

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

**Cooperative Extension Service Center Auditorium  
Little Rock**

**SCHEDULE**

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**Friday, January 30, 2009**

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

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

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

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

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

**Friday, January 30, 2009  
10:00 a.m.**

**Cooperative Extension Service Center in Little Rock**

## **AGENDA**

### **I. EXECUTIVE**

- \*1. Approve Minutes of the October 14, 2008 Regular Meeting and November 3, 2008 Joint Meeting of the Education Boards
- \*2. Report of Nominating Committee (AHECB Chairman)
- \*3. Approval of Reimbursement of Expenses for Members of the Higher Education Coordinating Board and Institutional Certification Advisory Committee (Dr. Steve Floyd)
- \*4. Higher Education Participation in Arkansas Early College High School (AECHS) AP/Concurrent Course Delivery (Dr. Jim Purcell)
- 5. Annual Report on First-Year Student Remediation for Fall 2008 (Mr. Rick Jenkins)
- 6. Fall 2008 Annual Enrollment Report (Mr. Jenkins)
- 7. Agency Updates (Dr. Purcell)

### **II. ACADEMIC**

- \*8. New Program: Technical Certificate in Cosmetology Instructor at Ouachita Technology College (Ms. Alana Boles)
- \*9. Institutional Certification Advisory Committee Report and Resolutions (Ms. Zanette Douglas)
- 10. Letters of Notification (Ms. Jeanne Jones)
- 11. Letters of Intent (Ms. Boles)

### III. FINANCE

- \*12. Economic Feasibility of Bond for Arkansas State University (Ms. Ashley Pettingill)
- \*13. Economic Feasibility of Bond for University of Arkansas at Fort smith  
(Ms. Pettingill)
- \*14. Economic Feasibility of Loan for University of Arkansas at Monticello  
(Ms. Charlette Moore)

# **ACADEMIC COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Cooperative Extension Service Center Auditorium**

**Little Rock**

**Friday, January 30, 2009**

**8:30 a.m.**

Academic Committee

Dr. Dan Grant, Chair

Dr. Charles Allen

Jodie Carter

Phil Ford

Dr. Lynda Johnson

David Leech, Ex officio

## **CONSENT AGENDA**

- \*8. New Program: Technical Certificate in Cosmetology Instructor at Ouachita Technology College (Ms. Alana Boles)
- \*9. Institutional Certification Advisory Committee Report and Resolutions (Ms. Zanette Douglas)
- 10. Letters of Notification (Ms. Jeanne Jones)
- 11. Letters of Intent (Ms. Boles)

\*Numbers refer to main agenda.

# **FINANCE COMMITTEE**

**Arkansas Higher Education Coordinating Board  
Cooperative Extension Service Center Auditorium**

**Little Rock**

**Friday, January 30, 2009**

**9:15 a.m.**

Finance Committee

Steve Luelf, Chair

Dr. Joe Bennett

Bob L. Burns

Dr. Olin Cook

Kaneaster Hodges

David Leech, Ex officio

## **AGENDA**

- \*14. Economic Feasibility of Bond for Arkansas State University System  
(Ms. Ashley Pettingill)
- \*15. Economic Feasibility of Bond for University of Arkansas at Fort smith  
(Ms. Pettingill)
- \*16. Economic Feasibility of Loan for University of Arkansas at Monticello  
(Ms. Charlette Moore)

\*Numbers refer to main agenda.

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD**  
**Regular Quarterly Meeting**  
**October 14, 2008**

**Minutes of Meeting**

The October 14, 2008 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Ambassador Ballroom of the John Q. Hammons Convention Center in Rogers. Chairman Trammel called the meeting to order at 12:00 p.m. with a quorum present.

Coordinating Board present:

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

Coordinating Board absent:

David Leech, Vice Chair

Department staff present:

Dr. Jim Purcell, Director  
Dr. Steve Floyd, Deputy Director  
Dr. Karen Wheeler, Associate Director for Academic Affairs  
Dr. Stanley Williams, Senior Associate Director for Finance  
Cynthia Moten, Coordinator of Academic Programs  
Jeanne Jones, Coordinator of Academic Programs  
Zanette Douglas, Coordinator of Institutional Certification  
Ashley Pettingill, Financial Manager  
Charlette Moore, Financial Officer  
Dale Ellis, Communications Officer  
Nichole Abernathy, Administrative Support

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

Chairman Trammel introduced Dr. Ed Franklin, Executive Director for the Arkansas Association of Two-year Colleges, for a welcome. Dr. Franklin began by thanking everyone for attending the Two-year Colleges Annual Conference. He noted that while these are challenging times and some companies are cutting back, some are

growing and expanding. There are new jobs available if you have the skills necessary. Never has there been a time when Arkansas has needed the two-year institutions more. The two-year colleges are continuing to provide the technical training needed by Arkansan's to move up the skill ladder to get better jobs. In closing, Dr. Franklin said that the institutions must not become complacent. Everyone must continue doing what needs to be done to move Arkansas forward.

Next, Chairman Trammel introduced Emily Jordan-Cox, Deputy Policy Advisor for Higher Education in the Governor's office, Tom Courtway, Interim President at the University of Central Arkansas, and Skip Carnine, a member-elect of the legislature.

Agenda Item No. 1  
Approval of Minutes

Dr. Dan Grant moved to approve Agenda Item No. 1. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 2  
Approval of 2009 Coordinating Board  
Meeting Schedule

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2009 schedule for these regular quarterly meetings follows:

January 30, 2009	Cooperative Extension Service Little Rock
April 24, 2009	Southern Arkansas University Tech East Camden
July 31, 2009	John Brown University Siloam Springs
October 30, 2009	University of Arkansas at Fort Smith Fort Smith

**RESOLVED**, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2009: January 30, April 24, July 31, and October 30.

**FURTHER RESOLVED**, That the Board expresses its appreciation and accepts the invitations to meet in January at the Cooperative Extension Service in Little Rock, in April by Southern Arkansas University Tech in Camden, in July at John Brown University in Siloam Springs, and in October at the University of Arkansas at Fort Smith.

Dr. Charles Allen moved to approve Agenda Item No. 2. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 3  
Update on Associate of Arts in Teaching

Following the July 2008 AHECB meeting, the presidents, chancellors, chief academic officers, and education deans reconsidered the requirements for the Associate of Arts in Teaching (AAT) degree and the Bachelor of Science in Education (BSE) degree completion program. Curricular changes were agreed to by all parties to ensure that all courses of the AAT will transfer into all BSE degrees in middle school and P-4 education beginning in Fall 2008.

Two-year institutions have signed an agreement that requires the institutions to offer the AAT degree without course substitutions or additions and to award the AAT degree only when students have completed the approved curriculum with a cumulative grade point average of 2.65 or higher and have passed the PRAXIS I examination. The agreement signed by the four-year institutions requires the institutions to accept the AAT degree without course substitutions or additions and to apply all AAT courses toward the total semester credit hours required for the bachelor's degree in middle school or P-4 education. The agreement also requires that qualified AAT students be admitted to the College of Education with junior status and that the institutions publish the bachelor's degree completion plans for middle school and P-4 education.

Institutions must inform ADHE before implementing middle school and P-4 curricular changes so that ADHE can determine the impact on the AAT degree. An institution that wishes to terminate the agreement must submit written notification to ADHE at least one year prior to the effective date for termination. All AAT students enrolled in the bachelor's degree completion program will be allowed to complete the middle school or P-4 education degree.

The AAT degree and the Memoranda of Agreement will be posted on the ADHE website for reference by students, faculty and administrators. ADHE staff will monitor the agreements and report to the Board as needed.

Agenda Item No. 4  
Annual Report of Financial Condition

At its regular meeting on July 25, 2008 the Arkansas Higher Education Coordinating Board requested that the Department of Higher Education compile and present annually to the AHECB a report related to the financial condition of each publicly supported institution of higher education. Dr. Stanley Williams presented the first Annual Report.

Dr. Williams explained that the financial report would reveal declining State support, declining operating margins, and declining unrestricted E&G fund balances. It will show tuition increasing faster than inflation and higher education becoming less affordable. It will show scholarship expenditures increasing faster than tuition and a gap between the stated tuition and fees and the actual net tuition income per student.

Chairman Trammel thanked Dr. Williams and his staff for providing the financial report.

Agenda Item No. 5  
Legislation to Reduce Institutional  
E&G Scholarships

Act 1795 of 2005 states that beginning with the 2006-07 fiscal year public colleges and universities expenditures for academic and performance scholarships shall not exceed thirty (30% percent of the institutions unrestricted educational and general tuition and mandatory fee income. **“Academic scholarships”** means *scholarships awarded: (i) On a basis of criteria, including entrance exam scores, high school grade point averages, and rank in high school graduating class; or (ii) For merit or academic performance. “Academic scholarships” does not include: (i) Graduate assistantships or fellowships; (ii) Tuition waivers based on age, military service, or occupation and out-of-state tuition waivers for graduate students or students from contiguous states in close proximity to a college or university; and (iii) Scholarships for transfers from two-year institutions.*

**“Performance scholarships”** means *scholarships for band, musical performing groups, arts, theater, forensics, and similar activities that are not awarded on the basis of entrance exam scores or high school academic achievement.*

The ADHE staff recommends that the Arkansas Higher Education Coordinating Board adopt a resolution directing the staff to seek legislation to lower the maximum percentage to fifteen (15%) percent of the institution’s unrestricted educational and general tuition and fees by the 2013-14 fiscal year with a reduction in funding recommendations for the next biennium by the amount of the over expenditure.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board directs the Director of the Arkansas Department of Higher Education staff to draft legislation for the 87<sup>th</sup> Arkansas General Assembly lowering the maximum allowable expenditure for academic and performance scholarships effective to fifteen (15%) percent of unrestricted educational and general tuition and mandatory fee revenue by the 2013-14 fiscal year.

**FUTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education shall include in the legislation a plan for reducing the appropriation recommendation for each year of the succeeding biennium and amount equal to the amount the institution's scholarship expenditures exceed the maximum allowable percent of the unrestricted tuition and mandatory fee income.

Dr. Purcell explained that ADHE is not against scholarships – just E&G funded scholarships. When E&G funds are used for unintended purposes, quality instruction and quality student experiences diminish.

Dr. Robert Brown, President at Arkansas Tech University (ATU), said that currently ATU, with the highest allowable percentage (30%) of its E&G budget devoted to institutional scholarships has one of the lowest tuition and fee structures in Arkansas. When room and board charges are factored in, only one other public university in Arkansas has a lower cost to the student. If scholarships are driving up tuition and fees, how is ATU one of the lowest cost institutions, commented Dr. Brown. The facts are that tuition is driven up by increased cost of items over which ATU has no control, such as health insurance, technology costs, energy, competition for the best faculty and infrastructure costs. Dr. Brown said that when you combine this with constant real spending on higher education over the past 20 years by the state, we see clearly the reason for higher tuition. In reality, most institutional scholarship holders get a discount. He commented that between institutional aid, federal aid, private scholarships, and state programs, 89% of students receive some form of assistance.

Dr. Brown stated that if this proposal is enacted, institutions will experience falling enrollment and declining institutional income, all of which will result in lower degree production and upward pressure on tuition. Dr. Brown then asked if ADHE staff could do a complete study before enacting this proposal.

Dr. David Rankin, President of Southern Arkansas University (SAU), commented that when legislation was passed in 2005 to lower the maximum percentage to 30% of an institution's unrestricted educational and general tuition and fees, SAU made the adjustment. Currently, they are at 26% and they watch it very closely. However, by fiscal year 2013-14, SAU will be required to be at 15%. This will take some rather dramatic changes on our part, said Dr. Rankin. He noted that this will

have an impact not only on their institution but on their students as well. Dr. Rankin urged ADHE staff and the Coordinating Board to reconsider this proposal.

Jodie Carter asked how the 15% threshold was chosen. Dr. Purcell explained that a large number of states require 10% or under. 15% was chosen so that Arkansas can complete with the rest of the country.

Dr. Lynda Johnson asked if lowering the maximum percentage of E&G scholarships to 15% would prevent other institutions from falling into the same predicament that UCA is currently in. Dr. Purcell said it will.

Dr. Purcell reiterated that he is not against scholarships, just using student's tuition to offset scholarships.

Dr. Grant clarified that this proposal will not reduce scholarships, just the amount that can come from E&G funds.

Dr. Lawrence Davis, Chancellor of the University of Arkansas at Pine Bluff, said that he understands why the Department of Higher Education would want to lower the maximum percentage of E&G scholarships. However, he doesn't see any way to replace it. Dr. Davis said that it's no surprise that Arkansas has a problem with the number of adults with a bachelor's degree and with remediation. We've failed to educate all of our citizens, he said. In 1945, Arkansas Agricultural, Mechanical and Normal (AM&N) College, which is currently UAPB, established a freshman studies program. The program was designed to address student's deficiencies, whether academic, social, or financial. UAPB's average student has a family income of less than \$30,000 per year. Many of the students are unable to borrow money for college because of their families' low financial status. In closing, Dr. Davis beseeched the Board to find a solution that will address the financial problems facing UAPB and other institutions.

Kaneaster Hodges said that the Coordinating Board was asked to solve this problem in 1999 and didn't. Now we have schools robbing maintenance funds for scholarships.

Dr. David Gearhart, Chancellor at the University of Arkansas at Fayetteville, urged the Board to take a different approach and possibly come up with a formula that would give students with the most financial need a higher percentage of funds.

Dr. Purcell said that it's up to the institutions to determine what percentage of their funds will be allocated to low income students. This proposal will only determine how much E&G funds can be used for scholarships.

Dr. Dan Grant moved to approve Agenda Item No. 5. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 6  
Revision to Board Policy Regarding  
the Economic Feasibility of Bond Issues

In its regular meeting January 14, 1975, the State Board approved "Regulations Regarding Economic Feasibility of Bond Issues". Procedures were amended by the State Board in 1975, 1992, and 1993 based on changes in the statutes regarding sales of bonds. The changes included allowing the use of a fiscal agent for the sale of bonds, revising the interest rate from 10 percent max to the limit allowed by state law, allowing community and technical colleges to pledge tuition and fees for capital projects, and permitting negotiated bids as well as sealed bids for sales.

In view of the fluctuations in bond interest rates and the lack of not only capital funds from the state but also tight operating budgets from the economic downturn, the staff believe further revision of the policy is warranted. There are two limitations, which refer to bond issues containing a refinancing, in the current regulations that should be reviewed and amended. The limitations are on the length of the bond term and the interest rate. The amendments would eliminate tying the term of the new bond to the term remaining on the original bond and would eliminate the requirement that the interest rate of the new bond be equal to or lower than the interest rate on the bond being refinanced. The statutes are silent as to the term and the interest rate on refinancing bonds; however, A.C.A. § 19-9-304 allows, for refunding bonds issued by any county, municipality, school district, or improvement district, an interest rate on the new bond that is higher than the interest rate on the bond being refinanced as long as the new rate is not higher than the rate allowed by law at the time of the original bond's sale.

On April 25, 2003, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 4):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board repeals or revises the aforementioned policies as outlined above, effective April 25, 2003.

Jodie Carter moved to approve Agenda Item No. 6. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 7  
Academic Program Review and  
Program Viability Threshold

Arkansas Code §6-61-214 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish standards for the academic programs offered by Arkansas colleges and universities and to create a 7-10 year review cycle for all

existing academic programs. The existing academic program review policies (AHECB Policy 5.12) were adopted in 1988 and revised in 1995 and 1998.

In April 2008, the AHECB directed the Arkansas Department of Higher Education (ADHE) staff, in cooperation with the public colleges and universities to revise the existing program review process to ensure quality academic programs that support Arkansas's economic development goals; to identify and remove non-viable programs from the AHECB approved program inventory, and to reduce barriers to graduation.

The policy includes the following:

- Institutions will schedule an external review for all existing programs every 7-10 years.
- External program reviews will employ out-of-state reviewers/consultants.
- Academic program viability standards will be increased.
- Academic programs that do not meet viability standards will be removed from the approved program inventory and will not be supported by state general revenue funds.

ADHE staff has met with the presidents, chancellors, and chief academic officers and has received extensive input on the proposed changes in the program viability standards and review process.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the revised Policy for the Review of Existing Academic Programs (AHECB Policy 5.12) outlined in this agenda item, effective immediately.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, chief academic officers, and institutional board chairs of this action.

Dr. Grant asked if the Board is already required to do this by law, however, because of understaffing have been unable to enforce. Dr. Purcell said that is correct.

Dr. Franklin asked that institutions be given the opportunity to provide input while the Board is developing the review and appeal process.

Dr. Lynda Johnson moved to approve Agenda Item No. 7. Jodie Carter seconded the motion, and the Board unanimously approved.

Agenda Item No. 8  
Report on Program Deletions

Dr. Steve Floyd provided detailed information about program deletions during the 2007-08 academic year. He summarized the number of program deletions for the academic year by level of program and by level of institution. 16 programs were deleted in 2007-08 compared to 49 deletions in 2005-06 and 46 deletions in 2006-07. Two graduate programs were deleted, the balance of the deletions were at the undergraduate level. Four-year institutions deleted 10 programs while the other 6 deletions were made at two-year institutions.

Agenda Item No. 9  
Process and Procedures for  
Role and Scope Changes

ACA § 6-61-207 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish appropriate institutional role and scope designations in consultation with college and university personnel, and to periodically review those designations. At its July 25, 2008 meeting, the Coordinating Board approved revisions of the role and scope designations of all the institutions (AHECB Policy 5.20). The law also gives the AHECB the authority to change role and scope designations at any time.

The purpose of this agenda item is to address role and scope change requests by individual institutions. Such requests are made in response to a need identified by the institution that cannot be appropriately addressed under the institution's existing role and scope designation.

The agenda item, which will revise AHECB Policy 5.20, outlines the process and procedures institutions must follow in order to request a change in the program types and/or program levels approved by the AHECB, and the process ADHE staff and the AHECB will follow during the review and consideration of that request.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Process and Procedures for Role and Scope Changes, which will revise AHECB Policy 5.20, Institutional Role and Scope Designations, outlined in this agenda item, effective immediately.

**FURTHER RESOLVED**, That the AHECB instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, chief academic officers, and institutional board chairs of this action.

Dr. Olin Cook moved to approve Agenda Item No. 9. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 10  
Agency Updates

Dr. Purcell announced that the Governor's Summit would be held at the Statehouse Convention Center on October 15-16, 2008. Ten people from each county are asked to attend the summit to help create a strategic plan of action for education/economic progress and improvement.

The legislative Audit recently concluded their report on the Early College High School and has made recommendations for the Department of Higher Education and Education. Dr. Purcell will said that more information regarding the audit findings will be presented at the January 30, 2009 AHECB meeting.

Agenda Item No. 11  
Institutional Certification Advisory  
Committee Resolutions

The Institutional Certification Advisory Committee (ICAC) met on September 25, 2008. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

**Bryan College, Rogers, Arkansas  
Recertification**

Associate of Applied Science in Business Administration and Management  
Associate of Applied Science in Computer Information Systems-Networking  
Associate of Applied Science in Medical Assistant  
Associate of Applied Science in Exercise Specialist

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Bryan College, Rogers, Arkansas, to offer the following degree programs to Arkansas citizens: Associate of Applied Science in Business Administration and Management, Associate of Applied Science in Computer Information Systems-Networking, Associate of Applied Science in Medical Assistant, and Associate of Applied Science in Exercise Specialist. The recertification is for a period of two years and expires on October 31, 2010.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of Bryan College, Rogers, Arkansas, that the certification of the degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

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

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

**Ecclesia College, Springdale, Arkansas  
Recertification**

Associate of General Studies  
Bachelor of Science in Business Administration

**Initial Certification**

Bachelor of Science in Sport Management

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Ecclesia College, Springdale, Arkansas, to offer the following degree programs to Arkansas citizens: Associate of General Studies and Bachelor of Science in Business Administration. The recertification is for a period of two years and expires on October 31, 2010.

**FURTHER RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial certification to Ecclesia College, Springdale, Arkansas, to offer the following degree program to Arkansas citizens: Bachelor of Science in Sport Management. The initial certification is for a period of two years and expires on October 31, 2010.

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

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

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

**Regis University, Denver, Colorado  
Recertification – Online**

Master of Business Administration  
Master of Science in Nursing  
Doctor of Physical Therapy (Transition)

**Initial Certification – Online**

Master of Science in Accounting  
Master of Science in Criminology

**Decertification – Online**

Bachelor of Science in Computer Information Systems  
Bachelor of Science in Health Care Administration  
Bachelor of Science in Health Information Management  
Bachelor of Science in Marketing  
Bachelor of Science in Public Administration  
Master of Science in Computer Information Technology  
Master in Non-profit Management  
Master of Science in Organization Leadership (was Management)  
Master of Science in Software Information Systems

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants recertification to Regis University, Denver, Colorado, to offer the following degree programs to Arkansas citizens: Master of Business Administration, Master of Science in Nursing, and Doctor of Physical Therapy (Transition)

The certification is for a period of two years and expires on October 14, 2010.

**FURTHER RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial certification to Regis University, Denver, Colorado, to offer the following degree programs to Arkansas citizens: Master of Science in Accounting and Master of Science in Criminology. The certification is for a period of two years and expires on October 14, 2010.

**FURTHER RESOLVED**, That the Arkansas Higher Education Coordinating Board decertifies the following degree programs offered by Regis University, Denver, Colorado: Bachelor of Science in Computer Information Systems, Bachelor of Science in Health Care Administration, Bachelor of Science in Health Information Management, Bachelor of Science in Marketing, Bachelor of Science in Public Administration, Master of Science in Computer Information Technology, Master in

Non-profit Management, Master of Science in Organization Leadership, and Master of Science in Software Information Systems. The decertification is effective October 14, 2008.

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

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration by Regis University, Denver, Colorado, 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, Texarkana, Arkansas**

#### **Initial Certification**

Bachelor of Business Management

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to University of Phoenix, Texarkana, to offer the following degree program to Arkansas citizens: Bachelor of Business Administration. The initial certification is for a period of two years and expires on October 31, 2010.

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

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director to notify the administration University of Phoenix, Texarkana, that any advertisement or published materials using the name of the Arkansas Higher

Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

**Walden University, Minneapolis, Minnesota**

**Initial Certification – Online**

Master of Science in Software Engineering

Master of Science in Systems Engineering

**RESOLVED**, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Walden University, Minneapolis, Minnesota, to offer the following degree programs to Arkansas citizens: Master of Science in Software Engineering and Master of Science in Systems Engineering. The certification is for a period of two years and expires on October 31, 2010.

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

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

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

The Institutional Certification Advisory Committee (ICAC) Report begins on page 11-6 of the Agenda book.

Dr. Grant asked if ADHE staff members were comfortable with Ecclesia College offering academic courses, in particular biology, after being exempt just two years ago. Ms. Zanette Douglas answered that in 2006 Ecclesia College was certified to offer two academic degrees. They would now like to offer a new degree. After reviewing their agenda, certification, curriculum, and syllabi, everything appears to be in order.

Dr. Lynda Johnson moved to recommend Agenda Item No. 11 to the full Board for consideration. Jodie Carter seconded, and the Committee unanimously approved.

#### Agenda Item No. 12 and 13 Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on 13 programs not requiring Board action.

Notification was received on 10 items requiring Board action. During this period, the Institutional Certification Advisory Committee received notice of requests from 16 out-of-state institutions to offer degree programs to Arkansas residents. The program notice list appears in the Letters of Notification on pages 12-1 through 12-3 and in the Letters of Intent on pages 13-1 through 13-6 of the agenda book.

Dr. Charles Allen voiced concern over the growing number of out-of-state institutions now in Arkansas.

Steve Luelf asked if other states are having problems with the growing number of out-of-state institutions. Dr. Purcell said that while this is a fairly new phenomenon in Arkansas, it has been going on in other states for a while.

Jodie Carter asked how many Arkansas students were enrolled in out-of-state institutions. Zanette Douglas stated that currently there are fewer than one thousand Arkansas students enrolled in out-of-state institutions.

#### Agenda Item No. 14 Report on Intercollegiate Athletic Revenues and Expenditures for 2007-08

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.

