

The seal of the State of Arkansas is a circular emblem. It features a central shield with a plow, a sheaf of wheat, and a cotton plant. Above the shield is a figure of a woman holding a torch and a scroll. The shield is flanked by two eagles. The outer ring of the seal contains the text "GREAT SEAL OF THE STATE OF ARKANSAS".

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

July 25, 2008

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

**Arkansas State University-Beebe
Science Building Lecture Hall**

SCHEDULE

Friday, July 25, 2008

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

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

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

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

**Friday, July 25, 2008
10:00 a.m.**

**Arkansas State University-Beebe
Science Building Lecture Hall**

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- *32. Certification of Intercollegiate Athletic Revenues and Expenditures for 2008-09
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- *34. Economic Feasibility of Loan Issue for the University of Arkansas at Fayetteville
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- *35. Proposed Changes to Higher Education Bond Projects (Mr. Davidson)

ACADEMIC COMMITTEE

**Arkansas Higher Education Coordinating Board
Arkansas State University-Beebe
Science Building Lecture Hall
Friday, July 25, 2008
8:30 a.m.**

Academic Committee

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

Phil Ford
Dr. Lynda Johnson
Dick Trammel, Ex officio

REGULAR AGENDA

- *8. New Program: Doctor of Philosophy in Education Policy at the University of Arkansas, Fayetteville (Dr. Suzanne Mitchell)

CONSENT AGENDA

- *9. New Program: Technical Certificate in Dental Assisting at NorthWest Arkansas Community College (Ms. Jeanne Jones)
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- 24. Arkansas Governor's Scholars Program Update (Ms. Smith)
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*Numbers refer to main agenda.

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Arkansas State University-Beebe
Science Building Lecture Hall
Friday, July 25, 2008
9:15 a.m.**

Finance Committee

Steve Luelf, Chair
Dr. Joe Bennett
Bob L. Burns
Dr. Olin Cook

Kaneaster Hodges
David Leech
Dick Trammel, Ex officio

AGENDA

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ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
April 24, 2008

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Thursday, April 24, 2008 at the Forrest City Civic Center. The purpose of the meeting was to give Coordinating Board members and Presidents/Chancellors an opportunity to discuss possible changes to the academic program review policy and processes. The meeting convened at 4:00 p.m. with a quorum present.

Coordinating Board present:

Dick Trammel, Chair
David Leech, Vice Chair
Dr. Lynda Johnson, Secretary
Dr. Charles Allen
Dr. Joe Bennett
Phil Ford
Dr. Dan Grant
Steve Luelf

Coordinating Board absent:

Bob Burns
Jodie Carter
Kaneaster Hodges
Dr. Anne Trussell

Department staff present:

Dr. Jim Purcell, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler, Associate Director for Academic Programs
Cynthia Moten, Coordinator of Academic Programs
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

Chairman Trammel thanked Coordinating Board members for participating in the meeting. With no formal agenda, Chairman Trammel stated that no action would be taken at the informal meeting.

After reviewing the history of existing academic program reviews, the board considered the current levels of productivity that have been established as standards for the state.

Dr. Karen Wheeler reviewed the history of the review process, and explained how that review process works. Arkansas Code Annotated 6-61-214 directs the board to establish standards for program production and to periodically review programs with the goal of program improvement. Although initially those reviews were conducted by ADHE for reporting to the board, Dr. Wheeler said that budget and staffing changes that occurred in 1997 required that those reviews be conducted internally by the institutions and reported to ADHE.

Dr. Jim Purcell said that the need exists to strengthen AHECB oversight of academic programs to encourage degree productivity, assure quality, and encourage time to degree. "When I first heard about the 3-2-1 threshold, I thought that is odd," Dr. Purcell said. "How can you assure a sufficient level of productivity with the threshold set so low?" (The 3-2-1 threshold is the current level of productivity that requires an average of three degrees annually over a five-year period at the associate and bachelor's degree level, an average two degrees annually at the master's degree level, and an average one degree at the doctorate level for each new program approved.)

Dr. Purcell suggested that the current threshold is far too low to encourage true degree productivity and needs to be reconsidered with an eye toward setting those thresholds to a level more conducive to enhanced degree production. "If you look at the five year average for each program, you get a good picture of how productive each program is," he said. "We can determine from this if some of these programs truly serve the needs of the students and of the state." Dr. Purcell said that, just because certain programs may not be meeting productivity levels – that doesn't mean the programs aren't needed. "We don't want to take an engineering program or physics program that produces a badly needed skill set for the state," he said, "but we do want to examine those programs and come up with ways to make them more productive. "What I'd like to propose is that we get a group of people together to examine the academic program review process and to determine areas in which there is agreement on improving criteria and processes," he said.

Dr. Lynda Johnson called for a dialogue with the institution officials. "This is something I'd like to hear from you," she said. "What do you think? What works for you?"

Dr. Becky Paneitz, President of Northwest Arkansas Community College, said a lot of thought goes into program offerings. "We look at the programs and try to determine if there's a need in our community, if there's an interest among our citizens, and a need in our local industry. Then we work to develop these programs." But that process, she said, doesn't always work. "We have begun programs to find out that the interest isn't there. One of the problems we have is we don't have money for new program start-ups. So we go out into the community, talk to businesses, to find out what the needs are and to try and meet those needs." Dr. Paneitz said those programs must be constantly reviewed to ensure that they remain relevant to the needs they were created to meet. Often times, Dr. Paneitz said, needed programs are under-funded and it becomes difficult to find sufficient funding for those programs, even though research indicates the programs are needed. That lack of funding often makes it difficult to make changes in programs to make them more attractive to students and more relevant to the area of business or industry the programs are designed to address.

Dr. Jeff Olson, President of North Arkansas College, said measures of success at the community college level are often difficult to quantify. "We have a lot of

welding programs that are always full,” he said. “I got a call from a student recently who is making \$3,000 a week working on a pipeline, which is a pretty good wage by any standards. The only problem is that he didn’t graduate the program because he got the job he wanted. Is he a success? I suppose that depends on what standard you use to define success.” Dr. Olson noted that, especially at the community college level, considering the mission those institutions fill, a one size fits all solution may not be the most advantageous solution to pursue.

Dr. Larry Williams, Chancellor of ASU-Newport, said programs in higher education are constantly under federal review for quality standards, and asked that the board consider using the processes and procedures that are currently in place, and require the institutions to report periodically to the board. “I don’t think anyone minds adjusting the level,” he said. “But I would ask that you allow us to adjust those levels internally to account for the differences in each institution. Every institution is different and serves a different mission.” Dr. Williams said any close examination of the programs offered in the state would demonstrate that Arkansas is getting a tremendous amount of service for the money that is spent on higher education.

Dr. Wheeler stated that there’s a great deal of activity out there as the institutions work to ensure the programs they offer are effective. The question is, are we getting what we need? The biggest question is, what are we getting from it at this point?

David Leech suggested that the internal reviews still be conducted but the board might consider setting the timetable for them. The matter will be considered by the full board at its meeting tomorrow in Marianna, but is likely to be considered in greater depth at the July meeting.

“This was a good conversation,” said Dr. Purcell, as the meeting wrapped up. “Knowing is half the battle and through these conversations, we’ll know more about what we’re facing, where we want to go, and how to get there.”

With no further comments, the meeting adjourned at 5:00 p.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
April 25, 2008

Minutes of Meeting

The April 25, 2008 regular meeting of the Arkansas Higher Education Coordinating Board was held in the Lon Mann Cotton Research Station in Marianna. Chairman Trammel called the meeting to order at 10:00 a.m. with a quorum present.

Coordinating Board present:

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

Coordinating Board not present:

Jodie Carter
Dr. Anne Trussell

Department staff present:

Dr. Jim Purcell, Director
Dr. Steve Floyd, Deputy Director
Dr. Karen Wheeler, Associate Director for Academic Affairs
Dr. Stanley Williams, Senior Associate Director for Finance
Laura Tyree, Associate Director for Planning and Accountability
Cynthia Moten, Coordinator of Academic Affairs
Christina Miller, Assistant Director for Planning and Accountability
Zanette Douglas, Coordinator of Institutional Certification
John Davidson, Financial Manager
Ashley Pettingill, Financial Manager
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support

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

Chairman Trammel introduced Dr. Milo Shult, Vice President of the University of Arkansas Division of Agriculture, for a welcome. Dr. Shult began by thanking everyone for attending the Board meeting. After a brief presentation, Dr. Shult thanked the institution's local supporters for the Lon Mann Cotton Research Station facility.

Agenda Item No. 1
Approval of Minutes

David Leech moved to approve the minutes of the January 31, 2008 Special Meeting, and February 1, 2008 Regular Meeting. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Agenda Item No. 2
Appointment of Nominating Committee
for 2008-09 Board Officers

Chairman Dick Trammel appointed members of the Arkansas Higher Education Coordinating Board nominating committee. The nominating committee will recommend Board officers for 2008-09 at the July 25 meeting. The members included: Bob Burns (Chair), Kaneaster Hodges and Dr. Charles Allen.

Agenda Item No. 3
Agency Updates

During the presentation of the Agency Updates, Dr. Floyd announced that the Department of Higher Education recently received a grant from the Western Interstate Commission for Higher Education (WICHE) to assist the state to increase adult learners' access to and success in postsecondary education. The program; *Non-traditional No More: Policy Solutions for Adult Learners*, will provide \$65,000 in funding to the state over two years to stimulate and guide policy and practice changes that will create a more navigable path to degree attainment for adults.

Arkansas was invited through a competitive process along with two other states, Colorado and Nevada, to participate with WICHE through a grant from the Lumina Foundation intended to help increase degree attainment. The first step will be to identify the state's ready adult population, those who previously have earned a significant number of credit hours, after which the project will assist them in re-entering college and move towards completing their degree through a focus on academic policies, financial aid, student support services, and communications.

No consensus has been made regarding performance funding. Dr. Purcell said that the two-year colleges have proposed alternative measures and some of them have great potential.

Dr. Purcell explained that competitive grants and closer ties with business and industry are needed for Arkansas to enhance the production of degrees in high-demand programs. Improving the college matriculation process and providing state-wide annual enrollment management workshops would help expedite the

number of degrees produced and the speed at which degrees are produced, said Purcell.

Agenda Item No. 4
Annual Report on Productivity of
Recently Approved Programs

Laura Tyree presented the Annual Report on Productivity of Recently Approved Programs. This agenda item summarizes degree productivity for associate and certificate programs approved between July 1, 2003 and June 30, 2004 and baccalaureate and graduate programs approved between July 1, 2001 and June 30, 2002. There are two methods for determining degree productivity: the number of graduates reported to ADHE for 2006-07 only or the average number of graduates over the most recent three years for baccalaureate and graduate degrees and two years for associate degrees and certificate programs. Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured after three years, while baccalaureate and higher programs are measured five years after approval.

Although ADHE Executive Staff recommended that the Coordinating Board accept this report, it was agreed that further study of the new program proposal and approval process is needed.

David Leech enquired about the programs listed in the report that aren't producing. How much time will the institutions give them to produce, he asked. According to the program review standards, at least at the certificate and associate degree level, you have to wait until you have five years of data, said Ms. Tyree. Dr. Wheeler stated that only 10 percent of the programs appear to not be productive.

Dr. Lynda Johnson moved to approve Agenda Item No. 4 with the understanding that ADHE staff will report back to the Coordinating Board in October with further recommendations. Dr. Joe Bennett seconded the motion, and the Board unanimously approved.

Agenda Item No. 5
AHECB Tuition Policy for
The 2009-2011 Biennium

While local boards have the authority to establish tuition and fee rates on their campuses, A.C.A. §6-61-215 requires the Coordinating Board to establish student fees for **funding** purposes only for all public institutions of higher education. Therefore, the tuition and fee rates established by the Coordinating Board are offered for calculation of funding recommendations and do not alter the authority of local boards to establish their respective institutions' actual tuition and mandatory fee rates.

The importance of a tuition policy becomes evident when it is used as a variable in a funding formula because it indicates expected student share of the cost of education. After calculating the expected tuition and mandatory fee revenue based upon AHECB tuition policies, the needed state contribution can be established. When institutions charge less than the tuition policy recommendation, the shortfall is expected to come from sources other than state funding.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the tuition and mandatory fee recommendations described in this agenda item, recognizing that these amounts are established as required by A.C.A. §6-61-215 for use in the 2009-11 funding formulas for colleges and universities.

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

Agenda Item No. 6
Funding Formulas for the
2009-11 Biennium

A.C.A. §6-61-223 establishes the process and key components for formula development for funding public institutions of higher education.

Each biennium the ADHE staff in consultation with the presidents and chancellors of the institutions review and revise the funding models for the determination of the AHECB appropriation recommendations for the institutions of higher education.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2009-11 biennium.

Dr. Williams explained that what ADHE is proposing is a shift of 10 percent of the funding need to be based upon the number of students enrolled who complete the term, while 90 percent of the funding formula need will continue to be based upon the census date enrollment taken at the beginning of the term.

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

Agenda Item No. 7
Annual Report on Student Retention
and Graduation

Christina Miller presented a report on the Statewide retention and graduation information for students entering Arkansas public higher education in fall 1992 through 2006 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 in other public and independent institutions within the state.

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

Agenda Item No. 8
Annual Report on Retention and
Graduation of Intercollegiate Athletes

Christina Miller presented the Annual Report on Retention and Graduation of Intercollegiate Athletes. This report complies with Act 267 of 1989 that requires reporting retention and graduation rates for entering freshmen who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System for first-time, full-time, degree-seeking student athletes participating in football, basketball (men's and women's), cross country/track programs and others sports programs. Information related to initial athletic scholarship status also is included.

Steve Luelf enquired about the spike and decline in retention rates around 2005. Christina Miller stated that the discrepancy could possibly be due to a larger number of scholarships that year and possibly a decline the next.

Dr. Dan Grant moved to approve Agenda Item No. 8. Dr. Joe Bennett seconded the motion, and the Board unanimously approved.

Dr. Karen Wheeler gave a brief overview of the academic agenda items. Dr. Wheeler noted that regarding the Associate of Applied Science (AAS) in Physical Therapy Assistant at Arkansas Tech University, questions were raised concerning unnecessary duplication, the availability of clinical sights, and employment opportunities. After ADHE staff researched the concerns, it was determined that the there is a high demand for the program and employment opportunities and clinical spaces are available.

The Master of Engineering Management at Arkansas State University-Jonesboro is in response to the states' continuing effort to meet STEM demand for qualified graduates and in keeping with other programs across the state, said Dr. Wheeler. She explained that by 2015, the American Society of Civil Engineers and the National Board of Examiners for Engineers will be requiring, for professional licensure, an additional 30 hours or a Master's degree. Dr. Wheeler also noted that no comments or concerns regarding this program were received from institutions offering similar programs across the state.

Dr. Wheeler mentioned that the Ph.D. in Reading from UALR is still under review. A reviewer from Texas Women's University (which has a comparable program) is currently reviewing the program. ADHE staff is confident that the program will be ready for the July Board meeting.

Lastly, Dr. Wheeler noted that ASU-Newport will be converting the programs at Marked Tree from non-credit to credit. The conversions will be presented for consideration at the July Board meeting.

Agenda Item No. 9
Associate of Applied Science in Physical Therapy Assistant
Arkansas Tech University

The administration and Board of Trustees of Arkansas Tech University (ATU) request approval to offer the Associate of Applied Science in Physical Therapy Assistant effective Fall 2008. ATU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The ATU Board of Trustees approved the proposal on December 15, 2007.

The proposed 72-semester credit hour physical therapy assistant program is designed to prepare a technically educated health care provider who assists a physical therapist. The licensed Physical Therapy Assistant (PTA) will provide services that help improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Patients include accident victims and individuals with disabling conditions, such as low back pain, arthritis, heart disease, fractures, head injuries, and cerebral palsy. Treatment procedures assigned to PTAs, under the direction of physical therapists, involve exercises, massages, electrical stimulation, paraffin baths, hot and cold packs, traction, and ultrasound. PTAs also record the patient's responses to treatment and report to the physical therapist the outcome of each treatment.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Physical Therapy Assistant (CIP 51.0806) at Arkansas Tech University, effective Fall 2008.

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

Agenda Item No. 10
Master of Business Administration
Southern Arkansas University—Magnolia

The administration and Board of Trustees of Southern Arkansas University (SAU) request approval to offer the Master of Business Administration (MBA) at Southern Arkansas University—Magnolia (SAUM) effective Fall 2008. SAUM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The SAUM College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The SAU Board of Trustees approved the proposal on February 28, 2008.

The proposed 30-semester credit hour Master of Business Administration degree program is designed to prepare students with an undergraduate degree in business for careers in mid- and upper-level management. The curriculum includes courses in accounting, economics, finance, organizational theory, quantitative analysis, marketing, strategic management, and management information systems.

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Business Administration (CIP 52.0201) at Southern Arkansas University—Magnolia, effective Fall 2008.

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

Dr. Grant asked why a Master Thesis was not required for this program. He also questioned why only 30 credit hours are required. Dr. Lisa Toms, Dean of the College of Business at SAUM, stated that a survey of AACSB peers shown that the majority of MBA programs only require 30 hours and do not require a Master Thesis either.

David Leech asked if the online MBA program currently offered at UALR also required 30 credit hours. "It does," stated Dr. Toms.

Agenda Item No. 11
Master of Engineering Management
Arkansas State University—Jonesboro

The administration and Board of Trustees of the Arkansas State University System (ASU) seek approval for Arkansas State University—Jonesboro (ASUJ) to offer the Master of Engineering Management effective Fall 2008. ASUJ is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ASU Board of Trustees approved the proposal on December 7, 2007.

The Master of Engineering Management is designed for engineers pursuing management positions. It is a 30-semester credit hour program for students pursuing professional engineering licensing or project manager positions. A three-credit hour capstone project with an oral presentation is an optional course for managers.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Engineering Management (CIP 15.1501) at Arkansas State University—Jonesboro effective Fall 2008.

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

Steve Luelf asked what the online MBA requirements are. Cynthia Moten noted that the standard requirement is 30 credit hours.

Agenda Item No. 12
Associate of Applied Science in Power Plant Technology
Arkansas Northeastern College

The administration and Board of Trustees of Arkansas Northeastern College (ANC) seek approval to offer the Associate of Applied Science in Power Plant Technology effective Spring 2009. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The ANC Board of Trustees approved the proposal on December 19, 2007.

The Associate of Applied Science degree in Power Plant Technology will provide students with the electrical, mechanical, and chemical engineering fundamentals for employment in power plant operation. The program consists of 63 semester credit hours: 15 hours of general education, 9 hours of business and management courses, and 39 hours of technical courses.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Power Plant Technology (CIP 15.0503) at Arkansas Northeastern College effective Spring 2009.

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

Dr. Grant questioned whether the \$66,260 in state general revenue was new general revenue or a re-allocation of state general revenue from another source. Ms. Moten stated that the amount would be calculated based on the number of new students enrolled in the program.

Chairman Trammel asked if Associated Electric and Dynegy had been asked for funding. Ms. Moten said that the two companies will assist by providing adjunct faculty (by allowing some of their employees to assist with the program and provide their expertise) and by giving job considerations to graduates of this program. They have also offered their employees tuition reimbursement for participating in the program.

Agenda Item No. 13
Institutional Certification Advisory
Committee Resolutions

The Institutional Certification Advisory Committee (ICAC) met on April 8, 2008. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

**American Public University System, Charles Town, West Virginia
Online**

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to American Public University System to offer the following degree programs to Arkansas citizens: Associate of Arts in General Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in

Management, Bachelor of Arts in Psychology. The certification is for a period of two years and expires on April 25, 2010.

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of American Public University System, Charles Town, West Virginia, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

ITT-Technical Institute, Little Rock, Arkansas

Initial Certification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to ITT-Technical Institute, Little Rock, Arkansas, to offer the following degree programs to Arkansas citizens: Associate of Applied Science in Criminal Justice and Associate of Applied Science in Visual Communication. The certification is for a period of two years and expires on April 25, 2010.

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

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

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

Remington College-Little Rock, Arkansas

Recertification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Remington College-Little Rock, Arkansas, to offer the following degree programs to Arkansas citizens: the Associate of Applied Science in Criminal Justice and the Associate of Applied Science in Computer and Network Administration. The certification is for a period of two years and expires on April 25, 2010.

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

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

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

Saint Joseph's College of Maine—Online, Standish, Maine

Decertification

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Associate of Science in Management, Bachelor of Arts in Liberal Studies, Bachelor of Science in Adult Education and Training, Bachelor of Science in Criminal Justice and Bachelor of Science in Professional Arts online degree programs to Arkansas citizens offered by Saint Joseph's College of Maine—Online. The program decertifications are effective on April 25, 2008.

The Institutional Certification Advisory Committee (ICAC) Report begins on page 13-4 of the Agenda book.

Dr. Grant questioned how lab courses are provided online. Dr. Frank McCluskey, Executive Vice President and Provost at American Public University System, explained that by using *Night Lab* and other software simulation products, students are able to do virtual experiments online.

Dr. Grant voiced concern regarding the consistency of education provided via distance.

Dr. Grant questioned the decertification of degree programs by Saint Joseph's College in Maine. He asked if they were decertifying all of their Arkansas programs. Zanette Douglas explained that Saint Joseph's College would be recertifying programs in the future.

David Leech asked if online students are included in the total count of Arkansas students. And, if so, are they broken down into categories. Dr. Wheeler explained that online students that attend public institutions are included in the total count of Arkansas's students. She noted that ADHE does not have the data for proprietary institutions.

Dr. Joe Bennett said he would like to know what the presidents and chancellors thought about the increase in online programs. Dr. Purcell said that ADHE would provide an answer to the Coordinating Board at a later date.

Agenda Item No. 14 and 15
Letters of Notification and Letters of Intent

The Department of Higher Education received notice from institutions on 26 programs not requiring Board action.

Notification was received on 23 items requiring Board action. During this period, the Institutional Certification Advisory Committee received notice of requests from 14 out-of-state institutions to offer degree programs to Arkansas residents. The program notice list appears in the Letters of Notification on pages 14-1 through 14-7 and in the Letters of Intent on pages 15-1 through 15-7 of the agenda book.

Kaneaster Hodges asked if Ecclesia College was a new institution and commented on the type of programs they are able to offer. Ms. Douglas explained that Ecclesia College was originally a religious institution. Approximately four years ago they certified programs customarily offered in colleges and universities.

Chairman Trammel asked the number of students enrolled in the certified program at Ecclesia College. Ms. Douglas said they are getting ready to graduate 15 students.

Agenda Item No. 16 Information on Higher Education Bond Issues

Dr. Stan Williams presented information on Higher Education Bonds. He began by explaining that Bonds issued by institutions are Municipal Bonds. There are typically two types, General Obligation (GO) and Revenue. GO bonds are a pledge of all the resources of the institution. Revenue bonds pledge a specific source of funds toward the retirement of the bonds. For example, bonds for student housing pledged housing revenue.

In Arkansas, most institutions select their bond council based upon their past experiences with the firms. Some institutions put out Requests for Proposal for both bond council and underwriters when they are doing their first bond issue. After that, they tend to select the same bond council and underwriters for subsequent issues. Bond insurance firms are often selected based upon competitive bids. Recently, some institutions have had unfortunate experiences when selecting the low bid on bond insurance.

The maximum term for bonds issued by the institutions is set by law at 30 years. In the sixties, some bonds were issued with a 40 year term which presented many difficulties for succeeding administrations at an institution.

Bond ratings are similar to the credit rating a person might go through when applying for a mortgage. The rating agencies give a rating based on their knowledge and analysis of the institutions financial statements and ability to pay back the debt. There are three main rating agencies: Moody, Standard & Poors, and Fitch.

Steve Luelf asked if the institutions benefit from the competition if the underwriters were required to bid for the bond insurance. Dr. Williams said the difference probably wouldn't be that significant.

Agenda Item No. 17
Economic Feasibility of Bond Issue
Arkansas Tech University – Ozark

Arkansas Tech University - Ozark Campus requests approval of the economic feasibility of plans to issue bonds not to exceed \$2.13 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes to construct a student services facility and for various other capital improvements on the Ozark Campus. The Arkansas Tech University Board of Trustees approved this action at its meeting held on February 28, 2008.

The E & G issue will be approximately \$2.13 million with annual debt service of \$137,613. 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 Arkansas Tech University- Ozark Campus to issue bonds for approximately \$2.13 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

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

Kaneaster Hodges moved to recommend Agenda Item No. 17 to the full Board for consideration. David Leech seconded, and the Committee unanimously approved.

Agenda Item No. 18
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$8 million with a maximum term of up to 30 years at an estimated annual interest rate of five percent (5%). Proceeds from the bond issue will be used for educational & general (E&G) purposes to construct an academic/advising facility and for various other capital improvements. The

Arkansas Tech University Board of Trustees approved this action at its meeting held on February 28, 2008.

The E & G issue will be approximately \$8 million with annual debt service of \$500,682. 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 Arkansas Tech University to issue bonds for approximately \$8 million with a term of 30 years at an estimated annual interest rate of 5% for E&G purposes.

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

Mr. Luelf asked if the facilities would still be useful after 30 years. Mr. Davidson said they should be.

Kaneaster Hodges moved to recommend Agenda Item No. 18 to the full Board for consideration. Chairman Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 19
Proposed Changes to Higher Education
Bond Projects

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

At Rich Mountain Community College, an amount up to \$1.25 million is provided for the renovation of current facilities to develop a one-stop Student Services Center and facility improvements for instruction. The student services center will include space for Admissions, Financial Aid, Assessment, Counseling and Advising Services, and Administrative support. Other facility improvements include the improvement of other instructional and college space for effective instruction as well as administrative services. This includes updating science labs for increased science and medical related instruction for existing classes and those associated with nursing. This project was previously approved by the Coordinating Board to be funded at \$1.05 million.

At the University of Arkansas – Fort Smith Vines building, an amount up to \$1.45 million is provided for the planning, design, and renovation of the existing facility. Renovation of this facility provides additional instructional classroom space to meet the needs generated by growth in enrollment realized since joining the UA System in 2002. Renovation of this facility also addresses ADA compliance issues with the replacement of the elevator at the east end of the building and additionally provides ADA access to the second floor of the adjacent Gardner Building.

This project was originally approved for \$1.25 million by the Coordinating Board. The University requests to delete the Academic Building project and reallocate the funds to the above project.

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

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

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

David Leech questioned the renovation of the facilities at Wickes by Rich Mountain Community College (RMCC). He noted that the Coordinating Board tabled the purchase of the Wickes Instructional Facility at the February 1, 2008 meeting of the Coordinating Board. Mr. Tom Spencer, RMCC Interim President, apologized to the Coordinating Board for not having a representative present at the last Board meeting. He then stated that because Wickes is in RMCC's taxing district, purchasing the facility wasn't a significant change. It does, however, provide a more convenient facility for the people around Wickes.

Dr. Joe Bennett asked where the funds came from for this project. Mr. Spencer stated that as a small school, RMCC budgets almost everything together in unrestricted E&G purposes. It is an allocation out of the fund balances.

Phil Ford asked if this was an extension of RMCC or an additional campus. Mr. Spencer said that RMCC currently uses a facility in Wickes as an extension of their campus. However, the new facility will be one that RMCC owns and controls.

Steve Luelf asked if the University of Arkansas at Fort Smith (UAFS) was asking approval to delete the Academic Building project because it was no longer

important to them. Following the advice of the Coordinating Board, UAFS decided to not use the \$200,000 for the planning of additional buildings. Instead they decided to use the money for a specific physical resource – the Vines building, said Dr. Paul Beran, UAFS Chancellor.

Kaneaster Hodges moved to recommend Agenda Item No. 19 to the full Board for consideration. Chairman Trammel seconded, and the Committee unanimously approved.

Agenda Item No. 20
Distribution of Mineral Lease Funds

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 1229 of 2007 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, the next \$10,000,000, or as much as is collected, is to be transferred to the Higher Education Research Development Fund to be used as provided by law.

“The Arkansas Research Development Fund shall be administered by the Director of the Department of Higher Education..... Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing scientist or research assistants, and for providing any other assistance to scientists in order to develop a continuing research capacity in this state which is recognized as exemplary.”

The floor for the Research Development Fund was reached in September 2006, and statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute the Higher Education Research Development Fund for ARE-ON's annual operating and maintenance costs at such time as the institutions begin to those expenses.

FURTHER RESOLVED, That \$1 million be allocated in Fiscal 2008 to the University of Arkansas, Fayetteville for expenses associated with the connection of all public universities to ARE-ON.

Steve Luelf asked if this proposal just relates to the existing \$1 million or is it a continuing allocation. Ms. Pettingill said that because the money only comes in

quarterly, ADHE is only required to distribute the money quarterly, until the appropriation is exhausted.

Kaneaster Hodges moved to recommend Agenda Item No. 20 to the full Board for consideration. David Leech seconded, and the Committee unanimously approved.

Agenda Item No. 21
Economic Feasibility of Bond Issue
University of Arkansas, Fayetteville

The University of Arkansas, Fayetteville (UAF) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$51 million with a term of up to 30 years. Portions of the bond issue will be taxable resulting in differing interest rates. Currently, the interest rate is estimated to be 5.9 percent on the taxable issue and 5.1 percent on the tax-exempt issue. Proceeds from the bond issue will be used for auxiliary and educational and general purposes. The auxiliary issue will be utilized to construct a 1500-space parking garage with student-oriented retail space and a surface parking lot; to finance improvements to the Harmon Avenue Parking Garage; and to purchase properties for the facilities. The educational and general portions of the bonds are for the purchase of property and the renovation of a facility for KUAF, the National Public Radio station operated by the university. The University of Arkansas' Board of Trustees approved this action at its meeting held on March 28, 2008.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds for approximately \$51 million with terms of 20 and 30 years at estimated annual interest rates of 5.1 and 5.9 percent for the construction of a 1500-space parking garage with student-oriented retail space and a surface parking lot; to finance improvements to the Harmon Avenue Parking Garage; to purchase properties for the facilities; purchase of property and the renovation of a facility for KUAF, as requested by the institution.

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

Kaneaster Hodges commented that this bond issue will do two things; it will take care of a parking problem and generate money from the people that use it.

Dr. Grant asked if property taxes will be paid on the retail establishments in the Parking Garage or just on the Parking Garage. Dr. Don Pederson, Vice

Chancellor for Finance and Administration at UAF, stated that UAF does pay taxes on some of its unrelated businesses. However, whether or not they will have to pay taxes on the Parking Garage and its retail establishments will depend on if they can prove that it is an integral part of the institution.

Kaneaster Hodges moved to recommend Agenda Item No. 21 to the full Board for consideration. Chairman Trammel seconded, and the Committee unanimously approved.

Report of the Committees

Dr. Dan Grant presented the report of the Academic Committee and moved to adopt Agenda Items 9-13. Dr. Lynda Johnson seconded the motion, and the Board unanimously approved.

Steve Luelf presented the report of the Finance Committee and moved approval of Agenda Items 17-21, with the exception of the proposed Higher Education Bond Project for Rich Mountain. Dr. Joe Bennett seconded the motion, and the Board unanimously approved.

After thanking ADHE staff for the informative presentations, Chairman Trammel opened the floor for public comments. There were none.

Chairman Trammel announced that the next Coordinating Board meeting would be hosted by Arkansas State University-Beebe.

With no further comments, the meeting adjourned at 11:20 a.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
May 16, 2008**

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Friday, May 16, 2008. The purpose of the meeting was to review the Economic Feasibility of a Bond Issue for Southern Arkansas University. The meeting convened at 10:00 a.m. with a quorum present.

Coordinating Board present:

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

Coordinating Board absent:

Phil Ford
Dr. Anne Trussell

Department staff present:

Dr. Jim Purcell, Director
Dr. Stanley Williams, Senior Associate Director for Finance
Dale Ellis, Communications Officer
Nichole Abernathy, Administrative Support
Diana Benson, Intern

Chairman Trammel called the meeting to order and thanked the Coordinating Board members for participating in the special meeting.

Report of the Committee

Steve Luelf presented the report of the Finance Committee and moved approval of Agenda Item 1. Dr. Joe Bennett seconded the motion, and the Board unanimously approved.

Agenda Item No. 1
Economic Feasibility of Bond Issue
Southern Arkansas University

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$6,345,000 with a maximum term of up to 30 years at an estimated average annual interest rate of up to 5.5%. Proceeds from the bond issue will be used for educational & general (E&G)

purposes. The Southern Arkansas University Board of Trustees approved this action at its meeting held on May 14, 2008.

The issue will be approximately \$6,345,000 with maximum annual debt service of \$427,175. Proceeds from the issue will be used to construct a new student activity/recreation center and for various other academic and administrative construction needs.

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.

Educational and General

Budgeted 2007-2008 Tuition and Fee Revenue.....	\$ 15,309,173
Maximum Allowable Debt Service	
(\$15,309,173 x 25%).....	\$ 3,827,293
Existing Debt Service.....	\$ 1,514,919
Estimated Debt Service for Proposed Issue.....	\$ 427,175
Tuition and Fee Revenue Remaining for	
Additional Debt Service.....	\$ 1,885,199

The above data demonstrates that Southern Arkansas University has sufficient revenue to support a bond issue of approximately \$6,345,000 with a term of 30 years at an estimated annual interest rate of up to 5.5%.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Southern Arkansas University (SAU) to issue bonds not to exceed \$6,345,000 for a period of 30 years at an estimated annual interest rate up to 5.5% for educational and general (E&G).

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

Some concern was expressed regarding overall economic conditions. Kaneaster Hodges stated that a 30-year bond issue based on current revenues could prove problematic in the future if a sharp economic downturn were to have a negative effect on revenues brought in through tuition fees. Instead of routinely approving these issues based on student revenue that may not be there in the future, the Coordinating Board needs to have a dialog to discuss this issue, stated Hodges.

Kaneaster Hodges moved to recommend Agenda Item No. 1 to the full Board for consideration. Bob Burns seconded, and the Committee unanimously approved.

Kaneaster Hodges expressed his gratitude as he announced that Governor Beebe reappointed him to a second term on the board. Dr. Anne Trussell was replaced by Dr. Olin Cook of Russellville.

Chairman Trammel thanked everyone for participating in the meeting and announced that the next Coordinating Board meeting will be July 25 at Arkansas State University—Beebe.

With no further comments, the meeting adjourned at 10:30 a.m.

Nichole Abernathy

APPROVED:

Dr. Lynda Johnson, Secretary

Agenda Item No. 2
Higher Education Coordinating Board
July 25, 2008

REPORT OF NOMINATING COMMITTEE

The Nominating Committee (Chair Bob Burns, Kaneaster Hodges, and Dr. Charles Allen) will make a recommendation on the slate of Board officers for 2008-09, and the Board will act upon the recommendation.

**STATE BOARD OF HIGHER EDUCATION FOUNDATION
ELECTION OF SUPERVISORY COMMITTEE**

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

President – Mr. Bob L. Burns
Vice President – Dr. Anne Trussell
Secretary/Treasurer – Dr. Steve Floyd

Because Dr. Anne Trussell's term on the Board expired and Dr. Steve Floyd is no longer Interim Director, new officers need appointed.

The following resolution is presented for Board consideration:

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

Mr. Bob L. Burns - President
Mr. Jodie Carter - Vice President
Dr. Jim Purcell - Secretary/Treasurer

AGENCY UPDATE

ADHE Begins Process of Implementation of WICHE Grant

The Arkansas Department of Higher Education (ADHE), along with workgroup members from various agencies, met with officials from the Western Interstate Commission for Higher Education (WICHE) to begin implementation of a study program funded by the Lumina Foundation. The program; *Non-traditional No More: Policy Solutions for Adult Learners*, will provide \$65,000 in funding to the state over two years to stimulate and guide policy and practice changes that will create a more navigable path to degree attainment for adults.

Group leaders met with their workgroups and WICHE personnel in a one-day workshop June 25 at Comfort Inn and Suites. AHECB Chairman Dick Trammel provided opening remarks thanking WICHE for its selection of Arkansas for inclusion in the program. Chairman Trammel commented upon the state's commitment to non-traditional students, citing such programs as the Workforce Improvement Grant and Careers Pathways Initiative. The workgroups learned strategies aimed at identifying the state's ready adult population, those who previously have earned a significant number of credit hours, and discussed ways to assist them in re-entering college and moving toward degree completion through a focus on academic policies, financial aid, student support services, and communications.

The overall group was split into workgroups dealing with Academic Affairs (headed by Dr. Karen Wheeler), Financial Aid (Tara Smith), Data (Christina Miller), and Student Support Services (Cynthia Moten). The Communications workgroup (headed by Dale Ellis), split following its initial meeting to allow the members to attend various parts of the other groups' meetings, then met back together to discuss communications strategies based upon what was learned in the other groups. Fifty to sixty representatives of Arkansas public higher education institutions, state agencies, and the Governor's Office attended the seminar.

Personnel Changes

ADHE currently has open positions in Research and Planning, Academic Affairs, and Data Processing following the departures of Laura Tyree, Associate Director of Research and Planning; Lucretia Coulter, Coordinator of College Readiness and Student Support; and Bruce Bauer, Systems Analyst.

STAFF ACTIVITIES April - July 2008

Director's Office

Staff Members: Jim Purcell, Steve Floyd, Janet Lawrence, Dale Ellis, and Nichole Abernathy

4/28-29	State Chamber Congressional Meetings in DC	Jim
4/30	Tumbleweed Security Demo at ADHE	Jim
4/30	Website Meeting	Jim, Steve, Dale, Laura, Paul, Bruce
4/30	Rockefeller Foundation Meeting	Jim
4/30-5/1	Children and Law Conference	Janet
5/1	ATU Emergency Preparedness Forum at Lake Point Conference Center	Jim, Steve, Julie
5/1	Continuing Law Education Meeting	Janet
5/2	Early College High School Meeting	Jim
5/2	Energy Frontier Research Centers Meeting	Jim
5/5	Meeting with Arkansas Business	Jim
5/6	ADTEC External Review Committee Meeting	Steve
5/6	Taskforce Subcommittee Meeting	Jim
5/7	WICHE Conference Call	Jim, Steve
5/7	Early College High School Meeting	Janet
5/8	Joint Audit Committee Meeting	Jim
5/9	Interdepartmental Relations Committee Work Session	Nichole, Delores
5/9	UALR Faculty Excellence Awards Banquet	Jim
5/10	Commencement at Crowley's Ridge College	Steve - Speaker
5/13	ADHE Website Development Meeting	Dale, Bruce
5/13	UPromise Financial Meeting at the Peabody	Steve, Dale
5/13-15	Reynolds Cup Tri-State Finals in Vegas	Jim
5/14	Meeting on UALR-PTC Report	Steve, Karen
5/15	Task Force on R, R, and GR	Steve
5/15	ALC Higher Education Subcommittee	Steve
5/15	529 Plan Meeting	Dale
5/16	AHECB Special Meeting	Jim, Stan, Nichole
5/20	ERZ Deans of Education Meeting	Jim - Speaker
5/20-21	AATYC Retreat and Dinner at Lake Ouachita	Jim
5/21	Dennis Jones Conference Call	Steve, Karen
5/23	Leadership Arkansas Program in Jonesboro	Jim - Speaker
5/23	Deputy Directors Meeting	Steve
5/28	Phillips Community College Visit	Jim
5/28	Helena – West Helena Rotary Club	Jim - Speaker
5/29	Education Deans ERZ Mtg.	Jim - Speaker, Karen
5/29	Meeting with Lt. Governor	Jim, Dale

5/30	Early College Access Meeting	Jim, Steve, Tara, Nichole
6/1-3	SGPB Innovator Awards	Jim, Karen, Lillian
6/2	Meeting on ACT High School Feedback Report	Steve, Karen
6/2	ACT Dinner	Jim, Karen
6/3-4	WICHE Meeting in Nevada	Jim
6/4-6	College Transition Conference at UConn College	Steve
6/6	Boys State Visit to ADHE	Everyone
6/9-13	Institutional Budget Hearings at ADHE	Jim
6/11	Meeting with Representative Synder's Office	Steve
6/10	Coordination Commission Meeting	Jim
6/17-18	WICHE Meeting in Denver	Jim
6/19	Task Force on R, R and GR, Room 151	Jim, Steve
6/19	ALC Higher Education Subcommittee Meeting	Jim, Steve
6/20	Role and Scope Meeting	Jim, Steve
6/22-24	CNCTYC Summer Leadership Academy	Jim - Speaker
6/23	PTC Aeronautic Program Expansion Dedication	Dale
6/23	DWS Meeting	Jim, Karon
6/23	Council of North Central 2yr Colleges' Leadership Academy	Jim - Speaker
6/24	Campus Status Review Meeting	Dale
6/24	Meeting with Governor's Staff	Jim
6/24	WICHE Dinner	Jim, Steve, Christina
6/25	WICHE Grant Meeting	Jim, Karen, Steve, Cynthia, Tara, Dale, Nichole
6/26	Bridges Meeting at EACC	Karen
6/26	Achieving the Dream State Conference Call	Karen
6/26	Prism Awards at Governor's Mansion	Jim, Steve, Tara, Dale
6/29-7/1	SREB Annual Meeting in Florida	Jim
7/3	Combs and Company Meeting	Jim, Dale, Tara
7/8	WIB Meeting	Jim - Speaker
7/8	Presidents Council Meeting	Jim, Dale, Nichole, Karen, Stanley
7/8	AAPU Lunch Meeting	Jim
7/10	WIB/CPI Meeting	Jim, Karon
7/15-18	SHEEO Annual Meeting in Boston	Jim

Academic Affairs

Staff Members: Karen Wheeler, Cynthia Moten, Jeanne Jones, Gloria Venable, Monieca West, Lillian Williams, Zanette Douglas, Alana Boles, Karon Rosa, Kyla Pirani, Connie Nelson, Delores Logan, Suzanne Mitchell, Lisa Fuller, and Betty Boyd

5/5-7	Arkansas State University - Jonesboro, Beebe	Suzanne
5/6	Early College Review - Monticello	Cynthia
5/6	Perkins Technical Assistance Workday	Monieca, Gloria
5/6	Meeting w/Beverly Williams at Arkansas Department of Education	Karen, Cynthia
5/6	Arkansas School for Mathematics, Sciences, and the Arts - Board of Visitors	Karen
5/6	Career Pathways Initiative Advisory Committee Meeting	Kyla, Karon, Lisa
5/7	Meeting with Belinda Hodges at Arkansas Department of Workforce Services	Monieca
5/8	Perkins Technical Assistance Workday	Monieca, Gloria
5/8	Arkansas State University – Mountain Home Campus Visit	Kyla
5/9	Interdepartmental Relations Committee Retreat	Delores
5/12	Education Deans Meeting	Karen, Cynthia
5/12	Career Pathways Initiative Agency Director's Meeting – Camden	Kyla, Karon
5/12-14	Electronic Campus State Coordinator Meeting, Tampa, FL	Jeanne
5/14	Pulaski Technical College – University of Arkansas at Little Rock Study Meeting	Karen, Cynthia
5/14	Perkins Technical Assistance Workday	Monieca, Gloria
5/15	Teacher Special Education Group Meeting	Karen, Cynthia
5/15	Career Pathways Initiative Agency Director's Meeting	Kyla, Karon
5/16	Programs of Study/Carl Perkins site visit-UALR	Suzanne
5/16	Technical Assistance NCLB Advanced Initiative for Math and Science - UALR	Suzanne
5/16	Arkansas Science and Technology Meeting	Cynthia
5/17	Spit Tobacco Prevention Night - Dickey Stephens Park	Lillian
5/17-21	National Association of Workforce Development Conference, Virginia Beach	Kyla
5/19	Technical Assistance NCLB - Centers for Math and Science-University of Central Arkansas	Suzanne
5/22	NCLB Technical Assistance Meeting for New Grants	Suzanne
5/22	NCLB Project Directors Grant Meeting	Suzanne

5/23	Perkins Technical Assistance Workday	Monieca, Gloria
5/23	Career Pathways Initiative Campus Visit to University of Arkansas Community College-Morrilton	Kyla
5/24	Youth Opportunities Unlimited Orientation – Forrest City	Lillian
5/24	Youth Opportunities Unlimited Orientation – Little Rock	Lillian
5/27	Programs of Study/Carl Perkins site visit-Arkansas Northeastern College	Suzanne
5/27	Career Pathways Initiative - Pulaski Tech Community Outreach meeting	Kyla
5/28	Technical Assistance NCLB - Arkansas State University	Suzanne
5/28	Arkansas State University-Newport - Technical Center Meeting at Marked Tree	Karen, Cynthia
5/29	Programs of Study/Carl Perkins site visit-Pulaski Technical College	Suzanne
5/29	Perkins Technical Assistance Workday	Monieca, Gloria
5/29	Education Deans Meeting – Educational Renewal Zones	Karen
5/30	Meeting with Arkansas State Board of Private Career Education	Zanette
5/30	Mapping Arkansas Communities: GIS Workshop	Jeanne
6/1-3	Southern Growth Policies Board Conference	Lillian, Karen
6/2	Programs of Study/Carl Perkins Site Visit-Arkansas State University-Beebe, Searcy, Newport, University of Arkansas Community College-Batesville	Suzanne
6/2	Western Interstate Commission for Higher Education Meeting	Karen, Cynthia
6/2-3	ACT High School College Success Report Meeting	Karen
6/5	NCLB Project site visit-University of Central Arkansas at Fayetteville	Suzanne
6/10	NCLB Project site visit-Arkansas Tech University-Russellville-2 projects	Suzanne
6/10	Existing Program Review Meeting	Karen, Cynthia, Lillian
6/11	Pulaski County Special School District-K-12 Principals meeting-“Leadership in Mathematics”	Suzanne
6/11	Academic Affairs Staff Retreat	All AA Staff
6/11	Youth Opportunities Unlimited Monitoring (University of Arkansas at Monticello)	Lillian

