

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

**University of Arkansas for Medical Sciences
Jeff Banks Student Union Ballroom
4301 West Markham
Little Rock, AR 72205**

SCHEDULE

Friday, February 4, 2005

**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, February 4, 2005
10:00 a.m.**

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- *4. New Program: Master of Imaging Sciences by University of Arkansas for Medical Sciences (Dr. Rosa)
- *5. New Program: Associate of Applied Science in Workforce Leadership by University of Arkansas at Fort Smith (Ms. McCauley)
- *6. Approval of Institutional Certification Advisory Committee Report (Ms. Jones)
- *7. Revision of State Minimum Core Curricula (Ms. Moten)
- *8. New Program: Associate of Applied Science in General Technology by University of Arkansas at Monticello (Ms. McCauley)
- *9. Revision of ICAC Rules and Regulations (Ms. Jones)
- *10. Economic Feasibility for Bond Issue for Arkansas Tech University (Ms. Brown)

- *11. Economic Feasibility for Bond Issue for Southern Arkansas University
(Ms. Brown)
- *12. Economic Feasibility for Bond Issue for University of Arkansas, Fayetteville
(Ms. Brown)
- *13. Approval of Change in Date for the October 2005 Coordinating Board
Meeting (Dr. Floyd)
- *14. Approval of Reimbursement of Expenses for AHECB and ICAC Members
(Ms. Moore)
- *15. Election of Supervisory Committee for the State Board of Higher Education
Foundation (Ms. Moore)
- 16. Annual Report on First-Year Student Remediation (Mr. Harrell)
- 17. Annual Enrollment Report for Fall 2004 (Mr. Harrell)
- 18. Annual Report on Productivity of Recently Approved Programs (Mr. Harrell)
- 19. Letters of Notification (Ms. Moten)

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
University of Arkansas for Medical Sciences
Jeff Banks Student Union Ballroom
4301 West Markham
Little Rock, AR 72205**

**Friday, February 4, 2005
8:30 a.m.**

Finance Committee

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

AGENDA

- *10. Economic Feasibility for Bond Issue for Arkansas Tech University
(Ms. Brown)
- *11. Economic Feasibility for Bond Issue for Southern Arkansas University
(Ms. Brown)
- *12. Economic Feasibility for Bond Issue for University of Arkansas, Fayetteville
(Ms. Brown)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
University of Arkansas for Medical Sciences
Jeff Banks Student Union Ballroom
4301 West Markham
Little Rock, AR 72205

Friday, February 4, 2005
9:00 a.m.

Academic Committee:

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

CONSENT AGENDA

- *3. New Program: Associate of Applied Science in Respiratory Care Technology by Southeast Arkansas College (Dr. Rosa)
- *4. New Program: Master of Imaging Sciences by University of Arkansas for Medical Sciences (Dr. Rosa)
- *5. New Program: Associate of Applied Science in Workforce Leadership by University of Arkansas at Fort Smith (Ms. McCauley)
- *6. Approval of Institutional Certification Advisory Committee Report (Ms. Jones)
- *7. Revision of State Minimum Core Curricula (Ms. Moten)
- 19. Letters of Notification (Ms. Moten)

REGULAR AGENDA

- *8. New Program: Associate of Applied Science in General Technology by University of Arkansas at Monticello (Ms. McCauley)
- *9. Revision of ICAC Rules and Regulations (Ms. Jones)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
October 22, 2004

Minutes of Meeting

The October 22, 2004 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Fowler Auditorium on the campus of Arkansas State University in Jonesboro, Arkansas. Chairman Phil Ford called the meeting to order at 10:20 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
Jim Creech
David Damron
Kaneaster Hodges
Dr. Lynda Phillips Johnson
David Leech
Dr. Anne Trussell

Coordinating Board absent:

Bob Cheyne
Bill Johnson

Department staff present:

Dr. Linda Beene, Director
Dr. Steve Floyd, Deputy Director
Dr. Stan Williams, Sr. Associate Director for Institutional Finance
Dr. Karen Wheeler, Associate Director of Academic Affairs
Ron Harrell, Associate Director for Planning & Accountability
LeAnne Bird, YOU Program Coordinator
Jeanne Jones, Coordinator of Institutional Certification
Shelia Maupin, Coordinator of Federal Programs
Dr. Suzanne Mitchell, P-16 Coordinator
Cynthia Moten, Coordinator of Academic Affairs
Monieca West, Coordinator of Federal Programs
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 Dr. Les Wyatt, President of Arkansas State University – Jonesboro. President Wyatt welcomed his colleagues, faculty, ADHE department staff, and others to the campus. He thanked the members of the Coordinating Board for not only representing everyone's interests but for their willingness to do so in a voluntary capacity.

Chairman Ford thanked Dr. Wyatt for hosting the meeting and introduced Lucretia Norris, Governor's Policy Advisor for Higher Education. He then introduced

Col. Jim Creech from Pocahontas, newly appointed Coordinating Board member. Col. Creech is a former trustee of Black River Technical College and will complete Sandra Kennett's unexpired term until May 2006.

Agenda Item No. 1
Approval of Minutes

David Leech motioned to approve the minutes of the August 6, 2004 meeting, Kaneaster Hodges seconded, and the Board unanimously approved.

Agenda Item No. 2
Report of the Director

Dr. Beene reported that the State Teacher Assistance Resource Program (STAR) that targets subject and geographic area shortages, held a news conference and its first meeting on August 19, 2004. She stated the STAR program, chaired by Lt. Governor Win Rockefeller, awarded 264 scholarships for 2004-05.

Dr. Beene reported that the Coordination Commission for Educational Efforts held its first meeting on August 20, 2004. Dr. Beene stated that the commission was created by Act 109 of the Second Extraordinary Session of 2003, with the purpose of forging a discussion of public education, early childhood representatives and higher education. John Bacon, Principal of Dunbar Magnet Middle School was elected Chair and other higher education members include Dr. Charles Dunn, Dr. Glen Fenter and Dr. Milo Shult.

Dr. Beene reported that the Concurrent Enrollment Approval Panel Meeting was held on October 19, 2004. The Panel was created by Act 102 of the Second Extraordinary Session of 2003 and the stated purpose is "to ensure that each student has an adequate education... and access to a rigorous and substantially equal curriculum." The Panel consists of three appointees by the Department of Education and three appointees by the Department of Higher Education. The next meeting is scheduled for early December.

Dr. Beene reported that the Two-Year College and Technical Institute Study Committee met over a six-month period and will soon release a "Moving Forward" report that includes the history of the state's current system of colleges and universities, as well as an overview of technical institutes & two-year colleges; an examination of the current system of institution funding, etc., and P-16 partnerships.

Dr. Beene reported that the Higher Education Subcommittee, chaired by Senator Baker and Representative Jacobs, met on October 12, 2004 and proposed a set of draft recommendations to the committee. There was a lot of discussion but no decisions were reached. The next meeting is scheduled before mid-November.

Dr. Beene introduced new agency personnel - George Smith, Communications Officer; Monroe Carlton, Institutional Finance; Monieca West, Coordinator for Federal Programs; Lila McCauley, Assistant Coordinator for Academic Affairs; Nicole Abernathy, Administrative Support for Academic Affairs; Jeanne Jones in her new role as ICAC Coordinator; Judy McAinsh in her new role as Institutional Finance Personnel Manager; and Lajuana Erekson in her new role as Web Designer/Data Collection.

Dr. Beene stated that the Trustee Conference is scheduled for December 14, 2004 and will provide an opportunity to energize trustees for the upcoming Legislative Session. Governor Huckabee is confirmed to speak and "Save the Date" postcards were mailed to trustees.

Dr. Beene reported that the funding, capital & personnel recommendations (A & B) books were delivered to the Governor and Legislature and institutional budget hearings will be held on October 26-27. Dr. Beene thanked the Institutional Finance staff for all their hard work and preparation.

Dr. Beene thanked the 45 campuses for their support in reporting their IPED data in a timely manner. Dr. Beene also thanked Ron Harrell for his work in identifying and establishing a comprehensive data collection & analysis system. Mr. Harrell, who has been instrumental in both projects, asked that any changes be reported to him by November 5, 2004.

Chairman Ford announced that Dr. John Sullins, President at Arkansas Northeastern College, will be retiring at the end of December and Dr. Kathy Matlock, President at South Arkansas Community College, will be moving to North Carolina. Chairman Ford also announced that Bob Cheyne, Coordinating Board member, has undergone some medical tests and an update will be provided when results are received.

Report of Committees

Dr. Dan Grant presented the report of the Academic Committee and motioned to adopt Agenda Items 3-17. Kaneaster Hodges seconded the motion and the Board unanimously approved.

David Leech presented the report of the Finance Committee and moved approval of Agenda Items 19-20. Anne Trussell seconded the motion and the Board unanimously approved.

Agenda Item No. 3
Master of Science in Environmental Sciences
by Arkansas State University - Jonesboro

The administration and Board of Trustees of Arkansas State University (ASU) request approval to offer the Master of Science in environmental sciences 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.

The required 30-credit hour curriculum is the same as for candidates in the Ph.D. program and includes a core curriculum in the sciences, analysis of environmental systems and change, and economics with an area of specialization. Initially, specialization choices in the proposed program will be limited to ecorisk and environmental chemistry to fully utilize current faculty expertise. Additional areas of specialization may be developed in the future as new faculty are added. The degree will require six credit hours of practicum/internship or a thesis. The practicum may be conducted on-site and will include the examination of an approach to solving a problem through practical application. The internship may be conducted off-site and involve practical experience associated with a business. Each student must complete an original research-based project, which represents a significant contribution to the field of environmental sciences.

Dr. Grant asked if there is any other master's degree program that does not require a thesis. Dr. Jerry Farris from ASUJ responded that the program is integrated as well as multidisciplinary, and they felt a need for an option for a practicum that doesn't necessarily generate a thesis. He added that the practicum will have a problem-based approach, which is in demand in environmental science, and it still falls under a master's degree.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in environmental sciences (CIP 03.0104) to be offered at Arkansas State University – Jonesboro 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 the Arkansas State University of this approval.

Agenda Item No. 4
Bachelor of Science in Electrical Engineering &
Mechanical Engineering at University of Arkansas at Fort Smith
by University of Arkansas, Fayetteville

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 Bachelor of Science in Electrical Engineering and the Bachelor of Science in Mechanical Engineering at the University of Arkansas at Fort Smith effective fall 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 UA Board of Trustees approved the proposal on September 17, 2004. The University of Arkansas at Fort Smith (UAFS) will offer the first two years of the degree plan, and UAF will offer the junior and senior-level engineering courses in Fort Smith. Students enrolled on the Fort Smith campus must meet the same degree requirements as students on the UAF campus. A combination of on-site and distance technology methods will be used to deliver the junior and senior-level courses with UAF faculty providing the instruction.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves offering the existing Bachelor of Science in Electrical Engineering (CIP 14.1001) and the Bachelor of Science in Mechanical Engineering (CIP 14.1901) by the University of Arkansas, Fayetteville, 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 Chancellors of the University of Arkansas, Fayetteville, and the University of Arkansas at Fort Smith, of this approval.

Agenda Item No. 5
Master of Business Administration
Offered Via Distance Technology
by Henderson State University

The administration and Board of Trustees of Henderson State University (HSU) request approval to offer the existing Master of Business Administration (MBA) via distance technology, effective January 2005. HSU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The HSU Board of Trustees approved the proposal on August 26, 2004.

The Henderson School of Business proposes to offer the existing MBA program by distance delivery. The instructional process will be a combination of limited classroom direct instruction and web teaching, enhanced by using specialized teaching software,

Tegrity, which allows lectures to be viewed and heard over the Internet. An added feature is one that allows students to view the lecture via Internet at any time and for as many times as needed. Students will take one course at a time lasting five to six weeks. The MBA degree requires a total of ten courses, thirty credit hours that can be completed in 16 to 18 months. There will be an initial six to eight-hour Saturday class at either the HSU campus or a site that can host a minimum 15-member cohort, taught in person by HSU faculty, with the remainder of coursework completed via the web-based teaching model.

Dr. Grant asked how this particular program would differ from what the University of Phoenix offers. Dr. Gary Lynn from Henderson State University responded that HSU offered the program at a lower cost and is accredited by AACSB, whereas the University of Phoenix is not.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Master of Business Administration (CIP 52.0101) via distance technology by Henderson State University 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 Henderson State University of this approval.

Agenda Item No. 6
Technical Certificate in Medical Coding
Technical Certificate in Medical Transcription
South Arkansas Community College

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer a Technical Certificate in Medical Coding and a Technical Certificate in Medical Transcription. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees approved the proposal on July 20, 2004.

The one-year technical certificates are designed to prepare individuals for diagnostic and procedural coding or medical transcription positions in hospitals, physician offices and clinics, long-term care facilities, insurance companies, home care agencies, managed care organizations and surgical centers. The medical coding program consists of 37 semester credit hours of course work and the medical transcription program consists of 33 semester hours. The goal of the programs is to provide marketable skills that may lead to national certification with the American Health Information Management Association (AHIMA) or the American Association for Medical Transcription (AAMT).

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in medical coding (CIP 51.0713) and the Technical Certificate in medical transcription (CIP 51.0708) to be offered at South Arkansas Community College, 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 South Arkansas Community College of this approval.

Agenda Item No. 7
Associate of Applied Science in Nursing
at Mid-South Community College
by Arkansas State University - Jonesboro

The administration and Board of Trustees of Arkansas State University request approval for Arkansas State University--Jonesboro (ASUJ) to offer the existing Associate of Applied Science in Nursing at Mid-South Community College (MSCC) effective January 2005. Both institutions are 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 August 2, 2004.

The staff for the Arkansas State Board of Nursing has reviewed the program proposal and recommended approval. The Nursing Board will consider the recommendation at its regularly scheduled meeting in November 2004. Registered nursing (RN) programs must be approved by the State Board of Nursing prior to implementation.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Applied Science in Nursing (CIP 51.1601) at Mid-South Community College by Arkansas State University--Jonesboro effective January 2005, contingent on the Arkansas State Board of Nursing granting approval of the program by January 15, 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 President and Chair of the Board of Trustees of Mid-South Community College of this approval, ~~and the conditions that must be met prior.~~ **to program implementation.**

Agenda Item No. 8
Master of Information Systems
at Bentonville, Lowell, and Springdale
by the 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 existing Master of Information Systems at Bentonville, effective fall 2004, Lowell, effective August 2005, and Springdale effective January 2006. 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 June 4, 2004.

The Master of Information Systems (MIS) degree is designed to provide professional preparation for positions in business and industry management in information systems. MIS students have the option of specializing in information technology management, telecommunications management, software engineering management, and transportation/logistics technology management.

Dr. Grant noted the effective date of Fall 2004 for this program and questioned if it is already being offered. Jeanne Jones responded that some off-campus classes are being offered but the program will only be offered until approved.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Master of Information Systems (CIP 11.0501) by the University of Arkansas, Fayetteville, in Bentonville effective fall semester 2004, Lowell effective August 2005, and Springdale effective January 2006.

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

Agenda Item No. 9
Certificate of Proficiency, Technical Certificate
and Associate of Applied Science
in Environmental/Health & Safety Technology
East Arkansas Community College

The administration and Board of Trustees of East Arkansas Community College (EACC) request approval to offer a Certificate of Proficiency, Technical Certificate, and an Associate of Applied Science in Environmental/Health & Safety Technology.

The new program is consistent with the role and scope of EACC. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits EACC. The Board of Trustees approved the proposal on July 8, 2004.

The program will position graduates for entry-level employment, and provide an opportunity for currently employed personnel to update and broaden their knowledge and skills for career advancement. Recently there have been announcements of plants locating in eastern Arkansas, as follows: Eakas Manufacturing Company in Wynne; Hino Motors Manufacturing U.S.A., Inc. in Marion; Denso Manufacturing Company and Systex Manufacturing Company in Osceola. Graduates of the program could be employed as safety officers, industrial hygienists, inspectors and lab technicians at these plants.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Environmental/Health & Safety Technology (CIP 15.0507) at East Arkansas Community College, 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 East Arkansas Community College of the approval.

Agenda Item No. 10
Master of Science in Education
in advanced Studies in Teaching and Learning
University of Central Arkansas

The administration and Board of Trustees of the University of Central Arkansas (UCA) request approval to offer the Master of Science in Education (M.S.E.), in Advanced Studies in Teaching and Learning. The proposed program is consistent with the role and scope of UCA. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits UCA. The Board of Trustees approved the proposal on August 13, 2004.

The objective of the program is to provide advanced teaching and learning skills to candidates who have earned a teaching license, and have two years of teaching experience.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Education in Advanced Studies in Teaching and Learning (CIP 13.0101) at University of Central Arkansas, effective Spring 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 University of Central Arkansas of the approval.

Agenda Item No. 11
Bachelor of Science in Education in Elementary Education,
P-4 at Northwest Arkansas Community College
by the University of Arkansas, Fayetteville

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 Bachelor of Science in Education (B.S.E.) in elementary education, P-4 at NorthWest Arkansas Community College (NWACC). UAF is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the proposal April 2, 2004. The UAF College of Education and Health Professions is accredited by the National Council for Accreditation of Teacher Education (NCATE), and the program of study has been reviewed by the Arkansas State Board of Education.

The proposed program will allow UAF to offer junior- and senior-level coursework required for the B.S.E. at NWACC. Graduates of the program will be eligible for initial teacher certification/licensure in elementary education for pre-kindergarten through fourth grade (P-4). The B.S.E. curriculum will consist of a minimum of 129 semester credit hours. The first two years of the program will include general education and prerequisite courses currently offered at NWACC. Four new junior/senior-level courses will be added to the curriculum. UAF currently offers all other courses required for the degree. A one-year internship is required during the senior year.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Education in elementary education, P-4 (CIP 13.1209) at the University of Arkansas, Fayetteville, and via distance technology at NorthWest Arkansas Community College, 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, the Chancellor of the University of Arkansas, Fayetteville, and the President and Chair of the Board of Trustees of NorthWest Arkansas Community College of this approval.

Agenda Item No. 12
Associate of Applied Science in Nursing
Offered Via Distance Technology by
Consortium of Six Two-Year Colleges in Arkansas

The administration and Board of Trustees of Arkansas State University, Black River Technical College, Ozarka College, South Arkansas Community College, and the University of Arkansas System request approval to establish the Arkansas Rural Nursing Education Consortium (ARNEC) for the six member institutions to offer the Associate of Applied Science in Nursing via distance technology, effective January 2005. The ARNEC member institutions are Arkansas State University--Newport, Black River Technical College, Cossatot Community College of the University of Arkansas, Ozarka College, South Arkansas Community College, and the University of Arkansas Community College at Morrilton. All of the institutions are fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and the Boards of Trustees of each institution have approved the proposal.

Ms. Betsy Thompson asked if there was any new data reflecting whether the state is meeting the shortage of nurses in the state. Cynthia Moten stated that the Arkansas State Board of Nursing has a five-year moratorium on new nursing programs. She added that with the proposed program there would be 60 additional students enrolled and available for licensure, but it's not significant because there is a shortage of faculty available to teach additional students and insufficient clinical instruction sites. Ms. Moten added that programs must have a 75% pass rate in order to continue and occasionally will close because they do not maintain this rate.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the establishment of the Arkansas Rural Nursing Education Consortium and the offering of the Associate of Applied Science in Nursing (CIP 51.1601) via distance technology by consortium member institutions – Arkansas State University--Newport, Black River Technical College, Cossatot Community College of the University of Arkansas, Ozarka College, South Arkansas Community College, and the University of Arkansas Community College at Morrilton effective January 2005, contingent on the Arkansas State Board of Nursing granting approval of the program by January 15, 2005.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the Presidents, Chancellors, and Chairs of the Boards of Trustees of the six consortium institutions of this approval.

Agenda Item No. 13
Institutional Certification Advisory Committee
Resolution for Appointment of New Member

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.

The Institutional Certification Advisory Committee met on October 5, 2004, and recommended Dr. Walter Roettger to fill the vacancy as one of the two positions for Independent (Non-public) Postsecondary Institution Chief Administrators. Dr. Roettger is the president of Lyon College in Batesville. This term will expire on October 22, 2008, and completes an unexpired term.

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Dr. Walter Roettger, as a member of the Institutional Certification Advisory Committee to represent Arkansas Independent Postsecondary Institutions. This term expires on October 22, 2008.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to Dr. Roettger 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. Roettger.

Kaneaster Hodges motioned to recommend Agenda Items 3-13 to the Full Board, Jodie Carter seconded and the Committee unanimously approved.

Agenda Item No. 14
Doctor of Philosophy in Educational Foundations:
Educational Statistics and Research Methods
University of Arkansas, Fayetteville

The administration and Board of Trustees of the University of Arkansas System request approval to offer a Doctorate of Philosophy (Ph.D.) in Educational Foundations: Educational Statistics and Research Methods at the University of Arkansas, Fayetteville (UAF), effective spring 2005. UAF 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.

The proposed 63-credit hour program in educational foundations will build upon the existing master's program to develop professionals who can lead in the areas of educational research and statistical methods. The increased emphasis on educational accountability and data-driven school improvement both in Arkansas and the nation has led to greater demand for experts in educational statistics and research methods.

Coordinating Board members expressed concern regarding recruitment efforts throughout the state and prospective jobs for graduates of this program. Dr. George Denny of the University of Arkansas, Fayetteville responded that the recruitment efforts would come from mathematics, psychology, and some science undergraduate majors statewide. He also stated that there is grant funding in place for graduate assistantships which will attract students and the graduates would have lots of options for jobs.

Jodie Carter asked if this program would enhance previous efforts regarding data collection to improve test score strategies in regards to No Child Left Behind. In addition, Kaneaster Hodges asked where the first graduates of this program would be hired. Dr. Denny responded that they anticipate graduates from these programs will be hired as specialists for school districts in research, measurement, or statistics. They would be able to understand and evaluate educational policy issues as well as provide analyses of the data collection needed for No Child Left Behind.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Doctorate of Philosophy in Educational Foundations: Educational Statistics and Research Methods (CIP 13.0603) to be offered at the University of Arkansas, Fayetteville, effective spring 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 Chancellor of the University of Arkansas, Fayetteville, of this approval.

Kaneaster Hodges motioned to recommend Agenda Item No. 14 to the Full Board, Lynda Johnson seconded and the Committee unanimously approved.

Agenda Item No. 15
Master of Science and Doctor of Philosophy
in Space and Planetary Sciences
University of Arkansas, Fayetteville

The administration and Board of Trustees of the University of Arkansas System request approval to offer the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in space and planetary sciences at the University of Arkansas, Fayetteville (UAF), effective spring 2005. UAF 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 November 20, 2003.

Graduates of the proposed program will be employed as research scientists, consultants and administrators with aerospace companies such as Boeing and Lockheed-Martin, and with federal agencies such as the National Aeronautics and Space Administration (NASA), the National Oceanographic and Atmospheric Administration, and the U.S. Department of Defense.

Jodie Carter asked what type of industry prospects are on the horizon for this program in Arkansas and Dr. Collis Geren of University of Arkansas, Fayetteville stated that a growing interest for the program exists in Arkansas but there are currently no major jobs. Chairman Ford questioned the need for a master and a doctoral degree in the same discipline. Dr. Geren explained that science & technology based programs require that students either start with a bachelor degree and go for a doctorate or with a master degree and go directly for a doctorate. He stated there is no additional burden as far as courses, but most students would go for the doctorate.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science and Ph.D. in space and planetary sciences (CIP 40.0203) at the University of Arkansas, Fayetteville, effective spring 2005.

FURTHER RESOLVED, That the Coordinating Board approves the new concentration in space and planetary sciences in the existing master's degrees in geology (DC 6250) and geography (DC 5330), and the existing Ph.D. degrees in biology (DC 6125) and physics (DC 7350), effective fall 2004.

FURTHER RESOLVED, That the 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.

Kaneaster Hodges motioned to recommend Agenda Item No. 15 to the Full Board, Jodie Carter seconded and the Committee unanimously approved.

Agenda Item No. 16
Revision Of Criteria And Procedures For Establishing
New Certificate And Degree Programs And Organizational Units

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (AHECB) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. ADHE staff began working with a committee of two- and four-

year chief academic officers (CAOs) in spring 2004 to revise academic policies related to new program proposals.

The policy revision committee and staff presented drafts of the proposed changes at three CAO meetings and at various stages in the process via e-mail. As presented, the goal of the revision process was to create a policy statement that ensured the integrity of institutional and staff review and AHECB consideration of new programs. The proposed changes are *italicized and underlined* in the document beginning on page 16-2 of the agenda book.

Cynthia Moten outlined the changes and modifications for Agenda Item No. 16 and stated that the information was comparable to other states and represents many of the comments received from CAOs. Coordinating Board members stated that the report was excellent and long overdue.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the Criteria and Procedures for Establishing New Certificate and Degree Programs and New Organizational Units as presented in this agenda item.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, and chief academic officers of public colleges and universities of this policy.

FURTHER RESOLVED, That the Board repeals the Criteria and Procedures for Preparing Proposals for New Programs adopted on October 20, 2000.

Dr. Lynda Johnson motioned to recommend Agenda Item No. 16 to the Full Board, Jodie Carter seconded and the Committee unanimously approved.

Agenda Item No. 17
Master of Science and Doctor of Philosophy in Bioinformatics
Offered by the University of Arkansas at Little Rock
and 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 at Little Rock (UALR) and the University of Arkansas for Medical Sciences (UAMS) to offer a joint Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Bioinformatics. The University of Arkansas at Little Rock will confer the degrees awarded. Student recruitment, selection, and admission will occur during the spring 2005 and classes will begin in fall 2005. Both institutions are 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 program June 4, 2004. If approved, this joint program will be added to the role and scope of UALR.

Dr. Karen Wheeler stated that the quality of the program is high and there is a need for the program. Additional information regarding Agenda Item No. 17 can be found on pages 17-1 through 17-9 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the M.S. and Ph.D. in Bioinformatics (CIP 26.1103) offered by the University of Arkansas at Little Rock and the University of Arkansas for Medical Sciences effective spring 2005.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board adds the Ph.D. in Bioinformatics 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 and the Chancellors of the University of Arkansas at Little Rock and the University of Arkansas for Medical Sciences of this approval.

Kaneaster Hodges motioned to recommend Agenda Item No. 18 to the Full Board, Lynda Johnson seconded and the Committee unanimously approved.

Agenda Item No. 18
Report on Annual Review of
Faculty Performance

Arkansas Code Annotated §6-63-104 and AHECB policy require that each college and university conduct an annual performance review of faculty members. Pursuant to this act, ADHE is required to monitor the faculty evaluation processes employed at the various institutions and report to the Coordinating Board and to the Legislative Council each year. Board policy requires that each institution have on file with ADHE a plan detailing the procedures for faculty evaluation at each institution; significant amendments to these plans are to be submitted for Board approval.

Institutions were required to submit a report to ADHE that describes the process followed during the 2003-2004 academic year. The summarized reports from the institutions begin on page 18-2 of the agenda book.

Agenda Item No. 19
Report of 2003-2004 Intercollegiate Athletic
Revenues and Expenditures

Act 245 of 1989 (A.C.A. §6-62-106) directed the Coordinating Board to develop and establish uniform accounting standards and procedures for reporting revenues and expenditures and, based on these standard definitions and formats, to collect the financial data and provide a uniform report of each institution's athletic revenues and expenditures. In addition, the Coordinating Board must provide a report to the Legislative Joint Auditing Committee and the public by November of each year on each institution's actual athletic costs for the previous fiscal year.

Athletic revenues and expenditures for 2003-2004 for each institution have been collected according to uniform standards and compiled in a summary report that follows this agenda item beginning on page 19-1 through 19-3 of the agenda book.

Dr. Stanley Williams reported that the four-year institutions spent \$72.3 million and two-year institutions spent \$203,500 on athletics for the 2003-04 year. He also reported that total expenditures increased by 4.6%, or \$3.2 million, over last year. Dr. Williams noted that athletic expenditures represented an average of only 3.7% of the institutions 2004-04 budgets. The Board asked how high the percent had been in the past and Dr. Williams stated he couldn't remember exact years but we traditionally had been trying to keep it to no more than 5%. Kaneaster Hodges asked that future reports include the preceding three years in order to see trends.

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Report of 2003-2004 Intercollegiate Athletic Revenues and Expenditures as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

FURTHER RESOLVED, That the Coordinating Board authorizes the Director to transmit the Report of 2003-2004 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of Act 245 of 1989.

Dr. Anne Trussell motioned to recommend Agenda Item No. 19 to the Full Board, David Damron seconded and the Committee unanimously approved.

Agenda Item No. 20
Economic Feasibility of Bond Issue
Pulaski Technical College

Pulaski Technical College (PTC) requests approval of the economic feasibility of plans to issue bonds totaling \$17,030,000 with a maximum term of up to 28 years at an estimated annual interest rate of 4.6%. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Pulaski Technical College Board of Trustees approved this action at its meeting held on August 30, 2004.

The E&G issue will be approximately \$17,030,000 with annual debt service of \$1,093,901. Proceeds from the issue will be used to purchase and renovate buildings located at 8901 Kanis Road and the Little Rock Expo Center along with 22.87 acres of land. 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.

Dr. Bakke stated that the renovation of the Kanis Road and Little Rock Expo sites would provide better access and allow for better training of those who are unable to travel to the current site.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Pulaski Technical College (PTC) to issue bonds not to exceed \$17,030,000 for a period of 28 years at an estimated annual interest rate of 4.6% for E&G purposes.

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

Dr. Anne Trussell motioned to recommend Agenda Item No. 20 to the Full Board, Phil Ford seconded and the Committee unanimously approved.

Agenda Item No. 21
Higher Education Coordinating Board
2005 Meeting Schedule

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2005 schedule for these regular quarterly meetings follows:

February 4, 2005

University of Arkansas for Medical Sciences
Little Rock, Arkansas

April 29, 2005

Rich Mountain Community College
Mena, Arkansas

July 29, 2005

Mid-South Community College
West Memphis, Arkansas~~October 28, 2005~~~~Southern Arkansas University Magnolia
Magnolia, Arkansas~~

Kaneaster Hodges motioned to **approve the first three dates** of the proposed 2005 quarterly meeting dates. Dr. Lynda Johnson seconded the motion and the Board unanimously approved. Due to a schedule conflict, Board members agreed to discuss another date for the October 2005 quarterly meeting.

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2005: February 4, April 29, and July 29.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in February at University of Arkansas for Medical Sciences, in April at Rich Mountain Community College, and in July at Mid-South Community College.

Agenda Item No. 22
Annual Report on Retention and Graduation
of Intercollegiate Athletes

This report complies with Act 267 of 1989 that requires reporting retention and graduation rates for entering freshmen who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System for first-time, full-time, degree-seeking student athletes participating in football, basketball (men's and women's), cross country/track programs and others sports programs. Information related to initial athletic scholarship status also is included. Table 1A (shown on page 22-3 of the agenda book) provides a statewide overview of athletic retention one year after entry, followed by institutional summaries at the one-year and six-year points after entry into college.

Ron Harrell reminded the Coordinating Board members that this report is informational only. He stated the retention rates for this report are somewhat different from the NCAA study in the respect that they only look at scholarship athletics, and it does not include tracking of one institution to another. Mr. Harrell added that the overall retention rate has increased to 72.2% (up 3.6%) for the past year.

Agenda Item No. 23
Report on Program Deletions
Academic Year 2003-04

This report provides summary and detailed information about program deletions during the 2003-04 academic years. Table 1 shown on page 23-2 of the agenda book summarizes the number of program deletions for the academic year by level of program and by level of institution. Twenty-nine (29) programs were deleted in 2003-04 compared to 27 program deletions in 2000-01, 36 in 2001-02, and 36 in 2002-03. All of the program deletions were at the undergraduate level. Table 2 shown on page 23-3 of the agenda book shows the specific details of the programs that have been deleted for each institution. Five institutions deleted programs during this academic year.

Dr. Grant asked if the overall retention percentages for “good” sports, i.e., tennis, golf students who have good grades could hide rates for one or two “minor” sports percentages. Ron Harrell stated that it would not be noticeable, but some specific information for rates by sport could be found beginning on page 22-3 of the agenda book. Additional information regarding Agenda Item No. 23 begins on page 23-1 of the agenda book.

Agenda Item No. 24
Report on
Measuring Up 2004

On September 15, the National Center for Public Policy and Higher Education issued the third national report card on higher education, *Measuring Up 2004*. Dr. Steve Floyd reviewed a copy of a summary of the report and distributed copies of his PowerPoint presentation. He informed the Coordinating Board that the report is an assessment of higher education from a state perspective; and the methodology compares states on categories as well as the indicators within the categories against top performing states. One weak area for Arkansas was performance; some good indicators showed an increase in 8th grade algebra, an improvement in scores for advance placement courses, and an in-migration increase to find jobs.

Coordinating Board members agreed that the report is good in terms of raising awareness about creating jobs for graduates. Kaneaster Hodges stated that previously pursued policies are such that things are not going to get any better if there is no coordinated effort with Economic Development and others; as well as making sure the Legislature realizes that it defeats the purpose when student costs are steadily increasing. Mr. Hodges added that he hopes that higher education will use this report to refocus their issues and thoughts.

Dr. Lynda Johnson asked if the affordability category reflected financial aid. Dr. Floyd stated that the information included in the report reflects tuition plus room & board minus financial aid.

Dr. Beene asked Board members to consider the position of the institutions regarding tuition increases of the last two years, and reminded them that part of the need is due to the fact that institutions have been late in knowing what their budgets would be for that year. She mentioned the delay in clearing all the institutions' appropriation bills of the 2003 Extraordinary Session, which left a short window in which institutions could make decisions. She added that the largest portion of their budget is contractual obligations to faculty & staff that cannot be changed in a short period of time.

Chairman Ford reiterated Kaneaster Hodges' statement that it is incumbent upon everyone to work together to communicate the benefits of higher education to Economic Development professionals and the Legislature.

Agenda Item No. 25
Letters of Notification

Between July 21, 2004 and October 6, 2004 the Arkansas Department of Higher Education received notice from institutions of six new certificate programs, one new program option, thirteen name changes, one an off-campus program termination, two inactive programs, seven deleted programs, and five deleted organizational units, none of which require Board approval. Notification of items requiring Board approval included one new program option, two certificate programs, seven associate degree programs, two bachelor degree programs, four master degree programs, and two doctoral programs. During this period the Institutional Certification Advisory Committee received notice of requests for recertification of three degree programs, decertification of one degree program, initial certification for eighteen degrees, and initial certification of two institutions. The complete list of these notices appear on pages 25-1 through 25-5 of the agenda book.

Chairman Ford opened the floor for public comments and Dr. Ed Coulter encouraged everyone to support Amendment #2. Jim Creech distributed to the Board some information on mega trends. He asked the staff to do some more research and report back to the Board at some point.

The Board approved adjournment at 11:35 a.m. on motion by Jodie Carter and a second by Lynda Johnson.

APPROVED: _____
Mary Fedrick

Betsy Thompson, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
December 14, 2004

Minutes of Meeting

The December 14, 2004 special meeting of the Arkansas Higher Education Coordinating Board was held in the DeCantillon Meeting Room at the Wydham Hotel in North Little Rock. The only agenda item was the economic feasibility of a bond issue for National Park Community College. Chairman Phil Ford called the meeting to order at 11:50 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
Jim Creech
Kaneaster Hodges
Dr. Lynda Phillips Johnson
David Leech

Coordinating Board absent:

Bob Cheyne
Bill Johnson
David Damron
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Deputy Director
Dr. Stan Williams, Sr. Associate Director for Institutional Finance
George Smith, Communications Manager
Christina Miller, Coordinator of General Administration

Chairman Ford introduced Dr. Tom Spencer, President of National Park Community College and called on Dr. Stan Williams to present the background information.

Agenda Item No. 1
Economic Feasibility Of Bond Issue
National Park Community College

The National Park Community College, requests approval of the economic feasibility of plans to issue millage based bonds to build new science labs and classrooms, for renovations to the current math/science building, and refunding existing debt.

Refunding the 1998 bonds, constructing new science labs and classrooms, and making renovations to the current math/science building will be funded by a bond issue of approximately \$9.3 million with a 25-year term at an estimated annual interest rate of 4.12%. The National Park Community College Board of Trustees approved this request on September 22, 2004.

Debt service for the bonds will be supported by millage income. Coordinating Board policy regarding debt service for millage backed projects provides that annual millage collected should be no less than 120 percent of the total annual millage debt service.

Relevant data follow:

Projected 2003-04 Millage Income.....	\$ 724,156
Maximum Annual Debt Service (724,156/120%).....	603,463
Existing Debt Service.....	307,255
Debt Service of Refunded Bonds.....	<307,255>
Estimated Debt Service for Proposed Bond Issues.....	603,463
Estimated Millage Income Remaining for Additional Debt Service.....	\$ 0

The above data demonstrate that the National Park Community College has sufficient millage income to support a bond issue of approximately \$9.3 million with a term of 25 years at an estimated annual interest rate of 4.12%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for National Park Community College, to issue millage income supported bonds of approximately \$9.3 million with a term of 25 years at an estimated annual interest rate of 4.12% to refund the 1998 bonds and to construct new science labs and classrooms, and make renovations to the current math/science building.

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 National Park Community College of the Coordinating Board's resolution.

Kaneaster Hodges said the zero debt service was unusual and asked for further explanation. Dr. Williams said the debt service amount was based on last year's information. This year's (2005) revenue will allow for additional debt service if need. Dr. Williams also stated that National Park Community College would have additional debt service capacity through tuition related bonds since they currently have no tuition related bonds. They can spend up to 25% of tuition revenue for Debt Services.

Dr. Spencer added that the National Park Community College Board is very serious about keeping tuition low. He also said that after this lab is built, the bond resources would allow for the renovation of an existing building.

Kaneaster Hodges moved approval of the bond issue, Dr. Dan Grant seconded the motion, and the board unanimously concurred.

REPORT OF THE DIRECTOR

Governor Huckabee makes Executive Recommendation and Speaks to Trustees

The Governor presented his Executive Recommendation to the Legislature and it was very favorable for higher education and the institutional budget requests.

The executive recommendation for 2006-07 was \$6,946,558 less than the Arkansas Higher Education Coordinating Board's recommendation. However, the forecast increases in the Education Excellence Trust Fund (EETF) and Workforce 2000 (WF2000) fund will mean that the total biennial funding for higher education, if fully realized, will slightly exceed the Board's recommendation. Some institutions could receive less than the Board recommendation if they are not participants in one or both of the EETF and WF2000 funds.



The recommendations are a **major step** in moving to a four-year schedule of addressing equity issues for the institutions. This is the first time in recent memory that the Executive Recommendation has been so close to the AHECB's recommendation. With the Higher Education Subcommittee of the Arkansas Legislative Council's vote to endorse the Executive Recommendation, excitement and morale among the institutions is the highest in many years.

The Governor reiterated this information to an audience of over 150 trustee members and presidents/chancellors of institutions as well the Higher Education Coordinating Board members on December 14 during the Annual Trustee Conference. He urged the state's colleges and university leaders to lobby the Arkansas Legislature on behalf of his proposal to increase funding for higher education by more than \$100 million over the next two fiscal years.

"Join me in a quest to make sure that we communicate loudly and clearly and effectively that we simply must address the issue of where a student goes from his or her high school graduation," Huckabee said.

Governor Huckabee's proposal would increase funding for state colleges and universities by \$53.9 million in fiscal 2006 and another \$49.2 million in fiscal 2007, part of the institutions' proposed \$1.3 billion budget for the biennium, said Dr. Linda Beene, Director of the Arkansas Department of Higher Education. That request

would increase funding for higher education by eight percent annually, but it comes at a time of tough competition for state dollars. Governor Huckabee said there are funds available in the state's budget for higher education, and he pointed to forecasts of an improving state economy that will plump up public coffers.

