

The seal of the State of Arkansas is a circular emblem. It features a central shield with a plow, a sheaf of wheat, and a cotton plant. Above the shield is a figure holding a torch and a scroll, surrounded by 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

February 1, 2008

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

**Henderson State University
Russell Fine Arts Center
604 N. 12th Street
Arkadelphia, AR 71999**

SCHEDULE

Friday, February 1, 2008

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

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

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

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, February 1, 2008
10:00 a.m.**

**Henderson State University, Arkadelphia
Russell Fine Arts Center**

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- *3. Adoption of Rules and Regulations for Tax Credits for Contributions to Qualified Research Programs (Dr. Stanley Williams)
- *4. Economic Feasibility of Loan Issue for Cossatot Community College of the University of Arkansas (Mr. John Davidson)
- *5. Proposed Changes to Higher Education Bond Projects (Mr. Davidson)
- *6. Economic Feasibility of Bond Issue for Arkansas Tech University (Ms. Ashley Pettingill)
- *7. Economic Feasibility of Bond Issue for Arkansas Tech University (Ms. Pettingill)
- *8. Economic Feasibility of Bond Issue for National Park Community College (Ms. Charlette Moore)
- *9. New Program: Associate of Applied Science in Emergency Administration and Management at Southeast Arkansas College (Ms. Alana Boles)
- *10. New Program: Technical Certificate in Early Childhood Education at Ozarka College (Ms. Boles)
- *11. New Program: Associate of Fine Arts in Music at Arkansas State University – Beebe (Ms. Boles)

- *12. New Program: Bachelor of Arts in Studio Art at the University of Arkansas at Fort Smith (Ms. Boles)
- *13. New Program: Bachelor of Arts in Theatre at the University of Arkansas at Fort Smith (Ms. Boles)
- *14. New Program: Bachelor of Science in Organizational Leadership at the University of Arkansas at Fort Smith (Ms. Jeanne Jones)
- *15. New Program: Master of Science in Taxation at the University of Arkansas at Little Rock (Ms. Jones)
- *16. New Program: Master of Accountancy at the University of Arkansas at Little Rock (Ms. Jones)
- *17. New Program: Doctor of Physical Therapy at Arkansas State University – Jonesboro (Ms. Jones)
- *18. Institutional Certification Advisory Committee Report and Resolutions (Ms. Zanette Douglas)
- 19. Existing Program Review Report (Ms. Cynthia Moten)
- *20. Public Hearing: Amendments to Rules and Regulations for the Minority Teacher Scholars Program (Ms. Tara Smith)
- *21. Public Hearing: Amendments to Rules and Regulations for the Minority Masters Fellows Program (Ms. Smith)
- 22. Annual Report on First Year Student Remediation for Fall 2007 (Ms. Laura Tyree)
- 23. Annual Enrollment Report for Fall 2007 (Ms. Christina Miller)
- *24. Approval of Reimbursement of Expenses for Members of the Higher Education Coordinating Board and Institutional Certification Advisory Committee (Dr. Steve Floyd)
- 25. Letters of Notification (Ms. Jones)
- 26. Letters of Intent (Ms. Boles)

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Henderson State University, Arkadelphia
Russell Fine Arts Center
Friday, February 1, 2008
8:30 a.m.**

Finance Committee

Steve Luelf, Chair
Dr. Joe Bennett
Bob L. Burns
Kaneaster Hodges
David Leech
Dr. Anne Trussell
Dick Trammel, Ex officio

AGENDA

- *3. Adoption of Rules and Regulations for Tax Credits for Contributions to Qualified Research Programs (Dr. Williams)
- *4. Economic Feasibility of Loan Issue for Cossatot Community College of the University of Arkansas (Mr. Davidson)
- *5. Proposed Changes to Higher Education Bond Projects (Mr. Davidson)
- *6. Economic Feasibility of Bond Issue for Arkansas Tech University (Ms. Pettingill)
- *7. Economic Feasibility of Bond Issue for Arkansas Tech University (Ms. Pettingill)
- *8. Economic Feasibility of Bond Issue for National Park Community College (Ms. Moore)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE

**Arkansas Higher Education Coordinating Board
Henderson State University, Arkadelphia
Russell Fine Arts Center
Friday, February 1, 2008
9:15 a.m.**

Academic Committee

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

Phil Ford
Dr. Lynda Johnson
Dick Trammel, Ex officio

CONSENT AGENDA

- *9. New Program: Associate of Applied Science in Emergency Administration and Management at Southeast Arkansas College (Ms. Boles)
- *10. New Program: Technical Certificate in Early Childhood Education at Ozarka College (Ms. Boles)
- *11. New Program: Associate of Fine Arts in Music at Arkansas State University – Beebe (Ms. Boles)
- *12. New Program: Bachelor of Arts in Studio Art at the University of Arkansas at Fort Smith (Ms. Boles)
- *13. New Program: Bachelor of Arts in Theatre at the University of Arkansas at Fort Smith (Ms. Boles)
- *14. New Program: Bachelor of Science in Organizational Leadership at the University of Arkansas at Fort Smith (Ms. Jones)
- *15. New Program: Master of Science in Taxation at the University of Arkansas at Little Rock (Ms. Jones)
- *16. New Program: Master of Accountancy at the University of Arkansas at Little Rock (Ms. Jones)
- *17. New Program: Doctor of Physical Therapy at Arkansas State University – Jonesboro (Ms. Jones)
- *18. Institutional Certification Advisory Committee Report and Resolutions (Ms. Douglas)

25. Letters of Notification (Ms. Jones)

26. Letters of Intent (Ms. Boles)

REGULAR AGENDA

19. Existing Program Review Report (Ms. Moten)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
October 25, 2007

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Thursday, October 25, 2007 at the Ramada Inn in Batesville. The purpose of the meeting was to consider the applications received for the position of Director of the Department of Higher Education. The meeting convened at 2:00 p.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Dr. Joe Bennett
Bob Burns
Jodie Carter
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luelf

Coordinating Board absent:

Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

Chairman Trammel thanked the Coordinating Board members for participating in the meeting.

Jodie Carter moved to declare the meeting in Executive Session. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Chairman Trammel stated that the Executive Session was limited to Board members and Dr. Floyd. He said the Board would reconvene in public session following the Executive Session to ratify any action taken.

Following the Executive Session, Chairman Trammel announced that no action was taken.

With no further comments, the meeting adjourned at 4:17 p.m.

APPROVED:

Nichole Abernathy

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
October 26, 2007**

Minutes of Meeting

The October 26, 2007 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Nucor Auditorium on the campus of Lyon College in Bentonville. Chairman Trammel called the meeting to order at 10:00 a.m. with all Board members present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Dr. Joe Bennett
Bob L. Burns
Jodie Carter
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luelf
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Dr. Karen Wheeler, Associate Director of Academic Affairs
Dr. Stanley Williams, Senior Associate Director for Finance
Laura Tyree, Associate Director for Planning and Accountability
Tara Smith, Coordinator of Financial Aid
Cynthia Moten, Coordinator of Academic Affairs
Jeanne Jones, Coordinator of Academic Affairs
Zanette Douglas, Coordinator of Institutional Certification
Alana Boles, Assistant Coordinator of Academic Programs
John Davidson, Financial Manager
Ashley Pettingill, Financial Manager
Charlette Moore, Financial Officer
Dale Ellis, Communications Officer
Christina Miller, Assistant Director for Planning and Accountability
Nichole Abernathy, Administrative Support

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

Jodie Carter moved to declare the meeting in Executive Session. Dr. Joe Bennett seconded the motion, and the Board unanimously approved.

Chairman Trammel stated that the Executive Session was limited to Board members and Dr. Floyd. He said the Board would reconvene in public session immediately following the Executive Session to ratify any action taken.

Report of the Executive Session

The Board returned from Executive Session at 10:15 a.m. Kaneaster Hodges moved that the Coordinating Board ratify the decision to interview Betty Overton, Kermit McMurry, Larry Tyree, and James Purcell for the position of the Director of the Department of Higher Education. Jodie Carter seconded the motion, and the Board unanimously approved.

Chairman Trammel thanked Search Committee members Kaneaster Hodges, Dr. Alan Sugg and Dr. Robin Myers for their hard work and effort during the search process.

Full Board Meeting

Kearney Dietz, Director of Arkansas's Independent Colleges and Universities, welcomed everyone to Lyon College on behalf of Dr. Walter Roettger, who was in a meeting. He noted that Dr. Roettger would formally welcome everyone at the conclusion of his meeting.

Dr. Anne Trussell commented that she received a phenomenal undergraduate education at Lyon College, describing a feeling of family togetherness that still exists today.

Chairman Trammel introduced Kathryn Hazelett, Policy Advisor for Governor Beebe, Emily Jordan-Cox, Deputy Policy Advisor for Governor Beebe and Heather Detherow, Department of Education Special Advisor and Liaison for Higher Education.

Chairman Trammel also introduced the new Executive Director of the Arkansas Association of Public Universities, Mr. Tim Wooldridge.

Chairman Trammel announced that there would be a public hearing on the revised rules and regulations for the Arkansas Governor's Scholars Program.

Agenda Item No. 1
Approval of Minutes

David Leech moved to approve the minutes of the August 3, 2007 Regular Meeting. Dr. Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 2
Report of the Interim Director

Chairman Trammel recognized Dr. Steve Floyd for his Interim Director's Report. Dr. Floyd began by explaining that ADHE staff members have been working with the Governor's office to create the GO! Opportunities Grant, which began in late August. He thanked Cranford Johnson Robinson Woods (CJRW), the advertising company that assisted ADHE with a marketing campaign, utilizing radio, television and newspaper advertising. Dr. Floyd noted that application approvals would be completed by early November and then students would be notified of their award.

Dr. Floyd then presented the Go! Opportunities Grant and Academic Challenge Scholarship commercials. He recognized Tara Smith, Dale Ellis and the Governor's office staff for their constant work with the development of the Go! grant.

Dr. Floyd explained that the Aspiring Scholars Grant, created by Act 597 of 2007, would soon provide low-to-moderate income citizens an incentive to invest for college through the Arkansas 529 GIFT Plan. ADHE has chosen CJRW as the marketing firm to develop the publicity efforts, in conjunction with the 529 Committee, for the January enrollment period.

Next, Dr. Floyd announced that the preliminary headcount and full-time equivalent enrollment at public and independent Arkansas colleges and universities for the fall 2007 semester has set a new record with nearly 150,000 students. He also stated that the full-time equivalent enrollment at the public higher education institutions is also at an all-time high with just over 100,000 students.

Dr. Floyd explained that Arkansas's college going rate is very close to the national average. However, the Governor has challenged Arkansas institutions to place greater emphasis on success rates. He noted that the Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates, created by Act 570 of 2007, has begun meeting once a month in an effort to address higher education success rates.

The Achieving the Dream (AtD) State Policy Team and Grant College Core Teams met on August 28 to discuss the AtD draft State Policy Work Plan as well

as the goals of the colleges, noted Dr. Floyd. He stated that the State Policy Work Plan was submitted to Jobs For the Future in September for review. Dr. Floyd mentioned that a national meeting of all AtD Colleges would be held the week of February 4, 2008.

Dr. Floyd reminded Board members of the Governor's Workforce Cabinet, who continues to meet monthly and are currently working to understand the resources available for Workforce training. He commended Kathryn Hazelett and the Governor's staff for their efforts.

Dr. Floyd explained that 13 states have collaborated in the development of the Algebra II exam, which is intended to align the math curriculum between student's senior year of high school and freshman year of college. He noted that he and Ken James, Director of the Arkansas Department of Education, joined education leaders from several states at the "Aligning Expectations: Using the American Diploma Project Algebra II Exam in Higher Education" meeting in DC, October 3-5. Dr. Floyd said that the meeting provided states the opportunity to discuss issues such as: what it will take to get the Algebra II test accepted/used by postsecondary institutions; identifying the major obstacles; and how this exam fits with other "early warning" assessments.

Dr. Floyd recognized Laura Tyree, the new Associate Director for Planning and Accountability at ADHE. He noted that Laura is an Oklahoma native and formerly held the position of Director of Research and Analysis with the Oklahoma State Regents for Higher Education. Dr. Floyd commended Jeanne Jones for her work as the Institutional Certification Advisory Committee (ICAC) Coordinator and announced that she has assumed the role of Coordinator of Academic Programs for ADHE. Zanette Douglas, previously with the Pathways program, has assumed the role of ICAC Coordinator. Dr. Floyd introduced Charlette Moore, the new Financial Officer for Institutional Finance. Next, Dr. Floyd announced that Phil Axelroth, Financial Aid Assistant Coordinator, has been awarded the 2007 Arkansas Association of Student Financial Aid Administrations (AASFAA) Outstanding Service Award for his work on the electronics initiative committee.

Dr. Floyd announced that 100 percent of ADHE staff participated in the United Way drive. The goal was to have 31 out of 45 (90%) people contribute and to have a 10% increase in the amount of contributions, Instead ADHE had a 41% increase (from \$5,123 to \$7,211).

Next, Chairman Trammel introduced Dr. Walter B. Roettger, President of Lyon College. Dr. Roettger thanked the Coordinating Board and ADHE for allowing him to host the Coordinating Board meeting. He then thanked Christina Miller and Cindy Gillaspie for coordinating a perfect meeting.

Dr. Floyd thanked Dr. Roettger for the welcome and recognized him for his contribution to the ICAC Committee. Dr. Floyd noted that Dr. Roettger has been a member of the ICAC Committee since 2004.

Report of the Committees

Dr. Dan Grant presented the report of the Academic Committee and moved to adopt Agenda Items 8-10. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Steve Luelf presented the report of the Finance Committee and moved approval of Agenda Items 3-7. David Leech seconded the motion, and the Board unanimously approved.

Agenda Item No. 3 Proposed Changes to Higher Education Bond Projects

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on February 2, 2007. The following revision is requested concerning that list.

Cossatot Community College of the University of Arkansas

Critical Maintenance and ADA Compliance Updates/Renovation – Maintenance & Renovation. An amount up to \$363,500 is provided for renovation of numerous restrooms, building sidewalks/crosswalks/wheelchair ramps, handicap accessible entries, and other student use areas that do not fully comply with ADA purposes, as well as to provide critical maintenance for roof replacements and other repairs.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and endorses the revision to the proposed Higher Education Bond Project as described in this agenda item and that this project is incorporated in the Plan of Implementation.

FURTHER RESOLVED, That the Director is instructed to transmit to the Governor the plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds.

FURTHER RESOLVED, That all requirements and limitations approved for the Higher Education Bond Projects by the Arkansas Higher Education Coordinating Board on November 4, 2005 apply to these changes.

Steve Luelf asked if this was a total substitution of funds from ADHE for the roof replacements. Dr. Williams stated that it is a partial substitution.

Dr. Anne Trussell moved to recommend Agenda Item No. 3 to the full Board for consideration. Dr. Joe Bennett seconded, and the Committee unanimously approved.

Agenda Item No. 4
Economic Feasibility of Bond Issue
Arkansas State University

Arkansas State University requests approval of the economic feasibility of plans to issue bonds not to exceed \$10 million with a term of 25 years at an estimated annual interest rate of 5.25 percent. Proceeds from the bonds will be used for educational & general (E&G) purposes. The Arkansas State University Board of Trustees approved this action on September 7, 2007. The bond proceeds will be used for E&G purposes on the campuses at Searcy, Mountain Home, and Newport.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas State University to issue bonds not to exceed \$10 million for a term of 25 years at an annual interest rate of 5.25 percent.

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

Steve Luelf questioned why the estimated annual interest rate was 5.25 percent for Arkansas State University and 4.5 percent for Southern Arkansas University. Dr. Williams stated that an actual interest rate had not been established for Arkansas State University; however, when established, it will not exceed 5.25 percent.

Dick Trammel moved to recommend Agenda Item No. 4 to the full Board for consideration. Dr. Anne Trussell seconded, and the Committee unanimously approved.

Agenda Item No. 5
Economic Feasibility of Bond Issue
Southern Arkansas University

Southern Arkansas University requests approval of the economic feasibility of plans to issue bonds totaling \$14 million with a maximum term of up to 30 years at an estimated annual interest rate of 4.5%. Proceeds from the bond issue will

be used for educational & general (E&G) purposes. The Southern Arkansas University Board of Trustees approved this action at its meeting held on September 20, 2007.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Southern Arkansas University to issue bonds for approximately \$14 million with a term of 30 years at an estimated annual interest rate of 4.5% 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 Southern Arkansas University of the Coordinating Board's resolution.

Bob Burns moved to recommend Agenda Item No. 5 to the full Board for consideration. Dr. Joe Bennett seconded, and the Committee unanimously approved.

Agenda Item No. 6
Economic Feasibility of Bond Issue
North Arkansas College

North Arkansas College requests approval of the economic feasibility of plans to issue millage based bonds totaling \$4.7 million with a maximum term of 30 years at an estimated annual interest rate of 4.85%. Proceeds from the bond issue will be used for educational and general (E&G) purposes. The North Arkansas College Board of Trustees approved this request on September 13, 2007.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for North Arkansas College to issue millage income supported bonds of approximately \$4.7 million with a term of 30 years at an estimated annual interest rate of 4.85% 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 North Arkansas College of the Coordinating Board's resolution.

Dr. Joe Bennett moved to recommend Agenda Item No. 6 to the full Board for consideration. Dr. Anne Trussell seconded, and the Committee unanimously approved.

Agenda Item No. 7
Report of 2006-2007 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. Based on these standard definitions and formats, the Coordinating Board is to collect the financial data and provide a uniform report of each institution's athletic revenues and expenditures for the previous fiscal year to the Legislative Joint Auditing Committee and the public by November of each year.

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Report of 2006-07 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 2006-07 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of Act 245 of 1989.

Steve Luelf asked if the Coordinating Board's responsibility is to provide an accurate report of each institution's athletic revenues and expenditures to the Legislative Joint Auditing Committee. John Davidson said that is correct.

Steve Luelf questioned the budgeting procedure, commenting that the majority of the institutions had a zero balance. John Davidson stated that if the budget is approved by the Legislative Joint Auditing Committee, he would have to assume that it is correct.

David Leech asked the maximum educational and general funds that can be transferred to athletics. John Davidson said that \$1,058,798 is the maximum.

Kaneaster Hodges voiced concern regarding the growing increase in athletic fees.

Steve Luelf asked what "other income" refers to in the summary. John Davidson stated that it refers to trade mark licensing, endowment income, rental fees, apparel sales and other conference fees held at athletic facilities. He noted that this does not include the Foundation.

David Leech asked what the rate of inflation was this year verses last year. John Davidson said that it is the same increase as in the CPI.

Steve Luelf noted that there is an 18 percent average difference between expenditures and budgeted revenue. He asked if this meant that the budgeted revenue figures were too conservative. John Davidson said the budgets were not conservative. He noted that the majority of the difference was private donations to the Razorback Foundation at UA-Fayetteville, which are difficult to predict.

Dr. Anne Trussell moved to recommend Agenda Item No. 7 to the full Board for consideration. Dick Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 8
Master of Arts in Teaching
University of Arkansas at Pine Bluff

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Pine Bluff (UAPB) to offer the Master of Arts in Teaching (MAT), effective January 2008. UAPB is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on September 28, 2006.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Arts in Teaching (CIP 13.2999) at the University of Arkansas at Pine Bluff effective January 2008, pending approval by the Arkansas Department of Education.

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 Pine Bluff of the approval.

Dr. Lynda Johnson asked how many students are currently enrolled in the undergraduate education program and how many of those students actually enter the student teaching field. Dr. Calvin Johnson, UAPB Dean of the School of Education, stated that UAPB has approximately 400 students that indicated education as their major, but the number of students admitted to the teacher education program is much smaller. Dr. Lynda Johnson asked if low scores on the Praxis I and II exams were responsible for the low number of students going into the teacher education field. Dr. Calvin Johnson said that low scores do prevent a lot of students from completing the teacher education program. However, many of the students that seek help with the Praxis I and II exams generally pass and go on to complete the teacher education program.

Dr. Lynda Johnson asked if all universities require students to pass Praxis I and II before they are allowed to teach. Dr. Calvin Johnson stated that because of accountability issues, students are no longer allowed to teach before they pass the Praxis I and II exams.

Agenda Item No. 9
Master of Science in Instructional Technology
University of Central Arkansas

The administration and Board of Trustees of the University of Central Arkansas (UCA) seek approval to offer the Master of Science in Instructional Technology effective Spring 2008. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and currently is in the accreditation review process to broaden its approval for distance education programs. The UCA Board of Trustees approved the proposal on February 9, 2007.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Instructional Technology (CIP 13.0501) by distance technology at the University of Central Arkansas, effective Spring 2008.

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.

Dr. Grant commented on the program title, noting that when abbreviated, the instructional technology (IT) program could be confused with the information technology (IT) program.

Agenda Item No. 10
Institutional Certification Advisory Committee
Resolutions

The Institutional Certification Advisory Committee (ICAC) met on October 2, 2007. The following resolutions are presented for Coordinating Board consideration.

**Recognition of Institutional Certification Advisory Committee Member
Dr. Freddie Jolley**

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

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

Recommendation for Appointment of New Institutional Certification Advisory Committee Member

Ms. Dee Cox

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Ms. Dee Cox as a member of the Institutional Certification Advisory Committee. This term expires October 26, 2016.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to Ms. Cox 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. Cox.

Program Certification

Capella University, Minneapolis, Minnesota

Initial Certification—Online

Decertification—Online

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Capella University of Minneapolis, Minnesota, to offer the following online degree program specializations to Arkansas citizens: Bachelor of Science in Business specializations in Project Management and Retail Management; Bachelor of Science in Information Technology specializations in Health Informatics and Software Architecture; Master of Business Administration specialization in Human Resources Management; Master of Science in Information Technology specialization in Health Information Management, and PhD in Organization and Management specializations in Management Education and Project Management. The initial certification is for a period of two years and expires on October 26, 2009.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board decertifies the online Bachelor of Science in Information Technology specialization in Web Application Design offered by Capella University. The decertification is effective October 26, 2007.

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

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

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

Franklin University, Columbus, Ohio

Initial Certification—Online

Decertification—Online

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Franklin University of Columbus, Ohio, to offer the following online degree programs to Arkansas citizens: Bachelor of Science in e-Marketing and Bachelor of Science in Web Development. The initial certification is for a period of two years and expires on October 26, 2009.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board decertifies the online Bachelor of Science in Digital Communications degree program offered by Franklin University. The decertification is effective October 26, 2007.

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

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

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

ITT Technical Institute, Little Rock, Arkansas

Initial Certification

Decertification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to ITT-Technical Institute, Little Rock, to offer the Bachelor of Science in Construction Management degree program to Arkansas citizens. The initial certification is for a period of two years and expires on October 26, 2009.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board decertifies the Associate of Applied Science in Information Technology Web Development, Bachelor of Science in Data Communication Systems Technology degree programs, and the Bachelor of Science in Technical Project Management Web Development concentration offered by ITT-Technical Institute, Little Rock. The decertifications are effective October 26, 2007.

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

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

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

Nebraska Wesleyan University, Lincoln, Nebraska

Decertification - Distance Delivery

RESOLVED, That the Arkansas Higher Education Coordinating Board decertifies the RN to BSN degree program offered by Nebraska Wesleyan University of Lincoln, Nebraska, at Jefferson Regional Medical Center in Pine Bluff, Arkansas. The decertification is effective October 26, 2007.

Regis University, Denver, Colorado

Initial Certification—Online

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Regis University of Denver, Colorado, to offer the following online degree programs to Arkansas citizens: Bachelor of Arts in Communication and Bachelor of Science in Criminology. The initial certification is for a period of two years and expires on October 26, 2009.

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

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

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

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

Vincennes University, Camp Robinson, Arkansas

Recertification

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Vincennes University, Camp Robinson, to offer the Associate of Science and the online Associate of Applied Science in Business Studies degree program to Arkansas citizens. The recertification is for a period of two years and expires on October 26, 2009.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial program certification to Vincennes University, Camp Robinson, to offer the following degree programs to Arkansas citizens: Associate of Applied Science in Business Studies and the Associate of Applied Science in Law Enforcement Studies, and the online Associate of Science and online Associate of Applied Science in Law Enforcement Studies. The initial certification is for a period of two years and expires on October 26, 2009.

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

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

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

The Institutional Certification Advisory committee (ICAC) Report begins on page 10-8 of the Agenda book.

Dr. Dan Grant and Dr. Lynda Johnson voiced concern regarding the large number of degree programs being offered on line.

Jodie Carter commended ADHE staff for the excellent job they are doing, with limited staff, to ensure that all of the programs approved meet certification criteria.

Dr. Grant commented on UALR's concerns regarding the lack of specialized program accreditation for the ITT-Tech, Little Rock program and program duplication. Jeanne Jones stated that Specialized program accreditation is not required for graduates to be employed in the construction management field. Since the institutions are serving different populations, we would not expect them to be recruiting the same students.

Dr. Lynda Johnson moved to recommend Agenda Items No. 8-10 to the full Board for consideration. Jodie Carter seconded, and the Committee unanimously approved.

Public Hearing

Chairman Trammel declared the meeting a public hearing for the revision of rules and regulations to the Arkansas Governor's Scholars program. He called on Tara Smith to present the information.

Agenda Item No. 11 Revised Rules and Regulations Arkansas Governor's Scholars Program

This agenda item presents the revised rules and regulations for the Arkansas Governor's Scholars Program. The Governor's Scholars Program Advisory Council convened via a conference call on September 21, 2007. The purpose of the conference call was to discuss possible adjustments to the percentage weighting assigned to the academic ranking criteria for the scholarship. The amendment to the rules and regulations reflect the suggested changes made by the Advisory Council.

The final recommendation from the Governor's Scholars Advisory Council was to make adjustments to the weighting assigned to the academic ranking criteria for the scholarship. The Governor's Scholars Program is divided into two categories: Governor's Scholarships and Governor's Distinguished Scholarships. Those applicants that meet the eligibility requirements for the Governor's Scholarship

are ranked based on ACT/SAT score, grade point average, rank in class and leadership.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Governor's Scholars Program administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his/her designee is authorized to promulgate these rules and regulations and to implement them for the 2008-09 academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his/her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Governor's Scholars Program.

No public comments were received and no one asked to speak.

Dr. Lynda Johnson recommended that the National Hispanic Scholars award be added as an eligibility criteria for the Governor's Distinguished Scholarship, which already includes the National Achievement and National Merit awards. Tara Smith stated that she would begin the process; however, the changes would have to be approved by Legislators.

Dr. Johnson moved approval of Agenda Item No. 11, following the addition of the National Hispanic Scholars award. Dr. Grant seconded the motion, and the Board unanimously approved.

Agenda Item No. 12 Higher Education Coordinating Board 2008 Meeting Schedule

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2008 schedule for these regular quarterly meetings follows:

February 1, 2008

Henderson State University
Arkadelphia

April 25, 2008

UA Division of Agriculture
Lon Mann Cotton Research Station
Marianna

July 25, 2008

Arkansas State University - Beebe
Beebe

October 14, 2008

AATYC Conference
Rogers

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2008: February 1, April 25, July 25, and October 14.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in February at Henderson State University, in April by the UA Division of Agriculture at the Lon Mann Cotton Research Station in Marianna, in July at Arkansas State University - Beebe, and in October at the AATYC conference in Rogers.

Dr. Dan Grant moved approval of Agenda Item No. 12. Jodie Carter seconded the motion, and the Board unanimously approved.

Agenda Item No. 13
State Board of Higher Education Foundation
Election of Supervisory Committee

The State Board of Higher Education Foundation was established on May 2, 1992. The Board for the Foundation includes three annually elected members: a president, a vice president and a secretary/treasurer. The Foundation was established in order to accept private funds for specific projects for the benefit of higher education in Arkansas.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and elects members to serve as the State Board of Higher Education Foundation Supervisory Committee as follows:

Mr. Bob L. Burns - President

Dr. Anne Trussell - Vice President

Dr. Steve Floyd - Secretary/Treasurer

Dr. Lynda Johnson moved approval of Agenda Item No. 13. Steve Luef seconded the motion, and the Board unanimously approved.

Agenda Item No. 14
Report on Program Deletions
Academic Year 2006-07

Laura Tyree provided summary and detailed information about program deletions during the 2006-07 academic year. She noted that 46 programs were deleted in 2006-07 compared to 49 deletions in 2005-06, four graduate programs were deleted (the balance of the deletions were at the undergraduate level) and twelve institutions deleted programs during the 2006-07 academic year.

Agenda Item No. 15
Update on ADHE Director Search

Kaneaster Hodges, Chair of the ADHE Director Search Committee, reported that after reviewing 17 applications, the committee has decided to schedule interviews with four of the applicants.

Agenda Item No. 16 and 17
Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on 63 programs not requiring Board approval.

Notification was received on 17 items requiring Board approval.

During this period, the Institutional Certification Advisory Committee received notice of requests for 131 degree programs. The program notice list appears in the Letters of Notification on pages 16-1 through 16-5 and in the Letters on Intent on pages 17-1 through 17-5 of the agenda book.

Ms. Moten noted that the Associate of Applied Science in Physical Therapy by Arkansas Tech University had been added to the letters of intent.

Dr. Grant asked that a resolution be adopted expressing thanks and appreciation to the Arkansas Farm Bureau for their September-October issue of Front Porch. He noted that their article, "Arkansas Culture Must Embrace Higher Education," emphasized that Arkansans cannot expect to have economic growth without placing a greater value on a college education.

The following resolution was presented by Dr. Grant.

RESOLVED, That the Arkansas Higher Education Coordinating Board would like to express its appreciation to the Arkansas Farm Bureau for the September-October issue of Front Porch.

FURTHER RESOLVED, That the Board especially appreciates the strong editorial by President Stanley Reed, and the insightful article by Editor Alton Audie Ayer.

FURTHER RESOLVED, That the Board thank Executive Vice President Ewell Welch, President Reed and Editor Ayer for their important contribution to helping build this stronger cultural support in Arkansas for attaining a college education.

Dr. Dan Grant moved to approve the resolution of appreciation to the Arkansas Farm Bureau. Kaneaster Hodges seconded the motion, and the Board unanimously approved.

Dr. Floyd stated that the Department of Higher Education would send a letter and resolution to the Arkansas Farm Bureau on behalf of the Coordinating Board.

Chairman Trammel stated that it is an honor to be Chairman of such a terrific group and thanked Coordinating Board members for their support. He then thanked Dr. Alan Sugg, Dr. Robin Myers and Kaneaster Hodges for their roles on the Director's Search committee.

Chairman Trammel announced that the Coordinating Board would hold a retreat at the University of Arkansas System Office on November 13. He noted that the retreat would provide a forum for the Board members to discuss issues, receive ADHE updates, and discuss preparations for the 2009 Legislative Session.

Chairman Trammel opened the floor for public comments. With no comments, he announced that Dr. Charles Dunn and Henderson State University in Arkadelphia will host the next Coordinating Board meeting on February 1, 2008. The joint meeting of the Education Boards would be December 10, 2007 at the Clinton Library.

With no further comments, the meeting adjourned at 11:10 a.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Retreat
November 13, 2007**

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a retreat on Tuesday, November 13, 2007 at the University of Arkansas System Office in Little Rock. The purpose of the retreat was to discuss state and national higher education issues. The meeting convened at 10:00 a.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Charles Allen
Dr. Joe Bennett
Bob Burns
Jodie Carter
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luel

Coordinating Board absent:

Dr. Lynda Johnson, Secretary
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Christina Miller, Assistant Director of Planning and Accountability

Chairman Trammel thanked the Coordinating Board members for participating in the retreat and introduced audience members Tim Wooldridge of the Arkansas Association of Public Universities, and Tara Manthey of the Arkansas Democrat Gazette.

Chairman Trammel mentioned an article he saw in the Knoxville newspaper titled "Leaders in Higher Education Discuss Challenges, Changing Landscape." A copy of the article was distributed to the Board members.

