

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

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

October 22, 2004

Arkansas Department of Higher Education
114 East Capitol Ave., Little Rock, Arkansas 72201 (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

**REGULAR QUARTERLY MEETING
October 21-22, 2004**

**Arkansas State University
Fowler Center
201 Olympic Drive
State University, Arkansas 72467**

SCHEDULE

Thursday, October 21, 2004

**Public Hearing
(Information Only)
Fowler Center
3:00 p.m.**

Friday, October 22, 2004

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

**Finance Committee
9:30 a.m.**

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

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, October 22, 2004
10:00 a.m.**

**Arkansas State University
Fowler Center
201 Olympic Drive
State University, AR 72467**

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- *4. New Program at Off-Campus Location: Bachelor of Science in Electrical Engineering & Mechanical Engineering at University of Arkansas at Fort Smith by University of Arkansas, Fayetteville (Ms. Bird)
- *5. New Program at Off-Campus Location: Master of Business Administration via Distance Technology by Henderson State University (Ms. Bird)
- *6. New Program: Technical Certificate in Medical Coding & Medical Transcription by South Arkansas Community College (Ms. Mauppin)
- *7. New Program at Off-Campus Location: Associate of Applied Science in Nursing at Mid-South Community College by Arkansas State University - Jonesboro (Ms. Mauppin)
- *8. New Program at Off-Campus Location: Master of Information Systems at various locations by University of Arkansas, Fayetteville (Ms. Jones)
- *9. New Program: Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Environmental/Health & Safety Technology by East Arkansas Community College (Dr. Rosa)

- *10. New Program: Master of Science in Education in Advanced Studies in Teaching and Learning by University of Central Arkansas (Dr. Rosa)
- *11. New Program at Off-Campus Location: Bachelor of Science in Education in Elementary Education, P-4 at NorthWest Arkansas Community College by University of Arkansas, Fayetteville (Ms. Moten)
- *12. New Program: Associate of Applied Science in Nursing offered via Distance Technology by a Consortium of Six Two-Year Colleges (Ms. Moten)
- *13. Approval of Institutional Certification Advisory Committee Resolution for Appointment of New Member (Ms. Jones)
- *14. New Program: Doctor of Philosophy in Educational Foundations by University of Arkansas, Fayetteville (Dr. Mitchell)
- *15. New Program: Master of Science and Doctor of Philosophy in Space & Planetary Sciences by University of Arkansas, Fayetteville (Ms. Moten)
- *16. Revision of Criteria and Procedures for Establishing New Certificate & Degree Programs and Organizational Units (Ms. Moten)
- *17. New Program: Master of Science and Doctor of Philosophy in Bio-Informatics by University of Arkansas at Little Rock and University of Arkansas for Medical Sciences (Dr. Wheeler)
- 18. Report on Annual Review of Faculty Performance (Ms. West)
- *19. Report on Intercollegiate Athletics Revenues and Expenditures for 2003-04 (Dr. Williams)
- *20. Economic Feasibility for Bond Issue for Pulaski Technical College (Dr. Williams)
- *21. Approval of Coordinating Board Meeting Schedule for 2005 (Dr. Floyd)
- 22. Annual Report on Retention and Graduation of Intercollegiate Athletes (Mr. Harrell)
- 23. Report on Program Deletions (Mr. Harrell)
- 24. Report on *Measuring Up 2004* (Dr. Floyd)
- 25. Letters of Notification

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Arkansas State University
Fowler Center
201 Olympic Drive
State University, AR 72467
Friday, October 22, 2004
8:30 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: Master of Science in Environmental Sciences by Arkansas State University - Jonesboro (Ms. Bird)
- *4. New Program at Off-Campus Location: Bachelor of Science in Electrical Engineering & Mechanical Engineering at University of Arkansas at Fort Smith by University of Arkansas, Fayetteville (Ms. Bird)
- *5. New Program at Off-Campus Location: Master of Business Administration via Distance Technology by Henderson State University (Ms. Bird)
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- *12. New Program: Associate of Applied Science in Nursing offered via Distance Technology by a Consortium of Six Two-Year Colleges (Ms. Moten)
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- 25. Letters of Notification

*Numbers refer to main agenda.

REGULAR AGENDA

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- *16. Revision of Criteria and Procedures for Establishing New Certificate & Degree Programs and Organizational Units (Ms. Moten)
- *17. New Program: Master of Science and Doctor of Philosophy in Bioinformatics by University of Arkansas at Little Rock and University of Arkansas for Medical Sciences (Dr. Wheeler)

- 18. Report on Annual Review of Faculty Performance (Ms. West)

*Numbers refer to main agenda.

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Arkansas State University
Fowler Center
201 Olympic Drive
State University, AR 72467
Friday, October 22, 2004
9:30 a.m.**

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

AGENDA

- *19. Report on Intercollegiate Athletics Revenues and Expenditures for 2003-04
(Dr. Williams)
- *20. Economic Feasibility for Bond Issue for Pulaski Technical College
(Dr. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
August 6, 2004

Minutes of Meeting

The August 6, 2004 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Wal-Mart Auditorium on the campus of NorthWest Arkansas Community College in Bentonville, Arkansas. Chairman Phil Ford called the meeting to order at 10:45 a.m. with a quorum of Board members present.

Coordinating Board present:

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

Department staff present:

Dr. Linda Beene, Director
Dr. Steve Floyd, Deputy Director
Dr. Stan Williams, Sr. Associate Director for Institutional Finance
Dr. Karen Wheeler, Associate Director of Academic Affairs
Cynthia Moten, Coordinator of Academic Affairs
Jeanne Jones, Assistant Coordinator of Academic Affairs
Patsy Strode, Coordinator of Institutional Certification
Julie Bates, Coordinator of Institutional Finance
Shelia Mauppin, Coordinator of Federal Programs
Reagan Brown, Financial Manager
Judy McAinsh, Finance Officer
Christina Miller, Coordinator of General Administration
Mary Fedrick, Administrative Assistant

Presidents, chancellors, other institutional representatives, members of the press, and guests were also present. Chairman Ford introduced Dr. Becky Paneitz, President of NorthWest Arkansas Community College at Bentonville. President Paneitz welcomed the Coordinating Board, department staff, and others to the campus and stated that she appreciated the opportunity to speak to the Board. She said she was celebrating her one-year anniversary at NorthWest Arkansas Community College and provided an

update on the accomplishments of their institution. She stated that the Shewmaker Center, funded in partnership with Wal-Mart, Sam's Club, and the Shewmaker family, opened last September. She was also excited to report a 300% increase in enrollment from 1990-2003. In closing, she welcomed everyone to take a tour of the facility to see some of the results of their dedication to NWCC.

Chairman Ford thanked Dr. Paneitz and introduced Senator David Pryor, Dean of the Clinton School of Public Service, and Dr. Tony Kinkel, new chancellor of the University of Arkansas Community College at Batesville.

Agenda Item No. 1
Approval of Minutes

David Leech motioned to approve the minutes of the April 30, 2004 meeting, Dr. Trussell seconded, and the Board unanimously approved.

Agenda Item No. 2
Report of the Director

Dr. Beene reported that the final meeting of the Blue Ribbon Committee was held on June 1, 2004 and Governor Huckabee has asked for comments from presidents and chancellors.

Dr. Beene mentioned the brochure on an upcoming Strategic Policy Forum titled, "The Buck Starts Here". She said the conference is scheduled for September 22-23, 2004, and will include speakers who will address issues that can qualify for the annual training required by trustees.

Dr. Beene reported that the Department of Higher Education has undergone some personnel changes that included Dr. Stan Williams' new role as Senior Associate Director for Institutional Finance when Rita Fleming went to UCA; Patsy Strode has taken on new role to promote the STAR Program which is designed to recruit teachers in critical needs areas/programs; Reagan Brown has assumed the role previously held by Scott Trotter who moved to Houston; John Davidson begins his role in Institutional Finance in about two weeks; and Dr. Gene Aist, Coordinator for Federal Programs has retired.

Dr. Beene thanked Melissa Goff for her work with the college financial assistance programs. Dr. Beene distributed a copy of a report to the Coordinating Board that was presented by Melissa at the previous April Board meeting. Dr. Beene explained that discussion has begun regarding increasing the award amount for the Workforce Improvement Grant or absorbing the SAG Program into the WIG Program. A copy of the report was also sent to presidents and chancellors and written comments were

asked for by August 16th. Any recommendations requiring legislative action will be presented to the Coordinating Board at the October meeting.

In closing, Dr. Beene thanked the Higher Education staff for their hard work over the last several months.

Agenda Item No. 3
Report of Nominating Committee &
Election of Board Officers for 2004-05

Chairman Ford called on Bob Cheyne to present the report of the Nominating Committee. Mr. Cheyne reported that Phil Ford was elected to remain as chair of the Coordinating Board, Kaneaster Hodges was elected Vice-Chair, Betsy Thompson elected as Secretary, Dan Grant elected as chair of the Academic Committee, and David Leech elected as chair of the Finance Committee. Jodie Carter motioned to accept the Board Officers for 2004-05 as presented, Dr. Trussell seconded, and the Board unanimously approved.

Agenda Item No. 4
Resolution in Support of Amendment #2

Dr. Beene explained that the purpose of the resolution found on pages 4-1 through 4-2 was to endorse Amendment #2 by the Coordinating Board. Dr. Beene stated that this Amendment will be placed on the November 2004 ballot for voters and would give the Legislature, Department of Economic Development and Department of Finance & Administration permission to grant revenue bonds to industries like auto manufacturing plants. Kaneaster Hodges moved approval, Dan Grant seconded, and the Board unanimously approved.

Report of Committees

David Leech presented the report of the Finance Committee and moved approval of Agenda Items 5,5A-13. Bob Cheyne seconded the motion and the Board unanimously approved. Chairman Ford asked if there were any questions or comments about the funding formula agenda items, to which there were none.

Dr. Dan Grant presented the report of the Academic Committee and motioned to adopt Agenda Items 14-36 & 38. Kaneaster Hodges seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Recommendations for Educational and
General Operations for 2005-07

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

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

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

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

Operating Funding Recommendations for the 2005-2007 Biennium

Operating recommendations (Table 1A, Page 5-5 of the agenda book) represent a 9% increase for two-year institutions, an 8.1% increase for four-year institutions, and an 8.9% for nonformula entities for 2005-06. The operating recommendations for 2006-07

represent a 8.2% increase for two-year institutions and an 8.1% increase for four-year institutions and a 7.9% increase for the non-formula entities. Additional information can be found on pages 5-2 through 5-8 of the agenda book.

Dr. Williams thoroughly explained the need-based funding formula and added that the need was determined by using nationally derived standards for the institutions. He explained that the amount of funds recommended would bring Arkansas funding comparable to the SREB region on a four (4) year schedule. He responded to questions regarding distribution methodology. The Coordinating Board applauded Dr. Williams and the Institutional Finance staff for the tremendous efforts they put forth to provide such a funding formula.

Board members were distributed copies of Amendment 5A which proposed a grandfather clause for Arkansas State University at Jonesboro's funding formula regarding tuition fees in Paragould. The Board members affirmed that this exception applied to ASUJ instruction in Paragould only.

Ms. Betsy Thompson expressed concern regarding funding sources for the Clinton School. Senator David Pryor offered additional comments to re-emphasize the unique opportunities for the state of Arkansas that the Clinton School would offer. He also reminded everyone that the Clinton School would offer the only graduate degree in public service in the nation.

Agenda Item No. 5

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

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

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

Agenda Item No. 5A

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

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

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

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

Mr. Cheyne motioned to recommend approval of Agenda Items No. 5 and 5A to the full Board, Dr. Trussell seconded the motion and the Board unanimously agreed.

Agenda Item No. 6
Recommendations for State Funding of Capital Projects
2005-07 Biennium

From a total of \$104.2 million appropriated, the 2003 General Assembly allocated \$14 million for distribution from the General Improvement Fund (GIF) for various capital projects at institutions of higher education. To date, \$7.2 million has been released to institutions from the GIF for higher education projects. The amount of funding available from the GIF has greatly decreased over the last two biennium. For the 2001-03 biennium, \$21.7 million was distributed for capital projects, which was down from the 1999-01 biennium when \$56 million was distributed for capital projects. For the 2005-07 biennium, \$94.7 million in Category A and \$116.5 million in Category B is the recommendation.

Mr. Leech asked if institutions with critical maintenance were funded first and Dr. Williams stated that critical maintenance institutions don't have to be funded first. He also stated that according to the Revenue Stabilization Act, excess funds went back into the General Improvement Fund.

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

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

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

Mr. Bill Johnson motioned to recommend approval of Agenda Item No. 6 to the full Board, Dr. Trussell seconded and the Board unanimously agreed.

Agenda Item No. 7
Maximum Salary Recommendations for
Non-Classified Personnel
2005-07 Biennium

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

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

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

\$90,001+	3% on first \$50,000; plus 1.9% on salary amounts between \$50,001 and \$90,000; plus 1.5% on salary amounts above \$90,001
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ADHE staff reviewed each position request and made preliminary recommendations to the institutions prior to the budget hearings held in June. Staff recommendations were further reviewed after the hearings and some changes were made in response to institutional concerns.

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

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

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

Staff recommendations for this agenda item appear on page 7-2 of the agenda book. Mr. Cheyne motioned to recommend approval of Agenda Item No.7 to the full Board, Mr. Bill Johnson seconded and the Board unanimously agreed.

Agenda Item No. 8
Certification of Intercollegiate Athletic
Revenues and Expenditures for 2004-05

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

Ms. Julie Bates stated that all institutions submitted the proper forms, which were verified by Institutional Finance staff.

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2004-05 as prepared in accordance with

Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Mr. David Damron motioned to recommend approval of Agenda Item No. 8 to the full Board, Mr. Bob Cheyne seconded and the Board unanimously agreed.

Agenda Item No. 9
Economic Feasibility of Bond Issue
University of Arkansas at Little Rock

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

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

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

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

Mr. Cheyne motioned to recommend approval of Agenda Item No. 9 to the full Board, Mr. Johnson seconded and the Board unanimously agreed.

Agenda Item No. 10
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 \$23.3 million with a term of up to 20 years at an estimated annual interest rate of five percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The University of Arkansas Board of Trustees approved this action at its meeting on August 4, 2004.

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

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

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

Mr. Damron motioned to recommend approval of Agenda Item No. 10 to the full Board, Dr. Trussell seconded and the Board unanimously agreed.

Agenda Item No. 11
Economic Feasibility of Bond Issue
University of Arkansas for Medical Sciences

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

The proposed issue will include: \$163.6 million for the patient care tower with annual debt service of \$12,162,000; \$15.2 million for a dormitory with an estimated annual debt service of \$1,133,000; and \$11.1 million for a parking deck with an estimated annual debt service of \$828,000. Proceeds from the issue will be used to replace an existing dormitory to make room for the new patient care tower and a parking deck in support of the new patient-care tower. Current Arkansas Higher Education Coordinating Board policy regarding auxiliary debt service requires that the net auxiliary revenues must be no less than 120 percent of the total auxiliary debt service.

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

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

Ms. Bates distributed revised copies of this agenda item to Board members and stated that additional copies were available to presidents and chancellors in attendance. Dr. Trussell motioned to recommend approval of Agenda Item No. 11 to the full Board, Mr. Johnson seconded and the Board unanimously agreed.

Agenda Item No. 12
Economic Feasibility of Loan
Henderson State University

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

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

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Henderson State University and the President of Henderson State University of the Coordinating Board's approval of the loan and to enter into the necessary contracts to initiate and secure the loan.

Mr. Cheyne motioned to recommend approval of Agenda Item No. 12 to the full Board, Dr. Trussell seconded, and the Board unanimously agreed.

Agenda Item No. 13
Arkansas Health Education Grant Program

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

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

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

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

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board concurs in the staff budget recommendation that should funds not be made available to fund the ARHEG Program and Dental Loan Forgiveness Program, that the freshmen slots in the

program and the loan forgiveness funds will be eliminated first and that the staff may determine the most equitable method to reduce other costs to the program.

Further details regarding this agenda item can be found on pages 13-2 through 13-5 in the agenda book. Mr. Damron motioned to recommend approval of Agenda Item No. 13 to the full Board, Dr. Trussell seconded and the Board unanimously agreed.

Agenda Item No. 14
Arkansas Higher Education
Distance Education Activities

Board members heard a brief summary of the distance education report prepared by ADHE staff. The report focuses on the availability of distance education courses and programs, student demographics, best practices, and quality indicators. In addition, NWACC staff will demonstrate an approved internet-based program that is currently being offered by the institution.

Dr. Angela Peace at NorthWest Arkansas Community College presented an on-line demonstration for distance technology that provided answers for many questions previously asked by the Coordinating Board. She explained that on-line courses are not for everyone, and not every course should be offered on-line. Dr. Peace informed the Board that distance technology is more demanding and requires more student contribution. She also said it opens doors for working people to attend classes and presents opportunities to receive a degree in a reasonable amount of time. Mr. Hodges commented that Dr. Peace's report was excellent and he was very impressed with the information she provided regarding distance technology. He stated there is comfort in knowing that those who use distance education are as accomplished as those who use classroom education. He added that it also provides an economical way for working people to fit higher education into their schedule.

Agenda Item No. 15
Associate of Applied Science in Respiratory Care
Arkansas State University—Mountain Home

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

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

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

Agenda Item No. 16
Bachelor of Science in Early Care and Education
Arkansas State University—Jonesboro

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

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

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

Agenda Item No. 17
Master of Arts in Heritage Studies
Arkansas State University—Jonesboro

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

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

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

Agenda Item No. 18
Associate of Applied Science in Early Childhood Education
University of Arkansas at Fort Smith

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

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

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

Agenda Item No. 19
Bachelor of Arts in African/African-American Studies
University of Central Arkansas

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

Dr. Grant asked for clarification on the differences of African vs. African American Studies. Dr. Lee, University of Arkansas at Conway, explained that African Studies involves the study of Africa and African culture and African-American Studies involves those citizens born in the United States and study the history of slavery in Africa. He added that it is customary to merge the two studies.

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

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

Agenda Item No. 20
Associate of Applied Science in Agriculture
Southern Arkansas University--Magnolia

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

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

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

Agenda Item No. 21
Master of Science in Operations Management
at Blytheville, Camden, and Via Distance Delivery
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 Science in Operations Management (OMGT) at Blytheville, Camden and via distance delivery, effective fall semester 2004. The program is consistent with the mission of UAF. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of the University of Arkansas approved the proposal on April 2, 2004.

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

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

Agenda Item No. 22
Master of Science in Engineering Via Distance Delivery
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 existing Master of Science in Engineering via distance delivery beyond its current Little Rock delivery area, effective fall semester 2004. The program is consistent with the mission of UAF. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the proposal on April 2, 2004.

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

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

Agenda Item No. 23
Bachelor of Professional Studies
University of Central Arkansas

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

of Colleges and Schools. The Board of Trustees of the University of Central Arkansas approved the proposal on May 7, 2004.

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

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

Agenda Item No. 24
Advanced Certificate and Bachelor of Science
in Diagnostic Medical Sonography at
University of Arkansas for Medical Sciences
Area Health Education Center – Northwest

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

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

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

Agenda Item No. 25
Bachelor of Science in Vocational Education,
Human Resource Development Concentration,
at the University of Arkansas at Monticello
College of Technology in McGehee and
Northwest Arkansas Community College
by the University of Arkansas, Fayetteville

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

Dr. Grant asked if there were any differences in the general education requirements for this program. Ms. Jeanne Jones stated there was no difference and that the program is designed to help working adults meet all the general studies requirements.

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

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

Agenda Item No. 26
Reorganization of the College of Business
Arkansas State University—Jonesboro

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

Schools. The ASU Board of Trustees approved the proposed changes on May 7, 2004. Additional information regarding Agenda Item No. 26 can be found on pages 26-1 and 26-2 of the agenda book.

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

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

Agenda Item No. 27
Existing Degrees in Early Childhood Education,
Emergency Administration and Management,
and College Student Personnel
Offered Via Distance Technology
by Arkansas Tech University

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

Dr. Grant commented that this provided an excellent summary of guidelines for distance technology. Any additional information regarding Agenda Item No. 27 can be found on pages 27-1 through 27-6 of the agenda book.

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

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

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

Agenda Item No. 28
Existing Degrees in Business Administration,
Fire Science Management, Technology,
and Environmental Science
Offered Via Distance Technology
by Southern Arkansas University—Tech

The administration and Board of Trustees of Southern Arkansas University (SAU) request Coordinating Board approval for Southern Arkansas University--Tech (SAU-Tech) to offer existing associate degrees in business administration, fire science management, technology, and environmental science via distance technology, effective in the fall of 2004. SAU-Tech is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SAU Board of Trustees approved the proposals on June 2, 2004. Any additional information regarding Agenda Item No. 28 can be found on pages 28-1 and 28-2 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the offering of the existing Associate of Science in business administration (CIP 52.0201), Associate of Science in fire service management (CIP 43.0202), Associate of Applied Science in technology (CIP 15.9999), and Associate of Applied Science in environmental science (CIP 15.0507) via distance technology by Southern Arkansas University--Tech, effective in the fall 2004.

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

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

Agenda Item No. 29
Bachelor of Science in History
With Social Studies Teacher Licensure
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer a Bachelor of Science degree in history with social studies teacher licensure, effective fall semester 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on May 15, 2003. Any additional information regarding Agenda Item No. 29 can be found on pages 29-1 through 29-3 of the agenda book.

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

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

Agenda Item No. 30
Bachelor of Science in English
With Teacher Licensure
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas at Fort Smith (UAFS) to offer a Bachelor of Science degree in English with teacher licensure, effective fall semester 2004. UAFS is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on September 19, 2003. Any additional information regarding Agenda Item No. 30 can be found on pages 30-1 through 30-3 of the agenda book.

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

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

Agenda Item No. 31
Master of Science in Community and Economic Development
Offered in People's Republic of China and Taiwan
University of Central Arkansas

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

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

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

Agenda Item No. 32
Master of Science in Biomedical Engineering
University of Arkansas, Fayetteville

The administration and Board of Trustees of the University of Arkansas System request approval for the University of Arkansas, Fayetteville (UAF) to offer the Master of Science in biomedical engineering, effective fall semester 2004. UAF is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This degree proposal is within the role and scope of the institution. The Board of Trustees approved the proposal on February 20, 2004. ADHE contracted with Dr. Nitish Thakor, Professor of Biomedical Engineering at The Johns Hopkins School of Medicine in Baltimore, Maryland to serve as a reader/reviewer of the proposal. Any additional information regarding Agenda Item No. 32 can be found on pages 32-1 through 32-5 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in biomedical engineering (CIP 14.0301) at the University of Arkansas, Fayetteville, effective in the fall semester 2004.