Governor Huckabee also pointed to a new funding formula agreed upon in late April by the Arkansas Higher Education Coordinating Board, which will fund schools the same amount for teaching the same class. Such an agreement has never been reached before among leaders of the state's colleges and universities, he said. "It's a historic moment with the presidents and chancellors in agreement on a funding formula. A lost opportunity is not going to be recaptured."

While addressing the group, Governor Huckabee tied education with economic development, saying that the state's future rests with its ability to provide Arkansans with a proper education. Better-educated workers earn more, he said, giving the state a large revenue base for existing taxes.

Phil Ford, Chairman of the Higher Education Coordinating Board, welcomed the audience at the Trustee Conference and introduced panel members who commented in the afternoon on the group's role in addressing higher education issues for the 2005 Session.



The first panel consisted of **Senators Jim Argue, Gilbert Baker, Tim Wooldridge and Shane Broadway; Representatives Bill Stovall, Joyce Elliott and Leroy Dangeau.**

(Pictured left to right: Dangeau, Elliott and Baker)

The second panel consisted of university trustee members **Jane Rogers** (University of Arkansas), **Mike Medlock** (Arkansas State University) and **Carol Jo Atkinson** (Henderson State University); and two-year college trustee members **John Barnes** (Pulaski Technical College), **Bill Stilwell** (Ouachita Technical College) and **Dick Trammel** (Northwest Arkansas Community College).



(Pictured left to right: Medlock, Barnes, and Stilwell)



The final panel consisted of college presidents/chancellors including **Lu Hardin** (University of Central Arkansas), **David Rankin** (Southern Arkansas University), **Alan Sugg** (University of Arkansas), **Janet Smith** (Rich Mountain Community College), **Tom Spencer** (National Park Community College), and **Larry Williams** (Arkansas State University—Newport).

(Pictured left to right: Sugg, Rankin, and Williams)

NGA Pathways Proposal for TANF Funds

ADHE, together with the Arkansas Departments of Workforce Education, Economic Development, and Human Services, the Arkansas Association of Two-Year Colleges, the Good Faith Fund, and public universities, sought funding from the Transitional Employment Board for Temporary Assistance to Needy Families (TANF) funds to develop a comprehensive program that promotes increased educational attainment for adults across the State of Arkansas. Through collaboration with existing educational providers and economic development initiatives, a program will be developed that affords adults with the opportunity to be served according to their educational needs. The major objective for the participants is to attain a marketable, educational credential.

The program will assist those adults who need additional basic skills or are already academically prepared for college level work but lack the resources to attend. To ensure that participants are prepared for entry/re-entry into the workforce, participants will also receive job readiness education, career counseling and employer contacts.

The idea for this proposal began with a National Governor's Association (NGA) grant to assist Arkansas in improving postsecondary educational attainment for adults. One strategy of the NGA grant for Arkansas is to expand access to Career Pathways by replicating the pilot project offered at Southeast Arkansas College (SEARK) in Pine Bluff and adding best practices of Career Pathways programs as structured in other states. The end result will be the provision of sequential career training and job placement for low-income, TANF-eligible adults.

Legislative Session and Higher Education

In the Governor's State of the State Address, he highlighted his three "H" priorities including Higher Education, Health, and Highways. He specifically referred to the Blue Ribbon Committee and incorporated some of its recommendations into his agenda for the Session. His Legislative agenda, titled "A Lasting Legacy", has several pages referring to Higher Education. The full document is available on the Governor's Website or <http://www.arkansas.gov/governor/pdf/2005legbook.pdf>.

Institutional and Agency Budget Hearings

The institutional budget hearings were held October 26-27. The hearings for the institutions included personnel, operating, and special language recommendations. The agency's budget was presented on November 16 and was approved at Executive Recommendation.

Coordination Commission for Educational Efforts

The Coordination Commission for Educational Efforts held its second meeting on November 2. The Commission reviewed Act 109 of 2003, the Legislation for the Commission, and created three subcommittees (Alignment, Finance, and Credit) to address the charges listed in the Legislation. The Commission also elected officers and reviewed several Southern Regional Education Board (SREB) resources. Dr. Suzanne Mitchell, Department of Higher Education, discussed a report by the Department of Higher Education related to transition from high school to college in the Math/English subject areas. She also shared information about the eleven P-16 councils around the state. The next meeting of the Commission is scheduled for March 15.

Activities of the Director

October 21-22	AHECB Meeting, Arkansas State University, Jonesboro
October 26-27	Institutional Budget Hearings, Capitol
October 28	NGA Pathways Meeting
November 2	Coordination Commission Meeting, ADHE
November 4	Higher Education Subcommittee of Legislative Council Interdepartmental Relations Annual Meeting (Speaker)
November 11	Joint Education Committee Meeting (Speaker)
November 16	ADHE Budget Presented to Legislative Council (Speaker)
November 22	NGA Pathways Proposal Committee Meeting
November 30	Southern Growth Policies Board Meeting, Nashville
December 1	Higher Education Subcommittee of Legislative Council
December 7	Concurrent Enrollment Panel Meeting, ADHE
December 13	AETN Foundation Meeting, Little Rock
December 14	Annual Trustee Conference, North Little Rock
December 15	Joint Education Committee Meeting
January 5	Governor's Cabinet Retreat, Little Rock
January 6	NGA Pathways Meeting
January 11	Governor's State of the State Address Presidents Council Meeting NGA Pathways Proposal Committee Meeting
January 19	Meeting with Presidents/Chancellors Joint Education Committee Meeting
January 20	UA Cooperative Extension Leadership Group (Speaker)
January 21	529 College Savings Plan Meeting
January 24	Cabinet Meeting
January 25	Workforce Investment Board Meeting
January 26	Transitional Employment Board Meeting
February 3-4	AHECB Meeting, University of Arkansas for Medical Sciences

**ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY CARE TECHNOLOGY
SOUTHEAST ARKANSAS COLLEGE**

The administration and Board of Trustees of Southeast Arkansas College (SEARK) request approval to offer the Associate of Applied Science in respiratory care technology, effective August 2005. SEARK is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees approved the proposal on November 10, 2004.

Description of the Program

The associate degree program requires 75 semester credit hours with 18 credit hours of general education core courses, 15 credit hours of health-related and laboratory science requirements, and 42 credit hours of program specific courses. The degree was developed in accordance with program accreditation guidelines.

SEARK 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.

SEARK, Jefferson Regional Medical Center (JRMC), and the Area Health Education Center (AHEC) in Pine Bluff have collaborated to offer the degree program. The respiratory care program, and its related laboratory and equipment, will be housed in McGeorge Hall on the SEARK campus. Most of the needed equipment is already on campus and used for the nursing and paramedic programs. Other needed equipment is housed at AHEC.

Need for the Program

Arkansas is ranked third in the nation in the need for respiratory therapists. There are 1,632 licensed and registered respiratory therapists in the state, according to the Arkansas State Medical Board. Surveys were sent to 11 hospitals and three home care companies in Ashley, Bradley and Jefferson counties. Returned surveys indicate that there are 8 current openings in area hospitals, with an additional 7 positions expected to open in the next year. The University of Arkansas for Medical Sciences offered the

associate degree in respiratory care in Pine Bluff from 1987 through 2004, and graduated approximately 80 students. There are 59 students interested in the program and 16 students are expected to enroll in the first class.

Program Costs

The proposed program is a collaborative effort of the college, AHEC, and JRMC. AHEC will cover the salary for the Director of Clinical Education. JRMC will cover the salary (\$45,000 plus benefits) for the Program Director for the first year and compensation (\$6,000 annually) for the Medical Director. There will be no new administrative costs to offer this program because the program will be housed in the Division of Nursing and Allied Health at SEARK. After the first year, SEARK will be responsible for instructional and equipment maintenance costs of approximately \$60,000 with income from student tuition and fees estimated at \$66,000 for the program. SEARK will cover the start up costs for the program and costs for advertisement and recruitment.

Program Duplication

Arkansas campuses that offer the associate degree in respiratory care are: Arkansas State University at Mountain Home, Black River Technical College, NorthWest Arkansas Community College, Pulaski Technical College, University of Arkansas Community College at Hope, the University of Arkansas at Fort Smith, and the University of Arkansas for Medical Sciences.

Desegregation

African American enrollment at SEARK makes up 44.7 percent of the total student enrollment.

Degree Productivity

SEARK offered 20 associate degree programs in 2002-2003; 12 (60 percent) of the programs 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 technology (CIP 51.0908) to be offered at Southeast Arkansas College, effective August 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 Southeast Arkansas College of this approval.

**MASTER OF IMAGING SCIENCES
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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 Master of Imaging Sciences (MIS). UAMS is accredited by the Higher Learning Commission of the North Central Association of Schools. The UA Board of Trustees approved the program on November 12, 2004.

Description of Program

The 41-44 semester credit hour MIS curriculum will use a competency-based autonomy model where responsibilities and functions will be defined by clinical competencies integrated with physician interaction and supervision. Core courses include patient assessment, statistics & research methods, clinical pharmacology, pathophysiology and clinical correlation, healthcare systems, and research projects I & II. An additional 24 hours of clinical internship and an elective course approved by the program director are also requirements. The MIS program will be designed to accommodate multiple educational tracks as the demand for advanced practitioners in specific modalities emerge (e.g., radiology; nuclear medicine; diagnostic medical sonography; fusion imaging, such as positron emission tomography/computed tomography—PET/CT).

The objective of the proposed new degree program will be to prepare the Radiologist Assistant (RA) for advanced practice in radiology. Graduates will work closely with and under the direct supervision of radiologists (MDs) to provide enhanced patient care and diagnostic services in a variety of urban and rural health care delivery settings as members of existing radiology practice groups. Graduates of the program will be eligible to sit for the National Radiologist Assistant credentialing examination from the American Registry of Radiologic Technologists (ARRT). Anticipated enrollment in the MIS program is expected to be approximately five students in each year of the two-year program.

Need for the Program

The first of two surveys conducted in 2003 among current UAMS students in radiologic technology, diagnostic medical sonography, and nuclear medicine technology indicated a very strong interest in a Master of Imaging Sciences program. Of the 126 surveys that were returned just over half of the responders (51%) stated they were definitely or somewhat interested in the master's program.

The survey of practicing radiologists in Arkansas (n=34; 23% response rate) found that nearly half (48%) agreed the development of a Master of Imaging Sciences

program at UAMS is needed in Arkansas to prepare radiologist assistants. Also, 46 percent of all responding radiologists indicated definite interest in hiring RAs and 68 percent of the responders in rural practices said that they would hire a graduate of this program.

Program Costs

By utilizing current faculty, secretarial staff, and existing equipment and facilities in the College of Health Related Professions (CHRP), no additional funding will be needed. Services and facilities provided by UAMS will be supported through the institution's regular budgeting process. Other costs of the program, such as admissions, registration, and student services, will be provided through the CHRP Dean's office by reallocating existing resources.

Program Duplication

An associate degree in radiologic technology is offered at UAMS and eight other Arkansas institutions (ASUJ, UAFS, UCA, EACC, NPCC, PCCUA, SACC and SEARK). UAMS, ASUJ, UCA and UAFS offer a bachelor's degree in the field. The proposed degree at UAMS would be the only master's level program in the state.

Desegregation

African American graduate student enrollment at UAMS is 13.9 percent. The minority enrollment in the Department of Radiologic Technology for 1999-2003 was 23.4% (18.8% African American and 4.6% other). In the fall of 2003, minorities constituted 20.4% of the total undergraduate and graduate student population of the CHRP.

Degree Productivity

In 2002-2003, 6 (46 percent) of the 13 master's degree programs offered at the institution 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 Imaging Sciences at the University of Arkansas for Medical Sciences (CIP 51.0911), effective Fall 2006.

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

**ASSOCIATE OF APPLIED SCIENCE IN WORKFORCE LEADERSHIP
UNIVERSITY OF ARKANSAS AT FORT SMITH**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer an Associate of Applied Science in workforce leadership at the University of Arkansas at Fort Smith (UAFS). The university 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 November 12, 2004.

Description of the Program

The Associate of Applied Science (A.A.S.) in workforce leadership degree will be a 60-semester hour program that will require 15 credit hours of general education and 45 credit hours of technical courses. Two new courses have been added to the workforce leadership curriculum.

The degree will build on the Certificate of Proficiency and the Technical Certificate in workforce leadership offered at UAFS since 1995. In the fall 2004 semester, 290 students were enrolled in these programs. Forty-one students also were enrolled in the A.A.S. in general technology program with an emphasis in workforce leadership. The majority of the students in the certificate programs in workforce leadership have their tuition paid by their employers. Students in these programs are typically employed full-time and take 3-4 credit hours per semester. Enrollment in the program will be limited to employees of the area industries. Courses will be held in the late afternoon, evening, and occasionally on the industry site.

Need for the Program

Thirty-eight companies and industries in the northwest region of the state, such as MacSteel, Aire Systems, Whirlpool, Georgia Pacific and Tyson, have contracted with UAFS to provide the workforce leadership certificate programs. Both programs have experienced continuous enrollment and all of the companies have expressed the desire for further training for their employees. Certificate of Proficiency graduates have had the opportunity to move up into group coordinator and foreman positions. Technical Certificate graduates have moved into group coordinator, general foreman, and plant superintendent positions. Associate degree graduates will be eligible for production and plant manager positions. Degree completion also is considered for promotion and pay decisions by the area industries and companies.

Program Costs

Tuition, fees, and instructional materials for the workforce leadership program will be covered by the companies that contract directly with UAFS on a semester basis. Thirty students are expected to enroll in the associate degree program at a cost of \$130 per credit hour.

Program Duplication

A certificate in workforce leadership is offered at Black River Technical College, East Arkansas Community College and Southeast Arkansas College.

Desegregation

African American student enrollment at UAFS is 4.2 percent. There were no African American students enrolled in the workforce leadership certificate programs in 2004. Two (5 percent) African American students were enrolled in the A.A.S. in general technology program. Two of the industries which will be enrolling employees, MacSteel and Aire Systems, have 15 percent (63) and 21 percent (51) minority employees respectively.

Degree Productivity

In 2002-03, 18 (86 percent) of 21 associate degree programs at UAFS 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 workforce leadership (CIP 52.0201) at the University of Arkansas at Fort Smith effective 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 Chancellor of the University of Arkansas at Fort Smith of the approval.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on Tuesday, January 11, 2005. The following resolutions are presented for Coordinating Board consideration.

Appreciation of Institutional Certification Advisory Committee Members

Ms. Sylvia Spencer Orton

Ms. Sylvia Spencer Orton had served since 2000 as a member of the Institutional Certification Advisory Committee in the position designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Her term expired at the end of 2004.

The following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Ms. Sylvia Spencer Orton for her four 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. Orton.

Rev. Charles Attebery

Rev. Charles Attebery submitted his resignation from the Institutional Certification Advisory Committee effective December 25, 2004. Rev. Attebery had served since 1997 as a member of the Institutional Certification Advisory Committee in the position designated for a chief administrator of an independent (non-public) postsecondary institution. His term was to expire in 2006.

The following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Rev. Charles Attebery for his seven 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 Rev. Attebery.

Recommendation of New Members

Mr. Ken Hoppe

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

Mr. Ken Hoppe has been nominated to fill the vacancy as one of the two positions for independent (non-public) postsecondary institution chief administrators. Mr. Hoppe is the President of Crowley's Ridge College in Paragould, Arkansas. This term will expire February 4, 2006, 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 Mr. Ken Hoppe, as a member of the Institutional Certification Advisory Committee to represent Arkansas Independent Postsecondary Institutions. This term expires February 4, 2006.

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

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

Mr. Dan Jordan

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

Mr. Dan Jordan has been nominated to fill the vacancy as one of two designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Mr.

Jordan is the Assistant Superintendent for the Benton Public Schools. This term will expire February 4, 2014.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Mr. Dan Jordan, as a member of the Institutional Certification Advisory Committee to the citizens of Arkansas. This term expires February 4, 2014.

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

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

Program Recommendations

ITT-Tech, Little Rock, Arkansas Recertification

Associate of Applied Science in Computer and Electronics Engineering Technology
Associate of Applied Science in Computer Drafting and Design
Associate of Applied Science in Information Technology

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to ITT-Tech to offer the Associate of Applied Science degrees in Computer and Electronics Engineering, Computer Drafting and Design, and Information Technology. The recertification is for a period of two years and expires February 4, 2007.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of ITT-Tech that this recertification 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 ITT-Tech 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 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.

**Tulane University
Decertification**

Master of Public Health

RESOLVED, That pursuant to Arkansas Code §6-61-301, the Arkansas Higher Education Coordinating Board decertifies the Master of Public Health program offered by Tulane University. This decertification is granted under Arkansas Code §6-61-301 and is effective February 4, 2005.

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

The Institutional Certification Advisory Committee (ICAC) met on Tuesday, January 11, 2005 via conference call for the regular quarterly meeting.

ICAC committee members participating by phone were: Dr. Shirlene Harris, Connie Nelson, Dr. Walter Roettger, Dr. Mark Davis (designee of Dr. Jack Lassiter), and Brenda Germann. Others attending in person were Dr. Brenda Sullivan, University of Phoenix, Tom Crawford, ITT-Tech, Story Stringer, ITT-Tech, Dr. Karon Rosa, ADHE, Nichole Abernathy, ADHE, and Jeanne Jones, ICAC Coordinator.

The following actions were taken during the meeting.

Member Recognition

Ms. Sylvia Spencer Orton had served since 2000 as a member of the Institutional Certification Advisory Committee in the position designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Her term expired at the end of 2004. The motion to recognize Ms. Orton for excellent service to the ICAC through a resolution to the Coordinating Board was made by Dr. Harris, with a second by Ms. Nelson. Motion carried.

Rev. Charles Attebery submitted his resignation from the Institutional Certification Advisory Committee effective December 25, 2004. Rev. Attebery had served since 1997 as a member of the Institutional Certification Advisory Committee in the position designated for a chief administrator of an independent (non-public) postsecondary institution. His term was to expire in 2006. The motion to recognize Rev. Attebery for excellent service to the ICAC through a resolution to the Coordinating Board was made by Dr. Harris, with a second by Ms. Nelson. Motion carried.

New Member Recommendations

Mr. Ken Hoppe was recommended by ADHE staff to fill the vacancy as one of the two positions for independent (non-public) postsecondary institution chief administrators. Mr. Hoppe is the President of Crowley's Ridge College in Paragould, Arkansas. This term will expire February 4, 2006, and completes the unexpired term of Rev. Charles Attebery. The motion to recommend Mr. Hoppe's appointment as an ICAC member was made by Dr. Harris, with a second by Ms. Nelson. Motion carried.

Mr. Dan Jordan was recommended by ADHE staff to fill the vacancy as one of two designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other

capacity. Mr. Jordan is the Assistant Superintendent for the Benton Public Schools. This term will expire February 4, 2014, and was formerly held by Ms. Sylvia Orton. The motion to recommend Mr. Jordan's appointment as an ICAC member was made by Dr. Harris, with a second by Ms. Nelson. Motion carried.

ITT-Technical Institute Program Recertification

ITT-Technical Institute (ITT-Tech) submitted application for recertification for Associate of Applied Science (AAS) degrees in Computer and Electronics Engineering Technology, Computer Drafting and Design, and Information Technology. The programs were initially certified by the Arkansas Higher Education Coordinating Board (AHECB) in October 2000 and recertified in October 2002 for a two-year period. The associate degree programs are components of bachelor programs in Electronics and Communications Technology, Technical Project Management, Digital Entertainment and Game Design, Information Systems Security, Software Engineering Technology, and Data Communications Systems Technology that were initially certified in February 2004 for a two-year period.

Program Summary

Each of the AAS programs submitted for recertification require 96 quarter credit hours (64 semester credit hours) that includes 28 quarter credit hours (18.5 semester credit hours) of general education courses, and 12 quarter credit hours (8 semester credit hours) of personal development courses such as Strategies for the Technical Professional, Introduction to Personal Computers and Professional Procedures and Portfolio Development. General education courses are available online. The remaining credit hours consist of program core courses, which include a capstone project. Students must complete eight, 12-week quarters to meet all graduation requirements.

The AAS in Computer and Electronics Engineering Technology prepares students for entry-level positions in electronics engineering technology, computer engineering technology, communications, computers, consumer products, defense, and research and development. Through a combination of classroom theory and lab activities, students develop the skills and knowledge needed to use the circuits, systems, and specialized techniques found in the electronics and computer technology fields. The curriculum for this program includes AC/DC electronics, electronic devices, electronic communications systems, microprocessors, control systems, digital electronics, and programming.

Sixty of the 96 credit hours are offered as core courses in the Bachelor of Science (BS) in Electronics and Communications Technology program, and the BS in Technical Project Management concentration in Computer and Electronics Technology concentration.

The AAS in Computer Drafting and Design combines computer-aided drafting with graphic communication to solve drafting and design-related problems. The required

coursework and lab activities prepare students for entry-level positions in such drafting and design-related fields as mechanical drafting, piping drafting, architectural and construction drafting, civil drafting, interior design, and illustration and design detailing. Core courses for this program include drafting/CAD methods, engineering graphics, architectural drafting, design theory and methods, materials and processes, civil drafting, descriptive geometry, and digital information management.

Forty-four of the 96 credit hours are offered as core courses in the BS in Digital Entertainment and Game Design program. Sixty credit hours are also offered in courses in the BS in Technical Project Management concentration in Computer Drafting and Design.

Students seeking the AAS in Information Technology choose from four programming options: Computer Network Systems, Software Applications and Programming, Web Development, and Multi-Media.

The Computer Network Systems option prepares students to perform tasks related to installing, upgrading and maintaining networks systems in LAN/WAN environments. The curriculum includes program, operating systems, network design and implementation, and network systems management.

The Software Applications and Programming option prepares students to develop and modify software applications. Course topics include programming languages and algorithms, database development and applications, operating systems, network systems management, and other network related topics.

The Web Development option provides student the skills and knowledge necessary to design, create, and maintain Web sites. Coursework will include Web authoring, scripting and coding tools, Web application of database technology and Web development applications.

The Multimedia Option prepares students to complete tasks associated with designing and creating interactive multimedia communications. Coursework will include computer programming, multimedia applications, audio/video techniques, interactive communications design, and animation.

Fifty-six of the 96 credit hours in each concentration are offered as core courses required for BS degrees in Information Systems Security, Software Engineering Technology, Data Communications Systems Technology, and Technical Projects Management.

ITT-Tech students have access to an on-site Learning Resource Center equipped with computers, audio-video equipment, and print resources to support course activities and assignments. In addition, students also have 24-hour access to the ITT-Tech Virtual Library for resources to support course activities. Library resources are selected by the Librarian, Director of Education, program chairpersons, and faculty.

Recent equipment updates related to the Computer and Electronics Technology program include PLC upgrades to RS Logix software to integrate with new computers purchased for the computer and electronics labs. The electronics lab has also been updated with equipment for cabling labs, and new multi-meters, oscilloscopes, function generators, signal generators, power supplies, and spectrum analyzers. The Information Technology program-related equipment upgrades include new computers, processors, and a firebox 700 firewall. The Computer Drafting and Design program will also use the upgraded computers.

Graduation and Placement

During the current certification period, 118 students graduated from the Computer and Electronic Engineering Technology program, 51 graduated from the Computer Drafting and Design program, and 89 graduated from the Information Technology program.

Seventy-one percent of students completing the Computer and Electronic Engineering Technology found employment in their major field of study, or a related occupational field upon graduation. Sixty-five percent of Computer Drafting and Design students found employment in their major field or related occupational field, while 66 percent of Information Technology graduates were placed in their major field of study or a related occupational field. Students have been employed at Alltel, Clear Channel Communications, Com-cast, Fox Communications, Triple S Alarm, Fletcher Automotive Group, Acxiom, Blaylock Threet Engineers, and the Southwest Research Institute at the Pine Bluff Arsenal, Arkansas Highway Department, Entergy, Centerpoint Energy, Witsell, Evans and Rasco Architects, and Cromwell Engineering.

Positions filled by recent graduates of the AAS programs include Junior Engineer, Alarm Technician, Control Systems Operator, Network Support Technician, Archway Broadcasting, IT Engineer, CompUSA/Global Service Solutions, Small Business Owner, Computer Programmer, Drafting Engineer, Engineering Assistant and Communications Technician, Bridge Designer, and Junior Draftsman.

Accreditation and License

ITT-Technical Institute is accredited by the Accrediting Council for Independent Colleges and Schools through December 31, 2006. The AAS degrees are included in the letter of accreditation.

The institution is licensed by the Arkansas State Board of Private Career Education through August 31, 2005. The AAS degree programs are included in the current license.

Program Strengths and Recommendations

Strengths

1. Communication between department chairs and local business and industry to gain insight into the skills needed to meet the needs of local employers.
2. Curriculum updates to accommodate new field-related technology and information.
3. Equipment updates to accommodate curriculum changes, and to insure students have the latest technology available for training.
4. Faculty have extensive experience in the areas they are teaching.
5. Basic curriculum in CDD is well designed and provides a broad range of information and experience for the students.
6. New software programs added in CDD area to give students a broad range of experience.
7. Some CDD students are placed in architect, engineering, and drafting positions before graduation.

Recommendations

1. Improve student retention rates
2. Implement Advisory Committee recommendations related to lab activities and equipment training.
3. Shorten lag time between curriculum and software upgrades in the Information Technology program.
4. New CDD-related bachelor program focusing on drafting and design for students seeking jobs as architects and engineers in response to student interest.

ADHE Staff Recommendation

The Arkansas Department Higher Education Staff recommended a two-year recertification of the Associate of Applied Science in Computer and Electronics Engineering Technology; Associate of Applied Science in Computer Drafting and Design, and the Associate of Applied Science in Information Technology.

The motion to recommend the recertification of the programs for two years to the Coordinating Board was made by Dr. Harris with a second by Dr. Roettger. Motion carried.

Tulane University Program Decertification

The Tulane University requested decertification of the Master of Public Health (MPH) program that has been offered in Arkansas with the support of the University of Arkansas School for Medical Sciences (UAMS). The program was initially certified in 1994, and was recertified every two years through July 2004. The decertification is the result of the establishment at UAMS of the College of Public Health.

In anticipation of the opening of the UAMS College of Public Health, Tulane stopped enrolling new Arkansas students in the MPH program in December 2002. The Arkansas Higher Education Coordinating Board approved the UAMS College of Public Health in February 2001. The MPH program was approved in October 2001. Teach-out plans developed for Arkansas students were completed as of December 1, 2004. During the 10 years the program was offered in Arkansas, 68 students have completed the MPH program.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff recommended decertification of the Master of Public Health program offered by Tulane University.

The motion to recommend decertification of the program to the Coordinating Board was made by Dr. Shirlene Harris, with a second by Dr. Roettger. Motion carried.

Adjournment

The meeting adjourned at 1:40 p.m.

APPROVAL OF REVISIONS TO THE STATE MINIMUM CORE CURRICULA

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.

The Board has approved state minimum core curricula for two- and four-year colleges and universities. Proposed curricula revisions must be submitted for Coordinating Board approval. Copies of revised curricula appear on the following pages. (Revisions are indicated in **bold** and *italics*.)

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the revised curricula for Arkansas Tech University, Southern Arkansas University - Magnolia, University of Arkansas, Fayetteville, University of Arkansas at Monticello, Arkansas State University – Newport, East Arkansas Community College, NorthWest Arkansas Community College, Ozarka College, Southeast Arkansas College, University of Arkansas Community College at Batesville, and the University of Arkansas Community College at Morrilton.

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

STATE MINIMUM CORE CURRICULUM
Arkansas Tech University

English/Communications

Six (6) hours required from the following:

ENGL	1013/1023	Composition I, II (in sequence)
ENGL	1043/1053	Honors Composition I, II (in sequence)
OR		
ENGL	1013	Composition 1 (followed by)
ENGL	1053	Honors Composition II
OR		
ENGL	1043	Honors Composition I (followed by)
ENGL	1023	Composition II

Math

Three (3) hours required from the following:

MATH	1113	College Algebra
MATH	1003	College Mathematics
		Any higher-level mathematics course

Science

Four (4) hours required from the following:

BIOL	1014	Introduction to Biological Science
OR		
Any higher level biology course that includes a lab. (Note that BIOL 1014 is specifically designed to meet general education objectives and is highly recommended, unless you meet the prerequisites for a different course specified by your major.)		

AND

Four (4) hours required from the following:

PHSC	1013/1021	Introduction to Physical Science/Lab
CHEM	1114	Survey of Chemistry
CHEM	2124	General Chemistry I

**Arkansas Tech University
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Science (continued)

GEOL	1014	Physical Geology
PHYS	1114	Applied Physics
PHYS	2014	Physical Principles I
PHYS	2024	Physical Principles II
PHYS	2114	General Physics I
PHYS	2124	General Physics II
PHSC	1053/1051	Astronomy/Lab OR
PHSC	3053/3051	Astronomy/Lab

Fine Arts/Humanities (Total of 6 hours)

Fine Arts

Three (3) hours required from the following:

*ART	2123	Experiencing Art
MUS	2003	Introduction to Music
TH	2273	Introduction to Theatre
*ENGL	2173	Introduction to Film
*JOUR	2173	Introduction to Film

Art Majors: Required to take ART 2123

Music Majors: Any of the above courses except MUS 2003

Humanities:

Three (3) hours required from the following:

*ENGL	2003	Introduction to World Literature
ENGL	2013	Introduction to American Literature
PHIL	2003	Introduction to Philosophy

**Arkansas Tech University
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Social Sciences (Total of 12 hours)

Three (3) hours required from the following:

HIST	2003	U.S. History to 1865
HIST	2013	U.S. History from 1865
POLS	2003	American Government

Nine (9) hours required from the following:

*HIST	1503	World Civilization I
*HIST	1513	World Civilization II
HIST	2003	U.S. History to 1865
HIST	2013	U.S. History from 1865
POLS	2003	American Government
ECON	2003	Principles of Economics I
SOC	1003	Introductory Sociology
PSY	2003	General Psychology
*ANTH	1213	Introduction to Anthropology OR
*ANTH	2003	Cultural Anthropology
*GEOG	2013	Regional Geography of the World
AMST	2003	American Studies

Revised: February 4, 2005

*Of the 18 hours required in Fine Arts/Humanities and Social Sciences, three hours must be one of the asterisk course.

**STATE MINIMUM CORE CURRICULUM
Southern Arkansas University - Magnolia**

English/Communications

Nine (9) hours required

ENGL	1113	Composition I
ENGL	1123	Composition II
SPCH	1113	Speech

Math

Three (3) hours required from the following:

MATH	1023	College Algebra
MATH	1045	Pre-Calculus Mathematics
MATH	1525	Calculus I

Science

Four (4) hours required from the following:

BSCI	1013/1011	Biological Sciences and Lab
BIOL	1013/1011	Invertebrate Zoology and Lab
BIOL	1023/1021	Vertebrate Zoology and Lab
BIOL	1033/1031	General Botany and Lab

Four (4) hours required from the following:

CHEM	1013/1011	General Chemistry I and Lab
CHEM	1023/1021	University Chemistry I and Lab
PHSC	2023/2021	Physical Sciences and Lab
PHYS	2003/2001	General Physics and Lab
PHYS	2203/2201	University Physics I and Lab
GEOL	1003/1001	Physical Geology and Lab

Southern Arkansas University - Magnolia
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Fine Arts/Humanities

Six (6) hours required from the following:

ENGL	2213	World Literature I
ENGL	2223	World Literature II
ART	2013	An Introduction to Fine Arts: Art
MUS	2013	An Introduction to Fine Arts: Music
PHIL	2403	Introduction to Philosophy

***Social Sciences**

Nine (9) hours required

Three (3) hours required from the following:

PSCI	2003	American Government
HIST	2013	United States History I
HIST	2023	United States History II

Six (6) hours required from the following:

HIST	1003	World History I
HIST	1013	World History II
HIST	2013	United States History I
HIST	2023	United States History II
ECON	2003	Macroeconomics Principles
GEOG	2003	Introduction to Geography
PSCI	2003	American Government
PSYC	2003	General Psychology
(either)		
SOC	1003	General Anthropology
(or)		
SOC	2003	Introduction to Sociology

*SAUM requires three (3) to six (6) hours of History and three six (6) hours of other Social Sciences.

Revised: February 4, 2005

**STATE MINIMUM CORE CURRICULUM
University of Arkansas, Fayetteville**

English/Communications

Six (6) hours required

ENGL	1013	Composition I
ENGL	1023	Composition II

***Math**

Three (3) hours required

MATH	1203	College Algebra Any higher-level mathematics course required by major
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****Science**

Eight (8) hours required from the following:

ASTR	2003/2001L	Survey of the Universe/Lab
ANTH	1013/1011L	Biological Anthropology/Lab
BIOL	1543/1541L	Principles of Biology/Lab
BOTY	1613/1611L	Plant Biology/Lab
CHEM	1023/1021L	Basic Chemistry for Health Sciences/Lab
CHEM	1103/1101L	University Chemistry I/Lab
CHEM	1123/1121L	University Chemistry II/Lab
CHEM	1053/1051L	Chemistry in the Modern World/Lab
CHEM	1074/1071L	Fundamentals of Chemistry/Lab
CHEM	1213/1211L	Chemistry for Majors I/Lab
CHEM	1223/1221L	Chemistry for Majors II/Lab
GEOL	1113/1111L	General Geology/Lab
GEOL	1133/1131L	Environmental Geology/Lab
PHYS	1023/1021L	Physics & Human Affairs/Lab
PHYS	1044	Physics for Architects I
PHYS	1054	Physics for Architects II
PHYS	2013/2011L	College Physics I/Lab
PHYS	2033/2031L	College Physics II/Lab
PHYS	2054/2050L	University Physics I/Lab
PHYS	2074/2070L	University Physics II/Lab

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****Science (continued)**

BIOL	1603/1601L	Principles of Zoology/Lab
BIOL	2443/2441L	Human Anatomy/Lab
BIOL	2213/2211L	Human Physiology/Lab

*****Fine Arts/Humanities**

Six (6) hours required; Three (3) hours required from two (2) categories:

Fine Arts

(a) The following courses:

ART	1003	Art Studio
ARCH	1003	Architecture Lecture
ARHS	1003	Art Lecture
COMM	1003	Film Lecture
DANC	1003	Basic Course in the Arts: Movement and Dance
DRAM	1003	Theater Lecture
LARC	1003	Landscape Architecture
MLIT	1003	Music Lecture
HUMN	1003	Introduction to the Arts and Aesthetics

Humanities

(b) The following courses:

PHIL	2003	Introduction to Philosophy
PHIL	2103	Introduction to Ethics
PHIL	2203	Logic
PHIL	3103	Ethics and the Professions

(c) The following courses:

WLIT	1113	World Literature I
WLIT	1123	World Literature II

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Humanities (continued)

CLST	1003	Introduction to Classical Studies: Greece
CLST	1013	Introduction to Classical Studies: Rome
HUMN	1124H	Honors Equilibrium of Cultures, 500 to 1600
HUMN	2124H	Honors 20 th Century Global Culture

(d) The following courses:

Any foreign language	2003	Intermediate Language I
HUMN	2003	Introduction to Gender Studies
HUMN	3923	Honors Introduction to Gender Studies

*****Social Sciences**

Three (3) hours required from the following:

HIST	2003	History of the American People to 1877
HIST	2013	History of the American People, 1877 to Present
PLSC	2003	American National Government

Nine (9) hours required

Three (3) hours required from two (2) areas:

AGEC	1103	Introduction to Agricultural Economics
AGEC	2103	Principles of Agricultural Economics
ANTH	1023	Introduction to Cultural Anthropology
ECON	2013	Principles of Macroeconomics
ECON	2023	Principles of Microeconomics
ECON	2143	Basic Economics - Theory and Practice
GEOG	1123	Human Geography
GEOG	2023	Economic Geography
GEOG	2103	Emerging Nations

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*****Social Sciences (continued)**

Three (3) hours required from two (2) areas:

GEOG	2203	Developed Nations
HESC	1403	Life Span Development
HESC	2413	Family Relations
HIST	2003	History of the American People to 1877****
HIST	2013	History of the American People, 1877 to Present****
HIST	1113H	Honors World Civilization I
HIST	1123H	Honors World Civilization II
HUMN	1114H	Honors Roots of Culture to 500 CE
HUMN	2114H	Honors Birth of Culture, 1600-1900
PLSC	2003	American National Government
PLSC	2013	Introduction to Political Science
PLSC	2203	State and Local Government
PSYC	2003	General Psychology
RSOC	2603	Rural Sociology
SOCI	2013	General Sociology
SOCI	2033	Social Problems
WCIV	1003	Western Civilization I
WCIV	1013	Western Civilization II

* Some students majoring in math, engineering, science, and business may be required to take a higher math as part of the State Minimum Core.

** Some students majoring in math, engineering, science, education, and health-related professions may be required to take higher or specific science courses as part of the State Minimum Core.

*** Some students majoring in engineering may be required to take either six hours of humanities or social sciences at the junior/senior-level or substitute an additional six hours of higher math and/or additional science as part of the State Minimum Core.

**** If not selected to meet the first 3 hours of the social sciences requirement.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
University of Arkansas at Monticello

English/Communications

Six (6) hours required from the following:

ENGL	1013/1023	Composition I, II or
ENGL	1033/1043	Honors Composition I, II

Speech

Three (3) hours required from the following:

SPCH	1023	Public Speaking
SPCH	1043	Honors Speech Communication
SPCH	2203	Interpersonal Communication
SPCH	2283	Business and Professional Speech

Math

Three (3) hours required from the following:

MATH	1003	Survey of Mathematics
MATH	1043	College Algebra
		Any 1000-level or higher mathematics course (except Math 2243 or Math 3553)

Science – 8 Hours

Two 3-hour lecture courses with associated 1-hour labs or 4-hour courses with integrated labs from two of the following groups.

