report, Dr. Linda Beene, Director of the Arkansas Department of Higher Education, said she appreciates the dedication of the Blue Ribbon Committee members. "We look forward to assisting the Governor in preparing legislation for the 2005 session, and we will work hard to provide information to legislators in hopes of building consensus on necessary steps for improvement of higher education opportunities for all Arkansans." The Blue Ribbon Committee on Higher Education met seven times between December 2003 and June 2004 and received reading material from the Arkansas Department of Higher Education staff prior to each meeting to assist members in preparing for planned presentations and group discussion. Reading materials included information on higher education statistics, current events, comparable state data, historical studies, and SREB studies. Presentation topics included ACT score information, mission and accountability issues, impact of higher education on economic development, and predictions for the 2004-2005 Arkansas state budget, among others.

The report can be accessed at [www.arkansashighered.com/pdfs/BRC/FinalBRCRpt.pdf](http://www.arkansashighered.com/pdfs/BRC/FinalBRCRpt.pdf) or by clicking the Blue Ribbon Committee banner on the Department of Higher Education's website at [www.arkansashighered.com](http://www.arkansashighered.com).



## Activities of the Director

- April 29 SGPB Focus Group on Globalization, Pocahontas (Presenter)  
 April 29-30 AHECB Meeting, Black River Technical College, Pocahontas  
 May 1 Central Baptist College Graduation, Conway (Speaker)  
 May 5 Legislative Subcommittee on Higher Education  
 Two-Year College & Technical Institute Study Committee Meeting  
 May 7 Arkansas College University Professional Association (ARCUPA)  
 for Human Resources, Hot Springs (Speaker)  
 May 8 Arkansas State University at Newport Graduation (Speaker)  
 May 10 AETN Investment Advisory Meeting, Little Rock  
 May 11 Blue Ribbon Committee Meeting, UA System Office  
 May 13 NGA "Pathways to Advancement" Grant Meeting, Little Rock  
 May 14 North Arkansas Community College Banquet, Harrison (Speaker)  
 May 19 529 College Savings Plan Committee Meeting, Little Rock  
 May 23-26 National Institute for Staff & Organizational Development (NISOD)  
 Annual Conference, Austin  
 May 27 Transitional Employment Board Meeting, Little Rock  
 June 1 Executive Council Meeting, ADHE  
 Blue Ribbon Committee Meeting, UA System Office  
 June 2 State Board Workforce Education & Career Opportunities, Little Rock  
 June 3 SGPB Focus Group on Globalization, Malvern (Presenter)  
 June 7-11 Institutional Budget Hearings, ADHE  
 June 9 Two-Year College & Technical Institute Study Committee  
 June 13-15 Southern Growth Policies Board Annual Meeting, Oklahoma City  
 June 21 Institutional Budget Hearing, ADHE  
 June 23 529 College Savings Plan Committee Meeting, Little Rock  
 Performance Reporting Committee Meeting, ADHE  
 June 24 A Day for Dialogue: Speakers' Symposium on Education, Little Rock  
 June 30 Y.O.U. Governor's Day, Central High School (Speaker)  
 July 6-8 Southern Regional Education Board Annual Conference, Atlanta  
 July 13-16 Education Commission of the States Annual Conference, Orlando  
 July 20 Executive Council Meeting  
 July 28 NGA "Pathways to Advancement" Grant Meeting, North Little Rock  
 August 5 Bentonville Early Risers Rotary (Speaker)  
 Fayetteville Noon Rotary (Speaker)  
 August 6 AHECB Meeting, NorthWest Arkansas Community College, Bentonville

## RESOLUTION IN SUPPORT OF AMENDMENT #2

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The Arkansas legislature has placed proposed Constitutional Amendment #2, the "Super Projects Amendment," on the ballot this November. This Amendment gives the legislature, The Arkansas Department of Economic Development, and the Arkansas Department of Finance and Administration the authority to issue revenue bonds to help attract jobs in the mega industry category like an auto manufacturing plant. This is vital for our future as a state in attracting business and high paying jobs.

The following resolution is presented for Board consideration:

**WHEREAS**, the public policy decisions of the Arkansas Legislature impact every citizen of the State of Arkansas, both private and corporate, and ultimately influence to a great extent the level of prosperity and achievement enjoyed by Arkansas citizens; and

**WHEREAS**, the State of Arkansas lacks the necessary economic incentive component to successfully locate an economic development super project in the State of Arkansas; and

**WHEREAS**, the inability to adequately fund the infrastructure-related costs associated with a super project in Arkansas creates a competitive disadvantage in economic expansion, and other southern states with super projects have enjoyed the economic benefits resulting in the loss of opportunity for economic development and expansion in Arkansas; and

**WHEREAS**, the location of a super project creating a minimum of 500 jobs with a capital investment of \$500,000,000 will increase the quality of life for the citizens of Arkansas; and

**WHEREAS**, super projects require large up-front commitments of funds for infrastructure such as water/wastewater capacity, rail access, and connection of roads to interstate highways and utilities; and

**WHEREAS**, the Arkansas Legislature has wisely offered the Arkansas electorate the opportunity at the November 2004 general election through proposed Amendment 2 to amend the Arkansas Constitution to grant the Arkansas General Assembly, meeting in regular or special session, the authority to approve general obligation bonds, not to exceed five percent

(5%) of the state's general revenues, to fund an economic development project with a minimum capital investment of \$500,000,000 and creating a minimum of five hundred (500) jobs.

**NOW THEREFORE BE IT RESOLVED**, That the Arkansas Higher Education Coordinating Board does endorse and appoint proposed Amendment 2 to the Arkansas Constitution; and

**FURTHER RESOLVED**, That the Coordinating Board resolves to educate the public about the necessity of Amendment 2 to secure the economic development benefits of a super project locating in Arkansas and to support Amendment 2 in the coming year; and

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to authorize the 2004 Committee for the Passage of Amendment 2 to identify it as a supporter of Amendment 2 during the campaign.

**ADOPTED AND APPROVED** this 6<sup>th</sup> day of August, 2004.

## **Impact of Full Tuition Policy to Arkansas State University Classes in Paragould**

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At the request of Dr. Les Wyatt, President of Arkansas State University (ASU), the facts have been researched regarding ASU instruction in Paragould prior to the application of Arkansas Higher Education Coordinating Board Policy 5.17.1 passed on October 19, 2001, which states:

*“Student-semester-credit-hours generated by off-campus students who are charged less than the full tuition rate for on-campus students will not be included in the funding formula.”*

The following represents the facts and recommendation:

- Dr. Wyatt provided written confirmation to community leaders in November 2000, of his commitment to offer freshman and sophomore courses in Paragould at \$60 per credit hour. He stated, “Junior, senior and graduate classes would cost the same tuition as required on the Jonesboro campus.” Lu Hardin, Director of Arkansas Department Higher Education was copied on this correspondence.
- In 2001 Regular Legislative Session, Legislators (Representative Gary Biggs and Senator Tim Wooldridge) secured General Improvement Funding appropriation of \$275,000 (\$197,000 received) for renovating space for Arkansas State University operation in Paragould.
- Policy of AHECB passed April 20, 2001, approved offering of freshmen, sophomore, junior and senior level courses in Paragould by Arkansas State University.
- Classes offered by Arkansas State University began in the renovated facility in August 2001.
- In October 2001, the AHECB adopted a new off-campus instruction policy, which included the sentence; “student-semester-credit-hours generated by off-campus students who are charged less than the full tuition rate for on-campus students will not be included in the funding formula.” (Policy 5.17.1) This represents a penalty that would now negatively impact ASU if applied to the funding formula.

(over)

- At no time during any AHECB meeting of 2001 was the proposed or approved policy of penalizing institutions for charging less than on-campus tuition rate mentioned or discussed by ADHE staff or board as verified by audio tapes of meetings.
- In summer 2002, ADHE staff did not apply the policy to biennial funding recommendation.

Arkansas State University's practice of offering less than on-campus tuition only applies to Greene County residents enrolled in lower-level courses. All other individuals are charged on-campus tuition. Currently a total of 266 FTE students attend classes at the Paragould center with 193 FTE students receiving the lower tuition rate. Applying this policy means a loss of \$174,000 and \$228,000 each year of the biennium in recommended funding to Arkansas State University.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the 2005-07 funding recommendations without application of the October 19, 2001 Policy 5.17.1,

**FURTHER RESOLVED**, That Policy 5.17.1 will not be applied to Arkansas State University lower-level instruction in the future in Paragould because the instruction began prior to the approval of the policy.

**FURTHER RESOLVED**, That the Coordinating Board affirms that this exception to Policy 5.17.1 shall not serve as a precedent in any other location.

**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 Arkansas State University of this action.

**RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS  
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION  
2005-07 BIENNIUM**

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**Background**

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

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

At its April 30, 2004 meeting, the Arkansas Higher Education Coordinating Board approved the funding models for both the two-year colleges and the universities. These models had been developed in conjunction with presidents and chancellors after numerous meetings and revisions. Those meetings also resulted in two separate methodologies for the distribution of funds in the event full funding could not be realized. The two funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the SREB region.

The non-formula group has expanded from 9 to 17 entities since funding recommendations were made for the current biennium. The staff reviewed the justification requests submitted by the non-formula group and prepared preliminary funding recommendations based upon those requests. After making preliminary recommendations, the staff conducted budget hearings with each non-formula entity. After the conclusion of all budget hearings, final recommendations were made in light of the appeals heard during the budget hearings.

The difference between the funding model determined needs of the entities compared to the Fiscal 2005 appropriations was \$193.9 million, a 30.4% increase. The funding gap (the difference between the need and the current appropriation) is part of a phenomenon that always occurs when there is an extended economic downturn; enrollments increase, state support declines and tuitions increase to cover the loss of state support to fund the recommendations of the AHECB. It should be emphasized that the funding needs of the institutions are the funds needed to bring Arkansas higher education to the **average** funding level of the SREB region. The funding gap took a number of years to reach its current level. Therefore, the staff recommendations are based on a **four-year schedule for closing the gap** between needs and appropriations.

### **Operating Funding Recommendations for the 2005-2007 Biennium**

Operating recommendations (Table 1A) represent a 9% increase for two-year institutions, an 8.1% increase for four-year institutions, and an 8.9% for nonformula entities for 2005-06. The operating recommendations for 2006-07 represent a 8.2% increase for two-year institutions and an 8.1% increase for four-year institutions and a 7.9% increase for the non-formula entities.

#### **Two-Year Institutions**

The funding need for each two-year institution (Table 1B) was established by determining the amount of Workforce 2000 funds to be restored; using greater of the mini-model determined need or the general revenue portion of a 2.7% educational and general salary increase; and determining the continuing salary equity need of institutions which merged with a technical institute during the current biennium. The new funds needed for Fiscal 2006 were \$41 million. The new funds needed were the result of subtracting the base funding from the total need determined by the procedure described above. The funding gap for the first year was divided by four to arrive at the funds to be recommended for the first year of the 2005-07 biennium. For Fiscal 2007 the funding gap was recomputed, and divided by three (the number of years remaining to reduce the funding gap) to obtain the total funds to be recommended.

The distribution of the funds for the biennium was determined as follows:

1. The General Revenue portion of a 2.7% increase for educational and general salaries and fringe benefits and a minimum \$3 million appropriation.
2. First Year -- The remaining new funds distribution is based upon 25% for the restoration of Workforce 2000 funding lost from Fiscal 1998 to Fiscal 2005 and 75% of the new funds needed as determined by the Mini-Model.

Second Year – All the remaining Workforce 2000 funds were restored and the remaining funds were applied to equity.

3. Additional funds were provided for the continuing cost of salary equity adjustment in recently merged institutions. Salary equity funds were provided in General Improvement Funds (GIF) for the current biennium but were not included in the base. These funds are in addition to the funds needed to address one-fourth of the equity and Workforce 2000 needs.

### **Four-Year Institutions**

The new Need-Based Funding Model, approved by the Coordinating Board on April 30, 2004, determined a need for new funds in the amount of \$98.6 million for Fiscal 2006 (Table 1C). With a goal of addressing equity and institutional need over a four-year span, the funding recommendations were calculated as follows:

1. Provide funds for the general revenue portion of a 2.7% educational and general salary increase.
2. Provide funds for a minimum appropriation of at least 75% of the determined need.
3. All remaining funds were distributed on the percent of the remaining new funds calculated for each institution.

The resulting staff recommendation was \$28 million in new funding for Fiscal 2006. For Fiscal 2007, the difference between the institutions' need as determined by the Need-Based Funding Model and the Fiscal 2006 funding recommendation became the new funding gap. With only three years remaining to close the equity gap, this difference was divided by three to determine the total funding recommendation for Fiscal 2007. Each institution's recommendation is based on:

1. The general revenue portion of a 2.7% increase for educational and general salaries.
2. All additional funds are distributed by the institution's share of the remaining need for new funding.

### **Non-Formula Entities**

The number of non-formula entities has expanded for the biennium and now includes: ASU-System Office, ASU-Technical Campus, ATU-Arkansas Valley Technical Institute, HSU-SWATLC, SAUT-Fire Training Academy, SAUT-Environmental Control Academy, University of Arkansas-System Office, UA-Division of Agriculture, UA-Archaeological Survey, UA-Criminal Justice Institute, UA-Clinton School of Public Service,



UA-Arkansas School for Mathematics, Sciences and the Arts, UALR-Research and Public Service, UAMS, UAM College of Technology-McGehee, UAM College of Technology-Crossett, and UAPB non-formula entities.

General revenue requests from the non-formula entities totaled \$237 million (Table 1D). The staff determined the needed total funding level of the non-formula entities to be \$221.9 million, including the \$54 million new funds needed. Using a four-year schedule for achieving equity and addressing the needs, ADHE staff has recommended \$14.8 million for the first year of the biennium and \$14.4 million for the second year of the biennium. The recommendation includes: the general revenue portion of a 2.7% increase in educational and general salaries; restoration of Workforce 2000 funds for the four technical institutes that merged with universities; funds for reducing the gap between appropriations and need; and startup funding for the Clinton School of Public Service and programs in the Arts at the Arkansas School for Mathematics, Sciences and the Arts which had no base.

Recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2005-07 biennium are included in Tables 1A, 1B, 1C and 1D.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2005-07 biennium as included in Tables 1A, 1B, 1C and 1D.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2005-07 operating recommendations of the Arkansas Higher Education Coordinating Board.

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

**Table 1A. Summary of AHECB Operating Need Recommendations for the 2005-07 Biennium**  
 Four-Year Schedule for Addressing Equity

	Fiscal Year 2004-05 Base				2005-06				2006-07			
					Funding Model Determined Need	AHECB Recommendations			Funding Model Determined Need	AHECB Recommendations		
	RSA	EETF	WF2000	Total Fiscal Year Base		Total Appropriation	New Funds	% Inc		Total Appropriation	New Funds	% Inc
Two-Year Insts.	\$106,482,103	\$5,951,282	\$9,956,198	\$122,389,583	\$163,414,539	\$133,397,712	\$11,008,129	9.0%	\$166,387,161	\$144,321,753	\$10,924,041	8.2%
Four-Year Insts.	\$316,644,010	\$30,414,782	\$0	\$347,058,792	\$445,608,827	\$375,059,672	\$28,000,880	8.1%	\$466,616,173	\$405,578,506	\$30,518,834	8.1%
Non-Formula Entities	\$147,506,842	\$18,731,463	\$1,311,799	\$167,550,104	\$221,941,508	\$182,384,771	\$14,834,667	8.9%	\$225,184,468	\$196,759,106	\$14,374,335	7.9%
<b>Total</b>	<b>\$570,632,955</b>	<b>\$55,097,527</b>	<b>\$11,267,997</b>	<b>\$636,998,479</b>	<b>\$830,964,874</b>	<b>\$690,842,155</b>	<b>\$53,843,676</b>	<b>8.5%</b>	<b>\$858,187,802</b>	<b>\$746,659,365</b>	<b>\$55,817,210</b>	<b>8.1%</b>

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**TABLE 1B. Two-Year Institutions: Operating Needs and Recommendations for the 2005-07 Biennium**  
*Mini-Model with Restoration of Remaining WF2000 Plus the Greater of the Mini-Model or the General Revenue Portion of a 2.7% Salary Increase*  
*A Four-Year Schedule for Addressing Equity*

Inst	2004-05			2005-06					2006-07									
	General Revenue Base (RSA, EETF & WF2000)	Fiscal Year 2003-04 FTE Students	FY2004-05 Dollars Per FY 2003-04 FTE Student	Determination of Need			AHECB Recommendations				Need	AHECB Recommendations						
				Restoration of WF2000 Loss to 2004-05	Salary Equity Costs for Mergers	Greater of the Mini-Model or a 2.7% Increase on General Revenue Portion of Salaries	(75% Equity, 25% WF2000, Merger Cost or 2.7% Salary)	Total Appropriation	New Funds	New Funds per FTE		% Inc	Total (Equity, WF2000, Merger Cost or 2.7% Salary)**	Total Appropriation	New Funds	New Funds per FTE	% Inc	
						Mini-Model Salary Inc												
ANC	\$8,512,864	1,677	\$5,076	\$131,690	\$108,555	\$227,481	\$8,980,590	\$8,957,840	\$444,976	\$265	5.2%	\$9,166,179	\$9,166,179	\$208,339	\$124	2.3%		
ASUB*	\$11,168,163	2,646	\$4,221	\$88,660	\$71,329	\$777,586	\$12,455,738	\$12,005,314	\$837,151	\$316	7.5%	\$12,476,138	\$12,476,138	\$470,824	\$178	3.9%		
ASUMH	\$3,012,761	907	\$3,322	\$80,961		\$2,039,761	\$5,133,483	\$3,463,006	\$450,245	\$496	14.9%	\$5,214,717	\$3,961,378	\$498,372	\$549	14.4%		
ASUN***	\$2,567,176	795	\$3,229	\$49,353		\$1,754,470	\$4,370,999	\$3,000,000	\$432,824	\$544	16.9%	\$4,473,170	\$3,432,113	\$432,113	\$544	14.4%		
BRTC	\$5,913,171	1,479	\$3,998	\$216,578		\$1,960,611	\$8,090,360	\$6,520,218	\$607,047	\$410	10.3%	\$8,154,663	\$7,080,657	\$560,439	\$379	8.6%		
CCCUA	\$3,139,598	743	\$4,226	\$126,257		\$1,343,183	\$4,609,038	\$3,524,710	\$385,112	\$518	12.3%	\$4,641,570	\$3,889,904	\$365,194	\$492	10.4%		
EACC	\$5,823,373	1,072	\$5,432			\$0	\$121,742	\$5,945,115	\$121,742	\$114	2.1%	\$6,070,144	\$6,070,144	\$125,029	\$117	2.1%		
MSCC	\$3,903,248	726	\$5,376	\$194,727		\$457,961	\$4,555,936	\$4,221,391	\$318,143	\$438	8.2%	\$4,526,676	\$4,426,133	\$204,742	\$282	4.9%		
NAC	\$7,629,661	1,623	\$4,701	\$71,224		\$658,346	\$8,359,231	\$7,951,821	\$322,160	\$198	4.2%	\$8,571,282	\$8,300,175	\$348,354	\$215	4.4%		
NPCC	\$8,773,428	1,973	\$4,447	\$79,094	\$247,594	\$1,162,209	\$10,262,325	\$9,460,416	\$686,988	\$348	7.8%	\$10,528,709	\$10,200,709	\$740,293	\$375	7.8%		
NWACC	\$7,250,999	2,901	\$2,499			\$6,045,947	\$13,296,946	\$8,342,726	\$1,091,727	\$376	15.1%	\$13,762,667	\$9,779,019	\$1,436,293	\$495	17.2%		
OTC	\$3,181,970	766	\$4,154	\$111,988		\$922,762	\$4,216,720	\$3,485,408	\$303,438	\$396	9.5%	\$4,252,212	\$3,761,548	\$276,140	\$360	7.9%		
OZC	\$2,894,195	689	\$4,201	\$118,262		\$890,645	\$3,903,102	\$3,191,964	\$297,769	\$432	10.3%	\$3,925,212	\$3,454,164	\$262,200	\$381	8.2%		
PCCUA	\$8,859,196	1,528	\$5,798	\$66,232		\$0	\$166,169	\$9,091,597	\$227,119	\$149	2.6%	\$9,170,946	\$9,170,946	\$84,631	\$55	0.9%		
PTC	\$8,500,371	4,664	\$1,823	\$149,136		\$11,317,583	\$19,967,090	\$10,559,213	\$2,058,842	\$441	24.2%	\$20,555,219	\$13,105,487	\$2,546,274	\$546	24.1%		
RMCC	\$2,895,763	631	\$4,589			\$673,243	\$3,569,006	\$3,057,217	\$161,454	\$256	5.6%	\$3,682,320	\$3,270,256	\$213,039	\$338	7.0%		
SACC	\$5,926,748	897	\$6,607	\$56,192		\$0	\$118,770	\$6,101,710	\$170,481	\$190	2.9%	\$6,219,206	\$6,219,206	\$121,977	\$136	2.0%		
SAUT	\$4,813,919	851	\$5,657			\$0	\$91,154	\$4,905,073	\$91,154	\$107	1.9%	\$4,998,688	\$4,998,688	\$93,615	\$110	1.9%		
SEAC	\$5,265,875	1,741	\$3,025	\$186,119		\$2,761,574	\$8,213,568	\$5,960,217	\$694,342	\$399	13.2%	\$8,332,751	\$6,671,525	\$711,308	\$409	11.9%		
UACCB	\$3,436,045	1,014	\$3,389	\$86,507		\$2,201,519	\$5,724,071	\$3,916,603	\$480,558	\$474	14.0%	\$5,824,792	\$4,452,133	\$535,530	\$528	13.7%		
UACCH	\$4,732,958	863	\$5,484	\$187,140		\$0	\$92,004	\$4,997,179	\$264,221	\$306	5.6%	\$5,091,667	\$5,091,667	\$94,488	\$109	1.9%		
UACCM	\$4,188,101	1,194	\$3,508	\$126,382		\$2,336,256	\$6,650,739	\$4,748,737	\$560,636	\$470	13.4%	\$6,748,233	\$5,343,584	\$594,847	\$498	12.5%		
Total	\$122,389,583	31,380	\$3,900	\$2,126,502	\$427,478	\$37,531,137	\$589,839	\$163,414,539	\$133,397,712	\$11,008,129	\$351	9.0%	\$166,387,161	\$144,321,753	\$10,924,041	\$348	8.2%	

\*ASUB includes a continuing recommendation of \$350,000 for Heber Springs which is not in the base.

\*\*WF2000 funds are fully restored with full funding of this recommendation.

\*\*\*ASUN additional funds were added to bring ASUN to the Minimum of \$3 million for FY 2006.

**Table 1C. Four-Year Institutions: Operating Need Recommendations for the 2005-07 Biennium**

General Revenue Portion of a 2.7% Salary Increase, Minimum of 75% of Need, and Distribute Funds on Percent of Remaining Need  
 Four-Year Schedule for Addressing Equity and Need

Inst	2004-05			2005-06					2006-07				
				AHECB Recommendations					AHECB Recommendations				
	2004-05 General Revenue Base (RSA & EETF)	FY 2003-04 FTE Students	2004-05 Dollars Per FY 2003-04 FTE Student	Funding Level Need as Determined by the Funding Model	Total Appropriation	New Funds	% Inc	New Funds per FTE	Funding Level Need as Determined by the Funding Model	Total Appropriation	New Funds	% Inc	New Funds per FTE
ASUJ	\$50,249,454	9,092	\$5,527	\$60,580,888	\$53,108,039	\$2,858,585	5.7%	\$314	\$63,486,985	\$56,776,723	\$3,668,683	6.9%	\$404
ATU	\$22,233,312	5,729	\$3,881	\$34,658,961	\$27,798,630	\$5,565,318	25.0%	\$971	\$36,382,567	\$30,483,563	\$2,684,933	9.7%	\$469
HSU	\$17,618,630	3,295	\$5,348	\$19,986,001	\$18,356,525	\$737,895	4.2%	\$224	\$20,976,175	\$19,368,664	\$1,012,140	5.5%	\$307
SAUM	\$14,177,539	2,791	\$5,080	\$16,525,131	\$14,855,757	\$678,218	4.8%	\$243	\$17,345,490	\$15,761,389	\$905,633	6.1%	\$324
UAF	\$99,304,218	14,948	\$6,643	\$130,855,080	\$107,162,517	\$7,858,299	7.9%	\$526	\$136,550,569	\$116,623,987	\$9,461,470	8.8%	\$633
UAFS	\$18,145,033	4,628	\$3,920	\$24,318,404	\$19,698,176	\$1,553,143	8.6%	\$336	\$25,605,939	\$21,611,397	\$1,913,222	9.7%	\$413
UALR	\$49,897,404	8,912	\$5,599	\$65,903,261	\$53,976,777	\$4,079,373	8.2%	\$458	\$68,942,961	\$58,912,277	\$4,935,500	9.1%	\$554
UAM	\$11,713,276	2,443	\$4,794	\$14,897,599	\$12,548,991	\$835,715	7.1%	\$342	\$15,631,325	\$13,589,998	\$1,041,007	8.3%	\$426
UAPB	\$20,709,369	3,068	\$6,749	\$22,493,605	\$21,385,212	\$675,843	3.3%	\$220	\$23,536,113	\$22,350,114	\$964,901	4.5%	\$314
UCA	\$43,010,557	9,165	\$4,693	\$55,389,897	\$46,169,049	\$3,158,492	7.3%	\$345	\$58,158,049	\$50,100,393	\$3,931,345	8.5%	\$429
Total	\$347,058,792	64,071	\$5,417	\$445,608,827	\$375,059,672	\$28,000,880	8.1%	\$437	\$466,616,173	\$405,578,506	\$30,518,834	8.1%	\$476

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**Table 1D. Non-Formula Entities: Operating Need Recommendations for the 2005-07 Biennium**  
**General Revenue Portion of a 2.7% Salary Increase Plus Share of Remaining New Funds**  
**Four-Year Schedule for Addressing Equity and Need**

Institution/Entity	2004-05	2005-06						2006-07			
	Total Base	Request		Need	AHECB Recommendations			Need	AHECB Recommendations		
		General Revenue Request	% Inc	Fiscal Year 2005-06	Appropriation	New Funds	% Inc	Fiscal Year 2006-07	Appropriation	New Funds	% Inc
ASU System Office	\$1,439,573	\$3,971,281	175.9%	\$1,482,760	\$1,475,841	\$36,268	2.5%	\$1,527,243	\$1,504,497	\$28,656	1.9%
ASU Tech Center	\$2,405,338	\$3,943,881	64.0%	\$2,742,777	\$2,511,201	\$105,863	4.4%	\$2,825,060	\$2,615,821	\$104,620	4.2%
ATU-AR Valley TI	\$2,436,152	\$2,762,996	13.4%	\$2,803,085	\$2,561,418	\$125,266	5.1%	\$2,887,178	\$2,670,004	\$108,587	4.2%
HSU SWATLC & SURF	\$350,000	\$360,500	3.0%	\$356,000	\$353,743	\$3,743	1.1%	\$362,180	\$356,555	\$2,812	0.8%
SAUT-ECA	\$275,548	\$433,814	57.4%	\$333,814	\$291,862	\$16,314	5.9%	\$343,828	\$309,184	\$17,322	5.9%
SAUT-FTA	\$1,217,342	\$1,881,801	54.6%	\$1,365,988	\$1,264,564	\$47,222	3.9%	\$1,406,968	\$1,312,032	\$47,468	3.8%
UA-Sys	\$3,378,489	\$3,479,844	3.0%	\$3,479,844	\$3,461,535	\$83,046	2.5%	\$3,584,239	\$3,526,662	\$65,127	1.9%
UA-AAS	\$1,863,697	\$3,011,048	61.6%	\$2,419,608	\$2,013,359	\$149,662	8.0%	\$2,492,196	\$2,172,971	\$159,612	7.9%
UA-Division of Agri	\$55,150,534	\$76,684,776	39.0%	\$70,727,373	\$59,380,822	\$4,230,288	7.7%	\$72,849,195	\$63,870,279	\$4,489,458	7.6%
UA-ASMSA*	\$5,961,509	\$7,188,814	20.6%	\$6,556,832	\$6,374,512	\$413,003	6.9%	\$6,852,578	\$6,715,838	\$341,326	5.4%
UA-Clinton School	\$0	\$2,812,605	N/A	\$1,900,000	\$1,400,000	\$1,400,000		\$1,957,000	\$1,442,000	\$42,000	3.0%
UA-CJI	\$1,587,148	\$2,234,762	40.8%	\$1,834,762	\$1,662,624	\$75,476	4.8%	\$1,889,805	\$1,738,351	\$75,727	4.6%
UALR-RAPS	\$3,158,280	\$3,733,828	18.2%	\$3,378,028	\$3,277,775	\$119,495	3.8%	\$3,479,369	\$3,356,785	\$79,010	2.4%
UAM-Crossett**	\$1,291,761	\$1,719,440	33.1%	\$1,502,694	\$1,357,457	\$65,696	5.1%	\$1,547,775	\$1,420,896	\$63,439	4.7%
UAM-McGehee***	\$1,561,221	\$2,019,193	29.3%	\$1,909,497	\$1,655,525	\$94,304	6.0%	\$1,966,782	\$1,759,277	\$103,752	6.3%
UAMS	\$82,078,512	\$117,305,355	42.9%	\$115,651,595	\$89,865,876	\$7,787,364	9.5%	\$115,611,316	\$98,447,689	\$8,581,813	9.5%
UAPB Nonformula	\$3,395,000	\$3,496,850	3.0%	\$3,496,850	\$3,476,659	\$81,659	2.4%	\$3,601,756	\$3,540,263	\$63,604	1.8%
<b>Total</b>	<b>\$167,550,104</b>	<b>\$237,040,788</b>	<b>41.5%</b>	<b>\$221,941,508</b>	<b>\$182,384,771</b>	<b>\$14,834,667</b>	<b>8.9%</b>	<b>\$225,184,468</b>	<b>\$196,759,106</b>	<b>\$14,374,335</b>	<b>7.9%</b>

\*ASMSA includes funds for the startup of programs in the Arts.

\*\* Formerly Forest Echoes Technical Institute

\*\*\* Formerly Great Rivers Technical Institute

## **RECOMMENDATIONS FOR STATE FUNDING OF CAPITAL PROJECTS 2005-07 BIENNIUM**

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### **Background**

From a total of \$104.2 million appropriated, the 2003 General Assembly allocated \$14 million for distribution from the General Improvement Fund (GIF) for various capital projects at institutions of higher education. To date, \$7.2 million has been released to institutions from the GIF for higher education projects. The amount of funding available from the GIF has greatly decreased over the last two biennium. For the 2001-03 biennium, \$21.7 million was distributed for capital projects, which was down from the 1999-01 biennium when \$56 million was distributed for capital projects.

### **Capital Priorities**

Capital priorities for General Improvement Fund projects in 2005-07 remain the same as those established in past biennia by the Arkansas Higher Education Coordinating Board. Those priorities are as follows:

- Technology infrastructure improvements including: installations or upgrades of local area networks (LANS), campus infrastructure to support increased bandwidth, and instructional technology equipment for classrooms and laboratories, as well as distance learning delivery systems.
- Critical maintenance projects where critical needs are defined as those which must be addressed before the end of 2007 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. In addition, critical maintenance projects include those associated with ADA compliance and/or safety needs.
- Improvements in instructional, research, and clinical equipment as well as library holdings and technology.
- Renovation of existing facilities to address changing program needs.

- New construction of facilities when renovation of an existing building to meet the need is either not cost effective or is not an option, e.g., new space to address enrollment growth.

In light of these priorities, institutions have responded with capital needs for the 2005-07 biennium. ADHE staff has evaluated the requests through site visits and discussions with campus officials and has recommended capital projects that meet the strategic needs of higher education through 2007.

### **Capital 2005-07 Recommendations**

Arkansas higher education now has a current replacement value for its educational and general (E&G) space of \$3 billion. When this information is coupled with the fact that statewide, approximately 46 percent of the useful life of campus facilities has been expended, it is not surprising that the capital request for higher education is significant. A total of \$797.9 million was requested by all institutions for technology infrastructure, renovation, and new construction. Staff used the following criteria when considering project funding recommendations:

- Institutional E&G square footage per FTE student
- Condition of facilities (facilities condition index factor, critical maintenance needs)
- Age of facilities
- Debt service (capacity and utilization)
- Previous project recommendations that were not funded
- Historical capital funding for the institution
- Enrollment growth

In order to create consistency among project recommendations and after consulting with the Arkansas Building Authority staff, ADHE staff recommended renovation and new construction project dollar amounts at a rate of \$130 per square foot. In addition to this base rate, recommendations were increased, when appropriate, as follows: 15 percent for laboratory space; 20 percent for institutions located in Seismic Zone 3 and 10 percent for Zone 2; 15 percent for the inclusion of an auditorium; and up to 20 percent for other special considerations (high tech, staging, and regional construction market).

Staff recommendations for higher education capital projects are prioritized in funding categories "A" and "B" to provide a basis for the distribution of any funds that might become available.

As presented in Table 1 of this agenda item, staff recommends requests for renovation and new construction of \$94.7 million in Category A and \$116.4 million in Category B for a total of \$211 million. In addition, \$11.7 million for critical maintenance, equipment and library is recommended in Category A.

- **Construction and Renovation Projects**

Institutions requested \$797.9 million in capital construction/renovation projects. Construction and renovation recommendations are made on the basis of institutions' demonstrating a compelling need for the projects.

Of the \$94.7 million recommended in Category A and \$116.4 million in Category B, \$98.6 million (47 percent) is for renovation or construction projects for four-year institutions; \$65.6 million (31 percent) for two-year institutions; and \$46.9 million (22 percent) for non-formula entities. Current physical plant assets at the four-year institutions represent about 60 percent of total higher education facilities assets, while two-year institutions and nonformula entities are evenly split with each having approximately 20 percent of the total assets. A narrative description of recommended renovation/construction projects follows in Table 2.

- **Critical Maintenance, Equipment and Library**

Staff recommends a total of \$11.7 million for critical maintenance needs. Recommendations for critical maintenance projects meet the AHECB policy, which defines critical needs as those "which, if neglected, could result in substantial damage to the structural integrity of the building, or which address imminent failure of building systems."

**Summary**

The capital recommendation is significant; however, these recommendations reflect the continuing need to maintain the state's investment in higher education facilities and keep pace with the technological advances that are necessary for cutting edge academic programs.

Project categories and recommendations are summarized as follows:

<u><b>Project Category</b></u>	<u><b>Recommendations</b></u>
Renovation and Construction	\$211,147,757
Category A	94,685,000
Category B	116,462,757
Critical Maintenance/Equipment/Library	11,650,000
 <b>GRAND TOTAL</b>	 <b>\$222,797,757</b>



The following resolution is offered for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling \$222.7 million as identified in the accompanying agenda materials.