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

Agenda Item No. 33
Associate of Applied Science in Culinary Arts/
Hospitality Ozarka College

The administration and Board of Trustees of Ozarka College request the approval to offer of the Associate of Applied Science in Culinary Arts/Hospitality, effective Fall, 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of Ozarka College approved the Culinary Arts/Hospitality degree on December 16, 2003. Any additional information regarding Agenda Item No. 33 can be found on pages 33-1 through 33-3 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Culinary Arts/Hospitality (CIP 12.0599) at Ozarka College, effective August, 2004.

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

Agenda Item No. 34
Technical Certificate in Industrial Maintenance Technology
National Park Community College

The administration and Board of Trustees of National Park Community College request approval to offer the Technical Certificate in Industrial Maintenance Technology, effective Fall, 2004. The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees of National Park Community College approved the proposal on January 28, 2004. Any additional information regarding Agenda Item No. 34 can be found on pages 34-1 through 34-3 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in industrial maintenance technology (CIP 47.0303) at National Park Community College, effective August, 2004.

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

Agenda Item No. 35
Conversion of Programs Offered at
Merged Technical Institutes
to Technical Certificate Program Status

At its February 7, 2003 meeting, the Arkansas Higher Education Coordinating Board approved four merger actions.

- Cotton Boll Technical Institute with Mississippi County Community College in which the institutions were renamed Arkansas Northeastern College
- Foothills Technical Institute with Arkansas State University-Beebe in which Foothills Technical Institute was renamed Arkansas State University-Searcy, A Technical Campus of Arkansas State University-Beebe
- Quapaw Technical Institute with Garland County Community College in which the institutions were renamed National Park Community College
- Forest Echoes Technical Institute (renamed University of Arkansas at Monticello Technical College – Crossett) and Great Rivers Technical Institute (renamed University of Arkansas at Monticello Technical College – McGehee) with the University of Arkansas at Monticello.

Furthermore, during the 2003 regular session of the Arkansas General Assembly, HB 1786 was passed and signed into law becoming Act 452 of 2003. This legislation merged Arkansas Valley Technical Institute with Arkansas Tech University, effective July 1, 2003. With this action, Arkansas Valley Technical Institute was renamed Arkansas Valley Technical Institute of Arkansas Tech University.

At its August 1, 2003 meeting, the Board granted one-year approval of the programs offered by the merged technical institutes with the condition that during that year those programs would be evaluated and brought back to the Board for final conversion to Technical Certificate status. Specifically, the approval stated:

- All programs, technical certificates, and certificates of proficiency, will be approved for one year and added to the degree program inventory of each college or university with which a technical institute(s) merged to provide

- assurance that students in these programs will be eligible to receive federal financial aid.
- During the next year, ADHE staff will work with the chief academic officers and develop a set of quality indicators that will be documented for review. The reviews will be conducted and programs will be recommended for final approval at the July 2004 [AHECB] meeting. Among the indicators to be reviewed are the course syllabi, instructors' vitae, documentation of the Council of Occupational Education accreditation and other relevant certification, and data on the number of students enrolled in programs, number of graduates or completers, and data on job placement of completers.

To date, each merged institution has completed a focus visit with the NCA-Higher Learning Commission and currently holds, or is seeking, accreditation with the Council of Occupational Education, a national accrediting agency for postsecondary workforce education programs. The Higher Learning Commission visits culminated in approval in status as merged institutions.

Five programs were merged and renamed under Agenda Item No. 35 with resolutions listed below. Additional information can be found on pages 35-1 through 35-18 in the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas Northeastern College to Technical Certificate status, effective fall term 2004: Air Conditioning and Refrigeration Technology, Automotive Service Technology, Early Childhood Development, Computer-Aided Drafting and Design Technology, Computer Repair and Networking, Computer Support Technology, Computerized Accounting, Dental Assisting Technology, Office Technology, Paramedics, Practical Nursing, and Welding Technology.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas Valley Technical Institute of Arkansas Tech University to Technical Certificate status, effective no later than June 2005: Air Conditioning and Refrigeration, Applied Laboratory Technology, Automation Maintenance Technology, Automotive Service Technology, Business Technology, Business Technology-Medical Transcription, Collision Repair Technology, Computer Information Systems, Cosmetology, Electronics Technology, EMT/Paramedic, Practical Nursing, and Welding Technology.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas State University-Searcy, A Technical Campus of Arkansas State University-Beebe to Technical Certificate status, effective fall term 2004: Air

Conditioning, Auto Body Repair, Automotive Service Technology, Business Education, Computer Repair and Networking, Diesel Technology, Early Childhood Education, Health Information Assistant, Industrial Electronics, Machining Technology, Paramedics, and Practical Nursing.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at National Park Community College to Technical Certificate status, effective fall term 2004: Automotive Service Technology, Early Childcare Education, Heating Ventilation and Air Conditioning, Marine Repair Technology, Practical Nursing, Residential Carpentry, and Welding Technology.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at University of Arkansas at Monticello Technical College-Crossett to Technical Certificate status, effective fall term 2004: Administrative Information Processing, Computer Maintenance and Networking, Electromechanical Maintenance, Electromechanical Technology – Instrumentation, Industrial Equipment Maintenance, Electromechanical Technology – Industrial Controls, Industrial Processes Technology, Practical Nursing, and Pulp and Paper Science.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at University of Arkansas at Monticello Technical College-McGehee to Technical Certificate status, effective fall term 2004: Agriculture Technology, Automotive Technology, Business Technology, Early Childhood Education, Emergency Medical Technology – Paramedic, Practical Nursing, and Welding Technology.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the respective colleges and universities of these approvals.

Agenda Item No. 36
Recommendations of the
Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) met Tuesday, July 13, 2004. The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the Institutional Certification Advisory Committee.

**Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas
Initial Program Certification**

**Master of Arts in Business and Organizational Security
Master of Arts in Media Communications
Master of Science in Finance**

RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial program certification to Webster University Little Rock Metropolitan Campus, Little Rock, Arkansas, to offer the Master of Arts in Business and Organizational Security, Master of Arts in Media Communications, and Master of Science in Finance. This certification is granted under Arkansas Code §6-61-301 for a period of two years and expires August 7, 2006.

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

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

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

OTHER ICAC BUSINESS

- **Appreciation Expressed to Former Member of the Institutional Certification Advisory Committee**

Garland Hankins

Arkansas Code Annotated §6-61-301 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee (ICAC). The law specifies one member as the Director of the Arkansas

Department of Workforce Education or his designated representative. Each ICAC member is appointed to a term of nine years, with the term of one member expiring annually.

Mr. Garland Hankins, Deputy Director of Arkansas Department of Workforce Education, has generously served since 1999 as a member of the Institutional Certification Advisory Committee as the designated representative of the Arkansas Department of Workforce Education. He was appointed to the ICAC in 1999 and reappointed in 2003, serving a total of six years. Mr. Hankins retired on June 30, 2004.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Mr. Garland Hankins for his six years of service as a member of the Institutional Certification Advisory Committee.

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

▪ **Appointment of Institutional Certification Advisory Committee**

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

Deborah Germany

Ms. Deborah Germany, who is employed by the Arkansas Department of Workforce Education as Organizational Development Manager, has been appointed as the designated representative of Dr. Steve Franks, Director of the Arkansas Department of Workforce Education. This term will expire August 6, 2012, and completes an unexpired term.

The following resolutions are presented to the Coordinating Board to implement the recommendations adopted by the ICAC:

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Ms. Deborah Germany as a member of the Institutional Certification Advisory Committee as the designated representative of the Director of the Arkansas Department of Workforce Education. The term of this appointment expires August 6, 2012.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to Ms. Germany for her willingness to serve as a member of the Institutional Certification Advisory Committee.

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

Dr. Jack Lassiter

Dr. Jack Lassiter, Chancellor of University of Arkansas at Monticello, has been nominated by the public four-year presidents and chancellors to fill a position for an unexpired term that ends August 6, 2011.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board appoints Dr. Jack Lassiter, Chancellor of University of Arkansas at Monticello, as a member of the Institutional Certification Advisory Committee to fill the an unexpired term a position representing Public Postsecondary Education Institution Chief Administrators according to §6-61-302. The term of this appointment expires August 6, 2011.

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

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

Connie Nelson

Ms. Connie Nelson, of Arkadelphia, Arkansas, has been nominated to fill the vacancy as one of the two legal residents of the state of Arkansas who are not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Ms. Nelson is employed by the Arkadelphia 20/25 Commission as the Executive Director. This term will expire August 6, 2007, and completes an unexpired term.

The report of the ICAC can be found on pages 36-5 through 36-9 in the agenda book. Dr. Lynda Johnson motioned to approve Agenda Items 15-36, Mr. Jodie Carter seconded and the Coordinating Board unanimously approved.

Therefore, the following resolution is submitted for Board consideration:

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Ms. Connie Nelson of Arkadelphia, Arkansas, as a member of the Institutional Certification Advisory Committee to represent Arkansas consumers and to fulfill the ICAC membership position as one of the two legal residents of the state of Arkansas who are not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. The term of this appointment expires August 6, 2007.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to Ms. Nelson for her willingness to serve as a member of the Institutional Certification Advisory Committee.

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

Dr. Lynda Johnson moved approval to recommend Agenda Items No. 15-36 to the full Board, Jodi Carter seconded, and the Board unanimously agreed.

Agenda Item No. 37
Letters of Notification

Between April 15, 2004 and July 20, 2004 the Arkansas Department of Higher Education received notice from institutions of eleven new certificate programs, one name change, one new program concentration, two new organizational units, three new program codes, and two inactive programs, none of which require Board approval. Notification of items requiring Board approval included six certificate programs, seven associate degree programs, four bachelor programs, seven master degree programs, and three doctoral programs. During this period the Institutional Certification Advisory Committee received notice of requests for initial certification for thirty-nine degrees, initial certification for two institutions, initial certification for one on-site location for student services administrative office, decertification of a degree program, and recertification of a degree program. The complete list of these notices appear on pages 37-1 through 37-4 of the agenda book.

Agenda Item No. 38
Doctor of Audiology
University of Arkansas for Medical Sciences

The administration and Board of Trustees of the University of Arkansas System (UA) request Coordinating Board approval to offer the Doctor of Audiology (AuD) at the University of Arkansas for Medical Sciences (UAMS) in cooperation with the University of Arkansas at Little Rock (UALR), effective in the fall of 2005. UAMS and UALR are

fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The existing cooperative master's degree in communication sciences and disorders is accredited by the American Speech-Language-Hearing Association (ASHA). The UA Board of Trustees approved the proposal on June 4, 2004. Any additional information regarding this agenda item can be found on pages 38-1 through 38-3 of the agenda book.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Doctor of Audiology (CIP 51.0202) at the University of Arkansas for Medical Sciences in cooperation with the University of Arkansas at Little Rock, effective in the fall 2005.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellors of the Medical Sciences and Little Rock campuses of the University of Arkansas, of this approval.

Mr. Kaneaster Hodges motioned to recommend approval of Agenda Item No. 38 to the full Board, Mr. Carter seconded the motion and the Board unanimously agreed.

Agenda Item No. 39 Arkansas Performance Reporting System

Act 1463 of the 2003 Regular Session directed the Arkansas Department of Higher Education (ADHE) to work in consultation with Arkansas colleges and universities to develop a performance reporting system for higher education in Arkansas. In September 2003, ADHE staff and a committee comprised of two- and four-year institutional representatives from academic affairs, student affairs, finance, institutional research, and other campus and system administrators began working to identify data elements to include in the Performance Reporting System (the System) in keeping with the legislative mandate.

Dr. Karen Wheeler explained to the Coordinating Board that ADHE staff approached the task of developing the Performance Reporting System on the premise of what is important and how it could be measured. She stated that some of the performance measures included who participates, how well those students are prepared, and if students in college are successful in achieving their goals. She also added that using traditional measures is good, but more modern methods need to be integrated as well. Dr. Wheeler expressed that although developing the System is a cooperative effort with the approval resting with the Legislative Council; ADHE staff and all representatives involved are seeking the Coordinating Board's endorsement.

Board members expressed that this system appears to address many of their concerns including effectively communicating higher education's needs to the legislature, meeting proposed institutional challenges, retention issues, and consideration of educating parents on how they can contribute to higher education. Dr. Beene added that this system will definitely present a clear picture of accomplishments in higher education and it goes a long way toward informing legislators. Dr. Wheeler responded that the system would be web-based, allowing instant access for anyone who wants it. Dr. Beene added that additional efforts to provide web- and computer-based mentor sites beginning at the 8th grade level are being researched. Chancellor Joel Stubblefield commented that this system was great work and requested that two more items be considered as measurements – qualitative information and job placement of students. Mr. Hodges motioned to endorse the System with Chancellor Stubblefield's additions. Mr. Carter seconded the motion, and the Board unanimously approved.

Agenda Item No. 40
Report on 2003 College Going Rate

The college going rate measures the proportion of college students enrolling in postsecondary education in the fall semester immediately after finishing high school. Current data are based on the fall 2003 student cohort that enrolled first time, full-time, and on-campus at an Arkansas public or independent institution after graduating from one of the state's public high schools in spring 2003.

Dr. Steve Floyd presented the data and stated that the college going rate for the past year was 60.8%, the highest it's ever been, and a 25% increase since 1990. Dr. Floyd also stated that according to the ACT report, retention rates at college would be higher if students were better prepared when entering college. Dr. Floyd concluded that Arkansas is making progress but can still do better.

Chairman Ford opened the floor for public comments but there were none. He then asked the audience one more time for any comments on the agenda items. With none, he announced that the next Coordinating Board meeting will be hosted by Arkansas State University at Jonesboro on October 21-22, and a Joint Board meeting hosted by the State Board of Education will be held on September 13th in Fayetteville. Chairman Ford appointed an Adhoc committee to work with legislators and staff in preparation for the 2005 Session and asked Kaneaster Hodges and David Leech to be members. They agreed. Mr. Hodges said he felt there was a reasonable chance to secure additional funding for higher education. Chairman Ford added that everyone must get organized, stay together and make a case to the legislature.

With no further business the meeting adjourned at 12:05 p. m.

APPROVED: _____
Mary Fedrick
Betsy Thompson, Secretary

REPORT OF THE DIRECTOR

STAR COMMISSION

The Arkansas Department of Higher Education launched a new scholarship program on August 19 titled **State Teacher Assistance Resource Program, or STAR.**



This program is designed to recruit future Arkansas teachers. A new commission chaired by **Lt. Governor Win Rockefeller** will oversee this program and help recruit future Arkansas teachers. STAR provides scholarships to Arkansas college students or adults wishing to change careers who are interested in becoming teachers and will commit to teaching in designated subject areas and/or in areas of the state with critical teacher shortages.

A news conference was held prior to the first meeting of the Commission to help make potential teachers aware of the opportunity. Following the news conference, the first meeting of the STAR Commission was held. Providing a quality education for every Arkansas child is a number one priority for the state. In order to do that, there must be an adequate supply of qualified teachers to work with students across Arkansas. This program addresses an ongoing problem that every state faces – a critical shortage of teachers in specific subject areas or geographic regions.

The STAR Scholarship will provide a \$3,000 per year scholarship for students pursuing teacher licensure in math, science, special education or foreign languages. It will also provide a \$3,000 per year scholarship for those students who agree to teach in geographic areas that have been determined to have a shortage of teachers. For students who agree to do both, the scholarship award will be \$6,000 per year. At its August 19 meeting, the STAR Commission approved awarding 264 of these scholarships for the 2004-05 school year.

STAR Commission members include Deborah Caspall of Powhatan, Constance McDaniel of Forrest City, Wesley White of Russellville, Judy Anderson of Hope, Dr. Frank Anthony of Pine Bluff, Carolyn Brooks of Fort Smith, Dr. Jeanna Westmoreland of Arkadelphia, Sandra Beck of Magazine, Dr. Olin Cook of Russellville, and Ray Watley of Pine Bluff.

New AHECB Board Member



Col. **Jim Creech**, United States Marine Corps Ret., of Pocahontas has been appointed by Governor Huckabee to the Higher Education Coordinating Board. He is a former Member of Black River Technical College Board and will complete Sandra Kennett's unexpired term until May 2006. He has completed a distinguished career of more than 28 years in the United States Marine Corps, and he currently enjoys cattle ranching in the fresh air and sunshine of Northeast Arkansas. We look forward to working with Col. Creech and his wife, Sharleen, and know he will be a great addition to the Board.

Coordination Commission for Educational Efforts

The legislatively created Coordination Commission for Educational Efforts held its first meeting on August 20 at the Department of Education. Committee members heard an overview of Act 109 of the Second Extraordinary Session of 2003, which created the Commission and elected John Bacon, Principal of Dunbar Magnet Middle School as Chair. Members of the Commission include College/University Trustees Dr. John Barnes of Little Rock and Mrs. Florine T. Milligan of Forrest City; College/University Presidents **Dr. Glen F. Fenter**, Mid-South Community College and Dr. **Charles Dunn**, Henderson State University; **Dr. Milo Shult**, Vice President for Agriculture, UA; Dr. Linda Beene, Director of the Department of Higher Education; Dr. Steve Franks, Director of the Department of Workforce Education; Mr. Larry Walther, Director of the Arkansas Department of Economic Development; Dr. Terri Hardy, Policy Advisor for the Governor; Ms. Janie Huddleston, Director of the Arkansas Division of Child Care; Mr. John C. Bacon, Principal of Dunbar Magnet Middle School; Ms. Amy Braswell of Texarkana; and Mr. Jack Gardner of Glenwood.

Northwest Arkansas Rotary Clubs

Dr. Beene spoke at six Northwest Arkansas Rotary Clubs in the month of August. She spoke to the Bentonville Early Risers and Fayetteville Noon Clubs on August 6 then completed her tour with the Springdale, Rogers Early Risers and Noon, and Bentonville Clubs on August 23-25. Dr. Beene spoke about accomplishments, issues and funding needs for higher education in Arkansas. While speaking to these groups, Dr. Beene also met with many Northwest members of the Arkansas General Assembly to discuss the proposed funding model for higher education. Mr. **Bob Cheyne**, member of the Coordinating Board, introduced Dr. Beene at the Bentonville Rotary Club and Mr. **Dick Trammell** coordinated Dr. Beene's speaking schedule.



University of Arkansas Strategic Policy Forum and NCATE Anniversary

The University of Arkansas held its annual Strategic Policy Forum at the Statehouse Convention Center on September 22-23. The forum was titled “The Buck Starts Here: Calculate the Benefits” and included sessions on science and technology, “Accelerate Arkansas”, the value of college, knowledge-based economy, tax systems, and health issues. Governor Huckabee as well as many other distinguished guests addressed the audience and participated.



As a part of the forum, the **National Council for Accreditation of Teacher Education (NCATE)** held a press conference to recognize its 50th Anniversary. NCATE’s mission states that “Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching,

teachers, school specialists and administrators.” Dr. Art Wise, President of NCATE, was the keynote speaker and **Representative Calvin Johnson** facilitated the event. Other speakers included Dr. Ken James, Director of the Department of Education; Dr. Jeanna Westmoreland, President of the Arkansas Association of Teacher Educators; Dr. Alan Sugg, President of the University of Arkansas; and Dr. Linda Beene, Director of the Department of Higher Education. **Arkansas State University Jonesboro, Henderson State University, the University of Arkansas at Pine Bluff, and the University of Central Arkansas**, were recognized for 50 years of accreditation by NCATE and presented with certificates by Legislators.

Concurrent Enrollment Panel Meeting

Act 102 of the Second Extraordinary Session of 2003, created the Concurrent Enrollment Course Approval Panel. The purpose of the legislation is to “ensure that each student has an adequate education . . . and access to a rigorous and substantially equal curriculum.” The legislation requires the appointment of three persons by the Director of the Department of Education; and three persons appointed by the Director of the Department of Higher Education. Members of the panel include **Dr. Joel Anderson**, Chancellor of the University of Arkansas at Little Rock; **Dr. Barry Ballard**, President of Ouachita Technical College; **Dr. Glen Fenter**, President of Mid-South Community College; **Mr. James Brown**, a Teacher at Central High School; **Ms. Barbara Prichard**, Fayetteville Public Schools; and **Ms. Jaime Rollans**, a Teacher at Mills High School. The first meeting of the panel is **October 19, 2004**.

Two-Year College and Technical Institute Study Committee

"Moving Forward" is the title of the report being prepared by the Two-Year College and Technical Institute Study Committee as a result of Act 1791 of 2003. The report will include the history of the state's current system of colleges and universities; an overview of technical institutes and two-year colleges; an examination of the current system of institution funding; mission, role, and scope of the institutions; and P-16 partnerships. The committee held regular meetings over a six-month period and its report should be released in the near future.

The Committee members required by enabling legislation include **Representative Robert White** and **Senator Shane Broadway** (co-chairs); **Dr. Linda Beene**, Director of the Department of Higher Education; **Dr. Ed Franklin**, Director of the Arkansas Association of Two-Year Colleges; **Dr. Steve Franks**, Director of the Department of Workforce Education; **Dr. Coy Grace**, President of East Arkansas Community College; **Dr. Janet Smith**, President of Rich Mountain Community College; **Kaneaster Hodges**, Member of the Arkansas Higher Education Coordinating Board; and private business representatives.

Youth Opportunities Unlimited (YOU) Camps 2004

Youth Opportunities Unlimited (YOU) Camps 2004 were held at the University of Arkansas, Fayetteville, University of Arkansas at Monticello, and University of Arkansas at Pine Bluff. Student academic progress was reported in Stanford 9 grade equivalents and boasted average gains of 14.5 months in tested areas of math, science, English, and reading. YOU participants at the University of Arkansas, Fayetteville, posted an unprecedented average gain in reading of 4.65 years after only six weeks of instruction. Credit for student achievement is given to dedicated YOU faculty, focused curriculum, small classes and individual instruction.