Athletic revenues and expenditures for 2007-08 for each institution have been collected according to uniform standards and compiled in a summary report. An explanation of the reporting format follows:

The 2007-08 total amount of athletic expenditures reported by state-supported universities is \$100,317,779 and two-year colleges is \$261,018. The statewide total is \$100,578,797 an increase of \$1,945,665 (2%) from \$98,633,132 in 2006-07.

A comparison of 2007-08 actual expenditures to 2007-08 budgeted revenues certified to the Coordinating Board in August 2007 is also illustrated at the bottom of the summary chart. Certified budgeted revenues for 2007-08 totaled \$89,229,655 for all institutions. Total actual expenditures for 2007-08 for all institutions exceeded this certified amount by 13 percent. Actual expenditures varied from the Board of Trustees-certified budgeted revenue by a range of 20 percent over the budgeted amount to 1 percent under the budgeted amount.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board accepts the Report of 2007-08 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 2007-07 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of Act 245 of 1989.

Dr. Olin moved to recommend Agenda Item No. 14 to the full Board for consideration. Dr. Joe Bennett seconded, and the Committee unanimously approved.

#### Agenda Item No. 15 Revisions to Higher Education Bond Projects

The Arkansas Higher Education Coordinating Board approved the list of Higher Education Bond Projects on April 27, 2007.

Henderson State University

Renovations of Technology Center & Related Buildings – Renovation. An amount up to \$1,135,180 is allocated to HSU to establish a campus technology center. This will include renovations of existing facilities and the purchase of additional

properties adjacent to the campus. The technology center will house central computing, the Multi-Media Learning Center, technology training, and 24/7 student computer labs.

University of Arkansas – Clinton School of Public Service

Library Acquisitions – Other. An amount up to ~~\$100,000~~ \$0 is allocated for library acquisitions. The school is seeking to expand their limited library in the areas of public administration, public policy, health policy, political science, rural development, and international relations

University of Arkansas – Fayetteville

Laboratory Facility - Construction/Renovation. An amount up to ~~\$16 million~~ \$16.1 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.

University of Arkansas – Arkansas School for Mathematics, Science and the Arts

Instructional Technology – Technology. An amount up to \$300,000 is provided for the planning and installation of VOIP telephone and voicemail, equipment and installation to provide wireless service to the campus, and renovations to existing campus facilities.

**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.

Dr. Olin Cook moved to recommend Agenda Item No. 15 to the full Board for consideration. Dr. Joe Bennett seconded, and the Committee unanimously approved.

Agenda Item No. 16  
 Economic Feasibility of Private Loan  
 University of Central Arkansas

The University of Central Arkansas (UCA) requests approval of the economic feasibility of plans to obtain a Loan/Line-of-Credit from private banks in an amount up to \$6 million at an estimated annual interest rate of 4.59 percent. Proceeds from the loan/line-of-credit will be for current operations purposes. The University of Central Arkansas Board of Trustees approved the opening of a line-of-credit at its meeting on October 10, 2008.

**Under AHECB Policy**

Budgeted 2007-08 Tuition and Fee Revenue .....	\$ 61,998,582
Maximum Allowable Debt Service (\$ 27,572,649 x 25%)	15,499,646
Existing Debt Service.....	4,552,089
Estimated Debt Service for Proposed Issue.....	6,137,000
Tuition & Fee Revenue Remaining for Additional Debt Service.....	\$ 4,797,557

**Under Arkansas Code 6-62-105**

Estimated May and June 2009 State Funding.....	\$ 8,491,916*
Estimated Debt Service for Proposed Issue.....	6,137,000

*\*Reduced by the prorated advance/loan from the Budget Stabilization Trust Fund.*

The above data demonstrate that the University of Central Arkansas has sufficient revenue to support a loan/line-of-credit of approximately \$6 million with a term of up to 9 months at an estimated annual interest rate of 4.59 percent.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to seek a private loan/line-of-credit for approximately \$6 million with a term of up to 9 months at an estimated annual interest rate of 4.59 percent for educational and general operations for fiscal year 2009, 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 the University of Central Arkansas of the Coordinating Board's resolution.

Steve Luelf asked if this request was a result of UCA's previous line of credit. And, if so, what guarantees do we have that they won't come back with a similar request at the end of this fiscal year. Dr. Williams reiterated that this is not going to be solved in a few months. It is very probable that UCA will have to make an additional request in the future.

Steve Luelf commented that this is a serious situation and should be treated as such. He noted that maybe the Coordinating Board should consider developing an oversight procedure to deal with situations like this.

Dr. Lynda Johnson strongly recommended that the finance committee approve this request.

Jodie Carter commented that even though the Board doesn't have a lot power or authority, institutions shouldn't be allowed to go over their heads without any repercussions. Dr. Williams said that while this is a very complicated circumstance, he is confident that UCA will work their way out of this situation. In the future, the annual financial report will help keep the Board up-to-date on the institutions financial status.

Kaneaster Hodges commented that we must look closely at what contributed to this problem. The growing number of scholarships must be addressed. He then commended Tom Courtway for his efforts to get UCA back on track.

Kaneaster Hodges moved to recommend Agenda Item No. 16 to the full Board for consideration. Bob Burns seconded, and the Committee unanimously approved.

#### Report of the Committees

Dr. Dan Grant presented the report of the Academic Committee and moved approval of Agenda Item 11. Jodie Carter seconded the motion, and the Board unanimously approved.

Steve Luelf presented the report of the Finance Committee and moved approval of Agenda Items 14-16. Kaneaster Hodges seconded the motion, and the Board unanimously approved.

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

Chairman Trammel announced that the next Coordinating Board meeting would be held at the Cooperative Extension Service Center in Little Rock on January 30, 2009.

With no further comments, the meeting adjourned at 2:56 p.m.

APPROVED:

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Nichole Abernathy

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Dr. Lynda Johnson, Secretary

MINUTES

JOINT MEETING

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

November 3, 2008

1. CALL TO ORDER

A joint meeting of the State Board of Workforce Education and Career Opportunities (SBWECO), the State Board of Education (SBE), and the Higher Education Coordinating Board (HECB) was called to order by SBWECO Chairman Jack Justus in the ballroom of the Governor's Mansion at 9:00 a.m. on Monday, November 3, 2008.

2. WELCOME AND INTRODUCTIONS

Chairman Jack Justus welcomed members of the three boards and thanked Governor Mike Beebe and his staff for the use of the facility.

Mr. Justus said the chairperson of each board would introduce members of their respective boards. Mr. Justus introduced the following members of the SBWECO: Mr. Bill Walker, Mr. Phil Taylor, Ms. Lucy Ralston, Mr. Richard Smith, Ms. Kathy Scarsdale, Ms. Martha Dixon and Mr. Justin Mitchell.

Mr. Randy Lawson, chair of the SBE, introduced the following members of the SBE: Dr. Ken James, Ms. Brenda Gullett, Mr. Jim Cooper, Mr. Samuel Ledbetter, Ms. Alice Mahony, Dr. Naccaman Williams, Ms. Sherry Burrow, Dr. Ben Mays, Ms. Diane Julian and Mr. Paul Gray.

Mr. Dick Trammel, chair of the HECB, introduced the following members of the HECB: Dr. Jim Purcell, Mr. David Leech, Dr. Lynda Johnson, Dr. Charles Allen, Mr. Kaneaster Hodges, Mr. Jodie Carter, Dr. Joe Bennett, Dr. Dan Grant, Mr. Bob Burns, Dr. Olin Cook, Mr. Steve Luelf, and Mr. Phil Ford.

3. THE HONORABLE MIKE BEEBE, GOVERNOR OF ARKANSAS

Mr. Bill Walker, Director of the Department of Workforce Education introduced the Honorable Mike Beebe, Governor of Arkansas, to say a few words to the three boards in attendance.

Governor Beebe stated that it was a pleasure to have the three boards present. He commended the boards for working together to coordinate where we go as people with a common thread and a common theme.

Governor Beebe stated that it is appropriate for these three boards, which are each distinct and diverse but extraordinarily important and actually cohesive from

the standpoint of the total overall picture of responsibility in education, to come together and share thoughts with each other.

Governor Beebe informed board members that he had some good news and some bad news. The good news is that K-12 is treated better than everybody else is, but that is our constitution. That is the result of *Lakeview* and it is also the state public policy of this administration. But in good times or bad we figure out what the needs for K thru 12 are and we do that first, and then we determine what is left for everyone else – not just higher education or workforce education, but human services, prisons, criminal justice, whatever it might be. So that means when times get tough, some people end up having to take a disproportionate share of the potential cuts.

The governor also stated that we have some other good news. Arkansas is bucking the national trend. He said he was in New York a week or so ago and most of the folks with national publications, from the *New York Times*, *Newsweek*, and just about every publication, were pretty much amazed at what Arkansas has done recently compared with what is happening in the rest of the country. Traditionally, Arkansas never experiences quite the highs or quite the lows as the east coast or the west coast. Nevertheless, we are still normally subject to national trends, good or bad, and we are currently bucking those trends as you all have been watching the monthly reports from the revenue side. Even though we had the largest tax cut in history, we are still running ahead of the forecast for the first four months of the year.

Governor Beebe informed the board that October is not running as far ahead as the other months. Nevertheless, we have been bucking those trends and the governor said he felt that was the result of a combination of things. One is the fact that he is notorious for being conservative when it comes to fiscal budgetary matters. It is easier to go up with a conservative forecast then it is to go down from a liberal forecast, he said.

Governor Beebe stated that the good news for Higher Education is that they received a disproportionate share of increase in the 2007 budget time. That increase actually flowed just as it was supposed to in the first year of the biennium, but all the other areas that received new money, such as Medicaid, state police, and prisons, has a reduction of that new money in the second year of the biennium – about 48 percent. Therefore, if you get new money, the first that is cut is the new money. So even though you are doing much better than you did three years ago, you are not doing as well as he would have liked had we not had the budget cuts in the capital. He said it was his belief that if that is the money that is cut, then that should be the first money that is restored.

Governor Beebe asked – what about workforce? Workforce, he said, continues to be the most direct linkage we are seeing between having big money, which is good news here, and the whole education component. Now all of you here are important, he said, some are important for different reasons. Some of you are constitutionally more important, but every aspect of this education process is an integral part of where we have to go in the state. Nowhere have we seen the kind of direct application between changes in what we are doing and economic developments than we have in manufacturing. The manufacturers say people would come to work, show up one day, and never show up a second day.

He stated that workforce, together with the two-year institutions and higher education, particularly those two entities, really started a programming design to totally change those numbers. Specifically, what we are doing before we send people to the manufacturers to work. We are putting them through a simulated work environment that they will be expected to perform for that specific business. With this, the employee is informed as to what will be expected and will be less likely to quit. I can tell you the success of that program has resulted in better retention numbers, he said. In December, there was less than one percent turnover. So specific programs do work and collaboration between entities does work. This is a situation where Workforce Education, Higher Education, and the institutions of higher education and the workforce development areas within a given geographic area responded specifically to the needs of a business and that translated not merely to that business but it has been replicated, not just in Marion, but across the state. These are all specific examples of progress.

Governor Beebe stated that when he is talking about education, he is talking about each one of you and then some. He stated that we cannot forget adult education, workforce training and retraining, pre-K, K-12, two-year institutions, technical colleges, four-year universities, and research universities that are trying to stimulate the twenty-first century economy that Arkansas needs to have. He said the bottom line – the success or failure of where we go as a people – is largely dependent on the work of the folks around these tables. The success or failure of Arkansas and her teachers is dependent upon education – every aspect of education. You may serve on a board for publicity; you may serve on a board that is more covenant as far as all the folks that try to get on them; you may serve on a board that observes or tries to say they are one of the most prestigious boards in Arkansas; but you can't serve on a board that is any more important to the future of our state than the boards that are represented here today.

Governor Beebe thanked the three boards for their dedication to the future of education in the state of Arkansas.

#### 4. KEN SMITH, PRESIDENT, JOBS FOR AMERICA'S GRADUATES

Mr. Walker introduced Mr. Ken Smith, President of Jobs for America's Graduates. Mr. Smith stated that he was here to add to the good news that the governor told about. He said in terms of success and being sensitive to the governor's time, he was going to skip little parts of this, but that he was here to present the most prestigious and most important award they give. They call it the Five of Five Award. He said they have five national categories for success. They have thirty states that are part of this organization; forty thousand high risk youths are enrolled, two thousand which are here in Arkansas. Arkansas is among the leaders, not only in the terms of success, but also innovation. You have, he said, for example, the only JAG program in the country in a school for the blind, and you just initiated a pilot program at the Rehabilitation Center in Hot Springs using the Arkansas JAG model.

Mr. Smith stated that they were so impressed with what is happening here that they are bringing their entire National Board of Directors to Arkansas next April to

come and see firsthand the successes that the governor has talked about and specifically the success of Arkansas JAG.

Mr. Smith thanked Governor Beebe, Mr. Walker, Dr. James, and others who have seen to it that they are now going to expand to 25 of our alternative learning environments as part of our strategies using alternative settings to help a group of very high-risk youths be more successful.

Mr. Smith wanted to announce on behalf of the Verizon Corporation, a long-standing supporter of JAG, that when they surveyed the country they decided to make a special investment here in Arkansas and they are committing \$250 thousand over the next two years to support the growth of the Jobs for Arkansas Graduates. This is a very big deal, he said, because Verizon is feeling the economy crunch that the governor talked about and they definitely have cut back on some of their contributions, but they have decided to invest in Arkansas because of the governor's leadership.

Mr. Smith then presented The Honorable Governor Beebe with the National Five of Five Award.

5. DR. GENE BOTTOMS, SENIOR VICE-PRESIDENT, SOUTHERN REGIONAL EDUCATION BOARD

Mr. Justus introduced Mr. John Davidson, deputy director of career and technical education to introduce the next speaker.

Mr. Davidson introduced Dr. Gene Bottoms, Senior Vice-President of the Southern Regional Education Board.

Dr. Bottoms stated that he was very pleased to have the opportunity to speak to the three boards. He said the job was trying to figure out how to graduate more folks from high school and graduate them so they are prepared for college. He then said we were going to look at six conditions that drive up preparation for college and careers.

Condition one: A rigorous academic core curriculum is the foundation for any career-focused program of study. The academic core is four years of college preparatory English, four years of math, algebra or higher, three lab sciences where you actually do lab. What you are doing is connecting the hand and the head together.

Condition two: High quality CT programs of study embed academic standards for reading, writing and mathematics into the curriculum and engage students in applying those academics to complete authentic assignments.

Condition three: High-quality CT programs of study emphasize 21<sup>st</sup> Century skills and intellectually demanding assignments. Those skills are critical thinking/problem-solving; oral and written communication skills; teamwork/collaboration; doing quality work timely and redoing it until it meets standards; and, using technology to complete assignments.

Condition four: Expect students to meet standards in all classrooms. Students were asked if the teachers were clear about quality of work expected. If the

teacher required them to redo the work until standards were met, they would be higher achievers.

Dr. Bottoms stated that in the state of Virginia, CT students have the opportunities to take an employer certification exam. CT students who take the exam have much higher expectations. Dr. Bottoms suggested that might be something we want to look for in this state. How these examinations might be used to provide optional assessments beyond mathematics, reading and writing, to improve graduation rates, to better prepare youths for further study and career, and to improve quality of CT instruction.

Condition five: Provide students the extra help they need to meet college- and career-readiness standards.

Dr. Bottoms asked if students are receiving the extra help they need to meet college- and career-readiness standards. Yes – when adults believe that, given the right environment, most students can master complex academic and technical skills. Yes – when schools do not differentiate programs of study as “heads-on” work for some and “hands-on” for others, and yes – when schools provide additional time and support.

Condition six: Connect students with an adult who serves as their mentor/advisor and sees that students set postsecondary goals, develop a plan to achieve those goals, and receive the assistance and support needed to succeed.

Dr. Bottoms asked how advisors or mentors could help students. He said they help students set tentative educational and career goals. They can help students choose a program of study based on interest and not on achievement. They can view initial student choices as exploratory and accommodate revised decisions and provide students the assistance and support to succeed.

Dr. Bottoms stated that in order to graduate more students that are prepared, we may have to redesign CT courses for academic credit. In order to do this you will need a policy to accept the substitute credit. You will need a double-block period to earn academic and CT credit and to accommodate project-based learning. Courses need to be taught by qualified teachers with credentials in the academic content area and do end-of-course exams to validate academic achievement.

Dr. Bottoms final point was that you have to continue to improve mathematic instruction; we have to look at how we can embed reading and literacy strategies into all high school courses and strengthen guidance and advisement given to students and parents.

Dr. Bottoms again thanked the three boards for the opportunity to speak with them about these issues facing our young people.

#### 6. DR. KEN JAMES, COMMISSIONER, DEPARTMENT OF EDUCATION

Mr. Walker introduced Dr. Ken James, Commissioner of the Department of Education, to come forward and discuss the issues facing education in Arkansas.

Dr. James stated that there are three major challenges we continue to look for in this process. (1) To create smooth transitions from Pre-K to elementary, middle grades to high school, and high school to college and careers. (2) Close achievement gaps in racial/ethnic group and gender, in urban/suburban location and in income. (3) Align education systems in curricula and assessments, in school and college data and in accountability to the public.

Dr. James also states that there are twelve goals:

1. First-grade readiness – are students ready for first grade
2. Early grades achievement – do all groups exceed national averages and gap close
3. Middle grades achievement – do all groups exceed national averages and gaps close
4. High school graduation – are all young adults earning a diploma – or , if not, are they passing the GED tests
5. College and career readiness – are high school graduates prepared for postsecondary education and a career
6. Adult literacy and job training – are adults without diplomas participating in literacy and job skills training and further education
7. Postsecondary certificates and degrees – does the percent of adults who have earned degrees or certificates exceed national averages
8. School performance standards – do schools have higher student performance, and do students meet state standards each year
9. School leadership – do schools have leaderships that improves student performance – beginning with effective principals
10. Qualified teachers – is every student taught by a qualified teacher
11. College and university accountability – are universities/colleges regularly assessed; is funding aimed at quality, efficiency, and needs
12. Education system that is accountable – does the state place high priority on an education system of schools, colleges and universities

Dr. James stated that concluded the information he had at this time.

#### 7. DR. JIM PURCELL, DIRECTOR, DEPARTMENT OF HIGHER EDUCATION

Dr. James asked that Dr. Jim Purcell, Director of the Department of Higher Education to come forward to present information pertaining to higher education.

Dr. Purcell stated that what we care about is the American dream. When you think about Arkansas as Davey Crockett says, "If I could rest anywhere, it would be in Arkansas, where the men are of the real half-horse – half-alligator breed such as grows nowhere else on the face of the universal earth."

Dr. Purcell stated that if the legislative taskforce on remediation, retention, and graduation is projected to reach the SREB average, Arkansas must increase the current production of bachelor's degree by 64% (7,098 more graduates per year).

Dr. Purcell stated that Arkansas is currently producing 11,186 bachelor degrees per year and at this rate of production, Arkansas will have 337,256 citizens with bachelor's degrees by 2015.

He also stated that they have developed a plan "Speed to Market and Close to Customer," which includes three things: (1) implement a series of initiatives that expedite the number of degrees produced and the speed at which degrees are produced; (2) enhance the production of degrees in high-demand programs that are needed for the modern Arkansas economy; and (3) encourage students to complete a degree and to work in Arkansas.

Dr. Purcell states that we are making progress with regard to growth in associate's and bachelor's degree areas. He asked "What will we get for it," – greater volunteer activity in our communities, blood donations will be better, better social systems, less likely to be convicted of a crime, unemployment rates will decline, more likely to wear a seatbelt when intoxicated, and income will go up per families.

He stated that possibly Arkansas's greatest generation is at the schoolhouse door waiting for the opportunity to propel Arkansas into the global economy.

Dr. Purcell thanked the three boards for their time and energy in helping make education a top priority in the state.

#### 8. CLOSING REMARKS AND ANNOUNCEMENTS

Mr. Justus expressed his appreciation to Dr. Gene Bottoms, Dr. Ken James, and Dr. Jim Purcell for their information presented today, it speaks to the very core of the concepts of the mission we all have when we talk about math, reading and literacy.

Mr. John Davidson introduced Mr. Randy Brinkley with the Department of Economic Development.

Mr. Brinkley presented information concerning a joint project called Educator's and Industry between the Department of Workforce Education and the Department of Economic Development.

Mr. Walker announced that lunch would be served at 11:30 a.m.

#### ADJOURNMENT

Mr. Justus adjourned the meeting at 12:00 p.m.

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William L. "Bill" Walker, Jr., Ex-Officio Secretary  
State Board of Workforce Education  
and Career Opportunities

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Jack Justus, Chairman  
State Board of Workforce Education  
and Career Opportunities

Agenda Item No. 2  
Higher Education Coordinating Board  
January 30, 2009

## **REPORT OF NOMINATING COMMITTEE**

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The Nominating Committee will make a recommendation on the slate of Board officers for 2009-10, and the Board will act upon the recommendation.

**APPROVAL OF REIMBURSEMENT OF EXPENSES FOR MEMBERS  
OF THE HIGHER EDUCATION COORDINATING BOARD AND  
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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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.

## **HIGHER EDUCATION PARTICIPATION IN ARKANSAS EARLY COLLEGE HIGH SCHOOL (AECHS) AP/CONCURRENT COURSE DELIVERY**

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

After receiving many complaints, ADHE requested that the Arkansas Division of Legislative Audit investigate the program. The Division of Legislative Audit's report clearly outlines issues associated with the AECHS approach. Major concerns outlined in that report are as follows:

- Eight (8) of fifteen (15) institutions of higher education did not have formal documentation of instructor approval (p. 3).
- Grade changes and inconsistent grading methods without explanation and support raise questions about the legitimacy of students' grades (pp. 5-6).
- Inconsistencies in the way the issues of academic dishonesty and plagiarism were addressed (pp. 6-7).
- Five (5) of nine (9) instructors reviewed had exceptions relating to class size limits (p. 8).

Based on their detailed findings, legislative auditors concluded the following:

1. Instructor Qualifications: Overall, instructor qualification reviews were not adequately documented. Instructors not having the appropriate licensure and proper approval put the students and the participating high schools and colleges at risk of not receiving appropriate credit for a course or meeting accreditation standards.
2. AECHS Program Operations: The review of the AECHS program identified areas of operations that could be improved. It was noted that student and school district memoranda of understanding (MOUs) and the course syllabi did not always agree with regard to academic dishonesty or plagiarism. Further, teacher turnover was high which created additional problems in areas such as instructor approval and instructor credentialing.
3. Grades: The review identified grading irregularities that could not be adequately explained; however, auditors could not determine the extent of the problem due to lack of controls over progress reports and computerized grade books. Further, auditors' interviews with current and former instructors did indicate a pattern of perceived pressure with expectations of students not to have grades lower than a "B".

4. Other Complaints: Additional complaints were made related both to the AECHS program and general Southeast Arkansas Education Service Cooperative operations. Some of the complaints could not be substantiated with available information, others had already been addressed by the Cooperative's management, and others were confirmed.

#### ADHE Staff Conclusions

The pedagogical appropriateness of offering college credit courses and high school AP courses simultaneously for multiple campuses via distance education has been a concern of ADHE and some affected campuses since the inception of the pilot program. Based on AECHS's standard course delivery design, one teacher instructs both AP and a related college course using syllabi from several universities/colleges to high school students attending numerous high schools. Because AECHS has students seeking college credit from multiple universities/colleges in one distance learning course, the ability of higher education institutions to oversee instructional content is greatly diminished. In addition, university/college supervision of concurrent/AP faculty is not direct; therefore, the ability to monitor instructional and curricular quality is difficult. From an accreditation perspective, college/universities are obligated to have oversight for all instruction.

In the AECHS model, the high school determines which postsecondary institution will provide college credit to its students. The universities/colleges provide their syllabi to AECHS, and the AECHS instructor is expected to teach both the AP content and the content of all the represented institutions' syllabi simultaneously. Such a structure sets up a system fraught with inconsistencies, confused lines of oversight, and lax pedagogical protocol.

ADHE maintains its position that the best way to assure quality college-level instruction to high school students is to adhere to following guidelines:

1. The university/college administration must exercise direct oversight of all aspects of the course.
2. Each course should be taught using one institution's syllabus.
3. Textbooks, tests and writing assignments must be the same as those used in college courses taught on the campus with limited exceptions.
4. Grading must be based on the same standards as those on campus.
5. University/college administrators must participate in the faculty selection, orientation, and evaluation process.