Dr. Steve Floyd presented an update on department activities. He announced that he received a phone call from Kermit McMurry that morning withdrawing his name from the director applicant pool. This reduced the number of applicants to two, Betty Overton and James Purcell. He said the staff would work to update the interview schedule and handle the logistics. The Board decided to hold the interviews from 10:00 a.m. to 2:00 p.m. instead of meeting earlier in the day. Ms. Miller told the Board she would send a revised schedule to them.

David Leech asked what would happen if the Board did not want to hire either of the candidates. Kaneaster Hodges and Dick Trammel responded that they would start over, conducting another search.

Dr. Floyd updated the Board on the Aspiring Grant Program, describing the match as well as the agreement with Cranford, Johnson, Robinson, Woods to promote the program. He then mentioned the article he emailed to the Board, which was written by Paul Lingenfelter, Executive Director of State Higher Education Executive Officers (SHEEO). He said this was interesting information on national higher education issues and encouraged the Board to read the report. Dr. Floyd also reminded the Board to contact the staff at any time they have questions or concerns about agenda items.

The Board discussed issues such as graduation and retention rates, remediation, and the ranking of Arkansas in bachelor's degrees per capita income. Dr. Floyd mentioned the new Kentucky strategic plan, which addresses these issues by region of the state. He said he would share this plan with the Board. He also mentioned the Legislative Task Force on Higher Education Remediation, Retention, and Graduation Rates.

Mr. Hodges recommended that the Board determine what it wants to gain from this meeting. He suggested discussing the following topics:

- Higher Education Internal/Structural Issues
 - Salaries of Director and Staff
 - Duties and Role of the Director
 - Negative or “weakened” powers of the Board compared to other states
 - Retaining knowledgeable staff members
- State Higher Education Issues
- National Higher Education Issues

David Leach recommended that the Board resurrect the Blue Ribbon Committee on Higher Education report submitted to the Governor in 2004. He said the report addresses most of these issues.

Bob Burns noted that the outside issues such as graduation rates couldn't be addressed until the internal issues are solved. Discussion continued around the authority of the Board. One suggestion was to strike the word “coordinating” from the title of the Board. Phil Ford reminded everyone that this is a policy-making board, not a legislative board.

The Board asked that the needs of the Department be clearly identified, including salaries.

Tim Wooldridge mentioned that only 15-16% of the entire state budget is allocated for higher education. He said the only way to change this is to frame the argument for higher education and make it known at the Capitol.

Chairman Trammel appointed Bob Burns, Dan Grant and Kaneaster Hodges as a subcommittee to work with Dr. Floyd in structuring a position paper which can be presented to the Governor and others.

The priorities identified by the Board included salaries and the authority/power of the Board. The steps the Board agreed to take include sharing this agenda with the Governor and learning his agenda for higher education, articulating the message they want to present, and sharing that message with others.

The Board asked the staff to help identify the power and authority that the Board already possesses. They would like a condensed version of the statutes and constitutional laws that dictate their authority. They also agreed to discuss this information at the February Board meeting.

The Board asked about the status of the role and scope statements of the institutions. Dr. Floyd said that they have contracted with Dennis Jones of NCHEMS to review those and present a report. He anticipates that report in early March.

Chairman Trammel asked the Board if they would like to have a national expert speak about national higher education issues. They agreed that would be helpful.

All the Board members agreed that the time spent together was valuable and they learned a lot from attending. They suggested having more opportunities to meet together in the future.

Chairman Trammel distributed a list of legislators, asking the Board members to consider which legislators they could contact as we get closer to the session.

With no further discussion, the meeting adjourned at 2:15 p.m.

Christina Miller

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
December 5, 2007**

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Wednesday, December 5, 2007 at the Department of Higher Education. The purpose of the meeting was to interview the two finalists for the position of Director of the Arkansas Department of Higher Education. The meeting convened at 10:00 a.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Joe Bennett
Bob Burns
Jodie Carter
Dr. Dan Grant
Kaneaster Hodges
Steve Luelf

Coordinating Board absent:

Dr. Charles Allen
Phil Ford
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Dale Ellis, Communications Officer
Christina Miller, Assistant Director for Planning and Accountability
Nichole Abernathy, Administrative Support

Chairman Trammel thanked the Coordinating Board members for participating in the meeting.

David Leech moved to declare the meeting in Executive Session. Jodie Carter seconded the motion, and the Board unanimously approved.

Chairman Trammel stated that the Executive Session was limited to Board members and Dr. Floyd. He said the Board would reconvene in public session following the Executive Session to ratify any action taken.

Following the Executive Session, Chairman Trammel announced that no action was taken.

Kaneaster Hodges announced that the Board would meet on December 10, 2007 to conclude the selection process, after verifying the references for the two applicants.

With no further comments, the meeting adjourned at 2:30 p.m.

APPROVED:

Nichole Abernathy

Dr. Lynda Johnson, Secretary

**HIGHER EDUCATION COORDINATING BOARD
STATE BOARD OF WORKFORCE EDUCATION AND CAREER OPPORTUNITIES
STATE BOARD OF EDUCATION**

Minutes of Joint Meeting

Prepared by the Department of Higher Education

The Annual Joint Meeting of the Higher Education Coordinating Board (HECB), State Board of Education (SBE), and State Board of Workforce Education and Career Opportunities (SBWECO) was called to order by Diane Tatum, SBE Chair, at 9:00 a.m. on Monday, December 10, 2007, in the Garden View Room at the Clinton Library.

SBE Chair Tatum introduced Governor Mike Beebe. Governor Beebe began by emphasizing that his top priority is now, and will always be, education. "We are all related," Governor Beebe said. "The pre-kindergarten through 12th grade program is dependent on colleges and vocational training to carry out the objectives of the lower schools. The colleges and job training programs are dependent on the public schools to prepare students for higher learning and a competitive workplace." Governor Beebe concluded by encouraging the education Boards to continue to work collaboratively to make a better future for Arkansans.

Chair Tatum introduced SBE members Randy Lawson, Sherry Burrow, Jim Cooper, Dr. Tim Knight, Dr. Ben Mays, MaryJane Rebick, Dr. Naccaman Williams, non-voting member Justin Minkel and Dr. Ken James, Director of the Department of Education.

Chairman Dick Trammel introduced HECB members David Leech, Dr. Lynda Johnson, Dr. Joe Bennett, Dr. Dan Grant, Bob Burns, Kaneaster Hodges, Phil Ford, Steve Luelf, and Dr. Steve Floyd, Interim Director of the Department of Higher Education.

Chairman Jack Justus introduced SBWECO members Phil Taylor, Kathy Scarsdale, Lucy Ralston, Martha Dixon and William "Bill" Walker, Director of the State Board of Workforce Education.

Dr. John Ahlen, President of the Arkansas Science and Technology Authority, gave a presentation on Arkansas's need for economic growth and competitiveness. Dr. Ahlen explained that in order for Arkansas to compete in the Knowledge-Based Economy, it must advance its ability to compete with other states for jobs. For beginners, more science and engineering programs are needed. He said the state must attract and grow its research facilities, entrepreneurial startups and highly educated workers, and leverage them for economic development. In conclusion, Dr. Ahlen stated that Arkansas must make major improvements to its education system,

workforce skills and technology resources, if it expects to not only keep up with other states, but to compete with them as well. Following the presentation, Dr. Ahlen responded to questions from the audience.

Next, *Educational Perspectives*, a view from the Southern Regional Education Board, was presented by Dr. Ken James, Dr. Steve Floyd and Mr. Bill Walker. Dr. James said that early childhood programs, K-12 schools, community and technical colleges, universities and adult education need to work together as a system to define standards of college and career readiness. Bill Walker discussed the adult literacy and job training statistics, emphasizing that 12 percent of Arkansans (the U.S. average is 9 percent), age 22 to 44 without high school credentials, were enrolled in adult education in 2000. He noted that although the number of postsecondary certificates and degrees awarded in Arkansas is continually on the rise, there is still a challenge to increase the success rates. Last, Dr. Floyd explained the importance of recent high school graduates enrolling in college. He stated that recent national research from the National Center for Education Statistics emphasizes the fact that students who enter college shortly after finishing high school are more likely to earn a degree. Dr. Floyd said that in 2000, 17 percent of adults had earned bachelor's degrees or higher - up from 13 percent in 1990.

Dr. Lynda Johnson asked if anything could be done to attract more African American teachers to Arkansas. Dr. James said the number of African American teachers in Arkansas is a complex situation which will require more incentive and scholarship opportunities, as well as more collaboration and dialogue between K-12 and higher education. Dr. Floyd reminded everyone of the State Teacher Assistance Resource (STAR) program, which offers forgivable loans or loan repayment grants to current or future educators teaching in a subject and/or geographic shortage area in an Arkansas public school.

Board members discussed, at lengths, the disparity in the amount of funds typically spent on athletics verses academics.

Chair Tatum thanked speakers and guests, then the meeting of the Joint boards of Education adjourned at 12:00 p.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
December 10, 2007**

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Wednesday, December 10, 2007 at the Department of Higher Education. The purpose of the meeting was to conclude the selection process for the position of Director of the Arkansas Department of Higher Education. The meeting convened at 12:45 p.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Joe Bennett
Bob Burns
Phil Ford
Dr. Dan Grant
Kaneaster Hodges
Steve Luel

Coordinating Board absent:

Dr. Charles Allen
Jodie Carter
Dr. Anne Trussell

Department staff present:

Dr. Steve Floyd, Interim Director
Dale Ellis, Communications Officer
Christina Miller, Assistant Director for Planning and Accountability
Nichole Abernathy, Administrative Support

Chairman Trammel thanked the Coordinating Board members for participating in the meeting.

Bob Burns moved to declare the meeting in Executive Session. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Chairman Trammel stated that the Executive Session was limited to Board members and Dr. Floyd. He said the Board would reconvene in public session following the Executive Session to ratify any action taken.

Following the Executive Session, Kaneaster Hodges moved that the Coordinating Board ratify the decision to award the position of Director of the Department of Higher Education to Dr. James Purcell. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Dr. Floyd announced that Dr. Purcell is expected to start between January 15 and February 1, 2008.

Kaneaster Hodges personally thanked Dr. Floyd on behalf of the Coordinating Board and the Search Committee, for all his great work as Interim Director during this five-month process.

With no further comments, the meeting adjourned at 2:10 p.m.

APPROVED:

Nichole Abernathy

Dr. Lynda Johnson, Secretary

REPORT OF THE DIRECTOR

New Director Takes the Reins at Department of Higher Education

Dr. James Purcell, former Associate Vice Chancellor for Strategic Planning and Analysis with the Oklahoma State Regents for Higher Education, took over duties as Director of the Arkansas Department of Higher Education on January 15. He succeeded Dr. Linda Beene who resigned in July to take a position with the University of Arkansas.



Dr. Jim Purcell

Dr. Purcell brings to the department over 20 years of education experience, serving with higher education institutions in Alabama, Louisiana, and Georgia in addition to his service in Oklahoma. During his tenure in Oklahoma, the state moved from 46th to 42nd in the nation in the number of adults aged 25 and over who hold bachelor's degrees. While with the Oklahoma State Regents, Dr. Purcell developed two of the five public agenda initiatives for higher education; a state-wide adult degree completion program and higher education's response to the health care worker shortage.

At ADHE, Dr. Purcell will coordinate with 33 colleges and universities, operate a budget of over \$3 million, and administer approximately \$50 million in state-funded scholarships and grants annually.

While in Oklahoma, Dr. Purcell actively participated in the development of the Oklahoma State Regents Public Agenda and played a key leadership role in advancing two of the six agenda items: a state-wide adult degree completion program and higher education's response to the healthcare worker shortage. He also has served in positions in institutional research, planning, and assessment in public, private, two-year, and four-year institutions in Alabama, Louisiana, and Georgia.

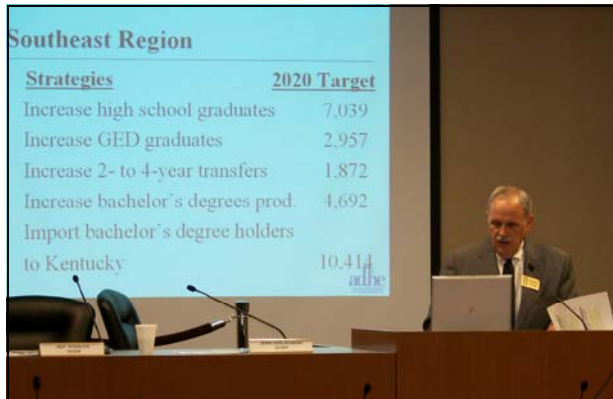
Dr. Purcell's academic preparations include a BS in Public Administration from Auburn University, an M.Ed. in Counseling from the University of Montevallo, and an Ed.D. in Higher Education Administration from the University of Alabama.

His efforts in institutional effectiveness are wide and varied with extensive experience in student placement, academic and student affairs program review, academic program development, program entrance requirements, course evaluations, grade distributions, student retention and graduation. He has served as a speaker for ACT on student assessment in 5 states and served as a keynote speaker for 6 state or regional conferences on institutional research and assessment. He has served as a consultant to more than a dozen college campuses, organizations and businesses.

Active in professional organizations, Dr. Purcell was President of the Southern Association for Institutional Research in 2003-2004.

The Department of Higher Education has been led by deputy director Dr. Steve Floyd since July, who was named interim director by the board to serve during the search for a new director.

Task Force Hears About Successful Kentucky Project



Strategies	2020 Target
Increase high school graduates	7,039
Increase GED graduates	2,957
Increase 2- to 4-year transfers	1,872
Increase bachelor's degrees prod.	4,692
Import bachelor's degree holders to Kentucky	10,414

Dr. Steve Floyd, interim director of the Arkansas Department of Higher Education, presents a report on education gains made in the state of Kentucky seven years into a major higher education initiative; "Double the Numbers: Kentucky's Plan to Increase College Graduates."

Members of the Higher Education Task Force on Remediation, Retention and Graduation Rates were provided evidence that dramatic gains in education can be achieved through a concerted effort during a presentation by Dr. Steve Floyd, ADHE interim director and a member of the task force. "Double the Numbers: Kentucky's Plan to Increase College Graduates," lays out an ambitious plan to raise the number of bachelor's degree holders from 19 percent in 2000 to 32 percent by 2020. Since 2000, Kentucky has raised the annual number of degrees and credentials by 62 percent, contributing to a 22 percent increase in per capita income. However, even with those gains, Kentucky still lags behind most of the nation in the number of adults with bachelor's degrees and per capita income. A report by the

Kentucky Science and Technology Corporation shows that, at the current rate of improvement, it will take 154 years for the state to reach the national average per capita income.

Dr. Floyd said that Arkansas is gaining ground as well, but noted any improvements have to be measured against gains made in the rest of the nation. "We're making progress," he said, "but so is everyone else. We're trying to hit a constantly moving target."

Dr. Ed Franklin, director of the Arkansas Association of Two-Year Colleges and also a task force member, said that current methods of measuring retention and graduation are outmoded. They track only a fraction of students moving through the system, making it difficult to get an accurate picture of how well Arkansas is really doing in efforts to improve education. Franklin said the current method of measuring those benchmarks by tracking cohorts of first time/full time, degree seeking students does not take into account the changing demographics of student populations. He told the panel that the current method, which is used for federal reporting standards, was developed years ago when the typical college student entered a four-year university after high school graduation and would then receive a degree from that native institution. Current reporting methods, he said, do not take into account that older students are now entering higher education at a greater rate, many are non-degree seeking, and that those who take longer than the national reporting standard of 150 percent of the minimum time required for graduation, don't get counted as completers if they require more time.

Senator Gilbert Baker, a legislative member of the task force, said the number of adults who currently hold a bachelor's degree or higher, should be held as a goal and not a measurement. "When you keep your eye on the prize," he said, "that's the prize." Senator Baker made a motion, accepted by the committee, to set as a goal a six percent rise in the number of adults holding bachelor's degrees by the year 2015.

Dr. Sally Roden, Dean of Undergraduate Studies at UCA; Dr. Karen Hodges, ARSC Director of Remediation and Retention Activities at the University of Arkansas; and R. David Ray, Provost and Vice-Chancellor for Academic Affairs at UAM; presented an overview of research from the university perspective on the current state of higher education in Arkansas.

Governor Addresses ASU-Heber Springs Campus Dedication



ASU officials from Jonesboro, Beebe and Heber Springs, along with Governor Mike Beebe and former state representatives Becky Lynn and Bill Stovall, prepare to cut the ribbon during the official dedication of the ASU-Heber Springs campus December 7.

Dr. Floyd and Dale Ellis attended the ASU-Heber Springs dedication of their new campus buildings on December 7. The two multi-purpose buildings will provide the needed space for administrative, student services, technology and sciences classrooms, as well as laboratory spaces. Although the dedication ceremonies were planned as an outdoor event, inclement weather forced the ceremony indoors. Governor Mike Beebe presented the keynote address, talking about the importance of education in the economic development of the state and the importance of the ASU-Heber Springs campus to the economy of Cleburne County.

Other speakers included Dianne Tiner, Vice Chancellor for ASU-Heber Springs; and former state representatives Becky Lynn and Bill Stovall, both of whom were instrumental in the passage of legislation which paved the way for the new campus, as well as the tax proposal that voters in Cleburne County passed which made the funding possible.

International Visitor Leadership Program Educators Visit ADHE

On November 8, Dr. Floyd and ADHE staff members welcomed participants from the International Visitor Leadership Program (IVLP). The IVLP annually brings to the United States approximately 5,000 foreign nationals from all over the world to meet and confer with their professional counterparts and to experience America firsthand. The visitors are current or potential leaders in government, politics, the media, education, labor relations, the arts, business and other fields.

The participants were: Professor Ehsan Uddin Ahmed, Director of Student Affairs, American International University of Bangladesh; Ms. Zeljka Pitner, International Relations Officer, International Relations Office, University of Zagreb; Ms. Janetta Sika Akoto, Assistant Registrar, University of Cape Coast in Ghana; Mr. Paticio Jose, Ph.D., Rector, Institute for International Studies of Mozambique; Ms. Syeda Farhana Jahangir, Ph.D., Vice Chancellor, Frontier Womens University, Peshawar, Pakistan.

Coordination Commission Meets to Discuss Pre-K and K-12 Issues

The Commission for Coordination of Educational Efforts met at the Department of Higher Education on December 4. Claire Bailey, Director of the Department of Information Services, presented a presentation on K-12 Technology Assessments; and Tonya Russell, Director of the Division of Child Care and Early Childhood Education/DHS, presented information on Pre-K activities. The Commission also reviewed their annual report and scheduled their meetings for 2008.

Financial Aid Information Presented as Scholarship Season Looms

ADHE Financial Aid Coordinator Tara Smith presented state scholarship information at the University of Arkansas at Fort Smith High School Counselor Articulation workshop, December 7. The workshop, sponsored by the Arkansas Association of Student Financial Aid Administration (AASFAA), provided high school counselors the opportunity to meet and receive information from college and university financial aid officers. In addition, Smith and ADHE Communications Director Dale Ellis attended a College Prep Night presentation at the North Little Rock Chapter of Big Brothers/Big Sisters on December 11. Dale made a short presentation on the value of education in today's economy and Tara presented information on the types of financial aid available through ADHE and how to access that aid. The deadline for the spring semester enrollment in the GO! Opportunities Grant, the new need-based grant championed by Governor Mike Beebe, recently passed, and a number of scholarship opportunities have opened for students to begin the application process.

ADHE United Way Drive Hits 100 Percent Participation

Determined to help increase the department of higher education's annual United Way donation total, Dr. Floyd came up with a novel way to motivate the agency's employees.

"Everyone who contributes to United Way this year will have their name entered into a drawing," he said at a recent staff meeting. "Consequently, names will be drawn for prizes and the grand prize winner will get to hurl a pie in my face."

With that incentive, 100 percent of the agency employees donated a portion of their paychecks for a grand total of \$7,211, about a 40 percent increase over last year.

"I'm so proud and humbled to work with such a hardworking and giving group of people," Dr. Floyd told the staff at the final drawing where the results were announced. With AHECB Chairman Dick Trammel and United Way officials looking on, Dr. Floyd drew the name of Amedah Munir, the agency receptionist.

Chairman Trammel told agency personnel how proud he was to serve on the board that oversees the agency. "You are a great group of people," he said. "It's an honor to be associated with an organization of people like the ones who work at the Department of Higher Education."

A United Way wrap-up event will be held near the end of March or in early April.

Governor Speaks Before Joint Session of Education Boards



Governor Mike Beebe speaks before a joint session of the boards of Education, Higher Education, and Workforce Education December 10. "The key to the future of this state will always rest in the ability of our educational institutions to deliver a quality education and preparation of our students for the workforce," Governor Beebe told the boards.

Addressing a joint meeting of the Arkansas Higher Education Coordinating Board, the State Board of Education, and the State Board of Workforce Education and Career Opportunities December 10, Governor Mike Beebe said it was appropriate that the three boards meet together to address issues of common interest as the state moves ahead in meeting twin goals of higher achievement in education and economic development.

"All of these are inter-related and perform in their area the component they are responsible for," Beebe said. "You're all married to each other. Whether you're black or white, rich or poor, urban or rural, you're success is dependent upon one another, and my success in my job performance is dependent upon your job performance."

The governor said the state is beginning to see results from early efforts to inject more rigor into curriculums, but said there is already a generation of students in the pipeline who have not benefited from the programs. Governor Beebe said he would like to see more children going into Pre-K programs as well as after school programs to assist students who have fallen behind. He also said the state needs more training and education for those who are out of school and already in the workforce to enhance their knowledge and skill sets.

Governor Beebe told the group that he doesn't know all the answers to the challenges facing the state during his 10 minute address, but he has confidence in those who are searching for the answers to help steer the state in the right direction. "That's why I have good, hard-working, competent people that I trust for good advice," he said.

Dr. John Ahlen, president of the Arkansas Science and Technology Authority, during a brief presentation, said Arkansas must embrace science and technology courses if the state is to make the quantum leaps necessary to stay competitive, saying technical knowledge has been on the decline.

Dr. Ahlen compared the old economy to the new economy, saying competition has moved from a regional and national arena to the global arena, placing Arkansas in competition with foreign countries as well as neighboring states. He noted that advances in the capabilities of personal computers will enable about 60 percent of the skills currently needed to be replaced by computers within the next 22 years. "Are we preparing our students and our workforce for that day?" he asked. Ahlen noted that although Arkansas has difficulty attracting students into science and technology fields, a recent Arkansas STEM Coalition conference indicated a high level of concern.

Dr. Steve Floyd, interim director of ADHE, Dr. Ken James, Commissioner of Education, and Bill Walker, director of the Arkansas Department of Workforce Education, each made a short presentation and answered questions afterward.

Recruitment of Minority Students in Healthcare Professions Discussed

Achieving a diverse student population is a challenge for most pre-service programs. While each institution struggles to attract under represented groups into their programs, they often end up competing for the same students. Cynthia Moten, ADHE Coordinator of Academic Affairs, joined representatives from Arkansas's universities and Partners for Inclusive Communities to discuss the recruitment of minority students into health care professions. The group decided that one way to address the challenge is to work together to attract more students of various backgrounds into the healthcare profession by encouraging younger students to think about health professions at an early age.

Y.O.U. Receives SGPB 2008 Innovators Award

The Arkansas Department of Higher Education has been named as one of the Southern Growth Policies Board's winners of the 2008 Innovator Award for its administration of the Youth Opportunities Unlimited program, coordinated by ADHE Y.O.U. Coordinator Lillian Williams. Y.O.U. targets at-risk youth with education and enrichment programs including summer camps at college campuses where the students live in dorm rooms, study on campus, and work part-time to earn extra money. The award is to be presented at the annual conference of the Southern Growth Policies Board, June 1 at the Peabody Hotel in Little Rock.

Activities of the Director

December 20	Meeting of the Task Force on Higher Education Remediation, Retention and Graduation Rates
	Meeting of ALC Higher Education Subcommittee
January 15	Meeting with Governor's Staff
January 16	Meeting of Governor's Workforce Cabinet
January 17	Meeting of the Task Force on Higher Education Remediation, Retention and Graduation Rates
	Meeting of ALC Higher Education Subcommittee
January 18	Aspiring Scholars Grant Program Press Conference
	Meeting of ALC
January 23	Speaker, Annual Education Renewal Zones Conference
January 24	UALR Book Discussion for Governor's Workforce Cabinet
	State Chamber of Commerce Reception
January 25	Speaker, ASU Newport Groundbreaking Ceremony
January 28	Association of Public Universities Retreat, Mt. Magazine
February 1	Meeting of AHECB, Henderson State University, Arkadelphia

ADOPTION OF RULES AND REGULATIONS
TAX CREDITS FOR CONTRIBUTIONS TO QUALIFIED RESEARCH PROGRAMS

Sections 3 and 4 of Act 759 of the 1985 General Assembly provide tax credits against a taxpayer's Arkansas corporate or individual income tax for contributions to institutions of higher education for the support of certain expenditures in qualified research programs. This agenda item presents for adoption of the rules governing the contributions for research portions of this legislation.

Act 759 of 1985 requires that the Arkansas Science and Technology Authority (ASTA) and the Arkansas Department of Higher Education adopt rules specifically governing claims for tax credits for contributions to qualified research programs at qualified educational institutions. The proposed rules that follow were developed by ASTA in consultation with ADHE. The development process involved circulation of the rules to institutions of higher education and revisions were made based upon the comments received. In addition, under the Administrative Procedure Act, notice of a public hearing was published. The public hearing was held on Tuesday, December 17, 1985, at 2:00 p.m. at the ASTA offices in Little Rock. The hearing was attended by both ASTA and ADHE staff, but no institutional representatives or other persons attended to raise questions. The rules were originally adopted as emergency rules by the ASTA board and they have been reviewed by the appropriate legislative committee and given favorable advice. They were adopted as permanent rules by the ASTA board on January 16, 1986 and was given permanent status upon adoption by the State Board of Higher Education.

Act 1607 of 2007 amended the provisions of Act 759 of 1985 to increase the total credits for qualified research expenditures, donations, and sales from fifty percent (50%) of the net tax liability of the taxpayer after all other credits and reductions in their tax liability to allow up to one hundred percent (100%) of the taxpayer's tax liability. Act 1607 also extended the time period for exhausting the tax credits from three (3) years to nine (9) years. The proposed policy has been amended to reflect those changes required by Act 1607 of 2007. The proposed policy was adopted by the Board of Directors of the Arkansas Science and Technology Authority on September 21, 2007.

RESOLVED, That the Arkansas Higher Education Coordinating Board hereby adopts the proposed rules governing contributions to qualified research programs at qualified educational institutions as presented in this agenda item.

RESEARCH & DEVELOPMENT TAX CREDIT PROGRAM RULES

1.0 GENERAL INFORMATION

Act 759 of 1985 provides several tax credit incentives to Arkansas taxpayers to support research and educational program efforts at Arkansas colleges and universities. Act 1607 of 2007 amends the tax credit incentives.

Act 759 of 1985 allows the Arkansas Science & Technology Authority and the Arkansas Department of Higher Education to adopt certain rules specifically governing claims for tax credits for contributions to qualified research programs at qualified educational institutions.

These statutory provisions are codified as Arkansas Code sections 26-51-1101 through 26-51-1105.

1.1 PROGRAM NAME

These rules will govern the Arkansas Department of Higher Education and the Arkansas Science & Technology Authority's Research & Development Tax Credit Program.

1.2 PURPOSE

The purpose of the Research & Development Tax Credit Program is to provide incentive to Arkansas industry to participate in the Science & Technology Authority's Applied Research Grant Program, Basic Research Grant Program or similar research programs.

1.3 AUTHORIZATION

The Research & Development Tax Credit Program for qualified research programs is authorized by Sections 2 and 3 of Act 759 of 1985, the same being Arkansas ~~Statutes 84-2021.32 and 84-2021.33~~ Code section 11-51-1102. The power to establish rules governing this program is granted by Section 6 of Act 759 of 1985, the same being Arkansas ~~Statute 84-2021.36~~ Code section 26-51-1105.

2.0 PROGRAM DESCRIPTION

The Research & Development Tax Credit Program allows credits against a taxpayer's Arkansas state income tax for making certain qualified research expenditures, as well as certain donations or sales below cost of new machinery and equipment to a qualified research program.

3.2.2

2.1 LIMITS ON CREDIT

- 2.1.1 In the case of a qualified research expenditure, the amount of credit granted shall be thirty-three percent (33%) of the amount expended by the taxpayer in the tax year on the qualified research program.
- 2.1.2 In the case of a donation of new machinery or equipment, the amount of credit granted shall be thirty-three percent (33%) of the amount by which the cost is reduced.
- 2.1.3 In the case of a sale below cost of new machinery or equipment, the amount of credit granted shall be thirty-three percent (33%) of the amount by which the cost is reduced.
- 2.1.4 Total credit for qualified research expenditures, donations, and sales below cost shall be ~~limited to fifty percent (50%)~~ allowed up to one hundred percent (100%) of the net tax liability of the taxpayer after all other credits and reductions in tax have been calculated.
- 2.1.5 In the case of donations or sales below cost, the credit shall be claimed in the tax year of the donation or sale below cost, but all or any part of the unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of ~~three~~ nine tax years next succeeding the tax year of the donation or sale below cost, whichever occurs earlier.
- 2.1.6 In the case of a qualified research expenditure, the credit shall be claimed in the tax year in which the expense incurred for the qualified research is actually paid, but all or any part of any unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of ~~three~~ nine tax years next succeeding the tax year of the payment for the qualified research expenditure, whichever occurs earlier.
- 2.1.7 Any person claiming any credit granted by Act 759 of 1985 as amended for any expense, or contribution, or sale below cost shall not take any deduction under the Arkansas Income Tax Law for the same expense or contribution.

2.2 DEFINITIONS

For the purposes of the Authority's Research and Development Tax Credit Program, the following words and phrases have the following definitions.

- 2.2.1 "Applied Research" shall mean any activity which seeks to utilize, synthesize, or apply existing knowledge, information, or resources to the resolution of a specific problem, question, or issue.
- 2.2.2 "Basic Research" shall mean any original investigation for the advancement of

3.2.3

scientific or technological knowledge.

- 2.2.3 "Cost" shall mean, in the case of a donation or sale below cost by a wholesale or retail business, the amount actually paid by the wholesaler or retailer to the supplier for the machinery and equipment.

"Cost" shall mean, in the case of a donation or sale below cost by a manufacturer of machinery or equipment, the enhanced value of the materials used to produce the machinery or equipment, which shall be deemed to be the lowest price at which the manufacturer sells the machinery or equipment.

- 2.2.4 "Industry" shall include, but not be limited to, manufacturing facilities, warehouses, distribution facilities, repair and maintenance facilities, agricultural facilities, and corporate management offices for industry.

- 2.2.5 "Machinery and Equipment" shall mean the tangible personal property used in connection with a qualified research program, and which has been approved for a tax credit under rules and regulations prescribed by the Department of Finance and Administration.

- 2.2.6 "New" shall mean the machinery and equipment that is state-of-the-art machinery and equipment which (1) has never been used except for normal testing by the manufacturer to insure that the machinery or equipment is of a proper quality and in good working order, or (2) has been used by the wholesaler or retailer solely for the purpose of demonstrating the product to customers for sale.

- 2.2.7 "Qualified Educational Institution" shall mean (1) any public university, college, junior college, or vocational technical training school supported by the State of Arkansas, or (2) any private university, college, junior college, or vocational technical training school located in the State of Arkansas and qualified for tax-exempt status under Arkansas Income Tax Law, or (3) any public elementary or secondary school located in the State of Arkansas.

- 2.2.8 "Qualified Research Expenditures" shall mean the sum of any amounts which are paid by a taxpayer during the taxable year in funding a qualified research program, and which have been approved for tax credit treatment under rules and regulations promulgated by the Department of Finance and Administration.