6/12	Program Proposal Review Meeting	Cynthia, Karen, Alana, Jeanne, Lillian, Suzanne
6/12	Pygmalion Commission Meeting	Lillian
6/13	Associate of Arts in Teaching Committee Meeting	Cynthia, Karen
6/13	NCLB Project site visit-Arkansas State University project at East Arkansas Community College-Forrest City	Suzanne
6/13	Tobacco Settlement Commission Conference Call	Karen
6/14	Data Quality Institute and Career Clusters Conference – Atlanta, GA	Monieca
6/16	Excel Workshop	Zanette
6/16	Museum of Discovery Advisory Committee meeting with ASTA Director	Suzanne
6/16	Conference call meeting-Pulaski Tech-Carl Perkins Technical Assistance	Suzanne
6/16	Meeting with Arkansas Economic Development Commission	Karen, Cynthia
6/17	NCLB Project site visit-Henderson State University - University of Arkansas at Pine Bluff	Suzanne
6/17	Arkansas State Board of Private Career Education Board Meeting	Zanette
6/17	Chief Academic Officers Meeting	Karen, Cynthia, Jeanne, Alana, Lillian, Monieca, Gloria, Zanette
6/17	New Chief Academic Officers Orientation Meeting	Cynthia, Monieca, Gloria, Jeanne, Alana, Zanette,
6/17	Chief Students Affairs Officers Meeting	Cynthia, Karen, Alana
6/18	Tobacco Settlement Teleconference Call for Grant Recommendations	Cynthia for Karen
6/18	NCLB Project site visit-University of Arkansas at Pine Bluff	Suzanne
6/18-20	Development of web-based Perkins grant management & accountability system, Moscow, Idaho	Karen, Monieca
6/19-20	Career Pathways Counselor Training	Lisa, Karon
6/20	Role and Scope Meeting	Cynthia
6/24	Business Grammar Workshop	Zanette
6/24	Meeting with Department of Workforce Education	Kyla, Karon
6/24	Meeting with Lydia McDonald regarding academic/CTE program reviews	Monieca, Karen

6/25	Western Interstate Commission for Higher Education Meeting	Karen, Cynthia, Jeanne, Alana, Connie
6/26	Bridges Out of Poverty presentation, East Arkansas Community College	Monieca, Karon
6/26-27	Site visits for Webster University, Fayetteville and Fort Smith Campuses	Zanette
6/27	Executive Staff Review of Proposed AHECB Agendas	Karen
6/30	NCLB Project site visit-Arkansas State University-Jonesboro	Suzanne
6/30	Meeting - Bruce Haas (Geneticist from University of Arkansas Medical Sciences) Re: Academic Common Market	Lillian
7/1	Workforce Training Meeting	Karon
7/1	Youth Opportunities Unlimited Meeting	Lillian
7/8	Executive Council Meeting	Karen, Cynthia
7/8	Presidents Council Meeting	Karen
7/8	Workforce Investment Board Meeting	Karon
7/8	Institutional Certification Advisory Committee Meeting	Zanette
7/9	Microsoft Access Level 1 class	Kyla
7/10	Arkansas DHE/Workforce Investment Board Collaborative Meeting.	Karon
7/10	Perkins Next Step Working Group conference call	Monieca
7/11-15	National Council of Supervisors of Mathematics-Board of Directors meeting	Suzanne
7/14	Tobacco Settlement Commission RAND Report Review Meeting	Karen
7/15	Existing Program Review Committee Meeting	Cynthia, Karen, Lillian
7/16	Meeting with Arkansas Economic Development Commission	Karen, Cynthia
7/16	Arkansas Tobacco Settlement Commission Community Grant Awards Meeting	Karen
7/17	Perkins OVAE conference call	Monieca
7/17	Arkansas Course Transfer System (ACTS) Meeting	Karen, Cynthia, Alana, Jeanne, Lillian
7/17	ACTS - Marketing Faculty Committee Meeting	Karen, Alana
7/17	College Goal Sunday Meeting at Arkansas Department of Higher Education	Lillian
7/18	NCLB Project Site Visit-University of Arkansas at Little Rock	Suzanne
7/19	Bridges Out of Poverty overview/Pulaski Tech	Monieca

7/20-22	Arkansas Association of Alternative Educators Conference – Hot Springs	Lillian
7/22	Task Force for the 21 st Century Economy Meeting	Karen
7/23	Arkansas Tobacco Settlement Commission Meeting	Karen
7/23	Youth Opportunities Unlimited Graduation	Lillian

Financial Aid

Staff members: Tara Smith, Elyse Price, Collin Callaway, Julie Phillips, Phil Axelroth, June Morgan, Margaret Baltz, Lucretia Norris-Coulter, and Aameedah Munir

4/28-4/30	Attended State Scholars Initiative Conference in Boston, MA	Tara
5/7	ABEA Board Meeting	Tara
5/12	Judged ASLA's Scholarship Essay Contest	Tara
5/15	Presented scholarship awards at Conway High School	Tara
5/20-5/22	Attended Arkansas Association of Student Financial Aid Administrators (AASFAA) conference in Hot Springs	Tara, Elyse, Julie, June, Phil
5/25-5/28	Attended National Association of State Student Grant and Aid Programs (NASSGAP) Conference in Washington, D.C.	Tara, Phil
5/28	Spirit 110 Meeting	Elyse
6/4	Meeting with Senator Tracy Steele	Tara
6/6	Financial Aid presentation to Boys State students	Tara
6/8-6/11	Booth at Arkansas School Counselor Association (ARSCA) Conference	Tara, June, Collin, Phil, Julie, Margaret
6/10	Financial Aid presentation at Arkansas School Counselor Association (ARSCA) Conference	Tara, Elyse
6/11	ABEA Board Meeting	Tara
6/25	WICHE Grant Meeting	Tara, Collin, Julie, Phil
6/26	Attended Prism Awards at Governor's Mansion	Tara, Julie
7/2	ABEA Board Meeting	Tara
7/16	STAR Commission Meeting	Tara, Collin
7/16	College Goal Sunday PR Meeting	June, Phil
7/17	Career Guidance Conference	Tara
7/17	College Goal Sunday Site Committee Meeting	Collin

Institutional Finance

Staff members: Dr. Stan Williams, John Davidson, Ashley Pettingill, Charlette Moore, Charlene Williams

4/28	IF Staff meeting – Capital Recommendations Requests	Stan, Ashley, Charlette, John
4/30	IF Staff meeting – Personnel Requests	Stan, Ashley, Charlette, John
5/1	IF Staff meeting – Personnel Requests	Stan, Ashley, Charlette, John
5/2	IF Staff meeting – Personnel Requests	Stan, Ashley, Charlette, John
5/5	IF Staff meeting – Personnel Requests	Stan, Ashley, Charlette, John
5/6	Personnel Committee	Charlette
5/8	Staff Development – Preparation of Operating Recommendations	Stan, Ashley, Charlette, John
5/12	Personnel Committee	Charlette
5/13	Staff Development – Preparation of Operating Recommendations	Stan, Ashley, Charlette, John
5/14	IF Staff meeting – Personnel Requests	Stan, Ashley, Charlette, John
5/15	Higher Education Subcommittee	Stan
5/15	CFO Meeting Presentation Preparation	Stan, Ashley, Charlette, John
5/16	Arkansas Legislative Council	John, Ashley
5/16	CFO Meeting Presentation Preparation	Stan, Ashley, Charlette, John
5/19	CFO Meeting Presentation Preparation	Stan, Ashley, Charlette, John
5/21	Meeting with Chief Fiscal Officers at Philanders Smith College	Stan, Ashley, Charlette, John, Charlene
5/22	IF Staff meeting – UAMS Personnel Requests	Stan, Ashley, Charlette, John
5/27	Distribute Preliminary Recommendations for Capital and Personnel	Stan, Ashley, Charlette, John
5/28	IF Staff meeting – Develop Preliminary Operating Recommendations	Stan, Ashley, Charlette, John
5/29	IF Staff meeting – Complete Preliminary Operating Recommendations	Stan, Ashley, Charlette, John
6/3	IF Staff meeting – Operating Table Review	Stan, Ashley, Charlette, John
6/4	Distribute Preliminary Operating Recommendations	Stan, Ashley, Charlette, John
6/5	ALC-PEER Committee	Stan, John

6/9	Institution Budget Hearings	Stan, Ashley, Charlette, John
6/10	Institution Budget Hearings	Stan, Ashley, Charlette, John
6/11	Institution Budget Hearings	Stan, Ashley, Charlette, John
6/12	Institution Budget Hearings	Stan, Ashley, Charlette, John
6/13	Institution Budget Hearings	Stan, Ashley, Charlette, John
6/17	Advanced Communications & Technology Committee (Nanotechnology & AERON)	Ashley
6/18	Finalize biennial recommendations	Stan, Ashley, Charlette, John
6/19	Personnel Subcommittee	Charlette
6/19	Higher Education Subcommittee	Charlette, Ashley
6/20	AHECB PowerPoint Presentation Development	Stan, Ashley, Charlette, John
6/23	Non-Formula requests for Dr. Purcell	Stan
6/24	PowerPoint Preparation	Stan
6/25	PowerPoint Preparation	Stan
7/2	UA System meeting to discuss ARE-ON budget	Stan, Ashley, Charlette, John
7/3	Revision of Non-Formula Operating Recommendations	Stan
7/17	Microsoft Access Training	Charlette, Ashley

Planning and Accountability
Staff Members: Christina Miller and Sharon Tucker

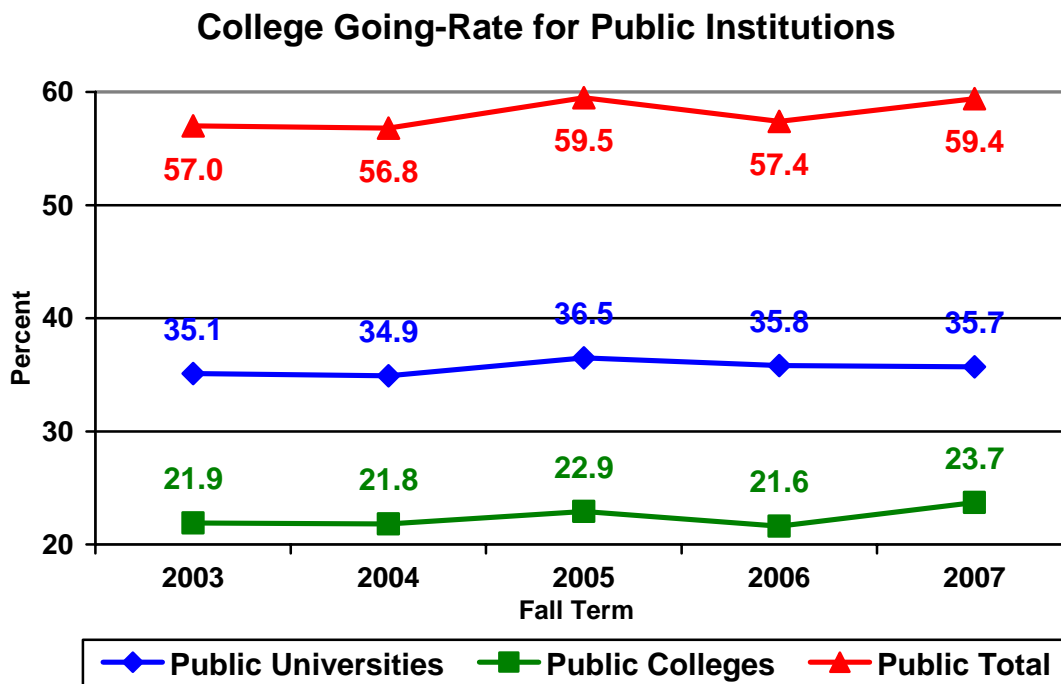
5/7	Conference Call with WICHE Staff Members	Christina
5/8	Achieving the Dream Monthly Conference Call	Christina
5/8	Legislative Joint Auditing - State Agencies Committee Meeting	Christina
6/5	Legislative ALC - PEER Committee Meeting	Christina
6/6	Meeting on AHEIS Manual Wording	Christina
6/17	CAO and CSAO Meetings	Christina – Speaker
6/19	Meetings with Steve Lease (AATYC) re: AHEIS Manual and Workforce Training Files	Sharon
6/24	Meeting with WICHE Staff Members	Christina
6/24	Meeting with Dr. Philip Less of ADWE re: Data Files	Sharon
6/25	WICHE Meeting in Little Rock	Christina, Sharon
6/26	AIRO Summer Meeting in Hot Springs – Presentation of AHEIS 2008/09 Manual	Christina – Speaker, Sharon

6/27	Review of AHECB Agenda Items	Christina
7/7	Meeting with Dr. Purcell and Representative Betty Pickett	Christina
7/8	Presidents Council Meeting	Christina
7/21	Presentation of AHECB Agenda Items to Staff	Christina
7/29-31	Achieving the Dream State Policy Team Meeting in Florida	Christina

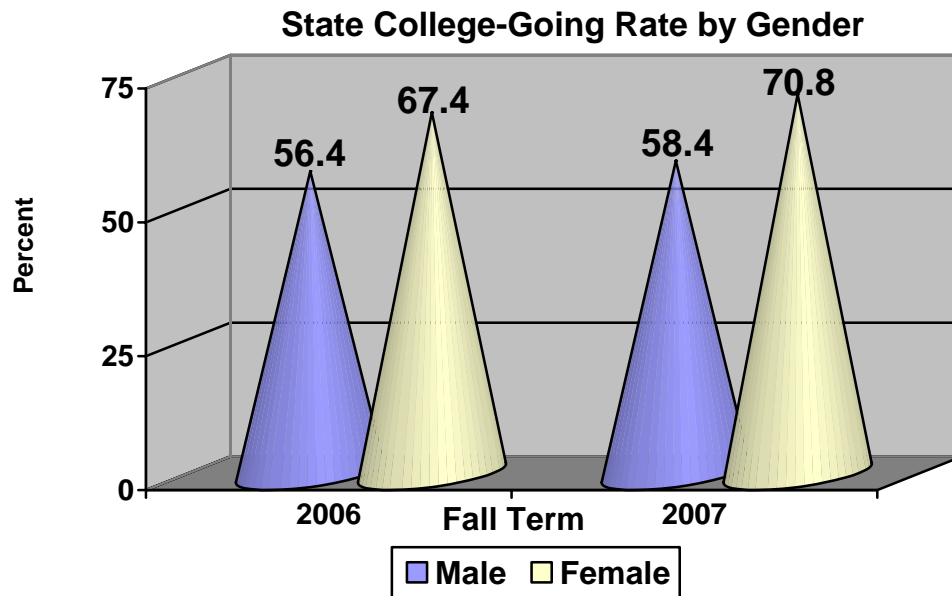
REPORT ON 2007 COLLEGE-GOING RATE

The college-going rate measures the proportion of students enrolling in postsecondary education in the fall semester after finishing high school, in most cases, immediately after high school. Current data are based on the fall 2007 student cohort enrolled first-time, full-time, and on-campus that attend an Arkansas public or independent institution after completing high school or a GED. Since most students enrolling in postsecondary education do so immediately after completing high school, the college-going rate is an indicator of the total proportion that will enroll in postsecondary education. The percentage, therefore, reflects the accessibility of higher education as well as students' assessment of the value of attending college when compared to working, entering the military, traveling, or following other pursuits.

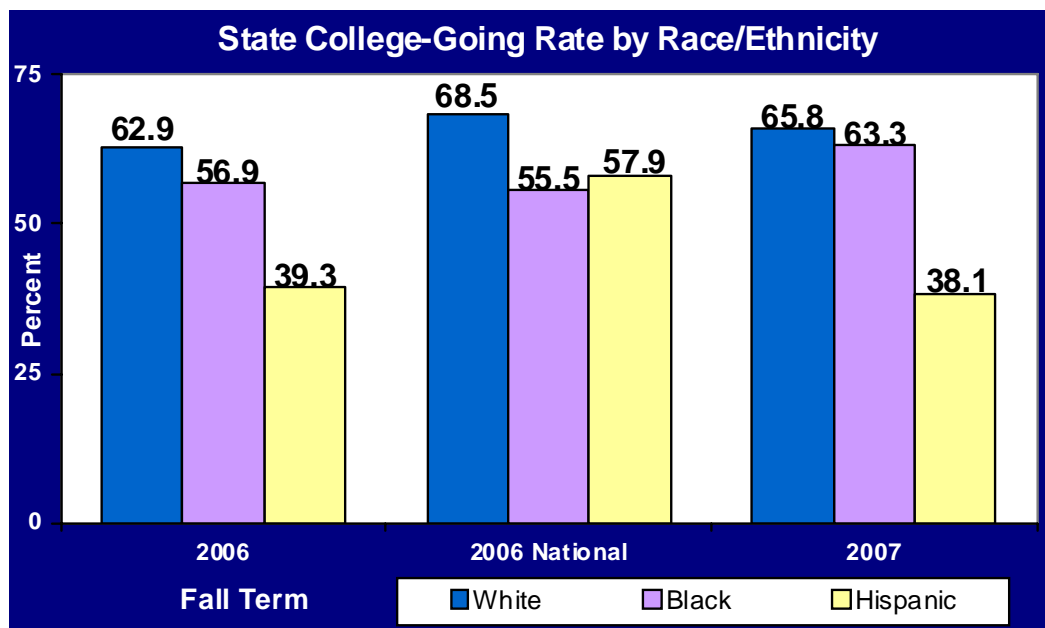
The college-going rate for all Arkansas **public and independent** institutions in fall 2007 is **64.7%**, an increase of 2.7 percentage points from the previous fall term (Table 5-A). The proportion of this cohort entering **public universities** decreased 0.1 percentage points to 35.7%, while the **public colleges** experienced an increase of 2.1 percentage points to 23.7%. The proportion of the cohort entering independent institutions increased by 0.6 percentage points to 5.3%. The college-going rate for all **public** institutions in fall 2007 increased by 2.0 percentage points to **59.4%**.



The **public and independent** college-going rate in Arkansas for females is 70.8% (an increase of 3.4 percentage points) compared to 58.4% for males (an increase of 2.0 percentage points). The college-going rate nationallyⁱ in 2006 for females is 66.1% (a decrease of 4.3 percentage points) and for males is 65.8% (a decrease of 0.7 percentage points).



The **public and independent** college-going rate in 2007 for Arkansas white students is 65.8% (an increase of 2.6 percentage points), for blacks is 63.3% (an increase of 6.4 percentage points), and for Hispanics is 38.1% (a decrease of 1.2 percentage points). The college-going rate nationallyⁱⁱ in 2006 for white students is 68.5%, for black students is 55.5%, and for Hispanics is 57.9%.



The 2007 cohort base of 17,608 first-time, full-time, on-campus enrollments from Arkansas is 5.8% more than the previous year, while the number of high school graduates slightly increased by 1.4% from one year earlier (Table 5-A). Recent K-12 enrollment projections by NCES indicate an expected increase of 5.3% in the number of high school graduates in Arkansas for the period 2003-04 through 2016-17ⁱⁱⁱ. Projected trends in the number of public high school graduates could be impacted by changes in policies affecting graduation requirements.

The national college-going rate of 66.0% for fall 2006, the most recent year for which national data are available, decreased by 2.6 percentage points from the previous year^{iv} (Table 5-B). Much of the difference between the national rate and the 2006 Arkansas rate of 62.0% is attributed to the out-migration of students; that is, Arkansas freshmen entering higher education in states other than Arkansas. According to out-migration statistics from NCES^v, we know that historically 10-12% of Arkansas freshmen initially enroll in out-of-state institutions. (Note that Arkansas is a net in-migrator of entering freshman students.) When the Arkansas college-going rate is adjusted for out-migration, the result is an increase of 6-7%, making the estimated Arkansas college-going rate essentially the same as, or higher than, the national college-going rate.

ADHE Executive Staff recommend that the AHECB accept this report. Arkansas's college-going rates have remained consistent with national rates, and Arkansas is a net in-migrating state with a projected increase of high school graduates. However, these indicators only focus on traditional-aged students at the beginning of the pipeline – enrollment. To achieve higher degree production, retention in addition to college-going rates must be considered for traditional as well as nontraditional students.

ⁱ National Center for Education Statistics, *Digest of Education Statistics, 2007*; Table 19

ⁱⁱ National Center for Education Statistics, *Digest of Education Statistics, 2007*; Table 192

ⁱⁱⁱ National Center for Education Statistics, *Projections of Education Statistics to 2016*; Table 26

^{iv} National Center for Education Statistics, *Digest of Education Statistics, 2007*; Table 19

^v National Center for Education Statistics, *Digest of Education Statistics, 2007*; Table 213

**Table 5-A. COLLEGE GOING RATE FOR FIRST-TIME, FULL-TIME, ON-CAMPUS STUDENTS
GRADUATING FROM ARKANSAS HIGH SCHOOLS AND
ATTENDING ARKANSAS INSTITUTIONS, 2003 - 2007**

INSTITUTION	FIRST-TIME STUDENTS FOR FALL TERM --									
	2 0 0 3		2 0 0 4		2005		2006		2007	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Public Four-Year										
ASUJ ¹	1,190	4.3%	1,039	3.8%	1,208	4.5%	1,345	5.0%	1,328	4.9%
ATU ²	1,280	4.6%	1,233	4.5%	1,228	4.6%	1,219	4.5%	1,469	5.4%
HSU	428	1.6%	473	1.7%	461	1.7%	473	1.8%	615	2.3%
SAUM	389	1.4%	451	1.7%	407	1.5%	406	1.5%	338	1.2%
UAF	1,795	6.5%	1,840	6.8%	1,851	7.0%	1,851	6.9%	1,903	7.0%
UAFS ³	662	2.4%	711	2.6%	670	2.5%	684	2.6%	746	2.7%
UALR	634	2.3%	688	2.5%	665	2.5%	548	2.0%	736	2.7%
UAM ⁴	618	2.2%	541	2.0%	547	2.1%	556	2.1%	514	1.9%
UAMS ⁵		0.0%		0.0%		0.0%		0.0%	-	0.0%
UAPB	413	1.5%	428	1.6%	422	1.6%	344	1.3%	440	1.6%
UCA	2,265	8.2%	2,088	7.7%	2,269	8.5%	2,171	8.1%	1,624	6.0%
Four-Year Subtotal	9,674	35.1%	9,492	34.9%	9,728	36.5%	9,597	35.8%	9,713	35.7%
Public Two-Year										
ANC ⁶	267	1.0%	257	0.9%	270	1.0%	212	0.8%	233	0.9%
ASUB ⁷	534	1.9%	525	1.9%	567	2.1%	574	2.1%	595	2.2%
ASUMH	226	0.8%	233	0.9%	204	0.8%	166	0.6%	188	0.7%
ASUN	84	0.3%	106	0.4%	120	0.5%	129	0.5%	123	0.5%
BRTC	338	1.2%	340	1.3%	311	1.2%	380	1.4%	463	1.7%
CCCUA	95	0.3%	84	0.3%	107	0.4%	122	0.5%	152	0.6%
EACC	248	0.9%	256	0.9%	227	0.9%	235	0.9%	215	0.8%
MSCC	61	0.2%	131	0.5%	127	0.5%	139	0.5%	140	0.5%
NAC	423	1.5%	366	1.3%	370	1.4%	331	1.2%	365	1.3%
NPCC ⁸	329	1.2%	330	1.2%	282	1.1%	254	0.9%	306	1.1%
NWACC	485	1.8%	522	1.9%	535	2.0%	551	2.1%	642	2.4%
OUTC	217	0.8%	185	0.7%	186	0.7%	156	0.6%	165	0.6%
OZC	154	0.6%	153	0.6%	186	0.7%	164	0.6%	212	0.8%
PCC/UA	222	0.8%	201	0.7%	205	0.8%	146	0.5%	142	0.5%
PTC	708	2.6%	780	2.9%	994	3.7%	830	3.1%	895	3.3%
RMCC	125	0.5%	153	0.6%	104	0.4%	110	0.4%	98	0.4%
SACC	203	0.7%	166	0.6%	104	0.4%	97	0.4%	131	0.5%
SAUT	115	0.4%	73	0.3%	104	0.4%	116	0.4%	161	0.6%
SEAC	312	1.1%	287	1.1%	230	0.9%	271	1.0%	222	0.8%
UACCB	123	0.4%	190	0.7%	226	0.8%	202	0.8%	229	0.8%
UACCH	296	1.1%	281	1.0%	220	0.8%	188	0.7%	282	1.0%
UACCM	465	1.7%	315	1.2%	424	1.6%	417	1.6%	483	1.8%
Two-Year Subtotal	6,030	21.9%	5,934	21.8%	6,103	22.9%	5,790	21.6%	6,442	23.7%
Public Total	15,704	57.0%	15,426	56.8%	15,831	59.5%	15,387	57.4%	16,155	59.4%
Independent										
ABC	[not reported]		74	0.3%	74	0.3%	102	0.4%	270	1.0%
CBC	90	0.3%	70	0.3%	90	0.3%	75	0.3%	100	0.4%
CRC	46	0.2%	40	0.1%	40	0.2%	39	0.1%	42	0.2%
HC	126	0.5%	170	0.6%	149	0.6%	202	0.8%	180	0.7%
HU	220	0.8%	220	0.8%	216	0.8%	214	0.8%	226	0.8%
JBU	62	0.2%	63	0.2%	61	0.2%	74	0.3%	86	0.3%
LC	94	0.3%	116	0.4%	87	0.3%	96	0.4%	98	0.4%
OBU	167	0.6%	183	0.7%	181	0.7%	193	0.7%	187	0.7%
PSC	[not reported]		[not reported]		75	0.3%	55	0.2%	61	0.2%
SC	[not reported]		[not reported]		[not reported]		[not reported]		[not reported]	
UO	128	0.5%	75	0.3%	98	0.4%	91	0.3%	93	0.3%
WBC	104	0.4%	123	0.5%	114	0.4%	112	0.4%	110	0.4%
Independent Subtotal	1,037	3.8%	1,134	4.2%	1,185	4.5%	1,253	4.7%	1,453	5.3%
Total Entering Cohort	16,741		16,560		17,016		16,640		17,608	
Arkansas High School Graduates	27,555		27,181		26,621		26,822		27,206	
COLLEGE GOING RATE	60.8%		60.9%		63.9%		62.0%		64.7%	

Notes:

1) Entering Cohorts = first-time, full-time, on-campus, in-state students at Arkansas public and independent institutions

2) College Going Rate = the entering cohort as a proportion of the total number of students graduating from a public high school in the previous spring

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

4) ATU merged with Arkansas Valley Technical

5) UAMS does not have first-time entering students

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

7) ASUB merged with Foothills Technical institution effective July 1, 2003

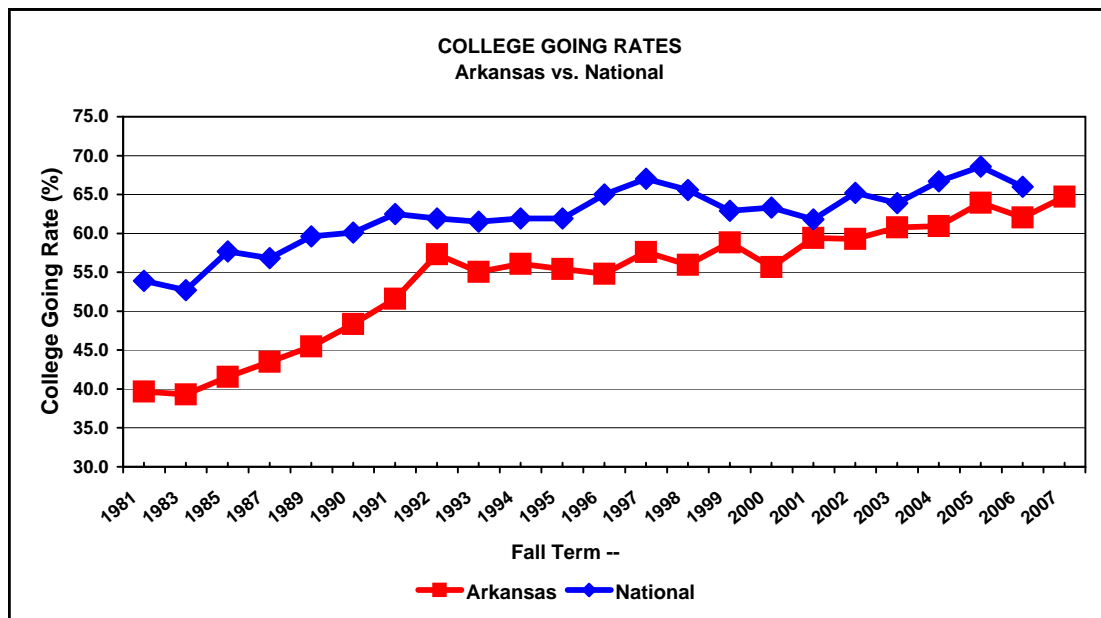
8) NPCC (previously GCCC) merged with Quapaw Technical institution effective July 1, 2003

Source: ADHE SIS; S\IP & A\IR_P2\Enrollment Book\EnrollBk-2007\08-Cgrinst.xls

**Table 5-B. ARKANSAS COLLEGE GOING RATE HISTORY
1980 - 2007**

FALL TERM --	# of FIRST-TIME ENTERING, FULL-TIME STUDENTS	# of PUBLIC HIGH SCHOOL SPRING GRADUATES	ARKANSAS COLLEGE GOING RATE	NATIONAL COLLEGE GOING RATE
1980	12,481	29,052	43.0%	49.3%
1981	11,663	29,414	39.7%	53.9%
1982	11,350	29,710	38.2%	50.6%
1983	11,169	28,410	39.3%	52.7%
1984	10,658	27,075	39.4%	55.2%
1985	11,025	26,517	41.6%	57.7%
1986	11,378	26,527	42.9%	53.8%
1987	11,842	27,224	43.5%	56.8%
1988	12,316	27,776	44.3%	58.9%
1989	12,699	27,920	45.5%	59.6%
1990	12,798	26,475	48.3%	60.1%
1991	13,232	25,640	51.6%	62.5%
1992	14,808	25,845	57.3%	61.9%
1993	14,120	25,655	55.0%	61.5%
1994	14,011	24,990	56.1%	61.9%
1995	13,653	24,636	55.4%	61.9%
1996	13,779	25,152	54.8%	65.0%
1997	14,468	25,123	57.6%	67.0%
1998	15,190	27,147	56.0%	65.6%
1999	15,820	26,896	58.8%	62.9%
2000	15,222	27,335	55.7%	63.3%
2001	16,104	27,100	59.4%	61.8%
2002	16,049	27,066	59.3%	65.2%
2003	16,741	27,555	60.8%	63.9%
2004	16,560	27,181	60.9%	66.7%
2005	17,016	26,621	63.9%	68.6%
2006	16,640	26,822	62.0%	66.0%
2007	17,608	27,206	64.7%	

n/a = not available



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

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

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

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

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

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

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

**RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2009-11 BIENNIUM**

Background

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

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

At its April 25, 2008 meeting, the Arkansas Higher Education Coordinating Board approved the funding models for the two-year colleges, universities, and the technical centers (former technical institutes merged with universities). These models had been developed in conjunction with presidents and chancellors after meetings and revisions. The funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the SREB region.

The staff reviewed the justification requests submitted by the non-formula group and prepared preliminary funding recommendations based upon those requests. After making preliminary recommendations, the staff conducted budget meetings with all non-formula entities which had concerns with the recommendations. After the conclusion of all budget meetings, final recommendations were made in light of the appeals heard during the budget meetings.

The difference between the funding model determined needs of the entities

compared to the Fiscal 2009 appropriations was \$188.6 million, a 23.8% percent increase. The funding gap (the difference between the formula determined need and the current fiscal year appropriation) is part of a phenomenon that occurs when there is an extended economic downturn which is invariably accompanied by enrollment increases, declining state support and tuition increases to cover the loss of state support. It should be emphasized that the funding needs of the institutions are the funds needed to bring Arkansas higher education to the **average** funding level of the SREB region. The funding gap took a number of years to reach its current level and may never be recovered.

Operating Funding Recommendations for the 2009-2011 Biennium

The operating recommendations include: restoration of the funding appropriations lost for 2008-09 when the revenue forecast was reduced; a five (5) percent increase in General Revenue funding for 2009-10, a three (3) percent increase in General Revenue funding for 2010-11, and additional non-formula funding for economic development purposes. Restoration of the 2008-09 original appropriation requires \$34.8 million. The five (5) percent increase in general revenue funding amounts to \$36.9 million. An additional \$5.6 million in non-formula funding is to fund ADTEC (Arkansas Delta Training and Education Consortium), ADWIRED (Arkansas Delta Workforce Innovations for Regional Development) and the Crossroads Coalition; UALR's Nanotechnology Center, salary equity for Arkansas Archeological Survey (AAS), a partial restoration of services provided by the Criminal Justice Institute (CJI), the Arkansas Research and Education Optical Network (ARE-ON), and sufficient additional funding for other non-formula entities to ensure continuing level funding.

The recommendation summaries in (Table 1A) represent a 10.1% increase for colleges, an 8.9% increase for universities, an 11.2% increase for nonformula entities and a 7.7% increase for the technical centers for 2009-10. The operating recommendations for 2010-11 represent a 3.1% increase for colleges, 2.8% increase for universities, a 2.7% increase for the non-formula entities, and a 2.8% increase for technical centers. The non-formula recommendations include: \$3.2 million in 2009-10 and \$3.5 in 2010-11 for ADTEC (Arkansas Delta Training and Education Consortium), ADWIRED (Arkansas Delta Workforce Innovations for Regional Development) and the Crossroads Coalition. The non-formula recommendations also include \$0.73 million in 2009-10 and \$0.78 in 2010-11 for the Arkansas Education and Research Optical Network (ARE-ON), \$100,000 for salary equity for the Arkansas Archeological Survey, \$50,000 for the Criminal Justice Institute, and \$1.2 million for the UALR Nanotechnology Center. These funds are in addition to the 5% and 3% increases in General Revenue Funding requested for the 2009-11 biennium.

The principles for determining operating needs address continued levels of base funding for institutions, equity, small college adjustment, and economies of scale. Specific aspects of the operating recommendations for all institutions follow:

1. The first funds were dedicated to restoring the FY 2009 appropriation levels of all institutions.
2. The second priority was to provide funds for the general revenue portion of a three (3) percent educational and general cost-of-living salary increase.
3. The remaining portion of the general revenue increases were distributed on the bases of the remaining funding formula determined need for new funding.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2009-11 biennium as included in Tables 1A, 1B, 1C, 1D and 1E.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2009-11 operating recommendations of the Arkansas Higher Education Coordinating Board.

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

Table A. Summary of Operating Needs & Recommendations for the 2009-11 Biennium
(Based on changes to the University formula adopted by AHECB)


	Fiscal Year 2008-09 Base				2009-10				2010-11			
					Funding Model Determined Need	PRELIMINARY AHECB Recommendations			Funding Model Determined Need	PRELIMINARY AHECB Recommendations		
	RSA	EETF	WF2000	Total Fiscal Year Base		Total Appropriation	New Funds	Percent Increase		Total Appropriation	New Funds	Percent Increase
Colleges	\$133,575,751	\$7,000,643	\$19,536,943	\$160,113,337	\$204,416,873	\$176,244,980	\$16,131,644	10.1%	\$209,613,526	\$181,684,668	\$5,439,688	3.1%
Universities	\$385,348,597	\$35,777,687	\$0	\$421,126,284	\$518,026,384	\$458,501,199	\$37,374,915	8.9%	\$533,092,413	\$471,542,448	\$13,041,249	2.8%
Non-Formula Entities	\$177,297,191	\$22,034,299	\$0	\$199,331,490	\$244,687,010	\$221,693,849	\$22,362,359	11.2%	\$252,564,595	\$227,760,367	\$6,066,518	2.7%
Technical Centers	\$7,489,232	\$0	\$2,574,130	\$10,063,362	\$12,089,835	\$10,839,333	\$775,971	7.7%	\$12,337,118	\$11,137,545	\$298,212	2.8%
Total	\$703,710,771	\$64,812,629	\$22,111,073	\$790,634,473	\$979,220,103	\$867,279,361	\$76,644,888	9.7%	\$1,007,607,652	\$892,125,029	\$24,845,668	2.9%

TABLE B. Colleges Operating Needs & Recommendations for the 2009-11 Biennium



Inst	2008-09			2009-10								2010-11					
	General Revenue Base (RSA, EETF & WF2000)	Calendar Year 2007 FTE	FY 2008-09 Dollars Per CY2007 FTE Student	PRELIMINARY AHECB Recommendations								PRELIMINARY AHECB Recommendations					
				Total Need	% of Need Met	\$ to restore	Total New Funds	Total Appropriation	% of Need Met	% Increase	Funds per FTE	Total Need	Total New Funds	Total Appropriation	% of Need Met	% Increase	Funds per FTE
ANC	\$9,907,876	1,183	\$8,378	\$10,252,336	96.6%	\$129,132	\$344,460	\$10,252,336	100.0%	3.5%	\$8,670	\$10,474,124	\$221,788	\$10,474,124	100.0%	2.2%	\$8,857
ASUB	\$14,083,118	3,153	\$4,467	\$18,151,797	77.6%	\$295,668	\$1,127,861	\$15,210,978	83.8%	8.0%	\$4,825	\$18,619,937	\$512,252	\$15,723,230	84.4%	3.4%	\$4,987
ASUMH	\$4,199,302	805	\$5,216	\$5,961,386	70.4%	\$199,112	\$516,277	\$4,715,579	79.1%	12.3%	\$5,857	\$6,098,190	\$178,979	\$4,894,558	80.3%	3.8%	\$6,080
ASUN	\$4,072,296	902	\$4,516	\$5,990,685	68.0%	\$408,226	\$713,566	\$4,785,862	79.9%	17.5%	\$5,307	\$6,135,397	\$172,536	\$4,958,398	80.8%	3.6%	\$5,499
BRTC	\$7,881,233	1,554	\$5,072	\$9,479,575	83.1%	\$258,911	\$588,471	\$8,469,704	89.3%	7.5%	\$5,450	\$9,726,763	\$223,627	\$8,693,331	89.4%	2.6%	\$5,594
CCCUA	\$4,425,906	864	\$5,121	\$6,156,111	71.9%	\$208,599	\$517,178	\$4,943,084	80.3%	11.7%	\$5,720	\$6,304,770	\$175,017	\$5,118,101	81.2%	3.5%	\$5,922
EACC	\$6,503,663	1,111	\$5,856	\$7,028,816	92.5%	\$115,773	\$297,220	\$6,800,882	96.8%	4.6%	\$6,124	\$7,204,832	\$161,380	\$6,962,262	96.6%	2.4%	\$6,269
MSCC	\$5,631,408	915	\$6,154	\$6,713,277	83.9%	\$199,867	\$423,132	\$6,054,540	90.2%	7.5%	\$6,617	\$6,869,072	\$153,526	\$6,208,065	90.4%	2.5%	\$6,784
NAC	\$8,851,883	1,523	\$5,812	\$9,817,482	90.2%	\$199,643	\$488,040	\$9,339,923	95.1%	5.5%	\$6,133	\$10,063,270	\$241,794	\$9,581,718	95.2%	2.6%	\$6,291
NPCC	\$10,550,571	1,917	\$5,505	\$11,903,259	88.6%	\$184,260	\$553,510	\$11,104,081	93.3%	5.2%	\$5,793	\$12,197,592	\$287,848	\$11,391,929	93.4%	2.6%	\$5,944
NWACC	\$10,339,901	3,800	\$2,721	\$17,039,391	60.7%	\$1,000,468	\$2,059,232	\$12,399,133	72.8%	19.9%	\$3,263	\$17,488,182	\$544,537	\$12,943,670	74.0%	4.4%	\$3,406
OTC	\$4,439,316	872	\$5,094	\$5,919,130	75.0%	\$201,060	\$465,648	\$4,904,964	82.9%	10.5%	\$5,628	\$6,064,698	\$154,039	\$5,059,002	83.4%	3.1%	\$5,805
OZC	\$4,002,010	768	\$5,210	\$5,005,329	80.0%	\$177,879	\$368,611	\$4,370,621	87.3%	9.2%	\$5,689	\$5,134,104	\$123,046	\$4,493,666	87.5%	2.8%	\$5,850
PCCUA	\$10,162,387	1,325	\$7,672	\$10,673,772	95.2%	\$277,106	\$511,385	\$10,673,772	100.0%	5.0%	\$8,058	\$10,915,079	\$241,307	\$10,915,079	100.0%	2.3%	\$8,240
PTC	\$15,232,599	6,132	\$2,484	\$23,868,363	63.8%	\$2,400,099	\$3,628,900	\$18,861,499	79.0%	23.8%	\$3,076	\$24,605,560	\$686,934	\$19,548,433	79.4%	3.6%	\$3,188
RMCC	\$3,349,889	530	\$6,317	\$3,923,171	85.4%	\$133,132	\$263,380	\$3,613,269	92.1%	7.9%	\$6,813	\$4,012,680	\$97,577	\$3,710,846	92.5%	2.7%	\$6,997
SACC	\$6,859,209	1,032	\$6,649	\$7,799,679	87.9%	\$159,403	\$407,291	\$7,266,500	93.2%	5.9%	\$7,044	\$7,987,265	\$192,969	\$7,459,470	93.4%	2.7%	\$7,231
SAUT	\$5,724,721	1,266	\$4,521	\$8,416,287	68.0%	\$242,239	\$703,811	\$6,428,531	76.4%	12.3%	\$5,077	\$8,631,626	\$242,472	\$6,671,003	77.3%	3.8%	\$5,268
SEAC	\$7,279,838	1,578	\$4,614	\$9,109,836	79.9%	\$235,983	\$604,604	\$7,884,442	86.5%	8.3%	\$4,997	\$9,357,928	\$237,897	\$8,122,339	86.8%	3.0%	\$5,148
UACCB	\$4,697,657	1,043	\$4,505	\$6,799,653	69.1%	\$212,716	\$588,619	\$5,286,276	77.7%	12.5%	\$5,069	\$6,967,415	\$208,469	\$5,494,746	78.9%	3.9%	\$5,269
UACCH	\$6,148,927	865	\$7,112	\$6,456,113	95.2%	\$164,627	\$307,185	\$6,456,113	100.0%	5.0%	\$7,467	\$6,602,948	\$146,835	\$6,602,948	100.0%	2.3%	\$7,637
UACCM	\$5,769,627	1,333	\$4,329	\$7,951,427	72.6%	\$250,455	\$653,263	\$6,422,891	80.8%	11.3%	\$4,819	\$8,152,093	\$234,860	\$6,657,751	81.7%	3.7%	\$4,995
Total	\$160,113,337	34,469	\$4,645	\$204,416,873	78.3%	\$7,654,358	\$16,131,644	\$176,244,980	86.2%	10.1%	\$5,113	\$209,613,526	\$5,439,688	\$181,684,668	88.9%	3.1%	\$5,271

Table C. Universities: Operating Needs & Recommendations for the 2009-11 Biennium
Using Revised University Formula



Inst	2008-09			2009-10							2010-11				
						PRELIMINARY AHECB Recommendations							PRELIMINARY AHECB Recommendations		
	2008-09 Base (RSA & EETF)	Calendar Year 2007 FTE	2008-09 Dollars Per CY 2007 FTE Student	Funding Level Need as Determined by the Funding Model	% of Need	\$ to restore	Total New Funds	Total Appropriation	% of Need Met	% Increase	Funding Level Need as Determined by the Funding Model	Total New Funds	Total Appropriation	% of Need Met	% Increase
ASUJ	\$58,746,809	9,279	\$6,331	\$66,948,180	88%	\$2,062,285	\$3,987,391	\$62,734,200	93.7%	6.8%	\$68,900,921	\$1,526,276	\$64,260,475	93.3%	2.4%
ATU	\$30,516,331	6,079	\$5,020	\$37,888,265	81%	\$1,263,067	\$2,678,927	\$33,195,258	87.6%	8.8%	\$39,095,298	\$935,860	\$34,131,118	87.3%	2.8%
HSU	\$20,394,363	3,321	\$6,141	\$21,874,576	93%	\$562,293	\$1,046,676	\$21,441,039	98.0%	5.1%	\$22,531,100	\$462,266	\$21,903,305	97.2%	2.2%
SAUM	\$16,485,794	2,807	\$5,873	\$19,095,693	86%	\$557,300	\$1,114,517	\$17,600,311	92.2%	6.8%	\$19,728,183	\$416,358	\$18,016,669	91.3%	2.4%
UAF	\$119,743,917	15,986	\$7,491	\$152,062,946	79%	\$5,056,182	\$11,269,024	\$131,012,941	86.2%	9.4%	\$156,364,022	\$3,993,336	\$135,006,277	86.3%	3.0%
UAFS	\$22,795,759	5,093	\$4,476	\$28,077,039	81%	\$946,812	\$2,036,827	\$24,832,586	88.4%	8.9%	\$29,025,099	\$761,449	\$25,594,035	88.2%	3.1%
UALR	\$60,542,053	9,109	\$6,646	\$75,914,473	80%	\$2,455,081	\$5,549,120	\$66,091,173	87.1%	9.2%	\$78,097,241	\$2,062,512	\$68,153,685	87.3%	3.1%
UAM	\$13,893,978	2,241	\$6,200	\$14,551,250	95%	\$378,780	\$657,272	\$14,551,250	100.0%	4.7%	\$14,838,097	\$286,847	\$14,838,097	100.0%	2.0%
UAPB	\$23,317,168	2,846	\$8,193	\$24,197,998	96%	\$423,595	\$880,830	\$24,197,998	100.0%	3.8%	\$24,668,950	\$470,952	\$24,668,950	100.0%	1.9%
UCA	\$54,690,112	11,149	\$4,905	\$77,415,963	71%	\$4,479,851	\$8,154,331	\$62,844,443	81.2%	14.9%	\$79,843,502	\$2,125,394	\$64,969,838	81.4%	3.4%
Total	\$421,126,284	67,910	\$6,201	\$518,026,384	81%	\$18,185,246	\$37,374,915	\$458,501,199	88.5%	8.9%	\$533,092,413	\$13,041,249	\$471,542,448	88.5%	2.8%

Table D. Non-Formula Entities: Operating Needs & Recommendations for the 2009-11 Biennium



Institution/Entity	2008-09	2009-10							2010-11				
		General Revenue Request	Need	PRELIMINARY AHECB Recommendations					General Revenue Request	Need	PRELIMINARY AHECB Recommendations		
	Total Base		Fiscal Year 2009-10	% of Need Met	\$ to Restore	Total New Funds	Total Appropriation	% Increase		Fiscal Year 2010-11	Total New Funds	Total Appropriation	% Increase
ADTEC/ADWIRED		\$3,228,152	\$3,228,152			\$3,228,152	\$3,228,152		\$3,538,812	3,538,812	\$310,660	\$3,538,812	9.6%
AREON		\$730,768	\$730,768			\$730,768	\$730,768		\$783,568	783,568	\$52,800	\$783,768	7.2%
ASU-Sys	\$2,327,652	\$4,757,854	\$2,806,235	83%	\$112,938	\$266,429	\$2,594,081	11.4%	\$4,896,270	\$2,890,422	\$71,669	\$2,665,750	2.8%
HSU SWATLC	\$210,294	\$216,603	\$219,813	96%	\$3,210	\$6,308	\$216,602	3.0%	\$223,101	\$226,407	\$644	\$217,246	0.3%
SAUT-ECA	\$395,726	\$512,730	\$425,728	93%	\$19,130	\$28,804	\$424,530	7.3%	\$530,235	\$438,500	\$10,011	\$434,541	2.4%
SAUT-FTA	\$1,637,382	\$2,544,299	\$1,941,940	84%	\$257,966	\$291,420	\$1,928,802	17.8%	\$2,655,123	\$2,000,199	\$34,510	\$1,963,312	1.8%
UA-Sys	\$3,596,721	\$3,965,881	\$4,044,136	89%	\$235,922	\$340,764	\$3,937,485	9.5%	\$4,080,127	\$4,165,460	\$96,590	\$4,034,075	2.5%
UA-AAS	\$2,388,240	\$3,127,752	\$2,846,887	84%	\$190,835	\$351,980	\$2,740,220	14.7%	\$3,221,585	\$2,926,294	\$69,864	\$2,810,084	2.5%
UA-Division of Agri	\$67,255,390	\$82,477,092	\$81,232,051	83%	\$2,504,497	\$5,717,947	\$72,973,337	8.5%	\$84,878,904	\$83,669,013	\$2,302,089	\$75,275,426	3.2%
UA-ASMSA	\$8,031,156	\$8,311,710	\$8,311,710	97%	\$0	\$238,549	\$8,269,705	3.0%	\$8,553,561	\$8,561,061	\$158,808	\$8,428,513	1.9%
UA-Clinton School	\$2,271,657	\$2,490,932	\$2,374,991	96%	\$35,184	\$81,135	\$2,352,792	3.6%	\$2,565,660	\$2,446,241	\$46,347	\$2,399,139	2.0%
UA-CJI	\$1,804,341	\$2,708,471	\$2,115,133	85%	\$56,662	\$142,723	\$1,947,064	7.9%	\$2,789,725	\$2,215,133	\$49,053	\$1,996,116	2.5%
UALR-RAPS	\$3,556,157	\$6,915,642	\$5,218,169	68%	\$73,591	\$1,454,845	\$5,011,002	40.9%	\$7,097,369	\$5,374,714	\$72,770	\$5,180,417	1.5%
UAMS	\$95,974,276	\$121,951,523	\$118,305,651	81%	\$4,447,726	\$8,598,621	\$104,572,897	9.0%	\$128,548,065	\$122,149,072	\$2,666,695	\$107,239,592	2.6%
UAMS Child Safety	\$674,125	\$694,349	\$1,287,500	52%	\$575,875	\$581,806	\$1,255,931	86.3%	\$715,179	\$1,293,609	\$2,476	\$1,258,408	0.2%
UAMS - Indigent Care	\$5,557,958	\$5,717,994	\$5,801,668	96%	\$83,674	\$192,661	\$5,750,619	3.5%	\$5,889,534	\$5,975,718	\$14,795	\$5,765,414	0.3%
UAPB Nonformula	\$3,650,415	\$3,796,476	\$3,796,476	96%	\$36,549	\$109,446	\$3,759,861	3.0%	\$3,872,725	\$3,910,370	\$9,892	\$3,769,753	0.3%
Total	\$199,331,490	\$254,148,226	\$244,687,010	81%	\$8,633,761	\$22,362,359	\$221,693,849	11.2%	\$264,839,541	\$252,564,595	\$5,969,673	\$227,760,367	2.7%

Table E. Technical Centers Operating Needs & Recommendations for the 2009-11 Biennium



Institution/Entity	2008-09	2009-10							2010-11					
		Need		PRELIMINARY AHECB Recommendations					Need		PRELIMINARY AHECB Recommendations			
	Total Base	Fiscal Year 2009-10	% of Need Met	\$ to Restore FY 2009	Total New Funds	Total Appropriation	% of Need Met	% Increase	Fiscal Year 2010-11	% of Need Met	Total New Funds	Total Appropriation	% of Need Met	% Increase
ASU Tech Center	\$2,979,035	\$3,201,282	93.1%	\$52,901	\$131,361	\$3,110,396	97.2%	4.4%	\$3,269,715	95.1%	\$70,386	\$3,180,781	97.3%	2.3%
ATU-AR Valley TI	\$3,085,661	\$4,515,099	68.3%	\$49,441	\$317,675	\$3,403,336	75.4%	10.3%	\$4,612,446	73.8%	\$146,906	\$3,550,242	77.0%	4.3%
UAM-Crossett	\$1,724,647	\$1,846,752	93.4%	\$32,442	\$74,251	\$1,798,898	97.4%	4.3%	\$1,885,021	95.4%	\$37,687	\$1,836,585	97.4%	2.1%
UAM-McGehee	\$2,274,019	\$2,526,702	90.0%	\$210,709	\$252,683	\$2,526,702	100.0%	11.1%	\$2,569,936	98.3%	\$43,234	\$2,569,936	100.0%	1.7%
Total	\$10,063,362	\$12,089,835	83.2%	\$345,493	\$775,971	\$10,839,333	88.8%	7.7%	\$12,337,118	87.9%	\$298,212	\$11,137,545	90.3%	2.8%

REVIEW OF INSTITUTIONAL ROLE AND SCOPE DESIGNATIONS

ACA 6-61-207 requires the Arkansas Higher Education Coordinating Board to establish appropriate institutional role and scope designations in consultation with college and university personnel. The law also requires periodic review of institutional role and scope designations. The Coordinating Board last adopted role and scope designations for each institution in 1999. Act 502 of 2005 amended ACA 6-61-207 by requiring institutional role and scope to address changing economic needs of the state and the new economy.