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

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

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>ASUJ</b>					
Projects:					
Wilson Hall Replacement	Construction	20,441,351 *	15,795,000	6,000,000	9,795,000
Business Building	Construction	21,251,307			
Computer System & Distance Learning Infrastructure	Technology	11,000,000			
Nursing Classroom & Laboratory Bldg.	Construction	9,438,303			
Campus Pedestrian Accessible Loop	Technology	3,000,000			
West Campus Overpass	Technology	10,000,000			
Campus Flood Control	Technology	3,000,000			
Library Completion (6th Floor)	Construction	2,000,000			
Honors Hall	Construction	8,386,559			
Classroom/Administration Building	Construction	18,843,288			
Large Animal Instructional Center	Construction	1,051,512			
Museum Renovation/Improvements	Renovation	2,000,000			
Hemingway Pfeiffer Educational Ctr	Construction	2,613,198			
Lakeport Plantation Visitor Center	Construction	1,048,457			
New Testing Center	Construction	1,048,457			
Multipurpose Auditorium-ASU Tech Center/Marked Tree	Construction	7,152,502			
ASU-Paragould Improvements	Construction	470,813			
Instructional Equipment	Equipment	3,608,504			
<b>Project Total</b>		<b>126,354,251</b>	<b>15,795,000</b>	<b>6,000,000</b>	<b>9,795,000</b>
Critical Maintenance/Equipment/Library			750,000	750,000	
<b>Total</b>		<b>126,354,251</b>	<b>16,545,000</b>	<b>6,750,000</b>	<b>9,795,000</b>
<b>ATU</b>					
Projects:					
Academic Classroom Facility	Construction	17,608,050 *	12,870,000	10,000,000	2,870,000
AVTI - Maintenance Building	Construction	460,019	450,000		450,000
Phase II McEver	Construction	5,494,775			
Techionery Building	Renovation	4,613,395			
Front Entrance	Renovation	77,902			
Shop Building Complex	Construction	4,532,660			
<b>Project Total</b>		<b>32,786,801</b>	<b>13,320,000</b>	<b>10,000,000</b>	<b>3,320,000</b>
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>32,786,801</b>	<b>13,820,000</b>	<b>10,500,000</b>	<b>3,320,000</b>
<b>HSU</b>					
Projects:					
School of Business Building / Mooney Hall	Constr./Renov.	9,166,615 *	6,000,000	4,000,000	2,000,000
<b>Project Total</b>		<b>9,166,615</b>	<b>6,000,000</b>	<b>4,000,000</b>	<b>2,000,000</b>
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>9,166,615</b>	<b>6,500,000</b>	<b>4,500,000</b>	<b>2,000,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>SAUM</b>					
Projects:					
University Science Center	Construction	10,223,850 *	8,970,000	5,000,000	3,970,000
University Agriculture Center	Construction	4,970,281			
Wharton Nursing Building	Renovation	1,493,394			
Bruce Center Conversion	Renovation	1,627,180			
Project Total		18,314,705	8,970,000	5,000,000	3,970,000
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>18,314,705</b>	<b>9,470,000</b>	<b>5,500,000</b>	<b>3,970,000</b>
<b>UAF</b>					
Projects:					
Chemistry Building	Renovation	14,000,000			
Physics Research Wing & Lib. Renov.	Const./Renov.	6,554,535			
Chemistry & Physics Buildings	Const./Renov.	Staff Rec.	20,000,000	15,000,000	5,000,000
UA Engineering Research Center	Renovation	6,377,195			
Ozark Hall	Renovation	10,000,000			
Home Economics Building	Renovation	4,467,640			
Education and Health Professions Building	Construction	7,715,352			
Business Building	Renovation	2,370,284			
Vol Walker Hall/Architecture	Const./Renov.	15,338,880			
Peabody Hall	Renovation	3,654,204			
Mullins Library Addition	Construction	16,123,835			
AFLS Lab Space	Construction	1,581,250			
Fine Arts Library Expansion	Construction	4,487,216			
Project Total		92,670,391	20,000,000	15,000,000	5,000,000
Critical Maintenance/Equipment/Library			1,000,000	1,000,000	
<b>Total</b>		<b>92,670,391</b>	<b>21,000,000</b>	<b>16,000,000</b>	<b>5,000,000</b>
<b>UAFS</b>					
Projects:					
Fullerton Building Renovation	Renovation	1,923,500			
Vines Building Renovation	Renovation	1,267,500			
Fullerton/Vines Buildings Renovation	Renovation	Staff Rec.	2,500,000	2,000,000	500,000
Fine Arts Building	Construction	7,584,750			
Business Building	Construction	8,350,375			
Project Total		19,126,125	2,500,000	2,000,000	500,000
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>19,126,125</b>	<b>3,000,000</b>	<b>2,500,000</b>	<b>500,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>UALR</b>					
Cyber College	Construction	12,000,000 *	8,000,000	7,000,000	1,000,000
Tech. Infrastructure Improvements	Technology	5,655,670			
Critical Maintenance Safety	Critical	8,725,749			
Critical Maintenance HVAC	Critical	1,688,864			
Ottenheimer Library	Tech./Renovati	5,271,985			
One Stop Student Services Center	Renovation	2,187,900			
Project Total		35,530,168	8,000,000	7,000,000	1,000,000
Critical Maintenance/Equipment/Library			750,000	750,000	
<b>Total</b>		<b>35,530,168</b>	<b>8,750,000</b>	<b>7,750,000</b>	<b>1,000,000</b>
<b>UAM</b>					
Projects:					
Upgrade Campus Comm. Network	Technology	750,000			
Upgrade Wide Area Network	Technology	150,000			
Replace Administrative Software	Technology	950,000			
Equipping Classrooms w/ Technology	Technology	225,000			
Distance Education Software	Technology	165,000			
Technology Upgrade	Technology	Staff Rec.	2,000,000	2,000,000	
Forest Resources Complex	Construction	14,772,000			
District Cooling System Phase III	Infrastructure	2,900,000			
Academic Learning Center	Construction	8,738,436	3,000,000	1,000,000	2,000,000
General Ed. Bldg.-C.O.T.-McGehee	Construction	4,058,760			
Bus. & Industrial Training Center- C.O.T.- Crossett	Construction	1,197,500			
Workforce/Collegiate Center-Crossett	Construction	2,055,450			
Project Total		35,962,146	5,000,000	3,000,000	2,000,000
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>35,962,146</b>	<b>5,500,000</b>	<b>3,500,000</b>	<b>2,000,000</b>
<b>UAPB</b>					
Projects:					
Campus Renovations & Repair	Renovation	14,114,770 *	7,000,000	5,000,000	2,000,000
Student Field House	Construction	4,000,000			
Library Expansion	Construction	14,500,000			
Diversity Center	Construction	8,500,000			
Project Total		41,114,770	7,000,000	5,000,000	2,000,000
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>41,114,770</b>	<b>7,500,000</b>	<b>5,500,000</b>	<b>2,000,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

4/28/2016 15:07

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>UCA</b>					
Projects:					
Center for Teaching Excellence	Construction	33,525,120	12,000,000	7,000,000	5,000,000
Nursing Center	Constr/Renov	12,720,000			
College of Business Administration	Construction	14,480,000			
Honors College	Renovation	11,500,000			
Main Hall	Renovation	11,220,000			
Project Total		83,445,120	12,000,000	7,000,000	5,000,000
Critical Maintenance/Equipment/Library			750,000	750,000	
<b>Total</b>		<b>83,445,120</b>	<b>12,750,000</b>	<b>7,750,000</b>	<b>5,000,000</b>
<b>Subtotal Four Year</b>					
Projects		<b>\$494,471,092</b>	<b>\$98,585,000</b>	<b>\$64,000,000</b>	<b>\$34,585,000</b>
Critical Maintenance		<b>\$0</b>	<b>\$6,250,000</b>	<b>\$6,250,000</b>	<b>\$0</b>
<b>Total</b>		<b>\$494,471,092</b>	<b>\$104,835,000</b>	<b>\$70,250,000</b>	<b>\$34,585,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>UA - Div. Of Agriculture</b>					
Projects:					
Plant Science Building	Construction	14,001,250 *	10,800,000		10,800,000
CES Headquarters Facility, Phase II Technology Upgrade	Construction Technology	6,800,000 *	4,700,000	700,000	4,000,000
Plant Growth Facility & Seed Laboratory	Construction	1,135,000	1,000,000	1,000,000	
Food Science Building Addition	Construction	2,652,586			
Renovation of Old Lab Space in AFLS	Constr./Renov.	1,167,040			
		1,211,500			
Project Total		26,967,376	16,500,000	1,700,000	14,800,000
Critical Maintenance/Equipment/Library			600,000	600,000	
<b>Total</b>		<b>26,967,376</b>	<b>17,100,000</b>	<b>2,300,000</b>	<b>14,800,000</b>
<b>UA - Clinton School</b>					
Projects:					
Initial Furnishings	Equipment	369,090	250,000	100,000	150,000
Project Total		369,090	250,000	100,000	150,000
<b>Total</b>		<b>369,090</b>	<b>250,000</b>	<b>100,000</b>	<b>150,000</b>
<b>UA - Criminal Justice Institute</b>					
Projects:					
Criminal Justice Institute Building	Construction	4,975,000 *	4,800,000	0	4,800,000
Project Total		4,975,000	4,800,000		4,800,000
Equipment/Library			200,000	200,000	
<b>Total</b>		<b>4,975,000</b>	<b>5,000,000</b>	<b>200,000</b>	<b>4,800,000</b>
<b>UA-AAS</b>					
Projects:					
Digital Projector Acquisition	Equipment	53,618	50,000	50,000	
Thermal Camera	Equipment	13,257	13,257		13,257
Magnetometer Upgrade	Equipment	11,500	11,500		11,500
Large Format Printer	Equipment	5,695			
Project Total		84,070	74,757	50,000	24,757
Critical Maintenance/Equipment/Library			50,000	50,000	
<b>Total</b>		<b>84,070</b>	<b>124,757</b>	<b>100,000</b>	<b>24,757</b>
<b>UA-ASMSA</b>					
Projects:					
Fire Safety	Equipment	110,000			
Instructional Technology	Equipment	250,000	250,000	250,000	
Multi-Purpose Building	Construction	980,000			
HVAC-Chiller	Renovation	360,000			
Phone Line Replacement	Renovation	105,000			
Electronic Door Locks	Renovation	40,000			
Project Total		1,845,000	250,000	250,000	0
Critical Maintenance/Equipment/Library			50,000	50,000	
<b>Total</b>		<b>1,845,000</b>	<b>300,000</b>	<b>300,000</b>	

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>UA-SYS</b>					
Projects:	<b>No Request</b>				
Project Total					
Critical Maintenance/Equipment/Library			25,000	25,000	
<b>Total</b>			<b>25,000</b>	<b>25,000</b>	
<b>UAMS</b>					
Projects:					
Bed Tower	Construction	25,000,000	25,000,000	15,000,000	10,000,000
Expansion of ACRC/University Hospital	Construction	5,900,000			
Complete the Shelled Animal Facility	Construction	1,800,000			
Computer Lab Enlargement - Additional	Renovation/	538,000			
Clinical Data Repository	Tech	2,000,000			
ANGELS Program Space	Renovation	224,187			
Replace Outpatient EtO Sterilizer	Equipment	202,400			
Replace Integrated Patient Health Record/	Tech	8,000,000			
Endovascular Suite for Surgical Services	Ren./ Equip.	1,427,725			
Student Information System	Tech	628,000			
SAP Data Archiving Implementation	Tech	1,236,000			
Operating Room Sterilizer Replacement	Equipment	166,000			
Upgraded Equipment for the Nurse					
Learning Resource Center (NLRC)	Equipment	760,219			
Renovation of Library HVAC	Renovation	150,000			
Replace Library Carpet after Enlargement	Renovation	100,000			
Inpatient Pharmacy Computer System	Tech	1,000,000			
Change Hospital from a 2-Pipe HVAC	Renovation	3,009,061			
HVAC Replacement for Clinical Laboratory	Renovation	1,006,572			
Outpatient Pharmacy Renovation/	Ren./ Equip.	450,000			
Renovations of Clinical Tial and Lab	Renovation	416,451			
Construction of Data Center Facility	Construction	2,000,000			
Additional Floor to CARTI/UAMS Building	Construction	3,420,000			
Cancer Biology Research Laboratory	Ren./ Equip.	580,500			
Project Total		60,015,115	25,000,000	15,000,000	10,000,000
Critical Maintenance/Equipment/Library			1,000,000	1,000,000	
<b>Total</b>		<b>60,015,115</b>	<b>26,000,000</b>	<b>16,000,000</b>	<b>10,000,000</b>
<b>Subtotal Non-Formula</b>					
Projects		<u>\$94,255,651</u>	<u>\$46,874,757</u>	<u>17,100,000</u>	<u>29,774,757</u>
Critical Maintenance/Equipment/Library		<u>\$0</u>	<u>\$1,925,000</u>	<u>1,925,000</u>	<u>0</u>
<b>Total</b>		<u><b>\$94,255,651</b></u>	<u><b>\$48,799,757</b></u>	<u><b>19,025,000</b></u>	<u><b>29,774,757</b></u>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>ANC</b>					
Projects:					
H.P.E.R. Building	Construction	3,500,000 *	1,000,000	0	1,000,000
Nursing Facility: Burdette Center	Renovation	500,000 *	500,000	250,000	250,000
"B" and "C" Buildings	Renovation	1,500,000			
General Classroom Building	Construction	3,500,000			
Workforce Training Building	Construction	6,000,000			
Center for Science and Technology	Construction	11,000,000			
Project Total		26,000,000	1,500,000	250,000	1,250,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>26,000,000</b>	<b>1,625,000</b>	<b>375,000</b>	<b>1,250,000</b>
<b>ASUB</b>					
Projects:					
Beebe Classroom Building	Construction	9,206,800 *	5,300,000	1,000,000	4,300,000
ASU-Heber Springs Center	Construction	11,276,600	500,000	500,000	
Project Total		20,483,400	5,800,000	1,500,000	4,300,000
Critical Maintenance/Equipment/Library			300,000	300,000	
<b>Total</b>		<b>20,483,400</b>	<b>6,100,000</b>	<b>1,800,000</b>	<b>4,300,000</b>
<b>ASU-MH</b>					
Projects:					
Community Development Center	Construction	7,202,555 *	5,000,000	250,000	4,750,000
Health Science Building	Construction	2,384,321			
Project Total		9,586,876	5,000,000	250,000	4,750,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>9,586,876</b>	<b>5,125,000</b>	<b>375,000</b>	<b>4,750,000</b>
<b>ASU-N</b>					
Projects:					
Walton Hall Library/Classroom	Ren./Constr.	1,500,000	1,500,000	500,000	1,000,000
Transportation Safety Management Center	Renovation	1,500,000			
Physical Plant Building	Construction	200,000			
Land Acquisition	Other	200,000			
Project Total		3,400,000	1,500,000	500,000	1,000,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>3,400,000</b>	<b>1,625,000</b>	<b>625,000</b>	<b>1,000,000</b>
<b>BRTC</b>					
Projects:					
Business Technology Center	Construction	1,500,000	1,500,000	250,000	1,250,000
Science Labs	Renovation	250,000			
Project Total		1,750,000	1,500,000	250,000	1,250,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>1,750,000</b>	<b>1,625,000</b>	<b>375,000</b>	<b>1,250,000</b>



**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>CCCUA</b>					
Projects:					
LAN System Upgrade	Tech	135,005	135,000	135,000	
Health Careers Center	Construction	5,100,000 *	2,500,000	250,000	2,250,000
Blackboard System Upgrade	Tech	55,000			
Technology Center - Nashville	Construction	3,925,000			
Roof Renovation - Bldg "B"	Renovation	300,000			
Roof Renovation - Bldg "C"	Renovation	449,875			
Exterior Renovation - Ashdown Site	Renovation	400,000			
Wet Lab / Classroom - Fire Training	Construction	345,000			
Smoke Maze - Fire Training	Construction	70,000			
Project Total		10,779,880	2,635,000	385,000	2,250,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>10,779,880</b>	<b>2,760,000</b>	<b>510,000</b>	<b>2,250,000</b>
<b>EACC</b>					
Projects:					
Fine Arts Center	Construction	5,359,054 *	3,000,000	3,000,000	
Vocational / Technology Building	Construction	1,239,500			
Classroom Building 4	Renovation	642,415			
Maintenance/ Storage Building	Renovation	138,930			
Wylds Log House	Renovation	88,575			
Dews House	Renovation	69,530			
Project Total		7,538,004	3,000,000	3,000,000	
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>7,538,004</b>	<b>3,125,000</b>	<b>3,125,000</b>	
<b>MSCC</b>					
Projects:					
Instructional Technology Classroom	Construction	2,154,800	2,150,000	150,000	2,000,000
Project Total		2,154,800	2,150,000	150,000	2,000,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>2,154,800</b>	<b>2,275,000</b>	<b>275,000</b>	<b>2,000,000</b>
<b>NAC</b>					
Projects:					
Allied Health Center	Construction	7,024,729 *	5,800,000	300,000	5,500,000
Classroom Renovation	Renovation	555,000			
Campus Center	Construction	6,682,500			
C.E. Conference Center	Construction	2,129,000			
Project Total		16,391,229	5,800,000	300,000	5,500,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>16,391,229</b>	<b>5,925,000</b>	<b>425,000</b>	<b>5,500,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>NPCC</b>					
Projects:					
Academic Instruction Building	Construction	4,909,720 *	4,250,000	500,000	3,750,000
Library Facility	Construction	2,806,600			
Renovation of Existing Math/Science Bldg.	Renovation	900,900			
<b>Project Total</b>		<b>8,617,220</b>	<b>4,250,000</b>	<b>500,000</b>	<b>3,750,000</b>
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>8,617,220</b>	<b>4,375,000</b>	<b>625,000</b>	<b>3,750,000</b>
<b>NWACC</b>					
Projects:					
Teaching & Learning Support Center- Phase II	Construction	2,000,000	2,000,000	1,000,000	1,000,000
<b>Total</b>		<b>2,000,000</b>	<b>2,000,000</b>	<b>1,000,000</b>	<b>1,000,000</b>
Critical Maintenance/Equipment/Library			250,000	250,000	
<b>Total</b>		<b>2,000,000</b>	<b>2,250,000</b>	<b>1,250,000</b>	<b>1,000,000</b>
<b>OTC</b>					
Projects:					
Pitched Roof Renovation	Renovation	642,917 *	600,000	400,000	200,000
Applied Science Renovation	Renovation	124,120	100,000	100,000	0
Instructional Technology Center	Construction	1,150,000	500,000		500,000
<b>Project Total</b>		<b>1,917,037</b>	<b>1,200,000</b>	<b>500,000</b>	<b>700,000</b>
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>1,917,037</b>	<b>1,325,000</b>	<b>625,000</b>	<b>700,000</b>
<b>OZC</b>					
Projects:					
Business Technology Center	Construction	1,706,000	1,500,000	250,000	1,250,000
Classroom Construction/ Sharp County	Construction	653,000			
Classroom Construction/ Stone County	Construction	626,500			
Nursing Building Renovation	Renovation	100,000			
Admin/Hall Building Renovations	Renovation	850,000			
Maintenance Building Construction	Construction	200,000			
<b>Project Total</b>		<b>4,135,500</b>	<b>1,500,000</b>	<b>250,000</b>	<b>1,250,000</b>
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>4,135,500</b>	<b>1,625,000</b>	<b>375,000</b>	<b>1,250,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>PCCUA</b>					
Projects:					
Classroom and Auditorium (Stuttgart)	Construction	4,400,000			
WM Training Center (Stuttgart)	Renovation	400,000	400,000	200,000	200,000
WM Metal Building Training (Stuttgart)	Renovation	150,000			
Elevators for Classroom & Library	ADA Renov.	150,000			
Technology Infrastructure Improvements	Renovation	190,000			
Video Cameras for Security	Equipment	50,000			
Addition to Motor Pool Building	Renovation	30,000			
Green House Replacement	Renovation	25,000			
Redesign Roof Adult Educ. Building	Renovation	100,000			
Addition to Business Incubator	Renovation	125,000			
Project Total		5,620,000	400,000	200,000	200,000
Critical Maintenance/Equipment/Library			175,000	175,000	
<b>Total</b>		<b>5,620,000</b>	<b>575,000</b>	<b>375,000</b>	<b>200,000</b>
<b>PTC</b>					
Projects:					
Infrastructure Improvement Bandwidth	Technology	100,000			
Technology Upgrades	Technology		500,000 *	500,000	
Aviation Maintenance Hangar	Construction	2,752,875	2,700,000	500,000	2,200,000
Instructional Technology Equipment	Technology	625,000			
Math and Science Center	Construction	6,903,992	6,000,000	1,000,000	5,000,000
Automotive/Collision Repair Expansion	Construction	2,774,290			
Wireless Campus Access & V/IP	Technology	260,000			
Fine Arts Building	Construction	5,693,200			
Project Total		19,109,357	9,200,000	2,000,000	7,200,000
Critical Maintenance/Equipment/Library			500,000	500,000	
<b>Total</b>		<b>19,109,357</b>	<b>9,700,000</b>	<b>2,500,000</b>	<b>7,200,000</b>
<b>RMCC</b>					
Projects:					
Equip Classrooms with Audio/Visual	Technology	224,000	200,000	200,000	
Interface Tech. for Effectiveness	Construction	76,750			0
Information & Support Center	Construction	3,281,000	1,600,000	200,000	1,400,000
Campus Signage	Construction	114,000			
Instructional Classroom Facility	Construction	3,703,250			
Project Total		7,399,000	1,800,000	400,000	1,400,000
Critical Maintenance/Equipment/Library			125,000	125,000	0
<b>Total</b>		<b>7,399,000</b>	<b>1,925,000</b>	<b>525,000</b>	<b>1,400,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

4/28/2016 15:07

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>SACC</b>					
Projects:					
Allied Health and Human Services	Construction	4,990,000 *	4,500,000	250,000	4,250,000
Smart Classrooms	Renovation	80,350			
Environmental Safety and Training Center	Construction	691,500			
Network Security Technology	Renovation	82,000			
Administration Building	Renovation	650,500			
Heavy Equipment Academy Storage Facility	Construction	203,500			
Weatherford Academic Center	Renovation	110,000			
Expansion of Central Supply	Construction	167,000			
Project Total		6,974,850	4,500,000	250,000	4,250,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>6,974,850</b>	<b>4,625,000</b>	<b>375,000</b>	<b>4,250,000</b>
<b>SEAC</b>					
Projects:					
Student Services Center (One Stop)	Other/Ren.	2,000,000	2,000,000	500,000	1,500,000
College Hall North (Pending Health Center Purchase)	Renovation	413,988	0	0	
Campus Expansion (1713-1715 Hazel, Technology Center North (Quads, North Section, Technology Center South	Land	489,675			
Business & Science Technologies Center	Renovation	736,944			
Campus Community Center	Construction	379,488			
	Construction	3,146,620			
	Construction	3,452,000			
Project Total		10,618,715	2,000,000	500,000	1,500,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>10,618,715</b>	<b>2,125,000</b>	<b>625,000</b>	<b>1,500,000</b>
<b>SAUT</b>					
Projects:					
Heat Building Renovation (Camden)	Renovation	375,000	325,000	150,000	175,000
Career Center/Multi Purpose Building	Construction	9,552,500			
Exterior Fire Suppression Simulator	Construction	355,000			
Interior Fire Simulators (Camden)	Renovation	780,000			
Confined Space Simulator (Camden)	Construction	100,000			
Exterior Fire Suppression Simulator	Construction	655,000			
Confined Space Simulator (Remote)	Construction	120,000			
Student Study Extension	Renovation	50,000			
Interior Fire Simulators (Remote Sites)	Renovation	630,000			
Project Total		12,617,500	325,000	150,000	175,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>12,617,500</b>	<b>450,000</b>	<b>275,000</b>	<b>175,000</b>

**Table 1: Capital Requests / Recommendations for the 2005-2007 Biennium**

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INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
<b>UACCB</b>					
Projects:					
Integrated Administrative Software	Technology	500,000		0	
Nursing/EMT Building	Ren./Constr.	1,200,000	1,200,000	500,000	700,000
Underground Utility Renovation	Renovation	55,000			
Main Classroom/Administrative Building	Renovation	488,500			
Business and Industry Building	Construction	1,899,500			
General Instruction Classroom Building	Construction	2,030,000			
Workforce and Community Education Center	Construction	1,498,000			
Land Acquisition	Land	200,500			
Project Total		7,871,500	1,200,000	500,000	700,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>7,871,500</b>	<b>1,325,000</b>	<b>625,000</b>	<b>700,000</b>
<b>UACCH</b>					
Projects:					
Science/Classroom Annex	Construction	3,396,900	3,000,000	250,000	2,750,000
Administration/Library Building	Construction	10,277,500			
Diesel Building	Renovation	1,088,250			
Project Total		14,762,650	3,000,000	250,000	2,750,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>14,762,650</b>	<b>3,125,000</b>	<b>375,000</b>	<b>2,750,000</b>
<b>UACCM</b>					
Projects:					
Center for Applied Technologies	Construction	3,728,000	3,728,000		3,728,000
Library	Construction	1,770,640	1,700,000	500,000	1,200,000
Activity Center	Construction	3,971,000			
Project Total		9,469,640	5,428,000	500,000	4,928,000
Critical Maintenance/Equipment/Library			125,000	125,000	
<b>Total</b>		<b>9,469,640</b>	<b>5,553,000</b>	<b>625,000</b>	<b>4,928,000</b>
<b>Subtotal Two-Year</b>					
Projects		<u>\$ 209,197,158</u>	<u>65,688,000</u>	<u>13,585,000</u>	<u>52,103,000</u>
Critical Maintenance/Equipment/Library		<u>\$ -</u>	<u>3,475,000</u>	<u>3,475,000</u>	<u>0</u>
<b>Total</b>		<u>\$ 209,197,158</u>	<u>69,163,000</u>	<u>17,060,000</u>	<u>52,103,000</u>
<b>Grand Total</b>					
Projects		<u>\$ 797,923,901</u>	<u>211,147,757</u>	<u>94,685,000</u>	<u>116,462,757</u>
Critical Maintenance/Equipment/Library		<u>\$ -</u>	<u>11,650,000</u>	<u>11,650,000</u>	<u>0</u>
<b>Total</b>		<u>\$ 797,923,901</u>	<u>222,797,757</u>	<u>106,335,000</u>	<u>116,462,757</u>

S:\Agenda\2000-2009\2004\2004-08-AUG04\#06b-Capital\_Recs.xls\Capital Recommendations

**Table 2.**  
**Summary of Capital Requests/Recommendations for the 2005-07 Biennium**

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**Arkansas State University**

**Wilson Hall Replacement.** Arkansas State University requests \$20,441,351 for the construction of a 120,000 square foot facility consisting of high technology classrooms, teaching laboratories and instructional spaces. This facility will house the departments of English and Philosophy, History, Political Science, Languages, Criminology, Sociology, Social Work and Geography. Each of these spaces will utilize “state of the art” equipment and furnishings in optimal room sizes and configurations to enhance the methodology faculty and students use to communicate information, solve problems, and interact in time and space. This project has been requested since 1987-89 biennium, originally as a renovation of Wilson Hall and recently as a replacement building (since seismic statutes make renovation of Wilson Hall unfeasible). In 1999-01 the renovation was recommended for \$12,356,372 by ADHE. Money was appropriated but none was allocated to the project. In 2001-03, the Learning Technology Center was recommended for \$10,560,000 in Category “A” and \$4,560,000 in Category B and it actually received \$2,745,835 in General Improvement Fund funding as the Liberal Arts Teaching Building. In 2003-05 the project was recommended for \$4,000,000 in Category A and \$7,800,000 in Category B but it received no funding.

**Recommendation: \$6,000,000 (Category A); \$9,795,000 (Category B)**

**Arkansas Tech University**

**Academic Classroom Facility.** Arkansas Tech University requests \$17,608,050 for the construction of a 99,000 square foot Academic Classroom Facility. The building will be used for lecture classes and will be equipped with state-of-the-art technology and instructional communications systems. State funds for this project were previously requested in 1993-95, 1995-97, 1997-99, 1999-01, 2001-03, and 2003-05. ADHE recommended \$5,397,500 in 1999-01 for this project, and \$700,000 was funded through the General Improvement Fund. In 2001-03, ADHE recommended \$6,000,000 in Category A and \$3,000,000 in Category B, but funds were not appropriated. In 2003-05, ADHE recommended \$8,000,000 in Category A and \$2,800,000 in Category B but funds were not appropriated for this project.

**Recommendation: \$10,000,000 (Category A); \$2,870,000 (Category B)**

**Maintenance Building for AVTI.** Arkansas Tech University also requested \$460,019 for the construction of a Maintenance Building for Arkansas Valley technical Institute. This is a new request.

**Recommendation: \$450,000 (Category B)**

**Henderson State University**

**School of Business Building / Mooney Hall Renovation.** Henderson State University requests \$9,166,615 to construct a new 31,350 square foot School of Business Building and to renovate Mooney Hall, the current location for the School of Business. The proposed new building will house the School of Business and the Small Business Development Center. The second and third floors of Mooney that currently house the School of Business will be renovated for use by various Student Affairs offices. In 2001-03, \$5,500,000 was requested in state funds for this project. ADHE recommended \$2,156,000 in Category A and \$2,156,000 in Category B. The project was appropriated \$5,500,000 and it received \$683,012 from the General Improvement Fund. Because funding was insufficient for construction, the available money was used for renovation of other University facilities. In 2003-05 the project was recommended for \$5,200,000 in Category B. No money was appropriated for the project.

**Recommendation: \$4,000,000 (Category A); \$2,000,000 (Category B)**

**Southern Arkansas University-Magnolia**

**University Science Center.** Southern Arkansas University-Magnolia requests \$10,223,850 to construct a 60,000 square foot University Science Center. The building will house all of the University's science programs and laboratories. Currently, science classes are held in three different buildings in order to accommodate the growth of the programs, with the main laboratories being in the Administration Building. Space now used for science classrooms will be converted to larger classrooms. State funds totaling \$11,483,510 were requested in 1999-01 to renovate four buildings, some of which contained science laboratories. ADHE recommended \$4,423,847, the Legislature appropriated \$4,820,478, and \$1,200,000 was funded through the General Improvement Fund. In 2001-03, ADHE recommended \$3,680,000 in Category A and \$1,840,000 in Category B for the Center, but the project received no appropriation and was not funded. In 2003-05, ADHE recommended \$5,500,000 in Category A and \$2,700,000 in Category B for the University Science Center. The project had \$230,000 in General Improvement Fund allocated for it in FY03-04, and it received \$118,331 from that allocation.

**Recommendation: \$5,000,000 (Category A); \$3,970,000 (Category B)**

**University of Arkansas-Fayetteville**

**Chemistry & Physics Building Renovations.** The University of Arkansas, Fayetteville has requested the renovations of the Chemistry Building and the Physics Research Wing/Physics Library, which will also require some construction to complete.

The Chemistry Building is a 42,000 square foot building that needs to have antiquated plumbing, electrical, mechanical systems and handicap access improved. The renovations are also needed to provide additional laboratory space while continuing to hold the Chemistry Library, chemistry faculty members offices, computer laboratories, and administrative offices for the Chemistry Department.

The Physics Research Wing/Physics Library Expansion and Renovation would include a planetarium, lecture rooms, regular classrooms, instructional laboratories, a machine

shop, conference room, graduate student offices, and a Physics Library expansion that will allow periodicals to stay on-site longer.

Both projects have been requested in the 1997-99, 1999-01, 2001-03, and 2003-05 biennia but have not been recommended by ADHE or funded by the legislature. ADHE staff combined the two projects in their recommendation to allow maximum flexibility depending on the level of funding.

**Recommendation: \$15,000,000 (Category A); \$5,000,000 (Category B)**

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

**Fullerton/Vines Building Renovations.** The University of Arkansas at Fort Smith requested renovations of the Fullerton Building and the Vines Building. Fullerton will provide administrative and instructional space freeing up existing office space to be returned to classroom use. The Vines renovation will provide for additional instructional classroom space and bring the building into ADA compliance. The Fullerton Building was requested for the 1999-01, 2001-03, 2003-05 biennia but it has not been recommended by ADHE or funded by the legislature.

ADHE staff combined the two projects to allow maximum flexibility depending on the level of funding.

**Recommendation: \$2,000,000 (Category A); \$500,000 (Category B)**

### **University of Arkansas at Little Rock**

**Cyber College.** The University of Arkansas at Little Rock requests \$12,000,000 to construct the 60,000 square foot Donaghey College of Information Science and Systems Engineering (Cyber College) building. The facility will house the College of Information Science and System Engineering. The facility will include up to eight computer training lab modules, research labs, and a Virtual Reality Center for three-dimensional computer data modeling and cutting-edge research. This is a continuing request. The 82<sup>nd</sup> General Assembly designated \$5,000,000 for this project. A request for \$5,000,000 was submitted and recommended in Category A by ADHE in 2001-03. During that biennium, the project received \$1,437,920 from the General Improvement Fund. In the 2003-05 biennium, ADHE recommended \$5,000,000 in Category A. It received a legislative allocation of \$300,000 and the project received \$154,345 of that allocation in 2003-04 from the General Improvement Fund.

**Recommendation: \$7,000,000 (Category A); \$1,000,000 (Category B)**

### **University of Arkansas at Monticello**

**Technology Upgrade.** The University of Arkansas at Monticello has requested funding to upgrade the campus computer networks. It also has requested funding for a wide area network to help establish secure voice and data links with its Crossett and McGehee campuses. It needs to replace its administrative software, equip its classrooms with multimedia equipment and network connections, and purchase distance education software. The network upgrade has been requested since the 2001-03 biennium but has neither been recommended nor funded. This is the first time it has requested a wide area network but they did receive a \$90,000 allocation from the



General Improvement Fund for merger costs (\$46,303 of which was received in FY2003-04). This is the first request to replace their administrative software. They first requested funding to equip its classrooms with multimedia equipment and network connections in 2003-05 but it was not recommended or funded. They initially requested distance education improvements for 1999-01 and again in 2001-03 and 2003-05. It has not been recommended previously but it did receive an allocation for 2003-05 of \$25,000 from the General Improvement Fund of which \$12,862 was received in 2003-04. Staff combined all five projects into one recommendation to allow for maximum flexibility.

**Recommendation: \$2,000,000 (Category A)**

**Academic Learning Center.** The University of Arkansas at Monticello has requested \$8,738,436 for the construction of a multipurpose educational building to meet the changing needs of the campus. Many of the buildings used for classrooms were originally constructed as residence halls. Some have been pressed into service for over 30 years and are no longer adequate for instructional use. This facility was requested in the 2003-05 biennium but was not recommended.

**Recommendation: \$1,000,000 (Category A); \$2,000,000 (Category B)**

### **University of Arkansas at Pine Bluff**

**Campus Renovations and Repair.** The University of Arkansas at Pine Bluff has requested campus wide renovations and repairs including ADA compliance, repair and replacement of roofing systems, environmental control systems, and subterranean drainage and foundation repairs. These are major critical maintenance issues that threaten to shutdown their campus if not addressed. They requested funding for ADA compliance in the 2003-05 biennium and were recommended for \$8,700,000 in Category B by ADHE. They received no funding.