- a) Astronomy, Earth Science
- b) Biology
- c) Chemistry, Physics

University of Arkansas at Monticello
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Fine Arts/Humanities

Six (6) hours required from the following:

HIST	1013	Survey of Civilization I (AND)
ENGL	2283	Survey of World Literature I

OR

HIST	1023	Survey of Civilization II (AND)
ENGL	2293	Survey of World Literature II

Three (3) hours required from the following disciplines:

Art, Music, Foreign Languages, English, or Philosophy

Social Sciences

Three (3) hours required from the following:

HIST	2213	American History I
HIST	2223	American History II
PSCI	2213	American National Government

Three (3) hours required from the following:

PSY	1013	Introduction to Psychology
SOC	2213	Introduction to Sociology

Three (3) hours required from the following disciplines:

Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology, Social Work or Sociology.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
Arkansas State University - Newport

English/Communications

Nine (9) hours required

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communication

Math

Three (3) hours required

MATH	1023	College Algebra Any higher level mathematics course for which College Algebra is a prerequisite
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Science

Eight (8) hours required from the following:

BIOL	1003/1001	Biological Science/Biological Science Lab
PHSC	1203/1201	Physical Science/Physical Science Lab
BOT	1103/1101	Biology of Plants/Biology of Plants Lab
BIOL	2103/2101	Microbiology/Microbiology Lab
ZOOL	1043/1041	Biology of Animals/Biology of Animals Lab
ZOOL	2003/2001	Human Anatomy & Physiology I/Human Anatomy & Physiology Lab I
ZOOL	2013/2011	Human Anatomy and Physiology II/Human Anatomy & Physiology Lab II
CHEM	1013/1011	General Chemistry I/General Chemistry I Lab
CHEM	1023/1021	General Chemistry II/General Chemistry II Lab
PHYS	2054	General Physics I
PHYS	2064	General Physics II
PHYS	2074	Fundamental Physics I
PHYS	2084	Fundamental Physics II

Arkansas State University – Newport
Page 2

Fine Arts/Humanities

Three (3) hours required from the following:

ART	2503	Fine Arts--Visual
MUS	2503	Fine Arts--Musical
THEA	2503	Fine Arts--Theatre

Three (3) hours required from the following:

ENG	2003	Introduction to Literature of the Western World I
ENG	2013	Introduction to Literature of the Western World II
PHIL	1103	Introduction to Philosophy

Social Sciences

Three (3) hours required from the following:

HIST	2763	The United States to 1876
HIST	2773	The United States since 1876
POSC	2103	Introduction to United States Government

Three (3) hours required from the following:

HIST	1013	World Civilization to 1660
HIST	1023	World Civilization since 1660

Three (3) hours required from the following:

*HIST	1013	World Civilization to 1660
*HIST	1023	World Civilization since 1660
GEOG	2613	Introduction to Geography
GEOG	2603	World Regional Geography
SOC	2213	Principles of Sociology
PSY	2013	Introduction to Psychology
*HIST	2763	The United States to 1876
*HIST	2773	The United States since 1876
*POSC	2103	Introduction of United States Government

*If not selected to meet U.S. History/Government or other Social Sciences requirement.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
East Arkansas Community College

English/Communications

Nine (9) hours required

ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Communication

Math

Three (3) hours required

MTH	1113	College Algebra College Mathematics Any higher level mathematics course for which College Algebra is a prerequisite
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Science

Four (4) hours required from the following:

BIO	1014	General Biology
BIO	1514	General Botany
BIO	1614	General Zoology
BIO	2114	Anatomy and Physiology I
BIO	2134	Anatomy and Physiology II
BIO	2504	Microbiology
BIO	2614	Environmental Science

Four (4) hours required from the following:

CHE	1024	General Education Chemistry
CHE	1214	College Chemistry I
PHS	1214	Physical Science I
PHY	2114	General Physics

**East Arkansas Community College
Page 2**

Fine Arts/Humanities

Three (3) hours required from the following:

ENG	2073	World Literature I
ENG	2083	World Literature II
ENG	2213	Introduction to Literature
ENG	2223	The American Novel
ENG	2233	English Literature
ENG	2243	American Literature Before 1865
ENG	2253	American Literature After 1865
ENG	2153	Introduction to Poetry and Drama
ENG	2163	Introduction to Fiction
ENG	2093	Survey of Black American Literature

Three (3) hours required from the following:

ART	1003	Art Appreciation
MUS	1003	Music Appreciation
DRA	1003	Theatre Appreciation

***Social Science**

Three (3) hours required from the following:

HIS	1013	Western Civilization I
HIS	1023	Western Civilization II

Three (3) hours required from the following:

HIS	2033	United States History before 1865
HIS	2043	United States History since 1865
PCS	2003	American Government

Three (3) hours required from the following:

PSY	1003	General Psychology
SSC	1003	Introduction to Social Science
SOC	1013	Introduction to Sociology
SOC	2043	Introduction to Anthropology

**East Arkansas Community College
Page 3****Social Science (continued)**

SOC	2003	Social Problems
PSC	2003	American Government
BUS	2213	Principles of Macroeconomics
BUS	2253	Economics Concepts and Issues
SOC	2103	Marriage and Family
HIS	2033	United States History before 1865
HIS	2043	United States History since 1865
HIS	1013	Western Civilization I
HIS	1023	Western Civilization II

*No more than six (6) hours of history will count toward satisfying the Social Science requirement and no more than three (3) hours of economics will count toward satisfying the Social Science requirement.

For the Associate of Arts degree, East Arkansas Community College requires two (2) credit hours of Physical Education and three (3) credit hours of computer fundamentals.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
NorthWest Arkansas Community College

English/Communications

Six (6) hours required from the following:

ENGL	1013/1023	Composition I, II
ENGL	1013H/1023H	Composition I, II (Honors)

Three (3) hours required from the following:

COMM	1313	Fundamentals of Communications
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Math

Three (3) hours required from the following:

MATH	1204	College Algebra
MATH	1213	Plane Trigonometry
MATH	1285	Precalculus
MATH	2043	Survey of Calculus
MATH	2053	Finite Mathematics
MATH	2554	Calculus I
MATH	2564	Calculus II
MATH	2574	Calculus III
MATH	2103	Discrete Math
MATH	2914	Differential Equations

Science

Eight (8) hours required from the following:

ASTR	2004	Survey of the Universe
BIOL	1544	Principles of Biology I
BIOL	1014	General Biology II
BIO	1544 H	Principles of Biology I (Honors)
BIOL	1014H	General Biology II (Honors)
BIOL	2214	Anatomy & Physiology I
BIOL	2224	Anatomy & Physiology II
MBIO	2014	Microbiology
BOTY	1614	Plant Biology
BOTY	2404	Survey of the Plant Kingdom

NorthWest Arkansas Community College**Page 2****Science (continued)**

BOTY	2534	Environmental Biology
CHEM	1024	Basic Chemistry
CHEM	1054	Chemistry and the Modern World
CHEM	1075	Fundamentals of Chemistry
CHEM	1104	College Chemistry I
CHEM	1124	College Chemistry II
GEOL	1114	General Geology
GEOL	1134	Environmental Geology
PHSC	2004	Introduction to Physical Science
PHYS	1024	Physics and Human Affairs
PHYS	1064	Introduction to Physics
PHYS	2014	College Physics I
PHYS	2034	College Physics II
PHYS	2054	Advanced College Physics I
PHYS	2074	Advanced College Physics II

Fine Arts/Humanities

Six (6) hours required from the following:

ARHS	1003	Art Appreciation
ART	1033	Studio Art
ARHS	2913	Art History I
ARHS	2923	Art History II
COMM	1003	Film Arts
DRAM	1003	Introduction to Theatre
ENGL	2113	Survey of British Literature I
ENGL	2123	Survey of British Literature II
ENGL	2213	Survey of World Literature I
ENGL	2223	Survey of World Literature II
ENGL	2313	Survey of American Literature I
ENGL	2323	Survey of American Literature II
FLAN	2003	Intermediate Foreign Language I
HUMN	1003	Exploring the Humanities
PHIL	2033	World Religions
MUSI	1003	Music Appreciation
PHIL	2003	Introduction to Philosophy
PHIL	2103	Introduction to Ethics
PHIL	2203	Logic

NorthWest Arkansas Community College

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Social Sciences/ Behavioral

U. S. History/Government

Three (3) hours required from the following:

HIST	2003	History of American People to 1877
HIST	2013	History of American People 1877 to Present
HIST	2003H	History of American People to 1877 (Honors)
HIST	2013H	History of American People 1877 to Present (Honors)
PLSC	2003	American Government

Social Sciences

Six (6) hours required from the following:

ANTH	1013	Biological Anthropology
ANTH	1023	Cultural Anthropology
CMJS	2013	Introduction to Criminal Justice
GEOG	1003	Physical Geography
GEOG	1123	Human Geography
GEOG	2103	Emerging Nations
GEOG	2203	Developing Nations
WCIV	1003	Western Civilization I
WCIV	1013	Western Civilization II
*HIST	2003	History of American People to 1877
*HIST	2013	History of American People 1877 to present
*PLSC	2003	American Government
ECON	2013	Macroeconomics
ECON	2023	Microeconomics
PLSC	2203	State and Local Government
PLSC	2803	International Relations
PSYC	2003	General Psychology
PSYC	2103	Human Growth & Development
SOCI	2013	General Sociology
SOCI	2033	Social Problems
SOCI	2043	Marriage and the Family

***If not selected to meet U.S. History/Government requirement**

Revised: February 4, 2005

**STATE MINIMUM CORE CURRICULUM
Ozarka College**

English/Communications

Nine (9) hours required

ENGL	1013	English Composition I
ENGL	1023	English Composition II
COMM	1313	Communication

Math

Three (3) hours required

MATH	1203	College Algebra or any higher level math course
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Science

Eight (8) hours required

A. BIOL	1003	General Biology and General Biology Laboratory or Any higher level biology course with lab
BIOL	1001	
B. PHSC	2003	Physical Science and Physical Science Laboratory or Any higher level physical science course with lab
PHSC	2001	

Fine Arts/Humanities

Three (3) hours required from the following:

ENGL	2213	World Literature I
ENGL	2223	World Literature II

Three (3) hours required from the following:

ART	1003	Fine Arts Visual
DRAM	1003	Fine Arts Theater
MUSI	1003	Fine Arts Music

Ozarka College
Page 2

Fine Arts/Humanities (continued)

Three (3) hours required from the following:

ART	1003	Fine Arts Visual
DRAM	1003	Fine Arts Theater
MUSI	1003	Fine Arts Music

Social Sciences

Three (3) hours required from the following:

HIST	2003	American History I
HIST	2013	American History II
PLSC	2003	American National Government

Three (3) hours required from the following:

HIST	1003	World Civilization I
HIST	1013	World Civilization II

Six (6) hours required from the following:

ANTH	2023	Cultural Anthropology
ECON	2313	Principles of Economics
PSYC	2003	General Psychology
SOCI	2013	Introduction to Sociology
GEO	2013	Introduction to Geography

Three (3) hours additional social science course provided that no more than 6 of the 15 hours required in this area are in history.

Revised: February 4, 2005

**STATE MINIMUM CORE CURRICULUM
Southeast Arkansas College**

English/Communications

Nine (9) hours required

ENGL	1313	English Composition I
ENGL	1323	English Composition II
SPEE	2393	Oral Communication for Public Address

Math

Three (3) hours required

MATH	1333	College Algebra (or Higher Level Mathematics)
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Science

Eight (8) hours required

BIOL	1464	Principles of Biology
BIOL	1474	General Zoology
BIOL	1484	General Botany
BIOL	2454	Human Anatomy and Physiology I
BIOL	2464	Human Anatomy and Physiology II
BIOL	2474	Microbiology
CHEM	1434	General Chemistry I
CHEM	1444	General Chemistry II
PHYS	1404	Physical Science
PHYS	2414	General Physics I
PHYS	2424	General Physics II

Fine Arts/Humanities

Six (6) hours required from the following:

ART	2343	Art History and Appreciation
MUSI	2333	Music History and Appreciation
ENGL	2313	English Literature I
ENGL	2323	English Literature II
ENGL	2363	World Literature I

**Southeast Arkansas College
Page 2**

Fine Arts/Humanities (continued)

ENGL	2373	World Literature II
PHIL	2313	History of Philosophy
PHIL	2323	Ethics
LANG	2414	Elementary Spanish I
LANG	2424	Elementary Spanish II
HUMA	2313	Humanities

Social Sciences

Nine (9) hours required from the following:

ANTH	2333	Introduction to Anthropology
ECON	2313	Principles of Economics I
ECON	2323	Principles of Economics II
GEOG	2313	General Geography
HIST	1333	Western Civilization I
HIST	1343	Western Civilization II
*HIST	2313	U.S. History to 1877
*HIST	2323	U.S. History Since 1877
HIST	2333	Arkansas History
*POLI	2313	American Government
POLI	2323	State and Local Governments
PSYC	2303	General Psychology
PSYC	2323	Developmental Psychology
PSYC	2333	Child Growth and Development
SOCI	2313	Introduction to Sociology

*Course selections must include at least one of these courses.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
University of Arkansas Community College at Batesville

English/Communications

Nine (9) hours required

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication

Math

Three (3) hours required

MTH	1023	College Algebra
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Science

Eight (8) hours required

Four (4) hours required from the following:

BIOL	1003/1001	Biological Science/Lab
BIOL	1013/1011	Essentials of Anatomy and Physiology/Lab
BIOL	1023/1021	Principles of Zoology/Lab
BIOL	2003/2011	Anatomy and Physiology I/Lab
BIOL	2013/2011	Anatomy and Physiology II/Lab
BIOL	2203/2201	Microbiology/Lab

Four (4) hours required from the following:

CHEM	1003/1001	Fundamentals of Chemistry/Lab
CHEM	1103/1101	College Chemistry I/Lab
CHEM	1123/1121	College Chemistry II/Lab
PHS	1003/1001	Physical Science/Lab

University of Arkansas Community College at Batesville
Page 2

Fine Arts/Humanities

Six (6) hours required

Three (3) hours required from the following:

FAC	2003	Understanding Film
FAM	2003	Music
FAT	2013	Theater
FAV	1013	Introduction to Studio Art
FAV	2023	Visual Art

Three (3) hours required from the following:

ENG	2113	World Literature I
ENG	2213	World Literature II
ENG	2313	Introduction to Fiction
PHIL	1003	Introduction to Philosophy

Social Sciences

Nine (9) hours required

Three (3) hours required from the following:

HIST	1013	World Civilization I
HIST	1023	World Civilization II

Three (3) hours required from the following:

HIST	2003	The United States History I
HIST	2013	The United States History II
POSC	2103	United States Government

**University of Arkansas Community College at Batesville
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Social Sciences (continued)

Three (3) hours required from the following:

ECN	2013	Macroeconomics
ECN	2023	Microeconomics
GEOG	2003	Intro to Cultural Geography
*HIST	1013	World Civilization I
*HIST	1023	World Civilization II
*HIST	2003	United States History I
HIST	2013	United States History II
*POSC	2103	United States Government
PSY	1003	General Psychology
PSY	2013	Human Growth and Development
PSY	2023	Abnormal Psychology
SOC	2003	Principles of Sociology
SOC	2013	Social Problems
SOC	2023	Cultural Anthropology

*If not selected to meet another social science requirement.

Revised: February 4, 2005

STATE MINIMUM CORE CURRICULUM
University of Arkansas Community College at Morrilton

English/Communications

Nine (9) hours required

ENG	1013	Composition I
ENG	1023	Composition II
SPH	2303	Public Speaking

Math

Three (3) hours required from the following:

MATH	1103	Algebra for General Education
MATH	1203	College Algebra or Any higher level mathematics course for which College Algebra is the prerequisite

Science

Four (4) hours of biological science required from the following:

BIOL	1004	Fundamentals of Biology
BIOL	1034	General Botany
BIOL	2034	Principles of Zoology
BIOL	2004	Human Anatomy and Physiology I
BIOL	2014	Human Anatomy and Physiology II
BIOL	2103	Microbiology and
BIOL	2101	Microbiology Lab

AND

Four (4) hours of physical science required from the list below:

CHEM	1004	Fundamentals of Chemistry
PHY	2004	Physical Science
SCI	2014	Earth Science
CHEM	2123	General College Chemistry I and
CHEM	2121	General College Chemistry I Lab

**University of Arkansas Community College at Morrilton
Page 2**

Science (continued)

CHEM	2133	General College Chemistry II and
CHEM	2131	General College Chemistry II Lab
CHEM	2203	Organic Chemistry and
CHEM	2201	Organic Chemistry Lab

Fine Arts/Humanities

Six (6) hours required:

Three (3) hours required from the following:

ENG	2213	World Literature I
ENG	2223	World Literature II

Three (3) hours required from the following:

ART	2003	Art Appreciation
ART	2103	Art History I
ART	2113	Art History II
ENG	2003	Creative Writing
ENG	2113	American Literature I
ENG	2123	American Literature II
ENG	2203	Introduction to Poetry
ENG	2213	World Literature I
ENG	2223	World Literature II
ENG	2313	British Literature I
ENG	2323	British Literature II
ENG	2303	Introduction to Drama
MUS	2003	Music Appreciation
PHIL	2103	Introduction to Philosophy
PHIL	2113	Introduction to Critical Thinking
PHIL	2123	Survey of World Religions
THEA	2003	Theatre Appreciation
SPAN	1013	Elementary Spanish I
SPAN	1023	Elementary Spanish II
ENG	2103	Introduction to Fiction
ENG	2023	Technical Writing

**University of Arkansas Community College at Morrilton
Page 3**

Social Sciences

Nine (9) hours required:

Three (3) hours required from the following:

HIST	1003	Western Civilization I
HIST	1013	Western Civilization II

Three (3) hours from the following:

HIST	2003	United States History I
HIST	2013	United States History II
PSCI	2003	American Government

Three (3) hours electives required from the following:

ANTH	2333	Introduction to Anthropology
ECON	2453	Macroeconomics
ECON	2463	Microeconomics
GEOG	2013	Regional Geography of the World
HIST	1003	Western Civilization I
HIST	1013	Western Civilization II
HIST	2003	United States History I
HIST	2013	United States History II
HIST	2023	African-American History I
HIST	2123	American South to 1865
HIST	2133	American South Since 1865
PSCI	2003	American Government
PSY	2003	General Psychology
PSY	2013	Abnormal Psychology
PSY	2023	Psychology of Human Development
SOC	2013	Introduction to Sociology
SOC	2023	Social Problems
SOC	2043	Marriage and the Family
HIST	2203	Arkansas History
PSY	2113	Sensation and Perception

Revised: February 4, 2005

**ASSOCIATE OF APPLIED SCIENCE IN GENERAL TECHNOLOGY
UNIVERSITY OF ARKANSAS AT MONTICELLO**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer an Associate of Applied Science in general technology at the University of Arkansas at Monticello (UAM). The university is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees will consider the proposal on January 27, 2005.

Description of the Program

The Associate of Applied Science (A.A.S.) in general technology degree will be a 60-64 semester hour program that includes 15 credit hours of general education and 45-49 credit hours of technical courses. Students may choose from two options to complete degree requirements. For Option 1, students may complete all the requirements for a technical certificate in one of the six technical programs offered at the UAM two-year campuses in Crossett and McGehee plus an additional 2-11 credit hours of technical support courses. Students choosing Option 2 must complete 28 credit hours in a major technical area and 21 credit hours in support courses from other related technical disciplines.

The degree will provide students with a general education foundation coupled with technical course work. With approval of their academic advisor or unit head and the Vice Chancellor for Academic Affairs, students will be able to design an individualized program of study to fulfill a career goal that cannot be met through the completion of any single technical certificate. All of the courses for the A.A.S. in general technology are currently being offered and taught by existing faculty.

Technical certificates in administrative information processing, computer maintenance/networking, automotive technology, business technology, early childhood education, and welding technology are currently being offered at the Crossett or McGehee sites. The general education and technical support courses will be offered on site at Crossett and McGehee or by distance technology.

Need for the Program

Since the merger of the Great Rivers and Forest Echoes Technical Institutes with UAM in July 2003, UAM has been expanding educational and financial aid opportunities to students at those campuses by offering the general education courses for this degree on site. In the fall 2004 semester, there were 96 students enrolled in the six technical certificate programs at Crossett and McGehee. Over the past two years, 88 students

have completed the programs and are employed in entry-level positions at local companies such as Georgia Pacific, Wal-Mart, and the Crossett, McGehee, and Warren public schools. The general education and technical skills in the A.A.S. degree will provide individuals with job advancement opportunities. Forty-nine students are expected to enroll in the program.

Program Costs

All faculty and instructional resources required to implement the program are in place.

Program Duplication

Fifteen of Arkansas' two-year institutions offer the associate degree in general technology. The University of Arkansas at Fort Smith also offers the degree.

Desegregation

African American undergraduate student enrollment at UAM is 27.7 percent. In the fall of 2004, 49 (51 percent) African American students were enrolled in the six certificate programs that will be a part of the A.A.S. in general technology.

Degree Productivity

In 2002-03, two (33 percent) of six associate degree programs at UAM 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 general technology (CIP 30.9999) at the University of Arkansas at Monticello effective August 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 Chancellor of the University of Arkansas at Monticello, of the approval.

Agenda Item No. 9
Meeting of the Coordinating Board
February 4, 2005

**REVISION OF RULES AND REGULATIONS
OF THE INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

Authority

Arkansas Code §6-61-301 and 6-2-107 empower the Arkansas Higher Education Coordinating Board (Coordinating Board) to establish the criteria required for certification of non-public and out-of-state institutions and to create rules and regulations (Rules) governing the operations of those institutions. To assist with these responsibilities, Arkansas Code § 6-61-302 authorizes the Coordinating Board to appoint an advisory committee, known as the Institutional Certification Advisory Committee (ICAC), to advise the Coordinating Board on certification-related activities. The Arkansas Department of Higher Education staff works with the ICAC members to insure that certification criteria and rules are implemented.

History of the Rules and Regulations

The Rules were adopted by the Coordinating Board in October 1975, and revised in 1987 and 1995. Revisions to the 1995 Rules are under current consideration.

The current Rules and Regulations for Institutional and Program Certification have been revised and renamed the Rules and Regulations of the Institutional Advisory Committee (ICAC Rules). The revisions were reviewed at three ICAC meetings by ICAC members and institutions operating under the Rules. In addition, the general public was provided a 30-day comment period from August 21, 2004 to September 20, 2004. Comments and recommendations from all interested parties were reviewed by ADHE staff and incorporated when possible.

Presentation for Public Hearing

The ICAC met on October 5, 2004, and voted unanimously to present the Proposed Rules and Regulations of the Institutional Certification Advisory Committee to the Coordinating Board for public hearing on October 21, 2004. ADHE staff presented an explanation of the revisions to the Board, institutional representatives, and the public at the hearing. Staff outlined the format of the Rules and Regulations, and highlighted the addition of fees and bonds to the ICAC requirements and changes that would better clarify the exemption section, formerly known as Rule 8. The repeal of Rule 8 was not recommended.

Summary of Revisions

ICAC Rules revisions were undertaken for the following reasons:

- To recognize the emergence of distance education and other changes in higher education since 1995.
- To make the ICAC Rules and general academic affairs policies and procedures comparable.
- To clarify the standard processes already in place.
- To clearly identify the categories of institutions not requiring certification.
- To establish bonds and fees for institutional operation.

Most of the information from the 1995 Rules has been included in the proposed revisions, and has been organized in a manner that is more meaningful and useful for the institutions governed by the Rules, ADHE staff, and the ICAC members responsible for insuring the Rules are followed.

Support for the revised Rules and Regulations was voiced by two ICAC members and three representatives from certified and exempt institutions during the meeting. One institutional representative voiced concern about the intent of the institutional and program exemptions, but later expressed in writing support for the new rules.

The Coordinating Board recommended that ADHE staff add language to clarify that Arkansas public institutions offering college-level degree programs on military installations are not required to submit annual enrollment reports to the ICAC Coordinator. This language has been added.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the revised Rules and Regulations of the Institutional Certification Advisory Committee presented in this agenda item.

FURTHER RESOLVED, That by the adoption of these revised rules and regulations, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them effective February 4, 2005.

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 Institutional Certification Advisory Committee Rules and Regulations.



**Rules and Regulations
Of The
Institutional Certification Advisory Committee
FEBRUARY 2005**

**Arkansas Department of Higher Education
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RULES AND REGULATIONS OF THE INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

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INTRODUCTION

I. Authority

The Arkansas Legislature granted authority to the Arkansas Higher Education Coordinating Board (AHECB) to provide for the orderly development of higher education and to protect Arkansas students from fraudulent or inferior programs (ACA §6-61-301–302).

The Arkansas Code authorizes AHECB to establish the criteria for certification of non-public institutions and college-level courses/degree programs offered by those institutions, and oversight of other matters related to the operation of non-public and out-of-state postsecondary educational institutions in Arkansas.

Any non-public or out-of-state postsecondary education institution offering courses/degree programs customarily offered in colleges and universities to Arkansas students must obtain AHECB certification prior to offering those courses/degree programs.

An institution without AHECB certification offering a college-level course/degree program to Arkansas students must cease and desist from operating in Arkansas until certified by AHECB. Failure to obtain required AHECB certification will be reported to the Consumer Protection Division of the Arkansas Attorney General's Office. An institution that does not obtain AHECB certification may be subject to a misdemeanor charge and fines (See Appendix B).

To assist AHECB with its certification responsibilities, ACA §6-61-302 directs AHECB to appoint an advisory committee known as the Institutional Certification Advisory Committee (ICAC). ICAC is made up of nine (9) members: six chief administrators of postsecondary institutions, a representative of the Department of Workforce Education, and two residents of the state of Arkansas who are not officially affiliated with any postsecondary institution.

The ICAC works with the Arkansas Department of Higher Education (ADHE) to review applications for certification of institutions and college-level courses/degree programs and to make recommendations concerning certification to AHECB.

Appendix A describes the organization and structure of the AHECB and the Institutional Certification Advisory Committee (ICAC) and Appendix B summarizes Arkansas Code as it relates to certification of college-level courses/degree programs and institutions. Appendix C describes the types of reviews related to certification and oversight activities.

II. Process

The first step in the certification process for institutions and courses/degree programs is the submission of a Letter of Notification signed by the chief academic officer of the institution. The Letter of Notification must be submitted to (ADHE) prior to submitting a formal application (See Form 1).

Typically, certification for institutions and courses/degree programs is initially granted for two years. Courses/degree program recertification is required at the conclusion of the initial certification period and when subsequent periods of certification expire.

The second step in the certification process for institutions and courses/degree programs is the submission of a formal application that must include information about the institution and the proposed course/degree program.

All institutions must contact the Arkansas State Board of Private Career Education (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification to ADHE. SBPCE information may be found at www.sbpce.org, or by calling (501) 683-8000 (Appendix D).

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

Once the requesting institution has submitted an application to ADHE, it will be reviewed by ADHE to determine if the institution has submitted the required application and documentation. If necessary, an independent review team will visit the institution as part of the review process and submit a team report to ADHE staff. Based on the results of the review, the ICAC will either make a recommendation to AHECB in favor of certification, ask for more information regarding the course/degree program application, or deny the application. An institution can elect to appeal the decision of the ICAC; however, the decision of AHECB is final.

AHECB will consider applications at its quarterly meetings. Letters of Notification are due on January 1, April 1, July 1, and October 1. Applications are due February 1, May 1, August 1, and November 1. A completed application, including all required documentation, must be submitted on or before the published deadlines. Late applications, applications requiring additional review, or other time constraints may cause AHECB action to be delayed until the next review cycle (Appendix E).

Independent institutions of higher education, incorporated in the state of Arkansas on or prior to April 7, 1975, that offer college-level courses/degree programs customarily granted by colleges or universities with accreditation by an accrediting agency recognized by the U.S. Department of Education will not be required to receive certification *unless* the institution fails to maintain accreditation.

Other categories of higher education institutions that might be eligible for an exemption from certification are identified in Part III. Institutions seeking an exemption from certification must submit a Request for Exemption (Form 12) and provide required documentation. An institution applying for exemption from certification for the first time should not advertise or operate until the Letter of Exemption is issued.

If the institution meets exemption criteria, a Letter of Exemption from Certification will be issued for two years. Upon expiration of the exemption from certification, the institution must request renewal of the exemption.

Institutions which do not meet exemption criteria must obtain institutional and course/degree program certification to continue operating in Arkansas. AHECB may withdraw exemption status for proper cause. Such withdrawal will constitute a denial of exemption and require a subsequent application for certification.

III. Fees

ADHE is entitled to recover administrative fees related to the certification and exemption process. These fees include a notification fee, a processing fee, and travel expenses for the review team. All fees are non-refundable (Appendix F).

The **notification fee** must be submitted with (1) a Letter of Notification for certification, recertification, or decertification of established institutions to offer college-level courses/degree programs; (2) a Letter of Notification for the certification of a newly established college or university in Arkansas; (3) a Request for Exemption from Certification; and (4) a Letter of Notification regarding changes in the course/degree program or institution.

The **processing fee** must be submitted with applications for certification or recertification of established institutions to offer college-level courses/degree programs, and with applications for certification of a newly established college or university in Arkansas.

Institutions applying for certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The review team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

IV. Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

V. Forms

For the convenience of institution employees responsible for preparing and submitting information to ADHE, forms have been developed that should be used to provide information for certification activities. The forms, located in Part V, include the following:

- Form 1, Letter of Notification—To be completed and submitted by all institutions planning to submit an application for certification, recertification, and decertification.
- Form 2, Faculty and Administrator Chart—To be completed by institutions submitting an application for certification or recertification to document faculty and administrator credentials.
- Form 3, Consumer Disclosure—To be completed by institutions to document compliance with disclosure and advertisement requirements.
- Form 4, Arkansas Department of Higher Education Certified Institution Bond and Annual Tuition Report – To be completed by the institutions bond company and submitted to ADHE with a copy of the institution's bond and the Annual Tuition Report included with the Surety Bond Form.

- Form 5, Application for Certification of Course/Degree Program (On-Site) - To be submitted by institutions seeking certification of on-site courses/degree programs.
- Form 6, Application for Certification of Course/Degree Program (Distance Delivery) – To be submitted by institutions seeking certification for distance delivery courses/degree programs.
- Form 7, Application for Recertification of Course/Degree Program (On-Site) – To be submitted by institutions seeking recertification for on-site courses/degree programs.
- Form 8, Application for Recertification of Course/Degree Program (Distance Delivery) – To be submitted by institutions seeking recertification for distance delivery courses/degree programs.
- Form 9, Request for Decertification of Course/Degree Program and/or Institution – To be submitted by institutions seeking decertification of courses/degree programs and/or institution.
- Form 10, Application for Certification of New Institution: Planning and Development (On-Site) – To be submitted for certification for the planning and development of a newly established on-site institution in Arkansas.
- Form 11, Application for Certification of New Institution: Planning and Development (Distance Delivery) – To be submitted for certification for the planning and development of a newly established distance delivery institution in Arkansas.
- Form 12, Request for Exemption from Certification –To be submitted by institutions requesting exemption from certification.
- Form 13, Letter of Appeal for Institution–To be submitted by institutions requesting an appeal of a decision made by the ADHE Director, ICAC, and/or AHECB.
- Form 14, Class Hours to Credit Hours Conversion Chart – To be submitted with all applications for new course/degree program certification.

VI. Administrative Procedure Act

The Arkansas Higher Education Coordinating Board, the Institutional Certification Advisory Committee, and the Arkansas Department of Higher Education will follow the provisions of the Administrative Procedure Act.

VII. Conclusion

The criteria provided in the following sections has been developed to provide a clear, orderly process for the certification of established non-public or out-of-state postsecondary institutions offering courses/degree programs in Arkansas and for the creation of newly established non-public institutions in Arkansas. ADHE staff will recommend needed changes to the rules and regulations to ICAC and AHECB for approval. Submit any questions related to the certification process to:

ICAC Coordinator
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201
(501) 371-2000
icacsubmissions@adhe.arknet.edu

**PART 1 - SECTION 1
APPLICATION FOR CERTIFICATION OF COLLEGE-LEVEL
COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS
(Traditional On-Site Delivery)**

Overview

Any non-public or out-of-state postsecondary education institution offering courses/degrees programs customarily offered at college and universities must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering college-level courses/degree programs to Arkansas students delivered on-site (For certification of distance delivery programs, see Part 1, Section 2).

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

All institutions must contact the Arkansas State Board of Private Career Education (SPBCE) and apply for licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000 (Appendix D).

Typically, certification of courses/degree programs is initially granted for two years. Course/degree program recertification is required at the conclusion of the initial certification period and when subsequent periods of recertification expire.

Should a certified course/degree program be modified with changes exceeding 18 ~~credit hours~~ of the total credit hours of ~~the initially approved~~ program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of ~~less than 18 hours~~ or less of ~~the total credit hours of the initially approved~~ course/degree program must be included in the recertification application.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

Deadlines

ADHE considers applications for certification four times during the year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification. The **processing fee** must be submitted with applications from established institutions for certification to offer college-level courses/degree programs.

Institutions applying for program certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

Certification Process

I. Letter of Notification

The first step in the certification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (Form 1). The Letter of Notification must be submitted to ADHE prior to submitting a formal application.

II. Application Requirements

The second step in the certification process is the submission of a formal application that must include the following:

A. Institution Information and Course/Degree Title

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Proposed effective date of new course/degree program.
4. Name, address, and e-mail address of the contact person for the institution.
5. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution, classification (i.e., public, private), history of ownership and control, and course/degree levels offered by institution.
6. Site and description of physical facilities where the proposed course/degree program will be offered. Each location of the institution must be certified individually.

B. Description of College-Level Course/Degree Programs

College-level course/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the degree level. See Appendix G for a complete description of degree levels.

1. State the entrance requirement(s) for the proposed course/degree program.
2. Describe the method used to determine that students who meet the entrance

requirements possess the aptitude and background to benefit from the proposed offerings.

3. Provide the list of courses required for the degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
4. Provide total number of semester/quarter credit hours required for the degree program. A description of credit hours and semester length is provided in Appendix H.
5. Use Form 14 to provide length of semester or quarter and number of class/contact hours required for the course.
6. Identify any course that includes laboratory, internship, practicum, work experience, or outcome-based learning.
7. Identify courses offered by delivery methods other than traditional on-site classroom methods.
8. Identify any articulation and/or transfer of credit arrangements with other institutions.

C. General Education Requirements for Associate and Baccalaureate Degree Programs

AHECB has established a general education core curriculum that must be successfully completed in order to receive a degree at the associate or baccalaureate level. General education criteria for Associate of Arts, Associate of Science, Associate of Applied Science, and baccalaureate degrees are provided in Appendix I.

Document that general education requirements for the proposed degree program have been met.

D. Target Population to be Served

1. Provide detailed and documented evidence of the number of students expected to enroll in the proposed course/degree program and whether they are enrolling individually or as part of a community or business and industry program.
2. Provide expected job availability, positions and salaries for students upon completion of study.

E. Demographics—Composition of Students

State the number and percentage of minority students currently enrolled in the institution.

F. External Advisory Groups

Document work with other groups in the planning and/or implementation of the proposed course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

G. Administrator Credentials

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.

3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

H. Faculty Credentials

1. Describe the orientation and training required of faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the course/degree program.
3. Summarize the plan for faculty workload.
4. Explain the policy regarding ownership of intellectual property.
5. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as faculty for the proposed course/degree program.
6. Faculty Qualifications: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.
 - a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
 - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

I. Resources

1. Library
 - a. Describe available library resources and identify qualified library personnel.
 - b. Submit a copy of a signed memorandum of understanding to document arrangements with other college, university, or community libraries or e-libraries.
 - c. Describe plans and provide budget for future additions of library resources necessary to support the course/degree program under review.
2. Instructional Support and Technology
 - a. The equipment required for instruction is determined by the course/degree program objectives. Equipment must be comparable to that commonly found in business and industry offering employment in the occupation for which the instruction is being offered. Describe equipment that will be used for instructional support.
 - b. Describe the instructional support available for each course/degree program under review, including but not limited to laboratories, technology applications/infrastructure, or other instructional equipment.
 - c. Describe plans and provide budget for acquiring additional instructional support.
3. Student Services

Describe student services provided (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

J. Evaluation and Assessment

1. Describe the process used to evaluate student achievement of stated objectives and outcomes.
2. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
3. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation.

K. Financial Information

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the course/degree program including revenues, expenditures, and sources of funding shown by categories.

L. Accreditation

All institutions must possess accreditation from an accrediting agency recognized by the United States Department of Education. Recognized agencies can be found at www.aju.edu/usdoe.fags.htm.

1. Provide the name of the institution's accrediting agency and the institution's most current accreditation affiliation status record or a letter from the accrediting agency.
2. If specialized accreditation or certification of a program is required for graduates to obtain professional licensure (i.e., health related programs, counseling, teaching, etc.), provide documentation that the institution meets the requirements.

M. Licensure and Approval by Other Agencies

Requirements for courses/degree programs such as teacher education, nursing, psychology, and counseling, and licensure for the State Board of Private Career Education are explained in Appendix D. It is the responsibility of the applying institution to obtain the approval or licensure of the appropriate agency prior to submitting an application for the course/degree program certification to ADHE.

Provide documentation that required approval or licensure by other agencies has been obtained as described in Appendix D.

N. Consumer Disclosure

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required statements for consumer disclosure and transfer of credit to be included in catalogs and enrollment agreements. Advertisements or promotional materials for the institution and courses/degree programs may not be used until AHECB certification is received. Submit Form 3 signed by the chief academic officer of the institution.

O. Student Grievances

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on student grievances can be found in Appendix J.

III. Submission of Application for Established Institution and Course/Degree Program Certification

The application for course/degree program certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 5 to submit information required for the certification of a new course/degree program.

Submit the application/documentation in a Word file with an electronic link to the institution's current catalog to: icacsubmissions@adhe.arknet.edu.

IV. Application Review

A. Review Team

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled as a review team by ADHE staff to review the certification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

B. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program certification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

C. Arkansas Higher Education Coordinating Board (AHECB)

The AHECB meets four times annually and will consider the ICAC recommendations for certification at each meeting. A representative of the institution requesting certification must attend the AHECB meeting at which the application will be presented. AHECB will act on recommendations presented by the ICAC and make the final decision on certification applications. See paragraph D below for information on the appeal process.

D. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

PART 1 - SECTION 2
APPLICATION FOR THE CERTIFICATION OF COLLEGE-LEVEL
COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS
(Distance Delivery)

Overview

Any non-public or out-of-state postsecondary education institution offering course/degree programs customarily offered at college and universities must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering distance delivery college-level courses/degree programs to Arkansas students (For certification of programs with instruction delivered on-site, see Part 1, Section 1).

Distance delivery includes all forms of Internet, electronic, digital, online, or any other technology driven delivery systems. Institutions desiring to offer courses/degree programs via distance technology must provide evidence of institutional readiness; instructional quality; student, faculty and instructional support; assessment processes; and adequate resources.

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

All institutions must contact the Arkansas State Board of Private Career Education (SPBCE) and apply for licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000 (Appendix D).

Typically, course/degree program certification is initially granted for two years. Recertification is required at the conclusion of the initial certification period.

Should a certified course/degree program be modified with changes exceeding 18 ~~credit hours~~ of the total credit hours of the ~~initially approved~~ course/degree program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of 18 hours or less ~~to less than 18 hours~~ of the total credit hours of the ~~initially approved~~ course/degree program must be included in the recertification application.

Institutions may not award a degree to any student unless demonstrated mastery of skills and knowledge have been documented. A degree may not be granted to any student solely for experiential learning or work experience.

Deadlines

ADHE considers applications for certification four times per year. Letters of Notification are due January 1, April 1, June 1 or October 1. Applications are due February 1, May 1, July 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the certification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification of college-level course/degree programs. The **processing fee** must be submitted with applications from established institutions for certification of college-level course/degree programs.

Institutions applying for program certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state postsecondary institutions certified to offer college-level course/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

Certification Process

I. Letter of Notification

The first step in the certification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

II. Application Requirements

The second step in the certification process is the submission of a formal application that must include the following:

A. Institution Information and Course/Degree Program Title

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Proposed effective date of new course/degree program.
5. Name, phone number, e-mail address of the contact person for the institution.
6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution, classification (i.e., public, private), history of ownership and control, and level of degrees offered by institution.
7. Site of the general office for student contact.
8. Provide a link to the proposed program(s) and passwords for ADHE staff to review program(s) from the instructor and student setting.

B. Description of College-Level Courses/Degree Programs

College-level courses/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the course/degree level. See Appendix G for a complete description of course/degree levels.

1. State the entrance requirement(s) including required student level of technology skills for the proposed course/degree program.
2. Demonstrate that students meeting the entrance requirements possess the aptitude and background to benefit from the proposed course/degree program.
3. Provide the list of courses required for the degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
4. Provide number of semester/credit hours required for the degree program (Appendix H).
5. Provide length of semester or quarter and number of start dates.
6. Provide time required for a course and identify any preparations and activities that are included in computing course hours (i.e., postings, completion of assigned text and professional literature readings, case analysis, activity assignments).
7. Identify any course, which includes laboratory, internship, practicum, work experience, or outcome-based learning.
8. Describe the method of distance delivery of the proposed course/degree program. If a combination of delivery methods is used, give the percentage of time required of each segment (i.e., online, video conference, etc.).
9. Submit guidelines for learning team, or any student activity group required for the courses.
10. Describe the instructor-to-student and the student-to-student interaction for the courses.
11. Identify any articulation and/or transfer of credit arrangements with other institutions.