- 2.2.9 "Qualified Research Program" shall mean a research program undertaken by a qualified educational institution which meets the eligibility criteria of the Arkansas Science & Technology Authority's Applied Research Grant Program or Basic Research Grant Program.

- 2.2.10 "State-of-the-Art Machinery and Equipment" shall mean machinery and equipment which is of the same type, design, and capability as like machinery and

3.2.4

equipment which is currently sold or manufactured by donee for sale to customers.

3.0 ELIGIBILITY

Industries and individuals that qualify for a Research & Development Tax Credit under this program will be those which satisfy the following criteria:

3.1 Expenditures or donations and sales below cost of machinery and equipment must be made to a qualified educational institution for a qualified research program as defined by these rules.

3.2 The taxpayer must provide the following for each piece of machinery or equipment donated or sold below cost:

3.2.1 A statement from the receiving, qualified, educational institution that:

3.2.1.1 It has received the machinery or equipment;

3.2.1.2 The machinery or equipment is "new" machinery or equipment as defined by these rules;

3.2.1.3 It has received the machinery or equipment as a donation or, if it purchased the machinery or equipment below cost, a statement of the amount paid for the machinery or equipment.

3.2.1.4 The machinery or equipment has been donated or sold to the qualified educational institution for use in a qualified research program;

3.2.2 A copy of the invoice from the business' supplier, in the case of a donation or sale below cost by a wholesale or retail business, showing the actual cost of the machinery or equipment; and

3.2.3 A copy of the manufacturer's wholesale price list, in the case of a donation or sale below cost by a manufacturer, showing the lowest price for the machinery or equipment for which credit is claimed.

3.3 In order to claim a tax credit for qualified research expenditures, the taxpayer must provide a statement from the Arkansas Science & Technology Authority that the Arkansas Department of Higher Education and the Arkansas Science & Technology Authority have approved the expenditure as part of a qualified research program.

4.0 APPLICATION PROCESS

Application for an Arkansas Income Tax Credit under this program shall be

3.2.5

submitted to the Arkansas Science & Technology Authority. The following three documents must be submitted as part of this application:

- 4.1 An application form provided by the Authority must be completed with the following information included:
 - 4.1.1 Name and address of the applicant;
 - 4.1.2 Tax identification number of the applicant;
 - 4.1.3 Name and address of the qualified educational institution conducting the qualified research program;
 - 4.1.4 Title of the qualified research program;
 - 4.1.5 Name and phone number of the contact person for the qualified research program;
 - 4.1.6 Amount or value of the donation;
 - 4.1.7 Date of the donation;
 - 4.1.8 Any other information that may be required by the Authority.
- 4.2 A copy of the statement from the receiving educational institution (as described in Section 3.2.1). A copy of the check or receipt for the donation must be included with this statement.
- 4.3 A copy of the proposal for the research program receiving the donation.

5.0 EVALUATION

Proposals for tax credit treatment for expenditures, donations, or sales below cost to qualified research programs will be evaluated on the basis of the following criteria.

5.1 EVALUATION CRITERIA

- 5.1.1 All applications will be reviewed by Authority staff for completeness.
- 5.1.2 Such proposals will be thoroughly investigated by Authority staff to assure that all eligibility criteria are met.

5.2 TAX CREDITS GRANTED

Final decisions on granting tax credits will be made by the Board of Directors of the Arkansas Science & Technology Authority.

6.0 NOTIFICATION LETTER

The Board shall notify all taxpayers applying for tax credit treatment under this program of its final decision by letter.

APPROVED by the Arkansas Science & Technology Authority on this 21st day of September, 2007.

Gary Phillips, Ph.D.
Chairman, Board of Directors
Arkansas Science & Technology Authority

APPROVED by the Arkansas Department of Higher Education on this 1st day of February, 2008.

Jim Purcell
Director
Arkansas Department of Higher Education

ECONOMIC FEASIBILITY OF LOAN
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

Cossatot Community College of the University of Arkansas requests approval of a loan of \$2,000,000 with a term of 15 years at an annual interest rate not to exceed 3.2 percent. Proceeds will be used to complete renovations of the Ashdown Center, construct a facility for the agriculture program, and construct a Fine Arts classroom facility. The University of Arkansas's Board of Trustees approved the college's loan application on January 25, 2007.

The debt service on the loan will be supported by sales tax revenue and tuition and fee revenue. Coordinating Board policy regarding debt service for educational and general (E&G) projects provides that sales tax proceeds must be a minimum of 120 percent of the estimated annual debt service. Policy also states that a maximum of 25 percent of tuition and fee revenue may be pledged to debt service.

Relevant data follows:

Estimated Sales Tax	\$ 300,000
Estimated Tuition & Fee Revenue	1,865,000
Maximum Debt Service $(300,000/120\%)+(1,865,000 \times 25\%)$..	716,250
Existing Debt Service	295,212
Proposed Debt Service	170,000
Amount Remaining for Additional Debt Service	\$ 251,038

The above data demonstrates that Cossatot Community College of the University of Arkansas has sufficient sales tax revenue and tuition and fee revenue to support a loan of \$2,000,000 with a term of fifteen years at an annual interest rate not to exceed 3.2 percent.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Revolving Loan Fund to Cossatot Community College of the University of Arkansas for \$2,000,000 with a term of 15 years at an annual interest rate not to exceed 3.2 percent to complete renovations of the Ashdown Center, construct a facility for the agriculture program, and construct a Fine Arts classroom facility.

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

PROPOSED CHANGES TO HIGHER EDUCATION BOND PROJECTS

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on April 27, 2007. The following revision is requested concerning that list.

Rich Mountain Community College

Renovation of College Facilities - **Renovation.** An amount up to \$1.05 million is provided for the renovation of current facilities to develop a one-stop Student Services Center and facility improvements for instruction. The student services center will include space for Admissions, Financial Aid, Assessment, Counseling and Advising Services, and Administrative support. Other facility improvements include the improvement of other instructional and college space for effective instruction as well as administrative services. This includes updating science labs for increased science and medical related instruction for existing classes and those associated with nursing.

Wickes Instructional Facility - **Purchase/Renovation.** An amount up to \$200,000 is provided for the purchase of property in Wickes. The purchase will include land and a building which will be renovated to provide classroom and office space to serve the student population in the Wickes community.

The project previously approved by the Coordinating Board for Rich Mountain Community College, construction of an Instructional Facility and Library, will be deleted and replaced by the two projects described above.

University of Arkansas - Fayetteville

Laboratory Facility - **Construction/Renovation.** An amount up to \$16 million is provided toward the construction of a laboratory facility that will emphasize nanoscience and technology research. Other critical laboratory needs may also be addressed through this new facility or renovation of existing space.

The project previously approved by the Coordinating Board for the University of Arkansas on February 2, 2007, an addition to Ozark Hall, will be replaced by the project described above.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves and endorses the revision to the proposed Higher Education Bond Project as described in this agenda item and that this project is incorporated in the Plan of Implementation.

FURTHER RESOLVED, That the Director is instructed to transmit to the Governor the plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of Higher Education Bonds.

FURTHER RESOLVED, That all requirements and limitations approved for the Higher Education Bond Projects by the Arkansas Higher Education Coordinating Board on November 4, 2005 apply to these changes.

**ECONOMIC FEASIBILITY OF BOND ISSUE
ARKANSAS TECH UNIVERSITY**

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$3.3 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Arkansas Tech University Board of Trustees approved this action at its meeting held on December 15, 2007.

The E & G issue will be approximately \$3.3 million with an annual debt service of \$213,642. Proceeds from the issue will be used to construct a physical plant facility and for various other capital improvements. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

Relevant data follows:

Educational and General Portion

Budgeted 2007-08 Tuition and Fee Revenue.....	\$ 27,572,649
Maximum Allowable Debt Service.....	
(\$ 27,572,649 x 25%).....	\$ 6,893,162
Existing Debt Service.....	\$ 1,704,416
Estimated Debt Service for Proposed Issue.....	\$ 213,642
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$ 4,975,104

The above data demonstrates that Arkansas Tech University has sufficient revenue to support a bond issue of approximately \$3.3 million with a term of 30 years at an estimated annual interest of five percent (5%).

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds for approximately \$3.3 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

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

ECONOMIC FEASIBILITY OF BOND ISSUE ARKANSAS TECH UNIVERSITY

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$2 million with a term of up to 30 years at an estimated annual interest rate of 4.6 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas Tech University Board of Trustees approved the bond financing at its meeting on August 16, 2007.

The auxiliary issue will be approximately \$2 million with annual debt service of \$124,500. Proceeds from the issue will be used for costs associated with the Campus Courts student housing facility and for other critical housing maintenance. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follows:

Auxiliary Residence Projects

Budgeted 2008-09 Net Housing Revenue.....	\$2,432,093
Maximum Allowable Debt Service (\$2,432,093 / 120%).....	2,026,744
Existing FY2008 Debt Service.....	1,635,045
Estimated FY2009 Debt Service for Proposed Issue...	124,500
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$ 267,199

The above data demonstrate that Arkansas Tech University has sufficient revenue to support an auxiliary bond issue of approximately \$2 million with a term of 30 years at an estimated annual interest rate of 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 Arkansas Tech University to issue bonds for approximately \$2 million with a term of up to 30 years at an estimated annual interest rate of 4.6 percent for costs associated with the Campus Courts student housing facility, as requested by the institution.

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

ECONOMIC FEASIBILITY OF BOND ISSUE NATIONAL PARK COMMUNITY COLLEGE

National Park Community College requests approval of the economic feasibility of plans to issue bonds not to exceed \$3.8 million with a maximum term of up to 30 years at an estimated annual interest rate of 4.75 percent. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The National Park Community College Board of Trustees approved this action at its meeting held on November 8, 2007.

The E&G issue will be approximately \$3.8 million with an annual debt service of \$265,000. Proceeds from the issue will be used to construct a new Nursing and Health Services Building. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

Relevant data follows:

Educational and General Portion

Budgeted 2007-08 Tuition and Fee Revenue.....	\$ 3,750,000
Maximum Allowable Debt Service (\$3,750,000 x 25%).....	\$ 937,500
Existing Debt Service.....	\$ 0
Estimated Debt Service for Proposed Issue.....	\$ 265,000
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$ 672,500

The above data demonstrates that National Park Community College has sufficient revenue to support a bond issue of approximately \$3.8 million with a term of 30 years at an estimated annual interest rate of 4.75 percent.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for National Park Community College to issue bonds for approximately \$3.8 million with a term of 30 years at an estimated annual interest rate of 4.75 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 National Park Community College of the Coordinating Board's resolution.

**ASSOCIATE OF APPLIED SCIENCE
IN EMERGENCY ADMINISTRATION AND MANAGEMENT
SOUTHEAST ARKANSAS COLLEGE**

The administration and Board of Trustees of Southeast Arkansas College (SEARK) seek approval to offer the Associate of Applied Science in Emergency Administration and Management, effective Fall 2008. SEARK is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The SEARK Board of Trustees approved the program proposal on September 12, 2007.

Description of the Program

The proposed degree is designed to prepare students for careers in the public or private sector in disaster and emergency preparedness within law enforcement, government, fire service, and private industry. The program is 62 semester credit hours and includes a minimum of 18 hours in emergency administration and management, covering topics in crisis management, criminal justice, terrorism, and emergency medical technology.

Five new courses will be added. The students will be required to complete a capstone portfolio, documenting training and experience. Credit for work experience can also be applied to this portfolio. Students are also required to take a course which allows them to gain practical experience at a local non-profit organization.

Need for the Program

Fifty-one agencies in the state were surveyed about the need for employees trained in emergency management. Their responses indicated that over 100 employees were interested in getting more training in emergency management, and desire more job applicants with at least a two-year degree in the field.

SEARK has signed a Memorandum of Understanding with Arkansas Tech University (ATU) that would allow program graduates to pursue a bachelor's in emergency administration and management. Twelve students are expected to begin the program in the first year.

Program Costs

Costs to begin this program will be minimal because all faculty and facilities are in place. Adjunct faculty costs should be \$3,000 per semester. The program will

be sustained by student tuition of \$18,000 for the first year and state general revenue will be \$48,000.

Program Duplication

NorthWest Arkansas Community College offers an associate degree in emergency management and homeland security. ATU offers bachelor's and master's degrees in emergency management.

Desegregation

African American student enrollment is 45 percent and other minority enrollment is 2 percent.

Degree Productivity

In 2005-06, 14 of 20 (70 percent) associate degree programs offered at SEARK met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science degree in Emergency Administration and Management (CIP 43.9999) at Southeast Arkansas College, effective Fall 2008.

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 Southeast Arkansas College of this approval.

TECHNICAL CERTIFICATE IN EARLY CHILDHOOD EDUCATION OZARKA COLLEGE

The administration and Board of Trustees of Ozarka College request approval to offer the Technical Certificate in Early Childhood Education, effective Spring 2008. Ozarka College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The Ozarka College Board of Trustees approved the program proposal on September 21, 2006.

Description of the Program

The proposed 30-semester credit hour program includes coursework designed to prepare students to become child care workers through training in first aid, nutrition, child development, and program operation. Students seeking this certificate also will be required to complete 400 contact hours in a childcare facility. All courses required for the proposed certificate currently are offered by the College. Program graduates would meet the academic requirements established by the Council for Early Childhood Professional Recognition for the Child Development Associate (CDA) credential. Ozarka College currently offers a Certificate of Proficiency in Early Childhood Development.

Need for the Program

A survey of child care facilities in five surrounding counties indicated that a need exists for additional training in early childhood care. Employers expressed a need for a training facility closer than the current options of Arkansas State University—Jonesboro and the University of Arkansas Community College at Batesville.

Students surveyed in the Early Childhood Development Department at the College also have expressed a desire to enroll in additional courses to further their education and experience. Based on the survey responses, 15 students are expected to enroll in the program the first year.

Program Costs

Program costs will be minimal because Ozarka College currently offers a Certificate of Proficiency in Early Childhood Development. Costs for the first year will be \$23,000, which includes \$20,000 for part-time faculty, \$2,000 for supplies and \$1,000 for travel. Program funding in the amount of \$72,000 will come from student tuition and fees and state general revenue.

Program Duplication

Arkansas State University—Jonesboro, Phillips Community College of the University of Arkansas, South Arkansas Community College, and the University of Arkansas Community College at Batesville offer the Technical Certificate in Early Childhood Education.

Desegregation

African American student enrollment is 1 percent and other minority enrollment is 2 percent.

Degree Productivity

In 2005-06, 1 of 4 (25 percent) technical certificate programs offered at Ozarka College met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Early Childhood Education (CIP 13.1210) at Ozarka College, effective Spring 2008.

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.

**ASSOCIATE OF FINE ARTS IN MUSIC
ARKANSAS STATE UNIVERSITY—BEEBE**

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval for Arkansas State University—Beebe (ASUB) to offer the Associate of Fine Arts in Music effective Fall 2008. ASUB is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The ASU Board of Trustees approved the program proposal on September 7, 2007.

Description of the Program

The proposed program is designed for students who plan to earn a bachelor's degree in music. Students would take a portion of the general education they need for a bachelor's degree and also begin applied music and music theory courses and then be ready to transition directly to their junior year after earning the associate degree. ASUB is working with Henderson State University, Harding University, Arkansas Tech University and Arkansas State University—Jonesboro to obtain program articulation agreements that would allow students the option of transferring to pursue a bachelor's degree in music.

The Associate of Fine Arts in Music is 63 semester credit hours which includes 28 credit hours of general education and 35 credit hours of music courses. No new courses will be added. The program would meet the lower-division course requirements for the bachelor's degree in music.

Need for the Program

There are currently no two-year institutions in Arkansas that offer an associate degree in music that facilitates transfer. Students who transfer to a four-year institution to get a baccalaureate degree in music usually take more than four years to complete the degree. Through this program, students would take more music courses before transferring and therefore, earn a bachelor's degree more quickly. ASUB expects at least 20 students currently taking music courses and planning on transferring to a four-year institution to enroll in the degree program.

Program Costs

Costs for the program will be minimal because no new faculty, facilities, and instructional resources are needed.

Program Duplication

No similar degree program is offered in the state.

Desegregation

African American student enrollment is five percent and other minority enrollment is five percent.

Degree Productivity

In 2005-06, 11 of 15 (73 percent) associate degree programs offered at ASUB met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Fine Arts in Music (CIP 50.0901) at Arkansas State University—Beebe, effective Fall 2008.

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 Arkansas State University System, and the Chancellor of Arkansas State University—Beebe of the approval.

BACHELOR OF ARTS IN STUDIO ART UNIVERSITY OF ARKANSAS AT FORT SMITH

The administration and Board of Trustees of the University of Arkansas System (UA) seek approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in Studio Art, effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The UA Board of Trustees approved the program proposal on November 16, 2007.

Description of the Program

The proposed degree will provide students with knowledge and training in the visual arts of photography, painting, drawing, and printmaking. The students will focus their upper-level studies in studio art classes, studying the fundamentals of different types of art. UAFS currently offers a Bachelor of Science in Graphic Design and the first two years of the degree are similar. The studio art program is broader than the graphic design program that focuses on art in a non-commercial manner.

The program is 124 semester credit hours. A portfolio of work, consisting of a culmination of art work completed in the program, will be required in the senior capstone course. The portfolio will include student commentary on the work and will be critiqued by faculty and outside reviewers.

Need for the Program

A survey of 65 students currently enrolled in art classes at UAFS showed that 29 students would pursue a bachelor's degree in studio art if it was available. Another 30 students said they would pursue a minor in art. Faculty members have reported that several students enrolled in the graphic design program are interested in pursuing a broader education in art.

Twenty-five school districts were surveyed about the need for art teachers and the majority indicated a need did exist. Students who complete this degree could become certified to teach art through the non-traditional licensure program. Thirty students are expected to enroll in the program.

Program Costs

Costs for the program for the first year will be \$29,000, which includes \$12,000 for equipment and supplies, \$7,500 for adjunct faculty, \$2,500 for faculty development, and \$7,000 for construction of a darkroom. Funding in the amount

of \$219,000 from student tuition and fees and state general revenue will cover program expenses.

Program Duplication

Institutions offering the bachelor's degree in art are Arkansas State University—Jonesboro, Arkansas Tech University, University of Arkansas, Fayetteville, University of Arkansas at Little Rock, University of Arkansas at Monticello, and the University of Central Arkansas.

Desegregation

African American student enrollment is 4 percent and other minority enrollment is 12 percent.

Degree Productivity

In 2005-06, 19 of 24 (79 percent) bachelor's degree programs offered at UAFS met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Studio Art (CIP 50.0701) at University of Arkansas at Fort Smith, effective Fall 2008.

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

**BACHELOR OF ARTS IN THEATRE
UNIVERSITY OF ARKANSAS AT FORT SMITH**

The administration and Board of Trustees of the University of Arkansas System (UA) seek approval for the University of Arkansas at Fort Smith (UAFS) to offer the Bachelor of Arts in Theatre effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The UA Board of Trustees approved the program proposal on November 16, 2007.

Description of the Program

The proposed program is 126 semester credit hours and has two tracks in acting/directing and design/production. The students are given a broad education about theatre, through the study of auditioning, stagecraft, dance, directing, and theatre history. Participation in campus dramatic productions both in performing as well as technical and design processes is required. Students pursuing the degree will be equipped to use theatrical training and skills to work in areas such as broadcasting, education, and media production.

Need for the Program

UAFS has an active theatre organization which has had approximately 150 students involved per year for the past five years. Last year's UAFS theatre production was selected as a finalist for the Kennedy Center College Theatre Festival. One hundred students in the theatre club were surveyed and 42 students said they would pursue a theatre degree if it were offered. Twenty-five students plan to transfer to another institution to complete the bachelor's degree because the theatre major is not offered at UAFS. Based on the survey findings, UAFS expects 35 students to enroll in the proposed program the first year.

Program Costs

New expenses for the program total \$79,250, including \$63,750 for one new faculty member, \$2,500 for faculty development, and \$13,000 for operating expenses. Program expenses will be covered by student tuition and fees and state general revenue with funds totaling \$255,000.

Program Duplication

The following institutions offer the bachelor's degree in theatre: Arkansas Tech University, Henderson State University, Southern Arkansas University—Magnolia, the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, the University of Arkansas at Pine Bluff, and the University of Central Arkansas.

Desegregation

African American student enrollment is 4 percent and other minority enrollment is 12 percent.

Degree Productivity

In 2005-06, 19 of 24 (79 percent) bachelor's degree programs offered at UAFS met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Theatre (CIP 50.0501) at the University of Arkansas at Fort Smith, effective Fall 2008.

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

**BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP
UNIVERSITY OF ARKANSAS AT FORT SMITH**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Fort Smith to offer the Bachelor of Science in Organizational Leadership, effective Fall 2008. UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on November 16, 2007.

Description of the Program

The proposed 124-semester credit hour bachelor's degree is designed for working adults. Enrollment will be limited to students with the Associate of Arts, Associate of General Studies, and Associate of Applied Science degrees. The program prepares students to become effective organizational leaders in the workplace, and provides the knowledge and skills necessary for a broad range of organizational and supervisory positions.

Students will enroll in 60 credit hours of courses in organizational leadership, communication, ethics, management, and supervision. A supervised internship and a capstone course also will be completed. Classes will meet nights and weekends in an eight-week class schedule to meet the needs of the working students. Expected enrollment for the first year of the program is 20 students.

Need for the Program

Only 16.7 percent of the college population in Arkansas is identified as working adults over the age of 25. The proposed degree will allow adults who have an associate degree the opportunity to complete the upper-level courses required for a bachelor's degree, increasing in the number of Arkansans with a baccalaureate degree. The accelerated course schedule and the night and weekend sessions will allow working students to complete the degree in a timely manner.

Current and former UAFS students, as well as local employers, have expressed their support for the proposed program that would help working adults obtain an additional educational credential. Employers in the Fort Smith area, such as Arkansas Best Freight System, Bancorp South, Federal Coach, MacSteel, Owens Corning, Saint Edward Mercy Medical Center, and Summit Medical Center have indicated they would recommend the program to employees, and

provide tuition reimbursement for employees enrolling in the degree program.

Program Costs

New program costs are expected to be \$70,600 for one (1) new full-time faculty (\$62,500), an additional adjunct faculty member (\$6,000), and part-time clerical staff (\$2,100). Projected revenue of \$82,000 from student tuition and fees and state general revenue will cover program expenses.

Program Duplication

A similar degree program is offered at Henderson State University.

Desegregation

African American student enrollment is 4.4 percent and other minority student enrollment is 12.5 percent.

Degree Productivity

In 2005-06, 19 of 24 (79 percent) baccalaureate degree programs offered at UAFS met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Organizational Leadership (CIP 30.9999) at the University of Arkansas at Fort Smith, effective Fall 2008.

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 the approval.

**MASTER OF SCIENCE IN TAXATION
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Science in Taxation (MS) degree program, beginning Summer 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UALR College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The UA Board of Trustees will consider the program proposal on January 25, 2008.

Description of the Program

The Master of Science in Taxation is a 30-semester credit hour degree program designed to prepare students for careers as professional tax advisors for business, financial, industrial, governmental, and nonprofit organizations. The proposed program builds upon the existing Graduate Certificate in Taxation. The balance of the MS degree will consist of existing courses in accounting, business and law. The MS in combination with the bachelor's degree in accounting may fulfill the 150 credit hours of education required to take the Uniform Certified Public Accountant (CPA) examination in the state of Arkansas.

Coursework will focus on the complex relationships between tax policy, the political environment, and the social and economic objectives at the federal and state level. The degree will enable the student to develop broad technical competence in current tax law and to engage in research dealing with the theoretical aspects of taxation.

To accommodate the needs of accounting and tax professionals for whom the program is designed, UALR introduced the "tax season" friendly spring semester in 2007. Classes are offered in the traditional accelerated summer mode, e.g., two nights per week, from 6:00 p.m. to 9:45 p.m., for five (5) consecutive weeks. In this format, students will be able to take and complete courses from the middle of January to the middle of February, and return to their tax practice during the height of tax season.

Students admitted to the MS degree program must have completed a baccalaureate degree in business or accounting with at least a 2.7 GPA in the last 60 upper-division credit hours, and at least a score of 480 on the Graduate Management Admission Test (GMAT). Fifteen students (15) are expected to enroll in the program for the first year.

Need for the Program

There is currently no degree in taxation offered in Arkansas. Arkansas students wanting to pursue a degree in the field are required to attend out-of-state institutions. The nearest program is at the University of Mississippi in Oxford, Mississippi. The proposed program, which will be offered only at night, will provide local, working professionals the opportunity to earn a graduate degree in their career field while still meeting the demands of work and family.

Program Costs

New program costs will be minimal because instructional resources are in place. Two (2) adjunct faculty will be hired at a cost of \$6,000 annually to allow course release time for a full-time faculty member to assume the duties as Graduate Coordinator for the proposed program. Program costs will be covered by student tuition and fees and state general revenue.

Program Duplication

There are no graduate degrees in taxation offered by public universities in Arkansas. Similar programs are offered at the University of Mississippi, the University of Oklahoma, Louisiana State University, and the University of Alabama.

Desegregation

African American graduate student enrollment is 20.3 percent and other minority graduate student enrollment is 13.1 percent.

Degree Productivity

In 2006-07, 33 of 39 (85 percent) master's degree programs offered at UALR met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Science in Taxation (CIP 52.1601) at the University of Arkansas at Little Rock, effective February 1, 2008.

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

**MASTER OF ACCOUNTANCY
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Accountancy, beginning Summer 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UALR College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The UA Board of Trustees will consider the program proposal on January 25, 2008.

Description of the Program

The Master of Accountancy is designed to meet the needs of individuals currently working in the profession who wish to obtain an advanced accounting degree. Coursework for the proposed 30-semester credit hour degree program also will satisfy the requirement of upper-level accounting courses required to take the Uniform Certified Public Accountant (CPA) Examination. The proposed program builds on the existing Graduate Certificate in Accountancy.

Courses required for the degree include accounting theory, research and practice, accounting information systems, tax research, governmental accounting, and international accounting. Elective courses will be selected from accounting, taxation, business, and law course offerings.

Students admitted to the proposed program must have a baccalaureate degree in accounting or business with at least a 2.7 GPA in the last 60 upper-division credit hours, and at least a score of 480 on the Graduate Management Admission Test. The major source of students for the proposed degree will come from students enrolled in the Graduate Certificate in Accountancy. Twenty-five students are expected to enroll in the program for the first year.

Need for the Program

Effective January 1, 2008, candidates for the CPA examination are required to complete 150 semester credit hours of coursework. Candidates can meet the CPA examination requirement by completing the bachelor's degree in accounting or business and 30 credit hours of upper-level accounting-related courses. The master's program will allow students to earn an advanced degree while meeting the requirements for the CPA examination.

The proposed program will provide working professionals the opportunity to earn a graduate degree in their career field while still meeting the demands of work and family. According to area employers surveyed by UALR, the number of master's prepared accountants has increased in the last 10 years as graduates pursued an advanced accounting degree to be more competitive in the job market.

Program Costs

New program costs will be minimal because instructional resources are in place. Two (2) adjunct faculty will be hired at an annual cost of \$6,000 to allow course release time for a full-time faculty member to assume the duties of Graduate Coordinator for the proposed program. Program costs will be covered by tuition and fees and state general revenue.

Program Duplication

Similar programs are offered at Arkansas State University—Jonesboro, the University of Arkansas, Fayetteville, and the University of Central Arkansas.

Desegregation

African American graduate student enrollment is 20.3 percent and other minority graduate student enrollment is 13.1 percent.

Degree Productivity

In 2006-07, 33 of 39 (85 percent) master's degree programs offered at UALR met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Accountancy (CIP 52.0301) at the University of Arkansas at Little Rock effective February 1, 2008.

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

**DOCTOR OF PHYSICAL THERAPY
ARKANSAS STATE UNIVERSITY—JONESBORO**

The administration and the Board of Trustees of the Arkansas State University System request approval for Arkansas State University—Jonesboro (ASUJ) to offer the Doctor of Physical Therapy (DPT), effective Fall 2008. ASUJ is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The master's degree in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The proposed program is within the role and scope of the institution. The ASU Board of Trustees approved the proposal on September 7, 2007.

Description of the Program

The Doctor of Physical Therapy completes the program evolution that began in 1991 with the Coordinating Board's approval of the baccalaureate degree in physical therapy and subsequent approval of the Master of Physical Therapy (MPT) in 2000. Because the DPT has become the preferred entry-level degree for the physical therapy profession, the proposed degree is designed to meet the new CAPTE standards for continued program accreditation.

Physical therapy education at ASUJ has evolved from the undergraduate level to graduate level to meet the changing demands of the physical therapy professional and the requirements of CAPTE and the American Physical Therapy Association (APTA). The proposed program reflects ASU's efforts to insure that physical therapy students receive instruction based on the current research and best practices in the field of physical therapy, and are prepared to meet the new educational requirements for the preferred entry-level credential.

The proposed DPT program is a 4+3 program (undergraduate degree plus 3 years of graduate study). Course requirements for the 108-semester credit hour program, includes the 54 semester hours of coursework required for the MPT. There will be a mix of traditional lecture courses, student-guided learning and exploration activities, and clinical practice. Areas of study include diagnostics, imaging and radiology, pharmacology, evidence-based practice, clinical decision-making, business practices, and health promotion. Students also will complete six (6) clinical education course rotations for a total of 36 weeks (1440 clock hours) to meet the clinical education requirements. Arkansas students currently complete clinical assignments in hospitals and physical therapy clinics in Arkansas, Tennessee, Texas, Ohio, Missouri, Alabama, and Georgia.

Candidates for the DPT program will come from biology and interdisciplinary studies baccalaureate degree programs. Both of these degree programs

currently serve as feeder programs for the Master of Physical Therapy program and have content related to the science and practice of physical therapy.

The DPT program enrollment will be limited to 20 students per year, up from the current MPT limit of 16 students. Students must meet the following enrollment qualifications:

- A record of academic accomplishment sufficient to meet the entrance requirements of the ASUJ Graduate School. Admission to the physical therapy program cannot be finalized until the applicant has been admitted to the ASUJ Graduate School. A cumulative GPA of 3.25 is required for unconditional admission, and a 3.0 GPA is required for conditional admission.
- The physical ability and skills necessary for use in the physical therapy process.
- A four-year degree from a regionally accredited institution or international university with equivalent requirements for a bachelor's degree. The degree can be in any field, but must include the prerequisite courses for the DPT degree program.
- Successful completion of the prerequisite coursework with a GPA of 3.0 and a grade of C or better in all prerequisite courses.

Need for the Program

The ASUJ physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education and is due for a self-study and accreditation visit in 2013. To meet the new CAPTE standards for continued program accreditation, ASUJ must implement the new program standards which are included in the DPT curriculum. The Master of Physical Therapy will be discontinued when the Doctor of Physical Therapy is accredited.

Currently, 44 students are enrolled in the Master of Physical Therapy, all of whom have indicated they will seek the doctorate degree. MPT graduates are recruited heavily to counties in the Arkansas Delta to work for hospitals, senior care facilities, and other health-care facilities. Students graduating with the DPT credential will be able to make diagnoses and develop physical therapy treatment programs for patient care. The overall health of the patient also can be assessed - an advantage for a distressed area where doctors are in short supply and the nearest hospital is at least two hours away. Typically, physical therapists focus on rehabilitation stemming from injuries, but program graduates also will be prepared to work in areas such as orthopedics, sport therapy and caring for children and adult with physical handicaps.

Program Costs

Funds currently budgeted for the Master of Physical Therapy program (\$521,847) will be reallocated for the DPT. New instructional equipment for the program (\$232,500) will be funded by a grant from the Donald W. Reynolds Foundation.