Adhering to these guidelines will provide for greater locus of control for course rigor and course/degree credibility.

#### ADHE Executive Staff Recommendations

Based on Division of Legislative Audit findings and the auditors' recommendations for further ADHE review of AECHS course rigor, the following is recommended to the Coordinating Board:

- Arkansas colleges and universities will not participate with AECHS in the delivery of blended AP/concurrent courses for college credit via AECHS after May 30, 2009.
- Arkansas colleges and universities will not participate with AECHS in the offering of single courses for multiple higher education institutions, i.e., College Algebra for two or more institutions, after May 30, 2009.
- ADHE staff will review, in cooperation with ADE, other blended AP/concurrent offerings throughout the state to determine if these programs are pedagogically appropriate and in keeping with the aforementioned ADHE guidelines.
- The pilot report deadline will be extended from its initial due date of May 2009 to May 2011 which will provide for the continuation of the statewide blended AP/concurrent course pilot program for a minimum of two years.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions:

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

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

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

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

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

## ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

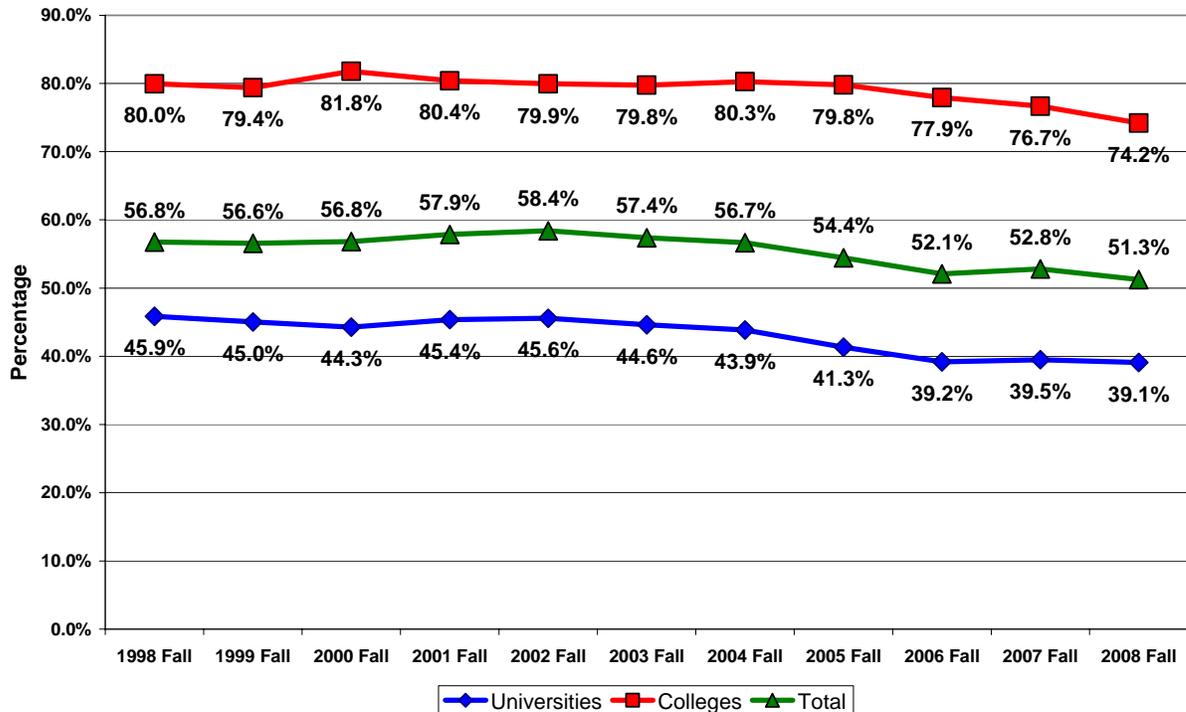
Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Tables 5-A and 5-B offer a general overview of remediation in Arkansas public higher education, while Tables 5-C, 5-D, and 5-E provide institutional detail by discipline for fall terms 2006 through 2008. In all tables, 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 2008, Arkansas's public institutions enrolled 23,040 first-time students. Of this total, 2,572 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

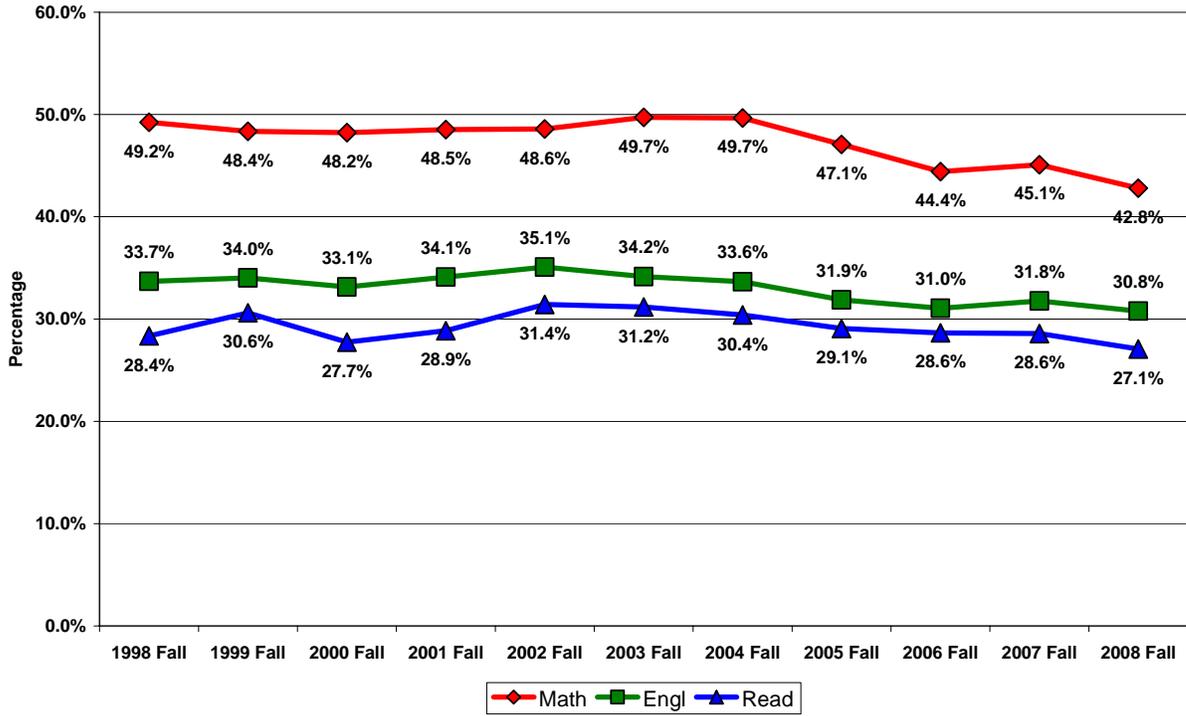
- Of the 20,468 students who were tested, 10,490 students (51.3 percent) were assigned to one or more remedial courses, while the balance of 9,978 students (48.7 percent) were placed in college-level coursework (Table 5-A). This represents a decrease in the remediation rate of 1.5 percentage points from fall 2007. Remediation rates have been steadily declining over the past ten years.

### Percentage Assigned to Remediation in at Least One Subject

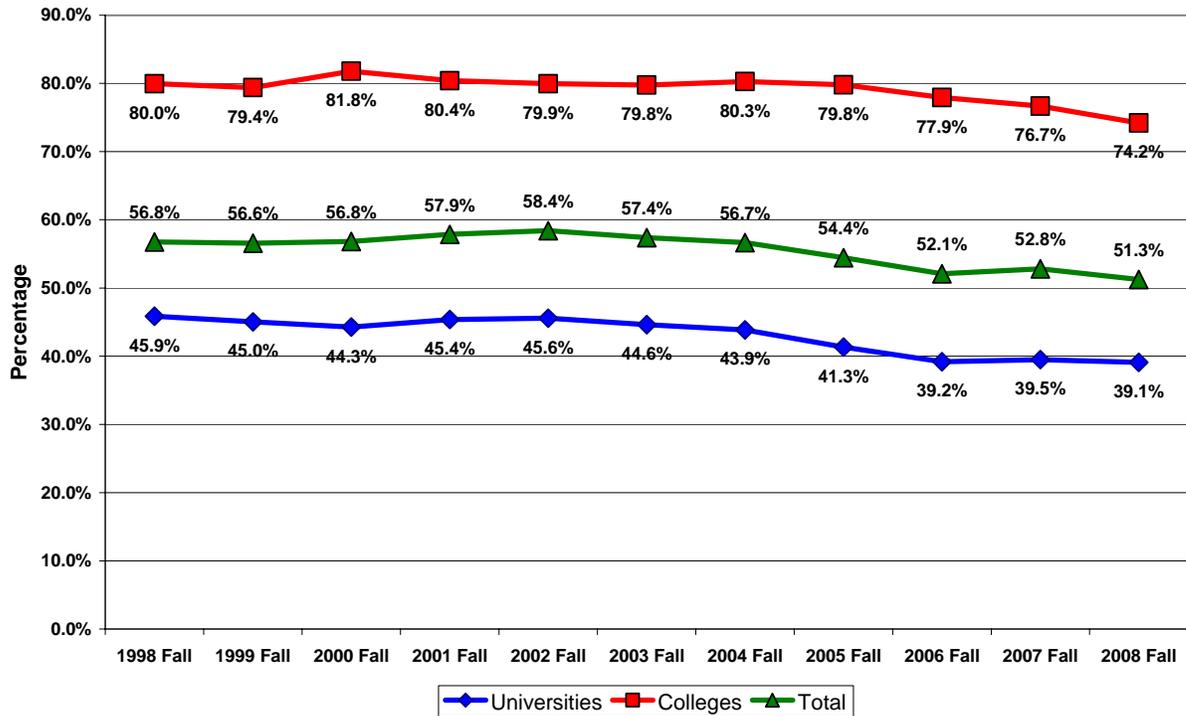


- Of the 10,490 students assigned to remediation, 5,233 (49.9 percent) were in the four-year sector and 5,257 (50.1 percent) were in the two-year sector.
- 4,071 of the students assigned to remediation (38.8 percent) were placed at the developmental level in only one subject area (i.e., mathematics, English, or reading). Of those assigned to only one subject, the highest percentage (75.8 percent) was in mathematics, followed by reading (12.3 percent) and English (11.9 percent). 6,419 of the total students remediated (61.2 percent) were placed at the developmental level in two or more subject areas.
- Among four-year institutions, of students assigned to remediation, 58.0 percent were assigned to remediation in two or more subjects and 42.0 percent were assigned to only one subject (Table 5-A). Among two-year institutions, 64.3 percent were assigned to remediation in two or more subjects and 35.7 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 5-B).
- Over the last five years, the number of students assigned to remedial coursework has declined 3.5 percent at four-year institutions, 5.2 percent at two-year institutions, and 4.3 percent at all public institutions (Table 5-B). Remediation counts have decreased for students that are Non-Resident Alien/Unknown, Hispanic, Asian/Pacific Islander, and Black, while remediation counts for Native American and White students have increased. Remedial counts for students of all age groups have increased except for those less than 18 years of age and age 18 - 44.
- From last year, the remediation rate for all subjects has decreased: for mathematics (Table 5-C) the decrease was 2.3 percentage points; for English (Table 5-D) the decrease was 1.0 percentage points; and for reading (Table 5-E) the decrease was 1.5 percentage points. Remediation rates for all subject areas declined over the three-year period from Fall 2006 to Fall 2008, and the rates have declined overall during the last ten years, as shown in the following charts.

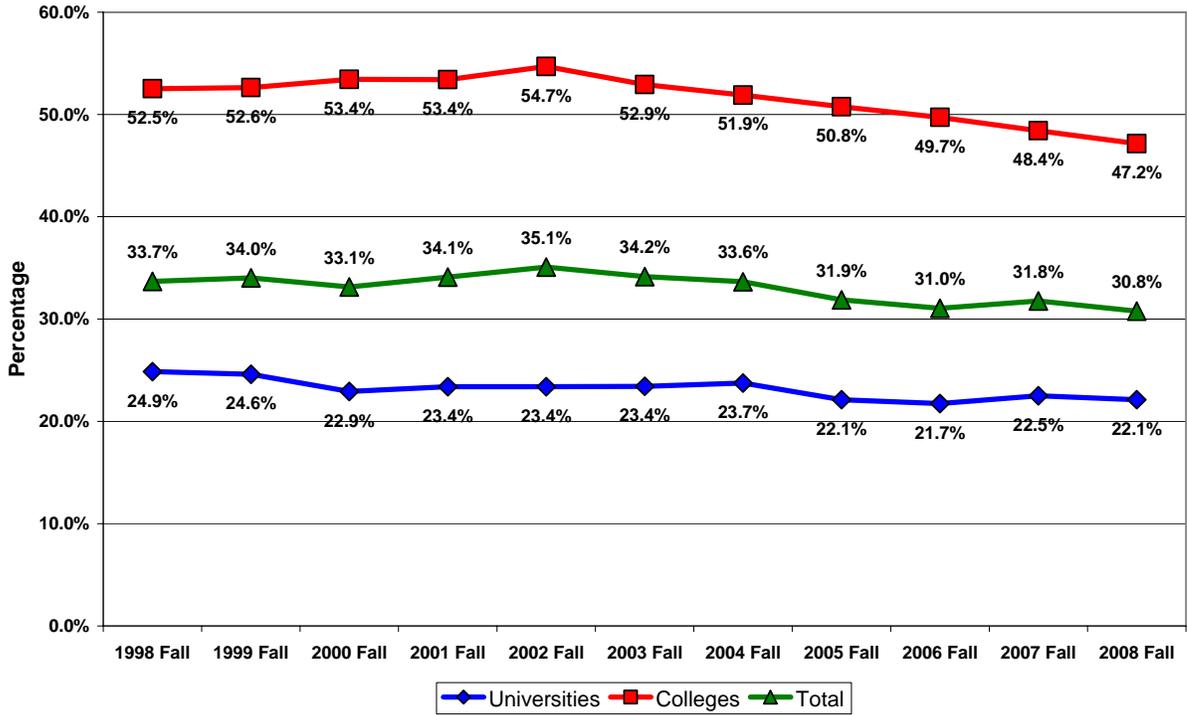
### Percentage in Remediation by Subject Area



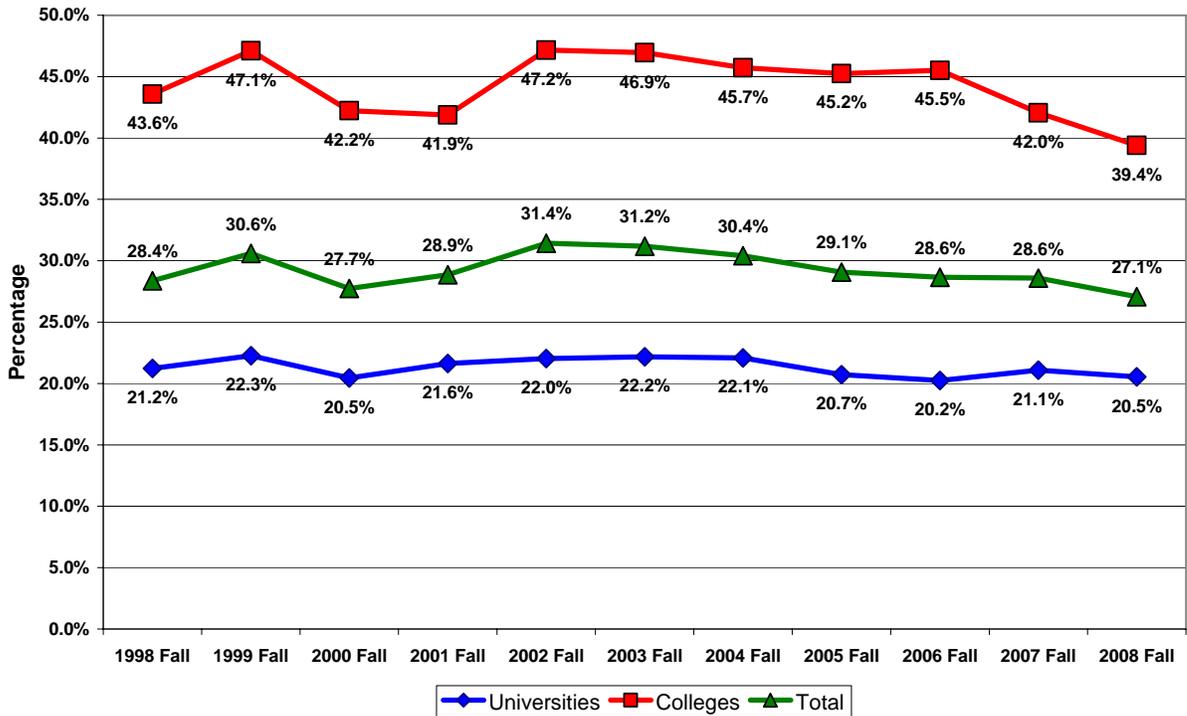
### Percentage in Remedial Mathematics



### Percentage in Remedial English



### Percentage in Remedial Reading



**Table 5-A: FIRST-TIME ENTERING FRESHMEN AND THOSE ASSIGNED TO REMEDIATION  
IN ARKANSAS PUBLIC UNIVERSITIES AND COLLEGES, FALL OF 2008**

Institution	1st Time Entering Students	Students Tested	Any Subject		One Subject Only			Two Subjects or More		
			Remed	% Remed	Remed	% Tested Students	% of Remed Students	Remed	% Tested Students	% of Remed Students
ASUJ	1,902	1,900	907	47.7%	350	18.4%	38.6%	557	29.3%	61.4%
ATU	1,543	1,474	593	40.2%	251	17.0%	42.3%	342	23.2%	57.7%
HSU	732	732	262	35.8%	108	14.8%	41.2%	154	21.0%	58.8%
SAUM	629	629	316	50.2%	88	14.0%	27.8%	228	36.2%	72.2%
UAF	3,011	3,011	340	11.3%	254	8.4%	74.7%	86	2.9%	25.3%
UAFS	1,281	1,264	544	43.0%	298	23.6%	54.8%	246	19.5%	45.2%
UALR	676	676	340	50.3%	147	21.7%	43.2%	193	28.6%	56.8%
UAM	722	607	387	63.8%	105	17.3%	27.1%	282	46.5%	72.9%
UAPB	980	980	912	93.1%	120	12.2%	13.2%	792	80.8%	86.8%
UCA	2,111	2,110	632	30.0%	475	22.5%	75.2%	157	7.4%	24.8%
<b>Four-Year Totals</b>	<b>13,587</b>	<b>13,383</b>	<b>5,233</b>	<b>39.1%</b>	<b>2,196</b>	<b>16.4%</b>	<b>42.0%</b>	<b>3,037</b>	<b>22.7%</b>	<b>58.0%</b>
<b>Two-Year</b>										
ANC	328	260	201	77.3%	63	24.2%	31.3%	138	53.1%	68.7%
ASUB	932	781	466	59.7%	228	29.2%	48.9%	238	30.5%	51.1%
ASUMH	319	215	138	64.2%	68	31.6%	49.3%	70	32.6%	50.7%
ASUN	322	171	148	86.5%	27	15.8%	18.2%	121	70.8%	81.8%
BRTC	420	262	197	75.2%	57	21.8%	28.9%	140	53.4%	71.1%
CCCUA	187	136	101	74.3%	35	25.7%	34.7%	66	48.5%	65.3%
EACC	297	214	182	85.0%	35	16.4%	19.2%	147	68.7%	80.8%
MSCC	323	301	253	84.1%	64	21.3%	25.3%	189	62.8%	74.7%
NAC	515	348	204	58.6%	84	24.1%	41.2%	120	34.5%	58.8%
NPCC	460	284	221	77.8%	77	27.1%	34.8%	144	50.7%	65.2%
NWACC	1,340	1,146	828	72.3%	345	30.1%	41.7%	483	42.1%	58.3%
OTC	248	177	124	70.1%	54	30.5%	43.5%	70	39.5%	56.5%
OZC	223	135	84	62.2%	31	23.0%	36.9%	53	39.3%	63.1%
PCCUA	240	142	123	86.6%	36	25.4%	29.3%	87	61.3%	70.7%
PTC	1,216	1,054	890	84.4%	253	24.0%	28.4%	637	60.4%	71.6%
RMCC	152	134	86	64.2%	38	28.4%	44.2%	48	35.8%	55.8%
SACC	249	160	135	84.4%	42	26.3%	31.1%	93	58.1%	68.9%
SAUT	243	183	158	86.3%	45	24.6%	28.5%	113	61.7%	71.5%
SEAC	329	147	104	70.7%	62	42.2%	59.6%	42	28.6%	40.4%
UACCB	259	183	130	71.0%	44	24.0%	33.8%	86	47.0%	66.2%
UACCH	282	118	108	91.5%	32	27.1%	29.6%	76	64.4%	70.4%
UACCM	569	534	376	70.4%	155	29.0%	41.2%	221	41.4%	58.8%
<b>Two-Year Totals</b>	<b>9,453</b>	<b>7,085</b>	<b>5,257</b>	<b>74.2%</b>	<b>1,875</b>	<b>26.5%</b>	<b>35.7%</b>	<b>3,382</b>	<b>47.7%</b>	<b>64.3%</b>
<b>Arkansas Public</b>	<b>23,040</b>	<b>20,468</b>	<b>10,490</b>	<b>51.3%</b>	<b>4,071</b>	<b>19.9%</b>	<b>38.8%</b>	<b>6,419</b>	<b>31.4%</b>	<b>61.2%</b>

Date Prepared: 1/15/2009

# 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.

**Table 5-B: Profile of Students Assigned to Remedial Coursework  
in Arkansas Public Higher Education**

INSTITUTION TYPE	2004		2005		2006		2007		2008		2004-2008	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>ETHNICITY / RACE</b>												
<b>Four Year</b>												
White (Non-Hispanic origin)	2,455	47%	2,388	46%	2,424	49%	2,653	53%	2,861	55%	406	16.5%
Black (Non-Hispanic origin)	2,107	40%	2,149	41%	1,999	41%	2,062	41%	2,005	38%	-102	-4.8%
Hispanic	145	3%	144	3%	123	2%	125	2%	111	2%	-34	-23.4%
Asian or Pacific Islander	90	2%	70	1%	65	1%	76	2%	77	1%	-13	-14.4%
American Indian or Alaska Native	57	1%	59	1%	70	1%	72	1%	66	1%	9	15.8%
Non-resident or Unknown	379	7%	191	4%	248	5%	212	4%	158	3%	-221	-58.3%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
White (Non-Hispanic origin)	3,494	67%	3,671	71%	3,344	68%	3,652	68%	3,764	72%	270	7.7%
Black (Non-Hispanic origin)	1,325	25%	1,303	25%	1,180	24%	1,192	22%	1,142	22%	-183	-13.8%
Hispanic	269	5%	244	5%	197	4%	176	3%	176	3%	-93	-34.6%
Asian or Pacific Islander	76	1%	88	2%	60	1%	61	1%	58	1%	-18	-23.7%
American Indian or Alaska Native	47	1%	48	1%	50	1%	61	1%	62	1%	15	31.9%
Non-resident or Unknown	46	1%	56	1%	52	1%	50	1%	44	1%	-2	-4.3%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
White (Non-Hispanic origin)	5,949	57%	6,059	58%	5,768	59%	6,305	61%	6,625	63%	676	11.4%
Black (Non-Hispanic origin)	3,432	33%	3,452	33%	3,179	32%	3,254	31%	3,147	30%	-285	-8.3%
Hispanic	414	4%	388	4%	320	3%	301	3%	287	3%	-127	-30.7%
Asian or Pacific Islander	166	2%	158	2%	125	1%	137	1%	135	1%	-31	-18.7%
American Indian or Alaska Native	104	2%	107	2%	120	2%	133	3%	128	2%	24	23.1%
Non-resident or Unknown	425	4%	247	2%	300	3%	262	3%	202	2%	-223	-52.5%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>
<b>GENDER</b>												
<b>Four Year</b>												
Female	2,787	53%	2,770	53%	2,621	53%	2,814	56%	2,934	56%	147	5.3%
Male	2,446	46%	2,231	43%	2,308	47%	2,386	48%	2,344	45%	-102	-4.2%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Female	3,182	61%	3,330	64%	2,967	61%	3,196	59%	3,200	61%	18	0.6%
Male	2,075	40%	2,080	40%	1,916	39%	1,996	37%	2,046	39%	-29	-1.4%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Female	5,969	57%	6,100	59%	5,588	57%	6,010	58%	6,134	58%	165	2.8%
Male	4,521	43%	4,311	41%	4,224	43%	4,382	42%	4,390	42%	-131	-2.9%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>
<b>AGE</b>												
<b>Four Year</b>												
< 18 yrs.	877	17%	827	16%	855	17%	890	18%	908	17%	31	3.5%
18 - 24 yrs.	4,047	77%	3,877	75%	3,805	77%	3,982	80%	4,010	77%	-37	-0.9%
25 - 34 yrs.	204	4%	202	4%	194	4%	234	5%	247	5%	43	21.1%
35 - 44 yrs.	72	1%	74	1%	58	1%	68	1%	88	2%	16	22.2%
>44 yrs.	33	1%	21	0%	16	0%	26	1%	25	0%	-8	-24.2%
Unknown	0	0%	0	0%	1	0%	0	0%	0	0%	0	
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Unknown	0	0%	0	0%	3	0%	1	0%	1	0%	1	0.0%
< 18 yrs.	680	13%	639	12%	637	13%	695	13%	623	12%	-57	-8.4%
18 - 24 yrs.	3,437	66%	3,510	68%	3,210	66%	3,304	61%	3,379	64%	-58	-1.7%
25 - 34 yrs.	679	13%	700	13%	614	13%	789	15%	739	14%	60	8.8%
35 - 44 yrs.	324	6%	371	7%	307	6%	286	5%	344	7%	20	6.2%
>44 yrs.	137	3%	190	4%	112	2%	117	2%	160	3%	23	16.8%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Unknown	0	0%	0	0%	4	0%	1	0%	1	0%	1	0.0%
< 18 yrs.	1,557	15%	1,466	14%	1,492	15%	1,585	15%	1,531	15%	-26	-1.7%
18 - 24 yrs.	7,484	71%	7,387	71%	7,015	71%	7,286	70%	7,389	70%	-95	-1.3%
25 - 34 yrs.	883	8%	902	9%	808	8%	1,023	10%	986	9%	103	11.7%
35 - 44 yrs.	396	4%	445	4%	365	4%	354	3%	432	4%	36	9.1%
>44 yrs.	170	2%	211	2%	128	1%	143	1%	185	2%	15	8.8%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>

