

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

**Rich Mountain Community College
St. John Library
1100 College Drive
Mena, AR 71953**

SCHEDULE

Friday, April 29, 2005

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

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

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

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, April 29, 2005
10:00 a.m.**

**Rich Mountain Community College
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Mena, AR 71953**

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- *2. Report of the Director (Dr. Beene)
- *3. New Program: Doctor of Philosophy in Molecular Biosciences by Arkansas State University at Jonesboro (Dr. Wheeler)
- *4. Off-Campus Site: Regional Technology Center by NorthWest Arkansas Community College (Ms. Griffin)
- *5. Off-Campus Site: Waldron Off-Campus Site by Rich Mountain Community College (Ms. Griffin)
- *6. New Program: Associate of Applied Science in Business Technology, General Technology, and Allied Health by Arkansas Tech University (Ms. Moten)
- *7. New Program: Technical Certificate in Building Trades Technology by South Arkansas Community College (Ms. Moten)
- *8. New Program: Associate of Applied Science and Technical Certificate in Welding Technology by Arkansas State University at Beebe (Ms. Moten)
- *9. New Program: Associate of Applied Science in Occupational Therapy Assistant at Pulaski Technical College in Partnership with Baptist Health (Ms. Moten)

- *10. New Program: Master of Science in Computer and Information Science and Master of Public Administration by Southern Arkansas University at Magnolia (Ms. Moten)
- *11. New Program: Associate of Applied Science and Advanced Certificate in Network Security Technology by South Arkansas Community College (Ms. Moten)
- *12. New Organizational Unit: Department of College Student Personnel by Arkansas Tech University (Ms. Moten)
- *13. New Organizational Unit: Construction Management Department by University of Arkansas at Little Rock (Ms. Moten)
- *14. New Organizational Unit: Department of Education Reform by University of Arkansas at Fayetteville (Ms. Moten)
- *15. New Organizational Unit: Center for Economic Development Education by University of Arkansas at Little Rock (Ms. Moten)
- *16. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- *17. Economic Feasibility for Bond Issue for NorthWest Arkansas Community College (Ms. Brown)
- *18. Economic Feasibility for Bond Issue for Henderson State University (Ms. Brown)
- 19. Appointment of Nominating Committee for Board Officers for 2005-2006 (Mr. Ford)
- 20. Annual Report on Student Retention and Graduation (Mr. Harrell)
- 21. Letters of Notification (Ms. Moten)

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Rich Mountain Community College
St. John Library
1100 College Drive
Mena, AR 71953**

**Friday, April 29, 2005
9:30 a.m.**

Finance Committee

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

AGENDA

- *17. Economic Feasibility for Bond Issue for NorthWest Arkansas Community College
(Ms. Brown)
- *18. Economic Feasibility for Bond Issue for Henderson State University
(Ms. Brown)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Rich Mountain Community College
St. John Library
1100 College Drive
Mena, AR 71953

Friday, April 29, 2005
8:30 a.m.

Academic Committee:

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

REGULAR AGENDA

- *3. New Program: Doctor of Philosophy in Molecular Biosciences by Arkansas State University at Jonesboro (Dr. Wheeler)

CONSENT AGENDA

- *4. Off-Campus Site: Regional Technology Center by NorthWest Arkansas Community College (Ms. Griffin)
- *5. Off-Campus Site: Waldron Off-Campus Site by Rich Mountain Community College (Ms. Griffin)
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- *16. Institutional Certification Advisory Committee Report and Resolutions (Ms. Jones)
- 21. Letters of Notification (Ms. Moten)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
February 4, 2005

Minutes of Meeting

The February 4, 2005 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Jeff Banks Student Union Ballroom on the campus of the University of Arkansas For Medical Sciences in Little Rock, Arkansas. Chairman Phil Ford called the meeting to order at 9:30 a.m. with a quorum of Board members present.

Coordinating Board present:

Phil Ford, Chair
Kaneaster Hodges, Vice Chair
Jodie Carter
Bob Cheyne
Col. Jim Creech
David Damron
Dr. Dan Grant
Bill Johnson
Dr. Lynda Phillips Johnson
David Leech

Coordinating Board absent:

Betsy Thompson
Dr. Anne Trussell

Department staff present:

Dr. Linda Beene, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler, Associate Director of Academic Affairs
Cynthia Moten, Coordinator of Academic Affairs
Ron Harrell, Associate Director for Planning and Accountability
Jeanne Jones, Coordinator of Institutional Certification
Vikki Moore, Agency Fiscal Manager
Lillian Williams, YOU Program Coordinator
Lila McCauley, Assistant Coordinator of Academic Affairs
Claudia Griffin, Assistant Coordinator of Academic Affairs
Monroe Carlton, Assistant Coordinator of Institutional Finance
John Davidson, Judy McAinsh, and Reagan Brown, Financial Managers
Dr. Karon Rosa, Assistant Coordinator of Academic Affairs
Christina Miller, Coordinator of General Administration
Sharon Tucker, Data Collection Analyst
Nichole Abernathy, Administrative Assistant
Delores Logan, Administrative Assistant

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

Chairman Ford recognized Dr. I. Dodd Wilson, Chancellor of the University of Arkansas for Medical Sciences, for a welcome. Dr. Wilson said UAMS was founded in 1879 as a for-profit medical school and it took only one year to achieve a doctorate degree then. Now, he said, UAMS is a teaching hospital and has employees in every county except six. He also explained that the Jeff Banks Student Union building will be replaced next year with a new University Hospital. He welcomed the Board to the campus.

Agenda Item No. 1
Approval of Minutes

Kaneaster Hodges motioned to approve the minutes of the October 22, 2004 regular meeting and the December 14, 2004 special meeting, Col. Jim Creech seconded, and the Board unanimously approved.

Agenda Item No. 2
Report of the Director

Dr. Beene began her Director's Report by introducing new staff members and announcing some personnel changes. New staff members included Chlarissa Pope in data collection, Nichole Abernathy as administrative support for Academic Affairs, Claudia Griffin as Assistant Academic Affairs Coordinator, and Robin Henson as Communications Manager. Lillian Williams started a new role as YOU Program Coordinator. She was a financial aid manager for ADHE.

Dr. Beene mentioned Governor Huckabee's Executive Recommendation which would increase funding for state colleges and universities by \$53.9 million in fiscal year 2006 and another \$49.2 million in fiscal year 2007. She thanked Dr. Stanley Williams and the institutional finance staff for their work on the funding formula. She said the Governor reminds everyone to talk with their legislators about supporting the formula and the funding for higher education is in the balanced budget.

Dr. Beene mentioned the legislation proposed in the Session which pertained to higher education and how the Governor's higher education priorities reflect some of the Blue Ribbon Committee's recommendations.

Dr. Beene explained the Pathways Project, which was presented to the Transitional Employment Board for funding. She said the project was a partnership between ADHE, Departments of Workforce Education, Economic Development, and Human Services, the Association of Two-Year Colleges, and the Good Faith Fund to develop

a comprehensive program that promotes increased educational attainment for adults across the State of Arkansas with funding from the Temporary Assistance to Needy Families (TANF) federal funds.

Dr. Beene mentioned that the Coordination Commission for Educational Efforts had its second meeting on November 2 and reviewed the enabling legislation while forming three subcommittees to address the charges in the Legislation. She said the next meeting was scheduled for March 15.

Dr. Beene thanked Vikki Moore and Melissa Goff, as well as their staff, for the recent agency audit results for FY 2003. There were no instances of noncompliance or no audit findings. Dr. Beene also announced that all 45 of Arkansas institutions and reporting entities got their mandatory data entered into the IPEDS system and locked down in time. She thanked Ron Harrell and his staff for coordinating this information.

Agenda Item No. 3
Associate of Applied Science in Respiratory Care Technology
Southeast Arkansas College

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in respiratory care technology (CIP 51.0908) to be offered at Southeast Arkansas College, effective August 2005.

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

Agenda Item No. 4
Master of Imaging Sciences
University of Arkansas For Medical Sciences

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas for Medical Sciences (UAMS) to offer the Master of Imaging Sciences (MIS). UAMS is accredited by the Higher Learning Commission of the North Central Association of Schools. The UA Board of Trustees approved the program on November 12, 2004.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Imaging Sciences at the University of Arkansas for Medical Sciences (CIP 51.0911), effective Fall 2006.

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

Agenda Item No. 5
Associate of Applied Science in Workforce Leadership
University of Arkansas at Fort Smith

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer an Associate of Applied Science in workforce leadership at the University of Arkansas at Fort Smith (UAFS). The university is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the proposal on November 12, 2004.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in workforce leadership (CIP 52.0201) at the University of Arkansas at Fort Smith effective Fall 2005.

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

Agenda Item No. 6
Institutional Certification Advisory
Committee Recommendations

Appreciation of Institutional Certification Advisory Committee Members

Ms. Sylvia Spencer Orton

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

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Ms. Sylvia Spencer Orton for her four years of service as a member of the Institutional Certification Advisory Committee.

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

Rev. Charles Attebery

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

RESOLVED, That the Arkansas Higher Education Coordinating Board expresses appreciation to Rev. Charles Attebery for his seven years of service as a member of the Institutional Certification Advisory Committee.

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

Recommendation of New Members

Mr. Ken Hoppe

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

Mr. Ken Hoppe has been nominated to fill the vacancy as one of the two positions for independent (non-public) postsecondary institution chief administrators. Mr. Hoppe is the President of Crowley's Ridge College in Paragould, Arkansas. This term will expire February 4, 2006, and completes an unexpired term.

RESOLVED, That, pursuant to ACA §6-61-302, the Arkansas Higher Education Coordinating Board appoints Mr. Ken Hoppe, as a member of the Institutional Certification Advisory Committee to represent Arkansas

Independent Postsecondary Institutions. This term expires February 4, 2006.

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

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

Mr. Dan Jordan

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

Mr. Dan Jordan has been nominated to fill the vacancy as one of two designated for a legal resident of the state of Arkansas not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity. Mr. Jordan is the Assistant Superintendent for the Benton Public Schools. This term will expire February 4, 2014.

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

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

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

Program Recommendations

ITT-Tech, Little Rock, Arkansas Recertification

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

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

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of ITT-Tech that any advertisement or published materials using the name of the Arkansas Higher Education

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

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

Tulane University Decertification

Master of Public Health

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

Agenda Item No. 7
Approval of Revisions to the
State Minimum Core Curricula

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

The Board has approved state minimum core curricula for two- and four-year colleges and universities. Proposed curricula revisions must be submitted for Coordinating Board approval.

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

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

A copy of the State Minimum Core Curricula can be found on the Department of Higher Education website.

Col. Jim Creech asked about Arkansas Tech University's listing of math courses. Dr. Wheeler explained that ATU provides an option for the students and college math is equivalent to, or as sophisticated as, college algebra in the context of the State Minimum Core. She said the staff has talked with Col. Creech regarding his concern and that the recommendation included in this agenda item is in keeping with AHECB policy.

Dr. Lynda Johnson motioned to recommend Agenda Items 3 -7 to the Full Board for consideration, Jodie Carter seconded, and the Committee unanimously approved.

Agenda Item No. 8
Associate of Applied Science in General Technology
University of Arkansas at Monticello

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in general technology (CIP 30.9999) at the University of Arkansas at Monticello effective August 2005.

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

Dr. Lynda Johnson asked about career placement centers at the campuses. Dr. Jack Lassiter, Chancellor of the University of Arkansas at Monticello, stated that all three locations have at least one full time vocational counselor. He said they do not actively place students but make them aware of opportunities.

Jodie Carter motioned to recommend Agenda Item 8 to the Full Board for consideration, Phil Ford seconded, and the Committee unanimously approved.

Agenda Item No. 9
Revision of Rules and Regulations
of the Institutional Certification Advisory Committee

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

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

Comments and recommendations from all interested parties were reviewed by ADHE staff and incorporated when possible.

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

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

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

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the Institutional Certification Advisory Committee Rules and Regulations.

Jeanne Jones stated that a public hearing on the rules was held on October 21, 2004 and several people spoke in support of the revisions. She also mentioned that page 56 included Dr. Grant's clarification regarding military installations. A copy of the revised rules and regulations can be found on the Department of Higher Education website.

Jodie Carter motioned to recommend Agenda Item 9 to the Full Board for consideration, Dr. Lynda Johnson seconded, and the Committee unanimously approved.

Agenda Item No. 10
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling \$1,000,000 with a maximum term of up to 30 years at an estimated annual interest rate of 5%. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The Arkansas Tech University Board of Trustees approved this action at its meeting held on October 21, 2004.

The E&G issue will be approximately \$1,000,000 with annual debt service of \$65,051. Proceeds from the issue will be used to construct an Art Building. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Arkansas Tech University (ATU) to issue bonds not to exceed \$1,000,000 for a period of 30 years at an estimated annual interest rate of 5% for E&G purposes.

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

Bob Cheyne motioned to recommend Agenda Item 10 to the Full Board for consideration, David Damron seconded, and the Committee unanimously approved.

Agenda Item No. 11
Economic Feasibility of Bond Issue
Southern Arkansas University

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds totaling \$2,700,000 with a maximum term of up to 25 years at an estimated annual interest rate of 5%. Proceeds from the bond issue will be used for educational & general (E&G) and auxiliary purposes. The Southern Arkansas University Board of Trustees approved this action at its meeting held on December 17, 2004.

The E&G issue will be approximately \$1,350,000 with annual debt service of \$98,200. Proceeds from the issue will be used to construct a band facility. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

The Auxiliary issue will be approximately \$1,350,000 with annual debt service of \$98,200. Proceeds from the issue will be used to construct an athletic practice facility. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Southern Arkansas University (SAU) to issue bonds not to exceed \$2,700,000 for a period of 25 years at an estimated annual interest rate of 5% for both E&G and auxiliary purposes.

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

Col. Jim Creech motioned to recommend Agenda Item 11 to the Full Board for consideration, Bob Cheyne seconded, and the Committee unanimously approved.

Agenda Item No. 12
Economic Feasibility of Bond Issue
University of Arkansas, Fayetteville

University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$21.4 million with a term of up to 20 years at an estimated annual interest rate of 5.25%. Proceeds from the bond issue will be used for educational & general (E&G) purposes. The University of Arkansas Board of Trustees approved this action at its meeting on January 27, 2005.

The E&G issue will be approximately \$21.4 million with annual debt service of \$1,753,779. Proceeds from the issue will be used for various renovation and construction projects on campus. Coordinating Board policy regarding debt service provides that a maximum of 25 percent of tuition and fee revenue may be pledged to educational and general debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds for approximately \$21.4 million with a term of 20 years at an estimated annual interest rate of 5.25% for E&G purposes.

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

Bob Cheyne motioned to recommend Agenda Item 12 to the Full Board for consideration, David Damron seconded, and the Committee unanimously approved.

Agenda Item No. 13
Higher Education Coordinating Board
2005 Meeting Schedule

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals.

The 2005 meeting schedule was presented to the Board for approval at the October 22 meeting. All dates except the fall, 2005 were approved at that time due to a conflict. The following date is now proposed for approval:

November 4, 2005

Southern Arkansas University
Magnolia, Arkansas

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

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

Kaneaster Hodges motioned to approve Agenda Item 13, Dr. Dan Grant seconded, and the Board unanimously approved.

Agenda Item No. 14
Approval of Reimbursement of Expenses For Members
Of The Higher Education Coordinating Board And
Institutional Certification Advisory Committee

Although members of the Arkansas Higher Education Coordinating Board and its Institutional Certification Advisory Committee (ICAC) by law serve without compensation, they may receive expense reimbursement for performing official board duties after following certain procedures set out by Act 1211 of 1995 (A.C.A. §25-16-901 et seq.).

Prior to the passage of Act 1211 of 1995, members were authorized to receive reimbursement for actual expenses. Act 1211 provided that each state board may, by a majority vote of the total membership of the board cast during its first regularly scheduled meeting of each calendar year, authorize expense reimbursement for each board member for performing official board duties. The act also stated that the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

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.

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.

Dr. Dan Grant motioned to approve Agenda Item 14, Jodie Carter seconded, and the Board unanimously approved.

Agenda Item No. 15
State Board of Higher Education Foundation
Election of Supervisory Committee

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

The terms for these members have lapsed, requiring a reelection or new appointments.

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

Dr. Anne Trussell - President
Mr. David Damron - Vice President
Dr. Linda Beene - Secretary/Treasurer

Bill Johnson motioned to approve Agenda Item 15, Kaneaster Hodges seconded, and the Board unanimously approved.

Agenda Item No. 16
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.

In fall 2004, Arkansas's public institutions enrolled 21,541 first-time students. Of this total, 2,795 entering students were not required to be tested because they pursued coursework in certificate-level programs or were non-degree-seeking.

Much discussion evolved over this agenda item. David Leech asked how it is determined if the remediation efforts are working. Mr. Harrell mentioned the Dempsey test and the fact that the Governor's initiatives for Smart Start and Smart Core will soon be showing results. Mr. Harrell explained that if a student receives a C grade at the end of a remedial course, then they must repeat the course.

Dr. Lynda Johnson reminded the Board that the public schools feed into the colleges and this situation is a shared responsibility between public education and higher education. Several college presidents and chancellors provided information about remediation at individual campuses. Dr. Stanley Williams stated that most students needing remediation are adults returning to college. He said these students are great assets to the state and only require about 5% of budget funds. He said these students can't be blamed on public education as they have been out of the system for some time.

Agenda Item No. 17 Annual Enrollment Report

Mr. Ron Harell presented the Annual Enrollment Report for Fall 2004. He reported that on-campus enrollment for fall 2004 in all sectors of Arkansas higher education was 127,929 students; representing a 1-year increase of students (+1.7 percent). Comparing current data to data for fall 2000, enrollments were up by 16,239 students (+14.5 percent). Public institutions accounted for 91 percent of the on-campus total. In 2000, the universities enrolled 59.5 percent of the students enrolled in public higher education; in 2004, the proportion continued the declining trend to 57.6 percent.

Fall 2004 on-campus enrollments, measured as full-time equivalency students (FTES), totaled 85,648 for the public colleges and universities. FTE enrollments grew by 1.2 percent statewide since last year and by 14.3 percent over the past five years.

Mr. Harrell reported that this was the first year the report included unduplicated headcount enrollment. He said the fall semester headcount enrollment summary indicates that during the fall 2003 semester 119,964 students were enrolled in the public colleges and universities. In comparison, the unduplicated headcount summary indicates that 161,032 students were enrolled during one or more of the semesters or terms composing the 2004 fiscal year of which the fall 2003 semester was a part. To help put this into perspective, an additional 41,068 students, or 34.2 percent more students than are shown by the fall semester enrollment report, were enrolled statewide at some time during the 2004 fiscal year.

The unduplicated headcount enrollment summary is also a better measure of the total number of students served at the college or university level. For example, the 2003 fall semester headcount for ASU-Newport was 1,101 (ranked 20th among the 22 two-year colleges in size) while the 2004 unduplicated headcount was 2,276, more than twice the fall semester headcount, (ranked 12th among 22 in size).

Col. Creech stated that he agreed with the unduplicated headcount measure. The Annual Enrollment Report can be found on the Department of Higher Education website.

Agenda Item No. 18
Annual Report On Productivity Of
Recently Approved Programs

This agenda item summarizes degree productivity for associate and certificate programs approved in AY 2001 and baccalaureate and graduate programs approved in AY 1999.

Eight of the ten graduate programs (or 80 percent) approved in 1999 met the AHECB standard and thirteen of the sixteen (or 81 percent) of the bachelors programs approved in 1999 met the standard. Sixteen of twenty-seven (59 percent) of the associate and certificate programs approved in 2001 were productive three years after approval and one of the programs is being or has been terminated by the institution.

The Annual Report on Productivity of Recently Approved Programs can be found on the Department of Higher Education website.

Agenda Item No. 19
Letters of Notification

Between October 7, 2004 and January 19, 2005 the Arkansas Department of Higher Education received notice from institutions of nine new certificate programs, five new program options, eleven name changes, two off-campus program terminations, three inactive programs, five deleted programs, and five deleted organizational units, none of which require Board approval. Notification of items requiring Board approval included three certificate programs, six associate degree programs, one bachelor degree program, two master degree programs, and one doctoral program. During this period the Institutional Certification Advisory Committee received notice of requests for recertification of eight degree programs, decertification of one degree program, and initial certification for sixteen degrees. The complete list of these notices appear on pages 19-1 through 19-9 of the agenda book.

Chairman Ford opened the floor for public comments to which there were none. He thanked the department staff for their continued hard work.

With no further business the meeting adjourned at 11:30 a.m.

Christina Miller

APPROVED:

Betsy Thompson, Secretary

REPORT OF THE DIRECTOR

Legislative Activities

The following are Acts pertaining to higher education from the 85th General Assembly:

- **Act 265*** filed by Sen. Higginbothom requires establishment of "centers of excellence," defined as partnerships of two or more institutions of higher education working with regional economic developers to address the workforce education and training needs of the regions.
- **Act 502*** filed by Sen. Capps requires the Economic Development Department to provide a yearly evaluation of the state's overall economic goals for use by the Higher Education Dept. in conducting a review process relating to economic needs of the state.
- **Act 672*** filed by Sen. Trusty creates a statewide policy related to transfer agreements among colleges and universities.
- **Act 971** filed by Rep. Abernathy authorizes two-year colleges to compensate employees for unused sick leave at retirement.
- **Act 1014** filed by Rep. Mack requires college advisors to provide students with a signed, written eight-semester course of study recommending a sequence of course requirements for completion of a bachelor's degree.
- **Act 1045** filed by Sen. Hill appropriates \$11,650,000 to institutions of higher education from the General Improvement Fund for critical maintenance, equipment and library resources.
- **Act 1241** filed by Rep. Dickinson to increase the maximum number of Governor's Scholarships and requires one \$4,000 scholarship be awarded to a student from each county.
- **Act 1256** filed by Rep. Goss allows higher education institutions to give additional consideration in admission to the nursing or health career program to applicants from rural, medically underserved areas of the state who are interested in serving that community.
- **Act 1282*** filed by Sen. Baker and Rep. Maloch authorizes the Development Finance Authority to issue higher education general obligation bonds for technology and facility improvements at state institutions of higher education.
- **Act 1358*** filed by Sen. Higginbotham and Rep. Kenney appropriates \$20 million to the Higher Education Department from the General Improvement Fund for the creation of regional Centers of Excellence at Arkansas Colleges and Universities.
- **Act 1429*** filed by Sen. Bisbee creates a funding formula for allocation of funds to universities.
- **Act 1430** filed by Sen. Womack prohibits credit card solicitations in an academic building or within 100 feet of an academic building on a university or college campus.
- **Act 1468** filed by Sen. Horn expands the eligibility for graduate nurse study loans to include applicants who desire to practice "advanced practice nursing" in an Arkansas community.