New program costs not covered by the existing budget or grant money are projected at \$390,447 for two (2) additional full-time faculty, one (1) part-time administrative assistant, office equipment, accreditation fees, new faculty development and research, and additional library resources. Funding for the first year of the program is projected at \$410,850 from student tuition and fees (\$185,850), and state general revenue (\$225,000). Program costs are expected to be \$787,807 by the third year of program operation.

Program Duplication

The Doctor of Physical Therapy is offered at the University of Central Arkansas.

Desegregation

African American graduate student enrollment is 12.7 percent and other minority graduate student enrollment is 9.9 percent.

Degree Productivity

In 2005-06, the three (100 percent) doctoral degree programs offered at Arkansas State University—Jonesboro met Coordinating Board degree productivity guidelines.

The following resolution is presented for Coordinating Board consideration.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Doctor of Physical Therapy (CIP 51.2308) at Arkansas State University—Jonesboro effective Fall 2008.

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 Arkansas State University System, and the Chancellor of Arkansas State University—Jonesboro of the approval.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on January 8, 2008. The following resolutions are presented for Coordinating Board consideration.

**Embry-Riddle Aeronautical University, Little Rock Air Force Base
Recertification**

Associate of Science in Professional Aeronautics
Bachelor of Science in Professional Aeronautics
Bachelor of Science in Technical Management
Master of Aeronautical Science

Initial Certification

Associate of Science in Technical Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Embry-Riddle Aeronautical University, Little Rock Air Force Base, to offer the following degree programs to Arkansas citizens: Associate of Science in Professional Aeronautics, Bachelor of Science in Professional Aeronautics, Bachelor of Science in Technical Management, and Master of Aeronautical Science. The recertification is for a period of five years and expires on February 1, 2013.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board grants initial program certification to Embry-Riddle Aeronautical University, Little Rock Air Force Base, to offer the Associate of Science in Technical Management to Arkansas citizens. The initial certification is for a period of two years and expires on February 1, 2010.

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

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

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

University of Phoenix—Online, Phoenix, Arizona

Initial Certification

Master of Science in Accountancy

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program certification to the University of Phoenix—Online to offer the Master of Science in Accountancy degree program to Arkansas citizens. The certification is for a period of two years and expires on February 1, 2010.

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

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

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

Regis University—Online, Denver, Colorado

Initial Certification

Bachelor of Science in Business Technology Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Regis University to offer the Bachelor of Science in Business Technology Management to Arkansas citizens. The certification is for a period of two years and expires on February 1, 2010.

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

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

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

Walden University, Minneapolis, Minnesota

Initial Certification

Bachelor of Science in Business Administration

Master of Business Administration

Master of Public Administration

Doctor of Philosophy in Applied Management and Decision Sciences

Doctor of Philosophy in Public Policy and Administration

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Walden University to offer the following online degree programs to Arkansas citizens: Bachelor of Science in Business Administration, Master of Business Administration, Master of Public Administration, Doctor of Philosophy in Applied Management and Decision Sciences, and Doctor of Philosophy in Public Policy and Administration. The certification is for a period of two years and expires on February 1, 2010.

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

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

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

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

The Institutional Certification Advisory Committee (ICAC) met on January 8, 2008, for its regular quarterly meeting.

ICAC members present at the meeting were as follows: Ms. Dee Cox, Ms. Deborah Germany, Mr. Ken Hoppe, Mr. Dan Jordan, and Mr. Kent Schroeder. Dr. Walter Roettger, Dr. Jeff Olson, Dr. Jack Lassiter, and Mr. Ron Kelton were unable to attend. Dr. Jack Lassiter voted by e-mail.

Institutional representatives and ADHE staff present at the meeting: Mr. Tom Olson and Mr. Dan Snyder, ITT-Technical Institute—Little Rock; Ms. LaShanda Owens, Embry-Riddle Aeronautical University; Ms. Edna Higgins, Remington College; Dr. Brenda Sullivan, University of Phoenix—Little Rock; Mr. Jerry Peters, Webster University; Ms. Jeanne Jones and Ms. Betty Boyd, Arkansas Department of Higher Education.

Individuals attending the meeting via conference call were Mr. Phillip Quintana, University of Phoenix—Online; Mr. Jim Wilson, Mr. John Sabatini, and Dr. Denise DeZolt, Walden University; and Mr. Denis Murray, Regis University.

Ms. Zanette Douglas, ICAC Coordinator, called the meeting to order. Zanette welcomed Ms. Dee Cox, a new ICAC member, and other ICAC members and institutional representatives in attendance.

Embry-Riddle Aeronautical University, Little Rock Air Force Base

Program Recertification

Embry-Riddle Aeronautical University, Little Rock Air Force Base in Jacksonville, Arkansas, submitted an application for recertification of the following degree programs:

- Associate of Science in Professional Aeronautics
- Bachelor of Science in Professional Aeronautics
- Bachelor of Science in the Technical Management
- Master of Aeronautical Science

Embry-Riddle Aeronautical University (ERAU) is a private, not-for-profit regionally accredited postsecondary educational institution offering undergraduate and graduate degree programs in aviation-related fields. The institution is chartered by the state of Florida. In 1972, the University received accreditation through the Southern Association of Colleges and Schools Commission on Colleges.

The University is the world's largest independent aeronautical university and has a student body of 27,099 from all 50 states and more than 100 nations. It has an extensive network of learning centers located throughout the United States and abroad serving civilian and military working adults through ERAU-Worldwide. The University offers more than 30 degree programs.

The main campus is located in Daytona Beach, Florida. The campus in Florida and the campus in Prescott, Arizona, provide education in a traditional setting.

Initial certification for the Associate of Science in Professional Aeronautics, Bachelor of Science in Professional Aeronautics, Bachelor of Science in Technical Management, and Master of Aeronautical Science was granted by the Arkansas Higher Education Coordinating Board in 1998. Recertification was granted in October 2002. Over the past five years, there have been 371 students enrolled in these four degree programs and 122 graduates.

Zanette Douglas, ICAC Coordinator, conducted a site visit on November 19, 2007, to review the following programs:

The Associate of Science in Professional Aeronautics requires completion of 60 semester credit hours. The degree program offers a comprehensive curriculum from which students may choose a minor in management, logistics, safety, security, or occupational safety and health. It provides a foundation of knowledge, understanding and experience that will allow students to apply for entry-level jobs with the airlines, aircraft manufactures, airports, aerospace-related companies, corporate aviation, the Federal Aviation Administration (FAA), and the National Transportation Safety Board.

The Bachelor of Science in Professional Aeronautics requires completion of 120 semester credit hours. The degree program offers a comprehensive curriculum from which students may choose a minor in management, logistics, safety, security, or occupational safety and health. The degree program provides a foundation of knowledge, understanding and experience that will allow students to apply for jobs with the airlines, aircraft manufactures, airports, aerospace-related companies, corporate aviation, the Federal Aviation Administration (FAA), and the National Transportation Safety Board.

Bachelor of Science in Technical Management (previously named the Bachelor of Science in the Management of Technical Operations) requires completion of 120 semester credit hours. This degree is designed for the student with some technical expertise through previous course work, licensing, or experience. The degree provides the student a flexible business program and allows for working adults who have a background in a technical specialty to move into management or supervisory positions. The curriculum provides students with skills on how to organize, plan, staff, and coordinate the resources of an organization toward its goals and objectives. Students may choose an area of specialization in logistics or occupational safety and health. Graduates often go on to careers in fields such a military logistics and public or private transportation.

The Master of Aeronautical Science, designed for the aviation/aerospace professional, requires completion of 36 semester credit hours. Flight crewmembers, air traffic control personnel, flight operations specialists, industry technical representatives, and others in the aviation/aerospace industry are the target populations. The degree allows students to enhance their knowledge and pursue additional career opportunities. Upon completion of the program, students will have learned to apply of concepts, methods, and tools used in the development, manufacture, and operation of aircraft and spacecraft, as well as the infrastructure that supports them. The curriculum combines a core with eight hours of specialization that takes the student deeper into their areas of interest, including aeronautics, education technology, aerospace management, operations, safety systems, human factors in aviation systems, space studies, and space operations management.

Initial Program Certification

Associate of Science in Technical Management

The Associate of Science in Technical Management (ASTM) submitted for initial certification requires the completion of 60 semester credit hours. The degree is designed for the student with some technical expertise through previous course work, licensing, or experience and provides the student a flexible business degree. It allows for working adults who have a background in a technical specialty to move into management or supervisory positions. The curriculum provides students with skills on how to organize, plan, staff, and coordinate the resources of an organization toward its goals and objectives. Students may choose an area of specialization in logistics or occupational safety and health. This degree will allow students to start a career in a variety of aviation, military, and technical fields. Program graduates are employed in fields such a military logistics, public transportation, aerospace, and corporate aviation.

Embry-Riddle Aeronautical University implemented the Associate of Science in Technical Management on July 1, 2003. The degree is offered in 34 states, Europe, and online. The expected enrollment for the ASTM degree for Arkansas is 10 to 12 students a year and the proposed start date for the program is March 2008.

The Bachelor of Science in Technical Management degree has been certified for Arkansas since 1998.

Faculty Credentials

Faculty members at Embry-Riddle Aeronautical University meet the Arkansas educational credentials requirement.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined Embry-Riddle Aeronautical University, Little Rock Air Force Base, meets the criteria for program recertification as defined by the Rules and Regulations of the Institutional

Certification Advisory Committee. ADHE recommends a five-year recertification, expiring February 1, 2013, for the following degree programs.

- Associate of Science in Professional Aeronautics
- Bachelor of Science in Professional Aeronautics
- Bachelor of Science in Technical Management
- Master of Aeronautical Science

The motion to recommend recertification of the degree program was made by Ms. Deborah Germany with a second by Mr. Dan Jordan.

ADHE staff also has determined that Embry-Riddle Aeronautical University, Little Rock Air Force Base, meets the criteria for program certification as defined by the ICAC Rules and Regulations, and recommends a two-year certification, expiring February 1, 2010, for the following degree program:

- Associate of Science in Technical Management

The motion to recommend recertification of the degree program was made by Mr. Ken Hoppe with a second by Mr. Kent Schroeder.

University of Phoenix—Online

The University of Phoenix-Online submitted an application for initial certification of the following degree program:

- Master of Science in Accountancy

The University of Phoenix was founded in 1976 by Dr. John Sperling to provide an applied professional education for working adults. The academic model for the institution was designed specifically to facilitate adult learning and provide opportunities for adult students to receive undergraduate and graduate degrees without leaving the workforce. The University serves over 300,000 students from 172 campuses, including the online enrollment that is approximately 50,000 students.

Typical University of Phoenix students are working adults in their mid-thirties with some college credits. Students are required to have a minimum of three years of work experience and be currently employed in a field related to the program of study.

University of Phoenix—Online received initial program certification in 2003 from the Arkansas Higher Education Coordinating Board to offer online programs to Arkansas students. University of Phoenix—Online is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is licensed by the Arizona State Board for Private Postsecondary Education.

Programs currently offered by online delivery in Arkansas include baccalaureate degrees in business, criminal justice administration, health administration, human

services, information technology, management, nursing, and organizational and security management; master's degrees in business administration, information systems, management, administration of justice and security, health administration, nursing; doctoral degrees in business administration and education; and the Associate of Arts. Current Arkansas enrollment for the University of Phoenix—Online is 2,147 students.

Initial Program Certification

The Master of Science in Accountancy (MSA) provides a breadth of knowledge for the professional accountant. Students master the theory and principles that frame a range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a profession certification in accounting such as the Certified Public Accountant (CPA) examination. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting.

The MSA degree consists of 36 semester credit hours. Thirty credit hours constitute the core curriculum which covers the following areas of accounting: accounting theory and research, accounting information systems, managerial accounting and legal aspects of business, internal control systems, financial reporting, auditing, taxation, not-for-profit and government accounting, forensic accounting, and accounting ethics. The core courses were designed based upon the standards proposed by the National Association of State Boards of Accountancy (NASBA). Six credit hours make up the financial accounting and communication proficiency courses that are required for students who have not completed previous coursework in financial accounting or communications.

The program addresses the goals of the American Institute of Certified Public Accountants (AICPA) Vision Project for professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills. A key feature is the utilization of the CPA Test Preparation software that is integrated throughout the program.

The University of Phoenix began offering the MSA program in Arizona in the fall of 2007.

Faculty Credentials

University of Phoenix—Online faculty members meet the Arkansas educational credentials requirement.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff has determined that the Master of Science in Accountancy offered by the University of Phoenix—Online meets the degree program certification requirements defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE recommends a two-year certification, expiring February 1, 2010, for the following degree program:

Master of Science in Accountancy

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

Regis University

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

Bachelor of Science in Business Technology Management

Regis University is a private Roman Catholic institution located in Denver, Colorado. Originally named Regis College, the institution was founded in 1877 in New Mexico and moved to Colorado in 1888. In 1952, Regis College was accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The institution's name was changed to Regis University in 1991.

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

Regis University received initial certification from the Arkansas Higher Education Coordinating Board in October 2006 to offer Bachelor of Science degrees in Accounting, Business Administration, Computer Information Systems, Computer Networking, Computer Science, Finance, Health Care Administration, Health Information Management, Marketing, Nursing, and Public Administration; the Master of Business Administration; the Master of Nonprofit Management; Master of Science degrees in Computer Information Technology, Management, Nursing, and Software and Information Systems; and the Doctor of Physical Therapy.

For its online degree programs, Regis University targets students who are currently working and have at least three years of work experience. These students are seeking advancement in their chosen career field or a career change. Most baccalaureate students have at least 30 semester hours of college credit. Online courses are offered in eight-week sessions. Students are expected to spend 8 to 12 hours per week online for each course.

The online baccalaureate degrees offered by Regis University require 128 semester credit hours of coursework. Arkansas students are required to complete Arkansas general education core requirements.

Regis University is approved to offer online degree programs in Colorado, Nevada, and Wyoming. The Higher Learning Commission of the North Central Association of Colleges and Schools has approved Regis's online degree programs.

Initial Program Certification

The entrance requirements for the Bachelor of Science in Business Technology Management (BTM) online degree program requires at least three years of full-time work experience and a minimum of 30 transferable credit hours from a regionally accredited college or university. The degree program combines business, information technology, and management. One new course in the Computer Science Department has been developed and six courses have been modified. The Business Department has developed two new courses that will also be used by the BTM degree. A capstone course is required for students to apply learned knowledge to actual situations. The courses for this degree are part of the bachelor's degrees in business and computer information system that were approved for initial certification by the Coordinating Board in 2006.

Regis surveyed several Colorado-based businesses such as Lockheed Martin, Kroger/King Supers, and US Bank. These companies echoed each other in their need for IT professionals with business and communication skills and business professionals with IT skills. The survey verified that the top skills sought by IT employers for mid-level hires involved managerial proficiencies: planning, budgeting, scheduling, project leadership and project risk management.

The Regis BTM program allows students to enter Regis from community colleges and businesses to acquire business and management skills that prepare them to move directly into management or project management positions.

Regis has developed a transfer agreement with NorthWest Arkansas Community College as part of their Associate's-to-Bachelor's Program that is being developed with other community colleges.

The Bachelor of Science in Business Technology Management degree is housed in the Undergraduate Department of Computer Science and Information Systems in the College of Professional Studies. It is designed to prepare students for success in careers in the business world with high technology applied skills combined with management and leadership skills related to the use of technology in business and industry. The types of jobs BTM majors may hold are IT managers, project managers and small business owners. The jobs are likely to be mid-level management jobs.

Major course requirements include applied business concepts, developing management skills, marketing, fundamentals of computer networks, introduction to database concepts, systems analysis & design, business finance, ethics for it behavior, it project management, and decision support & executive systems.

Regis University expects one to two students in Arkansas to be enrolled in the BTM program initially.

The BTM degree was implemented in Fall 2007 both for on-site and online delivery. There are 25 current majors for the program. Forty percent of the majors are Hispanic

with the start of the Hispanic Initiative developed by Regis to make the culture, programs, and staffing more inviting and supportive for Hispanic students.

Faculty

Faculty members at Regis University meet the Arkansas educational credentials requirement.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff has determined that Regis University, Denver, Colorado, meets the program certification requirements defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE recommends a two-year certification, expiring February 1, 2010, for the following degree program:

Bachelor of Science in Business Technology Management offered by

The motion to recommend certification of the degree program was made by Ms. Germany with a second by Mr. Schroeder.

Walden University

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

Bachelor of Science in Business Administration
Master of Business Administration
Master of Public Administration
PhD in Applied Management and Decision Sciences
PhD in Public Policy and Administration

Walden University was founded in 1970 and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 1990. The University is authorized to operate in Florida, Minnesota, Oregon, South Carolina, Tennessee, and Washington. Walden University exists to serve the needs of adult learners seeking professional growth and personal enrichment.

The University grants advanced degrees in the social, behavioral, health, and engineering sciences by distance learning.

Walden University is a for-profit institution, owned since 2004 by Laureate Education, Inc. The University is part of the Laureate Online Higher Education division of the company and a member of the Laureate International Universities Network, a network of 25 universities around the world.

Approximately 30,000 students are currently enrolled in the programs offered in 50 states and 40 countries. Online courses are offered in 8-week sessions. Students are expected to spend 8-12 hours per week participating in online class activities.

The starting date for the proposed programs is March 3, 2008.

Initial Program Certification

The Bachelor of Science in Business Administration degree is an 18-quarter credit hour (120 semester credit hours) program for students with an associate degree or at least a year of college credit and a GPA of 2.0. It provides grounding in the core knowledge and competencies required of managers in today's diverse, global, and technologically sophisticated business environment. Business administration majors gain a working knowledge of the principles and concepts of management theory and practice. After the foundation coursework in business administration, students select a concentration from one of many business-related fields. The baccalaureate degree program submitted for AHECB approval includes a capstone course that requires students to apply the knowledge and skills to real-life situations.

Arkansas students are required to complete Arkansas's general education core requirements.

Major course requirements include human resource management, financial management, marketing, leadership, accounting, critical thinking and decision-making, economics, finance, and information systems.

Similar programs are offered at Arkansas public universities.

Four Arkansas students are expected to enroll in the Bachelor of Science in Business Administration degree program.

The Master of Business Administration is a 36-semester credit hour program that provides students with insights and cross-discipline skills to meet the demands of the business profession. Requirements for admission to the master's degree program are a bachelor's degree and a GPA of 3.0.

The coursework emphasizes skills to help students become more effective business communicators, collaborators, creative thinkers, and world-class managers. The curriculum trains students in the efficient use of e-business for customer relationship management, new management approaches for supply-chain management, and the ability to bridge the best ideas of business and nonprofit sectors. Students are able to customize the MBA by choosing one of seven specializations in entrepreneurship, finance, human resource management, leadership, marketing, project management, technology, and one that is self-designed.

Major course requirements include management of technology, project management case study, advanced marketing, leadership, accounting for business management,

financial management, human resource management, advanced finance, and leadership.

Similar programs are offered in Arkansas at Arkansas State University—Jonesboro, Henderson State University, University of Arkansas, Fayetteville, University of Arkansas at Little Rock, University of Central Arkansas, Webster University, and University of Phoenix.

Twenty Arkansas students are expected to enroll in the Master of Business Administration.

The Master of Public Administration is a 52-quarter credit hour (34 semester credit hours) program designed for professionals in the public, nonpublic, and private sectors to give students the expertise to excel in today's environment, apply academic theories and new skills to activities in community settings, develop well-grounded public policies and management practices, and gain a greater perspective on societal issues. Students interact with peers and faculty members who are active in government and nonprofit agencies. Requirements for admission to the master's degree program are a bachelor's degree and a GPA of 3.0.

Major course requirements include principles of public administration, leadership and ethics, nonprofit and governmental budgeting and finance, organizational theory and behavior, human resources management, public safety, and terrorism policy and legislation.

Similar programs are offered at the University of Arkansas, Fayetteville, Arkansas State University—Jonesboro, Southern Arkansas University—Magnolia, and University of Arkansas at Little Rock.

Two Arkansas students are expected to enroll in the Master of Public Administration program.

The PhD in Applied Management and Decision Sciences is a 134-quarter credit hour (88 semester credit hours) program that prepares students to anticipate the impact of global interdependencies, technology, and diversity on themselves and organizations they lead. Through applied research, the curriculum offers a deeper understanding of the primary trends impacting the 21st century enterprise, including important management disciplines of finance, leadership and organizational change, knowledge and learning management, and decision-making. Admission to the doctoral program requires a master's degree, a GPA of 3.0, and three years of professional experience related to the chosen field of study.

Major course requirements include management information systems, organizational performance improvement, project management, systems analysis, design and implementation, communications and networking, security management and risk assessment, e-commerce strategies, and learning management.

A similar program is offered at the University of Arkansas, Fayetteville.

Nine Arkansas students are expected to enroll in the PhD in Applied Management and Decision Sciences program.

The PhD in Public Policy and Administration is a 132-quarter credit hour (87 semester credit hours) program that prepares students to create and provide programs and services in a complex and collaborative environment. The program educates students on critical public policy issues and best practices to promote social change through effective leadership and management. Admission to the doctoral program includes a master's degree, a GPA of 3.0, and three years of professional experience related to the chosen field of study.

Major course requirements include professional leadership and ethics, terrorism legislation and policies, critical incident planning and leadership, understanding different cultures and increasing global consciousness, criminal justice system, public safety issues, policy and politics in American political institutions, and public policy and finance.

A similar program is offered at the University of Arkansas, Fayetteville.

One Arkansas student is expected to enroll in the PhD in Public Policy and Administration program.

Faculty Credentials

Faculty members at Walden University meet the Arkansas educational credentials requirement.

Student Support Services

To ensure student success and retention, Walden University provides students with several sources of information about degree programs, curriculum, academic calendar, faculty and administrative information, and academic policies and procedures. Students may apply for admission, register, and pay through a secured online system. After acceptance, students have a full range of advisory services available online. Students also receive guidance through new student orientation, technical support in the online learning environment, and support with course materials and course assignments.

The Walden University Library is a fully digital library with a full-time staff. It provides a number of electronic scholarly databases that focus on disciplines covered by Walden University degree programs. The librarians work with faculty and students to improve their search skills in the electronic information environment.

Students have access to online writing resources with a staff of editors and tutors. A writing center provides free tutorial services, graduate writing courses, and one-on-one consultations on course papers.

The Research Center offers students assistance in pursuing grants, fellowships, and other sources of funding for research projects. It also provides resources for publishing and presenting research, guidelines and rubrics for developing thesis and dissertation topics, and access to the Institutional Review Board that is responsible for ensuring that Walden research complies with the university's ethical standards and federal regulations.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff has determined that the Walden University, Denver, Colorado, meets the program certification requirements defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE recommends a two-year certification, expiring February 1, 2010, for the following degree programs:

- Bachelor of Science in Business Administration
- Master of Business Administration
- Master of Public Administration
- Doctor of Philosophy in Applied Management and Decision Sciences
- Doctor of Philosophy in Public Policy and Administration

The motion to recommend certification of the degree program was made by Ms. Germany with a second by Mr. Schroeder.

The meeting adjourned at 2:30 p.m.

EXISTING PROGRAM REVIEW REPORT

To assist the Arkansas Higher Education Coordinating Board in the orderly development and expansion of higher education in Arkansas, the Arkansas Department of Higher Education (ADHE) has responsibility for the review of existing programs of higher education. (Arkansas Code §6-61-304)

The Board's goals for the review of existing certificate and degree programs are as follows:

- Establish a process of institutional review of academic programs, and
- Identify certificate and degree programs that do not meet minimum standards of quality or cost effectiveness and establish schedules for either resolving these concerns or phasing out the programs.

In 1998, the Coordinating Board approved the program review plan for each institution that includes a 10-year program review schedule. ADHE has received the institutional reports for programs reviewed during the latest two-year review cycle.

Institutional reports include the program summary of significant findings, plan and timeline for program improvement, and status report on program improvements completed during the review period. Based on the program assessments, recommendations on curriculum modifications, equipment upgrades, additional faculty resources, distance course delivery, and program termination were made by the institutional review committees on each campus.

Degree programs with specialized accreditation or licensure were reviewed during the two-year period with documentation provided on program status. Typically, institutions do not schedule program reviews when preparing for institutional and program accreditation visits. Programs reviewed during this period are listed on the following pages.

Because this is the end of the 10-year review cycle, ADHE staff will meet with the Chief Academic Officers over the next few months to consider changes to the institutional review plans and the program review process. Any modifications to the plans and the review process will be presented for Coordinating Board approval. Each institution also will submit a new 10-year program review schedule.

EXISTING PROGRAM REVIEW

Arkansas Northeastern College Industrial Technology

Arkansas State University—Jonesboro
Art
Music
History
Political Science
Psychology
Social Science Education

Arkansas State University Mountain Home General Education - Associate of Arts

Arkansas Tech University
Fisheries and Wildlife Science
Art/Art Education
Nursing
Health Information Management
Mechanical and Electrical Engineering
Health and Physical Education
Medical Technology
Medical Assistant
Hospitality Administration
Computer Science

Black River Technical College
Respiratory Care
Business Technology
General Technology
Industrial Maintenance
Nursing Assistant
Emergency Medical Technology--Paramedic

Cossatot Community College of the University of Arkansas
Computer Information Systems
Business
Practical Nursing
General Education—Associate of Arts
Early Childhood Education
Associate of Arts in Teaching
Welding
Automotive Service Technology
General Technology
Collision Repair

East Arkansas Community College
Child Care

Henderson State University
Physics
Chemistry
Biology
Nursing

NorthWest Arkansas Community College
Physical Therapy Assistant
Nursing

Phillips Community College of the University of Arkansas
Information Systems Technology
Network Technology
Drafting Technology
Phlebotomy
Welding
Restoration Carpentry
Historic Preservation Trades
Clinical Laboratory Sciences
Business

Pulaski Technical College
Applied Electronics
Drafting and Design
Small Engine Repair
Legal Secretary
Medical Transcription

South Arkansas Community College
Accounting
Medical Laboratory Technology
Automotive Technology
Business
Physical Therapist Assistant
Occupational Therapist Assistant
Emergency Medical Technician

Southeast Arkansas College
Paralegal Technology
Air Conditioning and Refrigeration Technology
Biotechnology

Southern Arkansas University—Magnolia

Mathematics

Political Science

Athletic Training Education

English

Biology

Southern Arkansas University—Tech

Practical Nursing

Multimedia Audio/Video Technology

Fire and Emergency Response

University of Arkansas Community College at Hope

Diesel Technology

University of Arkansas Community College at Morrilton

Early Childhood Development

Air Conditioning and Refrigeration

Graphic Design

University of Arkansas, Fayetteville

Agricultural and Extension Education

Agricultural Systems Technology Management

Art

Biological and Agricultural Engineering

Biological Sciences

Business

Chemical Engineering (graduate programs)

Chemistry and Biochemistry

Computer Science

Counselor Education

English, Creative Writing, Translation, and Comparative Literature

Entomology

Foreign Languages

Geosciences

Industrial Engineering (graduate programs)

Interior Design

Journalism

Landscape Architecture

Law

Mathematics and Statistics

Mechanical Engineering (graduate programs)

Nursing

Operations Management

Philosophy

Physics

Political Science and Public Administration

Poultry Science
Psychology
Rehabilitation Counseling
Social Work
Sociology and Criminal Justice
Speech Pathology
Teacher Education

University of Arkansas at Little Rock

Biology
Liberal Arts
Philosophy
Speech Communication
Professional and Technical Writing
Journalism
Radio/Television/Film

University of Arkansas at Monticello

Social Work
Psychology
Biology
Chemistry
Natural Science

University of Central Arkansas

Occupational Therapy
Physical Therapy
History
Political Science
Business
Family and Consumer Sciences—Interior Design
School Psychology
English
Mathematics
Philosophy
Public Administration

**MINORITY TEACHER SCHOLARS PROGRAM
RULES AND REGULATIONS
(REVISED)**

The proposed revisions to the rules and regulations of the Minority Teacher Scholars Program include deleting the use of the term scholarship and using forgivable loan so not to mislead or confuse applicants about the true nature of this program. The revisions include an addition of the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS). In order for the forgiveness policy of the rules that govern this program to stay updated with the current subject shortage areas of the State, the proposed revisions also include changing the current subject list to the critical subject shortage area list published by the Arkansas Department of Education.

General technical changes are proposed to the loan collection section of the rules in order to improve the administrative procedures and also to abide by Amendment 80 of the Arkansas Constitution.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Minority Teacher Scholars Program. The hearing will be in conjunction with this meeting of the Arkansas Higher Education Coordinating Board.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Minority Teacher Scholars Program, to be administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the spring 2008 semester of the academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Minority Teacher Scholars Program.

(MARKED UP)

MINORITY TEACHER SCHOLARS PROGRAM RULES AND REGULATIONS

RULE 1 - ORGANIZATION & STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the Minority Teacher Scholars Program within the policies set by the State Board of Higher Education. The purpose of the Minority Teacher Scholars Program is to provide ~~scholarships~~ **forgivable loans** to assist and encourage African-Americans, Hispanics, Asian-Americans and Native Americans **Arkansans** to enter and complete programs leading to certification **licensure** as public school teachers. The program will provide ~~scholarships~~ **forgivable loans** to students who have completed sixty semester credit hours and have been admitted to an **approved** teacher certification **education** program. ~~The program is needed to increase the number of African-American, Hispanic, Asian-American and Native American students pursuing certification as public school teachers.~~ Special efforts will be made to recruit African-American **minority** males into this program, especially in the areas of elementary education and ~~guidance counseling.~~

All formal communications shall be addressed to or signed by the Director of the ~~Arkansas Department of Higher Education~~ **ADHE** or his/her designee.

- II. The final responsibility for selecting scholarship recipients shall rest with the Director of the ~~Arkansas Department of Higher Education~~ **ADHE**.

RULE 2 - ~~SCHOLARSHIP~~ ELIGIBILITY CRITERIA

- I. Eligibility Criteria
- A. Applicants must be African-American, Hispanic, Asian-American or Native American.
1. **For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native-American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:**

- a. **African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa**
- b. **Hispanic: a person of Mexican, Puerto Rican, Central or South American or other Spanish culture or origin, regardless of race.**
- c. **Asian-American = Asian of Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam**
- d. **Native-American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.**

2. The ADHE reserves the right to request documentation of minority status.

- B. Applicants must be bona fide Arkansas residents, as defined by the ~~Arkansas Department of Higher Education~~ **ADHE**, for at least six months prior to the application deadline.
- C. Applicants must be citizens of the United States or permanent resident aliens.
- D. Applicants must be enrolled full-time in a public or independent 4-year institution located in Arkansas. Full-time is defined as a minimum of twelve (12) college semester hours, or the equivalent, ~~excluding correspondence courses.~~
- E. New applicants must have completed sixty semester credit hours and have been admitted to a **an approved** ~~teacher certification~~ **education** program. Applicants for a continuing award must **complete a new application and** meet continuing eligibility requirements.
- F. Applicants must be admitted to an approved program resulting in **an initial** ~~teacher certification~~ **licensure**.
- G. Applicants must have a minimum 2.50 cumulative grade point average on a 4.0 scale (or its equivalent).

II. Continued Eligibility Requirements

The ~~Arkansas Department of Higher Education~~ **ADHE** will renew awards for a second academic year to recipients who continue to meet the criteria set forth in Rule 2, Paragraphs I.A-G; and who complete at least 24 semester-credit hours (or the equivalent) applicable toward teacher ~~certification~~ **licensure** during the first academic year of the loan.

RULE 3 - SELECTION PROCESS

- I. Students must submit an application to the ~~Arkansas Department of Higher Education~~ **ADHE**. ~~Applications will be mailed to Education Departments, financial aid directors, Deans of Colleges of Education, and Teacher Certification Officials at all public and independent 2-year and 4-year institutions in the State of Arkansas.~~ **Applications will be available for download on the ADHE website.** Applications may also be obtained from the ADHE upon request.