At the October 27, 2006 AHECB meeting ADHE staff recommended revisions in the role and scope designations for all of the public universities and two-year colleges. Members of the Coordinating Board expressed a desire to avoid proliferating and/or duplicating graduate programs and preferred that the role and scope designations be written in a straightforward manner. The Board voted to defer the agenda item and ask ADHE staff to work with an external consultant to review the language of the role and scope designations.

ADHE secured the services of Dr. Dennis Jones, President, National Center for Higher Education Management Systems, (NCHEMS) and has worked with him since October 2007. Dr. Jones submitted a draft of recommendations in early June 2008. Since that time, ADHE staff has been working with the institutions and have developed final recommendations. Final staff recommendations on the role and scope designations are found on pages 7-9 through 7-64.

The structure of the report is quite different from the present and past role and scope designations. The report explains the structure on pages 7-6 through 7-8. The following comments will provide background for some of the content within the designations.

The Board has expressed concerns about proliferation of graduate programs. The revised designations have addressed the research roles of the universities in terms of statewide and regional impact. The AHECB has granted approval to five institutions to offer doctoral degrees (ASU, UAF, UALR, UAMS, and UCA). UAF and UAMS have carried out most of the research efforts on a statewide basis. The other three have had limited roles in research and doctoral degrees in the past. Since 1999, when the role and scope designations were last reviewed, several legislative acts have impacted upon the roles of ASU and UALR.

- The **Tobacco Settlement Act of 2000** established research roles for UAF, UAMS and ASU through participation in the Arkansas Biosciences Institute. Among the types of research the Institute conducts include agricultural research with medical implications; bioengineering research focused upon the expansion of genetic knowledge and new applications in agricultural-medical fields; and

other research related to tobacco that focuses upon identification and application of new therapeutic approaches to tobacco-related illnesses.

- **Act 563 of 2007** authorized the Arkansas Science and Technology Authority (ASTA) to designate universities that would form the Arkansas Research Alliance. Among the five universities that offer doctoral programs ASU, UAF, UALR and UAMS were selected to participate in the alliance. Act 563 states that ASTA will work with the presidents and chancellors of the research universities and the private sector to improve the state's economy through improving research infrastructure; increase the focus on job-creating research activities and expanded job-creating research activities toward producing more knowledge-based and high-technology jobs in the state.

In 2004, the Milken Institute published a report, "Arkansas' Position in the Knowledge-based Economy". The report recommended that the state utilize key resources, including research institutions, to boost research and science in Arkansas. The report included UALR as one of these institutions.

Given the legislative recognition, the staff recommends language in the role and scope designations of ASU and UALR that reflects their expanded roles in research in Arkansas.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope designations for Arkansas public colleges and universities as outlined in this agenda item, effective immediately.

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



*Arkansas Institutions of
Higher Education—
Role and Scope Designations*

July 2008

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ARKANSAS INSTITUTIONS OF HIGHER EDUCATION— ROLE AND SCOPE DESIGNATIONS

Introduction

The Arkansas Higher Education Coordinating Board is charged with establishing appropriate role and scope designations for each public higher education institution in consultation with representatives of the colleges and universities. The statute under which this responsibility is assigned to the Coordinating Board (ACA 6-61-207) also requires that these designations be reviewed on a periodic basis. An amendment to this Act, enacted in 2005, requires these designations to incorporate consideration of the changing economic needs of the state.

The designations under which institutions are currently operating were adopted in 1999. In keeping with the requirement for periodic reviews, the Coordinating Board has undertaken a process designed to yield an updated set of role and scope designations. The results of this effort were presented to the Board for action in October 2007. Concerns expressed by members of the Board led to a deferral of action and a staff decision to engage an external consultant to work with them and representatives of the colleges and universities to develop a set of role and scope designations acceptable to the Board.

It is within this context that staff of the National Center for Higher Education Management Systems (NCHEMS) were asked to:

- Review the 1999 versions of role and scope statements.
- Review the set of statements proposed in 2006 along with information reflecting concerns expressed by Board members.
- Prepare draft statements of mission/role/scope for each public institution in Arkansas.
- Review this draft material at a meeting with Department of Higher Education (DHE) staff and others and submit a final set of suggested statements incorporating modifications to the draft agreed upon at this meeting.

General Approach

In describing the mission/role/scope of colleges and universities, NCHEMS has found it useful to establish such designations by delineating:

- Audiences to be served
- The general array of programs to be offered
- Any special or unique features of institutional mission

1. Audiences

Among the characteristics of audiences to be served are those expressed in terms of:

- Geography—what geographic area is the institution expected to serve?
- Academic preparation—does the institution admit only students with high levels of academic preparation, or does it serve adults regardless of prior levels of academic preparation?

- Age/full-time status. Does the institution primarily serve recent high school graduates, or does it have a special role in serving older (often part-time) students?
- Race/ethnicity. Does the institution have a special role in serving specific subpopulations—African-Americans, Latinos, Native-Americans?
- Employers. Is the institution expected to serve employers:
 - In a region?
 - In specific industries?

2. Array of Programs and Services

Chief among the considerations on this dimension are:

- Level of program. Is the institution authorized to offer doctoral programs? Masters programs? If a community college, is it authorized to offer any programs at the baccalaureate level?
- Academic fields. In particular, what professional programs is the institution authorized to offer (where “professional” is defined broadly to include *applied* programs such as business, education, engineering, and nursing, as well as the more typically acknowledged professional programs of law, medicine, dentistry, etc.)?

3. Special Features

Among the factors in this category are features such as:

- Research emphasis. Is research a primary expectation for the institution? Is the institution expected to create research capacity in specific fields?
- Land-grant status.
- Special delivery capacity. For example, is the institution charged with providing (or managing for the system) online or interactive video courses?

Within this general framework, experience also indicates that it is good practice in the policy sense to avoid the flowery language that often finds its way into descriptions of mission found in promotional pieces. Such language often obscures rather than reveals the true intention of the mission/role/scope statement.

Clear statements of role and scope that adhere to these guidelines have benefits to both institutions and the Coordinating Board. These guidelines will allow for a less onerous new-program-review process as well as a more substantive and clear academic program review process.

A change in institutional role and scope should be a gradual one. Institutions seeking such a substantive change should have established a history of progressing toward such a change so that they can illustrate their institutional capacity to do so. For example, an institution seeking to offer specific courses at a higher degree level than they are currently offering should be able to show that they have the appropriate library holdings to support that change and that they have the economy of scale in student enrollment and current degree production in the academic program to support offering a program with a higher credential. Market demand for the new credential should exist. Some existing faculty should have earned academic credentials that are appropriate to teach at the higher degree level.

Role and scope changes should be a rare occurrence and will most likely involve substantive change reviews by regional and, where applicable, programmatic accreditation agencies. An additional determinant in the decision to approve a role and scope change should be the long-term impact of the state “mix” of institutions with specific role and scope functions.

This set of criteria does **not** mean that certain programs cannot be offered in locations where they are needed and do not currently exist. It does mean, however, that delivery should be under the auspices of an institution with a role and scope that allows delivery without seeking additional approval—either as a joint program with the degree awarded by the “authorized” institution or as a program delivered by an “authorized” institution at an off-campus site.

There is one possible exception to the set of guidelines stated above—the instance in which change of role and scope is forced by an accrediting or licensure organization (as occurred, for example, when entrance to the practice of pharmacy was determined to require a PharmD). In such cases, the approval may have to be granted with the stipulation that approval in no way opens the door to expanding role and scope in fields where change is not essentially mandatory. In particular, expanded role and scope should not be approved for a single program where expansion is voluntary even if the stipulation suggested above is attached; the stipulation will not hold and the floodgates will open to requests for approval of many more programs on an episodic basis.

Institutional Mission/Role/Scope Designations

This section contains suggested mission/role/scope statements for each Arkansas institution using the three-part schema described above.

Arkansas State University-Jonesboro

1. Audiences

Primary audiences are:

- Residents of Arkansas, particularly those of the Delta region who have completed a high school education and are seeking either a college degree or continuing professional education.
- Employers, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- K-12 Schools.
- Two-year college transfer students.

2. Array of Programs and Services

ASU offers:

- Associate programs across a range of areas.
- Baccalaureate programs in arts and humanities, the natural sciences and social sciences appropriate for a comprehensive university.
- Baccalaureate and masters programs in a number of professional fields including, but not limited to, agriculture and technology, environmental sciences, communications, education, engineering, nursing and allied health, and business.
- Doctoral programs that meet regional and state needs, most importantly programs in education, heritage studies, environmental sciences, physical therapy, and biosciences.
- Services specifically designed to meet the needs of business and industry, public institutions, and the non-profit sector.

3. Special Features

- Arkansas Biosciences Institute.
- Delta Center for Economic Development and University Museum SITES.
- Beck PRIDE Program for Wounded Veterans.\

Arkansas Tech University

1. Audiences

Arkansas Tech University (ATU) is responsible for serving:

- Residents of the northwest quadrant of Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

ATU serves these audiences by offering:

- Certificate and associate degree programs in applied technologies, nursing and allied health.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate and masters programs in the professional fields of communications, information technology, engineering, education, nursing and allied health, and business.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Engineering programs, including an associate degree in nuclear engineering, emergency administration and management, geology, and hospitality administration.
- Arkansas Tech University-Ozark campus provides education in associate and certificate programs.

Henderson State University

1. Audiences

Henderson State University (HSU) is responsible for serving:

- Residents of southwest Arkansas who have completed high school and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and regional entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

HSU serves these audiences by providing:

- An array of liberal arts programs at the baccalaureate level—arts and humanities, social sciences, natural sciences—appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in education, business, and nursing.
- Masters programs in education, the liberal arts, and business.
- An Education Specialist program.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- HSU has adopted the mission of the state's Public Liberal Arts University.
- Baccalaureate program for training commercial airline pilots.

Southern Arkansas University

1. Audiences

Southern Arkansas University (SAU) in Magnolia is responsible for serving:

- Residents of southwest and south central Arkansas who have completed a high school education and are seeking either a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

SAU serves its primary audiences by providing:

- An associate and baccalaureate-level program in nursing.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of business, education, nursing, and human services (i.e., social work and criminal justice).
- Masters programs in education, computer science, kinesiology, counseling, public administration, and business administration, and agriculture.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Agriculture and education programs.
- Regional natural resources research with emphasis in lignite development.
- Nursing programs to assist regional medical community needs.

University of Arkansas, Fayetteville

1. Audiences

The University of Arkansas, Fayetteville (UAF) has a statewide mission. As such, its audiences are:

- Residents from throughout Arkansas who have excelled in high school studies and are seeking to complete baccalaureate degrees.
- Individuals seeking graduate and professional degrees.
- Employers, both public and private, seeking not only well-educated employees but technical assistance and applied research.
- Economic development interests and entrepreneurs throughout the state.
- Academic disciplines and the research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Two-year college transfer students.

2. Array of Programs and Services

UAF offers:

- A broad range of baccalaureate, masters, doctoral and professional programs that include core arts and sciences, agriculture, architecture, journalism, information sciences, education, engineering, law, public administration, nursing, allied health, and business.
- Basic and applied research
- Services specifically designed to meet the needs of statewide economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- UAF is the state's 1862 land-grant institution and is classified as a Carnegie high research activity university.
- Nationally competitive research and economic development activity in emerging areas such as nanotechnology, laser technology, biotechnology, and sustainability.
- Library resources and special holdings such as the Fulbright papers made available through on-site and electronic access to student and faculty scholars and citizens throughout the state.

University of Arkansas at Fort Smith

1. Audiences

The University of Arkansas at Fort Smith (UAFS) is responsible for serving:

- Residents of west and west central Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region, both public and private—including school districts, health care providers, local governments, and private businesses.
- Economic development interests and entrepreneurs in the region.
- The community and area by providing a broad range of academic and cultural activities and events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAFS serves these audiences by providing:

- Certificate and associate degree programs in the applied technologies, nursing and allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with an undergraduate student body.
- Baccalaureate programs in the applied fields of nursing and allied health, education, applied sciences, and business.
- Services designed specifically to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- Incorporation of applied, hands-on learning experiences as an integral component of educational programs.
- Integration of a globally focused approach to general education and enhanced international study options in all degree programs.
- Experiential learning emphases and internship opportunities in most majors.

University of Arkansas at Little Rock

1. Audiences

As the state's metropolitan university, the University of Arkansas at Little Rock (UALR) has the responsibility for serving:

- Residents of Arkansas and the Little Rock metropolitan area who have completed a high school education and are seeking either a college degree or continuing professional education. As a metropolitan university, the institution serves adult, part-time students in particular.
- Employers across the state, particularly in the region, both public and private, seeking well-educated employees, technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The research community.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UALR serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Associate, baccalaureate and masters programs in the professional fields of particular importance in the region, including journalism and communications, public administration and community services, computer and information science, nursing, human services (including social work and criminal justice), education, engineering, and business.
- Doctoral programs most needed by regional and state employers, most importantly programs in education and applied science.
- Services specifically designed to meet the needs of statewide and regional economic development—continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

3. Special Features

- Institute for Economic Advancement.
- Nanotechnology Center.
- UALR-UAMS joint academic and research programs.

University of Arkansas at Monticello

1. Audiences

The University of Arkansas at Monticello (UAM) is responsible for serving:

- Residents of southeast Arkansas who have completed a high school education and are seeking a college degree or continuing professional education and residents of the state through specific degree programs and services.
- Employers in the region in both public and private sectors—school districts, health care providers, local governments, and private employers including the agriculture and forest products industries.
- Regional economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAM serves these audiences by providing:

- Certificate and associate programs in applied technologies including nursing and selected allied health fields.
- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of forestry, education, community services, nursing, business, and human services (i.e. social work and criminal justice).
- Masters programs in forestry and education.
- Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

3. Special Features

- An open admission university.
- Forest Resources program.
- UAM College of Technology campuses in Crossett and McGehee provide education in associate, certificate programs, and the Arkansas Heavy Equipment Operator Training Academy offers training and certification for timber and construction equipment operation.

University of Arkansas at Pine Bluff

1. Audiences

The University of Arkansas at Pine Bluff (UAPB) is responsible for serving:

- Residents of the state of Arkansas, with particular emphasis on the Delta, who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, community agencies and private businesses, especially those in agricultural areas.
- Regional and state economic development interests and entrepreneurs.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UAPB serves these audiences by providing:

- Baccalaureate programs in arts and humanities, the natural sciences, and social sciences appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate programs in the professional fields of agriculture, computer and information sciences, education, community services, nursing, regulatory science and business.
- Masters programs in education, substance abuse counseling, and aquaculture and fisheries, agricultural regulations and other areas.
- Services and programs specifically designed to meet the needs of the state and regional community and economic development with a particular emphasis on diverse and rural populations.

3. Special Features

- Arkansas' historically black university and the state's 1890 land-grant institution.
- Graduate-level Addiction Studies Program.
- Center of Excellence in Aquaculture/Fisheries and USDA Center of Excellence in Regulatory Science.

University of Central Arkansas

1. Audiences

The University of Central Arkansas (UCA) is responsible for serving:

- Residents of the state, particularly those in central Arkansas who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

2. Array of Programs and Services

UCA serves these audiences by providing:

- Baccalaureate arts and science programs in the variety appropriate to a comprehensive, teaching university.
- Baccalaureate programs in the professional fields of journalism, computer and information sciences, education, public administration, nursing and allied health, and business.
- Masters programs in education, business, nursing, allied health and selected arts and science fields.
- Doctoral programs in physical therapy, communicative sciences and disorders, leadership studies, and school psychology.
- Services specifically designed to meet the needs of state and regional economic development.

3. Special Features

- UCA supports Arkansas public schools through the Arkansas Center for Mathematics and Science Education, the Arkansas Public School Resources Center, and other initiatives.
- UCA is a regional center of the Asian Studies Development Program for the East-West Center.
- UCA serves communities and their leaders through the Community Development Institute – the first such organization in the nation, established in 1987 – and related initiatives.

University of Arkansas for Medical Sciences

1. Audiences

The University of Arkansas for Medical Sciences (UAMS) is a statewide institution serving:

- Those individuals seeking an education that will prepare them for entry into the health care professions.
- Health care professionals seeking continuing professional education.
- Employers, most specifically health care providers.
- Patients in locations throughout Arkansas.
- The economic development interests of the state.

2. Array of Programs and Services

To serve these audiences, UAMS provides:

- Certificate and associate programs in allied health fields.
- Baccalaureate programs in nursing and allied health fields.
- Masters programs in biomedical sciences, nursing, allied health and public health.
- Professional doctoral programs in medicine, pharmacy, public health and audiology.
- Ph.D. programs in biomedical sciences, nursing and public health.
- Residency and fellowship programs for physicians
- Basic and applied research.
- Direct patient care through the university hospital, affiliated clinics and a system of Area Health Education Centers.
- Regional programs at many sites throughout Arkansas.
- Services designed to promote economic development through commercialization of results of its biomedical/biotechnology research.

4. Special Features

- Growing research productivity relating to cancer, aging, addictions and public health.
- UAMS Arkansas Bioventures, a business and technology incubator.
- Care of patients from all Arkansas counties, all states and many foreign countries.

Arkansas Northeastern College

1. Audiences

Arkansas Northeastern College (ANC) is responsible for serving:

- The residents of Mississippi, Craighead, Poinsett and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ANC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, criminal justice, and early childhood education.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- University Center operated since 1992, hosting numerous undergraduate and graduate degree programs.
- “The Solutions Group”, an innovative business and industry training and services organization which operates as a division of the college.

Arkansas State University-Beebe

1. Audiences

Arkansas State University-Beebe (ASUB) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUB serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing and selected allied health fields, child care (early childhood), and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A two-year agriculture equipment technician program in cooperation with the John Deere Corporation.
- A two-year veterinarian technician program endorsed by and in cooperation with the Arkansas Veterinarian Medical Association.
- A Shale Gas Drilling training program endorsed by and in cooperation with Chesapeake, Nomac, and Union Drilling.

Arkansas State University-Mountain Home

1. Audiences

Arkansas State University-Mountain Home (ASUMH) is responsible for serving:

- The residents of Baxter and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUMH serves the needs of these audiences by providing:

- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in information sciences, nursing and selected allied health fields, criminal justice, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.
- Basic/workplace skills training

3. Special Features

- Unique efforts include collaborative endeavors with the UAMS College of Health-Related Professions to offer programs locally and the only Funeral Science program offered via distance delivery in the state.
- Based on the Northwest Region Occupation Projections from the Department of Workforce Services, and with input from local business and industry partners, offerings at ASUMH address 10 of the identified occupational needs requiring post-secondary education.

Arkansas State University-Newport

1. Audiences

Arkansas State University-Newport (ASUN) is responsible for serving:

- The residents of Jackson, White, Prairie, Woodruff, Lonoke, Craighead, Poinsett and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

ASUN serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, nursing, education, information systems, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- A Commercial Driver Training Program.
- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Only High Voltage Lineman Technology program in the state.

Black River Technical College

1. Audiences

Black River Technical College (BRTC) is responsible for serving:

- The residents of Randolph, Lawrence, Clay and Greene counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

BRTC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, child care, cosmetology, nursing and allied health professions, accounting, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Associates program in Fire Training.
- Partnership with the Arkansas Fire Academy and the National Fire Academy.

Cossatot Community College of the University of Arkansas

1. Audiences

Cossatot Community College of the University of Arkansas (CCCUA) is responsible for serving:

- The residents of Sevier, Little River, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

CCCUA serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, education and child care, nursing and selected allied health professions, computing and information systems, and general business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Howard County and Little River County campus locations.
- Various community computer and educational centers.
- Mobile Classrooms.

East Arkansas Community College

1. Audiences

East Arkansas Community College (EACC) is responsible for serving:

- The residents of St. Francis, Cross, Lee, Monroe, Woodruff and Poinsett counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

EACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, police science, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Plastic Injection Molding Training facilities.
- A Cisco Regional Academy.

Mid-South Community College

1. Audiences

Mid-South Community College (MSCC) is responsible for serving the needs of:

- The residents of Crittenden and Poinsett counties who are seeking:
 - Preparation for college-level studies.
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

MSCC serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, diesel technology including an engine testing facility and chemical analysis of alternative fuels, advanced manufacturing with an emphasis on Computer Numeric Controls, and other applied technologies.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- A Cisco Regional Academy.
- The MSCC Technical Center which offers technical training to area high school students in information systems technology, diesel technology, manufacturing, and allied health.

North Arkansas College

1. Audiences

North Arkansas College (Northark) is responsible for serving the needs of:

- The residents of Boone, Carroll, Madison, Newton, Searcy and Marion counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Northark serves these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in applied technologies, engineering and science technologies, computer systems and applications, nursing and selected allied health professions, business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic, cultural and athletic events sponsored by the college.
-

3. Special Features:

- Northark with its partner, North Arkansas Regional Medical Center, offers professional and community health education through the North Arkansas Partnership for Health Education to complement its credit allied health programs.
- The Northark Technical Center provides technical occupational programs for high schools in Northark's service area.
- Northark provides opportunities for athletes from its service area high schools to continue their participation in intercollegiate sports including basketball, baseball, softball, and rodeo.

National Park Community College

1. Audiences

National Park Community College (NPCC) is responsible for serving the needs of:

- The residents of Garland, Saline and Montgomery counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NPCC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in child care and education, police and fire sciences, construction trades, applied technologies, nursing and a variety of allied health professions, hospitality management, accounting and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Allied Health programs.
- Marine Repair Technology program.
- High School Tech Center.

Northwest Arkansas Community College**1. Audiences**

Northwest Arkansas Community College (NWACC) is responsible for serving the needs of:

- The residents of Benton and Washington counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
 - English as a second language (ESL).
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

NWACC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer and information sciences, engineering technologies, legal assisting, criminal justice and fire safety, nursing and selected allied health fields, and business management and other career fields/professions as identified by community needs.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Nationally and internationally delivered programs/services as identified by the region's corporate and business leaders and national organizations including but not limited to the following: The Institute for Corporate and Public Safety, The National Child Protection Training Center (Southern United States), and the Global Business Development Center.

Ouachita Technical College

1. Audiences

Ouachita Technical College (OTC) is responsible for serving the needs of:

- The residents of Hot Spring, Clark, Dallas, Grant and Saline counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

OTC serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare matriculated students and high school students for transfer to four-year institutions.
- Occupational training in computer sciences and applications, criminal justice, cosmetology, early childhood education, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training and apprenticeships, both credit and non-credit, to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Electrical Apprenticeship program.
- Cosmetology program.
- Paramedic to RN program.

Ozarka College

1. Audiences

Ozarka College (Ozarka) is responsible for serving the needs of:

- The residents of Izard, Fulton, Sharp and Stone counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Ozarka serves the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in selected applied technologies, child care and education, culinary arts, nursing and selected allied health fields, and secretarial sciences.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Significant LPN programs in three counties to provide for the growing need for skilled health care workers in rural north central Arkansas.
- State and nationally recognized Culinary Arts program providing skilled culinary workers that compete regionally for outstanding careers in the food service industry.
- Expanding grant programs to address health, nutrition, exercise and life-long learning for the growing population of senior citizens in north central Arkansas.

Phillips Community College of the University of Arkansas**1. Audiences**

Phillips Community College of the University of Arkansas (PCCUA) is responsible for serving the needs of:

- The residents of Phillips, Arkansas, Desha, Lee and Monroe counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

PCCUA meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer systems and applications, early childhood/child care, cosmetology, applied technologies, nursing and selected allied health professions, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Member of the Arkansas Delta Training and Education Consortium, which provides a regional approach to meeting current and future educational and business needs in the Arkansas Delta.
- Campuses at Stuttgart and Dewitt.
- Owns and makes available to the public the Pillow-Thompson House widely regarded as one of the finest examples of Queen Anne architecture in the South.

Pulaski Technical College

1. Audiences

Pulaski Technical College (Pulaski Tech) is responsible for serving the needs of:

- The residents of Pulaski, Saline, Faulkner and Lonoke counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

Pulaski Tech meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career-technical education in aerospace technology; transportation technology; manufacturing technology; construction technology; information technology; applied technology; engineering technologies; nursing and allied health fields; hospitality, culinary arts, cosmetology and other personal service fields; business, office and paralegal technologies; and early childhood development.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Pulaski Technical College is the state's largest comprehensive two-year college, offering an extensive array of technical and occupational programs to meet the needs of business and industry.

- College Business and Industry Center serves the corporate and continuing education needs of the state's largest industry sectors (i.e. aerospace, manufacturing, information technology, service, small business, etc.).
- Operates the Arkansas Culinary School, providing associate degrees and technical certificates that meet the needs of the state's hospitality, food and beverage industries.

Rich Mountain Community College

1. Audiences

Rich Mountain Community College (RMCC) is responsible for meeting the needs of:

- The residents of Polk, Scott, Montgomery, Pike and Howard counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

RMCC meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in computer and information systems, child development, selected applied technologies, practical nursing, and business/office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Off-campus sites at Waldron, Mt. Ida, and Wickes.
- Hosts Secondary Career Center technical programs for high schools in the service area.
- Involved in the development of the airport industry at the Mena Airport.

South Arkansas Community College**1. Audiences**

South Arkansas Community College (SouthArk) is responsible for serving the needs of:

- The residents of Union, Ashley, Chicot and Bradley counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SouthArk meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Occupational training in education/early childhood, applied technologies, commercial vehicle operation, nursing and numerous allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Numerous health science programs. El Dorado is the medical center of South Arkansas.
- Program in teacher education.
- Workforce education programs that have received state and national recognition.

Southern Arkansas University Tech**1. Audiences**

Southern Arkansas University Tech (SAU Tech) is responsible for meeting the needs of:

- The residents of Ouachita, Calhoun, Columbia and Dallas counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SAU Tech meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in computer systems and applications, engineering technologies, child care education and early childhood and secondary education, police and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Arkansas Fire Academy.
- Arkansas Environmental Academy.
- Aviation Maintenance Technologies.

Southeast Arkansas College

1. Audiences

Southeast Arkansas College (SEARK) is responsible for meeting the needs of:

- The residents of Jefferson, Lincoln, Cleveland, Drew, Grant and Desha counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

SEARK meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in computer systems and applications, child care, legal assisting, criminal justice and fire sciences, applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Emergency Administration and Management (EMAN) program.
- Contextualized Development Education for Practical Nursing program.
- Revamped Developmental Education to encourage student success.

University of Arkansas Community College at Batesville

1. Audiences

The University of Arkansas Community College at Batesville (UACCB) is responsible for meeting the needs of:

- The residents of Independence, Cleburne, Stone and Sharp counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCB meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Vocational training in early childhood education, criminal justice, selected applied technologies, nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Associate of Applied Science in Aviation Maintenance program.
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts Degree on line.
- LPN to RN Online Nursing program.

University of Arkansas Community College at Hope

1. Audiences

The University of Arkansas Community College at Hope (UACCH) is responsible for serving the needs of:

- The residents of Hempstead, Miller, Nevada, Lafayette, Howard and Pike counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCH meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education in funeral service and mortuary science, education, child care, criminal justice, applied technologies, practical nursing and selected allied health fields, and business and office occupations.
- Business and industry training to meet the needs of current employers and economic development interests.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features:

- Program in Funeral Service Education
- Member of the University of Arkansas Online Consortium offering complete Associate of Arts degree program online.
- Power Plant Technology program.

University of Arkansas Community College at Morrilton

1. Audiences

The University of Arkansas Community College at Morrilton (UACCM) is responsible for serving the needs of:

- The residents of Conway, Van Buren, Pope, Yell, Perry and Faulkner counties who are seeking:
 - Preparation for transfer to four-year institutions.
 - Career-technical education.
 - Upgrading of skills.
 - Completion of GED.
- Employers in the area seeking employees who have basic workplace and technical skills or employers seeking to upgrade skills of current employees.
- Economic development interests in the area.
- Communities and civic groups within the service area.
- Area K-12 schools seeking college general education courses for advanced students, career and technical programs, and cultural services.

2. Array of Programs and Services

UACCM meets the needs of these audiences by providing:

- Basic/workplace skills training.
- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical training in education, engineering technologies, child development, applied technologies, nursing, and business.
- Business and industry training to meet the needs of current employers and economic development interests.
- Hosts and facilitates the Adult Basic Education (ABE) program.
- Access to graduate and undergraduate programs needed in the region by brokering the delivery of such programs from other colleges and universities.
- Shared use of facilities (libraries, auditoria, etc.) and other types of institutional assets not available elsewhere in the region.
- An opening for residents of the region to participate in the academic and cultural events sponsored by the college.

3. Special Features

- Programs designed for jobs related to production in the Fayetteville Shale.

Additional Considerations**1. Audiences to Be Served**

The role and scope designations of the two-year institutions are written in such a way that service (or responsibility) areas are specified by county. The designation for the four-year institutions are written in such a way that they indicate responsibility for serving different general regions of the state, but without the county level specificity. In all cases, there is some geographic area indicated as part of the role and scope designation, and—at least for the two-year colleges—these assignments cover the entirety of the state.

While all parts of the state are within a responsibility area, the level of service provided to different counties (as measured by participation rates calculated in various ways) varies widely from one county to another (see Figures 1-5). These findings do not necessarily call for changes in assignments of workforce/responsibility areas, but they do suggest the need to focus planning and accountability attention on the delivery of services to clients in those counties that are being least well served.

Since four-year and two-year institutions offer fundamentally different kinds of programs, the fact that participation by residents overall is high (as reflected in Figures 1 and 2 following) does not mean that residents' needs are being met. Randolph County is a case in point. Figures 1 and 2 reveal a high overall participation rate, but Figures 3-5 suggest that services are being provided primarily by two-year institutions. The question to be asked is whether or not some four-year programs need to be "brokered into" the region.

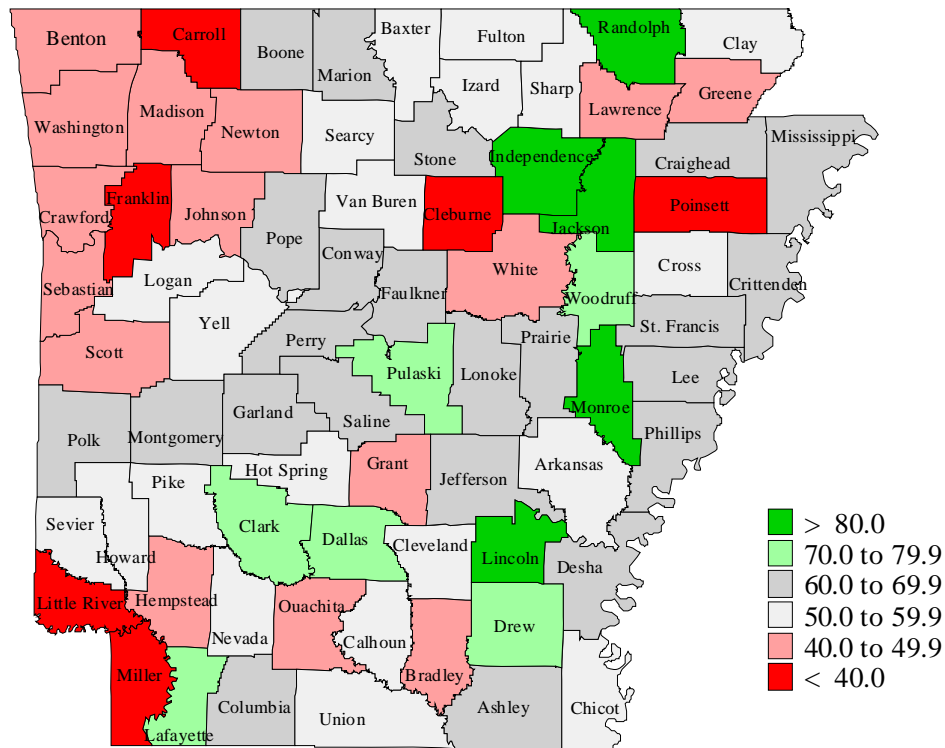
FIGURE 1.**Arkansas Counties—First-Time Full-Time Undergraduates in 2-Year and 4-Year Institutions as a Percent of Public High School Graduates, Fall 2006**

FIGURE 2.
Arkansas Counties—First-Time Full-Time Undergraduates as a Percent of
Population Age 18-24 with Just a High School Diploma, 2006

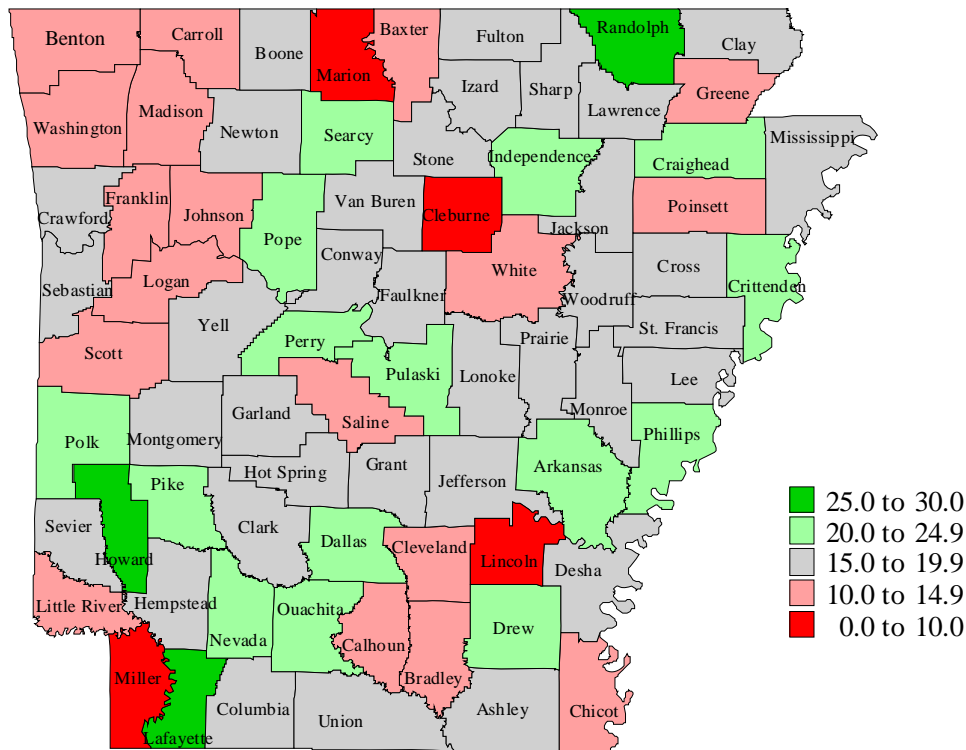
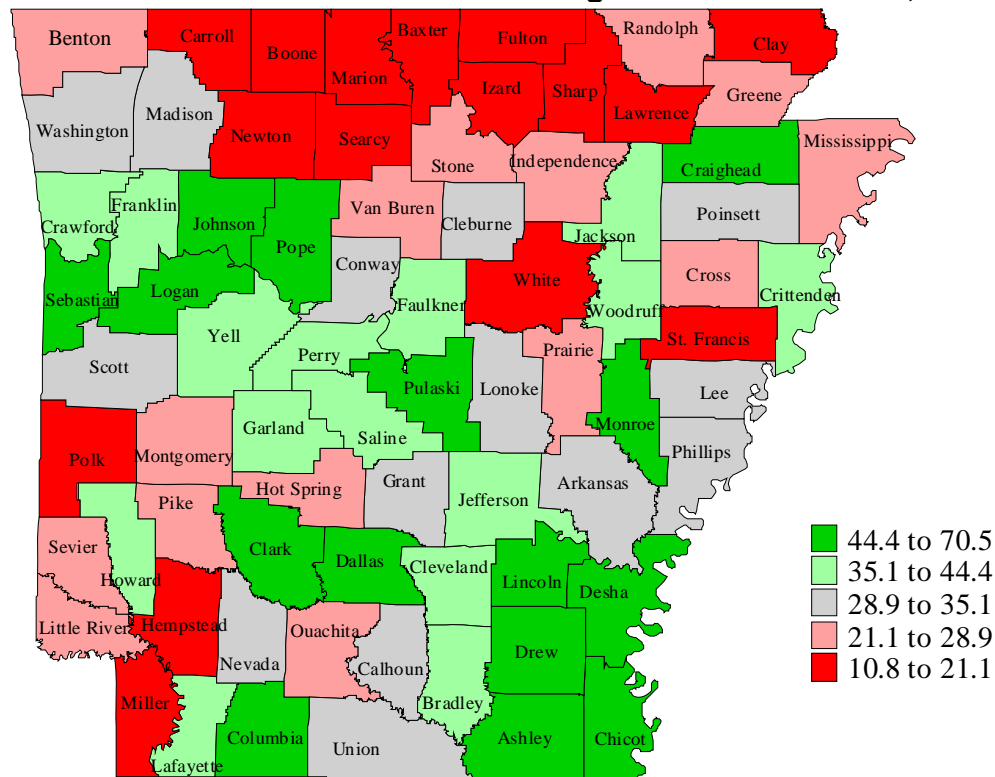
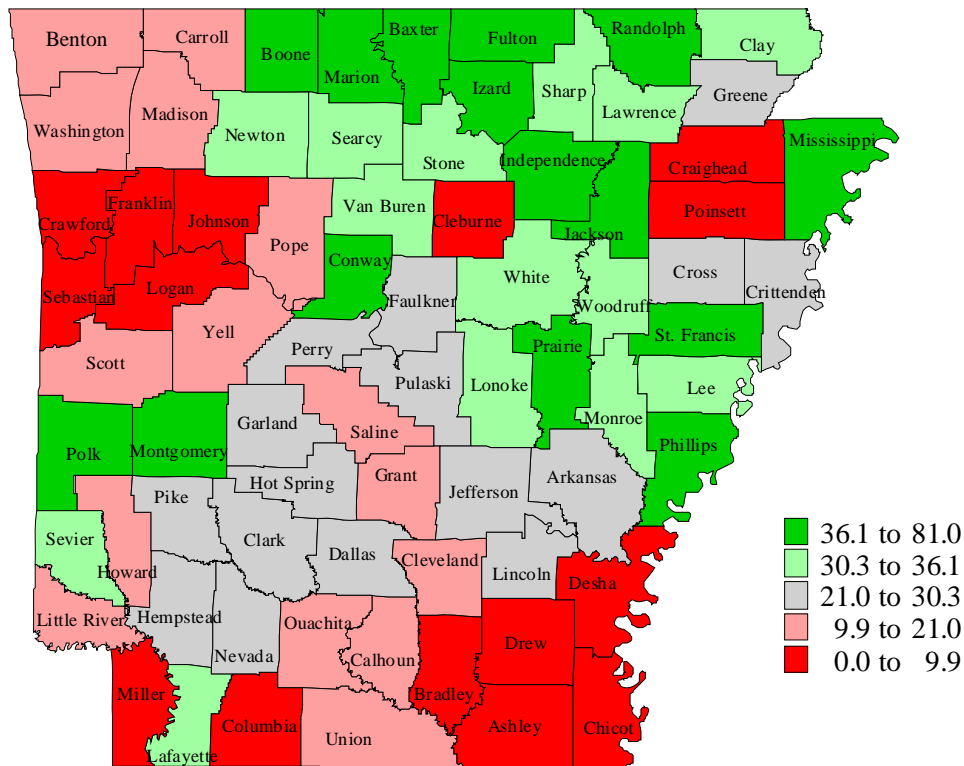


FIGURE 3.
Arkansas Counties—First-Time Full-Time Undergraduates in
4-Year Institutions as a Percent of Public High School Graduates, Fall 2006