C. General Education Requirements for Associate and Baccalaureate Degree Programs

AHECB has established a general education core curriculum that must be successfully completed in order to receive a degree at the associate or baccalaureate level. General education requirements for Associate of Arts, Associate of Science, Associate of Applied Science, and baccalaureate degrees are provided in Appendix I.

Document that general education requirements for the proposed course/degree programs have been met.

D. Target Population to be Served

1. Provide detailed and documented evidence of the number of students expected to enroll in the proposed course/degree program and whether they are enrolling individually or as part of a community or business and industry program.
2. Provide expected job availability, positions and salaries for students upon completion of study.

E. Demographics-Composition of Students

State the number and percentage of minority students currently enrolled in the institution if the information is available.

F. External Advisory Groups

Document work with other groups in the planning and/or implementation of the proposed course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

G. Institutional Readiness and Commitment

1. List courses/degree programs currently offered by distance delivery.
2. Summarize institutional policies on the establishment, organization, funding and management of distance delivery courses/degree programs.
3. Describe the internal organizational structure that coordinates the development, technical support, and oversight of distance/online courses/degree programs.
4. Summarize the policies and procedures used to keep the technology infrastructure current.
5. Summarize the procedures that assure the security of student information outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

H. Administrator Credentials

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

I. Faculty and Instructional Support Staff

1. Describe the orientation and training required of distance delivery faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the online course/degree program.
3. Explain the role of the instructional designer, technologists, student mentors, tutors, and instructional aids for the online course/degree program.
4. Summarize the plan for faculty workload.
5. Explain the policy regarding ownership of intellectual property.
6. List faculty members from each proposed program area on the Faculty and Administrator Chart (Form 2).
7. Faculty Credentials: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.

- a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
- b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
- c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
- d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
- e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

J. Student Support Services

1. Describe online library resources necessary to support the course/degree program under review.
2. Submit a copy of a signed memorandum of understanding to document arrangements with other college, university, or community libraries or e-libraries.
3. Describe the online student services provided (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk).
4. Describe how students are informed of course/degree requirements including access to technology, technical competencies, program cost, curriculum design, timeframe for course offerings, library and learning services, orientation on the nature of and personal discipline required for learning in an anytime/anywhere environment.
5. Describe student retention plans (intervention regarding student progress, tutoring, career counseling and placement, academic advising).

K. Evaluation and Assessment

1. Describe the process used to evaluate the student achievement of intended outcomes.
2. Describe the process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.
3. If proctoring is used, describe the procedures for selecting proctors.
4. Describe how the institution reviews the effectiveness of its distance delivery programs to assure alignment with educational objectives and institutional priorities. List the measures used to determine overall effectiveness.
5. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process. Describe the administrative and procedural links between the evaluation of online courses.
6. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
7. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

L. Financial Information

1. Provide a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

M. Accreditation

All institutions must possess accreditation from an accrediting agency recognized by the U. S. Department of Education. Recognized agencies can be found at www.aju.edu/usdoe_faqs.htm.

1. Provide the name of the institution's accrediting agency and a copy of the institution's most current accreditation affiliation status record or a letter containing that information.
2. If specialized accreditation or certification of a program is required for graduates to obtain professional licensure (i.e., health related programs, counseling, teaching, etc.) provide documentation that the institution meets the requirement.

N. Licensure and Approval by Other Agencies

For college-level courses/degree programs which require licensure or approval, the requirements for programs in teacher education, nursing, psychology, and counseling, and licensure for the State Board of Private Career Education are explained in Appendix D. It is the responsibility of the applying institution to obtain the approval or licensure of the appropriate agency prior to submitting an application for the course/degree program certification to ADHE.

Provide documentation that required licensure or approval by the other agencies has been obtained as described in Appendix D.

O. Consumer Disclosure

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required statements for consumer disclosure and transfer of credit to be included in catalogs and enrollment agreements. Advertisements or promotional materials for the institution and course/degree program may not be used until AHECB certification is received. Submit Form 3 signed by the chief academic officer of the institution.

P. Student Grievances

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on student grievance procedure can be found in Appendix J.

III. Submission of Application for Established Institution and Course/Degree Program Certification

- A. The application for course/degree program certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 6 to submit the application information required to certify a new course/degree program.
- B. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: icacsubmissions@adhe.arknet.edu.

IV. Application Review

A. Review Team

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the certification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

B. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program certification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

C. Arkansas Higher Education Coordinating Board (AHECB)

The AHECB meets four times annually and will consider the ICAC recommendations for certification at each meeting. A representative of the institution requesting certification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and make the final decision on certification applications. See paragraph D below for information on the appeal process.

D. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART 1 - SECTION 3
APPLICATION FOR THE RECERTIFICATION OF
COLLEGE-LEVEL COURSES/DEGREE PROGRAMS AT
ESTABLISHED INSTITUTIONS
(Traditional On-Site Delivery)**

Overview

At the end of the initial certification period, the institution must apply for course/degree program recertification. (For recertification of distance delivery programs, see Part 1, Section 4).

Recertification of the course/degree program may be granted for two to five years. The Arkansas Department of Higher Education (ADHE) will maintain a master certification schedule and notify institutions when course/degree program recertification is required.

Out-of-state institutions requesting recertification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in the home state.

Should a certified course/degree program be modified with changes exceeding 18 credit hours of the total credit hours of the approved program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of 18 credit hours or less ~~than 18 credit hours of to the approved~~ course/degree program must be included in the recertification application.

Deadlines

ADHE considers applications for recertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the recertification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for course/degree program recertification. The **processing fee** must be submitted with applications for recertification of a college-level course/degree program.

Institutions applying for program recertification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

Recertification Process

I. Letter of Notification

The first step in the recertification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (See Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

II. Application Requirements

The second step in the recertification process is the submission of a formal application. The application for recertification must include the following:

A. Institution Contact Information and Course/Degree Title

1. Name, address, and web address of institution.
2. Name of course/degree program for which recertification is sought.
3. Date of application for recertification.
4. Name, address and e-mail address of contact person for the institution.

B. Description of College-Level Degree programs

1. Provide a current catalog with the list of courses required for the course/degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
2. Explain any changes that have occurred since last certification.
3. Provide documentation that programs meet general education requirements (See Appendix I).
4. Provide documentation that course/degree program meets the acceptable higher education curriculum structure for the discipline and for the program level. Explain any changes that have occurred since last certification. See Appendix G for a full description of degree requirements.
5. Identify course/degree programs that have been modified by 18 credit hours or less since the last certification review and give date of AHECB certification.

C. Report on Enrollment and Graduates Since Last Certification

1. Number of Arkansas residents enrolled in the program (by semester or quarter) since last certification.
2. Number of Arkansas residents (by year) who graduated from each program since last certification.

D. External Advisory Groups

Document work with other groups in the planning and/or implementation of the course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives, etc.).

E. Administrator Credentials

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

F. Faculty Credentials

1. Describe the orientation and training required of faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the degree program.
3. Summarize the plan for faculty workload.
4. Explain the policy regarding ownership of intellectual property.
5. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as faculty for the proposed degree program.
6. Faculty Credentials: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.
 - a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
 - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
 - e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

G. Resources

1. Describe additions/changes since the last certification period for library resources that support the course/program to be recertified.
2. Describe plans and provide budget for future additions of library resources necessary to support the course/degree program under review.
3. Describe plans and provide budget for any additions/changes of equipment and materials to be used for the course/degree program.
4. Describe any changes to student services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement) since last certification period.

H. Evaluation and Assessment

1. Describe the process used to evaluate the student achievement of intended outcomes during the course/degree program and at completion.
2. Using the most recent student evaluations, describe the success of the institution's procedures for administering student services, delivering the course/degree program, and assuring prompt evaluation.
3. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
4. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

I. Financial Information

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

J. Accreditation

Submit a current affiliation status record or letter(s) from the accrediting agency, which reflects any institutional updates and/or action regarding courses/degree programs involved in the recertification.

K. Licensure and Approval by Other Agencies

Provide documentation that required licensure or approval by other agencies has been obtained as described in Appendix D.

L. Consumer Disclosure

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required consumer disclosure statements to be included in catalogs and enrollment agreements.

Submit Form 3 signed by the chief academic officer of the institution.

M. Student Grievances

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Student Grievances can be found in Appendix J.

III. Submission of Application for Course/Degree Program Recertification

The application for course/degree program recertification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 7 to submit the required information to recertify a course/degree

program. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: icacsubmissions@adhe.arknet.edu.

IV. Application Review

A. Review Team

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the recertification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

B. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program recertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for recertification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

C. Arkansas Higher Education Coordinating Board (AHECB)

The AHECB meets four times annually and will consider the ICAC recommendations for recertification at each meeting. A representative of the institution requesting recertification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and make the final decision on recertification applications. See paragraph D below for information on the appeal process.

D. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a letter of appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART 1 - SECTION 4
APPLICATION FOR THE RECERTIFICATION OF COLLEGE-LEVEL
COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS
(Distance Delivery)**

Overview

At the end of the initial certification period, the institution must apply for course/degree program recertification. (See Part 1, Section 3, for recertification of programs delivered on-site).

Recertification of course/degree program may be granted for two to five years. The Arkansas Department of Higher Education (ADHE) will maintain a master certification schedule and notify institutions when course/degree program recertification is required.

Out-of-state institutions requesting program recertification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

Should a certified course/degree program be modified with changes exceeding 18 ~~credit hours~~ of the total credit hours of the initially approved program, a Letter of Notification (Form 1) with a description of the changes must be submitted to ADHE at the time of the change. Changes of 18 credit hours or less ~~than 18 credit hours of to the initially approved~~ course/degree program must be included in the recertification application.

Deadlines

ADHE considers applications for recertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications, applications requiring additional review, or other time restraints might cause AHECB action to be delayed until the next review cycle (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the recertification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for recertification for college-level course/degree programs. The **processing fee** must be submitted with applications for recertification of college-level course/degree programs.

Institutions applying for program recertification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

Recertification Process

I. Letter of Notification

The first step in the recertification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (See Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

II. Application Requirements

The second step in the recertification process is the submission of a formal application that must include the following:

A. Institution Contact Information and Course/Degree Title

1. Name, address and web address of institution.
2. Name of course/degree program for which recertification is sought.
3. Date of application.
4. Phone number, address and email address of the contact person for the institution.
5. Provide a link to the course/degree program for which recertification is requested for ADHE staff to review from the student and instructor setting.

B. Description of College-Level Courses/Degree Programs

College-level course/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the program level. See Appendix G for a complete description of course/degree levels.

1. Provide the list of courses required for the course/degree program. Include course numbers, course titles, course descriptions, and credit given for each course. Explain any changes that have occurred since the last certification review.
2. Provide documentation that programs meet general education requirements (See Appendix I).
3. Describe the method of distance delivery of the course/degree program (web, computer assisted, correspondence). Explain any changes since the last certification review.
4. Provide documentation of the instructor-to-student and the student-to-student interaction for the course/degree program during the last year. Explain any changes.
5. Describe any articulation agreements and provide the number of students who benefited from articulation agreements with other institutions. If this information is not available, provide an estimate of the success of the articulation agreement.
6. Identify course/degree programs that have been modified by 18 credit hours or less since the last certification review and give date of AHECB certification.

C. Report on Enrollment and Graduates Since Last Certification

1. Number of Arkansas residents enrolled in the program (by semester or quarter) since last certification.

2. Number of Arkansas residents (by year) who graduated from each program since last certification.

D. Institutional Readiness and Commitment

1. List course/degree programs currently offered by distance/online delivery.
2. Describe any revisions in institutional policies on the establishment, organization, funding and management of distance/online course/degrees.
3. Describe any changes made during the last year in the internal organizational structure that coordinates (development, technical support, oversight) distance/online course/degrees.
4. Summarize and document any revisions in the policies and procedures to keep the technology infrastructure current.
5. Summarize and identify any changes in the procedures that assure the security of student information that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

E. Administrator Credentials

Administrator must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

F. Faculty and Instructional Support Staff

1. Describe the orientation and training required of online faculty and support staff working directly with students. Document the orientation and training sessions held during the last year.
2. Explain the faculty's function in providing oversight of the delivered online course/degree program including course evaluation and modification.
3. Explain the role of the instructional designer, technologists, student mentors, tutors, and instructional aids for the online course/degree program.
4. Use information from faculty and student evaluations to document that the plan for faculty workload is adequate.
5. Explain any modifications in the policy regarding ownership of intellectual property.
6. List faculty members from each degree program on the Faculty and Administrator Chart found in Form 2.
7. Faculty Qualifications: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from other institutions with comparable status, certification or recognition in other countries.

Faculty Credentials:

- a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
- b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
- c. Associate Level: Faculty must have at least an associate degree or appropriate industry related licensure or certification.
- d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
- e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

G. Student Support Services

1. Present a synopsis of additions/changes since the last certification period for the library resources for the course/degree programs under review.
2. Document and describe arrangements with other college, university or community libraries, and e-libraries.
3. Describe any modifications to the online student services provided (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk).
4. Report results of student evaluations on how well students felt informed of course requirements including access to technology, technical competencies, program cost, curriculum design, timeframe for course offerings, library and learning services, orientation on the nature of and personal discipline required for learning in an anytime/anywhere environment.
5. Describe steps taken to retain students (intervention regarding student progress, tutoring, career counseling and placement, academic advising).

H. Evaluation and Assessment

1. Describe the process used to evaluate the student achievement of intended outcomes during the course/degree program and at its completion.
2. Using the most recent student evaluation describe the success of the institution's procedures for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.
3. If proctoring is used, describe the process for selecting proctors.
4. Summarize the findings of the most recent institution review of the effectiveness of its online course/degree programs to assure alignment with educational objectives and institutional priorities. List the measures used to determine overall effectiveness.
5. Describe process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.
6. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
7. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

I. Financial Information

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

J. Accreditation

Submit a current affiliation status record or letter(s) from the accrediting agency, which reflects any institutional updates and/or action regarding course/degree programs involved in the recertification.

K. Licensure and Approval by Other Agencies

Provide documentation that required licensure or approval by other agencies has been obtained as described in Appendix D.

L. Consumer Disclosure

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required consumer disclosure statements to be included in catalogs and enrollment agreements. Submit Form 3 signed by the chief academic officer of the institution.

M. Student Grievances

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on Student Grievances can be found in Appendix J.

III. Submission of Application for Course/Degree Program Recertification

- A. The application for course/degree program recertification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 8 to submit required information for the recertification application.
- B. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: icacsubmissions@adhe.arknet.edu.

IV. Application Review

A. Review Team

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the recertification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-

state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

B. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program recertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

C. Arkansas Higher Education Coordinating Board (AHECB)

The AHECB meets four times annually and will consider the ICAC recommendations for recertification at each meeting. A representative of the institution requesting recertification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and make the final decision on recertification applications. See paragraph D below for information on the appeal process.

D. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART 1 - SECTION 5
APPLICATION FOR DECERTIFICATION OF
COLLEGE-LEVEL COURSE/DEGREE PROGRAMS and
DECERTIFICATION OF INSTITUTIONS
(Traditional On-site Delivery)
(Distance Delivery)**

Overview

Decertification is action taken when a course/degree program will no longer be offered to Arkansas students. Prior to terminating a course/degree program, a certified institution must submit a teach-out plan and request decertification. No new students may be enrolled in a decertified program.

Decertification applies to all course/degree programs whether delivered traditionally from an on-site location or via distance delivery. Institutions requesting decertification must provide an opportunity for the student to complete the course/degree program.

Decertification may be (1) at the request of the certified institution, (2) upon the recommendation of Arkansas Department of Higher Education (ADHE) staff as a result of failure by the institution to provide sufficient information for recertification or to meet certification requirements, or (3) as a result of bankruptcy (Appendix C).

Closure of an institution requires AHECB decertification of the institution in addition to the decertification of course/degree programs. Criteria for the two types of decertification require the same information; therefore, ADHE will accept one application for decertification if the institution is closing.

Deadlines

ADHE considers applications for decertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A request for decertification, including all documentation as described in this section, must be submitted according to the published deadlines (Appendix E).

Fees

ADHE is entitled to recover non-refundable administrative fees related to the decertification process. These fees include a **notification fee** that must be included when the Letter of Notification for decertification is submitted (Appendix F).

Decertification Process

I. Letter of Notification

The first step in the decertification process is the submission of a Letter of Notification signed by the president of the institution (Form 1). The letter must be submitted to ADHE prior to submitting a formal request for decertification.

II. Decertification Request Requirements

The second step in the decertification process is the submission of a formal request for decertification that must contain the following information:

A. Institution Contact Information and Course/Degree Title

1. Name, address, and web address of institution.
2. Name of course/degree program for which decertification is sought.
3. Date of decertification request.
4. Proposed effective date of decertification.
5. Reason for decertification of course/degree program.
6. Current status of institution. (No change, bankruptcy, change in ownership, etc.).
7. Phone number, address and e-mail address for the contact person of the institution.

B. Teach-out Plan

Decertification of a course/degree program or an institution will not be approved until an opportunity is provided for currently enrolled students to complete their course of study. This arrangement is commonly referred to as a teach-out plan and must include the following information:

1. Name of course/degree program.
2. Name, physical address, e-mail address and phone number of the person responsible for the course/degree teach-out plan.
3. Number of students currently enrolled in each course/degree program involved in the decertification.
4. A list of all students involved in teach-out plan including name, current mailing address, phone number, program currently enrolled in, estimated graduation date, and current percentage of completion for each student.
5. A report on unearned tuition including all current refunds due and account balances.
6. An explanation accompanied by appropriate supporting documentation and timelines of how the institution will notify students of the decertification and closure of the course/degree programs (and closure of the institution, if applicable).
7. A statement that the delivery of training to students will not be materially disrupted and that the institution's obligation to students will be met in a timely manner.
8. The last date of the teach-out for the course/degree program and, if the institution is closing, the last date of operations for the institution and the last date to employ faculty.
9. Student options such as enrollment in another program, enrollment in another institution, etc.
10. Copy of notification of the closing of the institution or site sent to accrediting agency if applying for decertification of the institution.
11. At the conclusion of the teach-out plan, the institution must submit a letter to ADHE verifying that all students have completed the course/degree program as planned or selected other options. The president of the institution and the person in charge of the teach-out plan must sign the letter.

III. Submission of Request for Decertification

- A. The request for course/degree program decertification must include all information referenced in these decertification guidelines, including narrative information and supporting documentation. Use Form 9 to submit information required to request program/institutional decertification.
- B. Submit the course/degree program teach-out plan and the request for decertification in a Word document file to icacsubmissions@adhe.arknet.edu.

IV. Decertification Review

A. Staff Review

ADHE staff will review the decertification information and report findings to the Institutional Certification Advisory Committee (ICAC).

B. Presentation to Institutional Certification Advisory Committee

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution requesting course/degree program or institutional decertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of decertification to the AHECB or ask for more information regarding the request for decertification of a course/degree program. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

C. Arkansas Higher Education Coordinating Board (AHECB)

The AHECB meets four times annually and will consider the ICAC recommendations for decertification at each meeting.

D. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

PART II - SECTION 1
APPLICATION FOR CERTIFICATION OF NEW INSTITUTIONS
(Traditional On-Site Delivery)

Overview

ACA §6-61-301 requires that individuals desiring to establish a postsecondary education institution in the state of Arkansas to incorporate under the applicable laws of the state and receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board (AHECB). For the purpose of these rules and regulations, a newly established institution is one that is **not** incorporated in any state or country to offer courses leading to a course/degree that is customarily granted by colleges and universities. Individuals involved in the planning and development of the proposed institution must apply for certification, prior to establishing a new postsecondary institution offering college-level course/degree programs in Arkansas.

Individuals involved in the creation of a new institution must not begin to operate, advertise, enroll students, or confer degrees until certified by the Arkansas Higher Education Coordinating Board. This certification applies to all institutions whether the coursework is delivered traditionally from an on-site location or delivered through the use of technology.

Individuals involved in the creation of the proposed institution must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000. (Appendix D).

A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs will be certified as a college. A proposed institution offering both undergraduate and graduate programs may be certified as a college or university. The proposed name of the new institution may not be the same as that of any other Arkansas educational institution.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be awarded solely for experiential learning or work experience.

Deadlines

ADHE considers applications for certification four times per year. Letters of Notification are due on January 1, April 1, July 1, or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle. (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification to establish a new college or university in Arkansas. The **processing fee** must be submitted with the application for certification of the proposed college or university.

Individuals applying for certification to establish a new institution will be responsible for the **travel expenses** of the team assigned to review the application. The team will make an on-site visit to the proposed institutional location.

Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level course/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas. (Appendix F).

Certification Process to Establish a New Postsecondary Institution

I. Institutional Certification - Planning and Development

The planning and development phase is the period of time prior to the opening of the proposed institution during which the individuals involved in creating the proposed institution are involved in securing financial resources, filing the proposed charter with the Arkansas Secretary of State, planning and developing curricula, and developing a plan for attaining institutional accreditation.

The planning and development period is for two to four years. Proposed institutions not fully operational within the two-year period will be decertified, or may be granted a two-year extension upon submission of evidence that the proposed institution can meet certification criteria within the extension period; otherwise, the proposed institution must reapply for certification.

The proposed institution may not offer course/degree programs or award degrees until both the institutional certification and the course/degree program certification processes have been completed.

A. Letter of Notification

A Letter of Notification (Form 1), signed by the individuals involved in creating the proposed institution must be submitted to ADHE prior to submitting a formal application for Institutional Certification for Planning and Development.

B. Application Process - Institutional Certification for Planning and Development

1. Submit an application for Institutional Certification for Planning and Development, Attach a copy of the proposed institutional charter (Articles of Incorporation). (Form 10).
2. Review Team meets with Board of Directors of proposed institution and visits proposed institutional location.
3. Review Team report and ADHE staff recommendation submitted to ICAC for review and recommendation to AHECB. AHECB certification for institutional planning and development may be granted for a minimum of two and maximum of four years.
4. If AHECB certification is granted for institutional planning and development, the proposed charter must be filed with the Arkansas Secretary of State.

II. Application Requirements

Form 10 should be used to submit information required for the application for planning and development certification of a new institution.

A. Institution Information

1. Name, physical address, and web address of institution.
2. Name, phone number, mailing address, and e-mail address of contact person for the institution.
3. Copy of the Articles of Incorporation filed with the Arkansas Secretary of State.
4. Proposed effective date of operation.
5. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degree programs to be offered.
6. The site of the institution. (If the institution will have more than one campus, each location must be certified individually).
7. A proposed timeline for the two-year planning and development phase that addresses financial resources, program curricula, facilities, faculty and staff, and institutional accreditation.

B. Accreditation of the Proposed Institution

The proposed institution must be accredited by an accrediting agency recognized by the U.S. Department of Education (USDOE) before offering courses/degree programs and conferring degrees. The planning and development period should be used to obtain accreditation. The proposed institution must:

1. Summarize and document the institution's progress in attaining accreditation. The names of USDOE recognized accrediting agencies can be found at www.aju.edu/usdoe_faqs.htm.
2. Provide approximate dates of accreditation agency visits during the planning and development phase.
3. If national accreditation or certification of a program is required for graduates to obtain professional licensure, document plans to meet this requirement.

C. Target Population to be Served

1. Identify segments of the population from which the institution expects to draw students.
2. Provide a copy of student recruitment plans.

D. Financial Stability

1. Present evidence of financial stability appropriate for the institution's stage of development, including complete disclosure of the financial resources available to or planned for the proposed institution.
2. If the proposed institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.

E. Physical Facilities

Identify the facilities planned for the proposed institution that are appropriate for the institution's stage of development. Include evidence that the facilities will be adequate to meet the needs of the proposed courses/degree programs.

F. External Advisory Groups

Describe any work with other groups in the planning and establishment of the proposed institution (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

G. Administrator Resources and Credentials

Administrators for the proposed institution must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators of the proposed institution must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Provide a copy of the organization chart for the proposed institution.
4. Provide a list of proposed administrative positions and job descriptions, and expected educational and professional credentials.

H. Faculty Credentials

Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.

1. Faculty qualifications:
 - a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
 - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
 - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field or equivalent documented experience.
 - e. Graduate Level: A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.
2. Provide a copy of the proposed organization chart for each academic department.
3. Provide a list of proposed faculty positions and job descriptions, and expected educational and professional credentials.

I. Student Support Services

Describe proposed student services (academic advising, financial aid, tuition refund policy, tutoring, career counseling and placement, etc.).

III. Submission of Application for New Institution Planning and Development Certification

- A. The application for certification for institutional planning and development must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 10 to submit information required for the application to certify a new institution.
- B. Submit the application and documentation in a Word document file.
- C. Submit an electronic link or Word document file for the institution's proposed catalog to icacsubmissions@adhe.arknet.edu.

IV. Application Review

A. Review Team

- 1. An ad hoc panel of experts will be assembled by ADHE staff to review the certification application for institutional planning and development certification. The review team will visit the proposed campus location or review an artistic rendering of planned facilities.
- 2. The review team may include members of ICAC and staff of the Arkansas State Board of Private Career Education.
- 3. Team members will be provided with a copy of the institution's application packet.
- 4. All expenses associated with the review will be the responsibility of the individuals/entity applying for institutional certification.

B. Review Team Visit

- 1. Senior administrators and a majority of the proposed institution's board members must be available for team interviews.
- 2. A tour of the proposed facilities must be planned.
- 3. The proposed institution should have the following information available for review upon request:
 - a. Student-related information including proposed catalog; proposed transcripts; proposed recruitment, proposed admission procedures, and applications; and proposed student contracts, payment records, and proposed tuition refund policy.
 - b. List of current employees.
- 4. The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for its recommendation to ICAC concerning the certification application.

C. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to AHECB quarterly meetings to consider applications for new institutional certification. Interested parties will be notified of the meetings. A representative of the entity applying for institutional certification must attend the ICAC meeting at which the application will be considered. At this meeting, ICAC will recommend in favor of certification to AHECB, ask for more information regarding the institution's application, or deny the application for certification. Should the institution elect to appeal the decision of ICAC, the appeal process is described in paragraph E.

D. Presentation to Arkansas Higher Education Coordinating Board (AHECB)

AHECB meets quarterly and will consider ICAC recommendations for certification of new institutions. A representative of the proposed institution must attend the AHECB meeting at which the application will be presented.

E. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.

V. Course/Degree Program Certification

At least six months before the institutional planning and development certification period has expired, an application for course/degree program certification must be submitted to ADHE (See Part I, Section 1).

Institutions certified by AHECB to incorporate as colleges or universities in Arkansas will have legal authority to confer college-level degrees. Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

PART II - SECTION 2
APPLICATION FOR CERTIFICATION OF NEW INSTITUTIONS
(Distance Delivery)

Overview

ACA §6-61-301 requires that individuals desiring to establish a postsecondary education institution in the state of Arkansas to incorporate under the applicable laws of the state and receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board. For the purpose of these rules and regulations, a newly established institution is one that is **not** incorporated in any state or country to offer courses leading to a college-level course/degree program that is customarily granted by colleges and universities. Individuals involved in the planning and development of the proposed institution must apply for certification, prior to establishing a new postsecondary institution offering college-level courses/degree programs in Arkansas.

Distance delivery is defined as offering more than 50% of the total courses/degree programs via distance technology. Distance delivery includes all forms of Internet, electronic, digital, online, or any other technology driven delivery system. Institutions desiring to offer courses/degree programs via distance technology must provide evidence of institutional readiness, instructional quality, student, faculty and instructional support, assessment process, and adequate resources.

Individuals involved in the creation of a new institution must not begin to operate, advertise, enroll students, or confer degrees until certified by the Arkansas Higher Education Coordinating Board (AHECB). This certification applies to all institutions whether the coursework is delivered traditionally from an on-site location or delivered through the use of technology.

Individuals involved in the creation of the proposed institution must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000 (Appendix D).

A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs will be certified as a college. A proposed institution offering both undergraduate and graduate programs may be certified as a college or university. The proposed name of the new institution may not be the same as that of any other Arkansas educational institution.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

Deadlines

ADHE considers applications for certification four times per year. Letters of Notification are due on January 1, April 1, July 1, or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

Fees

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification to establish a new college or university in Arkansas. The **processing fee** must be submitted with the application for certification of the proposed college or university.

Individuals applying for certification to establish a new institution will be responsible for the **travel expenses** of the team assigned to review the application. The team will make an on-site visit to the proposed institutional location.

Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

Certification Process to Establish a New Postsecondary Institution

I. Institutional Certification - Planning and Development

The planning and development phase is the period of time prior to the opening of the proposed institution during which the individuals involved in creating the proposed institution are involved in securing financial resources, filing the proposed charter with the Arkansas Secretary of State, planning and developing curricula, and developing a plan for attaining institutional accreditation.

The planning and development period is for two to four years. Proposed institutions not fully operational within the two-year period will be decertified or may be granted a two-year extension upon submission of evidence that the proposed institution can meet certification criteria within the extension period; otherwise, the proposed institution must reapply for certification.

The proposed institution may not offer courses/degree programs or award degrees until both the institutional certification and the course/degree program certification processes have been completed.

A. Letter of Notification

A Letter of Notification (Form 1), signed by the individuals involved in creating the proposed institution must be submitted to ADHE prior to submitting a formal application for Institutional Certification for Planning and Development.

B. Application Process - Institutional Certification for Planning and Development

1. Submit an application for Institutional Certification for planning and development, Attach a copy of the proposed institutional charter (Articles of Incorporation) (Form 11).
2. Review Team meets with Board of Directors of proposed institution and visits proposed institutional location.
3. Review Team report and ADHE staff recommendation submitted to ICAC for review and recommendation to AHECB. AHECB certification for institutional planning and development may be granted for a minimum of two and maximum of four years.
4. If AHECB certification is granted for institutional planning and development, the proposed charter must be filed with the Arkansas Secretary of State.

II. Application Requirements

Form 11 should be used to submit information required for the application for certification of a new institution.

A. Institution Information

1. Name, physical address, and web address of institution.
2. Name, phone number, mailing address, and e-mail address of contact person for the institution.
3. Copy of the Articles of Incorporation filed with the Arkansas Secretary of State.
4. Proposed effective date of operation.
5. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
6. The site of the institution (If the institution will have more than one campus, each location must be certified individually).
7. A proposed timeline for the two-year planning and development phase that addresses financial resources, program curricula, facilities, faculty and staff, and institutional accreditation.

B. Accreditation of the Proposed Institution

The proposed institution must be accredited by an accrediting agency recognized by the U.S. Department of Education (USDOE) before offering courses/degree programs and conferring degrees. The planning and development period should be used to obtain accreditation. The proposed institution must:

1. Summarize and document the institution's progress in attaining accreditation. The names of USDOE recognized accrediting agencies can be found at www.aju.edu/usdoe_faqs.htm.
2. Provide approximate dates of accreditation agency visits during the planning and development phase.
3. If national accreditation or certification of a program is required for graduates to obtain professional licensure, document plans to meet this requirement.

C. Target Population to be Served

1. Identify segments of the population from which the institution expects to draw students.
2. Provide a copy of student recruitment plans.

D. Financial Stability

1. Present evidence of financial stability appropriate for the institution's stage of development, including complete disclosure of the financial resources available to or planned for the proposed institution.
2. If the proposed institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.

E. Institutional Readiness and Comment

1. Summarize institutional policies on the establishment, organization, funding and management of distance/online courses/degree programs.
2. Describe the plans for internal organization structure that will coordinate the development, technical support, and oversight of distance/online courses/degree programs.
3. Summarize the plans for the selection of technologies, which must be based on appropriateness for the students and the curriculum. Documentation should include specific details of the match between technology and the planned programs.
4. Outline plans and procedures which will keep the technology infrastructure current.
5. Document any outsourcing procedures and how they will be utilized.
6. Describe the process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.

F. Physical Facilities

Identify the facilities planned for the proposed institution that are appropriate for the institution's stage of development. Include evidence that the facilities will be adequate to meet the needs of the proposed courses/degree programs.

G. External Advisory Groups

Describe any work with other groups in the planning and establishment of the proposed institution (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

H. Administrator Resources and Credentials

Administrators for the proposed institution must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators of the proposed institution must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Provide a copy of the organization chart for the proposed institution.
4. Provide a list of proposed administrative positions and job descriptions, and expected educational and professional credentials.

I. Faculty and Instructional Support

Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.

1. Faculty qualifications:
 - a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
 - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
 - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
 - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field or equivalent documented experience.
 - e. Graduate Level: A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.
2. Provide a copy of the proposed organization chart for each academic department.
3. Provide a list of proposed faculty positions and job descriptions, and expected educational and professional credentials.
4. Explain the incorporation of the following support staff of the online courses/degree programs: instructional designer, technologists, student mentors, tutors, and instructional aides.

J. Student Support Services

Describe proposed student services (academic advising, financial aid, tuition refund policy, tutoring, career counseling and placement, etc.).

III. Submission of Application for New Institution Planning and Development Certification

- A. The application for certification for planning and development certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 10 to submit information required for the application to certify a new institution.
- B. Submit the application and documentation in a Word document file.
- C. Submit an electronic link or Word document file for the institution's proposed catalog to icacsubmissions@adhe.arknet.edu.

IV. Application Review**A. Review Team**

1. An ad hoc panel of experts will be assembled by ADHE staff to review the certification application for institutional planning and development. The review team will visit the proposed campus location or review an artistic rendering of planned facilities.
2. The review team may include members of ICAC and staff of the Arkansas State Board of Private Career Education.
3. Team members will be provided with a copy of the institution's application packet.

4. All expenses associated with the review will be the responsibility of the individuals/entity applying for institutional certification.

B. Review Team Visit

1. Senior administrators and a majority of the proposed institution's board members must be available for team interviews.
2. A tour of the proposed facilities must be planned.
3. The proposed institution should have the following information available for review upon request:
 - a. Student-related information including proposed catalog; proposed transcripts; proposed recruitment, proposed admission procedures, and applications; and proposed student contracts, payment records, and proposed tuition refund policy.
 - b. List of current employees.
4. The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for its recommendation to ICAC concerning the certification application.

C. Presentation to Institutional Certification Advisory Committee (ICAC)

The ICAC meets prior to AHECB quarterly meetings to consider applications for new institutional certification. Interested parties will be notified of the meetings. A representative of the entity applying for institutional certification must attend the ICAC meeting at which the application will be considered. At this meeting, ICAC will recommend in favor of certification to AHECB, ask for more information regarding the institution's application, or deny the application for certification. Should the institution elect to appeal the decision of ICAC, the appeal process is described in paragraph E.

D. Presentation to Arkansas Higher Education Coordinating Board (AHECB)

AHECB meets quarterly and will consider ICAC recommendations for certification of new institutions. A representative of the proposed institution must attend the AHECB meeting at which the application will be presented.

E. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.

V. Course/Degree Program Certification

At least six months before the institutional planning and development certification period has expired, an application for course/degree program certification must be submitted to ADHE. (See Part I, Section 1).

Institutions certified by AHECB to incorporate as colleges or universities in Arkansas will have legal authority to confer college-level degrees. Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

PART III EXEMPTION FROM CERTIFICATION

Overview

ACA §6-61-301 requires that any nonpublic or out-of-state postsecondary education institution must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering college-level degree programs to Arkansas students. This certification applies to all college-level degree programs whether they are delivered traditionally from an on-site location or delivered through distance technology.

Arkansas public colleges and universities, and independent Arkansas institutions incorporated in Arkansas on or prior to April 7, 1975 are not subject to institutional certification rules and regulations unless the institution fails to maintain accreditation.

In addition, other educational institutions may be eligible for an exemption from certification. Institutions requesting an exemption from certification must submit an exemption request (Form 12) and the required documentation to the Arkansas Department of Higher Education (ADHE). ADHE staff will review the request. An institution applying for an exemption from certification for the first time should not advertise or operate in Arkansas until the letter of exemption is issued.

Institutions must request renewal of exemption from certification every two years. Exempt institutions must notify ADHE of changes in program offerings and/or institutional operations during the exemption period.

The AHECB may withdraw an exemption status for proper cause; such withdrawal would constitute a denial of exemption and require a subsequent application for AHECB certification and/or Arkansas State Board of Private Career Education licensure. If the institution does not seek subsequent certification or licensure, there will be an immediate end of institutional operations.

Any non-public or out-of-state institution ~~requesting not operating under~~ Letter of Exemption must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000 (Appendix D).

I. Types of Institutions Not Requiring Certification

A. Arkansas Public Colleges and Universities

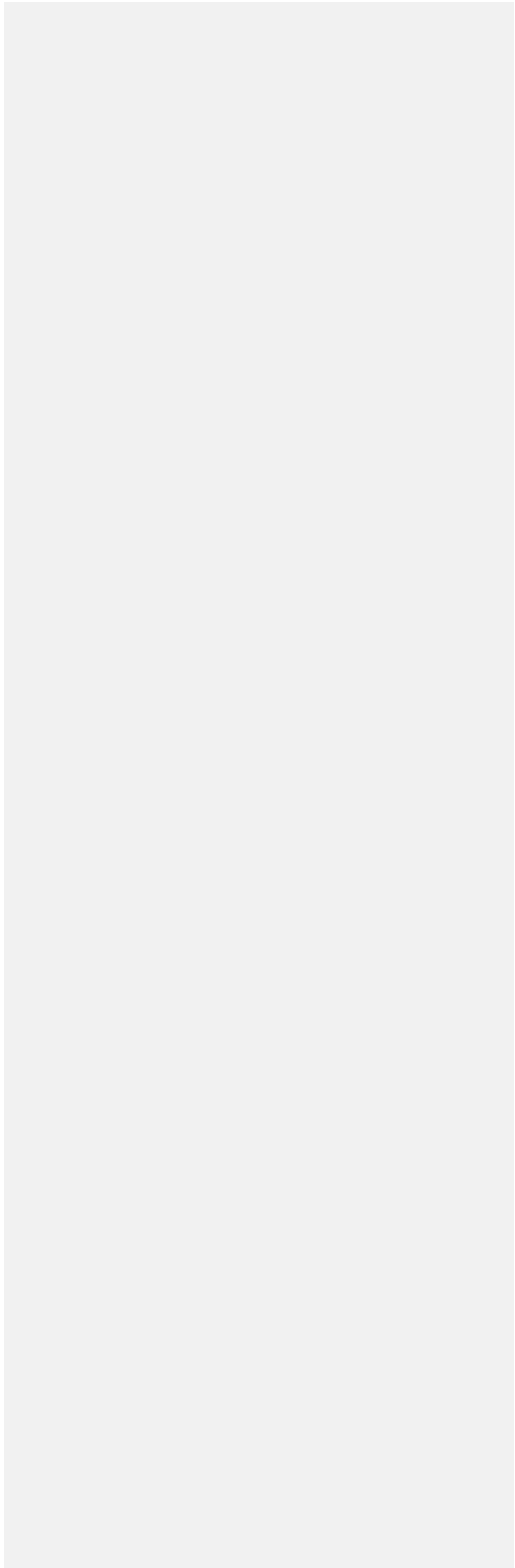
Arkansas public colleges and universities are coordinated by the Arkansas Higher Education Coordinating Board and are not subject to institutional certification rules and regulations. A list of public institutions can be found in Appendix N.

B. Independent Institutions Incorporated in Arkansas Prior to 1975

Independent institutions of higher education, incorporated in the state of Arkansas on or prior to April 7, 1975, that offer degrees customarily granted by colleges or universities and hold accreditation by an accrediting agency recognized by the U.S. Department of Education are not subject to institutional certification rules and regulations.

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If an independent institution fails to maintain accreditation by an accrediting agency recognized by the U.S. Department of Education, it must obtain AHECB certification and/or SPBCE licensure.