II. Deadline for Applications

The application deadline will be established by the ~~Arkansas Department of Higher Education~~ **ADHE** and published in its brochure and announced to each participating institution when applications are distributed **on the ADHE website and in the ADHE financial aid brochure.**

III. Review of Applications

For applications that are either incomplete or ineligible, **applicants will be notified of** a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

IV. Ranking of Applicants

If necessary, applications are ranked according to a combination of components including cumulative grade point average and major grade point average. **Priority is given to prior recipients.**

V. Selection and Notification of Recipients

- A. The ADHE shall review ranked applicants and make recommendations for ~~scholarship recipients~~ **awards** based on allocation of funds. ~~The number of initial awards shall not exceed 50.~~

- B. The final responsibility for selecting scholarship recipients shall rest

with the Director of the Arkansas Department of Higher Education
ADHE.

VI. Institutional Eligibility

The institution to be attended ~~under the scholarship program~~ must be an **Arkansas** public or independent four-year institution ~~located in Arkansas~~, meet federal institutional eligibility requirements, and be approved by the Arkansas Department of Higher Education **ADHE** for the teacher certification **education** program chosen by the student.

RULE 4 - AWARDING OF SCHOLARSHIP FUNDS

I. Award Process

Selected scholarship Recipients will be mailed award notices stating **notified of** their eligibility for the program and the conditions for continued eligibility. Prior to the disbursement of funds, recipients will receive **complete** promissory notes for the purpose of entering into an agreement with the ADHE. The terms of the agreement will include the general purpose, repayment and deferment procedures, ~~interest calculations, and a schedule of advances.~~ The promissory note shall be signed by the scholarship recipient ~~and by a co-maker of eligible age.~~ Modifications to any award amounts will be confirmed through the ~~issuance~~ **completion** of a new promissory note.

II. Disbursement of ~~Scholarship~~ **Funds**

The ~~scholarship~~ **funds** will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. Funds will be sent to the institution ~~via electronic funds transfer.~~ after verification of full-time enrollment, ~~for the scholarship recipient,~~ The institution disburses the funds in accordance with its policy.

Act 1180 of 1999 states that students who receive financial aid from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institutions must follow the ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

III. Limitation of ~~Scholarships~~ **Awards**

- A. Students may receive up to \$5,000 per academic year.
- B. Students may receive ~~scholarships~~ **funds** for a maximum of four (4)

semesters or six (6) trimesters or until such time as they have completed certification licensure requirements to teach in Arkansas, as determined by the teacher certification licensure official, ~~to teach in Arkansas~~, whichever comes first.

- C. Recipients must indicate an intention commit to teaching in the Arkansas public schools of Arkansas and must be enrolled as full-time students pursuing initial certification licensure. ~~unless the course of study is guidance counseling. (See Rule 5, III. A. 6)~~
- D. ~~Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the Federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.~~

RULE 5 - REPAYMENT OF SCHOLARSHIP LOAN

I. Terms of Repayment

- A. ~~Scholarship~~ Recipients who teach full-time in an Arkansas public school following certification licensure shall have twenty (20) percent of the total scholarship loan and related interest forgiven for each full academic year employed in such capacity, up to a maximum of five (5) years, at which time ~~when~~ the total scholarship loan and accumulated interest will be forgiven.
- B. Recipients shall have their teaching commitment reduced to three (3) years if they teach full-time in an Arkansas public school following certification licensure in a critical subject shortage area, as defined by the Arkansas Department of Education. The teaching commitment can be reduced to three (3) years if a recipient teaches any subject or level in the Arkansas Delta Region. Also, minority males may have their teaching obligation reduced to three years if teaching elementary education. ~~one of the following critical areas:~~
 - 1. ~~Elementary (African-American males only)~~
 - 2. ~~Secondary Math~~
 - 3. ~~Secondary Science~~
 - 4. ~~Foreign Language~~
 - 5. ~~Guidance Counseling~~

6. ~~Any subject or level in the Delta Region~~

The ADHE will verify the recipient's employment once a year in June by contacting the superintendent's office in the recipient's employment district.

- C. Recipients who do not teach full-time in an Arkansas public school following certification licensure or who discontinue their studies prior to completing their program of study shall, within a maximum of five (5) years from the completion of study or withdrawal from school, repay the full remaining balance, plus accrued interest according to an interest and repayment schedule provided by the ADHE. At this point, the recipient's ~~scholarship~~ award converts to a repayable loan.

The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five (5) years from the completion of study or withdrawal from school.

II. Interest on Loan

- A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate of 10 percent on the unpaid balance. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.
- B. Interest will not accrue and installments need not be paid when a deferment has been approved by the ~~Arkansas Department of Higher Education~~ ADHE. Any recipient who wishes a deferment must submit an application for deferment to the ADHE for approval.

III. Deferment of Loan

- A. At the ADHE's discretion, scheduled loan repayments may be deferred if the ~~Department~~ ADHE determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:
1. The recipient is engaged in a full-time course of ~~undergraduate or graduate~~ of study at an institution of higher education. This must be verified by the Registrar's Office.
 2. The recipient is seeking and unable to find employment as a teacher in an ~~approved shortage field or area~~ for a single

period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. The ADHE will verify this information ~~with the superintendent's office in each of these~~ **with the school(s) districts listed.**

3. The recipient is temporarily totally disabled, for a period not to exceed three **(3)** years, as established by sworn affidavit from a licensed physician. The ADHE reserves the right to require a second opinion by an ADHE approved physician.
4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. The ADHE reserves the right to require a second opinion by an ADHE approved physician.
5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the **promissory** note may be considered.
- ~~6. Inasmuch as guidance counselors are required to teach one full year before they can be certified as a counselor, the recipient may qualify for up to two years of deferment if the student majors in a behavioral social science field and states an intent to pursue guidance counseling as a career.~~

- B. To qualify for any of the deferments, recipients must notify the ADHE of their claim ~~to the deferment~~ on a Request for Deferment form which will be supplied by the ADHE upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to the ADHE. The ADHE will notify the recipient ~~within ten (10) working days~~ of approval or disapproval of any application for a deferment.

IV. Cancellation of ~~Scholarship~~ **Loan**

The ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or **to** result in death. The ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, ~~that~~ is conclusive under state law that the recipient has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in an Arkansas public school ~~in Arkansas in an approved subject, level, or geographic area specified for this program~~ or begin repayment of the scholarship loan.

VII. Failure to Repay

~~Scholarship~~ Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 6 - INSTITUTIONAL RESPONSIBILITIES

I. College/University Responsibilities

A. Proposal to Participate

An institution with more than one Minority Teacher Scholar enrolled in the institution's teacher education program may submit a proposal to the ~~Department of Higher Education~~ ADHE for up to \$5,000, which describes support services it will make available to facilitate the academic success of ~~scholarship~~ recipients.

The proposal should describe services and activities designed to mentor and otherwise assist ~~scholarship~~ recipients to become successful and effective teachers. The institution must designate a member of the teacher education faculty to manage the program. A faculty mentor, who may be the same person, must also be assigned to the ~~scholarship~~-recipients; this individual must agree to dedicate a portion of his or her time to work directly with these students.

The institutional plan should also propose other services and activities which, in its judgment, will further the academic success of ~~scholarship~~-recipients. These may include special seminars/conferences or informal opportunities for the recipients to work with each other, with practicing teachers, or with teacher education students at other institutions.

Proposed institutional plans may be up to five pages in length. Plans should specify the responsible faculty member and faculty

mentor, explain how the ADHE funds will be used, and describe the source and use of institutional matching funds, ~~which~~ **The institution's matching funds** may be cash or in-kind. ~~Plans should be submitted to ADHE by October 15 of each year.~~

~~ADHE will fund the proposal, if approved, by November 1 of each year.~~

B. Institutional Verification

The institution shall provide certification to the ADHE each semester after registration **the 11th class day**, giving **listing** the names of the ~~program scholarship~~ recipients who are officially enrolled as full-time students. This information is reported on a verification roster. ~~The certifying official is responsible for completing the verification roster two times a year for those schools on the semester system and three times a year for those schools on the trimester system.~~

The verification roster will be mailed **sent** to the financial aid director at the time of registration for **beginning of** each term. The signed verification roster should be returned to the ADHE by ~~November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system~~ **the requested date**.

The verification roster is an alphabetical listing by institution of all persons receiving a Minority Teacher Scholars **scholarship loan** for a given academic semester or trimester. Students who are not enrolled full-time in the current term shall not receive ~~scholarship~~ **benefits funds** in that term.

C. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the ~~Arkansas Department of Higher Education~~ **ADHE**.

D. Refund Policy

It is the institution's responsibility to notify the ADHE of the name of any person owing a refund, the date of the withdrawal, and the refund amount. ~~This information should be placed on the institution's verification roster before returning it to ADHE.~~

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Minority Teacher Scholars Program. The ~~Arkansas Department of Higher Education~~ **ADHE** will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

~~F. UALR, UAPB, UCA, and HSU are presently participating in Teachers of Tomorrow Academy, a program funded by a Promotional Grant for minority students in high school who are interested in teaching careers. Those universities are invited to participate in a pilot program designed to build upon the precollegiate activities already in place for students in the Teachers of Tomorrow program who will be enrolled as freshmen or sophomores on those campuses.~~

~~The four institutions may submit a joint proposal which describes activities designed to build on the students' interest in teaching as a career and to help prepare them for successful entry into a teacher education program. The proposal should provide for education-related work experience for which participating students would receive a stipend. The proposal should specify that in order to be eligible to participate, a student must be enrolled as a freshman or sophomore in one of the four institutions and must have participated in the Teachers of Tomorrow program.~~

~~The proposed plan should explain how the program will be administered and how ADHE funds will be used. The plan should be submitted to ADHE by October 15. Funding for the initial year will be \$20,000.~~

RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY

I. Recipient's Responsibility

It is the recipient's responsibility to notify the ~~Arkansas Department of Higher Education~~ **ADHE** of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status (below twelve college semester credit hours or its equivalent per semester or trimester);

Change in course of study; and/or

Change in employment.

Failure to notify the ~~Arkansas Department of Higher Education~~ **ADHE** of a change in status will affect future eligibility or collection status.

RULE 8 - COLLECTION OF LOAN

I. Collection of Loan

Accounts will be retained by the ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. ~~due to the recipient's failure to remain employed in the teaching field for the specified time period.~~ At that time, the scholarship **award** will be converted to a **repayable** loan and the account will be turned over to a vendor for servicing. The ADHE will notify the student by mail **recipient** of this action and include a loan amortization schedule with the notification letter. **The notification will be mailed to the recipient's last known address.**

The account will remain with the vendor until repaid or ~~120 days past due~~ **90 days delinquent**. Upon determination that a loan recipient is ~~420~~ **90** days delinquent, ADHE will mail both the recipient and the co-signer **will receive** a first letter of notification ~~ten (10) days after the installment payment is due~~ **delinquent notification**. If payment is not received within 60 days from the original payment due date **of the first letter of delinquent notification**, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by ~~90~~ **30** days from the original payment due **date of the second letter of delinquent notification**, the ~~a~~ **third and final** letter of notification will be sent to the recipient and co-signer informing them **the recipient** that the account ~~will~~ **is** officially be in default. ~~if outstanding payments are not received within 30 days.~~

Defaulted recipients may be reported to credit reporting agencies, a state income tax set-off may be requested, and/or a civil suit may be initiated, if necessary, against the recipient for repayment of the loan.

II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To ~~get~~ **obtain** this information, ~~mail~~ **the ADHE may send** name, current address, and social security number on ~~an~~ **Arkansas Department of Higher Education letterhead** to:

Department of Finance and Administration
Motor Vehicle Division
P. O. Box 1272
Little Rock, AR 72202
ATTENTION: Correspondence Desk

~~A response from the Motor Vehicle Division should be received within ten (10) working days.~~ Additionally, the ADHE will use these steps to locate recipients ~~and/or co-signers~~ if communications are returned as undelivered:

- ~~1.~~**A.** Contact references listed on the recipient's application;
- ~~2.~~**B.** Utilize telephone directory or check with directory assistance in the area of the recipient ~~and/or co-signer's~~ last known address;
- ~~3.~~**C.** Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
- ~~4.~~**D.** Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
- ~~5.~~**E.** Contact recipient's field of study professional organization, union, or licensing board;
- ~~6.~~**F.** Contact post office;
- ~~7.~~**G.** Contact utility companies; and,
- ~~8.~~**H.** Contact Chamber of Commerce.

III. Credit Reporting Agencies

Defaulted recipients ~~and/or co-signers will~~ **may** be reported to the following credit reporting agencies:

- ~~1.~~**A.** CSC Credit Reporting Services, Inc.

~~2.~~**B.** T R W Credit Data

~~3.~~**C.** Trans Union Credit Reporting

D. Other credit reporting agencies as necessary

~~Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. The ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.~~

IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, the ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, the ADHE must submit name, address, social security number, and amount of debt ~~via computer magnetic tape~~ by December 1 to intercept taxes for the next year.

V. Litigation

~~No sooner than 30 days after sending the third letter of notification, The ADHE shall~~ **may** institute a civil suit against the **delinquent** recipient ~~and co-signer for repayment of the scholarship loan. Small Claims Courts~~ **Division of the District Court** will be used to satisfy debts of accounts up to ~~\$3,000.00~~ **\$5,000.00**. If over ~~\$3,000.01~~ **\$5,000.01 or above**, the ADHE must **may** use Circuit Court. If ~~the account is \$3,000.01 or above, The ADHE may choose to use Small Claims Courts~~ **Division of the District Court** and waive the difference because of the expense involved in going to Circuit Court.

If the ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient ~~and/or co-signer to Small Claims Court~~ **Division of the District Court** are requested **by the ADHE** from the recipient's ~~and/or co-signer's~~ county of residence.

VI. Write-Offs

~~Minority Teacher Education scholarships~~ **Loans** may be written off as uncollectible if the ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient ~~and/or co-signer~~ does not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collections activities must be ~~submitted to~~ **approved by** the administrator of the Department of Finance and Administration ~~and approved by the administrator~~ before Minority Teacher Scholars Program accounts may be written off as uncollectible.

VII. Nonpayment Penalties

~~Scholarship~~ Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 9 - PROGRAM DEFINITIONS

The following definitions are used in the Minority Teacher Scholars Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.
Approved Institution	An Arkansas public or independent college or university that is currently accredited by the North Central Association, Commission of Institutions of Higher Education, or has achieved candidacy status, and has a teacher certification <u>education</u> program approved by the Arkansas Department of Higher Education <u>ADHE</u> . The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation	<p>The ADHE shall cancel a recipient's repayment obligation if it determines:</p> <p>On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or <u>to</u> result in death. The ADHE reserves the right to require a second opinion by an ADHE approved physician, or on <u>The repayment obligation shall also be cancelled on</u> the basis of a death certificate or</p>

	other evidence of death, that is conclusive under state law; that the recipient is deceased.
Default	Failure to repay the Minority Teacher Education scholarship <u>Scholars loan</u> in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is A postponement of repayments and the accrual of interest. The ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments <u>are not made</u> during the time he or she <u>the recipient</u> is in deferment status.
Delta Region	The following 42 counties of Arkansas are designated as being in the Delta Region: Arkansas, Ashley, Baxter, Bradley, Calhoun, Chicot, Clay, Cleveland, Craighead, Crittenden, Cross, Dallas, Desha, Drew, Fulton, Grant, Greene, Independence, Izard, Jackson, Jefferson, Lawrence, Lee, Lincoln, Lonoke, Marion, Mississippi, Monroe, Ouachita, Phillips, Poinsett, Prairie, Pulaski, Randolph, St. Francis, Searcy, Sharp, Stone, Union, Van Buren, White, and Woodruff. (Information obtained from the Delta Foundation in Mississippi.)
Due Diligence	This process refers to those steps the ADHE takes to collect Minority Teacher Scholars Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed <u>informing the recipient</u> of all changes in the Minority Teacher Scholars Program that affect his or her <u>the recipient's</u> rights and responsibilities and responding promptly to the recipient's inquiries.
Full-time Student	A student enrolled for a minimum of twelve (12) semester credit hours or the equivalent.

Grace Period	A nine-month period of time following graduation, and before the recipient must either take employment in a public school in Arkansas or begin repayment of the scholarship <u>loan</u> .
Permanent Resident Alien	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Promissory Note	The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach <u>on a full-time basis in a public school in Arkansas</u> for five (5) <u>full years</u> , or three (3) full years in a <u>specified</u> subject area shortage or specified geographic area, on a full-time basis in a public school in Arkansas. The recipient's rights and responsibilities will be stated on the promissory note.
Satisfactory Academic Progress	Satisfactory academic progress is maintained if the recipient has a minimum 2.50 cumulative grade point average on a 4.00 scale. <u>Recipients must also complete twenty-four (24) credit hours per academic year.</u>
Skip Tracing	A process for locating a recipient who is in repayment status. <u>Efforts by the</u> ADHE's efforts may include contacting relatives, friends, references, and/or other individuals or entities in the recipient's file.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a <u>full academic year</u> . minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

U.S. Citizen or National

The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.

**MINORITY MASTERS FELLOWS PROGRAM
RULES AND REGULATIONS
(REVISED)**

The proposed revisions to the rules and regulations of the Minority Masters Fellows Scholars Program include deleting the use of the term scholarship and using forgivable loan so not to mislead or confuse applicants about the true nature of this program. The revisions include an addition of the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS). Proposed revisions allow an applicant pursuing a master's degree in any teacher education field other than administration to be eligible for this program.

Feedback has shown that many students have not been eligible for this program because of the requirement to be a recipient of the Minority Teacher Scholars Program (MTSP). Many students did not have the opportunity to participate in the MTSP because he or she was unaware of the program. In order to address this problem, the proposed revisions delete the requirement of being a Minority Teacher Scholars recipient in order to be eligible for the Minority Masters Fellows Program. Many recipients of this program are full-time teachers, therefore, the revisions also allows Minority Masters Fellows recipients to be a part-time student during fall, spring or summer terms.

General technical changes are proposed to the loan collection section of the rules in order to improve the administrative procedures and also to abide by Amendment 80 of the Arkansas Constitution.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Minority Masters Fellows Program. The hearing will be in conjunction with this meeting of the Arkansas Higher Education Coordinating Board.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Minority Masters Fellows Program, to be administered by the Arkansas Department of Higher Education.

FURTHER RESOLVED, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the spring 2008 semester of the academic year.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Minority Masters Fellows Program.

(MARK UP)

MINORITY MASTERS FELLOWS PROGRAM RULES AND REGULATIONS

RULE 1 - ORGANIZATION AND STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the Minority Masters Fellows Program within the policies set by the State Board of Higher Education. The program will provide ~~scholarships~~ **forgivable loans** to African-American, Hispanic, Asian-American and Native American students who have completed their baccalaureate degrees and are entering a master's program in ~~mathematics, science, or foreign language~~ **education in a field other than administration.** African-American, Hispanic, Asian-American and Native American students in the fifth year of a five-year teacher education program who were eligible to participate in the Minority Teacher Scholars Program are also eligible to participate. Beginning with the 1997-98 academic year, applicants who enroll in the master's degree program in education must have been recipients of the Minority Teacher Scholars Program scholarships.

All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education ADHE or his/her designee.

- II. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education ADHE.

RULE 2 - SCHOLARSHIP ELIGIBILITY CRITERIA

- I. Eligibility Criteria
- A. Applicants must be African-American, Hispanic, Asian-American or Native American.
1. **For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:**
- a. **African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa.**

- b. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- c. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.
- d. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

2. The ADHE reserves the right to request documentation of minority status.

- B. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education ADHE, for at least six months prior to the application deadline.
- C. Applicants must be citizens of the United States or permanent resident aliens.
- D. Applicants must be enrolled full-time in a public or independent 4-year institution located in Arkansas. ~~Full-time is defined as a minimum of nine college semester hours, or the equivalent, excluding correspondence courses.~~
- E. Applicants must have received a baccalaureate degree. They must be admitted to an **approved** master's level program in ~~mathematics, the sciences or foreign languages~~ **education in a field other than** administration at an **approved** Arkansas university. ~~In addition, students in the fifth year of a five-year teacher education program who were eligible for the Minority Teacher Scholars Program scholarship are eligible for the Minority Masters Fellows Program if their undergraduate major field was mathematics, any of the sciences or foreign languages. In 1995-96 and 1996-97, such applicants are eligible to receive Minority Masters Fellowships whether or not they actually received a Minority Teachers Program scholarship. Starting in 1997-98, however, a fifth-year master's program applicant must have been a recipient of the Minority Teacher Scholars Program award.~~

- F. ~~Priority will be given to applicants who have completed baccalaureate degrees within the past two years.~~ **Priority is given to returning applicants, former recipients of the Minority Teacher Scholars Program (MTSP), and applicants who have completed their baccalaureate degree within the past two years.**
- G. Applicants must have a minimum 2.75 cumulative grade point average on a 4.00 scale (or its equivalent). ~~For continued eligibility, masters fellows must maintain a 3.0 grade point average.~~

II. Continuing Eligibility Requirements

For continuing eligibility, Minority Masters Fellows must maintain a 3.00 grade point average in courses funded by this program. Applicants for a continuing award must complete a new application each year.

RULE 3 - SELECTION PROCESS

- I. Students must submit an application to the Arkansas Department of Higher Education ADHE. Applications will be mailed to presidents and chancellors for distribution to all deans and department chairs, to financial aid directors, and to Teacher Certifying Officials at all public and independent four-year institutions in the State of Arkansas **available for download on the ADHE website.** Applications may also be obtained from the ADHE upon request.
- II. Deadline for Applications
- ~~The application deadline is June 1.~~ **The application deadline will be established by the ADHE and published on the ADHE website and in the ADHE financial aid brochure.**
- III. Review of Applications
- For applications that are either incomplete or ineligible, ~~a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility~~ **applicants will be notified of the reason for incompleteness or ineligibility.** The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

IV. Ranking of Applicants

Priority is given to returning applicants, former recipients of the Minority Teacher Scholars Program (MTSP), and applicants who completed their baccalaureate degree within the past two years. If necessary, applications are **may be** ranked according to a combination of components including cumulative grade point average and major grade point average.

V. Selection and Notification of Recipients

- A. The ADHE shall review ranked applicants and make recommendations for ~~scholarship recipients~~ **awards** based on allocation of funds. ~~The total of initial awards shall not exceed \$200,000 in 1995-96.~~
- B. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education **ADHE**.
- ~~C. Recipients will be notified by mail of their awards.~~

VI. Institutional Eligibility

The institution to be attended ~~under the scholarship program~~ must be an Arkansas public or independent four-year institution, ~~and must meet federal~~ institutional eligibility requirements, **and must be approved by the ADHE for the teacher education program chosen by the student.**

RULE 4 - AWARDING OF SCHOLARSHIP FUNDS

I. Award Process

Scholarship Recipients will be mailed ~~award notices announcing their selection~~ **for the program notified of their eligibility for the program and the conditions for continued eligibility.** Prior to the disbursement of funds, each recipients will receive a **complete** promissory notes for the purpose of entering into an agreement with **the** ADHE. The terms of the agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the scholarship recipient and by a co-maker of eligible age. Modifications to any award

amounts

will be confirmed through the issuance completion of a new promissory note.

II. Disbursement of Funds

Funds will be sent to the institution after verification of enrollment.
The institution disburses the funds in accordance with its policy.

Act 1180 of 1999 states that students who receive financial aid from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow the ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

II. Limitation of Scholarships FUNDS

~~_____ A. Students may receive up to \$7,500 for one academic year (or up to \$2,500 per summer for no more than three summers).~~

~~_____ B. Students may receive the scholarship for a maximum of one academic _____ year (or no more than three summers).~~

A. Students may receive up to \$1,250 per three semester credit hours enrolled with a maximum award of \$3,750 per semester. The maximum lifetime award is \$7,500.

B. Students may receive funds until they have received the maximum award of \$7,500, or until they have completed their master's degree, or for a maximum of three years, whichever comes first.

~~III. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the Federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.~~

RULE 5 - REPAYMENT OF SCHOLARSHIP LOAN

I. Terms of Repayment

A. ~~Scholarship~~ Recipients who teach full-time in an Arkansas public school or public institution of higher education for two years shall have the total ~~scholarship~~ loan and related interest forgiven. This shall be in addition to any teaching obligation the recipient may have to fulfill based on receipt of ~~a Minority Teacher Scholars Program scholarship~~ other ADHE forgivable loans received while pursuing an undergraduate degree in education.

B. Recipients who do not teach full-time in an Arkansas public school or public institution of higher education, or who discontinue their studies prior to completing their program of study, shall go into repayment repay the full remaining balance plus accrued interest according to an interest and repayment schedule provided by the ADHE. At this point, the recipient's award converts to a repayable loan.

The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school.

II. Interest on Loan

A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate ~~not to exceed five percent (5%) per annum above the Federal Reserve Discount Rate at the time of the contract on the outstanding principal~~ of 10 percent on the unpaid balance. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.

B. Interest will not accrue and installments need not be paid when a deferment has been approved by the Arkansas Department of Higher Education ADHE. Any recipient who desires a deferment must submit an application for deferment to the ADHE for approval.

III. Deferment of Loan

A. At the discretion of the ADHE ~~ADHE's discretion~~, scheduled loan repayments may be deferred if the ADHE determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:

1. The recipient is engaged in a full-time course of ~~doctoral~~ study at an institution of higher education. This must be verified by the registrar's office.
2. The recipient is seeking and unable to find employment as a teacher for a single period not to exceed twelve **(12)** months. The loan recipient must submit a list of schools contacted for employment. **The** ADHE will verify this information with the schools listed.
3. The recipient is temporarily totally disabled, for a period not to exceed three **(3)** years, as established by sworn affidavit from a licensed physician. **The** ADHE reserves the right to require a second opinion by an ADHE approved physician.
4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. **The** ADHE reserves the right to require a second opinion by an ADHE approved physician.
5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the promissory note may be considered.

B. To qualify for any of the deferments, recipients must notify **the** ADHE of their claim ~~to the deferment~~ on a Request for Deferment form which will be supplied by **the** ADHE upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to **the** ADHE. **The** ADHE will notify the recipient ~~within~~ **ten (10)** working days of approval or disapproval of any application for a deferment.

IV. Cancellation of ~~Scholarship~~ **Loan**

The ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or **to** result in death. **The** ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, ~~that~~ is conclusive under state law, that the recipient has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

VI. Grace Period

There will exist a nine **(9)** month grace period following graduation before the recipient must either take employment in an Arkansas public school or public institution of higher education ~~in an approved subject specified for this program~~ or begin repayment of the scholarship **loan**.

VII. Failure to Repay

~~Scholarship~~ Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 6 - INSTITUTIONAL RESPONSIBILITIES

I. College/University Responsibilities

A. Institutional Verification

The institution shall provide certification to **the** ADHE each semester after registration **the 11th class day**, giving **listing** the names of the program scholarship recipients who are officially enrolled ~~as full-time students~~, **the number of hours enrolled**, and their grade point average. This information is reported on a verification roster.

~~The certifying official is responsible for completing the verification roster two times a year for those institutions on the semester system and three times a year for those institutions on the trimester system.~~ The verification roster will be mailed **sent** to the financial aid director at the time of registration for **beginning of** each term. The signed verification roster should be returned to **the** ADHE by **July 1 for the summer I term, September 1 for the summer II term, November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system the requested date.**

The verification roster is an alphabetical listing by institution of all persons receiving a Minority Masters Fellows scholarship **loan**

for a given academic semester or trimester. ~~Students who are not enrolled full-time in the current term shall not receive scholarship benefits in that term.~~

B. ~~Refund Policy~~

~~It is the institution's responsibility to notify ADHE of the names of any _____ persons owing a refund, the date of the withdrawal, and the refund _____ amount. This information should be placed on the institution's verification _____ roster before returning it to ADHE.~~

~~Deadlines for Disbursement of Funds~~

~~The scholarship will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. After verification of full-time enrollment for the scholarship recipient, the institution disburses the funds in accordance with its policy.~~

~~**The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the ADHE.**~~

C. Refund Policy

It is the institution's responsibility to notify the ADHE of the name of any person owing a refund, the date of the withdrawal, and the refund amount.

D. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the ~~Emergency Secondary Education Loan Program~~ **Minority Masters Fellows Program**. The Arkansas Department of ~~Higher Education~~ **ADHE** will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY

I. Recipient's Responsibility

It is the recipient's responsibility to notify the ~~Arkansas Department of~~

Higher Education **ADHE** of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status (below nine college semester credit hours or its equivalent per semester or trimester);

Change in course of study; and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education **ADHE** of a change in status will affect future eligibility or collection status.

RULE 8 - COLLECTION OF LOAN

I. Collection of Loan

~~Accounts will be retained by the ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment due to the recipient's failure to remain employed in the teaching field for the specified time period. At that time, the scholarship will be converted to a loan and the account will be turned over to a vendor for servicing. ADHE will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, ADHE will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days. At this point, defaulted recipients and/or cosigners will be reported to credit reporting agencies, a state income tax set-off will be requested, and a civil suit will be initiated, if necessary, against the recipient and co-signer for repayment of the loan.~~

Accounts will be retained by the ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment.

At that time, the award will be converted to a repayable loan and the account will be turned over to a vendor for servicing. The ADHE will notify the recipient of this action and include a loan amortization schedule with the notification. This notification will be mailed to the recipient's last known address.

The account will remain with the vendor until repaid or 90 days delinquent. Upon determination that a loan recipient is 90 days delinquent, the recipient will receive a first letter of delinquent notification. If payment is not received within 60 days from the date of the first letter of delinquent notification, a second letter of delinquent notification will be sent to the loan recipient. If no response is received by 30 days from the date of the second letter of delinquent notification, a third and final letter will be sent to the recipient informing the recipient that the account is officially in default.

Defaulted recipients may be reported to credit reporting agencies, a state income tax set-off may be requested, and/or a civil suit may be initiated, if necessary, against the recipient for repayment of the loan.

II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, **the ADHE may send** mail name, current address, and social security number ~~on Arkansas Department of Higher Education letterhead to:~~

Department of Finance and Administration
Motor Vehicle Division
P. O. Box 1272
Little Rock, AR 72202
ATTENTION: Correspondence Desk

~~A response from the Motor Vehicle Division should be received within ten (10) working days.~~ Additionally, **the ADHE may** will use these steps to locate recipients ~~and/or co-signers~~ if communications are returned as undelivered:

- ~~1.~~**A.** Contact references listed on the recipient's application;
- ~~2.~~**B.** Utilize telephone directory or check with directory assistance in the area of the recipient ~~and/or co-signer's~~ last known address;
- ~~3.~~**C.** Contact institutional offices (alumni office, admissions office,

registrant's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;

- 4.~~D.~~ Contact creditors, such as credit card companies, credit bureaus, or lender;
GSL
- 5.~~E.~~ Contact recipient's field of study professional organization, union, or licensing board;
- 6.~~F.~~ Contact post office;
- 7.~~G.~~ Contact utility companies; and,
- 8.~~H.~~ Contact Chamber of Commerce.

III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will may be reported to the following credit reporting agencies:

- 1.~~A.~~ CSC Credit Reporting Services, Inc.
- 2.~~B.~~ T R W Credit Data
- 3.~~C.~~ Trans Union Credit Reporting
- D. Other credit reporting agencies as necessary

~~Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. The ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.~~

IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, the ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, the ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

V. Litigation

~~No sooner than 30 days after sending the third letter of notification, The ADHE shall~~ may institute a civil suit against the delinquent recipient and co-signer for repayment of the scholarship loan. Small Claims Courts

Division of the District Court will be used to satisfy debts of accounts up to ~~\$3,000.00~~ **\$5,000.00**. If over ~~\$3,000.01~~ **\$5,000.01 or above**, the ADHE must **may** use Circuit Court. ~~If the account is \$3,000.01 or above, The ADHE may choose to use Small Claims Courts~~ **Division of the District Court** and waive the difference because of the expense involved in going to Circuit Court.