** Denotes Governor's Package Bills*

- **Act 1497*** filed by Sen. Capps and Rep. Saunders appropriates \$85,000 to the Higher Education Department from the General Improvement Fund for utilization of national consultants.
- **Act 1531** filed by Rep. Abernathy requires the Higher Education Department to establish a growth pool of 200 nonclassified positions, and requires the Finance and Administration Department to establish a growth pool of 100 classified positions, for use by colleges.
- **Act 1760*** filed by Sen. Bisbee creates a funding formula for distributing state funds to the two-year colleges.
- **Act 1795*** filed by Sen. Bookout limits college and university spending for academic, merit and performance scholarships to 30 percent of the institution's unrestricted educational, general tuition and fee income.
- **Act 1869** filed by Rep. J. Hutchinson increases the number of authorized motor vehicles for various institutions of higher education.
- **Act 1973** filed by Sen. Baker makes contributions to the Arkansas Tax-Deferred Tuition Savings Program deductible from state income tax.
- **Act 1974*** filed by Sen. Bryles creates a funding incentive program for institutions of higher education based on graduation and retention rates.
- **Act 2011** filed by Sen. Jeffress sets income limits for families of students qualifying for Academic Challenge scholarships and increases the amount of the award.
- **Act 2127** filed by Sen. Broadway expands the current Missing in Action/Killed in Action Survivor Scholarship Program to include spouse or child.
- **Act 2129** filed by Sen. Broadway amends the Workforce Improvement Grant program which is targeted to the working poor and non-traditional students. The award amount limit is raised from \$1,800 to \$2,000.
- **Act 2142** filed by Sen. Broadway repeals the Arkansas Student Assistance Grant program and appropriates \$3.2 million to the Workforce Improvement Grant program.
- **Act 2172*** filed by Rep. Lamoureux requires the Higher Education Department to establish a growth pool of 150 nonclassified positions, and requires the Finance and Administration Department to establish a growth pool of 150 classified positions, for use by universities.
- **Act 2195** filed by Rep. Stovall provides funding for the AATYC Workforce Training Consortium and AATYC Career Assessment Consortium via ADHE.
- **Act 2196** filed by Rep. Mahony creates the Teacher Opportunity Program (TOP) and revamps the current Teacher Administration Grant Program to provide forgivable loans to current teachers who want to pursue licensure in a critical subject shortage area.
- **Act 2197** filed by Rep. Mahony to collect special reports on students who pass courses with a "B" or above, but fail the end of course proficiency tests.
- **Act 2200** filed by Rep. Thyer amends the number of provisional positions for institutions of higher education.
- **Act 2203** filed by Rep. Petrus requires Arkansas high schools and colleges to provide electronic transcripts to ADHE for use in determining scholarship eligibility by May 1, 2007.
- **Act 2214** filed by Rep. Burris sets income limits for families of students qualifying for Academic Challenge scholarships and increases the amount of the award.

** Denotes Governor's Package Bills*

Higher Education Institutions Receive Increase

Arkansas Higher Education institutions are receiving the largest increase in state funding in almost a decade. They will receive an estimated \$41.25 million in total new funding for fiscal year 2006 and an additional \$39.7 million for fiscal year 2007 based upon the Department of Finance and Administration’s April forecast. This amounts to almost \$81 million in new funding for the biennium. Additionally, institutions can expect to receive some funding from the General Improvement Fund, which can be used for one-time purposes rather than base operating fund; a separate schedule will be provided at the Board meeting.

The breakdown of the institutions’ new base funding by source follows:

	<u>2005-06</u>	<u>2006-07</u>
General Revenue	\$33,423,896	\$37,078,311
Educational Excellence Trust Fund	\$ 3,057,058	\$ 2,083,422
Workforce 2000 Funds	\$ 2,178,605	\$ 187,383
Special Funds by the Legislature*	<u>\$ 2,590,690</u>	<u>\$ 396,603</u>
Total	\$41,250,249	\$39,745,719

*Special Funds added by the Legislature: (Note amounts are funds above the 2004-05 Level)

Clinton School	\$ 1,400,000	\$ 1,400,000
UAMS Pharmacy	\$ 527,701	\$ 787,804
ASUB-Heber Springs	\$ 602,989	\$ 739,489
SAU-TECH	\$ 60,000	\$ 60,000

Higher Education has not received significant funding for capital improvements since 1997. However, for the new biennium, the legislature approved taking a new savings bond issue to the electorate for a vote. If approved by the electorate, these bonds could provide up to \$150 million for technology upgrades, facilities maintenance and renovations, and new construction relating to need. Depending on when the election to approve the sale of the bonds is held, these funds could be available in fiscal year 2007. It has been a long time since higher education has benefited so greatly from a legislative session, and we are indebted to Governor Huckabee who set the tone for these increases with his executive recommendation and to the legislature for their commitment to higher education. A special thanks to Chairman Ford, Vice-Chairman Hodges, Finance Chairman Leech and other Board members for their help in securing these new resources.

529 GIFT Plan Carrier Change Announced

The Arkansas 529 Plan Review Committee, sponsor of The GIFT College Investing Plan, announced the selection of Upromise Investments as the new manager for its 529 college savings program at a news conference March 2.

Investors have access to expanded investment offerings managed by The Vanguard Group, including three age-based options and six custom portfolios that allow investors to mix and match the investments based on their preference. The account maintenance fee will continue to be waived if the beneficiary or account owner is a resident of Arkansas.

Upromise offers a free rewards service. Members get cash back for college on everyday purchases. Contributing companies rebate consumers a percentage of their eligible spending at participating grocery stores, retailers, gas stations and other locations.



Participants in the news conference included Dr. Linda Beene at the podium and (L to R) David Malone, Teacher Retirement System; Gus Wingfield, State Treasurer; Rep. Johnny Key; Jim Fadule, Upromise; John Heywood, Vanguard; and David Palone, Upromise, in the Governor's Conference Room at the State Capitol.

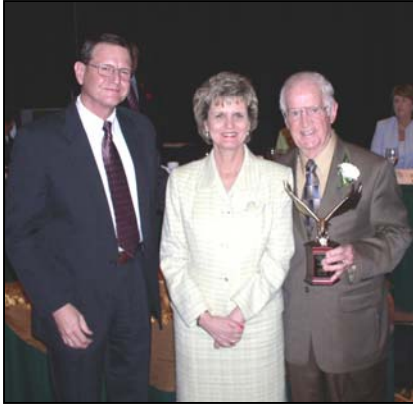
As part of the new program enhancements, the money that families earn through Upromise can be automatically transferred into their GIFT Plan account. The GIFT Plan provides tax-deferred growth of earnings and withdrawals from the plan for qualified higher education expenses. More information is available at www.thegiftplan.com or (800) 587-7301.

The carrier change announcement has garnered interviews with KARN, KARK, *Arkansas Democrat-Gazette* and *Investor Relations* (national trade publication for financial advisors).

Bob Cheyne Honored by the Northwest Arkansas Community College

The Northwest Arkansas Community College Foundation hosted its 2nd Annual Gala March 17 honoring Bob Cheyne, member of the AHECB, for his vision and leadership. He was previously a member of the NWACC Board of Trustees.

Cheyne is a University of Arkansas honor graduate in journalism. He was the University's first sports information director from 1948-69 and named "Arkansas Sportscaster of the Year" six times. He was later president of Cheyne-Cooper & Associates advertising agency before joining the Sam's Club division as vice president of marketing until his retirement.



NWACC Foundation President David Thrasher and NWACC President Dr. Becky Paneitz present Bob Cheyne with one of three "Quality of Life" awards.

His community and civic affairs included: chairman of the Benton County Salvation Army Board for five years, chairman of United Methodist Communications nationally for eight years, chairman of the NCAA Public Relations Committee, Lions District Governor, chairman of the Bentonville/Bella Vista Chamber of Commerce, and president of the Bentonville High School PTA. His honors include being inducted into the Razorback Sports Hall of Honor in 1996; a Lifetime Community Service Award from the University of Arkansas Alumni in 1998; a "Certificate of Recognition" for service to the State from the Governor; Arthur Dickerson award in 1992; the Arkansas Senate has honored him; and the Bentonville Tiger Booster Club recognized him for 16 years in broadcasting.

Kaneaster Hodges Receives National Education Appointment

Gov. Mike Huckabee appointed Kaneaster Hodges, Jr., of Newport and member of the AHECB, to the Education Commission of the States. Hodges, a lawyer and former U.S. senator, will serve until May 2006.

Phil Ford Spoke to Little Rock Rotary

Phil Ford, chairman of AHECB, spoke to Little Rock Rotary Club 99 on March 22. His baseball theme led the Club to open with "Take me Out to the Ball Game." Ford's mission has been to collect as many baseball souvenirs and memorabilia as possible. He brought a "small portion" of his collection, which included 10 signed bats, at least 20 signed baseballs and hundreds of photos. Ford laughed about his experiences but stated "it is not the breaths you take in a moment, but the moments in life that take your breath." His complete collection is on display at his office in West Memphis, and he is always happy to give a tour and tell a story.



Pathways Conference

Dr. Linda Beene welcomed more than 100 attending the Arkansas Career Pathways Conference April 4-5 in Little Rock to hear Davis Jenkins, NGA senior consultant, who gave an overview of Career Pathways nationally, and Shauna King-Simms, director of the Adult Education Partnerships and Transitions at the Kentucky Community/Technical College System, who talked about "Learning from



Other States.” Dr. Phil Shirley, president of Southeast Arkansas College (SEARK); Steve Lease, Arkansas Association of Two-Year Colleges Workforce Consortium; and Mike Leach, Southern Good Faith Fund presented the SEARK College Pathways Model. Participants also learned more about the Workforce Improvement Grant and TANF funds.



Shauna King-Simms

The Arkansas Pathways Initiative began with ADHE, Department of Workforce Education, Association of Two-Year Colleges and the Good Faith Fund submitting a proposal to the Transitional Employment Board for funding. Pathways is to improve the earnings and post-secondary attainment of Arkansas' low-income, TANF-eligible adults, with the larger goals of moving our state forward economically and reducing the need for public assistance. Career Pathways offers sequential education courses with internships or on-the-job working experiences, in addition to enhanced student and academic support services.

The first 11 colleges to start the program were selected using these criteria. Those are: SEARK, Cossatot Community College, Arkansas Northeastern College, Ouachita Technical College, East Arkansas Community College, Phillips Community College of the University of Arkansas, Mid-South Community College, Black River Technical College, Pulaski Technical College, Arkansas State University-Beebe and Arkansas State University-Newport. Five volunteered to start immediately, and the others will begin as soon as possible.

ADHE will be administering the grant, and consultants will be brought in from other states to share best practices. It is ADHE's intent to bring all 22 colleges on board as the project progresses and additional funds are secured.

Arkansas Commission for Coordination of Educational Efforts

The ACCEE's quarterly meeting March 15 included a presentation by Joan Lord, SREB policy director, regarding college readiness and policies across SREB states. Reports on this subject can be viewed at www.sreb.org. She highlighted P-16 efforts of Kentucky, Georgia and Louisiana. Some ideas emphasized for Arkansas' consideration were:

- Teacher preparation
- Clear definitions of college and work success
- Dual credit/concurrent enrollment
- Student information systems/tracking
- Student nurturing programs/systems

Some states are using assessment tools/instruments to aid students in college readiness. Thus far, each individual state has developed its own tool; however, it is an expensive endeavor.

Lord recommended ACCEE members identify issues where a significant difference could be made quickly, such as teacher support and alignment of curriculum across the state. She also stressed the importance of making as many changes as possible through policy rather than statute, because the process will be one of trial and error.

The ACCEE is considering hosting an education forum in the fall, similar to one Kentucky recently held, that would focus on high school preparation for college and careers. The Commission agreed that knowledge of P-16 accomplishments, as well as what efforts are already ongoing and how to coordinate those, is critical information to have beforehand.

The next meeting will focus on Arkansas' current P-16 policies and gaps existing that require attention. Ken James will make a presentation on Act 35 of 2003.

Arkansas Mathematics, Science and Technology Coalition

The first Arkansas Mathematics, Science and Technology Coalition Board of Directors met March 25 to elect a board chairman and establish the Coalition's strategic plan to include mission, goals, adoption of an organizational framework and board composition, appoint a bylaws committee and set a meeting schedule. Other topics included structural organization and future for the Math/Science Resource Centers as well as Winthrop Rockefeller Foundation grant proposal endorsements.

The Coalition is comprised of leaders from major Arkansas businesses, legislature, state agencies, educational experts from Arkansas educational agencies and science centers, and philanthropic foundation directors with interest in math, science and technology education projects.

The purpose of the Coalition is to promote educational skills that will affect our future workforce; to support high quality math/science/technology education; to serve as a think-tank for sharing and brainstorming ideas to improve math/science/technology education; advocate educational models that have proven success in science and math classrooms; and influence educational policy, public understanding and public engagement in mathematics, science and technology education.

The ideology behind the Coalition is that educational reform will improve skills in math, science and technology thereby strengthening the workforce knowledge base and lead to economic benefits for Arkansas. The Arkansas Science & Technology Authority and the Arkansas Department of Higher Education are coordinating the Coalition.

Board members include: Jerry Adams, corporate leader for economic development/community relations, Acxiom Corporation; Ford Baldwin, Practical Weed Consultants, LLC; George Blevins, Jr., president & CEO, Blevins Enterprises; Sen. Shane Broadway (District 22), director of client development and services, Insight Communications; John Chamberlin, president, Chamberlin Research; Woody Cummins, senior vice president – business development, First Security Bank of Conway; Heather Larkin Eason, executive

vice president, Arkansas Community Foundation; Melinda Faubel, director of external affairs, SBC; **Ed Franklin**, executive director of the Arkansas Association of Two-Year Colleges; **Al Hampton**, assistant dean of recruitment and diversity relations, UALR; James Hendren, chairman of State Taskforce on Advancing Knowledge-Based Jobs; **Keith Hudson**, director of the Graduate Institute of Technology, UALR; Tillman Kennon, president, Arkansas Science Teachers Association; **Stephen Lease**, associate vice chancellor, Workforce Development, UA Fort Smith; Rep. Mark Martin (District 87), chief technology officer, Engineering Institute, Inc.; Jean McGehee, president, Arkansas Council of Teachers of Mathematics; Greg Nabholz, vice president, Nabholz Properties; and Rickey Williams, vice president sales and marketing, Genesis Broadband Wireless Communications. **James Hendren** was selected as chair of the Coalition board, while **Jerry Adams** will serve as vice chair.

Arkansas Mathematics, Science and Technology Coalition Directors are: Executive Director – **Sherry Lane**, director, South Arkansas Mathematics and Science Center, HSU; and Co-Director – **Dr. Suzanne Mitchell**, project director, Arkansas Department of Higher Education.

Dr. Mitchell was interviewed on the Arkansas Radio Network. KARK and the *Arkansas Democrat-Gazette* covered the board meeting.

Advancement Through Leadership

This symposium dedicated to the professional development of women in higher education, sponsored by the Arkansas Association of Women in Two-Year Colleges (AAWTYC) and Arkansas Council for Women in Higher Education (ACWHE), March 31 included presentations by Dr. Linda Beene and Deb Sofield, a national speaker and trainer, who spoke on five foundational bad habits that keep women from realizing their potential. Brownie Ledbetter, political organizer and human rights activist, encouraged the audience to take stronger leadership.



Kim Bradford, president of ACWHE and Dr. Janet Smith, president of AAWTYC.

A panel on leadership essentials included Dr. Elaine McNiece, associate provost/dean of the Graduate School, University of Central Arkansas; Dr. Becky Paneitz, president of Northwest Arkansas Community College and Mary Beth Suddeth, executive vice-chancellor of the University of Arkansas at Fort Smith. Dr. Janet Smith, president of Rich Mountain Community College, serves as president of AAWTYC and addressed the conference as did Kim Bradford, president of ACWHE.



Keynote speaker Deb Sofield

Agency Audits

The Legislative Audit prepared April 6 was the second one for this year. Auditors completed two audits for fiscal years '03 and '04. This concluded the annual fiscal audit for the Department. The audit focused on personnel, scholarship and financial compliance. Federal grants also audited include No Child Left Behind, Teacher Quality Enhancement and Carl D. Perkins. The results of the audit disclosed no instances of noncompliance or no audit findings. A special thanks goes to Vikki Moore, Christina Miller, Julie Phillips, Lisa Fuller, Melissa Goff and financial aid staff, Suzanne Mitchell, Shelia Mauppin, and Moneica West for administrative excellence.

Activities of the Director

February 3-4	AHECB Meeting, UAMS
February 7	Meeting with Presidents and Chancellors
February 15	Speaker at Northwest Chamber Meeting, Little Rock
February 21	Meeting with Presidents and Chancellors
February 25	Speaker at Tony Kinkel Investiture, University of Arkansas Community College at Batesville
March 2	KARN News Radio Interview re: UPromise Speaker at UPromise Press Conference
March 7	Meeting with Presidents and Chancellors
March 10	Legislative Scholarship Committee Meeting
March 11	Gear Up Meeting with U of A, Fayetteville leaders
March 15	Coordination Commission for Educational Efforts (Joan Lord, SREB, as guest)
March 16	Meeting with Y.O.U. Committee Chairman
March 17	Northwest Arkansas Community College Gala Honoring Bob Cheyne
March 18	Representatives Mahony and Bradford Recognition, Capitol
March 21	Meeting with Presidents and Chancellors
March 22	Phil Ford spoke at Little Rock Rotary Club Legislative Scholarship Committee Meeting Conference Call with National Governor's Association
March 31	Clinton School Reception
April 1	Speaker at AATYC Women's Conference
April 4	Arkansas High School Summit, Little Rock Presidents Council Meeting Meeting with Presidents and Chancellors
April 4-5	Speaker at Arkansas Career Pathways Conference, Little Rock
April 6-8	ECS Spring Steering Committee
April 12	Workforce Investment Board Meeting
April 13	Arkansas Family Friendly Awards, Little Rock
April 28-29	AHECB Meeting, Rich Mountain Community College

**DOCTOR OF PHILOSOPHY
IN MOLECULAR BIOSCIENCES
ARKANSAS STATE UNIVERSITY**

The administration and Board of Trustees of Arkansas State University request approval for Arkansas State University (ASU) to offer a Doctor of Philosophy (Ph.D.) in Molecular Biosciences with classes to begin in fall 2005. The program is within the institution's role and scope as approved by the Arkansas Higher Education Coordinating Board. The ASU Board of Trustees approved the program December 19, 2003.

Introduction

The federal Master Settlement Agreement (MSA), the pact that ended years of legal battles between the states and major tobacco companies, was signed on November 23, 1998. As part of the MSA, Arkansas receives funding for the Arkansas Biosciences Institute (ABI), a statewide collaboration of five institutions mandated to develop technologies that support knowledge-based industries in agriculture and medicine (agri-medicine).

The way that Arkansas decided to spend its portion of the Tobacco Settlement funding indicated the State's commitment to improved healthcare and research. Under Initiated Act 1 of 2000, a public referendum on MSA funds, ASU-ABI is funded to conduct agricultural research with medical implications. The ASU-ABI has been directed by the statewide ABI Board of Directors to focus on plant-made pharmaceuticals (pharmaceutical compounds such as vaccines produced cost effectively in crop plants) and nutraceuticals (health-promoting foods and food components).

ASU faculty and staff began planning for the Ph.D. in Molecular Biosciences more than three years ago and presented their first draft proposal to ADHE staff in fall 2003. After receiving the official program proposal in spring 2004, ADHE staff secured national molecular bioscience experts Dr. James Hageman (Vice Provost for Research and Dean, College of Graduate Studies, University of Central Michigan) and Dr. Neal Stewart (Professor and Racheff Chair of Excellence in Plant Molecular Genetics, University of Tennessee-Knoxville) as external evaluators to review the proposal. Following a site visit by ADHE staff and the external evaluators in fall 2004, staff requested additional information and a revision of the proposal to reflect changes that had occurred since the initial proposal had been submitted. Final proposal revisions were received January 2005.

The proposed program is a natural outcome of the ABI initiative and supports its goals and objectives. As an interdisciplinary program, it will integrate the knowledge and technical skills of several disciplines in the sciences as well as techniques associated

with biotechnology. Furthermore, the research and training focus of the program will complement the strengths of all ABI partners as well as ASU's existing masters programs. It is through this collective strength that economic and knowledge-based industry development will occur in northeast Arkansas.

Because of the ABI mandate, ASU has increased its faculty recruitment and focus on Molecular Biosciences at the department and college levels, thus providing faculty and facilities for the program. Letters of endorsement for the doctoral program have been received by ADHE staff from Dr. John White (Chancellor, University of Arkansas, Fayetteville), Dr. I. Dodd Wilson (Chancellor, University of Arkansas for Medical Sciences), Dr. Milo Schult (Vice President for Agriculture, University of Arkansas System), Dr. Harry Ward (Chancellor Emeritus, University of Arkansas for Medical Sciences), Dr. John Ahlen (President, Arkansas Science and Technology Authority), Dr. Mary Good (Dean, Donaghey College of Information Science and Systems Engineering, University of Arkansas at Little Rock), and Mr. Mike Beebe (Attorney General, State of Arkansas).

Role of the Federal Tobacco Settlement Funding

Under the terms of the Master Settlement Agreement (MSA), participating states (all states except Florida, Minnesota, Mississippi, and Texas) will receive more than \$206 billion in payments from tobacco companies over the next 25 years.

Four major tobacco companies agreed to make three types of payments to the states: up-front payments, annual payments, and payments to the Strategic Contribution Fund. The up-front payments totaled \$12.7 billion, while the annual payments range from \$4.5 billion in 2000 to an estimated \$9 billion after 2017. Furthermore, it is estimated that annual payments will total \$183.2 billion over the first 25 years of the settlement payments.