Activities of the Director

August 5	NW Arkansas Rotary Clubs (Speaker) Bentonville (Early Risers) Fayetteville (Noon)
August 5-6	AHECB Meeting, NWACC, Bentonville
August 11	Two-Year College & Technical Institute Study Committee
August 12	Commission for Coordination of Educational Efforts Meeting
August 13	Legislative Black Caucus, Hot Springs (Speaker)
August 14-18	Southern Legislative Conference, Little Rock
August 17	University of Arkansas at Monticello Faculty Meeting (Speaker)
August 19	STAR Program Press Conference & Meeting (Speaker)
August 20	Exchange Club, Fort Smith (Speaker)
August 23-25	NW Arkansas Rotary Clubs (Speaker) Springdale (Noon) Rogers (Noon & Early Risers) Bentonville (Noon)
	Meetings with NW Arkansas Legislators
August 26-27	Legislative Retreat, Heber Springs (Speaker)
September 1	Two-Year College & Technical Institute Study Committee
September 8-10	NGA Pathways Conference, Portland, OR
September 12-13	Joint Board Meeting, Fayetteville (Speaker)
September 14-15	State Chamber Annual Meeting, Little Rock
September 15	Governor's Cabinet Meeting
September 16	Two-Year College & Technical Institute Study Committee
September 17-18	ASU Legislative Weekend, Jonesboro
September 21	Two-Year College & Technical Institute Study Subcommittee
September 22-23	UA System Strategic Policy Forum, Little Rock
September 23	NCATE 50 th Anniversary Press Conference
September 29	Transitional Employment Board Meeting, Little Rock
	Two-Year College & Technical Institute Study Subcommittee
October 1	Teachers of Economics & Business, University of Central Arkansas (Speaker)
October 4	Arkansas Dean's Association, Henderson State University (Speaker)
	Two-Year College & Technical Institute Study Subcommittee
October 7-8	SREB Governor and Legislative Retreat, Atlanta, GA
October 10-12	AATYC Conference, Springdale (Speaker)
October 11	50 th Annual Meeting of the Independent Colleges and Universities Association, Little Rock (Speaker)
October 13	Workforce Investment Board Meeting
	Two-Year College and Technical Institute Study Committee
October 14	Harrison Noon Rotary Club (Speaker)
October 19	Concurrent Enrollment Panel Meeting, Little Rock (Speaker)
October 20	Governor's Cabinet Meeting, Conway
October 21-22	AHECB Meeting, Arkansas State University, Jonesboro

**MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCES
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.

Description of the Program

ASU proposes to offer an interdisciplinary Master of Science (M.S.) in environmental sciences at the main campus in Jonesboro that will mirror much of the current Ph.D. program in the same field. The proposed program will provide students with an interdisciplinary, applications-oriented education in environmental sciences that enables graduates to analyze and understand environmental systems, predict environmental change, and participate in the management and restoration of ecological systems. The degree is being developed to meet environmental needs, including stewardship of ecosystems unique to the Mississippi River Delta region that must interface with the growing societal demands of surrounding communities.

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.

The goal of the program is to produce scientists with the knowledge needed to support the assessment, maintenance and recovery of environmental resources. In the Mississippi River Delta, the wetlands make conservation and restoration issues particularly relevant. Program graduates would contribute to measuring

and understanding the balance between environmental protection, sustainable resource management, and economic growth.

Need for the Program

Eighteen students are currently enrolled in the doctoral degree in environmental sciences at ASU. The program office receives an average of two phone calls per week asking about a master's program. Faculty and students have requested consideration for an en-route degree program that would support the research and training currently being offered at ASU. Surveys of Arkansas undergraduate science students indicate that approximately 14 percent or 35 of 242 responders plan to attend graduate school and would consider attending ASU if a master's degree in environmental sciences was offered. ASU projects that eight new students will be admitted to the program initially with the expectation of adding three to six students each year.

A survey of community needs indicated a strong interest in skilled environmental scientists. Specific entities were willing to project the number of trained scientists needed over the next five years ranging from 10 to 15 per year to approximately 100 with 50 percent of the positions filled at the master's level or higher. Employers contacted were the Arkansas Game and Fish Commission, National Fisheries Service, Jonesboro School District, and the Arkansas Department of Environmental Quality. Smaller employers estimated needing one or two graduates per year. The proposed master's program with its emphasis in applied biology, chemistry, and field experience would meet the immediate and projected needs of federal, state and area employers.

Program Costs

The start-up cost for the M.S. in environmental sciences will be funded entirely through reallocation of existing funds in the science programs at ASU, made possible by utilizing the existing Ph. D. program components in the same field. As the program expands with additional areas of specialization, one faculty position is anticipated along with adding research and teaching assistants.

Present library support is adequate for immediate needs. Additional funds of \$10,000 per year will support the further development of the science monographic and serials collection in the ASU library. These funds will be drawn from the five percent indirect cost budgeted for the program generated by tuition.

Program Duplication

The M.S. in environmental sciences degree is not being offered in Arkansas. ASU, UAF and UALR offer related bachelor's degree in the field that can serve as feeder programs for the M.S. in environmental sciences. UAF offers an M.S. in environmental engineering.

Desegregation

In the fall of 2003, African-American graduate student enrollment at ASU was 132 or 13 percent. ASU actively recruits minority students by participating in Research Experiences for Undergraduates (REU), which brings 10 minority students from across the state to the main campus for a summer research experience. Two Ph.D. candidates and one student in the M.S in biology have been recruited as a direct result of participating in REU for the past two years.

Degree Productivity

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

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of 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.

**BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING
AT THE UNIVERSITY OF ARKANSAS AT FORT SMITH
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 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.

Description of the Program

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.

Existing electronics laboratories at UAFS and local industry laboratory facilities will be used for program support. Distance technology resources include a distance-learning classroom, webcasting, videotape, CD-ROM, DVD, compressed video and the Internet. The UAFS library provides online access to program resources for students. The Memorandum of Understanding (MOU) with UAFS to partner with UAF to offer these degrees has been negotiated and signed between the two institutions with both institutions agreeing to provide appropriate services and academic support for student success. UAFS agreed to provide facilities, laboratories and all student services. UAF agreed to provide program oversight and review, as well as assume the responsibility for the senior-level course delivery.

Need for the Program

The proposed programs will allow working adults in the Fort Smith area to obtain an engineering degree through a delivery mechanism that does not compromise the quality or integrity of the UAF engineering curriculum. UAF currently offers selected courses required for the degrees on the UAFS campus. There are 235 declared engineering majors enrolled at UAFS for fall 2004 and 85 students

enrolled in the introductory courses in electrical engineering and mechanical engineering.

The economic impact on the industrial community in Fort Smith will be significant as business is requiring and expecting trained professionals. The Manufacturing Executive Association of Fort Smith, consisting of such major employers as Baldor Electric, Whirlpool, Trane, and Rheem, has been the impetus behind the offering of the engineering degrees at UAFS.

Program Costs

Costs for administrative support, faculty, equipment, facilities, library resources, research activities, and distance technology will be supported on a cost-recovery basis through student tuition and fees once target enrollments of 20 students per class are achieved. The UAF College of Engineering and Baldor Electric Company will provide funding during the start-up phase of program operation through 2005. Baldor will underwrite the tuition cost of any class that does not enroll 20 students.

The following resolution is presented for Board consideration.

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.

**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.

Description of Program

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.

The MBA distance delivery curriculum will be offered in an accelerated format with flexible scheduling of courses. Students may purchase texts and materials online. Students will progress through the program with a cohort of students limited to 30 members. Site staff will proctor testing and research papers submitted electronically. Library facilities are provided through the electronic library resources of HSU, local libraries and Internet source. The HSU multi-media services center will provide computer and web technical assistance five days a week, 8:00 a.m. to 8:00 p.m. for online course delivery.

HSU currently offers three courses and one lab via distance delivery with a total student enrollment of 171. HSU has contacted NCA to verify that they are following required distance delivery guidelines for offering the distance MBA.

Need for the Program

Although there has been marked interest by business professionals in the distance MBA for the HSU market area of southwest Arkansas, the international

interest has been most promising and the reason for program development. The International Business course offered by HSU in Mexico City established a rapport with locals and has generated interest for a U.S. sponsored MBA program for Mexican nationals. A cohort of 30 prospective students has already been identified. The American Chamber of Commerce in Mexico City is supportive of the distance MBA and has offered HSU the use of training and classroom facilities.

Program Costs

The MBA via distance delivery will be totally funded through student tuition and fees. The proposed cost is \$21,000 per student payable in installments.

The following resolution is presented for Board consideration.

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.

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

**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.

Description of the Programs

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).

Medical coding is the transformation of disease, injury, and procedure descriptions into alphanumeric designations. Originally, coding was performed to classify mortality (cause of death) data on death certificates. However, in the United States, coding also has been used to classify morbidity (disease) and procedural data. The coding of health-related data permits access to medical records by diagnoses and procedures for use in clinical care, research, and education. Since the implementation of the federal government's prospective payment system in 1983, there has been a great deal of emphasis placed on coding for prevention of healthcare fraud and abuse. Currently, reimbursement of hospital and physician claims for Medicare patients depends entirely on the assignment of codes to describe diagnoses, services, and procedures provided. Additionally, other third party payers have followed Medicare's lead and are using coded data for claims processing. Today, all types of healthcare institutions demand accurately coded data from the medical record. Clinical coding is utilized not only for reimbursement but also for the evaluation. Coded data is used internally by institutions for quality management activities, case-mix management, planning, marketing and other administrative and research activities.

In the broadest sense, medical transcription is the act of translating from oral to written form the record of a person's medical history, diagnosis, prognosis, and outcome. The certificate program will prepare the students for entry-level employment as a medical transcriptionist by providing the basic knowledge, understanding, and skills required to transcribe healthcare dictation and prepare patient care documents with accuracy, clarity, consistency, and timeliness while applying the principles of professional and ethical conduct. The industry is moving toward electronic health records, allowing storage of an individual's health history so that records can be accessed by physicians and healthcare providers anywhere. The curriculum addresses this trend and meets both current and future needs of the medical community.

Adequate classrooms, laboratories, professional practice settings and office space will be provided for students, program staff, and faculty. Appropriate and sufficient equipment, supplies, and storage space will be provided for student use and for teaching the practice components of the curriculum. Computer hardware and software, records and related reference materials and audio/visual resources will be available in sufficient number and quality to meet the goals and standards of these programs. An adjunct faculty member in allied health is employed currently, and a full-time program director will be employed to teach, supervise clinicals, and recruit and advise students. Existing faculty will teach general education, computer, and other health core courses for these programs.

Students will have access to an electronic resource that provides current references and periodicals relevant to allied health and specific to the coding and transcription industry. There are viewing/listening rooms in the Library Media Center (LMC) in order that students may take advantage of the audio/visual collection. The LMC offers an online public access catalog, online searching, several CD-ROM databases, interlibrary loans, study areas, and a career exploration placement program. References are adequate to meet current needs of the programs and students.

Need for the Programs

In the spring of 2004, SACC conducted a survey of healthcare providers in the southern Arkansas and northern Louisiana regions to determine the employment status of the occupations for medical coding and medical transcription. The telephone survey of hospitals and clinics found 28 current job openings in a 60-mile region. Sixty percent of these jobs were open to medical coders and 40 percent were for transcriptionists. Occupational databases such as *America's Career InfoNet* list medical records, health information technician, and medical transcriptionist as fast growing occupations in Arkansas that require postsecondary training or an associate degree. In addition, 30 students currently enrolled at SACC have expressed an interest in the proposed coding and medical transcription program.

Program Costs

These programs will use existing facilities. New program costs will be \$63,000 for salary and benefits for a full-time director, equipment, supplies, travel and clerical support. Costs will be covered by student tuition and fees and state general revenues.

Program Duplication

Seven Arkansas institutions offer technical certificate programs in medical transcription and three offer technical certificates in medical coding.

Desegregation

As of the fall 2003 semester, African-American enrollment at SACC was 26.3 percent.

Degree Productivity

SACC offered 10 associate degree programs in 2002-03, 2 (20 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in 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.

**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.

Description of the Program

The associate degree in nursing is a 72-semester hour program. ASUJ will offer 27 semester hours of nursing courses via interactive video, MSCC will offer 32 semester hours of general education and prerequisite courses. Thirteen semester hours of clinical instruction will be offered by ASUJ at three hospitals in the MSCC service area. Initially, 16 students will be admitted to the program.

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.

Need for the Program

MSCC discontinued its nursing program in 2001 due to a shortage of available nursing faculty. The closest RN program is now 38 miles from West Memphis. Nursing program productivity has remained steady over the past five years with an average of 800 RNs prepared at Arkansas colleges and universities annually. The number of RN graduates falls short of the projected estimate of producing 1900 per year by 2010. Adding a site with the potential of graduating 16 per year would contribute to the number of RNs in the workforce.

Arkansas currently ranks below the national average of RNs per 100,000 population with a ratio of 5.7 per 1000 population. In the middle eight counties of the Delta (Crittenden, Cross, Lee, Monroe, Prairie, St. Francis, White and Woodruff), the ratio is only 5.15. The statistics for high-risk populations demonstrate an acute need in this region of Arkansas. Live births to females under 18 years of age is higher, the average poverty rate for children under 18 is higher, the percentage of older adults is higher, and the mortality rate is higher for this region than that of the state.

Program Costs

ASUJ full-time faculty will teach the nursing courses in the associate degree program. Courses will be taught via compressed video technology. ASUJ currently offers courses for its Bachelor of Science in Nursing (RN to BSN) and Master of Science in Nursing (MSN) programs at MSCC.

One full-time and one part-time faculty member will be hired for the associate degree program. Both will conduct clinicals for the program and one will serve as the program coordinator. New program costs are estimated at \$77,000. Crittenden Memorial Hospital will pay the salary for the part-time clinical instructor and MSCC, through a grant award from the Assisi Foundation, will cover the costs for the full-time faculty member. MSCC also will provide office space, clinical laboratory facilities, and supplies.

The following resolution is presented for Coordinating Board consideration.

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.

**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.

Description of the Program

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.

The off-campus program proposed for the Sam M. Walton Development Center at Wal-Mart headquarters in Bentonville, and other business and industry sites in Lowell, and Springdale will permit working students to complete the MIS requirements through a blended delivery of on-site class attendance and online instruction. The off-campus locations will allow the students to attend class close to home instead of driving to Fayetteville for classes two nights per week for at least two years to complete the program. Full-time students at the off-campus sites will be able to complete the program in three semesters, while part-time students could complete in five semesters. The University plans to offer two courses at each site per semester. Students enrolled in the off-campus program will attend class at the local class site one night every two weeks, and receive instruction online the week they are not at the class site.

Students enrolling in the program will be required to complete a total of 30 semester credit hours. Program requirements include nine hours of the information systems core, 12 hours in the student's area of concentration, and nine hours of electives. Coursework will include such areas as data management systems, telecommunications, decision support systems, software engineering, business logistic systems, and transportation and logistics. Faculty teaching in the on-campus MIS program will also teach at the off-site locations.

To insure students have access to the equipment necessary to complete course requirements, UAF will lease laptop computers to students in the program. The computers will be configured with the software needed to access programs and data on the UAF campus through wireless connections. The proposed class locations have the necessary technology and connectivity needed to access the resources on campus. The first program location will be at the Sam M. Walton Development Center in Bentonville.

The program is currently offered on the UAF campus, and has previously been offered at sites in Italy, Austria, and Slovenia. There are currently 35 students enrolled in the Fayetteville program. Since 1998, 57 students have graduated from the program, with the majority of those students completing the on-campus program in Fayetteville. This is the only program of this type offered in Arkansas.

Need for the program

The existing on-campus program has provided skilled employees to the major employers in the area such as Wal-Mart, Tyson, JB Hunt, IBM, and Proctor and Gamble. Offering the MIS program at or near major employers in Bentonville, Lowell, and Springdale will make the program more accessible to working adults who wish to obtain a master's degree but do not have a work schedule that will allow them to attend classes in Fayetteville on a regular basis. In 2002, of the 779 individuals surveyed in northwest Arkansas, 51 percent indicated a strong or very strong interest in the MIS program. Fifty-five percent of those responding preferred classes offered one night a week.

Students completing the program will have the skills and knowledge necessary to fill positions in the development and management of information technology for the major employers in northwest Arkansas, across the state, and nationally. Positions held by graduates of this program would include information technology manager and telecommunications manager.

The off-campus program was requested by employers needing to fill these upper level positions, and by the employees wanting to gain the skills necessary to meet requirements for those positions. Many of the employers have a tuition reimbursement program, which will allow students to be reimbursed for tuition if the employee meets grade requirements set by the employer.

UAF has signed a Memorandum of Understanding (MOU) with Wal-Mart in which the company agrees to provide at no cost to UAF the classroom space and equipment for the classes held at the Sam M. Walton Development Center at Wal-Mart headquarters in Bentonville. According to the terms of the MOU, the instructional facilities and equipment will be available for Wal-Mart employees participating in the program, as well as non-employees wishing to take advantage of the new class site. The MOU with Wal-Mart will be renewed

annually as long as there is a need for the Bentonville site. There are plans for similar MOUs to be signed for the Lowell and Springdale class sites.

Program Costs

The off-campus program is expected to operate on a cost-recovery basis. Student cost per semester will be approximately \$3,000 to cover the cost of program administration. This total includes \$365 per credit hour tuition, the laptop leasing program, textbooks and supplies, and assorted student fees. A minimum enrollment of 10 students per course will be required.

The following resolution is presented for Board consideration.

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.

**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.

Description of the Program

The proposed program consists of a Certificate of Proficiency (15 semester credit hours), Technical Certificate (36 credit hours), and an Associate of Applied Science degree (60 credit hours). The program emphasizes environmental and safety regulations, sampling and analysis procedures, and safety protocols and requirements. Hazardous Waste Operations and Emergency Response (HAZWOPER) is also included. HAZWOPER is a federal regulation code that controls the safety and health of employees involved in clean-up operations at uncontrolled hazardous waste sites, employees engaged in waste treatment, storing, and disposal operations, and in any emergency response activities involving hazardous substances. Eight new courses were developed for the proposed program with nine existing courses making up the remainder of the requirements.

Need for the Program

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.

Informal surveying of students in the physical science and chemistry departments was conducted as a part of the Title III grant preparation. Student responses indicated an interest in an environmental science program, and the expectation is that 10 students will enroll initially in the program.

Program Costs

The proposed program will be covered under a U.S. Department of Education Title III Strengthening Institutions Program grant. EACC's grant has one activity, strengthening technical education. The grant is a 5-year, \$1.8 million dollar grant that began October 1, 2003. The grant covers equipment, supplies, and facility renovation costs associated with implementation of the program. Faculty salaries for the first two years are covered by the grant with the college assuming increasing portions of salary costs in the following years.

Tuition cost for students will be the same as for other programs. Student tuition & fees for 10 students would generate approximately \$21,420 in tuition and an additional \$2,100 in fees annually.

Program Duplication

Currently, there are similar programs offered at Pulaski Technical College, South Arkansas Community College, NorthWest Arkansas Community College and Southern Arkansas University--Tech.

Desegregation

As of fall of 2003, the percentage of African-American students enrolled was 47.8 percent of the total student population.

Program Productivity

In 2002-2003, six (49 percent) of the 13 associate degree programs offered at the institution met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

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.

**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.

Description of the Program

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. The proposed program consists of 30-graduate credit hours of which 21 credit hours are core and nine credit hours are elective courses. Core courses that are new include teacher leadership, classroom assessment, integrating media and technology into teaching and learning, and investigation of learning and development through multiple contexts. Two of the courses, Curriculum Development and Research Methods will be delivered through WebCT. The nine credit hours of electives may be chosen from courses in advanced study in middle-level education, secondary education, early childhood education, special education, reading, technology, career orientation, English as a second language, gifted/talented, and /or subject-area content. Three of the elective courses are new. The program will culminate with the creation of a professional portfolio and completion of a written comprehensive exam.

The core outcomes for the proposed program were taken directly from the guidelines of two national organizations that are leaders in establishing teaching standards, National Board for Professional Teaching Standards (NBPTS) and National Council for Accreditation of Teacher Education (NCATE). To complete the program, candidates must have earned a teaching license, had at least two years of teaching experience, and met all of the graduate school requirements.

Need for the Program

The program is based on the need to retain and train quality teachers in Arkansas. The Department of Early Childhood and Special Education (2001) and Middle/Secondary Education and Instructional Technologies (2004) independently conducted needs assessment surveys. The survey responses

totaled 309 and 216 respectively. Survey respondents were teachers and administrators at area elementary, middle, and secondary schools. An examination of areas of interest identified by participants for postgraduate work as reported on both surveys yielded notable responses: (1) middle-level education, (2) secondary education, (3) teacher leadership, and (4) master's in teaching. In addition, information provided by survey participants not having a graduate degree (50 percent) indicated that interest exists for a new master's program encompassing these topics. Based on the results of the surveys the university concluded that although master's degrees in specific areas of education and administration are currently offered, there is a need for a graduate program that focuses on P-12 teachers wishing to further their education. Currently, there is not a graduate-level program for middle-level educators.

In addition, Arkansas has made it a priority to encourage teachers to seek NBPTS certification. Legislation enacted in 1999 encourages teachers to gain National Board certification by providing funds to pay the fee for the certification process (\$2,300). Arkansas granted 165 applicants the fees for certification last year. The state also pays an additional \$4,000 per year for the life of the certificate (10 years). This amount will increase to \$5,000 next year.

Four years ago there were fewer than 100 Arkansas teachers in National Board candidacy. This year there are 485 Arkansas teachers with this status, and 191 fully certified teachers living in Arkansas. Many school districts in Arkansas also pay Board certified teachers a bonus. Furthermore, National Board Certification, in an area compatible with the teaching assignment, identifies a teacher as "highly qualified" under the state plan submitted to the U.S. Department of Education in accordance with the Elementary and Secondary Education Act, also known as "No Child Left Behind."

Program Costs

The proposed program will initially incur no new administrative costs or instructional equipment costs, since the College of Education will provide management personnel. The college already has multimedia capabilities, and many of the courses in the program already exist. However, the program will require doctoral level instructors for the new courses. Estimated cost for adjunct faculty in the first year is \$26,624, with \$36,608 in the second year, and cost of \$46,592 in the third year. The college projects an enrollment of 30 students the first year, 40 the second year and 50 enrollments in the third year. Estimated general registration fee and revenue would be \$66,600 for the first year, \$88,800 in the second year, and \$111,000 in the third year for tuition and fees for the additional enrollments.

Program Duplication

Arkansas Tech University offers the Master of Education in teaching, learning and leadership that prepares candidates for NBPTS certification and graduates to serve as teacher leaders and mentors.

Desegregation

As of fall of 2003, the percentage of African-American students enrolled in graduate programs at UCA was 7.5 percent.

Program Productivity

In 2002-2003, 21 (88 percent) of the 24 master's degree programs offered at the institution met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

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.

**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

Description of the Program

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.

Coursework for the program will be delivered in a combination of on-site instruction, compressed video, and web-based courses. NWACC has an education facility with state-of-the-art distance instruction technology.