If the ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient ~~and/or co-signer~~ to Small Claims Court **Division of the District Court** are requested **by the ADHE** from the recipient's ~~and/or co-signer's~~ county of residence.

VI. Write-Offs

~~Minority Masters Fellows scholarships~~ **Loans** may be written off as uncollectible if **the** ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient ~~and co-signer~~ **does** not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be ~~submitted~~ **approved by** ~~to the administrator of the Department of Finance and Administration and approved by the administrator~~ before Minority Masters Fellows Program accounts may be written off as uncollectible.

VII. Nonpayment Penalties

~~Scholarship~~ Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

RULE 9 - PROGRAM DEFINITIONS

The following definitions are used in the Minority Masters Fellows Program:

- ~~Academic Year~~ — ~~A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.~~
- Approved Institution An Arkansas public or independent college or university that is currently accredited by the North Central Association, Commission of Institutions of Higher

	Education, or has achieved candidacy status, and has a teacher certification program approved by the Arkansas Department of Higher Education. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation obligation if it	<u>The</u> ADHE shall cancel a recipient's repayment determines: On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. <u>The</u> ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law; that the recipient is deceased.
Default	Failure to repay the Minority Masters Fellows scholarship <u>loan</u> in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is A postponement of repayments and the accrual of interest. <u>The</u> ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments are not made during the time he or she <u>recipient</u> is in deferment status.
Due Diligence	This process refers to those Steps <u>the</u> ADHE takes to collect Minority Masters Fellows Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed informing the recipient of all changes in the Minority Masters Fellows Program that affect his or her the recipient's rights and responsibilities, and as well as responding promptly to the recipient's inquiries.
Full-time Student	A student enrolled for a minimum of 9 semester credit

~~hours or the equivalent.~~

- Grace Period A nine **(9)** month period of time following graduation, ~~and~~ before the recipient must either take employment in an Arkansas public school or public institution of higher education or begin repayment of the ~~scholarship~~ **loan**.
- Permanent Resident Alien An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
- Promissory Note ~~The promissory note is~~ A legal document obligating the recipient to repay the loan if ~~he or she~~ **the recipient** does not teach for two (2) full years in an ~~approved~~ **subject area other than administration** on a full-time basis in an Arkansas public school or public institution of higher education. The recipient's rights and responsibilities will be stated on the promissory note.
- Satisfactory Academic Progress Satisfactory academic progress is maintained if the recipient has a minimum 3.00 cumulative grade point average on a 4.00 scale **in courses funded by this program.**
- Skip Tracing A process for locating a recipient who is in repayment status. **Efforts by the** ADHE ~~'s efforts~~ may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
- Teach on a Full-time Basis Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution ~~or agency~~ at which an individual is teaching, ~~for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching~~ **for a full academic year.**
- U.S. Citizen or National ~~The term "U.S. citizen" includes~~ Persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory

- Palau. The term "national" includes citizens of American Samoa or Swain's Island.

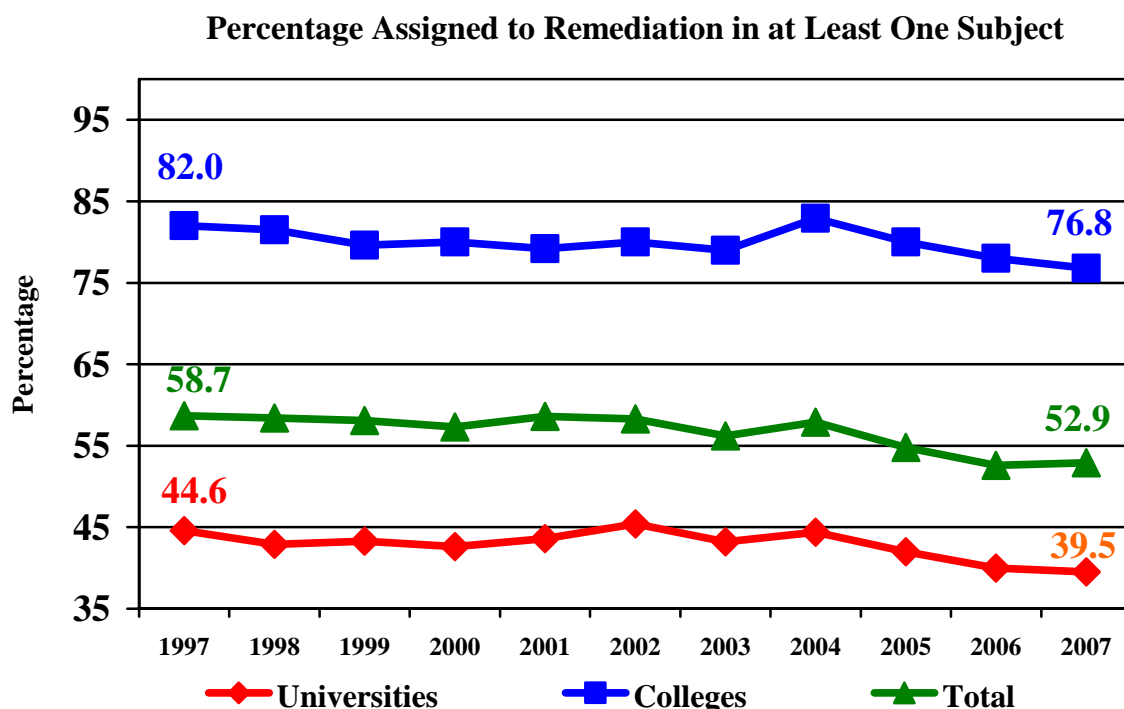
ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 22-A and 22-B offer a general overview of remediation in Arkansas public higher education, while Tables 22-C, 22-D, and 22-E provide institutional detail by discipline for fall terms 2005 through 2007. In all tables, remedial data are based on students who meet two criteria: not meeting the board's cut-off score and being assigned to developmental-level coursework.

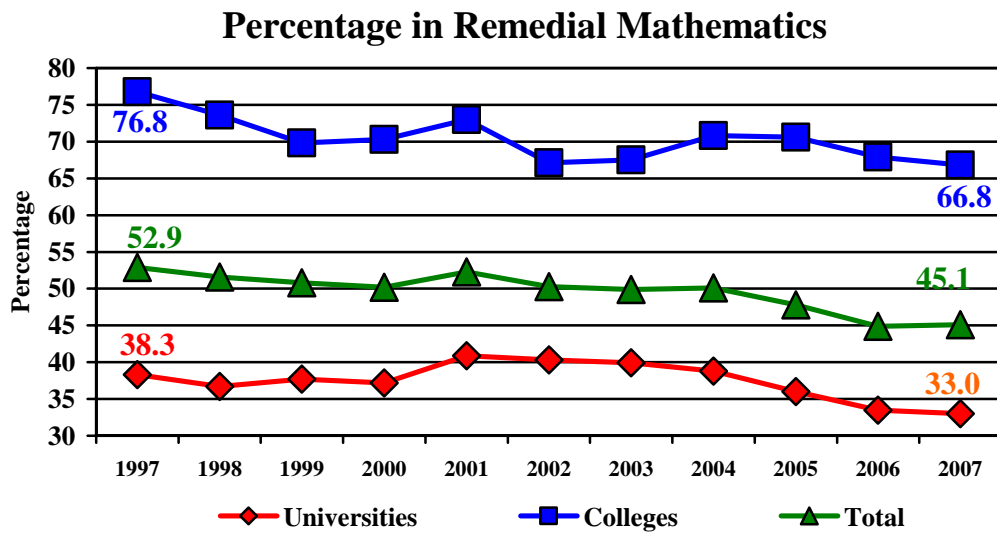
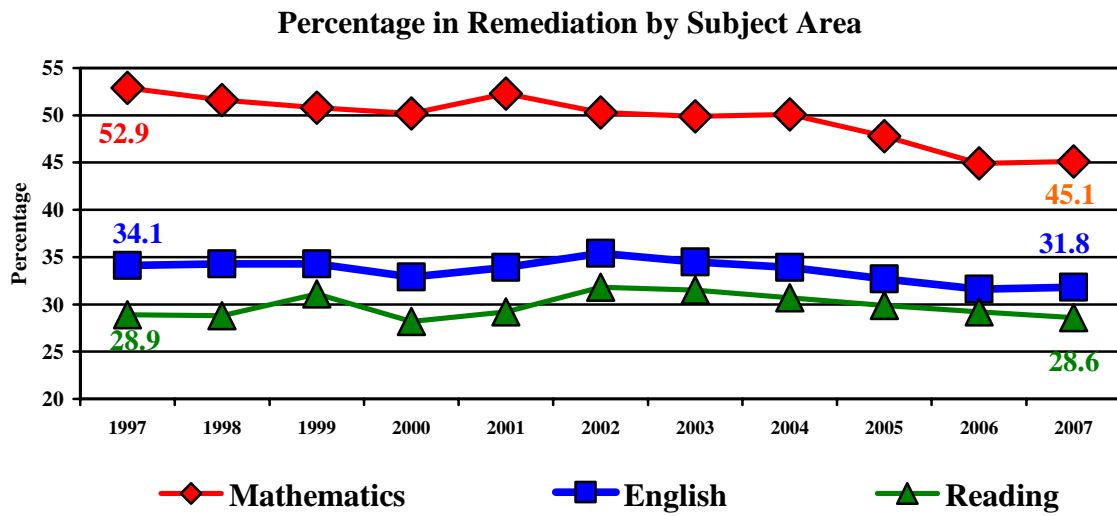
Statewide Overview

In fall 2007, Arkansas's public institutions enrolled 22,347 first-time students. Of this total, 2,631 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

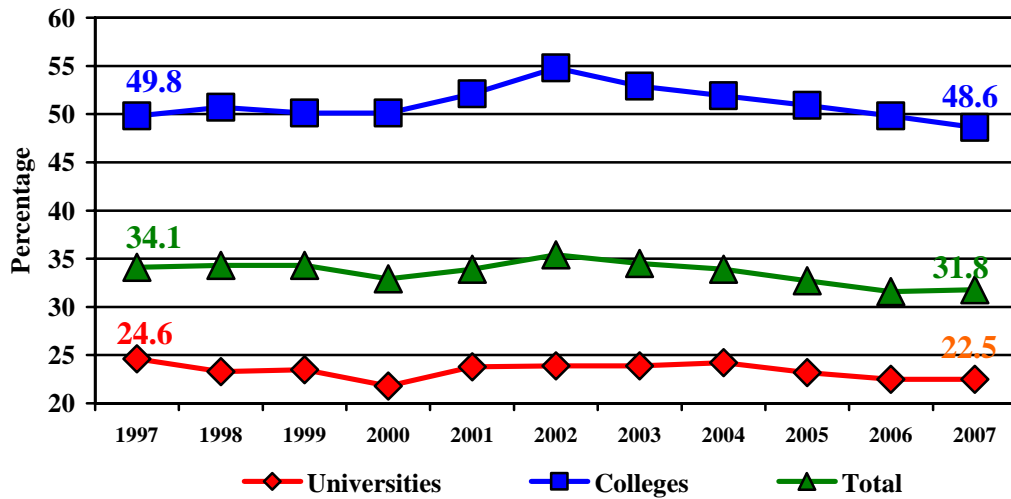
- Of the 19,716 students who were tested, 10,421 students (52.9 percent) were assigned to one or more remedial courses, while the balance of 9,295 students (47.1 percent) were placed in college-level coursework (Table 22-A). Although this represents an increase in the remediation rate of 0.3 percentage points above that for fall 2006, the remediation rate is less than the 56.1 percent rate five years ago. Remediation rates have been steadily declining over the past ten years.



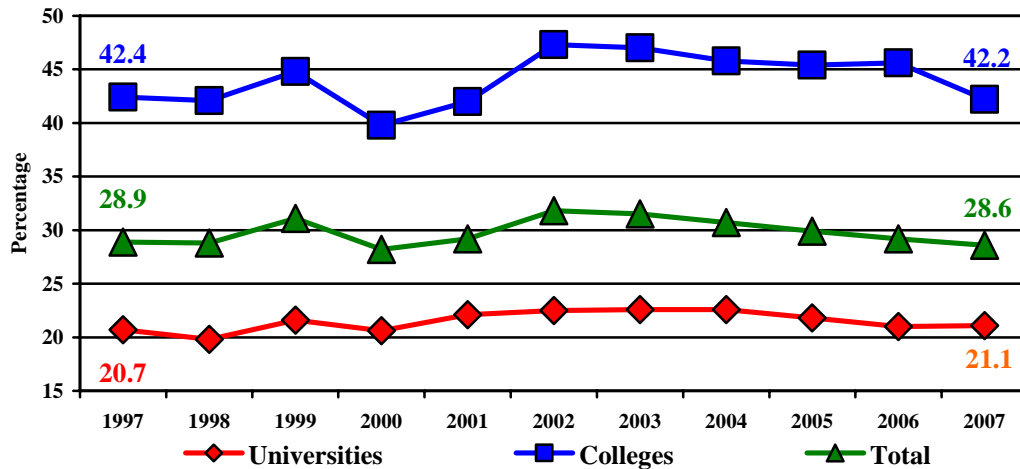
- Of the 10,421 students assigned to remediation, 5,001 (47.9 percent) were in the four-year sector and 5,420 (52.0 percent) were in the two-year sector.
- 3,908 of the students assigned to remediation (37.5 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the highest percentage (75.3 percent) was in mathematics, followed by reading (12.6 percent) and English (12.2 percent). 6,513 of the total students remediated (62.5 percent) were placed at the developmental level in two or more subject areas.
- Among four-year institutions, of students assigned to remediation, 59.2 percent were assigned to remediation in two or more subjects and 40.8 percent were assigned to only one subject (Table 22-A). Among two-year institutions, 65.5 percent were assigned to remediation in two or more subjects and 34.5 percent were assigned to only one subject.
- Generally speaking, the predominant demographics of remediated students reflect the student body as a whole: more remediated students are white, female, between the ages of 18 and 24 years, and enrolled full-time (Table 22-B).
- Over the last five years, the number of students assigned to remedial coursework has declined 9 percent at four-year institutions, 2 percent at two-year institutions, and 6 percent at all public institutions (Table 22-B). Native American and White students have decreased, while Hispanic, Black, Asian/Pacific Islander, and Non-resident students have increased. Remedial students older than 44 have increased while all other age categories have declined. However, the number of students aged 35 to 44 and assigned to remediation has increased over the last three years.
- From last year, the remediation rate for mathematics (Table 22-C) and English (Table 22-D) both increased by 0.2 percentage points, while the remediation rate for reading decreased by 0.6 percentage points (Table 22-E). Remediation rates for all subject areas declined over the three-year period from Fall 2005 to Fall 2007, and the rates have declined overall during the last ten years, as shown in the following charts.



Percentage in Remedial English



Percentage in Remedial Reading



**Table 22-A. HEADCOUNT OF REMEDIATED STUDENTS
IN ARKANSAS PUBLIC HIGHER EDUCATION, FALL 2007**

INSTITUTION			% in College level Coursework	Assigned to Any Remediation		One Subject		Two or More Subjects	
	1st Time	Tested		Remed	% Remed	#	% of Remedial Students	#	% of Remedial Students
Four Year									
ASUJ	1,733	1,733	53.3%	809	46.7%	309	38.2%	500	61.8%
ATU	1,627	1,543	57.1%	662	42.9%	255	38.5%	407	61.5%
HSU	803	803	61.9%	306	38.1%	104	34.0%	202	66.0%
SAUM	537	537	44.1%	300	55.9%	82	27.3%	218	72.7%
UAF	2,899	2,899	89.1%	317	10.9%	246	77.6%	71	22.4%
UAFS	1,161	1,138	56.0%	501	44.0%	266	53.1%	235	46.9%
UALR	862	862	45.0%	474	55.0%	177	37.3%	297	62.7%
UAM	679	533	35.3%	345	64.7%	89	25.8%	256	74.2%
UAPB	819	819	8.3%	751	91.7%	93	12.4%	658	87.6%
UCA	1,793	1,793	70.1%	536	29.9%	420	78.4%	116	21.6%
Four Year Total	12,913	12,660	60.5%	5,001	39.5%	2,041	40.8%	2,960	59.2%
Two Year									
ANC	363	298	15.1%	253	84.9%	70	27.7%	183	72.3%
ASUB	955	775	37.0%	488	63.0%	180	36.9%	308	63.1%
ASUMH	252	175	35.4%	113	64.6%	54	47.8%	59	52.2%
ASUN	242	153	20.3%	122	79.7%	30	24.6%	92	75.4%
BRTC	566	319	27.6%	231	72.4%	78	33.8%	153	66.2%
CCCUA	204	152	17.8%	125	82.2%	30	24.0%	95	76.0%
EACC	277	256	15.6%	216	84.4%	52	24.1%	164	75.9%
MSCC	289	280	20.0%	224	80.0%	55	24.6%	169	75.4%
NAC	480	322	36.0%	206	64.0%	88	42.7%	118	57.3%
NPCC	388	304	16.1%	255	83.9%	91	35.7%	164	64.3%
NWACC	1,299	1,116	26.5%	820	73.5%	382	46.6%	438	53.4%
OTC	230	131	24.4%	99	75.6%	48	48.5%	51	51.5%
OZC	240	228	30.7%	158	69.3%	64	40.5%	94	59.5%
PCCUA	203	75	13.3%	65	86.7%	11	16.9%	54	83.1%
PTC	1,285	1,034	12.3%	907	87.7%	264	29.1%	643	70.9%
RMCC	137	111	27.9%	80	72.1%	41	51.3%	39	48.8%
SACC	189	137	12.4%	120	87.6%	27	22.5%	93	77.5%
SAUT	216	160	15.0%	136	85.0%	35	25.7%	101	74.3%
SEAC	357	166	13.3%	144	86.7%	33	22.9%	111	77.1%
UACCB	314	216	22.2%	168	77.8%	54	32.1%	114	67.9%
UACCH	394	195	20.5%	155	79.5%	67	43.2%	88	56.8%
UACCM	554	453	26.0%	335	74.0%	113	33.7%	222	66.3%
Two Year Total	9,434	7,056	23.2%	5,420	76.8%	1,867	34.4%	3,553	65.6%
All Public Institutions	22,347	19,716	47.1%	10,421	52.9%	3,908	37.5%	6,513	62.5%

Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

**Table 22-B Profile of Students Assigned to Remedial Coursework
in Arkansas Public Higher Education
Fall 2003 - Fall 2007**

Characteristic	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		2003-2007 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
ETHNICITY / RACE												
4-yr Public Institutions												
White	3,029	55%	2,902	54%	2,712	51%	2,462	49%	2,388	48%	(641)	-21%
Black	2,071	38%	2,022	38%	2,079	39%	2,018	40%	2,149	43%	78	4%
Asian/Pacific Islander	67	1%	77	1%	78	1%	65	1%	70	1%	3	4%
Native American	60	1%	66	1%	73	1%	70	1%	59	1%	(1)	-2%
Hispanic	116	2%	112	2%	127	2%	123	2%	144	3%	28	24%
Non-resident & Unknown	157	3%	177	3%	274	5%	287	6%	191	4%	34	22%
Subtotal	5,500		5,356		5,343		5,025		5,001		(499)	-9%
2-yr Public Institutions												
White	3,975	72%	3,767	72%	3,660	70%	3,350	69%	3,681	68%	(294)	-7%
Black	1,260	23%	1,142	22%	1,192	23%	1,180	24%	1,235	23%	(25)	-2%
Asian/Pacific Islander	38	1%	58	1%	61	1%	60	1%	156	3%	118	311%
Native American	53	1%	62	1%	62	1%	50	1%	48	1%	(5)	-9%
Hispanic	177	3%	177	3%	176	3%	198	4%	244	5%	67	38%
Non-resident & Unknown	47	1%	45	1%	52	1%	52	1%	56	1%	9	19%
Subtotal	5,550		5,251		5,203		4,890		5,420		(130)	-2%
Total Public Institutions												
White	7,004	63%	6,669	63%	6,372	60%	5,812	59%	6,069	58%	(935)	-13%
Black	3,331	30%	3,164	30%	3,271	31%	3,198	32%	3,384	32%	53	2%
Asian/Pacific Islander	105	1%	135	1%	139	1%	125	1%	226	2%	121	115%
Native American	113	1%	128	1%	135	1%	120	1%	107	1%	(6)	-5%
Hispanic	293	3%	289	3%	303	3%	321	3%	388	4%	95	32%
Non-resident & Unknown	204	2%	222	2%	326	3%	339	3%	247	2%	43	21%
Total Public	11,050		10,607		10,546		9,915		10,421		(629)	-6%
GENDER												
4-yr Public Institutions												
Male	2,477	45%	2,368	44%	2,450	46%	2,358	47%	2,231	45%	(246)	-10%
Female	3,023	55%	2,988	56%	2,893	54%	2,667	53%	2,770	55%	(253)	-8%
Subtotal	5,500		5,356		5,343		5,025		5,001		(499)	-9%
2-yr Public Institutions												
Male	2,121	38%	2,049	39%	2,003	38%	1,921	39%	2,088	39%	(33)	-2%
Female	3,429	62%	3,202	61%	3,200	62%	2,969	61%	3,332	61%	(97)	-3%
Subtotal	5,550		5,251		5,203		4,890		5,420		(130)	-2%
Total Public Institutions												
Male	4,598	42%	4,417	42%	4,453	42%	4,279	43%	4,319	41%	(279)	-6%
Female	6,452	58%	6,190	58%	6,093	58%	5,636	57%	6,102	59%	(350)	-5%
Total Public	11,050		10,607		10,546		9,915		10,421		(629)	-6%

Characteristic	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		2003-2007 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
AGE												
4-yr Public Institutions												
< 18 yrs.	898	16%	910	17%	897	17%	863	17%	827	17%	(71)	-8%
18 - 24 yrs.	4,122	75%	4,050	76%	4,038	76%	3,867	77%	3,877	78%	(245)	-6%
25 - 34 yrs.	319	6%	266	5%	266	5%	214	4%	202	4%	(117)	-37%
35 - 44 yrs.	115	2%	100	2%	79	1%	63	1%	74	1%	(41)	-36%
> 44 yrs.	45	1%	30	1%	54	1%	17	0%	21	0%	(24)	-53%
Other/Unknown	1	0%	-	0%	9	0%	1	0%	-	0%	(1)	na
Subtotal	5,500		5,356		5,343		5,025		5,001		(499)	-9%
2-yr Public Institutions												
< 18 yrs.	624	11%	623	12%	695	13%	637	13%	640	12%	16	3%
18 - 24 yrs.	3,612	65%	3,379	64%	3,309	64%	3,214	66%	3,514	65%	(98)	-3%
25 - 34 yrs.	808	15%	743	14%	792	15%	616	13%	703	13%	(105)	-13%
35 - 44 yrs.	361	7%	345	7%	289	6%	308	6%	373	7%	12	3%
> 44 yrs.	145	3%	160	3%	117	2%	112	2%	190	4%	45	31%
Other/Unknown	-	0%	1	0%	1	0%	3	0%	-	0%	-	na
Subtotal	5,550		5,251		5,203		4,890		5,420		(130)	-2%
Total Public Institutions												
< 18 yrs.	1,522	14%	1,533	14%	1,592	15%	1,500	15%	1,467	14%	(55)	-4%
18 - 24 yrs.	7,734	70%	7,429	70%	7,347	70%	7,081	71%	7,391	71%	(343)	-4%
25 - 34 yrs.	1,127	10%	1,009	10%	1,058	10%	830	8%	905	9%	(222)	-20%
35 - 44 yrs.	476	4%	445	4%	368	3%	371	4%	447	4%	(29)	-6%
> 44 yrs.	190	2%	190	2%	171	2%	129	1%	211	2%	21	11%
Other/Unknown	1	0%	1	0%	10	0%	4	0%	-	0%	(1)	na
Total Public	11,050		10,607		10,546		9,915		10,421		(629)	-6%
FULL- PART-TIME STATUS												
4-yr Public Institutions												
Full-time	4,804	87%	4,680	87%	4,605	86%	4,441	88%	4,528	91%	(276)	-6%
Part-time	696	13%	676	13%	738	14%	584	12%	473	9%	(223)	-32%
Subtotal	5,500		5,356		5,343		5,025		5,001		(499)	-9%
2-yr Public Institutions												
Full-time	4,096	74%	3,886	74%	3,940	76%	3,612	74%	4,054	75%	(42)	-1%
Part-time	1,454	26%	1,365	26%	1,263	24%	1,278	26%	1,366	25%	(88)	-6%
Subtotal	5,550		5,251		5,203		4,890		5,420		(130)	-2%
Total Public Institutions												
Full-Time	8,900	81%	8,566	81%	8,545	81%	8,053	81%	8,582	82%	(318)	-4%
Part-Time	2,150	19%	2,041	19%	2,001	19%	1,862	19%	1,839	18%	(311)	-14%
Total Public	11,050		10,607		10,546		9,915		10,421		(629)	-6%

Table 22-C. FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN MATHEMATICS 2005 - 2007

INSTITUTION	Fall 2005				Fall 2006				Fall 2007			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
Four Year												
ASUJ	1,576	1,576	661	41.9%	1,727	1,727	680	39.4%	1,733	1,733	671	38.7%
ATU	1,540	1,409	492	34.9%	1,534	1,441	470	32.6%	1,627	1,543	529	34.3%
HSU	577	577	167	28.9%	606	606	151	24.9%	803	803	247	30.8%
SAUM	570	570	266	46.7%	590	590	263	44.6%	537	537	227	42.3%
UAF	2,752	2,725	262	9.6%	2,784	2,784	249	8.9%	2,899	2,899	205	7.1%
UAFS	1,276	1,260	567	45.0%	1,199	1,180	458	38.8%	1,161	1,138	433	38.0%
UALR	832	832	436	52.4%	663	663	345	52.0%	862	862	372	43.2%
UAM	668	561	348	62.0%	694	586	329	56.1%	679	533	299	56.1%
UAPB	719	719	598	83.2%	723	723	594	82.2%	819	819	695	84.9%
UCA	2,498	2,353	737	31.3%	2,371	2,275	669	29.4%	1,793	1,793	502	28.0%
Four Year Total	13,008	12,582	4,534	36.0%	12,891	12,575	4,208	33.5%	12,913	12,660	4,180	33.0%
Two Year												
ANC	374	322	270	83.9%	320	270	227	84.1%	363	298	243	81.5%
ASUB	1,019	748	455	60.8%	947	729	439	60.2%	955	775	438	56.5%
ASUMH	264	200	108	54.0%	216	181	98	54.1%	252	175	90	51.4%
ASUN	241	102	86	84.3%	239	137	81	59.1%	242	153	110	71.9%
BRTC	404	262	132	50.4%	488	275	155	56.4%	566	319	168	52.7%
CCCUA	162	121	98	81.0%	158	90	67	74.4%	204	152	117	77.0%
EACC	276	246	182	74.0%	277	270	201	74.4%	277	256	180	70.3%
MSCC	209	191	161	84.3%	264	234	181	77.4%	289	280	197	70.4%
NAC	519	377	196	52.0%	447	284	126	44.4%	480	322	140	43.5%
NPCC	385	310	261	84.2%	341	273	227	83.2%	388	304	244	80.3%
NWACC	1,029	875	550	62.9%	1,051	901	567	62.9%	1,299	1,116	665	59.6%
OTC	227	166	139	83.7%	212	155	109	70.3%	230	131	93	71.0%
OZC	200	185	143	77.3%	186	161	92	57.1%	240	228	106	46.5%
PCCUA	309	155	94	60.6%	225	80	53	66.3%	203	75	54	72.0%
PTC	1,302	1,069	886	82.9%	1,202	1,018	829	81.4%	1,285	1,034	871	84.2%
RMCC	157	128	67	52.3%	159	133	72	54.1%	137	111	58	52.3%
SACC	180	120	98	81.7%	162	99	83	83.8%	189	137	108	78.8%
SAUT	165	125	101	80.8%	185	105	85	81.0%	216	160	119	74.4%
SEAC	395	128	101	78.9%	412	179	132	73.7%	357	166	132	79.5%
UACCB	305	161	120	74.5%	250	177	117	66.1%	314	216	153	70.8%
UACCH	284	106	68	64.2%	255	122	70	57.4%	394	195	127	65.1%
UACCM	507	409	277	67.7%	501	394	247	62.7%	554	453	298	65.8%
Two Year Total	8,913	6,506	4,593	70.6%	8,497	6,267	4,258	67.9%	9,434	7,056	4,711	66.8%
Total Math Remediated	21,921	19,088	9,127	47.8%	21,388	18,842	8,466	44.9%	22,347	19,716	8,891	45.1%

First-Time: First-time entering students; students with student level of "01"

Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

1 ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

2 ATU merged with Arkansas Valley Technical institution effective July 1, 2003

3 UAFS (previously WC) became a four-year institution in January 2002

4 UAM merged with Great Rivers Technical institution and Forest Echoes Technical institution effective July 1, 2003

5 ANC (previously MCCC) merged with Cotton Boll Technical institution effective July 1, 2003

6 ASUB merged with Foothills Technical institution effective July 1, 2003

7 NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

Table 22-D. FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN ENGLISH 2005 - 2007

INSTITUTION	Fall 2005				Fall 2006				Fall 2007			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
Four Year												
ASUJ	1,576	1,576	474	30.1%	1,727	1,727	483	28.0%	1,733	1,733	488	28.2%
ATU	1,540	1,409	367	26.0%	1,534	1,441	378	26.2%	1,627	1,543	400	25.9%
HSU	577	577	97	16.8%	606	606	92	15.2%	803	803	190	23.7%
SAUM	570	570	186	32.6%	590	590	211	35.8%	537	537	220	41.0%
UAF	2,752	2,725	119	4.4%	2,784	2,784	161	5.8%	2,899	2,899	107	3.7%
UAFS	1,276	1,260	291	23.1%	1,199	1,180	231	19.6%	1,161	1,138	212	18.6%
UALR	832	832	329	39.5%	663	663	275	41.5%	862	862	291	33.8%
UAM	668	561	282	50.3%	694	586	265	45.2%	679	533	248	46.5%
UAPB	719	719	518	72.0%	723	723	507	70.1%	819	819	618	75.5%
UCA	2,498	2,353	262	11.1%	2,371	2,275	226	9.9%	1,793	1,793	74	4.1%
Four Year Total	13,008	12,582	2,925	23.2%	12,891	12,575	2,829	22.5%	12,913	12,660	2,848	22.5%
Two Year												
ANC	374	322	188	58.4%	320	270	166	61.5%	363	298	164	55.0%
ASUB	1,019	748	330	44.1%	947	729	290	39.8%	955	775	297	38.3%
ASUMH	264	200	70	35.0%	216	181	64	35.4%	252	175	61	34.9%
ASUN	241	102	74	72.5%	239	137	76	55.5%	242	153	89	58.2%
BRTC	404	262	127	48.5%	488	275	161	58.5%	566	319	169	53.0%
CCCUA	162	121	74	61.2%	158	90	55	61.1%	204	152	92	60.5%
EACC	276	246	156	63.4%	277	270	179	66.3%	277	256	156	60.9%
MSCC	209	191	113	59.2%	264	234	133	56.8%	289	280	169	60.4%
NAC	519	377	157	41.6%	447	284	99	34.9%	480	322	137	42.5%
NPCC	385	310	133	42.9%	341	273	121	44.3%	388	304	149	49.0%
NWACC	1,029	875	382	43.7%	1,051	901	407	45.2%	1,299	1,116	438	39.2%
OTC	227	166	85	51.2%	212	155	57	36.8%	230	131	51	38.9%
OZC	200	185	132	71.4%	186	161	101	62.7%	240	228	109	47.8%
PCCUA	309	155	77	49.7%	225	80	43	53.8%	203	75	50	66.7%
PTC	1,302	1,069	641	60.0%	1,202	1,018	574	56.4%	1,285	1,034	561	54.3%
RMCC	157	128	42	32.8%	159	133	52	39.1%	137	111	45	40.5%
SACC	180	120	74	61.7%	162	99	48	48.5%	189	137	88	64.2%
SAUT	165	125	65	52.0%	185	105	62	59.0%	216	160	94	58.8%
SEAC	395	128	71	55.5%	412	179	97	54.2%	357	166	108	65.1%
UACCB	305	161	79	49.1%	250	177	95	53.7%	314	216	109	50.5%
UACCH	284	106	51	48.1%	255	122	69	56.6%	394	195	82	42.1%
UACCM	507	409	192	46.9%	501	394	173	43.9%	554	453	208	45.9%
Two Year Total	8,913	6,506	3,313	50.9%	8,497	6,267	3,122	49.8%	9,434	7,056	3,426	48.6%
Total English Remediated	21,921	19,088	6,238	32.7%	21,388	18,842	5,951	31.6%	22,347	19,716	6,274	31.8%