**Recommendation: \$5,000,000 (Category A) and \$2,000,000 (Category B)**

### **University of Central Arkansas**

**Center for Teaching Excellence.** The University of Central Arkansas is requesting \$33,525,120 for the construction of four buildings totaling 245,100 square feet to comprise a Center for Teaching Excellence. They need this complex both to address enrollment growth and to upgrade out-of-date facilities. This is the first time they have made this request but this project received \$131,513 in 2003-04 as part of a \$255,621 legislative allocation from the General Improvement Fund.

**Recommendation: \$7,000,000 (Category A) and \$5,000,000 (Category B)**

### **University of Arkansas – Division Of Agriculture**

**Plant Sciences Building.** The Division of Agriculture is requesting \$14,001,250 for the construction of a 75,000 square foot plant growth facility. The facility is needed to relieve laboratory space shortages and allow the Horticulture, Plant Pathology, Entomology and Crop, and the Soil and Environmental Sciences departments to all be housed in one place which will better allow them to work together. The project has been

considered many times and was requested in both the 2001-03 and 2003-05 biennia. In the 2003-05 biennium, ADHE recommended \$10,800,000 in Category B for the facility but it received no funding.

**Recommendation: \$10,800,000 (Category B)**

**Cooperative Extension Service Headquarters Facility – Phase II.** The Cooperative Extension Service (CES) is requesting \$6,800,000 for the construction of the 32,610 square foot Phase Two of the CES headquarters facility. The present CES facility has exceeded capacity and no space is available for renovation. The proposed site is part of the UA property already assigned to CES. The proposed building will be a stand-alone structure that connects to the educational wing of CES headquarters. The facility will house three distance education classrooms, three conference rooms, graphic design and web support services, offices, meeting rooms and work space for the Program Development and Evaluation Unit; and offices, training rooms, and support facilities for the Computer Department. It was requested for funding in both the 2001-03 and 2003-05 biennia. In 2003-05 ADHE recommended it for \$4,700,000 in Category B but it was not funded.

**Recommendation: \$700,000 (Category A) and \$4,000,000 (Category B)**

**Technology Upgrade.** The CES has requested \$1,135,000 in technology upgrades. CES has a bandwidth shortage that needs to be addressed. It also needs to implement managed document imaging, replace some of the 405 desktops and laptops that are at least four years old, upgrade the telephone switch, connect to Internet 2, implement a content-management system, upgrade the distance learning infrastructure, and establish a mobile computer lab to allow computers to go to where they are needed. This is the first time this request has been made.

**Recommendation: \$1,000,000 (Category A)**

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

**Initial Furnishings for the School.** The Clinton School has requested \$369,090 to furnish and equip the school. This is the first time this request has been made.

**Recommendation: \$100,000 (Category A); \$150,000 (Category B)**

### **Criminal Justice Institute**

**Criminal Justice Institute Building.** The Criminal Justice Institute has requested \$4,975,000 to construct a 75,000 square foot Criminal Justice Institute Building, including classrooms, office space, conference rooms, and computer server room, computer laboratory, fingerprint recovery area, mock crime scene area, and a 10,000 square foot forensic education and training laboratory. State funds totaling \$4,975,000 were requested in 1999-01, ADHE recommended \$4,556,250 but the project was not funded. In 2001-03 the project request totaled \$9,950,000. ADHE recommended \$750,000 for planning in Category A; \$520,000 for architectural fees in Category B; and \$3,530,000 for Phase I construction in Category C. The project received no appropriation in 2001-03. They requested \$4,975,000 in 2003-05 and received a recommendation for \$4,800,000 in Category B. They received no funding in 2003-05.

**Recommendation: \$4,800,000 (Category B)****Arkansas Archeological Survey**

**Equipment Acquisition.** The Arkansas Archeological Survey has requested \$53,618 for digital projectors and laptops to allow them to stop using slide projectors that are becoming obsolete. They also requested funds for a thermal camera (\$13,257) and a magnetometer (\$11,500). This is the first time they have made this request.

**Recommendation: \$50,000 (Category A); \$24,757 (Category B)**

**Arkansas School of Math, Science and Art**

**Instructional Technology.** The Arkansas School for Mathematics, Sciences, and the Arts requested \$250,000 for ten (10) SMART boards and upgrades for 80 computers. This is a new request.

**Recommendation: \$250,000 (Category A)**

**University of Arkansas for Medical Sciences**

**Bed Tower.** The University of Arkansas for Medical Sciences has requested \$25,000,000 to construct a 210,000 square foot hospital facility. The current hospital was built in 1955 and lacks many environmental features needed in a modern hospital. This is the first time this project has been requested.

**Recommendation: \$15,000,000 (Category A); \$10,000,000 (Category B)**

**Arkansas Northeastern College**

**Health, Physical Education and Recreation (H.P.E.R.) Building.** Arkansas Northeastern College has requested \$3,500,000 for the construction a 34,472 square foot H.P.E.R. Building. This will allow programs that are currently offered on leased space to be moved on campus. The first request was \$4,500,000 for a Health Occupation and Life Fitness Center in 1999-01. ADHE recommended \$973,250 for the project. The Legislature funded the project as the Student Service Building and Health/Fitness Facility for \$500,000 from General Improvement Fund. In 2001-03, the College requested \$6,200,000. ADHE did not recommend the project. Arkansas Northeastern College received an appropriation for various construction projects for which they received \$611,116 from the General Improvement Fund. In 2003-05 they requested \$1,500,000 for a Health Occupations Center. ADHE recommended \$1,500,000 in Category B, but no funding was received for this project.

**Recommendation: \$1,000,000 (Category B)**

**Nursing Facility: Burdette Center.** Arkansas Northeastern College has requested \$500,000 to renovate the Nursing Facility in Burdette. This will allow for the anticipated growth in both students and faculty. A nursing facility expansion was a part of the projects recommended in both 2001-03 and 2003-05. The merger of Mississippi County Community College and Cotton Boll Technical Institute created the opportunity for the expansion to be made more efficiently on the Burdette campus.

**Recommendation: \$250,000 (Category A) and \$250,000 (Category B)**

**Arkansas State University – Beebe**

**Beebe Classroom Building.** Arkansas State University Beebe requests \$9,206,800 for the construction of a 50,000 square foot Classroom Building. This building will house technologically advanced science laboratories, additional classrooms, new faculty offices and new space to provide storage and work areas for both students and academic staff. This project will help accommodate enrollment growth. In 2001-03, state funds totaling \$7,568,250 were requested for this project. ADHE recommended \$500,000 in Category B and \$3,460,000 in Category C. No appropriation or funding was received for the project. In 2003-05, state funds totaling \$8,102,500 were requested for this project. ADHE recommended it for \$5,300,000 in Category B. No funding was received for the project.

**Recommendation: \$1,000,000 (Category A) and \$4,300,000 (Category B)**

**ASU-Heber Springs Center.** Arkansas State University-Beebe has made a second request to develop an ASU-Heber Springs center. The request is to provide for a portion of Phase I of the development, which would provide space for about 500 FTE students. Initial construction plans include two buildings with a central utility plant. One facility would provide classrooms and faculty offices for Science and Technology. The second building would provide space for student services, library and a learning center. This is the second request for the facility.

**Recommendations: \$500,000 (Category A)**

**Arkansas State University – Mountain Home**

**Community Development Center.** Arkansas State University-Mountain Home requests \$7,202,555 to construct a 65,871 square foot Community Development Center. The total project is estimated at \$9,641,025 with the gap provided by federal funds, private gifts/grants, auxiliary funds and other funds. The project will house the following areas: Business/Industry and Workforce/Continuing Education; Arts and Performing Arts facilities; an outdoor amphitheater; and a center for general community education. This project was first requested for the 2003-05 biennium when ADHE recommended it for \$2,000,000 in Category B. It received a legislative allocation of \$53,652 of which it received \$27,603 in 2003-04.

**Recommendation: \$250,000 (Category A) and \$4,750,000 (Category B)**

**Arkansas State University – Newport**

**Walton Hall Library/Classroom.** Arkansas State University-Newport requests \$1,500,000 for the renovation and construction of additional library space at the entrance to Walton Hall. This will add 15,000 square feet of library and classroom space. This is the first request for this project.

**Recommendation: \$500,000 (Category A) and \$1,000,000 (Category B)**

**Black River Technical College**

**Business Technology Center.** Black River Technical College requests \$1,500,000 for the construction of a 30,000 square foot facility. This facility will allow all the business technology training to be incorporated into one central facility on campus. This is a new request.

**Recommendation: \$250,000 (Category A) and \$1,250,000 (Category B)**

**Cossatot Community College-University of Arkansas**

**LAN System Upgrade.** Cossatot Community College-University of Arkansas requests \$135,005 to upgrade their campus computer network. It has insufficient bandwidth for current demand and is having trouble maintaining the current network as it attempts to meet the ever-increasing demand. The upgrades would allow it to meet current demand and equip it with better tools for maintaining its network in the future. This is its first request for this project.

**Recommendation: \$135,000 (Category A)**

**Health Careers Center.** Cossatot Community College-University of Arkansas requests \$5,100,000 for the construction of a 35,000 square foot facility. The facility will house classrooms and laboratories for Nursing, Surgical Technology, Art, Drawing, and the Humanities as well as a 1,200-seat auditorium for the presentation of the arts and community activities and events. This project was requested for the 2001-03 and the 2003-05 biennia. It was first recommended by ADHE for 2003-05 with \$700,000 in Category A and \$2,100,000 in Category B but it was not funded.

**Recommendation: \$250,000 (Category A) and \$2,250,000 (Category B)**

**East Arkansas Community College**

**Community Fine Arts Center.** East Arkansas Community College requests \$5,359,054 to construct a 33,730 square foot Fine Art Center. The total project cost is estimated at \$6,500,000 with the gap covered by other institutional funds. The facility will house a theater/auditorium as well as the Humanities Department that includes Music, Speech and Drama. The facility will also be available to the community's cultural, civic, and societal organizations. The addition of the Fine Arts Center will create a nucleus for the College and will serve as the cultural hub of the city and surrounding area. It will include classrooms, offices, an art studio, practice rooms, a performance area, and a 1,100-seat auditorium. In 1999-01, the College requested \$2,430,000. ADHE recommended \$3,037,500 and \$350,000 was funded through the General Improvement Fund. In 2001-03, the College requested \$5,531,065. ADHE recommended \$3,700,000 in Category A. The College received a \$725,000 allocation from the Legislature's General Improvement Fund and \$521,246 was received. In 2003-05, the College requested \$5,512,128 and was recommended for \$3,500,000 in Category A. The College received a Legislative allocation of \$290,000 of which it received \$149,200 in 2003-04.

**Recommendation: \$3,000,000 (Category A)**

**Mid-South Community College**

**Instructional Technology Classroom.** Mid-South Community College requests \$2,154,800 to help construct a 28,000 square foot Instructional Technology Classroom building. This building will contain thirteen state of the art classrooms/computer labs, ten faculty offices and one large adjunct office with five modular faculty workstations, and one seminar/conference room. This will let the College end a shortage of classroom space that has been limiting some program growth. This is a new request.

**Recommendation: \$150,000 (Category A) and \$2,000,000 (Category B)**

**North Arkansas College**

**Allied Health Center.** North Arkansas College requests \$7,024,729 to construct a 44,000 square foot Allied Health Center. The total cost of the facility is \$7,850,000 and it will meet their need for classrooms, laboratories and offices for instructors and support staff for all allied health programs including Registered Nursing, Practical Nursing, Radiologic Technology, Emergency Medical Science, Surgical Technology and Medical Technology. Classrooms for community health education will be included as well. State Funds were first requested for this project in 1999-01. ADHE recommended \$2,632,500 and \$200,000 was funded through the General Improvement Fund. In 2001-03, the College requested \$11,107,618 to construct a 68,000 square foot Health Education Center. ADHE recommended \$2,221,524 (maintenance endowment) in Category C. The Governor designated \$100,000 from the General Improvement Fund and the Legislature designated \$125,000 from the General Improvement Fund. They received \$89,870 from the General Improvement Fund. In 2003-05, the College requested \$7,564,000 and ADHE recommended the project for \$6,300,000 in Category B. The project received an allocation of \$35,000 of which they received \$18,007 in 2003-04.

**Recommendation: \$300,000 (Category A) and \$5,500,000 (Category B)**

**National Park Community College**

**Academic Instruction Building.** National Park Community College requests \$4,909,720 for the construction of a 29,200 square foot Academic Instruction Building. This building will add both classroom and lab space that the College needs. The College has requested a general classroom/laboratory building every biennium since the 1999-01 request. ADHE recommended \$2,835,000 for 1999-01 but funds were not appropriated or awarded. In 2001-03, the College requested \$4,622,313. ADHE recommended \$1,752,000 in Category A and \$1,752,000 in Category B. The project was not appropriated or funded. In 2003-05, the College requested \$4,909,720. ADHE recommended \$3,500,000 in Category B. The project was not funded.

**Recommendation: \$500,000 (Category A) and \$3,750,000 (Category B)**

**Northwest Arkansas Community College**

**Teaching and Learning Support Center Phase II.** Northwest Arkansas Community College requests \$2,000,000 to help construct a 65,000 square foot library. The total

project cost is \$8,476,000 with the gap being filled by \$2,000,000 in private gifts or grants and \$4,476,000 in bond proceeds. The new building would not only solve the library problem but also free up classroom space lessening the need to lease space 1.2 miles off-campus. This building is needed because of the College's continuing growth, which has brought it to 2,663 Full-Time-Equivalent (FTE) students as of Fall 2003. This is the first time that Phase II has been requested. In 2003-05, Phase I received a ADHE recommendation of \$1,000,000 in Category A. It received Legislative Allocation of \$361,483 from General Improvement Fund of which it received \$185,977 in 2003-04.  
**Recommendation: \$1,000,000 (Category A) and \$1,000,000 (Category B)**

### **Ouachita Technical College**

**Pitched Roof Renovation.** Ouachita Technical College requests \$642,917 to place a pitched roof above the existing flat roof and to move the air conditioning units to the ground. The existing roof is thirty years old and leaks are damaging the classrooms. This project was first requested for the 2003-05 biennium as part of completing a campus improvement projects request for \$779,520 that was recommended by ADHE for \$500,000 in Category A. The project received two Legislative Allocations totaling \$133,903 of which \$68,890 was received in 2003-04.

**Recommendation: \$400,000 (Category A); \$200,000 (Category B)**

**Applied Science Renovation.** Ouachita Technical College requested \$124,120 for the renovation of their Applied Sciences facility. A recent review by the Director of the Carl Perkins Grant safety concerns were raised concerning the classrooms and labs in the Applied Science Technology Department. Another concern was that too many classes were being conducted in a confined area making it difficult to conduct a lecture without interruptions from classes in the labs. The renovation would include construction of four bays to alleviate these concerns.

**Recommendation: \$100,000 (Category A)**

**Instructional Technology Center.** Ouachita Technical College requested \$1,358,235 for an Instructional Technology Center. The college's enrollment is becoming capped by a lack of classrooms. They believe that they can secure approximately \$680,000 in private funds if they receive a recommendation from the ADHE staff.

**Recommendation: \$500,000 (Category B)**

### **Ozarka College**

**Business Technology Center.** Ozarka College requests \$1,706,000 to construct a 10,000 square foot building. The Business Technology Center will provide Interactive video classrooms, business technology classrooms, computer labs, general-purpose classrooms, office for network equipment, office space and restroom facilities. This is the first request for this project.

**Recommendation: \$250,000 (Category A) and \$1,250,000 (Category B)**

**Phillips Community College of the University of Arkansas**

**War Memorial Training Center.** Phillips Community College of the University of Arkansas requests \$400,000 to renovate the Grand Prairie War Memorial Auditorium in Stuttgart. The project will cost \$500,000 with the gap in the request being covered by sales tax revenue. The College recently signed a 100-year lease for a \$1 a year plus insurance. The building has HVAC, roof, painting and restroom problems that need to be addressed to allow the building to be used as a Business and Industry Training Center. This is the College's first request for this project.

**Recommendation: \$200,000 (Category A) and \$200,000 (Category B)**

**Pulaski Technical College**

**Technology Upgrades.** Pulaski Technical College requested a couple of technology upgrades as its first, third, and sixth priority. The staff recommended combining the recommendations to allow greater flexibility for the College. Its top priority was to make upgrades to its LAN that would increase bandwidth. Its third priority was to put in more smart boards, lap top computers, document cameras, LCD projectors and screens. Its sixth priority was to add wireless network access and upgrade the telephone system.

**Recommendation: \$500,000 (Category A)**

**Aviation Maintenance Technology Hangar.** Pulaski Technical College requests \$2,752,875 for the construction of a 25,000 square foot aviation hangar. The existing facilities will not accommodate large aircraft, such as corporate jets that are prominent in the local industry. If funded, the college would be able to receive some matching funds from the Arkansas Board of Aeronautics. This project was requested for 2003-05 but it was not recommended or funded.

**Recommendation: \$500,000 (Category A) and \$2,200,000 (Category B)**

**Math and Science Center.** Pulaski Technical College requested as its fifth priority a Math and Science center. Enrollment growth has exceeded the capacity of their three science labs. This is a second request for the facility, which was not recommended for the 2003-05 biennium.

**Recommendation: \$1,000,000 (Category A); \$5,000,000 (Category B)**

**Rich Mountain Community College**

**Equip Classrooms with Audio/Visual Equipment.** Rich Mountain Community College requests \$224,000 to equip all of its classrooms with audio/visual equipment. It has already equipped five classrooms with audio/visual equipment and found it very helpful in the classroom. This project was requested for 2003-05. ADHE recommended \$250,000 in Category B. But it was not funded.

**Recommendation: \$200,000 (Category A)**

**Information and Support Center.** Rich Mountain Community College has requested funds for an Information and Support building which would house developmental classrooms, testing and assessment centers, distance learning labs and a



library/resource center. This is the fourth request for this facility. It was not recommended in previous biennia.

**Recommendation: \$200,000 (Category A); \$1,400,000 (Category B)**

### **South Arkansas Community College**

**Allied Health and Human Services.** South Arkansas Community College requests \$4,990,000 to construct a 30,000 square foot Allied Health and Human Services building. The new facility will house the College's allied health programs and science labs which are now located in the Ben Whitfield Classroom Building. The Ben Whitfield Classroom Building is no longer adequate for all the programs since most of the Colleges growth has been in health related fields. This project was first requested for \$2,895,940 for a 22,750 square foot facility for 1999-01 and 2001-03. The project was first recommended for \$1,200,000 in Category B and \$1,200,000 in Category C by ADHE for 2001-03 but it was not funded. It was also recommended by ADHE for \$400,000 in Category B for 2003-05 but it was not funded.

**Recommendation: \$250,000 (Category A); \$4,250,000 (Category B)**

### **Southeast Arkansas College**

**Student Services Center (One-Stop).** Southeast Arkansas College requests \$2,000,000 to purchase 16,608 square foot building and renovate it for use as a Student Services Center (One-Stop) and a Student Center. ADHE first recommended this project for 1999-01 for \$1,000,000. The project was not funded. The project was not recommended by ADHE for 2001-03 or 2003-05 and was not funded for those biennia.

**Recommendation: \$500,000 (Category A) and \$1,500,000 (Category B)**

### **Southern Arkansas University Tech**

**Heat Building Renovation.** Southern Arkansas University Tech requests \$375,000 to renovate the Arkansas Fire Academy's Heat Building. This building, essential for training fire fighters is over 25 years old and parts are becoming structurally unsound. Only the foundation is still considered in good shape. This is the first request for this project.

**Recommendation: \$150,000 (Category A) and \$175,000 (Category B)**

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

**Nursing/EMT Building.** The University of Arkansas Community College at Batesville requests \$1,200,000 to renovate part of the building and make a 9,000 square foot addition to the building. The renovation and new addition would support the growing Allied Health program. This project was requested for 1999-01, 2001-03, and 2003-05 but has not been recommended by ADHE or funded through the General Improvement Fund.

**Recommendation: \$500,000 (Category A) and \$700,000 (Category B)**

**University of Arkansas Community College at Hope**

**Science Classroom Annex.** The University of Arkansas Community College at Hope requests \$3,396,900 to build a 19,000 square foot Science Classroom Annex. The facility will be an annex to the Distance Learning Center. It will house three biological science labs, a chemistry lab, physics lab, three fine arts classrooms, rehearsal hall, a stage construction area and faculty offices. Current space for these activities is severely limited. This is the first request for this project.

**Recommendation: \$250,000 (Category A); \$2,750,000 (Category B)**

**University of Arkansas Community College at Morrilton**

**Center for Applied Technologies.** The University of Arkansas Community College at Morrilton requests \$3,728,000 to build a 32,000 square foot Center for Applied Technologies. It would house existing programs in Air Conditioning/Refrigeration Technology, Automotive Collision Repair Technology, Automotive Service Technology, and Welding Technology. These programs are now using three inadequate buildings with much of the lab work actually taking place in the parking lot because of the inadequate space. This is the first request for this project.

**Recommendation: \$3,728,000 (Category B)**

**Library.** The University of Arkansas Community College at Morrilton requests \$1,770,640 to construct a 13,000 square foot Library. The new library is needed to meet North Central Association Higher Learning Commission accreditation. A library addition costing \$396,000 was requested for 2003-05 but it was not recommended or funded.

**Recommendation: \$500,000 (Category A) and \$1,200,000 (Category B)**

**MAXIMUM SALARY RECOMMENDATIONS FOR  
NON-CLASSIFIED PERSONNEL  
2005-07 BIENNIUM**

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As a part of the statutory authority given to the Arkansas Higher Education Coordinating Board to present a consolidated budget request to the General Assembly and the Governor for each institution (A.C.A. §6-61-209), all new position requests have been reviewed. Line-item maximum salaries for all non-classified administrative, academic, and auxiliary positions at each institution of public higher education have been recommended by staff to be effective July 1, 2005. These position recommendations recognize the varying structures of institutions, priorities of the new biennium and full-time equivalent enrollment growth while maintaining reasonable consistency among titles and salaries for the same functions at similar institutions. At the same time ADHE staff has attempted to keep the net growth in new positions at a minimum due to concerns over budget shortfalls and the expansion of state services.

As instructed, institutions submitted their personal services requests with the maximum salaries for 2005-06 at 2.7 percent above the authorized salary maximums for 2004-05, and the 2006-07 maximum salaries at 2.7 percent above the 2005-06 maximums. Due to a directive from the State Chief Fiscal Officer, staff adjusted the line-item maximum salaries using the following formula:

\$0 - \$50,000	3% of employee's current salary with a \$600 minimum adjustment for line-item maximums under \$20,000
\$50,001 - \$90,000	3% on first \$50,000; plus 1.9% on remaining salary up to \$90,000
\$90,001+	3% on first \$50,000; plus 1.9% on salary amounts between \$50,001 and \$90,000; plus 1.5% on salary amounts above \$90,001

ADHE staff reviewed each position request and made preliminary recommendations to the institutions prior to the budget hearings held in June. Staff recommendations were further reviewed after the hearings and some changes were made in response to institutional concerns.

In making these recommendations, staff's primary objective is to maintain salary equity across institutions; that is, salaries for similar positions in comparable institutions should be commensurate with the duties assigned to the position, hold a comparable place in the organizational structure, and be comparable to similar position salaries statewide and nationally. These recommendations relate to positions, not to incumbents.

Institutions of higher education currently have 21,279 non-classified positions authorized. For 2005-07, institutions requested 1,637 new or additional non-classified positions and the deletion of 345 current positions. Staff recommends 1,071 new and/or additional non-classified positions and the deletion of 327 for the 2005-07 biennium, for a total recommended number of 22,023 positions (3.49 percent increase). Of the recommended new/additional position titles, 529 (49.4 percent) are academic, 342 (31.9 percent) are administrative, and 200 (18.7 percent) are patient care and auxiliary.

Staff recommendations are based on the following considerations:

1. The annual increase for all salary maximums for each year of the 2005-07 biennium is recommended following the budget guidelines for salary inflation recently established by the State Chief Fiscal Officer.
2. Exceptions to these guidelines are recommended in instances where current salaries were below those established in like positions in comparable institutions or to correct organizational inequities within an institution.
3. Recommended salaries for comparable "key" positions, administrative and academic, are the same among peer institutions in Arkansas as shown in Table 1A and Table 1B.
4. Salary recommendations for new positions are based on comparisons to salaries reported by College and University Personnel Association (CUPA) for similar positions at comparable institutions nationwide or to salaries for similar positions already established at comparable Arkansas institutions.
5. Any additional non-classified positions approved from the Two-Year Growth Pool during 2003-05 are recorded in the authorized column for inclusion in the new biennium recommendation.
6. Additional positions within existing titles and new titles for positions are recommended when institutions demonstrated a compelling need. The recommendations reflect an increase of 3.49 percent in the number of authorized positions. In many cases, institutions requested to trade existing positions in unneeded titles to gain new positions.

The following resolution is offered for the Coordinating Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the recommended maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2005-07 biennium as recommended by staff.

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

**FURTHER RESOLVED**, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2005-07 biennium.

**TABLE 1B.  
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED  
KEY POSITIONS - AHECB RECOMMENDATIONS  
FOR TWO-YEAR INSTITUTIONS: FY 2005-06**

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEANS / DIVISION CHAIR	DEPT HEADS	9-MONTH			
							PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
ANC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
ASUB	118,124	94,633	88,690	88,690	81,140	N/A	67,521	63,629	56,239	48,941
ASUMH	118,124	94,633	88,690	88,690	81,140	N/A	62,889			
ASUN	118,124	94,633	88,690	88,690	81,140	N/A	67,521	63,629	56,239	48,941
BRTC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
CCCUA	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
EACC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
MSCC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
NPCC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
NAC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
NWACC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
OTC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
OZC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
PCCUA	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
PTC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
RMCC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
SACC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
SEAC	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
SAUT	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
UACCB	118,124	94,633	88,690	88,690	82,735	N/A	62,889			
UACCH	118,124	94,633	94,633	88,690	N/A	N/A	62,889			
UACCM	118,124	94,633	88,690	88,690	82,735	N/A	62,889			

## **CERTIFICATION OF INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES FOR 2004-05**

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

### **Verification of Athletic Budgets and Fee Information**

Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2004-05 institutional operating budgets.

A.C.A. §6-62-804 requires that any student athletic fees assessed must be clearly defined in all publications and institutional board minutes and listed, separate and distinct, from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee have certified to the Department compliance with this requirement and have submitted copies of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

### **Summary of Data**

The institutional submissions establish the 2004-05 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits. The University of Arkansas, Fayetteville (UAF) and North Arkansas College (NAC) have never charged an athletic fee and expect to continue to meet their athletic operating costs without assessing a student athletic fee for the 2004-05 fiscal year. The following institutions have increased their athletic fee per student semester credit hour (SSCH):

<u>Inst.</u>	<u>2003-04 Athletic Fee</u>	<u>2004-05 Athletic Fee</u>
SAUM	\$9.00	\$10.00
UAFS	\$4.00	\$5.00
UALR	\$10.00	\$11.00
UAM	\$3.00	\$6.00
UAPB	\$11.95	\$12.70

A summary chart of 2004-05 athletic certification data from each institution is shown on page 8-3. The summary chart, excluding the University of Arkansas, Fayetteville (UAF), indicates that 42.6 percent of athletic program budgets is being funded from student athletic fees, while 25 percent comes from athletic-generated revenues and other

athletic income (foundations and private gifts). The remaining 32.4 percent is funded from the educational and general transfer and other auxiliary profits (dormitories, food service, and bookstores, etc.).

After the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Arkansas State University, Henderson State University, University of Arkansas Fort Smith, University of Arkansas at Monticello and University of Arkansas Pine Bluff are budgeting 100 percent of net auxiliary profits. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2004-05 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.



**Summary of 2004-05 Athletic Certification Data from Institutional Boards of Trustees**

Inst	Athletic Generated Revenues	% of Total Inst Rev	Other Auxiliary Profits	% of Total Inst Rev	E & G Transfer	% of Total Inst Rev	Student Athletic Fee	% of Total Inst Rev	Other Athletic Income	% of Total Inst Rev	Total Expected Inst Rev	Total Budgeted Expenditure	Athletic Fee Per SSCH
ASUJ	\$2,908,920	31%	\$2,287,844	24%	\$750,000	8%	\$2,590,875	27%	\$989,869	10%	\$9,527,508	\$9,527,508	\$10.00
ATU	102,633	4%	0	0%	736,092	30%	1,580,126	65%	13,349	1%	2,432,200	2,432,200	9.30
HSU	25,300	1%	318,359	15%	702,462	34%	1,015,959	49%	900	0%	2,062,980	2,062,980	10.50
SAUM	32,800	2%	148,399	9%	673,870	41%	761,290	46%	24,000	2%	1,640,359	1,640,359	10.00
UAFS	50,000	5%	367,623	33%	0	0%	682,697	62%	0	0%	1,100,320	1,100,320	5.00
UALR	1,003,935	21%	0	0%	750,000	16%	2,530,814	53%	470,454	10%	4,755,203	4,755,203	11.00
UAM	22,500	1%	779,713	46%	483,000	29%	409,792	24%	0	0%	1,695,005	1,695,005	6.00
UAPB	1,175,000	27%	569,939	13%	750,000	18%	1,000,000	23%	792,044	19%	4,286,983	4,286,983	12.70
UCA	68,413	2%	0	0%	750,000	19%	2,903,000	74%	202,587	5%	3,924,000	3,924,000	11.50
NAC	9,500	4%	114,722	50%	70,000	31%	0	0%	35,293	15%	229,515	229,515	0.00
<b>Subtotal</b>	<b>\$5,399,001</b>	<b>17%</b>	<b>\$4,586,599</b>	<b>14.5%</b>	<b>\$5,665,424</b>	<b>17.9%</b>	<b>\$13,474,553</b>	<b>42.6%</b>	<b>\$2,528,496</b>	<b>8.0%</b>	<b>#####</b>	<b>\$31,654,073</b>	
UAF	34,178,211	89%	500,000	1%	0	0%	0	0%	3,585,000	9%	38,263,211	38,263,211	0.00
<b>Total</b>	<b>\$39,577,212</b>	<b>56.6%</b>	<b>\$5,086,599</b>	<b>7.3%</b>	<b>\$5,665,424</b>	<b>8.1%</b>	<b>\$13,474,553</b>	<b>19.3%</b>	<b>\$6,113,496</b>	<b>8.7%</b>	<b>#####</b>	<b>\$69,917,284</b>	

S:\Agenda\2000-2009\2004\2004-08-AUG04[#08b-Athletic Certification.xls]Summary

NOTE: Sources of **Other Athletic Income** are foundations/clubs and other private gifts, miscellaneous income, work study program, etc.

**ECONOMIC FEASIBILITY OF BOND ISSUE  
 UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

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University of Arkansas at Little Rock (UALR) requests approval of the economic feasibility of plans to issue bonds totaling \$47 million with a term of 25 years at an estimated annual interest rate of 4.8 percent. Proceeds from the bond issue will be used for both educational & general (E&G) and auxiliary purposes. The University of Arkansas Board of Trustees approved this action at its meeting on August 4, 2004.

The E&G issue will be approximately \$27 million with annual debt service of \$2,057,000. Proceeds from the issue will be used for various renovation and maintenance projects and for acquisition of property including University Plaza, which is adjacent to the campus. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

Relevant data follow:

**Educational and General Portion**

Budgeted 2004-05 Tuition and Fee Revenue.....	\$42,480,307
Maximum Allowable Debt Service (\$42,480,307 x 25%).....	10,620,077
Existing Debt Service.....	3,301,879
Estimated Debt Service for Proposed Issue.....	2,057,000
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$5,261,198

The auxiliary issue will be approximately \$20 million with annual debt service of \$1,380,000. Proceeds from this issue will be used to construct a student apartment complex. Debt service for this portion of the bond issue will be covered by net profits from housing. Coordinating Board policy on debt service for auxiliary purposes states that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service. Housing revenues were reviewed and the analysis is done for 2006-07 when the complex is expected to be on-line and providing revenue. The first two years of interest will be capitalized and paid from bond proceeds.

Relevant data follow:

**Auxiliary Portion**

Projected 2006-07 Net Auxiliary Housing Revenue.....	\$3,260,559
Maximum Annual Debt Service (\$2,145,000/120%).....	2,717,133
Existing Debt Service.....	580,909

Estimated Debt Service for Proposed Issue.....	1,380,000
Auxiliary Revenue Remaining for Additional Debt Service.....	\$756,224

The above data demonstrate that University of Arkansas at Little Rock has sufficient revenue to support a bond issue of approximately \$47 million with a term of 25 years at an estimated annual interest rate of 4.8 percent.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas at Little Rock to issue bonds for approximately \$47 million with a term of 25 years at an estimated annual interest rate of 4.8 percent for E&G and auxiliary purposes.

**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 the University of Arkansas at Little Rock of the Coordinating Board's resolution.

**ECONOMIC FEASIBILITY OF BOND ISSUE  
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

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University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds totaling \$23.3 million with a term of up to 20 years at an estimated annual interest rate of five percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The University of Arkansas Board of Trustees approved this action at its meeting on August 4, 2004.

The E&G issue will be approximately \$23.3 million with annual debt service of \$1,900,000. Proceeds from the issue will be used for various renovation and construction projects on campus including upgrades to the chiller plant and additions to the law library. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

Relevant data follow:

**Educational and General Portion**

Budgeted 2004-05 Tuition and Fee Revenue.....	\$96,762,888
Maximum Allowable Debt Service ( $\$96,762,888 \times 25\%$ ).....	24,190,722
Existing Debt Service.....	3,821,185
Estimated Debt Service for Proposed Issue.....	1,900,000
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$18,469,537

The above data demonstrate that University of Arkansas, Fayetteville has sufficient revenue to support a bond issue of approximately \$23.3 million with a term of 20 years at an estimated annual interest rate of five percent.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds for approximately \$23.3 million with a term of 20 years at an estimated annual interest rate of five percent for E&G purposes.

**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 the University of Arkansas, Fayetteville of the Coordinating Board's resolution.

**ECONOMIC FEASIBILITY OF BOND ISSUE  
 UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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University of Arkansas for Medical Sciences (UAMS) requests approval of the economic feasibility of plans to issue bonds totaling \$190 million with a term of up to 25 years at an estimated annual interest rate of 5.2 percent. Proceeds from the bond issue will be used for auxiliary purposes, which will include a new patient-care bed tower, a dormitory and a parking deck in support of the new patient facility. The University of Arkansas Board of Trustees approved this action at its meeting on August 4, 2004.

The proposed issue will include: \$163.6 million for the patient care tower with annual debt service of \$11,841,591; \$15.2 million for a dormitory with an estimated annual debt service of \$1,100,197; and \$11.1 million for a parking deck with an estimated annual debt service of \$803,433. Proceeds from the issue will be used to replace an existing dormitory to make room for the new patient care tower and a parking deck in support of the new patient-care tower. Current Arkansas Higher Education Coordinating Board policy regarding auxiliary debt service requires that the net auxiliary revenues must be no less than 120 percent of the total auxiliary debt service.