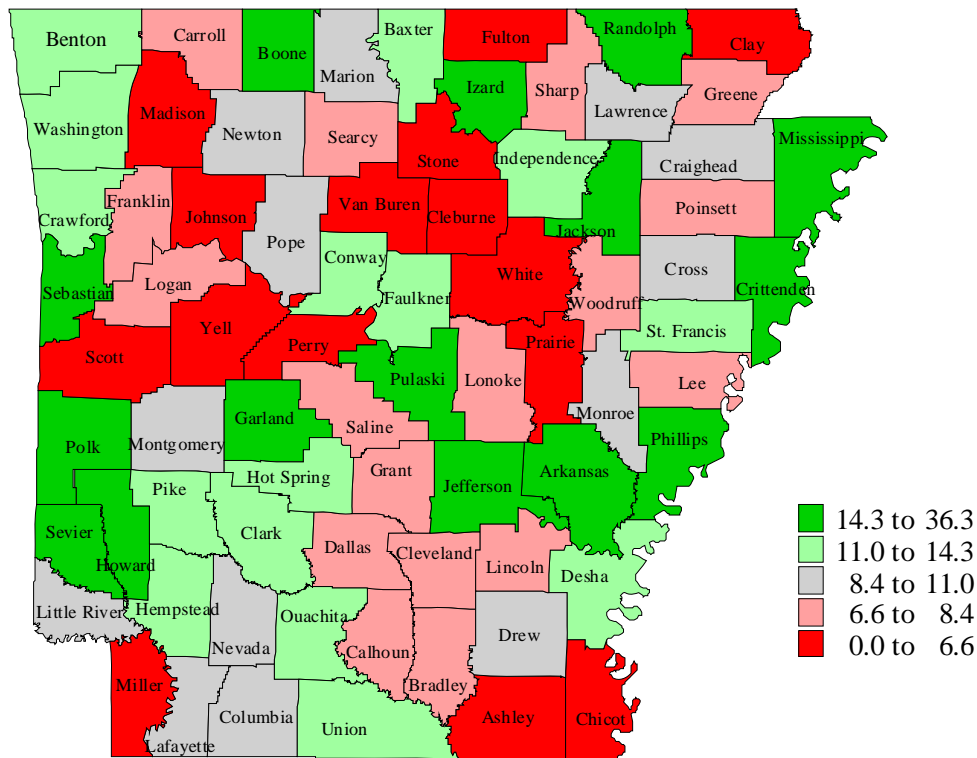
Drew	70.4	Yell	41.5	Phillips	31.9	Van Buren	21.9
Ashley	62.5	Bradley	40.1	Madison	31.4	Benton	21.4
Craighead	60.7	Jefferson	39.9	Nevada	31.4	Sevier	21.1
Pope	56.4	Crawford	39.4	Scott	29.8	Hempstead	21.1
Columbia	55.4	Lafayette	38.9	Conway	29.6	Clay	20.5
Lincoln	54.7	Faulkner	38.8	Grant	29.4	Marion	20.4
Desha	52.7	Cleveland	38.6	Cleburne	29.0	Polk	20.3
Pulaski	52.1	Franklin	36.8	Hot Spring	28.9	Miller	19.7
Chicot	51.7	Arkansas State	36.1	Ouachita	28.8	Carroll	19.6
Logan	50.2	Jackson	35.6	Greene	28.0	St. Francis	19.4
Monroe	50.0	Garland	35.3	Little River	27.5	Boone	19.2
Clark	49.0	Crittenden	35.1	Independence	27.3	White	18.0
Johnson	44.7	Lonoke	35.0	Randolph	27.0	Lawrence	17.1
Dallas	44.4	Calhoun	34.9	Pike	26.5	Sharp	16.1
Sebastian	44.4	Washington	34.7	Cross	26.5	Izard	15.9
Perry	42.7	Union	34.0	Stone	26.4	Fulton	15.5
Saline	42.6	Arkansas County	33.3	Montgomery	25.0	Baxter	15.2
Howard	42.0	Lee	33.3	Mississippi	23.0	Searcy	14.7

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

FIGURE 4.**Arkansas Counties—First-Time Full-Time Undergraduates in 2-Year Institutions as a Percent of Public High School Graduates, Fall 2006**

Randolph	80.9	Lee	33.3	Dallas	25.9	Grant	11.8
Jackson	62.9	Newton	33.3	Arkansas County	25.2	Scott	11.4
Independence	60.6	Sevier	33.1	Pike	24.5	Pope	10.0
Boone	46.6	Monroe	32.6	Clark	24.5	Little River	9.9
Marion	44.7	Lonoke	32.4	Perry	23.3	Craighead	8.3
St. Francis	42.5	White	31.5	Faulkner	22.5	Desha	7.5
Prairie	42.4	Lafayette	31.1	Arkansas State	21.7	Columbia	6.7
Polk	41.0	Lawrence	31.1	Greene	21.0	Poinsett	6.7
Conway	39.9	Clay	31.1	Benton	20.5	Cleburne	6.1
Izard	38.6	Woodruff	30.8	Carroll	19.6	Ashley	3.8
Fulton	37.9	Cross	30.3	Ouachita	18.9	Drew	2.8
Mississippi	37.9	Lincoln	27.9	Saline	18.7	Miller	2.5
Baxter	37.4	Garland	27.7	Howard	17.9	Johnson	1.9
Phillips	36.3	Nevada	27.5	Union	16.3	Bradley	1.4
Montgomery	36.1	Hempstead	27.4	Calhoun	16.3	Logan	1.3
Van Buren	35.6	Pulaski	27.3	Madison	15.7	Chicot	1.3
Searcy	35.3	Jefferson	27.3	Yell	12.9	Franklin	0.9
Stone	34.5	Hot Spring	26.8	Washington	12.7	Crawford	0.7
Sharp	34.3	Crittenden	26.1	Cleveland	12.5	Sebastian	0.1

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

FIGURE 5.**Arkansas Counties—Part-Time Undergraduate Enrollment as a Percent of Population Age 18-24 with Just a High School Diploma, Fall 2006**

Phillips	36.3	Desha	12.9	Little River	9.3	Carroll	7.3
Arkansas County	34.3	Faulkner	12.6	Marion	9.0	Greene	7.0
Polk	25.5	Clark	12.4	Pope	9.0	Poinsett	6.9
Pulaski	23.5	Arkansas State	12.3	Lafayette	8.8	Dallas	6.6
Crittenden	20.2	Independence	12.3	Newton	8.7	Prairie	6.2
Garland	18.5	Pike	12.1	Cross	8.5	Clay	6.0
Mississippi	17.6	Crawford	12.0	Lonoke	8.4	White	5.5
Sebastian	17.0	Hot Spring	11.4	Lee	8.4	Van Buren	5.4
Howard	16.0	Benton	11.2	Lincoln	8.3	Stone	5.0
Randolph	15.9	Hempstead	11.2	Searcy	8.1	Chicot	4.8
Izard	15.6	Conway	11.1	Franklin	8.0	Perry	4.7
Jefferson	14.6	Washington	11.0	Grant	7.9	Yell	4.6
Boone	14.6	Monroe	10.7	Woodruff	7.8	Scott	4.5
Jackson	14.3	Craighead	10.6	Saline	7.7	Fulton	4.4
Sevier	14.3	Lawrence	10.4	Cleveland	7.6	Ashley	3.9
Union	13.7	Columbia	10.3	Sharp	7.5	Madison	2.6
St. Francis	13.4	Nevada	9.9	Logan	7.4	Johnson	2.6
Baxter	13.2	Montgomery	9.9	Calhoun	7.3	Cleburne	2.4
Ouachita	13.1	Drew	9.6	Bradley	7.3	Miller	1.9

Source: Arkansas Department of Higher Education; U.S. Census Bureau, 2006 Population Estimates and 2000 Decennial Census

2. Meeting Workforce

Employers are important audiences for all public institutions of postsecondary education in Arkansas. An important part of role and scope designation is to ensure that these designations for institutions align with workforce needs of employers in the service area. One way to approach this task is to align information about workforce needs in each region of the state (from data available from the Department of Workforce Services) with degree production information for the higher education institutions in that region. Maps indicating the workforce regions along with the public two- and four-year institutions located in each region are provided in Figures 6 and 7.

This is an admittedly crude measure in that:

- It does not account for in- and out-migration of workers.
- It does not account for numbers of positions filled by individuals already trained and coming back into the workplace.
- It cannot take into account demand in emerging occupational areas.

Nonetheless, it provides an indication of the extent of the match/mismatch between workforce demand and supply.

FIGURE 6.
Arkansas Public 2-Year Locations

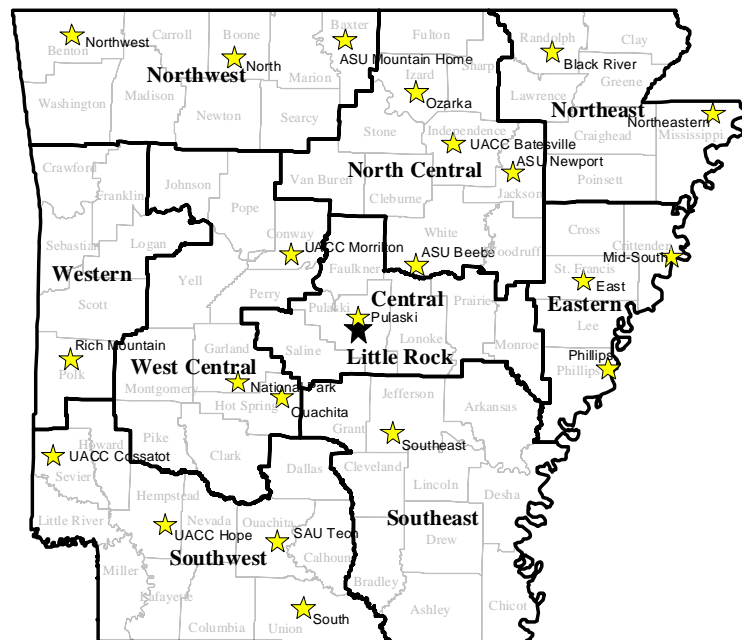
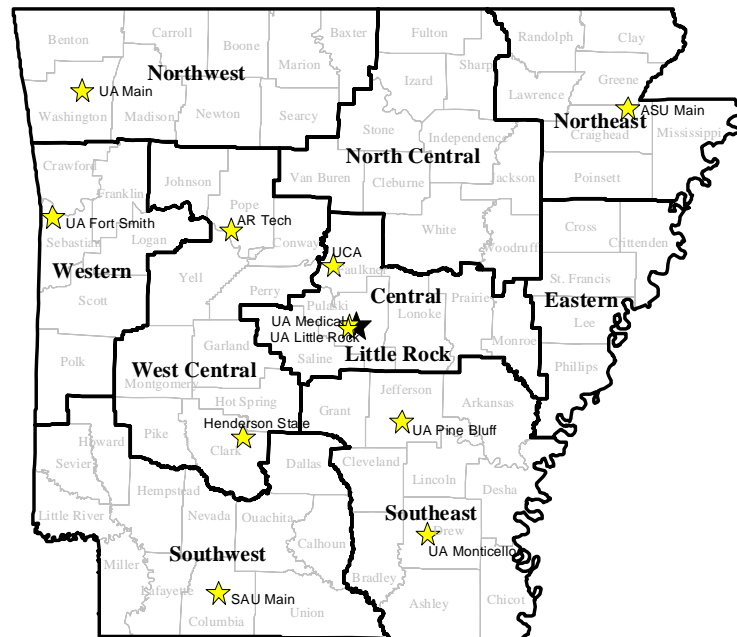


FIGURE 7.
Arkansas Public 4-Year Locations



The data for the state as a whole and for each region of the state are presented in Tables 1-11. Statewide, the greatest needs are in nursing, education, business (in various specific subfields) and some of the skilled vocational occupations, all fields in which programs are offered in numerous institutions scattered across the state.

Approached on a regional basis, most of the unmet demand is in occupational areas in which educational programs exist in the region—the issues are those of student demand, institutional capacity and throughput, not those of needs for entirely new programs. Technically, the role and scope designations as proposed are written in such a way that institutions could respond to unmet needs within the designations without seeking a broadening of these designations. This does not mean that additional programs are not required, however.

Reviewing the data on a region-by-region basis reveals areas in which additional programs **might** be required. These areas can be identified by noting occupations for which the data in Tables 2-11 reveal areas in which there is demand and **zero** average annual awards. In reviewing the regional data, mismatches between demand and supply recur in a few fields:

- Human resource management
- Property and real estate managers
- Bus and truck mechanics

- Pharmacists
- Special education

The first two of these can be accommodated by adding specialties within the business category. Given the nature of pharmacy programs, it is unlikely that adding more programs in this field is feasible (although expanding current capacity might be considered). Bus and truck mechanics are needed in several regions, as are special education teachers. In the case of diesel mechanics, the issue is one of substantial under-production relative to need. With regard to special education teachers, the problem appears to be more one of distribution than of overall production levels. Generally speaking, those occupations that represent specialization within either a business field or in teacher education require a baccalaureate degree. The health care fields (nursing, etc.) along with fields such as auto and diesel mechanics require associate-level programs. Depending on specific needs, programs in information technology appropriately may be at either the associate or baccalaureate levels.

TABLE 1
State of Arkansas Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	685	252	-433
Clergy	411	170	-241
Human Resources Management and Services	267	51	-216
Elementary and Secondary Teachers (except Special Education)	1,410	1,230	-180
Automotive Service Technicians and Mechanics	267	110	-157
Bus and Truck Mechanics and Diesel Engine Specialists	169	38	-131
Insurance Sales Agents	119	10	-109
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	330	244	-86
Medical and Health Services Managers	115	46	-69
Registered Nurses	1,115	1,066	-49
Sales Managers	113	75	-38
Pharmacists	130	105	-25
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	502	502	0
Financial Managers and Loan Officers	204	289	85
Licensed Practical and Licensed Vocational Nurses	494	615	121
Lawyers	127	260	133
Accountants and Auditors	331	504	173
Management Analysts and Cost Estimators	221	483	262
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	1,095	1,420	325
Preschool and Kindergarten Teachers (except Special Education)	212	699	487
Postsecondary Teachers, All Other	352	NA	NA

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 2
Northwest Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	90	0	-90
Automotive Service Technicians and Mechanics	74	7	-67
Registered Nurses	183	122	-61
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	144	95	-49
Clergy	86	38	-48
Human Resources Management and Services	68	21	-47
Property and Real Estate Managers, Agents, Appraisers and Assessors	44	0	-44
Bus and Truck Mechanics and Diesel Engine Specialists	44	0	-44
Construction Managers, Inspectors	45	3	-42
Insurance Sales Agents	40	0	-40
Computer and Information Systems Managers	32	0	-32
Licensed Practical and Licensed Vocational Nurses	68	39	-29
Elementary and Secondary Teachers (except Special Education)	369	343	-26
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	32	21	-11
Sales Managers	68	62	-6
Marketing Management and Market Research Analysts	139	155	16
Financial Managers and Loan Officers	66	125	59
Management Analysts and Cost Estimators	58	165	107
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	192	471	279

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 3
North Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies and Attendants	47	14	-33
Registered Nurses	77	63	-14
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	22	8	-14
Property and Real Estate Managers, Agents, Appraisers and Assessors	14	0	-14
Special Education Teachers	22	10	-12
Pharmacists	11	0	-11
Automotive Service Technicians and Mechanics	20	11	-9
Financial Managers and Loan Officers	14	5	-9
Human Resources Management and Services	15	6	-9
Bus and Truck Mechanics and Diesel Engine Specialists	11	17	6
Elementary and Secondary Teachers (except Special Education)	125	149	24
Accountants and Auditors	12	46	34
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	43	107	64
Licensed Practical and Licensed Vocational Nurses	40	115	75
Postsecondary Teachers, All Other	13	NA	NA

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 4
Northeast Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	77	24	-53
Nursing Aides, Orderlies and Attendants	72	42	-30
Human Resources Management and Services	17	0	-17
Adult Literacy, Remedial Education and GED Teachers and Ins	13	0	-13
Pharmacists	13	0	-13
Bus and Truck Mechanics and Diesel Engine Specialists	12	0	-12
Medical and Health Services Managers	10	0	-10
Emergency Medical Technicians and Paramedics	14	12	-2
Automotive Service Technicians and Mechanics	18	19	1
Medical and Clinical Lab. Technologists/Technicians	16	20	4
Licensed Practical and Licensed Vocational Nurses	54	65	11
Social Service Workers	14	54	40
Accountants and Auditors	21	68	47
Farm, Ranch and Other Agricultural Managers	12	65	53
Radiologic Technologists and Technicians	17	72	55
Elementary and Secondary Teachers (except Special Education)	138	240	102
Registered Nurses	107	216	109
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	53	182	129
Preschool and Kindergarten Teachers (except Special Education)	20	162	142

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 5
Western Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Elementary and Secondary Teachers (except Special Education)	154	8	-146
Nursing Aides, Orderlies and Attendants	53	0	-53
Special Education Teachers	25	0	-25
Registered Nurses	86	68	-18
Bus and Truck Mechanics and Diesel Engine Specialists	18	0	-18
Financial Managers and Loan Officers	15	0	-15
Human Resources Management and Services	15	0	-15
Property and Real Estate Managers, Agents, Appraisers and Assessors	15	0	-15
Construction Managers, Inspectors	10	0	-10
Automotive Service Technicians and Mechanics	21	15	-6
Accountants and Auditors	20	20	0
Licensed Practical and Licensed Vocational Nurses	41	56	15
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	58	85	27
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	43	85	42
Preschool and Kindergarten Teachers (except Special Education)	16	66	50

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 6
West Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Property and Real Estate Managers, Agents, Appraisers and Assessors	24	0	-24
Human Resources Management and Services	21	0	-21
Pharmacists	17	0	-17
Massage Therapists	13	0	-13
Nursing Aides, Orderlies and Attendants	62	50	-12
Bus and Truck Mechanics and Diesel Engine Specialists	11	0	-11
Special Education Teachers	20	9	-11
Elementary and Secondary Teachers (except Special Education)	171	168	-3
Registered Nurses	114	116	2
Automotive Service Technicians and Mechanics	21	25	4
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	25	32	7
Educational, Vocational and School Counselors	12	22	10
Education Administrators, Elementary and Secondary School	11	24	13
Clergy	22	41	19
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	68	108	40
Accountants and Auditors	17	60	43
Licensed Practical and Licensed Vocational Nurses	42	132	90
Preschool and Kindergarten Teachers (except Special Education)	33	141	108

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 7
Central Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Nursing Aides, Orderlies, and Attendants	198	0	-198
Elementary & Secondary Teachers (except Special Education)	185	83	-102
Registered Nurses	152	56	-96
Licensed Practical and Licensed Vocational Nurses	71	0	-71
Automotive Service Technicians and Mechanics	47	0	-47
Management Analysts and Cost Estimators	26	0	-26
Pharmacists	25	0	-25
Human Resources Management and Services	48	24	-24
Administrative Services Managers	21	0	-21
Welding, Cutting, Soldering, Brazing, Machine Setters & Operators	21	0	-21
Psychiatric Technicians	18	0	-18
Construction Managers, Inspectors	16	0	-16
Bus and Truck Mechanics and Diesel Engine Specialists	15	0	-15
Sales Managers	14	0	-14
Computer and Information Systems Managers	13	0	-13
Medical and Health Services Managers	14	1	-13
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	101	93	-8
Fitness Trainers and Aerobics Instructors	20	15	-5
Financial Managers and Loan Officers	21	36	15
Accountants and Auditors	29	76	47

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 8
Eastern Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Elementary & Secondary Teachers (except Special Education)	55	1	-54
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	19	3	-16
Licensed Practical and Licensed Vocational Nurses	15	4	-11
Bus and Truck Mechanics and Diesel Engine Specialists	12	2	-10
Nursing Aides, Orderlies, and Attendants	16	9	-7
Special Education Teachers	7	0	-7
Social Service Workers	7	7	0
Registered Nurses	24	40	16

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 9
Southwest Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	38	15	-23
Special Education Teachers	10	0	-10
Human Resources Management and Services	10	0	-10
Elementary and Secondary Teachers (except Special Education)	99	90	-9
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	24	24	0
Industrial Engineers	10	12	2
Automotive Service Technicians and Mechanics	15	22	7
Registered Nurses	37	52	15
Nursing Aides, Orderlies and Attendants	39	71	32
Licensed Practical and Licensed Vocational Nurses	31	94	63

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 10
Southeast Region Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Welding, Cutting, Soldering, Brazing, Machine Setters and Operators	39	12	-27
Special Education Teachers	13	0	-13
Clergy	12	0	-12
Human Resources Management and Services	11	0	-11
Computer Software Engineers, Applications; Operations and Systems Analysts; Specialists, Programmers	15	16	1
Social Service Workers	11	19	8
Registered Nurses	68	79	11
Elementary & Secondary Teachers (except Special Education)	78	97	19
Accountants and Auditors	11	33	22
Licensed Practical and Licensed Vocational Nurses	48	82	34
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	44	118	74

Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

TABLE 11
City of Little Rock Occupations with the Largest Projected Annual Openings
Requiring Postsecondary Education
Average Annual Awards (2004-2006) Less Projected Annual Openings (2004-2014)

Occupation	Projected Annual Openings 2004-14	Average Annual Awards 2004-06	Annual Awards Less Annual Openings
Clergy	128	2	-126
Nursing Aides, Orderlies, and Attendants	90	0	-90
Human Resources Management and Services	51	0	-51
Licensed Practical and Licensed Vocational Nurses	68	28	-40
Elementary & Secondary Teachers (except Special Education)	90	56	-34
Property and Real Estate Managers, Agents, Appraisers, and Assessors	31	0	-31
Insurance Sales Agents	27	0	-27
Automotive Service Technicians and Mechanics	31	8	-23
Medical and Health Services Managers	26	10	-16
Bus and Truck Mechanics and Diesel Engine Specialists	22	16	-6
Medical and Clinical Laboratory Technologists/Technicians	34	28	-6
Registered Nurses	260	255	-5
Health Technologists and Technicians, All Other	22	17	-5
Accountants and Auditors	59	61	2
Aircraft Mechanics and Service Technicians	22	43	21
Financial Managers and Loan Officers	33	55	22
Administrative Services Managers	20	46	26
Computer Software Engineers, Applications; Operations & Systems Analysts; Specialists, Programmers	75	103	28
Management Analysts and Cost Estimators	67	116	49
Public Relations Specialists	22	73	51
Chief Executives, General and Operations Managers, Business Operations Specialists, Logisticians	167	237	70
Lawyers	35	119	84

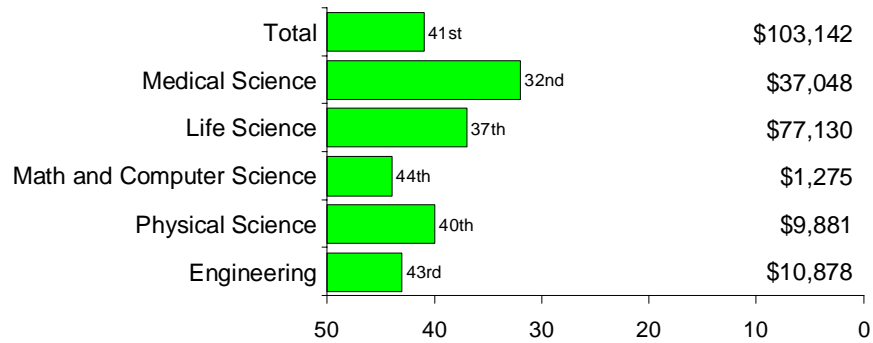
Source: State of Arkansas, Department of Workforce Services (www.discoverarkansas.net); NCES, IPEDS 2004, 2005 and 2006 Completions Files (c2004a, c2005a and c2006a Final Release Data Files)

3. Research

The University of Arkansas at Fayetteville and the University of Arkansas for Medical Services are the only two institutions that have research as part of their assigned missions. As research universities go, they are relatively small.

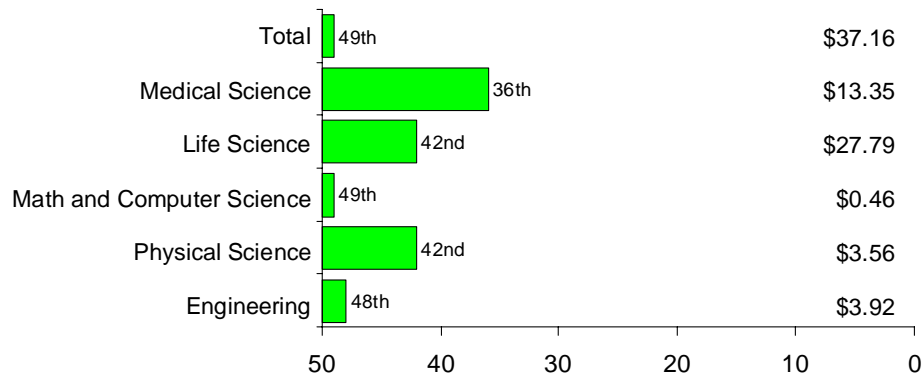
Collectively, Arkansas institutions garner federal research and development funds at levels that place the state 41st among the 50 states. Since the state is 32nd in terms of total population, per capita funding for R&D from federal sources is 49th among the 50 states (see Figures 8 and 9). These rankings suggest the importance of focusing any research investments in those institutions already assigned research missions and not assign this role to additional institutions.

FIGURE 8.
Arkansas Rank—Federal R&D Expenditures, 2005



Source: National Science Foundation; U.S. Census Bureau Population Estimates

FIGURE 9.
Arkansas Rank—Federal R&D Expenditures Per Capita, 200



Source: National Science Foundation; U.S. Census Bureau Population Estimates

**DOCTOR OF PHILOSOPHY IN EDUCATION POLICY
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval to offer a Doctorate of Philosophy (Ph.D.) in Education Policy at the University of Arkansas, Fayetteville (UAF), effective Fall 2008. UAF is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal March 28, 2008.

Description of the Program

The proposed 72-semester credit hour program is designed to prepare policy-oriented scholars for careers in academia, policy institutes, and public service in the field of PK-12 education policy. The program of study is based on the social sciences and other academic disciplines supported by empirical research. *Nine new courses* will be added to the curriculum.

The proposed Ph.D. focuses on the systematic study of education as a social and cultural institution and the educational process as an object of humanistic inquiry. The program includes instruction in such subjects as the philosophy of education, economics and politics of education, educational policy studies, and studies of education in relation to specific populations, issues, social phenomena and types of work.

The Ph.D. in Education Policy will not duplicate the education policy concentration within the University's Ph.D. in Public Policy. The key distinction is that the proposed Ph.D. will focus on the preparation of specialists in the P-12 arena while the Ph.D. in Public Policy (education policy concentration) is much broader and designed to prepare specialists in all education public policy areas and decision processes. The proposed program will be administered through the Department of Education Reform (EDRE).

The curriculum meets stated objectives and is in keeping with comparable Ph.D. programs. The course of study is a discipline-based study of P-12 education policy based on empirical research and is designed provide balance between classroom coursework and research.

Degree Requirements

Doctor of Philosophy in Education Policy

Total semester credit hours – 72

Core courses: disciplinary basis (15 semester credit hours)

EDFD 5353 Philosophy of Education

EDRE 6023 Economics of Education

EDRE 6033 Politics of Education

EDRE 6043 Finance and Education Policy

EDRE 6053 Measurement of Educational Outcomes

Research Methods (12 semester credit hours)

ECON/AGEC 5613 Econometrics I

ECON 6623/AGEC 5623 Econometrics II

EDRE 6213 Program Evaluation

EDRE 6223 Research Seminar

Education Reform Fields (15 semester credit hours)

EDRE 6413 Issues in Education Policy

EDRE 6423 Seminar in School Choice Policy

EDRE 6433 Seminar in Education Accountability Policy

EDRE 6443 Seminar in Education Leadership Policy

EDRE 6453 Seminar in Teacher Quality and Public Policy

Electives (12 semester credit hours)

Students will take four electives, which will typically be a combination of relevant course offerings in other departments of the college or university, and directed research projects. Electives will be subject to approval and may include the following:

EDFD 6513 Advanced Experimental Design

EDFD 6533 Qualitative Research

ECON 6633 Econometrics III

ECON 5333 Economics of Organizations

PLSC 5163 Public Policy

PLSC 5243 Seminar in State and Local Politics

EDAD 5053 School Law

Directed research project (designed by the student or may be a continuation of projects underway in education reform)

Dissertation (18 semester credit hours)

Faculty

The proposed program will utilize current faculty and the six endowed chairs in the College of Education. Each chair is devoted to a branch of education policy including choice policy, accountability policy, leadership policy, teacher quality, and public policy and education policy as it relates to Arkansas. The endowed chairs are listed below.

Department of Education Reform:	Jay Greene, Ph.D. (Political Science, Harvard University)
Accountability:	Robert Costrell, Ph.D. (Economics, Harvard University)
School Choice:	Patrick Wolf, Ph.D. (Political Science, Harvard University)
Education Policy:	Gary Ritter, Ph.D. (Public Policy, University of Pennsylvania)
Teacher Quality:	Sandra Stotsky, Ed.D. (Reading Research and Education, Harvard University)
Leadership:	Robert Moranto, Ph.D. (Political Science, Villanova University)

Need for the Program

The need for this program exists at both the state and national level. At the national level, there are a limited number of Ph.D. programs in educational policy with a strong basis in empirical research. At the state level, no comparable programs exist.

Evidence of demand for the program exists in the large applicant pools for the few programs across the country. Employment opportunities will exist for graduates of the proposed program in academia, non-profit policy groups, research firms, and the public sector.

In academia, the growth in public policy programs has created a need for new faculty with training in the social sciences applied to education policy. Think tanks and research firms, such as Westat, Mathematica, and American Institutes for Research, regularly advertise positions for education policy experts. Furthermore, there is a steady demand for education policy experts at all levels of government, especially at the state-level where there are positions requiring high-level analytical skills.

The Department of Education Reform currently is providing fellowships to five doctoral students. Although these students are enrolled in other Ph.D. programs at the University, including economics and public policy, they work with Education Reform faculty. These current students have been engaged in education policy research, presented their research findings at professional conferences, and have

received national press recognition in areas such as performance pay for teachers, charter school systemic effects, and the effects of accountability. In Arkansas, their work through the Department's Office of Education Policy and other entities, has informed legislative efforts, and has included research projects in several Arkansas school districts.

The University estimates initial student enrollment at 10, increasing to a maximum 15 over a 5-year period. It is expected that three students will graduate on an annual basis.

Program Costs

The only new program costs are for library resources. The library recommends \$11,000 for first-year purchases and \$3,000 annually thereafter.

The Department of Education Reform has \$7 million in research grants and approximately \$20 million in endowments for faculty, staff, fellowships, equipment, and supplies. The endowments are based on original gifts of \$17.5 million from the Windgate Charitable Foundation and the Matching Gift Program created by a gift from the Walton Family. The gifts are valued at \$19.4 million as of September 30, 2007. These endowments generate funds for six faculty chairs to supplement the six faculty lines committed to EDRE. The University has also committed to fund 10 doctoral fellowships as part of the gift agreement.

Program Duplication

There are no doctoral programs in education policy offered in Arkansas. Similar Ph.D. programs exist at Teachers College—Columbia University, University of Georgia, University of Kansas, University of Kentucky, University of Missouri, and Vanderbilt University (TN).

Desegregation

African American graduate student enrollment is 4.3 percent and other minority student enrollment is 29.7 percent.

Degree Productivity

In 2006-07, 33 of 36 (92 percent) doctoral degree programs offered at UAF met Coordinating Board degree productivity guidelines.

The total number of doctoral level graduates in the university's doctoral programs over the past five years is 115. The total number of doctoral degrees awarded by the College of Education and Health Professions is 182 over the past five years.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Doctor of Philosophy in Education Policy (CIP 13.0901) to be offered at the University of Arkansas, Fayetteville, effective Fall 2008.

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

TECHNICAL CERTIFICATE IN DENTAL ASSISTING NORTHWEST ARKANSAS COMMUNITY COLLEGE

The administration and the Board of Trustees of NorthWest Arkansas Community College (NWACC) request approval to offer the Technical Certificate in Dental Assisting beginning Fall 2008. NWACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The NWACC Board of Trustees approved the proposal on March 10, 2008.

Description of the Program

The 36-semester credit hour technical certificate is designed to prepare students for entry-level positions in a dental office. Eleven *new courses* have been added to the curriculum. Students successfully completing the program will have the skills and knowledge necessary to perform such duties as preparing patients for treatments, obtaining patient records, sterilizing instruments and equipment, preparing instruments for procedures, and instructing patients on oral healthcare. Students completing this program will be eligible to take the Arkansas Board of Dental Examiners Dental Assistant Examination to become a Certified Dental Assistant.

The certificate program also will serve as a “next step” to students completing the basic dental assisting program offered for high school students at NWACC’s Regional Technology Center (RTC) in Fayetteville. Students interested in continuing their education in dental assisting must meet NWACC enrollment requirements before receiving course credit toward the certificate program.

Degree Requirements

Technical Certificate in Dental Assisting
Total semester credit hours - 36

First Semester – 18 semester credit hours
DNTA 1014 Dental Science I
DNTA 1113 Clinical Dentistry
DNTA 1213 Dental Assisting Procedures I
DNTA 1313 Dental Materials I
DNTA 1413 Dental Radiography I
DNTA 1512 Preventive Dentistry

Second Semester – 18 semester credit hours

DNTA 1023 Dental Science II

DNTA 1322 Dental Materials II

DNTA 1422 Dental Radiography II

DNTA 1223 Dental Assisting Procedures II

DNTA 1128 Clinical Practice and Research

Need for the Program

NWACC surveyed dental offices in Washington, Madison, and Benton counties to determine if a need exists for a dental assisting program. Of the 110 surveys distributed, 60 replies were received. Of those responding, over 50 percent indicated there is not an adequate number of dental assistants in the area to meet the employment needs. Each survey respondent reported an average of five dental assisting openings per year over the past three years. The majority of these positions are filled by individuals with no previous education/training who leave before the on-the-job training is completed. The dentists responding to the survey indicated they would use the program as a hiring source for new employees, and provide tuition assistance to current employees who enroll in the courses for professional development.

The hourly wage for a dental assistant without previous education/training ranges from \$6.55 to \$7.50. A dental assistant with previous education/training and certification by the Arkansas State Board of Dental Examiners will earn between \$9.00 and \$15.00 per hour, depending on experience.

Twelve students are expected to enroll in the program for the first year. The program graduation rate is expected to be seven students.

Program Costs

New program costs will be \$12,000 annually for the first three years of program operation and will cover one adjunct faculty and supplies. Based on enrollment projections, a full-time faculty member will be required by the fourth year of program operation at an approximate cost of \$42,500.

Classroom/lab facilities and equipment are available through the dental program at RTC. The available equipment includes dental patient chairs, x-ray units, dental instruments, treatment trays, sinks, wet labs, x-ray darkroom, patient chair side water system, and a medical air system. The institution has budgeted \$40,000 for equipment replacement and for additional equipment such as sterilizers, x-ray processors, vacuum systems, and dental units, instruments, and chairs to meet expected enrollment needs.

Program Duplication

Similar certificate programs are offered at Arkansas Northeastern College and Pulaski Technical College.

Desegregation

African American student enrollment in undergraduate programs is 1.7 percent and other minority student enrollment is 19.4 percent.

Degree Productivity

In 2006-07, 3 of 5 (60 percent) technical certificate programs offered at NWACC met Coordinating Board degree productivity guidelines.

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Dental Assisting (CIP 51.0601) at NorthWest Arkansas Community College, effective Fall 2008.

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

COMPLETION PROGRAM FOR BACHELOR OF SCIENCE IN NURSING UNIVERSITY OF ARKANSAS AT LITTLE ROCK

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the completion program for the Bachelor of Science in Nursing (RN to BSN) degree, beginning fall 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The Associate of Science in Nursing degree program at UALR is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Arkansas State Board of Nursing. The UA Board of Trustees approved the proposal on June 6, 2008.

Description of the Program

The RN to BSN degree program is designed for employed registered nurses with a diploma or an associate degree in nursing who want to pursue a baccalaureate degree. The program curriculum, developed with input from the UALR Nursing Advisory Committee, builds on previous coursework and integrates theory and practical learning experiences into the student's working environment. A BSN is preferred, and often required, for nursing directors/administrators, insurance case managers, insurance claim reviewers, and nursing instructors.

All nursing courses will be delivered in a traditional classroom setting and via distance education. The number of face-to-face class meetings will be based on the type of course and the needs of the individual student.

To be considered for program entry, applicants must:

1. Be employed as an RN.
2. Be a graduate of an accredited diploma or associate degree program.
International applicants must be graduates of a RN program outside of the United States.
3. Have completed a minimum of 12 semester credit hours of general education courses beyond the diploma or associate level with a C or better.
4. Have a current, unencumbered Arkansas RN license.

Applicants selected for the program will be required to complete 28-semester credit hours of general education courses above those required for the associate/diploma program and 33-semester credit hours or upper level nursing courses. In addition to the required coursework, students will receive 32 credits for successful completion of the National Council of State Boards of Nursing Registered Nurse licensure examination. Nine *new courses* will be added to the curriculum.

Clinical and practicum assignments will include the student's place of employment. Clinical assignments will be completed outside of working hours and in a different area from the student's regular work assignment. There are also letters of agreement with the American Heart Association, local schools, hospice programs, county health departments, and other hospitals, and health-care related facilities for clinical and practicum assignments. Clinical and practicum activities, based on the student's area of specialization, will focus on community health issues and leadership and management competencies.

Degree Requirements

Completion Program for Bachelor Science in Nursing (RN to BSN)
Total semester credit hours - 124

<u>Associate/Diploma RN program completion</u>	<u>63 semester credit hours</u>
General Education courses - 31 semester credit hours	
RN Licensure credit - 32 semester credit hours	

<u>BSN General Education Courses</u>	<u>28 semester credit hours</u>
PSYC 2300 Psychology and the Human Experience <i>or</i>	
SOC 2300 Social Statistics	

Fine Arts Elective
Humanities Elective
Social Sciences Elective

RHET 3316 Writing for the Workplace *or*
RHET 3326 Technical Writing

PSYC 2310 General Psychological Statistics *or*
PSYC 2340 Statistics and Methods I *or*
SOCI 3381/3181 Social Statistics

HSCI 3401 Nutrition
PSYC 3356 Developmental Psychology
Upper Level Elective

<u>Nursing Courses</u>	<u>33 semester credit hours</u>
<i>NURS 3300 Health Assessment</i>	
<i>NURS 3310 Professional Nursing Role Development</i>	
<i>NURS 3320 Wellness Promotion and the Nurse Educator</i>	
<i>NURS 3330 Health Care Economics</i>	
<i>NURS 3340 Research and Evidence Based Practice</i>	
<i>NURS 3350 Ethics, Legalities, and Advocacy</i>	
<i>NURS 4510 Nursing Practice: Community Health Needs</i>	
<i>NURS 4520 Nursing Practice: Leadership and Management</i>	
<i>NURS 4530 Nursing Practice: Integration of Concepts</i>	

Need for the Program

The RN to BSN program was developed in response to needs specifically identified by Arkansas Children's Hospital, Saline Memorial Hospital, and St. Vincent Health System for a program to provide educational opportunities for their employees. These three hospitals have indicated a need for more baccalaureate level nurses and will provide tuition assistance to the employees enrolling in the program. The hospitals will also serve as sites for the practical and clinical application requirements of the program.

The addition of the RN to BSN program will provide a seamless transition for UALR students currently enrolled in the associate degree program to the baccalaureate program. A recent survey of 121 first-year associate degree students indicated that at least 109 planned to enroll in the RN to BSN within the first three years of the program, while 56 of the 84 second-year associate degree students indicated they planned to enroll in the baccalaureate program. Fall enrollment in the UALR associate program in the past five years has averaged 265 part-time and full-time students. A total of 366 students have completed the associate program in the past five years.

Fifty students are expected to enroll in the program during the first year of the program, increasing to 150 students by year three. It is expected that 35 students from the first class will graduate annually.

Program Costs

Administrative and other program-related costs required for the program are available in the current budget. Two new faculty positions will be required for the first year of program operation and one new faculty position will be required for the second year. Total program costs are projected at \$326,094 for year one and will increase to \$459,208 by year three.

Program Duplication

The proposed RN to BSN degree completion program will be the only bachelor's degree program in nursing offered by an Arkansas public institution that requires employment for program entry. Bachelor's degrees in nursing are offered at Arkansas State University-Jonesboro, Arkansas Tech University, Henderson State University, Southern Arkansas University-Magnolia, the University of Arkansas, Fayetteville, the University of Arkansas - Fort Smith, the University of Arkansas for Medical Sciences, the University of Arkansas at Monticello, the University of Arkansas at Pine Bluff, and the University of Central Arkansas.

Desegregation

African American student enrollment in undergraduate programs is 29.5 percent and other minority student enrollment is 8.5 percent.

Degree Productivity

In 2006-07, 46 of 49 (93 percent) bachelor's degree programs offered at UALR met Coordinating Board degree productivity guidelines.

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the completion program for the Bachelor of Science in Nursing (RN to BSN) CIP 51.1601 at the University of Arkansas at Little Rock, effective Fall 2008.

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

MASTER OF SCIENCE IN SYSTEMS ENGINEERING UNIVERSITY OF ARKANSAS AT LITTLE ROCK

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Master of Science in Systems Engineering (MSSE) beginning Fall 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and engineering programs are accredited by the Accreditation Board for Engineering and Technology (ABET). The proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on June 6, 2008.

Description of the Program

The proposed master's degree is designed to provide engineers specializing in various engineering fields with the advanced knowledge and skills needed to be a systems engineer. Systems engineers coordinate the design, development, analysis, and management of systems related to manufacturing, aviation, water and food distribution, communications, aerospace, national defense, and utilities.

Employment opportunities for MSSE graduates exist in information technology, telecommunications, and aviation as well as mechanical- and electrical-related industries. Entry-level salaries for systems engineers in Arkansas range from \$45,000 to \$70,000. Graduates of this program will perform such duties as designing and implementing industry-specific software to control assembly line or quality control processes, creating automated productions systems, regulating a company's information network, and developing environmentally sound systems for water purification, waste disposal, and wastewater treatment.

The proposed 31-semester credit hour master's degree program builds on the Graduate Certificate in Systems Engineering approved by the Coordinating Board in 2006. The curriculum will consist of 12 semester credit hours of existing core courses from the graduate certificate, a seminar course, 12 to 15 semester credit hours of systems engineering courses, and a master's thesis or project. The program will require four *new courses*.

Degree Requirements

Master of Science in Systems Engineering
Total semester credit hours - 31

Graduate Certificate Core: Systems Engineering Theory and Methods (12 credit hours)

- SYEN 7311 System Design and Analysis
- SYEN 7312 System Architecture and Design
- SYEN 7313 System Management and Evaluation
- SYEN 7314 Multi-criteria Decision and Risk Analysis

Systems Engineering Courses (12-15 credit hours)

Systems Analysis and Applications

- SYEN 5320 Linear Systems Theory
- SYEN 5325 Fuzzy Logic in Control and Systems Engineering
- SYEN 5329 Robust and Optimal Control Systems
- SYEN 5314 Queuing Theory and Systems
- SYEN 5322 Modeling Transportation Systems
- SYEN 5342 Linear Programming and Network Flows
- SYEN 7342 Network and Combinatorial Optimization
- SYEN 7315 Complex Engineered Systems
- SYEN 7316 Advanced Systems Simulation

Electrical and Computer Engineering

- SYEN 5332 Applied Operating Systems
- SYEN 5334 Software Systems Engineering
- SYEN 5354 Power Systems Analysis
- SYEN 5366 Advanced Digital Systems
- SYEN 7332 Advanced Operating System Design
- SYEN 7366 Design of Fault-Tolerant Digital Systems

Telecommunications, Networking, and Signal Processing

- SYEN 5336 Advances in Communication Networks
- SYEN 5350 Digital Signal Processing
- SYEN 5353 Advanced Digital Communications
- SYEN 5355 Mobile Multimedia Internet
- SYEN 5356 Radio Frequency Techniques and Systems
- SYEN 5358 Cellular and Wireless Communications
- SYEN 5359 Optical Networking
- SYEN 5352 Spatial Time Series
- SYEN 5362 Neural Networks and Adaptive Systems
- SYEN 7355 Essentials of Coding Theory
- SYEN 7357 Advanced Antennas for Wireless Systems

Mechanical Engineering

- SYEN 5340 Applied Numerical Methods
- SYEN 5379 Heat Transfer
- SYEN 5381 Thermal and Fluid Systems
- SYEN 5382 MEMS and Microsystems
- SYEN 5383 Finite Element Analysis
- SYEN 5385 Biomechanics of Human Movement
- SYEN 7374 Elasticity
- SYEN 7376 Fracture Mechanics

Master's Project or Master's Thesis (4-6 credit hours)

*SYEN 7190 Systems Engineering Seminar and
SYEN 7300 Systems Engineering Graduate Project or
SYEN 8100-8600 Systems Engineering Master's Thesis or
SYEN 5399/7399 Special Topics in Systems Engineering (systems analysis and
applications; electrical and computer engineering; telecommunications, networking,
and signal processing; and mechanical engineering)*

Need for the Program

The Systems Engineering Industrial Advisory Council established a Task Force in Fall 2006 to develop an action plan to promote and strengthen the Systems Engineering Department and degree programs. Members of the task force, which included representatives from Acxiom, Accelerate Arkansas, Arkansas Science and Technology Authority, Alltel, Windstream, AT&T, Grant Associates, Southwest Power Pool, and UALR alumni, identified the need for a graduate program in addition to the graduate certificate approved by the Coordinating Board in April 2006. Nineteen part-time students have enrolled in the certificate program since Spring 2007. The first Graduate Certificate in Systems Engineering was awarded during Spring 2008 graduation ceremonies.

Members of the Advisory Council, the taskforce, and other employers surveyed, such as Raytheon, Falcon Jet, and Lockheed Martin indicated an immediate need for employees with a master's degree in engineering, and their willingness to provide employees incentives for enrolling in the master's program. In addition to the response from employers, at least 10 students in the baccalaureate and graduate certificate programs have indicated plans to enroll in the master's program.

The program will also satisfy the expected requirement of the American Society of Civil Engineers and the National Council of Examiners for Engineering and Surveying that engineers complete 30 credit hours beyond a bachelor's degree or have a master's degree for professional licensure. The new licensure requirement is expected to take effect in 2015.

Ten students are expected to enroll in the program during the first year of the program. The institution estimates that five students will graduate annually.

Program Costs

Administrative and other program-related costs required for the program are available in the current budget. The University will hire an additional engineering faculty member in 2009-10. Faculty salaries are projected at \$171,000 for program year one and increasing to \$350,000 by year three. Total program costs, including faculty salaries, are projected at \$211,000 for year one and increasing to \$410,000 by year three.