Independent institutions (see Appendix N) must contact ADHE prior to any change in the institution's charter or level of degree program. AHECB will consider all requests for changes in the name of the institution, institutional charter, or level of degree program offered (See Form 1).

II. Types of Institutions and Training Programs Eligible for Exemption from Certification

A. Institutions on Military Installations

Institutions offering degree programs on military installations may request an exemption from certification. The majority (51% of total annual enrollment) of students enrolled at the institution located on the military installation must be active or retired military personnel or their dependents.

B. Non-Academic Credit and Non-Credit Programs

ADHE defines non-academic, credit and non-credit programs as those programs offered for the specific purpose of avocational training and professional preparation. If the institution offers any college-level degree programs, AHECB certification is may be required.

1. Credit and Non-credit avocational programs

Short programs offering instruction in areas typically considered to be avocational in nature in which college credit is not typically awarded and individuals are not prepared for a career are exempt from certification.

2. Credit and Non-credit professional preparation programs

~~Short term, non-credit courses and~~ Programs designed for the purpose of professional preparation for obtaining or renewing occupational licenses/certifications are exempt from institutional certification. Examples of such programs include, but are not limited to non-credit real estate programs offered by a Real Estate company, tax preparation classes, and other programs awarding Continuing Education Units (CEUs) for professional development.

3. Non-Academic Church-Related Training

Institutions operated solely to provide programs of study in church-related training may be eligible for exemption from certification. Programs offered by such institutions would specifically prepare students to assume leadership positions in the church and/or religious organization. Church-related training must be clearly labeled so that both the recipients of the training and persons evaluating that training are able to identify the nature and purpose of the program.

Each degree title must include a religious modifier. The religious modifier must be placed on the title line of the degree, on the transcript, and whenever the title of the degree appears in official school documents or publications.

Degree titles that have been approved by AHECB that **cannot** be used by institutions seeking an exemption include, but are not limited to the Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Doctor of Philosophy, and Doctor of Education. Religious modifiers cannot be added to these degree titles. For an updated list of non-exempt degree titles see the current list of AHECB approved academic degree programs at arkansashighered.com.

III. Exemption Request Process

To request an exemption under one of the categories identified in the previous section, the following information must be submitted to the ADHE:

- 1. A Request for Exemption from Certification (Form 12) signed by the chief executive officer.
- 2. A **notification fee** must be submitted with the Request for Exemption and required documentation. ADHE is entitled to recover non-refundable administrative fees related to the processing of the exemption request (Appendix F).
- 3. The name of the organization, e-mail address, telephone number, and name of the contact person for the organization.
- 4. A notarized affidavit stating the name of the organization or educational institution and explaining how it owns, controls, operates, and conducts the institution.
- 5. A copy of the by-laws and articles of incorporation if the institution is incorporated.
- 6. A list of the programs of study to be offered including length in clock or credit hours, cost, and program objectives.
- 7. A current affiliation status record or letter from the accrediting agency listing date of accreditation and level of affiliation, if the institution is accredited.
- ~~7-8.~~ A current catalog listing course titles and descriptions for each course in the programs to be offered.
- ~~8-9.~~ A statement that it is understood that a letter of exemption from certification will **not** be issued if the institution offers college-level degree programs customarily taught in colleges and universities which are accredited by accrediting agencies recognized by the U.S. Department of Education.
- 9-10. A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs may use the name "college". An institution proposing to offer both undergraduate and graduate degrees may use the name "university. The name of "university" may be used only by institutions that are accredited by an accrediting agency recognized by the U.S. Department of Education to offer degrees at the baccalaureate degree level, unless operating as branch campus of a university system.
- ~~10-11.~~ Institutions offering programs on a military installation must provide a letter from the military installation educational officer verifying that the institution is approved to offer courses and degree programs on the installation. The letter must include a listing of courses and programs being offered.

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IV. Review of Request for Exemption for Certification

ADHE staff will review the request for exemption from certification and make a recommendation to the Director of the Arkansas Department of Higher Education.

A. Issuance of Letter of Exemption

The Arkansas Higher Education Coordinating Board has authorized the Director of the Arkansas Department of Higher Education to issue a letter of exemption from certification under Arkansas Code §6-61-301. An exemption from certification may be issued for two years and upon its expiration, a request to renew the exemption must be submitted to ADHE. ADHE will notify the institution of the renewal date.

Institutions receiving a letter of exemption from certification must include the following statement in the institution's catalog and publications:

The Director of the Arkansas Department of Higher Education has determined that (Name of institution) does not offer degree programs customarily offered at colleges and universities and has issued an Exemption from Certification.

B. Denial of Request for Exemption

The Arkansas Higher Education Coordinating Board has authorized the Director of the Arkansas Department of Higher Education to issue a denial of exemption if the institution does not meet the criteria for exemption from certification.

To continue operations, institutions identified as not eligible for exemption from certification must contact the Arkansas State Board of Private Career (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification and application for AHECB certification to ADHE.

C. Arkansas Higher Education Coordinating Board

The Arkansas Higher Education Coordinating Board will make the final determination on any exemption from certification should a question arise. See Appendix E for a schedule of AHECB meetings.

The AHECB may withdraw exemption status for proper cause. Such withdrawal would constitute a denial of exemption and require a subsequent application for AHECB certification and/or Arkansas State Board of Private Career Education licensure. If the institution does not seek subsequent certification or licensure, there will be an immediate end of institutional operations.

Any non-public or out-of-state institution ~~requesting not operating under~~ a Letter of Exemption must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at www.sbpce.org or by calling (501) 683-8000 (Appendix D).

D. Deadlines

Letters of Notification to request an exemption from certification and required documentation are due on January 1, April 1, July 1, and October 1. The letter of Notification and required documentation must be submitted according to published deadlines in order to be considered.

E. Appeal Process

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education or the Arkansas Higher Education Coordinating Board, a letter of appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.

F. Renewal of Exemption

Institutions receiving a Letter of Exemption from Certification will be required to request renewal of the exemption every two years. ADHE will maintain a master exemption renewal schedule and notify institutions when exemption renewal is required.

The request for exemption renewal (Form 12) and the **notification fee** (Appendix F) must be submitted to the ICAC Coordinator at least 60 days prior to the expiration of the exemption. A current catalog listing all degree programs offered should be submitted with the completed Notification Request for Exemption from Certification (Form 12). The completed form and the institution's catalog should be submitted electronically or by U.S. mail.

Non-public and out-of-state institutions offering college-level degree programs on a military installation must submit an annual enrollment report identifying the status of each student as active or retired military personnel, dependent of active or retired military personnel, or civilian employee. This requirement does not apply to public institutions offering degree programs on a military installation.

**APPENDIX A
ORGANIZATION AND STRUCTURE**

ACA §6-61-301, §6-2-107, and §6-2-111 empower the Arkansas Higher Education Coordinating Board (AHECB) with the authority to provide for the orderly development of higher education and to protect its citizenry from fraudulent or inferior programs. The cited code is provided in Appendix B.

Institutions that Require Certification

Certification by AHECB is required to offer a college-level course/degree program that is customarily granted by colleges or universities accredited by an accrediting agency recognized by the U.S. Department of Education. Institutions which must have AHECB certification prior to offering any coursework include:

- Non-public postsecondary education institutions and out-of-state postsecondary education institutions offering college-level courses/degree programs in Arkansas. This certification requirement also applies to institutions offering college-level courses or degrees by correspondence or distance delivery.
- A newly chartered and established postsecondary college or university in the state of Arkansas which proposes to offer college-level courses/degree programs. This does not include a school covered by Arkansas Code §6-51-601—617, or a school that is regulated by the State Cosmetology Board.

Arkansas Higher Education Coordinating Board

The AHECB is empowered to establish the criteria required for certification and to promulgate rules and regulations for the purpose of carrying out the provisions of Arkansas Code §6-61-301. It is charged with the final responsibility for decisions regarding course/degree program and institutional certification and other matters involving Arkansas non-public and out-of-state postsecondary education institutions.

The AHECB will appoint individuals to the Institutional Certification Advisory Committee (ICAC) to assist AHECB in its responsibility regarding certification.

The AHECB will make the final determination in all instances. Hearings and actions will take place at scheduled meetings of AHECB unless a special meeting is called for those purposes.

Arkansas Department of Higher Education

The Director of the Department of Higher Education (ADHE) or designee serves as presiding officer of ICAC and ensures that staff services for the ICAC are provided.

ADHE staff serves as the staff of AHECB and ICAC regarding all letters of Notification and applications for certification under ACA §6-61-301, §6-2-107 and §6-2-111. All formal communications should be addressed to or signed by the Director of the Arkansas Department of Higher Education or designee.

Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee meets four times a year, prior to the AHECB meetings. ICAC will assist in the development of rules, regulations, and criteria related to certification. Requests for certification will be reviewed by ICAC, which in turn will make recommendations to AHECB.

ICAC meetings are held quarterly at the Arkansas Department of Higher Education in Little Rock, Arkansas or via conference call.

The Institutional Certification Advisory Committee consists of nine voting members, each with a nine-year term. Members include:

- Two (2) non-public postsecondary education institution chief administrators or designee.
- Two (2) public postsecondary education institution chief administrators (one representing two-year community colleges; one representing four-year colleges and universities) or designee.
- Two (2) chief administrators of proprietary schools which are licensed by the State Board of Private Career Education, or designee.
- The Director of the Arkansas Department of Workforce Education (ADWE), or designee.
- Two (2) 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.

ICAC membership and guidelines

- A quorum shall be one more than half of the current voting ICAC positions filled at the time of the ICAC meeting.
- One nine-year term will expire annually, on the date of appointment.
- The designee for a chief administrator must be a senior administrator.
- An appointment to fill a vacancy for an unexpired term will be made by AHECB; the new member will complete the unexpired term.
- A member will be replaced after three consecutive, unexplained absences.
- Under special circumstances, a member can designate a representative to attend ICAC meetings.

Administrative Procedure Act

The Arkansas Higher Education Coordinating Board, the Institutional Certification Advisory Committee, and the Arkansas Department of Higher Education will follow the provisions of the Administrative Procedure Act.

**APPENDIX B
ARKANSAS CODE**

ACA §6-61-301. Incorporation generally.

- (a)(1)(A) Individuals desiring to establish a postsecondary education institution in the State of Arkansas, other than a state-supported institution, a school as defined by §6-51-601 et seq., or a school which is regulated by the State Board of Cosmetology, shall be required to incorporate under the applicable laws of the State of Arkansas and to receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board.
- (b) Any postsecondary education institution located in another state, other than those covered by §6-51-601 et seq., or those regulated by the State Board of Cosmetology, which desires to offer coursework or degrees in the State of Arkansas shall be required, prior to offering any coursework, to obtain certification to do so from the Arkansas Higher Education Coordinating Board.
- (c) Any postsecondary education institution in the State of Arkansas desiring to offer programs leading to a degree which is customarily granted by colleges or universities shall be required to obtain certification to grant such degree from the Arkansas Higher Education Coordinating Board.
- (2) State-supported vocational and technical schools, institutions covered under §6-51-601 et seq., or institutions regulated by the State Board of Cosmetology shall be required to obtain approval for programs in which such degrees would be granted from both the Arkansas Higher Education Coordinating Board and the State Board of Education.
- (3) Non-public colleges and universities currently incorporated and operating under the applicable laws of this state shall not be required to receive such certification.
- (b) The Arkansas Higher Education Coordinating Board shall be empowered to establish the criteria required for certification and to promulgate rules and regulations for the purpose of carrying out the provisions of this chapter and shall be charged with the final responsibility for decisions as required by the chapter.
- (c) Any person violating the provisions of subdivision (a)(1)(B) or (C) or subsection (b) shall be guilty of a misdemeanor and shall, upon conviction, be fined not more than one thousand dollars (\$1,000) or be imprisoned in the county jail not more than three (3) months.
- (d)(1) To secure legal existence by act of incorporation, the individuals desiring to become a corporation as trustees of a college, university, or other postsecondary institution shall prepare a charter for the proposed institution and shall present the charter to the Arkansas Higher Education Coordinating Board.
- (2) If the Arkansas Higher Education Coordinating Board determines that the charter is in accordance with the provisions of the laws of the State of Arkansas and the rules and regulations of the Arkansas Higher Education Coordinating Board, the Board shall issue

to the trustees a certificate appended to a copy of the charter with the Great Seal of the State of Arkansas attached.

- (3) The certificate shall state that the accompanying charter is granted to the trustees, that they have complied with the provisions of law, and that they are thereby constituted as the board of directors of that institution and invested with all powers prescribed in the charter.
- (4) A copy of the charter and certificate shall be filed with the Secretary of State and recorded by him or her in a book to be kept for that purpose.
- (5) The Arkansas Higher Education Coordinating Board shall have the power, after giving thirty (30) days' notice in writing to the trustees to show cause why such action should not be taken, to revoke any certification issued by the board whenever the board shall find, after proper investigation, that the institution is conferring degrees or diplomas without requiring sufficient work therefore or is in violation of any of the provisions of the laws of this state or the regulations of the board relative thereto.

History. Acts 1911, No. 375, § 9; 1975, No. 903, §§ 1-6; 1977, No. 560, § 5; A.S.A. 1947, § 80-4905.

6-61-302. Incorporation and certification - Advisory committee.

- (a) To assist the Arkansas Higher Education Coordinating Board in its responsibilities regarding incorporation and certification of postsecondary educational institutions, the board shall appoint an advisory committee.
- (b) The advisory committee shall include:
 - (1) Two (2) non-public postsecondary education institution chief administrators;
 - (2) Two (2) public postsecondary education institution chief administrators;
 - (3) Two (2) chief administrators of proprietary schools which are licensed under §6-51-601 et seq.;
 - (4) The Director of the Department of Workforce Education or designated representative; and
 - (5) Two (2) legal residents of the state who are not officially affiliated with any postsecondary institution in any state as an employee or board member or in any other capacity.
- (c) The members shall serve nine-year terms.
- (d) Members shall serve without compensation but may be reimbursed for expenses in accordance with §25-16-901 et. seq.

History. Acts 1975, No. 903, § 4; 1977, No. 560, § 5; A.S.A. 1947, § 80-4905; Acts 1997, No. 250, § 26; 2003, No. 1473, § 6.

6-2-107. Change of name or provisions.

1. Whenever the trustees of any corporate institution of learning are desirous of changing its name or the provisions of its charter, they may meet at the regular place of transacting business and change the name of the institution or the provision of its charter.
2. A majority of all the trustees shall consent to the change, and no change shall be made without due notice of the meeting and the notification thereof given to the several trustees at least ten (10) days before the time of such meeting.
3. When a change of name or of the provisions of the charter shall be made, the changes shall not be effective until they are approved by the State Board of Education [Arkansas Higher Education Coordinating Board].
4. When a change is approved, a copy of the resolution of the board of trustees providing for such a change, together with a certificate of the State Board of Education [Arkansas Higher Education Coordinating Board] as to its approval, shall be filed in the office of the Secretary of State and recorded by him in a book to be kept for such purposes.

History. Acts 1911, No. 375 §§ 11, 12; C&M Dig. §§ 1774, 1775; A.S.A 1947, §§ 64-1411, 64-1412.

APPENDIX C
TYPES OF REVIEWS

The rules governing the certification of non-public and out-of-state postsecondary education institutions were originally written in 1975 and were revised in 1987, 1995, and 2005. The rules detail the types of institutional and program reviews conducted by the Institutional Certification Advisory Committee (ICAC) in order to insure institutions are operating within the boundaries established by ACA §6-61-301–302.

Types of reviews include the **regular review**, **special review**, and **staff review**. The **regular review** is for applications for certification, recertification, and decertification of established institutions to offer college-level courses/degree programs, and for the certification of a newly established college or university in the state of Arkansas. Regular reviews are described in detailed in Section I of this appendix.

Institutions operating under AHECB certification are subject to a **special review** when institutional changes occur that might affect the institution's ability to meet AHECB certification criteria. Institutional changes are explained in Section II of this appendix.

A **staff review** may be scheduled when it is believed that a course/degree program, or institution has ceased conforming to the requirements for AHECB certification. Staff Reviews are explained in Section III of this appendix.

I. Regular Reviews

Regular reviews for certification, recertification, and decertification are described below.

Establishment of a New Institution

Prior to establishing a new postsecondary institution in Arkansas to offer college-level courses/degree programs in Arkansas, the institution's charter and an application for institutional planning and development must be filed with Arkansas Department of Higher Education (ADHE) to request institutional certification and to provide information about the proposed institution.

Program Certification

Prior to offering courses/degree programs resulting in a college degree, institutions must apply for certification of the proposed course/degree program.

Program Recertification

To insure the continued quality of course/degree programs offered to Arkansas students certified institutions are required to apply for program recertification upon expiration of its current certification.

Program Decertification

When an institution decides to no longer offer a certified course/degree program to its students, the institution must file a Letter of Notification and request program decertification detailing their plans for ending the program without causing major interruption to students and the institution.

Institutional Decertification and Closure

Institutions planning to no longer offer certified courses/degree programs and/or cease operations in Arkansas must file a Letter of Notification and application for institutional decertification and

closure detailing their plans for ending operations including an opportunity for students to complete the course/degree program.

Exemptions

Due to their unique nature, some educational institutions may be eligible for exemption from certification. A request for exemption from certification and the required documentation must be submitted to the ADHE for review.

II. Special Review

Institutional changes subject to a special review of certification are listed below. A Letter of Notification must be submitted to ADHE prior to any changes in location, charter, level or programs offered, or institutional name.

Change of Location (Address)

Upon the relocation of an institution, ADHE must be immediately notified in writing of the change with the new address included.

Change in Charter

Any change to the charter of a postsecondary institution incorporated in the state of Arkansas to offer college-level degrees must be certified by the AHECB. Proposed changes in the charter must be submitted to ADHE within five working days prior to any changes being filed with the Secretary of State's office. The changes will not be effective until certified by AHECB.

Change of Level of Program Offerings

Institution certification must be obtained from the AHECB approval prior to an institution's offering degree programs beyond the degree level (associate to bachelor, bachelor to master, or master to doctoral) established in the institution's charter.

Any non-public institution of higher education incorporated in the state of Arkansas on or prior to April 7, 1975, desiring to offer degrees at a higher level than it offers currently must submit a copy of the institution's articles of incorporation to the ADHE to receive a determination on whether AHECB approval is required.

Name Change

Any institution incorporated in the state of Arkansas desiring a change of name must submit a letter of notification to ADHE that provides documentation that the proposed name change has been approved by the institution's governing body. The AHECB approval will be transferred from the existing institution to the newly named institution.

III. Staff Review

Bankruptcy

Institutions that file bankruptcy shall notify the Arkansas Department of Higher Education in writing within twenty-four (24) hours of the filing. The notification must include the name of the attorney, case number, where the action was filed (state/county and court), total number and names of students currently enrolled, a teach-out plan to assist current students in the completion of the course/degree program, and any other applicable information such as reorganization plans.

Conferring Degrees Without Sufficient Work

The AHECB has the power, after giving the institution thirty (30) days written notice to show cause why such action should not be taken, to revoke any certification issued by the AHECB whenever the ADHE staff finds, after proper investigation, that an institution is conferring degrees without

requiring sufficient work or is in violation of any of the provisions of the laws of the State of Arkansas or the AHECB certification regulations.

Sale of Institution or Program

The institution must provide information regarding its sale, including the terms of the sale and the name and the address of the purchaser. Institutional and program certification will not be transferred to another institution. Upon the sale of an institution or program, an application for certification, prepared by the purchaser, must be submitted to ADHE requesting AHECB certification.

APPENDIX D
LICENSURE AND APPROVAL BY OTHER AGENCIES

Prior to submitting an application for course/degree program certification in Arkansas, institutions must contact the following agencies for their regulations.

Arkansas State Board of Private Career Education (SBPCE)

All institutions applying for AHECB certification of course/degree programs in Arkansas must contact SBPCE and apply for licensure, if required, prior to submitting an application. The institution must provide documentation of (1) licensure or (2) exemption by the SBPCE. An institution receiving an exemption from SBPCE, but also desiring to offer college-level courses/degree programs, must be certified by AHECB.

Telephone: (501) 683-8000
Address: 612 South Summit #102
Little Rock, AR 72701
Web address: www.sbpce.org

Arkansas State Board of Examiners in Counseling

Curriculum standards for master's degree in counseling are set by the Arkansas State Board of Examiners in Counseling.

Telephone: (870) 901-7055
Address: 124 South Jackson, Suite 312
Magnolia, AR 71753
Web address: www.arkansas.gov/abec

Government Agencies

If licensure or certification by other government agencies or entities is required for legal operation, the institution must document that approval. Out-of-state institutions must submit documentation that the institution is licensed or certified to operate in its home state.

Teacher Education Courses/Degree Programs

Prior to ADHE consideration, institutions applying to offer education course/degrees requiring teacher licensure or certification must be approved by the Arkansas Department of Education (ADE) Teacher Certification Department. The applying institution must submit ADE documentation of program approval.

Telephone: (501) 682-4342
Address: #4 Capitol Mall
Little Rock, AR 72201
Web address: <http://www.arkedu.state.ar.us>

Applicants for teaching licensure in Arkansas must complete education course/degrees at National Council for Accreditation of Teacher Education (NCATE) accredited institutions. The Arkansas

Higher Education Coordinating Board certification requires NCATE for any teacher education program. The applying institution must submit documentation of NCATE accreditation.

Nursing Courses/Degree Programs that Lead to Practical Nurse or Registered Nurse Licensure

The Arkansas State Board of Nursing (ASBN) must approve nursing programs that lead to licensure for the Practical Nurse and the Registered Nurse. The applying institution must submit documentation that it has received ASBN approval.

Telephone: (501) 686-2700
Address: 1123 South University
Little Rock, AR 72204-1619
Web address: www.asbn.org.

Psychology Courses/Degree Programs

The Arkansas State Board of Psychology (ASBP) is responsible for the licensure of psychologists in Arkansas. The applying institution must submit documentation that it has received ASBP approval.

Telephone: (501) 682-6167
Address: 101 East Capitol, Suite 415,
Little Rock, AR 72201
Web address: www.asbp.org.

Other Professional Programs

If licensure or certification by other government agencies or entities is required for practice of the profession, the institution must provide documentation of external reviews of the program, and approval by the licensure/certification agency.

APPENDIX E
TIMELINE

ICAC meetings are held quarterly at the Arkansas Department of Higher Education in Little Rock, Arkansas, or via conference call. Meeting locations for the Arkansas Higher Education Board include various college and university campuses in the state. Dates and locations for the quarterly ICAC and AHECB meetings are listed on the ADHE web site, www.arkansashighered.com.

Letter of Notification	January 1	April 1	July 1	October 1
Application Deadline	February 1	May 1	August 1	November 1
ICAC Meeting	March	June	September	January
Arkansas Higher Education Coordinating Board Meeting	April	July	October	February

**APPENDIX F
FEES and SURETY BONDS**

I. Fees

The fees identified in this section are used to offset the cost involved with the processing and review of applications for certification, recertification, decertification, and requests for exemption. All fees will be effective January 1, 2006, and are non-refundable.

Payment of fees does not guarantee certification or exemption, but is considered to be a part of the cost for processing.

A. Notification Fee

A notification fee (\$250) will be assessed for each Letter of Notification submitted for certification, recertification, decertification, new institution, request for exemption, or other change. The notification fee must be submitted with the Letter of Notification. **Checks should be made payable to the Arkansas Department of Higher Education and submitted to:**

**ICAC Coordinator
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201**

Notification Fee (Submit fee with Letter of Notification).	Amount
Letter of Notification for:	
• Certification of established institution to offer college-level courses/degree programs.	\$250
• Recertification of established institution to offer college-level courses/degree programs.	\$250
• Decertification of established institution to offer college-level courses/degree programs.	\$250
• Request for exemption from certification	\$250
• Request for renewal of exemption from certification	\$250
• Establishment of new institution	\$250
• Other changes (change of address, change of charter, change of level of degree offered, other special reviews)	\$250

B. Processing Fee

A processing fee based on the number of course/degree programs submitted will be required with each application submitted for certification, recertification, decertification, and certification of a new institution. The processing fee must be submitted with the application. **Checks**

should be made payable to the Arkansas Department of Higher Education and submitted to:

ICAC Coordinator
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201

Processing Fee (Based on number of college-level course/degree programs submitted. Submit fee with application.)	Amount Per Certification Period
Institutional Certification – Planning and Development Fee	\$3,000
New Institution - Initial Course/Degree Program Certification for one but not more than five (5) degree programs.	\$2,500
Certification Fee for each course/degree program over 5.	\$500
Certification Fee for one but not more than five (5) course/degree programs.	\$2500
Certification Fee for each course/program over 5.	\$500
Recertification Fee for one but not more than ten (10) course/degree programs.	\$2,000
Recertification Fee for each course/degree program over 10.	\$200
Certification or Recertification Fee for one but not more than five (5) college-level courses.	\$500
Certification or Recertification Fee for each course over five (5).	\$100

Review Team Expenses

Travel and other associated per diem expenses for the review team members associated with a team visit must be paid by the institution applying for certification, recertification, or decertification of an institution or college-level course/degree program.

If it is determined that a review team is needed for a special review of the institution, or program(s), the institution must pay the travel and associated per diem expenses for the review team members associated with the review.

Out-of-state institutions and distance delivery institutions may be required to pay the expenses for a review team meeting at ADHE and a representative of the institution to attend the team meeting at ADHE. The review may include a conference call between the team and institution representatives. Expenses for this meeting and telephone conferences are the responsibility of the applying institution.

II. Surety Bonds for Certified Institutions

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level course/degree programs in Arkansas will maintain a surety bond during operations in Arkansas.

A surety bond is a contract between an institution, the Arkansas Department of Higher Education (ADHE), and a surety insurer (bond company) to provide protection for the enrolled student in the case of a financial loss due to the closure of the institution. The required bond will be maintained to protect only Arkansas residents who are students at the time of closure of a certified institution and only for the amount of prepaid and unused tuition.

A. Bond Requirements

AHECB certified institutions are required to maintain a bond equal to the gross tuition collected from Arkansas students during the previous fiscal year, with a minimum bond amount of \$20,000. Institutions with more than one campus in Arkansas may choose to maintain one bond for each Arkansas campus or have one bond equal to the amount of tuition collected during the previous year at all Arkansas campuses. For AHECB certified institutions not yet collecting tuition from Arkansas residents, the minimum bond amount is \$20,000. If an institution is located outside the state of Arkansas, the institution will be required to maintain a bond equal to the gross tuition collected from Arkansas students during the previous fiscal year.

An admitted bond company authorized and approved to do business in Arkansas must issue the institution's bond. A list of admitted bond companies can be obtained from the Arkansas Insurance Commission.

Institutions are required to submit an annual report of gross tuition collected during the previous year, along with proof of bond equal to the gross tuition collected. The minimum bond amount for an institution is \$20,000. Proof of bond must be submitted to ADHE by July 1st of each year. The institution's report of gross tuition and proof of bond should be submitted on Form 4 to:

ICAC Coordinator
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201

The signature, or stamp and seal, of the bond company's attorney-in-fact must be included on the surety bond form. If the bond company uses an officer or director as the attorney-in-fact for the bond power, that official must be listed in the company's Arkansas Department of Insurance file as an approved signatory.

B. Claims Against the Institution's Bond

A student will be eligible for restitution of unused tuition from the institution's bond when:

1. Due to closure of the AHECB certified institution the student can no longer continue his/her education at the AHECB certified institution and has prepaid but unused tuition requiring reimbursement; and/or

2. Due to closure of the AHECB certified institution no viable alternative for restitution is available, as determined by the Arkansas Department of Higher Education (ADHE).

Unused tuition will be defined as payment for classes in which the student was enrolled, but were not completed because of the closure of the institution.

Within 30 days of closure, the institution will submit a list to ADHE of students owed unused tuition. The list must include a current address for the student and the amount of tuition owed to the student. ADHE will forward the list to the institution's bonding company. The Bonding Company will be responsible for payment under the terms of the bond.

C. Termination of Bond

An institution's certification will be revoked if the institution fails to maintain a surety bond equal to the previous year's gross tuition receipts, with a minimum bond amount of \$20,000. If a surety bond is cancelled, a cease and desist notice will be issued for the institution and decertification/closure procedures will be started by ADHE.

If a bond company chooses to cancel an institution's bond, the bond company may not be relieved of liability of the bond unless it gives the institution and ADHE 30 days written notice of the company's intent to cancel the bond. If the institution does not file a new bond within 30 days of receiving the suspension/bond cancellation notice, a cease and desist notice will be issued for the institution and decertification/closure procedures will be started by ADHE.

APPENDIX G
DESCRIPTION OF DEGREE REQUIREMENTS

Certification by the Arkansas Higher Education Coordinating Board (AHECB) is required to offer college-level courses leading to a degree that is customarily granted by colleges or universities accredited by an accrediting agency recognized by the U.S. Department of Education. The following degree requirements are required of certified institutions.

1. Associate of Arts Degree (A.A.)

- a. Awarded for completion of college-level coursework which is transferable toward a baccalaureate degree. Typically, the field of study is not specified in the degree title.
- b. State minimum general education core totaling 35 semester hours or 52 quarter hours. English/Communications (6 semester hours), Math (3 semester hours), Social Sciences (9-12 semester hours), Humanities (6-9 semester hours), Science (8 semester hours). Three semester hours equal 4.5 quarter hours.
- c. The range of hours for an A.A. is 60 to 64 semester hours or 90 to 96 quarter hours.

2. Associate of Science Degree (A.S.)

- a. Awarded for completion of college-level coursework of which the majority of courses and general education courses are transferable toward a baccalaureate degree.
- b. Typically, the field of study is not specified in the degree title.
- c. Minimum general education core totaling 35 semester hours or 52 quarter hours. English/Communications (6 semester hours), Math (3 semester hours), Social Sciences (9-12 hours semester), Humanities (6-9 semester hours), Science (8 semester hours). Three semester hours equal 4.5 quarter hours.
- d. The range of hours for an A.S. is 60 to 72 semester hours or 90 to 108 quarter hours.

3. Associate of Applied Science Degree (A.A.S.)

- a. Awarded for completion of college-level coursework that is designed primarily for direct employment.
- b. Minimum of 15 semester hours or 22.5 quarter hours of general education courses. English/Writing (6 semester hours), Math (3 semester hours), Computer Fundamentals (3 semester hours), and Social Sciences (3 semester hours). Three semester hours equal 4.5 quarter hours.
- c. Minimum of 50% of credit hours in the field.
- d. Occupational field may be specified in degree title.
- e. The range of hours is 60 to 72 semester hours or 90 to 108 quarter hours.

4. Associate of General Studies/Liberal Arts (A.G.S.)

- a. Awarded for completion of a planned program of college-level coursework of transfer and/or occupational college credit courses.
- b. Minimum of 15 semester credit hours or 22.5 quarter hours of general education core.
- c. The program is to be developed cooperatively by the students and the institution. The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs.
- d. The degree program range is 60 to 64 semester hours or 90 to 96 quarter hours.
- e. Program curriculum may vary for an out-of-state institution if the institution provides documentation that the program has been formally approved by a licensing,

governing, or coordinating body in the institution's home state or by a specialized accrediting agency.

5. Associate of Applied Science in General Technology (A.A.S.G.T.)

- a. Awarded upon completion of an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution that requires between 60 to 64 semester credit hours or 90 to 96 quarter hours.
- b. Minimum of 15 semester hours or 22.5 quarter hours of general education core courses.
- c. Twenty-four to 30 semester hours in a major technical area.
- d. Fifteen to 21 semester in a technical core of support courses from other related technical disciplines.
- e. Maximum of 24 semester hours for experiential learning or work experience.

6. Associate of Arts in Teaching (A.A.T.)*

- a. Awarded upon completion of program of college-level coursework transferable toward a baccalaureate degree in teacher education.
- b. Designed to align with state licensure requirements.
- c. Program requires 60 to 72 semester hours or 90 to 108 quarter hours.
- d. Minimum 35 semester hours or 52 quarter hours of general education core courses.

* - *Institutions must be NCATE certified prior to offering this program.*

7. Baccalaureate Degree

- a. Awarded upon completion of program requiring 120 to 136 semester hours or 180 to 204 quarter hours.
- b. Minimum of 40 semester hours or 60 quarter hours of general education core courses.
- c. Minimum of 40 semester hours or 60 quarter hours of upper-level courses.
- d. Minimum of 30 semester hours or 45 quarter hours (including 20 upper-level semester hours or 30 quarter hours in the major field of study).

8. Bachelor of Applied Science (B.A.S.)

- a. Awarded upon completion of program requiring 120 to 136 semester hours or 180 to 204 quarter hours that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree.
- b. Minimum 35 semester hours or 52 quarter hours of general education core courses.
- c. Minimum of 40 semester hours or 60 quarter hours of upper level courses in selected fields of study.
- d. Curriculum must require mastery of skills and knowledge against specified performance standards in at least one area or specific discipline.

9. Bachelor of Professional Studies (B.P.S.)

- a. A flexible program option for students with earned college credit (including technical and occupational courses).
- b. Awarded upon completion of 120 to 136 semester hours or 180 to 204 quarter hours.
- c. Program of study developed cooperatively by student and institution to meet professional development and career goals.
- d. Minimum of 35 semester hours or 52 quarter hours of general education core courses.
- e. 40 semester hours or 60 quarter hours of upper level courses in selected fields of study.
- f. Curriculum must require mastery of skills and knowledge against specified performance standards in at least one specific area or discipline.

10. Master's Degree

- a. Minimum of 30 graduate semester hours or 45 quarter hours beyond the baccalaureate degree.
- b. Minimum of 9 semester hours or 13.5 quarter hours of core courses and minimum of 15 semester hours or 22.5 quarter hours in the major field of study.

11. Specialist's Degree

Completion of 30 to 42 semester hours or 45 to 63 quarter hours) beyond the master's degree, but does not meet the academic requirements of a doctor's degree.

12. Doctoral Degree

- a. Minimum of 72 graduate semester hours or 108 graduate quarter hours (or 42 graduate-only semester hours or 63 quarter hours beyond the master degree).
- b. Maximum of 24 semester hours or 36 quarter hours of dissertation courses.

13. First Professional Degree

- a. Minimum of 72 post-baccalaureate semester hours or 108 post baccalaureate quarter hours.
- b. Completion of academic requirements to begin practice in the profession.
- c. Minimum of two years of undergraduate college work before entering the program
- d. Minimum of six academic years of college work to complete the degree program, including the prior required undergraduate college work.

APPENDIX H
CREDIT HOUR VALUE AND LENGTH OF TERM

Credit Hour Value

The credit hour is a unit by which an institution may measure its course work. The credit hour value for a course is determined primarily by the amount of time, the intensity of the educational experience, and the amount of outside preparation required by the student. For example, a lecture course with extensive reading or other out-of-class preparation would result in one credit for each hour per week; a laboratory experience with moderate out-of-the class preparation may equal one credit for two hours per week; a laboratory experience with little out-of-class preparation may equal one credit for three hours per week.

The traditional credit hour values assigned to a course for class time are the semester hour and the quarter credit hour. They convert as follows: quarter hours multiplied by two-thirds ($2/3$) equal semester hours; semester hours multiplied by one and one-half ($1\frac{1}{2}$) equal quarter hours.

The following are generally accepted standards in Arkansas:

- 1 semester credit for each 12.5 class hours of lecture
- 1 semester credit for each 25 class hours of laboratory
- 1 semester credit for 37.5 hours of clinical, practicum, internship, shop instruction.

Credit hour for non-traditional delivery of courses or programs generally do not use the above lecture/laboratory/practicum formulas for credit calculation. Therefore, an institution must demonstrate that the clock or credit hours awarded are appropriate for the courses/degree programs and credentials. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.

Length of Term

The three common systems used to measure the length of a term are semester, quarter and trimester. The semester is generally composed of 15 to 17 weeks of classes including final examinations. The quarter system is generally 10 to 12 weeks of classes including final examinations. Summer quarters are sometimes subdivided into terms of shorter length. A trimester is 15-week terms including final examinations.

Under the semester system, a minimum of fifteen (15) fifty-minute class sessions, excluding labs, is required to award one semester hour of credit. A minimum of ten (10) fifty-minute class sessions excluding labs are required to award one quarter hour of credit.

Exceptions

There may be exceptions regarding lengths of terms and amounts of credit awarded for specific circumstances such as self-paced instruction, independent study, workshops, seminars, and distance delivery where the instructional content and activities are selected appropriately. Furthermore, some institutions have adopted a course-based system, rather than a credit-hour system. Institutions that do not use the semester or quarter length as a measure to award credit

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must demonstrate that the amounts of credit awarded have been adjusted appropriately. This information will be provided for each application for new program certification on Form 14, Class Hours to Credit Hours Conversion Chart.

**APPENDIX I
GENERAL EDUCATION REQUIREMENTS FOR ARKANSAS**

- I. General Education Requirements for the Associate of Applied Science Degree and Associate of General Studies/Liberal Arts Degree and Associate of Applied Science in General Technology Degree**
Minimum of 15 semester hours (22.5 quarter hours) required. Three (3) semester hours equal 4.5 quarter hours. Courses must meet or exceed the following criteria
- A. English/writing** (6 semester hours of composition or 3 semester hours of composition and 3 semester hours of technical writing)
 - 1. Composition I** (3 semester credit hours) Study and practice of fundamentals of written communication including principles of grammar, punctuation, spelling, organization, and careful analytical reading. Students focus on organizing and revising ideas.
 - 2. Composition II** (3 semester credit hours) Continues the practice of Composition I to develop further the skills learned in that course. Based on reading and discussion of various types of writing, the students' essays will provide practice in different kinds of rhetorical development with an emphasis on academic writing. Students focus on analysis, argumentation, and writing from sources.
 - 3. Technical Writing** (3 semester credit hours) Study, discussion, and writing of technical descriptions and processes, formal and informal proposals, and reports. A course designed to prepare students to demonstrate a high level of effectiveness in handling the demands of communication on the job (*Prerequisite: Composition I*).
 - B. Mathematics** (3 semester credit hours) May be one of the following: Applied Mathematics or Intermediate Algebra or a higher-level mathematics course.
 - C. Computer Applications/Fundamentals** (3 semester credit hours) Study of the fundamental concepts of computing in a personal computer environment, introduction to hardware and software and system configuration. The focus is on practical problem solving using application software.
 - D. Social Sciences** (3 semester credit hours) Students may select one of the following: Sociology, Psychology, History, Government course.
- II. General Education Core Requirements for Associate of Arts Degree, Associate of Science Degree, and Baccalaureate Degree Program**
Minimum 35 semester credit hours or 53 quarter hours. Three (3) semester credit hours equal 4.5 quarter credit hours. Courses must meet or exceed the following criteria.
- A. English Composition** (6 semester credit hours).
 - B. Speech Communication** (0-3 semester credit hours).
 - C. Math** (3 semester credit hours). College algebra or course as sophisticated as College algebra. Institutions may require students majoring in math, engineering, science, and business to take higher-level math courses
 - D. Science** (8 semester credit hours). Science courses must include laboratories. Institutions may require students majoring in math, engineering, science, education, and health related professions to take higher level or specific science courses.
 - E. Fine Arts/Humanities** (6-9 semester credit hours).
 - F. Social Sciences** (9-12 semester credit hours). U.S. History or Government (3 semester credit hours) and six to nine semester hours of other social sciences. Institutions may require students majoring in engineering to take either (six) 6 semester hours of humanities and social sciences at the junior/senior level or substitute an additional six (6) semester hours of higher-level mathematics and/or additional science courses.