Relevant data follow:

**Patient-Care Tower Portion**

Projected Net Patient Service Revenue for 2007-08.....	\$95,928,416
Maximum Allowable Debt Service (\$95,928,416/120%).....	79,940,347
Existing Debt Service.....	4,051,710
Estimated Debt Service for Proposed Issue.....	11,841,591
Auxiliary Revenue Remaining for Additional Debt Service.....	\$64,047,046

**Dormitory Portion**

Projected 2006-07 Net Auxiliary Housing Revenue.....	\$1,402,476
Maximum Annual Debt Service (\$1,402,476/120%).....	1,168,730
Existing Debt Service.....	-0-
Estimated Debt Service for Proposed Issue.....	1,100,197
Auxiliary Revenue Remaining for Additional Debt Service.....	\$68,533

**Parking Deck Portion**

Projected 2006-07 Net Parking Revenue.....	\$2,396,000
Maximum Allowable Debt Service (\$2,396,000/120%) .....	1,996,667
Existing Annual Debt Service .....	1,089,750
Estimated Annual Debt Service for the Proposed Issue ....	803,433
Auxiliary Revenue Remaining for Additional Debt Service ...	\$103,484

The above data demonstrate that the University of Arkansas for Medical Sciences has sufficient revenue to support a bond issue of approximately \$190 million with a term of 25 years at an estimated annual interest rate of 5.2 percent.

The following resolution is presented for the Board's consideration:

**RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas for Medical Sciences to issue bonds for approximately \$190 million with a term of 25 years at an estimated annual interest rate of 5.2 percent for auxiliary purposes.

**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 the University of Arkansas Medical Sciences of the Coordinating Board's resolution.

**ECONOMIC FEASIBILITY OF LOAN  
HENDERSON STATE UNIVERSITY**

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Henderson State University requests approval of a loan of \$445,000 with a term of 10 years at an annual interest rate of 2.05 percent from the College Savings Bond Loan Fund. Proceeds of the loan will be used to purchase land and structures adjacent to the campus to be converted to office and classroom space. This loan fund was created from the repayment of loans approved by the State Board from the College Savings Bond Loan Fund in Phase I of the College Savings Bond Program. The Henderson State University Board of Trustees approved the loan application on July 12, 2004.

The Coordinating Board's criteria for loan approval include, but are not limited to:

- A. The institution's current debt service requirements, plus estimated annual debt service for the loan, if approved. (Total annual debt service may not exceed 25 percent of annual student tuition and fee revenue or, if millage income is pledged against the loan, the millage income must equal no less than 120 percent of the total annual debt service.)
- B. Feasibility of and need for the proposed project in the context of the educational and general mission of the institution.
- C. Estimated project completion date.
- D. Availability of loan funds.

The interest rate is 2.05 percent annually (based on the one-year Treasury note yield, January 10, 2002). This includes fees assessed by the loan servicing agency, the Arkansas Development Finance Authority, to cover administrative costs (a fee of one-tenth of one percent (0.1 percent) of the loan amount or a minimum of \$150 to be assessed at the time the loan is initiated, plus an annual service fee of one-tenth of one percent (0.1 percent) of the outstanding loan balance). The debt service for the loan issue will be supported by tuition and fee revenue. Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of tuition and fee revenue may be pledged to debt service.

Relevant data follow:

Budgeted 2004-05 Tuition and Fee Revenue.....	\$13,205,000
Maximum Allowable Debt Service (\$13,205,000 x 25%) .....	3,301,250
Existing Debt Service .....	1,155,630
Estimated Debt Service for Proposed Issue.....	49,700
Tuition and Fee Revenue Remaining for Additional Debt Service .....	\$2,095,920

The above data demonstrate that Henderson State University has sufficient tuition and fee revenue to support a loan of \$445,000 with a term of 10 years at an annual interest rate of 2.05 percent. This will leave approximately \$1.4 million available in the College Savings Bond loan fund.

The following resolution is presented for the Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Loan Fund for Henderson State University of \$445,000 with a term of 10 years at an annual interest rate of 2.05 percent to purchase land and structures adjacent to the campus to be converted to office and classroom space.

**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 Henderson State University and the President of Henderson State University of the Coordinating Board's approval of the loan and to enter into the necessary contracts to initiate and secure the loan.



## **ARKANSAS HEALTH EDUCATION GRANT PROGRAM**

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The Arkansas Health Education Grant Program (ARHEG) provides assistance for Arkansas residents attending certain out-of-state accredited health and medical professional schools for graduate or professional programs that are not available in Arkansas. Such assistance is currently provided for students of dentistry, veterinary medicine, optometry, osteopathic medicine, podiatric medicine, and chiropractic medicine.

Section 30 of Act 31 of the Second Extraordinary Session of 2003 provides that "The Arkansas Higher Education Coordinating Board, after consulting with the recognized associations of each of the applicable medical professions and other interested persons, shall determine the priorities for the applicable programs enumerated on the appropriation made for 'Health Education Grants' in this act. The Arkansas Department of Higher Education shall re-adjust the number of freshman positions to be funded for each applicable program based upon the priorities determined by the board."

As required by Section 31 of 2003, the ADHE staff is in the process of preparing a formal study to "determine the future need for health care providers in dentistry, veterinary medicine, chiropractic, optometry, osteopathy, and podiatry in Arkansas." This study will be presented to the Arkansas Legislative Council by October 1, 2004. Preliminary data collected for the study does not indicate strong needs to change the slot allocations that have been in existence since 1994-95. A primary concern among various respondents is the need for these health care workers in the rural areas of the state, with concern stated that there may be over-saturation in the metropolitan areas of the state in certain professions.

This action item requests the Board's approval of the staff recommendation that ADHE continue the current slot allocations for the ARHEG Program for the 2005-07 biennium unless directed otherwise by the 2005 Arkansas General Assembly.

The staff also requests approval of the budget necessary to continue the ARHEG Program at its current level of entering and continuing students. Increases in the budget will be necessary to comply with rising contract costs negotiated by the Southern Regional Education Board (SREB) on behalf of ADHE and to fund the Dental Loan Forgiveness Program, created by Act 1715 of 2003. Further details are provided below.

Program Participation/Slot Allocations

Attached is a report on the proposed slot allocations for 2004-05 through 2006-07. Currently, between 275-280 students are expected to participate in the program up to 29 participating institutions. The allocation of entering students continues at the level established for entering students in 1994-95.

For the Board’s information, a report is also presented that shows the location and occupation of graduates in the ARHEG Program by field.

Budget

The staff requests approval of the ARHEG budget that will allow the program to operate at its current levels and add funding through the Higher Education Grants Fund for the Dental Loan Forgiveness Program. Act 1715 of 2003, that created the Dental Loan Forgiveness Program (for students at SREB dental institutions who were required to pay out-of-state fees above the SREB-negotiated contract cost of out-of-state tuition and fees), required that funds be provided through the Budget Stabilization Trust Fund. When ADHE was unable to access the resources through this fund for the 2003-05 biennium, the decision was made to fund the Dental Loan Forgiveness Program from the Higher Education Grant Fund in the amount of \$270,000 (for 2003-05 biennium only) through cost savings generated by other financial aid programs. A full pipeline of students will be in the program by 2006-07, which means the cost will top out at \$360,000, assuming each class continues to be funded at \$90,000 per year. Due to the strong possibility that the funds will not be available through the Budget Stabilization Trust Fund again for the 2005-07 biennium, the ADHE recommends that the Dental Loan Forgiveness Program be funded through the Higher Education Grant Funds Account. It should be noted that students who participate in the Dental Loan Forgiveness Program are required to repay the loan plus accrued interest if they do not practice dentistry in the state of Arkansas following graduation.

**ARHEG Budget**

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Dentistry	\$1,380,000	\$1,495,000	\$1,610,000
Veterinary Medicine	\$764,486	\$851,094	\$913,347
Optometry	\$296,800	\$316,400	\$341,600
Osteopathic Medicine	\$140,600	\$166,700	\$179,800
Podiatric Medicine	\$70,600	\$99,600	\$111,800
Chiropractic Medicine	\$280,000	\$255,000	\$260,000
Dental Loan Forgiveness Program	\$180,000	\$270,000	\$360,000
<b>Total Budgeted</b>	<b>\$3,112,486</b>	<b>\$3,453,794</b>	<b>\$3,776,547</b>

<b>Appropriation for 2004-05:</b>	<b>\$3,159,861</b>		
<b>Increase Over 2004-05 Appropriation:</b>		<b>\$293,933</b>	<b>\$616,686</b>

For budgeting purposes and to insure the state recognizes the maximum liability, it is recommended that the AHECB assume a full pipeline of students in the grant and loan forgiveness program. This recommendation is based on the assumption that the ADHE will continue to receive the same level of funding through the Higher Education Grants Fund.

If budget constraints should occur due to limited funding and rising tuition costs, staff recommend that staff be given the discretion not to reallocate unfilled slots or slots that become available during the year and to discontinue the Dental Loan Forgiveness Program. An “unfilled slot” is a slot that is assigned to a participating institution, but is not used by that institution because there is no Arkansas student eligible to fill the slot. In previous years, when possible, such slots have been reallocated to other institutions in the field for other eligible Arkansas students.

The following resolution is offered for the Board’s consideration:

**RESOLVED,** That the Arkansas Higher Education Coordinating Board concurs in the staff recommendation that no new slots for the ARHEG program be allocated for the 2005-07 biennium, unless directed otherwise by the Arkansas General Assembly.

**FURTHER RESOLVED,** That the Arkansas Higher Education Coordinating Board concurs in the staff budget recommendation for the 2005-07 biennium for the ARHEG Program and the Dental Loan Forgiveness Program so long as funds are made available through the Higher Education Grant Funds Account.

**FURTHER RESOLVED,** That the Arkansas Higher Education Coordinating Board concurs in the staff budget recommendation that should funds not be made available to fund the ARHEG Program and Dental Loan Forgiveness Program, that the freshmen slots in the program and the loan forgiveness funds will be eliminated first and that the staff may determine the most equitable method to reduce other costs to the program.

Contracting Institution	2004-05				2005-06				2006-07			
	Number	Slot Fee	Subtotals by Institution	Subtotals by Discipline	Number	Slot Fee	Subtotals by Institution	Subtotals by Discipline	Number	Slot Fee	Subtotals by Institution	Subtotals by Discipline
<b>DENTISTRY</b>												
*University of Tennessee, Memphis, TN	76	\$ 12,000	\$ 912,000		72	\$ 13,000	\$ 936,000		72	\$ 14,000	\$ 1,008,000	
*Meharry Medical College, Nashville, TN	1	\$ 12,000	\$ 12,000		2	\$ 13,000	\$ 26,000		2	\$ 14,000	\$ 28,000	
*Louisiana State University, New Orleans, LA	14	\$ 12,000	\$ 168,000		16	\$ 13,000	\$ 208,000		16	\$ 14,000	\$ 224,000	
*University of Louisville, Louisville, KY	8	\$ 12,000	\$ 96,000		6	\$ 13,000	\$ 78,000		6	\$ 14,000	\$ 84,000	
*University of Oklahoma, Oklahoma City, OK	2	\$ 12,000	\$ 24,000		4	\$ 13,000	\$ 52,000		4	\$ 14,000	\$ 56,000	
*Texas A&M University System HSC, Dallas, TX	8	\$ 12,000	\$ 96,000		9	\$ 13,000	\$ 117,000		9	\$ 14,000	\$ 126,000	
*University of Alabama, Birmingham, AL	1	\$ 12,000	\$ 12,000		1	\$ 13,000	\$ 13,000		1	\$ 14,000	\$ 14,000	
University of Missouri, Kansas City, MO	5	\$ 12,000	\$ 60,000		5	\$ 13,000	\$ 65,000		5	\$ 14,000	\$ 70,000	
<b>Totals</b>	<b>115</b>			<b>\$ 1,380,000</b>	<b>115</b>			<b>\$ 1,495,000</b>	<b>115</b>			<b>\$ 1,610,000</b>
<b>VETERINARY MEDICINE</b>												
*Louisiana State University, Baton Rouge, LA	37	\$ 16,900	\$ 625,300		37	\$ 18,600	\$ 688,200		37	\$ 20,400	\$ 754,800	
*Mississippi State University, Starkville, MS	0	\$ 16,900	\$ -		0	\$ 18,600	\$ -		0	\$ 20,400	\$ -	
Tuskegee University, Tuskegee, AL	3	\$ 5,000	\$ 15,000		3	\$ 5,000	\$ 15,000		4	\$ 5,000	\$ 20,000	
University of Missouri, Columbia, MO	3	\$ 13,229	\$ 39,686		4	\$ 13,724	\$ 54,894		4	\$ 14,237	\$ 56,947	
Oklahoma State University, Stillwater, OK	5	\$ 16,900	\$ 84,500		5	\$ 18,600	\$ 93,000		4	\$ 20,400	\$ 81,600	
<b>Totals:</b>	<b>48</b>			<b>\$ 764,486</b>	<b>49</b>			<b>\$ 851,094</b>	<b>49</b>			<b>\$ 913,347</b>
<b>OPTOMETRY</b>												
*Southern College of Optometry, Memphis, TN	21	\$ 10,600	\$ 222,600		21	\$ 11,300	\$ 237,300		21	\$ 12,200	\$ 256,200	
*Northeastern State University, Tahlequah, OK	7	\$ 10,600	\$ 74,200		7	\$ 11,300	\$ 79,100		7	\$ 12,200	\$ 85,400	
University of Missouri, St. Louis, MO	0	\$ -	\$ -		0	\$ 11,300	\$ -		0	\$ 12,200	\$ -	
<b>Totals:</b>	<b>28</b>			<b>\$ 296,800</b>	<b>28</b>			<b>\$ 316,400</b>	<b>28</b>			<b>\$ 341,600</b>
<b>OSTEOPATHIC MEDICINE</b>												
*Oklahoma State University, Tulsa, OK	8	\$ 10,700	\$ 85,600		9	\$ 11,300	\$ 101,700		9	\$ 12,200	\$ 109,800	
Des Moines University, Des Moines, IA	1	\$ 5,000	\$ 5,000		2	\$ 5,000	\$ 10,000		3	\$ 5,000	\$ 15,000	
Pikeville College, Pikeville, KY	3	\$ 5,000	\$ 15,000		3	\$ 5,000	\$ 15,000		4	\$ 5,000	\$ 20,000	
The University of Health Sciences, Kansas City, MO	7	\$ 5,000	\$ 35,000		8	\$ 5,000	\$ 40,000		7	\$ 5,000	\$ 35,000	
<b>Totals:</b>	<b>19</b>			<b>\$ 140,600</b>	<b>22</b>			<b>\$ 166,700</b>	<b>23</b>			<b>\$ 179,800</b>
<b>PODIATRIC MEDICINE</b>												
*Finch University of Health Sciences, Chicago, IL	4	\$ 8,200	\$ 32,800		5	\$ 8,300	\$ 41,500		6	\$ 8,600	\$ 51,600	
*Ohio College of Podiatric Medicine, Cleveland, OH	3	\$ 8,200	\$ 24,600		3	\$ 8,300	\$ 24,900		3	\$ 8,600	\$ 25,800	
*Barry University, Miami Shores, FL	1	\$ 8,200	\$ 8,200		2	\$ 8,300	\$ 16,600		2	\$ 8,600	\$ 17,200	
Des Moines University, Des Moines, IA	1	\$ 5,000	\$ 5,000		2	\$ 8,300	\$ 16,600		2	\$ 8,600	\$ 17,200	
<b>Totals:</b>	<b>9</b>			<b>\$ 70,600</b>	<b>12</b>			<b>\$ 99,600</b>	<b>13</b>			<b>\$ 111,800</b>
<b>CHIROPRACTIC MEDICINE</b>												
Cleveland Chiropractic College, Kansas City, MO	9	\$ 5,000	\$ 45,000		9	\$ 5,000	\$ 45,000		6	\$ 5,000	\$ 30,000	
Logan College of Chiropractic, Chesterfield, MO	12	\$ 5,000	\$ 60,000		12	\$ 5,000	\$ 60,000		12	\$ 5,000	\$ 60,000	
Parker College of Chiropractic, Irving, TX	24	\$ 5,000	\$ 120,000		20	\$ 5,000	\$ 100,000		25	\$ 5,000	\$ 125,000	
Texas Chiropractic College, Pasadena, TX	7	\$ 5,000	\$ 35,000		6	\$ 5,000	\$ 30,000		4	\$ 5,000	\$ 20,000	
Palmer College of Chiropractic, Davenport, IA	4	\$ 5,000	\$ 20,000		4	\$ 5,000	\$ 20,000		5	\$ 5,000	\$ 25,000	
<b>Totals:</b>	<b>56</b>			<b>\$ 280,000</b>	<b>51</b>			<b>\$ 255,000</b>	<b>52</b>			<b>\$ 260,000</b>
<b>Totals by Year</b>				<b>\$ 2,932,486</b>				<b>\$ 3,183,794</b>				<b>\$ 3,416,547</b>

\*SREB Institution

Data by Participating Institution

Contracting Institutions	2001					2002					2003				
	Program	In	Out of	AR	Residents/	Program	In	Out of	AR	Residents/	Program	In	Out of	AR	Residents/
	Graduates	AR	State	License	Interns	Graduates	AR	State	License	Interns	Graduates	AR	State	License	Interns
<b>DENTISTRY</b>															
*University of Tennessee	19	12	6	14	6	18	7	11	12	5	19	9	6	11	4
*Meharry Medical College	0					1		1			0				
*Louisiana State University	4	1	3	2		4	1	2	3		4	2	2	1	
*University of Louisville	0					1	1				2		2		1
*University of Oklahoma	1	1		1		1	1		1		1	1			
*University of Alabama Birmingham											0				
*Texas A & M Univ. System HSC (Baylor)	0					1		1		1	0				
University of Missouri, Kansas City	2		2			2	1	1	1		2	2		1	
<b>Totals:</b>	<b>26</b>	<b>14</b>	<b>11</b>	<b>17</b>	<b>6</b>	<b>28</b>	<b>11</b>	<b>16</b>	<b>17</b>	<b>6</b>	<b>28</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>5</b>
<b>VETERINARY MEDICINE</b>															
*Louisiana State University	8	5	2	3		10	5	4	6		9	3	5		2
*Mississippi State University	1		1	1		2	1	1	2		0				
Tuskegee University	0					1			1		1				
University of Missouri, Columbia	1		1			1	1	1	1		1				
*Oklahoma State University, Stillwater	1	1		1		1	1		1		1				
<b>Totals:</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>11</b>	<b>0</b>	<b>12</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>2</b>
<b>OPTOMETRY</b>															
*Southern College of Optometry	5	5		5		8	5	3	7		9	6	3	5	
*Northeastern State University	2	1	1	1		1	1		1		0				
University of Missouri, St. Louis	0					1		1			1	1		1	
<b>Totals:</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>0</b>
<b>OSTEOPATHIC MEDICINE</b>															
*Oklahoma State University, Tulsa	3		3	1	3	2	1	1		1	1		1		1
Des Moines University	0					0					0				
Midwestern University						1									
Pikeville College											0				
The University of Health Sciences	2	1	1	1	2	2		2		2	3		3		3
<b>Totals:</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>PODIATRIC MEDICINE</b>															
*Finch University of Health Sciences	1		1		1	0					1				1
*Ohio College of Podiatric Medicine	1		1		1	0					1		1		1
*Barry University	1	1		1	1	0					0				
Des Moines University	0					1		1			0				
<b>Totals:</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>CHIROPRACTIC MEDICINE</b>															
Cleveland Chiropractic College	1	1		1		0					1	1		1	
Logan College of Chiropractic	2	2		2		5	4	1	2		0				
Parker College of Chiropractic	0					1	1				5	5		3	
Texas Chiropractic College	0					0					3	1	2	1	
Palmer College of Chiropractic	1	1		1		1	1		1		1				
Life University, Inc.	2	1	1	2		1	1		1						
<b>Totals:</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>0</b>
<b>GRAND TOTALS:</b>	<b>58</b>	<b>33</b>	<b>22</b>	<b>37</b>	<b>14</b>	<b>67</b>	<b>33</b>	<b>31</b>	<b>40</b>	<b>9</b>	<b>66</b>	<b>31</b>	<b>25</b>	<b>24</b>	<b>13</b>

\*SREB Institution

Note: Midwestern University and Life University, Inc. are no longer participating institutions.

Note: Due to limited information, the sum of in-state and out-of-state graduates may not equal the total number of program graduates.

**ARKANSAS HIGHER EDUCATION  
DISTANCE EDUCATION ACTIVITIES**

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Board members will hear a brief summary of the distance education report prepared by ADHE staff. The report focuses on the availability of distance education courses and programs, student demographics, best practices, and quality indicators. In addition, NWACC staff will demonstrate an approved internet-based program that is currently being offered by the institution. As time permits, there will be a question and answer period to allow institutions to share their experiences with distance education in general and internet-based courses/programs specifically.



**ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE  
ARKANSAS STATE UNIVERSITY—MOUNTAIN HOME**

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The administration and Board of Trustees of the Arkansas State University (ASU) request approval to offer the Associate of Applied Science in respiratory care on the Arkansas State University—Mountain Home (ASUMH) campus, effective January 2005. ASUMH is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of ASU approved the proposal on May 7, 2004.

**Description of the Program**

The associate degree program requires 68 semester credit hours, with 18 hours of general education core courses and 50 hours of health-related, laboratory science and program-specific courses. Program-specific courses include 11 hours of clinical practicums, with a total of 484 contact hours. The degree was developed in accordance with program accreditation guidelines.

The institution will seek program accreditation through the Committee on Accreditation for Respiratory Care (CoARC), the agency that is responsible for assuring that respiratory therapy educational programs comply with the standards adopted by the Commission on Accreditation of Allied Health Education Programs. The National Board for Respiratory Care offers certification and registration to graduates of programs accredited by CoARC, including two levels of accreditation, Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist. The CRT examination is the standard for licensure in Arkansas, which is available upon graduation from a CoARC program. CRTs who meet the education and experience criteria may later take the examinations leading to the Registered Respiratory Therapist credential.

ASUMH and Baxter Regional Medical Center (BRMC) have collaborated to offer the degree program, with the hospital providing the capital equipment and clinical sites. The respiratory care program, and its related laboratory and equipment, will be housed in the ASUMH First National Hall with other health science programs.

**Need for the Program**

According to *America's Career InfoNet*, between 2000 and 2010 there will be a 71% increase in the need for trained respiratory therapists in Arkansas, and a 35% increase in the nationwide need. Currently there are 1,632 licensed and



registered respiratory therapists in the state, according to the Arkansas State Medical Board. This indicates a need for 1,158 additional therapists in the state.

Arkansas is ranked third in the nation in the need for respiratory therapists. A survey of seven local hospitals in the ASUMH region demonstrated that each hospital needed to hire three to six respiratory therapists per year over the next ten years. Results of the Kuder Interest Survey administered at five high schools in the ASUMH region indicated that 8.6% of the students were interested in a career in health-related professions, which ranked third among the career choices.

### **Program Costs**

A director/instructor will be assigned the administrative duties for the program. BRMC will pay \$13,000 of the salary, and \$45,000 of the salary and benefit costs will be funded through the primary source of funds, which will be redistributed funds from the recently closed industrial technology program. BRMC has also agreed to pay \$6,480 for adjunct faculty assistance and summer teaching assignments.

During the first year, BRMC will donate used medical respiratory care equipment and \$10,000 to purchase new equipment. New college library facilities and resources are adequate to support the program. BRMC library resources are also available to the students.

The estimated total cost of the program is \$74,480. Based on enrollment of 10 full-time students at the in-state tuition rate, funds generated through tuition and fees will be \$48,960.

### **Program Duplication**

Arkansas campuses which offer the A.A.S. in respiratory care are: Black River Technical College, NorthWest Arkansas Community College, Pulaski Technical College, University of Arkansas Community College at Hope, and the University of Arkansas at Fort Smith.

### **Desegregation**

African-American enrollment at ASUMH is one, or 0.1 percent of the total student enrollment.

### **Degree Productivity**

ASUMH offered 9 associate degree programs in 2002-2003, 8 (89 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in respiratory care (CIP 51.0908) to be offered at Arkansas State University—Mountain Home effective January 2005.

**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 Arkansas State University, and the Chancellor of Arkansas State University—Mountain Home of this approval.

**BACHELOR OF SCIENCE IN EARLY CARE AND EDUCATION  
ARKANSAS STATE UNIVERSITY–JONESBORO**

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The administration and Board of Trustees of Arkansas State University (ASU) request approval to offer the Bachelor of Science in early care and education at Arkansas State University–Jonesboro. ASU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of ASU approved the proposal on May 7, 2004.

**Description of the Program**

The program, which requires 124 semester credit hours, will be taught in the Department of Teacher Education and builds upon existing coursework available to students at ASU. As a multidisciplinary program, the program includes 46 hours in general education core courses, 24 hours in interdisciplinary support (language development, writing, first aid and safety, storytelling for children, microcomputer applications, and elementary Spanish), 36 major hours, and 18 hours in the family studies minor.

The target population is Head Start staff and other individuals who wish to develop their professional abilities in the expanding field of early care and education (birth to four years), yet they do not wish to pursue licensure to teach in public schools. Program emphasis is on serving children in non-academically focused programs such as childcare and out-of-school time programs.

The program was developed to meet the Program Standards for the National Association for the Education of Young Children in the areas of child development and learning, curriculum development, family and community relations, assessment and evaluation, professionalism, and field experiences. With a strong focus on program management, students will learn to develop, implement, and evaluate effective early care and education programs. The student will also develop technical writing skills to write policy and procedure manuals and apply for grants.

Delivery of the program will be through a non-traditional approach in order to serve those individuals who work full-time. Classes will be in the evening, on weekends, and at off-campus sites to be determined in order to reach the greatest number of current Head Start teachers possible. The six credit hours of seminar and field experience include 150 contact hours and will be taught in the summer session.

**Need for the Program**

The Arkansas Department of Human Services reports there are 475 Head Start teachers and teaching assistants in the ASU–Jonesboro service region with fewer than 15 percent having bachelor's degrees, but many having associate degrees or some college work. As the sponsor of Head Start, the Human Services Division of Child Care and Early Childhood Education (Arkansas Department of Human Services) have a professional development initiative that includes supporting the professional development of current employees in the field of early care and education.

**Program Costs**

In addition to the resources and library holdings for the existing early childhood education program, \$6,000 of the Department of Teacher Education's library fund will be invested in early care and childhood library materials. The program will not require additional resources in instructional facilities and equipment, technology, or laboratories. Classroom space in the Childhood Services Resource Center will be available to students in the early care and education program.

With the large potential of student enrollment, additional faculty and staff may be needed. While it is projected that the program will be self-supporting, any funding required for the new degree program would come through minor redistributions of the Department of Teacher Education budget. During the first year, six hours of faculty load per semester will be dedicated to the program with a faculty cost of \$38,705, which includes salary and benefits. Tuition income for the expected enrollment of 20 students per year will result in \$40,350.

**Program Duplication**

Similar programs are offered at Arkansas Tech University, Southern Arkansas University–Magnolia, and the University of Arkansas at Pine Bluff.

**Desegregation**

In 2002–2003, the African-American undergraduate enrollment at ASU was 1,246, which is 15.1% of the total student population.

**Degree Productivity**

ASU–Jonesboro offered 73 bachelor's degrees in 2002-2003, 56 (77 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in early care and education (CIP 13.1210) to be offered at Arkansas State University–Jonesboro, effective August 2004.

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

**MASTER OF ARTS IN HERITAGE STUDIES  
ARKANSAS STATE UNIVERSITY—JONESBORO**

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The administration and Board of Trustees of the Arkansas State University (ASU) request approval to offer the Master of Arts in heritage studies at Arkansas State University—Jonesboro, effective January 2005. ASU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board of Trustees approved the proposal on June 14, 2004.

**Description of the Program**

ASU proposes to offer the Master of Arts in heritage studies as an embedded program, which is fully contained within the existing Ph.D. program in heritage studies. The required curriculum for the master's degree includes 36 graduate credit hours distributed evenly among core courses, specialty area courses, and advanced study and professional training above the specialty area. In the specialty and advanced study areas, the student has the option to complete an internship of 150 contact hours for three credit hours. Courses are designated course work for doctoral students and are selected under the direction of the doctoral advisory committee. Student must pass a comprehensive exam administered by the student's doctoral advisory committee. No thesis is required for the master's degree.

The goal of the program is to produce heritage professionals with the knowledge and skills needed to support the identification, assessment, preservation, interpretation, management, and promotion of historic and cultural resources for public audiences. Program emphasis is on the history and culture in a distinctive region, the Mississippi River Delta. Employment opportunities include senior executive staff positions in cultural and historical agencies, parks and cultural tourists sites, historical societies, museums, archives, federal, state and local public and nonprofit agencies, and private consulting firms.

**Need for the Program**

Two-thirds of the 33 currently enrolled doctoral students are part-time students so program completion may take six to eight years. Because a master's degree is not required for admission to the Ph.D. program, students who do not complete the program have only a transcript of the doctoral courses taken to demonstrate their graduate level education in heritage studies. Doctoral students unable to continue the program or unsuccessful in the completion of the doctoral candidacy exam or the dissertation could obtain the master's degree.

### **Program Costs**

No new faculty will be required to offer the “en route” master’s degree. The estimated cost for additional clerical support to assist the graduate students is \$1,000. Through internal adjustments of budgetary priorities, resources that are committed for the Ph.D. program will support the new degree program and the expense of the clerical support. Tuition for the master’s degree will not be reported or collected separately from the Ph.D. program tuition.

### **Program Duplication**

No similar program exists in the state.

### **Desegregation**

In fall 2003, African-American graduate student enrollment at ASU was 132 (13 percent) of the total student population.

### **Degree Productivity**

In 2002–2003, ASU offered 42 master’s degree programs, 31 (74 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in heritage studies (CIP 05.9999) to be offered at Arkansas State University—Jonesboro effective August 2004.

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

**ASSOCIATE OF APPLIED SCIENCE IN EARLY CHILDHOOD EDUCATION  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer the Associate of Applied Science in early childhood education. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas System approved the proposal on June 4, 2004.

**Description of the Program**

Housed in the College of Education, the associate degree program requires 60–61 semester credit hours with 34–35 hours of general education and 26 hours in early childhood and related courses. The program focus is to provide the knowledge and pedagogical skills to the early childhood provider aides of children from birth through fourth grade (B–4). Four new courses with emphasis on early childcare were developed for the program.

Kindergarten competencies identified by the Arkansas Department of Education, pre-school competencies identified by the Arkansas Department of Human Services, and professional competencies identified by the National Association for the Education of Young Children, have been integrated throughout this program.

Formal and informal agreements have been established with area schools for in-school field experiences for students. The College of Education has established a computer lab and media lab to give students experiences with the latest technology and media.

While the AAS in early childhood education is intended to be a terminal degree, a minimum of 25 semester credit hours of the program is transferable to the institution's Bachelor of Science in early childhood education program.

**Need for the Program**

In the University's eight-county service area the need for qualified early childhood providers continues to grow because of the large number of working parents and because of increased legislative regulations regarding early childhood programs.

Key professionals in early childhood in the local area provided statistics to demonstrate the immediate need for additional education for early childhood



providers. Last year a childcare provider in Ft. Smith trained 49 Child Development Associates who are now working in nursery schools and are now candidates for the AAS degree. This provider also operates a group of pre-schools in the Ft. Smith area, agrees there is an immediate need for advanced educational opportunities for individuals trained to work with children from birth to fourth grade.

The Ft. Smith Public Schools Assistant Superintendent for Personnel states that a minimum of 10 new paraprofessionals is needed per year, and the proposed program can be the beginning route for some to eventually enter a bachelor's degree program.

New regulations by Federal Title programs, Federal Head Start, and Even Start programs funded by the Arkansas Department of Education, are aimed at improving the quality of childcare programs and early childhood education. All require a minimum of an associate degree in education or passing a proficiency test.

### **Program Costs**

Designed to accommodate 15 students for the first year and an additional 25 students for the second and succeeding years, the program will be staffed with current faculty and will only need adjunct faculty. Costs for adjunct faculty and clerical assistance during the first year will be \$10,925, and during the second year will be \$27,362. Classroom facilities and library resources are adequate to support the new program.

The institution expects the program to be self-sustaining. Tuition and fees expected for the first year total 26,799, and for the second year, \$36,804.

### **Program Duplication**

The Associate of Applied Science in early childhood education is offered at 16 two-year institutions in Arkansas.

### **Desegregation**

Enrollment at UAFS in the Fall 2003 included 259 (4.2%) African Americans.

### **Degree Productivity**

UAFS offered 21 associate degree programs in 2002-2003, 18 (86%) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in early childhood education (CIP 19.0706) to be offered at the University of Arkansas at Fort Smith, effective Fall 2004.

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

**BACHELOR OF ARTS IN AFRICAN/AFRICAN-AMERICAN STUDIES  
UNIVERSITY OF CENTRAL ARKANSAS**

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The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Bachelor of Arts in African/African-American studies, effective Fall 2004. UCA is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UCA Board of Trustees approved the proposal on May 7, 2004.

**Description of the Program**

Housed in the English Department, the B.A. in African/African-American Studies is comprised of existing courses in history, literature, music, philosophy and religion, political science, sociology, and foreign languages. The degree requires 124 semester credit hours, including 36 hours in the major field. The program provides an interdisciplinary understanding of the history and cultures of Africa, the effects of colonialism and slavery on those cultures and on the United States and the Caribbean nations, and the contributions of Africans to the culture of America.

The cultural and international aspects of this program will prepare students for employment in the increasingly global economy. Graduates of the program will be prepared for jobs that require sensitivity to cultural issues, both national and international, including technical communications, international development, business management, sales, and public relations.

**Need for the Program**

Since 1998, UCA has offered a minor in African/African-American studies. Current enrollment in that program is 30 students, which indicates a strong student interest in the new program. In response to a 2003 survey, 78 students out of 523 expressed interest in the program. In a poll of students currently enrolled in the course, Introduction to African/African-American Studies, 79 out of 93 students expressed interest in the degree program.

**Program Costs**

No new facilities or equipment will be needed to implement the program. UCA's library is well equipped to support the new major. Current curriculum can support the new program through the addition of one new course and the scheduling of other courses on a regular cycle.

One faculty member will be assigned the administration of the program creating the assignment of two courses to adjunct faculty at a cost of \$6,670 per year. Two new faculty members will be hired to teach courses in the program. As both will also teach existing departmental offerings, the cost will be the equivalent of one full-time faculty member, \$70,400. The total cost of the program will be \$77,070.

The primary source of funds will be student tuition, \$43,537, for 15 students at the rate of \$2,902.50 for 15 credit hours. Other funding will be from the redistribution from education and general budget funds.

### **Program Duplication**

No Arkansas institution has an undergraduate major in African/African-American studies. A minor in the field is offered at the University of Arkansas at Little Rock and University of Arkansas, Fayetteville. A similar program is offered at Louisiana State University, University of Texas, University of Tennessee, and University of Memphis.

### **Desegregation**

The undergraduate African-American enrollment at UCA is 1,441, which is 16.8% of the total student population.

### **Degree Productivity**

In 2002-2003, UCA offered 68 baccalaureate degree programs, 52 (76 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in African/African-American Studies (CIP 05.0201) to be offered at University of Central Arkansas effective fall 2004.