Starting in 2008 and continuing through 2017, the tobacco companies will also pay an estimated \$861 million annually into the Strategic Contribution Fund, for a total payment of approximately \$9 billion during those years. Payments to the fund will be allocated to states based on a formula developed by the Attorneys General. The formula will reflect the contribution made by the states to resolve the lawsuits filed against the tobacco companies.

Arkansas receives 0.828 percent of the funds provided by the tobacco companies under the MSA, which totaled \$121.5 million through FY 2001, including both initial payments and annual payments. The amounts received in subsequent years were \$62 million in FY 2002, \$60 million in FY 2003, and \$51.5 million in FY 2004. Under the terms of the MSA, fund receipts to Arkansas should remain close to the FY04 level through FY07, after which they should begin to increase.

In 2001, the first \$100 million of MSA funds received by Arkansas were deposited in a perpetual trust, the Arkansas Healthy Century Trust Fund. This Trust Fund is intended to serve as a long-term resource to support health-related activities. Interest earned by

the Fund may be used to pay expenses related to the responsibilities of the Department of Finance and Administration, and programs and projects related to health care services, health education, and health-related research as designated in legislation adopted by the Arkansas General Assembly. The remainder of the 2001 MSA disbursements were deposited into the Tobacco Settlement Program Fund and distributed to the funded programs pursuant to the shares of the funds defined for them.

Beginning in 2002, all MSA disbursements are to be deposited in the Tobacco Settlement Cash Holding Fund. The first \$5 million in funds is to be transferred to the Tobacco Settlement Debt Service Fund, to pay the debt service on bonds for three capital improvement projects:

- University of Arkansas for Medical Sciences, Biosciences Research Building (up to \$25 million in principal amount)
- Arkansas State University Biosciences Research Building (up to \$20 million in principal amount)
- College of Public Health (up to \$15 million in principal amount)

After payment is made to the Debt Service Fund, the remaining amounts are to be transferred to the Tobacco Settlement Program Fund for distribution to program accounts, according to the following shares:

- 15.8 percent to the Targeted State Needs Program Account
- 22.8 percent to the Arkansas Biosciences Institute Program Account
- 29.8 percent to the Medicaid Expansion Program Account
- 31.6 percent to the Prevention and Cessation Program Account

The funds in the Targeted State Needs Program Account are to support four funded programs--the College of Public Health (COPH), the Delta Area Health Education Center (AHEC), the Centers on Aging (COA) of the Arkansas Aging Initiative, and the Minority Health Initiative (MHI).

Of the estimated total \$51 million of Tobacco Settlement proceeds received in FY04, the ABI received approximately \$12 million.

Role of the Arkansas Biosciences Institute (ABI)

Arkansas's decision to spend its entire share of the MSA on healthcare (one of only four states of 46 to do so) was unusual. But even more rare was Initiated Act 1 of 2000 ("the Act"), that set aside 22.8 percent of the state's proceeds for health-related research and established the Arkansas Biosciences Institute (ABI). The Act structured ABI to support research through its member institutions--the University of Arkansas for Medical Sciences (UAMS), University of Arkansas-Division of Agriculture (UA-Agri), University of Arkansas, Fayetteville (UAF), Arkansas State University (ASU), and Arkansas Children's Hospital (ACH).

In July 2002, the ABI Board embraced its mission and adopted a strategic plan. The Board's strategic plan included the following four goals:

- Encourage, foster, and promote agricultural and medical research in Arkansas to improve the health of Arkansans;
- Increase ABI-related collaborative research that advances science and increases national and international funding support to member institutions;
- Serve as a major training and educational resource for science education partnerships; and
- Facilitate and foster the development of scientific infrastructure by supporting ABI programs in an efficient, creative, and cost-effective manner.

The adopted strategic plan also assigned specific research foci to each institutional member of the ABI and included annual funding amounts as specified by the Act. Assigned research areas and funding distributions are as follows:

- Arkansas State University: 28.84 percent (\$3.5 million in FY04)
 - Agri-medical applications
 - Associated environmental risk and benefit assessment
 - Behavioral/social science investigations regarding mechanisms and avenues through which new agri-medical products/scientific discoveries are translated into improved population health
- University of Arkansas for Medical Sciences: 26.92 percent (\$3.2 million in FY04)
 - Investigation of cancer progression
 - Metabolism of toxic products in tobacco smoke
 - Investigation of transformation of normal cells into cancer cells
 - Development of anti-cancer vaccines.
- University of Arkansas, Fayetteville: 15.39 percent (\$1.8 million in FY04)
 - Understand the causes of heart disease by analyzing protein function
 - Advanced analysis of protein structure and function to understand disease processes
 - Provide collaborative research groups to facilitate molecular studies of tobacco-related diseases
- University of Arkansas-Division of Agriculture: 15.39 percent (\$1.8 million in FY04)
 - Production of medically useful compounds in plants (agri-medicine)
 - Development of foods with health-promoting properties (healthy foods/nutrition)
 - Plant genomics research with agri-medicine implications (bioengineering/genetics)

- Arkansas Children's Hospital: 13.46 percent (\$1.6 million in FY04)
 - Birth defects
 - Respiratory and immunology research
 - Newborn pain research
 - Nutrition and clinical research

Each of the five ABI institutions has had different amounts of Tobacco Settlement fund appropriations, and each has utilized these resources in different ways. For example, ASU had not been a research-intensive institution, so it used the money to hire new faculty and staff and to create an infrastructure needed to support a new research program. In contrast, UAMS already is a strong research institution, so most of its initial funding was used to improve established core facilities such as the micro-array facility on their campus and to hire new researchers.

The five institutions have worked collaboratively on many different projects. These projects demonstrate how the collaborative process provides support to each university as newer, less established research programs, such as ASU, are able to lead projects and partner with more established institutions such as UAMS. Furthermore, the ratios of extramural funded projects to ABI funded projects ranged from 2.1 to 3.5, which suggests a high rate of success in obtaining funding to support research in the five areas specified in the Act.

ABI-ASU Evaluation

The Rand Corporation evaluated the Arkansas Biosciences Institute in fall 2004. The draft evaluation report noted that although ASU has been building an entirely new program, it has made considerable progress in establishing itself as a research partner. Research infrastructure has developed successfully, including a new building and the hiring of new faculty, a Vice Chancellor for Research and Academic Affairs, an Associate Vice Chancellor for Research and Technology Transfer, two deans, and an Executive Director of ABI. In 2004, ASU researchers led 10 funded projects, many of which were in collaboration with UAMS and ACH.

The Rand Corporation evaluation stated that ABI has a unique opportunity to have a significant effect on the state because of its five very diverse institutions that have the ability to positively affect their surrounding communities. Over the past two years, each institution has progressed in creating the infrastructure to support the five research areas specified in the Act and the ABI has begun to disseminate findings through scholarly publications, lectures and seminars, media, and an annual Fall Research Symposium.

The evaluation further stated that some institutions, such as ASU and ACH, have faced challenges in research development. ASU had to develop a research program and hire

several key faculty in order to move the University forward toward reaching ABI mandates.

Several core facilities have been built with the Tobacco Funds, which have provided capabilities shared by all partner institutions. These facilities are located at different institutions and serve as resources for the community and for the other universities, creating greater statewide efficiency. At ASU, ABI has equipped and supports a core imaging facility as well as two other core facilities for the study of biological molecules.

Because much of the ABI research may not affect the health of Arkansans for several years, ABI has established other benchmarks to gauge its progress. For example, the Tobacco Settlement money has significantly increased the amount of collaborative research, allowing many more undergraduate and graduate students to be involved in research opportunities at all of the institutions.

Description of Field

Molecular biosciences is a field that developed following the clarification of the three dimensional structure of deoxyribonucleic acid (DNA). The field of study is variously known as “molecular biology,” “molecular cell biology,” “molecular life sciences,” “**molecular biosciences**,” “molecular genetics” and even “chemical biology” as it addresses classical and contemporary problems in biology by integrating cellular, molecular, developmental and genomic information and knowledge.

The field began as an intense study of the chemical (molecular) description of genetic structures and cellular processes by which DNA is replicated, transcribed into RNA (ribonucleic acid) and translated into the amino acid sequences found in proteins (enzymes). With new discoveries, the field of molecular biology has rapidly evolved into one in which it is possible to observe and manipulate the developmental stages of cells. As the techniques associated with this molecular cloning have evolved, they have been made even more powerful by allied techniques perfected in a variety of related research areas.

It is the collaboration among scientists that has created the **molecular biosciences** and blurred, or even erased the lines, among a range of traditional fields (e.g., virology, microbiology, immunology) that were in earlier times seen as very distinct. The combining of discoveries from mathematics, chemistry, physics and biology has allowed the evolution of the field of molecular biosciences. Consequently, any doctoral level curriculum in this field will require the conveying of knowledge and key methodologies in various fields as well as intentionally integrating each part to address important questions.

Research in the molecular biosciences contributes fundamental knowledge as well as the basis for biotechnological applications, including novel biological patents related to cell biology, molecular biology, molecular genetics, protein chemistry, and biological structures. Molecular bioscience research also provides a molecular method to detect

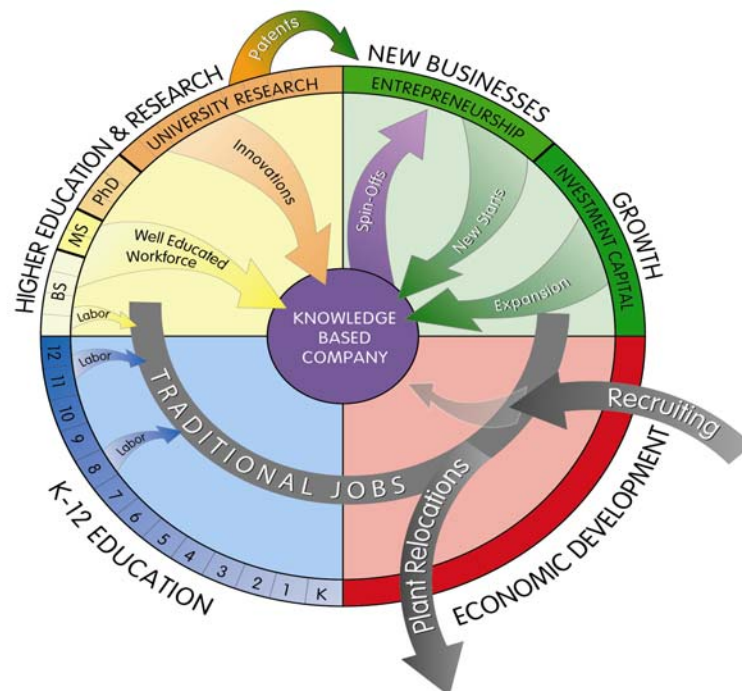
or characterize biological states in animal and plant sciences, systematics, forensics and health care.

Need for the Program

Arkansas is 17 years behind the rest of the country in movement away from its dependence on manufacturing. There are dozens of reasons for this lag, but always at the top of the list are education and workforce skills. Typically, workforce development is thought of as a product of associate- and baccalaureate-level education; yet, there is an abundance of information that indicates doctoral education and the research and development (R&D) that frequently accompany it are equally vital for a strong state economy.

Arkansas policymakers have recognized that higher education is the main leader in generating scientific and technological breakthroughs and in preparing workers to meet the evolving demands for skilled labor. The importance of higher education in economic development was illustrated in a 2002 report issued by the Arkansas Task Force for the Creation of Knowledge-Based Jobs. (See Figure 1 below.)

Figure 1.
Knowledge-Based Economic Development Cycle



Source: *Report of the Task Force for the Creation of Knowledge-Based Jobs.* (2002).

As indicated in the illustration, while individuals with associate's, baccalaureate, and master's degrees provide labor for a well-educated workforce in both traditional and

knowledge-based companies, it is research at the doctoral level that drives the creation and expansion of knowledge-based companies. Higher education and research produce innovative workers who acquire patents that result in entrepreneurial start-up and spin-off companies. As clusters of these companies are formed, the economic landscape begins to change from traditional to knowledge-based. The importance of this cycle becomes clear from data indicating that two-thirds of recent national growth stems from the expansion of knowledge-based businesses.

States that are thriving in the new economy are using graduate programs to generate scientific and technological breakthroughs through research and development (R&D) activities. They have seen that R&D drives the application and creation of knowledge, which in turn increases regional and national competitiveness and further innovation. According to Alan Greenspan (2000), states that have not been able to develop technologies and jobs that fuel economic growth must increase their R&D levels and improve the infrastructure that supports R&D.

A recent state technology and science index issued by the Milken Foundation (2004) stated:

Places that can attract, grow and retain firms and industries proficient at deploying information technology, in addition to producing it, will be at a competitive advantage. The degree to which a state's knowledge assets are harnessed and converted into scientific innovations, products, and services determines its economic future.

Arkansas ranked 49th in the nation on this index in 2004, up from the rank of 50th in 2002.

The economic impact of university-based research was summarized in a 2000 Rand report. It stated that when "the locations of federal laboratories and major federally funded R&D activities at universities are mapped with the locations of high-technology start-up companies, the ripple effects of federal R&D investments on regional and local economies become clear."

Strong graduate programs are necessary for creating knowledge-based jobs because they create R&D opportunities. These programs attract high-quality faculty researchers and graduate students who in turn attract external R&D funding for cutting edge research. Furthermore, strong graduate programs encourage the cross-fertilization of knowledge and ideas between university and industry researchers, collaborations that will create a new culture that supports continued innovations and discoveries. This cycle perpetuates itself through the creation of stronger bodies of work that foster additional innovation and knowledge-based enterprises.

Arkansas has actively tried to increase R&D activity since the creation of the Arkansas Science and Technology Authority in the early 1980s. There have been some

successes, but the state still lags behind the rest of the nation. The indicators tell a consistent story--Arkansas is not prepared for the new economy.

The creation and support of knowledge-based companies is multifaceted, but it is clear that they cannot thrive without university research programs. States that are thriving in the new economy use their graduate programs to generate scientific and technological breakthroughs and to capitalize on the ripple effects with more innovations and spin-offs.

ASU is uniquely located and positioned to promote economic development in northeast Arkansas and the proposed doctoral program is a key component of that plan. In order for ABI to meet its statewide mandate, it was necessary for one partner institution to be strategically located in the Delta region of eastern Arkansas. The proposed program, in conjunction with the ASU-ABI, will provide agriculture-related, technological research that will improve economic development in the neediest area of Arkansas.

The ASU-ABI has been directed by the statewide ABI Board of Directors to focus on plant-made pharmaceuticals and nutraceuticals. This mission complements that of the ABI at the University of Arkansas-Division of Agriculture, which is charged with developing improved crop varieties and crop production practices aimed at the biopharmaceutical and health food markets. Furthermore, pharmaceutical and biomedical expertise at UAMS and the ACH are needed to interface with plant biotechnology at ASU. Of the five ABI state institutions, ASU currently has collaborative research project ongoing with UAMS, UAF, and the UA-Division of Agriculture.

Description of Program

The proposed interdisciplinary program in Molecular Biosciences is in direct support of the state's ABI mandate to develop technologies that support knowledge-based industries at the intersection of agriculture and medicine. Dissertation research will focus on plant-made pharmaceuticals, nutraceuticals and other high-value modifications of plant products through metabolic engineering and molecular diagnostics for food science.

ASU currently offers several graduate programs that will serve as a foundation for the proposed doctoral program including master's degrees in agriculture, biology, chemistry, environmental science, information systems and e-commerce, and business and a Ph.D. in Environmental Science. Of the 45 courses listed in the proposal as being integral to the proposed program, 37 currently exist as a part of other graduate programs. These existing graduate courses are in the areas of agriculture, biology, botany, environmental science, chemistry, management information systems, and statistics. Eight new courses will be added in advanced cell biology, specialized biochemistry, molecular genetics, and genomics.

Each Ph.D. student must complete a minimum of 24 hours of Molecular Biosciences approved course work, a 3 credit-hour Molecular Biosciences Seminar, and a minimum of 18 hours of dissertation research for a minimum of 45 hours beyond the master's

degree. For students entering the program with a baccalaureate degree, a minimum of 72 hours will be required including the 45 hours outlined above, plus any prerequisite courses needed prior to taking the core courses and any other courses deemed necessary by the student's Graduate Advising Committee.

The Candidacy Examination for the Ph.D. will require the writing of an original research proposal and an examination over the proposal, related subjects, and general knowledge. The written and oral portions of the Candidacy Examination must be completed within the Ph.D. student's first two calendar years in the program. Students who fail to complete the Candidacy Examination in the allotted time will be removed from the Ph.D. program, but may choose to become candidates for a master's degree in biology, agriculture, or chemistry.

Enrollment in the doctoral program is projected to be 15-20 students within five years. The institution expects to admit at least four students for the first semester of the program.

Program Resources

Faculty. The core faculty of the interdisciplinary Ph.D. in Molecular Biosciences includes more than 25 individuals. Program faculty include two new deans with expertise in plant biotechnology and plant biochemistry as well as the new Director for the ABI Center who will lend support in plant and cellular biochemistry. Some new core courses cannot be absorbed into the workload of current faculty; therefore, six additional program faculty will be needed with expertise in cellular and developmental biology, molecular genetics and genomics, biostatistics and bioinformatics, and biochemistry. Two of the new faculty will hold administrative positions and the remaining four will be housed in the colleges of Agriculture and Sciences and Math.

In addition, ABI has up to 14 new research faculty lines authorized and funded. The primary responsibility assigned to these positions is in the research arena; however, individuals who occupy these positions will be allowed to teach up to two courses per year. ABI will utilize these positions for "cluster hires" in four areas: plant-based bioproduction of high-value proteins; plant metabolic engineering focusing on nutraceuticals and medically-active compounds; new technologies and diagnostics in food science; and research related to plant-related diseases. All of these research faculty will participate in the Molecular Biosciences doctoral program.

Library. Existing library resources have been supporting master's programs in biology, agriculture, and chemistry. In order to meet the immediate needs of the proposed program, the library will require additional funding that will be provided by the recently implemented student library fee. Existing institutional commitments in addition to the funds generated by this fee will provide more than \$100,000 annually for library support of the proposed program.

Facilities. In 2004, ASU completed construction of its new 88,000 sq. ft. ABI facilities and expended more than \$4 million for state-of-the-art equipment to provide research opportunities that can house 16-20 faculty/student research groups in addition to laboratory "flex space" to support specific projects and shared equipment. The new facilities include four dedicated clean rooms, growth cabinet room, growth chamber room, cell shaker room, walk-in growth chambers, and rooftop greenhouses.

Research Support. The ASU Research and Innovation Foundation (ASURIF) was approved by the ASU Board of Trustees in February 2005. The mission of ASURIF is to support the University in developing its research and technology commercialization processes. The Foundation will solicit and manage non-government grants and contracts for research and technology transfer. In addition, the ASURIF will support the processing of intellectual property and licensing of any patents that are issued. It is anticipated that ASURIF will support an incubator for new businesses and a research park to support the transfer of innovations from the faculty and staff to the larger community and region.

New Program Costs

New program costs will range from approximately \$725,000 in Year 1 to \$1.1 million in Year 3. After Year 1, sources of funding for the program will be divided nearly equally between institutional funds from the Division of Academic Affairs and ABI funds. New costs associated with the program are a result of a new program director, faculty, graduate assistantships, administrative support, library expenditures, and general operations.

Salaries and fringe benefits account for 65-70 percent of new program costs. In addition to new administrative and faculty costs, 10 graduate assistants will be funded by the Division of Academic Affairs (4 @ \$20,000 each) and ABI (6 @ \$20,000).

The second highest program cost is funding for library support at more than \$100,000 annually. A student library fee that was initiated in fall 2004 will provide approximately 70 percent of new library funding.

Projected revenues indicate that within five years the Molecular Biosciences program will generate over \$500,000 annually through a combination of tuition and extramural grants and awards.

Program Duplication

There are similar doctoral programs at other ABI partner institutions, but each has a distinctive focus. The Cell and Molecular Biology doctoral program at UAF has a strong focus on agricultural animal systems. The Biochemistry and Molecular Biology doctoral program at UAMS focuses on biomedical systems. The ASU program will complement the existing doctoral programs at UAF and UAMS as indicated by discussions that

continue to identify specific ways in which all three doctoral programs could be better leveraged to provide more cross-training for students in each of the programs.

Desegregation

Approximately 13 percent of the ASU graduate student enrollment is African-American. This percentage is greater than the statewide average of 10 percent.

As part of the institution's effort to promote math and science education, ASU participates in the NSF-funded Research Internships in Science of the Environment (RISE). The program sponsors 10 minority students from undergraduate institutions across the United States who spend 10 weeks each summer at ASU working with faculty on research projects and ultimately presenting and publishing their work. Of the past 20 students who have participated, all have enrolled in graduate programs and 4 have enrolled in doctoral programs at ASU. The research internships at ASU have focused on environmental biology and chemistry. Some of the mentors in the internship program are also affiliated with ABI.

ASU also sponsors the Ronald C. McNair Post-Baccalaureate Scholars Program, which is funded by the US Department of Education. The program serves 22 junior/senior students at ASU majoring in science, technology, engineering, or mathematics. The program is designed for first generation, low-income minority students and provides research internships and training for preparation for graduate school and, ultimately, completion of a Ph.D.

Degree Productivity

In 2002-03, 2 out of 2 (100 percent) doctoral programs offered by the institution met Coordinating Board degree productivity guidelines.

The following resolution is presented for Board consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Ph.D. in Molecular Biosciences (CIP 26.0406) offered by Arkansas State University effective fall 2005.

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

**NORTHWEST ARKANSAS COMMUNITY COLLEGE
REGIONAL TECHNOLOGY CENTER IN FAYETTEVILLE**

The administration and Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to establish an off-campus instruction site in Fayetteville to be called the NorthWest Arkansas Community College Regional Technology Center, effective July 2005.

Justification for Off-Campus Instruction Site

West Campus Technical Center in Fayetteville is the oldest technical high school in Arkansas, founded in 1965 as Sequoyah Polytechnic. Through the years, its mission of providing superior vocational education became diluted when the Fayetteville Public Schools (FPS) also used West Campus as an alternative high school. With encouragement from the Arkansas Department of Workforce Education, FPS decided to separate the alternative program from the vocational program and approached NWACC about sponsoring the re-established technical high school. The school will serve students from 16 high schools in Madison, Benton and Washington Counties.