Need for the Program

Currently, UAF education graduates must obtain an endorsement for teacher licensure through the Master of Arts in Teaching. The proposed bachelor's program will offer an option for students to complete the elementary education program of study in four years to address the need for more elementary teachers in northwest Arkansas. Eighty students at NWACC have expressed an interest in the program.

Program Costs

Costs for administrative support, instructional equipment, and distance delivery will be supported on a cost-recovery basis through student tuition. The UAF Division of Continuing Education will support the addition of two faculty members during the first year of the program and an additional faculty for the second year.

Program Duplication

All four-year institutions in Arkansas offer the bachelor's degree in early childhood education.

Desegregation

In the fall 2003, African-American undergraduate enrollment at UAF was 5.6 percent.

Degree Productivity

UAF offered 83 baccalaureate degrees in 2002-2003, 79 (95 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in 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.

**ASSOCIATE OF APPLIED SCIENCE IN NURSING
OFFERED VIA DISTANCE TECHNOLOGY BY A
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.

Description of the Program

The proposed program is designed for licensed practical nurses (LPNs) or licensed psychiatric technical nurses (LPTNs) to complete a registered nursing (RN) program. Students must hold a valid nursing license and complete the 37-credit hour general education core prior to admission to the program. Twenty-eight credit hours of nursing theory courses will be offered via interactive video and scheduled from four to eight o'clock, two nights per week. Clinical instruction will take place in local healthcare facilities on alternate weekends. This schedule will not require students to relocate, allowing them to continue working as LPNs/LPTNs while completing the 65-semester credit hour LPN/LPTN to RN transition program.

Each class will be videotaped and archived for the duration of the semester as a backup to the compressed video system. Supplemental clinical instruction will be provided with high-tech software for virtual clinical experiences. Course review exercises and examinations will be offered online. A site evaluator for the national nursing accrediting agency has reviewed the curriculum and concluded that the program was developed in accordance with national criteria. Students will be awarded six credits hours for articulated nursing courses after completion of the first semester.

Existing faculty from the six institutions will teach the nursing theory component of the program on a rotation basis. Clinical instructors will be available at each site. All faculty will meet Arkansas State Board of Nursing (ASBN) standards. A

master's prepared nursing administrator has been employed as the program director. The director will be responsible for coordination of the curriculum, faculty resources, technical support, and program evaluation. Faculty will be trained to use distance instruction technology, and technical support will be available for students and faculty. Student support services also will be available online. The program director will report to the ARNEC governance committee, which will consist of the chief academic officers and nursing program heads at the six institutions.

The staff for the Arkansas State Board of Nursing has reviewed the program proposal and recommended initial approval. Given the collaborative nature of the program, a quarterly report on program status must be submitted to the Board of Nursing over the three-year initial approval period. The Nursing Board will consider the recommendation at its regularly scheduled meeting in November 2004. RN programs must be approved by the State Board of Nursing prior to implementation.

Need for the Program

There is a need for new and replacement nurses in Arkansas. Health care facilities in the six-institution service area employ 2500 LPNs and currently have 200 vacant RN positions with a projected need for an additional 400 RNs over a two-year period.

Since 1998-99, ARNEC institutions have graduated 550 LPNs and an annual average of 800 RNs graduated from other Arkansas colleges and universities. The number of RN graduates is below the goal of the Arkansas Legislative Commission on Nursing for 1900 new RNs per year by 2010. A maximum of 10 students will be enrolled at each campus site, preparing an additional 60 RNs for the workforce each year. Offering the program through ARNEC will provide students access to an affordable nursing program and increase the number of RNs in rural Arkansas.

Program Costs

New program costs are estimated at \$200,000 annually, and will be shared equally by the six ARNEC institutions as outlined in the signed Memorandum of Understanding (MOU). ARNEC funds will cover the costs for distance delivery instruction and technology, and salaries for adjunct nursing faculty members and the program director. CCCUA will provide office space for the director. Each institution will provide interactive classroom facilities, clinical instructors, clinical laboratory facilities, library resources, secretarial support, and supplies. Program funds will come from student tuition and fees and state general revenues generated by new student enrollments.

Program Duplication

Thirteen institutions in Arkansas offer the associate degree in nursing. The proposed program will be the only RN program offered through a consortium arrangement.

Desegregation

In the fall 2003, African American student enrollment at ARNEC institutions ranged from less than one percent at Ozarka College to 26.3 percent at South Arkansas Community College.

Program Productivity

ARNEC institutions offered a total of 54 technical certificate programs in 2002-03, 27 (50 percent) of which met Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the 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.

**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.

The following resolution is submitted for Coordinating Board consideration.

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.

**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.

Description of the Program

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.

This program is designed to provide doctoral students with study in the following areas:

- Quantitative Research Methods and Data Analysis
- Advanced Research Design, Measurement Techniques and Modeling
- Issues in and Evaluation of Educational Policy and Programs

Similar to existing doctoral programs at UAF, students enrolled in the first year of the program will take courses and perform research in educational settings. Coursework in the proposed degree program will consist of graduate level courses that are currently offered plus an additional three-course sequence of advanced methods in educational statistics and doctoral dissertation credit hours. The new courses include Advanced Experimental Design, Advanced Multiple Regression, and Advanced Multivariate Statistics that will support other doctoral level courses. These and other research methods courses provide a comprehensive program of study that will prepare students to apply statistical research methods and analyze data to inform data-driven education policy.

By offering larger sections of master's level courses and using graduate assistants specializing in educational statistics and research methods, no additional faculty positions are required. The program coordinator and departmental graduate coordinator for educational foundations have been appointed.

The educational foundations (EDFD) faculty represents a unique aggregate of faculty within the College of Education and Health Professions (COEHP). All of the faculty members are academically trained or have been tenured professors at research universities. Consistent with leading national programs, EDFD faculty maintain academic rigor within the courses they teach and are productive in scholarship, publications, and securing external grants. The seven faculty members in the EDFD program area teach educational statistics and research methods courses to master's level and doctoral students throughout the College of Education and Health Professions. All of the EDFD faculty has experience serving on or chairing doctoral dissertation committees.

Library resources supporting research in educational statistics and research methods include over 6000 monographs and subscriptions to 33 relevant journals, with another 18 journals available in electronic form. The electronic journals are in full text. The other journal holdings are in paper form in Mullins Library and may also be found in online format. With interlibrary loan, any book or journal article can be accessed. Facilities include a statistics/research computer lab and computer-enhanced classrooms in the Graduate Education building. The National Office of Research, Measurement and Evaluation Systems (NORMES) located within the College of Education and Health Professions employs 10-15 graduate research assistants for various grant-funded research and service projects. Students from other doctoral program areas currently staff these positions. The projects provide practical experience in working with educational data and evaluating educational programs.

The initial cohort of six to eight students per year will generate a portion of the necessary revenue and institutional resources needed. These students are already in university programs and are interested in this particular Ph.D. program. An on-going recruitment plan will increase the level of student enrollments to eight to 10 per year in successive years.

Need for the Program

One impact of recent "No Child Left Behind (NCLB)" federal legislation is the need for greater understanding of educational statistics and the use of these methods in diagnostic techniques to improve education. Additionally, since the 1994 re-authorization of the Individuals with Disabilities Education Act (IDEA), legislation has emphasized the use of "scientifically based" research techniques, a phrase used over 100 times in the 1,100-page NCLB legislation. This emphasis has dramatically changed the proposal requirements for the National Science Foundation (NSF), U.S. Department of Education (USDOE), National Institute of Health (NIH) and National Institute for Mental Health (NIMH), all funding agencies that provide support to education and health professions. However, the depth of understanding of advanced statistical techniques in the research analysis required as part of the proposal process for the NSF, USDOE, NIH, and NIMH are limited and need to be increased within the educational field.

Another impact of NCLB is a demand for greater understanding in education of testing theory. The field of educational measurement, which has grown exponentially since the 1960s, increasingly requires advanced statistical and mathematical techniques, and there is a greater need for expertise in this academic area. Arkansas in particular faces a time of educational change that requires both high quality measures and expertise in interpreting and summarizing educational data to inform educational policy. Graduates from the program will be able to teach in Arkansas higher education institutions, or will be able to obtain employment with Arkansas school districts, state educational agencies, national testing companies, and industries with internal research/data analysis needs.

The need for more experts in educational statistics and test theory, especially with skills to apply this knowledge within the Arkansas K -12 school systems has become immense. This need has been addressed in many states through the creation of graduate degree programs in the areas of educational statistics, measurement, research methods, and educational program evaluation. Currently Arkansas does not have an institution that provides a doctoral program in this area. The development of a doctoral program in educational statistics and research methods would facilitate the training of experts in a field currently of high demand, would provide support for nationally funded projects, and would support both K-12 and higher education "scientifically based" research efforts at both the student and faculty levels.

This is a program commonly found in other states and ADHE staff had expertise to review the curriculum. The need for the program is supported by federal and state accountability demands at the K-12 and higher education levels that require experts in educational statistics and test theory. Schools, school districts, and state agencies need expertise to analyze student achievement and teacher quality data. Arkansas in particular faces a time of educational change that requires both high quality measures and expertise in interpreting and summarizing educational data to inform educational policy.

Comparable programs in five states were reviewed by staff to determine the rigor and depth of knowledge provided in a doctoral program in educational statistics and research methods. The emphases in this doctoral program are in fundamental measurement, evaluation and research skills needed by scholars, advanced knowledge and skills in specific areas of study, application of evaluation and research skills, and production and identification of formal hypotheses.

Students in the proposed program will be directly and actively engaged with faculty who are involved in advancing basic and applied research that will affect educational policy. Students who specialize in educational statistics and research methods learn how to plan and execute research, as well as how to analyze and evaluate the research carried out by others. The new doctoral

program was developed and modeled after those that exist at benchmark doctoral institutions and other doctoral intensive research institutions.

The curriculum meets stated objectives and is in keeping with comparable Ph.D. programs. The number of faculty members for the program is suitable to support the program and they have funding to conduct quality research. Academic productivity in the past three years in educational foundations includes scholarly, refereed journal publications, scholarly conference presentations, two book publications and external funding of \$2,714,000. The College of Education and Health Professions expects to continue grant funding at a level of \$1,000,000 per year from state and national grants, foundations and contracts with K-12 school districts. On-going scholarly service of faculty includes three memberships on national panels, 16 memberships on editorial review panels, one editorship and one journal: *Education Research & Policy Studies*.

A major strength of the program is that it will increase the options for incoming doctoral students by helping them to acquire knowledge and skills in utilizing a wide array of statistical techniques, to develop understanding of the relationship between research design and statistical analysis, to acquire skill in choosing designs and analysis techniques that are appropriate for specific problems, and to develop skill as consultants on problems of research methodology.

As a part of the COEHP strategic plan, all programs are evaluated based on a number of variable including grant funding secured, publications generated, number of graduates from the program, where the graduates are employed, and research production and presentations that are produced by faculty and students. This data is used to assess program needs and direction.

Program Costs

First year costs for the program are estimated at \$80,000. Of these new costs, books and journals for the library will cost \$20,000 and graduate assistantships designated for five graduate assistants will \$60,000 plus tuition. The College of Education and Health Professions and the Graduate School will fund the first year library costs with each providing half of the amount requested, or \$10,000 each. One graduate assistant will be funded through the College of Education and Health Sciences and four graduate assistants will be funded through grants. The second year costs are estimated at \$7,700 for additional books and journals and \$60,000 plus tuition for continuing the positions for the five graduate assistants. The program requires no additional funding for program administration, additional faculty, facilities, or instructional equipment. Operating expenses of the program will be supported by institutional funds and tuition/fees. The initial cohort of enrollments will generate a portion of the necessary revenue and institutional resources needed.

Program Duplication

There are no doctoral programs in educational statistics/research methods offered in Arkansas. The University of Kansas, Louisiana State University, Oklahoma State University, and the University of Texas offer programs similar to the proposed Ph.D. in Educational Foundations: Educational Statistics and Research Methods.

Desegregation

As of fall 2003, the percentage of African American students enrolled was 5.1 percent of the total graduate student population. The percentage of African American students enrolled in College of Education and Health Professions doctoral programs is 7 percent of the total COEHP doctoral population.

Degree Productivity

UAF offered 34 doctoral degree programs in 2002-03, 29 (85 percent) of which met Board degree productivity guidelines. The total number of doctoral level graduates in the university's doctoral programs over the past five years is 512. The total number of doctoral degrees awarded by the College of Education and Health Professions is 158 over the past five years. The master's degree in educational foundations was approved by the Board in 2002 and has not produced any graduates.

The following resolution is presented for Board consideration.

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.

**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.

Description of the Program

Space and planetary sciences is the study of the planets using space-borne techniques. It is the interface between planetary astronomy, earth sciences, and space engineering. The major sub-fields in the discipline are planetary geology, planetary astronomy, planetary atmospheres, orbital mechanics, astronautics, and the origin and evolution of life.

The proposed master's and doctoral degree programs will involve the fields of biology, physics, geology, geography, chemistry, and engineering. Students will complete a minimum of 30 semester credit hours of coursework for the master's degree, and an additional 60 hours of research courses for the doctoral degree. Each student must complete six general core courses in space and planetary, one course in each of the sub-fields, and elective courses in the student's area of interest. The student's advisory committee may assign additional course requirements. Students also will be required to attend seminars, take a qualifying exam at the end of the second year, and write a research thesis. Two of the primary emphases of the space and planetary program will be to understand the geology of Mars, particularly as it concerns the presence of water and life potential, and to design the instruments and missions to explore the solar system. A 15-credit hour concentration in space and planetary sciences will be added to existing master's degrees in geology and geography, and existing Ph.D. degrees in biology and physics.

While the administrative home of the faculty members will remain in the department in which they hold or are pursuing tenure, the program itself will reside in and be administered through the Graduate School. Twenty faculty members representing the cooperating departments have been identified as the faculty for the proposed program. All of these faculty members hold the Ph.D. in an appropriate field of study, and are qualified to direct doctoral research.

With a \$1.6 million grant from the National Science Foundation (NSF), a space laboratory was established on the UAF campus in cooperation with Oklahoma State University (OSU) in the fall 2000. Students may take six hours of specialty courses from OSU. Current faculty resources and laboratory space and equipment are adequate for program implementation. Library resources relevant to the program will be expanded.

Need for the Program

The field of space and planetary is a multidisciplinary area of scholarship with strong links for technological innovation in scientific instrumentation, robotics, artificial intelligence, remote sensing, and biotechnology. Over the past several years, a number of departments at UAF have created courses that relate to space and planetary sciences, and a number of research and teaching faculty have been hired by these various departments. Currently, there is no clear mechanism for fostering and supporting collaboration between the departments. The multidisciplinary nature of the proposed program will foster interaction and cooperation between departments and faculty, and eliminate the redundancy in course offerings and research efforts. Eighty percent of the courses required for the degree program are offered by the cooperating departments.

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. NASA employs space professionals for major program initiatives on earth observation and near-earth and planetary exploration. The U.S. military requires space professionals who can design equipment for use in space, and make deductions using remote sensing techniques from space-borne platforms. UAF students currently enrolled in graduate degree programs in biology, chemistry, and physics have expressed an interest in the space and planetary program.

Review Panel Comments

The proposal was reviewed by Dr. Victor Baker, Professor of Planetary Sciences at the University of Arizona, and Dr. Richard Grieve, Chief Scientist of the Earth Sciences Sector for Natural Resources Canada. The reviewers offered the following comments:

- The proposed program has the full support of UAF senior administration as demonstrated by the substantial, long-term financial commitment.
- UAF has considerable, positive experience in the development of interdisciplinary graduate degree programs in areas related to space and

planetary sciences (molecular and cellular biology, environmental dynamics, and microelectronics and photonics).

- UAF has faculty strength in the critical core areas of planetary geology and astronomy, planetary atmospheres, and origin and evolution of life.
- Faculty, instructional, laboratory, and library resources are appropriate for program success.
- Faculty have demonstrated interest in space and planetary sciences with their current research focus on planetary simulation, astrobiology, cosmochemistry, geophysics, and astronomy.
- Past records of UAF faculty research are sufficient to provide external sources of continuous funding. UAF has a well-known meteorite analytical program with close ties to NASA and NSF.
- There are plans to enlarge and update the extraterrestrial analytical capability and build a planetary image facility.
- UAF makes innovative use of internships, student assistantships, and visiting faculty to enhance its strong base.
- Students will be more experienced in the diversity of science and technology because the program faculty have scientific and engineering backgrounds generally not found in individual departments.
- Courses in ethics, communications, and entrepreneurship generally not required in standard science and engineering programs will provide students a more complete education to address current work issues.
- The technological spin-offs in the program area (biotechnology, robotics, and microelectronics) will greatly benefit the state.

Program Costs

The space and planetary sciences program will use existing faculty from the cooperating departments, and the salaries of these faculty members will be the responsibility of the department in which they reside. A current faculty member will be appointed as program director with a portion of time reassigned for coordination and management of the space and planetary program. Initial program costs are expected to be \$300,000, decreasing to \$100,000 annually after the first year of program operation. There will be a one-time expense (\$200,000) for laboratory instruments. Minimal costs will be required to upgrade library holdings (\$12,000). The costs for administrative support (\$50,000), office

operation and maintenance (\$20,000), research internships (\$12,000), and seminars and workshops (\$6,000) are projected to be \$88,000.

New program costs will be covered by general revenues, student tuition, and external grants. Start-up funds for research laboratories of two new faculty will be covered with a \$500,000 NASA grant. Over the next 10 years, UAF will provide \$1.5 million in annual program funds from the Walton Family Foundation gift.

Program Duplication

There is not a space and planetary degree program in Arkansas. Graduate degree programs in space or planetary are offered in Arizona, California, New York, Massachusetts, Missouri, and Maryland.

Desegregation

African American graduate student enrollment at UAF was 5.1 percent in the fall 2003.

Degree Productivity

In 2002-03, 75 of the 90 (83 percent) master's programs and 29 of the 34 (85 percent) doctoral degree programs offered at UAF 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 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.

**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. These revisions were undertaken for the following reasons:

- Some sections of the existing document needed clarification.
- Staff requirements for new program proposal submissions needed further explanation.
- Definitions needed to be updated.
- Distance technology instruction needed to be addressed.
- The process for new program approval needed to be streamlined.

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.

The following resolution is presented for Coordinating Board consideration.

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.

**CRITERIA AND PROCEDURES FOR ESTABLISHING
NEW CERTIFICATE AND DEGREE PROGRAMS
AND ORGANIZATIONAL UNITS**

October 2004

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**CRITERIA AND PROCEDURES FOR PREPARING PROPOSALS
FOR NEW CERTIFICATE AND DEGREE PROGRAMS
AND ORGANIZATIONAL UNITS**

INTRODUCTION

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (Coordinating Board) 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. A new unit of instruction, research or public service includes:

- New curricula
- Majors leading to a new certificate or degree program
- Establishment of a department, division, college, school, center, and institute
- New extension service
- Organizational unit not presently established at the institution.

The Coordinating Board is not required to consider reasonable and moderate extensions of existing curricular, research, and public service programs at the public institutions of higher education. *The Coordinating Board has granted oversight authority to the Director of the Arkansas Department of Higher Education to monitor these activities and notify the Board at its regular meetings.* State general revenues cannot be expended for new programs that are not approved by the Coordinating Board.

This document sets forth the relevant criteria and compliance procedures for the staff of the Arkansas Department of Higher Education (ADHE) and administrators and faculty members of the public colleges and universities. The Arkansas Department of Higher Education staff prepared this revised edition of the criteria and procedures in consultation with the chief academic and chief executive officers of Arkansas public higher education institutions.

PART 1. ESTABLISHMENT OF PROGRAMS AND ORGANIZATIONAL UNITS

A Letter of Intent must be submitted to ADHE for a new program or organizational unit that requires Coordinating Board approval. The proposal for a new program/unit must be approved by the institutional Board of Trustees before consideration by the Coordinating Board. Programmatic and organizational changes that require ADHE Director approval must be submitted to ADHE in a Letter of Notification, and must be included on the Coordinating Board meeting agenda prior to initiation. The deadlines for submission of the Letter of Intent, Letter of Notification, and proposal are listed in Part 2, Section 4.

Section 1. New Programs and Organizational Units Requiring Coordinating Board Approval (Submit Letter of Intent and Proposal)

1. ~~Any~~ new program of instruction, regardless of mode of delivery, that results in a certificate or degree. The program should complement and build upon existing programs and follow accepted higher education structure for the discipline and program level. If the certificate or degree program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. ADHE staff will conduct an on-campus visit if the institution is offering its first certificate or degree program by distance technology. Definitions of certificate and degree programs are described in Appendix B.

(Coordinating Board approval is not required for a new certificate of proficiency or new certificates, options and degrees developed from existing courses and degrees. See Sections 2.8 – 2.11.)

2. Any change in academic organization to establish new administrative units, if such units are to serve as a base for faculty appointments or are to offer degree programs. Definitions of academic administrative units are described in Appendix B.
3. New off-campus instruction centers where students can receive a minimum of 50 percent of the credits in a major field of study that are required for an existing certificate or degree from the institution. Instruction may be delivered on-site, through distance technology or correspondence. The Letter of Intent must be submitted prior to the signing of any agreement to establish off-campus instructional facilities.
4. Reactivation of any certificate or degree program formally on inactive status for five years.

Section 2. Program and Unit Changes Not Requiring ADHE Director Approval Unless Approval Requested by Coordinating Board (Submit Letter of Notification)

1. Changes in name only of an existing degree, certificate, major, option or organizational unit where the curriculum or emphasis will not be modified.
2. Establishment of a center, division, institute or similar major administrative unit not offering primary faculty appointments or degree programs. The mission and role of the administrative unit must be submitted with the Letter of Notification.
3. The addition of a specialized course of study (option, concentration, emphasis) as a component of an approved degree program if the number of new theory courses added to the curriculum does not exceed 18 semester credit hours (excluding a maximum of 6 semester credit hours of new clinical, practicum or internship courses. A list of the required courses in the option, the new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new option must be submitted with the Letter of Notification.

(A proposal must be submitted for options requiring more than 18 semester credit hours of new theory courses.)
4. Establishment of a new instruction, research or service institute/center fully supported by sources other than state funds that will definitely terminate when non-state funding ceases. A synopsis of the mission and role of the institute or center, the projected annual budget, and the sources of funding must be submitted with the Letter of Notification.
5. Deletion of certificates, options, degree programs and organizational units. Program deletions will be reported annually to the Coordinating Board.
6. Placement of a certificate or degree program on inactive status.
7. A change in structure to reorganize existing organizational units. The existing and proposed organizational structure and the justification for the change in structure must be submitted with the Letter of Notification.
8. An undergraduate certificate program consisting of 7-18 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted.
9. An undergraduate certificate program (24-42 semester credit hours) developed from an approved associate or bachelor's degree program provided that 75 percent of the coursework in the new certificate is included in the existing degree program.