Program Duplication

There are no graduate degrees in systems engineering offered by public universities in Arkansas. UALR is the only institution in Arkansas currently offering an undergraduate systems engineering degree program.

Arkansans wanting to pursue a master's degree in the systems engineering must attend out-of-state institutions such as Louisiana State University, the University of Missouri at Rolla, the University of Memphis, Texas A&M University, the University of Texas at Arlington, and Oklahoma State University.

Desegregation

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

Degree Productivity

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

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Master of Science in Systems Engineering (CIP 14.2701) at the University of Arkansas at Little Rock effective Fall 2008.

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

TECHNICAL CERTIFICATE IN PHARMACY TECHNICIAN MID-SOUTH COMMUNITY COLLEGE

The administration and Board of Trustees of Mid-South Community College (MSCC) seek approval to offer the Technical Certificate in Pharmacy Technician effective January 2009. MSCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The MSCC Board approved the proposal on February 11, 2008.

Description of the Program

Students who complete the proposed certificate program will be prepared to assist pharmacists in health care and retail facilities. The program is designed to meet the standards of the Institute for the Certification of Pharmacy Technicians. Eight *new courses* will be added.

The proposed program is 33 semester credit hours. Students are trained in pharmacy operations, law and ethics, and medical terminology. A clinical internship, either in an institutional or retail pharmacy setting, is required.

Degree Requirements

Technical Certificate in Pharmacy Technician
Total semester credit hours – 33

Fall Semester – 15 semester credit hours

ENG 1113 English Composition I
BIOL 1214 Anatomy & Physiology I
MEDP 1043 Medical Terminology
PHAR Pharmacy Law and Ethics
PHAR Pharmacy Practice

Spring Semester – 14 semester credit hours

PHAR Introduction to Pharmacy Operations
PHAR Measurements and Calculations
PHAR Sterile Products Theory and Lab
MEDP 1073 Pharmacology
PHAR Professional Seminar

Summer Term – 4 semester credit hours

PHAR Pharmacy Practice – Clinical Training
(Institutional or Retail)

Need for the Program

MSCC formed a medical advisory committee in December 2007 to study the viability of allied health programs in the institutional service area. Representatives on the committee from pharmacies, home health agencies, and hospitals indicated that a need existed for at least 10 pharmacy technicians, especially in the Memphis area. The average annual salary for a pharmacy technician in the area is \$25,000. MSCC expects 15 new students to enroll in the program with 6 graduating after the first 2 years.

Program Costs

Initial program costs will be \$119,087 which includes \$57,960 for one new faculty member, \$60,127 for supplies, and \$1,000 for faculty development. New supplies required for the program include items such as printers, computers, scales, and beakers. MSCC has applied for a Title III grant to aid in the cost of the program.

Program Duplication

Arkansas State University—Beebe offers a similar program.

Desegregation

African American student enrollment is 51 percent and other minority enrollment is 2.8 percent.

Program Productivity

In 2006-07, 7 of 13 (54 percent) certificates at MSCC met Coordinating Board degree productivity guidelines.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Pharmacy Technician (CIP 51.0805) at Mid-South Community College, effective January 2009.

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

ASSOCIATE OF APPLIED SCIENCE IN MEDICAL ASSISTANT MID-SOUTH COMMUNITY COLLEGE

The administration and Board of Trustees of Mid-South Community College (MSCC) seek approval to offer the Associate of Applied Science in Medical Assistant effective January 2009. MSCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The MSCC Board of Trustees approved the proposal on February 11, 2008.

Description of the Program

The medical assistant associate degree program is designed to teach students to perform administrative and clinical tasks in healthcare facility settings. Individuals will be instructed in laboratory procedures, medical office software, basic x-ray procedures, and medical office insurance and billing, among other subjects. The curriculum is designed according to the standards established by the Commission on Accreditation of Allied Health Education Programs.

The curriculum is 68 semester credit hours. Thirteen *new courses* will be added to the curriculum. The student will be required to complete an internship in a physician's office or medical clinic.

Degree Requirements

Associate of Applied Science in Medical Assistant
Total semester credit hours - 68

Fall Semester – 19 semester credit hours

ENGL 1113	English Composition I
CSUR 1101	College Survival Skills
MDA	<i>Medical Assisting – Administrative Procedures</i>
MDA	<i>Medical Assisting – Clinical Procedures I</i>
PHLB 1016	<i>Principles and Practice of Phlebotomy</i>
MEDP 1043	Medical Terminology

Spring Semester - 17 semester credit hours

BIOL 1214/1210	Anatomy & Physiology I and Lab
COMP 1113	Computer Fundamentals
MDA	<i>Medical Assisting – Laboratory Procedures</i>
MDA	<i>Medical Software Applications</i>
MEDP 1113	Medical Transcription I
MDA	<i>Basic X-ray and Spirometry</i>

Fall Semester - 19 semester credit hours

MATH 1113	College Algebra
MDA	<i>Medical Office Medications</i>
MDA	<i>Medical Office Insurance Coding and Billing</i>
MDA	<i>Medical Office Insurance Coding and Billing Applications</i>
MDA	<i>Medical Law and Ethics</i>
MDA	<i>Basic Electrocardiography</i>
MEDP 2113	Medical Transcription II

Spring Semester – 13 semester credit hours

ENGL 1123	English Composition II
BUSN 1201	Career Preparation
MDA	<i>Medical Assisting Externship (Physician Office/Clinic)</i>
MDA	<i>Medical Assisting Seminar</i>
PSYC 1403	General Psychology

Need for the Program

Fifteen representatives from area hospitals, clinics, and pharmacies formed a Medical Advisory Committee in December 2007. Fourteen job vacancies are expected in the future with an annual salary averaging \$22,000. MSCC also has had two student groups involved in operational planning for the program. They expect 25 students to enroll in the program the first year and the program graduation rate is expected to be six after the first two years.

Program Costs

Costs in the first year of the program will be \$105,830 which includes \$69,000 for one new faculty member, \$18,900 for new equipment, \$16,930 for supplies, and \$1,000 for faculty development. Supplies include microscopes, body part models, and examination tables. MSCC has applied for a Title III grant to cover a portion of the program expenses.

Program Duplication

Similar programs are offered at East Arkansas Community College, Cossatot Community College, Arkansas Tech University, Ozarka College, the University of Arkansas Community College at Hope, and the University of Arkansas for Medical Sciences.

Desegregation

African American student enrollment is 51 percent and other minority enrollment is 2.8 percent.

Degree Productivity

In 2006-07, 4 of 5 (80 percent) associate degree programs offered at MSCC met Coordinating Board degree productivity guidelines.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Medical Assistant (CIP 51.0801) at Mid-South Community College, effective January 2009.

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 Mid-South Community College of the approval.

**DOCTOR OF PHILOSOPHY IN READING
UNIVERSITY OF ARKANSAS AT LITTLE ROCK**

The administration and the Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Little Rock (UALR) to offer the Doctor of Philosophy in Reading beginning Fall 2008. UALR is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The UA Board of Trustees approved the proposal on January 25, 2008. If approved, the program will be added to the role and scope of UALR.

Description of the Program

Over the past 30 years, UALR has offered the master's degree in reading. The institution has offered the reading specialist degree for 10 years and the reading coach certificate for the past 3 years. The proposed doctoral program builds upon these existing graduate programs in reading. The program will prepare reading teachers to meet the increasing and changing demands of reading education in Arkansas and the United States. Graduates will serve as literacy administrators, curriculum specialists, college faculty, researchers, and program evaluators. The curriculum includes coursework in literacy theories combined with cognitive apprenticeships in the field. Students also will have opportunities to collaborate with faculty on scholarly work and research projects.

Degree Requirements

Doctor of Philosophy in Reading
Total semester credit hours - 72

Year 1 – 18 semester credit hours

READ 8320	Phonology, Orthography, and Linguistic Processes in Reading
EDFN 8306	Advanced Research Methods
READ 8330	Cognitive & Social Theories in Literacy Learning
EDFN 8353	<i>Descriptive Research in Literacy</i>
	Specialty Area Courses

Year 2 – 18 semester credit hours

READ 8342	Reading Comprehension: From Research to Practice
EDFN 8310	Applied Measurements in Research and Analysis
READ 8345	Theoretical Models and Historical Perspectives in Literacy
EDFN 8383	Advanced Qualitative Research
	Specialty Area Courses

Year 3 – 18 semester credit hours

EDFN 8352 Advanced Quantitative Research in Literacy
Specialty Area Courses

Year 4 - 18 semester credit hours

READ 8399 Doctoral Seminar in Reading
Dissertation

Proposal Review

Dr. Nancy Anderson, Associate Professor of Reading at Texas Woman's University, was employed to review the program proposal. Dr. Anderson concluded that the proposed program will provide the necessary coursework and credentials for the development of scholars needed for higher education and leadership in the field of reading. Program graduates will serve as college faculty, conduct original research in the field, and conduct extensive reading program evaluations required by the No Child Left Behind and Reading First federal legislation. Graduates also will provide curriculum leadership for school districts and will have the ability to write, implement, and evaluate the curriculum rather than relying solely on outside publishing and testing companies.

The curriculum is designed in accordance with the International Reading Association Standards for Reading Professionals. The embedded nature of the UALR reading programs illustrates the interconnectedness between pedagogy, research, and theory. The proposed program will enhance and support the effectiveness of Arkansas's reading educators. The curriculum is appropriate and reflects current trends in the field while covering content in specialty areas.

Need for the Program

Research shows that significant gaps exist in the literacy achievement of Arkansas students. Because of the No Child Left Behind Act, public schools are more accountable for student achievement and must disaggregate data into demographic subgroups (economic, special education, second language, and race). Furthermore, if students in the subgroups do not make adequate annual progress, the school is placed on a school improvement list and the school's funding can be in jeopardy if improvements in student achievement cannot be documented.

With federal, state, and local emphasis on accountability and transparency, the need for school-based research, curriculum alignment, and school-embedded professional development is great. Traditionally, these functions have been provided by outside agencies because, in most cases, schools lacked the qualified personnel. The proposed program would provide individuals with specialized, literacy expertise who would be qualified to assume the following responsibilities:

- Create individual and school-wide literacy assessment systems
- Conduct literacy-related school evaluations and prepare reports
- Use literacy-related data to inform school planning
- Design K-12 literacy curricula
- Provide professional development and specialized training in literacy for teachers
- Collect data on the effects of reading instruction on student achievement
- Publish research reports on literacy improvement

Institutional Commitment and Capacity

In 1991, UALR was established as one of 22 Reading Recovery University Training Centers in the United States. In collaboration with the Arkansas Department of Education (ADE), the Arkansas Education Service Cooperatives, and Arkansas public schools, the faculty in the UALR Center for Literacy have conducted research on the effects of Reading Recovery and small group reading interventions on the reading achievement of Arkansas children. Additionally, UALR faculty have collaborated with literacy specialists at the education service cooperatives to collect data and publish annual reports on Reading Recovery which are shared with the ADE, Arkansas legislators, and school districts. These individual reports are compiled and published at www.arliteracymodel.org.

UALR faculty also have collaborated with Arkansas schools to study the longitudinal effects of early intervention on the reading achievement of struggling readers. Examples of research projects that have occurred during the past five years include:

- An Examination of the Achievement Levels of Former Reading Recovery Students on the Third and Fourth Grade Benchmark Examinations
- A Follow-up Study of Second and Third Grade Reading Recovery Students on Arkansas State Assessments
- A Follow-up Study on the Reading Performance of Formerly Discontinued Reading Recovery Students Who Received Prior Instruction in a Small Group Early Literacy Model

Other studies have examined the effects of layering interventions for struggling readers. These include the following:

- The Reciprocal Effects of Writing Interventions on the Reading Acceleration of Struggling Learners
- The Complementary Affects of Reading Recovery and Small Group Interventions on the Literacy Achievement of Struggling First Grade Readers

In 1999, UALR developed the Arkansas Comprehensive Literacy Model (ACLM), which included the training of school-based literacy coaches. With grant support from the Arkansas Department of Education, the model was piloted in seven high poverty schools with an average poverty level of 60 percent. At the end of the pilot year, first grade students had made significant gains on benchmark assessments and

standardized tests. Each individual school published annual reports and shared these results with stakeholders, including school board members, parents and administrators.

UALR compiled individual school reports into an executive summary that was shared with ADE and Arkansas legislators. Based on these results, ADE utilized five components of the UALR Comprehensive Literacy Model in their professional development models: classroom literacy framework, early intervention programs, assessment walls, team meetings, and literacy coaches. Also, the UALR research was instrumental in shaping the Arkansas Reading First grant. In 2002, Ray Simon, the Arkansas Director of Education (who currently serves as the U.S. Deputy Secretary of Education) recognized UALR's role as a literacy partner in improving Arkansas schools (www.NoChildLeftBehind.gov, Vol. 1, No. 6).

In 2005, the name Arkansas Comprehensive Literacy Model was changed to Partnerships in Comprehensive Literacy (PCL) to recognize the national network of literacy partners. Currently, the PCL model is implemented in over 150 schools in 12 states, including more than 40 Arkansas schools. In January 2008, the Education Interim Committee of the Arkansas legislature passed a bill for UALR to conduct an interim study on the PCL model in Arkansas schools. In March 2008, UALR and two Arkansas school districts presented results on the PCL model to the legislative committee. In addition to these studies, UALR has supported Arkansas in other research initiatives, including literacy audits, program evaluations, curriculum design, and school planning.

Program Costs

Administrative and operational funds required for the program are available in the current budget. The primary costs will be for one new faculty member hired during year two and one additional faculty hired in year three for a total of two new full-time faculty. An additional four full-time clinical faculty members currently are supported by a grant from the Arkansas Department of Education. This grant has been ongoing for 15 years and there is no indication that funding will cease in the future. Other external grant funds are used for annual research projects that are an integral part of the Center for Literacy.

Total new costs for program year one are projected at \$24,360 for library resources, graduate assistant stipends, supplies and faculty travel. Program costs increase to \$113,965 in year two with the addition of one full-time faculty member and to \$194,083 in year three with the addition of one additional full-time faculty member.

Program Duplication

No doctoral degree in reading is offered in Arkansas. Similar programs in geographic proximity to Arkansas are offered at the University of Georgia, Texas Woman's University, and Texas Tech University.

Desegregation

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

Degree Productivity

In 2006-07, 4 of 4 (100 percent) doctoral degree programs offered at UALR met Coordinating Board degree productivity guidelines.

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Doctor of Philosophy in Reading (CIP 13.1315) at the University of Arkansas at Little Rock effective Fall 2008, and directs ADHE staff to add the degree to the institution's role and scope.

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

**CONVERSION OF TECHNICAL PROGRAMS TRANSFERRED FROM
ARKANSAS STATE UNIVERSITY TECHNICAL CENTER
TO ARKANSAS STATE UNIVERSITY—NEWPORT**

The administration and Board of Trustees of the Arkansas State University System (ASU) request approval for Arkansas State University—Newport (ASUN) to convert for credit the technical programs offered at Arkansas State University Technical Center (ASUTC) effective August 2008. ASUN is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed programs are within the role and scope of the institution. The ASU Board of Trustees approved the administrative and program transfer on December 7, 2007. The Arkansas Higher Education Coordinating Board (AHECB) approved the ASUN-ASUTC transfer on February 1, 2008. Arkansas Department of Higher Education (ADHE) staff visited Arkansas State University Technical Center in Marked Tree in May 2008, for the purpose of evaluating the proposed technical programs.

Certificates of Proficiency

Commercial Truck Driving	7 semester credit hours
Emergency Medical Technician	10 semester credit hours
Phlebotomy	8 semester credit hours
Welding	15 semester credit hours

Technical Certificates

Cosmetology	46 semester credit hours
Cosmetology Instructor Trainee	21 semester credit hours
Practical Nursing	48 semester credit hours
Collision Repair and Refinishing Technology	42 semester credit hours
Automotive Service Technology	45 semester credit hours
Computer Networking Technology	36 semester credit hours
Energy Control Technology	38 semester credit hours
Paramedic	42 semester credit hours
Business Technology	37 semester credit hours
Microcomputer Business Applications	
Administrative Office Technology	
Computerized Accounting	

Associate of Applied Science Degrees

Collision Repair and Refinishing Technology	60 semester credit hours
Automotive Service Technology	72 semester credit hours
Computer Networking Technology	66 semester credit hours
Energy Control Technology	63 semester credit hours
Paramedic	64 semester credit hours
Business Technology	61 semester credit hours
Microcomputer Business Applications	
Administrative Office Technology	
Computerized Accounting	

Program SummariesCommercial Truck Driving

The program is seven-semester credit hours and is six weeks long. Students gain the knowledge to take the Commercial Drivers License Examination. There are three instructors for the program. Sixty-two students graduated from the program in 2007. Twenty-one students were enrolled in the program for Spring 2008.

Emergency Medical Technician

This program meets the guidelines of the Arkansas Department of Health Division of Emergency Medical Services. Students will be trained to perform a variety of medical and emergency procedures, and are prepared to take the EMT National Certification Exam. The program is 10-semester credit hours. There are three adjunct faculty for the program. Seven students were enrolled in the program in Spring 2008 and 13 students graduated.

Phlebotomy

Students will be prepared to be tested to become a certified phlebotomist after completing this eight-semester credit hour program. The program meets the certification requirements of the National Accrediting Agency for Clinical Laboratory Sciences. The single faculty member is a registered nurse. Forty-two students graduated in 2007, and 13 students were enrolled in Spring 2008.

Welding

In this program, students learn skills needed for employment in manufacturing, machine fabrication, and other industries requiring welding. The program is 15-semester credit hours and has one full-time faculty member. Graduates in 2007 totaled 137, and 39 students were enrolled in Spring 2008.

Cosmetology/ Cosmetology Instructor Trainee

The cosmetology program prepares students for professional licensure. The 46-semester credit hour program is approved by the Arkansas State Board of Cosmetology. The Cosmetology Instructor Trainee program prepares licensed cosmetologists as instructors. The 21-semester credit hour program is approved

by the Cosmetology Board. There were 12 graduates in 2007, and 25 students enrolled in Spring 2008. There is single faculty member for this program.

Practical Nursing

This technical certificate program meets the requirements of the Arkansas State Board of Nursing and prepares students to become licensed practical nurses. This is a 48-semester credit hour program. Forty-eight students graduated in 2007, and 61 students were enrolled for Spring 2008. The seven faculty members are all registered nurses.

Collision Repair and Refinishing Technology

The purpose of this program is to train students in welding, metal-working, sanding, painting, aligning frames, and installing glass. This is a 42-semester credit hour technical certificate program. The associate degree is 60 semester credit hours, including the 15-semester credit hour general education core. There were nine graduates in 2007, and 27 students enrolled in Spring 2008. The single faculty member for this program is a certified auto mechanic.

Automotive Service Technology

The purpose of this program is to train students pursuing a career as a professional automotive technician. The technical certificate is 45 semester credit hour. The associate degree requires 72 semester credit hours, including the 15-semester credit hour general education core. Five students graduated in 2007, and 17 students were enrolled in Spring 2008. The two faculty members are certified auto service technicians and the automotive laboratory area is equipped with new software and diagnostic tools.

Computer Networking Technology

The purpose of this program is to prepare students to build and repair computer hardware and operating systems. The technical certificate is 36 semester credit hours. The associate degree is 66 semester credit hours, including the 15-semester credit hour general education core. There were 13 graduates in 2007, and 19 students enrolled in Spring 2008. There are three faculty for this program and two faculty member are CISCO Certified Network Associates.

Energy Control Technology

The purpose of this program is to prepare students for entry-level positions repairing heating, air conditioning, and refrigeration systems. The technical certificate is a 38-semester credit hour program. The associate degree is 63 semester credit hours, including the 15-semester credit hour general education core. There were 18 graduates in 2007, and 25 students enrolled in Spring 2008. There are two faculty for this program who are HVACR licensed contractors.

Paramedic

The purpose of this program is to train students to become medical technicians licensed to provide emergency services. The technical certificate program is 42 semester credit hours. The associate degree is 64 semester credit hours, including the 15-semester credit hour general education core. There were 15 graduates in 2007 and 9 students enrolled in the program for Spring 2008. The single faculty for this program is a licensed paramedic and is also a certified EMT instructor. The curriculum covers trauma management and is accredited by the Commission on Accreditation of Allied Health Education Programs.

Business Technology

This program prepares students to work in business and has three options: microcomputer business applications, administrative office technology, and computerized accounting. The technical certificates are 37 semester credit hours. The associate degree is 61-66 semester credit hours, including the 15-semester credit hour general education core. There were 10 graduates in 2007. There four faculty member for this program.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the conversion of the following programs at Arkansas State University-Newport: Certificates of Proficiency in Commercial Truck Driving (CIP 49.0205), Emergency Medical Technician (CIP 51.0904), Phlebotomy (CIP 51.1009), and Welding (CIP 48.0508); Technical Certificates in Cosmetology (CIP 12.0401), Cosmetology Instructor Trainee (CIP 12.0403), Practical Nursing (CIP 51.1613), Collision Repair and Refinishing Technology (CIP 47.0603), Automotive Service Technology (CIP 47.0604), Computer Networking Technology (CIP 15.1202), and Energy Control Technology (CIP 47.0201), Paramedic (CIP 51.0904), and Business Technology (CIP 52.0401); and Associate of Applied Science degrees in Collision Repair and Refinishing Technology (CIP 47.0603), Automotive Service Technology (CIP 47.0604), Computer Networking Technology (CIP 15.1202), Energy Control Technology (CIP 47.0201), Paramedic (CIP 51.0904), and Business Technology (CIP 52.0401), effective Fall 2008.

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

ASUN- ASUTC PROGRAM CURRICULA

Certificate of Proficiency in Commercial Truck Driving

Total semester credit hours - 7

DTI 1107 Commercial Truck Driving

Certificate of Proficiency in Emergency Medical Technician

Total semester credit hours - 10

EMT 1104 Pre-Hospital Environment
EMT 1302 Trauma Management
EMT 1402 Medical Emergencies and Transport
EMT 1502 Basic EMT Clinical Rotation & Lab

Certificate of Proficiency in Phlebotomy

Total semester credit hours - 8

PHLE 1105 Phlebotomy
PHLE 1102 Phlebotomy Clinical
PHLE 1101 CPR & First Aid

Certificate of Proficiency in Welding

Total semester credit hours - 15

WELD 1001 Oxy-Acetylene Welding
WELD 1002 Welding Fundamentals
WELD 1103 Introduction to SMAW (STICK) Welding
WELD 1203 Introduction to MIG Welding
WELD 1303 Introduction to TIG Welding
WELD 2103 Advanced MIG or SMAW Welding

Technical Certificate in Cosmetology Instructor Trainee

Total semester credit hours - 21

COS 2362 Preparatory Training
COS 2363 Class Attendance
COS 2372 Conducting Theory Classes in Cosmetology
COS 2379 Conducting Practical Classes in Cosmetology
COS 2382 Keeping Student Records
COS 2383 Practice of Cosmetology

Technical Certificate in Cosmetology

Total semester credit hours - 46

COS 1102	Hygiene & Sanitation I
COS 1109	Hairdressing I with Lab
COS 1123	Related Science I
COS 1131	Manicuring I
COS 1142	Aesthetics I
COS 1151	Salesmanship, Shop Management and Shop Department I
COS 1202	Hygiene & Sanitation II
COS 1210	Hairdressing II w/Lab
COS 1221	Related Science II
COS 1241	Aesthetics II
COS 1253	Salesmanship, Shop Management and Shop Department II
COS 1261	Manicuring II
COS 1276	Hair Dressing Practical Application
COS 2302	Hygiene & Sanitation III
COS 2310	Hairdressing III w/Lab
COS 2322	Related Science III
COS 2331	Manicuring III
COS 2341	Salesmanship, Shop Management and Shop Department III
COS 2352	Aesthetics III

Technical Certificate in Practical Nursing

Total semester credit hours - 48

LPN 1003	Pharmacology I
LPN 1103	Pharmacology II
LPN 1101	Nursing of the Geriatric Patient
LPN 1104	Body Structure & Function
LPN 1301	Clinical I
LPN 1113	Therapeutic Communication
LPN 1118	Basic Nursing Principles & Skills
LPN 1201	Mental Health
LPN 1205	Medical/Surgical Nursing I
LPN 1102	Nutrition
LPN 2102	Nursing of Mother and Infant
LPN 2202	Nursing of Children
LPN 2303	Clinical II
LPN 2101	IV Therapy
LPN 2306	Clinical III
LPN 2201	Vocational, Legal & Ethical Concepts
LPN 2204	Medical/Surgical Nursing II
LPN 2315	Clinical IV

General Education Core for Associate of Applied Science Degrees

Total semester credit hours – 15

ENG 1003 Freshman English I
ENG 1013 Freshman English II
MATH 1003 Intermediate Algebra or higher level mathematics course
Social Sciences Elective
Computer Fundamentals Elective

Associate of Applied Science in Collision Repair and Refinishing Technology

Total semester credit hours - 60

Associate Degree General Education Core – 15 semester credit hours

Technical Certificate in Collision Repair and Refinishing Technology

Total semester credit hours - 42

CRT 1103 Basic Welding
CRT 1203 Body and Frame Alignment
CRT 1304 Painting
CRT 1405 Painting Lab
MATH 1013 Mathematics for Automotive Technicians
CRT 2303 Basic Metal Repair
CRT 2404 Basic Metal Repair Lab
CRT 2504 Color Matching
CRT 2604 Color Matching Lab
ENG 1203 Technical Communications
CRT 2706 Related Body Repair

Associate Degree Technical Course – Collision Repair and Refinishing
CRT Elective

Associate of Applied Science in Automotive Service Technology

Total semester credit hours - 72

Associate Degree General Education Core – 15 semester credit hours

Technical Certificate in Automotive Service Technology

Total semester credit hours - 45

AST 1107 Automotive Engine Repair
AST 1108 Automotive Electrical/Electronic Systems
MATH 1013 Mathematics for Automotive Technicians
AST 1204 Automotive Brake Systems
AST 1208 Automotive Engine Performance
AST 1206 Automotive Suspension and Steering
AST 2108 Automatic Transmission and Transaxles

AST 2207	Automotive Manual Drive Train & Axles
ENG 1203	Technical Communications
AST 1606	Automotive Heating & Air Conditioning

Associate Degree Technical Course – Automotive Service Technology
 AST 1606 Automotive Heating & Air Conditioning

Associate of Applied Science in Computer Networking Technology

Total semester credit hours - 66

Associate Degree General Education Core – 15 semester credit hours

Technical Certificate in Computer Networking Technology

Total semester credit hours - 36

CST 1203	DC/AC Circuits
CST 1403	Networking Essentials
MATH 1203	Technical Math
CST 1503	PC Troubleshooting and Repair I
MIS 1303	Computer Applications
CST 1613	Router Configuration
CST 2203	PCT&R II
CST 2413	Fiber Optics
CST 2303	LAN Administration I
CST 1603	Wireless LAN
CST 1903	Cabling Standards
ENG 1203	Technical Communications

Associate Degree Technical Courses-Computer Networking Technology

CST 1903	Cabling Standards
CST 2103	LAN Technologies
CST 2423	Programming
CST 2413	WAN Technologies
CST 2433	LAN Administration II
ECT 1333	Programmable Logic Controllers

Associate of Applied Science in Energy Control Technology

Total semester credit hours - 63

Associate Degree General Education Core – 15 semester credit hours

Technical Certificate in Energy Control Technology

Total semester credit hours - 38

ECT 1203	Basic Circuits
ECT 1233	Basic Circuits Lab
ECT 1403	Introduction to Air Conditioning
MATH 1203	Technical Math
ENG 1203	Technical Communications
ECT 1503	Gas Heat/Electric Cool
ECT 1533	Gas Heat/Electric Cool Lab
ECT 1603	Electric Heat/Electric Cool
ECT 1633	Electric Heat/Electric Cool Lab
ECT 2924	Major Appliances
ECT 2503	Heat Pumps System
ECT 2603	Heat Pumps System Lab

Associate Degree Technical Courses - Energy Control Technology

ECT 2303	Dual Fuel Systems
ECT 2403	Dual Fuel Systems Lab
ECT 2903	Refrigeration Systems
ECT 2913	Refrigeration Systems Lab
ECT 1303	Programmable Logic Controls
ECT 1331	PLC Lab

Associate of Applied Science in Paramedic

Total semester credit hours - 64

Associate Degree General Education Core – 15 semester credit hours

Technical Certificate in Paramedic

Total semester credit hours - 42

EHS 1103	Anatomy and Physiology
EHS 1203	Pre-Hospital
EHS 1303	Pharmacology
EHS 1706	Cardiac Emergencies
EHS 1502	Field I
EHS 1304	Preparatory
EHS 1601	Clinical 1
EHS 1402	Operations Management
EHS 2504	Clinical II
EHS 1805	Trauma Management
EHS 1703	Medical Emergencies I
EHS 2404	Special Considerations
EHS 2501	Clinical III
EHS 2702	Medical Emergencies II
EHS 2603	Field II
EHS 2802	Assessment Based Management
EHS 2801	Paramedic Practicum

Associate Degree Technical Courses - Paramedic

EHS 2802	Assessment Based Management
EHS 2801	Paramedic Practicum

Associate of Applied Science in Business Technology

Total semester credit hours - 61

Associate Degree General Education Core – 15 semester credit hours

Associate Degree Business Core – 12 semester credit hours

Technical Certificate in Business Technology

Total semester credit hours - 37

Technical Certificate Courses-Microcomputer Business Applications

ENG 1023	Business English
MATH 1113	Math with Business Applications
ACCT 1123	Accounting I
MIS 1303	Computer Applications for Business
BSYS 1543	Word Processing I
BSYS 1383	Spreadsheet Applications
BSYS 1013	Business Communications
BSYS 1563	Administrative Support Procedures
BSYS 1601	Employment Strategies
MIS 1413	Multimedia Applications
BSYS 1373	Database Management
MIS 1313	Software Applications
BSYS Elective	

Technical Certificate Courses-Administrative Office Technology

ENG 1023	Business English
MATH 1113	Math with Business Applications
ACCT 1123	Accounting I
MIS 1303	Computer Applications for Business
BSYS 1543	Word Processing I
BSYS 1383	Spreadsheet Applications
BSYS 1013	Business Communications
BSYS 1563	Administrative Support Procedures
BSYS 1601	Employment Strategies
BSYS 1553	Word Processing II
BSYS 2523	Machine Transcription
BSYS 1373	Database Management
BSYS Elective	

Technical Certificate Courses-Computerized Accounting

ENG 1023	Business English
MATH 1113	Math with Business Applications
ACCT 1123	Accounting I
MIS 1303	Computer Applications for Business
BSYS 1543	Word Processing I
BSYS 1383	Spreadsheet Applications
BSYS 1013	Business Communications
BSYS 1563	Administrative Support Procedures
BSYS 1601	Employment Strategies
ACCT 1143	Computerized Accounting
ACCT 1133	Accounting II
BSYS Electives	

Associate Degree Business Core

BSYS 1363	Personal Financial Planning
BSYS 1573	Business and Professional Presentation Techniques
BSYS 1023	Introduction to Business
BSYS 2433	Internet, Intranet, and E-mail Applications for Business

**ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY THERAPY
SOUTH ARKANSAS COMMUNITY COLLEGE**

The administration and Board of Trustees of South Arkansas Community College (SACC) seek approval to offer the Associate of Applied Science degree in Respiratory Therapy effective Fall 2008. SACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The SACC Board of Trustees approved the proposal on March 18, 2008.

Description of the Program

The proposed program prepares students to take the national certification examination by the National Board of Respiratory Care and to become respiratory therapists. The student would be qualified to evaluate and treat patients with respiratory and cardiopulmonary disorders. Courses in the program emphasize respiratory disease management and prevention, pharmacology, critical care assessment, and patient education. Students are required to complete clinical practice in a hospital respiratory therapy setting. The degree is 80 semester credit hours. Nineteen *new courses* will be added to the curriculum

Degree Requirements

Associate of Applied Science in Respiratory Therapy
Total semester credit hours – 80

Fall Semester – 17 semester credit hours

ENGL 1113	Composition I
BIOL 2064	Anatomy & Physiology I/Lab
CHEM 1014	Chemistry I for Science Majors
HIT 1003	Medical Terminology
BSTD 0513	Intermediate Algebra

Spring Semester – 15 semester credit hours

BIOL 2074	Anatomy & Physiology II/Lab
MBIO 1124	Microbiology
CSCI 1003	Computers and Information Processing
PSYC 2003	General Psychology
RESP 1001	<i>Introduction to Respiratory Therapy</i>

Summer Term – 6 semester credit hours

RESP 2003	<i>Cardiopulmonary Pharmacology</i>
RESP 2013	<i>Patient Assessment</i>

Fall Semester – 18 semester credit hours

<i>RESP 2112</i>	<i>Cardiopulmonary Pharmacology</i>
<i>RESP 2111</i>	<i>Introduction to Dysrhythmia</i>
<i>RESP 2122</i>	<i>Respiratory Disease Pathology I</i>
<i>RESP 2113</i>	<i>Respiratory Equipment</i>
<i>RESP 2123</i>	<i>Therapeutic Assessment I</i>
<i>RESP 2114</i>	<i>Respiratory Basic Skills</i>
<i>RESP 2223</i>	<i>Clinical Practice I</i>

Spring Semester – 18 semester credit hours

<i>ENGL 1123</i>	<i>Composition II</i>
<i>RESP 2513</i>	<i>Respiratory Disease Pathology II</i>
<i>RESP 2512</i>	<i>Neonatal/Pediatric Care</i>
<i>RESP 2522</i>	<i>Critical Care</i>
<i>RESP 2523</i>	<i>Mechanical Ventilation</i>
<i>RESP 2532</i>	<i>Home Care and Rehabilitation</i>
<i>RESP 2543</i>	<i>Clinical Practice II</i>
<i>RESP 2553</i>	<i>Therapeutic Assessment II</i>

Summer Term – 6 semester credit hours

<i>RESP 2614</i>	<i>Clinical Practice III</i>
<i>RESP 2612</i>	<i>Professional Development</i>

Need for the Program

SACC surveyed over 20 hospitals and health care facilities in the area. They found that there is a local need for respiratory therapists in rural areas. Many of those surveyed indicated a total of 15 job vacancies and expected to employ respiratory therapists at a salary of \$40,000 annually. SACC also has seen student interest in this program through phone calls and inquiries. The institution expects 12 students to begin in the fall and 9 graduates after the first two years.

Program Costs

Initial program costs are expected to be \$166,000. Program expenses include \$100,000 for a program director, \$8,000 for adjunct faculty, \$9,000 for clerical support, \$40,000 for equipment, \$4,000 for supplies, and \$5,000 for accreditation fees. Area hospitals have agreed to provide clinical space and used equipment for the program.

Program Duplication

Similar programs are offered at Arkansas State University Mountain Home, Black River Technical College, NorthWest Arkansas Community College, Pulaski Technical College, University of Arkansas Community College at Hope, and the University of Arkansas - Fort Smith.

Desegregation

African American student enrollment is 36 percent and other minority enrollment is 2 percent.

Degree Productivity

In 2006-07, 11 of 16 (69 percent) associate degree programs offered at SACC met Coordinating Board degree productivity guidelines.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Respiratory Therapy (CIP 51.0908) at South Arkansas Community College, effective Fall 2008.

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

**TECHNICAL CERTIFICATE IN HEALTH INFORMATION TECHNOLOGY
CERTIFICATE OF PROFICIENCY IN HEALTHCARE OFFICE SKILLS
UNIVERSITY OF ARKANSAS AT MONTICELLO**

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for the University of Arkansas at Monticello (UAM) to offer a Technical Certificate in Health Information Technology and a Certificate of Proficiency in Healthcare Office Skills beginning Fall 2008. UAM is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the proposal on June 6, 2008.

Description of the Program

The proposed 18-semester credit hour program in healthcare office skills will prepare individuals for employment as data entry operators, medical file clerks, secretaries or receptionists in healthcare facilities. Upon completion of this program, students will have options for completing a Technical Certificate in Healthcare Information Technology and an Associate of Applied Science Degree in General Technology.

The proposed 39-semester credit hour technical certificate will provide students the opportunity to learn basic knowledge and skills needed to become a medical assistant, medical office assistant, medical transcriptionist, medical insurance coder or medical insurance technician with emphasis on the analysis of medical records. Six *new courses* will be added to the curriculum. Salary surveys for these positions obtained from Ashley County Medical Center, Chicot Memorial Hospital, and Drew Memorial Hospital range from the low \$20K for entry-level positions to the low \$40K for certified national medical coders. Medical coders must successfully complete the national certification examinations of the American Academy of Professional Coders or the American Health Information Management Association to be a Certified Coding Associate. Medical coders may be employed without the national certification; however, the credential will enhance employment and salary options.

Degree Requirements

Technical Certificate in Health Information Technology
Total semester credit hours - 39

Certificate of Proficiency in Healthcare Office Skills
Total semester credit hours - 18

Fall Semester – 18 semester credit hours

BUS 1203 Tech Keyboarding
BUS 2003 Tech Business English
BUS 1133 Tech Medical Terminology
HIT 2XX3 Tech Medical Coding I
NUR 1514 PN Anatomy & Physiology
HIT 1XX2 Tech Law and Ethics in Healthcare

Spring Semester – 15 semester credit hours

BUS 1303 Tech Computer Applications for Business
HIT 1XX3 Tech Reimbursement Methodologies
HIT 2XX3 Tech Medical Coding II
BUS 1103 Tech Business Mathematics
HIT 1XX3 Tech Medical Office Procedures

Summer Term I – 6 semester credit hours

BUS 1383 Tech Spreadsheet Applications
HIT 2XX3 Tech Medical Transcription

Need for the Program

Information obtained from the Arkansas Department of Workforce Services (DWS) and the Arkansas Workforce Centers indicate that healthcare related occupations dominate the top 20 fastest growing occupations in Arkansas. It is further projected that medical assistants are in the fastest growth rate at 71.8 percent. Additionally, jobs for medical records and health information technicians are projected to grow by 50.1 percent. A survey of local and regional healthcare providers revealed similar growth patterns. Many healthcare providers in southeast Arkansas do not have National Certified Medical Coders; however, many believe it will be required in the very near future to keep up with coding requirements for Medicaid.

Ashley County Medical Center, Chicot Memorial Hospital, and Drew Memorial Hospital currently employ over 100 employees as medical assistants, medical transcriptionists, medical insurance coders, and medical insurance technicians with emphasis on the analysis of medical records. It is projected that there will be 5-10 job vacancies for each of these facilities and other area healthcare providers. Additionally, a new 80-bed nursing facility adjacent to Ashley County Medical Center will open in 2009. At least five new employees will be needed to staff the facility in related fields.

The proposed programs are needed in southeast Arkansas to provide solutions for both healthcare employers and individuals who aspire to improve their quality of life through these acquired skills. Based upon a survey of students enrolled in the administrative information processing (AIP) program, 10 students indicated they would likely continue their education to broaden their career options and earning potential by enrolling in the proposed technical certificate program. Additionally, the AIP graduates would be able to use the technical courses

available in the health information technology program toward an Associate of Applied Science in General Technology. The program graduation rate is expected to be 7 students.

Program Costs

One new full-time faculty member will be employed for Fall 2008. Additional resources needed are a computer, reference materials, medical software, instructional supplies, and transcription machines. Workforce 2000 funds will be used to cover program costs in the amount of \$58,800.

Program Duplication

Similar programs are offered at most two-year colleges in Arkansas.

Desegregation

African American student enrollment is 31.3 percent and other minority student enrollment is 2.8 percent.

Degree Productivity

In 2006-07, 16 of 20 (80 percent) certificate programs offered at UAM met Coordinating Board degree productivity guidelines.

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Health Information Technology (CIP 51.0707) and the Certificate of Proficiency in Healthcare Office Skills (CIP 51.0712) at the University of Arkansas at Monticello, effective Fall 2008.

FURTHER RESOLVED, that the Director of the Arkansas Department of Higher Education is authorized to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas at Monticello of the approval.

TECHNICAL CERTIFICATE IN AGRICULTURE
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

The administration and Board of Trustees of the University of Arkansas System (UA) request approval for Cossatot Community College of the University of Arkansas (CCCUA) to offer a Technical Certificate in Agriculture effective Fall 2008. CCCUA is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope of the institution. The UA Board of Trustees approved the program proposal on March 28, 2008.

Description of the Program

The proposed Technical Certificate in Agriculture will provide students with the skills necessary to work on farms, ranches, and in the agriculture industry. The proposed program will allow students to gain knowledge and skills for entry into the workforce and to participate in activities to enhance employment opportunities in the service area.

The proposed technical certificate program consists of 37 semester credit hours. Ten *new courses* will be added to the curriculum. Students will be required to participate in an internship program on farms, ranches or with companies such as Pilgrim's Pride, Tyson Foods, and Weyerhaeuser.

Degree Requirements

Technical Certificate in Agriculture
Total semester credit hours – 37

First Semester – 12 semester credit hours

SPD 1003 Success Strategies
AGRI 1001 Agriculture Orientation
AS 1004 Introduction to Animal Science
AS 1001 Introduction to Animal Science Lab
BUS 1003 Microcomputer Applications

Second Semester – 12 semester credit hours

BUS 1113 Business Mathematics
AGRI 1003 Farm Management
AGRI Agriculture Elective
AGRI Agriculture Elective

Third Semester – 13 semester credit hours

AGRI Agriculture Elective

AGRI Agriculture Elective

AGRI Agriculture Elective

MNG 2093 *Agriculture Internship*

SPD 2001 *Employment Strategies*

Agriculture Electives – 15 credit hours selected from the following courses:

AGRI 1103 *Forestry*

AGRI 1203 *Beef Production*

AGRI 1303 *Poultry Production*

AGRI 1503 *Feeds & Feeding*

AGRI 1603 *Soil Science*

AGRI 1703 *Pest Management*

AGRI 1803 *Principles of Agronomy*

AGRI 1903 *Natural Resources and Conservation*

INT 2343 *Welding I*

Need for the Program

Based upon information obtained from the United States Department of Agriculture, 92 percent of all revenues generated in Sevier County are agriculture-related. Therefore, it is important that CCCUA continue to play a leading role in the development of programs related to this industry. Because of rapid changes in technology, equipment and regulations in the agriculture industry, it is important for individuals to be trained to meet the demands of the industry. Program advisory committee members have offered farm and ranch equipment for student use.

Employers have indicated that the proposed program will be looked upon favorably when hiring prospective employees and that there will be opportunities for upward mobility. Pilgrim's Pride and Tyson Foods have indicated that tuition assistance will be offered to employees who enroll in the proposed program. As a partner in the Workforce Scholars Program, these industries have agreed to pay tuition for students who make a C grade or better in the coursework. While there can be a significant salary range difference based on whether one is self-employed or employed with different companies, the average salary for a program graduate would be around \$25,000.

Forty high school students have expressed an interest in continuing their education in the field of agriculture. Pilgrim's Pride and Tyson Foods have 35 employees in the DeQueen area who may enroll in the program. First year enrollment is projected to be 12 students. The program graduation rate is expected to be 10 students.

Program Costs

New program costs are expected to be \$20,000 for six part-time faculty, supplies, and small equipment.

Program Duplication

No similar program is offered in the state.

Desegregation

African American student enrollment is 11.7 percent and other minority student enrollment is 13.1 percent.

Degree Productivity

In 2006-07, 2 of 4 (50 percent) technical certificate programs at CCCUA met Coordinating Board degree productivity guidelines.

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

RESOLVED, that the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Agriculture (CIP 01.0000) at Cossatot Community College of the University of Arkansas, effective Fall 2008.

FURTHER RESOLVED, that the Director of the Arkansas Department of Higher Education is authorized to notify the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of Cossatot Community College of the University of Arkansas of the approval.

ASSOCIATE OF APPLIED SCIENCE IN RESPIRATORY THERAPY MID-SOUTH COMMUNITY COLLEGE

The administration and Board of Trustees of Mid-South Community College (MSCC) seek approval to offer the Associate of Applied Science degree in Respiratory Therapy effective January 2009. MSCC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the proposed program is within the role and scope established for the institution. The MSCC Board of Trustees approved the proposal on February 11, 2008.

Description of the Program

Students earning this degree will have the coursework and skills to become respiratory therapists in hospitals and clinics. The curriculum was created to meet the standards of the Commission on Accreditation of Allied Health Education Programs. Thirteen *new courses* will be added.

The curriculum is 75 semester credit hours. The program also includes an internship in a hospital setting. The student will complete 900 clock hours of clinical coursework and will gain experience in patient assessment, emergency room care, equipment maintenance and cleaning, and critical thinking skills.

Degree Requirements

Associate of Applied Science in Respiratory Therapy
Total semester credit hours – 75

Fall Semester – 17 semester credit hours

BIOL1224/1220	Anatomy & Physiology I/Lab
RSPT	<i>Introduction to Clinical Care</i>
RSPT	<i>Respiratory Patient Care</i>
ENGL 1113	English Composition I
RSPT	<i>Pulmonary Function Testing</i>
PSYC 1403	General Psychology

Spring Semester – 17 semester credit hours

RSPT	<i>Specialty Practicum</i>
BIOL 1224/1220	Anatomy & Physiology II/Lab
CHEM 1214/1210	Chemistry I and Lab
RSPT	<i>Respiratory Care Technology I</i>
RSPT	<i>Respiratory Care I</i>

Summer Term – 6 semester credit hours

ENGL 1123 English Composition II

COMP 1113 Computer Fundamentals

Fall Semester – 18 semester credit hours

RSPT Respiratory Care II

RSPT Clinical Seminar

MEDP 1073 Pharmacology

BIOL 2504/2500 Microbiology and Lab

RSPT Respiratory Care Externship I (Hospital)

Spring Semester – 17 semester credit hours

RSPT Management of Respiratory Care

MATH 1113 College Algebra

RSPT Respiratory Care Technology II

RSPT Respiratory Care Externship II (Hospital/Clinic)

RSPT Professional Seminar

Need for the Program

Employers in the health care industry in the area met with the institution's Medical Advisory Committee in December 2007. MSCC was concerned with the amount of students taking prerequisite courses for nursing and then not getting admitted to a nursing program. They wanted to give these students more options to gain skills to enter the health care industry. Area hospitals and other health care facilities expect 13 job vacancies with an average annual salary of \$29,000. MSCC expects 25 students to begin the program this fall and six students to graduate from this group.