FPS will move its alternative school to an annex on the main high school campus and will move all technical education to the newly established Regional Technology Center (RTC). Most students will attend their home high schools half of each day for academic classes and RTC the other half of each day for technical classes. In 2005–2006, NWACC will offer the same technical programs that were offered by FPS, but will determine what adjustments need to be made during the year. Currently, technical courses are offered in auto collision, aviation, business education, childcare, computer engineering, construction technology, cosmetology, criminal justice, culinary arts, drafting and design, family/consumer science, medical, medical/dental, pre-engineering, printing, and welding. Two programs leading to industry certification (cosmetology and aviation) will continue to be outsourced to Fayetteville Beauty College and the Arkansas Aviation Technologies Center.

NWACC will continue to offer concurrent classes in English Composition, College Algebra and Western Civilization on the campus as needed, and these offerings will remain less than 50 percent of a postsecondary degree program. Students with appropriate scores on college placement tests may pay college tuition, take the concurrent classes at RTC, and receive college as well as high school credit for the classes. Over the next five years, NWACC plans to expand the offerings to include more concurrent technical and academic classes and eventually to offer technical certificates. The College will analyze the needs of students and

the community to determine which courses and certificates to offer. Program proposals will be presented for Coordinating Board approval as appropriate.

In addition to the technical high school, the Regional Technology Center will continue to house a childcare facility. This facility serves as a training lab for high school students as well as a day-care facility for children of students and the public.

It is the intention of NWACC to create a regional technology center devoted to preparing high school students for jobs and for postsecondary education. The first stages of this process are to recruit area students to the program, to provide a quality high school occupational technical program, and to develop students' math and English basic skills to prepare them for postsecondary courses.

Costs

NWACC and FPS have a Memorandum of Understanding that outlines the responsibilities of each party and the terms of the agreement. As part of the agreement, NWACC will become the Fiscal and Administrative Oversight Agency for the Center. Fayetteville Public Schools (FPS) will continue to provide utilities, maintenance, insurance, and upkeep for the building and NWACC will pay rent. FPS will provide bus transportation to the Center for which NWACC will pay a fee per student. Local, state, and federal funds will "travel with the student" from the individual school districts to RTC.

For several years, West Campus Technical Center has received approximately \$2.5 million from Workforce Education funds, tuition paid by participating high schools, revenue from the childcare facility, and grants funded through United Way and Tech Prep. NWACC will continue to receive college tuition paid by high school students for concurrent and other college-credit classes. All of these funding streams are expected to continue. It is anticipated that 250 full-time-equivalent students will participate in the high school and that these funding streams will cover the cost of providing all services.

Approvals

The Fayetteville Public Schools approved the transfer of the operation of West Campus to NWACC on December 16, 2004. The NWACC Board of Trustees approved this transfer January 10, 2005. The Arkansas Department of Workforce Education approved the transfer February 3, 2005. Approval from the Higher Learning Commission of the North Central Association of Colleges and Schools will be sought after approval from the Coordinating Board.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the establishment of the NorthWest Arkansas Community College Regional Technology Center as an off-campus instruction site of NorthWest Arkansas Community College effective July 1, 2005.

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

**WALDRON OFF-CAMPUS SITE
RICH MOUNTAIN COMMUNITY COLLEGE**

The administration and Board of Trustees of Rich Mountain Community College (RMCC) request Coordinating Board approval to recognize an off-campus site at Waldron to be called Rich Mountain Community College--Waldron Off-Campus Site, and to offer the existing Associate of Arts degree at this location.

Justification for Off-Campus Site

RMCC has offered college-level classes in Waldron since 1995, serving students in Scott County by offering concurrent and evening courses at Scott County High School. RMCC also offers Adult Education classes, Educational Talent Search services, TRIO student support services, and non-credit workforce training classes at the high school. No other institution offers college-level courses in Waldron.

The demand for college classes has presented the current need to offer over 50 percent of an Associate of Arts degree. There is no intention now or in the future to offer the entire associate degree program at Waldron. There is also no intention of offering a full range of administrative and support functions. The actual number of classes offered will be determined by interest and the availability of adjunct faculty. During the last two years, RMCC has averaged 12 class sections per semester at Waldron with an average class size of 24 students.

With the exception of RMCC employees required for the above federal programs, no full-time faculty are assigned to the Waldron site. An average of six local adjunct faculty teach each semester.

Costs

RMCC has an agreement with Waldron School District for the use of their facilities for classroom and office space for \$1 per year. Facilities costs of all Waldron-based RMCC programs (utilities, phones, copier, etc.) are approximately \$750 per month and are funded through federal grants and non-credit business/industry programs listed above. The only expense for the program is adjunct faculty salaries. Cost for faculty is covered by tuition (\$50 per credit hour) on a course-by-course basis, therefore, each class must have 10 students in order to be offered.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Rich Mountain Community College--Waldron Off-Campus Site, and the offering of the existing Associate of Arts (CIP 24.0101) at this location, effective immediately.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and the Chair of the Board of Trustees of Rich Mountain Community College of the approvals.

**ASSOCIATE OF APPLIED SCIENCE IN BUSINESS TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE IN GENERAL TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE IN ALLIED HEALTH
ARKANSAS TECH UNIVERSITY**

The administration and Board of Trustees of Arkansas Tech University (ATU) request Coordinating Board approval for ATU to offer Associate of Applied Science degrees in Business Technology, General Technology, and Allied Health on the ATU Ozark campus. ATU is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ATU Board of Trustees approved the proposals on January 20, 2005.

Description of the Programs

In July 2003, Arkansas Valley Technical Institute merged with Arkansas Tech University. The Board approved the conversion of existing non-credit diploma programs at ATU Ozark to technical certificates in August 2004. The proposed associate degree programs build on the existing technical certificates offered at ATU Ozark.

Business Technology

The Associate of Applied Science in Business Technology is a 60 credit hour degree with two options, Business Technology and Business-Medical Transcription. Both degrees contain 15 credit hours of general education, 30 credit hours in technical core courses, and 15 credit hours in technical support courses that vary by option. Option one for the proposed AAS program combines general education coursework with an existing technical certificate in business technology and one new course. Option two combines general education coursework with an existing technical certificate in Business Technology-Business-Medical Transcription. The Business Technology option will prepare students as administrative assistants, office managers, bank tellers, accounting assistants, data base support personnel, bookkeepers, and report writers. The Medical Transcription option will prepare students to work as medical transcriptionists and records administrators.

General Technology

The Associate of Applied Science in General Technology is an individualized program that allows the student to fulfill a unique career goal by demonstrating mastery of knowledge and skills against specific performance standards in a chosen area or discipline. The degree consists of 60-65 credit hours with 15

credit hours of general education, 24-30 credit hours in technical core courses, and 15-21 credit hours in technical support courses that vary by option. Five new courses have been added to the curriculum. The AAS in General Technology will have eight options that include air conditioning and refrigeration, applied laboratory technology, automotive service technology, cosmetology, computer information systems, collision repair technology, electronics technology and welding technology. Automotive Service Technology and Collision Repair Technology are certified by the National Automotive Technology Education Foundation which is the educational division of the National Institute for Automotive Service Excellence. The Cosmetology program is approved by the Arkansas State Board of Cosmetology.

Allied Health

The Associate of Applied Science in Allied Health is a 68-69 credit hour degree with two options, the EMT/Paramedic or Practical Nursing. Both options contain 15 credit hours of general education, 36 credit hours in technical core courses, and 17-18 credit hours of technical support that vary by option. The EMT/Paramedic program is approved by the Arkansas Department of Health. The program is under consideration for initial accreditation by the Commission on Accreditation of Allied Health Education Programs which will meet in May. The practical nursing program has full approval from the Arkansas State Board of Nursing.

The number of contact hours of several of the courses and the clinical practicum and internship have been extended. Only the general education courses have been added to these programs. The AAS degree will prepare students to be eligible for clinical supervisor positions and lead paramedic technicians.

Instructional Resources and Support

All of the courses will be taught on the ATU Ozark campus. The general education courses will be taught by faculty from ATU using bi-directional compressed video in a newly refurbished classroom designed for that purpose. Each option is currently offered at the Technical Certificate level. The AAS degrees will add the general education courses and additional technical support courses. One of the labs in the Collision Repair Technology will be upgraded, and the Automotive Service Technology and Welding Technology programs will add several new pieces of equipment and tools. The Ozark campus maintains a library including online capability and access to all main campus library services at ATU. Students will be charged the ATU tuition rate for the general education courses and the Ozark tuition rate for the technical courses. Program faculty will serve as advisors.

Justification for the Programs

In 2003, of the 377 students who completed the programs in the various option areas, 270 were placed in program-related jobs. The air conditioning and refrigeration, cosmetology, and practical nursing programs report having more applicants than they can accommodate. The twelve options in the three programs currently have enrollments from 4 to 45 with an average of 22 students per option.

ATU is expanding educational opportunities for the students by offering an AAS degree in the option areas. Attainment of the AAS degree will allow students to be more competitive for job advancement and promotions involving supervisory roles. The AAS in Allied Health will likely be transferable into three Bachelor of Science programs in Emergency Administration Management, Professional Studies, and Nursing offered at ATU.

In the Fall 2004, there were 293 students enrolled in technical certificate programs in the proposed associate degree program areas: 54 in business technology, 150 in general technology, and 89 in allied health. Projected enrollment for the associate degree in business technology is 10, in general technology is 18, and in allied health is 10. Each program has an active advisory committee comprised of practitioners and leaders in the field of study who provide input on the appropriateness of the curriculum, adequacy of equipment and supplies, and other program needs. They meet twice a year with program faculty.

Program Costs

Because most of the courses for the proposed degrees are currently offered at ATU Ozark, new program costs are primarily the result of adding general education courses. ATU's tuition will be charged for general education courses which will be adequate to fund instructional costs. Ozark's tuition rate will be charged for the technical courses. At the current tuition rate, an average enrollment of five students per three-hour course will pay an adjunct or overload salary. Adjunct and overload salaries will be \$19,444. Total resource requirements for the three degree programs, including adjunct faculty salaries and new equipment, will be \$38,829. Gross income is expected be \$82,490 based on the estimated initial enrollment of 38 students.

General improvement and capital equipment funds will be used to renovate facilities and purchase equipment. Collision Repair Technology lab will reconfigure the paint booth to accommodate a drying booth at a cost of \$30,000. The Automotive Service Technology lab will install an engine analyzer and scan tools for \$50,000, and the Welding Technology lab will purchase 16 additional MIG and TIG instructional machines at a cost of \$24,000. An existing classroom

in the Collegiate Center was recently renovated to accommodate distance delivery of courses to the Ozark campus.

Program Duplication

Nine institutions in Arkansas offer an associate degree in business technology and 16 institutions offer an associate degree in general technology. No institution offers an associate degree in allied health.

Desegregation

African Americans make up 4.4 percent of the total ATU student body. In the Fall 2004, African American enrollment on the ATU Ozark campus was one percent. There were three African American students enrolled in the Automotive Service Technology, Business Technology, and Welding Technology options that would feed into two of the proposed AAS degrees.

Degree Productivity

In 2002-03, six of the seven associate degrees offered at ATU met Board degree productivity guidelines for a productivity rate of 86 percent. All of the 12 Technical Certificate programs offered at the Ozark campus met productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Business Technology (CIP 52.0401), the Associate of Applied Science in General Technology (CIP 30.9999), and the Associate of Applied Science in Allied Health (CIP 51.9999) at Arkansas Tech University to be offered on the ATU Ozark campus effective Fall 2005.

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

TECHNICAL CERTIFICATE IN BUILDING TRADES TECHNOLOGY SOUTH ARKANSAS COMMUNITY COLLEGE

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer a Technical Certificate in Building Trades Technology, effective August 2005. SACC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Board of Trustees approved the proposal on November 16, 2004.

Description of the Program

The Building Trades Technology program is designed to provide students with the basic skills required for entry level employment in the residential or light commercial construction industry with potential for advancement into management positions or to pursue additional degrees. The program builds upon an existing building trades program offered through SACC's Secondary Career Center. The proposed program includes a two-year, 41-semester hour technical certificate in building trades technology and a one-year, 16-semester hour certificate of proficiency in carpentry. Five new courses in carpentry, blueprint reading, plumbing and residential electrical will be added.

The program will share faculty, facilities, and equipment with the Secondary Career Center that began offering a building trades program in 2004 and has 10 high school students currently enrolled. Two part-time adjunct faculty with experience in plumbing and electrical will also be required. When surveyed, all 10 students indicated a desire to enroll in the proposed technical certificate program. The 7,300 square foot existing space was totally renovated and equipped for use by the Secondary Center students and is adequate for classrooms, building areas, and administrative needs. Renovation and equipment purchases were funded by reallocating funds from the Machine Tool program that was terminated in May 2004.

Need for the Program

Carpentry is the top construction job in Arkansas and is currently listed among the fastest growing occupations requiring postsecondary training. Nationally, most construction firms report shortages of skilled labor and say that the current workforce is not as proficient in general building trades skills as it should be. These conditions were confirmed locally through a survey of south Arkansas building trade companies with responses indicating strong support for the proposed program and immediate placement opportunities for graduates as carpenters, carpenter helpers, drywall and ceiling tile installers, roofers, and

other building trade occupations. Twelve students are expected to enroll in the program in the first year and grow to a maximum of 32 students by the third year.

Program Costs

Program costs are projected to run \$64,000 annually which will fund one full-time faculty, two adjunct faculty, instructional equipment and materials, student travel to competitions and tradeshow, and a modest amount for faculty professional development. First-year program costs will be prorated between SACC and the Secondary Career Center based upon the percentage of college and high school enrollment in the carpentry courses. Local industry is providing assistance through donations of equipment and the sale of building supplies at cost. SACC has already purchased \$20,000 of equipment and renovated the instructional areas. Funds will be available from student tuition and fees in the amount of \$17,000 in the first year and \$47,168 when the program reaches full capacity. New state general revenue will total \$48,462 in the first year and \$138,707 at full capacity. Building trade magazines are the only additional library holdings required.

Program Duplication

Similar programs are offered by Cossatot Community College of the University of Arkansas (AAS in Construction Technology), Pulaski Technical College (AAS, TC in Construction Management), and National Park Community College (TC in Residential Carpentry). Given the geographic distance to these other programs, there is no unnecessary program duplication.

Desegregation

African American students make up 30.7 percent of the student body enrolled at SACC. Two (20 percent) of the high school students enrolled in building trades program at the Career Center are African American.

Degree Productivity

In 2002-2003, South Arkansas Community College offered 11 certificate of proficiency programs of which 8 (73 percent) met Board degree productivity guidelines. Ten technical certificate programs were offered of which 2 (20 percent) met degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Building Trades Technology (CIP 46.0201) at South Arkansas Community College for implementation in August 2005.

FURTHER RESOLVED, That the Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of South Arkansas Community College of this approval.

**ASSOCIATE OF APPLIED SCIENCE
TECHNICAL CERTIFICATE IN WELDING TECHNOLOGY
ARKANSAS STATE UNIVERSITY - BEEBE**

The administration and Board of Trustees of Arkansas State University (ASU) request approval to offer the Associate of Applied Science and Technical Certificate in welding technology at Arkansas State University--Beebe (ASU-Beebe). The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board approved the proposal on February 25, 2005.

Description of the Program

The Technical Certificate and the Associate of Applied Science in welding technology are designed to provide students with entry and advanced-level marketable welding skills. Hands-on training, combined with laboratory and classroom experience will give the student proficiencies in metal fabrication, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, blueprint reading, and layout techniques. Completion of the various levels of training will enable the student to test for certifications from the American Welding Society.

The curriculum for the Technical Certificate consists of 32 credit hours in welding and six hours of general education. The Associate of Applied Science degree consists of 32 hours of welding, eight hours of drafting, and 21 hours of general education courses for a total of 61 hours.

Facilities, equipment, and faculty needed for this proposal are already in place. State-of-the-art welding labs are already in use at two campuses: ASU-Heber Springs and ASU-Searcy Area Career Center. Presently, welding courses are being taught by qualified instructors for high school and continuing education credit.

Need for the Program

During the past three years, over 160 students have enrolled in non-credit welding courses offered during the evening hours. The technical certificate and associate degree program will primarily serve evening students. Currently, 30 students are enrolled in evening welding courses offered at ASU-Heber Springs and the ASU-Searcy Area Career Center campus. In addition to student interest, local industry has indicated that they will support the program through tuition

reimbursement and increased compensation for degreed and certified welders. Upon approval of the certificate and degree program, approximately 10 students are expected to enroll at each location.

Students in welding technology programs will have all required textbooks and materials provided. They will have access to the ASU-Beebe system library with access to electronic databases by password. There are computer labs on each campus with Internet access available for assignments as well as research. No additional library resources will be required.

The current welding laboratories are well equipped to meet the educational objectives and required competencies of the proposed new program. Classrooms can accommodate 30 students. The two welding laboratories have booths with floor space which will accommodate all students at one time. Sufficient projection and video equipment are available to facilitate meeting all educational objectives. No additional facilities will be required at this time.

Program Costs

There will be no new administrative costs. Program costs will be related to instruction for evening courses. Adjunct instruction will cost \$16,000 per year. The current tuition and fee structure will cover instructional costs. Because these programs already are offered at area career centers, current staffing, equipment, library resources, and facilities are adequate to support the proposed programs.

Program Duplication

The Technical Certificate in welding technology is offered at 14 institutions, and the Associate of Applied Science degree in welding technology is offered at three institutions.

Desegregation

African American students comprise 4.5 percent of the enrollment on the ASU-Beebe campus. Currently, there are no African American students enrolled in the welding courses.

Degree Productivity

Arkansas State University--Beebe offered 18 technical certificates and 15 associate degrees in 2004. Twelve (67 percent) technical certificates and 9 (60 percent) associate degrees met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science and Technical Certificate in welding technology (CIP 48.0508) to be offered at Arkansas State University--Beebe, effective Fall 2005.

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

**ASSOCIATE OF APPLIED SCIENCE
IN OCCUPATIONAL THERAPY ASSISTANT
PULASKI TECHNICAL COLLEGE
IN PARTNERSHIP WITH
BAPTIST HEALTH SCHOOL OF OCCUPATIONAL THERAPY ASSISTANT**

The administration and Board of Trustees of Pulaski Technical College (PTC) request approval to offer an Associate of Applied Science in Occupational Therapy Assistant in partnership with Baptist Health School of Occupational Therapy Assistant (BHOTA). PTC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The PTC Board approved this program on April 26, 2004. Baptist Health School of Occupational Therapy Assistant is licensed by the Arkansas State Board of Private Career Education. The Baptist Health Leadership Team approved the proposal on April 1, 2004. Institutional responsibilities are outlined in the Memorandum of Understanding (MOU).

Description of the Program

The Associate of Applied Science in Occupational Therapy Assistant will be a partnership between Pulaski Technical College and the Baptist Health School of Occupational Therapy Assistant. The 74-credit hour degree will include 32 general education credit hours from PTC and 42 occupational therapy credit hours from BHOTA.

College Algebra or College Math and English Composition I are the prerequisites for entering the program. The curriculum will cover occupational therapy fundamentals, and related science and health care courses. Fifteen hours of fieldwork are required in different occupational therapy settings such as pediatric, geriatric, and physical disabilities in health and rehabilitative care facilities under the supervision of a registered occupational therapist. Twenty-three prospective fieldwork sites have been identified. All of the courses for this degree will be offered on the Baptist Health campus. The proposed program was developed in accordance with the guidelines of the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

The program will be considered for developing program status by the Accreditation Council in May 2005. This is the first step in the three-step accreditation process for new programs. The second step involves a self-study and if approved, the third step includes the on-site evaluation. Completion of the accreditation process takes up to two years. The expected enrollment for the first year is 10 students.

Need for the Program

The proposed Occupational Therapy Assistant (OTA) program grew out of a Baptist Health System need for OTAs. Twenty health care facilities in central Arkansas also were polled to determine need and reported 35 vacant occupational therapy assistant positions.

There are 128 OTAs licensed to practice in Arkansas, including 14 new OTA licenses, 37 with out-of-state addresses, and 12 within 50 miles of Little Rock. Because of the shortage of OTAs, Baptist Health System is hiring occupational therapists to fill 7 positions that could be filled by OTAs and thus allow Baptist Health to provide occupational therapy services in a more cost efficient manner. The median annual salary for an occupational therapy assistant is \$37,500 and an occupational therapist earns an average of \$53,800. Second year students who are selected for employment will be offered up to \$1500 if they commit to one year of service with Baptist Health System.

The demand for OTAs in home and facility-based settings will increase to meet the challenges posed by an aging population that expects to maintain an independent, productive and healthy lifestyle. The Baptist Health School of Occupational Therapy Assistant has received over 100 requests for information regarding the proposed OTA program. A maximum of 15 students will be accepted each year.

Memorandum of Understanding

PTC and BHOTA will be co-sponsors of the program. Both institutions will promote and recruit for the program. PTC will register students. PTC faculty will teach the general education courses and BHOTA faculty will teach the professional courses.

Baptist Health Schools of Nursing and Allied Health (BHNAH) currently has a partnership with PTC in practical nursing. BHNAH also has partnerships with Arkansas Tech University, Henderson State University, and the University of Central Arkansas in medical technology; and with the University of Central Arkansas in nuclear medicine technology.

Program Costs

Pulaski Technical College will not incur any new program expenses because Baptist Health System is underwriting the cost for the OTA program. All faculty and instructional resources are in place. Students will be charged the PTC tuition rate for the general education courses and Baptist Health School tuition rate for the professional courses. BHOTA will pay the balance of the tuition and fees necessary for PTC to offer a course that does not meet the minimum course enrollment.

Program Duplication

South Arkansas Community College offers the only associate degree in occupational therapy assistant in Arkansas and has graduated six students over the past three years.

Desegregation

African American students enrolled in the Fall 2004 term accounted for 43.5 percent of the total student body at Pulaski Technical College.

Program Productivity

In 2002-03, 10 of the 14 associate degree programs at Pulaski Technical College met the Board degree productivity guidelines for a productivity rate of 71 percent.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Occupational Therapy Assistant (CIP 51.0803) at Pulaski Technical College in partnership with the Baptist Health School of Occupational Therapy Assistant, effective Fall 2005, contingent on the American Occupational Therapy Assistant Accreditation Council granting initial approval of the program.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Pulaski Technical College, the President and Chair of the Board of Trustees of Baptist Health System, and the Director of the Baptist Health School of Occupational Therapy Assistant of the approval.