**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 University of Central Arkansas of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN AGRICULTURE  
SOUTHERN ARKANSAS UNIVERSITY--MAGNOLIA**

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The administration and Board of Trustees of the Southern Arkansas University--Magnolia (SAUM) request approval to offer the Associate of Applied Science in Agriculture, effective fall semester 2004. The program is consistent with the mission of SAUM. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Southern Arkansas University--Magnolia approved the proposal on March 30, 2004.

**Description of the Program**

The Associate of Applied Science in Agriculture is designed for students seeking employment or currently working in agriculture and wanting to obtain a degree to improve employability and income. Students completing the program will be better able to perform duties required of farm managers, ranch managers, poultry managers, and seek employment in other agriculture related businesses.

The degree program consists of 25 semester credit hours of general education course work and 44 semester credit hours of agriculture-related courses and laboratories, such as agricultural orientation, crops, economics, management, agricultural leadership and development, and special problems in agriculture. Twenty-two of the 44 credit hours of agriculture-related courses are offered as freshman and sophomore level coursework in the current bachelor's degree programs in agricultural business and agricultural science.

**Need for the Program**

Local farm managers, poultry managers, and business owners have requested the addition of the program for employees who are already employed in agriculture but need the additional skills and knowledge in economics, management and leadership that can be achieved in an associate degree program. The program also has been requested by prospective and current students who are not able to commit four years to pursuing a degree due to family responsibilities or other issues.

While the program is not specifically designed for students seeking a four-year agricultural degree, the 69 credit hours completed for the associate degree would apply toward the bachelor's degree in agricultural business or agricultural science

at SAUM. Students choosing to pursue a bachelor's degree in agriculture at another institution would need to check the transfer policy at the new institution. Based on inquiries and from employers and prospective students, ~~—(Number of students expected to enroll in the p~~15 students are expected to enroll in the associate program in fall 2004.

### **Program Costs**

The program will not require additional state funds since the courses, faculty, library resources, facilities and equipment are already available as part of the bachelor's programs.

### **Program Duplication**

There are currently five agriculture-related associate degree programs in the state of Arkansas: agricultural production at the University of Arkansas at Monticello, agriculture/agricultural business at Arkansas Northeastern College, agricultural equipment technology at ASU-Beebe, and agricultural sales/service at East Arkansas Community College.

### **Desegregation**

In 2002-2003, African American enrollment was 25% of the undergraduate enrollment.

### **Program Productivity**

In 2002-2003, SAUM offered four associate degree programs. Three (75%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Agriculture (CIP 01.0102) at Southern Arkansas University-Magnolia, effective fall semester 2004

**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 Southern Arkansas University-Magnolia of this approval.

**MASTER OF SCIENCE IN OPERATIONS MANAGEMENT  
AT BLYTHEVILLE, CAMDEN, AND VIA DISTANCE DELIVERY  
BY THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

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The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas, Fayetteville (UAF) to offer the existing Master of Science in Operations Management (OMGT) at Blytheville, Camden and via distance delivery, effective fall semester 2004. The program is consistent with the mission of UAF. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas approved the proposal on April 2, 2004.

**Description of the Program**

The Master of Science in Operations Management is designed for students from all undergraduate backgrounds seeking employment or career advancement in manufacturing and military professions. The OMGT program draws courses from the industrial engineering, public administration, and business administration fields to provide students the skills and knowledge necessary to meet operational goals related to project planning, quality assurance, safety management, inventory techniques, human resources, and economic decision-making.

All students pursuing the OMGT, regardless of their undergraduate degree, must complete 12 hours of prerequisite coursework in business law, accounting, statistics, and data processing systems as the program core. In addition to the 12 hours of prerequisites, students must also complete 30 credit hours of coursework in business management, human resources management, industrial management, and safety and health care management,

Students in the Blytheville and Camden areas will receive course instruction at local on-site locations, while other students will receive instruction via videotape while communicating with the instructor via e-mail. The courses will be delivered in 8-week terms. Blytheville students will attend classes at the Arkansas Northeastern College University Center, while Camden students will attend classes at Southern Arkansas University-Tech. Students will have online access to the Mullins Library on the UAF campus.

UAF currently offers the OMGT program to students at the Little Rock Air Force Base, Naval Support Activity Mid-South at Millington, Tennessee, and the Hurlburt Air Force Base in Florida via on-site instruction, videotape, and

independent study to provide military personnel the opportunity to complete the master's degree. The flexible delivery methods utilized in the program permits the student to continue OMGT coursework without interruption when they are transferred to a new military base, or are discharged from the service. Since 1998, 300 students have graduated from the program. This is the only program of this type offered through this delivery method in the state of Arkansas.

### **Need for the Program**

In response to requests from industry and communities to aid the economic development of depressed areas in the state, expansion of the existing program is requested to Blytheville, and Camden. The OMGT program was offered at the Blytheville Air Force Base from 1974-1992 and in Camden from 1983-93. The closure of the Air Force Base in the early 1992 and the reduction in defense spending resulted in low enrollment and the eventual closure of the Blytheville and Camden programs.

The re-establishment of the programs at Blytheville and Camden is in response to requests from existing industry, the announcement of automotive-related industries moving to Blytheville and surrounding areas, and the improving performance of the defense-related industries in the Camden area. Companies expressing an interest in the programs include Nucor Yamato Steel, Milwaukee Electric Tool Corporation, Garlock Rubber, Cyro Industries, Arquest, Lockheed Martin, General Dynamics, and Prescolite.

### **Program Costs**

The program will operate on a cost recovery basis. Student tuition, \$240 per credit hour, will cover the cost of distributing the course materials to the students and program administration.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves offering the existing Master of Science in Operations Management (CIP 52.1301) at Blytheville, Camden, Cross County, and via distance delivery by the University of Arkansas, Fayetteville, effective fall semester 2004.

**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 University of Arkansas System, and the Chancellor of the University of Arkansas, Fayetteville, of this approval.



Agenda Item No. 22  
Meeting of the Coordinating Board  
August 6, 2004

**MASTER OF SCIENCE IN ENGINEERING  
VIA DISTANCE DELIVERY  
BY THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas, Fayetteville (UAF) to offer the existing Master of Science in Engineering via distance delivery beyond its current Little Rock delivery area, effective fall semester 2004. The program is consistent with the mission of UAF. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the proposal on April 2, 2004.

**Description of the Program**

The Master of Science in Engineering has been offered via videotape since 1987 to residents of Little Rock and to military personnel via the Defense Activity for Non-traditional Education Support program (DANTES). Through this program, UAF has provided engineers the opportunity to obtain the master's degree for career advancement without leaving work and home to attend classes on the Fayetteville campus. The same educational opportunity will now be provided to Arkansans living outside the Little Rock area.

Students will receive course instruction, at home or office, via videotape, DVD, or CD while communicating with his/her instructor via e-mail. Following the traditional semester schedule, students will be required to complete the same course work, projects and testing as the students enrolled in the on-campus engineering program at UAF. Approved monitors will administer all tests and exams.

Students will select one of the following areas of emphasis: biological engineering, chemical engineering, civil engineering, computer systems engineering, electrical engineering, environmental engineering, industrial engineering, mechanical engineering, operations research, or transportation engineering. Prerequisites for the program will be a Bachelor of Science degree from an accredited engineering program, or the satisfactory completion of advanced math, chemistry and physics courses, and other courses required for an undergraduate degree in engineering.

**Need for the Program**

Since 1987, the off-campus Master of Science in Engineering program has allowed working adults in Little Rock complete degree requirements while meeting family and work requirements. Employees of Alltel, Axiom, the Arkansas Democrat-Gazette, Entergy, Murphy Oil, and SBC have enrolled in the program. During that time, enrollment has averaged 35 students per year. Thirty-seven students have graduated from the program since 2001.

Over the past 17 years, numerous requests have been made by prospective students and employers to expand the program to include residents from other parts of the state. In addition to the employers mentioned earlier, requests have been received from Tyson Foods, Whirlpool Corporation and others. This is the only engineering program offered through this delivery method in the state of Arkansas.

**Program Costs**

Because the program operates on a cost recovery basis, no state funding will be required for this program. Student tuition, \$280 per credit hour, and \$100 distance delivery fee per student per course cover the cost of distributing the course materials to the students and program administration.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Master of Science in Engineering (CIP 14.0101) to Arkansas residents via distance delivery by the University of Arkansas, Fayetteville, effective fall semester 2004.

**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 University of Arkansas System, and the Chancellor of the University of Arkansas, Fayetteville, of this approval.

## **BACHELOR OF PROFESSIONAL STUDIES UNIVERSITY OF CENTRAL ARKANSAS**

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The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Bachelor of Professional Studies (BPS) with concentrations in health and safety, and leadership and technology, effective fall semester 2004. The program is consistent with the mission of UCA. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Central Arkansas approved the proposal on May 7, 2004.

### **Description of the Program**

Historically, opportunities for associate degree graduates to apply credits earned in the community college toward a bachelor's degree were limited to Associate of Arts and the Associate of Science degrees. The Bachelor of Professional Studies is designed as a degree-completion program to assist individuals in their efforts for career advancement. The BPS curriculum employs careful sequencing of courses to facilitate completion of prerequisites, advanced professional courses, and general education requirements.

The program is designed to provide a program of study tailored to meet the career needs of students, and their current or perspective employers. Students must complete 124 semester credit hours, including up to 60 transfer credits from the student's associate degree program, and 12 credit hours of core classes that include management or marketing, communication, technical writing, and workplace health and safety. The student must complete 33 hours of required and elective courses in either the health and safety concentration, or the leadership and technology concentration.

To make the program as accessible as possible to students trying to meet family and work responsibilities while pursuing a degree, a blended delivery will provide students with the traditional on-site classes, off-site classes, and courses delivered via distance delivery. On-site and off-campus classes requiring the student's physical presence will be scheduled for weekends and evenings.

### **Need for the Program**

As the state and national economy continues to change, individuals with an associate degree are discovering that for career advancement employers require advanced degrees. UCA faculty and administrators have worked in consultation with the administration of the University of Arkansas for Medical Sciences (UAMS) College of Health Related Professions to insure the BPS program

content meets the career needs of associate degree graduates in allied health fields.

Individuals with an associate degree in allied health fields, such as respiratory therapy, respiratory care, cardiopulmonary technology, radiologic technology, dental hygiene, surgical technology, emergency medical services, medical laboratory technologist, and paramedics are able to be certified in their chosen career field, but do not often receive job promotions without an advanced degree. Researchers at UAMS conducted a study in 2003 of the health care workforce in Arkansas and concluded, "focusing on early and sustained education in health careers and flexible pathways that facilitate career development will help in preparing an pipeline of healthcare personnel."

By preparing associate degree holders for career advancement, the probability that these individuals will remain in the health care fields where critical shortages currently exist increases. UCA has received inquiries from 15-20 employees at UAMS, Baptist Hospital and St. Vincent Hospital expressing an interest in the program and wanting to enroll in the BPS program in the fall.

The BPS concentration in leadership and technology was designed for individuals with an associate degree in such fields as computer information technology, computer information sciences, computer electronics technology, environmental/safety technology and computer systems technology who are interested in pursuing a management career. The leadership and technology coursework will provide these individuals the combination of technical and managerial skills appealing to such companies as Alltel, Best Buy, as well as health clinics in their search for mid-level supervisors and managers who not only are able to perform the technical skills related to their position, but are able to effectively communicate with employees, customers, and co-workers.

### **Program Costs**

A full-time program coordinator will be employed to manage the BPS program at an annual salary of \$45,000, which has been budgeted. Two part-time instructors will be employed each semester at an annual cost of \$10,400. Funds for the part-time instructors, an administrative support position, and other costs related to the new program will be covered by a reallocation of \$38,623 from the part-time instruction budget in the College of Health and Applied Sciences for the first year of the program. It is anticipated that by year two, student tuition totaling \$135,120 from the anticipated enrollment of 15 students annually, will be sufficient for ongoing funding of the program.

### **Program Duplication**

This will be the only BPS degree with concentrations in health and safety and leadership and technology in Arkansas. Arkansas Tech University began offering a BPS with concentrations in agriculture business, early childhood education, information technology, industrial/organizational psychology, criminal justice, and public relations in summer term 2004.

### **Desegregation**

African American enrollment at UCA was approximately 12 percent in 2002-03.

### **Degree Productivity**

In 2002-03, UCA offered 68 bachelor degrees program. Fifty-two (76%) of those programs met Board degree productivity guidelines.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the Bachelor of Professional Studies (CIP 30.9999) with concentrations in health and safety and leadership and technology by the University of Central Arkansas, effective fall semester 2004.

**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 University of Central Arkansas of this approval.

**ADVANCED CERTIFICATE AND BACHELOR OF SCIENCE  
IN DIAGNOSTIC MEDICAL SONOGRAPHY AT  
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES  
AREA HEALTH EDUCATION CENTER - NORTHWEST**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the existing Advanced Certificate and Bachelor of Science in Diagnostic Medical Sonography (DMS) at the UAMS Area Health Education Center-Northwest (AHEC-Northwest) in Fayetteville, effective fall semester 2004. The program is consistent with the mission of UAMS. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas approved the proposal on June 4, 2004.

**Description of the Program**

The Advanced Certificate and Bachelor of Science degree in DMS are designed to prepare students as advanced practice sonographers in hospitals, outpatient clinics, and physicians' offices. Students completing requirements for the Advanced Certificate will be able to enhance their career as registered nurse, radiologic technologist, nuclear medicine technologist, or radiation therapist with the additional specialization in sonography. Students completing requirements for the Bachelor of Science in DMS will be able to gain the knowledge and skills necessary to begin a career as a sonographer. Students successfully completing either program will be eligible to sit for the American Registry of Diagnostic Medical Sonographer's (ARDMS) examinations in physics and instrumentation, abdominal scanning, obstetrics and gynecology scanning. Bachelor of Science graduates will also be eligible to sit for the ARDMS examinations in vascular of cardiac scanning.

The Advanced Certificate and Bachelor of Science degree in diagnostic medical sonography programs include classroom, laboratory, and clinical education components provided through a combination of on-site classroom, laboratory, and clinical instruction and the utilization of the UAMS interactive video network and online instruction. The DMS program is currently offered on the UAMS campus and at AHEC-Southwest in Texarkana. The program, in operation at UAMS since 1996, is fully accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP). Since 1998, 35 students have graduated from the UAMS program. Nine students graduated from the AHEC-SW program in 2002-03.

Students pursuing the Advanced Certificate must be certified/registered as a radiologic technologists, nuclear medicine technologist, nurse, or radiation therapist and must complete a total of 64 semester credit hours. Prior to enrolling in the program, students must complete the pre-professional curriculum consisting of 13 credit hours of advanced math, anatomy and physiology, introductory physics, and computer fundamentals/applications at an accredited college or university and fulfill all UAMS requirements regarding acceptance of transfer credits. The remaining 51 credit hours will include advanced anatomy and physiology, sonographic applications, issues in health care, and clinical practicums.

Students pursuing the Bachelor of Science degree must complete 124 credit hours of coursework and supervised training. Prior to enrolling in the program, students must have successfully completed 55 credit hours of general education coursework from an accredited college or university and met all UAMS requirements regarding acceptance of transfer credits. The remaining 69 hours will include advanced anatomy and physiology, physics, sonography applications, patient care, and clinical practicums.

### **Need for the Program**

The addition of the DMS program at AHEC-Northwest responds to shortages of qualified sonographers in the state of Arkansas, particularly in northwest Arkansas. The DMS program also addresses the changes in the national professional education and practice in DMS by incorporating the increasing body of knowledge and application of new procedures developed in the expanding field of Diagnostic Sonography. The addition of the study areas of vascular and cardiac imaging in the bachelor's degree is designed to meet the expanding demand for these services as procedures are developed and more extensively used in the treating the aging population of Arkansas and the nation. Multi-credentialed practitioners will be able to provide enhanced patient care and diagnostic services in a variety of urban and rural health care settings.

The need for these programs is reflected in the rapidly expanding sonographic field, the increase in types of diagnostic examinations being performed, and the development of new and highly sophisticated imaging equipment and applications. A 2003 survey of northwest Arkansas hospitals indicated 8 current job openings and anticipated 35-40 new job openings for registered sonographers in the next five years. According to the hospital imaging department managers completing the survey, the average length of time required to fill a sonographer vacancy is 11 months.

UAMS currently offers the radiologic technology program at AHEC-Northwest. Applications have been received from 12 students wanting to enroll in the DMS program in the fall. Student enrollment for the first year of the program will be limited to a maximum of 4 students.

Arkansas State University--Jonesboro offers a Bachelor of Science in DMS. Beginning in the 2004 fall semester, the University of Arkansas at Fort Smith will offer a bachelor's program in sonography for radiographers employed in Fort Smith and eastern Oklahoma.

### **Program Costs**

Total funding for faculty, administrative support, equipment, and supplies for the DMS program at AHEC-Northwest will be provided by participating hospitals. Agreements have been secured with Northwest Medical Center, Washington Regional Medical Center, and St. Mary's Hospital. No state funding will be required. Student tuition for the program will be \$153 per credit hour plus applicable fees.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Advanced Certificate and Bachelor of Science in Diagnostic Medical Sonography (CIP 51.0910) by the University of Arkansas for Medical Sciences at the Area Health Education Center--Northwest in Fayetteville, effective fall semester 2004.

**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 University of Arkansas System, and the Chancellor of the University of Arkansas for Medical Sciences of this approval.



**BACHELOR OF SCIENCE IN VOCATIONAL EDUCATION,  
HUMAN RESOURCE DEVELOPMENT CONCENTRATION,  
AT THE UNIVERSITY OF ARKANSAS AT MONTICELLO  
COLLEGE OF TECHNOLOGY IN McGEHEE AND  
NORTHWEST ARKANSAS COMMUNITY COLLEGE  
BY THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

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The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas, Fayetteville (UAF), to offer the existing human resources development concentration of the Bachelor of Science in Vocational Education at the University of Arkansas at Monticello (UAM) College of Technology in McGehee, and NorthWest Arkansas Community College (NWACC) effective fall semester 2004. The proposal is consistent with the mission of UAF. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas approved the proposal on June 4, 2004.

**Description of the Program**

The concentration in human resources development is a two-year undergraduate degree-completion program designed to serve working adults. It has previously been approved by the AHECB via distance learning technology at 12 off-campus sites. The program enrolled its 8th cohort of students in fall 2003. Through this program, working adults are provided an opportunity to complete the baccalaureate degree, learn skills appropriate for their workplace, and advance their careers while continuing to live and work in their communities. The typical student enrolled in this program is employed full-time, has at least five years of work experience, and has earned more than 60 hours of general education course credit. Graduates of the program are employed in business, industry, health services, and education.

This proposal would add additional sites at UAM College of Technology in McGehee and NWACC. Persons with at least five years of work experience could complete the last two years of the baccalaureate degree program by completing the coursework, completing 12 credit hours of internship, and developing portfolios that document prior experiential learning. Portfolio assessments are conducted using nationally recognized criteria with most students earning 6-18 credit hours for experiential learning.

Because of the delivery system used for the proposed program, no additional faculty will be required. Furthermore, the proposed programs will be self-supporting with financial agreements specified between the cooperating institutions. Resources generated by the program option will cover payment for faculty travel and technical support that might be necessary.

The two institutions included in this proposal have distance learning laboratories. Program delivery at the two proposed campuses will be coordinated through the College of Education and Health Professions and the Division of Continuing Education at UAF. Library resources, facilities and equipment at UAM College of Technology in McGehee and NWACC will be made available to the students in the program. Additional resources are available from the UAF library via electronic technology and through web-page support by the program faculty. The proposed institutions have agreed to host the program and have submitted a Memorandum of Understanding (MOU) that details the agreement.

### **Need for the Program**

This program was originally based on the results of a statewide survey that indicated a need for a bachelor's program emphasizing human resources skills and knowledge for immediate use in the workplace. The program has been offered at two-year colleges across the state since 1996. Cohort groups beginning in the fall semesters have numbered from 36 to 85. Traditionally, dropout rates have been extremely low, averaging about 1 to 2 percent.

The program uses a variety of delivery methods that appeals to working adults who are unable to complete a more traditional program. They can continue to meet work and family responsibilities while earning a baccalaureate degree. Corporate/employer support is high as indicated by the number of workplace supervisors who approve their current employees who are enrolled in the program for internships. Furthermore, employers provide tuition reimbursement. This is the only program of its type offered in the state of Arkansas.

The program has experienced success at other locations around the state. Since 1998, more than 135 students have received baccalaureate degrees. Because student goals focus on promotion rather than entry into the job market, success has been indicated by students who are immediately promoted upon receiving this degree. There are 51 students who have expressed a strong interest in the proposed program by enrolling in preliminary courses at the new sites.

### **Program Costs**

No additional costs would be incurred by adding UAM College of Technology in McGehee and NWACC as new sites, because costs for the program have

traditionally been met on a cost-recovery basis through student tuition. The program structure is streamlined and has been in place for several years.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves offering the existing human resources development concentration of the Bachelor of Science in Vocational Education (CIP13.1320) at the University of Arkansas at Monticello College of Technology in McGehee and NorthWest Arkansas Community College by the University of Arkansas, Fayetteville, effective fall semester 2004.

**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 University of Arkansas System, and the Chancellor or the University of Arkansas, Fayetteville, of this approval.

## **REORGANIZATION OF THE COLLEGE OF BUSINESS ARKANSAS STATE UNIVERSITY--JONESBORO**

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The administration and Board of Trustees of Arkansas State University request Coordinating Board approval to reorganize the College of Business at Arkansas State University--Jonesboro (ASUJ), creating a new academic department in computer and information technology (CIT), effective August 15, 2004. ASUJ is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board of Trustees approved the proposed changes on May 7, 2004.

### **Synopsis of Proposed Changes**

- Create a new department in computer and information technology.

Faculty in management information systems, supply chain management, and operations who are currently housed in the Department of Economics and Decision Sciences will be moved to a newly created Department of Computer and Information Technology.

- Separate the existing Department of Accounting, Finance and Law into two departments.

Faculty in finance and economics will be moved to the new Department of Economics and Finance, and the accounting and law faculty members will remain in the renamed Department of Accounting and Law.

- No changes in the existing Department of Management and Marketing and Delta Center for Economic Development.

There will be no change in the name or structure of the existing management and marketing department and the Delta Center.

### **Justification for Reorganization**

#### Department of Computer and Information Technology

Faculty in the new CIT department will be involved with instruction and research that addresses information systems and the technology supporting the systems. Areas of study in the CIT department will include network and telecommunications management, data management, software development, e-commerce, simulation modeling, information technology planning and strategy, and related areas.

The structure of the new department will allow faculty collaboration in networking, and automated identification and data capture and mining. Faculty will continue to build relationships with local and national information technology organizations that would benefit from the applied research performed by the faculty and from better-trained graduates for knowledge management positions. Faculty and students will be exposed to best practices in the field that will help them to identify potential external funding sources.

#### Department of Economics and Finance

The economics and finance faculty will be combined into one department because these disciplines deal with the theoretical aspects of managing the economy and individual firms. Areas of study in the Department of Economics and Finance will include banking, real estate, insurance, corporate finance, international trade, economic policy, and economics of the firm. Faculty will be involved in related research and consulting activities, and will explore the development of additional graduate degree programs.

The new structure will allow a more efficient use of faculty resources to offer a variety of new courses in the areas of finance, public policy analysis, and managerial economic policy. There also will be more focus on contract research with governmental agencies, private firms, and commercial and investment banks. The department will continue to work closely with the Army Corps of Engineers, the Delta Center for Economic Development, the Economic Development Administration, and other state agencies.

#### Department of Accounting and Law

Realignment of the Department of Accounting, Finance and Law will allow the accounting and business law faculty to focus on improving student outcomes under the new Certified Public Accountant (CPA) examination process. Faculty also will focus on the introduction of non-CPA concentrations in managerial accountant and fraud examiners, the addition of elective courses to enrich the master's curriculum, and on program accreditation from AACSB--International. More attention will be given to the development of closer relations with accounting firms and the Delta Center for Economic Development in the areas of employment law and corporate governance.

#### **New Costs**

An administrative position currently budgeted for 9 months will be expanded to a 12-month position for the Department Chair in the new Department of Computer and Information Technology. New costs will be \$67,000, which includes office technology equipment, secretarial support, and additional salary costs for the expanded administrative position. Current funds in the College of Business will

be redistributed based on the disciplines and faculty in each department to cover additional expenses.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the reorganization of the College of Business at Arkansas State University--Jonesboro that includes academic departments in computer and information technology, economics and finance, accounting and law, and management and marketing; and the Delta Center for Economic Development, effective August 15, 2004.

**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 Arkansas State University of this approval.

**EXISTING DEGREES IN EARLY CHILDHOOD EDUCATION,  
EMERGENCY ADMINISTRATION AND MANAGEMENT,  
AND COLLEGE STUDENT PERSONNEL  
OFFERED VIA DISTANCE TECHNOLOGY  
BY ARKANSAS TECH UNIVERSITY**

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The administration and Board of Trustees of Arkansas Tech University (ATU) request Coordinating Board approval to offer the existing Associate of Science in early childhood education, Bachelor of Science in early childhood education (P-4), Bachelor of Science in emergency administration and management, and Master of Science in college student personnel via distance technology, effective in the fall of 2004. ATU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ATU Board of Trustees approved the proposals on May 20, 2004.

**Synopses of Programs**

Associate of Science in Early Childhood Education

The existing associate degree in early childhood education was established to serve teachers in the Head Start program in Pope County and the surrounding area. Since program implementation, the Federal Head Start Bureau has mandated that 50 percent of all Head Start teachers have a minimum of an associate degree. Many Head Start agencies across the United States employ personnel who must obtain the associate degree to remain in their present teaching positions or to be eligible for promotion.

The degree includes five courses (12 credit hours) required for the Child Development Associate (CDA) credential, a nationally recognized level of certification in early childhood education. A 9-credit hour practicum comparable to a semester-long student teaching field assignment also is required. All courses, except a first aid course, required for the 61-credit hour associate degree can be taken via distance technology. In 2003-04, an average of 11 students enrolled in the five required early childhood courses offered online.

Currently, 42 students are pursuing the early childhood credential or associate degree. Fourteen percent (6) of the students reside in other states and two percent (1) in another country. No additional resources are required to offer the program via distance technology.

Bachelor of Science in Early Childhood Education (P-4)

ATU has established a partnership with North Arkansas College and Ozarka College to offer 14 junior/senior-level courses (42 credit hours) required for the bachelor's degree in early childhood education via distance technology. Enrollment in the distance degree program will be limited to 20 students on each campus with 3-6 courses offered each term, allowing full-time students to complete the bachelor's degree in 2½ years.

To be admitted to the bachelor's degree program, students must complete all general education course requirements including specified early childhood core courses, have a 2.5 GPA or above, and have the required minimum score on PRAXIS I. During the last semester of the program, students are required to complete a 15-credit hour semester-long student teaching field assignment at an elementary school in Harrison, Melbourne or neighboring community. Upon completion of the bachelor's degree program, students will be eligible to sit for teacher licensure/certification in Arkansas.

North Arkansas College and Ozarka College will designate an existing faculty member as the ATU representative on each campus. The ATU campus representative will identify potential students for the degree program, provide students with information about ATU admissions and financial aid, assist students with advising and online course registration, and submit grade reports to the ATU Registrar. Students will be encouraged to visit the ATU campus for program orientation prior to admission.

ATU faculty will visit each campus at least once during the semester to allow students direct access to faculty. All required textbooks and course materials will be sold in the bookstore on each campus and students will have online access to the ATU library.

The initial term of the partnership agreement is for two years and will automatically extend for successive two-year periods unless the partner institutions give a written notice of termination at least one-year prior to ending the agreement. In the spring of 2004, an average of 11 students enrolled in two junior-level early childhood education courses offered online. No additional resources are required for program implementation. Expenses for adjunct faculty supervisors for student field assignments will be covered by current funds budgeted for faculty salaries and new student tuition and fees.

Bachelor of Science in Emergency Administration and Management

The bachelor's degree in emergency administration and management (EAM) was developed for individuals interested or currently employed at federal, state and local emergency response offices, fire and law enforcement agencies, military installations, schools, and health-care organizations. Most of the individuals



expressing interest in the degree program requested distance delivery instruction, weekend classes, and week-long seminars to address the variable work schedules of career professionals. All emergency personnel are required to take professional development courses. With the demand for updated training in the areas of terrorism and weapons of mass destruction, the curriculum has been expanded with additional access through distance delivery and other scheduling formats.

Program options in environmental and sociology are offered. General education core courses and seven of the EAM courses (21 credit hours) required for completion of the sociology option in the existing bachelor's degree are offered online. Students also must complete a 21-credit hour internship. An average of 24 students enrolled in the seven required EAM courses offered online in 2003-04. Currently, 189 students are pursuing the bachelor's degree in emergency administration and management at ATU. Ten percent (19) of the students reside in other states and one student resides in another country. No additional resources are required to offer the program via distance technology.

#### Master of Science in College Student Personnel

The existing 36-credit hour master's degree in college student personnel (CSP) is designed as a practitioner-oriented, service administrator-based program. Students gain practical experiences in college admissions counseling, advising, financial aid, student orientation, housing, activity programming, alumni affairs, and development. Strategies to improve student retention are discussed and developed. Students are required to pass a comprehensive examination and complete a 200-hour supervised practicum at a college or university in the local area.

There are 25 students pursuing the master's degree in college student personnel. An average of 15 students enrolled in five CSP courses offered online in 2003-04. Thirty-five percent (5) of the students enrolled in online CPS courses do not reside in the Russellville area. Current resources are sufficient to implement the degree by distance delivery.

#### **Institutional Guidelines and Resources for Distance Technology Instruction**

In 2003-04, ATU offered 87 courses via distance technology with 1,430 student enrollments. ATU develops distance delivery courses in accordance with the distance education guidelines adopted by the Higher Learning Commission of the North Central Association of Colleges and Schools. Courses designed for distance are developed by the same faculty who provide face-to-face instruction and must be approved by appropriate faculty committees.

Enrollment in distance classes is limited to 20 students to allow greater student and faculty interaction. Class size may be increased at the discretion of the instructor to meet special needs of students. Most distance courses at ATU make extensive use of online discussion groups that require regular communication between the instructor and students, with the instructor initiating the discussions, monitoring the discussions and regularly providing guidance and direction. Instructors are available to the students by e-mail, telephone and regular mail.

ATU uses the Blackboard platform for electronic course delivery. Faculty receives training as needed to allow for effective use of technology to support the course objectives. A handbook has been developed to assist faculty in the management of web courses with information on the online help desk for resolution of technical problems. All new faculty are given an orientation and demonstration of available technology. The system is supported by a technology administrator and a staff of network specialists who maintain the software and hardware. The technology administrator also is available for help through e-mail and by telephone.

Students registering for distance delivery courses must meet the same admission requirements as any other student at ATU. The institution ensures the integrity of student work by offering electronic, timed examinations. Exams can be setup to allow students to view and answer only one question before proceeding to the next question or an essay exam may be given. If the entire exam is seen at once, it can be protected from being printed to avoid sharing with other students. Examinations can be password-protected with an expiration period for proctored environments. Exams can be taken only once and exam activity is logged to determine how long the student worked on the exam. The computers used by students taking the exams can be identified since each computer has a unique Internet identification number.

Most distance courses do not rely on exams alone for the grade, but require discussion and written papers. The written materials may be checked electronically for originality and plagiarism. Students use the electronic version of the course evaluation instrument.

The library web site at ATU is designed to support distance learners and electronic course delivery. Library services are available online and electronic databases in most subject areas are accessible over the Internet. ATU faculty and students can access all electronic journals and databases from off-campus locations. Student services (applications, catalogs, course registration, transcripts, financial aid, fee payment, textbooks, and technology help desk) are available online.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Science in early childhood education (CIP 13.1209, DC 1010), Bachelor of Science in early childhood education, P-4 (CIP 13.1209, DC 2440), Bachelor of Science in emergency administration and management (CIP 03.0299), and Master of Science in college student personnel (CIP 13.1002) via distance technology by Arkansas Tech University, effective in the fall 2004.

**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 Arkansas Tech University of this approval.

**FURTHER RESOLVED**, That the Board directs the ADHE staff to conduct a follow-up review of degree programs offered via distance technology and give a report on the status of these programs in 2008.

**EXISTING DEGREES IN BUSINESS ADMINISTRATION,  
FIRE SCIENCE MANAGEMENT, TECHNOLOGY,  
AND ENVIRONMENTAL SCIENCE  
OFFERED VIA DISTANCE TECHNOLOGY  
BY SOUTHERN ARKANSAS UNIVERSITY--TECH**

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The administration and Board of Trustees of Southern Arkansas University (SAU) request Coordinating Board approval for Southern Arkansas University--Tech (SAU-Tech) to offer existing associate degrees in business administration, fire science management, technology, and environmental science via distance technology, effective in the fall of 2004. SAU-Tech is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SAU Board of Trustees approved the proposals on June 2, 2004.

**Synopses of Programs**

Associate of Science in Business Administration

The existing associate degree in business administration is designed for transfer and meets the general education requirements and limited business core requirements of the bachelor's degree. All courses required to complete the degree are offered online, except one course in economics. Seventy-six students currently are enrolled in the degree program.

Associate of Science in Fire Science Management

Flexible course scheduling will allow current and prospective fire officers to enroll in the existing associate degree in fire science management. All courses required to complete the degree are offered online. The degree is designed for transfer and meets the general education requirements for the bachelor's degree. Currently, three students are enrolled in the fire science management degree program and 19 students are enrolled in a related degree in fire and emergency response.

Associate of Applied Science in Technology

The existing associate degree in technology is designed for students with career goals that cannot be met through the completion of a single degree offered by SAU-Tech. All courses required for the degree are offered online. Through a partnership agreement with the Arkansas Law Enforcement Training Academy, SAU-Tech will award 28 semester credit hours to cadets completing the basic training certification and apply the credits toward the associate degree in

technology. Forty students currently are enrolled in the technology degree program, but this number is expected to increase since 300 cadets complete basic law enforcement training annually.

#### Associate of Applied Science in Environmental Science

The existing associate degree in environmental science is designed to prepare graduates for management positions at municipal and industrial facilities. Eighty percent (48 credit hours) of the coursework has been developed for online delivery. Sixteen students currently are enrolled in the degree program. Five of these students reside in other states.

#### **Institutional Guidelines and Resources for Distance Technology Instruction**

All courses have been developed for distance delivery in accordance with the distance education guidelines adopted by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the principles of good practice of the Southern Regional Education Board (SREB) Electronic Campus. Distance courses are self-paced which allows the student flexibility in completing degree requirements. The courses and degrees will be offered to students across the country through the SREB Electronic Campus. Student services (application, catalog, course registration, financial aid, fee payment, library) are available online.

Since 1998, the number of electronic courses offered by SAU-Tech has grown from 4 to 48 and enrollment has increased from 126 to 917 students. There is a specialized department to manage distance delivery needs. Oversight of distance curricula and course content is the responsibility of a review committee that includes faculty and academic administrators.