The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new program must be submitted with the Letter of Notification. *If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted.*

10. A graduate certificate program consisting of 12-18 semester credit hours of existing graduate courses that reflects a coherent academic accomplishment or meets requirements for professional licensure or certification. The curriculum, new course descriptions, the goals, objectives and student learning outcomes, justification for offering the new program, and professional licensure or certification criteria must be submitted with the Letter of Notification. *If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted. Arkansas Department of Education approval must be submitted for certificate programs for teacher licensure, endorsement or certification.*

11. *Reconfiguration of existing undergraduate or graduate degree programs to create a new degree.* The existing and proposed curricula, list of required core courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for the new program must be submitted with the Letter of Notification.

Consolidation of Existing Degrees - The new combined degree program must require 12-18 semester credit hours of core courses with a minimum of two courses taken from each of the existing degree majors. Modification of Existing Degree to Create New Degrees - An existing degree major must include required courses in at least two disciplines for the degree to be separated into two or more new degree programs.

12. *An existing certificate or degree program in which at least 50 percent of the total credits will be offered at an off-campus location.* The institution proposing the program must submit the Letter of Notification and indicate why the institution plans to offer the program off-campus. If the program will be offered at an off-campus location in Arkansas, documentation of the discussions with the chief academic and chief executive officers at the institutions in the surrounding area of the proposed off-campus location also must be submitted with the Letter of Notification. Should there be a dispute between the institutions, the Off-Campus Instruction Policy (AHECB 5.17) should be followed.

13. *An existing certificate or degree program in which at least 50 percent of the total credits will be offered through distance technology.* The Letter of Notification must indicate why the institution *wishes plans* to offer the program through distance technology. *If the institution is planning to offer its first degree by distance technology, a new program proposal must be submitted to ADHE by the established deadline.* The institution also must submit a copy of its responses to the Higher Learning Commission--NCA document that outlines institutional best practices for

electronically offered programs. ADHE staff will conduct an on-campus visit prior to Coordinating Board consideration of the new distance technology program.
Assessment of distance programs must be consistent with institutional assessment practices on campus and program outcomes must be the same for both traditional and distance delivery methods. ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle.

PART 2. GUIDELINES FOR THE PREPARATION OF PROPOSALS FOR NEW PROGRAMS AND ORGANIZATIONAL UNITS

Section 1. Guidelines for Proposals – New Programs

New programs that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new programs must be submitted to ADHE on appropriate forms and include the following information:

- Proposed program title
- Program initiation date
- General description of the program
- Documentation of need for the program and student demand/interest
- Program goals, objectives and student learning outcomes
- Program curriculum and new course descriptions
- List of program faculty (names and credentials)
- Description of program resources (library, instructional equipment and facilities, technology support)
- Program budget (new funds required and funding sources)
- Program duplication (similar programs in Arkansas)
- Institutional program productivity
- Institutional and Board of Trustees approval of proposed program.

Section 2. Guidelines for Proposals – New Organizational Units

New organizational units that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new units must be submitted to ADHE on appropriate forms and include the following information:

- Description of proposed organizational unit
- Unit initiation date
- Justification for establishment of new unit
- Current and proposed organizational chart
- Unit budget (new administrative costs and funding sources)
- Institutional and Board of Trustees approval of proposed unit.

Section 3. Guidelines for Preparation of New Program/Unit Budgets

In order for ADHE staff to assess the adequacy of resources to support the proposed program/unit, a detailed list of resource requirements and planned funding sources must be presented. Institutions must provide evidence of the source of adequate funding.

Funding for new programs/units will either be supplied from new or existing sources. If funds are to be redistributed to the proposed program/unit, the source of funding must be identified and an analysis of the impact that the redistribution of funds will have on existing programs or organizational units must be stated. If the redistribution is from the

deletion of an existing program/unit, documentation of sufficient savings to the state to offset new program/unit costs must be provided.

New funding from student tuition, fees, and state general revenue generated by new student semester credit hours (SSCH), grants/contracts or other sources must be identified. Calculations and/or formulas that were used to project new revenue should be included in the budget section (e.g., number of new students projected in proposed program multiplied by tuition and fees; state general revenue dollars per FTE multiplied by projected number of FTEs to enroll in the new program).

<u>Resource Requirements</u>	<u>1st Year</u> (in dollars)	<u>2nd Year</u> (in dollars)	<u>3rd Year</u> (in dollars)

Staffing (Number)			
Administrative/Professional			
Full-time Faculty			
Part-time Faculty			
Graduate Assistants			
Clerical			
Equipment & Instructional Materials			
Library			
Other Support Services			
Supplies/Printing			
Travel			
Distance Technology			
Other Services (specify)			

TOTAL			

<u>Planned Funding Sources</u>	<u>1st Year</u> (in dollars)	<u>2nd Year</u> (in dollars)	<u>3rd Year</u> (in dollars)

New Student Tuition and Fees			
New State General Revenue			
Redistribution of State General Revenue			
External Grants/Contracts			
Other Funding Sources (specify)			

TOTAL			

Section 4. Deadlines For Submission Of Letter Of Intent, Proposals, And Letter Of Notification

Letter of Intent

A Letter of Intent informs the Coordinating Board that an institution seeks to offer a new program or organizational unit that requires a proposal and Coordinating Board approval.

<u>Letter of Intent</u>	<u>Proposals Due</u>	<u>*Institutional Comment Period Ends</u>	<u>Coordinating Board Meeting</u>
<u>January 2</u>	<u>February 1</u>	<u>March 1</u>	April
<u>April 1</u>	<u>May 15</u>	<u>June 15</u>	July
<u>July 1</u>	<u>August 1</u>	<u>September 1</u>	October
<u>October 1</u>	<u>November 15</u>	<u>December 15</u>	<u>February</u>

*Chief academic and chief executive officers may comment on the proposed programs and organizational units before ADHE staff review of the proposals.

Letter of Notification

A Letter of Notification informs the Coordinating Board that an institution seeks to offer a program/unit or make a change in the program/organizational structure that requires ADHE Director approval unless approval is requested by the Coordinating Board.

<u>Letter of Notification</u>	<u>Coordinating Board Meeting</u>
<u>January 2</u>	February
<u>April 1</u>	April
<u>July 1</u>	July
<u>October 1</u>	October

PART 3. PROPOSAL REVIEW PROCESS

Section 1. Program Request and Proposal Submission

A *Letter of Intent* must be submitted to the Arkansas Department of Higher Education by the established deadline for the proposal to be considered by the Coordinating Board at its regularly scheduled meeting in February, April, July or October. All proposals for new programs and organizational units must be prepared according to published criteria and submitted electronically to ADHE on the appropriate forms by the established deadlines. The deadlines for submission of the Letter of Intent and the proposal are listed in Part 2, Section 4. The Arkansas Higher Education Coordinating Board will not consider proposals for new programs or organizational units that have not been formally approved by the President and Board of Trustees of the proposing institution.

Prior to submission of a proposal to ADHE, it is recommended that the chief academic officer (CAO) discuss the proposed program with CAOs that offer similar programs in the state and with CAOs at institutions in the surrounding area. Institutions that plan to offer programs off-campus or plan to establish off-campus instruction centers, but cannot reach agreement either informally or with a written Memorandum of Understanding with other Arkansas institutions may appeal to the ADHE Associate Director of Academic Affairs as outlined in the Off-Campus Instruction Policy (AHECB Policy 5.17).

Section 2. Proposal Review by Chief Academic Officers

All proposals for new programs or organizational units will be posted on the ADHE web page within 7 days of the deadline for submission. An electronic notice will be sent to all chief academic officers when proposals have been posted, and a synopsis of the proposals will be sent to members of the Coordinating Board. The chief academic officers will have 15 working days after the web posting to comment, question or request additional information on the proposals. All such comments, questions or requests must be in writing and directed to the contact person listed on the ADHE web page as well as the ADHE Associate Director of Academic Affairs by the established deadline.

Institutions proposing programs/units must provide a written response to ADHE within 10 days of receipt of the requests for clarification or additional information. The chief academic officers of the institutions proposing the programs/units also may decide to withdraw the proposals at this time in lieu of a response. All comments and responses will be kept in the program proposal files at ADHE.

Section 3. Proposal Review by ADHE Staff

The ADHE Academic Affairs staff will review new program proposals before contacting the chief academic officer and program faculty for additional information. All institutional comments and responses received during the comment period will be considered. ADHE staff also may conduct a conference with the chief academic officer and program faculty before recommendations are made and reported to the Executive Council. If a proposal must be deferred based on the review by the ADHE staff, the ADHE Associate

Director of Academic Affairs will notify the chief academic officer no later than 20 days before the Coordinating Board meeting.

Section 4. Consultant Review of Proposals

ADHE staff may engage a maximum of three in-state or out-of-state experts in selected fields of study to assist with the review of proposals for undergraduate and graduate programs. The review team will submit a written report to ADHE that evaluates the proposed programs in terms of the need for graduates, student demand and interest, appropriateness of the curricula, and adequacy of institutional resources. Typically, a campus visit is required. The review team will not make a recommendation on program initiation. While institutions submitting proposals for review will be responsible for all expenses associated with the external reviews, ADHE staff will select the team in consultation with the institutions. In all instances, members of the review team will not have a relationship beyond professional acquaintance with the institutions and programs under review.

Section 5. Proposal Review by Executive Council

ADHE staff will present a synopsis of all new proposals to the Executive Council for their review before the proposals are included on the agenda for the Coordinating Board meeting. The ADHE Associate Director of Academic Affairs will notify the chief academic officers of the disposition of the proposed programs, including any concerns raised during the review process. If a proposal must be deferred based on the review by the Executive Council, the ADHE Associate Director of Academic Affairs will notify the chief academic officers immediately following the Executive Council meeting.

Section 6. Proposals Recommended to the Coordinating Board

Proposals that are not challenged during the review process will be placed on the consent agenda for the Coordinating Board meeting unless the ADHE Associate Director of Academic Affairs determines that the proposal should be presented to the Academic Committee of the Coordinating Board for information and discussion purposes. Also, any Board member may request that the proposal be presented to the Coordinating Board for the purpose of discussion and a separate vote. Institutional program representatives must attend the Coordinating Board meeting to respond to questions about the proposals. The Coordinating Board will vote on consent agenda items as a group with limited or no discussion. State general revenues cannot be expended for new programs that are not recommended by the Coordinating Board.

Section 7. Limitations on Coordinating Board Approval

Following a favorable action on the proposals by the Coordinating Board, institutions are expected to initiate programs/units on the dates specified in the Board agenda items. Coordinating Board approval will terminate for programs/units not initiated within two years of Board approval, and a new proposal must be submitted for Coordinating Board consideration if the institutional administration still wishes to initiate the proposed program.

Section 8. Follow-up Reviews of Approved Programs

ADHE staff may conduct follow-up reviews of approved programs to determine if the enrollment, general program strength, and number of graduates are sufficient to justify continuation of the program. Because the use of distance technology is a new mode of program delivery and the Coordinating Board has expressed concerns about the quality of these programs, an ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle. The ADHE Associate Director of Academic Affairs will contact chief academic officers to schedule the reviews and status reports will be presented to the Coordinating Board.

Section 9. Letter of Notification – Coordinating Board Approval Not Required Unless Requested

A Letter of Notification is required for programmatic and organizational changes that do not require Coordinating Board approval unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines listed in Part 2, Section 4. All changes in existing programs/units or requests for new programs/units must be included on the Coordinating Board meeting agenda prior to initiation.

APPENDIX A – PROGRAM RESOURCES AND ASSESSMENT

Section 1. Faculty Resources and Credentials

Institutions must employ a faculty of sufficient size and range for the number of programs offered and the students enrolled. There must be a sufficient number of full-time faculty members who hold the appropriate terminal degree in each program. A minimum of one full-time faculty member with appropriate credentials is required for each degree program.

Typically, at least 50 percent of the faculty members in each bachelor's, master's or doctoral degree program must hold the appropriate terminal degree. Faculty member credentials must be appropriate to their assigned duties and disciplines, including the levels at which they teach. Faculty degrees, professional accomplishments in research and creative activity, and experience should be commensurate to their duties. New program proposals should indicate ways in which they are in keeping with best practices in higher education, accreditation standards of their professional organizations, and faculty members in comparable program areas at peer institutions.

- Faculty must hold degrees, certifications and licenses from institutions accredited by agencies recognized by the U.S. Department of Education such as the Higher Learning Commission of the North Central Association of Colleges and Schools or from institutions with comparable status, certification or recognition in other countries. ~~highest degree offered by the institution.~~
- Faculty members teaching general education core courses are expected to hold at least a master's degree with 18 graduate hours in the teaching field. (A limited number of faculty may hold equivalent documented experience to meet educational qualifications.) Supervised graduate teaching assistants may serve as instructors for general education and core courses in the disciplines in which they are studying.
- Typically, faculty members teaching remedial/developmental education courses hold a master's degree, but must hold at least a bachelor's degree in the teaching field.
- Faculty members teaching in occupational skill areas must hold at least ~~of an~~ associate degree ~~and/or~~ appropriate industry-related licensure/certification.
- 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.

Section 2. Library Resources

Library resources (volumes, monographs, periodicals, indexed and full-text databases) specifically related to proposed certificate and degree programs must be available or planned to meet the needs of faculty and students.

Section 3. Instructional Support and Technology

Instructional support and technology (e.g., laboratories, technology applications and infrastructure, instructional equipment) should be determined by the program objectives and must be sufficient to meet program needs.

Section 4. Assessment and Evaluation

An assessment plan must be in place to evaluate faculty performance and student achievement.

Section 5. Programs Requiring Accreditation, Licensure or Certification

Certificate and degree programs designed to prepare students for professional licensure or certification must meet all standards and requirements of the accrediting or approval agencies.

Section 6. Traditional Instruction (In-Class)

College and university terms vary in length, with the most typical being semester, quarter or trimester. Some institutions use a pattern of two 8-week terms per semester instead of a 15-17 week semester. Whatever the term length, time spent in the appropriate mixture of lecture, laboratory, self-paced learning, team activities, and fieldwork must bring enrolled students to the same required levels of competence, knowledge and performance. Typically, classes have met for 750 minutes or 12.5 clock hours in a term for each semester credit hour awarded in lecture classes with proportionately more time for laboratory classes.

The minimum semester length is 15 weeks of actual class time and examinations. A minimum of fifteen (15) fifty-minute class sessions, excluding laboratories, is required to award one semester hour of credit. Institutions may have terms of other than semester length, but the amounts of credit awarded must be adjusted in proportion to the length of term. There may be exceptions regarding length of terms and amount of credit awarded for specific circumstances such as workshops, seminars, and summer terms in instances where the instructional content and activities are selected appropriately.

The amount of credit awarded for a course is based on the amount of time in class, the amount of outside preparation required, and the intensity of the educational experience.

- A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for 750 minutes or 12.5 hours of classroom instruction;
- A laboratory class with moderate out-of-class preparation is awarded one semester credit for 1500 minutes or 25 hours of laboratory instruction; and
- Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for 2250 minutes or 37.5 hours of work-related instruction.

Section 7. Non-Traditional Instruction (Self-Paced, Distance Technology)

An exception to the standard length of terms and student semester credit hour guidelines can occur if an institution offers instruction through self-paced methods that allow students to achieve predetermined goals and objectives while working independently or in a group without an instructor. When proposing new programs with self-directed components outside of traditional semester and credit hour designations, institutions must indicate the minimum and maximum length allowed for completion of the components as well as intended student-learning outcomes. Time-in-class is not a factor in self-paced learning.

Instruction delivered through distance technology is an approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the students and with interaction occurring through electronic media. **At least 50 percent of the course content in a distance technology course must be delivered electronically.** Internet courses are conducted via web-based instruction and collaboration. Courses may require proctored examinations, and may include opportunities for face-to-face orientations, but there are no class attendance requirements.

Mixed-Mode courses include both required classroom attendance and online or 2-way interactive instruction. These classes have substantial content delivered over the Internet which will substitute for some classroom meetings. **A correspondence course does not have any significant site attendance, but less than 50 percent of the course is delivered electronically.** Standards for academic quality, admission, retention and assessment must be same in all courses and degree programs regardless of the mode of delivery.-

When proposing new programs delivered through distance technology, the institution must demonstrate its commitment to distance technology instruction and the adequacy of technical support for faculty and students. Courses and degree programs offered through distance technology must be developed in accordance with the Best Practices

for Electronically Offered Degree and Certificate Programs endorsed by the Higher Learning Commission of the North Central Association of Colleges and Schools. The web link to the Higher Learning Commission is listed below:

http://www.ncahigherlearningcommission.org/resources/electronic_degrees/Best_Pract_DEd.pdf

Institutions proposing to offer 50 percent of an existing certificate or degree program through distance technology must submit a Letter of Notification with supporting documentation to ADHE by the established deadlines. All requests to offer existing programs through distance technology must be listed on the Coordinating Board meeting agenda prior to initiation. ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle.

A Letter of Intent must be submitted to ADHE before a proposal for a new program offered through distance technology can be submitted to ADHE. If the institution is offering its first certificate or degree program via distance technology, ADHE staff will conduct an on-campus visit before making a recommendation on program approval to the Coordinating Board.

Section 8. Experiential Learning Credits

Institutions may award a maximum of 2430 semester credit hours in a certificate or degree program for documented learning or work experiences.

Section 9. Certificate and Degree Granting Authority

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

APPENDIX B – DEFINITIONS (Certificates, Degrees, and Organizational Units)**CERTIFICATES****Certificate of Proficiency**

The Certificate of Proficiency will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 7-~~18~~ undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate or associate degree curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate

The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a stand-alone program or a part of an associate degree curriculum.

The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 24-~~42~~ undergraduate semester hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Advanced Certificate

The Advanced Certificate is a planned program of study in a technical specialty. Admission to the program requires an associate degree or higher, national certification in the technical specialty or other specifically defined postsecondary education requirements. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The range of hours is 24-~~42~~ undergraduate semester credit hours. Program completion could lead to certification/licensure and recognition will be noted on the student transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

Graduate Certificate

The Graduate Certificate is a 12-18 semester hour program that includes a focused collection of courses which when completed affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript.

The required courses must be part of the graduate curriculum of a university with graduate degree programs as part of its role and scope and be taught by faculty with graduate faculty status. Admission and completion requirements must be based upon the policies of the Graduate School. *If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.*

UNDERGRADUATE DEGREES**Associate of Arts**

The Associate of Arts degree will be awarded to students who successfully complete a program of collegiate level work that is transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. *Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.* Typically, the field of study is not specified in the degree title. The range of hours is 60-64 semester credit hours.

Associate of Science

The Associate of Science degree will be awarded to students who successfully complete a program of collegiate level work with an occupational objective of which the majority of occupational courses and all general education courses are transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. *Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.* Typically, the field of study is not

specified in the degree title. The range of hours is 60-72 semester credit hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Associate of Applied Science

The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work, which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals (Appendix C). A minimum of 30-36 semester hours must be in a technical area. An additional component of the program of study should be a technical core of support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. (A course in Intermediate Algebra may be used to fulfill the mathematics requirement in the A.A.S. degree.) The occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). The range of hours is 60-72 semester credit hours. Selected health-related programs may exceed 72 semester hours, but should not exceed 80 semester hours unless required by accrediting or approval agencies.

Associate of General Studies/Liberal Arts

The Associate of General Studies/Liberal Arts degree will be awarded to students who successfully complete a planned program of collegiate level work that includes a minimum of 15 semester hours of general education courses (Appendix C) and occupational or liberal arts courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. The program of study must be developed cooperatively by the student and the institution. The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs. Individual courses may fulfill requirements for transfer toward a baccalaureate degree, direct employment or educational enrichment. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 60-64 semester credit hours.

Associate of Applied Science in General Technology

The Associate of Applied Science in General Technology program will be awarded to students who successfully complete 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. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social sciences (Appendix C). There must be 24-30 semester hours in a major technical area, and 15-21 semester hours in a technical core of support courses from other related technical disciplines. A maximum of 24 semester hours may be awarded for

experiential learning or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-64 semester credit hours.

Associate of Arts in Teaching (AAT)

The Associate of Arts in Teaching degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a baccalaureate degree in teacher education. This two-year transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences (Appendix C). The Associate of Arts in Teaching is designed to align with state licensure requirements and consists of ~~60-72~~ 60-72 semester credit hours. In order to receive the AAT, students must have a final grade point average of 2.65 and pass the Praxis I exam, an assessment of reading, writing, and mathematical skills.

Bachelor's Degree

The bachelor's degree will be awarded to students upon successful completion of a program that requires a minimum of 120 undergraduate semester credit hours, including the 35-semester hour state minimum general education core (Appendix C), a minimum of 40 semester hours of upper-level courses, and a minimum of 30 semester hours (including 20 semester hours of upper-level courses) in the major field of study. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of the bachelor's degree is 120-136 semester hours. Selected programs (e.g., education, music, engineering) may exceed 136 semester hours, but cannot exceed 150 semester hours unless required by accrediting or approval agencies.

Bachelor of Applied Science

The Bachelor of Applied Science is a degree completion program that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree. The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and a minimum of 40 semester hours of upper-level courses in selected fields of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline.

Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

Bachelor of Professional Studies

The Bachelor of Professional Studies is designed as a flexible program option for students with earned college credit (including technical and occupational courses). The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and 40 semester hours of upper-level courses in selected fields of study. The program of study can be developed cooperatively by the student and the institution to meet a variety of professional development and career enhancement needs. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

GRADUATE DEGREES

Master's Degree

The master's degree will be awarded to students who complete a minimum of 30 semester credit hours beyond the bachelor's degree that includes 50 percent graduate-only semester hours in the field of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

Specialist Degree

The specialist degree will be awarded to students who complete a minimum of 30 graduate-only semester credit hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The degree does not meet the academic requirements of a doctoral degree. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

Doctoral Degree

The doctoral degree will be awarded to students who complete a minimum of 72 graduate semester credit hours beyond the bachelor's degree. The program of study includes 42 graduate-only semester hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Program requirements must balance credit hours for required coursework, research, and dissertation preparation. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

FIRST-PROFESSIONAL DEGREES

The first-professional degree (law, pharmacy, medicine, *health-related professions*) will be awarded to students upon successful completion of a program that meets all of these criteria: at least 60 semester credit hours of undergraduate coursework before entering the program, a minimum of 72 semester credit hours beyond the 60-semester hour entrance requirement, and completion of academic requirements to begin practice in the profession. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

ORGANIZATIONAL/ADMINISTRATIVE UNITS

Department - A basic organizational unit consisting of all faculty members or teaching personnel in a given subject-matter field or academic discipline or in a group of related disciplines or fields. The academic department is the fundamental unit in the institution because it is the focus of the basic functions of the institution: teaching, research, and service.