**MASTER OF COMPUTER AND INFORMATION SCIENCE
MASTER OF PUBLIC ADMINISTRATION
SOUTHERN ARKANSAS UNIVERSITY--MAGNOLIA**

The administration and Board of Trustees of Southern Arkansas University (SAU) request approval to offer the Master of Computer and Information Science and Master of Public Administration at Southern Arkansas University--Magnolia (SAUM). The programs are consistent with the role and scope of the institution to offer master's degree programs in selected fields. SAUM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SAU Board approved the proposals on June 2 and December 17, 2004.

Description of Programs

Computer and Information Science

The proposed 36-credit hour program is designed to provide students with a foundation in computer systems design, computer software, and project management skills in the networking environment. An internship or applications project is required. Program admission requirements include a bachelor's in computer science or related field. Graduates will be prepared to fill positions as information system project managers, system analysts and designers, and data managers.

Public Administration

The proposed 36-credit hour program is designed to prepare individuals for leadership positions in public and non-profit service organizations. The curriculum is designed to enhance knowledge and skills in management, public policy analysis, and decision processes. A supervised internship in a government or non-profit setting is required. The program will build upon existing undergraduate degrees in political science, history, psychology, social work, sociology, and criminal justice.

Need for the Programs

SAUM currently offers seven education-related master's degrees. Two of these degrees, agency counseling and kinesiology, also have a non-education component. Implementation of the proposed master's programs will allow SAUM to expand graduate program offerings to residents in southern Arkansas. The

proposed programs will be reviewed by the Higher Learning Commission during a site visit scheduled for fall 2005.

No computer science and public administration graduate programs are offered in south Arkansas. Twelve of the 31 graduates of the bachelor's degree in computer science are expected to enroll in the master's in computer and information science. Thirty-eight individuals in local government and civic organizations in south Arkansas and north Louisiana have expressed an interest in the public administration program and 10 students are expected to enroll in the program.

Program Costs

Additional library resources, one graduate assistant, and one full-time faculty member will be required in each program area. Software and instructional materials will be required for the computer science program. A full-time government documents librarian will be required for the public administration program. Annual funds for each program (\$98,000 in Year 1, increasing to \$133,000 in Year 3) will come from new student tuition and fees, state general revenues, and the redistribution of the existing budget for faculty salaries, library, and computer acquisitions and maintenance. There will be no additional administrative costs.

Program Duplication

The master's in computer science and information technology is offered at Arkansas State University--Jonesboro, Arkansas Tech University, the University of Arkansas, Fayetteville, the University of Arkansas at Little Rock, and the University of Central Arkansas. The Master of Public Administration is offered at Arkansas State University--Jonesboro, the University of Arkansas, Fayetteville, and the University of Arkansas at Little Rock.

Desegregation

African American graduate student enrollment is 18.6 percent.

Program Productivity

In 2002-03, all of the seven master's degree programs at SAUM met Board degree productivity guidelines. The bachelor's degrees in computer science, political science, history, psychology, social work, sociology, and criminal justice also met productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Computer and Information Science (CIP 11.0101) and the Master of Public Administration (CIP 44.0401) at Southern Arkansas University--Magnolia, effective Spring 2006.

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

**ASSOCIATE OF APPLIED SCIENCE
AND ADVANCED CERTIFICATE IN
NETWORK SECURITY TECHNOLOGY
SOUTH ARKANSAS COMMUNITY COLLEGE**

The administration and Board of Trustees of South Arkansas Community College (SACC) request approval to offer the Associate of Applied Science and Advanced Certificate in network security technology. SACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The SACC Board approved the proposal on December 16, 2004.

Description of the Program

The network security technology program is designed to prepare students with the knowledge and skills of the latest technology in computer, data, and network protection. The 70-credit hour associate degree program is built on the Certified Internet Security Professional (CISSP) Domains of Network and Data Security. The curriculum includes coursework in cyberspace ethics, hacking techniques, intrusion detection, encryption techniques, and security assessment. Individuals who have completed an associate degree or are working in the computer systems field may enroll in the 36-credit hour advanced certificate program. A professional project that simulates a real world security incident is required for completion of the certificate program. A criminal background check will be required for program admission.

Need for the Program

An industry representative and a network security associate degree program director were consulted on curriculum development. Companies in the SACC service area have expressed the need for personnel with advanced knowledge and skills to secure data networks, stating that the responsibilities can no longer be performed by network administrators under other duties as assigned. Ten students are expected to enroll in the program.

Program Costs

New program costs will be minimal because existing faculty will receive professional training and development to teach the new courses added to the curriculum. All other instructional resources are in place because the network security program builds on an existing associate program in computer information technology.

Program Duplication

An associate degree in networking is offered at the University of Arkansas at Fort Smith and a certificate in information assurance is offered in the CyberCollege at the University of Arkansas at Little Rock.

Desegregation

African American student enrollment is 30.7 percent.

Program Productivity

In 2002-03, 5 (33 percent) of the 15 associate degree programs met Board degree productivity guidelines.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science and Advanced Certificate in network security technology (CIP 11.1003) at South Arkansas Community College, effective Fall 2005.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of South Arkansas Community College of the approvals.

**DEPARTMENT OF COLLEGE STUDENT PERSONNEL
ARKANSAS TECH UNIVERSITY**

The administration and Board of Trustees at Arkansas Tech University (ATU) request approval for the creation of the Department of College Student Personnel effective July 2005. The ATU Board of Trustees approved the proposal on December 11, 2004.

Justification for the Department

The Arkansas Higher Education Coordinating Board approved the Master of Science in College Student Personnel on April 19, 2002, and Board approval for electronic delivery was granted in August 2004. Currently, the program is located in the School of Education.

The request for a new department within the College of Graduate Studies is being made because the program, offered only at the master's level, is not associated with elementary or secondary education levels, and is not affiliated with the National Council for Accreditation of Teacher Education.

The Dean of Graduate Studies and the current program director, who is the program's only full-time faculty member, will jointly administer the department. The department will also house adjunct instructors and a graduate assistant who will help with administrative office responsibilities. The Master of Science in College Student Personnel is the only degree that will be offered through the department. As of fall 2004, the program had 33 majors.

Costs

There will be no new expenses for departmental operations, as all of the administrative and support personnel are currently in place.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the creation of the Department of College Student Personnel at Arkansas Tech University, effective July 1, 2005.

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

**CONSTRUCTION MANAGEMENT DEPARTMENT
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to establish a new academic administrative unit, Construction Management Department, at the University of Arkansas at Little Rock (UALR). The institution is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board will consider the proposal on April 22, 2005.

Justification for the Department

Due to demand from the construction industry, the Bachelor of Science degree in construction management was first offered in the Fall of 1994. Since the inception, there have been over 100 graduates in the program. The program currently has 173 majors with 5 full-time and eight part-time faculty members.

The construction management program is accredited by the American Council for Construction Education (ACCE) and is housed organizationally in the George W. Donaghey College of Information Science and Systems Engineering (CyberCollege) along with the departments of Engineering Technology, Applied Science, Computer Science, Systems Engineering, and Information Science.

A faculty member has been designated as the program director to coordinate instructional activities in construction management. The director will become the department head and will continue to report to the Dean of the CyberCollege just as the heads of the departments presently housed in the College. Establishing the new department will allow the administrative functions in the construction management program to be properly aligned with the existing departments within the CyberCollege.

The Bachelor of Science (BS) in construction management requires 130 semester credit hours and a 23-credit hour minor for students outside the College. There are no other degree programs administered by the construction unit. The Construction Management program's primary mission is to provide professional educational opportunities to constituents through the following:

- ❑ Professional leadership and development
- ❑ Traditional and continuing education
- ❑ Technical skill
- ❑ Community service
- ❑ Networking
- ❑ Technology transfer and development

An Industry Advisory Board, along with the Arkansas Contractors Licensing Board, provided a \$100,000 grant to the University to purchase computers, instructional resources, and a remodel of existing facilities. Demand for the construction management specialization is so great that the department currently has 100% placement at graduation. As reported by the Construction Financial Management Association, starting salary for entry-level project managers is \$45,138.00.

Costs

The program budget is \$593,801. Because the program director currently is performing the program administrative functions and will become the department head, there will be no increase in budget for administrative salaries or clerical support.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Construction Management Department at the University of Arkansas at Little Rock, effective July 1, 2005.

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

**DEPARTMENT OF EDUCATION REFORM
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to establish a new academic administrative unit, the Department of Education Reform, at the University of Arkansas, Fayetteville.

Justification for the Department

The proposed Department of Education Reform will be established to promote student achievement in K-12 education in Arkansas and across the nation through the use of multifaceted intervention activities in instruction, service, research and policy. The department will be established with funds from an anonymous private gift and from the Matching Gift Program, created by the Walton Family Charitable Support Foundation. The funds will create an endowed department which is a condition of the gift agreement.

An advisory group, the Community Education Leadership Council, which will consist of representatives from the proposed department, educators, and business and community leaders, will provide input into the department's service and research activities. The department will focus on new research, knowledge dissemination, best practices, and practical applications in teacher quality, leadership, public policy, accountability, and school choice. The mission of department will be to advance education and economic development by focusing on the improvement of student academic achievement through research that leads to direct intervention programs in public schools.

Faculty will engage in research to inform policymakers, scholars, school administrators, teachers, parents and the general public on strategies that will positively influence the future of public education and schools. Demonstration projects that link research findings and classroom practice will be developed and implemented to enhance the perception of the quality of education in Arkansas which will contribute to the state's ability to attract new businesses and a highly qualified workforce. The department will be an information resource for public education on the state and national levels and will facilitate scholarly exchange of views on education reform.

Some of the nation's leading experts on key issues such as teacher quality, school choice, leadership, accountability, and policy will conduct research on the campus. The new knowledge gained through research on education practice and reform will be disseminated to professional educators, public policymakers and the general public through outreach projects.

Over the next few years, a graduate degree program will be developed that will incorporate research findings on education methods, practice, and reform. Research outcomes will result in better teacher preparation methods, leadership development for policy formulation and classroom reform, mechanisms to measure student and teacher performance outcomes, and the availability of options for education other than the traditional public schools.

Costs

The department will be one of six departments housed in the College of Education and Health Professions and will include a department head, 5 endowed faculty, 10 doctoral fellows, research associates and support staff. Department costs will be \$522,000 for the first year and increase to \$1 million for the third year of operation. Funds will come from external grants and contracts (\$500,000) and annual revenue from the gift endowment (\$900,000).

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the establishment of the Center for Education Reform at the University of Arkansas, Fayetteville, effective July 1, 2005.

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

**CENTER FOR ECONOMIC DEVELOPMENT EDUCATION
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to establish a new administrative unit, the Center for Economic Development Education, at the University of Arkansas at Little Rock.

Justification for the Center

The proposed Center for Economic Development Education will be housed in the Institute for Economic Advancement. The Institute is the public service, customer-oriented unit of the College of Business. The mission of the Institute is to support statewide economic development through research, information dissemination, service, education, and training.

The Center is designed to deliver a comprehensive professional and volunteer economic development education program across the state and mid-south region. Over the next five years, professional and paraprofessional short courses, and a certificate and master's degree in economic development will be offered through the Center.

Economic development has emerged as a profession that encompasses elements of business, planning, public relations, political science, geography, and the natural sciences, but there is not an academic base for education of new professional or for lifelong learning opportunities for existing professionals. Currently, professional organizations provide limited educational opportunities through short courses. These courses are expensive and generally are not based on research and pedagogy. Despite these drawbacks, demand for education and training is strong with over 1000 individuals in the mid-south region attending professional development short courses annually.

The proposed Center will allow economic development professionals in the state and region to receive quality education in the field at an affordable cost. There also is a need for continuous training because volunteer community leaders change on a regular basis. Through the courses and services offered by the Center, community leaders will obtain knowledge and skills to better negotiate for economic and community development projects.

UALR has received encouragement and support for development of the Center from the Arkansas Department of Economic Development, Arkansas Partnership, Entergy, Arkansas Economic Developers Association, Arkansas Electric Cooperative Corporation, local community economic development agencies, and

economic development professionals. There also is support from the International Economic Development Council, the largest group of professional economic developers. The Council has accredited the Mid-South Basic Economic Development course offered at UALR. Thirty-five students enroll in this course annually.

Three or more short courses will be offered each year with an average enrollment of 20 students. Some courses will be offered via distance technology. The certificate program and the master's degree are planned for implementation within three years.

In 2000, UALR received a grant from the Economic Development Administration of the U.S. Department of Commerce to deliver economic development education. The proposed Center will fulfill one part of the grant requirements by formalizing the internal organization of the proposed educational offerings.

Costs

An existing research professor who is a Certified Economic Developer will be appointed as the Center administrator. No new funds will be required for the operation of the Center because current Institute resources from short course fees, contracts, and grants will be redistributed to cover Center expenses.

The following resolution is presented for Board consideration.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the establishment of the Center for Economic Development Education at the University of Arkansas at Little Rock, effective immediately.

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

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on March 29, 2005. The following resolutions are presented for Coordinating Board consideration.

GRACELAND UNIVERSITY, INDEPENDENCE, MO

Initial Certification

Bachelor of Arts in Health Care Administration
Master of Education in Collaborative Learning and Technology
Master of Education in Technology Integration
Master of Education in Quality Schools

Recertification

Bachelor of Science in Addiction Studies

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Graceland University to offer the following online degree programs: Bachelor of Arts in Health Care Administration, Master of Education in Collaborative Learning and Teaching, Master of Education in Technology Integration, and Master of Education in Quality Schools. The Coordinating Board also grants program recertification to Graceland University to offer the online Bachelor of Science in Addiction Studies. The certification is for a period of two years and expires March 29, 2005.

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

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

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

GRACELAND UNIVERSITY, INDEPENDENCE, MO

Decertification

Bachelor of Arts in Liberal Studies

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the online Bachelor of Arts in Liberal Studies offered by Graceland University. This decertification is effective April 29, 2005.

UNIVERSITY OF MEMPHIS, MEMPHIS, TN

Decertification

Bachelor of Professional Studies in Fire Administration and Fire Prevention Technology

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Bachelor of Professional Studies in Fire Administration and Fire Prevention Technology offered by the University of Memphis. This decertification is effective April 29, 2005.

UNIVERSITY OF PHOENIX, AZ

Initial Certification

Bachelor of Science in Business with options in Retail Management, Public Administration, and Information Systems

Bachelor of Science in Information with options in Software Engineering

Master of Information Systems

Master of Business Administration with options in Human Resources Management, Marketing, and Public Administration

Master of Management with options in Human Resources Management, and Public Administration

Executive Master of Business Administration

Master of Science in Administration of Justice and Security

Master of Science in Nursing with options in Health Care Education, and Integrative Health Care

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix to offer the following online degree programs: Bachelor of Science in Business with options in Retail Management, Public Administration, and Information Systems; Bachelor of Science in Information with an option in Software Engineering; Master of Information Systems; Master of Business Administration with options in Human Resources Management, Marketing, and Public Administration; Master of Management with options in Human Resources Management, and Public Administration; Executive Master of Business Administration; Master of Science in Administration of Justice and Security; and Master of Science in Nursing with options in Health Care Education, and Integrative Health Care. The certification is for a period of two years and expires March 29, 2005.

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

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

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

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

The Institutional Certification Advisory Committee (ICAC) met on March 29, 2005 for the regular quarterly meeting.

All ICAC members were present. Others attending the meeting were: Mr. Wade Anderson, University of Phoenix-Little Rock, Dr. Brenda Sullivan, University of Phoenix-Little Rock; Ms. Sheila Alimonos, University of Phoenix-Little Rock; Mr. Rob Clancy, University of Phoenix-Online; Ms. Beth Patton, University of Phoenix-Online.

Institutions and agencies participating via phone were: Ms. Judy Luffman, Graceland University; Dr. Bill Armstrong, Graceland University; Dr. Calvin Thomas, Arkansas State Board of Nursing.

Jeanne Jones called the meeting to order and introduced Mr. Dan Jordan and Mr. Ken Hoppe, new ICAC members who were attending their first ICAC meeting.

Dr. Calvin Thomas, Assistant Nursing Education Director for the Arkansas State Board of Nursing (ARSBN), responded to questions from Dr. Larry Williams and Dr. Jack Lassiter concerning the current moratorium on new nursing programs in Arkansas. According to Dr. Thomas, the moratorium primarily applies to in-state and out-of-state institutions wanting to start new programs; not those institutions with programs already in place. Programs leading to advanced practice licensure and those designed for professional development but not leading to licensure are exempt for the moratorium; however, such programs must be approved by the ARSBN and the Coordinating Board before being offered to students.

The following programs were reviewed during the meeting:

GRACELAND UNIVERSITY

Bachelor of Arts in Health Care Administration - Initial Certification

Graceland University requests certification of the online Bachelor of Arts in Health Care Administration (BAHCA). The BAHCA will replace the Bachelor of Arts in Liberal Studies, which is being discontinued.

Program Summary

The 128-hour BAHCA program is designed for registered nurses and other health care professionals currently working as department heads and in other administrative positions in the practical areas. The program is also for

individuals who want to move from the practical side of health care to administration.

The business and organizational emphasis of the program will prepare students to assume administrative duties, which require such skills as effectively handling personnel issues, organizational development, and leadership. Major coursework includes: marketing principles, human resources management, health care finance, organizational behavior, health care-related economics, the legal aspects of health care administration, and information management systems. Students are also required to complete a supervised internship at a site approved by the department chair.

ICAC Discussion

Dr. Williams asked for clarification of the course numbering system and how credits are assigned to courses. Dr. Armstrong explained that the course numbering system did not include credit information, but identifies the course level--1000 is freshman level; 2000 is sophomore level, etc. Ms. Jones will get additional information about the course numbering system and report back to ICAC members.

Dr. Lassiter asked if Graceland used ACT/SAT scores for placement in math and other courses as is required of Arkansas state schools. Graceland has placement exams and preparation courses, but does not require the ACT/SAT because many of their students are transfer students. Ms. Jones will get additional information for the Committee.

Master of Education in Collaborative Teaching and Learning - Initial Certification Master of Education in Technology Integration - Initial Certification Master of Education in Quality Schools - Initial Certification

Graceland University requests certification of three online Master of Education (MEd) programs: MEd in Collaborative Teaching and Learning; MEd in Technology Integration; and MEd in Quality Schools. The MEd programs are designed for the professional development of classroom teachers, and are not open to non-practicing teachers or individuals pursuing a teaching certificate/license.

Program Summaries

Collaborative Teaching and Learning

The MEd in Collaborative Learning and Teaching program is designed to help classroom teachers perform better in the classroom by bringing action research, and current educational theory and practice together in the classroom. Action research moves research projects from the halls of higher education to the public school classroom while the teacher implements new teaching techniques.

The online program brings teachers of all grade levels and subject areas together in online work groups to share ideas and techniques that will improve their classroom performance. The program topics, learning experiences, and outcomes are based on the five core propositions of the National Board for Professional Teaching Standards (NBPTS).

Program coursework includes strategies for collaboration, classroom inquiry and action research, and courses designed around each of the NBPTS core propositions. The final course is the students' presentation of their research the Graduate Education Committee at a professional conference.

Technology Integration

The MEd in Technology Integration program is designed to provide classroom teachers the knowledge and skills necessary to effectively use technology in the classroom. Program courses include desktop publishing, database design and management, presentations, spreadsheets, web page creation, and troubleshooting. In addition to preparing the teachers to use technology in the classroom, the required coursework also connect the use of technology to the five core propositions of the National Board for Professional Teaching Standards (NPBTS).

Quality Schools

The MEd in Quality Schools program is designed to aid classroom teachers in improving the educational experience of their students. The curriculum is based on the Quality School concepts of Dr. William Glasser, particularly the concept of choice-theory. The teachers enrolled in the program will learn the techniques and methods developed by Dr. Glasser to reduce discipline problems, increase parental support and improve test scores.

Coursework includes: an introduction to choice theory; teaching students responsible behavior; creating a professional portfolio; motivation and learning; enhancing instruction; teaching, learning and assessment; creating emotionally safe classrooms; dealing with discipline problems; gaining parental support; inclusion strategies for the teacher of students with special needs; and solutions to 21st century classroom problems.

Bachelor of Science in Addiction Studies - Recertification

Graceland University requests recertification of the Bachelor of Science in Addiction Studies (BSAS) through directed independent study, on-line courses, practicums and a five-day on-campus focus session at the Independence, Missouri campus. The program was initially certified in 1995 and recertified in 2003. Four (4) Arkansas students are currently enrolled in the program.

There have been no substantial changes in program operation (faculty, facilities, financial resources, institutional ownership, etc.) during the current certification period.

Program Summary

The 128-semester hour Addiction Studies program is designed to prepare individuals to be effective and caring professionals in the field of addiction counseling and therapy. Graduates are prepared to use leadership and counseling skills in the delivery of quality, comprehensive care to individuals at all ages in a variety of settings. The variety of delivery systems allows working individuals to pursue the BSAS with minimal interruption to work or family obligations. Graduates of the program are eligible to sit for examinations leading to licensing or certification as addiction counselors.

Required courses are as follows: Current Concepts in Addiction; Pharmacology of Addictive Substances; Methods and Modalities of Addiction Treatment; Behavioral Addictions; Policies, Procedures, and Documentation; Theories of Addiction Counseling; Counseling Skills in the Treatment of Addiction; Ethics of Addiction Treatment and Counseling; Family Recovery and Intervention; Treating Special Populations for Addiction; Group Process and Self-Help Groups; Topics in Addiction Studies; Self-Care and Relapse Prevention; Educating the Addiction Client; Models of Prevention; Practicum I and II; and Senior Project.

Online Support Services

The online course delivery system offers 24-hour a day technical support for students and faculty. Online faculty complete online training courses to familiarize themselves with the online system. First-time faculty are monitored by a mentor during their first teaching rotation to insure they and the students progress successfully through the course.

All student support services for online students are managed at the Independence Campus. Online services include answering initial inquiries about programs, application processing, advising, course registration, financial aid, books and material order processing, online library access, and ongoing day-to-day access to a student support counselor. A university e-mail account is set up for each student upon admission to the university. University library services are available online.