First-Time: First-time entering students; students with student level of "01"

Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

1 ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

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6 ASUB merged with Foothills Technical institution effective July 1, 2003

7 NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

Table 22-E. FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN READING 2005 - 2007

Institutions	Fall 2005				Fall 2006				Fall 2007			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
Four Year												
ASUJ	1,576	1,576	437	27.7%	1,727	1,727	436	25.2%	1,733	1,733	441	25.4%
ATU	1,540	1,409	303	21.5%	1,534	1,441	243	16.9%	1,627	1,543	344	22.3%
HSU	577	577	96	16.6%	606	606	94	15.5%	803	803	166	20.7%
SAUM	570	570	184	32.3%	590	590	201	34.1%	537	537	201	37.4%
UAF	2,752	2,725	109	4.0%	2,784	2,784	165	5.9%	2,899	2,899	108	3.7%
UAFS	1,276	1,260	223	17.7%	1,199	1,180	210	17.8%	1,161	1,138	180	15.8%
UALR	832	832	320	38.5%	663	663	246	37.1%	862	862	272	31.6%
UAM	668	561	256	45.6%	694	586	244	41.6%	679	533	230	43.2%
UAPB	719	719	501	69.7%	723	723	506	70.0%	819	819	603	73.6%
UCA	2,498	2,353	320	13.6%	2,371	2,275	295	13.0%	1,793	1,793	125	7.0%
Four Year Total	13,008	12,582	2,749	21.8%	12,891	12,575	2,640	21.0%	12,913	12,660	2,670	21.1%
Two Year												
ANC	374	322	176	54.7%	320	270	156	57.8%	363	298	156	52.3%
ASUB	1,019	748	288	38.5%	947	729	268	36.8%	955	775	241	31.1%
ASUMH	264	200	57	28.5%	216	181	63	34.8%	252	175	46	26.3%
ASUN	241	102	62	60.8%	239	137	63	46.0%	242	153	69	45.1%
BRTC	404	262	110	42.0%	488	275	122	44.4%	566	319	137	42.9%
CCCUA	162	121	65	53.7%	158	90	53	58.9%	204	152	83	54.6%
EACC	276	246	145	58.9%	277	270	154	57.0%	277	256	150	58.6%
MSCC	209	191	114	59.7%	264	234	129	55.1%	289	280	152	54.3%
NAC	519	377	115	30.5%	447	284	84	29.6%	480	322	110	34.2%
NPCC	385	310	181	58.4%	341	273	186	68.1%	388	304	116	38.2%
NWACC	1,029	875	316	36.1%	1,051	901	358	39.7%	1,299	1,116	354	31.7%
OTC	227	166	61	36.7%	212	155	55	35.5%	230	131	37	28.2%
OZC	200	185	101	54.6%	186	161	62	38.5%	240	228	78	34.2%
PCCUA	309	155	78	50.3%	225	80	48	60.0%	203	75	48	64.0%
PTC	1,302	1,069	555	51.9%	1,202	1,018	529	52.0%	1,285	1,034	554	53.6%
RMCC	157	128	56	43.8%	159	133	53	39.8%	137	111	37	33.3%
SACC	180	120	69	57.5%	162	99	38	38.4%	189	137	85	62.0%
SAUT	165	125	65	52.0%	185	105	62	59.0%	216	160	92	57.5%
SEAC	395	128	63	49.2%	412	179	84	46.9%	357	166	74	44.6%
UACCB	305	161	59	36.6%	250	177	69	39.0%	314	216	90	41.7%
UACCH	284	106	50	47.2%	255	122	65	53.3%	394	195	85	43.6%
UACCM	507	409	167	40.8%	501	394	157	39.8%	554	453	183	40.4%
Two Year Total	8,913	6,506	2,953	45.4%	8,497	6,267	2,858	45.6%	9,434	7,056	2,977	42.2%
Total Reading Remediated	21,921	19,088	5,702	29.9%	21,388	18,842	5,498	29.2%	22,347	19,716	5,647	28.6%

First-Time: First-time entering students; students with student level of "01"

Tested: First-time entering students taking on-campus or off-campus courses and seeking an associate or baccalaureate degree

Remediated: Students not meeting the Freshmen Assessment and Placement Standards (Act 1052) on the ACT, SAT, ASSET, or COMPASS exams established by the Arkansas Higher Education Coordinating Board and have been assigned to remediation.

1 ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

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7 NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

ANNUAL ENROLLMENT REPORT

Fall semester On-schedule Headcount Enrollment Summary, see Table 23-A

One-year comparisons:

The **total**, on-schedule enrollment for fall 2007 in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities) was **150,024 students**; representing a 1-year increase of 3.2 percent.

The **on-campus**, on-schedule enrollment for fall 2007 in all sectors of Arkansas higher education was **135,000 students**; representing a 1-year increase of 2.2 percent.

Five-year comparisons:

Comparing current data to data for fall 2003, on-campus enrollments were up by 10,523 students (+8.5 percent). Public institutions accounted for 90 percent of the on-campus total. In 2003, the universities enrolled 63 percent of the total students enrolled in public higher education; in 2007, the universities enrolled 62 percent.

The following summarizes more specific changes by sector:

- **Public Universities:**

- **One-year comparisons:**

- Total enrollments at public universities increased by 1,901 students from the previous year (+2.3 percent).
 - On-campus enrollments at public universities increased by 625 students from the previous year (+0.8 percent)
 - Eight of the eleven public universities reported 1-year increases in on-campus enrollments, led by Arkansas Tech University (+12.6 percent), the University of Arkansas at Monticello (+6.3 percent) and the University of Arkansas for Medical Sciences (+4.3 percent).

- **Five-year comparisons:**

- Total enrollments at public universities increased by 8,622 students from the fall 2003 semester (+11.4 percent).
 - On-campus enrollments at the public universities increased by 4,307 students (+6.0 percent) during this 5-year period.
 - Eight of the eleven public universities reported 5-year increases in on-campus enrollments, led by the University of Central Arkansas (+18.9 percent), Arkansas Tech University (+17.9 percent), and the University of Arkansas for Medical Sciences (+17.0 percent).

- **Public Colleges:**

- **One-year comparisons:**

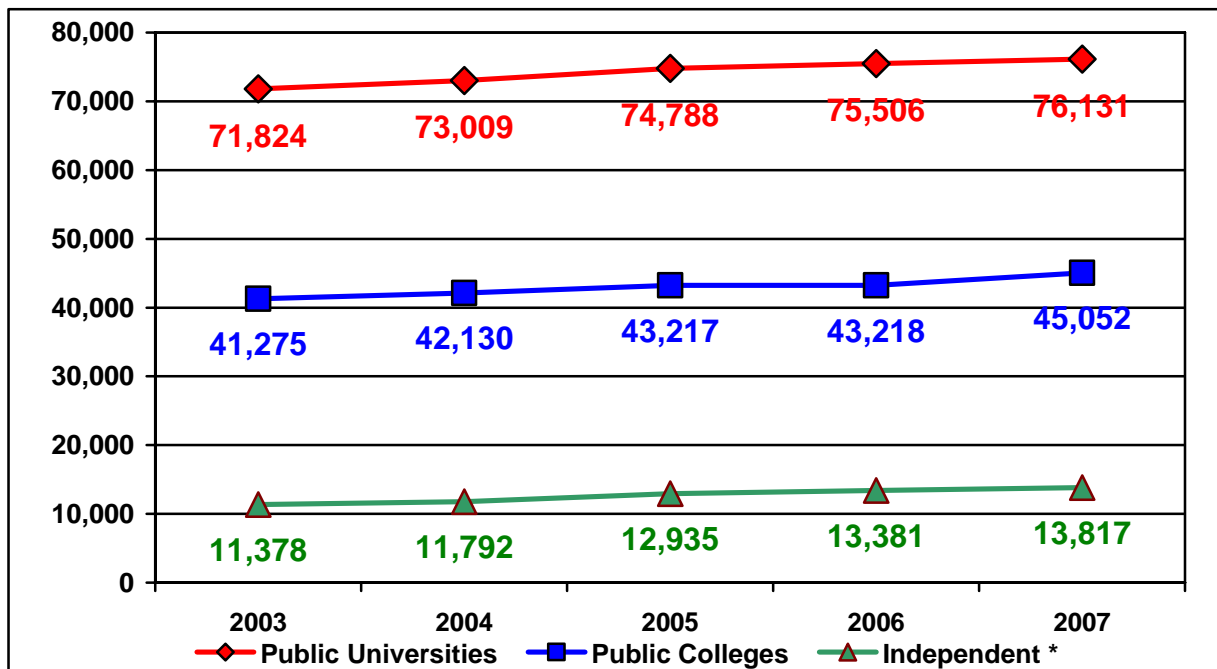
- Total enrollments at public colleges increased by 2,180 students from the previous year (+4.4 percent).
 - On-campus enrollments at the public colleges increased by 1,834 students from the previous year (+4.2 percent).
 - Seventeen of the twenty-two public colleges reported 1-year increases in on-campus enrollments, led by Ozarka College (+22.6 percent), the University of Arkansas Community College at Hope (+15.1 percent), and Northwest Arkansas Community College (+11.7 percent).

- **Five-year comparisons:**

- Total enrollments at public colleges increased by 6,942 students from the fall 2003 semester (+15.7 percent).
 - On-campus enrollments at the public colleges increased by 3,777 students from the fall 2003 semester (+9.2 percent).
 - Eleven of the public colleges reported 5-year increases in on-campus enrollments, led by Pulaski Technical College (+43.1 percent), Mid-South Community College (+42.7 percent), and Ozarka College (+40.2 percent).

- **Independent Institutions:** Independent colleges and universities overall posted a one-year on-campus growth of 436 students (+3.3 percent). Seven of the eleven independent institutions reported one-year total enrollment increases. Six of the eleven independent institutions reported five-year total enrollment increases.

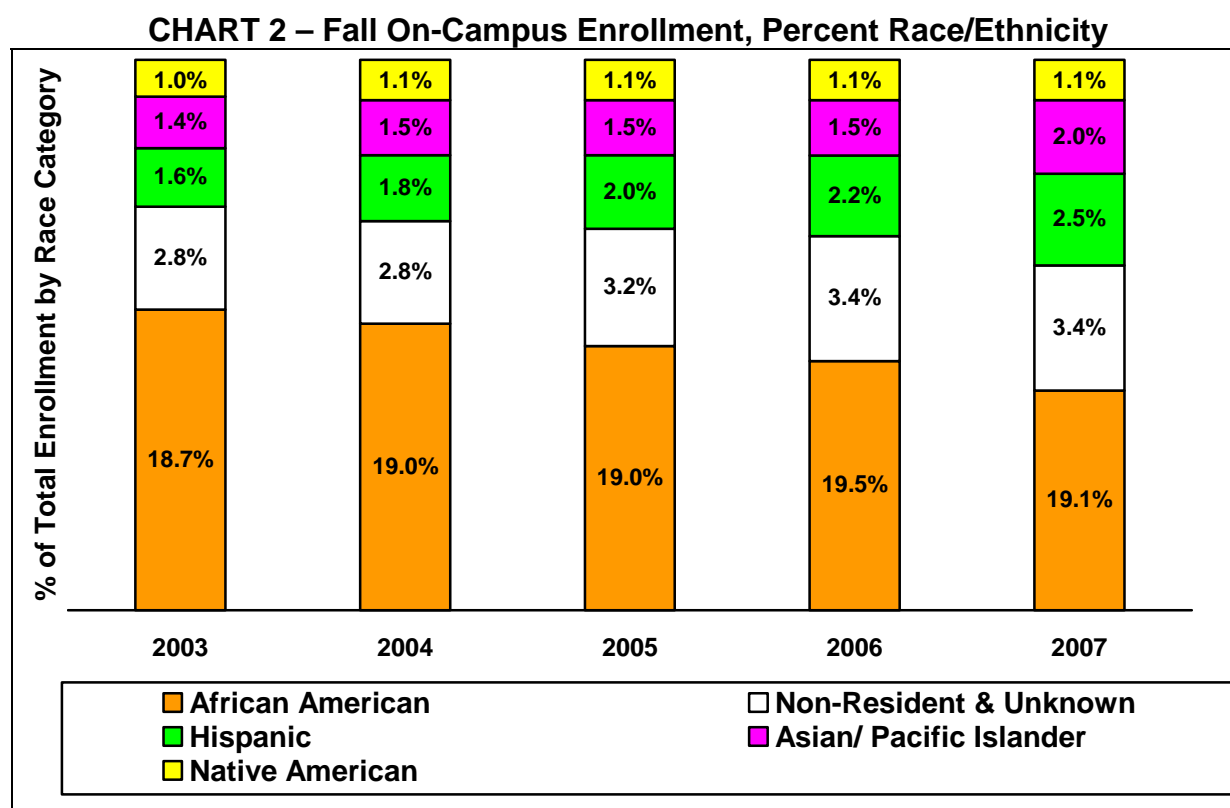
CHART 1 – Fall On-Campus Enrollment, all Sectors



Student Demographic Profile, see Table 23-B

A demographic overview of students enrolled in Arkansas public higher education in fall 2007 contrasts significantly between the universities and the colleges and has changed rather dramatically since 2003.

- **Race/Ethnicity:** Enrollment of race/ethnic minority students since fall 2003 has increased both numerically (+5,207 students), and as a share of total enrollment (increasing by 2.6 percentage points) at the public institutions. In fall 2007, African-American students (23,174) accounted for 19.1 percent of the headcount in the public sectors. While relatively small numerically, since fall 2003, the most significant growth of 1,144 students (+61.6 percent) has been in the number of Hispanic students.



- **Gender:** Overall, the proportion of male-to-female students (43.7 to 56.3 at universities and 34.4 to 65.6 at colleges) has seen a gradual increase in the percentage of female students over the past 5 years.
- **Age:** The age distribution over the past five years reveals contrasting trends for the two sectors. Not surprisingly, two-thirds (67.9 percent) of university students are in the traditional-aged bracket (18-24 years), while just under one-half (44.4 percent) of college students are in this age bracket. There has been a 5.4 percent increase in the number of college students in this age bracket since fall 2003 compared to an increase of 6.5 percent at the universities. In the past five years, the number of high

school-aged students has increased by 2,355 students (+34.6 percent), with most of this increase occurring at the colleges.

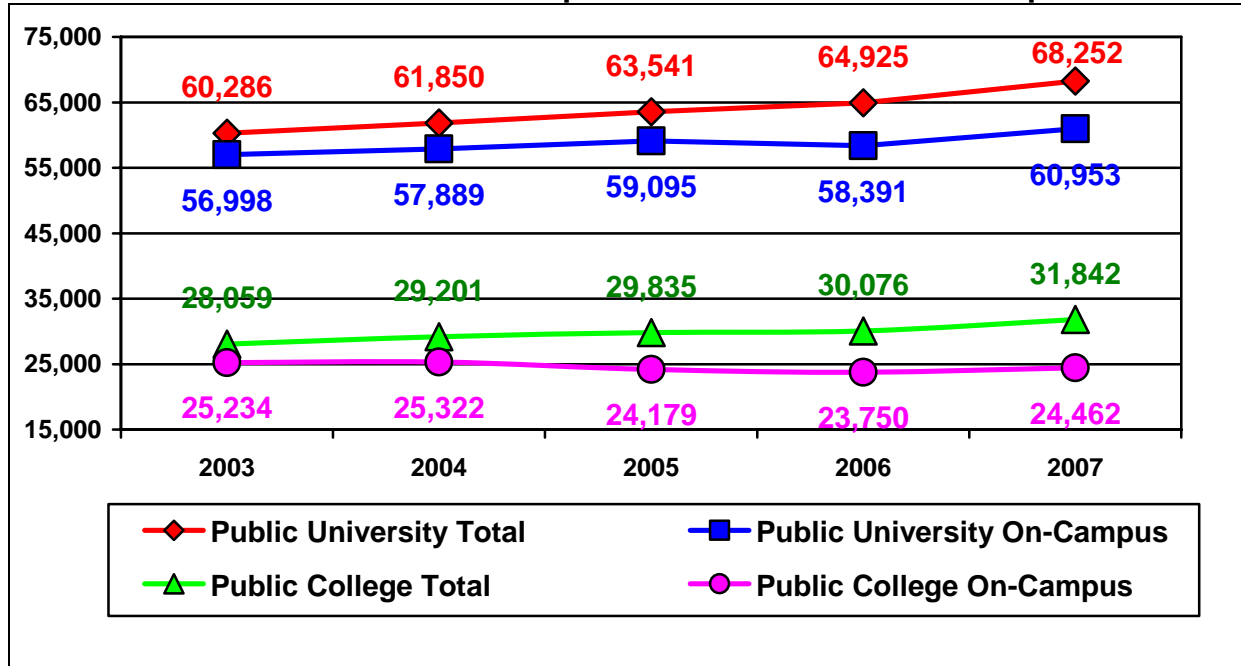
- **Attendance Status:** Since fall 2003, the number of full-time students at the universities rose by 3,565 (+6.5 percent). At colleges, the number of full-time students increased by 1,460 (+7.0 percent).
- **Dual Enrollments:** A noteworthy number of students (2,124, up 11.8 percent from last year) were enrolled in two or more public institutions in fall 2007. The most frequent pattern was enrollment in a university and a college (1,683), followed by enrollments in two or more universities (289) and two or more colleges (184). Nineteen students were enrolled in more than two institutions.
- **Geographic Origin:** 88 percent of the students in the fall 2007 on-campus enrollment at public universities and colleges are from Arkansas.
- **Distance Learning:** Based on institutions reporting coursework delivered via distance learning, 2,894 classes (up from 2,764 the previous year) were offered in fall 2007. There were 43,845 enrollments (up from 41,224 the previous year) in these courses. The University of Arkansas at Little Rock led the universities with 368 courses, followed by Arkansas State University, Jonesboro with 245 courses, and the University of Arkansas, Fayetteville with 240 classes. Pulaski Technical College dominated the college activity with 369 courses available through distance education. Statewide, 8,172 (6.1%) students enrolled exclusively through distance learning in fall 2007. An additional 21,709 students (up from 18,361) enrolled in some coursework via telecommunications while enrolled in other courses at a traditional site. Institutions utilized a variety of distance learning technologies, with “electronic discussion group” classes being the most prevalent with 1,294 classes; Web-based classes were second with 720 classes, followed by 312 video-conferencing classes. While class sizes ranged from 1 to 189, the average enrollment was 16 students for undergraduate classes and 10.5 students for graduate classes.

Full-time Equivalent Enrollment Summary, see Table 23-C

Fall 2007 total on-schedule enrollments, measured as full-time equivalency (FTE) students, totaled 100,094 for the public colleges and universities. Statewide FTE enrollments increased by 5.4 percent since last year, and increased by 13.3 percent over the past five years. The increase in FTE enrollments indicates that students are enrolled in more credit hours during the fall 2007 semester. Other documented changes include:

- **Public Universities:** The universities' increasing FTE of 5.1 percent from last year almost doubles the increase in headcount. The FTE generated by the universities over the past five years increased by 13.2 percent, slightly more than the increase in headcount for the same period. The university sector generates 68.2 percent of the total public FTE.

- **Public Colleges:** The colleges almost mirrored the universities, with the number of FTE's increasing by 5.9 percent over last year, and increasing by 13.5 percent over five years.

CHART 3 – Fall Total and On-Campus Enrollment of Full-Time Equivalencies

- **Distance Learning FTES:** For those institutions that reported distance-learning activities, 7,753 (up from 7,164) undergraduate FTE and 1,154 (up from 1,008) graduate FTE were generated statewide via various forms of distance learning in fall 2007. These FTEs represent 8.9 percent of the total statewide FTE enrollment. 87 percent of the distance learning FTE enrollments was produced at the undergraduate level.
- **Off-schedule courses:** In order to ensure that institutions receive credit in the funding formulae for a full year of student semester credit hours (SSCH) that they produce and in recognition that many institutions offer courses that meet according to a schedule that varies from the traditional fall-spring-summer calendar, ADHE has collected data concerning off-schedule courses and enrollments through a special reporting process. Through this process, short-courses and other courses that begin after the census date are reported and the resultant SSCH are tabulated and included for funding purposes. Without such a process, institutions that attempt to reach more students by making their courses more available, at times that are more convenient to students, would be penalized by losing state-funding for the SSCH that are generated by these courses.

Unduplicated Student Enrollment by Fiscal Year

Table 23-D shows the total number of students served in for-credit classes at Arkansas public higher education by fiscal year, focusing on the unduplicated headcount of students enrolled in colleges and universities during at least one term during the fiscal year. This summary shows the total unduplicated headcount for five fiscal years from 2003 through 2007. The semesters and terms composing a fiscal year correspond closely to the July 1 through June 30 fiscal year and chronologically include a second summer term, the following fall semester, the following spring semester, and the following first summer term. (Note: Students enrolled in off-schedule courses related to these semesters and terms are also included.) In those cases where the student enrolled in more than one term, which is most frequently the case, the student is counted only one time, hence this reports unduplicated headcount enrollment for the fiscal year and for each institution.

Unduplicated headcount provides a more complete picture of total statewide enrollment than does just the fall semester enrollment summary. The fall semester enrollment report presents a snapshot of enrollment that is valid for the fall term, but it does not take into account the number of new or returning students who enroll during the other semesters and terms throughout the fiscal year.

The fall semester headcount enrollment summary, Table 23-A, indicates that during the fall 2006 semester, 131,446 students were enrolled in the public colleges and universities. In comparison, the unduplicated headcount summary indicates that 174,550 students were enrolled during one or more of the semesters or terms composing the 2007 fiscal year of which the fall 2006 semester was a part. To help put this into perspective, an additional 43,104 students, or 32.8 percent more students than are shown by the fall semester enrollment report, were enrolled statewide at some time during the 2007 fiscal year.

The unduplicated headcount enrollment summary is also a better measure of the total number of students served at the college or university level. For example, the 2006 fall semester headcount for Arkansas State University at Newport was 1,070, while the 2007 unduplicated headcount was 2,507, more than twice the fall semester headcount.

Table 23-A
STUDENT HEADCOUNT BY INSTITUTION, 2003 - 2007

INSTITUTIONS	HEADCOUNT FOR FALL ENROLLMENT										% CHANGE			
	2003		2004		2005		2006		2007		1 Year Change		5 Year Change	
	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total
Four Year														
¹ ASUJ	9,289	10,573	9,055	10,508	9,118	10,414	9,303	10,949	9,322	11,130	0.2%	1.7%	0.4%	5.3%
² ATU	5,824	6,249	5,988	6,483	6,103	6,842	6,095	7,038	6,865	7,476	12.6%	6.2%	17.9%	19.6%
HSU	3,481	3,515	3,471	3,569	3,499	3,584	3,476	3,664	3,589	3,603	3.3%	-1.7%	3.1%	2.5%
SAUM	2,956	3,008	2,927	3,057	2,983	3,109	2,928	3,113	2,894	3,150	-1.2%	1.2%	-2.1%	4.7%
UAF	15,862	16,405	16,246	17,269	16,690	17,821	16,840	17,926	17,341	18,648	3.0%	4.0%	9.3%	13.7%
³ UAFS	6,104	6,358	6,352	6,581	6,428	6,761	6,340	6,731	6,218	6,611	-1.9%	-1.8%	1.9%	4.0%
UALR	10,693	11,757	10,607	11,806	10,408	11,896	10,050	11,905	10,149	12,135	1.0%	1.9%	-5.1%	3.2%
⁴ UAM	2,767	2,875	2,830	2,942	2,672	2,959	2,649	3,179	2,815	3,187	6.3%	0.3%	1.7%	10.9%
UAMS	2,170	2,170	2,226	2,226	2,328	2,328	2,435	2,435	2,539	2,539	4.3%	4.3%	17.0%	17.0%
UAPB	3,198	3,251	3,259	3,303	3,184	3,231	3,067	3,128	3,123	3,200	1.8%	2.3%	-2.3%	-1.6%
UCA	9,480	9,515	10,048	10,068	11,375	11,375	12,323	12,329	11,276	12,619	-8.5%	2.4%	18.9%	32.6%
Four Year Totals	71,824	75,676	73,009	77,812	74,788	80,320	75,506	82,397	76,131	84,298	0.8%	2.3%	6.0%	11.4%
Two Year														
⁵ ANC	2,067	2,067	2,018	2,018	1,830	1,830	1,806	1,806	1,800	1,800	-0.3%	-0.3%	-12.9%	-12.9%
⁶ ASUB	2,391	3,632	2,379	3,634	2,460	3,976	2,196	4,073	2,306	4,311	5.0%	5.8%	-3.6%	18.7%
ASUMH	1,347	1,347	1,312	1,312	1,219	1,219	1,182	1,182	1,179	1,179	-0.3%	-0.3%	-12.5%	-12.5%
ASUN	1,101	1,101	976	976	1,089	1,089	1,070	1,070	1,075	1,075	0.5%	0.5%	-2.4%	-2.4%
BRTC	1,833	1,833	1,668	1,668	1,707	1,707	1,896	1,896	1,954	1,954	3.1%	3.1%	6.6%	6.6%
CCCUA	1,062	1,062	1,067	1,067	1,020	1,020	1,134	1,134	1,213	1,213	7.0%	7.0%	14.2%	14.2%
EACC	1,371	1,498	1,420	1,564	1,298	1,477	1,337	1,517	1,353	1,547	1.2%	2.0%	-1.3%	3.3%
MSCC	1,159	1,159	1,259	1,259	1,463	1,463	1,584	1,584	1,654	1,654	4.4%	4.4%	42.7%	42.7%
NAC	2,023	2,120	2,091	2,186	2,111	2,187	1,968	2,047	2,008	2,077	2.0%	1.5%	-0.7%	-2.0%
⁷ NPCC	3,165	3,165	2,929	2,948	3,036	3,036	2,799	2,819	2,877	2,933	2.8%	4.0%	-9.1%	-7.3%
NWACC	4,570	4,915	4,714	5,266	4,881	5,467	4,673	5,732	5,222	6,470	11.7%	12.9%	14.3%	31.6%
OTC	1,035	1,291	962	1,381	1,078	1,590	1,086	1,565	1,047	1,558	-3.6%	-0.4%	1.2%	20.7%
OZC	774	947	793	970	879	1,054	885	1,065	1,085	1,208	22.6%	13.4%	40.2%	27.6%
PCCUA	2,135	2,216	2,268	2,350	2,283	2,387	2,102	2,214	2,232	2,336	6.2%	5.5%	4.5%	5.4%
PTC	6,128	6,128	7,217	7,217	7,689	7,689	8,455	8,455	8,768	8,768	3.7%	3.7%	43.1%	43.1%
RMCC	885	1,078	777	973	735	903	780	950	764	1,004	-2.1%	5.7%	-13.7%	-6.9%
SACC	1,150	1,150	1,359	1,359	1,341	1,341	1,260	1,260	1,310	1,310	4.0%	4.0%	13.9%	13.9%
SAUT	736	1,223	528	1,096	680	1,238	722	2,396	648	2,111	-10.2%	-11.9%	-12.0%	72.6%
SEAC	2,371	2,371	2,251	2,251	2,126	2,126	2,112	2,112	2,144	2,144	1.5%	1.5%	-9.6%	-9.6%
UACCB	1,317	1,317	1,430	1,430	1,397	1,397	1,289	1,289	1,316	1,470	2.1%	14.0%	-0.1%	11.6%
UACCH	1,148	1,160	1,200	1,213	1,156	1,164	1,119	1,120	1,288	1,298	15.1%	15.9%	12.2%	11.9%
UACCM	1,507	1,507	1,512	1,512	1,739	1,739	1,763	1,763	1,809	1,809	2.6%	2.6%	20.0%	20.0%
Two Year Totals	41,275	44,287	42,130	45,650	43,217	47,099	43,218	49,049	45,052	51,229	4.2%	4.4%	9.2%	15.7%
Public Totals	113,099	119,963	115,139	123,462	118,005	127,419	118,724	131,446	121,183	135,527	2.1%	3.1%	7.1%	13.0%
Independent														
⁸ ABC	0	0	278	278	278	278	306	306	596	596	94.8%	94.8%	0	0
CBC	386	426	336	373	360	395	413	504	459	569	11.1%	12.9%	18.9%	33.6%
CRC	183	183	171	171	171	171	169	169	168	168	-0.6%	-0.6%	-8.2%	-8.2%
HC	1,059	1,059	1,049	1,049	1,031	1,031	1,095	1,095	1,195	1,195	9.1%	9.1%	12.8%	12.8%
HU	5,110	5,110	5,348	5,348	5,744	5,744	6,085	6,085	6,037	6,139	-0.8%	0.9%	18.1%	20.1%
JBU	1,366	1,829	1,424	1,928	1,440	1,904	1,558	2,065	1,593	2,061	2.2%	-0.2%	16.6%	12.7%
LC	490	490	511	511	488	488	487	487	495	495	1.6%	1.6%	1.0%	1.0%
OBU	1,526	1,530	1,511	1,511	1,499	1,499	1,452	1,452	1,448	1,448	-0.3%	-0.3%	-5.1%	-5.4%
⁹ PSC	0	0	0	0	785	785	580	580	561	561	-3.3%	-3.3%	0	0
UO	731	731	628	628	628	628	620	622	643	643	3.7%	3.4%	-12.0%	-12.0%
WBC	527	527	536	536	511	613	616	616	622	622	1.0%	1.0%	18.0%	18.0%
Independent Totals	11,378	11,885	11,792	12,333	12,935	13,536	13,381	13,981	13,817	14,497	3.3%	3.7%	21.4%	22.0%
Total Entering Coh	124,477	131,848	126,931	135,795	130,940	140,955	132,105	145,427	135,000	150,024	2.2%	3.2%	8.5%	3.2%

¹ ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

² ATU merged with Arkansas Valley Technical institution effective July 1, 2003

³ UAFS (previously WC) became a four-year institution in January 2002

⁴ UAM merged with Great Rivers Technical institution and Forest Echoes Technical institution effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical institution effective July 1, 2003