Program Costs

Initial program costs will be \$128,350. Expenses include \$69,000 for one new faculty member, \$58,350 for equipment, and \$1,000 for faculty development. The new equipment purchased will be 2 adult ventilators, 2 pediatric ventilators and a pulmonary function unit. MSCC has applied for a Title III grant to cover a portion of program expenses.

Program Duplication

Similar programs are offered at Arkansas State University Mountain Home, Black River Technical College, NorthWest Arkansas Community College, Pulaski Technical College, University of Arkansas Community College at Hope, and University of Arkansas at Fort Smith.

Desegregation

African American student enrollment is 51 percent and other minority enrollment is 2.8 percent.

Degree Productivity

In 2006-07, 4 of 5 (80 percent) associate degree programs offered at MSCC met Coordinating Board degree productivity guidelines.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Respiratory Therapy (CIP 51.0908) at Mid-South Community College, effective January 2009.

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 Mid-South Community College of the approval.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

The Institutional Certification Advisory Committee (ICAC) met on July 8, 2008. ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolutions.

Nova Southeastern University, Fort Lauderdale-Davie, Florida

Initial Certification—Online

Master of Business Administration

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to Nova Southeastern University to offer the following degree program to Arkansas citizens via distance delivery: Master of Business Administration. The certification is for a period of two years and expires on July 25, 2010.

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration Nova Southeastern University, Fort Lauderdale-Davie, Florida, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

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

University of Phoenix –Texarkana

Initial Certification

Master of Business Administration

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants initial program certification to the University of Phoenix - Texarkana to offer the following degree program to Arkansas citizens: Master of Business Administration. The certification is for a period of two years and expires on July 25, 2010.

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

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

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

Kaplan University, Fort Lauderdale, Florida

Initial Certification - Online

Associate of Applied Science in Accounting

Associate of Applied Science in Business Administration/Management

Master of Business Administration

Master of Science in Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Kaplan University, Fort Lauderdale, Florida to offer the following degree programs to Arkansas citizens via distance delivery: Associate of Applied Science in Accounting, Associate of Applied Science in Business Administration/Management, Master of Business Administration, and Master of Science in Management. The certification is for a period of two years and expires on July 25, 2010.

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

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

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

Webster University-Fort Smith

Recertification

Master of Business Administration

Master of Arts in Human Resources Management

Master of Arts in Information Technology Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Webster University, Fort Smith, Arkansas, to offer the following degree programs to Arkansas citizens: Master of Business Administration, Master of Arts in Human Resource Management, and Master of Arts in Information Technology Management. The certification is for a period of four years and expires on July 25, 2012.

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

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

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

Webster University-Fayetteville

Recertification

Master of Business Administration
Master of Arts in Management and Leadership
Master of International Business
Master of Arts in Human Resources Management
Master of Arts in Human Resource Development
Master of Arts in Information Technology Management

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board grants program recertification to Webster University, Fayetteville, Arkansas, to offer the following degree programs to Arkansas citizens: Master of Business Administration, Master of Management & Leadership, Master of International Business, Master of Arts in Human Resources Management, Master of Arts in Human Resource Development, and Master of Arts in Information Technology Management. The certification is for a period of four years and expires on July 25, 2012.

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

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

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

Capella University, Minneapolis, Minnesota

Decertification

Graphics and Multimedia Specialization-Bachelor of Science in Information Technology
System Design and Development Specialization-Master of Science in Information
Technology

RESOLVED, That pursuant to ACA §6-61-301 the Arkansas Higher Education Coordinating Board decertifies the Graphics and Multimedia Specialization-Bachelor of Science in Information Technology and the System Design and Development Specialization-Master of Science in Information Technology offered by Capella University to Arkansas citizens via distance technology. The program decertifications are effective on July 25, 2008.

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE REPORT

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

ICAC members present at the meeting were as follows:

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

Institutional representatives and ADHE staff present at the meeting:

Ms. Audrey Kaplan, Ms. Holly Roth, Kaplan University; Mr. Jerry Peters, Webster University, Little Rock; Mr. Roger Esser, Webster University, Fayetteville; Ms. Diane Fagan, Webster University, Fort Smith; Dr. Gregory Stiber, Mr. Steven Harvey, Ms. Johanna Turnon, Nova Southeastern University; Mr. Wade Anderson and Dr. Brenda Sullivan, University of Phoenix-Little Rock; and Ms. Betty Boyd, Arkansas Department of Higher Education.

Ms. Zanette Douglas, ICAC Coordinator, called the meeting to order. Ms. Douglas welcomed ICAC members and institutional representatives. The meeting adjourned at 3:00 p.m.

Program Certifications

Nova Southeastern University, Fort Lauderdale-Davie, Florida

Nova Southeastern University submitted application for the initial certification of the following program:

Online Master of Business Administration

Proposed effective date: August 1, 2008

Institutional History

Nova Southeastern University (NSU) is a not-for-profit, fully accredited, coeducational institution located in Fort Lauderdale, Florida. It was founded in 1964 as Nova University of Advanced Technology. In 1974, the name was changed to Nova University by the Board of Trustees. In 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University. NSU serves adult students and traditional undergraduates. To date, the institution has produced approximately 113,000 alumni. Total Fall 2007 enrollment was 27,518.

NSU awards associate, baccalaureate, master's, specialist, doctoral, and first-professional degrees in a wide range of fields through their 16 colleges and schools.

These include business, counseling, computer and information sciences, education, medicine, dentistry, various health professions, law, marine sciences, psychology, and other social sciences.

NSU submitted and was granted an application for initial certification for the Doctor of Business Administration degree by the Arkansas Higher Education Coordinating Board in 1989. Classes were held at Garland County Community College (now National Park Community College) through 1995 and on the University of Arkansas at Little Rock campus through 2006, when NSU submitted a request for decertification of the doctoral program offered in Little Rock due to a lack of students.

Program Delivery

NSU offers 78 degree and certificate programs through distance education delivery systems. NSU's programs are administered through academic centers that offer courses at the Fort Lauderdale campuses as well as other locations throughout Florida, across the nation, and at select international sites. The H. Wayne Huizenga School of Business and Entrepreneurship (Huizenga School) of NSU has an approximate enrollment of 5,000 graduate and undergraduate business students at select locations in Florida and internationally.

Students pursuing the MBA program typically complete the degree in 18 months. The program schedule consists of four terms per year that begin in October, January, April, and July. Students may enroll in the program in any term.

The proposed MBA program will serve employees of Wal-Mart Stores, Inc. The program will be offered exclusively in an online format. The MBA degree will be available to all Wal-Mart employees that meet the program's academic admission requirements. It is anticipated that such individuals will be mid-level managers and executives within the organization. Based on discussions with the company and past experience with similar programs, it is anticipated that the number of students enrolled at any one time will be less than 40 individuals. First year enrollment for this program is expected to be 10 students.

Faculty Development

All faculty and staff must demonstrate competence in using WebCT before they are assigned to a telecommunications course. Technology staff hired to assist faculty and students teaching or taking online classes have professional or educational backgrounds in computer functions. Faculty development workshops are designed to assist faculty members in the application of distance learning instructional strategies.

Accreditation and Licensure

Nova Southeastern University was incorporated in 1964 and is chartered by the State of Florida. The institution has been reviewed by the Florida Department of Education and has received an exemption from licensure.

The institution is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate,

master's, specialist, and doctoral degrees. Nova Southeastern University was first accredited by SACS as Nova University in 1971. Nova Southeast University's Huizenga School is accredited by the International Assembly of Collegiate Business Education (IACBE).

Initial certification to offer a degree in Arkansas was granted by the Arkansas Higher Education Coordinating Board in 1989. Nova Southeastern University is a participating institution of the Southern Regional Education Board's (SREB) Electronic Campus program.

Program Summary

The proposed **Master of Business Administration** program in Arkansas will be delivered by distance education. The MBA program has been offered by the Huizenga School for 30 years and has been offered in an online modality for 10 years. Each course has a common syllabus and each course instructor is required to follow the standard syllabus and must ensure course learning objectives are achieved. Courses taught online in the MBA program are the same courses taught to students on the main campus and at other off-campus locations.

Candidates applying to a master's program must have unrestricted access to a computer, the Internet, and have demonstrable working knowledge of Microsoft Office software suite (Word, Excel, and PowerPoint).

Curriculum

Master of Business Administration – 43 semester credit hours

MGT 5012	21st Century Management Practices
ISM 5014	Information Technology Applications in Management Decisions
MGT 5015	Legal, Ethical, and Social Values of Business
MKT 5017	Delivering Superior Customer Value
MGT 5020	Managing Organizational Behavior
HRM 5030	Managing Human Resources
QNT 5040	Quantitative Thinking
ECN 5050	Economic Thinking
ACT 5060	Accounting for Decision Makers
MKT 5070	Managerial Marketing
FIN 5080	Applying Managerial Finance
MGT 5090	Entrepreneurial and Strategic Thinking
OPS 5095	Operations and Systems Management
Capstone (select one)	
MGT 5100	Master's Project
MGT 5101	Master's Thesis
MGT 5102	Value Integration Capstone **

Prerequisites

For students who did not complete the required prerequisite courses at the undergraduate level and score the grade of "C" or higher, these courses (or their equivalents) must be taken before or during the program. Prerequisite courses must be taken prior to the corresponding graduate course. Each course is a 3 semester credit hour course.

ACTP 5001 Introductory Accounting
QNTP 5002 Introductory Statistics
ECNP 5003 Introductory Economics
MKTP 5005 Introductory Marketing
FINP 5008 Business Finance

Faculty

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

Student Support Services

Students are required to register for courses via the WebSTAR system during the registration period. Academic advisors are available to counsel students.

The Alvin Sherman Library provides all students with synchronous and asynchronous individualized help on how to use online technologies and also provides personal assistance in conducting research. NSU students can use a toll-free number to call in with questions or communicate with reference librarians.

ADHE Staff Recommendation

The Arkansas Department of Higher Education (ADHE) staff has determined that Nova Southeastern University degree program meets the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE recommends a two-year certification, expiring July 25, 2010, for the following program:

Online Master of Business Administration

The motion to recommend initial certification of the degree program was made by Dr. Walter Roettger with a second by Mr. Ron Kelton.

University of Phoenix – Texarkana, Arkansas

The University of Phoenix submitted an application for initial certification to offer the following degree program at a new campus in Texarkana, Arkansas:

Master of Business Administration

Proposed effective date: July 28, 2008

Institutional History

The University of Phoenix was founded in 1976 by Dr. John Sperling. Currently, the University includes 172 campuses in 34 states, Puerto Rico and Canada, and online programs. Total enrollment for the University of Phoenix system, including online is approximately 250,000. On-campus enrollment for the University of Phoenix System is approximately 50,000.

The University of Phoenix received initial certification in August 2003 from the Arkansas Higher Education Coordinating Board (AHECB) to offer programs in Arkansas at the Little Rock campus and via online delivery. The Rogers campus was certified in June 2005. The Texarkana campus will be the third University of Phoenix campus in Arkansas.

Texarkana Campus

The location of a campus in Texarkana is based on area surveys and phone calls to the University of Phoenix. A market study was conducted to determine an educational need in the area. Based on the results of that study, the University of Phoenix determined that the greater Texarkana area would be a suitable area for a small location that could grow with student demand.

Three possible sites have been identified for the University of Phoenix campus in Texarkana. The selected facility will be similar to the Little Rock campus and meet all state and federal building requirements. The actual site will not be selected until approval of AHECB.

The administrative structure for the new campus will be similar to that at the Little Rock campus: Associate Campus Director; Director of Academic Affairs; Enrollment Manager; four Enrollment Counselors; one Academic Counselor; two Campus College Chairs; and a receptionist. The Little Rock Campus Director and Director of Academic Affairs will be responsible for overseeing operations and academics at the Texarkana campus for at least the first year of operation or until all positions are filled.

The budget for the Texarkana campus is similar to the Rogers and Little Rock campus budgets. It is expected that the Texarkana campus will be self-supporting within one year.

The projected date of opening is Fall 2008.

A site visit was conducted in December 2007 by ADHE staff, Zanette Douglas and Cynthia Moten, with Dr. Brenda Sullivan of the University of Phoenix- Little Rock campus.

Program Delivery

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at the University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. When a course ends, the next course

usually begins the following week. As a rule, graduate degree-seeking students take only one course at a time. In addition to regular course instructional sessions, master's level students meet weekly in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. The University's class size averages 13-15 students.

Licensure and Accreditation

The University of Phoenix is licensed by the State of Arizona Board of Private Postsecondary Education. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Master of Business Administration degree program is accredited by the Association of Collegiate Business Schools and Programs.

Program Summary

The Master of Business Administration (MBA) degree program currently offered online and at the campuses in Little Rock and Rogers will be offered at the new campus in Texarkana. The **Master of Business Administration** program is designed to enhance the management skills students need to function effectively within an organization. Students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership during 10 courses that follow the principles of Problem Based Learning (PBL). The MBA consists of 39 semester credit hours and includes three proficiency courses. There is a minimum residency requirement of 21 credits.

Administrators and Faculty

Administrators and faculty at the University of Phoenix - Texarkana will meet the Arkansas educational credentials requirement. Current University of Phoenix faculty who meet the educational credentials requirement will provide instruction for the first scheduled classes. Job announcements for administrative and faculty positions to staff the Texarkana site were reviewed by ADHE staff.

Enrollment

Ten students are projected to enroll in Master of Business Administration.

Curriculum

Master of Business Administration – 39 semester credit hours

MBA 500 Foundations of Problem-Based Learning
MBA 501 Forces Influencing Business in the 21st Century
MBA 502 Managing the Business Enterprise
MBA 503 Introduction to Finance and Accounting
MBA 510 Managerial Decision Making
MBA 520 Transformational Leadership
MBA 530 Human Capital Development
MBA 540 Maximizing Shareholder Wealth
MBA 550 Resource Optimization
MBA 560 Enterprise Risk

MBA 570 Sustainable Customer Relationships
MBA 580 Strategies for Competitive Advantage
MBA 590 Strategic Implementation and Alignment

Student Support Services

Students attending the University of Phoenix – Texarkana campus will have access to the same student services that are available to all University of Phoenix students. Students are assigned an enrollment counselor, financial aid counselor, and academic counselor to assist them in the enrollment process. Once enrollment is completed, students attend an orientation presentation that provides them information about the campus, policies and procedures, and services available to them as University of Phoenix students.

A central administration in Phoenix, Arizona, is responsible for overseeing student admissions, enforcing admissions standards, monitoring student progress, certifying student completion of graduation requirements, and maintaining and issuing records of both current and former students.

Over the past two years, the University has developed and begun implementation of rEsource—the means by which students now gain access to learning materials for their academic programs. rEsource is a virtual student materials delivery system that provides course materials in digital form and will ultimately be implemented across all academic offerings.

The University of Phoenix offers its library services online. The core of the library web site is the University Library, a collection of databases available to all students and faculty. It also maintains selected links to other worthwhile sites on the web and provides user education and research assistance.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that the University of Phoenix-Texarkana degree program meets the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification expiring July 25, 2010, for the following program:

Master of Business Administration

The motion to recommend initial certification of the degree program was made by Ms. Deborah Germany with a second by Dr. Walter Roettger.

Kaplan University

Kaplan University submitted application for the initial certification of the following programs:

Associate of Applied Science in Accounting

Associate of Applied Science in Business Administration/Management
Master of Business Administration
Master of Science in Management

Proposed effective date: August 1, 2008

Institutional History

Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce, was founded in 1937 and is located in Davenport, Iowa. Kaplan University is a private for-profit university owned by the Iowa College Acquisition Corporation, which is in turn a wholly owned subsidiary of KHEC, a corporation organized under the laws of Delaware.

Program Delivery

Kaplan University offers 10 associate degrees of applied science degrees in the areas of accounting, management, criminal justice, travel, information technology, nursing and health science, legal studies, and interdisciplinary studies. All associate of applied science degrees require 90 quarter credit hours (60 semester credit hours) for completion. A minimum of 22.5 quarter credit hours (15 semester credit hours) are general education credits, meeting Arkansas requirements. Kaplan University's Master of Business Administration and Master of Science in Management degrees require completion of a minimum of 52 quarter credit hours (35 semester credit hours). Degree program and certificate courses are administered by the Kaplan University Advanced Classroom Environment (KU•ACE), a database management system.

Accreditation and Licensure

Kaplan University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The institution is licensed by the Florida Commission for Independent Education, license number 3296. Kaplan University is licensed by the Arizona State Board for Private Postsecondary Education.

Program Summaries

The courses listed below fulfill the Arkansas general education requirements for associate degrees.

COMPOSITION AND WRITING

CM 102 College Composition I OR

CM 105 College Composition I—Effective Writing I for Business Majors

CM 220 College Composition II

MATHEMATICS

MM 103 College Mathematics

MM 201 College Algebra

MM 207 Statistics

SOCIAL SCIENCES

BU 204 Macroeconomics

COMPUTER APPLICATIONS/FUNDAMENTALS ITT 133 Software Applications

The objective of the **Associate of Applied Science in Accounting** degree program is to prepare students with knowledge of accounting theories and principles relevant to the application of accounting functions in business. Course content includes the application of accounting principles, payroll processing procedures, financial statement preparation, and tax preparation according to federal and state regulations. Computer software relevant to the accounting field is emphasized throughout the program. Students are taught to utilize accounting software applications, and analyze, record, and interpret accounting information based upon industry guidelines.

Curriculum

Associate of Applied Science in Accounting

90 quarter credit hours (60 semester credit hours)

General Education Core (22.5 quarter credit hours, 15 semester credit hours)

ACCOUNTING COURSE REQUIREMENTS

CS 115 Academic Strategies OR

CS 113 Academic Strategies for the Business Professional

CS 210 Career Development Strategies

CM 206 Interpersonal Communications

HU 245 Ethics

MM 207 Statistics

AC 114 Accounting I

AC 116 Accounting II

AC 122 Payroll Accounting

AC 152 Computerized Accounting

AC 256 Federal Tax

BU 100 Introduction to Business OR

MG 110 Principles of Management

MT 211 Business Law

100/200-level Elective

MT 217 Finance OR

AC 295 Associate-Level Accounting Externship

MT 298 Associate Capstone in Accounting

Faculty

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

The objective of the **Associate of Applied Science in Business Administration/Management** degree program is to prepare students with knowledge, technical skills, and work habits to pursue an entry-level position in banking, retailing, sales or personnel. Some graduates may seek to manage their own business.

The curriculum combines accounting and microcomputer skills with managerial and interpersonal skills. Students are taught teamwork, decision-making, problem-solving, and leadership skills, as well as the skills used to motivate people and communicate effectively. Emphasis areas available in the Associate of Applied Science in Business Administration/Management are business management and office management.

Curriculum

Associate of Applied Science in Business Administration/Management

90 quarter credit hours (60 semester credit hours)

General Education Core (22.5 quarter credit hours, 15 semester credit hours)

BUSINESS COURSE REQUIREMENTS

CS 115 Academic Strategies OR

CS 113 Academic Strategies for the Business Professional

CS 210 Career Development Strategies

CM 206 Interpersonal Communications

HU 245 Ethics

MM 207 Statistics

AC 114 Accounting I

AC 116 Accounting II

BU 100 Introduction to Business OR

MG 110 Principles of Management

MT 203 Human Resource Management

MT 209 Small Business Management OR

CS 220 Externship

MT 211 Business Law

100/200-level Business/Management Electives or Emphasis Area Courses

MT 299 Associate's Capstone in Management - 3 quarter credit hours

ELECTIVE COURSES

Option I - Business Management

MT 217 Finance

MT 219 Marketing

Option II - Office Management

MT 103 Information and Office Management

MT 230 Advanced Applications

Faculty

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

The objective of the **Master of Business Administration** program is to prepare students to pursue leadership positions in competitive business environments. Students whose academic backgrounds do not include economics, statistics, accounting, or finance must attain that knowledge prior to enrolling in the program's analytical courses.

The Master of Business Administration program consists of a minimum of 52 quarter credit hours (35 semester credit hours). In addition, students may add a specialization to their degree plan, for which they are required to take a minimum of four courses from one of six specializations. Specializations are not required for completion of the general program. Specializations include finance; marketing; human resources management; information technology; entrepreneurship; and management, communication and quality.

Curriculum

Master of Business Administration

52 quarter credit hours (35 semester credit hours)

PREREQUISITE REQUIREMENTS

(For students without a background in economics, statistics, accounting or finance)

KU 510 Foundations of Mathematics and Economics

KU 511 Foundations of Accounting and Finance

COURSE REQUIREMENTS

GB 500 Becoming an Effective Leader

GB 501 Leadership, Culture, and Change

GB 502 Managerial Economics

GB 503 Managerial Accounting

GB 504 Financial Management

GB 505 Marketing Management

GB 506 Information Systems Management

GB 507 Business Ethics

GB 508 The Legal Environment of Business

GB 509 Analytical Decision Making

GB 510 Project Management

GB 511 Strategic Human Resources Management

GB 599 Business Strategy

SPECIALIZATIONS

Entrepreneurship

GB 543 Managing Change

GB 544 Quality Management

GB 561 Entrepreneurship

GB 562 Small Business Administration

Finance

GB 521 Capital Markets and Investments

GB 522 Mergers and Acquisitions

GB 523 International Finance

GB 572 International Management

Human Resources Management

GB 541 Employment and Labor Law

GB 542 Employee Development

GB 545 Strategic Reward Systems
GB 546 Recruitment and Selection

Information Technology
GB 551 Managing Information Technology Projects
GB 552 Database Analysis and Design
GB 553 E-Business Principles and Practices
GB 554 Operations Management

Management, Communication, and Quality
GB 544 Quality Management
GB 554 Operations Management
GB 571 Power and Negotiation
GB 572 International Management

Marketing
GB 531 Advertising
GB 532 Marketing Research
GB 533 Salesforce Management
GB 534 Marketing Psychology

Faculty

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

The **Master of Science in Management** program is designed to provide students with knowledge about management and all its related aspects. The core curriculum includes four specialization areas: change leadership, health care management, project management, and supply chain management and logistics. The Master of Science in Management program consists of a minimum of 52 quarter credit hours (35 semester credit hours).

Curriculum

Master of Science in Management
52 quarter credit hours (35 semester credit hours)

COURSE REQUIREMENTS

GM 500 Managers as Leaders
GM 501 Management Theories and Practices—Past, Current, and Future
GM 502 Skills for Professional Impact
GM 503 Foundations for Effective Management Practice
GM 504 Organizational Excellence and Change
GM 505 Action Research and Consulting Skills
GM 506 Strategic Financial Analysis
GM 507 Strategic Human Resources Management
GM 599 Applied Research Project

SPECIALIZATIONS

Change Leadership

GM 541 Foundations of Organization Development

GM 542 Organization Change

GM 543 Organization Diagnosis and Design

GM 544 Applied Organization Research Methods

Health Care Management

GM 521 Health Care Systems

GM 522 Comprehensive Health Care Strategies

GM 523 Quality Health Care Management

GM 524 Leveraging IT in Health Care

Project Management

GM 591 Strategic Project Management

GM 592 Project Initiation, Planning, and Execution

GM 593 Project Cost and Schedule Monitoring and Controlling

GM 594 Project Risk, Quality, and Procurement Monitoring and Controlling

Supply Chain Management and Logistics

GM 581 Supply Chain Management

GM 582 Inventory and Distribution Management

GM 583 Managing the Service Value Chain

GM 584 Strategic Global Logistics Management

Faculty

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

Student Support Services

Students may complete all administrative actions online. Students accepted for admission proceed to an online orientation, which must be completed before being allowed to register online for upcoming courses. Financial aid counselors are available to assist students with questions pertaining to financial aid programs. Students with specific program questions may speak with dedicated academic advisors, who specialize in specific program advisement.

A professional librarian and trained support personnel are available to assist students and faculty through the Academic Resource Center and virtual library. Kaplan University also offers students a full complement of library services through its relationship with the University of Alabama in Huntsville, Alabama. The UAH Library has over 58,000 e-books and receives over 66,000 online periodicals and 900 hard-copy journals and access to specialized databases, such as ERIC, LexisNexis Academic Universe, Medline/PubMed, Academic Search Elite, TOPICsearch, and CINAHL, as well as discipline-specific databases.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that the Kaplan University degree programs meet the criteria for program certification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a two-year initial certification expiring July 25, 2010, for the following programs:

- Online Associate of Applied Science in Accounting
- Online Associate of Applied Science in Business Administration/Management
- Online Master of Business Administration
- Online Master of Science in Management

The motion to recommend initial certification of the degree program was made by Dr. Jeff Olson with a second by Mr. Kent Schroeder.

Program Recertifications

Webster University, Fort Smith and Fayetteville campuses

Webster University-Fort Smith submitted application for recertification of the following programs:

- Master of Business Administration
- Master of Arts in Human Resources Management
- Master of Arts in Information Technology Management

Webster University-Fayetteville submitted application for recertification of the following programs:

- Master of Business Administration
- Master of Arts in Human Resources Management
- Master of Arts in Human Resource Development
- Master of Arts in Management and Leadership
- Master of Arts in Information Technology Management
- Master of Arts in International Business

Proposed effective date: August 1, 2008

Campus visits were conducted by Zanette Douglas, ADHE Coordinator of Institutional Certification in June 2008.

Institutional History

Loretto College was established in 1915 and was renamed Webster College in 1925. Webster University is a private, nonprofit, non-denominational university that offers programs at more than 90 locations throughout the United States, including at 32 metropolitan campuses, 21 corporate sites and 42 military installations.

Webster University has more than 20,000 students at its worldwide campuses and more than 101,000 alumni serving traditional-aged students, adult learners, international students, and military personnel.

Webster University-Fort Smith offers three on-site graduate level programs in Arkansas. This campus has been in operation since 1989 upon the invitation of the United States Army at Fort Chaffee. Initial certification for programs offered at the Fort Smith campus was granted in 2000. Webster University-Fayetteville has been in operation since 1998. Initial certification for programs on the Fayetteville campus was granted in 2000.

Program Delivery

Both Webster University campuses conduct five, nine-week terms per academic year. There are two fall terms, two spring terms, and a summer term. Programs are offered to students through week-end and evening classes. Classes meet from 5:30 p.m. to 10:00 p.m. one night a week.

MBA courses are taught as an extension of the Webster-Fayetteville campus at the Sam Walton Training Facility in Rogers. Seven classrooms are provided for classroom instruction.

The master's degree programs require 36 semester credit hours, or 48 semester credit hours if an area of emphasis is selected for the Master in Business Administration.

There have been 43 graduates in the three degree programs since the last recertification at the Fort Smith campus, and 120 graduates in the six degree programs since the last recertification at the Fayetteville campus.

Licensure and Accreditation

Webster University is licensed in the state of Missouri and has been accredited by the Higher Learning Commission since 1925. Webster recently received accreditation for its business degree programs by the Association of Collegiate Business Schools and Programs (ACBSP).

Program Summaries – Recertification

The master's degrees require satisfactory completion of 27 core credit hours and 9 credit hours of graduate electives for a total of 36 credit hours or 48 semester credit hours if an area of emphasis is selected. Students must complete at least 12 semester credit hours in the emphasis area. Students who require prerequisite courses will have to complete more than 36 credit hours to receive the master's degree.

Master of Business Administration

36 semester credit hours

MRKT 5000 Marketing
MNGT 5590 Organizational Behavior
FINC 5000 Finance
FINC 5880 Advanced Corporate Finance
BUSN 5760 Applied Business Statistics
BUSN 6070 Management Accounting
BUSN 6110 Operations and Project Management
BUSN 6120 Managerial Economics
BUSN 6200 Strategy and Competition
Elective Courses

Prerequisites:

BUSN 5000 Business
BUSN 5600 Accounting Theory and Practice
BUSN 5620 Current Economic Analysis

Graduates

Since program recertification, 30 students have graduated from the program at Fort Smith, and 10 students have graduated from Fayetteville.

Faculty

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

Master of Arts in Human Resources Management

36 semester credit hours

HRMG 5000 Managing Human Resources (Requisite Course)
MNGT 5590 Organizational Behavior
BUSN 5200 Basic Finance for Managers
HRDV 5610 Training and Development
HRMG 5700 Employment Law
HRMG 5800 Staffing
HRMG 5920 Compensation
HRMG 5930 Labor-Management Relations
HRMG 6000 Integrated Studies in Human Resources Management
Elective Courses

Graduates

Nine students have graduated from this program in Fort Smith since the last recertification in 2005 and three from Fayetteville.

Faculty

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

Master of Arts in Information Technology Management

36 semester credit hours

ITM 5000 Information Technology Management: Overview (Requisite Course)

MNGT 5590 Organizational Behavior

BUSN 5200 Basic Finance for Managers

ITM 5100 Information and Communications Systems and Networks

ITM 5200 Project Management of Information Technology

ITM 5300 Procurement and Contract Management for Information Technology

ITM 5400 Systems Analysis, Design and Implementation

ITM 5600 Information and Communications Security

ITM 6000 Final Project in Information Technology Management

Elective Courses

Graduates

Four students have graduated from this program since the last recertification in 2005 from Fort Smith and three students graduated since initial certification in 2006 at Fayetteville.

Faculty

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

Master of Arts in Human Resource Development

36 semester credit hours

HRDV 5000 Introduction to Human Resources Development (Requisite Course)

MNGT 5590 Organizational Behavior

HRDV 5610 Training and Development

HRDV 5560 Group Development and Change

HRDV 5630 Organization Development and Change

HRDV 5700 Career Management

HRDV 5750 Research and Assessment Methods in Human Resources Development

HRDV 6000 Integrated Studies in Human Resources Development

Elective Courses

Graduates

Seven students have graduated from this program since the last recertification.

Faculty

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

Master of Arts in Information Management and Leadership

36 semester credit hours

MNGT 5000 Management (Requisite Course)
MNGT 5590 Organizational Behavior
MNGT 5650 Management and Strategy
HRMG 5000 Managing Human Resources
MNGT 5670 Managerial Leadership
HRDV 5630 Organization Development and Change
FINC 5570 Basic Finance for Managers
MNGT 6000 Integrated Studies in Management
Elective Courses

Graduates

Seven students have graduated from this program since the last recertification.

Faculty

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

Master of Arts in International Business

36 semester credit hours

INTB 5000 International Business (Requisite Course)
INTB 5600 International Accounting
FINC 5840 International Finance
INTB 5630 International Law and Business
INTB 5710 Cross-Cultural Management
MRKT 5980 International Marketing
INTB 6000 Integrated Studies in International Business
Elective Courses

Faculty

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

Student Support Services

Student support services such as orientation, financial aid applications, advising, and course registration are provided by the Webster campus Directors, faculty, and support staff. Library services and resources for Webster University students and faculty in Arkansas are provided through Webster University's Emerson Library on the main campus in St. Louis, Missouri. Comprehensive library support provided to all extended campuses includes document delivery from the main library collection, access to over 125 databases, electronic reserves, and reference and instructional services

ADHE Staff Recommendation

The Arkansas Department of Higher Education Staff (ADHE) has determined that Webster University-Fort Smith and the Webster University-Fayetteville degree programs meet the criteria for program recertification defined by the Rules and Regulations of the Institutional Certification Advisory Committee. ADHE staff recommends a four-year certification, expiring July 25, 2012, for the following programs:

Webster University-Fort Smith

Master of Business Administration
Master of Arts in Human Resources Management
Master of Arts in Information Technology Management

Webster University-Fayetteville

Master of Business Administration
Master of Arts in Human Resources Management
Master of Arts in Human Resources Development
Master of Arts in Management and Leadership
Master of Arts in Information Technology Management
Master of Arts in International Business

The motion to recommend recertification of the degree programs for Webster University-Fort Smith was made by Mr.-Ken Hoppe with a second by Mr. Kent Schroeder.

The motion to recommend recertification of the degree programs for Webster University-Fayetteville was made by Ms. Deborah Germany with a second by Mr. Ken Hoppe.

Program Decertifications

Capella University, Minneapolis, Minnesota

Capella University of Minneapolis, Minnesota requests the decertification of the following program specializations:

Graphics and Multimedia Specialization-Bachelor of Science in Information Technology
System Design and Development Specialization-Master of Science in Information Technology

The **Graphics and Multimedia** specialization courses will be taught through July 2009 with each course being offered at least twice. Capella anticipates that all students will have completed the program by October 2009. Students can graduate with a specialization in graphics and multimedia or may elect to transfer to another

specialization. Currently, there are four Arkansas students enrolled in this specialization.

Capella University discontinued offering the **System Design and Development** specialization courses in April 2008, but replacement courses will be offered that allow students to complete their course of study at a normal pace. The final date a student can graduate with this specialization is June 2012. Students who matriculated prior to July 2008 have the option to continue with the degree as originally planned or to transfer to the new specialization in Enterprise Software Architecture. Currently, there is one Arkansas learner enrolled in this specialization.

ADHE Staff Recommendation

The Arkansas Department of Higher Education staff (ADHE) has determined that Capella University, Minneapolis, Minnesota has requested to discontinue degree program offerings in Arkansas according to the Rules and Regulations of the Institutional Certification Advisory Committee and recommends decertification for the following program specializations, effective July 25, 2008:

Graphics and Multimedia Specialization-Bachelor of Science in Information Technology
System Design and Development Specialization-Master of Science in Information Technology

The motion to recommend decertification of the degree programs was made by Dr. Walter Roettger with a second by Mr. Ken Hoppe.

REPORT ON ANNUAL REVIEW OF FACULTY PERFORMANCE

Arkansas Code Annotated §6-63-104 and Arkansas Higher Education Coordinating Board (Board) policy 5.05.1 requires that each college and university conduct an annual performance review of faculty members. Pursuant to this statute, Arkansas Department of Higher Education (ADHE) staff is required to monitor the faculty evaluation processes adopted at public institutions, and make a report to the Coordinating Board and Legislative Council each year. Each institution must have on file with ADHE a plan detailing the procedures for faculty evaluation at each institution. Significant amendments to these plans are to be submitted for Board approval.

Institutions were required to submit a report to ADHE that describes the process followed during the 2007-2008 academic year. Those reports are summarized below.

Faculty Performance Review Activities

Faculty performance was assessed using a variety of methods including assessment by students, classroom visits by administrators, peer review, and self-evaluation activities. Findings were shared with faculty members being evaluated and, when appropriate, an improvement plan was jointly developed between the faculty member and the administrator who conducted the evaluation. Evaluation methods and timeframes of the process varied among institutions. All teaching faculty members including teaching assistants as well as full-time, part-time, adjunct, and visiting faculty were evaluated.

Institutional Monitoring of the Evaluation Process

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

Notable Findings

Based on established faculty review processes, the performance of most faculty members exceeded satisfactory standards. The process itself continued to serve as a valuable tool for identifying procedural improvements for improved faculty performance and satisfaction.

Plans Developed as a Result of These Findings

Specific remedial or disciplinary actions were taken as a result of performance deficiencies revealed by the evaluation process. Most often this involved the development of professional improvement plans. In addition, changes in institutional process have been addressed including revision of job descriptions, increased integration with student learning assessment, and implementation of student evaluation of online courses.

Overall Sense of Satisfaction Concerning the Faculty Performance Review

Appropriate stakeholders were involved in the formulation of the institution's faculty performance evaluation plan. Most faculty members viewed the process as a useful tool for fostering continuous assessment and improvement in both teaching and learning.

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

The English language proficiency of faculty members at all institutions was assessed prior to employment and then on an ongoing basis through student and administrator evaluations of faculty members' classroom performances. A variety of means including increased use of PowerPoint presentations, required participation in English as a Second Language courses, and assignment of a faculty mentor to assist with improved pace and diction were used to remedy the few deficiencies that were found.

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

The collaboration between Colleges of Education and the public schools in their respective areas was documented in these reports. Institutions partnered with public schools through Educational Renewal Zones and other programs that encouraged high school students to pursue postsecondary education. Institutions also engaged in numerous activities that provided assistance with staff development and school improvement programs.

REPORT ON REAUTHORIZATION OF CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006

Background

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was signed into law by President Bush in August 2006, and affects Arkansas colleges and universities. The purpose of the law is to develop the academic and career/technical skills of students in secondary and postsecondary career/technical education (CTE) programs.

Over the past 15 years, federal legislation has shifted the emphasis of the Perkins program from narrow job preparation to the enhancement of a broad range of academic and industry-specific technical skills. This approach balances the academic preparation of students with a need to address current and emerging career opportunities, workforce needs, and economic competitiveness.

Through the Arkansas Department of Workforce Education (ADWE), the State carries out the required duties and responsibilities of the Act including oversight of the Perkins funds in secondary schools and postsecondary institutions. A memorandum of understanding (MOU) between ADWE and the Arkansas Department of Higher Education (ADHE) grants to ADHE the responsibility and oversight of Perkins funds designated for postsecondary institutions.

Allocation of funds is designated by federal law with 85% of total Perkins funds distributed to local institutions. Of that total, 75% funds secondary programs and 25% funds postsecondary programs. The remaining 15% is retained for administrative and state leadership activities. The MOU provides for \$2.9 million to postsecondary institutions and \$415,000 to ADHE.

Implementation of Perkins IV

On April 3, the State Board of Workforce Education and Career Opportunities (SBWECO) approved the Perkins State Plan for program years 2009-2013. The plan was developed by ADHE and ADWE staff with input from representatives of secondary and postsecondary institutions and key stakeholders. The State Plan includes performance categories negotiated with the U.S. Department of Education as follows:

- Technical skill attainment (GPA for academic and technical coursework taken during the reporting year)
- Credential attainment (industry recognized credential, certificate or degree)
- Retention in postsecondary education (including transfer to a four-year college or university)

- Placement in the military, apprenticeship program, or employment (including high skill, high wage, or high demand fields)
- Participation of students pursuing nontraditional occupations
- Completion of students pursuing nontraditional occupations

Institutions receiving Perkins funds have completed a 5-Year Local Plan and negotiated local performance targets that are based upon those required of the State.

Major Themes of Perkins IV

Some elements of previous federal legislation are included in Perkins IV, however there are several new elements which signify a new direction for Perkins and CTE programs. Major themes include:

- Accountability at both the state and local level including the implementation of sanctions when performance targets are not met;
- Support for activities that facilitate student transfer from two-year to four-year programs, including statewide articulation agreements, career pathways, and curricular alignment from high school through baccalaureate programs;
- Training of CTE students pursuing careers which require a baccalaureate or higher degree such as teaching;
- Emphasis on preparing students, including members of special populations, for entry into high skill, high wage, and high demand occupations in current or emerging fields;
- New standards for professional development funded by Perkins; and
- Improved data collection and reporting systems that ensure complete, valid and reliable data submissions by the state and all local institutions.

Next Steps

ADHE staff will continue to collaborate with ADWE and representatives of postsecondary institutions to address Perkins IV goals and to provide technical assistance where needed so that state performance targets will be met. Broad goals include evaluation of CTE programs, addition of CTE courses to the Arkansas Course Transfer System, increased linkages between secondary and postsecondary, implementation of a statewide professional development network, and development of a Perkins Accountability Portal for grant management and reporting purposes. Informational updates will be provided to AHECB as policy is developed.

ARKANSAS HEALTH EDUCATION GRANT PROGRAM 2005-2008 Report

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

This report outlines slot allocations, expenditure information and graduate information for the 2005-06, 2006-07 and 2007-08 academic years. The expenditure report in Appendix "A" shows the distribution of student slots and expenditures at the participating institutions, as well as the number of grant recipients by field and institution. The report also provides information from the participating institutions, licensing boards, and student self-reports on the status of grant recipients who completed their studies in 2004 through 2007. Grant recipients are asked to self-report for four (4) years following completion of their courses of study, and the institutions report each year on the grant recipients from the previous four (4) graduating classes, as established by the Board in February 2000. See Appendix "B" for graduate information.

In conducting this report, ADHE issued a survey to all participating institutions to determine if the current slot allocation was sufficient for Arkansas students enrolling in their institution. Appendix "C" provides a report on current slot allocations compared to the need reported by the participating institutions.

The Department's Strategic Plan for Fiscal Years 2009-2011 projects increases in slot fees and expenditures by field. These increases are necessitated by the provision of the program where the Southern Regional Education Board (SREB) negotiates with institutions on contract costs on behalf of state agencies. Once SREB negotiates with institutions on contract cost, the ADHE has the option of either decreasing the number of students who can participate in the program or continue the current number of slots knowing that increases to the budget of the program will be required. The ADHE will also work with the licensing boards and associations of each medical profession to determine if slot allocations need to be adjusted. The Strategic Plan for Fiscal Years 2009-2001 will be presented at the October 2008 Board meeting for budget and slot allocation recommendations.

APPENDIX "A"									
ARKANSAS HEALTH EDUCATION GRANT PROGRAM									
EXPENDITURES 2005-2008									
Contracting Institution									
		2005-06			2006-07			FY 2007-08	
	# of Students	Expenditures by Institution	Expenditures by Discipline	# of Students	Expenditures by Institution	Expenditures by Discipline	# of Students	Expenditures by Institution	Expenditures by Discipline
CHIROPRACTIC MEDICINE									
Cleveland Chiropractic College, Kansas City, MO	3	15,000.00		3	13,332.00		2	4,998.00	
Life University of Chiropractic Medicine, Mariett, GA	0	0.00		0	0.00		1	3,336.00	
Logan College of Chiropractic, Chesterfield, MO	15	68,332.00		10	61,595.00		11	38,338.00	
Palmer College of Chiropractic, Davenport, IA	4	18,336.00		3	11,666.00		3	8,334.00	
Parker College of Chiropractic, Irving, TX	23	81,668.00		16	70,000.00		12	53,333.00	
Texas Chiropractic College, Pasadena, TX	3	15,000.00		3	11,664.00		3	8,336.00	
Totals:	48		198,336.00	35		168,257.00	32		116,675.00
DENTISTRY									
*Baylor College of DentistryTexas A&M University System HSC, Dallas, TX	6	39,000.00		4	56,000.00		4	60,000.00	
*Louisiana State University, New Orleans, LA	14	182,000.00		12	168,000.00		9	135,000.00	
*Meharry Medical College, Nashville, TN	1	13,000.00		1	14,000.00		2	30,000.00	
*University of Alabama, Birmingham, AL	2	26,000.00		1	14,000.00		1	15,000.00	
*University of Louisville, Louisville, KY	7	91,000.00		7	98,000.00		6	90,000.00	
University of Missouri, Kansas City, MO	6	78,000.00		7	84,000.00		5	75,000.00	
*University of Oklahoma, Oklahoma City, OK	3	39,000.00		3	42,000.00		3	44,878.54	
*University of Tennessee, Memphis, TN	72	915,462.50		70	973,000.00		68	1,012,000.00	
Totals	111		1,383,462.50	105		1,449,000.00	98		1,461,878.54
DENTAL LOAN									
*University of Louisville, Louisville, KY	5	34,155.00		6	40,500.00		6	57,698.16	
*University of Tennessee, Memphis, TN	45	230,715.00		60	312,750.00		59	307,425.60	
Totals:	50		264,870.00	66		353,250.00	65		365,123.76
OPTOMETRY									
*Northeastern State University, Tahlequah, OK	5	56,500.00		6	73,200.00		5	65,500.00	
*Southern College of Optometry, Memphis, TN	23	259,900.00		21	256,200.00		20	262,000.00	
University of Missouri, St. Louis, MO	0	0.00		0	0.00		1	13,100.00	
Totals:	28		316,400.00	27		329,400.00	26		340,600.00
OSTEOPATHIC MEDICINE									
Des Moines University, Des Moines, IA	1	5,000.00		1	2,500.00		2	10,000.00	
*Edward Via Virginia College of Osteopathic Medicine, VA	1	11,300.00		1	12,200.00		1	13,100.00	
Kansas City University of Medicine and Biosciences	10	50,000.00		13	65,000.00		8	40,000.00	
*NOVA Southeastern University, FL	0	0.00		1	12,200.00		1	13,100.00	
*Oklahoma State University, Tulsa, OK	3	33,900.00		2	24,400.00		3	39,300.00	
Pikeville College, Pikeville, KY	4	20,000.00		3	15,000.00		4	20,000.00	
Totals:	19		120,200.00	21		131,300.00	19		135,500.00
PODIATRIC MEDICINE									
*Barry University, Miami Shores, FL	0	0.00		0	0.00		0	0.00	
Des Moines University, Des Moines, IA	0	0.00		1	5,000.00		0	0.00	
*Ohio College of Podiatric Medicine, Cleveland, OH	1	8,300.00		0	0.00		0	0.00	
*Rosalind Franklin University of Medical Sciences	3	24,900.00		3	25,800.00		1	8,900.00	
Totals:	4		33,200.00	4		30,800.00	1		8,900.00
VETERINARY MEDICINE									
*Louisiana State University, Baton Rouge, LA	36	669,600.00		35	714,000.00		36	784,000.00	
*Mississippi State University, Starkville, MS	1	18,600.00		2	40,800.00		2	44,800.00	
Oklahoma State University, Stillwater, OK	3	86,376.50		5	86,376.50		4	69,100.00	
Tuskegee University, Tuskegee, AL	1	5,000.00		1	5,000.00		1	5,000.00	
University of Missouri, Columbia, MO	4	54,758.40		4	57,484.80		4	29,900.00	
Totals:	45		834,334.90	47		903,661.30	47		932,800.00
Totals by Year:	305		3,150,803.40	305		3,365,668.30	288		3,361,477.30

APPENDIX "B"

ARKANSAS HEALTH EDUCATION GRANT

GRADUATE REPORTING BY FIELD

	2004			2005			2006			2007		
FIELD	In-State Practice	Other State or Unknown	Total	In-State Practice	Other State or Unknown	Total	In-State Practice	Other State or Unknown	Total	In-State Practice	Other State or Unknown	Total
DENTISTRY	15	16	31	7	21	28	13	14	27	4	24	28
VETERINARY	9	5	14	3	8	11	4	9	13	0	10	10
OPTOMETRY	5	3	8	2	4	6	3	6	9	1	6	7
OSTEOPATHY	0	2	2	0	3	3	1	3	4	0	8	8
PODIATRY	1	0	1	0	0	0	0	1	1	0	2	2
CHIROPRACTIC	7	4	11	9	8	17	3	3	6	7	12	19
TOTALS:	37	30	67	21	44	65	24	36	60	12	62	74

APPENDIX "C"				
ARKANSAS HEATH EDUCATION GRANT				
SLOT ALLOCATION REPORT				
FIELD	CONTRACTING INSTITUTION	CURRENT # ENTERING SLOTS	ADDITIONAL SLOTS NEEDED AND/OR REQUESTED	TOTAL
CHIROPRACTIC MEDICINE	Cleveland Chiropractic College*	2	0	2
CHIROPRACTIC MEDICINE	Logan College of Chiropractic*	3	0	3
CHIROPRACTIC MEDICINE	Life University College of Chiropractic	0	1	1
CHIROPRACTIC MEDICINE	Palmer College of Chiropractic*	1	0	1
CHIROPRACTIC MEDICINE	Parker College of Chiropractic*	6	0	6
CHIROPRACTIC MEDICINE	Texas Chiropractic College	1	0	1
	TOTALS	13	1	14
DENTISTRY	Texas A & M University System HSC	3	0	3
DENTISTRY	Louisiana State University*	4	0	4
DENTISTRY	Meharry Medical College*	1	0	1
DENTISTRY	University of Alabama Birmingham*	0	0	0
DENTISTRY	University of Louisville*	1	0	1
DENTISTRY	University of Missouri Kansas City	2	3	5
DENTISTRY	University of Oklahoma Oklahoma City*	1	0	1
DENTISTRY	University of Tennessee*	18	0	18
	TOTALS	30	3	33
OPTOMETRY	Northeastern State University	2	1	3
OPTOMETRY	Southern College of Optometry*	5	0	5
OPTOMETRY	University of Missouri St. Louis	0	0	0
	TOTALS	7	1	8
OSTEOPATHIC MEDICINE	Des Moines University*	1	0	1
OSTEOPATHIC MEDICINE	Kansas City University of Medicine and Biosciences*	1	0	1
OSTEOPATHIC MEDICINE	Oklahoma State University Tulsa*	3	0	3
OSTEOPATHIC MEDICINE	Pikeville College*	1	0	1
OSTEOPATHIC MEDICINE	Virginia College of Osteopathic Medicine*	0	0	0
OSTEOPATHIC MEDICINE	Nova Southeastern University *	0	0	0
	TOTALS	6	0	6
PODIATRIC MEDICINE	Barry University	1	0	1
PODIATRIC MEDICINE	Des Moines University*	1	0	1
PODIATRIC MEDICINE	Ohio College of Podiatric Medicine*	1	0	1
PODIATRIC MEDICINE	Rosalind Franklin University of Medical Sciences*	1	0	1
	TOTALS	4	0	4
VETERINARY MEDICINE	Louisiana State University	9	11	20
VETERINARY MEDICINE	Mississippi State University	0	2	2
VETERINARY MEDICINE	Oklahoma State University Stillwater	1	2	3
VETERINARY MEDICINE	Tuskegee University	1	0	1
VETERINARY MEDICINE	University of Missouri Columbia	1	4	5
	TOTALS	12	19	31
	OVERALL TOTALS	72	24	96
	*DID NOT RESPOND TO SURVEY			

ARKANSAS GOVERNOR'S SCHOLARS PROGRAM
National Hispanic Recognition Program

The Arkansas Governor's Scholars Program recognizes Arkansas's bright young leaders that make valuable contributions not only to colleges and universities but also to the state, the Arkansas Legislature enacted the Governor's Scholars Program for the purpose of encouraging Arkansas' best high school students to remain in Arkansas for their college education. Each year, Arkansas' academically superior high school graduates will be offered scholarships from the state to assist them in their undergraduate studies at any of Arkansas's public or private colleges or universities.