Faculty

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

Accreditation

Graceland College was accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools in 1997. The next review is scheduled for 2006. The Med programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The BSAS is approved by the National Association of Alcohol and Drug Abuse Counselors.

State Certifications/Licensure

Graceland University is chartered in Iowa, where the main campus is located in Lamoni, IA. All programs offered by Graceland have been approved by the Iowa Coordinating Council for Post-High School Education, and are certified by the Missouri Certification Board for Higher Education. This certification includes distance delivery programs, as well as those offered on the Independence, MO campus.

Approval by the Arkansas Department of Education is not required for the MED programs since it is not for licensure/certification.

ADHE Staff Recommendations – Initial Certification/Recertification

The Arkansas Department of Higher Education Staff recommends a two-year certification, expiring on April 29, 2007, for the Bachelor of Arts in Health Care Administration offered by Graceland University. The motion to recommend certification of the Bachelor of Arts in Health Care Administration was made by Mr. Ken Hoppe, with the second by Dr. Walter Roettger. Motion carried.

The Arkansas Department of Higher Education Staff recommends a two-year certification, expiring on April 29, 2007, for the Master of Education in Collaborative Teaching and Learning, Master of Education in Technology Integration, and Master of Education in Quality Schools. The motion to recommend certification of the programs was made by Dr. Shirlene Harris, with a second by Ms. Connie Nelson. Motion carried.

The Arkansas Department of Higher Education Staff recommends a two-year recertification, expiring on April 29, 2007, for the Bachelor of Science in Addiction Studies offered by Graceland University. The motion to recommend recertification of the program was made by Dr. Shirlene Harris, with a second by Mr. Ron Kelton.

Bachelor of Arts in Liberal Studies - Decertification

Graceland University requests decertification of the Bachelor of Arts in Liberal Studies program (BALS) offered via distance delivery. Two tracks are offered in the BALS: health care administration and health care psychology. The BALS

will be replaced by the Bachelor of Arts in Health Care Administration (BAHC), for which Arkansas certification is being requested. The BALS program was initially certified in 1995 and recertified in 2003.

One Arkansas student is currently enrolled in the BALS health care psychology track with an expected completion date of 2006. There are currently no Arkansas students enrolled in the health care administration track. The BALS will remain open to current students until the required coursework is completed by all students.

Students have been given advanced notice of the plans to discontinue the program. The student currently enrolled in the program has the option to continue the current program or change to the BAHC.

ADHE Staff Recommendation - Decertification

The Arkansas Department of Higher Education (ADHE) staff recommends decertification of the Bachelor of Arts in Liberal Studies offered by Graceland University via distance delivery, effective April 29, 2005. Graceland University will notify ADHE in writing when the Arkansas student currently enrolled in the program has completed the program. Ms. Connie Nelson made the motion to recommend decertification of the programs, with a second by Dr. Shirlene Harris. Motion carried.

THE UNIVERSITY OF MEMPHIS

Bachelor of Professional Studies in Fire Administration and Fire Prevention Technology - Decertification

The University of Memphis requests decertification of the Bachelor Professional Studies (BPS) in Fire Administration and Fire Prevention Technology, which has been certified by the Coordinating Board since 1985. Ten Arkansas students have enrolled in the program since 1999. There are no Arkansas students currently enrolled in the program.

Decertification is requested because the University is not actively recruiting Arkansas students for the program, but promotes the program through National Fire Academy Literature.

ADHE Staff Recommendation - Decertification

The Arkansas Department of Higher Education staff recommends the decertification of the Bachelor of Professional Studies in Fire Administration and Fire Prevention Technology at the University of Memphis, effective April 29, 2005. The motion to recommend decertification of the program was made by Dr. Larry Williams, with a second by Dr. Jack Lassiter. Motion carried.

UNIVERSITY OF PHOENIX ONLINE - Initial Certification

Introduction

The University of Phoenix-Online requests initial certification for the following programs:

- Bachelor of Science in Business with options in Retail Management; Public Administration; and Information Systems
- Bachelor of Science in Information with options in Software Engineering
- Master of Information Systems
- Master of Business Administration with options in Human Resources Management; Marketing; and Public Administration
- Master of Management with options in Human Resources Management; and Public Administration
- Executive Master of Business Administration
- Master of Science in Administration of Justice and Security
- Master of Science in Nursing with options in Health Care Education; and Integrative Health Care

The programs were reviewed by Dr. Terry Roach, Associate Professor for Business Education, ASU-Jonesboro; Dr. Shirlene Harris, Director of Baptist School of Nursing and Allied Health; Dr. Calvina Thomas, Arkansas State Board of Nursing; Dr. Karon Rosa, AR Department of Higher Education (ADHE); and Jeanne Jones, ADHE.

Program Summaries

Each program will be offered online to Arkansas students, and is designed for working adults with a minimum of two to three years of work experience in their chosen career field. The programs for which certification is requested are already offered online in other states. The curriculum has been evaluated and approved by the University's Academic Cabinet and the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA-HLC).

Undergraduate courses are five weeks in length, and graduate courses are six weeks in length. In addition to individual course work, students are required to participate in online learning teams.

The **Bachelor of Science in Business (BSB)**, certified in Arkansas in 2003, is designed to provide graduates with a variety of business principles and tools to be used in an organizational setting. All program course work addresses critical business issues, such as diversity, globalization, ethics, technology, and e-business.

BSB in Information Systems (BSB-IS). Graduates of this program will have the management and information technology background that will allow them to

bridge the communication gap in business and industry between the management team and the information technology team. The coursework for the BSB-IS is designed to provide the students with a knowledge-base of business and information technology principles and applications to support both the business and information system professionals. The BSB in Information Systems is currently offered in Arizona, California, Colorado, Florida, Georgia, Hawaii, Idaho, Indiana, Michigan, New Mexico, Oklahoma, Oregon, and Texas.

The BSB in Public Administration (BSB-PA) program focuses on the efficient and effective utilization of public resources to achieve the public purpose within a dynamic environment. Graduates of the program will be prepared to fill management and leadership positions in city, county, and state government agencies, non-profit agencies, other public/non-public programs. The BSB in Public Administration is currently offered in Arizona, Colorado, and Hawaii.

The BSB in Retail Management (BSB-RM) focuses on skill development in strategic management, marketing, supply management, product and brand management, retail operations, merchandising, and personnel management unique to the retail industry. Graduates of the program will possess the skills and knowledge to be retail managers. The BSB in Retail Management is currently offered in Arizona and Colorado.

The **Bachelor Science in Information Technology – Software Engineering (BSIT-SE)** is designed to help students acquire theoretical and technical competencies associated with the information technology profession. The BSIT was certified in 2003. The BSIT/SE curriculum is designed to produce graduates able to function in information technology positions with the competencies, skills, and attitudes necessary for success in the workplace. Graduates of the BSIT-SE program will be able to fill management positions in the information technology field in business and industry, government agencies, education, and health care operations, or pursue an advanced degree in the information technology field. The BSIT-SE is currently offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington.

The **Master of Business Administration (MBA)**, certified in Arkansas in 2003, is designed to provide students with management skills and knowledge needed to function effectively within an organization. The MBA prepares students for the decision-making role in business by introducing theories and principles related to a wide range of problems or issues in each course.

The MBA in Public Administration (MBA-PA) is designed to strengthen the management skills students need to function effectively in an organization. Emphasis is placed on quantitative analysis of business information to improve business decision-making. The MBA-PA uses the most current techniques and tools to apply theories and principles to solve a wide range of problems. The

program is currently offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington.

The MBA in Marketing (MBA-MKT) is designed to enhance the management skills needed to direct and coordinate the marketing efforts of an organization. The program prepares students for leadership roles in developing marketing programs and creating strategic marketing plans. The program is currently offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington.

The MBA in Human Resources Management (MBA-HRM) is designed to help students develop the skills needed to fill the role of human resources manager. The program is currently offered in Arizona, California, Colorado, Florida, Georgia, Hawaii, Idaho, Indiana, Michigan, Minnesota, New Mexico, Oklahoma, Puerto Rico, Tennessee, Washington, and Vancouver, Canada.

The Executive Master of Business Administration Program (Exec-MBA) is designed to develop beginning and mid-level managers for senior management positions. Candidates for the Exec-MBA will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. The program is currently offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington. Projected Arkansas enrollment is three (3) students.

The Master of Management (MM) is designed to strengthen the management skills needed to function effectively within an organization. Students focus on leadership and management. The program emphasizes emerging management theory, techniques and practices.

The Master of Management in Public Administration (MM-PA) is designed to help the student gain the management skill needed to function effectively within an organization. The program requires students to explore the different needs of internal and external stakeholders in the public sector and learn how to best tailor their communication and problem solving approach to each group, and to develop creative solutions to address public needs in times of limited resources. The program is currently offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington.

The Masters of Management in Human Resources Management (MM-HRM) is designed to help the student gain the skills needed to function effectively within an organization by emphasizing emerging management theory, techniques, and practices. The MM-HRM student develops management skills in defining

business problems, assessing information, considering alternatives and choosing the best solutions. The program is currently offered in: Arizona, California, Colorado, Florida, Louisiana, Michigan, New Mexico, Oregon, and Virginia.

The Master of Information Systems (MIS) program is designed to provide professional preparation for positions in business and industry management in information systems. Graduates of the program will be able to successfully perform and obtain desired results in a variety of information system and technology environments in business; able to provide leadership and management to develop, support, and execute the strategic use of information systems and technology to meet business goals, and objectives; and able to apply sound business principles to maximize the effectiveness of information systems and technology resources, and the physical, financial, and human resource resources in day-to-day business operations. The program is currently offered in Arizona, California, Colorado, Hawaii, Louisiana, New Mexico, Oklahoma, Online, Utah, and Washington.

The Master of Science in Nursing (MSN), originally certified in Arkansas in 2003, is designed to prepare nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses. The MSN program is currently accredited by the National League for Nursing Accreditation Commission, and was approved by the Arkansas State Board of Nursing in 2003, prior the certification by the Arkansas Higher Education Coordinating Board.

The MSN in Health Care Education (MSN-HCE) program is designed for nursing and health care professionals interested in pursuing careers as nursing faculty in higher education settings. Students with no background in higher education will gain the skills and knowledge required for the many dimensions of the faculty role, including curriculum development, assessment and evaluation, and instructional strategies. Current nursing educators can use the program for professional development purposes. There is no clinical requirement for this program since all courses are offered online and students are already employed in the nursing field.

The Director and the Education Director of the Arkansas State Board of Nursing have reviewed this program and determined that no action is required by the Board of Nursing. The MSN-HCE program is currently offered in Arizona, California, Florida, Georgia, Idaho, Indiana, Kansas, Minnesota, Missouri, Ohio, Oregon, Tennessee, and Wisconsin.

The MSN in Integrative Health Care (MSN-IHC) program is designed to prepare nurses to gain the skills and knowledge that will allow them to add alternative and complementary therapies to the more traditional medical practices. Coursework will include the introduction of alternative/complementary such as

music therapy, art therapy, herbal therapy that can be used in addition to traditional medicines and therapy. The program is not designed for initial nursing licensure, but for professional development and advanced nursing practice for experienced nurses. There is no clinical requirement for this program since all courses are offered online and students are already employed in the nursing field.

The Director and the Education Director of the Arkansas State Board of Nursing have reviewed this program and determined that no action is required by the Board of Nursing. The MSN-IHC program is currently offered in Arizona, California, Florida, Georgia, Idaho, Indiana, Kansas, Minnesota, Missouri, Ohio, Oregon, Tennessee, and Wisconsin.

The **Master of Science in Administration of Justice and Security (MS-AJS)** program is designed to prepare students in business and industry, criminal justice and homeland security-related fields responsible for maintaining and insuring the security of computer networks and operations. The MS-AJS degree will provide the advanced credentials for those seeking advancement in the information security field that has taken on new importance in recent years in a variety of workplaces. The program requires students to successfully complete coursework in the areas of criminological theory, managing institutional risk, cyber crime and information security, ethics, and forensic science and psychological profiling to prepare for a career that will require them to investigate the human and technological side of information security breaches. The currently program is offered in Arizona, California, Georgia, Hawaii, Idaho, Indiana, Kentucky, Michigan, Minnesota, New Mexico, Puerto Rico, Texas, Virginia, and Washington.

Library Resources

University of Phoenix online students have access to over 1,000,000 electronic documents on a 24/7 basis. Current online databases available to online students enrolling in the proposed programs include: MEDLINE; Ovid Essential Nursing Collection; RDS Business Reference Suite; and the ACM Digital Library.

Online Support Services

Technical Support is available to students and faculty 24-hours a day to address issues related to log-on problems and other technology-related issues. Students also have regular access to an academic advisor who is available to assist with course registration and degree plans. Course materials, assignments, and syllabi are online for each course. Students also have access to an online Writing Center for assistance with writing assignments.

Faculty

A review of faculty credentials indicates that program faculty have the appropriate credentials for the courses they are assigned to teach. Online faculty are required to complete a four-week orientation program prior to being assigned a course to teach. A mentor is assigned to monitor new faculty during their initial teaching rotation.

Advisory Committee

Faculty teams serve as advisory committees for the university and make recommendations concerning curriculum changes and the addition of programs and/or courses.

ICAC Discussion

Dr. Williams asked for clarification of the course numbering system. Mr. Clancy and Mr. Anderson explained that courses are numbered sequentially by level and program. Credit hours are not reflected in the course number.

Dr. Williams suggested that the University show both credit hours and course length for all classes in course lists supplied to ADHE and students. Mr. Clancy stated that the course lists were created by each department/college and he would bring the inconsistencies in material to the administration's attention.

ADHE Staff Recommendation - Initial Certification

The Arkansas Department of Higher Education Staff recommends a two-year certification, expiring April 29, 2007, for the following programs:

- Bachelor of Science in Business with options in Retail Management; Public Administration; and Information Systems
- Bachelor of Science in Information with options in Software Engineering
- Master of Information Systems
- Master of Business Administration with options in Human Resources Management; Marketing; and Public Administration
- Master of Management with options in Human Resources Management; and Public Administration
- Executive Master of Business Administration
- Master of Science in Administration of Justice and Security
- Master of Science in Nursing with options in Health Care Education; and Integrative Health Care

The motion to recommend certification of the programs was made by Dr. Shirlene Harris, with a second by Dr. Larry Williams. Motion carried.

Announcements

Exemptions issued February-March 2005

(Informational Items Not Requiring ICAC or AHECB Action)

Agape College, Little Rock, AR

Associate of Strategic Leadership

Central Baptist Bible Institute, Hensley, AR

Associate of Biblical Studies

Bachelor of Theology

Bachelor of Biblical Languages

Master of Theological Studies

Master of Divinity

Master of Theology

Doctor of Ministry

Doctor of Theology

Doctor of Bible Languages

The next ICAC meeting will be on June 28, 2005 at 2:00 p.m. in the ADHE 3rd Floor Conference Room.

Adjournment

The meeting adjourned at 4:00 p.m.

**ECONOMIC FEASIBILITY OF BOND ISSUE
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

NorthWest Arkansas Community College, requests approval of the economic feasibility of plans to issue millage based bonds to build a new Student Center Plaza and to refund existing debt.

Refunding the 2000 and 2002 bonds and constructing a new student center plaza will be funded by a bond issue of approximately \$23.7 million with a 25-year term at a current estimated annual interest rate of 4.42%. At its meeting on March 14, 2005, the NorthWest Arkansas Community College Board of Trustees passed a resolution expressing its intent to issue bonds and authorizing the President to present information regarding the bonds to the Coordinating Board.

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

Relevant data follows:

Actual 2003-04 Millage Income	\$4,428,978
Maximum Annual Debt Service (4,428,978/120%)	3,690,815
Existing Debt Service	609,993
Debt Service of Refunded Bonds	<609,993>
Estimated Debt Service for Proposed Bond Issues	1,585,170
Estimated Millage Income Remaining for Additional Debt Service	\$2,105,645

The above data demonstrate that NorthWest Arkansas Community College has sufficient millage income to support a bond issue of approximately \$23.7 million with a term of 25 years at an estimated annual interest rate of 4.42%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for NorthWest Arkansas Community College, to issue millage income supported bonds of approximately \$23.7 million with a term of 25 years at an estimated annual interest rate of 4.42% to refund the 2000 and 2002 bonds and to construct a new student center plaza building.

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

Agenda Item No. 17

**ECONOMIC FEASIBILITY OF BOND ISSUE
 HENDERSON STATE UNIVERSITY**

Henderson State University (HSU), requests approval of the economic feasibility of plans to issue bonds totaling \$14,000,000 with a maximum term of up to 20 years at an estimated annual interest rate of 6%. Proceeds from the bond issue will be used for auxiliary purposes. The Henderson State University Board of Trustees approved this action at its meeting held on April 29, 2005.

The Auxiliary issue will be approximately \$14,000,000 with a varied, increasing annual debt service. Proceeds from the issue will be used to construct two new on-campus 175 bed residence halls. The bonds will be issued over a two-year period to keep each issue bank qualified and the interest on the project will be capitalized so that no principal payments will be required until the project is completed and the buildings occupied. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follows:

	2004-05	2005-06	2006-07	2007-08	2008-09
Estimated Net Auxiliary Profit	866,949	982,799	1,884,022	1,964,380	2,004,570
Maximum Annual Debt Service (Profit/120%)	722,458	818,999	1,570,018	1,636,983	1,670,475
Existing Debt Service	556,871	557,920	485,091	489,284	487,079
Estimated Annual New Debt Service	-	-	783,672	895,111	893,254
Total Debt Service	556,871	557,920	1,268,763	1,384,395	1,380,333
Profits Remaining for Additional Debt Service	165,587	261,079	301,255	252,588	290,142

The above data demonstrates that Henderson State University has sufficient revenue to support a bond issue of approximately \$14,000,000 with a term of 20 years at an estimated annual interest rate of 6%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Henderson State University (HSU) to issue bonds not to exceed \$14,000,000 for a period of 20 years at an estimated annual interest rate of 6% for auxiliary purposes.

Agenda Item No. 18

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

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

Statewide retention and graduation information for students entering Arkansas public higher education in fall 1992 through 2003 is presented in this report for both the state and institutional levels. ADHE's Student Information System (SIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation as well as Act 267 of 1989. SIS tracks student enrollments and completions for multiple years at their originating or native campus, as well as at other public and independent institutions within the state. NOTE: UAFS became a university on January 1, 2002 and has been changed to the university sector throughout this agenda item.

Methodology and Definitions

Retention and graduation rates are based on enrollment and completion activities for 12 successive cohorts of first-time, full-time, degree-seeking students who began in fall semesters, 1992 through 2003. The percentages in the attached tables indicate the proportion of the original cohort that was retained or completed a program of study. Retention rates are differentiated according to whether the accomplishment occurred at either the original institution (identified as the native location) or at another in-state public or independent institution. The same reporting scheme is used again for identifying a student's status at 6 years after entry (for the universities) and 3 years (for the colleges). These time intervals mark the commonly recognized "150 percent" point after entry for evaluating student success in completing the baccalaureate or associate degree respectively.

For each year, the same question is asked: ***"What percentage of the original cohort has completed a degree or certificate program or re-enrolled?"*** When a student is awarded a certificate or degree, (s)he is considered a success and is no longer included in any subsequent year's reporting, regardless of whether (s)he is retained and/or completes another degree. This manner of counting students is consistent with federal reporting as part of Student-Right-to-Know legislation.

It is important to keep in mind that, while the original cohorts are based on students who begin full-time, they may or may not be enrolled full-time for any subsequent term, thereby potentially extending the time to graduation. It also should be noted that the data are simply indicators of student enrollment and not student progression. One should not conclude that, because a given percentage of a cohort is retained after 2 years, for example, an equal percentage has achieved upper-division status. Finally, while students are tracked between in-state institutions, they are not tracked across state lines.

Statewide Overview

Table 20-1, pages 4 – 7, presents statewide 1-year retention rates for each of the 12 entering cohorts and then tracks them for up to 6 years. Rates also are provided according to each cohort's demographic characteristics of gender, race, and age.

- For the public universities and colleges collectively, the 1-year cumulative retention rate for the 2003 cohort is 68 percent, a decrease of 1 percent from last year.
- Demographic analysis reveals patterns that are fairly consistent across the entering 2003 cohort. Retention rates for women are greater than those for men. White students persist at higher rates than African-American and other students, and the highest retention rates by age are associated with students aged 17 - 19 years.

State and Institutional Data for Universities

- See Table 20-2, pages 8 – 10. The 1-year native retention rate for the 2003 cohort at the universities is 68 percent, the same as last year. ACT reported the national 1-year retention rate of the 2003 cohort at 69.9 percent for public universities.
- The highest 2003 native 1-year retention rate of 82 percent was documented for the University of Arkansas, Fayetteville. Additionally, the largest improvement in the 2003 1-year retention rate of 3 percent was reported for Henderson State University.
- A sizable proportion of university students enrolled in another institution within a year. For the 2003 entering cohort, the Student Information System located 8 percent of the students enrolled the subsequent year at some Arkansas institution other than their original one.
- When the 2003 Arkansas native university retention rate of 68 percent and the transfer retention rate of 8 percent are added together, a combined, 1-year retention rate of 76 percent is achieved, a decline of 1 percent from last year.
- Moving to 6 years after entry, the cumulative graduation rate for the universities' 1998 entering cohort at native and transfer institutions is presented as the cumulative 6-year graduation rate. At the 150 percent point after entry, the cumulative graduation rate is 43 percent, the same rate as the previous year. ACT reports that the national 5-year completion rate for public universities is 37.1 percent in 2003. The National Information Center (NIC) reports a national 6-year graduation rate for universities, including both public and private institutions, of 54.3 percent. The highest Arkansas graduation rate is 51 percent for University of Arkansas, Fayetteville, followed by University of Central Arkansas at 50 percent.
- Cohort success rates are defined as the sum of the graduation rate plus the percentage of students still enrolled. This measure gives a picture of what future graduation rates might be beyond the 150 percent method. University of Central Arkansas and

University of Arkansas, Fayetteville have a success rate above 60 percent and the statewide success rate is unchanged from last year at 55 percent.

- Of the 1998 cohort, 12 percent continued to be enrolled in one of Arkansas' public institutions 6 years after entry.