**Table 5-B: Profile of Students Assigned to Remedial Coursework  
in Arkansas Public Higher Education**

INSTITUTION TYPE	2004		2005		2006		2007		2008		2004-2008	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>ATTENDANCE STATUS</b>												
<b>Four Year</b>												
Full-Time	4,606	87%	4,528	87%	4,355	88%	4,524	90%	4,611	88%	5	0.1%
Part-Time	627	12%	473	9%	574	12%	676	14%	667	13%	40	6.4%
<b>Subtotal</b>	<b>5,278</b>	<b>100%</b>	<b>5,200</b>	<b>100%</b>	<b>4,929</b>	<b>100%</b>	<b>5,001</b>	<b>100%</b>	<b>5,233</b>	<b>100%</b>	<b>-45</b>	<b>-0.9%</b>
<b>Two Year</b>												
Full-Time	3,892	74%	4,054	78%	3,608	74%	3,937	73%	3,886	74%	-6	-0.2%
Part-Time	1,365	26%	1,356	26%	1,275	26%	1,255	23%	1,360	26%	-5	-0.4%
<b>Subtotal</b>	<b>5,246</b>	<b>100%</b>	<b>5,192</b>	<b>100%</b>	<b>4,883</b>	<b>100%</b>	<b>5,410</b>	<b>100%</b>	<b>5,257</b>	<b>100%</b>	<b>11</b>	<b>0.2%</b>
<b>Total Public Institutions</b>												
Full-Time	8,498	81%	8,582	83%	7,963	81%	8,461	81%	8,497	81%	-1	0.0%
Part-Time	1,992	19%	1,829	18%	1,849	19%	1,931	19%	2,027	19%	35	1.8%
<b>Total</b>	<b>10,524</b>	<b>100%</b>	<b>10,392</b>	<b>100%</b>	<b>9,812</b>	<b>100%</b>	<b>10,411</b>	<b>100%</b>	<b>10,490</b>	<b>100%</b>	<b>-34</b>	<b>-0.3%</b>

Date Prepared: 1/15/2009

**Table 5-C: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN MATHEMATICS 2006 - 2008**

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	680	39.4%	1,733	1,733	671	38.7%	1,902	1,900	730	38.4%
ATU	1,534	1,441	470	32.6%	1,627	1,543	529	34.3%	1,543	1,474	460	31.2%
HSU	606	606	151	24.9%	803	803	247	30.8%	732	732	187	25.5%
SAUM	590	590	263	44.6%	537	537	227	42.3%	629	629	246	39.1%
UAF	2,784	2,784	249	8.9%	2,899	2,899	205	7.1%	3,011	3,011	211	7.0%
UAFS	1,199	1,180	458	38.8%	1,161	1,138	433	38.0%	1,281	1,264	474	37.5%
UALR	663	663	345	52.0%	862	862	372	43.2%	676	676	264	39.1%
UAM	694	586	329	56.1%	679	533	299	56.1%	722	607	328	54.0%
UAPB	723	723	594	82.2%	819	819	695	84.9%	980	980	834	85.1%
UCA	2,371	2,275	573	25.2%	1,793	1,793	502	28.0%	2,111	2,110	554	26.3%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>4,112</b>	<b>32.7%</b>	<b>12,913</b>	<b>12,660</b>	<b>4,180</b>	<b>33.0%</b>	<b>13,587</b>	<b>13,383</b>	<b>4,288</b>	<b>32.0%</b>
<b>TWO YEAR</b>												
ANC	320	270	227	84.1%	363	298	243	81.5%	328	260	175	67.3%
ASUB	947	729	439	60.2%	955	775	438	56.5%	932	781	376	48.1%
ASUMH	216	181	98	54.1%	252	175	90	51.4%	319	215	112	52.1%
ASUN	239	137	81	59.1%	242	153	110	71.9%	322	171	141	82.5%
BRTC	488	275	155	56.4%	566	319	168	52.7%	420	262	144	55.0%
CCCUA	158	90	67	74.4%	204	152	117	77.0%	187	136	69	50.7%
EACC	277	270	201	74.4%	278	256	180	70.3%	297	214	155	72.4%
MSCC	264	234	181	77.4%	289	280	197	70.4%	323	301	228	75.7%
NAC	447	284	126	44.4%	480	322	140	43.5%	515	348	161	46.3%
NPCC	341	273	227	83.2%	388	304	244	80.3%	460	284	197	69.4%
NWACC	1,051	901	567	62.9%	1,299	1,116	665	59.6%	1,340	1,146	678	59.2%
OTC	212	155	108	69.7%	230	131	93	71.0%	248	177	112	63.3%
OZC	186	161	92	57.1%	240	228	106	46.5%	223	135	66	48.9%
PCCUA	225	80	53	66.3%	203	75	54	72.0%	240	142	100	70.4%
PTC	1,202	1,018	829	81.4%	1,285	1,034	871	84.2%	1,216	1,054	850	80.6%
RMCC	159	133	72	54.1%	137	112	56	50.0%	152	134	68	50.7%
SACC	162	99	83	83.8%	189	137	108	78.8%	249	160	120	75.0%
SAUT	185	105	85	81.0%	216	160	119	74.4%	243	183	133	72.7%
SEAC	412	179	132	73.7%	357	166	132	79.5%	329	147	84	57.1%
UACCB	250	177	117	66.1%	314	216	153	70.8%	259	183	116	63.4%
UACCH	255	122	70	57.4%	394	195	127	65.1%	282	118	75	63.6%
UACCM	501	394	247	62.7%	554	453	298	65.8%	569	534	309	57.9%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>4,257</b>	<b>67.9%</b>	<b>9,435</b>	<b>7,057</b>	<b>4,709</b>	<b>66.7%</b>	<b>9,453</b>	<b>7,085</b>	<b>4,469</b>	<b>63.1%</b>
<b>Total Math Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>8,369</b>	<b>44.4%</b>	<b>22,348</b>	<b>19,717</b>	<b>8,889</b>	<b>45.1%</b>	<b>23,040</b>	<b>20,468</b>	<b>8,757</b>	<b>42.8%</b>

Date Prepared: 1/15/2009

# 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.

**Table 5-D: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN ENGLISH 2006 - 2008**

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	483	28.0%	1,733	1,733	488	28.2%	1,902	1,900	542	28.5%
ATU	1,534	1,441	378	26.2%	1,627	1,543	400	25.9%	1,543	1,474	354	24.0%
HSU	606	606	92	15.2%	803	803	190	23.7%	732	732	155	21.2%
SAUM	590	590	211	35.8%	537	537	220	41.0%	629	629	235	37.4%
UAF	2,784	2,784	161	5.8%	2,899	2,899	107	3.7%	3,011	3,011	133	4.4%
UAFS	1,199	1,180	231	19.6%	1,161	1,138	212	18.6%	1,281	1,264	226	17.9%
UALR	663	663	275	41.5%	862	862	291	33.8%	676	676	188	27.8%
UAM	694	586	265	45.2%	679	533	248	46.5%	722	607	271	44.6%
UAPB	723	723	507	70.1%	819	819	618	75.5%	980	980	739	75.4%
UCA	2,371	2,275	131	5.8%	1,793	1,793	74	4.1%	2,111	2,110	117	5.5%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>2,734</b>	<b>21.7%</b>	<b>12,913</b>	<b>12,660</b>	<b>2,848</b>	<b>22.5%</b>	<b>13,587</b>	<b>13,383</b>	<b>2,960</b>	<b>22.1%</b>
<b>TWO YEAR</b>												
ANC	320	270	166	61.5%	363	298	164	55.0%	328	260	126	48.5%
ASUB	947	729	290	39.8%	955	775	297	38.3%	932	781	251	32.1%
ASUMH	216	181	64	35.4%	252	175	61	34.9%	319	215	70	32.6%
ASUN	239	137	76	55.5%	242	153	89	58.2%	322	171	114	66.7%
BRTC	488	275	161	58.5%	566	319	169	53.0%	420	262	144	55.0%
CCCUA	158	90	55	61.1%	204	152	92	60.5%	187	136	74	54.4%
EACC	277	270	179	66.3%	278	256	156	60.9%	297	214	142	66.4%
MSCC	264	234	133	56.8%	289	280	169	60.4%	323	301	183	60.8%
NAC	447	284	99	34.9%	480	322	137	42.5%	515	348	134	38.5%
NPCC	341	273	121	44.3%	388	304	149	49.0%	460	284	145	51.1%
NWACC	1,051	901	401	44.5%	1,299	1,116	428	38.4%	1,340	1,146	490	42.8%
OTC	212	155	57	36.8%	230	131	51	38.9%	248	177	74	41.8%
OZC	186	161	101	62.7%	240	228	109	47.8%	223	135	65	48.1%
PCCUA	225	80	43	53.8%	203	75	50	66.7%	240	142	80	56.3%
PTC	1,202	1,018	574	56.4%	1,285	1,034	561	54.3%	1,216	1,054	575	54.6%
RMCC	159	133	52	39.1%	137	112	45	40.2%	152	134	45	33.6%
SACC	162	99	48	48.5%	189	137	88	64.2%	249	160	88	55.0%
SAUT	185	105	62	59.0%	216	160	94	58.8%	243	183	112	61.2%
SEAC	412	179	97	54.2%	357	166	108	65.1%	329	147	51	34.7%
UACCB	250	177	95	53.7%	314	216	109	50.5%	259	183	81	44.3%
UACCH	255	122	69	56.6%	394	195	82	42.1%	282	118	72	61.0%
UACCM	501	394	173	43.9%	554	453	208	45.9%	569	534	225	42.1%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>3,116</b>	<b>49.7%</b>	<b>9,435</b>	<b>7,057</b>	<b>3,416</b>	<b>48.4%</b>	<b>9,453</b>	<b>7,085</b>	<b>3,341</b>	<b>47.2%</b>
<b>Total English Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>5,850</b>	<b>31.0%</b>	<b>22,348</b>	<b>19,717</b>	<b>6,264</b>	<b>31.8%</b>	<b>23,040</b>	<b>20,468</b>	<b>6,301</b>	<b>30.8%</b>

Date Prepared: 1/15/2009

# 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.

**Table 5-E: FIRST-TIME FRESHMEN ASSIGNED TO REMEDIATION IN READING 2006 - 2008**

INSTITUTION	Fall 2006				Fall 2007				Fall 2008			
	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed	1st Time	Tested	Remed	% Remed
<b>FOUR YEAR</b>												
ASUJ	1,727	1,727	436	25.2%	1,733	1,733	441	25.4%	1,902	1,900	506	26.6%
ATU	1,534	1,441	243	16.9%	1,627	1,543	344	22.3%	1,543	1,474	262	17.8%
HSU	606	606	94	15.5%	803	803	166	20.7%	732	732	132	18.0%
SAUM	590	590	201	34.1%	537	537	201	37.4%	629	629	205	32.6%
UAF	2,784	2,784	165	5.9%	2,899	2,899	108	3.7%	3,011	3,011	116	3.9%
UAFS	1,199	1,180	210	17.8%	1,161	1,138	180	15.8%	1,281	1,264	181	14.3%
UALR	663	663	246	37.1%	862	862	272	31.6%	676	676	178	26.3%
UAM	694	586	244	41.6%	679	533	230	43.2%	722	607	269	44.3%
UAPB	723	723	506	70.0%	819	819	603	73.6%	980	980	722	73.7%
UCA	2,371	2,275	200	8.8%	1,793	1,793	125	7.0%	2,111	2,110	179	8.5%
<b>FOUR YEAR TOTAL</b>	<b>12,891</b>	<b>12,575</b>	<b>2,545</b>	<b>20.2%</b>	<b>12,913</b>	<b>12,660</b>	<b>2,670</b>	<b>21.1%</b>	<b>13,587</b>	<b>13,383</b>	<b>2,750</b>	<b>20.5%</b>
<b>TWO YEAR</b>												
ANC	320	270	156	57.8%	363	298	156	52.3%	328	260	131	50.4%
ASUB	947	729	268	36.8%	955	775	241	31.1%	932	781	209	26.8%
ASUMH	216	181	63	34.8%	252	175	46	26.3%	319	215	57	26.5%
ASUN	239	137	63	46.0%	242	153	69	45.1%	322	171	111	64.9%
BRTC	488	275	122	44.4%	566	319	137	42.9%	420	262	130	49.6%
CCCUA	158	90	53	58.9%	204	152	83	54.6%	187	136	62	45.6%
EACC	277	270	154	57.0%	278	256	150	58.6%	297	214	131	61.2%
MSCC	264	234	129	55.1%	289	280	152	54.3%	323	301	163	54.2%
NAC	447	284	84	29.6%	480	322	110	34.2%	515	348	94	27.0%
NPCC	341	273	186	68.1%	388	304	116	38.2%	460	284	100	35.2%
NWACC	1,051	901	352	39.1%	1,299	1,116	344	30.8%	1,340	1,146	379	33.1%
OTC	212	155	55	35.5%	230	131	37	28.2%	248	177	49	27.7%
OZC	186	161	62	38.5%	240	228	78	34.2%	223	135	15	11.1%
PCCUA	225	80	48	60.0%	203	75	48	64.0%	240	142	88	62.0%
PTC	1,202	1,018	529	52.0%	1,285	1,034	554	53.6%	1,216	1,054	519	49.2%
RMCC	159	133	53	39.8%	137	112	37	33.0%	152	134	43	32.1%
SACC	162	99	38	38.4%	189	137	85	62.0%	249	160	77	48.1%
SAUT	185	105	62	59.0%	216	160	92	57.5%	243	183	97	53.0%
SEAC	412	179	84	46.9%	357	166	74	44.6%	329	147	20	13.6%
UACCB	250	177	69	39.0%	314	216	90	41.7%	259	183	60	32.8%
UACCH	255	122	65	53.3%	394	195	85	43.6%	282	118	72	61.0%
UACCM	501	394	157	39.8%	554	453	183	40.4%	569	534	184	34.5%
<b>TWO YEAR TOTAL</b>	<b>8,497</b>	<b>6,267</b>	<b>2,852</b>	<b>45.5%</b>	<b>9,435</b>	<b>7,057</b>	<b>2,967</b>	<b>42.0%</b>	<b>9,453</b>	<b>7,085</b>	<b>2,791</b>	<b>39.4%</b>
<b>Total Reading Remediated</b>	<b>21,388</b>	<b>18,842</b>	<b>5,397</b>	<b>28.6%</b>	<b>22,348</b>	<b>19,717</b>	<b>5,637</b>	<b>28.6%</b>	<b>23,040</b>	<b>20,468</b>	<b>5,541</b>	<b>27.1%</b>

Date Prepared: 1/15/2009

# 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.

## ANNUAL ENROLLMENT REPORT

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### Fall semester On-schedule Headcount Enrollment Summary, see Table 6-A

#### **One-year comparisons:**

The **total**, on-schedule enrollment for fall 2008 in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities) was **155,353 students**; representing a 1-year increase of 3.6 percent.

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

#### **Five-year comparisons:**

Comparing current data to data for fall 2004, on-campus enrollments were up by 13,841 students (+10.9 percent). Public institutions accounted for 90 percent of the on-campus total. In 2004, the universities enrolled 57 percent of the total students enrolled in public higher education; in 2008, the universities enrolled 55 percent.

The following summarizes more specific changes by sector:

- **Public Universities:**

- **One-year comparisons:**

- Total enrollments at public universities increased by 1,837 students from the previous year (+2.2 percent).
- On-campus enrollments at public universities increased by 575 students from the previous year (+0.8 percent)
- Six of the eleven public universities reported 1-year increases in on-campus enrollments, led by the University of Arkansas at Pine Bluff (+10.1 percent), the University of Arkansas for Medical Sciences (+4.5 percent) and the University of Arkansas at Fayetteville (+3.4 percent).

- **Five-year comparisons:**

- Total enrollments at public universities increased by 8,323 students from the fall 2004 semester (+10.7 percent).
- On-campus enrollments at the public universities increased by 3,697 students (+5.1 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 Arkansas for Medical Sciences (+19.1 percent), Arkansas Tech University (+13.3 percent), and the University of Central Arkansas (+10.4 percent).

- **Public Colleges:**

- **One-year comparisons:**

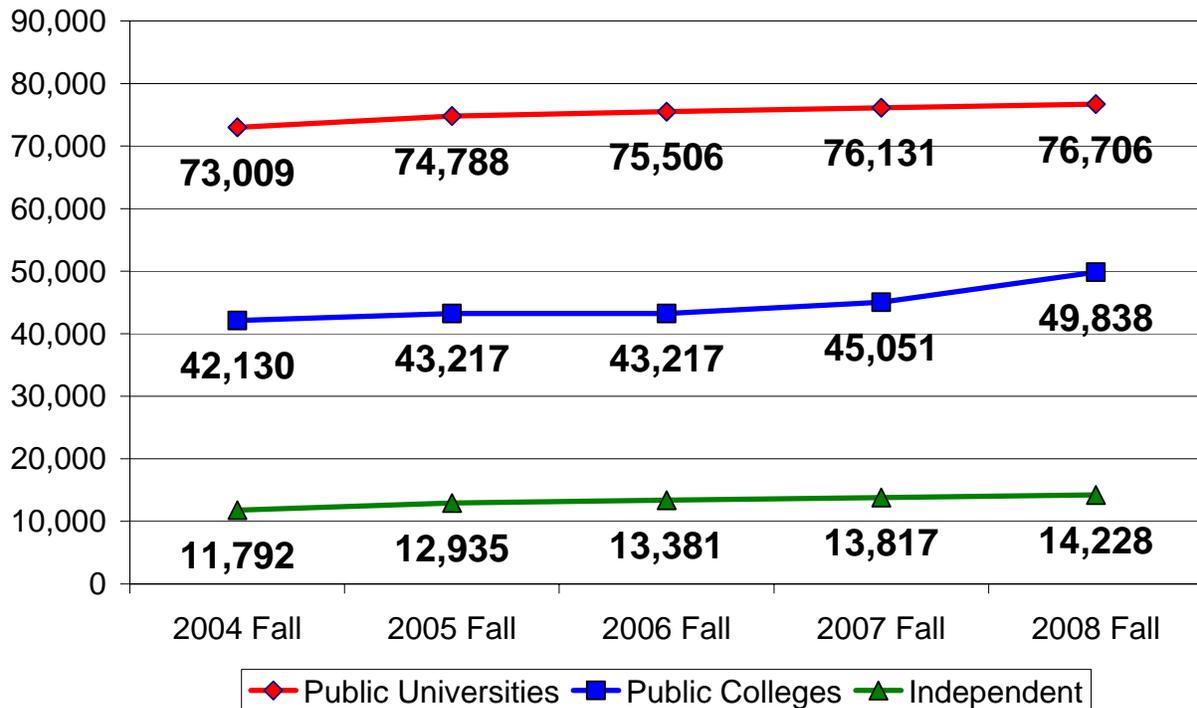
- Total enrollments at public colleges increased by 3,037 students from the previous year (+5.9 percent).
    - On-campus enrollments at the public colleges increased by 4,787 students from the previous year (+10.6 percent).
    - Sixteen of the twenty-two public colleges reported 1-year increases in on-campus enrollments, led by Arkansas State University at Beebe (+78.5 percent), Arkansas State University at Newport (+51.1 percent), and National Park Community College (+21.2 percent).

- **Five-year comparisons:**

- Total enrollments at public colleges increased by 8,615 students from the fall 2004 semester (+18.9 percent).
    - On-campus enrollments at the public colleges increased by 7,708 students from the fall 2004 semester (+18.3 percent).
    - Sixteen of the public colleges reported 5-year increases in on-campus enrollments, led by Arkansas State University at Newport (+66.8 percent), Ozarka College (+48.4 percent), and Mid-South Community College (+43.1 percent).

- **Independent Institutions:** Independent colleges and universities overall posted a one-year on-campus growth of 411 students (+3.0 percent). Seven of the eleven independent institutions reported one-year total enrollment increases. Eight of the eleven independent institutions reported five-year total enrollment increases.

**CHART 1 – Fall On-Campus Enrollment, all Sectors**

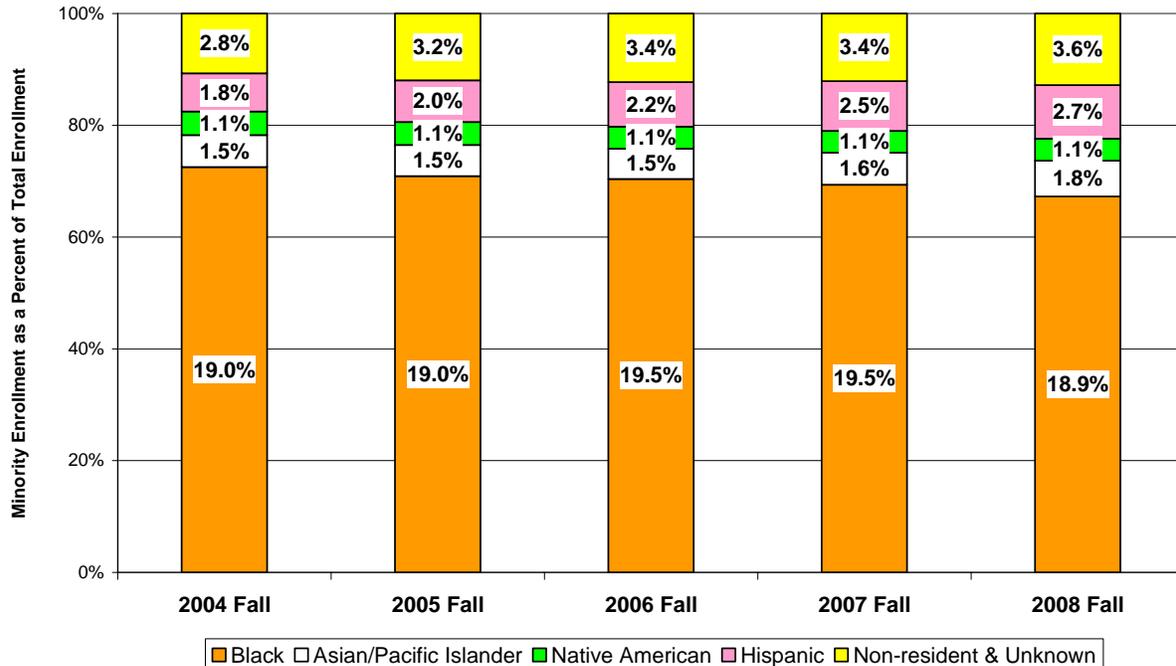


**Student Demographic Profile, see Table 6-B**

A demographic overview of students enrolled in Arkansas public higher education in fall 2008 contrasts significantly between the universities and the colleges and has changed since 2004.