SAU-Tech ensures the integrity of student work by offering electronic, timed exams and a comprehensive final exam at an approved site. The final exam is proctored and password protected. Faculty uses a test bank to generate random questions for online course exams. A record of student contacts is logged for each online course.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Science in business administration (CIP 52.0201), Associate of Science in fire service management (CIP 43.0202), Associate of Applied Science in technology (CIP 15.9999), and Associate of Applied Science in

environmental science (CIP 15.0507) via distance technology by Southern Arkansas University--Tech, effective in the fall 2004.

**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 Southern Arkansas University, and the Chancellor of Southern Arkansas University--Tech of this approval.

**FURTHER RESOLVED**, That the Board directs the ADHE staff to conduct a follow-up review of degree programs offered via distance technology and give a report on the status of these programs in 2008.

**BACHELOR OF SCIENCE IN HISTORY  
WITH SOCIAL STUDIES TEACHER LICENSURE  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer a Bachelor of Science degree in history with social studies teacher licensure, effective fall semester 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on May 15, 2003.

**Description of the Program**

The program will consist of 126 semester credit hours including 44 semester hours in general education, 31 semester hours in professional education, 36 hours in history courses, 9 hours of required social studies courses (political science, geography, and anthropology), and 6 hours of social studies electives. UA Fort Smith recently added a Bachelor of Arts degree in Liberal Arts, which includes a major in history. Due to this, a vast majority of the major courses toward the proposed degree are already in place. In order to address the specific needs of the teacher education students, two courses have been added for the degree in history with social studies teacher licensure: Methods of Historical Research and Teaching Social Studies in the Secondary School.

The proposed degree program is focused upon preparing student with the social studies knowledge and pedagogical skills to serve as social studies teachers in grades 7-12 in Arkansas. The social studies licensure is new and became effective in January 2002. The social studies curriculum is designed to meet the competencies identified by the State of Arkansas and the National Council for the Social Studies (NCSS). The curriculum of the degree is linked with and addresses the student learning standards in the Arkansas Curriculum Framework for social studies for grades 5-8 and 9-12. The curriculum design of this program is linked to the Arkansas Licensure Standards for Beginning Teachers and the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles.

The degree program will be housed in the Department of History and will be under the direction of the Dean of the College of Arts and Sciences. The teacher licensure courses will be under the direction of the Dean of the College of Education.

The recently adopted liberal arts degree as well as the approved teacher licensure degree programs in math and science have resulted in faculty expansions in both the College of Education and the History Department. The education faculty will teach the methods related courses and the history faculty will be involved in the instruction of the major courses.

Five classrooms in the Gardner Building are currently assigned for history courses, as well as classrooms in the Math-Science Building and in the old gymnasium. History students have access to several computer labs. There is sufficient office space in the Gardner Building for current program needs.

Four classrooms in the Math/Science Building are presently assigned to the College of Education for instructional purposes in-school field experiences for students seeking social studies licensure. The College of Education has established a computer lab and media lab to give prospective students experiences with the latest technology and media. In addition, UAFS has developed working agreements with area schools to provide in-school field experiences for the education students.

Boreham Library has a total of 5,180 books that are related to history and social studies. It also offers 1,592 e-books related to history and 38 web sites linked on the on-line catalog. The library provides 34 periodicals that relate to history and three databases are available that contain history and social studies journals.

To keep pace with emerging technologies, the library has approximately forty reference databases from vendors such as Lexis Nexis, Info Trac OneFile, First Search, and MLA. General and multi-disciplinary databases include Article First, Britannica Online, ERIC and E-Subscribe, ProQuest, and World Catalog. The latest additions are EBSCO Academic Search Elite and Project Muse.

The course curriculum, faculty and instructional resources and library resources are included in the program review by the Arkansas Department of Education, which has approved this program as meeting its standards for licensure. ADE's review is a part of the accreditation process by the National Council for Accreditation of Teacher Education (NCATE).

### **Need for the Program**

There is an overall shortage of teachers in Arkansas. Although, social studies is not one of the licensure areas in which exists a critical shortage of licensed teachers, as with the English licensure degree program proposal, further examination reveals a shortage of fully licensed social studies teachers. The federal statute, No Child Left Behind (NCLB), requires that every teacher be "highly qualified" by the school year 2005-06. Being fully licensed is one of the criteria one must meet in order to be considered "highly qualified". According to the Arkansas Department of Education's Title II State Report for 2003, there



were 2,147 social studies teachers employed in Arkansas secondary schools during the 2002-03 school year. Of this number, 81 were not fully licensed in social studies. If one assumes an annual 5% turnover in social studies positions, this would yield another 107 teaching positions to be filled each year. From 1999-2002, Arkansas colleges and universities graduated an average of 60 social studies teachers per year. (Many of these might not qualify for social studies licensure because they are in social science education, which might not lead to the new social studies licensure.) While this number is much greater than those in the critical subject areas, it is apparent that this effort will not meet the annual needs of the public schools in Arkansas and their efforts to comply with NCLB requirements. In addition, area superintendents have also expressed their support for this program.

### **Program Costs**

For the immediate future there will not be a need to add faculty positions for this program. There will be some need for a slight increase in the library holdings, but these will be minimal. There also may be a need for additional adjunct faculty costs for supervision of field and student teaching experiences. These costs will be met through tuition from new students and from university funds.

### **Program Duplication**

Almost all universities and colleges in Arkansas that have teacher education programs offer a degree in social studies with teacher licensure. However, these programs have not been able to produce a sufficient supply of teachers. This program at UAFS will not represent unnecessary duplication.

### **Desegregation**

Minority enrollment at UAFS is 3.5 percent during the 2002-03 school year. The university projects a similar percentage of minority students in this new program.

### **Degree Productivity**

In 2002-03, UAFS had five baccalaureate programs that had been in existence long enough to produce graduates. Four of these programs (80%) met AHECB degree productivity guidelines.

The following resolution is offered for Board Consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in history with social studies teacher licensure option (CIP 13.1328) at the University of Arkansas at Fort Smith, effective in the fall semester 2004.

**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 Fort Smith of this approval.

**BACHELOR OF SCIENCE IN ENGLISH  
WITH TEACHER LICENSURE  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer a Bachelor of Science degree in English with teacher licensure, effective fall semester 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on September 19, 2003.

**Description of the Program**

The program is designed to prepare students to serve as English teachers in grades 7-12 in Arkansas. The curriculum is designed to meet the competencies identified by the State of Arkansas and the National Council of Teachers of English (NCTE). The curriculum of the degree is linked with and addresses the student learning standards in the Arkansas Curriculum Framework for Language Arts for grades 5-8 and 9-12.

The program will consist of 124 semester credit hours including 44 semester hours in general education, 31 semester hours in professional education, 45 hours in English courses and 4 hours of upper-division elective courses. UA Fort Smith recently added a Bachelor of Arts degree in Liberal Arts, which includes a major in English and one in rhetoric and writing. Due to this, most of the major courses toward the proposed degree are already in place. In order to address the specific needs of the teacher education students, the English and Rhetoric Department has added three discipline-specific methods of teaching courses to support the B.S. in English with teacher licensure.

The degree program will be housed in the Department of English and Rhetoric and will be under the direction of the Dean of the College of Arts and Sciences. The teacher licensure courses will be under the direction of the Dean of the College of Education.

The recently adopted liberal arts degree as well as the approved teacher licensure degree programs in math and science has resulted in faculty expansions in both the College of Education and the English and Rhetoric Department. These new faculty members will teach in the proposed English education program, but it is anticipated that at least one additional English faculty member will be added within the first several years of the program.

English and rhetoric classes will be held in the Holt Building. Resources in the building include adequate classrooms (two of which are multimedia equipped) and a computer lab. Courses needing access to additional resources may meet in Boreham Library.

The College of Education has available adequate office space for faculty and support personnel for this proposed program. Four classrooms in the Math/Science Building are presently assigned to the College of Education for instructional purposes. In addition, formal and informal agreements have been established with area schools to provide in-school field experiences for students seeking teacher licensure in English. The College of Education has established a computer lab and media lab to give prospective students experiences with the latest technology and media.

Boreham Library holds over 9,000 books, e-books, and support materials in the fields of literature and writing. In addition, the library provides students access to over 250 academic journals related to literature and writing.

To keep pace with emerging technologies, the library has approximately forty reference databases from vendors such as Lexis Nexis, Info Trac OneFile, First Search, and MLA. General and multi-disciplinary databases include Article First, Britannica Online, ERIC and E-Subscribe, ProQuest, and World Catalog. The latest additions are EBSCO Academic Search Elite and Project Muse.

The course curriculum, faculty and instructional resources and library resources are included in the program review by the Arkansas Department of Education, which has approved this program as meeting its standards for licensure. ADE's review is a part of the accreditation process by the National Council for Accreditation of Teacher Education (NCATE).

### **Need for the Program**

There is an overall shortage of teachers in Arkansas. Although, English is not one of the licensure areas in which exists a critical shortage of licensed teachers, further examination reveals a shortage of fully licensed English teachers. The federal statute, No Child Left Behind (NCLB), requires that every teacher be "highly qualified" by the school year 2005-06. Being fully licensed is one of the criteria one must meet in order to be considered "highly qualified". According to the Arkansas Department of Education's Title II State Report for 2003, in 2002-03, there were 2,973 English teachers employed in Arkansas secondary schools. Of this number, 40 were not fully certified in English. If one assumes an annual 5% turnover in English positions, this would result in another 149 positions, yielding a total of 189 English teaching positions that need to be filled by licensed teachers. In 2003, 14 alternative licensure candidates in English passed the Praxis English exams (licensure exams). From 1999-2002, Arkansas colleges and universities graduated an average of 49 English teachers per year. While

this number is much greater than those in the critical subject areas, it is apparent that this effort, plus alternative certification, will not meet the annual needs of the public schools in Arkansas and their efforts to comply with NCLB requirements. In addition, area superintendents have expressed their support for this program.

### **Program Costs**

Within a few years, one additional faculty member will be added to the English department at a cost of approximately \$63,000 plus benefits. These costs will be met through tuition from new students and from university funds. Additional costs in the library for additional journals will be small and mostly handled through reallocation of funds for new programs and through private sources.

### **Program Duplication**

Almost all universities and colleges in Arkansas that have teacher education programs offer a degree in English with teacher licensure. However, these programs have not been able to produce a sufficient supply of teachers. This program at UAFS will not represent unnecessary duplication.

### **Desegregation**

Minority enrollment at UAFS is 3.5 percent during the 2002-03 school year. The university projects a similar percentage of minority students in this new program.

### **Degree Productivity**

In 2002-03, UAFS had five baccalaureate programs that had been in existence long enough to produce graduates. Four of these programs (80%) met AHECB degree productivity guidelines.

The following resolution is offered for Board Consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in English with teacher licensure option (CIP 13.1305) at the University of Arkansas at Fort Smith, effective in the fall semester 2004.

**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 Fort Smith of this approval.

**MASTER OF SCIENCE IN COMMUNITY AND ECONOMIC DEVELOPMENT  
OFFERED IN PEOPLE'S REPUBLIC OF CHINA AND TAIWAN  
UNIVERSITY OF CENTRAL ARKANSAS**

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The administration and Board of Trustees of the University of Central Arkansas (UCA) seek approval to offer the existing Master of Science in community and economic development (MSCED) in the People's Republic of China and in Taiwan, effective fall semester 2004. UCA is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on February 20, 2004.

**Description of the Program**

UCA proposes to offer the Master of Science in community and economic Development to cohorts of professionals from the southeastern region of the People's Republic of China and from Taiwan. UCA is working with an international educational consulting agency, CFM Educational Services, Inc. with this program. The MS program consists of 12 courses totaling 36 semester credit hours. The program will be delivered through two models. In the first model, classes will be offered in China and Taiwan through traditional class formats and with varied distance learning technologies. In Taiwan, a cohort will travel to UCA to take one course, a two-week MSCED internship. In both models, students will take one three-credit hour course at a time with each courses lasting approximately one month. It is estimated that after one year approximately seventy students will be enrolled in this program. The minimum enrollment required for offering the MSCED in China and Taiwan is twenty-five students.

UCA graduate faculty on-site in both China and Taiwan will teach a minimum of four of the twelve courses. A minimum of three courses will be taught by UCA faculty using distance learning technology (Web-based, compressed video, and teleconferencing). The Web-based courses will have both Chinese and American students enrolled. There will be a maximum of five courses taught by adjunct Chinese faculty who have been approved by UCA and will meet the requirements for appointment to the Graduate Faculty

Recruitment of students and Chinese faculty will be conducted by CFM Educational Services, which will also make arrangements for the classes that are held in China and Taiwan. Students enrolled to the program will meet the same admission standards used for international students applying to all UCA graduate programs.

CFM Educational Services will help secure classroom facilities that will meet UCA's specifications: an LCD projector, whiteboard, Internet access, typical classroom set-up with desks and chairs, etc. UCA faculty will be housed in close proximity to the classroom site. In some cases, if a computer lab is needed for certain courses, CFM will make those arrangements.

The Torreyson Library provides students with access to dozens of online collections, providing them with research materials with thousands of full text articles published in scholarly journals, popular magazines, and newspapers; and with a virtual library of full text academic press books. Many of these web based research collections provide solid coverage of topics such as community development, economic development, public administration, finance, and education.

In addition, there are several reputable libraries in Taiwan and China that students may access locally. The National Central Library and the National Taiwan University Library are two highly-regarded resources for students. These facilities offer large collections of print materials and on-line access to thousands of full-text articles, books, and journals. In addition, there are public libraries and libraries within universities in China and Taiwan that serve as a resource for student research and projects.

The Division of Academic Outreach and Extended Programs will manage student registration and collection of tuition and fees, as per the UCA policy for off-campus courses. Textbooks used will be available for purchase on-line.

### **Need for the Program**

This proposed program is a good fit with UCA's efforts to develop its international programs, especially in Asia. There has been an expansion of the UCA Asian Studies program and opportunities provided through the university's Humanities and World Cultural Institute. Last summer UCA was one only eighteen American college and universities that were designated as a Regional Center for the Asian Studies Development Program, a joint initiative of the University of Hawaii and the federally-funded East-West Center. The Humanities and World Cultural Institute serves as a model mentor institution for incorporating Asian studies into the curriculum. Students and faculty involved in the MSCED program in China and Taiwan and collaborating with Chinese students at UCA will experience an enhanced internationally diverse learning experience.

The proposed program will foster new cultural and economic relationships between China and Arkansas and Taiwan and Arkansas. The People's Republic of China is one of the United States fastest growing trading partners. China is experiencing a sustained period of rapid economic growth. Taiwan is a strategic economic and cultural portal for the West into the mainland. This is a prime

opportunity for UCA to provide opportunities to expand and foster cultural relationships between UCA and the communities and people of China and Taiwan.

There are benefits for the Chinese partners and students as well. Rapid geographic population shifts, explosive urban growth, new industry formation, and greater openness to western social and cultural influences are bringing about challenges and opportunities for community and economic development expertise. The existing MSCED degree applies advanced theory and benchmark practices in a holistic way to fulfill the needs of communities as integrated systems. Going beyond traditional approaches that stress either economic development or social problems narrowly or singly, the program brings together diverse academic disciplines to address the complex global issues communities face today irrespective of location.

### **Program Costs**

This program will be offered through the Division of Academic Outreach and Extended Programs and, as such, must be self-supporting. Total expenses for the program in China, including faculty salaries and travel expenses, are projected to be \$142,179 for the first year and \$186,713 for the second year and beyond. UCA projects income from tuition and fees to amount to \$172,140 the first year and \$229,530 in subsequent years. This is based upon cohorts of 30 students. The Taiwan-based program expenses also include housing and meal costs when students are on the UCA campus for the two-week internship. The expenses are projected at \$155,067 and \$220,675 for the first two years. Revenue is expected to be \$160,775 and \$220,775 respectively.

### **Program Duplication**

While Arkansas State University, University of Arkansas at Fayetteville, and University of Arkansas at Little Rock offer a Master of Science in Public Administration, the MSCED program at UCA is unique for the state of Arkansas.

### **Desegregation**

Minority students comprise approximately 12% of the graduate student population and UCA, while international students represent approximately 4%. Naturally, this program will far exceed those percentages.

### **Degree Productivity**

In 2002-03, UCA had 21 of 24 (88%) master's degree programs that met AHECB degree productivity guidelines.



The following resolution is offered for Board Consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the existing Master of Science in community and economic development (CIP 44.0201) to be offered in the People's Republic of China and Taiwan, effective in the fall semester 2004.

**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 Central Arkansas of this approval.

**MASTER OF SCIENCE IN BIOMEDICAL ENGINEERING  
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

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The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas, Fayetteville (UAF) to offer the Master of Science in biomedical engineering, effective fall semester 2004. UAF is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on February 20, 2004. ADHE contracted with Dr. Nitish Thakor, Professor of Biomedical Engineering at The Johns Hopkins School of Medicine in Baltimore, Maryland to serve as a reader/reviewer of the proposal.

**Description of the Program**

The Master of Science in biomedical engineering degree program is designed to complement the current graduate program in biological engineering. The program will be an interdisciplinary program developed in the Department of Biological and Agricultural Engineering, under the College of Engineering and Dale Bumpers College of Agricultural, Food and Life Sciences. The potential collaborators/participants to the program would come from Departments of Chemical Engineering, Civil Engineering, Industrial Engineering, Electrical Engineering, Mechanical Engineering and Computer Science and Computer Engineering in the College of Engineering, Departments of Biological Sciences, Chemistry/Biochemistry, and Physics in the Fulbright College of Art and Sciences, units in the Dale Bumpers College of Agriculture, Food and Life Sciences, programs of Micro-Electronics and Photonics, and Cell and Molecular Biology, and the University of Arkansas for Medical Sciences (UAMS) at Little Rock. The biomedical engineering program would serve as a focus for all medically based engineering research. The most important feature of the program is its integrative and interdisciplinary nature. The program will integrate teaching and research, across the disciplines of engineering, biology and chemistry, and aim at innovative medical instruments, biological materials and biological models and simulations. The program will also cover the new technologies, such as nanotechnology, biotechnology, micro-electromechanical systems, etc

The proposed program will consist core courses (Advanced Biomedical Engineering, Graduate Seminar, Advanced Instrumentation in Biological Engineering, Design and Analysis of Experiments for Engineering Research or Biomedical Engineering Research Internship, and two advanced sciences courses) and a minimum of three elective courses, two of which must be from a

recommended list from the concentration areas. Four concentrations areas, bioimaging and biosensing, tissue engineering and biomaterials, bioinformatics and computational biology, and bio-MEMS and nano-biotechnology, are proposed. In addition, students will be required to write a thesis, attend seminars and take a qualifying examination. Dr. Thakor praised the curriculum as being well thought out and of high quality and stated that the selection of the concentration areas is very contemporary and appropriate.

The program will grow to a core of six FTE faculty members with one of them serving as the director of the program. 10-15 faculty members from the various departments described above will be affiliated with the program. The UAF administration has approved two endowed faculty positions in biomedical engineering. One is the Endowed Chair with \$1,500,000 and the second is the Endowed Professorship with \$500,000. These two positions will help attract nationally recognized scholars to join the biomedical engineering program. The university projects 20-30 graduate students enrolled in the program within three years of implementation.

There are plans to house the program in Engineering Hall within two to three years. Additional lab space for this program is also available at the Engineering Research Center.

Mullins Library has a wide range of holdings in related disciplines in support of the biological engineering program. There are plans to budget \$108,000 over the first three years to purchase the needed serials and monographs to support graduate student and faculty research in biomedical engineering, bio materials and medical informatics.

### **Need for the Program**

By combining biology and medicine with engineering, biomedical engineers develop devices and procedures that solve medical and health-related problems. Many do research, along with life scientists, chemists, and medical scientists, to develop and evaluate systems and products for use in the fields of biology and health, such as artificial organs, prostheses, instrumentation, medical information systems, and health management and care delivery systems.

Unlike many other engineering specialties, a graduate degree is recommended or required for many entry-level jobs. According to the Bureau of Labor Statistics, employment for biomedical engineers will outpace that of all other occupations. Job opportunities will grow between 21%-35% through 2012.

The proposal cites several factors that establish the need for this program.

1. The proposed program will be a response to the nation's needs for multidisciplinary, integrative graduate programs in biomedical engineering.

- The report “Reshaping the Graduate Education of Scientists and Engineers” by the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine indicates that there is a pressing demand for students who are flexible, interdisciplinary, and globally aware. Both the National Institute of Health and the National Science Foundation implemented the National Academy’s recommendations by creating integrative graduate education and research training programs.
2. There are specific needs for M.S. level graduates in Biomedical Engineering. Very recently the National Institute of Health (NIH) established the National Institute of Biomedical Imaging and Bioengineering (NIBIB) and Bioengineering Consortium (BECON) to address the increasing needs in biomedical engineering research.
  3. The University of Arkansas, Fayetteville has had increasing undergraduate enrollment and interest in biomedical engineering. The biomedical engineering emphasis contains the most undergraduate students, the most Honors College students, and the most potential for large-scale external funding. There is a high demand from students enrolling in universities across the country for this emphasis.
  4. The proposed program will be a response to the faculty needs for graduate students in pursuing their research in biomedical engineering. NIH, specifically NIH/BECON and NIH/NIBIB, has devoted increasing funding to support bioengineering research including bioimaging, biosensing, tissue engineering and bioinformatics.
  5. The proposed program will be a response to needs in the development of biotechnology and nanotechnology for the Arkansas economy. Biotechnology and nanotechnology are being applied to all areas in biomedical engineering. The integrated M.S. Program in biomedical engineering will provide more opportunities for our faculty and graduate students to invent or develop nanotechnology and biotechnology-based instruments, biomaterials and models for the health related industries in the State.

Dr. Thakor sums up the need for biomedical engineering when he wrote in his review:

Justification is provided based on the recommendation of the National Academy of Sciences and subsequent growth and support by the NIH and the NSF. Growth of the research programs at the NIBIB also supports the research base for Biomedical Engineering. There is considerable national interest, prestige, extremely high student interest, thriving research environment and available pool of faculty and graduate students. Career

prospects, ranging from graduate/medical school to industry, are looking better nationally as well. Therefore, this is a timely proposal with a high likelihood for success. In fact, the Arkansas educational system cannot afford to not join this high level of national interest among students, faculty and research funding agencies.

### **Program Costs**

The new program costs include four new faculty positions, start-up funding, space and equipment for labs and one administrative assistant. The start-up costs include equipping the faculty members' laboratories and office, hiring of research assistants and graduate students and travel. The start-up cost per faculty member is projected at \$150,000. Plans are to employ two new faculty members in the first year and then one in the second year and the last one in the third year of the program. Graduate assistants will be budgeted at \$15,000 plus tuition. The costs are estimated for the first three years at \$600,000, \$232,000 and \$170,000 respectively.

UAF is budgeting \$108,000 over three years to increase the collection of serials and monographs related to areas of emphasis in the biomedical engineering program.

The university administration has set a high priority on this program as noted in Dr. Thakor's report. In addition to the use of revenue generated from tuition, fees and state funds, there is a commitment to allocate a significant portion of Research Incentive Funds (RIF) dollars in the College of Engineering and in the Graduate School to support the funding for this program. The \$2 million from the Walton Foundation gift will be used to support the endowed chair and endowed professorship

### **Reviewer' Report**

Dr. Thakor felt that one of the most significant aspects of the proposal is the commitment by the University to hire senior faculty, an endowed chair and up to three other junior to mid-career faculty in different areas. This is a very high quality way to take the program to higher levels, recruit important faculty and put this program on the map by directed by the expertise of the new faculty.

In addition he identified the strengths, in addition to those mentioned previously, as the following:

- The commitment of the university administration is high.
- The quality of the faculty is very good. In particular, there seems to be a core, motivated faculty group and a large body of associated faculty to draw from.

- The single biggest strength is the interest and quality of the students available.
- The timing of the proposal is very appropriate because there is an enormous interest nationally in the field of biomedical engineering and almost all universities have actively taken on the building up of the undergraduate and graduate programs in this discipline.
- The recruitment of endowed chairs and cluster of faculty in the four concentrations will improve the focus of the program and its prominence in selected areas of excellence.

Dr. Thakor characterized the areas of weakness as relatively few. These included 1) a need to develop a plan for assisting graduate of the program in finding job opportunities and making career decisions through industrial networks and co-op/jobs/placement services; 2) possible lack of ties with a medical school and a solid local or affiliated industrial base; 3) description of process for recruiting and funding Masters students was missing in the proposal; and 4) space and departmental structure was not considered in the proposal.

UAF officials responded by indicating some of the formal affiliations that the university has joined in with organizations and businesses to help provide contacts for the graduate students for job opportunities. In addition, several collaborative efforts with University of Arkansas for Medical Sciences are being pursued and work is underway to establish research internships for the program at UAMS. Finally, the recruiting process of students and the description of the space available for the program were provided.

Dr. Thakor concluded his review by stating. "These are modest weaknesses and ideas for improvement. Strengths definitely outweigh the weaknesses. Approval of this very timely and essential master's degree program is highly warranted."

### **Program Duplication**

There are no graduate degree programs in biomedical engineering offered in Arkansas.

### **Desegregation**

In the fall 2003 semester the percentage of African-American graduate students was 6.9%

### **Degree Productivity**

In 2003-03, UAF had 75 of 90 (83%) master's degree programs that met the AHECB degree productivity guidelines.

The following resolution is offered for Board Consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Science in biomedical engineering (CIP 14.0301) at the University of Arkansas, Fayetteville, effective in the fall semester 2004.

**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, Fayetteville of this approval.

**ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS/HOSPITALITY  
OZARKA COLLEGE**

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The administration and Board of Trustees of Ozarka College request the approval to offer the Associate of Applied Science in Culinary Arts/Hospitality, effective Fall, 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Ozarka College approved the culinary arts/hospitality degree on December 16, 2003.

**Description of the Program**

The current Technical Certificate in Culinary Arts began as food services at the then Ozarka Vocational Technical School in the fall of 1975. Since that time, the curriculum for the program expanded to a culinary arts course of study. In recent years, most of the culinary arts students have pursued the Associate of Applied Science in General Technology, whereby they combine the core curriculum with additional general education and technical courses, including advanced courses, in the culinary arts. These advanced courses include such courses as Advanced Baking, International Cuisine, and Industrial Kitchen Layout and Design.

The culinary arts/hospitality program will be an Associate of Applied Science degree program that provides foundation and specialized study in the culinary field through academic, laboratory, and field experiences. The program is designed as a one-plus-one program. The freshman studies required for the Technical Certificate in Culinary Arts provide the knowledge and skills necessary for the individual to ensure efficient and quality product preparation and service in the food-service setting. The required general education courses enhance the experience. The sophomore studies expand on culinary knowledge and skills through more advanced culinary studies, or general hospitality studies, with additional emphasis placed on management, personnel, ethics, and law in a service setting with preparation of the individual for increasing supervisory responsibility. This program prepares its graduates for careers in restaurants, clubs, hotels, catering operations, and institutional food services.

As an expanded program at Ozarka College, the culinary arts/hospitality curriculum will prepare students for a wide variety of professional careers in business, industry, government, and community services. Students enrolled in the CAH program prepare themselves for positions in hospitality management and marketing, chef and related positions in the back-of-the-house and the front-of-the-house, as well as restaurant and hotel management. Students will have a



common curriculum for the first two semesters then may choose a focus either in advanced culinary arts or general hospitality.

The curriculum provides students with skills in foodservice and business, as well as hospitality and restaurant management. Students have the opportunity to manage or staff a restaurant on campus three or four times per semester. In addition, the chef has incorporated a "Gourmet Café" for advanced students. The "Gourmet Café" enables students to provide a fine dining experience for the public two to four times a semester. This experience has been included to enhance and refine the students' expertise in the culinary arts.

Library resources include a culinary arts video library, six periodical holdings for the program, at least ten online databases, and 112 printed holdings housed in the Ozarka library. In addition, the Culinary Arts Department contains approximately 250-300 print resources related to culinary arts and to hospitality in general. The department also has videos and CDs that contain recipe with demonstration and a satellite dish that provides some dozen or so food channels for student learning enhancement. The library also contains various print volumes related to business, marketing, and law. As per campus policy related to new or expanded programs, \$1500-\$2000 each year for five years of the annual library budget will be set aside for hospitality, lodging and management-specific resources. In addition to the dedicated Culinary Arts classroom, the College has two industrial equipped kitchens.

The lead instructor holds an Associate of Applied Science Degree in Dietetics and has more than 20 years experience in hospitality/culinary arts. He is also currently pursuing the National Occupational Competency Testing Institute (NOCTI) and Pro Chef national certifications. Faculty hired for the program must have an associate degree and be NOCTI certified.

### **Need for the Program**

Since 2004, 21 students have graduated with a Technical Certificate in the Culinary Arts program and 15 have graduated with an A.A.S. in General Technology with an emphasis in culinary arts. Currently, Ozarka has 15 A.A.S. graduates and 5 technical certificate graduates working in the hospitality industry. The Associate of Applied Science degree in Culinary Arts/Hospitality will provide students with the option of majoring in culinary arts or hospitality. This will offer students greater employment opportunities.

At an Arkansas Hospitality Association (AHA) Summit on Education on April 29, 2004, the AHA stated that there are four billion dollars spent annually in Arkansas in travel and tourism and that it is the second largest industry in the state. With restaurants serving as the number one private sector employer nationally, it is logical that restaurants are major employers in Arkansas as well.

At the Summit, the AHA stated its goal is to train 4000 people in the hospitality industry for customer service this year alone.

### **Program Costs**

There are no new administrative costs, however a part-time faculty position will be expanded to a full-time position. Cost incurred will include salary and benefits for a full-time faculty member. The increase from part to full-time will be approximately \$11,000 plus benefits.

The library will budget \$1500 to \$2000 annually to purchase needed library holdings to enhance this program. Since this is an expansion of an existing program, there are no additional monies needed for facilities or equipment. The current tuition and fee structure as well as the departmental budget will support the expansion of the culinary arts/hospitality program without the need of additional funding.

### **Program Duplication**

Phillips Community College of the University of Arkansas offers a technical certificate in food service, North Arkansas College offers a technical certificate in restaurant management, and National Park Community College offers a certificate of proficiency in hospitality management.

### **Desegregation**

As of Fall 2003, minority enrollment at Ozarka College was 1.7%. African-Americans comprised .3% of the enrollment.

### **Degree Productivity**

Ozarka offered 8 associate degree programs in 2003-2004, 5 (63%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Culinary Arts/Hospitality (CIP 12.0599) at Ozarka College, effective August, 2004.

**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 Ozarka College of this approval.

## **TECHNICAL CERTIFICATE IN INDUSTRIAL MAINTENANCE TECHNOLOGY NATIONAL PARK COMMUNITY COLLEGE**

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The administration and Board of Trustees of National Park Community College request approval to offer the Technical Certificate in Industrial Maintenance Technology, effective Fall, 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of National Park Community College approved the proposal on January 28, 2004.

### **Description of the Program**

The industrial maintenance technology program is designed to provide training to business and industry personnel in the areas of general facility and equipment maintenance. The program will focus on meeting two objectives: training existing workforce to meet current industrial maintenance needs and training the new workforce for employment with area business and industry in the maintenance field.

The program will utilize courses already being offered in industrial electronics, welding, manufacturing technology, heating & air conditioning and workforce training. Current faculty will also be utilized to instruct the courses. Program start-up costs will be minimal with only the area of hydraulics requiring new training material. The program will need one hydraulics simulator/trainer to give students an opportunity for hands-on experience.

The curriculum will consist of 33 semester hours of coursework in general electronics, programmable logic controllers, motors and electrical devices, industrial wiring, hydraulics welding, heating and air conditioning, machining, and industrial safety.

To accommodate the working student, the industrial maintenance technology program will be the first program on the National Park Community College campus to be offered primarily as an evening program.

### **Need for the Program**

The students enrolling in the industrial maintenance technology program will consist primarily of individuals already employed in area businesses and industries. A survey of 21 area industries indicated the need for individuals skilled in industrial maintenance. As a result of the survey, an exploratory course in industrial maintenance was created to meet industry needs.

The exploratory course had an initial enrollment of 17 students from 11 industries. The industry survey and the student response in the course both indicated a high degree of interest in this area. Seventy-five percent of the industries surveyed stated the specific need for this program and indicated their commitment to send students for training. Each of the industries surveyed indicated that a minimum of three current employees who required the skill-set would enroll in this program. The estimated enrollment will be 15 to 20 students per course. In addition, one hundred percent of the industries surveyed stated they would employ a student from this type of training program if available.

According to Career Watch, the need for employees in industrial maintenance will maintain average growth of 13 percent to 23 percent. The majority of employers requested employees in this area have some formal training. Starting salaries range from \$24,400 to \$32,400.

### **Description of Resources**

Library resources already exist for all areas that will be taught in the industrial maintenance technology program. A minimum of two subscriptions that relate directly to industrial maintenance will be added to the list of current periodicals. Students and staff will have access to all library resources including the on-line catalog, databases and Internet searches.

Current facilities and equipment are adequate to support the industrial maintenance technology program. There are fully equipped classrooms and shops in welding, industrial control electronics, and heating and air conditioning. Classroom and lab space is available for the development of the hydraulics portion of the program.

### **New Program Costs**

Instructional equipment will be purchased for use in the hydraulics course. Industrial type training modules will be used. The approximate cost for industrial training modules will be \$4000-5000. As enrollment increases, there may be a need to purchase additional training modules. Purchases will be made from the Technical and Professional Division budget.

Student tuition will be the primary source of funding for the program. Supplies and equipment are already in place since the program is being built around existing courses.

### **Program Duplication**

There are similar programs at University of Arkansas at Monticello, Southeast Arkansas College, University of Arkansas Community College at Batesville and Arkansas Northeastern College.

**Desegregation**

African-American enrollment at National Park Community College comprises 6.8% of the enrollment.

**Productivity**

NPCC offered 17 technical certificate programs in 2003-2004, 10 (59%) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in industrial maintenance technology (CIP 47.0303) at National Park Community College, effective August, 2004.

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

**CONVERSION OF PROGRAMS OFFERED AT  
MERGED TECHNICAL INSTITUTES  
TO TECHNICAL CERTIFICATE PROGRAM STATUS**

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At its February 7, 2003 meeting, the Arkansas Higher Education Coordinating Board approved four merger actions.

- Cotton Boll Technical Institute with Mississippi County Community College in which the institutions were renamed Arkansas Northeastern College
- Foothills Technical Institute with Arkansas State University-Beebe in which Foothills Technical Institute was renamed Arkansas State University-Searcy, A Technical Campus of Arkansas State University-Beebe
- Quapaw Technical Institute with Garland County Community College in which the institutions were renamed National Park Community College
- Forest Echoes Technical Institute (renamed University of Arkansas at Monticello Technical College – Crossett) and Great Rivers Technical Institute (renamed University of Arkansas at Monticello Technical College – McGehee) with the University of Arkansas at Monticello.

Furthermore, during the 2003 regular session of the Arkansas General Assembly, HB 1786 was passed and signed into law becoming Act 452 of 2003. This legislation merged Arkansas Valley Technical Institute with Arkansas Tech University, effective July 1, 2003. With this action, Arkansas Valley Technical Institute was renamed Arkansas Valley Technical Institute of Arkansas Tech University.