State and Institutional Data for Colleges

- See Table 20-3, pages 11 – 15. The 1-year native retention rate for the 2003 cohort at the colleges is 48 percent, a decrease of 2 percent since the previous year, which mirrored the national trend for colleges. ACT reported a national 1-year retention rate of 50.9 percent for colleges. Additionally, 5 percent of the cohort enrolled in another public or independent college or university during the first year for a cumulative retention rate of 53 percent.
- Northwest Arkansas Community College has the highest 2003 1-year native retention rate at 58 percent and 8 other colleges have native retention rates of 50 percent or higher.
- As for cumulative graduation rates at the colleges, SIS has tracked 10 cohorts to their 150 percent time for completion. The most recent cohort is 2001 and 22 percent completed a degree or certificate within 3 years, while an additional 22 percent continue to be enrolled. These totals are based on activity at both the native and transfer institutions. The 3-year graduation rate for public colleges nationally declined by 1 percent to 29 percent according to the annual ACT report. The National Information Center (NIC) reported a national graduation rate for colleges, including both public and private institutions, of 30.6 percent. Arkansas State University – Newport produced the highest graduation rate of 37 percent, followed by Black River Technical College with 31 percent and Rich Mountain Community College and Southeast Arkansas College at 30 percent.
- For the 2001 cohort, 22 percent continued to be enrolled in one of the Arkansas public or independent institutions 3 years after entry, the same as for the previous year.
- Success Rates are defined as the sum of the graduation rate plus the 3-year retention rate. This measure gives a picture of what future graduation rates might be beyond the 150 percent method. Three colleges have a success rate for the 2001 cohort above 50 percent and the statewide average is 44 percent. These colleges are Arkansas State University – Newport, Black River Technical College, and University of Arkansas Community College at Batesville.
- Of the 1,194 students who earned an AA degree at an Arkansas public college in 2001, 70 percent subsequently transferred at a public university, and 52 percent of those who transferred earned a baccalaureate degree within 3 years.

Source: ADHE SIS:g\ahceb\april 2005\retgrad through 2003

Table 20-1. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2004 ENTERING COHORTS

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
PUBLIC TOTAL	1992-1998	13,919	63	10	37	47
	1993-1999	14,064	65	10	37	47
	1994-2000	13,057	66	10	38	48
	1995-2001	13,124	67	12	39	51
	1996-2002	13,333	68	12	40	52
	1997-2003	14,061	68	12	40	52
	1998-2004	15,142	68	11	40	51
	1999-2005	15,736	69			
	2000-2006	15,149	71			
	2001-2007	15,961	70			
	2002-2008	16,592	69			
	2003-2009	17,649	68			
	2004-2010	17,634				
GENDER: Male	1992-1998	6,290	61	10	33	42
	1993-1999	6,523	62	10	33	43
	1994-2000	5,848	63	11	33	44
	1995-2001	5,758	65	12	35	46
	1996-2002	5,887	66	12	35	47
	1997-2003	6,095	65	12	35	47
	1998-2004	6,733	66	11	35	46
	1999-2005	6,852	66			
	2000-2006	6,724	69			
	2001-2007	6,891	68			
	2002-2008	7,232	67			
	2003-2009	7,782	65			
	2004-2010	7,768				
Female	1992-1998	7,629	65	10	40	50
	1993-1999	7,541	67	10	41	51
	1994-2000	7,209	68	10	42	52
	1995-2001	7,366	69	12	43	55
	1996-2002	7,446	70	12	44	56
	1997-2003	7,966	70	11	44	55
	1998-2004	8,409	70	11	44	56
	1999-2005	8,884	70			
	2000-2006	8,425	72			
	2001-2007	9,070	72			
	2002-2008	9,360	71			
	2003-2009	9,867	70			
	2004-2010	9,866	-			

Table 20-1. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2004 ENTERING COHORTS

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
RACE: African-American	1992-1998	2,410	59	11	23	35
	1993-1999	2,519	62	11	25	36
	1994-2000	2,309	61	12	26	38
	1995-2001	2,376	60	14	25	38
	1996-2002	2,447	60	13	27	40
	1997-2003	2,513	64	13	28	41
	1998-2004	2,799	63	13	29	41
	1999-2005	3,014	63			
	2000-2006	2,883	65			
	2001-2007	3,019	66			
	2002-2008	3,242	64			
	2003-2009	3,509	61			
	2004-2010	3,630				
White	1992-1998	10,842	64	10	40	49
	1993-1999	10,935	66	10	40	50
	1994-2000	10,197	67	10	41	51
	1995-2001	10,257	69	10	42	52
	1996-2002	10,318	70	11	43	53
	1997-2003	10,901	69	10	42	53
	1998-2004	11,639	70	10	43	53
	1999-2005	11,990	70			
	2000-2006	11,519	72			
	2001-2007	12,091	72			
	2002-2008	12,392	71			
	2003-2009	13,060	70			
	2004-2010	12,826				
Other	1992-1998	667	67	8	35	42
	1993-1999	610	63	6	32	38
	1994-2000	551	67	7	36	43
	1995-2001	491	64	8	33	41
	1996-2002	568	67	7	35	42
	1997-2003	613	62	10	35	46
	1998-2004	623	67		29	29
	1999-2005	688	67			
	2000-2006	747	69			
	2001-2007	851	69			
	2002-2008	958	66			
	2003-2009	1,080				
	2004-2010	1,178				

Table 20-1. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2004 ENTERING COHORTS

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
AGE: 17 - 19 (Years)	1992-1998	10,666	69	11	38	49
	1993-1999	11,270	70	12	38	49
	1994-2000	10,822	70	12	39	51
	1995-2001	11,002	71	11	40	51
	1996-2002	11,309	72	12	41	53
	1997-2003	11,894	72	12	42	53
	1998-2004	12,848	73	11	42	53
	1999-2005	13,367	72			
	2000-2006	13,184	74			
	2001-2007	13,464	74			
	2002-2008	13,665	73			
	2003-2009	14,149	73			
	2004-2010	14,272				
20 - 24	1992-1998	1,385	40	7	28	35
	1993-1999	1,259	40	5	27	32
	1994-2000	1,116	40	6	25	31
	1995-2001	955	40	7	25	32
	1996-2002	959	41	9	24	33
	1997-2003	1,071	38	8	19	27
	1998-2004	1,099	42	10	20	30
	1999-2005	1,059	41			
	2000-2006	993	45			
	2001-2007	1,184	46			
	2002-2008	1,338	47			
	2003-2009	1,735	43			
	2004-2010	1,697				
25 - 34	1992-1998	1,046	45	4	38	43
	1993-1999	908	44	5	37	42
	1994-2000	707	51	5	40	45
	1995-2001	710	47	6	32	38
	1996-2002	650	46	6	32	37
	1997-2003	676	47	6	33	39
	1998-2004	659	46	6	28	34
	1999-2005	743	53			
	2000-2006	579	47			
	2001-2007	785	56			
	2002-2008	974	55			
	2003-2009	1,127	51			
	2004-2010	1,070				

Table 20-1. STATEWIDE RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN BY GENDER, RACE / ETHNICITY AND AGE, FALL 1992-2004 ENTERING COHORTS

Demographic Characteristic	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year	Six-Year		
			Percent Still Enrolled (%)	Percent Still Enrolled (%)	Graduation Rate (%)	Cohort Success (%)
35 - 44	1992-1998	521	41	5	41	45
	1993-1999	402	45	3	43	46
	1994-2000	274	45	5	35	40
	1995-2001	300	52	3	40	43
	1996-2002	268	51	5	37	42
	1997-2003	257	56	2	38	40
	1998-2004	308	55	4	44	47
	1999-2005	366	60			
	2000-2006	230	57			
	2001-2007	315	56			
	2002-2008	371	58			
	2003-2009	404	53			
	2004-2010	400				
45 - 54	1992-1998	126	34	2	38	40
	1993-1999	110	37	2	46	48
	1994-2000	82	46	4	39	43
	1995-2001	80	56		50	50
	1996-2002	64	48	3	36	39
	1997-2003	86	59	1	49	50
	1998-2004	129	53		40	40
	1999-2005	122	59			
	2000-2006	70	60			
	2001-2007	123	47			
	2002-2008	148	56			
	2003-2009	171	51			
	2004-2010	141				
55 - 80	1992-1998	32	19	6	31	38
	1993-1999	24	29		54	54
	1994-2000	9	22	11	11	22
	1995-2001	17	35		35	35
	1996-2002	17	59	6	47	53
	1997-2003	16	44		13	13
	1998-2004	24	33		33	33
	1999-2005	26	42			
	2000-2006	15	60			
	2001-2007	22	45			
	2002-2008	24	42			
	2003-2009	37	38			
	2004-2010	37				
Unknown	1992-1998	143	66	6	32	38
	1993-1999	91	62	15	41	56
	1994-2000	47	51	9	30	38
	1995-2001	60	50	7	32	38
	1996-2002	66	53	12	26	38
	1997-2003	61	49	10	21	31
	1998-2004	75	51	12	31	43
	1999-2005	53	49			
	2000-2006	78	55			
	2001-2007	68	46			
	2002-2008	72	54			
	2003-2009	26	46			
	2004-2010	17				

**Table 20-2 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2004 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
Public Universities ASUJ	1992-1998	1,748	61	70	29	35	11	45
	1993-1999	1,511	67	74	34	40	12	52
	1994-2000	1,499	67	74	33	39	12	51
	1995-2001	1,494	66	76	37	44	12	56
	1996-2002	1,594	67	75	36	43	12	55
	1997-2003	1,693	66	76	39	46	12	59
	1998-2004	1,708	65	75	36	44	11	55
	1999-2005	1,657	66	77				
	2000-2006	1,591	70	79				
	2001-2007	1,607	67	77				
	2002-2008	1,546	70	79				
	2003-2009	1,433	68	75				
	2004-2010	1,303						
ATU	1992-1998	825	68	73	36	42	10	52
	1993-1999	845	62	70	31	38	10	48
	1994-2000	838	63	72	32	41	10	51
	1995-2001	757	63	71	37	43	10	53
	1996-2002	668	68	77	41	51	11	62
	1997-2003	724	63	71	37	43	10	53
	1998-2004	823	66	73	38	46	11	57
	1999-2005	1,057	64	75				
	2000-2006	1,124	65	75				
	2001-2007	1,205	67	77				
	2002-2008	1,170	66	76				
	2003-2009	1,450	65	74				
	2004-2010	1,403						
HSU	1992-1998	690	64	73	26	35	14	49
	1993-1999	735	63	74	30	39	13	52
	1994-2000	643	58	73	31	42	12	55
	1995-2001	608	63	74	28	37	12	49
	1996-2002	570	64	75	27	37	13	50
	1997-2003	563	62	77	33	45	13	59
	1998-2004	603	66	78	28	37	15	52
	1999-2005	561	59	71				
	2000-2006	652	64	77				
	2001-2007	646	64	76				
	2002-2008	618	60	72				
	2003-2009	534	63	73				
	2004-2010	587						
SAUM	1992-1998	491	60	67	27	36	10	46
	1993-1999	492	57	63	24	29	9	38
	1994-2000	486	54	63	27	34	11	45
	1995-2001	480	58	68	26	32	12	44
	1996-2002	520	61	69	31	37	10	47
	1997-2003	523	60	66	28	34	9	43
	1998-2004	523	65	73	35	43	8	51
	1999-2005	555	66	74				
	2000-2006	623	67	73				
	2001-2007	571	64	71				
	2002-2008	563	65	74				
	2003-2009	544	63	71				
	2004-2010	647						

**Table 20-2 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2004 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
UAF	1992-1998	1,598	73	79	44	49	10	58
	1993-1999	2,006	74	81	44	50	10	60
	1994-2000	2,171	74	82	43	51	11	62
	1995-2001	2,248	72	80	43	50	10	60
	1996-2002	2,175	73	81	44	49	11	60
	1997-2003	2,115	74	83	46	46	11	58
	1998-2004	2,463	77	85	51	51	10	61
	1999-2005	2,200	81	87				
	2000-2006	2,183	81	88				
	2001-2007	2,205	81	88				
	2002-2008	2,157	82	87				
	2003-2009	2,277	82	87				
	2004-2010	2,423						
UAFS*	1992-1998	458	57	59	27	30	8	38
	1993-1999	683	56	63	25	35	9	44
	1994-2000	841	52	60	25	32	10	42
	1995-2001	784	59	63	26	33	8	41
	1996-2002	767	57	64	31	39	9	47
	1997-2003	824	59	64	30	38	10	48
	1998-2004	753	53	59	29	36	9	45
	1999-2005	931	54	61				
	2000-2006	756	55	61				
	2001-2007	866	57	62				
	2002-2008	1,040	58	63				
	2003-2009	772	59	66				
	2004-2010	833						
UALR	1992-1998	1,105	60	67	22	29	14	43
	1993-1999	965	59	67	19	26	17	43
	1994-2000	675	59	67	19	27	19	47
	1995-2001	765	63	70	20	26	20	46
	1996-2002	676	60	67	19	25	23	48
	1997-2003	836	64	72	17	26	21	48
	1998-2004	779	67	75	22	29	19	48
	1999-2005	833	62	71				
	2000-2006	828	67	75				
	2001-2007	709	68	74				
	2002-2008	739	64	72				
	2003-2009	691	59	68				
	2004-2010	761						
UAM	1992-1998	581	59	65	25	31	11	42
	1993-1999	510	54	59	20	26	12	38
	1994-2000	513	50	58	22	31	10	41
	1995-2001	479	53	63	26	32	11	43
	1996-2002	453	56	66	28	38	10	48
	1997-2003	449	52	66	26	34	8	42
	1998-2004	457	58	69	27	32	10	42
	1999-2005	511	58	67				
	2000-2006	467	51	59				
	2001-2007	462	54	62				
	2002-2008	528	53	65				
	2003-2009	679	47	55				
	2004-2010	630						

**Table 20-2 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN
AT ARKANSAS PUBLIC UNIVERSITIES, FALL 1992-2004 ENTERING COHORTS**

Institution	Cohort Year and Six Years Later	Number of Students in Cohort	One-Year Retention Rate (%)		Six-Year Graduation Rate (%)		After Sixth Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
UAMS	1992-1998	5	0	0				
UAPB	1992-1998	592	64	67	25	28	9	37
	1993-1999	743	61	65	23	27	10	36
	1994-2000	675	57	64	25	29	11	40
	1995-2001	565	56	62	23	26	10	36
	1996-2002	575	56	63	27	29	11	40
	1997-2003	609	65	72	31	34	10	44
	1998-2004	722	60	67	28	32	10	42
	1999-2005	661	60	65				
	2000-2006	633	61	67				
	2001-2007	704	64	67				
	2002-2008	718	63	69				
	2003-2009	733	61	65				
	2004-2010	694						
UCA	1992-1998	1,941	64	76	30	41	13	54
	1993-1999	1,796	66	78	32	42	14	55
	1994-2000	1,512	65	78	33	44	12	56
	1995-2001	1,442	66	81	34	48	15	62
	1996-2002	1,626	68	81	40	53	13	66
	1997-2003	1,592	66	79	39	53	12	65
	1998-2004	1,575	65	79	38	50	14	64
	1999-2005	1,729	66	79				
	2000-2006	1,627	69	83				
	2001-2007	1,668	70	83				
	2002-2008	1,766	71	81				
	2003-2009	2,414	70	83				
	2004-2010	2,218						
Public Four-Year Subtotal	1992-1998	10,034	64	72	30	37	11	49
	1993-1999	10,286	65	72	31	38	12	50
	1994-2000	9,853	63	72	32	40	12	52
	1995-2001	9,622	65	74	33	41	12	53
	1996-2002	9,624	66	75	35	43	12	56
	1997-2003	9,928	65	75	36	43	12	55
	1998-2004	10,406	67	76	37	43	12	55
	1999-2005	10,695	66	76				
	2000-2006	10,484	69	77				
	2001-2007	10,643	69	77				
	2002-2008	10,845	68	77				
	2003-2009	11,527	68	76				
2004-2010	11,499							

Table 20-3 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2004 ENTERING COHORTS

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
Public Colleges ANC	1992-1995	192	48	51	13	13	20	33
	1993-1996	160	52	56	9	10	17	27
	1994-1997	155	55	57	13	13	17	30
	1995-1998	188	45	47	15	15	18	32
	1996-1999	155	52	54	14	14	17	31
	1997-2000	167	43	46	17	17	18	35
	1998-2001	172	44	46	14	15	18	33
	1999-2002	204	53	55	11	11	23	34
	2000-2003	206	44	46	10	10	18	29
	2001-2004	266	52	55	17	18	17	35
	2002-2005	326	50	52				
	2003-2006	331	38	40				
	2004-2007	336						
ASUB	1992-1995	447	58	63	17	17	24	42
	1993-1996	377	55	61	17	18	24	42
	1994-1997	388	57	64	16	17	25	42
	1995-1998	474	57	63	19	21	22	43
	1996-1999	407	58	67	23	24	25	49
	1997-2000	477	54	61	17	17	23	40
	1998-2001	536	55	64	19	20	24	44
	1999-2002	476	55	62	20	21	25	45
	2000-2003	473	55	63	23	24	21	44
	2001-2004	433	60	65	24	24	25	49
	2002-2005	543	61	68				
	2003-2006	653	52	58				
	2004-2007	692						
ASUMH	1992-1995							
	1993-1996	63	57	65	0	5	32	37
	1994-1997	98	49	60	5	10	29	39
	1995-1998	122	56	62	15	20	20	40
	1996-1999	117	43	51	9	12	23	35
	1997-2000	146	45	51	16	17	21	38
	1998-2001	156	45	51	18	19	19	38
	1999-2002	192	41	46	15	16	22	38
	2000-2003	173	47	54	18	21	28	49
	2001-2004	216	48	54	25	25	20	45
	2002-2005	193	44	53				
	2003-2006	242	47	53				
	2004-2007	244						
ASUN	1992-1995	63	25	41	32	32	16	48
	1993-1996	49	53	59	31	31	14	45
	1994-1997	77	43	45	30	31	16	47
	1995-1998	92	37	48	23	29	13	42
	1996-1999	105	47	54	37	40	14	54
	1997-2000	84	46	54	31	31	13	44
	1998-2001	104	63	65	47	48	13	62
	1999-2002	111	56	58	37	37	21	58
	2000-2003	72	57	60	26	28	29	57
	2001-2004	126	52	57	35	37	14	51
	2002-2005	85	55	66				
	2003-2006	64	52	58				
	2004-2007	103						
BRTC	1992-1995	181	13	16	50	50	7	57
	1993-1996	190	25	29	40	41	12	53
	1994-1997	156	35	37	29	29	17	46
	1995-1998	164	26	27	50	51	9	60
	1996-1999	109	30	30	48	48	4	51
	1997-2000	115	35	36	53	54	5	59
	1998-2001	146	34	34	36	37	12	49
	1999-2002	226	43	47	31	31	21	52
	2000-2003	231	53	56	34	35	20	55
	2001-2004	300	60	63	30	31	20	51
	2002-2005	310	53	57				
	2003-2006	340	50	54				
	2004-2007	321						

Table 20-3 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2004 ENTERING COHORTS

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
CCCUA	1992-1995	59	32	32	31	31	5	36
	1993-1996	62	37	42	24	24	13	37
	1994-1997	107	38	41	42	42	8	50
	1995-1998	108	45	50	22	22	10	32
	1996-1999	7	71	71	29	29	29	57
	1997-2000	88	48	55	25	27	15	42
	1998-2001	125	40	48	31	33	16	49
	1999-2002	82	35	41	32	33	12	45
	2000-2003	57	47	51	30	30	14	44
	2001-2004	98	56	63	27	29	17	46
	2002-2005	71	44	51				
	2003-2006	88	50	52				
2004-2007	78							
EACC	1992-1995	132	58	70	13	13	35	48
	1993-1996	302	44	54	11	12	19	31
	1994-1997	235	47	54	11	11	19	31
	1995-1998	247	43	47	15	15	16	31
	1996-1999	215	44	50	9	10	17	27
	1997-2000	260	42	48	9	10	18	28
	1998-2001	194	43	52	15	16	21	37
	1999-2002	217	48	55	17	18	24	41
	2000-2003	171	52	58	13	13	22	36
	2001-2004	263	55	60	10	10	20	30
	2002-2005	246	45	50				
	2003-2006	252	44	49				
2004-2007	262							
MSCC	1992-1995	76	13	14	43	43	3	46
	1993-1996	82	17	17	51	51	4	55
	1994-1997	66	32	41	26	26	14	39
	1995-1998	173	36	38	17	19	13	32
	1996-1999	241	44	50	18	19	24	43
	1997-2000	117	48	56	6	7	26	33
	1998-2001	128	55	59	17	17	14	31
	1999-2002	108	46	53	6	6	24	31
	2000-2003	98	52	55	6	6	23	30
	2001-2004	18	56	56	28	28	17	44
	2002-2005	38	42	45				
	2003-2006	77	45	56				
2004-2007	119							
NAC	1992-1995	285	56	64	14	14	27	41
	1993-1996	347	49	53	25	25	18	43
	1994-1997	334	42	45	22	23	15	38
	1995-1998	331	47	53	26	26	16	42
	1996-1999	386	45	50	24	24	15	39
	1997-2000	378	42	50	25	26	15	41
	1998-2001	450	44	53	26	27	18	45
	1999-2002	393	45	52	25	26	17	43
	2000-2003	394	47	54	25	25	16	42
	2001-2004	423	48	54	25	26	17	43
	2002-2005	385	46	51				
	2003-2006	435	46	52				
2004-2007	391							
NPCC	1992-1995	321	44	51	12	12	19	31
	1993-1996	231	45	55	11	12	26	38
	1994-1997	182	48	54	7	7	26	33
	1995-1998	157	49	55	10	10	28	38
	1996-1999	214	46	53	9	9	21	30
	1997-2000	253	43	49	11	11	19	31
	1998-2001	152	51	57	9	10	24	34
	1999-2002	269	49	58	11	11	27	38
	2000-2003	237	46	52	5	6	27	33
	2001-2004	195	41	48	12	13	25	38
	2002-2005	283	46	53				
	2003-2006	322	41	44				
2004-2007	335							

Table 20-3 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2004 ENTERING COHORTS