Division - A grouping for administrative purposes of two or more departments within a college or university.

College - A major instructional division of a university that includes related departments.

School - (1) A major instructional division of a university; (2) a major subdivision of a university offering a curriculum, which leads to a professional or graduate degree.

Center - An academic organizational unit that conducts research, teaching or public service activities, or a combination of these functions in specified fields. The term also applies to an off-campus instructional location that has at least one permanent staff/faculty member assigned for administrative purposes.

Institute - (1) A separate institution, within or independent of a university, designed for teaching, research, or both, in a particular field of study; (2) a short course or workshop consisting of lecture and discussion topics on a specific theme.

Academy – A separate organizational entity within or independent of a college or university in which special subjects or skills are taught.

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APPENDIX C – MINIMUM GENERAL EDUCATION AND TECHNICAL CORES

Section 1. State Minimum General Education Core (35 semester credit hours)

English/Communication (6-9 semester credit hours)

English Composition 6 credit hours
Speech Communication 0-3 credit hours

Mathematics (3 semester credit hours)

College Algebra or a course as sophisticated as college algebra or any higher-level mathematics course. Institutions may require students majoring in mathematics, engineering, science, and business to take higher mathematics as part of the state minimum core.

Science (8 semester credit hours)

Science courses must include laboratories. Institutions may require students majoring in mathematics, engineering, science, education, and health professions to take higher-level or specific science courses.

Fine Arts/Humanities (6-9 semester credit hours)

Must be broad survey courses. Institutions may require students majoring in engineering to take either 6 hours of humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Social Sciences (9-12 semester credit hours)

U.S. History or Government 3 hours
Other Social Sciences 6-9 hours

Institutions may require students majoring in engineering to take either 6 hours or humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

Section 2. General Education Core for Associate-Level Occupational and General Studies Programs (15 semester credit hours)

English/Writing (6 semester credit hours)

English Composition and/or technical writing

Mathematics (3 semester credit hours)

Intermediate Algebra or higher-level course

Social Sciences (3 semester credit hours)

An introductory course appropriate for the field of study, e.g., psychology, sociology, economics

Computer Applications/Fundamentals (3 semester credit hours)

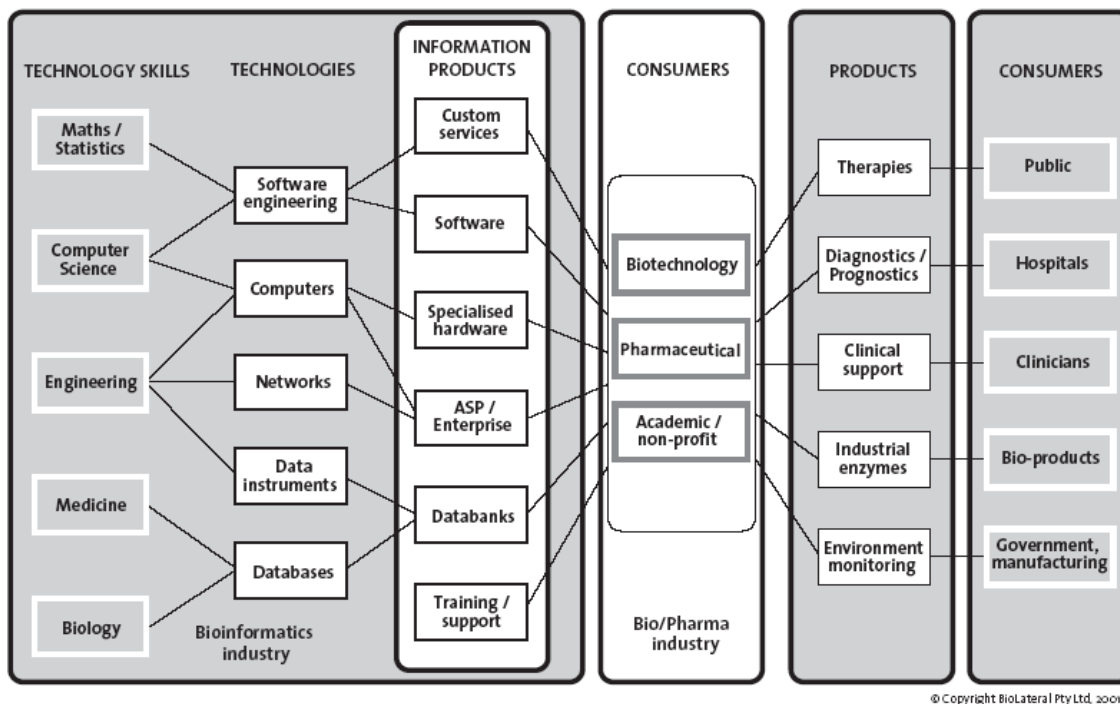
**MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY IN
BIOINFORMATICS OFFERED BY THE
UNIVERSITY OF ARKANSAS AT LITTLE ROCK AND
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

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.

Introduction

The University of Arkansas at Little Rock and the University of Arkansas for Medical Sciences are proposing a coursework-centered master's program and a joint research-based doctoral program in bioinformatics that will integrate expertise and research opportunities at both campuses.

As illustrated below, bioinformatics brings a multidisciplinary perspective to many of the critical problems facing the health-science professions. It focuses on the application of computer-based technologies and services in biological, biomedical, and biotechnology research. The program includes instruction in algorithms, network architecture, principles of software design, human interface design, usability studies, search strategies, database management and data mining, digital image processing, computer graphics and animation, computer-aided design, and computer programming. It also supports experimental design and analysis and specific quantitative, modeling, and analytical studies in the various biological specializations.



UAMS and UALR are administratively autonomous campuses in the 11-campus University of Arkansas system with a history of successful educational and research collaboration, and they seek to expand their partnership into the field of bioinformatics.

UAMS is a nationally recognized biomedical research center that offers numerous graduate and undergraduate educational programs through its Colleges of Medicine, Nursing, Health-Related Professions, Pharmacy, and Public Health. In addition to ongoing partnerships with UALR, advances in genomics and proteomics (fields that use bioinformatics tools) at UAMS have benefited from collaborations with researchers at the National Center for Toxicological Research (NCTR), a federally-supported national research laboratory located near Little Rock.

UALR is a Carnegie/Research Intensive doctoral institution offering graduate and undergraduate programs in computer science, information sciences, and biology. In the late 1990s, UALR secured state funding to establish its Donaghey College of Information Science and Systems Engineering (CyberCollege). Since that time, the institution has acquired faculty in the departments of computer science, information science, and applied sciences that are poised to make significant contributions in the broad field of computation.

By joining the established biomedical research programs at UAMS and NCTR with UALR's computational programs, the biomedical research community of Arkansas is drawing from specific strengths and pooling resources to offer the proposed programs.

Description of Program

The proposed interdisciplinary program in bioinformatics is comprised of core areas or disciplines – once viewed as very distinct – that are brought together and integrated into a cohesive whole. Through coursework and research projects, the graduates of these programs will become experts in assimilating diverse disciplines and applying computational methodologies. As bioinformatics specialists, students in these programs will learn how to apply mathematics, statistics, and computer/information science to life science problems and learn how to acquire, organize, and “mine” vast quantities of biological/biomedical data.

The proposed program gives equal emphasis to four core areas of study: bioinformatics, life sciences, biostatistics, and information/computer sciences. All students are required to complete a minimum of two courses in each of the four core areas, though they may specialize in any of the core areas in their advanced coursework and/or research. In addition to regular coursework, required laboratory rotations provide hands-on training experiences for all students in the four core areas. These rotations will also assist students in choosing a major professor and area of specialization for their graduate project and Ph.D. research. Students will also enroll every semester in a bioinformatics seminar that will give them access to a variety of local, national, and international speakers conducting state-of-the-art research relevant to their studies.

Through a close-working relationship, multidisciplinary Ph.D. research committees, and jointly taught bioinformatics courses, UALR and UAMS are proposing to provide Arkansas students with an advanced educational and research experience in bioinformatics.

Program Structure

The proposed M.S. in bioinformatics can be completed in four semesters, provided the student makes normal progress and enters the program with required coursework from a baccalaureate degree. Following the M.S. course of study, the Ph.D. degree will require two or more years, primarily focused on original research. The program of study is designed to have the Ph.D. degree build upon the M.S. degree; students are expected to complete the M.S. degree in bioinformatics as a step toward obtaining the Ph.D. degree.

The M.S. degree requires a minimum of 36 credit hours, while the Ph.D. includes all the requirements of the M.S. degree and an additional 36 hours for a minimum total of 72 graduate credit hours over four or more years. The master's degree culminates in an individual capstone project that brings the four core areas into focus; the Ph.D. culminates in a dissertation that offers a unique contribution to the field.

Applicants for the M.S. degree are expected to have an undergraduate degree in the life sciences, statistics, or information/computer sciences. Students with an undergraduate degree in another field may be considered for admission if they have either relevant work experience in one of these three foundation areas or if they complete appropriate coursework prior to entering the program. Applicants for the Ph.D. program without the equivalent of the M.S. degree in bioinformatics will be directed to complete the M.S. program and will then be considered for admission to the Ph.D. program.

Program Faculty

The core faculty of the joint graduate program in bioinformatics includes over 30 individuals representing 13 departments from four colleges on two campuses of the University of Arkansas system. Drawing upon expertise in all four, core areas of the program, the faculty brings experience in multidisciplinary research and teaching to the program. Furthermore, in light of advanced computing capabilities and world-class research, UALR and UAMS have attracted new faculty who have expertise in bioinformatics.

Faculty who have “graduate faculty status” on either the UALR or the UAMS campus are eligible to apply to the Graduate Steering Committee for participation in this program. These requests will be evaluated based on the faculty members’ productivity as researchers and their ability to mentor doctoral students in the proposed program.

Need for the Program

- **Arkansas Needs**

To assess the need within Arkansas for the proposed bioinformatics programs, a web-based questionnaire was sent in June 2003 to over 200 researchers, faculty, and students within the state. Of the 51 respondents, 98 percent indicated that it was important for Arkansas to offer a graduate program in bioinformatics and over 75 percent of these indicated it was “extremely important.”

Many of the Arkansas respondents projected how many bioinformaticists would be hired at their organization/institution within the next five years. A conservative analysis of the responses indicated that there was a collective need for more than 65 bioinformaticists in the state. Two-thirds of these positions will require a graduate degree.

There is student interest in the development of the bioinformatics graduate programs as well. More than 30 students have expressed a strong interest in, and appear to be eligible for, admission to the program.

Because there are no bioinformatics programs in Arkansas or the surrounding region, the only students trained in this field are a small number of graduates from programs outside our region. Graduates from other disciplines, who are finding work as bioinformaticists (e.g., two recent UALR Applied Science Ph.D.s working in the UAMS Microarray Core Facility), must supplement their educational background with extensive on-the-job training to allow them to be contributing team members.

- **National Needs**

In 1999, the National Institutes of Health's Biomedical Information Science and Technology Initiative (NIH BISTI) chartered a working group on biomedical computing. Among their recommendations was that there is a need for programs that will create new bioinformatics efforts and build the biomedical infrastructure. Specifically, the NIH group pointed out that:

Bioinformatics, which provides the tools to extract and combine knowledge from isolated data, gives us new ways to think about the vast amounts of information now available. It is changing the way biologists do science. Analyzing biological, physical, and chemical data is [not] new — mathematical biology has done that for more than a century — but the advent of extensive databases and the tools to manipulate them gives researchers the ability to tease knowledge about living systems from complex biological data using modern computational tools. In large part because of the tools of bioinformatics, biology is becoming a data-driven science.

Scientists whose research once encompassed a single gene or a single protein are using bioinformatics to study integrated functions among tens of thousands of genes. In a now-classic example of the changes wrought by bioinformatics, a team of scientists discovered previously unknown sets of interrelationships when they did a standard . . . experiment on thousands of genes instead of the handful of genes that had been studied previously. They found a system far more complex than anyone had imagined.

The NIH has funded a number of programs to promote bioinformatics training and collaboration across the country. The University of Arkansas System (with UAMS as the principle investigator) has received NIH funding to establish the Arkansas Biomedical Research Infrastructure Network (AR BRIN) with a bioinformatics core.

In July 2003, the MidSouth Bioinformatics Center (established in part through AR BRIN funding) performed an advertised job analysis to identify potential opportunities in bioinformatics. Four employment sites (e.g., Monster.com), two sites associated with scientific publications (Nature.com and ScienceMag.org),

and two bioinformatics professional organizations (Bioinformatics.org and ISMB.org) were chosen to obtain a representative sample. In this search, 335 listings were identified, with some listings containing multiple positions. All were posted within the prior three months, with most posted in the past 45 days. The actual job descriptions reflected a need for interdisciplinary training beyond the normal scope of a discipline-specific degree such as computer science or molecular biology.

Of the 125 job descriptions, 46 were seeking applicants with M.S. degrees; and about one-third of these stated a preference for a candidate with a Ph.D. or a M.S. with experience. Most positions were considered entry-level, even with job titles such as “senior scientist.” Thirty-four were international positions, in both industry and academic settings. The positions fall into four general groups of employment:

- 51 academic (41%)
- 23 government/research foundation (18%)
- 8 major pharmaceutical (6%)
- 43 industry/biotechnology/other pharmaceutical (34%)

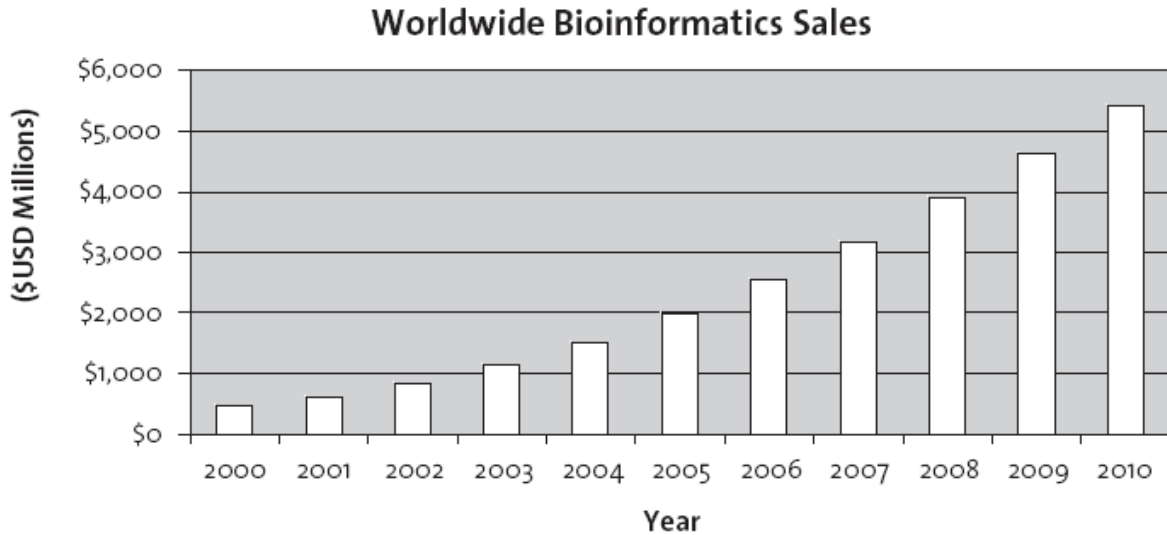
- **Bioinformatics and Economic Development**

Governments are aware of the growth in bioinformatics and its economic potential. The Australian Department of Industry, Tourism and Resources commissioned an “Emerging Industry Occasional Paper” [No. 15] on bioinformatics in January 2002. This report stated:

There is a broadly accepted view that support for knowledge-based industries is critical to national economic growth, and bioinformatics is perhaps one of the best examples of such an industry.

Globally the bioinformatics industry is expected to exceed US\$ 11B by 2004. In Australia, the bioinformatics industry is very small and pre-emerging. Even so, large opportunities in growing the industry exist here, with the most promising areas for growth being in services (~US\$ 2B globally by 2004), storage (~US\$ 5.5B globally by 2005) and servers (~US\$ 3.5B globally by 2005). The great challenge to the nation is how to capture a slice of this opportunity.

The challenges facing researchers within the State of Arkansas are similar in many ways to those facing Australians and the goal will be to capture a part of this opportunity for Arkansas. The Australian report projected tremendous growth in this field based on a study by Frontline Research (2000):



Key customers that could seek bioinformatics services related to the proposed program include:

- Biotechnology companies producing pre-clinical therapeutics, diagnostics and forensics;
- Biotechnology companies designing new industrial processes or enzymes;
- Agricultural genetics companies producing genetically modified crops/animals;
- Agricultural companies designing means to combat diseases (e.g. viral, fungal);
- Pharmaceutical companies screening for new drug targets;
- Genomics companies screening for genes of commercial importance to any industry;
- Environmental organizations using gene based methods to manage biodiversity (e.g., control of pests); and
- Government funded research organizations conducting biological, medical, biotechnology, and bioinformatics research and education programs.

As indicated, there are a variety of career and job opportunities for individuals trained in bioinformatics. Through a combination of “breadth” in the M.S. and “depth” in the Ph.D. program, multiple career opportunities will be available to graduates of the proposed programs. Students completing a Ph.D. in bioinformatics will have demonstrated the ability to do state-of-the-art research in a multidisciplinary setting.

Without more professionals with expertise in bioinformatics, biomedical and other scientific research in Arkansas will lose competitiveness, and Arkansas scientists will not be able to bring new federal and private research dollars to this state. A graduate program in bioinformatics will help supply the state with the specialized expertise that is

needed and reduce our reliance on high-demand bioinformaticists trained at universities in other states or other countries.

Consultants' Team Report

Dr. Christoph Sensen, Director of the Sun Center of Excellence for Visual Genomics and Professor in the College of Medicine at the University of Calgary and Dr. Grier Page, Assistant Professor of Biostatistics at University of Alabama-Birmingham and past Assistant Professor of Medicine at the Medical University of South Carolina served with ADHE staff on the site review team.

The external reviewers met with UALR-UAMS program faculty, key program administrators, graduate deans, and vice chancellors for academic affairs during the on-site visit. The team also toured UALR facilities and participated in a simulated activity in the "CAVE[®]," a Java 3D[™] enabled automated walk-in environment, which allows students, faculty, and staff to create virtual reality. The CAVE[®] will be an integral part of the teaching and learning process of the bioinformatics program.

Discussions during the visit focused on three primary areas: curriculum, staffing, and proposed budget. The Review Team found that the essential elements for a quality Ph.D. program in bioinformatics are included in the curriculum and a quality team of faculty and staff has been assembled. Institutional commitment and leadership are evident based on the resources that have been designated for support programs and the institutions' efforts to secure external funding for ongoing research and graduate assistantships.

The noted strengths of the proposed program are the balance of the curriculum between the focal areas of biology, medicine, and computer science; a very advanced computational environment; and the ability to attract high-quality students from surrounding states, especially Louisiana, Tennessee, Oklahoma, Texas, and Missouri. Challenges for the program include continually having a future-oriented curriculum and costs associated with technical maintenance and support. Finally, the team recommended that the institutions should establish an industrial internship program; establish a program advisory committee comprised of regional and national industry leaders in the field; and expand the curriculum to include relevant agricultural and environmental concerns as well as entrepreneurship instruction.

New Program Costs

Net program costs will be approximately \$213,720 in Year 1, \$202,770 in Year 2, and \$191,969 in Year 3.

All graduate courses required for this program are already offered (or planned to be offered as "special topics") on one or both of the campuses and there are sufficient requisite faculty and research laboratories on both campuses. Through existing

facilities, including the computational and reference resources available at the MidSouth Bioinformatics Center (UALR) and existing classrooms at UALR and UAMS, this program will not require any new facilities or equipment.

New costs associated with the program are a result of new graduate assistantships, administrative support, release time for the Program Director and campus liaison, library expenditures, and general operations.

The UALR CyberCollege Dean and the UAMS College of Medicine Dean will fund two graduate assistantships for the program. Additionally, the AR BRIN program currently funds four graduate assistantships in applied biosciences through the National Institutes of Health. While institution-sponsored assistantships will be required in the program's early stages, most students will transition to the extramurally supported research programs of their mentors and/or advisors.

The UALR CyberCollege Dean will provide a .50 FTE administrative assistant and .50 FTE release time to a CyberCollege faculty member to serve as Program Director and Campus Liaison. The UAMS College of Medicine Dean will provide release time (.10 FTE each) to two UAMS faculty to serve as Campus Liaison. Administrative, operations, and library costs will be covered by UALR.

Program Duplication

There are no similar programs in Arkansas. Related programs in the region are located at Washington University (Ph.D. in computational biology); University of Tennessee (M.S. and Ph.D. in genome science and technology); University of Memphis (M.S. and Ph.D. in computer science with an emphasis in bioinformatics); Baylor College of Medicine (Ph.D. in structural and computational biology and molecular biophysics); Rice University (M.S. in computer science with an emphasis in bioinformatics); and the University of Texas-EI Paso (Professional M.S. in bioinformatics).

Desegregation

Both UALR and UAMS offer programs to recruit, retain and graduate minority and underrepresented students from their programs. In addition, the graduate schools from these two campuses formed an alliance to recruit and graduate minority students from master's level programs in science (such as biology and chemistry) from UALR and direct them into Ph.D. biomedical programs at UAMS. A second collaboration is forming between the UALR Graduate School, the College of Science and Mathematics at UALR, and the UAMS College of Medicine to increase the admission rate of minority applicants into the College of Medicine.

Degree Productivity

In 2002-03, nine of the 10 (90 percent) doctoral programs offered by the institutions met Coordinating Board degree productivity guidelines.

The following resolution is presented for Board consideration:

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.

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 reports from the institutions are summarized below.

Activities Included in the Faculty Performance Review

A variety of processes are employed to assess the performance of faculty, including an assessment by students, classroom visits by administrators, and a peer review. Some institutions required an evaluation of the faculty member's portfolio, a productivity report, as well as a variety of self-evaluation activities. Findings were shared with faculty members being evaluated and, where appropriate, improvement plans developed jointly between the faculty member and the administrator who conducted the evaluation were implemented. The methods for evaluation and the timeframe by which they were carried out varied among institutions. All teaching faculty members including teaching assistants; and full-time, part-time, adjunct and visiting faculty; both non-tenured and tenured were evaluated.