At its August 1, 2003 meeting, the Board granted one-year approval of the programs offered by the merged technical institutes with the condition that during that year those programs would be evaluated and brought back to the Board for final conversion to Technical Certificate status. Specifically, the approval stated:

- All programs, technical certificates, and certificates of proficiency, will be approved for one year and added to the degree program inventory of each college or university with which a technical institute(s) merged to provide assurance that students in these programs will be eligible to receive federal financial aid.
- During the next year, ADHE staff will work with the chief academic officers and develop a set of quality indicators that will be documented for review. The reviews will be conducted and programs will be recommended for final approval at the July 2004 [AHECB] meeting. Among the indicators to be reviewed are the course syllabi, instructors' vitae, documentation of the

Council of Occupational Education accreditation and other relevant certification, and data on the number of students enrolled in programs, number of graduates or completers, and data on job placement of completers.

To date, each merged institution has completed a focus visit with the NCA-Higher Learning Commission and currently holds, or is seeking, accreditation with the Council of Occupational Education, a national accrediting agency for postsecondary workforce education programs. The Higher Learning Commission visits culminated in approval in status as merged institutions.

The merged institutions also prepared and submitted to ADHE required documentation and ADHE staff conducted visits to each institution for the purpose of evaluating converted programs. During these visits, staff met with the administration and key instructional personnel responsible for the delivery of each program and toured the institution as a whole, giving particular attention to the equipment and facilities devoted to the delivery of each program to be converted.

Elements relative to the programs in question included the number of credit hours that would be required; the instructional equipment and facilities devoted to each program; credentials of the program's instructional staff; and viability (enrollment, completion, and placement histories) of each program.

### **Credit Hours**

Prior to the mergers, the number of clock hours of instruction required in each program was used as the indicator of the program's duration and scope. These designated clock hours were in keeping with various industry certification requirements and non-credit hour program standards.

In order to arrive at semester credit hours, clock hours of instruction in each program were converted to semester credit hours. ADHE staff conducted a study of credit hours offered in established Technical Certificate programs currently being offered at other institutions in Arkansas. Staff found that the semester credit hour offerings proposed in the converted programs are within the range of semester credit hours offered by established programs in comparable fields at other Arkansas institutions.

### **Instructional Equipment and Facilities**

ADHE staff found that in the case of each program visited, the equipment and facilities dedicated to instruction are adequate and comparable to other programs in the state. Each institution has equipment replacement plans in place and will address those needs in a timely manner, as funding permits.

### **Instructor Credentials**

The instructional staff assigned to each program has the experience, training, education and/or professional certifications in their respective fields appropriate for the programs to which they are assigned.

### **Program Viability**

In each case, these are established programs that have successfully trained and placed students in jobs in their respective fields. Each program has an active advisory committee comprised of practitioners and/or leaders in the field of study, which provides advisory input and support to all phases of each of the programs.

Fluctuations in enrollment, completion, and placement numbers in the programs under consideration were found to correlate largely with changes in the economy. This is in keeping with a key finding of the United States Department of Education study, *2004 National Assessment of Vocational Education*. In addition, students that are enrolled in programs that prepare students for jobs that are in high demand areas of industry (such as welding technology) often find jobs after acquiring only basic skills in the field and do not return to complete the program.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas Northeastern College to Technical Certificate status, effective fall term 2004: Air Conditioning and Refrigeration Technology, Automotive Service Technology, Early Childhood Development, Computer-Aided Drafting and Design Technology, Computer Repair and Networking, Computer Support Technology, Computerized Accounting, Dental Assisting Technology, Office Technology, Paramedics, Practical Nursing, and Welding Technology.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas Valley Technical Institute of Arkansas Tech University to Technical Certificate status, effective no later than June 2005: Air Conditioning and Refrigeration, Applied Laboratory Technology, Automation Maintenance Technology, Automotive Service Technology, Business Technology, Business Technology-Medical Transcription, Collision Repair Technology, Computer Information Systems, Cosmetology, Electronics Technology, EMT/Paramedic, Practical Nursing, and Welding Technology.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas State



University-Searcy, A Technical Campus of Arkansas State University-Beebe to Technical Certificate status, effective fall term 2004: Air Conditioning, Auto Body Repair, Automotive Service Technology, Business Education, Computer Repair and Networking, Diesel Technology, Early Childhood Education, Health Information Assistant, Industrial Electronics, Machining Technology, Paramedics, and Practical Nursing.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at National Park Community College to Technical Certificate status, effective fall term 2004: Automotive Service Technology, Early Childcare Education, Heating Ventilation and Air Conditioning, Marine Repair Technology, Practical Nursing, Residential Carpentry, and Welding Technology.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at University of Arkansas at Monticello Technical College-Crossett to Technical Certificate status, effective fall term 2004: Administrative Information Processing, Computer Maintenance and Networking, Electromechanical Maintenance, Electromechanical Technology – Instrumentation, Industrial Equipment Maintenance, Electromechanical Technology – Industrial Controls, Industrial Processes Technology, Practical Nursing, and Pulp and Paper Science.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at University of Arkansas at Monticello Technical College-McGehee to Technical Certificate status, effective fall term 2004: Agriculture Technology, Automotive Technology, Business Technology, Early Childhood Education, Emergency Medical Technology – Paramedic, Practical Nursing, and Welding Technology.

**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 respective colleges and universities of these approvals.

**CONVERSION OF PROGRAMS OFFERED AT  
ARKANSAS NORTHEASTERN COLLEGE – BURDETTE  
TO TECHNICAL CERTIFICATE PROGRAMS  
ARKANSAS NORTHEASTERN COLLEGE**

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The administration and Board of Trustees of Arkansas Northeastern College request approval to convert the following programs offered by Arkansas Northeastern College – Burdette campus (formerly Cotton Boll Technical Institute) to Technical Certificate program status. ADHE staff visited the Burdette campus on June 15, 2004 for the purpose of evaluating these programs.

Air Conditioning and Refrigeration Technology

The purpose of this program is to train students to service, repair, and install air conditioning and refrigeration equipment and residential duct systems. This would be a 30-semester credit hour Technical Certificate program. For the year 2003, 18 students were enrolled and 12 completed the program. Of those completers, 11 were placed in program-related jobs.

Automotive Service Technology

The purpose of this program is to prepare students for the ASE certification examination and for entry-level employment in the automotive field. This would be a 53-semester credit hour Technical Certificate program. For the year 2003, 22 students were enrolled and 11 completed the program. Of those completers, 11 were placed in program-related jobs.

Early Childhood Development

The purpose of this program is to train students for jobs in day care centers or preschools, as directors of centers or day-care family homes, or as public school paraprofessionals. Students graduate from the program with the Child Development Associate credential. This would be a 32 to 35-semester credit hour Technical Certificate program. For the year 2003, 17 students were enrolled and 12 completed the program. Of those completers, six were placed in program-related jobs.

Computer-Aided Drafting and Design Technology

The purpose of this program is to train students for entry-level positions in engineering and graphic design shops. This would be a 30-semester credit hour Technical Certificate program. For the year of 2003, 15 students were enrolled, and 9 completed. Of those completers, three were placed in program-related jobs.

Computer Repair and Networking

The purpose of this program is to prepare students for careers in computer hardware and operating systems repair. This would be a 30-semester credit hour Technical Certificate program. For the year 2003, 14 students were

enrolled and 8 completed the program. Of those completers, three were placed in program-related jobs.

#### Computer Support Technology

The purpose of this program is to prepare students for a wide variety of office support staff positions involving the use of computers and application software. This would be a 30-semester credit hour Technical Certificate program. For the year of 2003, 23 students were enrolled, and 10 completed the program. Of those completers, nine were placed in program-related jobs.

#### Computerized Accounting

The purpose of this program is to prepare students for entry-level jobs involving fundamental accounting principles within a computerized environment. This would be a 31-semester credit hour Technical Certificate program. For the year of 2003, 20 students were enrolled and 14 completed the program. Of those completers, 12 were placed in program-related jobs.

#### Dental Assisting Technology

The purpose of this program is to prepare students to assist dentists with a variety of treatment procedures, working with dental instruments and materials. This would be a 42-semester credit hour Technical Certificate program. For the year 2003, 18 students were enrolled and 13 completed the program. Of those completers, nine were placed in program-related jobs.

#### Office Technology

The purpose of this program is to prepare students for jobs as secretaries or administrative assistants. This would be a 31-semester credit hour Technical Certificate program. For the year of 2003, 50 students were enrolled and 24 completed the program. Of those completers, 21 were placed in program-related jobs.

#### Paramedics

The purpose of this program is to train students as paramedics for the medical field. The program is approved by the Arkansas Department of Health, Office of Emergency Medical Services and follows the USDOT Emergency Medical Technician – Paramedic National Standard Curriculum. This would be a 58-semester credit hour Technical Certificate program. For the year of 2003, 16 students were enrolled and 6 completed the program, all of which were placed in program-related jobs.

#### Practical Nursing

The purpose of this program is to prepare students to pass the State Board Exam for licensure as a Licensed Practical Nurse and for employment as an LPN. The program is approved by the Arkansas State Board of Nursing and its curriculum is based on ASBN standards. This would be a 56-semester credit hour Technical Certificate program. For the year 2003, 54 students were

enrolled and 43 completed the program, all of which were placed in program-related jobs.

Welding Technology

The purpose of this program is to train students for a variety of welding-related jobs in industry. This would be a 34-semester credit hour Technical Certificate program. For the year of 2003, 24 students were enrolled and 8 completed the program. Of the completers, seven were placed in program-related jobs.

**CONVERSION OF PROGRAMS OFFERED AT  
ARKANSAS VALLEY TECHNICAL INSTITUTE OF  
ARKANSAS TECH UNIVERSITY TO  
TECHNICAL CERTIFICATE PROGRAMS  
ARKANSAS TECH UNIVERSITY**

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The administration and Board of Trustees of Arkansas Tech University request approval to convert the following programs offered by Arkansas Valley Technical Institute of Arkansas Tech University (formerly Arkansas Valley Technical Institute) to Technical Certificate program status. ADHE staff visited Arkansas Valley Technical Institute of Arkansas Tech University on June 16, 2004 for the purpose of evaluating these programs.

Air Conditioning and Refrigeration

The purpose of this program is to train students to repair and/or install air conditioning and refrigeration equipment. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 20 students were enrolled, and 19 completed the program. Of the completers, 17 were placed in program-related jobs.

Applied Laboratory Technology

The purpose of this program is to train laboratory technicians for entry-level quality-control positions in the food industry. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled, and 5 completed the program, all of which were placed in program-related jobs.

Automation Maintenance Technology

The purpose of this program is to train students for entry-level jobs installing, operating, and maintaining computerized automation systems in industrial settings. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled and 9 completed the program. Of those completers, eight were placed in program-related jobs.

Automotive Service Technology

The purpose of this program is to train automotive technicians for entry-level automotive repair positions in the automotive industry. The program is NATEF certified. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 27 students were enrolled and 22 completed the program, all of which were placed in program-related jobs.

Business Technology

The purpose of this program is to train students for entry-level technology-related positions in business. The program is heavily oriented toward computer applications in the world of business. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 104 students were enrolled and 36 completed the program. Of these completers, 32 were placed in program-related jobs.

Business Technology-Medical Transcription

The purpose of this program is to train students to transcribe medical records for the medical field. Program completers work in hospitals, clinics and/or doctors' offices. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 30 students were enrolled and 28 completed the program. Of these completers, 20 were placed in program-related jobs.

Collision Repair Technology

The purpose of this program is to train students for entry-level positions as collision repair technologists in auto body repair facilities or their own shops. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 28 students were enrolled and 21 completed the program. Of these completers, 16 were placed in program-related jobs.

Computer Information Systems

The purpose of this program is to train students for a wide range of entry-level positions in the computer industry. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 13 students were enrolled and 10 completed the program. Of these completers, eight were placed in program-related jobs.

Cosmetology

The purpose of this program is to train students for entry-level positions in the cosmetology industry. Program completers find employment in multi-station beauty establishments; others open and operate their own shops. This would be a 50-semester credit hour Technical Certificate program. The curriculum is regulated by the Arkansas State Board of Cosmetology. Typically, less than half of the applicants for the program are enrolled due to facility capacity. For the year of 2003, 24 students were enrolled and 23 completed the program. All of these completers passed the State Cosmetology Licensure exam and 20 were placed in program-related jobs.

Electronics Technology

The purpose of this program is to train students for a wide range of entry-level electronics-related positions in business and industry. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, nine students were enrolled and five completed the program. Of these completers, four were placed in program-related jobs.

EMT/Paramedic

The purpose of this program is to train emergency medical technicians and/or paramedics for the emergency medical field. This would be a 56-semester credit hour Technical Certificate program. The curriculum is based on the skills required to pass the National Registry Certification in the respective areas. The pass rate on this exam for the past three years for Paramedic certification has been 80%, 50%, and 30% respectively, and for Emergency Medical Technician certification, 95%, 98%, and 95%. The enrollment in the program over these same three years has been 14, 25, and 23. In 2003, 23 completed the program and 18 were placed in program-related jobs.

Practical Nursing

The purpose of this program is to train licensed practical nurses for the medical field. This would be a 53-semester credit hour Technical Certificate program. The curriculum is reviewed and regulated by the Arkansas state Board of Nursing. In the year of 2003, 80 students were enrolled and 68 completed the program. Of these, 65 passed certification exams and 60 were placed in program-related jobs.

Welding Technology

The purpose of this program is to train welders for a variety of welding-related positions in business and industry. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 22 students were enrolled and 11 completed the program. Of the 11 students who completed the program in 2003, 10 were placed in program-related jobs.

**CONVERSION OF PROGRAMS OFFERED AT  
ARKANSAS STATE UNIVERSITY-SEARCY, A TECHNICAL  
CAMPUS OF ARKANSAS STATE UNIVERSITY-BEEBE TO  
TECHNICAL CERTIFICATE PROGRAMS  
ARKANSAS STATE UNIVERSITY-BEEBE**

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The administration and Board of Trustees of Arkansas State University request approval to convert the following programs offered by Arkansas State University-Searcy, A Technical Campus of Arkansas State University-Beebe (formerly Foothills Technical Institute) to Technical Certificate program status. ADHE staff visited Arkansas State University-Searcy, A Technical Campus of Arkansas State University-Beebe on June 24, 2004 for the purpose of evaluating these programs.

Air Conditioning

The purpose of this program is to train students for entry-level jobs in refrigeration and air conditioning sales, installation, maintenance, service, and operation in both the residential and industrial job market. This would be a 34-semester credit hour Technical Certificate program. For the year of 2003, 18 students were enrolled, and 12 completed the program. Of these completers, 10 were placed in program-related jobs.

Auto Body Repair

The purpose of this program is to train students for entry-level jobs repairing auto body collision damage in automotive dealerships, automotive repair shops, and in their own businesses. This would be a 33-semester credit hour Technical Certificate program. For the year of 2003, 20 students were enrolled, and 16 completed the program. Of these completers, 10 were placed in program-related jobs.

Automotive Service Technology

The purpose of this program is to prepare students for ASE examinations and for entry-level jobs in the field of automobile service and repair. This would be a 49-semester credit hour Technical Certificate program. For the year of 2003, 15 students were enrolled, and 7 completed the program. Of these completers, five were placed in program-related jobs.

Business Education

The purpose of this program is to prepare students for entry-level positions as accountants and/or word processors in the field of business. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 45 students were enrolled, and 30 completed the program. Of these completers, 15 were placed in program-related jobs.



Computer Repair and Networking

The purpose of this program is to train students to diagnose, repair, and set up computers and networking systems. This would be a 39-semester credit hour Technical Certificate program. For the year of 2003, 18 students were enrolled, and 12 completed the program. Of these completers, six were placed in program-related jobs.

Diesel Technology

The purpose of this program is to train students to diagnose, repair, and perform maintenance operations on diesel engines and heavy equipment. This would be a 30-semester credit hour Technical Certificate program. For the year of 2003, 17 students were enrolled, and 14 completed the program. Of these completers, 13 were placed in program-related jobs.

Early Childhood Education

The purpose of this program is to prepare students to establish childcare centers and/or for positions as teachers or administrators in those facilities. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 12 students were enrolled and 7 completed the program. Of these completers, five were placed in program-related jobs.

Health Information Assistant

The purpose of this program is to provide students for entry-level information-related jobs in the health care industry maintaining health records, coding, and filing related health reports. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 20 students were enrolled and 16 completed the program. Of these completers, 11 were placed in program-related jobs.

Industrial Electronics

This program prepares students for jobs as maintenance technicians in the manufacturing industry. This would be a 36-semester credit hour Technical Certificate program. For the year of 2003, 22 students were enrolled and 7 completed the program. Of these completers, five were placed in program-related jobs.

Machining Technology

The purpose of this program is to prepare students for entry-level jobs in the machining and tool making industry. This would be a 32-semester credit hour Technical Certificate program requiring 16-semester credit hours as electives. For the year of 2003, 14 students were enrolled and 6 completed the program. Of these completers, five were placed in program-related jobs.

Paramedics

The purpose of this program is to prepare students to obtain national certification and for employment as paramedics. This would be a 40-semester credit hour

Technical Certificate program. For the year of 2003, 14 students were enrolled and 13 completed the program. Of these completers, 12 were placed in program-related jobs.

Practical Nursing

The purpose of this program is to prepare students to pass the state Nursing exam and for employment as Licensed Practical Nurses. This would be a 49-semester credit hour Technical Certificate program. For the year of 2003, 34\* students were enrolled and 20 completed the program. Of these completers, 19 were placed in program-related jobs.

\*Each year the number of applicants for the program exceeds the number that can be admitted. In 2004 the program will begin accepting 30 students each semester for a total of 90 students annually.

**CONVERSION OF PROGRAMS OFFERED AT  
NATIONAL PARK COMMUNITY COLLEGE  
(BY FORMER QUAPAW TECHNICAL INSTITUTE)  
TO TECHNICAL CERTIFICATE PROGRAMS  
NATIONAL PARK COMMUNITY COLLEGE**

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The administration and Board of Trustees of National Park Community College request approval to convert the following programs to Technical Certificate program status. These programs are being offered on the former Quapaw Technical Institute campus. ADHE staff visited National Park Community College on June 21 for the purpose of evaluating these programs.

Automotive Service Technology

The purpose of this program is to prepare students for ASE certification examinations and for entry-level automotive repair positions in the automotive industry. This would be a 39-semester credit hour Technical Certificate program. For the year of 2003, 30 students were enrolled, and 23 completed the program. Of the completers, 17 were placed in program-related jobs.

Early Childcare Education

The purpose of this program is to prepare students for entry-level positions as teachers, directors or owners or nannies in child care facilities. This would be a 39-semester credit hour Technical Certificate program. For the year of 2003, 11 students were enrolled, and 4 completed the program, all of which were placed in program-related jobs.

Heating Ventilation and Air Conditioning

The purpose of this program is to train students to diagnose, repair and/or install heating and air conditioning equipment. This would be a 38-semester credit hour Technical Certificate program. For the year of 2003, 29 students were enrolled and 27 completed the program, all of which were placed in job-related jobs.

Marine Repair Technology

The purpose of this program is to prepare students to perform repair and maintenance functions on small watercraft. This would be a 34-semester credit hour Technical Certificate program. For the year of 2003, 12 students were enrolled and 9 completed the program, all of which were placed in job-related jobs.

Practical Nursing

The purpose of this program is to prepare students to pass state licensure as a Licensed Practical Nurse and for entry-level LPN positions in the medical field. This would be a 62-semester credit hour Technical Certificate program. For the

year of 2003, 27 students were enrolled and 17 completed the program, all of which were placed in job-related jobs.

Residential Carpentry

The purpose of this program is to train students for entry-level positions in the residential carpentry industry. This would be a 28-semester hour Technical Certificate program. For the year of 2003, 11 students were enrolled and 9 completed the program, all of which were placed in job-related jobs.

Welding Technology

The purpose of this program is to train welders for a variety of entry-level welding-related positions in business and industry. This would be a 31-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled and 4 completed the program. Of the completers, three were placed in program-related jobs.

**CONVERSION OF PROGRAMS OFFERED AT THE  
UNIVERSITY OF ARKANSAS AT MONTICELLO COLLEGE OF  
TECHNOLOGY-CROSSETT AND THE UNIVERSITY OF ARKANSAS AT  
MONTICELLO COLLEGE OF TECHNOLOGY - McGEHEE  
TO TECHNICAL CERTIFICATE PROGRAMS  
UNIVERSITY OF ARKANSAS AT MONTICELLO**

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The administration and Board of Trustees of the University of Arkansas at Monticello request approval to convert the following programs offered by UAM College of Technology – Crossett (formerly Forest Echoes Technical Institute) and by UAM College of Technology – McGehee (formerly Great Rivers Technical Institute) to Technical Certificate program status. ADHE staff visited the two institutions on June 23, 2004 for the purpose of evaluating these programs.

**Programs offered by UAM College of Technology - Crossett:**

Administrative Information Processing

The purpose of this program is to prepare students for entry-level jobs in business as data entry and word processing operators, accounting clerks, receptionists, administrative assistants executive secretaries and members of management. This would be a 39-semester credit hour Technical Certificate program. For the year of 2003, 20 students were enrolled and 10 completed the program. Of the completers, eight were placed in program-related jobs.

Computer Maintenance/Networking

The purpose of this program is to prepare students for industry standard certifications, including the Cisco Certified Network Associate, Server+, and the Building Industries Consulting Service International, Inc. (BICS) Installer Level I, and for entry-level jobs in computer hardware and operating systems repair. For the year of 2003, 27 students were enrolled and 11 completed the program. Of the completers, six were placed in program-related jobs.

Electromechanical Maintenance

The purpose of this program is to prepare students for entry-level electromechanical maintenance jobs in industry. This would be a 38-semester credit hour Technical Certificate program. For the year of 2003, 33 students were enrolled all of which completed the program and were placed in program-related jobs.

Electromechanical Technology – Instrumentation

The purpose of this program is to prepare students for entry-level electrical and instrumentation maintenance jobs in industry. This would be a 27-semester credit Technical Certificate program. For the year of 2003, 33 students were

enrolled and 13 completed the program. Of the completers, 12 were placed in program-related jobs.

#### Industrial Equipment Maintenance

The purpose of this program is to prepare students for entry-level jobs in plant mechanics, millwright, and maintenance jobs with a primary focus on industrial mechanics and electricity. This would be a 41-semester credit hour Technical Certificate program. For the year of 2003, 26 students were enrolled and 9 completed the program. Of these completers, seven were placed in program-related jobs.

#### Electromechanical Technology – Industrial Controls

The purpose of this program is to prepare students for entry-level mechanical and electrical maintenance jobs in industry. This would be a 25-semester credit hour Technical Certificate program. For the year of 2003, 33 students were enrolled all of which completed the program and were placed in the workforce.

#### Industrial Processes Technology

The purpose of this program is to prepare students for entry-level production jobs in process/manufacturing businesses and industries. This would be a 51-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled and 7 completed the program. Of these completers, three were placed in program-related jobs.

#### Practical Nursing

The purpose of this program is to prepare students to pass the State Board Exam for licensure as a Licensed Practical Nurse and for employment as an LPN. This would be a 48-semester credit hour Technical Certificate program. For the year of 2003, 22 students were enrolled and 7 completed the program, all of which passed the State Nursing Exam and were placed in program-related jobs.

#### Pulp and Paper Science

The purpose of this program is to prepare students for entry-level jobs in pulp and paper plants and other related industries. This would be a 37-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled and 7 completed the program. Of these completers, three were placed in program-related jobs.

### **Programs offered by UAM College of Technology - McGehee:**

#### Agriculture Technology

The purpose of this program is to train students for a wide variety of entry-level jobs in agriculture. A portion of the program is delivered by on-the-job (apprenticeship) training methods in partnership with agriculture operations in the area. This would be a 42-semester credit hour Technical Certificate program.

For the year of 2003, 19 students were enrolled, and 5 completed the program, all of which were placed in program-related jobs.

#### Automotive Technology

The purpose of this program is to prepare students for ASE certification examinations and for entry-level positions as automotive repair technicians. This would be a 42-semester credit hour Technical Certificate program. For the year of 2003, 10 students were enrolled, and 5 completed the program. Of those completers, four were placed in program-related jobs.

#### Business Technology

The purpose of this program is to prepare students for entry-level positions in the field of business. This would be a 42-semester credit hour Technical Certificate program. For the year of 2003, 61 students were enrolled, and 21 completed the program. Of those completers, 20 were placed in program-related jobs.

#### Early Childhood Education

The purpose of this program is to prepare students for entry-level positions in the child care industry. This would be a 39-semester credit hour Technical Certificate program. For the year of 2003, nine students were enrolled, and four completed the program, all of which were placed in program-related jobs.

#### Emergency Medical Technology – Paramedic

The purpose of this program is to train students for entry-level positions in the emergency medical field. This would be a 38-semester credit hour Technical Certificate program. For the year of 2003, five students were enrolled and three completed the program, all of which were placed in program-related jobs.

#### Practical Nursing

The purpose of this program is to prepare students to pass the State Board Exam for licensure as a Licensed Practical Nurse and for employment as an LPN. This would be a 40-semester credit hour Technical Certificate program. For the year of 2003, 21 students were enrolled and 12 completed the program, all of which were placed in program-related jobs.

#### Welding Technology

The purpose of this program is to train welders for a variety of welding-related jobs in industry. This would be a 34-semester credit hour Technical Certificate program. For the year of 2003, nine students were enrolled and seven completed the program. Of those completers, five were placed in program-related jobs.

**RECOMMENDATIONS OF THE  
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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The Institutional Certification Advisory Committee (ICAC) met Tuesday, July 13, 2004. The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the Institutional Certification Advisory Committee.

**Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas  
Initial Program Certification**

**Master of Arts in Business and Organizational Security  
Master of Arts in Media Communications  
Master of Science in Finance**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board grants initial program certification to Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas, to offer the Master of Arts in Business and Organizational Security, Master of Arts in Media Communications, and Master of Science in Finance. This certification is granted under Arkansas Code §6-61-301 for a period of two years and expires August 7, 2006.

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

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration of the Webster University Little Rock Metropolitan Campus 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 minimum standards have been met under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.



**OTHER ICAC BUSINESS**

- **Appreciation Expressed to Former Member of the Institutional Certification Advisory Committee**

**Garland Hankins**

Arkansas Code Annotated §6-61-301 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee (ICAC). The law specifies one member as the Director of the Arkansas Department of Workforce Education or his designated representative. Each ICAC member is appointed to a term of nine years, with the term of one member expiring annually.

Mr. Garland Hankins, Deputy Director of Arkansas Department of Workforce Education, has generously served since 1999 as a member of the Institutional Certification Advisory Committee as the designated representative of the Arkansas Department of Workforce Education. He was appointed to the ICAC in 1999 and reappointed in 2003, serving a total of six years. Mr. Hankins retired on June 30, 2004.

Therefore, the following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board expresses appreciation to Mr. Garland Hankins for his six years of 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 Mr. Hankins.

- **Appointment of Institutional Certification Advisory Committee**

Arkansas Code Annotated §6-61-301 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee (ICAC). The law designates several institutional categories that must have representation on the committee. Each member is appointed to a term of nine years, with the term of one member expiring annually.

**Deborah Germany**

Ms. Deborah Germany, who is employed by the Arkansas Department of Workforce Education as Organizational Development Manager, has been appointed as the designated representative of Dr. Steve Franks, Director of the Arkansas Department of Workforce Education. This term will expire August 6, 2012, and completes an unexpired term.

The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the ICAC:

**RESOLVED**, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Ms. Deborah Germany as a member of the Institutional Certification Advisory Committee as the designated representative of the Director of the Arkansas Department of Workforce Education. The term of this appointment expires August 6, 2012.

**FURTHER RESOLVED**, That the Coordinating Board expresses appreciation to Ms. Germany for her 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 Ms. Germany.

**Dr. Jack Lassiter**

Dr. Jack Lassiter, Chancellor of University of Arkansas at Monticello, has been nominated by the public four-year presidents and chancellors to fill a position for an unexpired term that ends August 6, 2011.

Therefore, the following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board appoints Dr. Jack Lassiter, Chancellor of University of Arkansas at Monticello, as a member of the Institutional Certification Advisory Committee to fill the an unexpired term a position representing Public Postsecondary Education Institution Chief Administrators according to §6-61-302. The term of this appointment expires August 6, 2011.

**FURTHER RESOLVED**, That the Coordinating Board expresses appreciation to Dr. Lassiter 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 Dr. Lassiter.

**Connie Nelson**

Ms. Connie Nelson, of Arkadelphia, Arkansas, has been nominated to fill the vacancy as one of the two legal residents of the state of Arkansas who are not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Ms. Nelson is employed by the Arkadelphia 20/25 Commission as the Executive Director. This term will expire August 6, 2007, and completes an unexpired term.

Therefore, the following resolution is submitted for Board consideration:

**RESOLVED**, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Ms. Connie Nelson of Arkadelphia, Arkansas, as a member of the Institutional Certification Advisory Committee to represent Arkansas consumers and to fulfill the ICAC membership position as one of the two legal residents of the state of Arkansas who are not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity The term of this appointment expires August 6, 2007.

**FURTHER RESOLVED**, That the Coordinating Board expresses appreciation to Ms. Nelson for her 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 Ms. Nelson.

## REPORT OF THE INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

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The Institutional Certification Advisory Committee (ICAC) met at the Arkansas Department of Higher Education on July 13, 2004, to consider applications for certification, recertification, and decertification.

ICAC committee members in attendance were Dr. Shirlene Harris, Ron Kelton, Sylvia Orton, and Dr. Larry Williams. Rev. Charles Attebery was absent. Emil Mackey, ex-officio member, was present; Brenda Germann, ex-officio member, was absent. ADHE staff members present were Dr. Karen Wheeler, Cynthia Moten, Jeanne Jones, and Patsy C. Strode.

Dr. Jack Lassiter, Deborah Germany, and Jerry Peters were also in attendance. Mr. Peters is the Director of Webster University Little Rock Metropolitan Campus.

Staff presented the following notification of changes from AHECB certified institutions:

- ITT Technical Institute, Little Rock. Submitted catalog changes in prerequisites for courses in Bachelor of Science in Technical Project Management and Information Systems Security. This change is less than 25% change in total program.
- University of Phoenix, Little Rock, Arkansas. On-site programs. Master of Arts in Organizational Management title changed to Master of Management
- University of Phoenix, Phoenix, Arizona. On-line programs. Master of Arts in Organizational Management title changed to Master of Management. Master of Science in Computer Information Systems title changed to Master of Information Systems/Management.

The following report on an application for certification was presented to the ICAC for consideration of their recommendation to the Arkansas Higher Education Coordinating Board.

**Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas**  
**Initial Program Certification**  
**Master of Arts in Business and Organizational Security**  
**Master of Arts in Media Communications**  
**Master of Science in Finance**

Prior to program recertification in June 2003 and in June 2002, ADHE review teams visited Webster University Little Rock Metropolitan Campus to review recertification applications.

Certified programs at Webster include the Master of Arts in the following areas: Health Services Management, Human Resources Management, International Business, Management, and Marketing; Master of Business Administration in the following areas:

Human Resources Management, International Business, Management, Health Services Management, Marketing and Environmental Management; and Master of Science in Environmental Management.

Reviewers for the Webster application for certification were Dr. Rick Casey, Director of International Studies, University of the Ozarks, Clarksville; and Dr. Terry Roach, Associate Professor of Management and Marketing, College of Business, Arkansas State University, Jonesboro. Their findings were that the Master of Arts in Business and Organizational Security, the Master of Arts in Media Communications, and the Master of Science in Finance are educationally sound degree programs and are ready to be presented to the next level in the application review.

#### The Institution

With its home office in St. Louis, Missouri, Webster University is chartered by the State of Missouri. The University is accredited by the Higher Learning Commission and is a member of North Central Association for Colleges and Schools. The next comprehensive visit is scheduled for 2007-08.

#### The Programs

The degree programs are offered in nine-week semesters, with classes meeting once a week for four and one-half hours.

The Master of Arts in Business and Organizational Security curriculum, which is based primarily on the social sciences, requires 36 semester credit hours with 24 semester credit hours in security management and 12 hours of elective graduate courses. Webster University has a memorandum of understanding with the Army National Guard to offer the Master of Arts in Business and Organizational Security to students interested in preparation for the American Society for Information Science's certified protection professional program.

The Master of Arts in Media Communications requires 36 semester credit hours, including 21 semester credit hours of core courses and 15 hours of elective graduate courses for the degree without an emphasis. Six credit hours of prerequisites will be required for students who do not have an educational background or experience in the communications field.

The Master of Science in Finance includes 27 required semester credit hours and 9 elective graduate hours. Prerequisites for the degree program include Accounting Theory and Practice, Current Economic Analysis, Applied Business Statistics and Survey of Calculus. Students may select electives to support a specific career goal such as advanced certification as a financial analyst or a financial planner.

#### The Student

The students are currently employed in management positions and wish to pursue a master's degree through a continuing education program offered through evening and weekend classes.

Certification History in Arkansas

In 1973 Webster University Little Rock Metropolitan campus received its initial Arkansas program certification. Current certifications listed above expire in 2005 and 2006.

Staff Recommendation

ADHE staff recommended initial program certification of the Master of Arts in Business and Organizational Security, Master of Arts in Media Communications, and Master of Science in Finance to be offered at Webster University.

The motion to recommend initial certification for two years was made by Dr. Harris with a second by Mr. Kelton. Motion carried.

Letters of Notification

Letters of Notification for the October 2004 Coordinating Board meeting were received from the following:

Grantham University, Slidell, Louisiana

Distance Delivery Programs. On-site location for student services administrative office in El Dorado, Arkansas.

Distance Delivery. Associate of Science in: Business Administration, Computer Engineering Technology, Computer Science, Criminal Justice, Electronics Engineering Technology, Engineering Management, Information Systems, and Software Engineering Technology; Bachelor of Science in Business Administration, Computer Engineering Technology, Computer Science, Criminal Justice, Electronics Engineering Technology, Engineering Management, Information Systems, and Software Engineering Technology; Master of Business Administration (General); Master of Business Administration in Project Management, Master of Business Administration in Information Management; Master of Science in Information Management—Project Management; Master of Science in Information Management Technology; and Master of Science in Information Technology.

ITT Technical Institute, Little Rock, Arkansas

Recertification, Traditional on-site delivery.

Associate of Applied Science in Information Technology, AAS in Computer & Electronic Engineering, AAS in Computer Drafting and Design

Tulane University, New Orleans, Louisiana

Decertification

Master in Public Health in cooperation with UAMS

University of Phoenix, Little Rock, Arkansas

Initial Certification. On-site Delivery. Bachelor of Science in Business additional specializations in Retail Management, and Public Administration; Bachelor of Science in Business specialization in Software Engineering; Master of Business Administration with specialization in Human Resources Management and

Marketing; Master of Management, Specialization in Human Resources Management

University of Phoenix, Phoenix, Arizona

Initial Certification. Distance Delivery. Bachelor of Science in Business additional specializations in Retail Management, and Public Administration; Bachelor of Science in Business specialization in Software Engineering; Master of Business Administration with specializations in Human Resources Management, and Marketing; Master of Management, Specialization in Human Resources Management

Webster University Ft. Smith Metropolitan Campus, Ft. Smith, Arkansas  
New Location for on-site delivery.