APPENDIX J
STUDENT GRIEVANCE PROCEDURE

All Arkansas Higher Education Coordinating Board (AHECB) certified institutions must publish, post, and adhere to a procedure for handling a student grievance. Out-of-state and distance delivery institutions must furnish a toll-free telephone number or e-mail address for quick access in filing a student grievance.

Student Grievance Procedure

ADHE requires the certified institution to make a decision on the student grievance following the institution's public policy.

Inquiries into student grievances must be limited to AHECB certified (under Arkansas Code §6-61-301) courses/degree programs and institutions and to matters related to the criteria for certification.

Within 20 days of completing the institution's grievance procedures, the student may file the complaint in writing with the ICAC Coordinator, Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201.

The grievant must provide a statement from the institution verifying that the institution's appeal process has been followed. ADHE will notify the institution of the grievance within 15 days of the filing. Within 10 days after ADHE notification, the institution must submit a written response to ADHE. Other action may be taken by ADHE as needed.

APPENDIX K
REVIEW TEAM AND REVIEW TEAM VISIT

Review Team

An ad hoc panel of individuals who are knowledgeable of similar courses/degree programs may be assembled by the Arkansas Department of Higher Education (ADHE) staff to review applications for certification or recertification. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

A review team may include members of the Institutional Certification Advisory Committee (ICAC) and staff of the State Board of Private Career Education (SBPCE). The size of the team is determined by the level of courses/degree programs and the number of courses/degree programs proposed. All team members will be provided a copy of the institution's application. Expenses associated with the review team will be covered by the institution.

The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for a recommendation to ICAC concerning Arkansas Higher Education Coordinating Board (AHECB) certification or recertification.

Review Team Visit

The following are general guidelines for the team visit; however, the requirements of the visit may vary depending on the type of review and the method of delivery for the course/degree program.

A. On-Site Review

1. ADHE will schedule a mutually convenient time with institutional representatives and review team members for the team visit.
2. Administration, faculty, and students enrolled in the institution should be available for team interviews upon request.
3. The institution should have the following information available for review upon request:
 - a. Student-related information including a list of current students, transcripts, admission procedures and applications, student contracts and payment records, student financial aid records, and student employment placement records, and a current college catalog.
 - b. Faculty and administrator vitae/resumes indicating all educational training, certification or licensure, and teaching and work history.
4. List of current employees.
5. Program curricula, course syllabi, and textbooks must be on display.

B. Out-of-State and Distance Delivery Reviews

1. If an on-site visit is scheduled, follow the guidelines for On-site Review above.
2. If the team meets at ADHE, institutions must have a representative attend the review unless ADHE determines that the visit can be conducted by conference call.
3. The institution will be responsible for the expense of conference call, if one is scheduled, and the chief academic officer must be available to answer questions in part A of this appendix.

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C. Special Reviews

1. See Appendix C for a description of reasons for special reviews that may require an on-site visit by a review team.
2. ADHE staff will notify the institution of the information needed for the review team.

APPENDIX L
APPEAL PROCESS FOR INSTITUTIONS

Letter of Appeal

If an institution elects to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be submitted to ADHE (Use Form 13).

The letter should provide the reason for the appeal and documentation or additional information that might affect the decision. The Letter of Appeal (Form 13) must be signed by the institution's chief executive officer and must be submitted within 30 days of the decision in question to ADHE.

Appeal Hearing

Appeals will be considered at the next regular AHECB meeting following the receipt of the written Letter of Appeal.

Hearings will be conducted in accordance with AHECB approved policy and will be held in conjunction with regularly scheduled AHECB meetings unless an emergency exists that requires immediate action.

Oral proceedings will be recorded by a certified court reporter and the institution will be responsible for all associated costs, including transcripts of the oral proceedings.

AHECB meets quarterly. AHECB meeting dates and locations can be found at www.arkansashighered.com.

**APPENDIX M
DEFINITIONS**

ACCREDITATION	<p>The process whereby a non-governmental association recognizes an educational institution or program of study as having voluntarily met established standards as determined through initial and periodic evaluations.</p> <p>Non-public and out-of-state institutions seeking certification to offer college-level courses/degree programs customarily offered by colleges and universities must be accredited by an accrediting agency recognized by the U.S. Department of Education.</p>
ASSESSMENT	<p>Data-gathering strategies, analyses, and reporting processes that provide information that can be used to determine the achievement of student learning outcomes.</p>
CHURCH-RELATED TRAINING	<p>Degree programs designed for the primary purpose of preparing individuals for positions of leadership and responsibility in a church or other religious institution (i.e., ministry, music ministry, youth ministry, etc.).</p>
CLASSCONTACT HOUR	<p>A unit of measure that represents an hour of scheduled instruction. Also referred to as class or clock hour.</p>
COLLEGE-LEVEL DEGREE	<p>An authorized award conferred by an approved educational institution acknowledging the satisfactory completion of a program of study.</p> <p>College-level degrees are those customarily awarded by colleges and universities accredited by an accrediting agency recognized by the U.S. Department of Education.</p> <p>Degrees include: but not limited to, Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Master of Science, Master of Arts, Master of Fine Arts, Master of Education, Doctor of Education, Doctor of Philosophy.</p>
COLLEGE-LEVEL COURSE	<p>A unit of learning activities.</p> <p>College-level courses are those customarily offered by colleges and universities accredited by an accrediting agency recognized by the U.S. Department of Education.</p>
CURRICULUM	<p>A program of instruction or an overall set of courses or programs offered by an institution that comprises a specific area of study.</p>

DECERTIFICATION	An action taken when a course/degree program will no longer be offered to Arkansas residents, or an institution closes. Decertification occurs (1) at the request of the certified institution, which is either closing a course/degree program or closing the institution; (2) as a result of failure by the institution to provide sufficient information for recertification; or (3) as a result of failure to meet certification requirements. No new students may be enrolled. A teach-out plan must be approved by the Arkansas Department of Higher Education and offered to the students for an opportunity to complete the course/degree program.
DISTANCE INSTRUCTION	Part of the distance education process in which the majority of the instruction occurs while educator and learner are at a distance from one another.
DISTANCE LEARNING	Part of the distance education process that connects learners with providers via distance technology. All distance learning is characterized by (1) separation of place and/or time between instructor and learner, among learners, and/or between learners and learning resources; and (2) interaction between the learner and the instructor and/or interaction among learners conducted through one or more media.
EXEMPTION (LETTER OF)	Some educational institutions might not require AHECB certification and may be eligible for a Letter of exemption. Part III identifies those institutions that may be exempt and the documentation that must be submitted to ADHE. A letter of exemption is valid for two years and must be renewed biannually.
FACULTY	Individuals who present instruction, prepare instructional material, evaluate assignments, and counsel students in academic selection and progress.
FULL-TIME FACULTY MEMBER	One who occupies a full-time faculty position and whose primary employment is directly related to teaching, research, and/or other aspects of the educational programs of institutions.
GENERAL EDUCATION CORE OF STUDY	College-level courses which apply toward the general general education core curriculum requirements for baccalaureate degrees that are transferable between Arkansas public institutions. Courses are in English/Communications, Math, Science, Fine Arts/Humanities, Social Sciences and total 35 credit hours.
NEW PROGRAM	Identified as (a) a program of study that has not been offered previously or has been offered and then discontinued; (b) an existing program in which the program objective has been revised and provides preparation for a different job title; (c) an

existing program in which the content, total hours in the program of study, or number of hours of content have decreased or increased by more than 18 hours.

NON-CREDIT COURSES

Courses, seminars, workshops and other instructional activities or experiences offered by an education institution which do not result in college credit and may not be applied to meet requirements of the institution's formal degree/diploma/certificate programs.

REMEDIAL/DEVELOPMENTAL INSTRUCTION

Special instruction designed and delivered to alleviate deficiencies in basic skills (usually verbal and computational) needed to complete a course.

RECERTIFICATION

A renewal of certification which occurs two years after the initial certification of college-level course/degree programs. Recertification is granted for two to five years.

STUDENT LEARNING OUTCOME

A particular/specified level of knowledge, skill, and ability that a student has achieved as a result of engagement in a particular/specific instructional experience or set of instructional experiences.

**APPENDIX N
ARKANSAS PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES**

Public Institutions

Arkansas public colleges and universities are coordinated by the Arkansas Higher Education Coordinating Board, and are not subject to the institutional certification rules and regulations.

- | | |
|---|---|
| Arkansas Northeastern College | Arkansas State University |
| Arkansas State University – Beebe | Arkansas State University – Mountain Home |
| Arkansas State University – Newport | Arkansas Tech University |
| Black River Technical College | Cossatot Community College of UA |
| East Arkansas Community College | Henderson State University |
| Mid-South Community College | National Park Community College |
| North Arkansas College | Northwest Arkansas Community College |
| Ouachita Technical College | Ozarka College |
| Phillips Community College | Pulaski Technical College |
| Rich Mountain Community College | South Arkansas Community College |
| Southeast Arkansas College | Southern Arkansas University |
| Southern Arkansas University Tech | University of Arkansas, Fayetteville (UA) |
| University of Arkansas at Fort Smith | University of Arkansas at Little Rock |
| University of Arkansas for Medical Sciences | University of Arkansas at Monticello |
| University of Arkansas at Pine Bluff | UA Community College at Batesville |
| UA Community College at Hope | UA Community College at Morrilton |
| University of Central Arkansas | |

Independent Institutions

The following independent institutions of higher education incorporated in the state of Arkansas on or prior to April 7, 1975, and offering degrees customarily granted by colleges or universities with accreditation by an accrediting agency recognized by the U.S. Department of Education will be exempt from certification *unless* the institution fails to maintain accreditation.

- | | |
|--------------------------|-----------------------------|
| Arkansas Baptist College | Central Baptist College |
| Crowley's Ridge College | Harding University |
| Hendrix College | John Brown University |
| Lyon College | Ouachita Baptist University |
| Philander Smith College | University of the Ozarks |
| Williams Baptist College | |

**FORM 1
LETTER OF NOTIFICATION**

A \$250 notification fee must be submitted with this Letter of Notification.

Name of Institution:
Address and Telephone Number:
Contact Person:
E-mail Address:

Check certification action requested:

- Certification to offer college-level course/degree program(s) at an established institution
 - On-site location in Arkansas (identify location)
 - Distance Delivery
- Recertification to offer college-level /course/degree program(s) at an established institution
 - On-site location in Arkansas (identify location)
 - Distance Delivery
- Decertification of course/degree program
- Decertification of institution
- Certification of newly created institution in Arkansas
- Certification of degree program change exceeding 18 semester credit hours of the total credit hours of the initially approved program.

Attach separate page(s) or electronic file listing the name of all course/degree programs involved in the requested certification action. Include course numbers, course titles, and credit hours for each.

- Number of course/degree programs involved in requested action.
- Institutional change
 - Name Change
 - Change in Charter
 - Change level of degree programs offered
- Proposed effective date.
- Date of last AHECB certification/recertification (if applicable)

Note: The next certification step is to submit the application and documentation. Refer to Appendix C for application deadlines. Appendix D explains the certification fees.

Signature of Chief Academic Officer

Date

The completed form and notification fee should be mailed to:
ICAC Coordinator
ADHE
114 East Capitol
Little Rock, AR 72201

FORM 2 – FACULTY AND ADMINISTRATOR CHART

Name of Institution:

Date of Application:

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Instructor/Administrator	Course Title and Course Number (List courses to be taught by instructor)
<p>Name:</p> <p>Hire Date</p> <p>Circle one: Adjunct or Full-Time Faculty Administrator</p> <p>Most recent semester/year taught at this institution</p>	
<p>Highest Degree Obtained and Experience Profile (Include institution, location of institution & date, degree; licensure/certifications held (include expiration dates)</p>	
<p>Teaching Experience, Work Experience:</p> <p>Research:</p> <p>Administration Work Experience</p>	

The table should be copied to provide information for each administrator/faculty.

**FORM 3
CONSUMER DISCLOSURE**

Name of Institution:

Institution Address:

Contact Person:

Telephone Number:

E-mail address:

Consumer Disclosure Certified Statement by Institution Official

I certify that the institution listed above will provide full disclosure and all relevant information to the general public regarding the nature of the course/degree program, tuition and fee structures, tuition refund policy, accreditation, and institutional ownership and control.

I certify that the following statement will be included in the institution's catalog, enrollment agreements, and other advertisement or published material using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education will contain the following statement:

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

Transfer of Course/Degree Certified Statement by Institution Official

I certify that the following statement will appear in catalog, contracts or other enrollment agreements and in all materials announcing certified course/degree programs in Arkansas unless the institution has authorization to list specific institutions to which the degrees or the college-level courses in the degree can be transferred.

- Transfer of Course/Degree Credit to Other Institutions

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Signature of Institution's Chief Academic Officer

Date

**FORM 4
ARKANSAS DEPARTMENT OF HIGHER EDUCATION
CERTIFIED INSTITUTION BOND**

We, *(Institution)*, as Principal and *(Bond Company)*, a corporation admitted in the State of Arkansas to transact surety business are held and firmly bound unto the Arkansas Department of Higher Education, as Obligee in the sum of \$_____dollars lawful money of the United States for which payment well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, firmly by these presents.

(Institution) has been certified by the Arkansas Higher Education Coordinating Board (AHECB) to offer college-level course/degree programs to Arkansas residents pursuant to Arkansas Code Annotated (ACA) 6-61-301-302. Under the conditions of that certification, *(Institution)* is required to provide educational course/degree programs under contract for tuition, between the institution and Arkansas students enrolling with *(Institution)*.

This bond shall be required and remain in full force and effect continuously from July 1 through June 30 of each year the institution is in operation. The bond shall be equal to the amount of gross tuition collected during the previous year, but not less than \$20,000. Proof of bond and the Annual Tuition Report will be presented by July 1 of each year to the ICAC Coordinator, Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201. The amount of the bond must be determined and adjusted by July 1 of each year in accordance with the bond requirements as determined by the AHECB.

In the event the institution comes under new ownership during the period covered under this bond, the new owner must present proof of bond within 30 days of taking ownership. Failure to do so will result in a revocation of certification and the start of decertification procedures by the Arkansas Department of Higher Education.

In the event that *(Institution)* ceases operations and fails to provide educational course/degree programs contracted by the student the institution is expected to reimburse the student any unused tuition due. Within 30 days of closure, the institution will submit a list to ADHE of students owed unused tuition. The list must include a current address for the student and the amount of tuition owed to the student. ADHE will forward the list to the institution's bonding company, who will be responsible for payment under the terms of the bond.

The aggregate liability of Surety is limited to the penal sum of the bond, and the penal sum is not considered cumulative from year to year. This bond may be canceled by the Surety upon thirty (30) days written notice by certified mail, served by Surety upon the Obligee and the Principal at their last known address.

Signature of Institution's Chief Executive Officer Date: _____

Attorney-in-Fact Signature Date: _____

Print Name of Attorney-in-Fact Date: _____

Resident/Non-Resident Agent Signature State of License _____

Print Name of /Resident/Non-Resident Agent

Agent Address: _____ Agent Phone #: _____ Fax#: _____

Agent e-mail address _____

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION
CERTIFIED INSTITUTION ANNUAL TUITION REPORT**

This is to certify that _____ collected \$ _____ in
(Institution)
gross tuition from Arkansas students for the period of July 1, _____ through June 30, _____.

I understand that I am required to submit this report annually to the Arkansas Department of Higher Education along with proof that I have purchased a bond in an amount equal to the tuition collected from Arkansas students during the period listed above. The minimum bond amount is \$20,000.

BY: _____ Date: _____
(Signature of Institution Chief Executive Officer/Representative)

Institution's Corporate Office Address, City, State, and Zip Code

Phone and e-mail address

Institution's Arkansas Office Address, City, State, and Zip Code

Phone and e-mail address

Received By: _____ Date: _____

Attachment: Copy of Surety Bond Form for July 1 through June 30.
Proof of bond for July 1 through June 30.

FORM 5
APPLICATION FOR CERTIFICATION OF COURSE/DEGREE PROGRAM
ON-SITE DELIVERY

Use this form to provide the information required in Part 1, Section 1—certification of course/degree program.

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number, and e-mail address of contact person.
5. Proposed effective date.
6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution.
7. Site where the proposed course/degree program will be offered. (Each location of the institution must be certified).
8. Copy of current catalog with descriptions of college-level course/degree programs.
9. General education requirements for associate and baccalaureate course/degree programs.
10. Target population to be served.
11. Demographics—composition of students enrolled.
12. External advisory groups.
13. Administrator Credentials. Use Form 2: Faculty and Administrator Chart.
14. Faculty. Use Form 2: Faculty and Administrator Chart.
15. Resources: Library resources, instructional support technology, student services).
16. Evaluation and assessment.
17. Financial information. (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program).
18. Accreditation. (Institution's most current accreditation affiliation status record or a letter from the accrediting agency).
19. Licensure and approval by other agencies. (Documentation of required licensure or approval).
20. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
21. Student grievance. Copy of institution's procedure for receiving and resolving student grievances).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

FORM 6
APPLICATION FOR CERTIFICATION OF COURSE/DEGREE PROGRAM
DISTANCE DELIVERY

Use this form to provide the information required in Part 1, Section 2—certification of distance delivery course/degree program

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number and e-mail address of contact person for institution.
5. Proposed effective date.
6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution.
7. Address for the institution's home office for student contact.
8. Program link and password for ADHE staff review.
9. Copy of the current catalog with descriptions of college-level course/degree programs.
10. General education requirements for associate and baccalaureate course/degree programs.
11. Target population to be served.
12. Demographics—composition of students.
13. External advisory groups.
14. Institutional readiness and commitment (institutional policies on the establishment, organization, funding and management of distance delivery course/degree programs).
15. Faculty and instructional support.
16. Student support services.
17. Evaluation and assessment.
18. Financial information. (Copy of the most recent audit covering all funds or accounts for the institution and three-year budget for course/degree programs).
19. Accreditation. (Institution's most current accreditation affiliation status record or a letter from the accrediting agency).
20. Licensure and approval by other agencies. (Documentation of required licensure or approval).
21. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
22. Student grievances. (Copy of the institution's procedure for receiving and resolving grievances from students).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

**FORM 7
APPLICATION FOR RECERTIFICATION OF COURSE/DEGREE PROGRAM
ON-SITE DELIVERY**

Use this form to provide the information required in Part 1, Section 3—recertification of course/degree program.

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number, e-mail address of chief academic officer or contact person.
5. Proposed effective date.
6. Copy of current catalog with descriptions of college-level course/degree programs.
7. Report on enrollment and graduates since last certification.
8. External advisory groups.
9. Administrator Credentials. Use Form 2, Faculty and Administrator Chart.
10. Faculty qualifications. Use Form 2, Faculty and Administrator Chart.
11. Resources. (Library resources, instructional support technology, student services).
12. Evaluation and assessment.
13. Financial information (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program).
14. Accreditation (Institution's most current accreditation affiliation status record or letter (update any action regarding programs involved in the recertification).
15. Licensure and approval by other agencies (Documentation of required licensure or approval by other agencies).
16. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
17. Student grievances. (Copy of the institution's procedure for receiving and resolving grievances from students).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

**FORM 8
APPLICATION FOR RECERTIFICATION OF COURSE/DEGREE PROGRAM
DISTANCE DELIVERY**

Use this form to provide the information required in Part 1, Section 4—recertification of distance delivery course/degree program.

1. Name, address, and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number, e-mail address of chief academic officer or contact person.
5. Proposed effective date.
6. Copy of current catalog with descriptions of college-level/degree program.
7. Report on enrollment and graduates since last certification.
8. Institutional readiness and commitment.
9. Faculty and instructional support staff. Use Form 2, Faculty and Administrator Chart.
10. Student support services (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk, etc.).
11. Evaluation and assessment.
12. Financial Information. (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories).
13. Accreditation. (Institution's most current accreditation affiliation status record or letter(s) containing information about the update of any action regarding course/degree programs involved in the recertification).
14. Licensure and approval by other agencies. (Documentation of required licensure or approval by other agencies).
15. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
16. Student grievance (Copy of the institution's procedure for receiving and resolving student grievances).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

**FORM 9
REQUEST FOR DECERTIFICATION**

Use this form to provide the information required in Part 1, Section 5—decertification of courses/degree programs and/or institution.

1. Institution Contact Information and Course/Degree Title.
2. Name, address and web address of institution.
3. Name of course/degree program for which decertification is sought, if applicable.
4. Date of application.
5. Proposed effective date of decertification.
6. Reason for decertification.
7. Current status of institution. (No change, bankruptcy, change in ownership, etc.).
8. Contact person for institution with phone number and e-mail address.
9. Name of course/degree program(s).
10. Number of students currently enrolled in each course/degree program involved in the decertification.
11. List of all students involved in teach-out plan including name, current mailing address, phone number, program currently enrolled in, estimated graduation date, and current percentage of completion for each student.
12. Status of unearned tuition, all current refunds due and account balances.
13. How and when will the institution notify students of the decertification and closure of the courses/degree programs (and closure of the institution, if applicable).
14. The last date of teach-out for the course/degree program and, if institution is closing, the last date of institution operations and the last date to employ faculty.
15. Student options such as enrollment in another program, enrollment in another institution, etc.
16. Copy of notification of the closing of the institution or site sent to accrediting agency if applying for decertification of the institution.

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

FORM 10
APPLICATION FOR THE CERTIFICATION OF A NEW INSTITUTION: PLANNING AND DEVELOPMENT
(On-Site Delivery)

Use this form to provide the information required in Part 2, Section 1—certification of a new institution: planning and development.

1. Name, physical address, and web address of proposed institution.
2. Name, phone number, mailing address, and e-mail address of contact person.
3. Copy of Charter and Articles of Incorporation filed with the Arkansas Secretary of State. List members of Board of Trustees/Directors.
4. Name of courses/degree programs to be offered by new institution.
5. Proposed effective date of operation.
6. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
7. Site of the institution. (Each location of the institution must be certified).
8. A proposed timeline for the two-year planning and development phase including financial resources, program curricula, facilities, faculty/staff, and accreditation.
9. Documentation of progress in attaining accreditation by an accrediting agency recognized by the United States Department of Education.
10. Target population to be served.
11. Documentation of evidence of financial stability appropriate for the institution's stage of development, and a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding.
12. Description of physical facilities.
13. Documentation of external advisory groups.
14. Proposed administrator and faculty qualifications.
15. Student support services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

FORM 11
APPLICATION FOR THE CERTIFICATION OF A NEW INSTITUTION: PLANNING AND DEVELOPMENT
(Distance Delivery)

████████████████████

Use this form to provide the information required in Part 2, Section 2—certification of a new distance delivery institution: planning and development.

1. Name, physical address, and web address of proposed institution.
2. Name, phone number, mailing address, and e-mail address of contact person.
3. Copy of Charter and Articles of Incorporation filed with the Arkansas Secretary of State. List members of Board of Trustees/Directors.
4. Name of courses/degree programs to be offered by new institution.
5. Proposed effective date of operation.
6. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
7. Site of general office for student contact.
8. A proposed timeline for the two-year planning and development phase including financial resources, program curricula, facilities, faculty/staff, and accreditation.
9. Documentation of progress in attaining accreditation by an accrediting agency recognized by the U.S. Department of Education.
10. Target population to be served.
11. Documentation of evidence of financial stability appropriate for the institution's stage of development, and a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.
12. Documentation of institutional readiness and commitment.
13. Documentation of external advisory groups.
14. Student support services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.

**FORM 12
REQUEST FOR
EXEMPTION FROM CERTIFICATION**

The completed form and \$250 notification fee should be mailed to:

**ICAC Coordinator
ADHE
114 East Capitol
Little Rock, AR 72201**

Date

Name of Institution

Address

Chief Academic Officer or Contact Person

Telephone Number

E-mail Address for Contact Person

Reason for request for exemption from certification: (Please explain in detail the reason for requesting an exemption from certification).

Signature of Chief Academic Officer

FORM 13
LETTER OF APPEAL FOR INSTITUTION

The completed form should be mailed to:
ICAC Coordinator
Arkansas Department of Higher Education
114 East Capitol
Little Rock, AR 72201
icacsubmissions@adhe.arknet.edu

Name of Institution

Address

Contact Person

Telephone Number and e-mail address for contact person

Requested appeal of decision by:

- Arkansas Higher Education Coordinating Board
- Institutional Certification Advisory Committee
- Director, Arkansas Department of Higher Education

Check action which is subject of the appeal:

- Certification—established institution to offer college-level course/degree program
- Recertification—established institution to offer college-level course/degree program
- Decertification of college-level course/degree program
- Decertification of institution
- Certification of newly created institution chartered in Arkansas
- Certification of degree program change exceeding 18 semester credit hours of the total credit hours of the initially approved program.
- Exemption request

Attach any documentation (or an electronic file) which you feel will be helpful in resolving the appeal.

Please have the chief academic officer initial the paragraph below:

_____ The institution will employ a certified court reporter for the appeal hearing which will be at the next regularly scheduled Arkansas Higher Education Coordinating Board meeting. I understand that ADHE and the institution must agree on the choice of the court reporter. I also understand that all costs of the certified court reporter and transcripts of the oral proceedings will be the responsibility of the institution.

Signature of Chief Academic Officer

FORM 14
CLASS HOURS TO CREDIT HOURS CONVERSION SHEET

This form is to be completed and submitted with all applications for new course/degree program certification. Each course in the proposed program should be included.

Course Name	Type of Course: Lab/Theory/Distance Education/Other (please explain)	Contact Hours	Credit Hours Value

**ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY**

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling \$1,000,000 with a maximum term of up to 30 years at an estimated annual interest rate of 5%. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Arkansas Tech University Board of Trustees approved this action at its meeting held on October 21, 2004.

The E&G issue will be approximately \$1,000,000 with annual debt service of \$65,051. Proceeds from the issue will be used to construct an Art Building. 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:

<u>Educational and General Portion</u>	
Budgeted 2004-05 Tuition and Fee Revenue.....	\$18,848,315
Maximum Allowable Debt Service (\$18,848,315 x 25%).....	\$ 4,712,079
Existing Debt Service.....	\$ 730,900
Estimated Debt Service for Proposed Issue.....	\$ 65,051
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$ 3,916,127

The above data demonstrates that Arkansas Tech University has sufficient revenue to support a bond issue of approximately \$1,000,000 with a term of 30 years at an estimated annual interest rate of 5%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Arkansas Tech University (ATU) to issue bonds not to exceed \$1,000,000 for a period of 30 years at an estimated annual interest rate of 5% for E&G purposes.

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

**ECONOMIC FEASIBILITY OF BOND ISSUE
 SOUTHERN ARKANSAS UNIVERSITY**

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds totaling \$2,700,000 with a maximum term of up to 25 years at an estimated annual interest rate of 5%. Proceeds from the bond issue will be used for educational & general (E&G) and auxiliary purposes. The Southern Arkansas University Board of Trustees approved this action at its meeting held on December 17, 2004.

The E&G issue will be approximately \$1,350,000 with annual debt service of \$98,200. Proceeds from the issue will be used to construct a band facility. 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.

The Auxiliary issue will be approximately \$1,350,000 with annual debt service of \$98,200. Proceeds from the issue will be used to construct an athletic practice facility. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follows:

Educational and General Portion

Budgeted 2004-05 Tuition and Fee Revenue.....	\$10,118,285
Maximum Allowable Debt Service (\$10,118,285 x 25%).....	\$ 2,529,571
Existing Debt Service.....	\$ 343,892
Estimated Debt Service for Proposed Issue.....	\$ 98,200
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$ 2,087,479

Auxiliary Portion

Projected 2004-05 Net Auxiliary Profit.....	\$ 1,241,179
Maximum Annual Debt Service (\$1,241,179/120%).....	\$ 1,034,316
Existing Debt Service.....	\$ 642,338
Estimated Debt Service for Proposed Bond Issues.....	\$ 98,200
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$ 293,778

The above data demonstrates that Southern Arkansas University has sufficient revenue to support a bond issue of approximately \$2,700,000 with a term of 25 years at an estimated annual interest rate of 5%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Southern Arkansas University (SAU) to issue bonds not to exceed \$2,700,000 for a period of 25 years at an estimated annual interest rate of 5% for both E&G and auxiliary purposes.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the President of Southern Arkansas University of the Coordinating Board's resolution.

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

University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$21.4 million with a term of up to 20 years at an estimated annual interest rate of 5.25%. 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 January 27, 2005.

The E&G issue will be approximately \$21.4 million with annual debt service of \$1,753,779. Proceeds from the issue will be used for various renovation and construction projects on 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 follows:

Educational and General Portion

Budgeted 2004-05 Tuition and Fee Revenue.....	\$ 96,762,888
Maximum Allowable Debt Service (\$96,762,888 x 25%).....	\$ 24,190,722
Existing Debt Service.....	\$ 4,089,767
Estimated Debt Service for Proposed Issue.....	\$ 1,753,779
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$ 18,347,176

The above data demonstrates that University of Arkansas, Fayetteville has sufficient revenue to support a bond issue of approximately \$21.4 million with a term of 20 years at an estimated annual interest rate of 5.25%.

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 \$21.4 million with a term of 20 years at an estimated annual interest rate of 5.25% 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 the Trustees of the University of Arkansas and the Chancellor of the University of Arkansas, Fayetteville of the Coordinating Board's resolution.

Agenda Item No. 13
Meeting of the Coordinating Board
February 4, 2005

HIGHER EDUCATION COORDINATING BOARD 2005 MEETING SCHEDULE

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals.

The following 2005 meeting dates were approved at the October 22 AHECB meeting:

February 4, 2005	University of Arkansas for Medical Sciences Little Rock, Arkansas
April 29, 2005	Rich Mountain Community College Mena, Arkansas
July 29, 2005	Mid-South Community College West Memphis, Arkansas

The following date is also proposed for approval:

November 4, 2005	Southern Arkansas University Magnolia, Arkansas
-------------------------	--

The following resolution is suggested:

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2005: February 4, April 29, July 29, and **November 4**.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in February at University of Arkansas for Medical Sciences, in April at Rich Mountain Community College, in July at Mid-South Community College and **in November at Southern Arkansas University**.

**APPROVAL OF REIMBURSEMENT OF EXPENSES FOR MEMBERS
OF THE HIGHER EDUCATION COORDINATING BOARD AND
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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

Prior to the passage of Act 1211 of 1995, members were authorized to receive reimbursement for actual expenses. Act 1211 provided that each state board may, by a majority vote of the total membership of the board cast during its first regularly scheduled meeting of each calendar year, authorize expense reimbursement for each board member for performing official board duties. The act also stated that the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

Act 250 of 1997 amended Arkansas Code §6-61-201(e), which provided for reimbursement of actual expenses for the Board, and §6-61-302(d), which provided for reimbursement of normal expenses for members of the ICAC, to conform with the 1995 act. Act 114 of 1997, which created the Arkansas Higher Education Coordinating Board, also states, "(I) Members of the board shall serve without compensation but may receive expense reimbursement in accordance with §25-16-901 et seq."

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

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

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

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

Agenda Item No. 15
Meeting of the Coordinating Board
February 4, 2005

**STATE BOARD OF HIGHER EDUCATION FOUNDATION
ELECTION OF SUPERVISORY COMMITTEE**

The State Board of Higher Education Foundation was established May 2, 1992. The Board for the Foundation includes three annually elected members: a president, a vice-president and a secretary/treasurer. The Foundation was established in order to accept private funds for specific projects for the benefit of higher education in Arkansas. The current officers are:

President – Dr. Anne Trussell
Vice President – Mr. David Damron
Secretary/Treasurer – Dr. Linda Beene

The terms for these members have lapsed, requiring a reelection or new appointments.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and elects members to serve as the State Board of Higher Education Foundation Supervisory Committee as follows:

Dr. Anne Trussell - President
Mr. David Damron - Vice President
Dr. Linda Beene - Secretary/Treasurer

ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 16-1 and -2 offer a general overview of remediation in Arkansas public higher education, while Tables 16-3, -4, and -5 provide institutional detail by discipline for fall terms 2002 through 2004. In all tables, remedial data are based on students who meet two criteria: not meeting the board's cut-off score and being assigned to developmental-level coursework. Note that University of Arkansas, Fort Smith became a four-year institution in January 2002 and is counted as a four-year institution throughout this agenda item.

Statewide Overview

In fall 2004, Arkansas's public institutions enrolled 21,541 first-time students. Of this total, 2,795 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

- Of the 18,746 students who were tested, 7,875 students (or 42.0 percent) were placed in college-level coursework, while the balance of 10,871 students were assigned to one or more remedial courses (Table 16-1, Part C, column 1). This represents a decrease in the remediation rate of 1.8 percentage points below that for fall 2003.
- 4,009 of the total students remediated statewide (36.9 percent) were placed at the developmental level in all three subject areas (i.e., mathematics, English, and reading). The second highest remedial category was for those assigned only to remedial mathematics (27.4 percent).
- Among four-year institutions (Table 16-1, Part A), of students assigned to remediation, the largest percentage (34.0 percent) were assigned to remediation in all three disciplines, followed by those assigned solely to mathematics remediation (32.5 percent). Among two-year institutions (Part B), of students assigned to remediation, the largest percentage (39.7 percent) were assigned to remediation in all subject areas, while the second largest group was enrolled only in remedial-level mathematics at 22.4 percent.
- Generally speaking, the predominant demographics of remediated students reflect the student body as a whole: more remediated students are white, female, between the ages of 18 and 24 years, and enrolled full-time (Table 16-2).
- The remediation rate for mathematics (Table 16-3) increased by 2.5 percentage points while remediation for English dropped by 0.4 percent (Table 16-4) and remediation for reading dropped by 0.7 percent (Table 16-5).

**Table 16.1 UNDUPLICATED HEADCOUNT OF REMEDIATED STUDENTS
BY DISCIPLINE IN ARKANSAS PUBLIC HIGHER EDUCATION,
Fall 2004**

	First-time Students Assigned to Remediation in--	Mathematics	English	Reading	All Disciplines
PART A: Four-Year Institutions					
	Mathematics % of 4 yr remedial students	1,745 32.5%	679 12.6%	414 7.7%	
-- in Remediation: 5,375	English % of 4 yr remedial students		186 3.5%	227 4.2%	
-- in College-level Coursework: 6,742	Reading % of 4 yr remedial students			253 4.7%	
-- in Testing Cohort: 12,117	All Disciplines % of 4 yr remedial students				1,827 34.0%
	First-time Students Assigned to Remediation in--	Mathematics	English	Reading	All Disciplines
PART B: Two-Year Institutions					
	Mathematics % of 2-yr remedial students	1,230 22.4%	762 13.9%	414 7.5%	
-- in Remediation: 5,496	English % of 2-yr remedial students		119 2.2%	155 2.8%	
-- in College-level Coursework: 1,133	Reading % of 2-yr remedial students			105 1.9%	
-- in Testing Cohort: 6,629	All Disciplines % of 2-yr remedial students				2,182 39.7%
	Total First-time Students Assigned to Remediation in--	Mathematics	English	Reading	All Disciplines
PART C: All Public Institutions					
	Mathematics % of all remedial students	2,975 27.4%	1,441 13.3%	828 7.6%	
-- in Remediation: 10,871	English % of all remedial students		305 2.8%	382 3.5%	
-- in College-level Coursework: 7,875	Reading % of all remedial students			358 3.3%	
-- in Testing Cohort: 18,746	All Disciplines % of all remedial students				4,009 36.9%

Notes:

- (1) Cohorts are based on students assigned to at least one remedial course in fall 2004.
- (2) The above table summarizes the unduplicated count of students assigned to remediation by discipline. To determine the number of students taking only remedial math, for example, locate the cell where the math row and column intersect. In the above statewide totals, for example, 2,975 students (or 27.4%) are enrolled solely in math remediation. The number taking two remedial courses is where the row for discipline A meets the column for discipline B (e.g., 828 students (or 7.6%) were assigned to math and reading).