- **Race/Ethnicity:** Enrollment of race/ethnic minority students since fall 2004 has increased both numerically (+4,272 students), and as a share of total enrollment (increasing by 1.1 percentage points) at the public institutions. In fall 2008, African-American students (23,978) accounted for 18.9 percent of the headcount in the public sectors. While relatively small numerically, since fall 2004, the most significant growth of 1,392 students (+68.5 percent) has been in the number of Hispanic students.

**CHART 2 - Fall On-Campus Enrollment, Percent Race/Ethnicity**



- **Gender:** Overall, the proportion of male-to-female students (46.8 to 53.2 at universities and 35.2 to 64.8 at colleges) has seen a gradual increase in the percentage of male 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 (69.0 percent) of university students are in the traditional-aged bracket (18-24 years), while just under one-half (43.5 percent) of college students are in this age bracket. There has been a 9.0 percent increase in the number of college students in this age bracket since fall 2004 compared to an increase of 7.4 percent at the universities. In the past five years, the number of high school-aged students has increased by 2,893 students (+38.5 percent), with most of this increase occurring at the colleges.

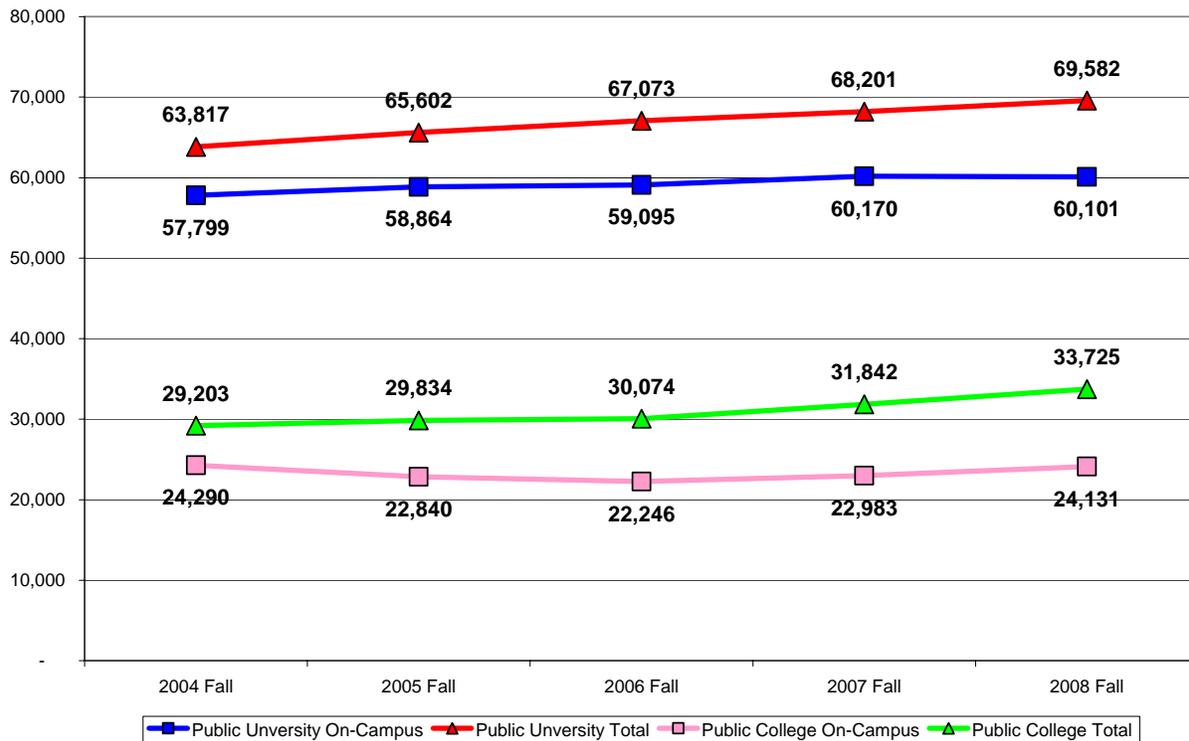
- **Attendance Status:** Since fall 2004, the number of full-time students at the universities rose by 3,700 (+6.7 percent). At colleges, the number of full-time students increased by 2,616 (+12.3 percent).
- **Dual Enrollments:** A noteworthy number of students (2,298, up 8.2 percent from last year) were enrolled in two or more public institutions in fall 2008. The most frequent pattern was enrollment in a university and a college (1,742), followed by enrollments in two or more universities (344) and two or more colleges (212). Thirty-one students were enrolled in more than two institutions.
- **Geographic Origin:** 88.5 percent of the students in the fall 2008 on-campus enrollment at public universities and colleges are from Arkansas.
- **Distance Learning:** Based on institutions reporting coursework delivered via distance learning, 3,326 classes (up from 2,894 the previous year) were offered in fall 2008 representing a growth of 14.9 percent. There were 53,799 enrollments (up from 43,844 the previous year) in these courses representing a growth of 22.7 percent. The University of Arkansas at Little Rock led the universities with 465 courses, followed by Arkansas State University, Jonesboro with 298 courses, and the University of Arkansas, Fayetteville with 268 classes. Pulaski Technical College dominated the college activity with 369 courses available through distance education. Statewide, 31,590 different (unduplicated) students enrolled in distance learning courses in fall 2008. This represents an increase of 5,306 students or 20.2 percent. Institutions utilized a variety of distance learning technologies, with “electronic discussion group” classes being the most prevalent with 1,592 classes; Web-based classes were second with 788 classes, followed by 303 video-conferencing classes. While class sizes ranged from 1 to 117, the average enrollment was 17.3 students for undergraduate classes and 10.5 students for graduate classes.

#### **Full-time Equivalent Enrollment Summary, see Table 6-C**

Fall 2008 total on-schedule enrollments, measured as full-time equivalency (FTE) students, totaled 103,307 for the public colleges and universities. Statewide FTE enrollments increased by 3.3 percent since last year, and increased by 11.1 percent over the past five years. The increase in FTE enrollments indicates that students are enrolled in more credit hours during the fall 2008 semester. Other documented changes include:

- **Public Universities:** The universities' increasing FTE of 2.0 percent from last year almost doubles the increase in headcount. The FTE generated by the universities over the past five years increased by 9.0 percent, slightly more than the increase in headcount for the same period. The university sector generates 67.4 percent of the total public FTE.
- **Public Colleges:** The colleges had higher FTE growth than the universities, with the number of FTE's increasing by 5.9 percent over last year, and increasing by 15.5 percent over five years.

**CHART 3 - Fall Total and On-Campus Enrollment of Full-Time Equivalencies (FTE)**



- Distance Learning FTES:** For those institutions that reported distance-learning activities, 9,477 (up from 7,748) undergraduate FTE and 1,425 (up from 1,159) graduate FTE were generated statewide via various forms of distance learning in fall 2008. These FTES represent 10.6 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 formula 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 6-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 2004 through 2008. 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 6-A, indicates that during the fall 2008 semester, 150,023 students were enrolled in the public colleges and universities. In comparison, the unduplicated headcount summary indicates that 179,921 students were enrolled during one or more of the semesters or terms composing the 2008 fiscal year of which the fall 2007 semester was a part. To help put this into perspective, an additional 29,898 students, or 19.9 percent more students than are shown by the fall semester enrollment report, were enrolled statewide at some time during the 2008 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 1,075, while the 2008 unduplicated headcount was 2,718, more than twice the fall semester headcount.

## Table 6-A: Student Headcount by Institution for the Fall Term Only

Institution	2004 Fall		2005 Fall		2006 Fall		2007 Fall		2008 Fall		1-Year Change		5-Year Change	
	On Campus	Total	On Campus	Total	On Campus	Total								
ASUJ	9,055	10,508	9,118	10,414	9,303	10,949	9,322	11,130	9,626	11,490	3.3	3.2	6.3	9.3
ATU	5,988	6,483	6,103	6,842	6,095	7,038	6,865	7,476	6,782	7,492	-1.2	0.2	13.3	15.6
HSU	3,471	3,569	3,499	3,584	3,476	3,664	3,589	3,603	3,599	3,652	0.3	1.4	3.7	2.3
SAUM	2,927	3,057	2,983	3,109	2,928	3,113	2,894	3,150	2,686	3,117	-7.2	-1	-8.2	2
UAF	16,246	17,269	16,690	17,821	16,840	17,926	17,341	18,648	17,852	19,194	2.9	2.9	9.9	11.1
UAFS	6,352	6,581	6,428	6,761	6,340	6,731	6,218	6,611	6,427	6,772	3.4	2.4	1.2	2.9
UALR	10,607	11,806	10,408	11,896	10,050	11,905	10,149	12,135	9,743	11,965	-4	-1.4	-8.1	1.3
UAM	2,830	2,942	2,672	2,959	2,649	3,179	2,815	3,187	2,810	3,302	-0.2	3.6	-0.7	12.2
UAMS	2,226	2,226	2,328	2,328	2,435	2,435	2,539	2,539	2,652	2,652	4.5	4.5	19.1	19.1
UAPB	3,259	3,303	3,184	3,231	3,067	3,128	3,123	3,200	3,437	3,525	10.1	10.2	5.5	6.7
UCA	10,048	10,068	11,375	11,375	12,323	12,329	11,276	12,619	11,092	12,974	-1.6	2.8	10.4	28.9
ANC	2,018	2,018	1,830	1,830	1,806	1,806	1,800	1,800	1,859	1,859	3.3	3.3	-7.9	-7.9
ASUB	2,379	3,634	2,460	3,976	2,196	4,073	2,306	4,311	4,116	4,459	78.5	3.4	73	22.7
ASUMH	1,312	1,312	1,219	1,219	1,182	1,182	1,179	1,179	1,296	1,296	9.9	9.9	-1.2	-1.2
ASUN	976	976	1,089	1,089	1,070	1,070	1,075	1,075	1,628	1,628	51.4	51.4	66.8	66.8
BRTC	1,668	1,668	1,707	1,707	1,896	1,896	1,954	1,954	1,898	1,898	-2.9	-2.9	13.8	13.8
CCCUA	1,067	1,067	1,020	1,020	1,134	1,134	1,213	1,213	1,396	1,396	15.1	15.1	30.8	30.8
EACC	1,420	1,564	1,298	1,477	1,337	1,517	1,353	1,547	1,267	1,447	-6.4	-6.5	-10.8	-7.5
MSCC	1,259	1,259	1,463	1,463	1,584	1,584	1,654	1,654	1,802	1,802	8.9	8.9	43.1	43.1
NAC	2,091	2,186	2,111	2,187	1,968	2,047	2,008	2,077	2,127	2,172	5.9	4.6	1.7	-0.6
NPCC	2,929	2,948	3,036	3,036	2,799	2,819	2,877	2,933	3,487	3,601	21.2	22.8	19.1	22.2
NWACC	4,714	5,266	4,881	5,467	4,673	5,732	5,222	6,470	5,819	7,216	11.4	11.5	23.4	37
OTC	962	1,381	1,078	1,590	1,086	1,565	1,047	1,558	1,135	1,600	8.4	2.7	18	15.9
OZC	793	970	879	1,054	885	1,065	1,085	1,208	1,177	1,333	8.5	10.3	48.4	37.4
PCCUA	2,268	2,350	2,283	2,387	2,102	2,214	2,232	2,336	2,325	2,400	4.2	2.7	2.5	2.1
PTC	7,217	7,217	7,689	7,689	8,455	8,455	8,768	8,768	9,096	9,096	3.7	3.7	26	26
RMCC	777	973	735	903	780	950	764	1,004	777	995	1.7	-0.9	0	2.3
SACC	1,359	1,359	1,341	1,341	1,260	1,260	1,310	1,310	1,519	1,519	16	16	11.8	11.8
SAUT	528	1,096	680	1,238	722	2,396	648	2,111	582	1,817	-10.2	-13.9	10.2	65.8
SEAC	2,251	2,251	2,126	2,126	2,111	2,111	2,143	2,143	2,011	2,011	-6.2	-6.2	-10.7	-10.7
UACCB	1,430	1,430	1,397	1,397	1,289	1,289	1,316	1,470	1,307	1,500	-0.7	2	-8.6	4.9
UACCH	1,200	1,213	1,156	1,164	1,119	1,120	1,288	1,298	1,251	1,257	-2.9	-3.2	4.3	3.6
UACCM	1,512	1,512	1,739	1,739	1,763	1,763	1,809	1,809	1,963	1,963	8.5	8.5	29.8	29.8
ABC	278	278	278	278	306	306	596	596	625	626	4.9	5	124.8	125.2
CBC	336	373	360	395	413	504	459	569	464	559	1.1	-1.8	38.1	49.9
CRC	171	171	171	171	169	169	168	168	175	175	4.2	4.2	2.3	2.3
HC	1,049	1,049	1,031	1,031	1,095	1,095	1,195	1,195	1,350	1,350	13	13	28.7	28.7
HU	5,348	5,348	5,744	5,744	6,085	6,085	6,037	6,139	6,263	6,447	3.7	5	17.1	20.5
JBU	1,424	1,928	1,440	1,904	1,558	2,065	1,593	2,061	1,572	2,017	-1.3	-2.1	10.4	4.6
LC	511	511	488	488	487	487	495	495	458	458	-7.5	-7.5	-10.4	-10.4
OBU	1,511	1,511	1,499	1,499	1,452	1,452	1,448	1,448	1,494	1,494	3.2	3.2	-1.1	-1.1
PSC			785	785	580	580	561	561	587	587	4.6	4.6	-61.2	-61.2
UO	628	628	628	628	620	622	643	643	675	675	5	5	7.5	7.5
WBC	536	536	511	613	616	616	622	622	565	565	-9.2	-9.2	5.4	5.4
<b>TOTALS</b>														
4-Year Institutions	73,009	77,812	74,788	80,320	75,506	82,397	76,131	84,298	76,706	86,135	0.8	2.2	5.1	10.7
2-Year Institutions	42,130	45,650	43,217	47,099	43,217	49,048	45,051	51,228	49,838	54,265	10.6	5.9	18.3	18.9
Private Institutions	11,792	12,333	12,935	13,536	13,381	13,981	13,817	14,497	14,228	14,953	3	3.1	20.7	21.2
Total, All Institutions	126,931	135,795	130,940	140,955	132,104	145,426	134,999	150,023	140,772	155,353	4.3	3.6	10.9	14.4

## Table 6-B: Student Demographic Profiles

### On-Campus Enrollment by RACE/ETHNICITY for the Fall Term Only

Institution/ Characteristic	2004 Fall		2005 Fall		2006 Fall		2007 Fall		2008 Fall		Changes	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>4-Year Institutions</b>												
White	53,819	73.7	54,672	73.1	54,774	72.5	54,987	72.2	55,622	72.5	1,803	3.4
Black	13,044	17.9	13,267	17.7	13,296	17.6	13,222	17.4	12,655	16.5	-389	-3.0
Asian/Pacific Islander	1,320	1.8	1,260	1.7	1,332	1.8	1,475	1.9	1,646	2.1	326	24.7
Native American	911	1.2	930	1.2	947	1.3	1,032	1.4	994	1.3	83	9.1
Hispanic	1,137	1.6	1,288	1.7	1,461	1.9	1,611	2.1	1,724	2.2	587	51.6
Non-resident & Unknown	2,778	3.8	3,371	4.5	3,696	4.9	3,804	5.0	4,065	5.3	1,287	46.3
	73,009		74,788		75,506		76,131		76,706		3,697	5.1
<b>2-Year Institutions</b>												
White	31,306	74.3	31,759	73.5	30,934	71.6	32,007	71.0	35,276	70.8	3,970	12.7
Black	8,800	20.9	9,150	21.2	9,898	22.9	10,427	23.1	11,323	22.7	2,523	28.7
Asian/Pacific Islander	375	0.9	481	1.1	487	1.1	511	1.1	615	1.2	240	64.0
Native American	317	0.8	361	0.8	363	0.8	361	0.8	414	0.8	97	30.6
Hispanic	896	2.1	1,044	2.4	1,158	2.7	1,391	3.1	1,701	3.4	805	89.8
Non-resident & Unknown	436	1.0	422	1.0	377	0.9	354	0.8	509	1.0	73	16.7
	42,130		43,217		43,217		45,051		49,838		7,708	18.3
<b>All Public Institutions</b>												
White	85,125	73.9	86,431	73.2	85,708	72.2	86,994	71.8	90,898	71.8	5,773	6.8
Black	21,844	19.0	22,417	19.0	23,194	19.5	23,649	19.5	23,978	18.9	2,134	9.8
Asian/Pacific Islander	1,695	1.5	1,741	1.5	1,819	1.5	1,986	1.6	2,261	1.8	566	33.4
Native American	1,228	1.1	1,291	1.1	1,310	1.1	1,393	1.1	1,408	1.1	180	14.7
Hispanic	2,033	1.8	2,332	2.0	2,619	2.2	3,002	2.5	3,425	2.7	1,392	68.5
Non-resident & Unknown	3,214	2.8	3,793	3.2	4,073	3.4	4,158	3.4	4,574	3.6	1,360	42.3
	115,139		118,005		118,723		121,182		126,544		11,405	9.9

### On-Campus Enrollment by GENDER Only for the Fall Term Only

Institution/ Characteristic	2004 Fall		2005 Fall		2006 Fall		2007 Fall		2008 Fall		Changes	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>4-Year Institutions</b>												
Male	31,174	42.7	32,168	43	32,356	42.9	33,239	43.7	35,898	46.8	4,724	15.2
Female	41,835	57.3	42,620	57	43,150	57.1	42,892	56.3	40,808	53.2	-1,027	-2.5
	73,009		74,788		75,506		76,131		76,706		3,697	5.1
<b>2-Year Institutions</b>												
Male	14,689	34.9	15,314	35.4	15,006	34.7	15,492	34.4	17,530	35.2	2,841	19.3
Female	27,441	65.1	27,903	64.6	28,211	65.3	29,559	65.6	32,308	64.8	4,867	17.7
	42,130		43,217		43,217		45,051		49,838		7,708	18.3
<b>All Public Institutions</b>												
Male	45,863	39.8	47,482	40.2	47,362	39.9	48,731	40.2	53,428	42.2	7,565	16.5
Female	69,276	60.2	70,523	59.8	71,361	60.1	72,451	59.8	73,116	57.8	3,840	5.5
	115,139		118,005		118,723		121,182		126,544		11,405	9.9

## Table 6-B: Student Demographic Profiles

### On-Campus Enrollment by AGE for the Fall Term Only

Institution/ Characteristic	2004 Fall		2005 Fall		2006 Fall		2007 Fall		2008 Fall		5-Year Change	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>4-Year Institutions</b>												
Less Than 18 Yrs.	2,857	3.9	2,981	4	3,297	4.4	3,711	4.9	3,587	4.7	730	25.6
18 - 24 Yrs.	49,310	67.5	50,203	67.1	51,006	67.6	51,729	67.9	52,962	69	3,652	7.4
25 - 34 Yrs.	13,134	18	13,548	18.1	13,147	17.4	13,115	17.2	12,852	16.8	-282	-2.1
35 - 44 Yrs.	4,771	6.5	4,902	6.6	5,025	6.7	4,661	6.1	4,444	5.8	-327	-6.9
45 Yrs. or More	2,928	4	3,117	4.2	3,000	4	2,899	3.8	2,850	3.7	-78	-2.7
Other/Unknown	9	0	37	0	31	0	16	0	11	0	2	22.2
	73,009		74,788		75,506		76,131		76,706		3,697	5.1
<b>2-Year Institutions</b>												
Less Than 18 Yrs.	4,657	11.1	5,161	11.9	5,354	12.4	5,444	12.1	6,820	13.7	2,163	46.4
18 - 24 Yrs.	19,153	45.5	19,361	44.8	19,124	44.3	19,994	44.4	21,655	43.5	2,502	13.1
25 - 34 Yrs.	9,669	23	10,193	23.6	10,204	23.6	10,300	22.9	11,282	22.6	1,613	16.7
35 - 44 Yrs.	5,093	12.1	5,076	11.7	5,040	11.7	5,326	11.8	5,837	11.7	744	14.6
45 Yrs. or More	3,542	8.4	3,408	7.9	3,470	8	3,917	8.7	4,196	8.4	654	18.5
Other/Unknown	16	0	18	0	25	0.1	70	0.2	48	0.1	32	200
	42,130		43,217		43,217		45,051		49,838		7,708	18.3
<b>All Public Institutions</b>												
Less Than 18 Yrs.	7,514	6.5	8,142	6.9	8,651	7.3	9,155	7.6	10,407	8.2	2,893	38.5
18 - 24 Yrs.	68,463	59.5	69,564	59	70,130	59.1	71,723	59.2	74,617	59	6,154	9
25 - 34 Yrs.	22,803	19.8	23,741	20.1	23,351	19.7	23,415	19.3	24,134	19.1	1,331	5.8
35 - 44 Yrs.	9,864	8.6	9,978	8.5	10,065	8.5	9,987	8.2	10,281	8.1	417	4.2
45 Yrs. or More	6,470	5.6	6,525	5.5	6,470	5.4	6,816	5.6	7,046	5.6	576	8.9
Other/Unknown	25	0	55	0	56	0	86	0.1	59	0	34	136
	115,139		118,005		118,723		121,182		126,544		11,405	9.9

### On-Campus Enrollment by ATTEND STATUS for the Fall Term Only

Institution/ Characteristic	2004 Fall		2005 Fall		2006 Fall		2007 Fall		2008 Fall		Changes	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>4-Year Institutions</b>												
Full-Time	55,631	76.2	56,810	76	57,092	75.6	58,208	76.5	59,331	77.3	3,700	6.7
Part-Time	17,378	23.8	17,978	24	18,414	24.4	17,923	23.5	17,375	22.7	-3	0
	73,009		74,788		75,506		76,131		76,706		3,697	5.1
<b>2-Year Institutions</b>												
Full-Time	21,316	50.6	21,618	50	20,999	48.6	22,255	49.4	23,932	48	2,616	12.3
Part-Time	20,814	49.4	21,599	50	22,218	51.4	22,796	50.6	25,906	52	5,092	24.5
	42,130		43,217		43,217		45,051		49,838		7,708	18.3
<b>All Public Institutions</b>												
Full-Time	76,947	66.8	78,428	66.5	78,091	65.8	80,463	66.4	83,263	65.8	6,316	8.2
Part-Time	38,192	33.2	39,577	33.5	40,632	34.2	40,719	33.6	43,281	34.2	5,089	13.3
	115,139		118,005		118,723		121,182		126,544		11,405	9.9