⁶ ASUB merged with Foothills Technical institution effective July 1, 2003

⁷ NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

⁸ and ⁹ ABC and PSC data not available

**Table 23-B On-Campus Student Demographic Profile
in Arkansas Public Higher Education
Fall 2003 - Fall 2007**

Characteristic	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		2003-2007 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
ETHNICITY / RACE												
Public Universities												
White	53,163	74.0%	53,821	73.7%	54,672	73.1%	54,774	72.5%	54,987	72.2%	1,824	3.4%
Black	12,744	17.7%	13,044	17.9%	13,267	17.7%	13,296	17.6%	13,222	17.4%	478	3.8%
Asian/Pacific Islander	1,234	1.7%	1,320	1.8%	1,260	1.7%	1,332	1.8%	1,475	1.9%	241	19.5%
Native American	836	1.2%	911	1.2%	930	1.2%	947	1.3%	1,032	1.4%	196	23.4%
Hispanic	1,055	1.5%	1,137	1.6%	1,288	1.7%	1,461	1.9%	1,611	2.1%	556	52.7%
Non-resident & Unknown	2,793	3.9%	2,779	3.8%	3,371	4.5%	3,697	4.9%	3,804	5.0%	1,011	36.2%
Subtotal	71,825		73,012		74,788		75,507		76,131		4,306	6.0%
Public Colleges												
White	30,956	75.0%	31,341	74.3%	31,827	73.4%	30,934	71.6%	32,008	71.0%	1,052	3.4%
Black	8,425	20.4%	8,822	20.9%	9,203	21.2%	9,896	22.9%	9,952	22.1%	1,527	18.1%
Asian/Pacific Islander	354	0.9%	375	0.9%	481	1.1%	487	1.1%	986	2.2%	632	178.5%
Native American	331	0.8%	317	0.8%	361	0.8%	362	0.8%	361	0.8%	30	9.1%
Hispanic	803	1.9%	896	2.1%	1,045	2.4%	1,157	2.7%	1,391	3.1%	588	73.2%
Non-resident & Unknown	406	1.0%	440	1.0%	422	1.0%	379	0.9%	354	0.8%	(52)	-12.8%
Subtotal	41,275		42,191		43,339		43,215		45,052		3,777	9.2%
Total Public Institutions												
White	84,119	74.4%	85,162	73.9%	86,499	73.2%	85,708	72.2%	86,995	71.8%	2,876	3.4%
Black	21,169	18.7%	21,866	19.0%	22,470	19.0%	23,192	19.5%	23,174	19.1%	2,005	9.5%
Asian/Pacific Islander	1,588	1.4%	1,695	1.5%	1,741	1.5%	1,819	1.5%	2,461	2.0%	873	55.0%
Native American	1,167	1.0%	1,228	1.1%	1,291	1.1%	1,309	1.1%	1,393	1.1%	226	19.4%
Hispanic	1,858	1.6%	2,033	1.8%	2,333	2.0%	2,618	2.2%	3,002	2.5%	1,144	61.6%
Non-resident & Unknown	3,199	2.8%	3,219	2.8%	3,793	3.2%	4,076	3.4%	4,158	3.4%	959	30.0%
Total Public	113,100		115,203		118,127		118,722		121,183		8,083	7.1%
GENDER												
Public Universities												
Male	31,089	43.3%	31,175	42.7%	32,168	43.0%	32,356	42.9%	33,239	43.7%	2,150	6.9%
Female	40,736	56.7%	41,837	57.3%	42,620	57.0%	43,151	57.1%	42,892	56.3%	2,156	5.3%
Subtotal	71,825		73,012		74,788		75,507		76,131		4,306	6.0%
Public Colleges												
Male	14,670	35.5%	14,729	34.9%	15,415	35.6%	15,005	34.7%	15,492	34.4%	822	5.6%
Female	26,605	64.5%	27,462	65.1%	27,924	64.4%	28,210	65.3%	29,560	65.6%	2,955	11.1%
Subtotal	41,275		42,191		43,339		43,215		45,052		3,777	9.2%
Total Public Institutions												
Male	45,759	40.5%	45,904	39.8%	47,583	40.3%	47,361	39.9%	48,731	40.2%	2,972	6.5%
Female	67,341	59.5%	69,299	60.2%	70,544	59.7%	71,361	60.1%	72,452	59.8%	5,111	7.6%
Total Public	113,100		115,203		118,127		118,722		121,183		8,083	7.1%

**Table 23-B On-Campus Student Demographic Profile
in Arkansas Public Higher Education
Fall 2003 - Fall 2007**

Characteristic	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		2003-2007 Change	
	#	%	#	%	#	%	#	%	#	%	#	%
AGE												
Public Universities												
< 18 yrs.	2,827	3.9%	2,857	3.9%	2,981	4.0%	3,297	4.4%	3,711	4.9%	884	31.3%
18 - 24 yrs.	48,567	67.6%	49,311	67.5%	50,203	67.1%	51,006	67.6%	51,729	67.9%	3,162	6.5%
25 - 34 yrs.	12,884	17.9%	13,136	18.0%	13,548	18.1%	13,147	17.4%	13,115	17.2%	231	1.8%
35 - 44 yrs.	4,525	6.3%	4,771	6.5%	4,902	6.6%	5,026	6.7%	4,661	6.1%	136	3.0%
> 44 yrs.	2,806	3.9%	2,928	4.0%	3,117	4.2%	3,000	4.0%	2,899	3.8%	93	3.3%
Other/Unknown	216	0.3%	9	0.0%	37	0.0%	31	0.0%	16	0.0%	(200)	-92.6%
Subtotal	71,825		73,012		74,788		75,507		76,131		4,306	6.0%
Public Colleges												
< 18 yrs.	3,974	9.6%	4,707	11.2%	5,268	12.2%	5,354	12.4%	5,445	12.1%	1,471	37.0%
18 - 24 yrs.	18,977	46.0%	19,157	45.4%	19,375	44.7%	19,122	44.2%	19,994	44.4%	1,017	5.4%
25 - 34 yrs.	9,502	23.0%	9,672	22.9%	10,194	23.5%	10,204	23.6%	10,300	22.9%	798	8.4%
35 - 44 yrs.	5,199	12.6%	5,093	12.1%	5,076	11.7%	5,041	11.7%	5,326	11.8%	127	2.4%
> 44 yrs.	3,151	7.6%	3,546	8.4%	3,408	7.9%	3,469	8.0%	3,917	8.7%	766	24.3%
Other/Unknown	472	1.1%	16	0.0%	18	0.0%	25	0.1%	70	0.2%	(402)	-85.2%
Subtotal	41,275		42,191		43,339		43,215		45,052		3,777	9.2%
Total Public Institutions												
< 18 yrs.	6,801	6.0%	7,564	6.6%	8,249	7.0%	8,651	7.3%	9,156	7.6%	2,355	34.6%
18 - 24 yrs.	67,544	59.7%	68,468	59.4%	69,578	58.9%	70,128	59.1%	71,723	59.2%	4,179	6.2%
25 - 34 yrs.	22,386	19.8%	22,808	19.8%	23,742	20.1%	23,351	19.7%	23,415	19.3%	1,029	4.6%
35 - 44 yrs.	9,724	8.6%	9,864	8.6%	9,978	8.4%	10,067	8.5%	9,987	8.2%	263	2.7%
> 44 yrs.	5,957	5.3%	6,474	5.6%	6,525	5.5%	6,469	5.4%	6,816	5.6%	859	14.4%
Other/Unknown	688	0.6%	25	0.0%	55	0.0%	56	0.0%	86	0.1%	(602)	-87.5%
Total Public	113,100		115,203		118,127		118,722		121,183		8,083	7.1%
ATTENDANCE STATUS												
Public Universities												
Full-Time	54,643	76.1%	55,634	76.2%	56,810	76.0%	57,093	75.6%	58,208	76.5%	3,565	6.5%
Part-Time	17,182	23.9%	17,378	23.8%	17,978	24.0%	18,414	24.4%	17,923	23.5%	741	4.3%
Subtotal	71,825		73,012		74,788		75,507		76,131		4,306	6.0%
Public Colleges												
Full-Time	20,795	50.4%	21,320	50.5%	21,618	49.9%	20,999	48.6%	22,255	49.4%	1,460	7.0%
Part-Time	20,480	49.6%	20,871	49.5%	21,721	50.1%	22,216	51.4%	22,797	50.6%	2,317	11.3%
Subtotal	41,275		42,191		43,339		43,215		45,052		3,777	9.2%
Total Public Institutions												
Full-Time	75,438	66.7%	76,954	66.8%	78,428	66.4%	78,092	65.8%	80,463	66.4%	5,025	6.7%
Part-Time	37,662	33.3%	38,249	33.2%	39,699	33.6%	40,630	34.2%	40,720	33.6%	3,058	8.1%
Total Public	113,100		115,203		118,127		118,722		121,183		8,083	7.1%

Note: Summaries computed from revised data.

Source: ADHE SIS 02-0, 02 Supplement, & 05 Series

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**Table 23-C. STUDENT ENROLLMENT BY FULL-TIME EQUIVALENCIES (FTE) FOR PUBLIC INSTITUTION
HEADCOUNT FOR FALL TERM 2007**

INSTITUTION	2003		2004		2005		2006		2007		1 Year Change		5 Year Change	
	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total
Four-Year														
ASUJ	7,641	8,461	7,339	8,411	7,353	8,350	7,708	8,880	7,780	9,000	0.9	1.3	1.8	6.4
ATU	5,150	5,668	5,251	5,806	5,333	6,011	5,306	6,140	5,405	6,446	1.9	5.0	5.0	13.7
HSU	3,141	3,151	3,097	3,163	3,087	3,152	3,045	3,233	3,113	3,118	2.2	-3.5	-0.9	-1.0
SAUM	2,669	2,695	2,606	2,666	2,685	2,726	2,532	2,680	2,492	2,733	-1.6	2.0	-6.6	1.4
UAF	13,570	13,841	13,857	14,316	14,286	14,820	14,375	14,939	14,851	15,567	3.3	4.2	9.4	12.5
UAFS	3,785	4,071	4,035	4,333	4,123	4,505	4,110	4,579	4,195	4,696	2.1	2.6	10.8	15.4
UALR	7,343	8,239	7,487	8,362	7,439	8,414	6,294	8,396	6,323	8,491	0.5	1.1	-13.9	3.1
UAM	2,052	2,415	2,016	2,464	1,895	2,385	1,827	2,417	1,809	2,514	-1.0	4.0	-11.9	4.1
UAMS	1,928	1,928	1,967	1,967	1,976	1,976	2,149	2,149	2,233	2,233	3.9	3.9	15.8	15.8
UAPB	2,894	2,924	2,990	3,023	2,926	2,962	2,767	2,809	2,817	2,878	1.8	2.5	-2.7	-1.6
UCA	8,753	8,820	9,212	9,306	9,969	10,216	10,427	10,851	9,934	10,576	-4.7	-2.5	13.5	19.9
Four Year Totals	56,998	60,286	57,889	61,850	59,095	63,541	58,391	64,925	60,953	68,252	4.4	5.1	6.9	13.2
Two-Year														
ANC	1,440	1,482	1,307	1,374	1,142	1,211	1,007	1,109	928	1,055	-7.8	-4.9	-35.5	-28.8
ASUB	1,721	2,407	1,711	2,435	1,800	2,646	1,830	2,668	1,923	2,875	5.1	7.8	11.7	19.5
ASUMH	802	868	808	869	740	815	678	780	638	773	-5.9	-0.9	-20.4	-11.0
ASUN	582	635	479	585	465	643	479	632	504	617	5.2	-2.3	-13.4	-2.7
BRTC	1,145	1,303	1,069	1,252	1,051	1,235	1,061	1,331	1,149	1,436	8.3	7.8	0.4	10.1
CCCUA	492	641	497	625	493	602	519	663	536	745	3.3	12.4	9.0	16.2
EACC	856	952	859	984	798	932	781	994	671	987	-14.0	-0.7	-21.6	3.8
MSCC	602	626	660	690	708	765	705	764	761	807	8.0	5.6	26.6	28.9
NAC	1,468	1,526	1,475	1,546	1,450	1,507	1,358	1,431	1,397	1,453	2.8	1.6	-4.8	-4.7
NPCC	1,715	1,858	1,738	1,793	1,651	1,787	1,623	1,730	1,699	1,853	4.7	7.1	-0.9	-0.3
NWACC	2,558	2,663	2,532	2,937	2,480	3,034	2,677	3,164	3,093	3,580	15.5	13.1	20.9	34.4
OTC	611	733	589	760	625	826	534	794	602	823	12.7	3.7	-1.4	12.3
OZC	533	635	506	630	570	719	519	664	626	800	20.6	20.5	17.6	25.9
PCCUA	1,200	1,359	1,161	1,342	1,181	1,367	965	1,174	630	1,280	-34.7	9.1	-47.5	-5.8
PTC	3,745	3,970	4,310	4,747	3,375	5,110	3,439	5,523	3,257	5,652	-5.3	2.3	-13.0	42.4
RMCC	512	619	411	508	407	491	393	507	411	541	4.6	6.7	-19.8	-12.7
SACC	716	716	793	844	812	854	786	791	866	872	10.1	10.3	20.9	21.8
SAUT	459	686	363	829	363	854	442	1,047	462	1,010	4.5	-3.5	0.7	47.4
SEAC	1,238	1,486	1,198	1,487	1,104	1,348	1,174	1,352	1,200	1,400	2.2	3.5	-3.1	-5.8
UACCB	870	917	938	971	880	948	820	901	906	1,029	10.5	14.2	4.1	12.2
UACCH	817	826	784	834	746	804	690	760	893	893	29.4	17.4	9.3	8.1
UACCM	1,153	1,153	1,135	1,161	1,336	1,336	1,268	1,297	1,309	1,361	3.2	4.9	13.5	18.0
Two Year Totals	25,234	28,059	25,322	29,201	24,179	29,835	23,750	30,076	24,462	31,842	3.0	5.9	-3.1	13.5
Totals	82,232	88,345	83,211	91,051	83,274	93,375	82,141	95,001	85,415	100,094	4.0	5.4	3.9	13.3

Note: Undergraduate Term FTE = SSCH/15 and Graduate Term FTE = SSCH/12 except UAMS.1 ASUJ merged with Delta Technical institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.2 ATU merged with Arkansas Valley Technical institution effective July 1, 20033 UAFS (previously WC) became a four-year institution in January 20024 UAM merged with Great Rivers Technical institution and Forest Echoes Technical institution effective July 1, 20035 ANC (previously MCCC) merged with Cotton Boll Technical institution effective July 1, 20036 ASUB merged with Foothills Technical institution effective July 1, 20037 NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

TABLE 23-D UNDUPLICATED HEADCOUNT ENROLLMENT BY INSTITUTION, 2002/03 - 2006/07

INSTITUTION	UNDUPLICATED HEADCOUNT FOR FISCAL YEAR --					% Headcount Change 2006-2007	% Headcount Change 2003-2007
	2003	2004	2005	2006	2007		
Public Universities							
ASUJ ¹	12,917	12,950	12,818	12,788	13,309	4.1%	3.0%
ATU ²	7,142	7,729	7,869	8,246	8,439	2.3%	18.2%
HSU	4,221	4,171	4,325	4,381	4,387	0.1%	3.9%
SAUM	3,667	3,611	3,669	3,713	3,737	0.6%	1.9%
UAF	18,156	18,615	19,621	20,504	20,522	0.1%	13.0%
UAFS ³	8,498	8,528	8,613	8,700	8,647	-0.6%	1.8%
UALR	15,077	15,212	15,267	15,416	15,370	-0.3%	1.9%
UAM ⁴	3,193	3,748	3,681	3,883	4,126	6.3%	29.2%
UAMS	2,347	2,535	2,543	2,663	2,760	3.6%	17.6%
UAPB	3,773	3,789	3,872	3,715	3,582	-3.6%	-5.1%
UCA	9,979	11,117	11,857	13,147	14,337	9.1%	43.7%
Four Year Total	88,970	92,005	94,135	97,156	99,216	2.1%	11.5%
Public Colleges							
ANC ⁵	3,049	3,331	2,984	3,107	2,907	-6.4%	-4.7%
ASUB ⁶	4,969	5,571	5,614	6,091	6,399	5.1%	28.8%
ASUMH	1,732	1,850	1,803	1,678	1,628	-3.0%	-6.0%
ASUN	1,911	2,276	2,257	2,558	2,507	-2.0%	31.2%
BRTC	3,293	3,087	3,481	3,098	3,349	8.1%	1.7%
CCCUA	1,660	1,685	1,677	1,766	1,964	11.2%	18.3%
EACC ⁷	2,410	2,366	2,385	2,314	2,304	-0.4%	-4.4%
MSCC	1,799	1,874	2,043	2,780	3,037	9.2%	68.8%
NAC	2,854	2,987	2,994	2,926	2,651	-9.4%	-7.1%
NPCC ⁸	4,460	4,644	4,224	4,243	4,034	-4.9%	-9.6%
NWACC	7,011	7,183	7,792	8,217	8,695	5.8%	24.0%
OTC	1,855	1,719	1,792	2,207	2,081	-5.7%	12.2%
OZC	1,312	1,352	1,354	1,405	1,526	8.6%	16.3%
PCCUA	3,580	3,562	3,370	3,581	3,264	-8.9%	-8.8%
PTC	8,742	9,899	11,387	11,742	12,694	8.1%	45.2%
RMCC	1,749	1,593	1,548	1,394	1,340	-3.9%	-23.4%
SACC	2,023	1,990	2,087	1,978	1,906	-3.6%	-5.8%
SAUT	2,092	2,367	3,095	2,299	3,761	63.6%	79.8%
SEAC	3,797	3,826	3,639	3,451	3,377	-2.1%	-11.1%
UACCB	1,924	1,910	1,974	1,887	1,802	-4.5%	-6.3%
UACCH	1,692	1,708	1,772	1,725	1,699	-1.5%	0.4%
UACCM	2,122	2,199	2,224	2,337	2,409	3.1%	13.5%
Two Year Total	66,036	68,979	71,496	72,784	75,334	3.5%	14.1%
Public Total	155,006	160,984	165,631	169,940	174,550	2.7%	12.6%

¹ ASUJ merged with Delta Technical Institution in 2001, the workforce education at Marked Tree (ASUTC) is non-credit and not reported to ADHE while general education credit courses and students are reported.

² ATU merged with Arkansas Valley Technical Institution effective July 1, 2003

³ UAFS (previously WC) became a public university in January 2002

⁴ UAM merged with Great Rivers Technical Institution and Forest Echoes Technical Institution effective July 1, 2003

⁵ ANC (previously MCCC) merged with Cotton Boll Technical Institution effective July 1, 2003

⁶ ASUB merged with Foothills Technical Institution effective July 1, 2003

⁷ EACC included concurrent enrollment until 1999

⁸ NPCC (previously GCCC) merged with Quapaw Technical Institution effective July 1, 2003

**APPROVAL OF REIMBURSEMENT OF EXPENSES FOR MEMBERS
OF THE HIGHER EDUCATION COORDINATING BOARD AND
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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

Prior to the passage of Act 1211 of 1995, members were authorized to receive reimbursement for actual expenses. Act 1211 provided that each state board may, by a majority vote of the total membership of the board cast during its first regularly scheduled meeting of each calendar year, authorize expense reimbursement for each board member for performing official board duties. The act also stated that the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

Act 250 of 1997 amended Arkansas Code §6-61-201(e), which provided for reimbursement of actual expenses for the Board, and §6-61-302(d), which provided for reimbursement of normal expenses for members of the ICAC, to conform with the 1995 act. Act 114 of 1997, which created the Arkansas Higher Education Coordinating Board, also states, "(l) Members of the board shall serve without compensation but may receive expense reimbursement in accordance with §25-16-901 et seq."

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

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

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

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

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from October 11, 2007, through January 16, 2008.

NEW PROGRAMS

Arkansas State University—Beebe (Spring 2008)

Technical Certificate in Landscape and Turfgrass Management

Arkansas State University—Jonesboro (Spring 2008)

Graduate Certificate in Health Care Management

Arkansas State University—Newport (Spring 2008)

Certificate of Proficiency in Office Occupations

Black River Technical College (August 2008)

Technical Certificate in Health Professions

NorthWest Arkansas Community College (Spring 2008)

Certificate of Proficiency in Homeland Security/Emergency Management

Certificate of Proficiency in Retail Management

Ozarka College (Spring 2008)

Technical Certificate in Health Professions

Pulaski Technical College (Summer 2008)

Certificate of Proficiency in Nursing Assistant
(*Pending approval by the Office of Long Term Care*)

Technical Certificate in Wine and Spirits Studies

Southern Arkansas University—Tech (Spring 2008)

Certificate of Proficiency in Pre-Engineering CADD

Technical Certificate in Health Sciences

Associate of Professional Studies

University of Arkansas, Fayetteville (Fall 2008)

Graduate Certificate in Autism Spectrum Disorders

University of Arkansas at Little Rock (Fall 2008)

Graduate Certificate in Applied Statistics

University of Arkansas Community College at Hope (May 2008)

Certificate of Proficiency in Nursing Assistant

(Pending approval by the Office of Long Term Care)

Certificate of Proficiency in Medication Assistant

(Pending approval by the Arkansas State Board of Nursing)

NEW PROGRAM OPTIONS

Arkansas Tech University (Summer 2008)

Biochemistry option in Bachelor of Science in Chemistry

Pest Management option in Bachelor of Science in Agricultural Business

Southern Arkansas University—Magnolia (Fall 2008)

Medical Technology option in Bachelor of Science in Chemistry

Sports Management and Community Service Options in Bachelor of Science in

Human Performance, Recreation and Community Service

University of Arkansas, Fayetteville (Fall 2008)

International Option in Bachelor of Science in Chemistry

Career and Technical Education concentration in Master of Education in Secondary Education

PROGRAM MINORS

Southern Arkansas University—Magnolia (Fall 2008)

Minor in Africana Studies

Minor in Asian Studies

Minor in Speech

Minor in Exercise Science (20 semester credit hours)

Minor in Health Education (18 credit hours)

Minor in Physical Education, Wellness and Leisure (21 credit hours)

Minor in Human Performance, Recreation & Community Service (19 credit hours)

University of Arkansas, Fayetteville (Fall 2008)

Minor in Arabic Language

NAME CHANGE

National Park Community College (May 2008)

Associate of Applied Science in Graphic Design changed to Associate of Applied Science in Visual and Media Arts

Southern Arkansas University—Magnolia (Spring 2008)

Associate of Applied Science in Agriculture changed to Associate of Agricultural Science

University of Arkansas, Fayetteville (July 2008)

Master of Education in Educational Administration changed to Master of Education in Educational Leadership

Specialist in Education in Educational Administration changed to Specialist in Education in Educational Leadership

Doctor of Education in Educational Administration changed to Doctorate of Education in Educational Leadership

Master of Science in Educational Foundations changed to Master of Science in Educational Statistics and Research Methods

Doctor of Philosophy in Educational Foundations changed to Doctor of Philosophy in Educational Statistics and Research Methods

EXISTING PROGRAM OFFERED AT OFF-CAMPUS LOCATION

Henderson State University (Fall 2008)

Bachelor of Science in Education in Early Childhood Education (P-4) at National Park Community College

Bachelor of Science in Education in Middle Level Education (Language Arts and Social Studies) at National Park Community College

EXISTING PROGRAM OFFERED BY DISTANCE DELIVERY

University of Arkansas, Fayetteville (Fall 2008)

Master of Education in Elementary Education

RECONFIGURATION OF EXISTING DEGREE

Pulaski Technical College (Summer 2008)

Associate of Applied Science in Culinary Arts and Associate of Applied Science in Business reconfigured to create the Associate of Applied Science in Hospitality Management

COLLABORATIVE PROGRAM (Fall 2007)

Pulaski Technical College

Curricula modifications for the Associate of Arts in Teaching in collaboration with the University of Arkansas at Little Rock through Summer 2009

ACADEMIC REORGANIZATION

University of Arkansas for Medical Sciences (January 2008)

Master of Nursing Science transferred from the UAMS Graduate School to the College of Nursing

ADMINISTRATIVE REORGANIZATION

Arkansas State University System (January 2008)

Transfer Administrative Control of Arkansas State University Technical Center in Marked Tree from Arkansas State University—Jonesboro to Arkansas State University—Newport

PROGRAM REACTIVATION

Ouachita Technical College (Summer 2008)

Technical Certificate in Manufacturing Technology
(CIP 47.0101, DC 4630)

DELETED PROGRAMS

Henderson State University (Spring 2008)

Associate Degree in Office Administration

Ouachita Technical College (January 2008)

Certificate of Proficiency in Explosive Detection Technology

University of Arkansas, Fayetteville (Fall 2008)

Master of Arts in Teaching in Physical Education

DELETED OPTIONS/MINORS

University of Arkansas, Fayetteville (Fall 2008)

Community Health and School Health Concentrations in the Bachelor of Science in Education in Health Science

Health Counseling, Patient Education, School Health, and Corporate Health Concentrations in the Master of Science in Health Science

Vocational Education Concentration in Master of Arts in Teaching

Home Economic Education, Technical Learning Specialist, and Trade and Technical Field-Based Concentrations in Bachelor of Science in Education in Career and Technical Education

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program Changes

University of Phoenix—Online

Master of Science in Nursing/Master of Health Administration – Total hours required for degree increased from 51 to 54 semester credit hours

LETTERS OF INTENT

The Arkansas Department of Higher Education received the following notifications from October 11, 2007, through January 16, 2008.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas Northeastern College

Associate of Applied Science in Power Plant Technology

Arkansas State University—Jonesboro

Bachelor of Science in Civil Engineering
Bachelor of Science in Electrical Engineering
Bachelor of Science in Mechanical Engineering
Master of Engineering Management

Arkansas Tech University

Associate of Applied Science in Physical Therapy Assistant at the Ozark Campus

NorthWest Arkansas Community College

Technical Certificate in Veterinary Assisting

Ozarka College

Technical Certificate in Construction Technology
Associate of Applied Science in Construction Technology

Southern Arkansas University—Magnolia

Master of Business Administration
Department of Teacher Education
Department of Advanced Educational Studies
Department of Professional Studies

University of Arkansas at Little Rock

Master of Science in Systems Engineering
Doctor of Philosophy in Reading

University of Arkansas at Monticello

Technical Certificate in Health Information Technology

University of Arkansas at Pine Bluff

Certificate in Evaluation
Master's in Evaluation

University of Arkansas Community College at Hope

Certificate of Proficiency and Technical Certificate in Transportation and Logistics

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American Public University/American Military University, West Virginia

Initial Certification—Online

Associate of Arts
Bachelor of Business Administration
Bachelor of Arts in Child and Family Development
Bachelor of Arts in Criminal Justice
Bachelor of Arts in Emergency and Disaster Management
Bachelor of Arts in English
Bachelor of Arts in History
Bachelor of Arts in Homeland Security
Bachelor of Arts in Hospitality Management
Bachelor of Arts in Intelligence Studies
Bachelor of Arts in International Relations
Bachelor of Arts in Legal Studies
Bachelor of Arts in Management
Bachelor of Arts in Marketing
Bachelor of Arts in Middle Eastern Studies
Bachelor of Arts in Military History
Bachelor of Arts in Military Management and Program Acquisition
Bachelor of Arts in Philosophy
Bachelor of Arts in Psychology
Bachelor of Arts in Religion
Bachelor of Arts in Security Management
Bachelor of Arts in Sociology
Bachelor of Arts in Transportation Logistics Management
Bachelor of Science in Environmental Studies
Bachelor of Science in Fire Science Management
Bachelor of Science in Information Technology Management
Bachelor of Science in Public Health
Bachelor of Science in Space Studies
Bachelor of Science in Sports and Health Sciences
Master of Business Administration

Master of Public Administration
Master of Public Health
Master of Arts in Criminal Justice
Master of Arts in Emergency and Disaster Management
Master of Arts in History
Master of Arts in Homeland Security
Master of Arts in Humanities
Master of Arts in International Relations and Conflict Resolutions
Master of Arts in Management
Master of Arts in Military History
Master of Arts in Military Studies
Master of Arts in National Security Studies
Master of Arts in Political Science
Master of Arts in Security Management
Master of Arts in Transportation and Logistics Management

Master of Science in Environmental Policy and Management
Master of Science in Space Studies
Master of Science in Sports Management
Master of Strategic Intelligence

Air Warfare Graduate Certificate
American History Graduate Certificate
American Revolution Studies Graduate Certificate
Ancient and Classical History Graduate Certificate
Athletic Administration Graduate Certificate
Civil War Studies Graduate Certificate
Competitive Intelligence Graduate Certificate
Criminal Justice Graduate Certificate
Emergency and Disaster Management Graduate Certificate
European History Graduate Certificate
Homeland Security Graduate Certificate
Intelligence Analysis Graduate Certificate
Intelligence Studies Graduate Certificate
Joint Warfare Graduate Certificate
Land Warfare Graduate Certificate
Logistics Management Graduate Certificate
National Security Studies Graduate Certificate
Naval Warfare Graduate Certificate
Organizational Management Graduate Certificate
Security Management Graduate Certificate
Space Studies Graduate Certificate
Sports Management Graduate Certificate
Strategic Leadership Graduate Certificate
Terrorism Studies Graduate Certificate
Unconventional Warfare Graduate Certificate
World War II Studies Graduate Certificate

Chamberlain College of Nursing, Chicago, Illinois

Initial Certification—Online

Associate of Science in Nursing

(Pending approval by the Arkansas State Board of Nursing-ASBN)

Bachelor of Science in Nursing *(Pending approval by the ASBN)*

Graceland University, Independence, Missouri

Initial Certification

Master of Education in Mild/Moderate Special Education

(Pending approval by the Arkansas Department of Education-ADE)

Grand Canyon University, Phoenix, Arizona

Initial Certification—Online

The following degree programs will be considered by ICAC *pending approval by ADE:*

Master of Special Education

Master of Education Teaching English to Speakers of Other Languages

Master of Education in Curriculum and Instruction with an option in Reading

ITT Technical Institute, Little Rock, Arkansas

Initial Certification

Associate of Applied Science in Criminal Justice

Associate of Applied Science in Visual Communications

Remington College, Little Rock

Recertification

Associate of Applied Science in Computer and Network Administration

Associate of Applied Science in Criminal Justice

Saint Joseph's College of Maine - Online

Recertification

Bachelor of Arts in Liberal Studies (Proposed new degree title - Bachelor of Arts in Theological Studies)

Bachelor of Science in Criminal Justice

Bachelor of Science in Business Administration

Bachelor of Science in Health Care Administration (Proposed new degree title - Bachelor of Science in Health Administration)

Bachelor of Science in Radiologic Science

Master in Health Services Administration (Proposed new degree title - Master in Health Administration)

Bachelor of Science in Nursing

Master of Science in Nursing

Program Decertification

Associate of Science in Management

Bachelor of Science in Professional Arts

University of Phoenix—Online

Initial Certification

Master of Science in Nursing/Nurse Practitioner (*Pending approval by ASBN*)

The following degree programs will be considered by ICAC *pending approval by ADE*:

Bachelor of Science in Education in Elementary Education
Master of Arts in Education/Special Education, Cross Categorical
Master of Arts in Education/Administration & Supervision
Master of Arts in Education/Adult Education & Training
Master of Arts in Education/Curriculum & Instruction
Master of Arts in Education/Curriculum & Instruction/Computer Education
Master of Arts in Education/Early Childhood Education
Master of Arts in Education/Elementary Teacher Education
Master of Arts in Education/Secondary Teacher Education
Master of Arts in Education/Curriculum & Instruction/English & Language Arts
Education

University of Phoenix, Arizona

Initial Certification – New location in Texarkana, Arkansas

Bachelor of Science in Business
Master of Business Administration

Vincennes University, Indiana

Initial Certification

Associate of Applied Science in General Studies at Camp Robinson, Arkansas

Vincennes University—Online

Initial Certification

Associate of Applied Science in General Studies

Walden University, Minneapolis, Minnesota

Initial Certification—Online Degrees

High-Tech Master of Business Administration
Master of Business Administration/Master of Public Administration
Master of Public Health
Master of Science in Computer Engineering
Master of Science in Computer Science
Master of Science in Education (*Pending approval by ADE*)
Master of Science in Electrical Engineering
Master of Science in Engineering Management
Master of Science in Nursing (*Pending approval by ASBN*)
Master of Science in Psychology
Master of Science in Software Engineering
Master of Science in Systems Engineering
Master of Science in Mental Health Counseling (*Pending approval by Arkansas
Board of Counseling Examiners*)

Doctor of Education in Education
Doctor of Philosophy in Education
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

William Woods University, Fulton, Missouri

Initial Certification

The following degree programs will be considered by ICAC *pending approval by ADE*:

Master of Education in Administration
Master of Education in Elementary Education
Master of Education in Secondary Education
Master of Education in Special Education Director
Specialist of Education in Administration
Specialist of Education in Curriculum Leadership