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a four-year institution in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

Sum of count		yr					
inst type	attend status	1999	2000	2001	2002	2003	2004
1	Full-time	4,411	4,598	4,511	4,668	4,794	4,804
	Part-time	622	452	424	478	458	696
1 Total		5,033	5,050	4,935	5,146	5,252	5,500
2	Full-time	3,096	3,392	3,326	3,665	3,972	4,107
	Part-time	1,094	1,139	1,200	1,355	1,464	1,464
2 Total		4,190	4,531	4,526	5,020	5,436	5,571
Grand Total		9,223	9,581	9,461	10,166	10,688	11,071

Sum of count		yr					
inst type	age	1999	2000	2001	2002	2003	2004
1	less than 18	839	876	900	875	898	879
	18-24 years of age	3,822	3,881	3,748	3,929	3,951	4,141
	25-35 years of age	262	211	191	249	292	331
	35-44 years of age	81	57	69	63	75	103
	more than 44 years of age	29	25	13	29	36	45
	Unknown			14	1		1
1 Total		5,033	5,050	4,935	5,146	5,252	5,500
2	less than 18	528	525	574	545	657	621
	18-24 years of age	2,745	2,908	3,036	3,377	3,459	3,629
	25-35 years of age	573	651	583	674	825	860
	35-44 years of age	228	303	217	276	361	315
	more than 44 years of age	112	144	115	146	133	146
	Unknown	4		1	2	1	
2 Total		4,190	4,531	4,526	5,020	5,436	5,571
Grand Total		9,223	9,581	9,461	10,166	10,688	11,071

Sum of count		yr					
inst type	gender	1999	2000	2001	2002	2003	2004
1	Female	2,744	2,766	2,729	2,891	2,921	3,023
	Male	2,289	2,284	2,206	2,255	2,331	2,477
1 Total		5,033	5,050	4,935	5,146	5,252	5,500
2	Female	2,565	2,783	2,714	3,135	3,329	3,445
	Male	1,625	1,748	1,812	1,885	2,107	2,126
2 Total		4,190	4,531	4,526	5,020	5,436	5,571
Grand Total		9,223	9,581	9,461	10,166	10,688	11,071

Table 16-2. Profile of Students Assigned to Remedial Coursework
in Arkansas Public Higher Education
2001 - 2004**

Characteristic	2001		2002		2003		2004		2001-2004 Change	
	#	%	#	%	#	%	#	%	#	%
ETHNICITY / RACE										
4-yr Public Institutions										
Asian/Pacific Islander	68	1%	66	1%	67	1%	77	1%	9	4%
Black	1,699	33%	1,850	35%	2,071	38%	2,022	38%	323	153%
Hispanic	81	2%	95	2%	116	2%	112	2%	31	15%
Native American	66	1%	63	1%	60	1%	66	1%	-	0%
Non-resident & Unknown	118	2%	157	3%	157	3%	177	3%	59	28%
White	3,114	61%	3,021	58%	3,029	55%	2,903	54%	(211)	-100%
Subtotal	5,146		5,252		5,500		5,357		211	
2-yr Public Institutions										
Asian/Pacific Islander	43	1%	43	1%	38	1%	58	1%	15	5%
Black	1,075	21%	1,245	23%	1,274	23%	1,174	22%	99	32%
Hispanic	122	2%	131	2%	177	3%	177	3%	55	18%
Native American	36	1%	67	1%	53	1%	62	1%	26	8%
Non-resident & Unknown	69	1%	52	1%	48	1%	45	1%	(24)	-8%
White	3,675	73%	3,898	72%	3,981	71%	3,815	72%	140	45%
Subtotal	5,020		5,436		5,571		5,331		311	
Total Public Institutions										
Asian/Pacific Islander	111	1%	109	1%	105	1%	135	1%	24	5%
Black	2,774	27%	3,095	29%	3,345	30%	3,196	30%	422	81%
Hispanic	203	2%	226	2%	293	3%	289	3%	86	16%
Native American	102	1%	130	1%	113	1%	128	1%	26	5%
Non-resident & Unknown	187	2%	209	2%	205	2%	222	2%	35	7%
White	6,789	67%	6,919	65%	7,010	63%	6,718	63%	(71)	-14%
Total Public	10,166		10,688		11,071		10,688		522	
GENDER										
4-yr Public Institutions										
Female	2,891	56%	2,921	56%	3,023	55%	2,989	56%	98	46%
Male	2,255	44%	2,331	44%	2,477	45%	2,368	44%	113	54%
Subtotal	5,146		5,252		5,500		5,357		211	
2-yr Public Institutions										
Female	3,135	62%	3,329	61%	3,445	62%	3,257	61%	122	39%
Male	1,885	38%	2,107	39%	2,126	38%	2,074	39%	189	61%
Subtotal	5,020		5,436		5,571		5,331		311	
Total Public Institutions										
Female	6,026	59%	6,250	58%	6,468	58%	6,246	58%	220	42%
Male	4,140	41%	4,438	42%	4,603	42%	4,442	42%	302	58%
Total Public	10,166		10,688		11,071		10,688		522	

Table 16-2. Profile of Students Assigned to Remedial Coursework
in Arkansas Public Higher Education
2001 - 2004**

Characteristic	2001		2002		2003		2004		2001-2004 Change	
	#	%	#	%	#	%	#	%	#	%
AGE										
4-yr Public Institutions										
less than 18	875	17%	898	17%	879	16%	910	17%	35	17%
18-24 years of age	3,929	76%	3,951	75%	4,141	75%	4,050	76%	121	57%
25-34 years of age	249	5%	292	6%	331	6%	267	5%	18	9%
35-44 years of age	63	1%	75	1%	103	2%	100	2%	37	18%
more than 44 years of age	29	1%	36	1%	45	1%	30	1%	1	0%
Unknown	1				1				(1)	
Subtotal	5,146		5,252		5,500		5,357		211	
2-yr Public Institutions										
less than 18	545	11%	657	12%	621	11%	624	12%	79	25%
18-24 years of age	3,377	67%	3,459	64%	3,629	65%	3,415	64%	38	12%
25-34 years of age	674	13%	825	15%	860	15%	773	15%	99	32%
35-44 years of age	276	5%	361	7%	315	6%	357	7%	81	26%
more than 44 years of age	146	3%	133	2%	146	3%	161	3%	15	5%
Unknown	2	0%	1	0%			1		(1)	0%
Subtotal	5,020		5,436		5,571		5,331		311	
Total Public Institutions										
< 18 yrs.	1,420	14%	1,555	15%	1,500	14%	1,534	14%	114	22%
18 - 24 yrs.	7,306	72%	7,410	69%	7,770	70%	7,465	70%	159	30%
25 - 34 yrs.	923	9%	1,117	10%	1,191	11%	1,040	10%	117	22%
35 - 44 yrs.	339	3%	436	4%	418	4%	457	4%	118	23%
> 44 yrs.	175	2%	169	2%	191	2%	191	2%	16	3%
Unknown	3	0%	1	0%	1	0%	1	0%	(2)	
Total Public	10,166		10,688		11,071		10,688		522	
FULL- PART-TIME STATUS										
4-yr Public Institutions										
Full-time	4,668	91%	4,794	91%	4,804	87%	4,681	87%	13	6%
Part-time	478	9%	458	9%	696	13%	676	13%	198	94%
Subtotal	5,146		5,252		5,500		5,357		211	
2-yr Public Institutions										
Full-time	3,665	73%	3,972	73%	4,107	74%	3,941	74%	276	89%
Part-time	1,355	27%	1,464	27%	1,464	26%	1,390	26%	35	11%
Subtotal	5,020		5,436		5,571		5,331		311	
Total Public Institutions										
Full-Time	8,333	82%	8,766	82%	8,911	80%	8,622	81%	289	55%
Part-Time	1,833	18%	1,922	18%	2,160	20%	2,066	19%	233	45%
Total Public	10,166		10,688		11,071		10,688		522	

Sum of count		yr					
inst type	race	1999	2000	2001	2002	2003	2004
1	Asian/Pacific Islander	73	56	62	68	66	67
	Black	1,623	1,785	1,691	1,699	1,850	2,071
	Hispanic	70	53	76	81	95	116
	Native American	62	63	58	66	63	60
	Non-resident & Unknown	72	79	105	118	157	157
	White	3,133	3,014	2,943	3,114	3,021	3,029
1 Total		5,033	5,050	4,935	5,146	5,252	5,500
2	Asian/Pacific Islander	20	47	30	43	43	38
	Black	904	963	955	1,075	1,245	1,274
	Hispanic	66	73	82	122	131	177
	Native American	32	31	32	36	67	53
	Non-resident & Unknown	13	18	59	69	52	48
	White	3,155	3,399	3,368	3,675	3,898	3,981
2 Total		4,190	4,531	4,526	5,020	5,436	5,571
Grand Total		9,223	9,581	9,461	10,166	10,688	11,071

yr	inst type	race	count
1999	1	Asian/Paci	73
1999	1	Black	1623
1999	1	Hispanic	70
1999	1	Native Am	62
1999	1	Non-reside	60
1999	1	Non-reside	12
1999	1	White	3133
1999	2	Asian/Paci	20
1999	2	Black	904
1999	2	Hispanic	66
1999	2	Native Am	32
1999	2	Non-reside	9
1999	2	Non-reside	4
1999	2	White	3155
2000	1	Asian/Paci	56
2000	1	Black	1785
2000	1	Hispanic	53
2000	1	Native Am	63
2000	1	Non-reside	23
2000	1	Non-reside	56
2000	1	White	3014
2000	2	Asian/Paci	47
2000	2	Black	963
2000	2	Hispanic	73
2000	2	Native Am	31
2000	2	Non-reside	2
2000	2	Non-reside	16
2000	2	White	3399
2001	1	Asian/Paci	62
2001	1	Black	1691
2001	1	Hispanic	76
2001	1	Native Am	58
2001	1	Non-reside	67
2001	1	Non-reside	38
2001	1	White	2943
2001	2	Asian/Paci	30
2001	2	Black	955
2001	2	Hispanic	82
2001	2	Native Am	32
2001	2	Non-reside	53
2001	2	Non-reside	6
2001	2	White	3368
2002	1	Asian/Paci	68
2002	1	Black	1699
2002	1	Hispanic	81
2002	1	Native Am	66
2002	1	Non-reside	52
2002	1	Non-reside	66
2002	1	White	3114
2002	2	Asian/Paci	43
2002	2	Black	1075

yr	inst type	gender	count
1999	1	Female	2744
1999	1	Male	2289
1999	2	Female	2565
1999	2	Male	1625
2000	1	Female	2766
2000	1	Male	2284
2000	2	Female	2783
2000	2	Male	1748
2001	1	Female	2729
2001	1	Male	2206
2001	2	Female	2714
2001	2	Male	1812
2002	1	Female	2891
2002	1	Male	2255
2002	2	Female	3135
2002	2	Male	1885
2003	1	Female	2921
2003	1	Male	2331
2003	2	Female	3329
2003	2	Male	2107
2004	1	Female	3023
2004	1	Male	2477
2004	2	Female	3445
2004	2	Male	2126

2002	2 Hispanic	122
2002	2 Native Am	36
2002	2 Non-reside	57
2002	2 Non-reside	12
2002	2 White	3675
2003	1 Asian/Paci	66
2003	1 Black	1850
2003	1 Hispanic	95
2003	1 Native Am	63
2003	1 Non-reside	47
2003	1 Non-reside	110
2003	1 White	3021
2003	2 Asian/Paci	43
2003	2 Black	1245
2003	2 Hispanic	131
2003	2 Native Am	67
2003	2 Non-reside	47
2003	2 Non-reside	5
2003	2 White	3898
2004	1 Asian/Paci	67
2004	1 Black	2071
2004	1 Hispanic	116
2004	1 Native Am	60
2004	1 Non-reside	69
2004	1 Non-reside	88
2004	1 White	3029
2004	2 Asian/Paci	38
2004	2 Black	1274
2004	2 Hispanic	177
2004	2 Native Am	53
2004	2 Non-reside	7
2004	2 Non-reside	41
2004	2 White	3981

yr	inst type	age	count
1999	1	less than	839
1999	1	18-24 year	3822
1999	1	25-35 year	262
1999	1	35-44 year	81
1999	1	more than	29
1999	2	less than	528
1999	2	18-24 year	2745
1999	2	25-35 year	573
1999	2	35-44 year	228
1999	2	more than	112
1999	2	Unknown	4
2000	1	less than	876
2000	1	18-24 year	3881
2000	1	25-35 year	211
2000	1	35-44 year	57
2000	1	more than	25
2000	2	less than	525
2000	2	18-24 year	2908
2000	2	25-35 year	651
2000	2	35-44 year	303
2000	2	more than	144
2001	1	less than	900
2001	1	18-24 year	3748
2001	1	25-35 year	191
2001	1	35-44 year	69
2001	1	more than	13
2001	1	Unknown	14
2001	2	less than	574
2001	2	18-24 year	3036
2001	2	25-35 year	583
2001	2	35-44 year	217
2001	2	more than	115
2001	2	Unknown	1
2002	1	less than	875
2002	1	18-24 year	3929
2002	1	25-35 year	249
2002	1	35-44 year	63
2002	1	more than	29
2002	1	Unknown	1
2002	2	less than	545
2002	2	18-24 year	3377
2002	2	25-35 year	674
2002	2	35-44 year	276
2002	2	more than	146
2002	2	Unknown	2
2003	1	less than	898
2003	1	18-24 year	3951
2003	1	25-35 year	292
2003	1	35-44 year	75
2003	1	more than	36
2003	2	less than	657

yr	inst type	attend stat	count
1999	1	Full-time	4411
1999	1	Part-time	622
1999	2	Full-time	3096
1999	2	Part-time	1094
2000	1	Full-time	4598
2000	1	Part-time	452
2000	2	Full-time	3392
2000	2	Part-time	1139
2001	1	Full-time	4511
2001	1	Part-time	424
2001	2	Full-time	3326
2001	2	Part-time	1200
2002	1	Full-time	4668
2002	1	Part-time	478
2002	2	Full-time	3665
2002	2	Part-time	1355
2003	1	Full-time	4794
2003	1	Part-time	458
2003	2	Full-time	3972
2003	2	Part-time	1464
2004	1	Full-time	4804
2004	1	Part-time	696
2004	2	Full-time	4107
2004	2	Part-time	1464

2003	2 18-24 year	3459
2003	2 25-35 year	825
2003	2 35-44 year	361
2003	2 more than	133
2003	2 Unknown	1
2004	1 less than	879
2004	1 18-24 year	4141
2004	1 25-35 year	331
2004	1 35-44 year	103
2004	1 more than	45
2004	1 Unknown	1
2004	2 less than	621
2004	2 18-24 year	3629
2004	2 25-35 year	860
2004	2 35-44 year	315
2004	2 more than	146

Table 16-3 FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN MATHEMATICS, 2002 - 2004

INSTITUTION	Fall 2002				Fall 2003				Fall 2004			
	# First-Time	# Tested**	# Remed	% Remed	# First-Time	# Tested**	# Remed	% Remed	# First-Time	# Tested**	# Remed	% Remed
Public Four-Year												
ASUJ ¹	1,632	1,632	616	37.7%	1,525	1,525	645	42.3%	1,378	1,378	662	48.0%
ATU ²	1,205	1,197	467	39.0%	1,514	1,368	495	36.2%	1,464	1,344	521	38.8%
HSU	631	631	224	35.5%	542	542	182	33.6%	602	602	179	29.7%
SAUM	567	567	285	50.3%	565	565	258	45.7%	650	650	276	42.5%
UAF	2,239	2,215	291	13.1%	2,357	2,324	284	12.2%	2,514	2,480	271	10.9%
UAFS ³	1,312	1,262	786	62.3%	1,238	1,208	660	54.6%	1,325	1,291	734	56.9%
UALR	853	853	502	58.9%	777	777	461	59.3%	841	841	482	57.3%
UAM ⁴	547	547	347	63.4%	751	751	517	68.8%	676	595	371	62.4%
UAPB	726	726	543	74.8%	746	746	649	87.0%	699	699	597	85.4%
UCA	1,787	1,787	544	30.4%	2,428	2,428	735	30.3%	2,237	2,237	612	27.4%
Four-Year Subtotal	11,499	11,417	4,605	40.3%	12,443	12,234	4,886	39.9%	12,386	12,117	4,705	38.8%
Public Two-Year												
ANC ⁵	373	373	328	87.9%	379	379	354	93.4%	400	324	283	87.3%
ASUB ⁶	729	652	441	67.6%	858	642	413	64.3%	939	701	418	59.6%
ASUMH	232	206	116	56.3%	303	269	159	59.1%	309	297	171	57.6%
ASUN	192	88	46	52.3%	425	63	42	66.7%	225	92	69	75.0%
BRTC	412	312	173	55.4%	438	299	172	57.5%	449	299	224	74.9%
CCCUA	141	87	36	41.4%	146	100	86	86.0%	137	99	88	88.9%
EACC	312	295	227	76.9%	282	270	213	78.9%	302	287	253	88.2%
MSCC	231	181	152	84.0%	277	249	196	78.7%	235	187	162	86.6%
NAC	519	370	226	61.1%	551	393	254	64.6%	500	377	282	74.8%
NPCC ⁷	443	325	259	79.7%	454	312	268	85.9%	471	363	281	77.4%
NWACC	941	849	253	29.8%	996	909	216	23.8%	1,063	938	705	75.2%
OTC	285	237	201	84.8%	261	200	164	82.0%	222	180	150	83.3%
OZC	275	236	175	74.2%	182	141	108	76.6%	159	143	114	79.7%
PCCUA	341	195	124	63.6%	370	205	144	70.2%	294	164	129	78.7%
PTC	976	829	672	81.1%	1,049	887	734	82.8%	1,074	807	684	84.8%
RMCC	259	200	118	59.0%	181	153	81	52.9%	228	193	154	79.8%
SACC	231	184	131	71.2%	313	252	172	68.3%	278	176	155	88.1%
SAUT	169	156	132	84.6%	140	116	94	81.0%	157	104	94	90.4%
SEAC	552	306	247	80.7%	501	281	242	86.1%	602	254	228	89.8%
UACCB	290	166	84	50.6%	236	156	76	48.7%	369	191	123	64.4%
UACCH	303	159	123	77.4%	377	198	141	71.2%	375	169	126	74.6%
UACCM	461	409	308	75.3%	563	508	381	75.0%	367	284	220	77.5%
Two-Year Subtotal	8,667	6,815	4,572	67.1%	9,282	6,982	4,710	67.5%	9,155	6,629	5,113	77.1%
TOTAL MATH REMED.	20,166	18,232	9,177	50.3%	21,725	19,216	9,596	49.9%	21,541	18,746	9,818	52.4%

First-Time: First-time entering students; students with student level of "01"

Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a four-year institution in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

ANNUAL ENROLLMENT REPORT

On-Campus Headcount Enrollment Summary, see Table 17-1

One-year comparisons :

On-campus enrollment for fall 2004 in all sectors of Arkansas higher education was 127,929 students; representing a 1-year increase of students (+1.7 percent).

Five-year comparisons:

Comparing current data to data for fall 2000, enrollments were up by 16,239 students (+14.5 percent). Public institutions accounted for 91 percent of the on-campus total. In 2000, the universities enrolled 59.5 percent of the students enrolled in public higher education; in 2004, the proportion continued the declining trend to 57.6 percent. The following summarizes more specific changes by sector: NOTE: University of Arkansas, Fort Smith became a four-year institution in January 2002 and is counted as a four-year institution throughout this agenda item.

- **Four-year Institutions:**

- **One-year comparisons:**

- Total enrollments at public universities increased by 2,138 students from the previous year (+2.8 percent).
- On-campus enrollments at public universities increased by 1,187 students from the previous year (+1.7 percent)
- Seven of the eleven public universities reported 1-year increases in on-campus enrollments, led by University of Central Arkansas (+6 percent) followed by University of Arkansas, Fort Smith (+4.1 percent).

- **Five-year comparisons:**

- Total enrollments at public universities increased by 8,395 students from the fall 2000 semester (+12.1 percent).
- On-campus enrollments at the public universities increased by 6,567 students (+9.9 percent) during this 5-year period.
- Nine of the eleven public universities reported 5-year increases in on-campus enrollments, led by Arkansas Tech University (+24.6 percent), University of Arkansas, Fort Smith (+24 percent), and University of Arkansas at Monticello (+23.3 percent).

- **Two-year Institutions:**

- **One-year comparisons:**

- Total enrollments at public colleges increased by 1,776 students from the previous year (+4.0 percent).
- On-campus enrollments at the public colleges increased by 916 students from the previous year (+2.2 percent).

- Twelve of the twenty-two public colleges reported 1-year increases in on-campus enrollments, led by South Arkansas Community College (+18.2 percent), Pulaski Technical College (+17.9 percent), and Mid-South Community College (+8.7 percent).

Five-year comparisons:

- Total enrollments at public colleges increased by 10,468 students from the fall 2000 semester (+29.4 percent).
 - On-campus enrollments at the public colleges increased by 8,429 students from the fall 2000 semester (+25.0 percent).
 - Nineteen of the public colleges reported 5-year increases in on-campus enrollments, led by Arkansas State University at Newport (+102.5 percent), Pulaski Technical College (+67.7 percent), and UA Community College at Batesville (+39.6 percent).
- **Independent Institutions:** Private colleges and universities overall posted a one-year on-campus growth of 86 students (0.7 percent). Five of the eleven institutions reported one-year enrollment increases. Six of the eleven institutions reported five-year enrollment increases.

Student Demographic Profile, see Table 17-2

A demographic overview of students enrolled in Arkansas public higher education in fall 2004 contrasts significantly between four- and two-year institutions and has changed rather dramatically since 2000.

- **Race/Ethnicity:** Enrollment of race/ethnic minority students since fall 2000 has increased numerically by 6,462 students and as a share of total enrollment increase (+43.1 percent) at four- and two-year institutions. In fall 2004, 21,866 African-American students accounted for 19 percent of the headcount in the public sectors. While relatively small numerically, however, since fall 2000 the most significant growth of 778 students (+62 percent) has been in the number of Hispanic students.
- **Gender:** The proportion of male-to-female (42.7 to 57.3 at universities and 34.9 to 65.1 at colleges) students has remained fairly stable within each sector over the past 5 years with a gradual increase in the percentage of female students.
- **Age:** The age distribution of the past five years presents contrasting trends for the two sectors. Not surprisingly, two-thirds of university students are in the traditional-aged bracket (18-24 years) while just under one-half (45.4 percent) of college students are in this age bracket. At the two-year colleges, however, there has been a 20.7 percent increase in the number students in this age bracket since fall 2000 compared to a numerical increase of 10 percent at the four-year institutions. In the past five years the number of high school-aged students has increased by 1,625 or +27.4 percent with most of this increase occurring at the two-year colleges.

- **Attendance Status:** Since Fall 2000, the number of full-time students at the universities rose by 5,765 (+11.6 percent). At colleges the number of full-time students has increased by 5,285 (+33 percent).
- **Dual Enrollments:** A noteworthy number of students (1,921, up 172 from the previous year) were enrolled in two or more public institutions in fall 2004. The most frequent pattern was enrollment in a four- and two-year institution (1,440), followed by enrollments in two or more universities (295) and two or more colleges (204). Twenty-two students were enrolled in more than two institutions.
- **Geographic Origin:** 90.2 percent of the students enrolled in the 33 public universities and colleges are from Arkansas.
- **Distance Learning:** Based on institutions reporting coursework delivered via distance learning, 1,883 courses (up from 1,515 the previous year) were offered in fall 2004. There were 29,335 enrollments (up from 23,424 the previous year) in these courses. University of Arkansas at Little Rock led the four-year institutions with 445 courses followed by Arkansas State University - Jonesboro with 147 courses, while Pulaski Technical College with 175 courses available through distance education--dominated the two-year college activity. Statewide, 2,978 students (up from 2,479 the previous year) completed all of their coursework exclusively through distance learning. An additional 16,314 students (up from 13,343) enrolled in some coursework via telecommunications while enrolled for other courses at a traditional site. Institutions utilized a variety of distance learning technologies, with "electronic discussion group" classes being the most prevalent with 518 classes; Web-based classes were second with 546 classes, followed by 396 videoconferencing classes. While class sizes ranged from 1 to 123, the average enrollment for undergraduate classes was 15.8 and 10.1 for graduate classes.

Full-time Equivalent Enrollment Summary, see Table 17-3

Fall 2004 on-campus enrollments, measured as full-time equivalency students (FTES), totaled 85,648 for the public colleges and universities. FTE enrollments grew by 1.2 percent statewide since last year and by 14.3 percent over the past five years. Other documented changes include:

- **Four-year Institutions:** The universities' increasing FTES of 1.6 percent from last year parallels the increase in headcount. The FTES generated by the universities over the past five years increased by 10.4 percent also paralleling the increase in headcount for the same period. The university sector generates 70 percent of the on-campus public FTES.

- **Two-year Institutions:** In contrast with the four-year institutions, the one-year FTES increased by 0.4 percent while the five-year FTE increased by 25.3 percent.
- **Distance Learning FTE:** For those institutions that reported distance-learning activities, 5,143 (up from 4,175) undergraduate FTES and 592 (up from 510) graduate FTES were generated statewide via various forms of distance learning in fall 2004. These FTES represent 6.1 percent (up from 5.6 percent) of the statewide total. 89.6 percent of the FTES were produced at the undergraduate level, overwhelmingly in the areas of business (11 percent), social sciences (11 percent), English (9 percent), and mathematics 8%.

Unduplicated Student Enrollment by Fiscal Year (new summary this year)

Table 17-4 shows the total number of students served in for-credit classes by Arkansas public higher education by fiscal year by focusing on the unduplicated headcount of students enrolled in colleges and universities for at least one term during the fiscal year. This summary shows the total unduplicated headcount for five fiscal years from 2000 through 2004. The semesters and terms composing a fiscal year correspond closely to the July 1 through June 30 fiscal year and chronologically include a second summer term, the following fall semester, the following spring semester, and the following first summer term. (Note: Students enrolled in off-schedule courses related to these semesters and terms are also included.) In those cases where the student enrolled in more than one term, which is most frequently the case, the student is counted only one time, hence this reports unduplicated headcount enrollment for the fiscal year and for each institution.

Unduplicated headcount provides a more complete picture of total statewide enrollment than does just the fall semester enrollment summary. The fall semester enrollment report presents a snapshot of enrollment that is valid for the fall term, but it does not take into account the number of new or returning students who enroll during the other semesters and terms throughout the fiscal year.

The fall semester headcount enrollment summary, see table 17-1, indicates that during the fall 2003 semester 119,964 students were enrolled in the public colleges and universities. In comparison, the unduplicated headcount summary indicates that 161,032 students were enrolled during one or more of the semesters or terms composing the 2004 fiscal year of which the fall 2003 semester was a part. To help put this into perspective, an additional 41,068 students, or 34.2 percent more students than are shown by the fall semester enrollment report, were enrolled statewide at some time during the 2004 fiscal year.

The unduplicated headcount enrollment summary is also a better measure of the total number of students served at the college or university level. For example, the 2003 fall semester headcount for ASU-Newport was 1,101 (ranked 20th among the 22 two-year

colleges in size) while the 2004 unduplicated headcount was 2,276, more than twice the fall semester headcount, (ranked 12th among 22 in size).

For the 2004 fiscal year, the ratio of fall semester enrollment to unduplicated headcount enrollment for the four-year institutions is 0.82 and for the two-year institutions the ratio is 0.64. This means that 82 percent of the students who enrolled at a four-year institution during the fiscal year were enrolled during the fall semester. In contrast, 64 percent of the students who enrolled at a two-year institution during the fiscal year were enrolled during the fall semester. The difference in this ratio between the four-year institutions and the two-year institutions indicates that a higher percentage of students attending the two-year institutions on a one-semester-at-a-time basis. This also corresponds to the fact that the two-year institutions are serving those students who are more frequently part-time and older with job-skills training and with specific individual educational objectives.

Table 17-1. STUDENT HEADCOUNT BY INSTITUTION, 2000 - 2004

INSTITUTION	HEADCOUNT FOR FALL TERM --										% Change			
	2000		2001		2002		2003		2004		1 Year		5 Year	
	On-Campus	Total	On-Campus	Total	On-Campus	Total	On-Campus	Total	On-Campus	Total	On-Campus	Total	On-Campus	Total
Public Four-Year														
ASUJ ¹	9,327	10,429	9,300	10,568	9,256	10,435	9,289	10,573	9,055	10,508	-2.5%	-0.6%	-2.9%	0.8%
ATU ²	4,806	5,172	5,280	5,576	5,572	5,855	5,824	6,249	5,988	6,483	2.8%	3.7%	24.6%	25.3%
HSU	3,430	3,548	3,428	3,465	3,444	3,497	3,481	3,515	3,471	3,569	-0.3%	1.5%	1.2%	0.6%
SAUM	2,977	3,037	3,063	3,127	3,041	3,053	2,956	3,008	2,927	3,057	-1.0%	1.6%	-1.7%	0.7%
UAF	14,943	15,346	15,360	15,752	15,549	15,995	15,862	16,405	16,246	17,269	2.4%	5.3%	8.7%	12.5%
UAFS ³	5,121	5,237	5,491	5,673	6,018	6,154	6,104	6,358	6,352	6,581	4.1%	3.5%	24.0%	25.7%
UALR	10,394	10,967	10,675	11,318	10,699	11,491	10,693	11,757	10,607	11,806	-0.8%	0.4%	2.0%	7.7%
UAM ⁴	2,295	2,306	2,258	2,332	2,430	2,482	2,767	2,875	2,830	2,942	2.3%	2.3%	23.3%	27.6%
UAMS	1,855	1,855	1,936	1,936	2,017	2,017	2,170	2,170	2,226	2,226	2.6%	2.6%	20.0%	20.0%
UAPB	2,971	3,042	3,078	3,144	3,127	3,200	3,198	3,251	3,259	3,303	1.9%	1.6%	9.7%	8.6%
UCA	8,326	8,481	8,326	8,486	8,429	8,553	9,481	9,516	10,051	10,071	6.0%	5.8%	20.7%	18.7%
Four-Year Subtotal	66,445	69,420	68,195	71,377	69,582	72,732	71,825	75,677	73,012	77,815	1.7%	2.8%	9.9%	12.1%
Public Two-Year														
ANC ⁵	1,980	1,980	1,840	1,840	2,010	2,010	2,067	2,067	2,018	2,018	-2.4%	-2.4%	1.9%	1.9%
ASUB ⁶	2,151	2,772	2,057	2,852	2,281	3,132	2,391	3,632	2,381	3,636	-0.4%	0.1%	10.7%	31.2%
ASUMH	1,141	1,141	1,238	1,238	1,248	1,248	1,347	1,347	1,312	1,312	-2.6%	-2.6%	15.0%	15.0%
ASUN	482	552	554	598	743	743	1,101	1,101	976	976	-11.4%	-11.4%	102.5%	76.8%
BRTC	1,235	1,235	1,462	1,462	1,667	1,667	1,833	1,833	1,668	1,668	-9.0%	-9.0%	35.1%	35.1%
CCCUA	814	814	890	890	945	945	1,062	1,062	1,067	1,067	0.5%	0.5%	31.1%	31.1%
EACC	1,164	1,358	1,213	1,300	1,433	1,572	1,371	1,498	1,420	1,564	3.6%	4.4%	22.0%	15.2%
MSCC	1,072	1,072	997	997	1,138	1,138	1,159	1,159	1,260	1,260	8.7%	8.7%	17.5%	17.5%
NAC	1,715	1,817	1,775	1,889	1,924	2,012	2,023	2,120	2,091	2,186	3.4%	3.1%	21.9%	20.3%
NPCC ⁷	2,219	2,219	2,421	2,421	2,979	2,987	3,165	3,165	2,929	2,948	-7.5%	-6.9%	32.0%	32.9%
NWACC	3,744	4,058	3,897	4,292	4,409	4,731	4,570	4,915	4,714	5,266	3.2%	7.1%	25.9%	29.8%
OTC	714	829	847	968	1,064	1,255	1,035	1,291	962	1,381	-7.1%	7.0%	34.7%	66.6%
OZC	660	797	678	878	817	1,004	774	947	793	970	2.5%	2.4%	20.2%	21.7%
PCC/UA	2,357	2,364	2,267	2,267	2,248	2,322	2,135	2,216	2,268	2,350	6.2%	6.0%	-3.8%	-0.6%
PTC	4,306	4,306	4,965	4,965	5,348	5,348	6,128	6,128	7,222	7,222	17.9%	17.9%	67.7%	67.7%
RMCC	851	964	857	1,005	962	1,102	885	1,078	777	973	-12.2%	-9.7%	-8.7%	0.9%
SACC	1,200	1,200	1,131	1,131	1,234	1,234	1,150	1,150	1,359	1,359	18.2%	18.2%	13.3%	13.3%
SAUT	653	790	643	896	718	1,088	736	1,223	581	1,501	-21.1%	22.7%	-11.0%	90.0%
SEAC	1,955	1,955	2,152	2,152	2,198	2,198	2,371	2,371	2,251	2,251	-5.1%	-5.1%	15.1%	15.1%
UACCB	1,024	1,024	1,223	1,223	1,356	1,356	1,317	1,317	1,430	1,430	8.6%	8.6%	39.6%	39.6%
UACCH	1,153	1,176	1,123	1,137	1,050	1,054	1,148	1,160	1,200	1,213	4.5%	4.6%	4.1%	3.1%
UACCM	1,172	1,172	1,290	1,290	1,490	1,490	1,507	1,507	1,512	1,512	0.3%	0.3%	29.0%	29.0%
Two-Year Subtotal	33,762	35,595	35,520	37,691	39,262	41,636	41,275	44,287	42,191	46,063	2.2%	4.0%	25.0%	29.4%
PUBLIC TOTAL	100,207	105,015	103,715	109,068	108,844	114,368	113,100	119,964	115,203	123,878	1.9%	3.3%	15.0%	18.0%
Independent														
ABC ⁸	201	201	235	235	352	352	375	375	245	245	-34.7%	-34.7%	21.9%	21.9%
CBC	381	381	358	358	367	393	386	426	336	373	-13.0%	-12.4%	-11.8%	-2.1%
CRC	169	169	139	154	175	175	183	183	203	203	10.9%	10.9%	20.1%	20.1%
HC	1,100	1,137	1,057	1,057	1,093	1,093	1,059	1,059	1,049	1,049	-0.9%	-0.9%	-4.6%	-7.7%
HU	4,337	4,337	4,677	4,677	5,095	5,095	5,110	5,110	5,348	5,348	4.7%	4.7%	23.3%	23.3%
JBU	1,186	1,535	1,242	1,675	1,317	1,317	1,366	1,829	1,424	1,928	4.2%	5.4%	20.1%	25.6%
LC	471	471	526	526	536	536	490	490	511	511	4.3%	4.3%	8.5%	8.5%
OBU	1,659	1,714	1,610	1,657	1,602	1,653	1,526	1,530	1,511	1,511	-1.0%	-1.2%	-8.9%	-11.8%
PSC ⁹	845	845	859	859	886	886	887	887	935	935	5.4%	5.4%	10.7%	10.7%
SC	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]	[Not reported]
UO	623	623	654	654	702	702	731	731	628	628	-14.1%	-14.1%	0.8%	0.8%
WBC	511	660	533	691	504	504	527	527	536	536	1.7%	1.7%	4.9%	-18.8%
INDEPENDENT TOTAL	11,483	12,073	11,890	12,543	12,629	12,706	12,640	13,147	12,726	13,267	0.7%	0.9%	10.8%	9.9%
GRAND TOTAL	111,690	117,088	115,605	121,611	121,473	127,074	125,740	133,111	127,929	137,145	1.7%	3.0%	14.5%	17.1%

¹ 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

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a four-year institution in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

⁸ ABC enrollment data obtained from IPEDS

⁹ PSC Enrollment data obtained was verbally reported

Source: ADHE SIS & Series 02-0; S:\P & AIR_P2\Enrollment Book\EnrollBk-2004\06a-ENRINST.xls

**Table 17-2 On-Campus Student Demographic Profile
Arkansas Public Higher Education
Fall 2000 - Fall 2004**

Characteristic	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		2000-2004 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
ETHNICITY / RACE												
4-yr Public Institutions												
White	50,424	75.9%	51,138	75.0%	51,680	74.3%	53,163	74.0%	53,821	73.7%	3,397	6.7%
Black	11,120	16.7%	11,743	17.2%	12,215	17.6%	12,744	17.7%	13,044	17.9%	1,924	17.3%
Asian/Pacific Islander	1,135	1.7%	1,098	1.6%	1,122	1.6%	1,234	1.7%	1,320	1.8%	185	16.3%
Native American	714	1.1%	763	1.1%	799	1.1%	836	1.2%	911	1.2%	197	27.6%
Hispanic	782	1.2%	874	1.3%	946	1.4%	1,055	1.5%	1,137	1.6%	355	45.4%
Non-resident & Unknown	2,270	3.4%	2,579	3.8%	2,820	4.1%	2,793	3.9%	2,779	3.8%	509	22.4%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
White	26,204	77.6%	27,346	77.0%	29,813	75.9%	30,956	75.0%	31,341	74.3%	5,137	19.6%
Black	6,260	18.5%	6,722	18.9%	7,655	19.5%	8,425	20.4%	8,822	20.9%	2,562	40.9%
Asian/Pacific Islander	286	0.8%	319	0.9%	365	0.9%	354	0.9%	375	0.9%	89	31.1%
Native American	224	0.7%	252	0.7%	302	0.8%	331	0.8%	317	0.8%	93	41.5%
Hispanic	473	1.4%	567	1.6%	671	1.7%	803	1.9%	896	2.1%	423	89.4%
Non-resident & Unknown	315	0.9%	314	0.9%	455	1.2%	406	1.0%	440	1.0%	125	39.7%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
White	76,628	76.5%	78,484	75.7%	81,493	74.9%	84,119	74.4%	85,162	73.9%	8,534	11.1%
Black	17,380	17.3%	18,465	17.8%	19,870	18.3%	21,169	18.7%	21,866	19.0%	4,486	25.8%
Asian/Pacific Islander	1,421	1.4%	1,417	1.4%	1,487	1.4%	1,588	1.4%	1,695	1.5%	274	19.3%
Native American	938	0.9%	1,015	1.0%	1,101	1.0%	1,167	1.0%	1,228	1.1%	290	30.9%
Hispanic	1,255	1.3%	1,441	1.4%	1,617	1.5%	1,858	1.6%	2,033	1.8%	778	62.0%
Non-resident & Unknown	2,585	2.6%	2,893	2.8%	3,275	3.0%	3,199	2.8%	3,219	2.8%	634	24.5%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%
GENDER												
4-yr Public Institutions												
Male	29,082	43.8%	29,806	43.7%	30,384	43.7%	31,089	43.3%	31,175	42.7%	2,093	7.2%
Female	37,363	56.2%	38,389	56.3%	39,198	56.3%	40,736	56.7%	41,837	57.3%	4,474	12.0%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
Male	12,683	37.6%	13,207	37.2%	14,374	36.6%	14,669	35.5%	14,729	34.9%	2,046	16.1%
Female	21,079	62.4%	22,313	62.8%	24,887	63.4%	26,606	64.5%	27,462	65.1%	6,383	30.3%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
Male	41,765	41.7%	43,013	41.5%	44,758	41.1%	45,758	40.5%	45,904	39.8%	4,139	9.9%
Female	58,442	58.3%	60,702	58.5%	64,085	58.9%	67,342	59.5%	69,299	60.2%	10,857	18.6%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%

**Table 17-2 On-Campus Student Demographic Profile
Arkansas Public Higher Education
Fall 2000 - Fall 2004**

Characteristic	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		2000-2004 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
AGE												
4-yr Public Institutions												
< 18 yrs.	2,762	4.2%	2,702	4.0%	2,773	4.0%	2,827	3.9%	2,857	3.9%	95	3.4%
18 - 24 yrs.	44,821	67.5%	46,206	67.8%	47,306	68.0%	48,567	67.6%	49,311	67.5%	4,490	10.0%
25 - 34 yrs.	11,968	18.0%	12,410	18.2%	12,160	17.5%	12,884	17.9%	13,136	18.0%	1,168	9.8%
35 - 44 yrs.	4,021	6.1%	3,979	5.8%	4,438	6.4%	4,525	6.3%	4,771	6.5%	750	18.7%
> 44 yrs.	2,848	4.3%	2,884	4.2%	2,719	3.9%	2,806	3.9%	2,928	4.0%	80	2.8%
Other/Unknown	25	0.0%	14	0.0%	186	0.3%	216	0.3%	9	0.0%	(16)	-64.0%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
< 18 yrs.	3,177	9.4%	3,474	9.8%	3,844	9.8%	3,974	9.6%	4,707	11.2%	1,530	48.2%
18 - 24 yrs.	15,869	47.0%	16,958	47.7%	18,454	47.0%	18,977	46.0%	19,157	45.4%	3,288	20.7%
25 - 34 yrs.	7,430	22.0%	7,872	22.2%	8,545	21.8%	9,502	23.0%	9,672	22.9%	2,242	30.2%
35 - 44 yrs.	3,860	11.4%	3,958	11.1%	4,951	12.6%	5,199	12.6%	5,093	12.1%	1,233	31.9%
> 44 yrs.	3,412	10.1%	3,249	9.1%	2,981	7.6%	3,151	7.6%	3,546	8.4%	134	3.9%
Other/Unknown	14	0.0%	9	0.0%	486	1.2%	472	1.1%	16	0.0%	2	14.3%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
< 18 yrs.	5,939	5.9%	6,176	6.0%	6,617	6.1%	6,801	6.0%	7,564	6.6%	1,625	27.4%
18 - 24 yrs.	60,690	60.6%	63,164	60.9%	65,760	60.4%	67,544	59.7%	68,468	59.4%	7,778	12.8%
25 - 34 yrs.	19,398	19.4%	20,282	19.6%	20,705	19.0%	22,386	19.8%	22,808	19.8%	3,410	17.6%
35 - 44 yrs.	7,881	7.9%	7,937	7.7%	9,389	8.6%	9,724	8.6%	9,864	8.6%	1,983	25.2%
> 44 yrs.	6,260	6.2%	6,133	5.9%	5,700	5.2%	5,957	5.3%	6,474	5.6%	214	3.4%
Other/Unknown	39	0.0%	23	0.0%	672	0.6%	688	0.6%	25	0.0%	(14)	-35.9%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%
ATTENDANCE STATUS												
4-yr Public Institutions												
Full-Time	49,869	75.1%	51,243	75.1%	52,901	76.0%	54,643	76.1%	55,634	76.2%	5,765	11.6%
Part-Time	16,576	24.9%	16,952	24.9%	16,681	24.0%	17,182	23.9%	17,378	23.8%	802	4.8%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
Full-Time	16,035	47.5%	17,490	49.2%	19,590	49.9%	20,795	50.4%	21,320	50.5%	5,285	33.0%
Part-Time	17,727	52.5%	18,030	50.8%	19,671	50.1%	20,480	49.6%	20,871	49.5%	3,144	17.7%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
Full-Time	65,904	65.8%	68,733	66.3%	72,491	66.6%	75,438	66.7%	76,954	66.8%	11,050	16.8%
Part-Time	34,303	34.2%	34,982	33.7%	36,352	33.4%	37,662	33.3%	38,249	33.2%	3,946	11.5%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%

Note: Summaries computed from revised data.