#### Other Business

Garland Hankins, a member of the ICAC committee and Deputy Director of Arkansas Department of Workforce Education, retired June 30, 2004. The motion was made by Dr. Williams, with a second by Dr. Harris, to recognize Mr. Hankins for his contributions to ICAC through a resolution presented to the Coordinating Board. Motion carried.

Deborah Germany was appointed by the Director of Arkansas Department of Workforce Education as his designee to replace Mr. Hankins as a member of the ICAC. The motion was made by Dr. Williams, with a second by Mr. Kelton, to present a resolution to the Coordinating Board for this appointment. Motion carried.

Dr. Jack Lassiter, Chancellor of the University of Arkansas at Monticello, was appointed by the public four-year chancellors and presidents, to replace Dr. Fred Taylor, an ICAC member who retired June 30, 2004. The motion was made by Ms. Orton, with a second by Dr. Williams, to present a resolution to the Coordinating Board for this appointment. Motion carried.

Staff recommended the appointment of Connie Nelson of Arkadelphia to fill the unexpired term for the legal resident of the state of Arkansas not officially affiliated with any postsecondary institution. The motion was made by Dr. Harris, with a second by Ms. Orton, to present a resolution to the Coordinating Board for this appointment. Motion carried.

#### ICAC Proposed Rules and Regulations for Certification

ICAC comments on the proposed Rules and Regulations for Certification of College-Level Course/Degree Programs and New Institutions were presented for discussion. The draft of the proposed rules will be sent for comments to the institutions certified by AHECB, the institutions exempt from certification by AHECB, and persons interested in certification regulations in Arkansas, and ICAC will meet August 10, 2004, to review the summary of comments received from those groups.

The public comment period for the proposed Rules and Regulations for Certification of College-Level Course/Degree Programs and New Institutions will begin August 21, 2004, and end on September 22, 2004. ICAC will meet September 21, 2004, for its regular quarterly meeting to review comments received and to consider applications for certification. A public hearing of the proposed rules will be conducted at the Arkansas Higher Education Coordinating Board meeting on October 22, 2004, at the Rich Mountain Community College, in Mena, Arkansas.

Announcements

The Arkansas Higher Education Coordinating Board will meet August 5-6, 2004, at Northwest Arkansas Community College, Bentonville, Arkansas.

Adjournment

The meeting adjourned at 4:50 p.m.



## **LETTERS OF NOTIFICATION**

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The Arkansas Department of Higher Education received the following notifications from April 15, 2004, through July 20, 2004.

### **ITEMS FOR FUTURE BOARD CONSIDERATION**

#### Arkansas State University—Jonesboro

Associate of Applied Science in Nursing at Mid-South Community College

Master of Science in Environmental Science

Master of Business Administration at Arkansas Tech University

Ph.D. in Biosciences

#### East Arkansas Community College

Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Environmental/Health and Safety Technology

#### Henderson State University

Master of Business Administration in Mexico City via distance technology

#### Pulaski Technical College

Associate of Applied Science in Occupational Therapy Assistant in partnership with Baptist School of Allied Health

Associate of Arts in Teaching (P-4, Early Childhood Education) in partnership with University of Arkansas at Little Rock

Associate of Applied Science in Medical Office Technology with options in Medical Transcription and Medical Billing and Coding

South Arkansas Community College

Technical Certificate in Medical Coding

Technical Certificate in Medical Transcription

University of Arkansas Community College at Batesville

Certificate of Proficiency, Technical Certificate and Associate of Applied in Hospitality/Restaurant Management

University of Arkansas Community College at Morrilton

Associate Degree in Nursing (LPN-to-RN) offered by Arkansas Rural Nursing Education Consortium institutions: Arkansas State University--Newport, Black River Technical College, Cossatot Community College of the University of Arkansas, Ozarka College, South Arkansas Community College, and University of Arkansas Community College at Morrilton

University of Arkansas, Fayetteville

Bachelor's Degrees in Mechanical Engineering and Electrical Engineering at University of Arkansas at Fort Smith

Bachelor of Science in Education in Early Childhood Education, P-4 in partnership with NorthWest Arkansas Community College

Professional and Technical Education concentration in the Bachelor of Science in Vocational Education

Master of Information Systems at various locations

Master of Science and Ph.D. in Space and Planetary Sciences

Ph.D. in Educational Foundations

University of Arkansas for Medical Sciences

Master of Imaging Sciences

Ph.D. in Bioinformatics in cooperation with University of Arkansas at Little Rock

University of Central Arkansas

Master of Science in Education in Advanced Studies in Teaching and Learning

**Institutional Certification Advisory Committee**

Grantham University, Slidell, Louisiana

Initial Certification. On-site location for student services administrative office in El Dorado, Arkansas.

Distance Delivery. Associate of Science in the following: Business Administration, Computer Engineering Technology, Computer Science, Criminal Justice, Electronics Engineering Technology, Engineering Management, Information Systems, and Software Engineering Technology; Bachelor of Science in the following: Business Administration, Computer Engineering Technology, Computer Science, Criminal Justice, Electronics Engineering Technology, Engineering Management, Information Systems, and Software Engineering Technology; Master of Business Administration (General); Master of Business Administration in Project Management, Master of Business Administration in Information Management; Master of Science in Information Management—Project Management; Master of Science in Information Management Technology; and Master of Science in Information Technology.

ITT Technical Institute, Little Rock, Arkansas

Recertification

Associate of Applied Science in Information Technology, AAS in Computer & Electronic Engineering, AAS in Computer Drafting and Design

Tulane University, Master of Public Health

Decertification

Master in Public Health

University of Phoenix, Little Rock, Arkansas

Initial Certification. On-site Delivery. Bachelor of Science in Business additional specializations in Retail Management (BSB/RM), and Public Administration (BSB/PA); Bachelor of Science in Business specialization in Software Engineering (BSIT/SE); Master of Business Administration with specialization in Human Resources Management (MBA/HRM) and Marketing (MBA/MKT); Master of Management, Specialization in Human Resources Management (MM/HRM)

University of Phoenix, Phoenix, Arizona

Initial Certification. Distance Delivery. Bachelor of Science in Business additional specializations in Retail Management (BSB/RM), and Public Administration (BSB/PA); Bachelor of Science in Business specialization in Software Engineering (BSIT/SE); Master of Business Administration with specializations in Human Resources Management (MBA/HRM), and Marketing (MBA/MKT); Master of Management, Specialization in Human Resources Management (MM/HRM)

Webster University Ft. Smith Metropolitan Campus, Ft. Smith, Arkansas  
New Location. On-site delivery.

## **INFORMATION ITEMS**

### **NOTIFICATION OF NEW PROGRAM**

East Arkansas Community College (Fall 2004)

Technical Certificate in Business Systems Networking Cisco (CIP 11.0901)

Technical Certificate in Microcomputer Maintenance/Repair (CIP 11.1002)

Certificate of Proficiency and Technical Certificate in Internet Technology/Web  
Page Design (CIP 11.0801)

Certificate of Proficiency and Technical Certificate in Microcomputer Systems  
Administration (CIP 11.1001)

Mid-South Community College (Spring 2005)

Certificate of Proficiency in Medical Transcription (CIP 51.0708)

North Arkansas College (Fall 2004)

Technical Certificate in Construction Technology (CIP 46.0000)

Phillips Community College of the University of Arkansas (Fall 2004)

Certificate of Proficiency in Microsoft Client Server Administration (CIP 11.1001)

Certificate of Proficiency in Microsoft Network Management (CIP 11.1002)

Certificate of Proficiency in Microsoft Operating Systems Desktop Support  
(CIP 11.0901)

### **NOTIFICATION OF NAME CHANGE**

North Arkansas College (Fall 2004)

Technical Certificate in Industrial Technology (CIP 47.0303, DC 4615) changed  
to Technical Certificate in Industrial Maintenance (CIP 47.0303)

Southern Arkansas University--Magnolia (Fall 2004)

Bachelor of Applied Science (CIP 30.9999, DC 1870) changed to Bachelor of General Studies (CIP 24.0102)

**NOTIFICATION OF NEW PROGRAM CONCENTRATION**

University of Arkansas, Fayetteville (Fall 2004)

Apparel Studies concentration in Master of Science in Human Environmental Sciences

**NOTIFICATION OF NEW ORGANIZATIONAL UNITS**

University of Arkansas at Little Rock (Fall 2004)

Center for Nonprofit Organizations

Arkansas Center for Stuttering Research and Treatment

**NOTIFICATION OF NEW PROGRAM CODE**

University of Arkansas at Fort Smith (Fall 2004)

Bachelor of Science in Biology (CIP 26.0101 and CIP 13.1322)

Bachelor of Science in Mathematics (CIP 27.0101 and CIP 13.1323)

Bachelor of Science in Chemistry (CIP 40.0501 and CIP 13.1311)

**NOTIFICATION OF INACTIVE PROGRAMS**

University of Arkansas at Little Rock (Summer 2004)

Master of Arts in Gerontology (CIP 44.0701, DC 5350)

Graduate Certificate in Gerontology (CIP 44.0701, DC 5190)



**DOCTOR OF AUDIOLOGY**  
**UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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The administration and Board of Trustees of the University of Arkansas System (UA) request Coordinating Board approval to offer the Doctor of Audiology (AuD) at the University of Arkansas for Medical Sciences (UAMS) in cooperation with the University of Arkansas at Little Rock (UALR), effective in the fall of 2005. UAMS and UALR are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The existing cooperative master's degree in communication sciences and disorders is accredited by the American Speech-Language-Hearing Association (ASHA). The UA Board of Trustees approved the proposal on June 4, 2004.

**Description of the Program**

The proposed program is a professional, clinically-based doctorate degree in audiology. The four-year curriculum consists of 118 semester credit hours of post-baccalaureate coursework including 66 credit hours of audiology and speech pathology courses, 6 credit hours of discipline-related courses, 6 credit hours of directed research, 20 credit hours (350 hours) of clinical laboratory work, and 20 credit hours (1440 hours) of a clinical externship during the final year of study. Fourteen new courses (39 credit hours) and a clinical laboratory (20 credit hours) will be added to the curriculum to provide students with a strong scientific background and to emphasize diagnostic knowledge and skills in audiology. The expanded program is designed to meet new certification standards and student outcomes measures required for continued national accreditation.

The existing master's program requires two years of coursework in the rehabilitation aspects of audiology and research methods, and completion of a one-year supervised clinical practicum after graduation. The proposed doctoral program will build upon the master's program by requiring an additional year of coursework in counseling strategies, hearing topics, and language development of children who are deaf or hard of hearing. The final year of the program will be spent in a full-time supervised clinical externship with direct patient contact.

To be admitted to the AuD program, student's must hold a bachelor's degree from a regionally accredited institution, have a 3.0 grade point on the last 60 credit hours of undergraduate study and in all undergraduate audiology and speech pathology coursework, and submit scores for the verbal, quantitative and writing sections of the Graduate Record Examination (GRE). Students admitted without a bachelor's degree in communication sciences and disorders must

complete 15-credit hours of prerequisite coursework in phonetics, language development and disorders, speech and hearing science, and statistics. Individuals who hold a master's in audiology from a regionally accredited institution will be required to complete 30-46 credit hours of coursework in practice management, professional issues, instrumentation and directed research to upgrade their credentials. Within two years of doctoral degree completion, graduates must take the ASHA national certification examination to meet state licensure requirements.

Over the past 30 years, UAMS has offered a master's degree in communication sciences and disorders in cooperation with UALR by sharing faculty, laboratory, research, facility, and library resources. While the audiology concentration in the existing master's degree will be discontinued, there will be no changes in program operation for implementation of the proposed doctoral degree in audiology.

### **Need for the Program**

Although licensed audiologists with a master's degree can continue their practice without obtaining a doctorate degree, institutions that plan to continue audiology education must implement a doctoral degree program by 2007 in accordance with ASHA accreditation guidelines and certification standards. Beginning in 2007, applicants for national certification must have a minimum of 75 semester credit hours of post-baccalaureate education in audiology. Students completing the 47-credit hour master's degree at UAMS/UALR will not be eligible for national certification in three years if the existing program is not upgraded to a doctoral degree.

Annually, six students are admitted to the audiology concentration in the existing master's program. No new students will be admitted to the existing audiology program upon Coordinating Board approval of the Doctor of Audiology. The AuD program will prepare graduates to work as clinical audiologists in a variety of settings such as hospitals, pediatric centers, geriatric centers, clinics, and private practice.

In 2001, 82 licensed audiologists responded to a departmental survey on the need for an expanded master's degree program. Seventeen survey respondents indicated that they were completing the AuD degree via distance delivery, and 36 respondents expressed an interest in obtaining the clinical doctorate. Ten recent UAMS/UALR audiology graduates are interested in obtaining the AuD degree. Nine students would be admitted to the doctoral program annually beginning in the fall of 2005.



**Program Costs**

Two new faculty will be required in the second year of program implementation to meet additional teaching and clinical requirements. The on-campus audiology clinic will be expanded and additional diagnostic equipment will be required to provide more student practice experiences. Portable diagnostic equipment will be necessary to provide hearing screenings in preschools and nursing homes across the state. Annual program costs are expected to be \$170,000 and will be shared evenly by UAMS and UALR. Funds will come from student tuition and fees and a redistribution of institutional budgets in the UAMS College of Health Related Professions and UALR College of Professional Studies.

**Program Duplication**

A clinical doctorate degree in audiology is not offered in Arkansas. Doctoral programs are offered in surrounding states (Tennessee, Oklahoma, Louisiana and Texas).

**Desegregation**

African American graduate student enrollment is 9.1 percent.

**Program Duplication**

In 2002-03, UAMS offered seven doctoral degrees of which six (86 percent) met Board degree productivity guidelines. Over the past three years, UAMS has awarded 14 master's degrees in audiology.

The following resolution is presented for Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Doctor of Audiology (CIP 51.0202) at the University of Arkansas for Medical Sciences in cooperation with the University of Arkansas at Little Rock, effective in the fall 2005.

**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 University of Arkansas System, and the Chancellors of the Medical Sciences and Little Rock campuses of the University of Arkansas, of this approval.

## **ARKANSAS PERFORMANCE REPORTING SYSTEM**

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Act 1463 of 2003 directed the Arkansas Department of Higher Education (ADHE) to work in consultation with Arkansas colleges and universities to develop a performance reporting system for higher education in Arkansas. In September 2003, ADHE staff and a committee comprised of two- and four-year institutional representatives from academic affairs, student affairs, finance, institutional research, and other campus and system administrators began working to identify data elements to include in the Performance Reporting System (the System) in keeping with the legislative mandate.

Performance Reporting Committee members were Pat Bailey (Vice Chancellor, Academic and Student Affairs-ASUMH); Mary Benjamin (Vice Chancellor, Academic Affairs-UAPB); Robert Evans (Executive Director, Government Relations-ASUJ); Karen Hodges (Vice President, Learning-NWACC); Bob Houston (Vice President, Academic Affairs-HSU); Jack Lassiter (then Executive Vice President-UA System); Rick McDaniel (Senior Associate Vice Chancellor, Academic Affairs-ASUJ); Steve Murray (then Executive Vice Chancellor-PCCUA); Harvey Post (Vice President, Students Affairs-SEAC); June Prince (Vice President, Institutional Planning and Assessment-OTC); Sandra Robertson (Executive Director, Community College Relations and Extended Programs/Budget Director-UALR); Janis Sawyer (Vice President, Financial Affairs-NPCC); David Underwood (Associate Vice President, Academic Affairs-ATU); and Kathy Van Laningham (Vice Provost for Planning-UAF).

The Performance Reporting Committee completed its work in April 2004. ADHE staff presented suggested data elements to the Legislative Liaisons in May 2004 and the Executive Council in June 2004 for their review. Recommended changes were made and presented to the Performance Reporting Committee in late June 2004.

Since the committee's first meeting in September 2003, more than 150 data elements have been identified by the higher education community for possible inclusion in the Performance Reporting System. Some data elements were dropped from consideration because there is no standard objective means to report outcomes, while others were thought to be too limited in focus.

As proposed, the higher education performance reporting system is designed to provide the General Assembly and the public with information about public institutions. The information will assist policy makers and prospective students and their parents judge the extent to which public institutions are effectively and efficiently accomplishing their missions.

Objective data will be reported on an institutional, state, and national level to provide information about Arkansas's performance in the following areas:

- Participation
- Preparation
- Affordability
- Workforce Development and Customized Training
- Educational Outcomes

In order to put the data reports in context, each institution will be asked to provide its mission, vision, values, role, and scope. Institutions will also be allowed to provide a brief narrative related to institutional achievements, community service projects, and other noteworthy events.

Recommended data elements of the Performance Reporting System can be found on pages 37-3 through 37-5. A web page will be created to provide public access to the data and other information related to the report.

The Performance Reporting System will be presented to the Legislative Council and House and Senate Education Committees for approval prior to the 2005 legislative session.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board endorses the Performance Reporting System developed by the Arkansas Department of Higher Education and the Performance Reporting Committee in consultation with Arkansas public colleges and universities.

**ARKANSAS PERFORMANCE  
REPORTING SYSTEM  
2004-05**

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**Introduction of Institution**

- Each institution will provide a brief overview of its mission, vision, values, and role and scope.
- Each institution will provide a brief list of institutional achievements, community service projects and/or other noteworthy events in the institution's history.

**Preparation**

- (State) Number and % of students taking college core in high school
- (State) Placement score averages by subject area (ACT, SAT, COMPASS, ASSET; all test takers; all enrolled)
- (Institution) Remedial enrollment total and by subject

**Participation**

- (State) 9<sup>th</sup> graders who enter college after high school graduation
- (State) College-going rate and by targeted county
- (State) % of adults 18-24 enrolled in college
- (State) % of adults 25 and over enrolled in college
- (State) % of population over age 25 with an undergraduate or graduate degree
- (State) Unduplicated Headcount/FTE enrollment
- (Institution) Unduplicated Headcount/FTE enrollment
- (County) Undergraduate student diversity (race, gender)\*
- (Institution) Undergraduate student diversity (race, gender)\*
- (Institution) Transfers accepted
- (Institution) Retention (first to second year)
- (Institution) High school students taking college courses
- (Institution) Number of courses best characterized as "delivered through technology"
- (Institution) Number of students enrolled in "delivered through technology" courses
- (Institution) List of programs and headcount enrollment

**Affordability**

- (State) *Measuring Up* grade
- (State) Total \$ in state scholarships (administered by ADHE) by type and amount
- (State) Number of undergraduate students with state scholarships
- (Institution) Tuition/fees compared to SREB/national
- (Institution) Total \$ in institutional undergraduate scholarships by type as % of state E&G (public or private source; designate as awarded for academics, athletics, performance)
- (Institution) Number of undergraduate students with institutional scholarships
- (Institution) Number and % of Pell recipients (does not include high school students or non-degree seekers)
- (Institution) Number and % of federal student loan recipients\*\*

**Workforce Development and Customized Training**

- (State) R&D expenditures per capita (included in Milken Index)
- (State) Total \$ in Federal R&D science and engineering grants and contracts
- (State) Rank on Milken Foundation New Economy Index
- (State) Number of patents issued per 1,000 workers (commercial application of created knowledge included in Milken Index)
- (State) % of population over age 25 with an undergraduate or graduate degree
- (Institution) Total \$ in Federal R&D science and engineering grants and contracts
- (Institution) Total \$ in Federal non-research grants and contracts
- (4-Year) Number of declared science and engineering undergraduate and graduate students
- (Institution) Number of non-credit training programs delivered to business and industry
- (Institution) Number of enrollees in customized training
- (Institution) Number of non-credit training hours delivered\*\*

**Educational Outcomes**

- (State) Licensure pass rate (certificate, associate, baccalaureate, graduate/first professional)\*\*
- (State) Degrees granted in math, science, foreign language, engineering, and education
- (Institution) Licensure pass rate (certificate, associate, baccalaureate, graduate/first professional)\*\*
- (Institution) Number and % of program accreditations granted by professional organizations\*\*
- (Institution) Graduation rates and by ACT score
- (Institution) Graduation rates for transfer students, six years later
- (Institution) Certificates of Proficiency, Technical Certificates, and undergraduate and graduate degrees granted by discipline
- (Institution) Degrees granted by scholarship participation (Academic Challenge, Governor's Scholars, and Governor's Distinguished Scholars)
- (2-year) Transfer and baccalaureate graduation rates of associate of arts, associate of science, and associate of arts in teaching recipients

**Non-Formula Entities**

- University of Arkansas for Medical Sciences, UA-Division of Agriculture, UA-Archeological Survey, and UA-Criminal Justice Institute will participate in the Performance Reporting System after a one-year phase-in.
- Non-formula entities will work with ADHE staff to identify appropriate, mission-driven performance data elements for electronic submission.

**NOTES:** *National and regional averages will be presented with statewide data when available. Each section will include a narrative to explain the data elements, how they are measured, and specific data sources. Definitions will be provided with each section.*

\* Student disability information will be phased-in.

\*\* One-year phase-in

## REPORT ON 2003 COLLEGE GOING RATE

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The college going rate measures the proportion of college students enrolling in postsecondary education in the fall semester immediately after finishing high school. Current data are based on the fall 2003 student cohort that enrolled first-time, full-time, and on-campus at an Arkansas public or independent institution after graduating from one of the state's public high schools in spring 2003. Since most college students enroll in college directly after completing high school, the percentage of high school graduates making an immediate transition from high school to college is an indicator of the total proportion that will ever enroll in post-secondary education. The percentage, therefore, reflects the accessibility of higher education as well as students' assessment of the value of attending college when compared to working, entering the military, traveling, or following other pursuits.

An all-time high, the college going rate for Arkansas in fall 2003 – 60.8% -- improved by 1.3% from the previous fall term and has exceeded the general range of [55 - 60%] for the previous seven reporting periods (Table 40-1). The public universities increased 0.9% to 35.1%, while the public two-year colleges experienced an increase of 0.7% to 21.9%. The proportion of entering freshmen enrolling at independent institutions decreased by 0.1% to 3.8%. (Two independent institutions did not report.)

The current base of 16,756 first-time, full-time freshmen from Arkansas is 4.4% more than the previous year, with the number of high school graduates increasing slightly over one year earlier by 489 (Table 40-2). This slight increase in the number of high school graduates is within projections from the National Center for Education Statistics (NCES). Recent K-12 enrollment projections by NCES through 2012 indicate an expected decrease in the number of high school graduates in Arkansas for the period 1999-2000 to 2011-12 of 5.7%. Projected trends in the number of public high school graduates could be impacted by changes in policies affecting graduation requirements. It is not known at this time if the decreasing number of high school graduates will cause a corresponding decline in the number of freshmen entering higher education due to the impact of an increasing college-going rate. (NCES, *Projections of Education Statistics to 2011*, Table 25).

The national college going rate of 65.2% for fall 2002, the latest year for which national data are available, increased (3.5%) from the previous year. (NCES, *Digest of Education Statistics, 2004*; Table 184) Much of the difference between the national rate and the Arkansas rate of 60.8% is attributed to the out-migration of students; that is, Arkansas freshmen entering higher education in states other

than Arkansas. According to out-migration statistics from NCES we know that historically 10-12% of Arkansas' freshman initially enroll in out-of-state institutions. When the Arkansas college going rate is adjusted for out-migration, the result is an increase of 6-7%, making the estimated Arkansas college going rate essentially the same as or higher than the National college going rate.



**Table 40-1. COLLEGE GOING RATE FOR FIRST-TIME, FULL-TIME STUDENTS  
AT ARKANSAS INSTITUTIONS, 1999 - 2003**

INSTITUTION	FIRST-TIME STUDENTS FOR FALL TERM --									
	1999		2000		2001		2002		2003	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
<b>Public Four-Year</b>										
ASUJ <sup>1</sup>	1,465	5.4%	1,438	5.3%	1,418	5.2%	1,308	4.8%	1,190	4.3%
ATU <sup>2</sup>	1,020	3.8%	1,084	4.0%	1,153	4.3%	1,123	4.1%	1,280	4.6%
HSU	455	1.7%	555	2.0%	534	2.0%	501	1.9%	428	1.6%
SAUM	377	1.4%	426	1.6%	413	1.5%	411	1.5%	389	1.4%
UAF	1,809	6.7%	1,799	6.6%	1,856	6.8%	1,751	6.5%	1,795	6.5%
UAFS <sup>3</sup>	826	3.1%	692	2.5%	755	2.8%	917	3.4%	662	2.4%
UALR	870	3.2%	752	2.8%	664	2.5%	663	2.4%	634	2.3%
UAM <sup>4</sup>	479	1.8%	425	1.6%	432	1.6%	483	1.8%	618	2.2%
UAMS	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
UAPB	435	1.6%	430	1.6%	473	1.7%	467	1.7%	413	1.5%
UCA	1,626	6.0%	1,516	5.5%	1,562	5.8%	1,633	6.0%	2,265	8.2%
<b>Four-Year Subtotal</b>	<b>9,362</b>	<b>34.8%</b>	<b>9,117</b>	<b>33.4%</b>	<b>9,260</b>	<b>34.2%</b>	<b>9,257</b>	<b>34.2%</b>	<b>9,674</b>	<b>35.1%</b>
<b>Public Two-Year</b>										
ANC <sup>5</sup>	141	0.5%	156	0.6%	203	0.7%	230	0.8%	267	1.0%
ASUB <sup>6</sup>	477	1.8%	477	1.7%	469	1.7%	545	2.0%	534	1.9%
ASUMH	177	0.7%	161	0.6%	203	0.7%	185	0.7%	226	0.8%
ASUN	110	0.4%	72	0.3%	136	0.5%	86	0.3%	84	0.3%
BRTC	241	0.9%	236	0.9%	316	1.2%	325	1.2%	338	1.2%
CCCUA	94	0.3%	65	0.2%	106	0.4%	76	0.3%	95	0.3%
EACC	216	0.8%	170	0.6%	259	1.0%	241	0.9%	248	0.9%
MSCC	126	0.5%	95	0.3%	20	0.1%	43	0.2%	76	0.3%
NAC	363	1.3%	359	1.3%	392	1.4%	349	1.3%	423	1.5%
NPCC <sup>7</sup>	265	1.0%	253	0.9%	207	0.8%	260	1.0%	329	1.2%
NWACC	402	1.5%	409	1.5%	470	1.7%	431	1.6%	485	1.8%
OUTC	134	0.5%	124	0.5%	170	0.6%	222	0.8%	217	0.8%
OZC	117	0.4%	97	0.4%	152	0.6%	251	0.9%	154	0.6%
PCC/UA	183	0.7%	165	0.6%	206	0.8%	202	0.7%	222	0.8%
PTC	616	2.3%	600	2.2%	647	2.4%	636	2.3%	708	2.6%
RMCC	110	0.4%	129	0.5%	131	0.5%	178	0.7%	125	0.5%
SACC	163	0.6%	135	0.5%	153	0.6%	158	0.6%	203	0.7%
SAUT	126	0.5%	97	0.4%	88	0.3%	138	0.5%	115	0.4%
SEAC	250	0.9%	244	0.9%	279	1.0%	355	1.3%	312	1.1%
UACCB	138	0.5%	174	0.6%	251	0.9%	205	0.8%	123	0.4%
UACCH	286	1.1%	273	1.0%	299	1.1%	247	0.9%	296	1.1%
UACCM	397	1.5%	220	0.8%	328	1.2%	380	1.4%	465	1.7%
<b>Two-Year Subtotal</b>	<b>5,132</b>	<b>19.1%</b>	<b>4,711</b>	<b>17.2%</b>	<b>5,485</b>	<b>20.2%</b>	<b>5,743</b>	<b>21.2%</b>	<b>6,045</b>	<b>21.9%</b>
<b>Independent</b>										
ABC	14	0.1%	32	0.1%	58	0.2%	[not reported]		[not reported]	
CBC	95	0.4%	117	0.4%	87	0.3%	79	0.3%	90	0.3%
CRC	46	0.2%	45	0.2%	41	0.2%	51	0.2%	46	0.2%
HC	218	0.8%	229	0.8%	175	0.6%	178	0.7%	126	0.5%
HU	239	0.9%	279	1.0%	255	0.9%	202	0.7%	220	0.8%
JBU	67	0.2%	90	0.3%	73	0.3%	15	0.1%	62	0.2%
LC	113	0.4%	105	0.4%	102	0.4%	99	0.4%	94	0.3%
OBU	228	0.8%	237	0.9%	221	0.8%	208	0.8%	167	0.6%
PSC	93	0.3%	55	0.2%	103	0.4%	[not reported]		[not reported]	
SC	[not reported]		[not reported]		[not reported]		[not reported]		[not reported]	
UO	89	0.3%	89	0.3%	120	0.4%	127	0.5%	128	0.5%
WBC	124	0.5%	116	0.4%	122	0.5%	90	0.3%	104	0.4%
<b>Independent Subtotal</b>	<b>1,326</b>	<b>4.9%</b>	<b>1,394</b>	<b>5.1%</b>	<b>1,357</b>	<b>5.0%</b>	<b>1,049</b>	<b>3.9%</b>	<b>1,037</b>	<b>3.8%</b>
<b>Total Entering Cohort</b>	<b>15,820</b>		<b>15,222</b>		<b>16,102</b>		<b>16,049</b>		<b>16,756</b>	
<b>Arkansas High School Graduates</b>		<b>26,896</b>		<b>27,335</b>		<b>27,100</b>		<b>27,066</b>		<b>27,555</b>
<b>COLLEGE GOING RATE</b>		<b>58.8%</b>		<b>55.7%</b>		<b>59.4%</b>		<b>59.3%</b>		<b>60.8%</b>

Notes:

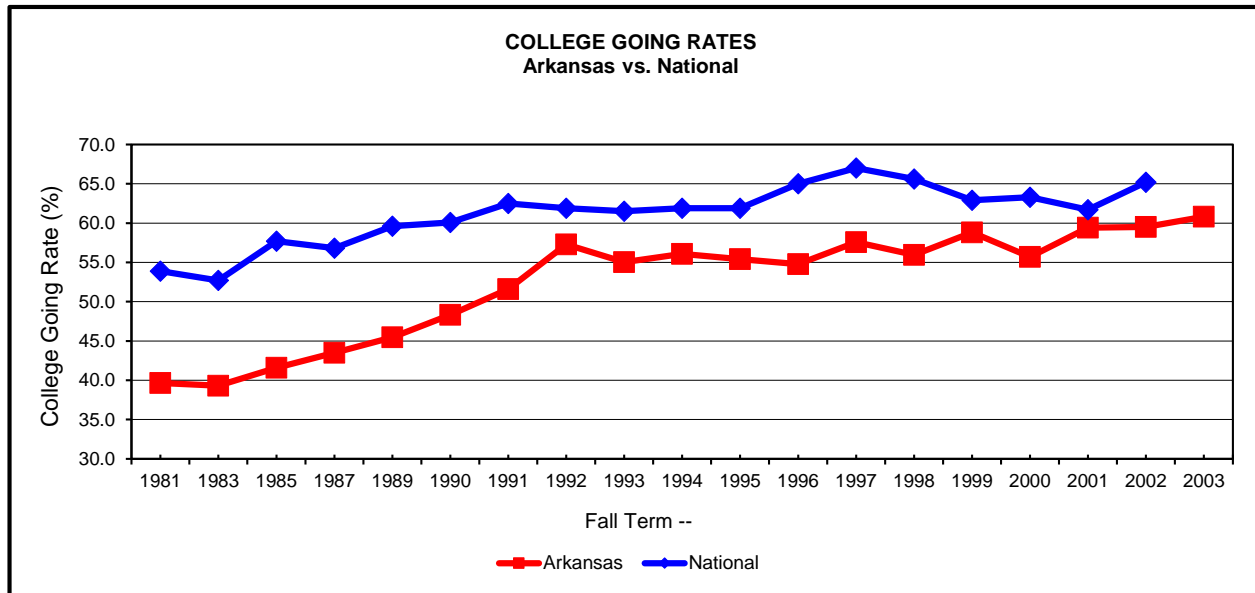
- 1) Entering Cohorts = first-time, full-time, on-campus, in-state students at Arkansas public and independent institutions
- 2) College Going Rate = the entering cohort as a proportion of the total number of students graduating from a public high school in the previous spring
- <sup>1</sup> ASUJ merged with Delta Technical Institute in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.
- <sup>2</sup> ATU merged with Arkansas Valley Technical Institute effective July 1, 2003
- <sup>3</sup> UAFS (previously WC) became a four-year institution in January 2002
- <sup>4</sup> UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003
- <sup>5</sup> ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003
- <sup>6</sup> ASUB merged with Foothills Technical Institute effective July 1, 2003
- <sup>7</sup> NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

Source: ADHE SIS; S:\P & AIR\_P2\Enrollment Book\EnrollBk-2003\tbl08-Cgrinst.xls

**Table 40-2. ARKANSAS COLLEGE GOING RATE HISTORY  
1980 - 2003**

FALL TERM --	# of FIRST-TIME ENTERING, FULL-TIME STUDENTS	# of PUBLIC HIGH SCHOOL SPRING GRADUATES	ARKANSAS COLLEGE GOING RATE	NATIONAL COLLEGE GOING RATE
1980	12,481	29,052	43.0%	n/a
1981	11,663	29,414	39.7%	53.9%
1982	11,350	29,710	38.2%	n/a
1983	11,169	28,410	39.3%	52.7%
1984	10,658	27,075	39.4%	n/a
1985	11,025	26,517	41.6%	57.7%
1986	11,378	26,527	42.9%	n/a
1987	11,842	27,224	43.5%	56.8%
1988	12,316	27,776	44.3%	n/a
1989	12,699	27,920	45.5%	59.6%
1990	12,798	26,475	48.3%	60.1%
1991	13,232	25,640	51.6%	62.5%
1992	14,808	25,845	57.3%	61.9%
1993	14,120	25,655	55.0%	61.5%
1994	14,011	24,990	56.1%	61.9%
1995	13,653	24,636	55.4%	61.9%
1996	13,779	25,152	54.8%	65.0%
1997	14,468	25,123	57.6%	67.0%
1998	15,190	27,147	56.0%	65.6%
1999	15,820	26,896	58.8%	62.9%
2000	15,222	27,335	55.7%	63.3%
2001	16,102	27,100	59.4%	61.7%
2002	16,049	27,066	59.3%	65.2%
<b>2003</b>	<b>16,756</b>	<b>27,555</b>	<b>60.8%</b>	<b>n/a</b>

n/a = not available



Source: SIS; NCES, Digest of Education Statistics 2003; Table 185  
S:\P & AIR\_P2\Enrollment Book\EnrollBk-2003\tbl09-CGRHIST.xls

<sup>1</sup> ASUJ merged with Delta Technical Institute in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

<sup>2</sup> ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

<sup>3</sup> UAFS (previously WC) became a four-year institution in January 2002

<sup>4</sup> UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

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