**Table 6-C: Student Headcount by Institution and Full-Time Equivalencies (FTE) for Fall Term Only**

Institution	2004 Fall (AY2005)		2005 Fall (AY2006)		2006 Fall (AY2007)		2007 Fall (AY2008)		2008 Fall (AY2009)		1-Year Change		5-Year Change	
	On Campus	Total	On Campus	Total	On Campus	Total	On Campus	Total						
ASUJ	7,331	8,411	7,314	8,350	7,422	8,880	7,231	9,000	7,445	9,102	3.0%	1.1%	1.6%	8.2%
ATU	5,251	5,806	5,333	6,011	5,306	6,140	5,405	6,446	5,159	6,434	-4.6%	-0.2%	-1.8%	10.8%
HSU	3,075	3,163	3,068	3,152	2,994	3,233	3,054	3,118	2,967	3,168	-2.8%	1.6%	-3.5%	0.2%
SAUM	2,606	2,666	2,642	2,726	2,532	2,680	2,492	2,733	2,285	2,652	-8.3%	-3.0%	-12.3%	-0.5%
UAF	13,853	14,316	14,279	14,820	14,375	14,939	14,851	15,567	15,369	16,145	3.5%	3.7%	10.9%	12.8%
UAFS	4,035	4,333	4,123	4,505	4,110	4,579	4,195	4,696	4,364	4,972	4.0%	5.9%	8.2%	14.7%
UALR	5,541	8,362	5,406	8,414	5,291	8,396	6,200	8,440	5,645	8,324	-9.0%	-1.4%	1.9%	-0.5%
UAM	1,971	2,464	1,859	2,385	1,827	2,417	1,862	2,514	1,836	2,542	-1.4%	1.1%	-6.8%	3.2%
UAMS	1,967	1,967	2,061	2,061	2,149	2,149	2,233	2,233	2,313	2,313	3.6%	3.6%	17.6%	17.6%
UAPB	2,957	3,023	2,818	2,962	2,662	2,809	2,729	2,878	2,959	3,176	8.4%	10.4%	0.1%	5.1%
UCA	9,212	9,306	9,961	10,216	10,427	10,851	9,918	10,576	9,759	10,754	-1.6%	1.7%	5.9%	15.6%
ANC	1,243	1,374	1,050	1,211	939	1,109	862	1,055	871	1,112	1.0%	5.4%	-29.9%	-19.1%
ASUB	1,590	2,435	1,599	2,646	1,545	2,668	1,599	2,875	1,675	2,939	4.8%	2.2%	5.3%	20.7%
ASUMH	808	869	740	815	678	780	638	773	667	879	4.5%	13.7%	-17.5%	1.2%
ASUN	406	585	373	643	332	632	314	617	528	983	68.2%	59.3%	30.0%	68.0%
BRTC	938	1,252	904	1,235	910	1,331	962	1,436	881	1,397	-8.4%	-2.7%	-6.1%	11.6%
CCCUA	256	625	227	602	221	663	244	745	215	804	-11.9%	7.9%	-16.0%	28.6%
EACC	855	984	798	932	743	994	708	988	658	936	-7.1%	-5.3%	-23.0%	-4.9%
MSCC	650	690	708	765	705	764	761	807	870	899	14.3%	11.4%	33.8%	30.3%
NAC	1,404	1,546	1,383	1,507	1,279	1,431	1,310	1,453	1,398	1,570	6.7%	8.1%	-0.4%	1.6%
NPCC	1,696	1,793	1,651	1,787	1,594	1,730	1,631	1,853	1,915	2,113	17.4%	14.0%	12.9%	17.8%
NWACC	2,532	2,937	2,480	3,034	2,398	3,164	2,743	3,580	2,815	4,082	2.6%	14.0%	11.2%	39.0%
OTC	589	760	625	826	593	794	616	823	613	831	-0.5%	1.0%	4.1%	9.3%
OZC	361	630	433	719	431	664	513	800	572	850	11.5%	6.3%	58.4%	34.9%
PCCUA	1,122	1,342	1,144	1,367	940	1,174	707	1,280	1,175	1,276	66.2%	-0.3%	4.7%	-4.9%
PTC	4,289	4,747	3,182	5,110	3,433	5,523	3,349	5,652	3,243	5,811	-3.2%	2.8%	-24.4%	22.4%
RMCC	381	508	387	491	374	507	383	541	414	563	8.1%	4.1%	8.7%	10.8%
SACC	752	844	738	854	741	791	801	872	849	962	6.0%	10.3%	12.9%	14.0%
SAUT	363	829	363	854	442	1,047	535	1,010	485	990	-9.3%	-2.0%	33.6%	19.4%
SEAC	1,198	1,487	1,099	1,348	1,173	1,350	1,200	1,399	1,114	1,306	-7.2%	-6.6%	-7.0%	-12.2%
UACCB	938	971	880	948	820	901	906	1,029	930	1,093	2.6%	6.2%	-0.9%	12.6%
UACCH	784	834	740	804	687	760	892	893	855	856	-4.1%	-4.1%	9.1%	2.6%
UACCM	1,135	1,161	1,336	1,336	1,268	1,297	1,309	1,361	1,388	1,473	6.0%	8.2%	22.3%	26.9%
<b>TOTALS</b>														
4-Year Institutions	57,799	63,817	58,864	65,602	59,095	67,073	60,170	68,201	60,101	69,582	-0.1%	2.0%	4.0%	9.0%
2-Year Institutions	24,290	29,203	22,840	29,834	22,246	30,074	22,983	31,842	24,131	33,725	5.0%	5.9%	-0.7%	15.5%
Total, All Institutions	82,089	93,020	81,704	95,436	81,341	97,147	83,153	100,043	84,232	103,307	1.3%	3.3%	2.6%	11.1%

**Table 6-D: Unduplicated Headcount Enrollment by Institution**

Institution	Unduplicated Headcount for Academic Year					1-Year Percent Change	5-Year Percent Change
	2004	2005	2006	2007	2008		
ASUJ	12,950	12,818	12,788	13,309	13,761	3.4	6.3
ATU	7,729	7,866	8,245	8,432	8,749	3.8	13.2
HSU	4,171	4,325	4,381	4,387	4,597	4.8	10.2
SAUM	3,611	3,672	3,713	3,737	3,783	1.2	4.8
UAF	18,610	19,621	20,491	20,517	21,277	3.7	14.3
UAFS	8,528	8,613	8,700	8,647	8,374	-3.2	-1.8
UALR	15,212	15,267	15,416	15,370	15,794	2.8	3.8
UAM	3,748	3,681	3,883	4,126	4,031	-2.3	7.6
UAMS	2,535	2,543	2,663	2,760	2,937	6.4	15.9
UAPB	3,785	3,871	3,715	3,582	3,720	3.9	-1.7
UCA	11,116	11,856	13,147	14,335	14,471	0.9	30.2
ANC	3,331	2,984	3,107	2,907	2,768	-4.8	-16.9
ASUB	5,571	5,614	6,091	6,399	6,579	2.8	18.1
ASUMH	1,850	1,803	1,678	1,628	1,795	10.3	-3.0
ASUN	2,276	2,257	3,155	2,507	2,718	8.4	19.4
BRTC	3,087	3,481	3,098	3,349	3,214	-4.0	4.1
CCCUA	1,685	1,677	1,766	1,964	1,946	-0.9	15.5
EACC	2,366	2,385	2,314	2,304	2,314	0.4	-2.2
MSCC	1,874	2,043	2,780	3,037	3,198	5.3	70.7
NAC	2,987	2,994	2,926	2,651	2,755	3.9	-7.8
NPCC	4,644	4,224	4,243	4,034	4,173	3.4	-10.1
NWACC	7,183	7,792	8,217	8,695	9,839	13.2	37.0
OTC	1,719	1,792	2,207	2,081	2,143	3.0	24.7
OZC	1,352	1,354	1,405	1,526	1,664	9.0	23.1
PCCUA	3,562	3,370	3,581	3,264	3,243	-0.6	-9.0
PTC	9,899	11,387	11,742	12,694	12,944	2.0	30.8
RMCC	1,593	1,548	1,394	1,362	1,411	3.6	-11.4
SACC	1,990	2,087	1,978	1,906	2,049	7.5	3.0
SAUT	2,037	2,084	2,299	3,761	3,990	6.1	95.9
SEAC	3,826	3,639	3,451	3,376	3,291	-2.5	-14.0
UACCB	1,910	1,974	1,887	1,802	2,028	12.5	6.2
UACCH	1,708	1,772	1,882	1,699	1,877	10.5	9.9
UACCM	2,199	2,224	2,337	2,409	2,488	3.3	13.1
<b>TOTALS</b>							
4-Year Institutions	91,995	94,133	97,142	99,202	101,494	2.3	10.3
2-Year Institutions	68,649	70,485	73,538	75,355	78,427	4.1	14.2
Total, All Institutions	160,644	164,618	170,680	174,557	179,921	3.1	12.0

## **AGENCY UPDATES**

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### **New Employees**

**Rick Jenkins**, Associate Director for Planning and Accountability. Oversees the functions of the department of Planning and Accountability. These tasks include:

- Provides oversight in reporting on program productivity including reports and analysis concerning the financial aid programs managed by the agency;
- Develops reports for the integrated Postsecondary Education Data System (PEDS) concerning: Finance, Student Financial Aid, Human Resources, Graduation and Retention Rates, Enrollment, Institutional Characteristics and Completion;
- Provides assistance with work related to the Southern Regional Education Board (SREB) Data Exchange which includes Institutional and state-level surveys.

### **Departing staff members**

Collin Callaway, former Assistant Coordinator for Financial Aid, left ADHE for the Arkansas Association of Two-Year Colleges to work as Director of Programs where she coordinates activities related to initiatives among the two-year institutions in Arkansas.

### **Other changes**

Sharon Tucker, Data Collection Analyst for ADHE, recently married and is now Sharon Butler.

Mark Lane, who works with the Career Pathways Program, will be returning to work on January 21, following a year-long deployment to active duty in Iraq.

**TECHNICAL CERTIFICATE IN COSMETOLOGY INSTRUCTOR  
OUACHITA TECHNICAL COLLEGE**

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

**Description of the Program**

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

Upon completion of the program, students will be prepared to work in cosmetology schools to train individuals on cosmetology theory and practice, and to maintain accurate student records as required by the Cosmetology Board. OTC currently offers a Technical Certificate in Cosmetology and the two full-time faculty members already in place will teach in the cosmetology instructor program. The instructor program will be taught simultaneously with the cosmetology program.

**Degree Requirements**

Technical Certificate in Cosmetology Instructor  
Total semester credit hours – 24

First Semester – 12 semester credit hours  
*COSM 0006 Preparatory Training*  
*COSM 1106 Conducting Theory Class*

Second Semester – 12 semester credit hours  
*COSM 1116 Conducting Practical Class*  
*COSM 1126 Record Keeping and State Board Preparation*

**Need for the Program**

OTC surveyed four cosmetology schools in the area and they indicated a need for eight more instructors this year. Many students in the OTC cosmetology program have expressed interest in the cosmetology instructor program. Last year 18 students earned the cosmetology certificate.

A prospective student must be a licensed cosmetologist to enroll in the instructor program, and OTC could admit up to five students annually.

**Program Costs**

All faculty, facilities, and equipment required for program operation are in place.

**Program Duplication**

Three institutions offer cosmetology instructor programs: Pulaski Technical College, Phillips Community College of the University of Arkansas, and Arkansas State University-Newport.

**Desegregation**

In Fall 2007, the African American student enrollment was 12 percent and other minority enrollment was 4 percent.

**Degree Productivity**

In 2007-2008, 7 of 11 (64 percent) technical certificates at OTC met Coordinating Board degree productivity guidelines.

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

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

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

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE  
RESOLUTIONS**

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

**Recognition of Institutional Certification Advisory Committee Member**

**Dr. Walter Roettger, Lyon College, Batesville, Arkansas**

Dr. Walter Roettger has served as a member of the Institutional Certification Advisory Committee since October 22, 2004, representing the non-public postsecondary education institutions. Dr. Roettger's term expired December 31, 2008.

The following resolution is presented for Coordinating Board consideration.

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

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

**Recommendation for Appointment of New Institutional Certification Advisory Committee Member**

Arkansas Code Annotated §6-61-302 empowers the Arkansas Higher Education Coordinating Board to appoint individuals to the Institutional Certification Advisory Committee. The law designates several institutional categories that must have representation on the committee. Each member is appointed to a term of nine years with the term of one member expiring annually.

**Mr. Jerol Swaim, Williams Baptist College, Walnut Ridge, Arkansas**

Mr. Jerol Swaim has been nominated to fill one of the two positions designated for a non-public postsecondary education institution chief administrator. This term is for nine (9) years and will expire December 31, 2017.

The following resolution is presented for Coordinating Board consideration.

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

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

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

### **Program Certifications**

#### **Ecclesia College, Springdale, Arkansas**

##### **Initial Certification**

Bachelor of Science in Emergency Management

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

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

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

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

**Grand Canyon University, Phoenix, Arizona**

**Recertification – Online**

Master of Business Administration  
Master of Science in Leadership

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

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

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

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

**Kaplan University, Davenport, Iowa**

**Initial Certification – Online**

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

Associate of Applied Science in Medical Transcription  
Associate of Applied Science in Paralegal Studies  
Master of Science in Criminal Justice

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

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the administration of Kaplan University, Davenport, Iowa, that the 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 programs in Arkansas.

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

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

## INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

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The Institutional Certification Advisory Committee (ICAC) met on January 6, 2009, for its regular quarterly meeting.

ICAC members present at the meeting were: Ms. Deborah Germany, Mr. Dan Jordan, and Mr. Kent Schroeder. Mr. Ken Hoppe, Dr. Jeffrey Olson, and Mr. Ron Kelton attended the meeting via conference call. Dr. Jack Lassiter, Ms. Dee Cox, and Ms. Brenda Germann were unable to attend.

Institutional representatives present at the meeting or via conference call were: Mr. J.E. Watkins and Mr. Gary Adams, Ecclesia College; Ms. Holly Roth, Kaplan University; Mr. Kyle Buchanan and Ms. Kim Donaldson, Grand Canyon University; Dr. Brenda Sullivan and Mr. Steve Elder, University of Phoenix.

Ms. Zanette Douglas, ICAC Coordinator, called the meeting to order at 2:00 p.m. Ms. Douglas introduced and welcomed ICAC members and institutional representatives.

### **Program Certifications**

#### **Ecclesia College, Springdale, Arkansas**

Ecclesia College, Springdale, Arkansas, submitted an application for initial certification of the following degree program:

Bachelor of Science in Emergency Management

Proposed effective date: February 2009

#### **Institutional History**

Ecclesia College was founded in 1975 as Ecclesia Inc. Basic Ministries Program in Elms Springs, Arkansas, offering non-credit ministry programs. In 1990, the institution began offering four-year biblical ministry degrees and became known as the Elm Springs Bible College. In 1995, the College merged with the Omaha Bible School of Omaha, Nebraska, and the new institution was named Ecclesia College. In 2002, the Director of the Arkansas Department of Higher Education issued Ecclesia College a Letter of Exemption from Certification to offer church-related degree programs. The institution received national accreditation by the Association of Biblical Higher Education in 2005. In 2006, academic degree programs were submitted for ICAC review and approved by the Arkansas Higher Education Coordinating Board marking Ecclesia College's transition to an institution offering degree programs customarily offered at colleges and universities.

Accreditation and Licensure

Ecclesia College has received national accreditation from the Association for Biblical Higher Education (ABHE) which is recognized by the U.S. Department Education.

Program Delivery

Courses are offered on the traditional 15-week semester schedule. All classes meet on the Ecclesia College campus. The majority of Ecclesia College students are recent high school graduates.

Programs currently offered at Ecclesia College are Associate of General Studies, Bachelor of Science in Business Administration, Bachelor of Science in Sport Management, Associate of Biblical Studies, Bachelor of Biblical Studies, Bachelor of Biblical Ministries, Bachelor of Christian Ministries, Bachelor of Communication Ministries, Bachelor of Christian Counseling, Bachelor of Education Ministries, and Bachelor of Music Ministries.

Twelve Arkansas students are enrolled in the academic associate and bachelor's degree programs certified by the Coordinating Board in 2006 and 2007.

Admissions Requirements

Students must present a high school diploma or its equivalent and have a minimum ACT score of 19. International students must have a minimum TOEFL score of 550.

Students who do not meet minimum admissions standards may be admitted conditionally. These students are assigned for advisement both to a faculty member and to the Vice President of Student Development. At the end of the first semester, the Admissions Committee makes recommendations as to any changes in enrollment or admissions status.

Faculty Development

Faculty members receive in-service prior to each advisement period covering policies of the institution and teaching practices. Individual faculty members are encouraged and supported in their efforts to pursue course work in order to obtain higher degrees through release time and/or tuition assistance.

Initial Certification Program Summary

The **Bachelor of Science in Emergency Management** degree program is designed to give students the opportunity to increase their understanding and abilities to effectively aid and train others to help in emergency situations. Long range and short range planning for victims and communities are explored in cases dealing with fire, disease, natural disasters, and terrorist attacks, and community development. Students are required to do take two field experience courses during their junior year where they are introduced to the emergency management profession through supervised observation at approved sites. Students serve a supervised internship during their senior year and also do integrative seminars which include a senior project prospectus with a written final project and an oral defense.

The Executive Director of Ecclesia Relief and Development, who is the acting Division Coordinator of the Emergency Management program, has spent the last year in communication with Washington, Benton, and Madison county officials about the development of a four-year degree in emergency management in northwest Arkansas. Currently, NorthWest Arkansas Community College offers an associate degree program in emergency management, and Ecclesia is actively pursuing a transfer agreement with NorthWest Arkansas Community College to provide an articulated degree program.

#### Degree Program Content

- Principles of emergency management
- Public Information Officer basics
- Emergency response planning
- Emergency management leadership
- Disaster response and recovery operations
- Terrorism response and recovery operations
- National incident command system
- Mitigation for emergency management
- Volunteer resources and donations management
- State, national and international threats
- Development of site organization response plan
- Individual and group behavior in crises/emergencies
- Mapping/geographic information systems (GIS/GPS)
- Crisis communications
- Recovery of business operations in emergencies
- Risk analysis and assessment
- Security planning

#### Faculty

A review of the faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach. The primary instructor was employed with FEMA and has been involved in humanitarian and emergency relief. The other program faculty members have master's degrees in business, leadership, human resource management, public administration, psychology and counseling and several have had experience in working with FEMA.

#### Enrollment

Six students are expected to enroll for the 2009-2010 academic year based on the interest of students currently enrolled in Ecclesia's two-year degree programs and community interest.

#### Curriculum

Bachelor of Science in Emergency Management – 128 Semester Credit Hours

General Education Core – 35 Semester Credit Hours

English (6 semester hours)

ENGL 1300 English Composition I

ENGL 1310 English Composition II

Mathematics (3 semester credit hours)

*Choose one:*

MATH 1370 College Algebra

MATH 1380 Elementary Statistics

Science (8 semester credit hours)

BIOL 1400 General Biology & Lab

PHYS 1400 Physical Science & Lab

Fine Arts (3 semester credit hours)

*Choose one:*

ARTS 1320 Fine Arts: Music

ARTS 1330 Fine Arts: Theater

Humanities (6 semester credit hours)

HUMM 1300 Introduction to Humanities: Worldwide Perspectives

*Choose one:*

ENGL 2300 World Literature

HIST 2320 World Religions

Social Sciences (9 semester hours)

PSCS 1300 General Psychology: Life Principles

PSCI 2300 U.S. Government

*Choose one:*

ECON 2330 Principles of Macroeconomics

HIST 2300 History of Civilization

HIST 2310 U.S. History

Institutional Requirements – 27 Semester Credit Hours

Speech/Communication

*Choose one:*

COMM 1300 Principles of Oral Communication

COMM 2300 Business Professional Speaking

Student Development

*(Each course is 1 semester credit hour)*

STDV 1110 Alpha Seminar (first Fall semester of enrollment)

STDV 1111 Beta Seminar (for freshmen students only)

STDV 1060-1, 2060-1, 3060-1, 4060-1 Service Learning I-VIII

*(Required participation each semester freshman through senior year)*

LEAD 2000-1 Leadership Seminar I & II

LEAD 3100 Leadership Seminar III **or**

LEAD 3101 Leadership Seminar IV

Religion

REL 1310 Old Testament Survey  
REL 1320 New Testament Survey  
REL 1330 Introduction to Christian Theology I  
REL 2330 Introduction to Christian Theology II  
REL 2340 Poetical Writings  
REL 3310 Early Christian History  
REL 4300 The Bible as Literature

Degree Requirements – 66 Semester Credit Hours

CSCI 2300 Microcomputer Applications in Business (*Pre-requisite: CSCI 1300*)  
MGMT 2300 Principles of Management  
EMGT 2300 Introduction to Emergency Management  
EMGT 2310 Individual & Community Disaster Preparedness Education  
EMGT 2320 Fundamentals of Faith-Based Disaster Response Efforts  
EMGT 2330 Disaster Response and Emergency  
BUSN 3300 Applied Business Ethics  
MGMT 3300 Organizational Behavior & Leadership  
EMGT 3100 Field Experience in Emergency Management I (1 semester credit hour)  
EMGT 3101 Field Experience in Emergency Management II (1 semester credit hour)  
EMGT 3300 Building Disaster Resilient Communities  
EMGT 3310 Social Dimensions of Disaster  
EMGT 3320 Emergency Management Principles & Applications for Tourism,  
Hospitality & Travel Management Industries  
EMGT 3330 Research & Analysis Methods in Emergency Management  
EMGT 4300 Political, Ethical & Policy Basis of Emergency Management  
EMGT 4310 Principles & Practices of Hazard Mitigation  
EMGT 4320 Public Administration & Emergency Management  
EMGT 4330 Business & Industry Emergency Management

Electives:

*Choose two:*

COMM 3330 Trans-Cultural Communication  
COMM 4310 Small Group Communication  
COMM 4330 Public Relations Communication  
MGMT 3310 Human Resource Management  
MCMT 3320 Diversity & Multicultural Communication  
PSCS 3340 Social Psychology  
PSCS 3360 Christian Caregiving  
EMGT 3350 Community Emergency Response Team (CERT Training Certification)  
*Senior Capstone Requirements*  
EMGT 4390 Internship in Emergency Management (2 semester credit hours)  
STDV 4200 Integrative Senior Seminar I (2 semester credit hours)  
STDV 4201 Integrative Senior Seminar II (2 semester credit hours)

Student Services and Resources

A two-day orientation and registration is held for new students on campus at the beginning of each semester. Students are provided with information about financial aid, academic procedures, and community life information.

Library Resources

The Ecclesia College Library currently houses approximately 13,000 titles in the areas of business, computers, religion/theology, psychology, science, and other academic areas. Approximately 4,000 volumes were given to the college in the summer of 2008 from the J. Sidlow Baxter Library in Fayetteville. Students are able to access and research electronic databases, including ProQuest Direct, FirstSearch, and PsychInfo, from the library and media room. In addition to the resources available on campus, Ecclesia College has arrangements for students to utilize resources at the John Brown University Library in Siloam Springs. Emergency Management resources are being purchased for the library and steps are being taken to enable students to access emergency management library materials at NorthWest Arkansas Community College.

The college purchased several new computers for its students and upgraded its media equipment such as TV monitors and DVD players for classroom use. The computer lab was refurnished, upgraded and expanded. Wireless internet access is available throughout the library and classrooms and is available in the dining and residence halls.

Career Counseling

The Student Development Office provides individual counseling for job search, resume presentation, and interviewing skills. The office communicates job openings through posting of notices and emails.

**ADHE Staff Recommendation**

The Arkansas Department of Higher Education Staff (ADHE) staff has determined that the Ecclesia College, Springdale, Arkansas, degree program meets the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification expiring January 30, 2011 for the following degree:

Bachelor of Science in Emergency Management

Motion to recommend certification of the degree program was made by Mr. Dan Jordan with a second by Mr. Kent Schroeder. The motion was passed.

**Grand Canyon University, Phoenix, Arizona**

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

Master of Business Administration  
Master of Science in Leadership

Proposed effective date: January 31, 2009

### Institutional History

Grand Canyon University, originally named Grand Canyon College, was founded in 1949 by the Southern Baptist General Convention of Arizona to provide minister training and Christian studies. When the institution was accredited in 1968 by the Higher Learning Commission of the North Central Association, Grand Canyon's mission expanded to include undergraduate academic degrees in teacher education, science, nursing, and business. The institution's name was changed to Grand Canyon University in 1989.

The ownership and operation of Grand Canyon University changed from the Southern Baptist General Convention of Arizona in 2000 to a self-governing Board of Trustees. The institution began offering online courses and degree programs in 2003. Grand Canyon University has operated since 2004 as a for-profit institution when it was sold to Significant Education, LLC.

Currently 23,000 students are enrolled at Grand Canyon University in undergraduate and graduate degree programs offered in business, education, liberal arts, nursing, and science at the Phoenix, campus and via online delivery.

### Accreditation and Licensure

Grand Canyon University has been continually accredited by the Higher Learning Commission of the North Central Association of College and Schools since 1968 and has received accreditation and approval from the Association of Collegiate Business Schools and Programs for the bachelor's degrees in accounting, business administration, and marketing. Grand Canyon University is approved to offer degree programs in 36 states.