Source: ADHE SIS 02-0, 02 Supplement, & 05 Series; S:\P & A\RP\AHECB\2005 02-February\Fall Enrollment Report\enrollprofile.xls

**Table 17-3. STUDENT ENROLLMENT BY FULL-TIME EQUIVALENCIES (FTE)
FOR PUBLIC INSTITUTION, 2000 - 2004**

INSTITUTION	FTE FOR FALL TERM --										% Chg	
	2000		2001		2002		2003		2004		2003 -	2000 -
	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	2004	2004
Public Four-Year												
ASUJ	7,866	8,432	7,790	8,518	7,742	8,517	7,642	8,461	7,339	8,411	-4.0%	-6.7%
ATU	4,223	4,506	4,675	4,935	4,940	5,198	5,150	5,668	5,251	5,806	2.0%	24.3%
HSU	3,066	3,124	3,101	3,114	3,147	3,164	3,141	3,151	3,097	3,163	-1.4%	1.0%
SAUM	2,647	2,666	2,746	2,759	2,741	2,743	2,669	2,694	2,606	2,667	-2.4%	-1.5%
UAF	12,763	12,972	13,115	13,332	13,278	13,501	13,570	13,841	13,864	14,323	2.2%	8.6%
UAFS*	2,891	2,990	3,081	3,305	3,734	3,930	3,785	4,071	4,035	4,333	6.6%	39.6%
UALR	6,886	7,622	7,049	7,838	7,217	8,010	7,343	8,240	7,487	8,362	2.0%	8.7%
UAM	1,933	1,943	1,931	1,955	2,021	2,103	2,052	2,414	2,015	2,463	-1.8%	4.2%
UAMS	1,677	1,677	1,741	1,741	1,805	1,805	1,928	1,928	1,967	1,967	2.0%	17.3%
UAPB	2,703	2,761	2,815	2,862	2,823	2,864	2,894	2,924	2,990	3,023	3.3%	10.6%
UCA	7,569	7,628	7,783	7,811	7,879	7,930	8,753	8,820	9,214	9,308	5.3%	21.7%
Four-Year Subtotal	54,224	56,321	55,827	58,171	57,327	59,765	58,927	62,212	59,865	63,826	1.6%	10.4%
Public Two-Year												
ANC	1,181	1,181	1,188	1,188	1,331	1,331	1,440	1,482	1,307	1,374	-9.2%	10.7%
ASUB	1,577	1,779	1,544	1,825	1,678	2,028	1,721	2,407	1,711	2,435	-0.6%	8.5%
ASUMH	657	695	743	780	776	800	802	868	808	869	0.7%	23.0%
ASUN	346	376	397	420	421	469	582	635	479	585	-17.7%	38.4%
BRTC	837	837	910	1,022	1,053	1,190	1,145	1,303	1,069	1,252	-6.6%	27.7%
CCCUA	296	424	385	531	430	566	492	641	497	625	1.0%	67.9%
EACC	700	797	761	873	870	1,002	856	952	859	984	0.4%	22.7%
MSCC	593	627	558	569	574	605	602	626	660	690	9.6%	11.3%
NAC	1,231	1,287	1,271	1,332	1,375	1,418	1,468	1,526	1,475	1,546	0.5%	19.8%
NPCC	1,146	1,207	1,241	1,324	1,495	1,656	1,715	1,858	1,738	1,793	1.3%	51.7%
NWACC	1,931	2,107	2,054	2,288	2,338	2,532	2,558	2,663	2,532	2,937	-1.0%	31.1%
OTC	427	481	490	545	597	707	611	733	589	760	-3.6%	37.9%
OZC	420	490	451	556	598	702	533	635	506	630	-5.1%	20.5%
PCC/UA	1,032	1,180	1,159	1,271	1,236	1,371	1,200	1,359	1,161	1,342	-3.3%	12.5%
PTC	2,776	2,776	3,232	3,232	3,309	3,458	3,745	3,970	4,310	4,747	15.1%	55.3%
RMCC	488	488	493	522	548	626	512	619	411	508	-19.7%	-15.8%
SACC	705	705	707	707	727	727	716	716	793	844	10.8%	12.5%
SAUT	418	490	463	591	472	668	459	686	375	920	-18.3%	-10.3%
SEAC	1,076	1,215	1,183	1,291	1,218	1,366	1,238	1,486	1,198	1,487	-3.2%	11.3%
UACCB	662	662	765	765	843	892	870	917	938	971	7.8%	41.7%
UACCH	810	827	809	815	773	776	817	826	784	834	-4.0%	-3.2%
UACCM	916	916	956	956	1,140	1,140	1,153	1,153	1,135	1,161	-1.6%	23.9%
Two-Year Subtotal	20,225	21,547	21,760	23,402	23,802	26,030	25,235	28,061	25,335	29,294	0.4%	25.3%
GRAND TOTAL	74,449	77,868	77,587	81,573	81,129	85,795	84,162	90,273	85,200	93,120	1.2%	14.4%

Note: Undergraduate Term FTE = SSCH/15 and Graduate Term FTE = SSCH/12 except UAMS.

UAFS became a four-year institution on January 1, 2002

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a four-year institute in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

Source: ADHE SIS; S:\P & A\IR_P2\Enrollment Book\EnrollBk-2004\07-EnrFTE.xls

Table 17-4. UNDUPLICATED HEADCOUNT ENROLLMENT BY INSTITUTION, 2000 - 2004

INSTITUTION	UNDUPLICATED HEADCOUNT FOR ACADEMIC YEAR --					% Headcount Change 2003 - 2004	% Headcount Change 2000 - 2004
	2000	2001	2002	2003	2004		
Four-Year							
ASUJ	13,045	12,853	12,992	12,917	12,950	0.3%	-0.7%
ATU	6,271	6,519	6,884	7,142	7,729	8.2%	23.2%
HSU	4,355	4,499	4,375	4,221	4,171	-1.2%	-4.2%
SAUM	3,597	3,685	3,767	3,667	3,611	-1.5%	0.4%
UAF	17,429	17,463	17,872	18,177	18,620	2.4%	6.8%
UAFS	7,926	7,749	8,136	8,498	8,533	0.4%	7.7%
UALR	14,356	14,440	14,941	15,119	15,247	0.8%	6.2%
UAM	2,882	2,961	2,980	3,193	3,748	17.4%	30.0%
UAMS	2,086	2,082	2,219	2,347	2,535	8.0%	21.5%
UAPB	3,748	3,687	3,754	3,773	3,791	0.5%	1.1%
UCA	10,702	10,209	10,263	9,979	11,117	11.4%	3.9%
Four Year Total	86,397	86,147	88,183	89,033	92,052	3.4%	6.5%
Two Year							
ANC	3,044	3,079	3,119	3,049	3,331	9.2%	9.4%
ASUB	4,210	4,485	4,454	4,969	5,571	12.1%	32.3%
ASUMH	1,483	1,581	1,704	1,732	1,850	6.8%	24.7%
ASUN	1,415	1,597	1,808	1,911	2,276	19.1%	60.8%
BRTC	2,269	2,419	2,998	3,293	3,087	-6.3%	36.1%
CCCUA	1,332	1,496	1,414	1,660	1,685	1.5%	26.5%
EACC	1,859	2,071	2,160	2,410	2,366	-1.8%	27.3%
MSCC	2,018	1,805	1,569	1,799	1,875	4.2%	-7.1%
NAC	2,505	2,538	2,670	2,854	2,987	4.7%	19.2%
NPCC	3,478	3,496	3,895	4,460	4,644	4.1%	33.5%
NWACC	6,053	6,174	6,369	7,011	7,183	2.5%	18.7%
OTC	1,426	1,255	1,556	1,855	1,719	-7.3%	20.5%
OZC	1,163	1,143	1,274	1,312	1,352	3.0%	16.3%
PCCUA	3,467	3,812	3,580	3,580	3,562	-0.5%	2.7%
PTC	6,533	6,981	7,983	8,742	9,899	13.2%	51.5%
RMCC	1,486	1,589	1,680	1,749	1,593	-8.9%	7.2%
SACC	1,964	2,023	1,882	2,023	1,990	-1.6%	1.3%
SAUT	1,616	1,734	1,804	2,092	2,367	13.1%	46.5%
SEAC	3,324	3,397	3,654	3,797	3,826	0.8%	15.1%
UACCB	1,433	1,594	1,792	1,924	1,910	-0.7%	33.3%
UACCH	1,819	1,668	1,731	1,692	1,708	0.9%	-6.1%
UACCM	1,761	1,692	2,006	2,122	2,199	3.6%	24.9%
Two Year Total	55,658	57,629	61,102	66,036	68,980	4.5%	23.9%
Public Total	142,055	143,776	149,285	155,069	161,032	3.8%	13.4%

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a Four-Year Institution in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ EACC included concurrent enrollment until 1999

⁸ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

**Table 17-2 On-Campus Student Demographic Profile
Arkansas Public Higher Education
Fall 2000 - Fall 2004**

Characteristic	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		2000-2004 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
ETHNICITY / RACE												
4-yr Public Institutions												
White	50,424	75.9%	51,138	75.0%	51,680	74.3%	53,163	74.0%	53,821	73.7%	3,397	6.7%
Black	11,120	16.7%	11,743	17.2%	12,215	17.6%	12,744	17.7%	13,044	17.9%	1,924	17.3%
Asian/Pacific Islander	1,135	1.7%	1,098	1.6%	1,122	1.6%	1,234	1.7%	1,320	1.8%	185	16.3%
Native American	714	1.1%	763	1.1%	799	1.1%	836	1.2%	911	1.2%	197	27.6%
Hispanic	782	1.2%	874	1.3%	946	1.4%	1,055	1.5%	1,137	1.6%	355	45.4%
Non-resident & Unknown	2,270	3.4%	2,579	3.8%	2,820	4.1%	2,793	3.9%	2,779	3.8%	509	22.4%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
White	26,204	77.6%	27,346	77.0%	29,813	75.9%	30,956	75.0%	31,341	74.3%	5,137	19.6%
Black	6,260	18.5%	6,722	18.9%	7,655	19.5%	8,425	20.4%	8,822	20.9%	2,562	40.9%
Asian/Pacific Islander	286	0.8%	319	0.9%	365	0.9%	354	0.9%	375	0.9%	89	31.1%
Native American	224	0.7%	252	0.7%	302	0.8%	331	0.8%	317	0.8%	93	41.5%
Hispanic	473	1.4%	567	1.6%	671	1.7%	803	1.9%	896	2.1%	423	89.4%
Non-resident & Unknown	315	0.9%	314	0.9%	455	1.2%	406	1.0%	440	1.0%	125	39.7%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
White	76,628	76.5%	78,484	75.7%	81,493	74.9%	84,119	74.4%	85,162	73.9%	8,534	11.1%
Black	17,380	17.3%	18,465	17.8%	19,870	18.3%	21,169	18.7%	21,866	19.0%	4,486	25.8%
Asian/Pacific Islander	1,421	1.4%	1,417	1.4%	1,487	1.4%	1,588	1.4%	1,695	1.5%	274	19.3%
Native American	938	0.9%	1,015	1.0%	1,101	1.0%	1,167	1.0%	1,228	1.1%	290	30.9%
Hispanic	1,255	1.3%	1,441	1.4%	1,617	1.5%	1,858	1.6%	2,033	1.8%	778	62.0%
Non-resident & Unknown	2,585	2.6%	2,893	2.8%	3,275	3.0%	3,199	2.8%	3,219	2.8%	634	24.5%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%
GENDER												
4-yr Public Institutions												
Male	29,082	43.8%	29,806	43.7%	30,384	43.7%	31,089	43.3%	31,175	42.7%	2,093	7.2%
Female	37,363	56.2%	38,389	56.3%	39,198	56.3%	40,736	56.7%	41,837	57.3%	4,474	12.0%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
Male	12,683	37.6%	13,207	37.2%	14,374	36.6%	14,669	35.5%	14,729	34.9%	2,046	16.1%
Female	21,079	62.4%	22,313	62.8%	24,887	63.4%	26,606	64.5%	27,462	65.1%	6,383	30.3%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
Male	41,765	41.7%	43,013	41.5%	44,758	41.1%	45,758	40.5%	45,904	39.8%	4,139	9.9%
Female	58,442	58.3%	60,702	58.5%	64,085	58.9%	67,342	59.5%	69,299	60.2%	10,857	18.6%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%

**Table 17-2 On-Campus Student Demographic Profile
Arkansas Public Higher Education
Fall 2000 - Fall 2004**

Characteristic	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		2000-2004 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
AGE												
4-yr Public Institutions												
< 18 yrs.	2,762	4.2%	2,702	4.0%	2,773	4.0%	2,827	3.9%	2,857	3.9%	95	3.4%
18 - 24 yrs.	44,821	67.5%	46,206	67.8%	47,306	68.0%	48,567	67.6%	49,311	67.5%	4,490	10.0%
25 - 34 yrs.	11,968	18.0%	12,410	18.2%	12,160	17.5%	12,884	17.9%	13,136	18.0%	1,168	9.8%
35 - 44 yrs.	4,021	6.1%	3,979	5.8%	4,438	6.4%	4,525	6.3%	4,771	6.5%	750	18.7%
> 44 yrs.	2,848	4.3%	2,884	4.2%	2,719	3.9%	2,806	3.9%	2,928	4.0%	80	2.8%
Other/Unknown	25	0.0%	14	0.0%	186	0.3%	216	0.3%	9	0.0%	(16)	-64.0%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
< 18 yrs.	3,177	9.4%	3,474	9.8%	3,844	9.8%	3,974	9.6%	4,707	11.2%	1,530	48.2%
18 - 24 yrs.	15,869	47.0%	16,958	47.7%	18,454	47.0%	18,977	46.0%	19,157	45.4%	3,288	20.7%
25 - 34 yrs.	7,430	22.0%	7,872	22.2%	8,545	21.8%	9,502	23.0%	9,672	22.9%	2,242	30.2%
35 - 44 yrs.	3,860	11.4%	3,958	11.1%	4,951	12.6%	5,199	12.6%	5,093	12.1%	1,233	31.9%
> 44 yrs.	3,412	10.1%	3,249	9.1%	2,981	7.6%	3,151	7.6%	3,546	8.4%	134	3.9%
Other/Unknown	14	0.0%	9	0.0%	486	1.2%	472	1.1%	16	0.0%	2	14.3%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
< 18 yrs.	5,939	5.9%	6,176	6.0%	6,617	6.1%	6,801	6.0%	7,564	6.6%	1,625	27.4%
18 - 24 yrs.	60,690	60.6%	63,164	60.9%	65,760	60.4%	67,544	59.7%	68,468	59.4%	7,778	12.8%
25 - 34 yrs.	19,398	19.4%	20,282	19.6%	20,705	19.0%	22,386	19.8%	22,808	19.8%	3,410	17.6%
35 - 44 yrs.	7,881	7.9%	7,937	7.7%	9,389	8.6%	9,724	8.6%	9,864	8.6%	1,983	25.2%
> 44 yrs.	6,260	6.2%	6,133	5.9%	5,700	5.2%	5,957	5.3%	6,474	5.6%	214	3.4%
Other/Unknown	39	0.0%	23	0.0%	672	0.6%	688	0.6%	25	0.0%	(14)	-35.9%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%
ATTENDANCE STATUS												
4-yr Public Institutions												
Full-Time	49,869	75.1%	51,243	75.1%	52,901	76.0%	54,643	76.1%	55,634	76.2%	5,765	11.6%
Part-Time	16,576	24.9%	16,952	24.9%	16,681	24.0%	17,182	23.9%	17,378	23.8%	802	4.8%
Subtotal	66,445		68,195		69,582		71,825		73,012		6,567	9.9%
2-yr Public Institutions												
Full-Time	16,035	47.5%	17,490	49.2%	19,590	49.9%	20,795	50.4%	21,320	50.5%	5,285	33.0%
Part-Time	17,727	52.5%	18,030	50.8%	19,671	50.1%	20,480	49.6%	20,871	49.5%	3,144	17.7%
Subtotal	33,762		35,520		39,261		41,275		42,191		8,429	25.0%
Total Public Institutions												
Full-Time	65,904	65.8%	68,733	66.3%	72,491	66.6%	75,438	66.7%	76,954	66.8%	11,050	16.8%
Part-Time	34,303	34.2%	34,982	33.7%	36,352	33.4%	37,662	33.3%	38,249	33.2%	3,946	11.5%
Total Public	100,207		103,715		108,843		113,100		115,203		14,996	15.0%

Note: Summaries computed from revised data.

Source: ADHE SIS 02-0, 02 Supplement, & 05 Series; S:\P & A\RP\AHECB\2005 02-February\Fall Enrollment Report\enrollprofile.xls

**Table 17-3. STUDENT ENROLLMENT BY FULL-TIME EQUIVALENCIES (FTE)
FOR PUBLIC INSTITUTION, 2000 - 2004**

INSTITUTION	FTE FOR FALL TERM --										% Chg	
	2000		2001		2002		2003		2004		2003 -	2000 -
	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	2004	2004
Public Four-Year												
ASUJ	7,866	8,432	7,790	8,518	7,742	8,517	7,642	8,461	7,339	8,411	-4.0%	-6.7%
ATU	4,223	4,506	4,675	4,935	4,940	5,198	5,150	5,668	5,251	5,806	2.0%	24.3%
HSU	3,066	3,124	3,101	3,114	3,147	3,164	3,141	3,151	3,097	3,163	-1.4%	1.0%
SAUM	2,647	2,666	2,746	2,759	2,741	2,743	2,669	2,694	2,606	2,667	-2.4%	-1.5%
UAF	12,763	12,972	13,115	13,332	13,278	13,501	13,570	13,841	13,864	14,323	2.2%	8.6%
UAFS*	2,891	2,990	3,081	3,305	3,734	3,930	3,785	4,071	4,035	4,333	6.6%	39.6%
UALR	6,886	7,622	7,049	7,838	7,217	8,010	7,343	8,240	7,487	8,362	2.0%	8.7%
UAM	1,933	1,943	1,931	1,955	2,021	2,103	2,052	2,414	2,015	2,463	-1.8%	4.2%
UAMS	1,677	1,677	1,741	1,741	1,805	1,805	1,928	1,928	1,967	1,967	2.0%	17.3%
UAPB	2,703	2,761	2,815	2,862	2,823	2,864	2,894	2,924	2,990	3,023	3.3%	10.6%
UCA	7,569	7,628	7,783	7,811	7,879	7,930	8,753	8,820	9,214	9,308	5.3%	21.7%
Four-Year Subtotal	54,224	56,321	55,827	58,171	57,327	59,765	58,927	62,212	59,865	63,826	1.6%	10.4%
Public Two-Year												
ANC	1,181	1,181	1,188	1,188	1,331	1,331	1,440	1,482	1,307	1,374	-9.2%	10.7%
ASUB	1,577	1,779	1,544	1,825	1,678	2,028	1,721	2,407	1,711	2,435	-0.6%	8.5%
ASUMH	657	695	743	780	776	800	802	868	808	869	0.7%	23.0%
ASUN	346	376	397	420	421	469	582	635	479	585	-17.7%	38.4%
BRTC	837	837	910	1,022	1,053	1,190	1,145	1,303	1,069	1,252	-6.6%	27.7%
CCCUA	296	424	385	531	430	566	492	641	497	625	1.0%	67.9%
EACC	700	797	761	873	870	1,002	856	952	859	984	0.4%	22.7%
MSCC	593	627	558	569	574	605	602	626	660	690	9.6%	11.3%
NAC	1,231	1,287	1,271	1,332	1,375	1,418	1,468	1,526	1,475	1,546	0.5%	19.8%
NPCC	1,146	1,207	1,241	1,324	1,495	1,656	1,715	1,858	1,738	1,793	1.3%	51.7%
NWACC	1,931	2,107	2,054	2,288	2,338	2,532	2,558	2,663	2,532	2,937	-1.0%	31.1%
OTC	427	481	490	545	597	707	611	733	589	760	-3.6%	37.9%
OZC	420	490	451	556	598	702	533	635	506	630	-5.1%	20.5%
PCC/UA	1,032	1,180	1,159	1,271	1,236	1,371	1,200	1,359	1,161	1,342	-3.3%	12.5%
PTC	2,776	2,776	3,232	3,232	3,309	3,458	3,745	3,970	4,310	4,747	15.1%	55.3%
RMCC	488	488	493	522	548	626	512	619	411	508	-19.7%	-15.8%
SACC	705	705	707	707	727	727	716	716	793	844	10.8%	12.5%
SAUT	418	490	463	591	472	668	459	686	375	920	-18.3%	-10.3%
SEAC	1,076	1,215	1,183	1,291	1,218	1,366	1,238	1,486	1,198	1,487	-3.2%	11.3%
UACCB	662	662	765	765	843	892	870	917	938	971	7.8%	41.7%
UACCH	810	827	809	815	773	776	817	826	784	834	-4.0%	-3.2%
UACCM	916	916	956	956	1,140	1,140	1,153	1,153	1,135	1,161	-1.6%	23.9%
Two-Year Subtotal	20,225	21,547	21,760	23,402	23,802	26,030	25,235	28,061	25,335	29,294	0.4%	25.3%
GRAND TOTAL	74,449	77,868	77,587	81,573	81,129	85,795	84,162	90,273	85,200	93,120	1.2%	14.4%

Note: Undergraduate Term FTE = SSCH/15 and Graduate Term FTE = SSCH/12 except UAMS.

UAFS became a four-year institution on January 1, 2002

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a four-year institute in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

Source: ADHE SIS; S:\P & A\IR_P2\Enrollment Book\EnrollBk-2004\07-EnrFTE.xls

Table 17-4. UNDUPLICATED HEADCOUNT ENROLLMENT BY INSTITUTION, 2000 - 2004

INSTITUTION	UNDUPLICATED HEADCOUNT FOR ACADEMIC YEAR --					% Headcount Change 2003 - 2004	% Headcount Change 2000 - 2004
	2000	2001	2002	2003	2004		
Four-Year							
ASUJ	13,045	12,853	12,992	12,917	12,950	0.3%	-0.7%
ATU	6,271	6,519	6,884	7,142	7,729	8.2%	23.2%
HSU	4,355	4,499	4,375	4,221	4,171	-1.2%	-4.2%
SAUM	3,597	3,685	3,767	3,667	3,611	-1.5%	0.4%
UAF	17,429	17,463	17,872	18,177	18,620	2.4%	6.8%
UAFS	7,926	7,749	8,136	8,498	8,533	0.4%	7.7%
UALR	14,356	14,440	14,941	15,119	15,247	0.8%	6.2%
UAM	2,882	2,961	2,980	3,193	3,748	17.4%	30.0%
UAMS	2,086	2,082	2,219	2,347	2,535	8.0%	21.5%
UAPB	3,748	3,687	3,754	3,773	3,791	0.5%	1.1%
UCA	10,702	10,209	10,263	9,979	11,117	11.4%	3.9%
Four Year Total	86,397	86,147	88,183	89,033	92,052	3.4%	6.5%
Two Year							
ANC	3,044	3,079	3,119	3,049	3,331	9.2%	9.4%
ASUB	4,210	4,485	4,454	4,969	5,571	12.1%	32.3%
ASUMH	1,483	1,581	1,704	1,732	1,850	6.8%	24.7%
ASUN	1,415	1,597	1,808	1,911	2,276	19.1%	60.8%
BRTC	2,269	2,419	2,998	3,293	3,087	-6.3%	36.1%
CCCUA	1,332	1,496	1,414	1,660	1,685	1.5%	26.5%
EACC	1,859	2,071	2,160	2,410	2,366	-1.8%	27.3%
MSCC	2,018	1,805	1,569	1,799	1,875	4.2%	-7.1%
NAC	2,505	2,538	2,670	2,854	2,987	4.7%	19.2%
NPCC	3,478	3,496	3,895	4,460	4,644	4.1%	33.5%
NWACC	6,053	6,174	6,369	7,011	7,183	2.5%	18.7%
OTC	1,426	1,255	1,556	1,855	1,719	-7.3%	20.5%
OZC	1,163	1,143	1,274	1,312	1,352	3.0%	16.3%
PCCUA	3,467	3,812	3,580	3,580	3,562	-0.5%	2.7%
PTC	6,533	6,981	7,983	8,742	9,899	13.2%	51.5%
RMCC	1,486	1,589	1,680	1,749	1,593	-8.9%	7.2%
SACC	1,964	2,023	1,882	2,023	1,990	-1.6%	1.3%
SAUT	1,616	1,734	1,804	2,092	2,367	13.1%	46.5%
SEAC	3,324	3,397	3,654	3,797	3,826	0.8%	15.1%
UACCB	1,433	1,594	1,792	1,924	1,910	-0.7%	33.3%
UACCH	1,819	1,668	1,731	1,692	1,708	0.9%	-6.1%
UACCM	1,761	1,692	2,006	2,122	2,199	3.6%	24.9%
Two Year Total	55,658	57,629	61,102	66,036	68,980	4.5%	23.9%
Public Total	142,055	143,776	149,285	155,069	161,032	3.8%	13.4%

¹ 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.

² ATU merged with Arkansas Valley Technical Institute effective July 1, 2003

³ UAFS (previously WC) became a Four-Year Institution in January 2002

⁴ UAM merged with Great Rivers Technical Institute and Forest Echoes Technical Institute effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institute effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institute effective July 1, 2003

⁷ EACC included concurrent enrollment until 1999

⁸ NPCC (previously GCCC) merged with Quapaw Technical Institute effective July 1, 2003

**ANNUAL REPORT ON PRODUCTIVITY OF
RECENTLY APPROVED PROGRAMS**

This agenda item summarizes degree productivity for associate and certificate programs approved in AY 2001 and baccalaureate and graduate programs approved in AY 1999. There are two methods for determining degree productivity: the number of graduates reported to ADHE for 2003-2004 only, or the average number of graduates since the program was approved. Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured after three years, while baccalaureate and higher programs are measured five years after approval.

The Arkansas Higher Education Coordinating Board (AHECB) defines productivity standards for baccalaureate programs as three graduates per year, two graduates per year for masters level programs, and one graduate per year for doctoral programs. In evaluating certificate and associate degree programs, ADHE staff uses a guideline of three graduates per year.

Tables 18-1 and 18-2 summarize the data by level of program and by institution. In Table 18-1, eight of the ten graduate programs (or 80 percent) approved in 1999 met the AHECB standard and thirteen of the sixteen (or 81 percent) of the bachelors programs approved in 1999 met the standard. In Table 18-2, sixteen of twenty-seven (59 percent) of the associate and certificate programs approved in 2001 were productive three years after approval and one of the programs is being or has been terminated by the institution.

Table 18.1 Degree Productivity of Recently Approved Baccalaureate and Graduate Degree Programs

Baccalaureate and Graduate Degree Programs Approved in 1999:					Degrees/Certificates Awarded in year:					AVG	Standards not met *	
Inst.	Award	Status	CIP Code	Program Name	2000	2001	2002	2003	2004			
ASUJ	BS	A	45	0604	Community & Regional Economic Development	0	1	0	1	0	0	X
ATU	BA	A	24	0102	General Studies	0	1	0	4	12	3	
SAUM	MED	A	13	0401	Educational Administration & Supervision	0	0	7	6	8	4	
SAUM	BS	A	43	0104	Criminal Justice	0	3	12	18	31	13	
SAUM	BSN	A	51	1601	Nursing	0	2	3	3	1	2	X
UAF	BA	A	05	0102	American Studies	0	1	0	6	1	2	X
UAF	BSE	A	13	1203	Middle Level Education	0	0	7	27	21	11	
UAF	MSTCE	A	14	9999	Telecommunications Engineering	0	0	0	2	1	1	X
UAF	MS	A	30	9999	Microelectronics-Photonics	0	4	7	4	8	5	
UAF	MS	A	40	0899	Applied Physics	0	2	3	2	1	2	
UAF	PHD	A	44	0501	Public Policy	0	0	0	1	1	0	
UAF	BSIB	A	52	1101	International Business	0	0	4	18	15	7	
UALR	BS	A	11	0401	Information Science	0	0	0	3	8	2	
UALR	MA	A	13	1299	Higher Education: Two-Year College Teaching	0	0	0	0	2	0	
UALR	BS	A	14	2701	Systems Engineering	0	0	0	2	4	1	
UALR	MS	A	30	0101	Integrated Sciences & Mathematics	0	0	1	1	1	1	X
UALR	MA	A	51	2310	Rehabilitation Counseling	0	0	5	12	22	8	
UAM	BS	A	43	0104	Criminal Justice	1	2	8	23	8	8	
UAMS	BS	A	51	0907	Radiation Therapy	0	0	6	7	5	4	
UAMS	BS	A	51	1803	Ophthalmic Medical Technology	0	0	0	4	5	2	
UAPB	BGS	A	24	0102	General Studies	24	44	45	34	29	35	
UAPB	BS	A	51	2399	Rehabilitation Services	0	6	7	7	7	5	
UCA	PHD	A	42	1701	School Psychology	0	0	0	0	1	0	
UCA	BA	A	45	0601	Economics	0	3	0	3	2	2	X
UCA	BS	A	51	0913	Athletic Training	0	2	4	5	3	3	
UCA	DPT	A	51	2308	Physical Therapy Doctorate	1	0	6	0	46	11	

* Note: X means the productivity standard was not met.

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from October 7, 2004, through January 19, 2005.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University--Beebe

Technical Certificate and Associate of Applied Science in Welding Technology at ASU-Heber Springs and ASU-Searcy

Arkansas State University--Jonesboro

Ph.D. in Molecular Biosciences
Technical Certificate in Practical Nursing at ASU Technical Center in Marked Tree

Arkansas Tech University

Department of College Student Personnel
Associate of Applied Science in Allied Health at ATU-Ozark
Associate of Applied Science in Business Technology at ATU-Ozark
Associate of Applied Science in General Technology at ATU-Ozark

Pulaski Technical College

Associate of Applied Science in Occupational Therapy Assistant in partnership with Baptist School of Allied Health

Associate of Applied Science in Medical Office Technology with options in Medical Transcription and Medical Billing and Coding

NorthWest Arkansas Community College

Off-Campus Instructional Site (Regional Technical High School) in Fayetteville

Rich Mountain Community College

Off-Campus Instructional Site and existing Associate of Arts in Waldron

South Arkansas Community College

Associate of Applied Science and Advanced Technical Certificate in Network Security Technology

Technical Certificate in Building Trades Technology

Southern Arkansas University--Magnolia

Master of Science in Computer Science/Computer Information Technology
Master of Public Administration

University of Arkansas, Fayetteville

Department of Education Reform

University of Arkansas at Fort Smith

Bachelor of Science in Spanish (teacher licensure)

University of Arkansas at Little Rock

Construction Management Department
Center for Economic Development Education

Institutional Certification Advisory Committee

- Agape College, Little Rock, AR
Initial Certification
 - Associate degree in Strategic Leadership
- Ecclesia College, Elm Springs, AR
Initial Certification
 - Bachelor's degree in Biblical Studies
- Graceland University, Independence, MO
Initial Certification
 - Masters of Education
 - Bachelor of Arts in Health Care Administration
 - Master of Science in Nursing for Registered Nurses
 - Post-Graduate Certificates: Family Nurse Practitioner
Health Care Administration

Recertification

 - Bachelor of Science in Nursing
 - Master of Science in Nursing
 - Bachelor of Arts in Addiction Studies

- University of Memphis, TN
Decertification
 - Bachelor of Professional Studies in Fire Administration/Fire Technology

- University of Phoenix, Phoenix, AZ
Initial Certification - Distance Delivery
 - Bachelor of Science in Business additional specializations in Retail Management, Public Administration, and Information Systems
 - Bachelor of Science in Information specialization in Software Engineering
 - Master of Information Systems
 - Master of Business Administration with specializations in Human Resources Management, Marketing, and Public Administration
 - Master of Management, Specialization in Human Resources Management, and Public Administration
 - Executive Master of Business Administration
 - Master of Science in Administration of Justice and Security
 - Master of Science in Nursing in Health Care Education
 - Master of Science in Nursing in Integrative Health Care

- Vincennes University, Camp Robinson, North Little Rock, AR
Recertification
 - Associate of Science
 - Associate of Applied Science
 - Associate of Science in General Studies, on-site and distance delivery

- Webster University, Fort Smith, AR
Initial Certification
 - Master of Arts in Computer Resources and Information Management
Recertification
 - Master of Business Administration
 - Master of Arts in Human Resources Management

INFORMATION ITEMS

NEW PROGRAM

Arkansas State University--Beebe (Fall 2005)

Certificate of Proficiency in Welding Technology (CIP 48.0508) offered at ASU-Heber Springs and ASU-Searcy

Ouachita Technical College (Spring 2005)

Certificate of Proficiency in Power Equipment Maintenance-Basic (CIP 47.0606)

Certificate of Proficiency in Power Equipment Maintenance-Advanced
(CIP 47.0606)

Certificate of Proficiency in Hair Care (CIP 12.0401)

Certificate of Proficiency in Nail and Skin Care (CIP 12.0401)

Southeast Arkansas College (Spring 2005)

Certificate of Proficiency in Medical Transcription Technology (CIP 51.0708)

Southern Arkansas University--Tech (Spring 2005)

Certificate of Proficiency in Automotive Service Technology (CIP 47.0604)

University of Arkansas, Fayetteville (Fall 2005)

Food Safety Manager Certificate of Proficiency (CIP 01.0907)

Hazard Analysis Critical Control Point Coordinator Certificate of Proficiency
(CIP 01.0907)

NEW PROGRAM OPTION/Minor

University of Arkansas Community College at Morrilton (Spring 2005)

Accounting Option in Associate of Applied Science in Business
(CIP 52.0101, DC 0280)

University of Arkansas, Fayetteville (Fall 2005)

Equine Science Minor in Bachelor of Science in Agriculture in Animal Science
(CIP 01.0901, DC 3380)

Wildlife Habitat Minor in Bachelor of Science in Agriculture in Environmental Soil
and Water Science (CIP 03.0103, DC 3415)

Japanese Minor with Business Orientation

University of Central Arkansas (Spring 2005)

Telecommunications & Computer Networks Option in Bachelor of Business Administration in Management Information Systems (CIP 52.1201, DC 1940)

NAME CHANGE

Arkansas State University--Beebe (July 2005)

Division of Occupational Education (2800) changed to Division of Occupational Technology

Southern Arkansas University--Magnolia (Spring 2005)

Master of Education in Kinesiology (CIP 13.1314, DC 5740) changed to Master of Science in Kinesiology (CIP 31.0501)

University of Arkansas Community College at Hope (Spring 2005)

Technical Certificate in Industrial Construction Electricity (CIP 47.0303, DC 4627) changed to Industrial Electricity (CIP 47.0105)

University of Arkansas, Fayetteville (Spring 2005)

Information Technology Research Center (DC 0295) changed to Information Technology Research Institute

Department of Chemical Engineering (DC 0890) changed to Ralph E. Martin Department of Chemical Engineering

Master of Science in General Agriculture (CIP 01.0301, DC 6240) changed to Agricultural, Food and Life Sciences

University of Arkansas for Medical Sciences (Spring 2005)

Bachelor of Science in Nuclear Medicine Technology (CIP 51.0905, DC 2930) changed to Nuclear Medicine Imaging Sciences

Associate of Science in Radiologic Technology (CIP 51.0907, DC 1180) changed to Medical Radiography

Bachelor of Science in Radiologic Technology (CIP 51.0907, DC 3100) changed to Radiologic Imaging Sciences

University of Arkansas at Monticello (Fall 2004)

Bachelor of Science in Health, Physical Education and Exercise Science (CIP 13.1314, DC 2705) changed to Bachelor of Science in Health and Physical Education

Bachelor of Arts/Bachelor of Science in Health and Physical Education (CIP 31.0501, DC 2720) changed to Bachelor of Arts/Bachelor of Science in Health, Physical Education and Exercise Science (non-licensure)

EXISTING PROGRAMS OFFERED OFF-CAMPUS

Arkansas State University--Jonesboro (Spring 2005)

Master of Business Administration (CIP 52.0201, DC 5580) at Arkansas Tech University

University of Central Arkansas (Spring 2005)

Bachelor of Science in Education in Middle Level Education (CIP 13.1203, DC 3915) at Mid-South Community College

Master of Science in Nursing (CIP 51.1601, DC 7080) at Southeast Arkansas College

EXISTING PROGRAM OFFERED BY DISTANCE TECHNOLOGY

University of Arkansas, Fayetteville (Fall 2005)

Managerial Master of Business Administration (CIP 52.0201)

NEW DEGREE CODE

University of Arkansas Community College at Hope (Spring 2005)

Emergency Medical Technician Certificate of Proficiency (CIP 51.0904, DC 0015) changed to (CIP 51.0810)

University of Arkansas at Monticello College of Technology--Crossett (Fall 2004)

Technical Certificate in Electromechanical Maintenance (CIP 15.0404, DC 4503)
changed to (CIP 15.0499)

ACADEMIC REORGANIZATION

Arkansas State University--Beebe (July 2005)

Arkansas State Technical Institute (DC 0130) changed to Advanced Technology
and Allied Health

Applied Arts Division (DC 0130) changed to Business & Agriculture

University of Arkansas for Medical Sciences (Spring 2005)

College of Health Related Professions

Department of Imaging and Radiation Sciences

- Division of Radiologic Imaging Sciences
- Division of Nuclear Medicine Imaging Sciences
- Division of Diagnostic Medical Sonography
- Division of Radiation Therapy
- Division of Medical Dosimetry

NEW ORGANIZATIONAL UNITS

University of Arkansas, Fayetteville (Spring 2005)

Radio Frequency Identification Research Center
Center for Advanced Computing and Communications Research

TERMINATION OF PROGRAMS OFFERED OFF-CAMPUS

University of Arkansas at Little Rock (August 2005)

Master of Business Administration (CIP 52.0201) in Russellville

University of Arkansas for Medical Sciences (Fall 2004)

Associate of Science in Respiratory Care (CIP 51.0908) in Pine Bluff

INACTIVE PROGRAMS

Arkansas Tech University (Fall 2005)

Associate of Applied Science in Industrial Electronic Technology
(CIP 15.0303, DC 0460)

Associate of Applied Science in Industrial Plant Maintenance
(CIP 47.0303, DC 0570)

Technical Certificate in Industrial Plant Maintenance (CIP 47.0303, DC 4600)

DELETED PROGRAMS

Arkansas State University--Jonesboro (Fall 2006)

Bachelor of Science in Community and Regional Economic Development

Black River Technical College (Spring 2005)

Technical Certificate in Respiratory Technician (CIP 51.0908, DC 4830)
Certificate of Proficiency in Dietary Management (CIP 12.0508, DC 4925)

NorthWest Arkansas Community College (Fall 2004)

Certificate of Proficiency in AS/400 Operator (CIP 11.0201, DC 0025)
Certificate of Proficiency in AS/400 Developer (CIP 11.0201, DC 0026)

University of Arkansas Community College at Morrilton (Fall 2004)

Technical Certificate in Machine Tool Technology (CIP 48.0501, DC 4680)
Associate of Applied Science in Machine Tool Technology (CIP 48.0501, DC 0625)

University of Arkansas, Fayetteville (Fall 2005)

Bachelor of Science in Education in Special Education (CIP 13.1099, DC 4040)

INACTIVE PROGRAMS DELETED

Black River Technical College (Spring 2005)

Certificate of Proficiency in Pharmaceutical Technology (CIP 51.0805, DC 6382)

Certificate of Proficiency in Advanced Nursing Assistant in Gerontology
(CIP 51.1614, DC 4752)

Technical Certificate in Building Trades Technology (CIP 46.0201, DC 4370)

Associate of Applied Science in Building Materials Merchandising
(CIP 46.9999, DC 0285)

DELETED ORGANIZATIONAL UNITS

Arkansas State University--Beebe (July 2005)

Childhood Development Associate Training Program (DC 0440)

Department of Computer Systems Technology (DC 1045)

Learning Center (DC 3150)

University College (DC3540)

University Farm (DC 3550)