Institutional Monitoring of the Evaluation Process

Administrators at various levels or their designees were responsible for oversight of the evaluation process. Results, whether related to faculty performance or to the effectiveness of the process were monitored and appropriate actions were taken. Evaluation results provided the basis for personnel promotion, merit salary increases, and reappointment decisions.

Notable Findings from the Process During the Year

The most notable among the findings reported was that the faculty review process typically found that the performance of most faculty members exceeded satisfactory standards. Findings often implicated the process itself, however, and the means by which institutions planned to amend or alter the process were included in the reports.

Plans Developed as a Result of These Findings

Specific remedial or disciplinary actions were taken as a result of performance deficiencies revealed by the evaluation process. For the most part, these actions involved the formulation of professional improvement plans.

Some institutions indicated changes would be made to their faculty evaluation plan as a result of this year's implementation. Most common are plans to revise the evaluation forms. In no case, however, were these changes of a substance or scope to warrant Board consideration.

Overall Sense of Satisfaction Concerning the Faculty Performance Review

For the most part, all stakeholders were involved in the formulation of the institution's faculty performance evaluation plan. This open dialogue and the timely manner in which faculty concerns were heard and acted upon was credited for there being a relatively high sense of satisfaction among faculty members for the institution's faculty performance review process.

Efforts in Working with Faculty Having Demonstrated Deficiencies in the use of the English Language

At all institutions, faculty members' proficiency in the use of the English language was assessed, initially at the point of interview and routinely by items included on the students' evaluation of the faculty member's classroom performance. A variety of means by which such a deficiency, once detected, would be remedied were included in these reports.

Compliance with Statutory Requirements that Colleges of Education Work Collaboratively with Accredited Public Schools

The collaboration between colleges of education and the public schools of their respective areas was universal. Institutions partnered with public schools through programs such as Tech Prep, concurrent enrollment, assistance in various areas of staff development, and participation on school improvement or study teams.

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. An explanation of the reporting format follows:

1. The athletic report details revenues and expenditures for each institution.
2. Athletic revenues will match athletic expenditures unless there is an ending fund balance.
3. Act 366 of 1991 (A.C.A. § 6-62-804) prohibits athletic deficits. A designated athletic fee must be charged to the students by the institution if athletic-generated revenues (i.e., ticket sales, media/tournament/bowl, concessions/program sales, and game guarantees), foundations/clubs and other private gifts, other athletic income, auxiliary profits, and the allowable educational and general transfer do not cover the total expenditures for athletics.
4. In accordance with the uniform reporting and auditing of intercollegiate athletic expenditures of state-supported institutions of higher education, maintenance of facilities expenditures related to all intercollegiate teams and spirit groups, excluding bands, shall be reported as actual costs of operating such athletic facilities or a proration of actual costs based on athletic usage (A.C.A. § 6-62-807).

The 2003-2004 total amount of athletic expenditures reported by state-supported four-year institutions is \$72,329,989 and \$203,543 for two-year institutions. The statewide total is \$72,533,532 a 4.6 percent or \$3,202,632 increase from \$69,330,900 in 2002-03. A comparison of 2003-2004 actual expenditures to 2003-2004 budgeted revenues certified to the Coordinating Board in July 2003 is also illustrated at the bottom of the summary chart. Certified budgeted revenues

for 2003-2004 totaled \$65,677,277 for all institutions. Total actual expenditures for 2003-2004 for all institutions exceeded this certified amount by 10 percent. Actual expenditures varied from the Board of Trustees' certified budgeted revenue by a range of 20 percent over the budgeted amount at the University of Arkansas at Monticello to 3 percent under the budgeted amount at North Arkansas College. Differences between actual expenditures and budgets were financed using other athletic income, other auxiliary profits, and the E&G transfer.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Report of 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.

Table 1. Summary of Intercollegiate Athletic Revenues and Expenditures, 2003-04

INSTITUTIONS		UAF	ASUJ	UALR	UAPB	UCA	ATU	HSU	SAUM	UAFS	UAM	4-yr TOTAL	NAC
REVENUES	Ticket Sales	19,531,439	795,984	476,813	533,982	97,812	102,634	23,951	33,678	85,759	22,524	21,704,576	7,486
	Media/Tournament/Bowl	11,538,137	15,440	330,168	0	5,904	0	0	0	1,000	0	11,890,648	0
	Concessions/Program Sales	2,564,510	114,982	1,189	20,000	13,235	0	713	24,874	36,006	0	2,775,509	0
	Game Guarantees	713,634	1,082,950	147,294	291,770	5,000	10,750	44,550	34,690	750	56,500	2,387,888	0
	Foundations/Clubs & Other Private Gifts	540,000	940,378	119,770	150,000	80,607	73,380	26,148	0	0	0	1,930,283	12,055
	Student Athletic Fees	0	2,395,159	2,375,271	1,041,437	2,667,509	1,608,890	1,017,996	685,161	560,504	210,066	12,561,993	0
	Other Income	4,939,036	869,612	179,891	378,821	27,795	12,664	292,752	15,661	2,084	5,092	6,723,409	47,429
OTHER FINANCING SOURCES	CWSP Federally Funded Portion	10,305	0	0	0	72,069	15,697	6,965	0	0	32,618	137,654	0
	CWSP Fed. Portion as % Total CWSP	80%	0%	0%	0%	100%	75%	44%	0%	0%	100%	89%	0%
	Other Auxiliary Profits	610,000	2,170,410	72,531	0	0	65,309	0	101,698	375,008	850,696	4,245,652	66,573
	Transfers from Unrestricted E&G	0	750,000	750,000	750,000	750,000	686,092	750,000	750,000	0	430,000	5,616,092	70,000
	Prior Year Fund Balance	1,482,420			981,551							2,463,971	0
	Transfers from Other Funds/Balance Forward (Inclusive of Interfund Borrowing)	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenues for Athletics		41,929,481	9,134,915	4,452,927	4,147,561	3,719,931	2,575,416	2,163,075	1,645,762	1,061,111	1,607,496	72,437,676	203,543
EXPENDITURES	Salaries	8,246,448	2,625,922	1,344,401	1,031,126	810,381	601,946	529,982	335,881	261,247	358,052	16,145,386	45,264
	Budgeted FTE Positions	193.50	69.50	34.50	30.50	22.60	15.19	11.25	6.00	7.23	9.75	400.02	1
	Fringe Benefits	1,938,583	721,209	314,000	235,754	233,147	177,678	152,715	91,493	83,299	99,113	4,046,992	7,789
	Fringe Benefits as a % of Salaries	23.5%	27.5%	23.4%	22.9%	28.8%	29.5%	28.8%	27.2%	31.9%	27.7%	25.1%	17.2%
	Extra Help	834,175	69,987	64,805	0	107,006	105,131	0	44,684	23,432	39,071	1,288,291	11,918
	CWSP	12,881	0	0	0	72,069	20,930	15,901	0	0	32,618	154,399	0
	Game Guarantees	2,342,048	522,124	0	0	10,550	0	0	0	400	9,600	2,884,722	0
	Athletic Scholarships	3,509,383	2,120,796	1,055,585	965,824	951,018	675,071	999,344	546,407	352,786	415,852	11,592,066	46,664
	Medical Insurance/Injury Claims	504,804	127,269	4,477	66,500	89,808	121,096	72,603	102,999	38,690	132,041	1,260,286	11,445
	Travel	4,287,803	1,370,293	612,568	532,761	314,276	267,125	128,241	243,844	96,985	121,837	7,975,733	25,403
	Equipment	302,852	56,918	47,625	5,919	12,635	0	2,485	11,107	0	0	439,542	0
	Concessions/Programs	746,210	0	0	0	0	0	0	14,121	36,006	0	796,337	0
	M & O	6,182,623	1,213,334	862,158	663,429	352,619	190,651	197,856	199,161	50,892	221,590	10,134,313	35,156
	Facilities	4,392,573	307,064	129,594	0	291,667	207,145	62,328	56,065	44,171	155,574	5,646,180	18,504
Debt Service	5,616,208	0	0	646,248	439,766	101,971	0	0	0	0	6,804,193	0	
Other Expenses	0	0	0	0	0	26,688	1,620	0	73,203	0	101,511	1,400	
OTHER FINANCING USES	Transfers to Other Funds/Accounts	3,012,890	0	0	0	25,000	0	0	0	0	22,148	3,060,038	0
Total Expenditures for Athletics		41,929,481	9,134,915	4,435,215	4,147,562	3,709,941	2,495,432	2,163,075	1,645,762	1,061,111	1,607,496	72,329,989	203,543
Fund Balance		0	0	17,712	0	9,990	79,984	0	0	0	0	107,686	0
2003-04 Budgeted Revenue Certified July 2003		36,950,486	9,017,514	4,351,946	3,712,593	3,346,210	2,319,645	1,865,188	1,530,190	1,035,966	1,337,839	65,467,577	209,700
% Dif. Between Bud. Revenue & Expenditures		-13%	-1%	-2%	-12%	-11%	-8%	-16%	-8%	-2%	-20%	-10%	3%

**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.

Relevant data follow:

<u>Educational and General Portion</u>	
Budgeted 2004-05 Tuition and Fee Revenue.....	\$11,638,497
Maximum Allowable Debt Service ($\$11,638,497 \times 25\%$).....	\$2,909,624
Existing Debt Service.....	\$1,642,838
Estimated Debt Service for Proposed Issue.....	\$1,093,901
Tuition and Fee Revenue Remaining for Additional Debt Service.....	\$172,885

The above data demonstrates that Pulaski Technical College has sufficient revenue to support the annual debt service requirement for a \$17,030,000 28-year bond issue at an approximate annual interest rate 4.6 percent.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the 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.

Agenda Item No. 21
Meeting of the Coordinating Board
October 22, 2004

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
TBA	Southern Arkansas University Magnolia 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, 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, in July at Mid-South Community College and in **October/November** at Southern Arkansas University Magnolia.

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 provides a statewide overview of athletic retention one year after entry, followed by institutional summaries at the one-year and six-year points after entry into college.

Methodology

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

Athletic Retention and Graduation at Arkansas Public Institutions

The following observations are based on Tables 1A and 1B that present statewide summary data for the eleven student-athlete cohorts entering during 1992-93 through 2002-03.

- The first-year native retention rate for all sports in 2002-03 is 72.2 percent, a rate that is 3.7 percentage points higher than the previous year's cohort. That rate exceeds the statewide native retention rate for all entering students (61.8 percent).
- By sport, native retention rates for 2002-03 were highest for women's basketball (83.3 percent), followed by cross country/track (82.3 percent), other sports (71.2), and football (70.5 percent).
- First-year retention rates for athletes participating in track/cross country improved by 9.1 percent.

- First-year recipients of athletic aid in 2002-03 had a higher retention rate (74.6 percent) than that for all athletes (72.2 percent) and non-scholarship athletes (67.2 percent).
- The statewide six-year university graduation rate across sports at the native institution was 36.8 percent, an increase of 3.6 percent (see Table 1B). Athletes participating in women's basketball recorded the highest completion rate at 50.0 percent, a level based on student-athletes graduating from their native institution. The 2003 six-year national graduation rates reported by the National Collegiate Athletic Association for all division I schools--making no distinction for sport or demographics -- was 62 percent (58 percent for public division I schools), while the student-athlete graduation rate for all division II schools is 52 percent, (49 percent for public division II schools).
- Note: Students transferring to out-of-state institutions are not included in the transfer sections of the following tables. Accordingly, graduation and retention rates in this agenda item may be under-reported. NCAA statistics are similarly subject to under-reporting for the same reason.

**Table 1A. Overall Retention and Scholarship Retention of Student Athletes
by All Arkansas Public Institutions of Higher Education for All Sports
1992/93 - 2000/03 Entering Cohorts**

Sport	Academic Year	Number in Entering Cohort	All Athletes			On Scholarship			
			% Retained At Year One			In Entering Cohort		Retained At One Year	
			Native	Transfer	Total	Number	%	Number	%
Football	1992 - 1993	200	71.0	7.0	78.0	74	37.0	63	85.1
	1993 - 1994	269	60.2	5.9	66.2	136	50.6	92	67.6
	1994 - 1995	220	63.2	7.7	70.9	87	39.5	65	74.7
	1995 - 1996	217	67.7	7.4	75.1	115	53.0	85	73.9
	1996 - 1997	261	70.1	5.7	75.9	135	51.7	101	74.8
	1997 - 1998	208	61.1	9.1	70.2	99	47.6	71	71.7
	1998 - 1999	252	71.4	6.3	77.8	114	45.2	93	81.6
	1999 - 2000	220	61.4	11.4	72.7	109	49.5	86	78.9
	2000 - 2001	254	70.1	5.9	76.0	125	49.2	89	71.2
	2001 - 2002	226	67.3	9.3	76.5	118	52.2	92	78.0
2002 - 2003	234	70.5	7.6	78.1	133	56.8	101	75.9	
Men's Basketball	1992 - 1993	44	79.5	6.8	86.4	25	56.8	21	84.0
	1993 - 1994	53	64.2	1.9	66.0	36	67.9	23	63.9
	1994 - 1995	47	70.2	8.5	78.7	38	80.9	28	73.7
	1995 - 1996	56	62.5	5.4	67.9	35	62.5	25	71.4
	1996 - 1997	60	71.7	6.7	78.3	31	51.7	22	71.0
	1997 - 1998	52	65.4	13.5	78.8	26	50.0	18	69.2
	1998 - 1999	51	68.6	9.8	78.4	33	64.7	21	63.6
	1999 - 2000	45	64.4	8.9	73.3	33	73.3	24	72.7
	2000 - 2001	42	71.4	4.8	76.2	27	64.3	18	66.7
	2001 - 2002	31	61.3	9.7	71.0	20	64.5	13	65.0
2002 - 2003	40	60.0	12.5	72.5	30	75.0	20	66.7	
Women's Basketball	1992 - 1993	53	75.5	9.4	84.9	41	77.4	31	75.6
	1993 - 1994	38	86.8	2.6	89.5	27	71.1	24	88.9
	1994 - 1995	36	86.1	8.3	94.4	27	75.0	23	85.2
	1995 - 1996	50	82.0	8.0	90.0	39	78.0	31	79.5
	1996 - 1997	43	83.7	2.3	86.0	37	86.0	31	83.8
	1997 - 1998	37	89.2	2.7	91.9	25	67.6	21	84.0
	1998 - 1999	47	89.4	8.5	97.9	35	74.5	31	88.6
	1999 - 2000	54	70.4	13.0	83.3	36	66.7	26	72.2
	2000 - 2001	55	78.2	5.5	83.6	43	78.2	33	76.7
	2001 - 2002	38	78.9	7.9	86.8	31	81.6	25	80.6
2002 - 2003	48	83.3	6.3	89.6	40	83.3	32	80.0	
Track / Cross Country	1992 - 1993	66	75.8	3.0	78.8	36	54.5	28	77.8
	1993 - 1994	57	63.2	7.0	70.2	29	50.9	23	79.3
	1994 - 1995	76	71.1	1.3	72.4	36	47.4	24	66.7
	1995 - 1996	52	73.1	0.0	73.1	36	69.2	23	63.9
	1996 - 1997	67	73.1	7.5	80.6	30	44.8	23	76.7
	1997 - 1998	60	78.3	6.7	85.0	42	70.0	33	78.6
	1998 - 1999	83	85.5	4.8	90.4	40	48.2	31	77.5
	1999 - 2000	73	74.0	6.8	80.8	39	53.4	28	71.8
	2000 - 2001	75	85.3	1.3	86.7	41	54.7	37	90.2
	2001 - 2002	71	73.2	1.4	74.6	41	57.7	30	73.2
2002 - 2003	68	82.3	4.4	86.7	3	75.0	2	66.7	
Other	1992 - 1993	239	72.0	4.2	76.2	118	49.4	90	76.3
	1993 - 1994	229	68.1	9.2	77.3	120	52.4	87	72.5
	1994 - 1995	198	61.6	9.6	71.2	105	53.0	76	72.4
	1995 - 1996	209	65.1	8.6	73.7	113	54.1	79	69.9
	1996 - 1997	222	72.5	7.2	79.7	120	54.1	92	76.7
	1997 - 1998	231	74.9	6.9	81.8	117	50.6	100	85.5
	1998 - 1999	320	69.1	8.1	77.2	164	51.3	126	76.8
	1999 - 2000	269	71.0	6.3	77.3	132	49.1	104	78.8
	2000 - 2001	284	68.0	8.1	76.1	145	51.1	117	80.7
	2001 - 2002	278	67.6	9.0	76.6	151	54.3	114	75.5
2002 - 2003	331	71.2	8.1	79.3	200	65.5	148	74.0	
All Sports	1992 - 1993	602	72.9	5.6	78.6	294	48.8	233	79.3
	1993 - 1994	646	65.2	6.7	71.8	348	53.9	249	71.6
	1994 - 1995	577	65.7	7.6	73.3	293	50.8	216	73.7
	1995 - 1996	584	68.0	7.0	75.0	338	57.9	243	71.9
	1996 - 1997	653	72.3	6.3	78.6	353	54.1	269	76.2
	1997 - 1998	588	70.4	8.0	78.4	309	52.6	243	78.6
	1998 - 1999	753	72.9	7.3	80.2	386	51.3	302	78.2
	1999 - 2000	661	67.6	8.8	76.4	349	52.8	268	76.8
	2000 - 2001	710	71.5	6.2	77.7	381	53.7	294	77.2
	2001 - 2002	644	68.5	8.2	76.7	361	56.1	274	75.9
2002 - 2003	721	72.2	7.7	79.9	406	56.3	303	74.6	

**Table 6C. Retention / Graduation of Student Athletes
by Sport and Financial Aid Status
1992/1993 - 2002/2003 Entering Cohorts**

UAFS Sport	Academic Year	# In Entering Cohort	All Athletes									On Scholarship					
			Retained At One Year			Graduated By Year Six			Year One			Graduated By Year Six					
			Native #	Transfer #	Total %	Native #	Transfer #	Total %	#	%	Native Retained #	Native %	Transfer #	Transfer %	Total %		

As a four-year university, UAFS competes in athletics at a two-year institution level. Accordingly, UAFS retention and graduation rates are found in the two-year institution section of this agenda item. See Table 21-14.

Table 7C. Retention / Graduation of Student Athletes
by Sport and Financial Aid Status
1992/1993 - 2002/2003 Entering Cohorts

UALR Sport	Academic Year	# In Entering Cohort	All Athletes									On Scholarship									
			Retained At One Year			Graduated By Year Six								Year One		Graduated By Year Six					
			Native #	%	Transfer #	%	Total %	Native #	%	Transfer #	%	Total %	#	%	Native Retained #	%	Native #	%	Transfer #	%	Total %
Mens Basketball																					
	1992 - 1993	2	2	100.0	0	-	100.0	0	-	1	50.0	50.0	2	100.0	2	100.0	0	-	1	50.0	50.0
	1993 - 1994	6	5	83.3	0	-	83.3	0	-	0	-	-	5	83.3	4	80.0	0	-	0	-	-
	1994 - 1995	6	2	33.3	1	16.7	50.0	0	-	0	-	-	5	83.3	2	40.0	0	-	0	-	-
	1995 - 1996	2	1	50.0	0	-	50.0	0	-	0	-	-	2	100.0	1	50.0	0	-	0	-	-
	1996 - 1997	1	1	100.0	0	-	100.0	0	-	0	-	-	1	100.0	1	100.0	0	-	0	-	-
	1997 - 1998	1	1	100.0	0	-	100.0	0	-	0	-	-	1	100.0	1	100.0	0	-	0	-	-
	1998 - 1999	2	1	50.0	0	-	50.0						1	50.0	0	-			0	-	-
	1999 - 2000	3	2	66.7	0	-	66.7						3	100.0	2	66.7					
	2000 - 2001	0	0	0.0	0	-	0.0						0	0.0	0	0.0					
	2001 - 2002	5	3	60.0	1	20.0	80.0						5	100.0	3	60.0					
	2002 - 2003	1	1	100.0	0	-	100.0						1	100.0	1	100.0					
Womens Basketball																					
	1992 - 1993																				
	1993 - 1994																				
	1994 - 1995																				
	1995 - 1996																				
	1996 - 1997																				
	1997 - 1998																				
	1998 - 1999																				
	1999 - 2000	14	9	64.3	0	-	64.3						4	28.6	2	50.0					
	2000 - 2001	0	0	0.0	0	-	-						0	-	-	-					
	2001 - 2002	4	2	50.0	0	-	50.0						3	75.0	1.0	33.3					
	2002 - 2003	5	5	100.0	0	-	100.0						5	100.0	5	100.0					
Track / Cross Country																					
	1992 - 1993	19	13	68.4	0	-	68.4	7	36.8	0	-	36.8	16	84.2	12	75.0	7	43.8	0	-	43.8
	1993 - 1994	9	7	77.8	1	11.1	88.9	4	44.4	0	-	44.4	7	77.8	5	71.4	2	28.6	0	-	28.6
	1994 - 1995	9	6	66.7	0	-	66.7	5	55.6	0	-	55.6	7	77.8	4	57.1	3	42.9	0	-	42.9
	1995 - 1996	2	2	100.0	0	-	100.0						2	100.0	2	100.0					
	1996 - 1997	10	7	70.0	1	10.0	80.0	2	20.0	2	20.0	40.0	8	80.0	6	75.0	2	25.0	2	25.0	50.0
	1997 - 1998	5	2	40.0	0	-	40.0	2	40.0	0	-	40.0	5	100.0	2	40.0	2	40	0	0	40
	1998 - 1999	13	10	76.9	1	7.7	84.6						11	84.6	9	81.8					
	1999 - 2000	13	12	92.3	0	-	92.3						10	76.9	9	90.0					
	2000 - 2001	1											1	100.0							
	2001 - 2002	6	6	100.0	0	-	100.0						6	100.0	6.0	100.0					
	2002 - 2003	9	9	100.0	0	-	100.0						7	77.7	7	77.7					
Other																					
	1992 - 1993	52	36	69.2	2	3.8	73.1	17	32.7	0	-	32.7	45	86.5	31	68.9	16	35.6	0	-	35.6
	1993 - 1994	33	24	72.7	2	6.1	78.8	9	27.3	1	3.0	30.3	30	90.9	22	73.3	8	26.7	0	-	26.7
	1994 - 1995	33	14	42.4	3	9.1	51.5	9	27.3	1	3.0	30.3	30	90.9	14	46.7	8	26.7	0	-	26.7
	1995 - 1996	38	17	44.7	5	13.2	57.9	4	10.5	3	7.9	18.4	31	81.6	16	51.6	4	12.9	2	6.5	19.4
	1996 - 1997	27	19	70.4	1	3.7	74.1	12	44.4	0	-	44.4	24	88.9	17	70.8	11	45.8	0	-	45.8
	1997 - 1998	21	19	90.5	0	-	90.5	13	62	1	5	67	18	85.7	16	88.9	12	67	0	0	67
	1998 - 1999	29	24	82.8	2	6.9	89.7						23	79.3	18	78.3					
	1999 - 2000	20	15	75.0	0	-	75.0						17	85.0	12	70.6					
	2000 - 2001	8	8	100.0	0	-	100.0						8	100.0	8	100.0					
	2001 - 2002	15	14	93.3	0	-	93.3						15	100.0	14	93.3					
	2002 - 2003	24	17	70.8	2	8.3	79.2						22	91.7	16	72.7					
Total-All Sports																					
	1992 - 1993	73	51	69.9	2	2.7	72.6	24	32.9	1	1.4	34.2	63	86.3	45	71.4	23	36.5	1	1.6	38.1
	1993 - 1994	48	36	75.0	3	6.3	81.3	13	27.1	1	2.1	29.2	42	87.5	31	73.8	10	23.8	0	-	23.8
	1994 - 1995	48	22	45.8	4	8.3	54.2	14	29.2	1	2.1	31.3	42	87.5	20	47.6	11	26.2	0	-	26.2
	1995 - 1996	42	20	47.6	5	11.9	59.5	4	9.5	3	7.1	16.7	35	83.3	19	54.3	4	11.4	2	5.7	17.1
	1996 - 1997	38	27	71.1	2	5.3	76.3	14	36.8	2	5.3	42.1	33	86.8	24	72.7	13	39.4	2	6.1	45.5
	1997 - 1998	27	22	81.5	0	-	81.5	15	55.6	1	3.7	59.3	24	88.9	19	79.2	14	58.3	0	-	58.3
	1998 - 1999	44	35	79.5	3	6.8	86.4						35	79.5	27	77.1					
	1999 - 2000	50	38	76.0	0	-	76.0						34	68.0	25	73.5					
	2000 - 2001	9	8	88.9	0	-	88.9						9	100.0	8	88.9					
	2001 - 2002	30	25	83.3	1	3.3	86.7						29	96.7	24	82.8					
	2002 - 2003	39	32	82.0	0	-	82.0						35	89.7	29	82.8					