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
NWACC	1992-1995	98	45	51	26	26	20	46
	1993-1996	184	50	55	8	8	29	37
	1994-1997	134	51	57	11	11	23	34
	1995-1998	124	60	69	8	9	31	40
	1996-1999	150	57	63	6	6	29	35
	1997-2000	132	46	52	9	9	21	30
	1998-2001	343	50	56	9	10	31	41
	1999-2002	335	54	60	11	11	31	42
	2000-2003	375	57	62	10	10	29	39
	2001-2004	433	56	63	8	9	36	45
	2002-2005	411	57	61				
	2003-2006	465	58	64				
2004-2007	511							
OTC	1992-1995	130	27	32	40	41	6	47
	1993-1996	92	30	33	33	35	2	37
	1994-1997	91	33	35	40	41	10	51
	1995-1998	126	42	44	29	29	7	37
	1996-1999	137	39	47	21	23	21	44
	1997-2000	115	43	59	17	19	25	44
	1998-2001	157	46	52	14	14	18	32
	1999-2002	134	45	55	11	12	24	36
	2000-2003	118	40	47	16	17	24	41
	2001-2004	158	56	58	18	20	22	41
	2002-2005	222	42	49				
	2003-2006	204	48	56				
2004-2007	189							
OZC	1992-1995	94	32	33	70	70	1	71
	1993-1996	77	25	29	53	55	9	64
	1994-1997	108	29	33	39	43	11	54
	1995-1998	118	32	44	41	43	16	59
	1996-1999	137	40	46	44	44	11	55
	1997-2000	120	52	58	49	49	16	65
	1998-2001	110	64	66	30	31	15	46
	1999-2002	111	46	55	26	27	12	39
	2000-2003	95	49	59	26	29	14	43
	2001-2004	153	54	61	25	26	22	48
	2002-2005	250	48	54				
	2003-2006	144	51	58				
2004-2007	149							
PCC/JA	1992-1995	223	45	52	19	19	17	37
	1993-1996	182	51	57	14	14	25	40
	1994-1997	178	38	51	13	15	17	32
	1995-1998	106	46	48	15	15	19	34
	1996-1999	110	45	52	14	14	20	34
	1997-2000	128	46	52	20	20	21	41
	1998-2001	155	45	54	14	15	21	35
	1999-2002	183	47	51	16	16	24	40
	2000-2003	170	51	59	23	24	25	48
	2001-2004	179	55	60	13	13	30	44
	2002-2005	200	57	64				
	2003-2006	230	49	55				
2004-2007	175							
PTC	1992-1995	542	13	19	43	44	8	51
	1993-1996	505	18	23	45	46	7	53
	1994-1997	206	12	14	46	46	7	52
	1995-1998	164	23	25	41	41	9	50
	1996-1999	301	35	40	32	32	15	47
	1997-2000	368	42	46	21	22	18	40
	1998-2001	583	45	51	18	18	25	42
	1999-2002	620	47	51	18	18	24	43
	2000-2003	601	47	54	16	17	23	40
	2001-2004	648	52	56	21	22	24	46
	2002-2005	646	52	57				
	2003-2006	707	51	55				
2004-2007	780							

Table 20-3 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2004 ENTERING COHORTS

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
RMCC	1992-1995	113	35	40	27	27	8	35
	1993-1996	81	41	47	23	23	17	41
	1994-1997	62	39	44	26	27	21	48
	1995-1998	101	49	51	30	31	11	42
	1996-1999	84	44	55	35	35	20	55
	1997-2000	103	32	41	17	17	20	38
	1998-2001	80	39	46	23	23	25	48
	1999-2002	102	38	45	24	24	15	38
	2000-2003	126	46	52	23	24	27	51
	2001-2004	126	43	47	30	30	11	41
	2002-2005	176	41	44				
	2003-2006	147	29	37				
2004-2007	164							
SACC	1992-1995	210	41	46	26	26	17	42
	1993-1996	184	41	52	18	19	23	42
	1994-1997	164	52	56	21	22	23	45
	1995-1998	173	53	57	21	23	24	47
	1996-1999	149	44	51	11	11	22	34
	1997-2000	163	45	47	13	13	23	37
	1998-2001	182	45	53	12	14	23	37
	1999-2002	165	50	57	13	15	24	39
	2000-2003	142	51	58	11	11	24	35
	2001-2004	149	48	54	13	13	25	38
	2002-2005	161	43	50				
	2003-2006	212	48	54				
2004-2007	161							
SAUT	1992-1995	128	44	52	20	21	23	45
	1993-1996	111	52	59	34	35	12	47
	1994-1997	110	51	59	25	26	15	41
	1995-1998	110	47	55	27	29	13	42
	1996-1999	123	37	40	23	23	16	39
	1997-2000	111	49	56	31	32	18	50
	1998-2001	130	48	56	32	32	15	47
	1999-2002	127	37	45	26	28	10	38
	2000-2003	97	48	58	27	27	14	41
	2001-2004	89	61	66	26	27	18	45
	2002-2005	139	56	65				
	2003-2006	107	55	58				
2004-2007	129							
SEAC	1992-1995	78	15	21	45	45	5	50
	1993-1996	46	37	37	30	30	7	37
	1994-1997	76	34	34	41	41	5	46
	1995-1998	114	42	47	14	15	16	31
	1996-1999	165	39	46	13	13	16	29
	1997-2000	202	48	50	17	17	18	36
	1998-2001	222	41	45	18	19	18	37
	1999-2002	250	40	45	13	13	22	35
	2000-2003	235	48	57	13	13	25	38
	2001-2004	250	45	53	30	30	18	48
	2002-2005	310	51	55				
	2003-2006	261	44	50				
2004-2007	288							
TLTC	1992-1995	71			0	10	3	13
UACCB	1992-1995	100	12	14	54	55	4	59
	1993-1996	84	20	24	21	24	6	30
	1994-1997	122	22	26	46	46	9	55
	1995-1998	39	21	21	31	31	10	41
	1996-1999	47	51	55	11	11	17	28
	1997-2000	80	54	58	9	10	21	31
	1998-2001	84	51	54	19	19	24	43
	1999-2002	129	55	59	16	19	32	50
	2000-2003	147	52	59	18	18	27	45
	2001-2004	224	48	57	24	26	31	57
	2002-2005	164	43	56				
	2003-2006	129	57	64				
2004-2007	161							

Table 20-3 RETENTION AND CUMULATIVE GRADUATION RATES OF FIRST-TIME FRESHMEN AT ARKANSAS PUBLIC COLLEGES, FALL 1992-2004 ENTERING COHORTS

Institution	Cohort Year and Three Years Later	Number of Students in Cohort	One Year Retention Rate (%)		Three Year Graduation Rate (%)		After Third Year	
			Native	Cumulative	Native	Cumulative	(%) Percent Still Enrolled	(%) Cohort Success
UACCH	1992-1995	270	16	19	30	32	11	43
	1993-1996	274	23	27	41	41	11	53
	1994-1997	58	26	26	43	43	7	50
	1995-1998	133	30	32	27	27	2	29
	1996-1999	172	41	43	19	19	15	33
	1997-2000	241	43	50	24	25	12	37
	1998-2001	265	40	47	21	21	17	38
	1999-2002	210	40	48	25	27	17	43
	2000-2003	243	42	46	26	27	19	46
	2001-2004	261	41	49	20	21	19	39
	2002-2005	223	33	39				
	2003-2006	250	41	47				
	2004-2007	235						
UACCM	1992-1995	143	48	52	23	23	8	31
	1993-1996	95	42	45	21	21	7	28
	1994-1997	97	44	47	21	21	10	31
	1995-1998	138	47	54	17	17	19	36
	1996-1999	178	39	44	11	11	16	27
	1997-2000	285	51	54	25	25	13	37
	1998-2001	262	46	50	21	22	14	36
	1999-2002	397	59	64	40	41	12	52
	2000-2003	219	44	48	19	20	21	40
	2001-2004	328	47	48	20	20	14	35
	2002-2005	377	47	54				
	2003-2006	462	47	52				
	2004-2007	312						
Public Two-Year Subtotal	1992-1995	3,885	36	41	28	28	15	44
	1993-1996	3,778	39	45	25	26	16	43
	1994-1997	3,204	42	47	23	24	17	41
	1995-1998	3,502	44	49	23	24	16	40
	1996-1999	3,709	45	50	20	21	18	39
	1997-2000	4,133	45	51	20	21	18	39
	1998-2001	4,736	47	53	20	20	21	41
	1999-2002	5,041	48	54	20	21	22	43
	2000-2003	4,680	49	55	18	19	22	41
	2001-2004	5,336	51	57	21	22	22	44
	2002-2005	5,759	50	55				
	2003-2006	6,122	48	53				
	2004-2007	6,135						

UAFS became a four-year institution on January 1, 2002.

% Annual Retention = proportion of the cohort that continues to be enrolled either as a native or transfer student in a given year.

% Cumulative Graduation = proportion of the cohort that completed a certificate or degree program at the original and transfer institutions for all years.

% 1st Year Cohort Success and Cumulative Cohort Success = most recent annual retention rates at the original and transfer institutions + the cumulative total of students awarded a certificate or degree at the original and transfer institutions as a proportion of the number in the original cohort.

Cohorts = students who are first-time, full-time, award/degree-seeking, on- and/or off-campus.

Natives = students continuing to enroll in original institution.

Transfers = students continuing to enroll in an institution other than original college/university.

Cert. = Certificates of Proficiency + Tech Certificate; Assoc. = Associate Degree; Adv. C. = Advanced Certificate; Bacc.+ = Baccalaureate Degree or higher

Source: ADHE SIS; S:\P & A\IR_P2\Enrollment Book\EnrollBk-2004\Instret.xls

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from January 20, 2005, through April 15, 2005.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University--Jonesboro

Bachelor of Science in Forensic Science
Master of Arts in Criminal Justice
Master of Social Work

Arkansas Tech University

Master of Science in Emergency Management and Homeland Security

East Arkansas Community College

Technical Certificate in Geographic Information Systems (GIS)

North Arkansas College

Associate of Applied Science in Agriculture
Technical Certificate in Computer Aided Design (CAD)

NorthWest Arkansas Community College

Associate of General Studies

Pulaski Technical College

Associate of Applied Science in Medical Office Technology with options in Medical
Transcription and Medical Billing and Coding

University of Arkansas at Fort Smith

Associate of Applied Science in Criminal Justice
Bachelor of Science in Criminal Justice
Bachelor of Science in Graphic Design
Bachelor of Science in Middle Childhood Education (Social Studies & Language Arts)

University of Arkansas Community College at Morrilton

Associate of Science

Institutional Certification Advisory Committee

- Baptist Missionary Association Theological Seminary Extension Campus, Conway, AR
Initial Certification
Master of Arts in Theological Studies

Recertification

Master of Divinity
Master of Arts in Religion

- Cappella University, Minneapolis, MN
Recertification

Bachelor of Science in Business with specializations in Business Administration;
Finance; Human Resource Management; Management and Leadership

Bachelor of Science in Information Technology with specializations in
Graphics and Multimedia; Network Technology; Project Management; Web
Application Development

Master of Science in Organization and Management with specializations in
Human Resource Management; Information Technology Management;
Leadership

Master of Business Administration with specializations in Finance and Marketing

Master of Science in Technology with specializations in Information Technology;
Information Security; Network Architecture and Design; Project Management and
Leadership; System Design and Programming

Doctor of Philosophy (PhD) in Organization and Management with
specializations in Human Resource Management; Information Technology
Management; Leadership

- Ecclesia College, Elm Springs, AR
Initial Certification
Bachelor's degree in Biblical Ministries

- Franklin University, Columbus, OH
Initial Certification
Bachelor of Science in Human Resources Management
Bachelor of Science in Marketing

Recertification

- Bachelor of Science in Accounting
- Bachelor of Science in Applied Management
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Science
- Bachelor of Science in Digital Communications
- Bachelor of Science in Health Care Management
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Bachelor of Science in Management Information Systems
- Bachelor of Science in Public Safety Management

- Graceland University, Independence, MO

Initial Certification

- Master of Science in Nursing for Registered Nurses
- Post-Graduate Certificates:
 - Family Nurse Practitioner
 - Health Care Administration

Recertification

- Bachelor of Science in Nursing
- Master of Science in Nursing

- ITT Technical Institute, Little Rock

Initial Certification

- Bachelor of Science in Business Administration
- Bachelor of Science in Business Accounting Technology
- Bachelor of Science in Criminal Justice

- Rio Salado College, Tempe, AZ

Decertification

- Associate of General Studies

- University of Phoenix, Little Rock, AR

Initial Certification - New location in Rogers, AR

- Vincennes University, Camp Robinson, North Little Rock, AR

Recertification

- Associate of Science
- Associate of Applied Science
- Associate of Science in General Studies, on-site and distance delivery

- Webster University, Fort Smith, AR
 - Initial Certification
 - Master of Arts in Computer Resources and Information Management
 - Recertification
 - Master of Business Administration
 - Master of Arts in Human Resources Management

INFORMATION ITEMS

NEW PROGRAM

Arkansas State University--Beebe (Fall 2005)

Certificate of Proficiency in Welding Technology (CIP 48.0508) offered at ASU-Heber Springs and ASU-Searcy

Henderson State University (Spring 2005)

Educational Leadership--Curriculum/Program Administrator Licensure Graduate Certificate (CIP 13.0408)

English as a Second Language (ESL) Endorsement Graduate Certificate (CIP 13.1401)

North Arkansas College (Fall 2005)

Technical Certificate in Applied Programming (CIP 11.0202)
Applied Health Technical Certificate (CIP 51.0000)

Ouachita Technical College (Summer 2005)

Certificate of Proficiency in Explosive Detection Technology (CIP 43.0109)

Southeast Arkansas College (Spring 2005)

Certificate of Proficiency in Industrial Skills Technology (CIP 47.0105)

Southern Arkansas University--Tech (Spring 2005)

Certificate of Proficiency in Manufacturing Processes (CIP 15.0613)

University of Arkansas Community College at Morrilton (Fall 2005)

Certificate of Proficiency in Dietary Management (CIP 51.3104)
Certificate of Proficiency in Computer Maintenance (CIP 15.1202)

Certificate of Proficiency in Networking Technology (CIP 11.1002)
Certificate of Proficiency in Emergency Medical Technology (EMT)-Basic (CIP 51.0904)
Technical Certificate in Floral Design (CIP 01.0608)

NEW PROGRAM OPTION/Minor

East Arkansas Community College (Spring 2005)

Four new options: Business Systems Networking, Internet Technology/Web Page Design, Microcomputer Systems Administration, and Microcomputer Maintenance Repair in the Associate of Applied Science in Computer Information Systems (CIP 52.1201, DC 0320)

Three new options: Business Management, Hospitality Management, and Lodging Management in the Associate of Applied Science in Business Management (CIP 52.0201, DC 0300)

North Arkansas College (Fall 2005)

Two new options: Applied Programming and Graphic/Web Design in the Associate of Applied Science in Information Technology (CIP 11.0101, DC 0355)

Two new options: Industrial Electronics and Manufacturing Technology in the Associate of Applied Science in Industrial Electronics Technology (CIP 15.0303 , DC 0460)

Southern Arkansas University--Magnolia (Spring 2005)

New option in Special Education P-4 Instructional Specialist in the Master of Education in Elementary Education (CIP 13.1101, DC 5680)

New option in Special Education 4-12 Instructional Specialist in the Master of Education in Secondary Education (CIP 13.1205, DC 5850)

University of Arkansas, Fayetteville (Fall 2005)

Economics Minor for Business students

Management Minor for Business students

University of Arkansas at Little Rock (Fall 2005)

Two new options: Electrical Systems and Mechanical Systems in the Bachelor of Science in Systems Engineering (CIP 14.2701, DC 3245)

NAME CHANGE

East Arkansas Community College (Spring 2005)

Certificate of Proficiency in Workforce Leadership (CIP 52.0201, DC 4897) changed to Certificate of Proficiency in Leadership

Associate of Applied Science in Business Management (CIP 52.0201, DC 0300) changed to Associate of Applied Science in Management

Henderson State University (Spring 2005)

Bachelor of Business Administration in Business Computer Science (CIP 52.1201, DC 1930) changed to Bachelor of Business Administration in Business Information Systems

North Arkansas College (Spring 2005)

Technical Certificate in Auto Body Repair (CIP 47.0603, DC 4330) changed to Technical Certificate in Collision Repair Technology

Associate of Applied Science in Industrial Electronics Technology (CIP 15.0303, DC 0460) changed to Associate of Applied Science in Integrated Systems Technology

Ouachita Technical College (Spring 2005)

Certificate of Proficiency in Microsoft Certified Systems Engineer (Basic & Advanced) (CIP 11.0101, DC 0029) changed to Certificate of Proficiency in Microsoft Certified Professional

University of Arkansas at Little Rock (Fall 2005)

Bachelor of Arts in Sociology and Anthropology (CIP 45.1101, DC 1790) changed to Bachelor of Arts in Sociology

University of Arkansas Community College at Morrilton (Fall 2005)

Associate of Applied Science in Ornamental Horticulture (CIP 01.0603, DC 0747) changed to Associate of Applied Science in Ornamental Horticulture and Floral Design

Technical Certificate in Ornamental Horticulture (CIP 01.0603, DC 4785) changed to Technical Certificate in Greenhouse Management (CIP 01.0604)

University of Central Arkansas (July 1, 2005)

College of Health and Applied Sciences changed to College of Health and Behavioral Sciences

Division of Continuing Education (DC 2610) changed to Division of Academic Outreach and Extended Programs

EXISTING PROGRAMS OFFERED OFF-CAMPUS

South Arkansas Community College (Spring 2005)

Certificate of Proficiency in Early Childhood Education--Child Development Associate (CIP 13.1210, DC 4919) at Southeast Arkansas Community Based Education Center in Warren

Southern Arkansas University--Magnolia (Fall 2005)

Bachelor of Science in Education in Inclusive Early Childhood Education (CIP 13.1210, DC 3750) at Cossatot Community College of the University of Arkansas

University of Central Arkansas (Summer 2005)

Master of Science in School Leadership, Management, and Administration (CIP 13.0408, DC 6920) at Savannah-Chatham County Public School District, Savannah, Georgia

EXISTING PROGRAM OFFERED BY DISTANCE TECHNOLOGY

Cossatot Community College of the University of Arkansas (Fall 2005)

Associate of Applied Science in Business Management (CIP 52.0101, DC 0280)

NorthWest Arkansas Community College (Spring 2005)

Certificate of Proficiency in Safety and Health (CIP 15.0507, DC 0474)

RECONFIGURATION OF EXISTING DEGREE

University of Arkansas at Fort Smith (Spring 2005)

Bachelor of Liberal Arts (CIP 24.0101, DC 1570) separated to create Bachelor of Arts in English (CIP 23.0101), Bachelor of Arts in History (CIP 54.0101), Bachelor of Arts in Music (CIP 50.0901), Bachelor of Arts in Psychology (CIP 42.0101), and Bachelor of Arts in Rhetoric and Writing (CIP 23.1101)

University of Arkansas at Little Rock (Fall 2005)

Bachelor of Arts in Sociology and Anthropology (CIP 45.1101, DC 1790) changed to Bachelor of Arts in Anthropology (CIP 45.0201)

CONSOLIDATION OF EXISTING PROGRAMS

North Arkansas College (Spring 2005)

Technical Certificates in Machine Shop (CIP 48.0501, DC 4680), Industrial Maintenance (CIP 47.0303, DC 4615) and Electronics (CIP 15.0303, DC 4510) consolidated into a single Technical Certificate in Integrated Systems Technology (CIP 15.0303)

ACADEMIC REORGANIZATION

University of Central Arkansas (July 1, 2005)

Department of Psychology and Counseling (DC 2090) moved from College of Education to College of Health and Behavioral Sciences

NEW ORGANIZATIONAL UNITS

University of Arkansas, Fayetteville (May 1, 2005)

Garrison Financial Institute

University of Arkansas at Little Rock (May 1, 2005)

Center for the Study of Environmental Criminology

INACTIVE PROGRAMS

Black River Technical College (Spring 2005)

Certificate of Proficiency in Microsoft Office User Specialist (CIP 52.0407, DC 4380)

DELETED PROGRAMS

Arkansas Northeastern College (Spring 2005)

Certificate of Proficiency in Crime Scene Investigation (CIP 43.0106, DC 0384)

Technical Certificate in Agriculture (CIP 01.0101, DC 4300)

Technical Certificate in Business Technology (CIP 52.0101, DC 4365)

Technical Certificate in Computer Support Technology (CIP 52.1299, DC 4735)

Technical Certificate in Crime Scene Investigation (CIP 43.0106, DC 0386)

Technical Certificate in Criminal Justice (CIP 43.0107, DC 4440)

Technical Certificate in Industrial Management Systems (CIP 15.0612, DC 4646)
Technical Certificate in Industrial Mechanical Systems (CIP 47.0303, DC 4615)
Technical Certificate in Steel Industry Technology (CIP 15.0611, DC 4265)
Technical Certificate in Horticulture, Landscaping and Nursery Operations
(CIP 01.0601, DC 0012)

Black River Technical College (Spring 2005)

Technical Certificate in Early Childhood Education (CIP 13.1210, DC 4497)

North Arkansas College

Technical Certificate in Electronics (CIP 15.0303, DC 4510) Fall 2005
Technical Certificate in Machine Shop (CIP 48.0501, DC 4680) Fall 2005
Technical Certificate in Industrial Maintenance (CIP 47.0303, DC 4615) Fall 2005
Technical Certificate in Electronics (CIP 15.0303, DC 4510) Fall 2005
Technical Certificate in Industrial Maintenance (CIP 47.0303, DC 4615) Fall 2006

University of Central Arkansas (Spring 2005)

Associate of Applied Science in Physical Therapist Assistant (CIP 51.0806, DC 0750)

INACTIVE PROGRAMS DELETED

Arkansas Northeastern College (Spring 2005)

Technical Certificate in Banking and Finance (CIP 52.0801, DC 4335)
Associate of Applied Science in Banking and Finance (CIP 52.0801, DC 0275)
Associate of Applied Science in Industrial Electronics Technology (CIP 15.0303, DC 0460)

DELETED PROGRAM MINORS

University of Arkansas, Fayetteville (May 2007)

Arts and Sciences Pre-Education Minor

EXEMPTION FROM INSTITUTIONAL CERTIFICATION

Agape College, Little Rock, AR

Associate of Strategic Leadership

Central Baptist Bible Institute, Hensley, AR

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