The Governor's Scholars Program is divided into two categories:

Governor's Distinguished - students who meet the following minimum eligibility criteria are eligible to be named Governor's Distinguished Scholars: either a 32 composite score on a single ACT or 1410 combined math and critical reasoning score on a single SAT AND 3.50 academic grade point average, OR selection as a National Achievement Finalist or National Merit Finalist. If funding allows, up to 300 Governor's Distinguished Scholars may be named. If there are more than 300 qualified applicants, the applications will be scored based on the criteria for Governor's Scholarships in the following paragraph.

Governor's Scholarships – students who do not meet the Governor's Distinguished Scholars criteria compete for the Governor's Scholarship, which will be awarded to the student who scores the highest in each of Arkansas's 75 counties (based on the student's county of residence). Selection is based on the following: 45% ACT or SAT score, 35% high school grade point average in academic courses, 10% class rank, and 10% leadership.

During a previous board meeting, Dr. Lynda Johnson asked the ADHE staff to research the possibility of adding a National Hispanic Recognition Program to the eligibility criteria for the Governor's Distinguished designation. As stated above, National Achievement Finalist and National Merit Finalist are currently eligible for the Governor's Distinguished designation. ADHE staff has researched possible recognition programs and will be recommending the addition of the National Hispanic Recognition Program (NHRP) as an eligibility criterion for the Governor's Distinguished designation.

The College Board's NHRP was initiated in 1983 to identify outstanding Hispanic high school students and to share information about these academically well-prepared students with subscribing colleges and universities. In order to be eligible, students must be at least one-quarter Hispanic. Each year the NHRP

identifies approximately 3,300 of the highest scoring students from a nationwide total of 124,000 high school juniors who took the PSAT/NMSQT and designated themselves as Hispanic, as well as approximately 125 of the top scoring PAA students from Puerto Rico. The nationwide selection also includes students from Puerto Rico, U.S. Virgin Islands, Guam, and U.S. citizens attending international and APO schools.

It will take legislative action to add the NHRP designation as an eligibility criterion. Our staff will work with legislators and the Governor's office during the next legislative session to address this need for the Governor's Scholars Program.

LETTERS OF NOTIFICATION

The Arkansas Department of Higher Education received the following notifications from April 10, 2008 to July 9, 2008.

NEW PROGRAMS

Technical Certificate in Entrepreneurship (21 semester credit hours, CIP 52.0701)

Arkansas State University-Beebe (Spring 2009)

East Arkansas Community College (Fall 2008)

North Arkansas College (Fall 2009)

NorthWest Arkansas Community College (Fall 2008)

Ouachita Technical College (Fall 2009)

South Arkansas Community College (Fall 2008)

Southern Arkansas University-Tech (Fall 2009)

University of Arkansas Community College at Batesville (Spring 2009)

Arkansas State University-Beebe (Fall 2008)

Certificate of Proficiency in Air Conditioning (10 semester credit hours, CIP 47.0201)

Certificate of Proficiency in Auto Body Repair (9 hours, CIP 47.0603)

Certificate of Proficiency in Automotive Technology (7 hours, CIP 46.0604)

Certificate of Proficiency in Computerized Machining Technology (9 hours, CIP 48.0501)

Certificate of Proficiency in Diesel Technology (12 hours, CIP 47.0605)

Certificate of Proficiency in Industrial Electronics (11 hours, CIP 47.0105)

Arkansas State University-Jonesboro (Fall 2008)

Associate of Arts (60 semester credit hours, CIP 24.0101)

Associate of Science (60 hours, CIP 24.0101)

Arkansas State University-Newport (Fall 2008)

Technical Certificate in Telecommunications (39 semester credit hours, CIP 47.0103)

Henderson State University (Fall 2008)

Graduate Certificate in Developmental Therapy (15 semester credit hours, CIP 13.1015)

Mid-South Community College (Fall 2008)

Certificate of Proficiency in Warehousing and Distribution Center Operations

(18 semester hours, CIP 52.0203)

North Arkansas College (Fall 2008)

Certificate of Proficiency for Nursing Assistant (9 semester hours, CIP 51.1614)

Technical Certificate in Emergency Medical Technician-Paramedic (42 hours, CIP 51.0904)

Ozarka College (Spring 2009)

Certificate of Proficiency in Entrepreneurship for Artisans
(18 semester credit hours, CIP 24.0101)

University of Arkansas at Monticello (Fall 2008)

Certificate of Proficiency in Office Support (15 semester credit hours, CIP 52.0408)
Certificate of Proficiency in Healthcare Office Support (18 hours, CIP 52.0712)
Certificate of Proficiency in Computer Repair and Networking (17 hours, CIP 47.0104)
Certificate of Proficiency in Industrial Equipment Repair (17 hours, CIP 47.0303)

University of Central Arkansas (Fall 2008)

Post-Master's Certificate in Nursing with the following tracks: Family Nurse Practitioner, Adult Nursing Practitioner, and Nurse Educator (12 semester credit hours, CIP 51.1601)

NEW PROGRAM OPTION/MINOR

Entrepreneurship option - Associate of Applied Science in Business

Arkansas State University-Beebe (Spring 2009)
East Arkansas Community College (Fall 2008)
North Arkansas College (Fall 2009)
NorthWest Arkansas Community College (Fall 2008)
Ouachita Technical College (Fall 2009)
South Arkansas Community College (Fall 2008)
University of Arkansas Community College at Batesville (Spring 2009)

Arkansas State University-Beebe (Fall 2008)

Management Operations option
Theater-Design/Technical and Theater-Performance emphases

Arkansas State University Mountain Home (Fall 2008)

Police Science and Forensics Technology emphases

Arkansas Tech University (Fall 2008)

Special Education Instructional Specialist (P-4) option - Master of Education

Ozarka College (Spring 2009)

Entrepreneurship for Artisans option

Southern Arkansas University-Magnolia (Fall 2008)

Reading track - Master of Education
Teaching English as a Second Language (TESOL) Minor

Emphases in Early Childhood Education and Inclusive Early Childhood Education in the Bachelor of Science in Education in Early Childhood Education (CIP 13.1210)
(*Pending Arkansas Department of Education-ADE Approval*)

University of Arkansas at Little Rock (Fall 2008)

Initial Licensure track in the Master of Education in Early Childhood Education (DC 5655)

NAME CHANGE

Henderson State University (Fall 2008)

Master of Science in Education in Curriculum and Instruction (CIP 13.0301; DC 5663) changed to Master of Science in Education in Advanced Instructional Studies

North Arkansas College (August 2008)

Division of Business and Technical Programs (DC 2500) changed to Division of Business and Technology

Division of Nursing and Allied Health Sciences (DC 2790) changed to Division of Allied Health

Division of Health and Physical Education (DC 2680) changed to Division of Math, Health/PE, Agriculture and Lab Sciences (DC 2480)

Southern Arkansas University-Magnolia (Fall 2008)

Bachelor of Science in Education in Inclusive Early Childhood (CIP 13.1210; DC 3750) changed to Bachelor of Science in Education in Early Childhood Education
(*Pending ADE Approval*)

EXISTING PROGRAMS OFFERED OFF-CAMPUS

University of Arkansas, Fayetteville (Fall 2008)

Elementary Education (CIP 13.1209, DC 2441) and General Business (CIP 52.0101, DC 3580) bachelor's degree completion programs in Rogers

COURSES OFFERED BY DISTANCE TECHNOLOGY

University of Arkansas for Medical Sciences (Fall 2008)

EMT-Paramedic courses offered at Arkansas State University Mountain Home via distance technology

EXISTING PROGRAMS OFFERED BY DISTANCE TECHNOLOGY

Arkansas State University-Newport (Fall 2008)

High Voltage Lineman Technology emphasis (CIP 30.9999, DC 0517)

Arkansas State University-Jonesboro

Master of Business Administration (CIP 52.0201, DC 5580, January 2009)

National Teaching Standards Board Certification track in Master of Science in Education in Educational Theory and Practice (CIP 13.0301, DC 5664, Fall 2008)

Master of Science in Education in Curriculum and Instruction (CIP 13.0301, DC 5663, Fall 2008) *Pending ADE approval*

Master of Science in Education in Educational Leadership (CIP 13.0408, DC 6730, Fall 2008) *Pending ADE approval*

Educational Specialist in Educational Leadership (CIP 13.0408, DC 5070, Fall 2008) *Pending ADE approval*

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

Arkansas Northeastern College (Fall 2008)

Associate of Applied Science in Business Technology (CIP 52.0101, DC 0307) with options in office technology and computer information systems reconfigured to create the Associate of Applied Science in Office Technology (63 hours, CIP 52.0401) and the Associate of Applied Science in Computer Information Systems (68 hours, CIP 52.0101)

University of Central Arkansas (Fall 2008)

Bachelor of Science in Family and Consumer Sciences (CIP 19.0101) reconfigured to create the Bachelor of Science in Nutrition (124 hours, CIP 19.0501), Bachelor of Arts/Bachelor of Science in Interior Design (127 hours, CIP 50.0408)

CURRICULUM MODIFICATIONS

Southern Arkansas University-Magnolia (Fall 2008)

Bachelor of Science in Middle Level Education (DC 3915) modified to include 12 additional hours of courses in mathematics, language arts, social studies, and science to meet ADE Middle Level licensure requirements

INACTIVE PROGRAMS

Southern Arkansas University-Tech (July 2008)

Certificate of Proficiency in Linux (CIP 11.9999; DC 4427)

Certificate of Proficiency in Unix (CIP 11.9999; DC 4427)

University of Arkansas Community College at Morrilton (July 2008)

Technical Certificate in Licensed Practical Nursing at Clinton (CIP 51.1613; DC 4660)

Associate of Arts in Teaching (Fall 2008, DC 1005) at Arkansas 2-year colleges

PROGRAM DELETIONS

University of Arkansas at Fort Smith (Fall 2008)

Certificate of Proficiency in Computer Applications (CIP 11.0601, DC 0124)

Certificate of Proficiency in Java Programming (CIP 11.0202, DC 0128)

Certificate of Proficiency in Visual Basic Programming (CIP 11.0202, DC 0123)

University of Arkansas Community College at Morrilton (July 2008)

Associate of Applied Science in Banking and Financial Services (CIP 52.0801, DC 0490)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Capella University

Master of Science in Information Technology

Specialization in Business Analysis (18 semester credit hours)

Specialization in Enterprise Software Architecture (18 credit hours)

Embry Riddle University

Little Rock National Airport classroom site

University of Phoenix

Master of Science in Nursing: Specialization in Informatics (18 semester credit hours)

Letters of Exemption - Recertification

Arkansas College of Natural Health

Bethel Bible College and Seminary

International College of Bible Theology

Southwestern Baptist Theological Seminary

LETTERS OF INTENT

The Arkansas Department of Higher Education received the following notifications from April 10, 2008 through July 9, 2008.

ITEMS FOR FUTURE BOARD CONSIDERATION

Arkansas State University—Jonesboro

Certificate in Cardiac Sonography

Graduate Certificate in Addiction Studies

Doctor of Philosophy in Educational Leadership

NorthWest Arkansas Community College

Technical Certificate in Veterinary Assisting

Ozarka College

Technical Certificate in Construction Technology

Associate of Applied Science in Construction Technology

University of Arkansas at Little Rock

Doctor of Philosophy in Criminal Justice

University of Arkansas at Monticello

Bachelor of Liberal Arts

University of Arkansas at Pine Bluff

Certificate in Evaluation

Master's in Evaluation

Role and Scope Change – Doctor of Philosophy in Aquaculture/Fisheries

University of Central Arkansas

Bachelor of Arts in Interdisciplinary Liberal Studies

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

American Public University/American Military University, West Virginia

Initial Certification - Online

Bachelor of Arts in Emergency and Disaster Management

Bachelor of Arts in Homeland Security

Bachelor of Arts in Intelligence Studies

Bachelor of Science in Sports and Health Sciences

Master of Arts in Homeland Security

Bryan College , Rogers, Arkansas

Recertification

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

Ecclesia College, Springdale, Arkansas

Initial Certification

- Bachelor of Science in Organizational Communication
- Bachelor of Science in Sport Management
- Bachelor of Science in Emergency Management

Recertification

- Associate of General Studies
- Bachelor of Science in Business Administration

Excelsior College, Albany, New York

Recertification - Online

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

Grand Canyon University, Phoenix, Arizona

Recertification - Online

- Master of Business Administration
- Master of Science in Leadership
- Master of Education in Elementary Education
- Master of Education in Secondary Education
- Master of Educational Administration/Organizational Leadership
- Master of Educational Administration/School Leadership
- Master of Education in Curriculum and Instruction/Technology

Kaplan University, Fort Lauderdale, Florida

Initial Certification - Online

- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Bachelor of Science in Software Development
- Bachelor of Science in Legal Studies

Regis University, Denver, Colorado

Decertification - Online

- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Computer Networking
- Bachelor of Science in Marketing
- Bachelor of Science in Public Administration
- Bachelor of Science in Computer Information Technology
- Master in Non-Profit Management
- Master of Science in Organization Leadership
- Master of Science in Software Information Systems

Recertification - Online

- Bachelor of Science Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Networking
- Bachelor of Science in Finance
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Nursing (RN-BSN completion)
- Master of Business Administration
- Master of Science in Nursing
- Doctor of Physical Therapy- Transition
- Master of Education

Initial Certification - Online

- Master of Science in Accounting
- Master of Science in Criminology

Remington, Little Rock, Arkansas

Initial Certification

- Associate of Applied Science in Paralegal

University of Phoenix - Online

Initial Certification

- Doctor of Philosophy in Higher Education Administration

University of Phoenix, Texarkana, Arkansas

Initial Certification

- Bachelor of Science in Business

Walden University, Minneapolis, Minnesota

Initial Certification - Online

- Master of Public Health
- Master of Science in Psychology
- Master of Science in Software Engineering
- Master of Science in Systems Engineering
- Doctor of Education in Education
- Doctor of Philosophy in Education

Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

Pending Review by Arkansas Department of Education

Graceland University, Independence, Missouri

Initial Certification - Online

Master of Education in Mild/Moderate Special Education

Grand Canyon, Phoenix, Arizona

Initial Certification - Online

Master of Special Education

Master of Education Teaching English to Speakers of Other Languages

Master of Education in Curriculum and Instruction/Reading

University of Phoenix - Online

Bachelor of Science in Education in Elementary Education

Master of Arts in Education/Special Education, Cross Categorical

Master of Arts in Education/Administration & Supervision

Master of Arts in Education/Adult Education & Training

Master of Arts in Education/Curriculum & Instruction

Master of Arts in Education/Curriculum & Instruction/Computer Education

Master of Arts in Education/Early Childhood Education

Master of Arts in Education/Elementary Teacher Education

Master of Arts in Education/Secondary Teacher Education

Master of Arts in Education/Curriculum & Instruction/English & Language Arts

Walden University, Minneapolis, Minnesota

Initial Certification-Online

Master of Science in Education

William Woods University, Fulton, Missouri

Initial Certification - Online

Master of Education in Administration

Master of Education in Elementary Education

Master of Education in Secondary Education

Master of Education in Special Education Director

Specialist of Education in Administration

Specialist of Education in Curriculum Leadership

Pending Review by Arkansas State Board of Nursing

Chamberlain College of Nursing, Chicago, Illinois

Initial Certification—Online

Associate of Science in Nursing

Bachelor of Science in Nursing

Excelsior College, Albany, New York
Initial Certification

Associate in Science Nursing
Associate in Applied Science in Nursing

Walden University, Minneapolis, Minnesota
Master of Science in Nursing

Pending Review by Arkansas State Board of Counseling

Walden University, Minneapolis, Minnesota
Master of Science in Mental Health Counseling

RECOMMENDATIONS FOR STATE FUNDING OF CAPITAL PROJECTS 2009-11 BIENNIUM

Background

From a total of \$357 million appropriated, the 2007 legislative session provided allocations totaling \$259 million for distribution from the General Improvement Fund (GIF) for various capital projects at institutions of higher education. To date, 14 percent or \$37 million, of the allocation has been released to institutions from the GIF for higher education projects. For the 2005-07 biennium, \$16.5 million was distributed for capital projects, which was slightly more than the 2003-05 biennium when \$14 million was distributed for capital projects.

Capital Priorities

Capital priorities for General Improvement Fund projects in 2009-11 remain the same as those established in past biennia by the Arkansas Higher Education Coordinating Board. Those priorities are as follows:

- Technology infrastructure improvements including: installations or upgrades of local area networks (LANS), campus infrastructure to support increased bandwidth, and instructional technology equipment for classrooms and laboratories, as well as distance learning delivery systems.
- Critical maintenance projects where critical needs are defined as those which must be addressed before the end of 2011 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. In addition, critical maintenance projects include those associated with ADA compliance and/or safety needs.
- Improvements in instructional, research, and clinical equipment as well as library holdings and technology.
- Renovation of existing facilities to address changing program needs.
- New construction of facilities when renovation of an existing building to meet the need is either not cost effective or is not an option, e.g., new space to address enrollment growth.

In light of these priorities, institutions have responded with capital needs for the 2009-11 biennium. ADHE staff has evaluated the requests through site visits and discussions with campus officials and has recommended capital projects that meet the strategic needs of higher education through 2011.

Capital 2009-11 Recommendations

Arkansas higher education now has a current replacement value for its educational and general (E&G) space of \$4.2 billion. When this information is coupled with the fact that statewide, approximately 45 percent of the useful life of campus facilities has been expended, it is not surprising that the capital request for higher education is significant. A total of \$1.3 billion was requested by all institutions for technology infrastructure, renovation, and new construction. Staff used the following criteria when considering project funding recommendations:

- Institutional need for additional E&G square footage
- Condition of facilities (facilities condition index factor, critical maintenance needs)
- Age of facilities
- Debt service (capacity and utilization)
- Enrollment
- SREB category of the institution

As presented in Table 27-A, staff recommends requests for renovation, new construction, and technology infrastructure of \$83.6 million. In addition, approximately \$18.7 million is recommended for deferred maintenance and \$2.6 million is recommended for equipment and library.

- **Construction, Renovation and Technology Infrastructure Projects**

Institutions requested \$1.3 billion in capital construction/renovation and technology infrastructure projects. Recommendations were made on the basis of institutions' demonstrating a compelling need for the projects.

Of the \$83.6 million recommended, \$44.6 million (53 percent) is for renovation, construction or technology infrastructure projects for four-year institutions; \$25.5 million (31 percent) for two-year institutions; \$12.7 million (15 percent) for non-formula entities; and \$.79 million (1 percent) for technical centers. Current physical plant assets at the four-year institutions represent about 55 percent of total higher education facilities assets, while the two-year institutions and non-formula entities have 23 percent and 21 percent of the total assets respectfully. The physical plant assets at the technical centers represent approximately 1 percent of the total assets. A narrative description of each recommended project follows in Table 27-B.

- **Deferred Maintenance**

Educational and General maintenance needs for all institutions total almost \$1.9 billion. The four-year institutions have a maintenance need of \$1.2 billion (66 percent); the two-year maintenance need is \$270 million (14 percent); and the non-formula and technical centers maintenance needs are \$369 million (19 percent) and \$11 million (1 percent) respectively.

Staff recommends approximately \$18.7 million for deferred maintenance needs. Recommendations are based on one percent of the institution's total maintenance need. The total deferred maintenance and recommendation for each institution can be found on Table 27-A.

- **Equipment and Library**

Staff recommends approximately \$2.6 million for equipment and library needs. This recommendation is based on \$10/FTE for the four-year and two-year institutions with a minimum recommendation of \$50,000. The minimum for the technical centers and non-formula entities was set at \$25,000.

Summary

The capital recommendation is significant given the projected revenues to support the projects; however, these recommendations reflect the continuing need to maintain the state's investment in higher education facilities and keep pace with the technological advances that are necessary for cutting edge academic programs.

Project categories and recommendations are summarized as follows:

<u>Project Category</u>	<u>Recommendations</u>
Renovation, Construction and Technology Infrastructure	\$83,550,000
Deferred Maintenance	18,680,500
Equipment and Library	2,594,000
GRAND TOTAL	\$104,824,500

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling \$104.8 million as identified in the accompanying agenda materials.

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

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

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
ASUJ					
Projects:					
Wilson Hall Replacement	Construction	26,496,074	5,000,000	5,000,000	
Business Building	Construction	21,251,307			
New Fine Arts Annex	Construction	5,587,750			
Library Completion (6th Floor)	Construction	2,000,000			
Computer System & Distance Learning Infrastructure	Technology	11,000,000			
New Campus ASU Paragould	Construction	10,000,000			
Lab Science Renovation	Renovation	15,350,740			
Classroom/Administration Building	Construction	22,417,545			
Large Animal Instructional Center	Construction	1,206,631			
Arkansas Discovery Network Museum	Construction	27,100,342			
Hemingway Pfeiffer Educational Ctr	Construction	5,736,490			
Lakeport Plantation Visitor Center	Construction	1,948,396			
Instructional Equipment Improvements	Construction	3,608,504			
ASU Partnership Building	Construction	18,115,176			
Campus Pedestrian Accessible Loop	Other	3,000,000			
Project Total		174,818,955	5,000,000	5,000,000	
Deferred Maintenance		163,846,497	1,600,000	1,600,000	
Equipment & Library			91,000	91,000	
Total		338,665,452	6,691,000	6,691,000	
ATU					
Projects:					
Academic Classroom Facility	Construction	27,365,985	4,000,000	4,000,000	
Energy Conservation Solutions	Other	5,450,000			
Educational and General Buildings	Renovation & Critical Main	2,694,513			
Project Total		35,510,498	4,000,000	4,000,000	
Deferred Maintenance		82,815,207	825,000	825,000	
Equipment & Library			60,000	60,000	
Total		118,325,705	4,885,000	4,885,000	
HSU					
Projects:					
Phase I Campus Renovations	Renovations / Remodeling	11,693,244	3,100,000	3,100,000	
Henderson State University LANS	Technology Infrastructure	752,200			
Land Acquisition	Other	309,000			
Project Total		12,754,444	3,100,000	3,100,000	
Deferred Maintenance		59,914,749	600,000	600,000	
Equipment & Library			50,000	50,000	
Total		72,669,193	3,750,000	3,750,000	
SAUM					
Projects:					
University Agriculture Center	New Construction	7,498,745	3,000,000	3,000,000	
Wilson Upgrades	Renovation	1,371,209			
Overstreet Upgrades	Renovation	2,926,263			
Technology Upgrades	Tech Infrastructure	1,242,873			
Project Total		13,039,090	3,000,000	3,000,000	
Deferred Maintenance		63,553,655	630,000	630,000	
Equipment & Library			50,000	50,000	
Total		76,592,745	3,680,000	3,680,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
UAF					
Projects:					
Nanotech1: Nanotechnology Research Center	New Construction	66,325,369	8,000,000	8,000,000	
Mullins Library with Honors College	Reno / Add / New	89,155,769			
Ozark Hall (Historic Business Administration Bldg)	Rest / Reno / Add	27,101,763			
Peabody Hall	Rest / Reno	8,452,686			
Davis Hall	Rest / Reno	5,034,407			
Plant Sciences 2	New / Demo	33,963,832			
Vol Walker Hall	Rest / Reno / Add	29,407,056			
College of Education and Health Professions	New / Demo	23,060,052			
Engineering Hall	Rest / Reno / Add	16,681,508			
Biotech 1: Biotechnology Research Center	New Construction	76,537,427			
The Fieldhouse (Historic Men's Gymnasium)	Rest / Reno	11,265,153			
Project Total		386,985,022	8,000,000	8,000,000	
Deferred Maintenance		404,097,319	4,000,000	4,000,000	
Equipment & Library			165,000	165,000	
Total		791,082,341	12,165,000	12,165,000	
UAFS					
Projects:					
Library Upgrade & Expansion	Renovation	5,293,500	2,500,000	2,500,000	
STEM Building	New Construction	11,769,000			
Fine Arts Building	New Construction	17,172,750			
Project Total		34,235,250	2,500,000	2,500,000	
Deferred Maintenance		50,575,572	500,000	500,000	
Equipment & Library			52,000	52,000	
Total		84,810,822	3,052,000	3,052,000	
UALR					
Projects:					
Campus Technology Infrastructure	Technology Infrastructure	9,319,848	6,000,000	6,000,000	
Research and Commercialization Building	New Construction	32,000,000			
Critical Maintenance / Sustainability	Critical Maintenance	15,067,443			
Health Science and Communications Bldg	New Construction	23,227,360			
Classroom Technology Upgrades	Technology Infrastructure	1,871,250			
Performing Arts and Ross Hall Renov.	Renovation	15,683,200			
Project Total		97,169,101	6,000,000	6,000,000	
Deferred Maintenance		164,030,931	1,600,000	1,600,000	
Equipment & Library			91,000	91,000	
Total		261,200,032	7,691,000	7,691,000	
UAM					
Projects:					
Forest Resources Complex	New Construction/Ren	2,134,143	2,134,143	2,134,143	
Recable Campus Buildings	Tech. Infrastructure	300,000	300,000	300,000	
New Telephone System	Tech. Infrastructure	250,000	250,000	250,000	
Wireless Access Point and Controller	Tech. Infrastructure	150,000	150,000	150,000	
Renovation of Math and Science Center	Renovation	2,500,000	165,857	165,857	
Renovation of Music Building	Renovation	1,300,000			
District Cooling System Phase III	New Construction	3,005,000			
Campus Roadway and Parking Improvements	New Construction	1,200,000			
Academic Learning Center	New Construction	8,800,000			
Project Total		17,505,000	3,000,000	3,000,000	
Deferred Maintenance		59,709,677	600,000	600,000	
Equipment & Library			50,000	50,000	
Total		77,214,677	3,650,000	3,650,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
UAPB					
Projects:					
Campus Renovations & Repair	Critical Maintenance	4,000,000	3,000,000	3,000,000	
Campus Upgrade for AERON	Technology	250,000			
Technology Updates	Technology	270,000			
Library Expansion	Construction	14,500,000			
Diversity Center	Construction	8,500,000			
Health Center	Construction	5,000,000			
Project Total		32,520,000	3,000,000	3,000,000	
Deferred Maintenance		56,176,907	560,000	560,000	
Equipment & Library			50,000	50,000	
Total		88,696,907	3,610,000	3,610,000	
UCA					
Projects:					
Science Classrooms/Labs	New Construction	25,000,000	7,000,000	7,000,000	
Information Technology Improvements	Renovation/Remodeling	5,000,000			
Education Classroom Building	New Construction	15,145,000			
Burdick Classroom Building	Renovation/Remodeling	7,000,000			
Nursing/OT Building	New Construction	14,500,000			
Old Main Hall	Renovation/Remodeling	15,175,000			
Psychology Building	New Construction	9,477,500			
Music and Theatre Building	New Construction	22,750,000			
Doyne Health Science Center	Renovation/Remodeling	15,000,000			
Mashburn Hall	Renovation/Remodeling	13,612,500			
Project Total		142,660,000	7,000,000	7,000,000	
Deferred Maintenance		131,325,157	1,300,000	1,300,000	
Equipment & Library			110,000	110,000	
Total		273,985,157	8,410,000	8,410,000	
Subtotal Four Year					
Projects		\$ 947,197,360	\$ 44,600,000	\$ 44,600,000	\$ -
Deferred Maintenance		\$ 1,236,045,671	\$ 12,215,000	\$ 12,215,000	\$ -
Equipment & Library		\$ -	\$ 769,000	\$ 769,000	\$ -
Total		\$ 2,183,243,031	\$ 57,584,000	\$ 57,584,000	\$ -

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
ASU - Marked Tree					
Projects:					
Bldg. Addition-Jonesboro Tech. Ctr.	New Construction	2,000,000	200,000	200,000	
Classrm. Bldg.-Marked Tree	New Construction	2,000,000			
Technical Labs Exp.-Marked Tree	Renovation	1,500,000			
Project Total		5,500,000	200,000	200,000	
Deferred Maintenance		0	0	0	
Equipment & Library			50,000	50,000	
Total		5,500,000	250,000	250,000	
ATU - Ozark					
Projects:					
Electrical System Upgrade	Critical Maint.	140,500	140,500	140,500	
Library Software Upgrade	Technology	49,898	49,500	49,500	
Project Total		190,398	190,000	190,000	
Deferred Maintenance		6,785,586	65,000	65,000	
Equipment & Library			50,000	50,000	
Total		6,975,984	305,000	305,000	
UAM-Crossett					
Projects:					
Workforce/Collegiate Center UAM CTC	New Construction	2,150,000	200,000	200,000	
Project Total		2,150,000	200,000	200,000	
Deferred Maintenance		3,046,505	30,000	30,000	
Equipment & Library		0	50,000	50,000	
Total		5,196,505	280,000	280,000	
UAM-McGehee					
Projects:					
General Education Building UAM CTM	New Construction	4,250,000	200,000	200,000	
Project Total		4,250,000	200,000	200,000	
Deferred Maintenance		1,153,191	10,000	10,000	
Equipment & Library		0	50,000	50,000	
Total		5,403,191	260,000	260,000	
Subtotal Technical Institutes					
Projects		\$ 12,090,398	\$ 790,000	\$ 790,000	\$ -
Deferred Maintenance		\$ 10,985,282	\$ 105,000	\$ 105,000	\$ -
Equipment & Library		\$ -	\$ 200,000	\$ 200,000	\$ -
Total		\$ 23,075,680	\$ 1,095,000	\$ 1,095,000	\$ -

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
ASU-SYS					
Projects:					
Administration Building - System Office	Construction	5,486,350	30,000	30,000	
Project Total		5,486,350	30,000	30,000	
Deferred Maintenance		0	0	0	
Equipment & Library			25,000	25,000	
Total		5,486,350	55,000	55,000	
SAUT - Environmental Academy					
Projects:					
EA Instructional Addition	New Addition	250,000	50,000	50,000	
Project Total		250,000	50,000	50,000	
Deferred Maintenance		551,144	5,000	5,000	
Equipment & Library			25,000	25,000	
Total		801,144	80,000	80,000	
SAUT - Fire Academy					
Projects:					
Fire Academy Model Fire Station	New Construction	785,710	500,000	500,000	
FA - Administration Bld Addition	Renovation	202,983			
FA - Heat Bld Residential - Camden	Renovation	200,000			
FA - Access Camden Site	New Construction	500,000			
FA - Confined Space Simulators	New Construction	200,000			
FA - Driving Course	New Construction	3,000,000			
FA - Aircraft Rescue Firefighting	New Construction	25,000			
FA - Heat Bld Commercial	New Construction	4,000,000			
FA - Heat Bld Residential -	New Construction	300,000			
FA - Classroom Bld Renovation - Lincoln	Renovation	110,943			
FA - Classroom Bld Renovation - Jonesboro	Renovation	110,943			
Project Total		9,435,579	500,000	500,000	
Deferred Maintenance		2,572,004	25,000	25,000	
Equipment & Library			25,000	25,000	
Total		12,007,583	550,000	550,000	
UA - Div. Of Agriculture					
Projects:					
Biotechnology & Plant Genomics Bldg	New Construction	12,000,000	4,500,000	4,500,000	
CES Headquarters Facility, Phase II	New Construction	7,800,000			
Technology Upgrade	Technology	1,623,500			
Project Total		21,423,500	4,500,000	4,500,000	
Deferred Maintenance		60,233,168	600,000	600,000	
Equipment & Library			100,000	100,000	
Total		81,656,668	5,200,000	5,200,000	
UA - Clinton School					
Projects:					
Auditorium	New construction	4,000,000	100,000	100,000	
Project Total		4,000,000	100,000	100,000	
Deferred Maintenance		0	0	0	
Equipment & Library			25,000	25,000	
Total		4,000,000	125,000	125,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
UA - Criminal Justice Institute					
Projects:					
CJI Building	Construction	2,750,000	100,000	100,000	
Forensic Lab/Classroom Equipment	Equipment	82,500			
Equipment Upgrades	Equipment	217,000			
Project Total		3,049,500	100,000	100,000	
Deferred Maintenance		0	0	0	
Equipment & Library			50,000	50,000	
Total		3,049,500	150,000	150,000	
UA-AAS					
Projects:					
Project Total		0			
Deferred Maintenance		2,043,396	20,000	20,000	
Equipment & Library			25,000	25,000	
Total		2,043,396	45,000	45,000	
UA-ASMSA					
Projects:					
Multipurpose Building	Construction	6,000,000	350,000	350,000	
Residence Life Building Renovations	Renovation	3,450,000			
Instructional Technology	Technology	350,000			
Lighting Fixture Upgrade	Energy Conservation	120,000			
Project Total		9,920,000	350,000	350,000	
Deferred Maintenance		0	0	0	
Equipment & Library			50,000	50,000	
Total		9,920,000	400,000	400,000	
UA-SYS					
Projects:					
Technology Upgrade	Technology	30,000	30,000	30,000	
UA System Office Expansion	New Construction	973,750			
Project Total		1,003,750	30,000	30,000	
Deferred Maintenance		1,543,910	15,000	15,000	
Equipment & Library			25,000	25,000	
Total		2,547,660	70,000	70,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
UAMS					
Projects:					
Gross Anatomy Lab	Renovation	2,337,203	2,337,203	2,337,203	
Clinical Skills Center / Sim Lab	Renovation	2,826,157	2,826,157	2,826,157	
Technology Upgrades-	Technology Infrastructure	706,800	706,800	706,800	
Ed II Building Infrastructure/Facilities	Renovation	10,961,884	1,129,840	1,129,840	
Weight Loss and Metabolic Control	Renovation	2,600,000			
Expansion-UAMS BioVentures Bldg	Expansion Construction	584,000			
Ed South Building for Regional Programs	Renovation	815,000			
Hospital Two-Pipe System	Critical Maintenance	4,009,061			
Optical Topography System	Equipment	535,000			
UAMS Child Care Center	New Construction/Equip	4,261,200			
GME Resident Lounges and Call Rooms	Renovation	750,000			
New Academic Admistrative Info Sys.	Technology Infrastructure	2,300,000			
UAMS NEAR US	Technology Infrastructure	1,627,000			
UAMS Clinical Research Center	Renovation	10,063,250			
Biomedical Research Building Labs	Finish Shelled Space	3,554,330			
Ottenheimer Cancer Educ Center	Equipment	75,000			
Expansion-Nursing Learning Resource Center	Equipment	1,604,000			
4th Floor-Walker Tower/Cancer Institute	Renovation	5,575,000			
Finish Out WPR Cancer Institute Bldg	Equipment	156,200			
Psychiatric Research Inst./CMHC	Renovation	4,825,129			
Kidney Institute	New Construction/Equip	18,160,808			
Project Total		78,327,022	7,000,000	7,000,000	
Deferred Maintenance		301,948,784	3,000,000	3,000,000	
Equipment & Library			100,000	100,000	
Total		380,275,806	10,100,000	10,100,000	
Subtotal Non-Formula					
Projects		\$ 132,895,701	\$ 12,660,000	\$ 12,660,000	\$ -
Deferred Maintenance		\$ 368,892,406	\$ 3,665,000	\$ 3,665,000	\$ -
Equipment & Library		\$ -	\$ 450,000	\$ 450,000	\$ -
Total		\$ 501,788,107	\$ 16,775,000	\$ 16,775,000	\$ -

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
ANC					
Projects:					
Nursing & Allied Health Building	New Construction	3,100,000	1,000,000	1,000,000	
"B" and "C" Buildings	Renovation	500,000			
Workforce Training Building	New Construction	6,000,000			
Center for Science and Technology	New Construction	11,000,000			
General Classroom Building	New Construction	3,500,000			
Project Total		24,100,000	1,000,000	1,000,000	
Deferred Maintenance		7,425,345	75,000	75,000	
Equipment & Library			50,000	50,000	
Total		31,525,345	1,125,000	1,125,000	
ASUB					
Projects:					
England Center	Renovation	2,531,000	1,750,000	1,750,000	
ASU-Searcy Main Building	Renovation	1,727,000			
Performing Arts Center	New Construction	23,978,000			
Project Total		28,236,000	1,750,000	1,750,000	
Deferred Maintenance		31,874,710	320,000	320,000	
Equipment & Library			75,000	75,000	
Total		60,110,710	2,145,000	2,145,000	
ASUMH					
Projects:					
Vada Sheid Community Dev. Center	New Construction	10,692,744	1,000,000	1,000,000	
Project Total		10,692,744	1,000,000	1,000,000	
Deferred Maintenance		3,470,011	35,000	35,000	
Equipment & Library			50,000	50,000	
Total		14,162,755	1,085,000	1,085,000	
ASUN					
Projects:					
Classroom Building-Newport	New Construction	2,500,000	1,000,000	1,000,000	
Project Total		2,500,000	1,000,000	1,000,000	
Deferred Maintenance		6,156,559	60,000	60,000	
Equipment & Library			50,000	50,000	
Total		8,656,559	1,110,000	1,110,000	
BRTC					
Projects:					
Health Sciences Addition	New Construction	1,000,000	1,000,000	1,000,000	
Project Total		1,000,000	1,000,000	1,000,000	
Deferred Maintenance		11,381,384	115,000	115,000	
Equipment & Library			50,000	50,000	
Total		12,381,384	1,165,000	1,165,000	
CCCUA					
Projects:					
Technology Infrastructure Upgrade	Technology	178,000	178,000	178,000	
Technology Equipment	Technology	197,500	197,500	197,500	
Interior Renovation - Building "C"	Renovation	111,400	111,400	111,400	
Roof Replacement - Building "D"	Renovation	38,140	38,140	38,140	
Health Careers Center	New Construction	7,029,800	474,960	474,960	
Wet Lab/Classrooms - Fire Training	New Construction	611,300			
Smoke Maze - Fire Training	New Construction	70,000			
Project Total		8,236,140	1,000,000	1,000,000	
Deferred Maintenance		9,825,668	100,000	100,000	
Equipment & Library			50,000	50,000	
Total		18,061,808	1,150,000	1,150,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
EACC			1,000,000	1,000,000	
Projects:					
Workforce Training Center	New Construction	2,708,000			
Student Activities Center	New Construction	1,294,000			
Renovations of Allied Health Facility	Renovation	890,500			
Renovations of Classroom Bldg 2	Renovation	365,500			
Maintenance Building Expansion	New Construction/Renova	153,000			
Project Total		5,411,000	1,000,000	1,000,000	
Deferred Maintenance		5,588,067	55,000	55,000	
Equipment & Library			50,000	50,000	
Total		10,999,067	1,105,000	1,105,000	
MSCC			1,000,000	1,000,000	
Projects:					
New classroom building	New Construction	6,000,000			
Project Total		6,000,000			
Deferred Maintenance		11,331,955			
Equipment & Library					
Total		17,331,955	1,162,500	1,162,500	
NAC			1,000,000	1,000,000	
Projects:					
Campus Center	New Construction	8,330,000			
Classroom Renovation - Center C.	Renovation	955,300			
Project Total		9,285,300			
Deferred Maintenance		15,334,053			
Equipment & Library					
Total		24,619,353	1,205,000	1,205,000	
NPCC			1,000,000	1,000,000	
Projects:					
Infrastructure Improvements	Technology Upgrades	1,169,000			
Classroom Technology	Technology Upgrades	606,500			
Renovation of Existing Health	Renovation	850,000			
Project Total		2,625,500			
Deferred Maintenance		15,377,520			
Equipment & Library					
Total		18,003,020	1,205,000	1,205,000	
NWACC			997,320	997,320	
Projects:					
Global Business Development Center	New Construction	997,320			
Critical Maintenance	Energy Conservation	1,320,043			
Technology Infrastructure	Technology Infrastructures	516,750			
Narti/Highlands Oncology Remodel	Renovation	1,000,000			
University Center	New Construction	6,862,500			
Project Total		10,696,613	2,250,000	2,250,000	
Deferred Maintenance		9,748,182	100,000	100,000	
Equipment & Library			75,000	75,000	
Total		20,444,795	2,425,000	2,425,000	
OTC			738,650	738,650	
Projects:					
Critical Maintenance	Renovation/Remodeling	261,350			
Child Development Laboratory Center	New Construction	846,200			
Safe Assembly and Student Center	New Construction	2,289,000			
Project Total		3,396,550			
Deferred Maintenance		9,497,075			
Equipment & Library					
Total		12,893,625	1,145,000	1,145,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
OZC					
Projects:					
Stone County Classroom/Student Center	New Construction	715,500	715,500	715,500	
Miller Complex Renovation	Renovation	197,950	197,950	197,950	
Administration Building Renovation	Renovation	282,700	86,550	86,550	
Project Total		1,196,150	1,000,000	1,000,000	
Deferred Maintenance		8,114,172	80,000	80,000	
Equipment & Library			50,000	50,000	
Total		9,310,322	1,130,000	1,130,000	
PCCUA					
Projects:					
Classrooms and Auditorium-Stuttgart	Construction	4,000,000	1,000,000	1,000,000	
Compress Video Classrooms (4)	Technology	320,000			
New roofs for Five (5) Buildings	Renovation	575,000			
Technology Infrastructure Improvements	Technology	275,000			
Fine Arts Center Building-Chillers	Renovation	250,000			
Ohio Street Properties	Renovation	250,000			
Elevators for Classroom & Library	Renovation	180,000			
Addition to Motor Pool Building	Renovation	40,000			
Project Total		5,890,000	1,000,000	1,000,000	
Deferred Maintenance		39,225,956	390,000	390,000	
Equipment & Library			50,000	50,000	
Total		45,115,956	1,440,000	1,440,000	
PTC					
Projects:					
PTC Arkansas Culinary School	New Construction	15,700,000	2,500,000	2,500,000	
Renovation of Science Building for Labs	Renovation	4,050,000			
Renovation of Classroom Bldg & Offices	Renovation	8,600,000			
Fine Arts Building	New Construction	12,725,000			
Classroom & Laboratory Building SCCC	New Construction	7,449,000			
Physical Education Building	New Construction	5,953,900			
Project Total		54,477,900	2,500,000	2,500,000	
Deferred Maintenance		14,227,158	140,000	140,000	
Equipment & Library			75,000	75,000	
Total		68,705,058	2,715,000	2,715,000	
RMCC					
Projects:					
Learning Commons / Auditorium	New Construction	3,400,000	1,000,000	1,000,000	
Instructional Technology	Renovations	300,000			
Science Labs / Greenhouse	New Construction/Renova	125,500			
Instructional / Vo-Tec Facility	New Construction	3,703,250			
Project Total		7,528,750	1,000,000	1,000,000	
Deferred Maintenance		2,841,907	30,000	30,000	
Equipment & Library			50,000	50,000	
Total		10,370,657	1,080,000	1,080,000	
SACC					
Projects:					
Health & Natural Sciences Building	New Construction	4,157,500	1,000,000	1,000,000	
Technology Infrastructure Upgrade	Technology	1,032,924			
Renovation of Classroom Building	Renovation	1,013,200			
Project Total		6,203,624	1,000,000	1,000,000	
Deferred Maintenance		11,650,940	116,500	116,500	
Equipment & Library			50,000	50,000	
Total		17,854,564	1,166,500	1,166,500	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
SAUT					
Projects:					
Career and Workforce Development Center	New Construction	9,552,500	1,000,000	1,000,000	
Project Total		9,552,500	1,000,000	1,000,000	
Deferred Maintenance		26,061,148	260,000	260,000	
Equipment & Library			50,000	50,000	
Total		35,613,648	1,310,000	1,310,000	
SEAC					
Projects:					
Founders Hall Renovation	Renovation	517,300	517,300	517,300	
Sewer and Plumbing Repair	Infrastructures	1,000,000	482,700	482,700	
Childcare Clinical Facility	Renovation	300,000			
Security	Other	750,000			
Project Total		2,567,300	1,000,000	1,000,000	
Deferred Maintenance		7,154,378	71,500	71,500	
Equipment & Library			50,000	50,000	
Total		9,721,678	1,121,500	1,121,500	
UACCB					
Projects:					
Nursing and Allied Health Facility	Construction	3,996,000	1,000,000	1,000,000	
Old Nursing Building	Renovation	1,679,100			
Underground Utility Renovation	Renovation	75,000			
Main Classroom/Administration Building	Renovation	756,250			
Business and Industry Building	Construction	2,195,100			
General Instruction Classroom Building	Construction	2,513,700			
Workforce and Community Education Center	Construction	1,498,000			
Land Acquisition	Other	300,500			
Project Total		13,013,650	1,000,000	1,000,000	
Deferred Maintenance		5,102,200	50,000	50,000	
Equipment & Library			50,000	50,000	
Total		18,115,850	1,100,000	1,100,000	
UACCH					
Projects:					
Administration/Classroom Building	Renovation	1,950,000	1,000,000	1,000,000	
Technology Infrastructure	Technology	788,000			
Project Total		2,738,000	1,000,000	1,000,000	
Deferred Maintenance		5,746,600	55,000	55,000	
Equipment & Library			50,000	50,000	
Total		8,484,600	1,105,000	1,105,000	
UACCM					
Projects:					
Health, Physical Educ. & Recreation Bldg.	New Construction	5,287,800	1,000,000	1,000,000	
Professional Studies Complex	New Construction	5,545,800			
Science Building	New Construction	4,388,800			
Education Building	New Construction	4,325,800			
Leadership Dev. (Workforce) Institute	New Construction	2,070,800			
Project Total		21,619,000	1,000,000	1,000,000	
Deferred Maintenance		12,612,980	125,000	125,000	
Equipment & Library			50,000	50,000	
Total		34,231,980	1,175,000	1,175,000	

Table 27-A: Capital Requests / Recommendations for the 2009-11 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority	
				A	B
Subtotal Two-Year					
Projects		\$ 236,966,721	\$ 25,500,000	\$ 25,500,000	\$ -
Deferred Maintenance		\$ 269,747,968	\$ 2,695,500	\$ 2,695,500	
Equipment & Library			\$ 1,175,000	\$ 1,175,000	\$ -
Total		\$ 506,714,689	\$ 29,370,500	\$ 29,370,500	\$ -
Grand Total					
Projects		\$ 1,329,150,180	\$ 83,550,000	\$ 83,550,000	\$ -
Deferred Maintenance		\$ 1,885,671,327	\$ 18,680,500	\$ 18,680,500	
Equipment & Library			\$ 2,594,000	\$ 2,594,000	\$ -
Total		\$ 3,214,821,507	\$ 104,824,500	\$ 104,824,500	\$ -

**Table 27-B.
Narrative Descriptions of
Capital Projects for Renovation and New Construction for the 2009-11 Biennium**

Arkansas State University

Wilson Hall Replacement. Arkansas State University requests \$26,496,074 for the construction of a 120,000 square foot facility consisting of high technology classrooms, teaching laboratories and instructional spaces. This facility will house the departments of English and Philosophy, History, Political Science, Languages, Criminology, Sociology, Social Work and Geography. Each of these spaces will utilize state of the art equipment and furnishings in optimal room sizes and configurations to enhance the methodology faculty and students use to communicate information, solve problems, and interact in time and space. This project has been requested since 1987-89 biennium, originally as a renovation of Wilson Hall and recently as a replacement building (since seismic statutes make renovation of Wilson Hall unfeasible). Each biennium, the project has received a recommendation for funding but funds have never been allocated. ADHE recommended \$20,000,000 in Category A in the 2007-09 biennium, but funding has not been allocated to date.