### Program Delivery

Online courses offered by Grand Canyon University are delivered by the ANGEL Learning Management Suite, a web-based course management and collaboration portal. Students are assigned to a section of a course with no more than 20 students. For each course students are expected to invest 10-12 hours per week. Interaction is asynchronous.

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

### Admissions Requirements

Students enrolling in graduate business programs must have a bachelor's degree from a regionally accredited university, a minimum of 2 years full-time work experience, and a cumulative grade point average of 2.8.

Faculty Development

Faculty receive online faculty training and are trained in performing five functions: understand ANGEL Learning System and its functions; be accountable for course content; facilitate course-related discussions in each week's discussion forums; assess students' performance on written assignments, individual classroom participation, and contributions to group projects; and, provide feedback to students on a regular basis.

Recertification Program Summaries

The **Master of Business Administration** program with an emphasis in general management is designed for working professionals who want to complete a program of study with a focus in the functional areas of business. The program allows the student to develop customized emphasis areas in accounting, economics, finance, information systems, management, marketing and quantitative methods. Students with a non-business undergraduate degree must complete the 12-hour MBA fundamental requirements of accounting principles, finance principles, economics and marketing principles, applied business probability and statistics.

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

One Arkansas student is currently enrolled in the program.

Curriculum

Master of Business Administration – 30 semester credit hours

Degree Requirements

MKT 501 Economics and Marketing Principles  
ACC501 Accounting Practices  
SYM 501 Applied Business Probability and Statistics  
FIN 501 Finance Principles  
MGT 602 Organizational Behavior  
ECN 607 Managerial Economics  
BUS 601 Quantitative Methods  
BUS 650 Operations Management  
ACC 605 Managerial Accounting  
MKT 606 Marketing Management  
BUS 604 Organizational Ethics  
FIN 608 Managerial Finance  
SYM 603 Information Systems  
MGT609 Strategic Management  
Elective from Tier I  
Elective from Tier II  
Elective from Tier III

Tier I Electives

ACC612 Internal Auditing  
ACC620 Financial Statement Analysis  
HSM620 Health Systems Management  
MGT623 Organizational Development and Change  
MKT624 Services Marketing  
SYM653 Business Programming Management  
SYM633 Fundamentals of Six Sigma

Tier II Electives

ACC619 Accounting Theory  
FIN624 Management of Working Capital  
HSM621 Healthcare Finance  
MGT625 Leadership Styles and Development  
MKT625 Seminar in Marketing  
SYM654 Database Management Systems  
SYM634 Advanced Six Sigma

Tier III Electives

ACC620 Financial Statement Analysis  
FIN626 Investments  
HSM622 Ethical concerns in Healthcare  
MGT626 Organizational Systems and Cultures  
MKT628 International Marketing  
SYM655 Data Communications and Network Management

The **Masters of Science in Leadership** degree program is designed for professionals looking to either advance or change their careers to be an effective leader. The program curriculum explores values, content knowledge, and skills required to understand and apply effective leadership within corporate and social contexts.

Faculty

A review of faculty credentials indicates that program faculty have the appropriate credentials for the courses they are assigned to teach.

Enrollment

One Arkansas student is currently enrolled in the program.

Curriculum

Master of Science in Leadership – 36 semester credit hours

Degree Requirements

MLE601 Introduction to Organizational Leadership  
MGT625 Leadership Styles and Development  
BUS604 Organizational Ethics  
MLE605 Leading High Performance Teams  
MLE619 Power, Politics, and Influence  
MGT626 Organizational Systems and Cultures  
MLE613 Strategic Planning and Decision-Making

MGT623 Organizational Development and Change  
MLE617 Leadership and Innovation  
LDR657 Leading Global Organizations  
LDR650 Diversity Management and Leadership  
MLE621 Contemporary Issues in Leadership

Student Services and Resources

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

Library Resources

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

**ADHE Staff Recommendation**

The Arkansas Department of Higher Education Staff (ADHE) has determined that the Grand Canyon University, Phoenix, Arizona, degree programs meet the criteria for program recertification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year recertification expiring January 31, 2011, for the following programs offered by distance technology:

Master of Business Administration  
Master of Science Leadership

The motion to recommend recertification of the degree programs was made by Mr. Hoppe with a second by Mr. Schroeder. The motion was passed.

**Kaplan University, Davenport, Iowa**

Kaplan University, Davenport, Iowa, submitted application for the initial certification of the following online programs:

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

Associate of Applied Science in Paralegal Studies  
Master of Science in Criminal Justice

Proposed effective date: January 31, 2009

#### Institutional History

Kaplan University is a private for-profit university owned by the Iowa College Acquisition Corporation, which is in turn a wholly owned subsidiary of Kaplan Higher Education Corporation (KHEC), a corporation organized under the laws of Delaware.

Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), was founded in 1937. AIC, along with Hamilton College was purchased by Quest Education Corporation in November 1998, and in April 2000, AIC changed its name to Quest College.

Quest Education Corporation was purchased in July 2000 by Kaplan, Inc. In November 2000, the name Quest College was changed to Kaplan College. In 2004, Kaplan College expanded its academic offerings to include master's level programs and became Kaplan University.

Hamilton College was originally established in Mason City, Iowa, in 1900, as a proprietary career college specializing in business education. The other Hamilton College campuses are located in Cedar Rapids, Des Moines, and Council Bluffs, Iowa, and Lincoln and Omaha, Nebraska. In 2007, the seven Hamilton College campuses became branch campuses of Kaplan University.

In 2007, Concord Law School, based in Los Angeles, California, and founded in 1998, merged with Kaplan University. Concord is accredited by the Distance Education and Training Council nationally and received regional accreditation by Higher Learning Commission of the North Central Association of Colleges and Schools. Concord Law School offers a Juris Doctorate degree and an Executive Juris Doctorate degree.

Kaplan offers first-professional law degrees; master's level degrees in arts, education, business administration, and science; bachelor of science degrees; associate of science degrees; and associate of applied science degrees in various disciplines. The program offerings are delivered through distance learning instruction and onsite at its main campus in Davenport, Iowa, and additional campuses in Iowa and Nebraska.

#### Accreditation and Licensure

Kaplan University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools and the Distance Education and Training Council. It is recognized by the Iowa Department of Education and is approved by the Iowa and Illinois Divisions of Vocational Rehabilitation.

### Program Delivery

The target population served by Kaplan's degree programs is working adults, age 30 and over, who desire to qualify for entry-level positions or advance in the fields of business, information technology and legal studies. Kaplan offers 10 associate of applied science degrees in the areas of accounting, management, criminal justice, travel, information technology, nursing and health science, legal studies, and interdisciplinary studies; 15 bachelor's of science degrees in the areas of business, management, criminal justice, information technology, nursing, communication and paralegal and legal studies; 6 master's degree programs; and 2 professional law degree programs.

The associate of applied science degrees require 90 quarter credit hours (60 semester credit hours) with a minimum of 22.5 quarter credit hours (15 semester credit hours) in general education credits, meeting Arkansas requirements. Bachelor of science degrees require 180 quarter credit hours (120 semester credit hours) with a minimum of 52 quarter credit hours (35 semester credit hours) in general education, meeting Arkansas requirements.

Kaplan University's online platform is supported by Web servers to deliver around-the-clock operation. Degree program courses are administered by the Kaplan University Advanced Classroom Environment (KU•ACE), a multi-user database management system which facilitates text-based class discussions based on professor commentaries, readings, Web field trips, and other assignments.

### Admission Requirements

Students must provide evidence of high school graduation or equivalent; a copy of a DD214 military record indicating the applicant is a high school graduate or equivalent; a GED certificate or official notification that a GED has been earned; or, a college transcript indicating the date of high school graduation. If applicants who currently reside in the United States, but attended school in foreign countries, are unable to produce the required documents, evidence may include certification from other official sources such as a certified copy of an original foreign diploma and/or transcript written in English or a transcribed foreign language transcript with an affidavit verifying authenticity.

International students seeking admission must be 18 years or older. submit TOEFL scores of 525/159 or higher for undergraduate admission and scores of 550/213 or higher for graduate admission.

The College of Arts and Sciences requires students in all programs, except advanced start degrees, for students who have already completed a bachelor's degree, take two admissions assessments: an online scholastic assessment and a writing sample assessment. Students who do not successfully pass these two assessments will be required to take three additional courses beyond the required courses in their program. These courses include: Introduction to Reading Skills and Strategies, Introduction to Writing Skills and Strategies, and Introduction to Math Skills and Strategies.

### Graduate Admissions

A bachelor's degree is required for admissions into all master level programs.

### Assessment

Assessment of student achievement is accomplished through a capstone experience for all university academic degree programs. This assessment tests knowledge and skills that includes the ability to: communicate effectively; critically reflect on cultural and societal issues; problem solve utilizing quantitative and scientific information; and pursue ethical decisions and actions.

### Initial Certification Program Summaries

#### Associate of Applied Science Degree General Education Core

The courses listed below fulfill the Arkansas general education requirements. All courses are 5 quarter hours (3 semester credit hours).

CM 102: College Composition I **or**

CM 105: College Composition I, Effective Writing I for Business Majors **and**

CM 220: College Composition II

IT133 Software Application **or**

THU21: Travel Technology Systems (*Required for AAS in Global Travel and Hospitality*)

*Choose one:*

MM 150: Survey of Mathematics

MM 212: College Algebra

MM 207: Statistics

*Choose one:*

CJ 246: Human Relations in a Diverse Society

PS 115: Contemporary Issues in Psychology

PS 200: Cognitive-Behavioral Theory

PS 210: History of Psychology

PS 220: Child and Adolescent Psychology

SS 124: Introduction to Psychology

SS 144: Sociology

SS 225: Film in Society

SS 230: Making History-Our Founding Fathers

SS 235: 20th Century African American Leadership

SS 236: People, Power and Politics-An Introduction to American Government

SS 260: Gender and Society

SS 270: Social Problems

The **Associate of Applied Science in Computer Information Systems** degree program is designed to prepare students with technical and foundational skills required to pursue entry-level positions in the information technology field, including network administration, software programming, and Web development. Students are taught

skills necessary to install and maintain computer networks, troubleshoot hardware and software problems, manage databases, and develop Web pages. The emphasis areas allow the student to choose to concentrate in programming, network administration, or Web development.

### Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

### Enrollment

Expected Arkansas enrollment is five students.

There are 416 students nationwide enrolled in this program.

### Curriculum

Associate of Applied Science in Computer Information Systems

90 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

### General Education Core – 25 quarter credit hours (16 semester credit hours)

### Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

CS 114: Academic Strategies for the IT Professional

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

IT 117: Introduction to Web Design

IT 190: Foundations in Information Technology

IT 193: Foundations of Programming Using Visual Basic

IT 299: Associate's Capstone in Computer Information Systems

100/200 IT Electives

### Options: 15 quarter credit hours (11 semester credit hours)

Option I: Network Administration

IT 273: Networking Concepts

IT 278: Network Administration

IT 283: Networking with TCP/IP

Option II: Programming

IT 254: Foundations of Programming Using C#

IT 258: Foundations of Programming Using Java

IT 293: Intermediate Visual Basic

Option III: Web Development

IT 245: Website Development

IT 247: Website Tools

IT 250: Enhancing Websites with PHP

The **Associate of Applied Science in Criminal Justice** degree program is designed to prepare students with applied knowledge, technical skills, communication abilities, and general knowledge required to pursue entry-level positions in the areas of law

enforcement, adult and juvenile corrections, corporate security, public safety, loss prevention, and private protective services and investigations. The degree program includes a capstone course project.

#### Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

#### Enrollment

Expected Arkansas enrollment is five students.

There are currently 512 students nationwide enrolled in this program.

#### Curriculum

Associate of Applied Science in Criminal Justice

90 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

General Education Core – 25 quarter credit hours (16 semester credit hours)

Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

CJ 100: Eight Skills of the Effective Criminal Justice Student

Major Requirements – 60 quarter credit hours (41 semester credit hours)

CJ 101: Introduction to the Criminal Justice System

CJ 210: Criminal Investigation

CJ216 Computers Technology and Criminal Investigation Systems

CJ 227: Criminal Procedure

100/200 Level Criminal Justice Electives

CJ 299: Associate's Capstone in Criminal Justice

The **Associate of Applied Science in Global Travel and Hospitality** is designed to supply students with the knowledge and skills to pursue a career in the global hospitality and travel marketplace. The curriculum teaches students the practical application of ethics, technology, team building, communication skills, and industry competencies. Students receive training on a computer reservation system currently used in the travel industry. Students are taught key management and cultural diversity communication concepts and are assisted for preparation for the Travel Institute's Travel Agent Proficiency (TAP) Test.

The program includes a capstone course in which students apply industry theories to travel and hospitality businesses using problem-solving techniques, supportive communication, team building, and customer service development as a final project.

#### Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

Expected Arkansas enrollment is five students.

There are currently two students nationwide enrolled in this program as this program has only been offered since Fall 2008.

Curriculum

Associate of Applied Science in Global Travel and Hospitality Management

90 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

General Education Core – 25 quarter credit hours (16 semester credit hours)Institutional Requirements – 5 quarter credit hours (3 semester credit hours)

CS 113: Academic Strategies for the Business Professional

Major Requirements – 60 quarter credit hours (41 semester credit hours)

TH 101: Travel Concepts

TH 102: Sales, Marketing, and Customer Service

TH 110: Destination Geography West

TH 117: Global Hospitality

TH 200: Destination Geography East

TH 206: Hotel Management and Operations

TH 210: Travel Technology Systems

TH 213: Food and Beverage Management

TH 225: Special Topics in Tourism

TH 230: Dynamics of Trip/Event Planning

TH 270: Advanced Meeting Planning

TH 299: Associate's Capstone in Global Travel and Hospitality Management

The **Associate of Applied Science in Medical Assisting** degree program is designed to prepare students with the knowledge and technical skills in performing laboratory, clinical, and medical office procedures in a physician's office or ambulatory care clinic required to pursue an entry-level position. These skills may include performing CLIA-waived tests, venipuncture, urinalysis, and electrocardiograms and assisting physicians in patient preparation and patient relations. Preparation is given to students enabling them to take the examination to become a Certified Medical Assistant (CMA).

Requirements include completion of an unpaid clinical experience at an approved clinical site for both MA 260 Clinical Competencies I and MA 270 Clinical Competencies II and an unpaid practicum or externship (160 hours) in a physician's office or clinic.

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

Expected Arkansas enrollment is five students.

There are currently 1,268 students nationwide enrolled in this program.

Curriculum

Associate of Applied Science in Medical Assisting

92 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

General Education Core – 25 quarter credit hours (16 semester credit hours)

Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

CS 119: Academic Strategies for the Health Care Professional

Major Requirements – 62 quarter credit hours (41 semester credit hours)

HS 101: Medical Law and Bioethics

HS 111: Medical Terminology

HS 120: Anatomy and Physiology I

HS 130: Anatomy and Physiology II

HS 140: Pharmacology

HS 200: Diseases of the Human Body

HS 210: Medical Office Management

HS 220: Medical Coding and Insurance

HS 275: Professionalism in Health Care-2 quarter credit hours (1 semester hour)

MA 260: Clinical Competencies I

MA 270: Clinical Competencies II

MA 290: Medical Assisting Externship and Evaluation

M100/200 Level Major Electives

The **Associate of Applied Science in Medical Office Management** degree program is designed to prepare students with the knowledge and technical skills in administrative procedures and clerical skills such as appointment management and scheduling, medical records management, insurance processing, insurance coding and billing, and fundamentals of financial management required to pursue entry-level positions in medical offices. Students are required to complete a minimum 90-clock hour supervised externship in a physician's office or clinic. Graduates are eligible to take the examination to become a Certified Medical Administrative Specialist (CMAS).

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

Expected Arkansas student enrollment is five students.

There are 487 students nationwide enrolled in this program.

Curriculum

Associate of Applied Science in Medical Office Management

91 quarter credit hours (61 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated

General Education Core – 25 quarter credit hours (16 semester credit hours)Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

CS 119: Academic Strategies for the Health Care Professional

Major Requirements – 61 quarter credit hours (41 semester credit hours)

CS 119: Academic Strategies for the Health Care Professional

HS 101: Medical Law and Bioethics

HS 111: Medical Terminology

HS 120: Anatomy and Physiology I

HS 130: Anatomy and Physiology II

HS 200: Diseases of the Human Body

HS 210: Medical Office Management

HS 225: Medical Coding I – 4 quarter credit hours (3 semester credit hours)

HS 275: Professionalism in Health Care – 2 quarter credit hours (1 semester hour)

*The following courses are 3 quarter credit hours (2 semester credit hours):*

HS 115: Software Applications for Health Care Professionals

HS 215: Medical Insurance and Billing

HS 240: Medical Office Accounting

MO 250: Medical Records Management

MO 260: Clinical Competencies for the Medical Office Manager

MO 270: Advanced Medical Office Management

MO 290: Medical Office Management Externship and Evaluation

The **Associate of Applied Science in Medical Transcription** degree program is designed to prepare students with the knowledge and technical skills to transcribe and edit medical dictations, utilize medical terminology, edit and revise documents, and interpret and transcribe a variety of medical reports required for an entry-level position as a medical transcriptionist. The program includes a supervised, minimum 160-hour externship. After completion of the program and following eligibility requirements set by the Association for Healthcare, students are eligible to take the Registered Medical Transcriptionist examination.

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

Expected Arkansas enrollment is five students.

There are 1,012 students nationwide enrolled in this program.

Curriculum

Associate of Applied Science in Medical Transcription

90 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

General Education Core – 25 quarter credit hours (16 semester credit hours)

Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

CS 119: Academic Strategies for the Health Care Professional

Degree Requirements – 60 quarter credit hours (41 semester credit hours)

CS 119: Academic Strategies for the Health Care Professional

HS 101: Medical Law and Bioethics

HS 111: Medical Terminology

HS 120: Anatomy and Physiology I

HS 130: Anatomy and Physiology II

HS 200: Diseases of the Human Body

MR 160: Pharmacology and Laboratory Medicine

MR 250: Medical Records Transcription I

MR 260: Medical Records Transcription II

MR 270: Medical Records Transcription III

MR 290: Medical Transcription Externship and Evaluation

MR 105: Keyboarding I - 2 quarter credit hours (1 semester credit hour)

MR 110: Keyboarding II - 3 quarter credit hours (2 semester credit hours)

MR 275: Professional Development for Medical Transcriptionists-2 quarter credit hours  
(1 semester credit hour)

HS 115: Software Applications for Health Care Professionals-3 quarter credit hours  
(2 semester credit hours)

The **Associate of Applied Science in Paralegal Studies** degree program is designed to prepare students with knowledge of the law and paralegal studies, in conjunction with the practical and technical skills such as providing support during courtroom proceedings, interviewing and investigation, preparing documents, managing technology, and researching legal issues and competencies required of the profession. Comprehensive studies are in areas such as legal research and writing, litigation, contracts, legal ethics, torts, and various legal disciplines.

Faculty

A review of current faculty credentials indicates that the program faculty members have the appropriate credentials for the courses they are assigned to teach.

Enrollment

Expected Arkansas enrollment is five students.

There are 447 students nationwide enrolled in this program.

Curriculum

Associate of Applied Science Paralegal Studies

90 quarter credit hours (60 semester credit hours)

Courses are 5 quarter credit hours (3 semester credit hours) unless indicated.

General Education Core – 25 quarter credit hours (16 semester credit hours)

Institutional Requirement – 5 quarter credit hours (3 semester credit hours)

PA100: Eight Skills of the Effective Online Paralegal Student

Degree Requirements –60 quarter credit hours (41 semester credit hours)

PA 100: Eight Skills of the Effective Online Paralegal Student

PA 101: The Paralegal Professional

PA 110: Civil Litigation

PA 201: Introduction to Legal Research

PA 205: Introduction to Legal Analysis and Writing

IPA 230: Introduction to Legal Technology

PA 253: Legal Ethics

PA 293: Associate's Capstone—Portfolio Option **or**

PA 299: Associate's Capstone—Project

PA100/200 Level Major Electives

The **Master of Science in Criminal Justice** program is intended to prepare students to undertake leadership and other professional positions in the criminal justice environment. Students pursue either a thesis track, an applied action research track, or a comprehensive exam track of study.

The thesis track is a traditional, scientific research based course of study designed to prepare graduates for continued graduate or doctorate level education.

The applied action research track is based on a course of study with emphasis on applied scholarship that examines a current problem in criminal justice and seeks a practical solution.

The comprehensive examination track is designed to assess a student's overall learning pertaining to critical legal issues facing the field of criminal justice; the ability to apply research methodology to develop and present an applicable research design based on a scenario; the ability to synthesize relevant material pertaining to organizational behavior in the context of criminal justice; the ability to integrate relevant theoretical knowledge pertaining to the study of contemporary criminological theory; and, the ability to synthesize relevant knowledge to create a position paper to address a contemporary issue facing the criminal justice system.

Students have the option of selecting a specialization in addition to the core curriculum requirements. Specializations require 20 quarter credit hours (13 semester hours) for completion. The specializations include law, global issues in criminal justice, policing leadership/executive management, and corrections.

A specialization in corrections is designed for individuals to work in a corrections facility.

A specialization in Law is designed for judicial system professionals and those who want to have a career in local, state, or federal judicial systems and for public administrators and managers who need to have specialized legal knowledge

The specialization in policing is designed to prepare individuals to apply theories and practices of criminal justice to structuring, managing, directing and controlling criminal justice agencies, including police departments, sheriff's departments, law enforcement divisions and units, and private protective services.

The specialization in executive management is designed to prepare individuals to apply theories and practices of criminal justice to managing, directing and controlling criminal justice agencies.

The specialization in global issues prepares students for international law and terrorism issues.

#### Faculty

A review of the faculty credentials indicates that the current program faculty members have the appropriate credentials for the courses they are assigned to teach.

#### Enrollment

Expected Arkansas enrollment is five students.

Currently, 258 students nationwide are enrolled in this program.

#### Curriculum

Master of Science in Criminal Justice

55 quarter credit hours (37 semester credit hours)

#### Thesis Track Requirements

CJ 500: Critical Legal Issues in Criminal Justice

CJ 501: Criminological Theory

CJ 502: Research Methodology

CJ 503: Organizational Behavior

CJ 504: Data Analysis

CJ 600: Research and Thesis I

CJ 601: Research and Thesis II

CJ 500/600 Program Electives or Specialization

#### Applied Action Research Track Requirements

CJ 500: Critical Legal Issues in Criminal Justice

CJ 501: Criminological Theory

CJ 502: Research Methodology

CJ 503: Organizational Behavior

CJ 525: Applied Action Research in Criminal Justice

CJ 598: Action Research Project in Criminal Justice  
CJ 500/600 Program Electives or Specialization

Comprehensive Exam Track Requirements

CJ 500: Critical Legal Issues in Criminal Justice  
CJ 501: Criminological Theory  
CJ 502: Research Methodology  
CJ 503: Organizational Behavior  
CJ 505: Critical Issues in Criminal Justice  
CJ 602: Comprehensive Exam  
CJ 500/600 Program Electives or Specialization

Corrections Specialization

CJ 521: Critical Issues in Corrections  
CJ 522: Comparative Correctional Systems  
CJ 523: Critical Issues in Juvenile Justice  
CJ 524: Community-Based Corrections

Global Issues in Criminal Justice Specialization

CJ 509: Comparative Criminal Justice Systems  
CJ 512: Transnational Crime  
CJ 513: Critical Issues in Terrorism  
CJ 514: Seminar—Contemporary International Justice Issues

Law Specialization

Select four of the following courses:

CJ 506: Advanced Topics in Criminal Law  
CJ 507: Criminal Procedure and the U.S. Supreme Court  
CJ 508: Evidentiary Issues in Criminal Cases  
CJ 509: Comparative Criminal Justice Systems  
CJ 510: Specialized Criminal Statutes and Complex Investigations  
CJ 511: Employment and Policy Law

Leadership/Executive Management Specialization

CJ 511: Employment and Policy Law  
CJ 515: Theoretical Applications of Justice Management  
CJ 516: Fiscal Issues in Criminal Justice  
CJ 517: Human Resource Development

Policing Specialization

CJ 511: Employment and Policy Law  
CJ 516: Fiscal Issues in Criminal Justice  
CJ 518: Critical Issues in Policing  
CJ 519: Ethics and Diversity in Policing

Additional Electives

CJ 520: Issues in Private Security

## CJ 590: Independent Study in Criminal Justice

Student Support Services

Students may complete all administrative actions online and may contact admissions counselors by phone or email to discuss specific questions or obtain additional information. Students may apply for admission online and receive notification of acceptance or additional requirements within 24 hours.