Table 11C. Retention / Graduation of Student Athletes
by Sport and Financial Aid Status
1992/1993 - 2002/2003 Entering Cohorts

Grand Sport	Academic Year	# In Entering Cohort	All Athletes									On Scholarship								
			Retained At One Year			Graduated By Year Six						Year One				Graduated By Year Six				
			Native		Transfer	Native		Transfer		Total	#		Native Retained		Native		Transfer		Total	
#	%	#	%	%	#	%	#	%	%	#	%	#	%	#	%	#	%	%		
Grand Total - All Sports - All Schools																				
1992 - 1993	518	383	73.9	25	4.8	78.8	171	33.0	19	3.7	36.7	249	48.1	196	78.7	102	41.0	4	1.6	42.6
1993 - 1994	562	366	65.1	36	6.4	71.5	169	30.1	23	4.1	34.2	317	56.4	227	71.6	110	34.7	14	4.4	39.1
1994 - 1995	510	339	66.5	39	7.6	74.1	173	33.9	25	4.9	38.8	259	50.8	190	73.4	94	36.3	5	1.9	38.2
1995 - 1996	501	351	70.1	27	5.4	75.4	157	31.3	14	2.8	34.1	305	60.9	219	71.8	100	32.8	5	1.6	34.4
1996 - 1997	581	427	73.5	32	5.5	79.0	204	35.1	22	3.8	38.9	331	57.0	247	74.6	121	36.6	17	5.1	41.7
1997 - 1998	508	369	72.6	33	6.5	79.1	194	38.2	17	3.3	41.5	284	55.9	225	79.2	127	44.7	4	1.4	46.1
1998 - 1999	654	487	74.5	38	5.8	80.3						345	52.8	272	78.8					
1999 - 2000	576	395	0.0	45	0.0	0.0						308	0.0	236	0.0					
2000 - 2001	612	456	74.5	31	5.1	79.6						345	56.4	269	78.0					
2001 - 2002	597	431	72.2	36	6.0	78.2						292	48.9	231	79.1					
2002 - 2003	626	462	73.8	42	6.7	80.5						361	57.7	271	75.1					

**Table 1E. Retention / Graduation of Student Athletes
by Sports and Financial Aid Status
1992/93 - 2002/03 Entering Cohorts**

UAFS Sport	Academic Year	# In Entering Cohort	All Athletes							On Scholarship						
			Retained At One Year				Graduated By Year Three			Year One		Graduated By Year Three				
			Native	Transfer	Total	Native	Transfer	Total	Native	Retained	Native	Transfe	Total			
			# %	# %	%	# %	# %	%	# %	# %	# %	# %	# %	%		
Football	1992 - 1993	-														
	1993 - 1994	-														
	1994 - 1995	-														
	1995 - 1996	-														
	1996 - 1997	-														
	1997 - 1998	-														
	1998 - 1999	-														
	1999 - 2000	-														
	2000 - 2001	-														
	2001 - 2002	-														
2002 - 2003	-															
Mens Basketball	1992 - 1993	10	7 70.0	0 0.0	70.0	3 30.0	- 0.0	30.0	9 90.0	7 77.8	3 33.3	0 0.0	33.3			
	1993 - 1994	5	1 20.0	0 0.0	20	0 0.0	- 0.0	-	5 100.0	1 20.0	0 0.0	0				
	1994 - 1995	9	7 77.8	0 0.0	77.8	5 55.6	- 0.0	55.6	9 100.0	7 77.8	5 55.6	0 0.0	55.6			
	1995 - 1996	6	5 83.3	0 0.0	83.3	4 66.7	- 0.0	66.7	4 66.7	4 100.0	3 75.0	0 0.0	75.0			
	1996 - 1997	5	3 60.0	0 0.0	60.0	1 20.0	- 0.0	20.0	4 80.0	2 50.0	1 25.0	0 0.0	25.0			
	1997 - 1998	9	6 66.7	0 0.0	66.7	3 33.3	- 0.0	33.3	6 66.7	4 66.7	3 50.0	- 0.0	50.0			
	1998 - 1999	2	2 100.0	0 0.0	100.0	1 50.0	-	50.0	2 100.0	2 100.0	1 50.0	0	50.0			
	1999 - 2000	10	7 70.0	1 10.0	80.0	7 70.0	- 0.0	70.0	10 100.0	7 70.0	5 50.0	0 0.0	50.0			
	2000 - 2001	6	6 100.0	0 0.0	100.0	6 100.0	- 0.0	100.0	3 50.0	3 100.0	3 100.0	- 0.0	100.0			
	2001 - 2002	4	3 75.0	0 0.0	75.0				1 25.0	1 100.0						
2002 - 2003	6	4 66.7	0 0.0	66.7				6 100.0	4 66.7							
Womens Basketball	1992 - 1993	10	8 80.0	1 10.0	90.0	4 40.0	- 0.0	40.0	9 90.0	7 77.8	4 44.4	0 0.0	44.4			
	1993 - 1994	6	6 100.0	0 0.0	100.0	4 66.7	- 0.0	66.7	6 100.0	6 100.0	4 66.7	0 0.0	66.7			
	1994 - 1995	7	7 100.0	0 0.0	100.0	4 57.1	- 0.0	57.1	6 85.7	6 100.0	4 66.7	0 0.0	66.7			
	1995 - 1996	4	3 75.0	0 0.0	75.0	3 75.0	- 0.0	75.0	4 100.0	3 75.0	3 75.0	0 0.0	75.0			
	1996 - 1997	6	6 100.0	0 0.0	100.0	5 83.3	- 0.0	83.3	5 83.3	5 100.0	4 80.0	0 0.0	80.0			
	1997 - 1998	6	4 66.7	1 16.7	83.3	4 66.7	- 0.0	66.7	5 83.3	3 60.0	3 60.0	0 0.0	60.0			
	1998 - 1999	7	6 85.7	1 14.3	100.0	6 85.7	- 0.0	85.7	5 71.4	4 80.0	4 80.0	0 0.0	80.0			
	1999 - 2000	6	5 83.3	1 16.7	100.0	3 50.0	- 0.0	50.0	6 100.0	5 83.3	3 50.0	- 0.0	50.0			
	2000 - 2001	6	3 50.0	0	50.0	1 16.7	- 0.0	16.7	6 100.0	3 50.0	1.0 16.7	- 0.0	16.7			
	2001 - 2002	3	3 100.0	0	100.0				3 100.0	3 100.0						
2002 - 2003	11	9 81.8	1 9.1	90.9				8 72.7	6 75.0							
Track / Cross Country	1992 - 1993	-														
	1993 - 1994	-														
	1994 - 1995	-														
	1995 - 1996	-														
	1996 - 1997	-														
	1997 - 1998	-														
	1998 - 1999	-														
	1999 - 2000	-														
	2000 - 2001	-														
	2001 - 2002	-														
2002 - 2003	-															
Other	1992 - 1993	16	16 100.0	0 0.0	100.0	0 0.0	- 0.0	-	14 87.5	14 100.0	0 0.0	0 0.0	-			
	1993 - 1994	13	11 84.6	1 7.7	92.3	2 15.4	- 0.0	15.4	12 92.3	11 91.7	2 16.7	0 0.0	16.7			
	1994 - 1995	16	9 56.3	2 12.5	68.8	8 50.0	- 0.0	50.0	9 56.3	6 66.7	6 66.7	0 0.0	66.7			
	1995 - 1996	13	11 84.6	0 0.0	84.6	3 23.1	- 0.0	23.1	11 84.6	9 81.8	2 18.2	0 0.0	18.2			
	1996 - 1997	13	8 61.5	5 38.5	100.0	3 23.1	- 0.0	23.1	12 92.3	7 58.3	2 16.7	0 0.0	16.7			
	1997 - 1998	16	14 87.5	2 12.5	100.0	6 37.5	- 0.0	37.5	8 50.0	8 100.0	3 37.5	0 0.0	37.5			
	1998 - 1999	21	15 71.4	2 9.5	81.0	8 38.1	- 0.0	38.1	18 85.7	13 72.2	7 38.9	0 0.0	38.9			
	1999 - 2000	20	17 85.0	2 10.0	95.0	10 50.0	- 0.0	50.0	17 85.0	15 88.2	5 29.4	- 0.0	29.4			
	2000 - 2001	12	11 91.7	1 8.3	100.0	9 75.0	1.0 8.3	83.3	11 91.7	10 90.9	8.0 80.0	- 0.0	80.0			
	2001 - 2002	22	12 54.5	4 18.2	72.7				17 77.3	8 47.1						
2002 - 2003	25	22 88.0	1 4.0	92.0				20 80.0	17 85.0							
Total - All Sports	1992 - 1993	36	31 86.1	1 2.8	88.9	7 22.2	- 0.0	22.2	32 88.9	28 87.5	7 21.9	0 0.0	21.9			
	1993 - 1994	24	18 75.0	1 4.2	79.2	6 20.8	- 0.0	20.8	23 95.8	18 78.3	5 21.7	0 0.0	21.7			
	1994 - 1995	32	23 71.9	2 6.3	78.1	17 40.6	- 0.0	40.6	24 75.0	19 79.2	12 50.0	0 0.0	50.0			
	1995 - 1996	23	19 82.6	0 0.0	82.6	10 39.1	- 0.0	39.1	19 82.6	16 84.2	7 36.8	0 0.0	36.8			
	1996 - 1997	24	17 70.8	5 20.8	91.7	9 37.5	- 0.0	37.5	21 87.5	14 66.7	7 33.3	0 0.0	33.3			
	1997 - 1998	31	24 77.4	3 9.7	87.1	13 41.9	- 0.0	41.9	19 61.3	15 78.9	9 47.4	0 0.0	47.4			
	1998 - 1999	30	23 76.7	3 10.0	86.7	15 50.0	- 0.0	50.0	25 83.3	19 76.0	12 48.0	0 0.0	48.0			
	1999 - 2000	36	29 80.6	4 11.1	91.7	20 55.6	- 0.0	55.6	33 91.7	27 81.8	13 39.4	0 0.0	39.4			
	2000 - 2001	24	20 83.3	1 4.2	87.5	16 66.7	1 8.3	75.0	20 83.3	16 80.0	12 60.0	0 0.0	60.0			
	2001 - 2002	29	18 62.1	4 13.8	75.9				21 72.4	12 57.1						
2002 - 2003	42	35 83.3	2 4.8	88.1				34 81.0	27 79.4							

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 summarizes the number of program deletions for the academic year by level of program and by level of institution. 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 shows the specific details of the programs that have been deleted for each institution. Five institutions deleted programs during this academic year.

Table 1. Summary of Program Deletions at Arkansas Institutions
2003-04 Academic Year

Four-Year Institutions	Number of Programs Deleted AY 2003-04
Certificate of Proficiency	0
Technical Certificate	7
Associate Degree	0
Advanced Certificate	0
Baccalaureate Degree	0
Graduate Certificate	0
Master's Degree	0
Specialist Degree	0
Doctoral Degree	0
First Professional Degree	0
Total	7

Two-Year Institutions	Number of Programs Deleted AY 2003-04
Certificate of Proficiency	7
Technical Certificate	8
Associate Degree	5
Advanced Certificate	2
Total	22

Total for all Institutions	Number of Programs Deleted AY 2003-04
Certificate of Proficiency	7
Technical Certificate	15
Associate Degree	5
Advanced Certificate	2
Baccalaureate Degree	0
Graduate Certificate	0
Master's Degree	0
Specialist Degree	0
Doctoral Degree	0
First Professional Degree	0
Total	29

Table 2. Details of Program Deletions at Arkansas Institutions
2003-04 Academic Year

Award	CIP Code	Degree Code	Program Name
Arkansas Tech University			
TC	47 0604	4355	*Advanced Automotive Service & Technology
TC	12 0403	4421	*Cosmetology Teacher Training
TC	15 0399	4505	*Electronics - Digital
TC	51 0904	4520	*Basic EMT
TC	52 0403	4705	*Business Technology - Legal Secretary
University Of Arkansas at Monticello			
TC	15 0402	0363	Computer Maintenance & Networking Technology (McGehee)
TC	15 0402	4502	Computer Maintenance / Networking, Cisco (Crossett)
Arkansas State University - Mountain Home			
TC	52 0401	4850	Secretarial Science
AAS	52 0401	0150	Administrative Services
AAS	52 0401	0820	Office Administration
National Park Community College			
TC	48 0508	4712	Welding (MIG)
TC	48 0508	4713	Welding (TIG)
TC	48 0508	4905	Welding (STICK)
Southern Arkansas University - Tech			
CP	15 0303	0016	Electronic Technician
CP	11 0201	0028	Multimedia Programming Specialist
CP	11 9999	4324	Web Design
CP	52 1203	4423	Microsoft Certified Solutions Developer (MCSD)
CP	52 1299	4433	E Commerce
CP	52 1201	4435	Microsoft Systems Users Specialist (MOUS)
CP	48 0101	4485	Computer Imaging Technology
TC	11 0201	0170	Multimedia Programming Specialist
TC	52 1203	4384	Microsoft Certified Solutions Developer (MCSD)
TC	48 0101	4413	Computer-Aided Drafting & Design
TC	51 0904	4520	Emergency Medical Technician - Intermediate
AAS	48 0101	0315	Computer Aided Drafting & Design
AAS	11 0201	0456	Multimedia Programming Specialist
AAS	51 0904	0470	Emergency Medical Services
AC	51 0904	0472	Emergency Medical Services
AC	48 0101	0860	Computer-Aided Design

Agenda Item No. 24
Meeting of the Coordinating Board
October 22, 2004

**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*. A brief report will be presented.

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from July 21, 2004, through October 6, 2004.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University--Jonesboro

Ph.D. in Molecular Biosciences

Arkansas Tech University

Department of College Student Personnel

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

South Arkansas Community College

Associate of Arts offered off-campus in Lake Village

Southeast Arkansas College

Associate of Applied Science in Respiratory Care Technology

Southern Arkansas University – Magnolia

Bachelor of Science in Education in Inclusive Early Childhood Education offered off-campus at Cossatot Community College of the University of Arkansas

Master of Education in Special Education with new options in Instructional Specialist P-4 and 4-12

Master of Science in Computer Science/Computer Information Technology

Master of Public Administration

University of Arkansas Community College at Batesville

Certificate of Proficiency, Technical Certificate and Associate of Applied in Hospitality/Restaurant Management

University of Arkansas at Fort Smith

Associate of Applied Science in Workforce Leadership

University of Arkansas for Medical Sciences

Master of Imaging Sciences

Doctor of Medicine/Juris Doctorate (MD/JD) joint degree program with the University of Arkansas at Little Rock

University of Arkansas at Monticello

Associate of Applied Science in General Technology

University of Central Arkansas

Bachelor of Science in Education in Middle-level Education offered off-campus at Mid-South Community College

New option in Management Information Systems

Institutional Certification Advisory Committee

ITT Technical Institute, Little Rock, Arkansas

Recertification - On-site

Associate of Applied Science in Information Technology, AAS in Computer & Electronic Engineering, AAS in Computer Drafting and Design

Tulane University, New Orleans, Louisiana

Decertification - Master in Public Health in cooperation with UAMS

University of Phoenix, Little Rock, Arkansas

Initial Certification - On-site

Bachelor of Science in Business, specializations in Retail Management and Public Administration

Bachelor of Science in Business, specialization in Software Engineering

Master of Business Administration, specialization in Human Resources Management and Marketing

Master of Management, specialization in Human Resources Management

Executive Master of Business Administration

Master of Business Administration in Public Administration

Master of Management in Public Administration

Master of Science in Administration of Justice and Security

Initial Certification - Distance Delivery

Bachelor of Science in Business, specializations in Retail Management and Public Administration

Bachelor of Science in Business specialization in Software Engineering

Master of Business Administration, specializations in Human Resources Management and Marketing

Master of Management, specialization in Human Resources Management

Executive Master of Business Administration

Master of Business Administration in Public Administration

Master of Management in Public 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

Agape College, Little Rock, Arkansas

Planning and Development Certification to Establish New Institution

Ecclesia College, Elm Springs, Arkansas

Planning and Development Certification to Establish New Institution

INFORMATION ITEMS

NOTIFICATION OF NEW PROGRAM

Arkansas State University--Beebe (Fall 2004)

Certificate of Proficiency in Early Childhood Education (CIP 19.0709)

NorthWest Arkansas Community College (Spring 2005)

Certificate of Proficiency in Hospitality Management (CIP 52.0901)

Phillips Community College of the University of Arkansas (Fall 2004)

Certificate of Proficiency in Horticultural Operations (CIP 01.0601)

Certificate of Proficiency in industrial Equipment (CIP 47.0303)

University of Arkansas at Little Rock (Fall 2004)

Graduate Certificate in Gifted Education (CIP 13.1004)

Graduate Certificate in Teaching Advanced Placement (CIP 13.1299)

NOTIFICATION OF NEW PROGRAM OPTION

University of Arkansas for Medical Sciences (Spring 2005)

New Option in Mental Health Nursing in Master of Science in Nursing
(CIP 51.1601)

NOTIFICATION OF NAME CHANGE

Arkansas Tech University (Spring 2005)

Continuing Education changed to Department of Professional Studies
(DC 0510)

Graduate Programs changed to Graduate School (DC 3050)

National Park Community College (Fall 2004)

Technical Certificate in Information Science Technology (CIP 52.1201)
changed to Computer Information Systems (CIP 11.0101)

NorthWest Arkansas Community College (Fall 2004)

Business and Industry Workforce Development Institute (DC 0165) changed to
Corporate and Continuing Education

Department of Allied Health (DC 0700) changed to Division of Health
Professions

Division of Business and Computer Information Services (DC 2515) changed to
Division of Business and Computer Information

Division of Communication Arts (DC 2560) changed to Division of
Communication and Arts

Division of Science and Mathematics (DC 2825) changed to Division of Science,
Mathematics, Aviation, Regulatory and Technology

Division of Social/Behavioral Sciences (DC 2835) changed to Division of
Social/Behavioral Sciences, Education and Protective/Legal Services

Ouachita Technical College (Fall 2004)

Technical Certificate in Industrial Electronics (CIP 47.0101) changed to
Technical Certificate in Engineering & Manufacturing Technology

Associate of Applied Science in Computer Information Systems (CIP 11.0101)
Option in Certified Internet Webmaster changed to CISCO

Associate of Applied Science in Automotive & Diesel Services Technology (CIP 47.0699) changed to Automotive Service Technology

Associate of Applied Science in Manufacturing Technology (CIP 48.9999) changed to Engineering & Manufacturing Technology

NOTIFICATION OF TERMINATION OF OFF-CAMPUS PROGRAM

Arkansas State University--Jonesboro (December 2005)

Associate of Applied Science in Nursing offered off-campus at Ozarka College

NOTIFICATION OF INACTIVE PROGRAMS

South Arkansas Community College (Fall 2004)

Certificate of Proficiency in Industrial Equipment Machinery Maintenance (CIP 47.0399)

Technical Certificate in Dental Assisting (CIP 51.0601)

NOTIFICATION OF DELETED PROGRAMS

South Arkansas Community College (Fall 2004)

Certificate of Proficiency in Basic Industrial Technology (CIP 47.0303)

Certificate of Proficiency in Pre-Engineering (CIP 48.0501)

Certificate of Proficiency in Basic Machine Tool Technology (CIP 48.0503)

Technical Certificate in Sales and Marketing (CIP 52.1801)

Technical Certificate in Machine Tool Technology (CIP 48.0503)

Associate of Applied Science in Chemical Technology (CIP 41.0301)

Certificate of Proficiency, Technical Certificate and Associate of Applied Science in Crime Scene Investigation (CIP 43.0106)

NOTIFICATION OF DELETED ORGANIZATIONAL UNITS

NorthWest Arkansas Community College (Fall 2004)

Division of Nursing Education (DC 1855)

Department of Protective and Legal Services (DC 2070)

Department of Professional and Wellness Education (DC 2075)

Division of Academic Skills and General Studies (DC 2475)

Division of Applied Technology (DC 2495)