Academic Advising

Academic advisors provide comprehensive and thorough student advocacy to resolve issues that affect student satisfaction. Students who require other types of professional assistance are referred to counselors or other agencies that they may contact for assistance.

Financial Aid Services

Financial aid information and application assistance is provided by the Financial Aid Office to help students and their families understand their options before entering into a contractual agreement.

Career Services

Career services counselors contact all students in respective graduating classes to determine their need for career services assistance. The career services staff also provides career guidance in resume writing services, interview skills training, and employment counseling concerning job offer decision-making processes and coaches students during the offer negotiation stage to all Kaplan University students requesting these services via email and telephone exchanges. The counselors provide Web-based resources on resume writing and job search practices.

Advisory Groups

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

Library Services

Kaplan University offers students a full complement of library services through its relationship with the UAH Salmon Library at the University of Alabama in Huntsville, Alabama. The UAH Salmon Library is a fully appointed university library with a collection of over 325,000 volumes along with collections of U.S. government documents, materials in microform and microfiche, and manuscript collections. In addition, the library has over 58,000 e-books and receives over 66,000 online periodicals and 900 hard-copy journals and access to specialized databases, such as ERIC, LexisNexis Academic Universe, Medline/PubMed, Academic Search Elite, TOPICsearch, and CINAHL, as well as discipline-specific databases. A professional librarian and trained support personnel are available to assist students and faculty through the Academic Resource Center and virtual library.

Tutoring

Tutoring services are available to students through their Academic Advisor (online). Tutorial sessions help students clarify points from lectures, labs, discussion sessions, or assigned readings.

**ADHE Staff Recommendation**

The Arkansas Department of Higher Education (ADHE) staff has determined that the following programs offered by Kaplan University meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year certification, expiring January 31, 2011, for the following programs offered by distance technology:

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

The motion to recommend certification of the degree programs was made by Mr. Ken Hoppe with a second by Dr. Jeff Olson. The motion was passed.

The meeting adjourned at 3:00 p.m.

## LETTERS OF NOTIFICATION

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The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the October 2008 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

### **Arkansas Northeastern College Program – Deletion (Fall 2009)**

Technical Certificate in Computer Aided Drafting and Design (CIP 15.1301; DC 4490)  
Associate of Applied Science in Crime Scene Investigation (CIP 43.0106; DC 0387)  
Associate of Applied Science in Industrial Technology (CIP 47.0303; CIP 0615)  
Associate of Applied Science in Process Control Technology (CIP 15.0699; DC 0765)  
Associate of Science in Agricultural, Food and Life Sciences (CIP 01.0000; DC 0935)

### **Arkansas State University-Beebe Program – New (Spring 2009)**

Technical Certificate in Wildlife Enforcement – traditional and online  
(CIP 43.0107; 34 credit hours)

### **Arkansas State University-Jonesboro Program – Option - New (Spring 2009)**

Concentration in Management Information Systems in Master of Business  
Administration (CIP 52.0201; DC 5580; 12 credit hours)

### **Program – Deletion (January 2009)**

Associate of Applied Science in Digital Electronics Technology (CIP 15.003; DC 0460)  
Associate of Applied Science in Paramedic (CIP 51.0904; DC 0470/0471)  
Associate of Applied Science in Business Technology (CIP 52.0401; DC 0307)  
Associate of Applied Science in Automotive Service Technology  
(CIP 47.0604; DC 0230)

### **Arkansas State University-Newport Program – Emphasis – New (Fall 2009)**

Emphasis in Criminal Justice for Associate of Arts - traditional and distance technology  
(18 credit hours)

### **Program – Distance Delivery (Fall 2009)**

Associate of Applied Science in Business Technology  
(CIP 52.0101; DC 0307; 60 credit hours)

**Arkansas Tech University**

**Program – Emphasis – New (Fall 2009)**

Emphases in Food and Beverage Management, Lodging and Club Management and Tourism and Event Management in the Bachelor of Science in Hospitality Administration degree program (18 credit hours)

Emphasis in Computer Engineering in the Bachelor of Science in Electrical Engineering

**Henderson State University**

**Program – Option – New (Spring 2009)**

Option for teacher candidates employed upon entry into the Master of Arts in Teaching degree program (15 credit hours)

Option for teacher candidates who will be employed only during the second year of enrollment in the Master of Arts in Teaching degree program (15 credit hours)

Options in Curriculum and Technology (distance technology) in the Educational Specialist degree program (9 credit hours)

**Mid-South Community College**

**Program – New (Spring 2009)**

Certificate of Proficiency in Welding Technology (CIP 48.0508; 18 credit hours)

**National Park Community College**

**Program – New (Spring 2009)**

Nursing Assistant (CIP 51.1614; 10 credit hours)

**NorthWest Arkansas Community College**

**Program-Option-New (Spring 2009)**

Option in Tax Specialist in Associate of Applied Science in Business Management (CIP 52.1600; DC 0300; 16 credit hours)

**Rich Mountain Community College**

**Program – New (Spring 2009)**

Technical Certificate in Database Applications (CIP 52.0407; 24 credit hours)

**South Arkansas Community College**

**Program – New (Spring 2009)**

Certificate of Proficiency in Criminal Justice (CIP 43.0107; 9 credit hours)

Certificate of Proficiency in Law Enforcement (CIP 43.0107; 9 credit hours)

**Southeast Arkansas College (June 2009)**

**Program – New Option**

Paramedic to RN option in Associate of Applied Science in Nursing

**Program – Deletion (Fall 2008)**

Technical Certificate in Information Systems Technology (DC 4773)

Associate of Applied Science in Information Systems Technology (DC 0355)

Technical Certificate in Internet & Web Technology (DC 4380)

Associate of Applied Science in Internet & Web Technology (DC 0320)

**Southern Arkansas University - Magnolia**

**Program – Option – New (January 2009)**

Option for licensure endorsement in Algebra I (CIP 13.1203; 17 credit hours)

**Southern Arkansas University-Tech**

**Department – New (January 2009)**

Adult Education Department in the Division of Extended Education

**Organizational Unit - Deletion (January 2009)**

Government Training Center (DC 3030)

**UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

**Program – Option – New (Fall 2009)**

Asian Studies combined major in Bachelor of Arts degree programs offered in the Fulbright College of Arts and Sciences (24 credit hours)

**Program – Minor – Name Change**

Minor in Latin American Studies changed to Minor in Latin American and Latino Studies (August 2009)

Concentration in College Counseling changed to Student Affairs and College Counseling in the Master of Science in Counseling (July 1, 2009)

**Program – Deletion**

Bachelor of Science in Public Administration (CIP 44.0401; DC 4250; May 2012)

**Program – Deletion of Off-Campus Location**

Master of Education in Bolivia and Greece (CIP 13.0101; DC 5660; July 2009)

**Program – Minor/Concentration - Deletion**

Minor in Studio Art (May 2012)

Concentration in Vocational Education in the Master of Education in Workforce Development (July 2009)

**Administrative Unit – New (Spring 2009)**

Center for Educational Assistance for Children and Youth in the Department of Curriculum and Instruction, College of Education and Health Professions

**Organizational Unit - Name Change (January 2009)**

Department of Foreign Languages (DC 1390) changed to Department of World Languages, Literatures, and Cultures

**University of Arkansas-Fort Smith**

**Program – Minor – New (Spring 2009)**

Minor in Business Administration (18 hours)

Minor in Creative Writing (18 hours)

Minor in English (18 hours)

Minor in History (18 hours)

Minor in Mathematics (18 hours)

Minor in Psychology (18 hours)

Minor in Spanish (18 hours)

Minor in Speech (18 hours)

**University of Arkansas at Little Rock**

**Program – Option- Deletion (Spring 2012)**

Community Health Promotion emphasis in Bachelor of Science in Health Sciences

**Program – Option – New (Spring 2009)**

Emphasis in Health Education and Promotion in Bachelor of Science in Health Sciences (18 credit hours)

**Program - Reactivation – (July 2009)**

Master of Arts in Gerontology (CIP 44.0701; DC 2260)

**UNIVERSITY OF ARKANSAS AT MONTICELLO**

**Program – Reconfiguration (June 2009)**

Bachelor of General Studies (CIP 24.0012; 124 credit hours with 18 semester credit hours required in 3 emphasis areas)

**Program – Option – New (January 2009)**

Option for licensure endorsement in Algebra I (17 credit hours)

**Program - Curriculum Revisions (January 2009)**

Bachelor of Arts in Early Childhood Education (P-4) curriculum revisions to meet state and national standards for student assessment, and to accommodate transfer for the Associate of Arts in Teaching (AAT). (CIP 13.1209; DC 2441)

Bachelor of Arts in Middle Childhood Education (Grades 4-8) curriculum revisions leading to a reduction of credit hours from 127 to 124 to align program with other UAM programs, and to accommodate AAT transfer. (CIP 13.1203; DC 2908)

**Program – Deletion (May 2011)**

Bachelor of Arts in Journalism (CIP 09.0401; DC 1560)

**Program – Concentration Deletion (May 2012)**

Music Theatre concentration in the Bachelor of Arts in Music (CIP 50.0903; DC 1630)7

**University of Arkansas for Medical Sciences**

**Program – New – Reconfiguration (January 2009)**

Master of Public Health/Doctor of Pharmacy (MPH/PharmD; CIP 51.2201; 8 credit hours toward MPH for PharmD students; 12 credit hours toward PharmD for MPH students)

**Program – Distance Delivery (August 2009)**

Bachelor of Science in Dental Hygiene (DC 2430) offered by distance technology in collaboration with Arkansas State University—Mountain Home and Area Health Education Center.

**University of Central Arkansas**

**Program – Option – New (January 2009)**

Option for licensure endorsement in Algebra I (17 credit hours)

**Program – Deletion of Off-Campus Location (June 2007)**

Master of Science in School Leadership, Management and Administration at Savannah, Georgia (CIP 13.0499; DC 6920)

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

**Program changes (Less than 18 credit hours)**

University of Phoenix – Little Rock, Arkansas

Bachelor of Science in Information Technology

Concentration in Information Technology Support

Master of Business Administration

Concentrations in Small Business Management, Energy Management and Project Management

University of Phoenix – Rogers, Arkansas

Bachelor of Science in Information Technology

Concentration in Information Technology Support

Master of Business Administration

Concentrations in Small Business Management, Energy Management and Project Management

University of Phoenix – Online

Bachelor of Science in Information Technology

Concentration in Information Technology Support

Master of Business Administration

Concentrations in Small Business Management, Energy Management and Project Management

Associate of Arts in Information Technology

Concentrations in Information Technology Support and Web Design

University of Phoenix – Texarkana, Arkansas

Master of Business Administration

Concentrations in Small Business Management, Energy Management and Project Management

**Letter of Exemption – New**

Oklahoma Baptist University of Shawnee, Concord Baptist Association Center at Fort Smith, Oklahoma Ministry Training Institute courses

Biblical Hermeneutics

New Testament: 1 Corinthians

Survey of Cross-Cultural Ministry

Church Administration

Teaching and Learning in Churches

Preaching: Preparation and Delivery of Sermons

Christian Doctrines

Pastoral Care

Introduction to Evangelism

Youth Ministry in the Church

Philosophy of Religion

**Letter of Exemption – Renewal**

Bethel Bible College and Seminary, Jonesboro, Arkansas

Associate of Biblical Studies

Associate of Theology

Bachelor of Biblical Studies

Bachelor of Christian Counseling

Bachelor of Church Business Administration

Master of Biblical Studies

Master of Christian Care and Counseling

Master of Christian Education

Master of Divinity

Master of Religion

Master of Theology

Doctor of Christian Ministry

Doctor of Divinity in Church Administration

Doctor of Theology in Pastoral Counseling and Pastoral Psychology

Central Arkansas Baptist Bible Institute, operated by Fairview Road Missionary Baptist Church, Hensley, Arkansas

Associate of Biblical Studies  
Bachelor of Theology  
Bachelor of Youth Ministry  
Bachelor of Bible Languages  
Bachelor of Apologetics  
Master of Theology  
Master of Divinity  
Master of Bible Languages  
Master of Theological Studies  
Doctor of Ministry  
Doctor of Bible Languages  
Doctor of Theology

Jubilee Christian College, Malvern, Arkansas

Associate of Biblical Studies	Bachelor of Ancient Biblical History
Bachelor of Biblical Studies	Bachelor of Ministry
Bachelor of Christian Education	Master of Ancient Biblical History
Master of Biblical Studies	Master of Christian Education
Master of Ministry	Doctor of Christian Education
Doctor of Ancient Biblical History	Doctor of Biblical Studies
Doctor of Ministry	

Oakland City University of Oakland City, Indiana, First General Baptist Church of Heber Springs, Theology courses

Introduction to Christian Education	Introduction to Ministry
Introduction to Christian Missions	Pastoral Counseling
New Testament I	New Testament II
Old Testament I	Old Testament II
Introduction to Church History	Introduction to Preaching
Church Administration	Christian Doctrine
Elementary Greek I	Elementary Greek II

Park University of Parkville, Missouri, at Little Rock Air Force Base

Associate of Science  
Bachelor of Science in Computer Science  
Bachelor of Science in Criminal Justice Administration  
Bachelor of Science in Management  
Bachelor of Science in Social Psychology

## LETTERS OF INTENT

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The following notifications were received October 2, 2008 through January 14, 2009, for future Board action.

### ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University-Jonesboro

Doctor of Philosophy in Educational Leadership

Arkansas Tech University

Technical Certificate in Viticulture

Technical Certificate in Enology

Associate of Science in Culinary

Certificate of Proficiency, Technical Certificate and Associate of Applied Science in

Renewable Energy Technology offered at Arkansas Northeastern College, Arkansas State University-Newport, East Arkansas Community College, Mid-South Community College and Phillips Community College of the University of Arkansas by Arkansas Delta Training and Education Consortium (ADTEC)

Cossatot Community College of the University of Arkansas

Associate of Applied Science in Culinary Arts

East Arkansas Community College

Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Advanced Manufacturing Technology by distance technology

Mid-South Community College

Technical Certificate and Associate of Applied Science in Transportation and Logistics

National Park Community College

Associate of Applied Science in Paralegal

Rich Mountain Community College

Technical Certificate in Computer Forensics by distance technology

University of Arkansas Community College at Hope

Associate of Applied Science in Power Plant Technology

University of Arkansas - Fort Smith

Bachelor of Science in Biochemistry

University of Arkansas at Little Rock

Bachelor of Fine Arts in Dance Performance

Doctor of Philosophy in Criminal Justice

University of Arkansas at Pine Bluff

Certificate of Evaluation

Master's in Evaluation

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

American Public University/American Military University, West Virginia

Initial Certification – Online

Bachelor of Arts in Emergency and Disaster Management

Bachelor of Arts in Homeland Security

Bachelor of Arts in Intelligence Studies

Bachelor of Science in Sports and Health Sciences

Master of Arts in Homeland Security

DeVry University, Naperville, Illinois

Initial Certification – Online

Associate of Applied Science in Accounting

Associate of Applied Science in Electronics and Computer Technology

Associate of Applied Science in Health Information Technology

Associate of Applied Science in Network Systems Administration

Associate of Applied Science in Web Graphic Design

Bachelor of Science in Biomedical Engineering Technology

Bachelor of Science in Business Administration

Bachelor of Science in Computer Engineering Technology

Bachelor of Science in Computer Information Systems

Bachelor of Science in Electronic Engineering Technology

Bachelor of Science in Game and Simulation Programming

Bachelor of Science in Multimedia Design and Development

Bachelor of Science in Network and Communications Management

Bachelor of Science in Technical Management

Master of Science in Educational Technology

Master of Science in Electrical Engineering

Master of Business Administration

Master of Accounting and Financial Management

Master of Human Resource Management

Master of Project Management

Master of Public Administration

Master of Information Systems Management

Master of Network and Communications Management

Drury University, Springfield, Missouri

Initial Certification – Online

- Bachelor of Business Administration
- Bachelor of Science in Health Services
- Bachelor of Science in Instructional Technology
- Bachelor of Science in Organizational Studies

Ecclesia College, Springdale, Arkansas

Initial Certification

- Bachelor of Science in Organizational Communication

Excelsior College, Albany, New York

Recertification – Online

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

Franklin University, Columbus, Ohio

Initial Certification – Online

- Bachelor of Science in Public Relations
- Bachelor of Science in Operations and Supply

Recertification – Online

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

Kaplan University, Davenport, Iowa

Initial Certification – Online

- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Science in Communication
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Health & Wellness
- Bachelor of Science in Health Science
- Bachelor of Science in Information Technology
- Bachelor of Science in Legal Studies
- Bachelor of Science in Management
- Bachelor of Science in Networking Technology
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Software Development
- Master of Science in Higher Education
- Juris Doctor
- Executive Juris Doctor

Regis University, Denver, Colorado

Initial Certification – Online

- Master of Science in Database Technologies
- Master of Science in Information Assurance
- Master of Science in Systems Engineering

Recertification – Online

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Networking
- Bachelor of Science in Computer Science
- Bachelor of Science in Finance

Remington College, Little Rock, Arkansas

Initial Certification

- Associate of Applied Science in Paralegal

Strayer University, Arlington, Virginia

Initial Certification – Online

- Associate of Arts in Accounting
- Associate of Arts in Business Administration
- Associate of Arts in Information Systems
- Bachelor of Business Administration
- Bachelor of Science in Information Systems
- Bachelor of Science in Professional Accounting
- Master of Science in Accounting
- Master of Business Administration
- Master in Health Services Administration
- Master of Public Information

Strayer University, Arlington, Virginia

Initial Certification – New location in Little Rock, Arkansas

- Associate of Arts in Accounting
- Associate of Arts in Business Administration
- Associate of Arts in Information Systems
- Bachelor of Business Administration
- Bachelor of Science in Information Systems
- Bachelor of Science in Professional Accounting
- Master of Science in Accounting
- Master of Business Administration
- Master in Health Services Administration
- Master of Public Information

University of Phoenix, Phoenix, Arizona

Initial Certification – Online

- Associate of Arts/Information Technology in Visual Communications
- Doctor of Philosophy in Higher Education Administration
- Doctor of Philosophy in Industrial/Organizational Psychology

Recertification – Online

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

University of Phoenix – Little Rock, Arkansas

Recertification

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

University of Phoenix – Rogers, Arkansas

Recertification

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

Walden University, Minneapolis, Minnesota

Initial Certification – Online

- High-Tech Master of Business Administration
- Master of Public Health
- Master of Science in Computer Engineering
- Master of Science in Computer Science
- Master of Science in Electrical Engineering
- Master of Science in Engineering Management
- Master of Science in Psychology
- Doctor of Philosophy in Health Services
- Doctor of Philosophy in Human Services

Doctor of Philosophy in Psychology  
Doctor of Philosophy in Public Health  
Doctor of Education in Education  
Doctor of Philosophy in Education

Western Governors University, Salt Lake City, Utah

Initial Certification – Online  
Bachelor of Science in Finance

**Pending Review by Arkansas State Board of Nursing**

Chamberlain College of Nursing, Chicago, Illinois

Initial Certification – Online  
Bachelor of Science in Nursing

Excelsior College, Albany, New York

Initial Certification – Online  
Associate in Science in Nursing  
Associate in Applied Science in Nursing

Grand Canyon University, Phoenix, Arizona

Initial Certification – Online  
Bachelor of Science in Nursing (RN-BS)  
Master of Science in Nursing – Nursing Education (RN-MSN)  
Master of Science in Nursing – Nursing Leadership in Health Care Systems,  
(RN-MSN)  
Master of Science in Nursing – Nurse Education  
Master of Science in Nursing – Nursing Leadership in Health Care Systems

Regis University, Denver, Colorado

Recertification – Online  
Bachelor of Science in Nursing (RN-BSN completion)

Walden University, Minneapolis, Minnesota

Initial Certification – Online  
Master of Science in Nursing

**Pending Review by Arkansas State Board of Counseling**

Walden University, Minneapolis, Minnesota

Initial Certification  
Master of Science in Mental Health Counseling

**ECONOMIC FEASIBILITY OF BOND ISSUE  
ARKANSAS STATE UNIVERSITY SYSTEM**

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The Arkansas State University System (ASUS) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$9.5 million with a term of up to thirty (30) years with an estimated annual interest rate of 5.50 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas State University Board of Trustees approved this bond financing at its meeting of December 12, 2008.

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

Relevant data follows:

**Auxiliary Residence Projects**

Projected 2010-11 Net Auxiliary Revenues Available..	\$7,728,800
Maximum Allowable Debt Service (\$7,728,800 / 120%).....	6,440,667
Existing FY2009 Debt Service.....	5,345,734
Estimated FY2010-11 Debt Service for Proposed Issue.	653,700
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$ 441,233

The above data demonstrate that Arkansas State University System has sufficient revenue to support an auxiliary bond issue of approximately \$9.5 million with a term of 30 years at an estimated annual interest rate of 5.50 percent.

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

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

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

**ECONOMIC FEASIBILITY OF BOND ISSUE  
UNIVERSITY OF ARKANSAS AT FORT SMITH**

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The University of Arkansas at Fort Smith (UAFS), requests approval of the economic feasibility of plans to issue bonds totaling \$24.54 million with a term of 25 years at an estimated annual interest rate of approximately 6.05 percent. Proceeds from the bond issue will be used for auxiliary purposes. The University of Arkansas Board of Trustees approved this action at its meeting held on November 21, 2008.

The auxiliary issue will be approximately \$24.54 million with annual debt service of \$1.9 million. Proceeds from this issue will be used to construct and equip a 400-bed student housing complex. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service. Additionally, coordinating board policy requires a plan be developed for ongoing maintenance for any new facilities constructed with bond proceeds. The University of Arkansas at Fort Smith has established a facility renewal fund and will set aside no less than 3 percent of housing revenue each year.

Relevant data follows:

Projected Net Student Housing Revenues.....	\$4,924,117
Maximum Annual Debt Service (\$4,924,117/120%).....	4,103,431
Existing Auxiliary Debt Service.....	1,271,202
Estimated Debt Service for Proposed Bond Issue.....	1,894,165
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$938,064

The above data demonstrates that the University of Arkansas at Fort Smith has sufficient revenue to support a bond issue of \$24.54 million with a term of up to 25 years at an estimated annual interest rate of approximately 6.05percent.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas at Fort Smith (UAFS) to issue bonds not to exceed \$24.54 million for a period of up to 25 years at an estimated annual interest rate of approximately 6.05% for auxiliary purposes as requested by UAFS for the construction of a student housing complex.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President of the University of Arkansas System and the Chancellor of the University of Arkansas at Fort Smith of the Coordinating Board's resolution.

**ECONOMIC FEASIBILITY OF LOAN  
UNIVERSITY OF ARKANSAS AT MONTICELLO**

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University of Arkansas at Monticello requests approval of a loan of \$1,000,000 with a term of 10 years at an annual interest rate not to exceed .53 percent. Proceeds will be used to fund deferred maintenance and energy savings projects on the Monticello campus. The University of Arkansas Board of Trustees approved the college's loan application on November 21, 2008.

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

Relevant data follows:

Budgeted 2008-09 Tuition and Fee Revenue .....	\$ 11,126,746
Maximum Allowable Debt Service (11,126,746 x 25%).....	2,781,687
Existing Debt Service .....	444,017
Estimated Debt Service for Proposed Issue.....	102,938
Amount Remaining for Additional Debt Service .....	\$ 2,234,732

The above data demonstrates that the University of Arkansas at Monticello has sufficient tuition and fee revenue to support a loan of \$1,000,000 with a term of ten years at an annual interest rate not to exceed .53 percent.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the loan from the College Savings Bond Revolving Loan Fund to The University of Arkansas at Monticello for \$1,000,000 with a term of 10 years at an annual interest rate not to exceed .53 percent to fund deferred maintenance and energy savings projects.

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