Recommendation: \$5,000,000 (Category A)

Arkansas Tech University

Academic Classroom Facility. Arkansas Tech University requests \$27,365,985 for the construction of a 99,000 square foot Academic Classroom Facility. The building will be used for lecture classes and will be equipped with state-of-the-art technology and instructional communications systems. This project has a long history of requests and recommendations over the years, but it has received minimal funding. ADHE recommended \$15,000,000 in Category A in the 2007-09 biennium; \$500,000 in funding has been released this biennium for this project.

Recommendation: \$4,000,000 (Category A)

Henderson State University

Phase I Campus Renovations. Henderson State University requests \$11,693,244 to renovate approximately 53,000 square feet of education and general space. Buildings affected by this renovation will be the Garrison Center, Art Annex, Proctor Hall and various other education and general buildings. This is the first request for this project.

Recommendation: \$3,100,000 (Category A)

Southern Arkansas University-Magnolia

University Agriculture Center. Southern Arkansas University-Magnolia requests \$7,498,745 to construct a 37,000 square foot University Agriculture Center. This facility will provide classrooms, a lecture hall, faculty offices, a computer lab and other labs for forestry, soils, horticulture and animal science. This is the third request for this project.

Recommendation: \$3,000,000 (Category A)

University of Arkansas-Fayetteville

Nanotech 1: Nanotechnology Research Center. The University of Arkansas-Fayetteville requests \$66,325,369 to construct a 125,000 square foot research facility. The Nanotechnology Research Center will include clean and non-clean laboratories, offices, and support functions for the College of Engineering, Arts and Sciences, and Agriculture. The building will house a state of the art imaging facility for high-resolution electron microscopy, manipulation, and fabrication of materials at the atomic level. ADHE recommended \$32,000,000 for this project in the 2007-09 biennium; \$4,000,000 in funding has been released this biennium for this project.

Recommendation: \$8,000,000 (Category A)

University of Arkansas at Fort Smith

Library Upgrade and Expansion. The University of Arkansas-Fort Smith requests \$5,293,500 to renovate and expand Boreham Library. This expansion will double the existing square footage of the Library making it approximately 58,000 square feet. The expansion is necessary to accommodate not only the growing number of patrons and expanded collections, but also requirements generated by new technologies and programs such as viewing and listening rooms, computer work stations and robust wireless service, expansion of media services, space for classes needing continuous library access, and instructional labs. This is the second request for this project.

Recommendation: \$2,500,000 (Category A)

University of Arkansas at Little Rock

Campus Technology Infrastructure. The University of Arkansas at Little Rock requests \$9,319,848 to purchase and maintain campus technology infrastructure. This includes upgrades to the campus network hardware, security, wiring, wireless, business continuity planning, video server, campus card system and administrative system hardware. This is the second request for this project.

Recommendation: \$6,000,000 (Category A)

University of Arkansas at Monticello

Forest Resources Complex. The University of Arkansas at Monticello requests \$2,134,143 to construct a 30,000 square foot annex to the Forest Resource Complex. This annex will include state-of-the-art classrooms, research laboratories, and meeting facilities. The new addition will provide the capacity and infrastructure needed for undergraduate, graduate, and continuing education programs. This project has a long history of requests and recommendations over the years, but it has received minimal funding. ADHE recommended \$4,600,000 in Category A in the 2007-09 biennium; \$2,000,000 in funding has been released this biennium for this project.

Recommendation: \$2,134,143 (Category A)

Recable Campus Buildings. The University of Arkansas at Monticello requests \$300,000 to provide new cable in several campus buildings. This is necessary to improve campus computing speed, implement a new telephone system and to provide wireless access to various buildings. This is the first request for this project.

Recommendation: \$300,000 (Category A)

New Telephone System. The University of Arkansas at Monticello requests \$250,000 to install a new telephone system. The new system is necessary because the current system is over 20 years old and operates with circuit line cards that have no capacity to upgrade to multi-line telephones from single lines. Replacement parts are difficult to find which makes the current system difficult and expensive to maintain. This is the first request for this project.

Recommendation: \$250,000 (Category A)

Wireless Access Point and Controller. The University of Arkansas at Monticello requests \$150,000 to expand wireless access on the Monticello campus. Currently, the University has a limited number of wireless access points. The goal of this project is to expand wireless access for the convenience of students and reduce dependency on desktop computers located in labs. This is the first request for this project.

Recommendation: \$150,000 (Category A)

Renovations of Math and Science Center. The University of Arkansas at Monticello requests \$2,500,000 to renovate approximately 49,000 square feet in the Math and Science Center. The renovation will include the addition of insulation, floor coverings and HVAC upgrades. The present facility has minimal thermal insulation. The exterior envelope needs to be insulated at least to minimum standards and the HVAC and ventilation systems need to be upgraded and redesigned in many areas. Other renovations would include alterations necessary for compliance with the Americans with Disabilities Act and renovations to increase energy efficiency. This is the second request for this project.

Recommendation: \$165,857 (Category A)

University of Arkansas at Pine Bluff

Campus Renovations and Repair. The University of Arkansas at Pine Bluff requests \$4,000,000 for campus wide renovations and repairs including ADA compliance, repair and replacement of roofing systems, environmental control systems, and subterranean drainage and foundation repairs. These are major critical maintenance issues that threaten to shut down the campus if not addressed. This project has a long history of requests and recommendations over the years, but it has received minimal funding. ADHE recommended \$8,000,000 in Category A in the 2007-09 biennium; \$500,000 in funding has been released this biennium for this project.

Recommendation: \$3,000,000 (Category A)

University of Central Arkansas

Science Classrooms/Labs. The University of Central Arkansas requests \$25,000,000 for the construction of an 80,000 square foot Science building. The new facility will contain many science labs which are desperately needed due to the fact that current science labs are scheduled in excess of sixty hours per week, including evening hours and weekends. This is the second request for this project.

Recommendation: \$7,000,000 (Category A)

Arkansas State University – Marked Tree

Building Addition-Jonesboro Technical Center. Arkansas State University-Marked Tree requests \$2,000,000 for a building expansion at the Jonesboro Technical Center. This expansion of 15,000 square feet will include additional classrooms, computer laboratories, faculty offices, and restrooms. This is the first request for this project.

Recommendation: \$200,000 (Category A)

Arkansas Tech University – Ozark

Electrical Systems Upgrade. Arkansas Tech University-Ozark requests \$140,500 to replace existing electrical system. The primary need for the upgrade is to alleviate safety concerns in the Welding Technology department. Currently the welding students are alternating the use of welders in the lab setting to balance the use of electricity. The requested upgrade will also allow for more time in the lab per student and flexibility in scheduling. This is the first request for this project.

Recommendation: \$140,500 (Category A)

Library Software Upgrade. Arkansas Tech University-Ozark requests \$49,898 to upgrade library software. The upgrade will migrate the Ozark Campus library collections to the Arkansas Tech online catalog. It will align the library holdings and operations between the Ozark and Russellville campuses; and upgrade the library resources for students, faculty and staff. This is the first request for this project.

Recommendation: \$49,500 (Category A)

University of Arkansas at Monticello – Crossett

Workforce/Collegiate Center. The University of Arkansas at Monticello-Crossett requests \$2,150,000 to construct a 14,000 square foot Workforce/Collegiate Center. This facility would provide much needed space for the following: the Arkansas Workforce Training Center of Ashley County, workforce development training and conferences, the Adult Education Program, and collegiate courses. This is the fourth request for this project.

Recommendation: \$200,000 (Category A)

University of Arkansas at Monticello – McGehee

General Education Building. The University of Arkansas at Monticello-McGehee requests \$4,250,000 to construct a 26,000 square foot General Education building. This facility will provide much needed space for academic programs, technical training, and continuing education. This project has been requested since the 2003-05 biennium and has received minimal funding.

Recommendation: \$200,000 (Category A)

Arkansas State University – System Office

Administration Building. Arkansas State University – System Office requests \$5,486,350 to construct a 22,000 square feet Administration Building. This facility will incorporate all System Administrative functions into one building. Currently, System functions are located in three separate locations. This is the first request for this project.

Recommendation: \$30,000 (Category A)

Southern Arkansas University Tech – Environmental Academy

Environmental Academy Instructional Addition. The Environmental Academy requests \$250,000 to extend the study area in the Environmental Academy Building. In conjunction with the extension, the Academy is requesting to cover the existing walkway from the back double doors to the parking lot and place a canopy over the door coming into the EA Conference Room. The renovation will include a 112' x 8' walkway awning to classroom doors from parking lot and a cover for the entrance to the Academy Conference Room. This is the first request for this project.

Recommendation: \$50,000 (Category A)

Southern Arkansas University Tech – Fire Academy

Fire Academy Model Fire Station. The Fire Academy requests \$785,710 to construct a 5,000 square foot model fire station. The purpose of this project is to house fire fighters on campus in a realistic setting. It will consist of sleeping quarters for 10-20 students, shower and bathroom areas, living area, kitchen area and a four-engine apparatus bay. This facility will also house students who are participating in weekend classes. This is the first request for this project.

Recommendation: \$500,000 (Category A)

University of Arkansas – Division Of Agriculture

Biotechnology & Plant Genomics Building – Arkansas Research and Extension Center. The University of Arkansas – Division of Agriculture requests \$12,000,000 to construct a 30,000 square foot laboratory and office building. The proposed laboratory and office building is designed to meet the increased demand for state-of-the-art agricultural molecular genomic research in plants and crops important to Arkansas' farm economy. This facility will provide scientists' with modern laboratories for plant molecular genetics, entomology, physiology, pathology, molecular breeding,

plant tissue culture, genetic marker development and biological and agricultural engineering. This is the first request for this project.

Recommendation: \$4,500,000 (Category A)

University of Arkansas - Clinton School of Public Service

Auditorium. The Clinton School requests \$4,000,000 to construct an 8,000 square foot auditorium. The multipurpose auditorium will accommodate the school's lecture series, public events, conferences and other school functions. This is the first request for this project.

Recommendation: \$100,000 (Category A)

University of Arkansas - Criminal Justice Institute

Criminal Justice Institute Building. The Criminal Justice Institute requests \$2,750,000 to construct a 30,000 square foot Criminal Justice Institute Building, including classrooms, office space, conference rooms, computer server room, computer laboratory, fingerprint recovery area, mock crime scene area, and a 10,000 square foot forensic education and training laboratory. This project has a long history of requests and recommendations over the years, but it has received minimal funding. ADHE recommended \$1,000,000 in Category A in the 2007-09 biennium, but no funding has been allocated this biennium.

Recommendation: \$100,000 (Category A)

University of Arkansas - Arkansas School for Math, Science and Art

Multipurpose Building. The Arkansas School of Math, Science and Art requests \$6,000,000 to construct a 24,000 square foot multipurpose building. This facility will be used for assemblies, physical education classes, performing arts, science fair, special meetings, intramurals, etc. Having no large open-space facility, the school is required to rent space from other entities to meet the mandatory need for various activities. This is the third request for this project.

Recommendation: \$350,000 (Category A)

University of Arkansas – System Office

Technology Upgrade. The University of Arkansas System Office requests \$30,000 to make technological upgrades. These upgrades include adding an additional T1, replacing servers, and increasing system emergency restoration capabilities. This is the second request for this project.

Recommendation: \$30,000 (Category A)

University of Arkansas for Medical Sciences

Gross Anatomy Laboratory. The University of Arkansas for Medical Sciences requests \$2,337,203 to expand existing laboratory space. Approximately 24,000 square feet of lab space will be added to accommodate the increase in the UAMS College of Medicine class size from 160 to 200 students. This planned increase in class size

includes the students who will be sent to the Northwest medical campus in Fayetteville for their third and fourth years, and this program can not be started until the gross anatomy laboratory is expanded. This is the first request for this project.

Recommendation: \$2,337,203 (Category A)

Clinical Skills Center/Simulation Laboratory. The University of Arkansas for Medical Sciences requests \$2,826,157 to construct a Center for Clinical Skills Education (CCSE) and also a Simulation Laboratory. The CCSE will provide a risk free, hands-on clinical and hospital environment that educates and assesses health care professionals in their practical clinical skills. The CCSE Simulation Center will consist of four medical education theatres (MET) that can be transformed into any number of different health care settings, OR, ED, patient room, recovery room, trauma room, transport area, etc. This is the first request for this project.

Recommendation: \$2,826,157 (Category A)

Technology Upgrades. The University of Arkansas for Medical Science requests \$706,800 for technology upgrades. This request for funding will allow UAMS to continue to upgrade existing computer and teaching labs, classrooms and the Library with the proper equipment as planned during fiscal years 2009-11. These funds will ensure that UAMS will meet the increased student population on campus in the coming years. This is the second request for this project.

Recommendation: \$706,800 (Category A)

Education II Building Renovation and Repair. The University of Arkansas for Medical Science requests \$10,961,884 for renovations and repairs to the Education II Building. The Education II Building includes the UAMS Library, classrooms and administrative space. Renovations will be made to the Library and classrooms to modernize them for today's students and teachers. This project also includes upgrades to the HVAC, elevator infrastructure and other deferred maintenance items. This is the third request for this project.

Recommendation: \$1,129,840 (Category A)

Arkansas Northeastern College

Nursing and Allied Health Building. Arkansas Northeastern College requests \$3,100,000 to construct a 21,000 square foot Nursing and Allied Health Building. The new building will house the specialty facilities accommodative of nursing and other allied health related programs. Extensive instructional support equipment and computer hardware will be available in the facility. This is the third request for this project.

Recommendation: \$1,000,000 (Category A)

Arkansas State University – Beebe

England Center. Arkansas State University-Beebe requests \$2,531,000 to renovate approximately 19,000 square feet of classroom space. This project entails removing old science labs and renovating the space for new academic use which will require extensive work to remove lab stations/equipment and utility lines. Other building needs include new floor coverings, ceiling tiles and grids, lighting, painting, remodeling of the

restrooms, and a general dress up and remodeling of faculty offices, classrooms, and hallways/lobbies. Existing mechanical, electrical, and roof systems will not need replacing but probably will require some work. ADHE recommended \$1,500,000 in Category A in the 2007-09 biennium but no funds were allocated.

Recommendations: \$1,750,000 (Category A)

Arkansas State University – Mountain Home

Vada Sheid Community Development Center. Arkansas State University-Mountain Home requests \$10,692,744 to construct a 65,000 square foot Community Development Center. The project will house the following areas: Business/Industry and Workforce/Continuing Education; Arts and Performing Arts facilities; an outdoor amphitheater; and a center for general community education. This project has a long history of requests and recommendations over the years, but it has received minimal funding. ADHE recommended \$2,500,000 in Category A in the 2007-09 biennium; \$250,714 in funding has been released this biennium.

Recommendation: \$1,000,000 (Category A)

Arkansas State University – Newport

Classroom Building. Arkansas State University-Newport requests \$2,500,000 to construct an 18,000 square foot classroom building. The new facility will include instructional classrooms, computer laboratories, faculty offices, and restrooms. The facility will provide easy access to the library, counseling center, and other student services housed at the campus. This is the second request for this project.

Recommendation: \$1,000,000 (Category A)

Black River Technical College

Health Sciences Addition. Black River Technical College requests \$1,000,000 to expand the Health Science building. The expansion of approximately 9,000 square feet will affect all the Health Sciences Programs including Registered Nursing (RN), Practical Nursing (PN), Respiratory Therapy (RT), Certified Nursing Assistant (CNA), Phlebotomy, and Medical Lab Assistant. This is the first request for this project.

Recommendation: \$1,000,000 (Category A)

Cossatot Community College-University of Arkansas

Technology Infrastructure Upgrade. Cossatot Community College-University of Arkansas requests \$178,000 to upgrade the technology infrastructure. This entails increasing bandwidth and implementing wireless access points throughout the campus. This will allow any classroom to be used as a technology lab and will allow students anywhere/anytime access to the Internet for online learning solutions and distance education courses. ADHE recommended \$181,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$178,000 (Category A)

Technology Equipment. Cossatot Community College-University of Arkansas requests \$197,500 to replace computers in seven computer labs and provide five computers for instructor's use in the classroom. Projectors, mounting racks, and viewing screens will also be installed in academic classrooms. ADHE recommended \$225,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$197,500 (Category A)

Interior Renovation-Building C. Cossatot Community College-University of Arkansas requests \$111,400 to conduct interior renovations to Building C. This project entails replacing the hallway lighting, ceiling grid and ceiling tile, and recovering the walls while incorporating into the changes a display area for student artwork. The floor covering will also be replaced and new exterior doors will be added for increased energy efficiency and updated appearance. ADHE recommended \$133,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$111,400 (Category A)

Building D Roof Replacement/Renovation. Cossatot Community College-University of Arkansas requests \$38,140 to replace the roof on Building D. The new roof will be a pitched, standing seam metal roof. Renovation to the building includes interior upgrades, such as new flooring and fixtures in the restroom, and new floor covering in the classroom area. ADHE recommended \$934,000 in the 2007-09 biennium for various roof replacements at the college, but no funds have been allocated.

Recommendation: \$38,140 (Category A)

Health Careers Center. Cossatot Community College-University of Arkansas requests \$7,029,800 to construct a 28,000 square foot Health Careers Center. This facility will house classrooms and laboratories for the instruction of nursing, surgical technology, art, drawing, and the humanities as well as a 1,200 seat auditorium for presentation of the arts, cultural events, and community activities. This is the fifth request for this project.

Recommendation: \$474,960 (Category A)

East Arkansas Community College

Workforce Training Center. East Arkansas Community College requests \$2,708,000 to construct a 20,000 square foot Workforce Training Center. This facility will provide much needed space for workforce training, focusing on vocational and technical programs. EACC, as a member of the University Center and ADTEC Consortium of Arkansas Delta institutions is intent on becoming one of the area leaders in providing programs and assistance to its constituents for the training of our future workforce. Programs in the areas of Advanced Manufacturing, Online Manufacturing, Bio-fuel Technology, Information Technology and other ADTEC focused programs will be the focal point of this training and the driving force behind the need for this facility. This is the third request for this project.

Recommendation: \$1,000,000 (Category A)

Mid-South Community College

Classroom Building. Mid-South Community College requests \$6,000,000 to construct a 30,000 square foot general purpose classroom building. This facility will house 12 classrooms and faculty offices. The additional space is needed due to the increasing number of students transitioning into the University Center and the classroom space released to accommodate the Arkansas Workforce Center. This is the first request for this project.

Recommendation: \$1,000,000 (Category A)

National Park Community College

Infrastructure Improvements. National Park Community College requests \$1,169,000 to upgrade the infrastructure in order to serve the needs of students in the areas of testing, on campus classes, and web based classes. This project consists of replacing the existing dual T-1 internet connection with a T-3 connection, increasing the bandwidth of the LAN by replacing the current network switches with high performance switches throughout the campus, providing secure wireless access to campus students by adding two (2) Wireless Access Control Servers, six (6) access control modules, and forty (40) access points, consolidating the network servers that are scattered across campus with server array technology, and providing centralized backup power for mission critical servers by installing three (3) units and installing a new phone system. ADHE recommended \$629,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$1,000,000 (Category A)

North Arkansas College

Campus Center. North Arkansas College requests \$8,330,000 to construct a 46,000 square foot Campus Center. The initial design of the proposed Campus Center includes a large student center with side meeting rooms for student groups, a student information center, general study areas, various offices for student service operations, a board room, a small food service area and a learning assistance center. This is the fourth request for this project.

Recommendation: \$1,000,000 (Category A)

Northwest Arkansas Community College

Global Business Development Center. Northwest Arkansas Community College requests \$997,320 to construct a 40,000 square foot Global Business Development Center. The new facility will meet needs in the programmatic areas of business, computer information and the culinary arts. This is the first request for this project.

Recommendation: \$997,320 (Category A)

Critical Maintenance. Northwest Arkansas Community College requests \$1,320,043 to make various energy conservation improvements across campus. This includes replacing the cooling tower, installing an energy recovery system, replacing a HVAC

unit in the library and various other upgrades to improve energy efficiency. This is the first request for this project.

Recommendation: \$1,252,680 (Category A)

Ouachita Technical College

Critical Maintenance. Ouachita Technical College requests \$261,350 for critical maintenance projects across campus. A flat roof of 7,400 square feet will be replaced with a pitched roof to keep classrooms dry. Foundation problems and dated electrical systems are other issues that will be addressed with these funds. This is the first request for this project.

Recommendation: \$261,350 (Category A)

Child Development Laboratory Center. Ouachita Technical College requests \$846,200 to construct a 7,300 square foot Early Childhood Development Laboratory Center. This laboratory center will serve a dual purpose of housing children 0 – 3 years of age for students, faculty, and staff and will provide a laboratory setting where early childhood students can go watch age appropriate children as they play and work with each other, interact with those children at appropriate times, and then to learn from their experiences and bring the information back to the academic classroom. This is the first request for this project.

Recommendation: \$738,650 (Category A)

Ozarka College

Stone County Classroom/Student Center. Ozarka College requests \$715,500 to construct a 9,200 square foot facility for classrooms and a student center. This additional classroom, laboratory, and office space will be on the Mountain View campus to accommodate increased enrollment. The nursing program will be housed in this new facility. This is the first request for this project.

Recommendation: \$715,550 (Category A)

Miller Complex Renovation. Ozarka College requests \$197,950 to repair the roof on the Miller Complex. The Miller Complex consists of general classrooms, auditorium, computer lab and offices, which are in danger of water damage and/or student injury if the roof is not repaired. ADHE recommended \$250,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$197,950 (Category A)

Administration Building Renovation. Ozarka College also requests \$282,700 to renovate the exterior of the Administration Building so that it more closely resembles other buildings on campus. A new entrance to the Administration Building will be constructed to achieve this. ADHE recommended \$290,000 in the 2007-09 biennium, but no funds have been allocated.

Recommendation: \$86,550 (Category A)

Phillips Community College of the University of Arkansas

Classroom and Auditorium-Stuttgart. Phillips Community College of the University of Arkansas requests \$4,000,000 to construct an 18,000 square foot facility for classrooms and an auditorium on the Stuttgart campus. The new facility will consist of at least four classrooms with offices nearby, restrooms, and an auditorium to seat at least 150 people. The auditorium will be utilized by allowing more than 50 students to meet at one time and also by providing a place where business and industry can hold meetings for up to 150 people. ADHE recommended \$1,135,000 in the 2007-09 biennium; \$100,000 has been released this biennium.

Recommendation: \$1,000,000 (Category A)

Pulaski Technical College

Culinary School. Pulaski Technical College requests \$15,700,000 to construct a 40,000 square foot facility to house the Culinary School. The vision of the Culinary School is to provide the best culinary, hospitality, and wine studies in Arkansas and the region. The new facility will have ten classrooms, five of those with kitchens; four storerooms for equipment and cooking materials; ten offices for faculty and staff. There will also be areas for a student lounge, computer labs, library, conference rooms and a large lecture hall. This is the first request for this project.

Recommendation: \$2,500,000 (Category A)

Rich Mountain Community College

Learning Commons/Auditorium. Rich Mountain Community College requests \$3,400,000 to construct a 55,000 square foot facility to provide classroom space and an auditorium. The auditorium will have 1600 seats providing the opportunity for the College and the Community to interact more and expanding the concept of the College as an integral part of the community. This is the second request for this project.

Recommendation: \$1,000,000 (Category A)

South Arkansas Community College

Health and Natural Sciences Building. South Arkansas Community College requests \$4,157,500 to construct a 45,000 square foot science building. The new facility will house the College's Allied Health programs and science labs which are now located in the Ben Whitfield Classroom Building. The Ben Whitfield Classroom Building is no longer adequate for all the programs since most of the College's growth has been in health related fields. ADHE recommended \$2,500,000 in Category A in the 2007-09 biennium, but funding has not been allocated to date.

Recommendation: \$1,000,000 (Category A)

Southeast Arkansas College

Founders Hall Renovation. Southeast Arkansas College requests \$517,300 to renovate Founders Hall, which houses the Nursing and Allied Health programs and the library. The construction of the new library and classroom building will allow the College

to use all of Founders Hall to expand both the Nursing and Allied Health programs. This is the second request for this project.

Recommendation: \$517,300 (Category A)

Sewer and Plumbing Repair. Southeast Arkansas College requests \$1,000,000 to replace underground water and sewer lines that are approximately 50 years old. The life expectancy will soon be reached for these systems. This is the first request for this project.

Recommendation: \$482,700 (Category A)

Southern Arkansas University Tech

Career and Workforce Development Center. Southern Arkansas University Tech requests \$9,552,500 to construct an 85,000 square foot Career Center/Multi-Purpose Building to house administrative and service areas for secondary and post-secondary career programs. Instructional classrooms and laboratory areas for career programs such as Automotive Technology, Auto-body Repair Technology, Diesel Technology, Small Engine Repair Technology, Welding and Metal Trades Technology, and Heating and Air Conditioning Technology will also be located in this new facility. A large multi-purpose room that will seat a maximum 1,500 people for events such as graduation ceremonies for SAU Tech, the Arkansas Fire Training Academy, and the Arkansas Law Enforcement Training Academy will also be included in this facility. ADHE recommended \$2,500,000 in Category A in the 2007-09 biennium, but no funds have been released to date.

Recommendation: \$1,000,000 (Category A)

University of Arkansas Community College at Batesville

Nursing and Allied Health Facility. The University of Arkansas Community College at Batesville requests \$3,996,000 to construct a 22,000 square foot facility to house instructional classrooms, technical labs, faculty and staff offices, and lecture halls needed to support the Allied Health program. ADHE recommended \$2,500,000 in Category A in the 2007-09 biennium, but no funds have been released to date.

Recommendation: \$1,000,000 (Category A)

University of Arkansas Community College at Hope

Administration/Classroom Building. The University of Arkansas Community College at Hope requests \$1,950,000 to renovate approximately 32,000 square feet of space. The renovation to the Administration/Classroom building will involve replacing the existing roof with a pitched metal roof, replacing a 43 year old electrical system, and remodeling to both the interior and exterior. The existing foundation and concrete slab will also be stabilized with the renovation. This is the second request for this project.

Recommendation: \$1,000,000 (Category A)

University of Arkansas Community College at Morrilton

Health, Physical Education and Recreation Building. The University of Arkansas Community College at Morrilton requests \$5,287,800 to construct a 33,700 square foot facility to house the health, physical education and recreation activities of the college. The proposed facility will have classrooms, dressing rooms, aerobics/dance room, activity rooms, fitness center (machines), racquetball courts, and a gymnasium. This is the fifth request for this project.

Recommendation: \$1,000,000 (Category A)

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 1229 of 2007 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, the next \$10,000,000, or as much as is collected, is to be transferred to the Higher Education Research Development Fund to be used as provided by law.

“The Arkansas Research Development Fund shall be administered by the Director of the Department of Higher Education..... Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing scientist or research assistants, and for providing any other assistance to scientists in order to develop a continuing research capacity in this state which is recognized as exemplary.”

The floor for the Research Development Fund was reached in September 2006, and statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

Higher Education Research Development Fund:

The current balance in the Higher Education Research Development Fund is approximately \$1 million which is available for distribution in fiscal year 2009. The current biennium's appropriation is sufficient to allow for the distribution of these funds.

Recommendation: Since the Arkansas Research and Education Optical Network (ARE-ON) represents a very essential tool for research and development in the publicly supported universities of Arkansas, it is the recommendation of the Department of Higher Education that the Higher Education Research Development Fund be designated for maintenance and operation expenses of the ARE-ON projects for the universities.

It is recommended that \$1 million be allocated to the University of Arkansas, Fayetteville for expenses associated with the connection and expansion of ARE-ON to all public universities in the state.

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

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute the Higher Education Research Development Fund for ARE-ON's annual operating and maintenance costs at such time as the institutions begin to those expenses.

FURTHER RESOLVED, That \$1 million be allocated in Fiscal 2009 to the University of Arkansas, Fayetteville for expenses associated with the connection of all public universities to ARE-ON.

ECONOMIC FEASIBILITY OF BOND ISSUE ARKANSAS TECH UNIVERSITY

Arkansas Tech University (ATU) requests approval of the economic feasibility of plans to issue bonds totaling approximately \$2.15 million with a term of up to 30 years at an estimated annual interest rate of 5.0 percent. Proceeds from the bond issue will be used for auxiliary purposes. The Arkansas Tech University Board of Trustees approved the bond financing at its meeting on June 19, 2008.

The auxiliary issue will be approximately \$2.15 million with annual debt service of \$138,015. Proceeds from the issue will be used to fund the renovation of Critz and Hughes Hall. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120 percent of the total annual auxiliary debt service.

Relevant data follows:

Auxiliary Residence Projects

Budgeted 2009-10 Net Housing Revenue.....	\$	2,274,687
Maximum Allowable Debt Service (\$ 2,274,687 / 120%).....	\$	1,895,573
Existing Debt Service.....	\$	1,745,668
Estimated Debt Service for Proposed Issue.....	\$	138,015
Net Auxiliary Revenue Remaining for Additional Debt Service.....	\$	11,890

The above data demonstrate that Arkansas Tech University has sufficient revenue to support an auxiliary bond issue of approximately \$2.15 million with a term of 30 years at an estimated annual interest rate of 5.0 percent.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds for approximately \$2.15 million with a term of up to 30 years at an estimated annual interest rate of 5.0 percent for the renovation of Critz and Hughes Hall, as requested by the institution.

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

**PERSONAL SERVICES RECOMMENDATIONS FOR
NON-CLASSIFIED PERSONNEL
2009-11 BIENNIUM**

A.C.A. §6-61-209 requires the Arkansas Higher Education Coordinating Board to present a consolidated budget request from the state-supported colleges and universities to the General Assembly and the Governor prior to each regular session of the General Assembly. As part of this process, the quantity of positions, titles, and line-item maximum salaries for all non-classified administrative, academic, and auxiliary positions at each Arkansas public institution of higher education have been reviewed, and changes are recommended.

These recommendations, to be effective July 1, 2009, recognize the varying structures and sizes of institutions, while maintaining reasonable consistency among positions at similar institutions. The primary objective of the ADHE staff was to maintain relative uniformity in titles and line-item maximums for similar positions in comparable institutions, while recognizing the varying missions and structures of institutions, priorities of the new biennium, and FTE enrollment growth.

Salary changes were recommended based on the College and University Professional Association for Human Resources (CUPA-HR) 2007-08 Compensation Survey. Recommended line-item maximums provide adjustments to align salaries with the national average for similar positions. The institutions were grouped by type, classification, and budget; the largest budget of each group was used to determine the appropriate quartile for the average salary. The average national salary for the appropriate position has been recommended as the new line-item maximum salary. A standard three percent (3%) increase was applied to the currently authorized salary for positions not represented in the survey.

While additional positions and titles were recommended when institutions demonstrated a compelling need, ADHE staff attempted to keep the net growth at a minimum due to concerns over budget shortfalls and the expansion of state services. Decisions for recommended positions were based on student-per-faculty position and student-per-administrative position ratios. Salary recommendations for new positions were taken from the CUPA survey, as well as salaries for similar positions previously established at comparable Arkansas institutions.

ADHE staff reviewed all position requests and made preliminary recommendations. Institutional budget hearings were held in June to hear the

appeals of those institutions that had concerns. Staff recommendations were reconsidered following the hearings and some changes were made in response to institutional concerns.

Institutions of higher education, apart from UAMS, have 17,780 non-classified positions currently authorized. For 2009-11, institutions requested a net increase of 500 non-classified positions (2.8 percent increase). Staff recommends a net increase of 169 non-classified positions, for a total recommendation of 17,949 positions (1 percent increase).

UAMS currently has 5,783 authorized non-classified positions. For 2009-11, UAMS requested a net increase of 3,294 non-classified positions (57 percent increase). Staff recommends a net increase of 2,435 non-classified positions, for a total recommendation of 8,218 positions (42.1 percent increase). The majority of recommended positions for UAMS (1,964 positions) are in the patient care area; positions which are supported by hospital revenue and receive no state funding.

Institutions' state funding is not based on the number of approved positions. Additional positions do not generate a need for new funding. If institutional growth necessitates additional positions during the biennium, positions may be requested from the appropriate growth pool.

Summaries of authorized, requested, and recommended positions for two-year and four-year institutions are shown in Table 30-A and Table 30-B. Recommended maximum salaries for selected key administrative and academic positions are shown in Table 30-C and Table 30-D.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2009-11 biennium as recommended by staff.

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

FURTHER RESOLVED, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2009-11 biennium.

TABLE 30-A 2009-11 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR UNIVERSITIES

	Authorized 2008-09 Positions*				Filled 2008-09 Positions*				Actual Deleted Positions				Requested Added Positions*				Recommended Added Positions				Total Positions				Percent Increase			
Annualized FTE through Fall 07	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Institution																												
Four-Year Institutions: Sorted by SREB Grouping																												
UAF 16,478	556	1,916	202	2,674	493	1,761	186	2,440	0	0	2	2	51	112	42	205	37	90	18	145	593	2,006	218	2,817	6.7%	4.7%	7.9%	5.3%
UA-AAS	3	68	0	71	3	34	0	37	0	6	0	6	0	0	0	0	0	0	0	0	3	62	0	65	0.0%	-8.8%	0.0%	-8.5%
UA-AES	83	615	0	698	62	486	0	548	2	35	0	37	3	0	0	3	3	0	0	3	84	580	0	664	1.2%	-5.7%	0.0%	-4.9%
UA-CES	105	485	0	590	64	391	0	455	5	0	0	5	0	0	0	0	0	0	0	0	100	485	0	585	-4.8%	0.0%	0.0%	-0.8%
UA-CJI	37	2	0	39	25	0	0	25	2	1	0	3	0	0	0	0	0	0	0	0	35	1	0	36	-5.4%	-50.0%	0.0%	-7.7%
UA-CS	7	26	0	33	7	13	0	20	0	3	0	3	3	0	0	3	1	0	0	1	8	23	0	31	14.3%	-11.5%	0.0%	-6.1%
UA-SYS	54	0	0	54	37	0	0	37	5	0	0	5	1	0	0	1	1	0	0	1	50	0	0	50	-7.4%	0.0%	0.0%	-7.4%
UA-ASMSA	49	74	0	123	43	61	0	104	0	0	0	0	2	5	0	7	2	5	0	7	51	79	0	130	4.1%	6.8%	0.0%	5.7%
AREON	6	0	0	6	4	0	0	4	0	0	0	0	5	0	0	5	5	0	0	5	11	0	0	11	83.3%	0.0%	0.0%	83.3%
ASUJ 9,143	187	924	69	1,180	161	875	51	1,087	11	12	8	31	32	5	0	37	18	5	0	23	194	917	61	1,172	3.7%	-0.8%	-11.6%	-0.7%
ASU-SYS	11	0	0	11	7	0	0	7	0	0	0	0	8	0	0	8	8	0	0	8	19	0	0	19	72.7%	0.0%	0.0%	72.7%
ASU-MT	6	58	0	64	5	46	0	51	0	0	0	0	0	0	0	0	0	0	0	0	6	58	0	64	0.0%	0.0%	0.0%	0.0%
ASU-ABI	15	26	0	41	14	20	0	34	0	0	0	0	0	0	0	0	0	0	0	0	15	26	0	41	0.0%	0.0%	0.0%	0.0%
UALR 9,129	254	1,326	43	1,623	215	1,251	37	1,503	3	3	0	6	17	10	0	27	12	10	0	22	263	1,333	43	1,639	3.5%	0.5%	0.0%	1.0%
UCA 11,244	203	1,052	83	1,338	168	977	67	1,212	4	0	1	5	3	143	2	148	3	103	2	108	202	1,155	84	1,441	-0.5%	9.8%	1.2%	7.7%
ATU 6,245	121	544	30	695	105	483	23	611	3	14	1	18	9	15	0	24	8	15	0	23	126	545	29	700	4.1%	0.2%	-3.3%	0.7%
ATU-AVTI	16	67	0	83	8	46	0	54	0	3	0	3	4	12	0	16	3	7	0	10	19	71	0	90	18.8%	6.0%	0.0%	8.4%
HSU 3,329	71	342	23	436	67	313	21	401	0	0	0	0	0	0	0	0	0	0	0	0	71	342	23	436	0.0%	0.0%	0.0%	0.0%
SAUM 2,849	48	240	10	298	50	244	8	302	0	0	0	0	0	10	0	10	0	10	0	10	48	250	10	308	0.0%	4.2%	0.0%	3.4%
UAM 2,253	49	275	16	340	35	195	13	243	11	32	1	44	9	10	0	19	9	10	0	19	47	253	15	315	-4.1%	-8.0%	-6.3%	-7.4%
UAMCT-C	5	51	0	56	4	22	0	26	0	11	0	11	0	0	0	0	0	0	0	0	5	40	0	45	0.0%	-21.6%	0.0%	-19.6%
UAMCT-M	5	54	0	59	5	20	0	25	0	12	0	12	0	0	0	0	0	0	0	0	5	42	0	47	0.0%	-22.2%	0.0%	-20.3%
UAM-AHEOTA-W	1	4	0	5	1	3	0	4	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	5	0.0%	0.0%	0.0%	0.0%
UAPB 2,839	65	270	24	359	51	212	23	286	2	4	0	6	7	0	3	10	4	0	3	7	67	266	27	360	3.1%	-1.5%	12.5%	0.3%
UAPB-AES & EP	5	158	0	163	2	79	0	81	2	9	0	11	0	2	0	2	0	2	0	2	3	151	0	154	-40.0%	-4.4%	0.0%	-5.5%
UAFS 5,220	106	573	13	692	96	533	11	640	0	0	0	0	49	95	20	164	19	70	15	104	125	643	28	796	17.9%	12.2%	115.4%	15.0%
Total without UAMS	2,068	9,150	513	11,731	1,732	8,065	440	10,237	50	145	13	208	203	419	67	689	133	327	38	498	2,151	9,332	538	12,021	4.0%	2.0%	4.9%	2.5%
UAMS	718	2,389	2,676	5,783	788	2,325	2,889	6,002	80	18	3	101	1,098	330	1,967	3,395	239	330	1,967	2,536	877	2,701	4,640	8,218	22.1%	13.1%	73.4%	42.1%
Total with UAMS	2,786	11,539	3,189	17,514	2,520	10,390	3,329	16,239	130	163	16	309	1,301	749	2,034	4,084	372	657	2,005	3,034	3,028	12,033	5,178	20,239	8.7%	4.3%	62.4%	15.6%
Total 2-yr & 4-yr without UAMS	2,733	14,521	526	17,780	2,334	12,391	445	15,170	82	384	18	484	271	650	67	988	189	426	38	653	2,840	14,563	546	17,949	3.9%	0.3%	3.8%	1.0%

*Moves (M and V) are considered to be authorized, filled, and requested in the category to which they were moved.

TABLE 30-B 2009-11 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR COLLEGES

		Authorized 2008-09 Positions*				Filled 2008-09 Positions*				Actual Deleted Positions				Requested Added Positions*				Recommended Added Positions				Total Positions				Percent Increase			
Annualized FTE through Fall 07																													
Institution		Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total				
Two-Year Institutions: Sorted by Institution																													
ANC	1,183	33	232	1	266	28	205	1	234	1	7	0	8	0	0	0	0	0	0	0	0	32	225	1	258	-3.0%	-3.0%	0.0%	-3.0%
ASUB	3,153	53	368	2	423	49	289	1	339	2	1	1	4	5	2	0	7	4	2	0	6	55	369	1	425	3.8%	0.3%	-50.0%	0.5%
ASUMH	805	19	92	0	111	19	92	0	111	0	0	0	0	0	0	0	0	0	0	0	0	19	92	0	111	0.0%	0.0%	0.0%	0.0%
ASUN	902	21	190	0	211	18	176	0	194	0	0	0	0	2	5	0	7	2	0	0	2	23	190	0	213	9.5%	0.0%	0.0%	0.9%
BRTC	1,554	19	138	0	157	18	130	0	148	1	3	0	4	3	2	0	5	3	2	0	5	21	137	0	158	10.5%	-0.7%	0.0%	0.6%
CCCUA	864	16	124	0	140	16	110	0	126	0	3	0	3	8	25	0	33	4	18	0	22	20	139	0	159	25.0%	12.1%	0.0%	13.6%
EACC	1,111	29	205	0	234	24	158	0	182	1	0	0	1	0	0	0	0	0	0	0	0	28	205	0	233	-3.4%	0.0%	0.0%	-0.4%
MSCC	915	29	171	1	201	27	165	0	192	0	0	0	0	12	2	0	14	5	2	0	7	34	173	1	208	17.2%	1.2%	0.0%	3.5%
NAC	1,523	36	474	1	511	30	376	0	406	4	65	1	70	0	0	0	0	0	0	0	0	32	409	0	441	-11.1%	-13.7%	-100.0%	-13.7%
NPCC	1,917	32	278	2	312	28	209	1	238	1	20	1	22	4	0	0	4	4	0	0	4	35	258	1	294	9.4%	-7.2%	-50.0%	-5.8%
NWACC	3,800	75	474	0	549	74	443	0	517	1	1	0	2	7	183	0	190	7	63	0	70	81	536	0	617	8.0%	13.1%	0.0%	12.4%
NWACC-RTC		23	16	0	39	9	3	0	12	12	0	0	12	0	0	0	0	0	0	0	0	11	16	0	27	-52.2%	0.0%	0.0%	-30.8%
OTC	872	12	134	0	146	11	109	0	120	0	0	0	0	0	0	0	0	0	0	0	0	12	134	0	146	0.0%	0.0%	0.0%	0.0%
OZC	768	15	127	0	142	15	108	0	123	0	2	0	2	2	2	0	4	2	2	0	4	17	127	0	144	13.3%	0.0%	0.0%	1.4%
PCCUA	1,325	26	261	1	288	25	193	0	218	1	68	1	70	0	1	0	1	0	1	0	1	25	194	0	219	-3.8%	-25.7%	-100.0%	-24.0%
PTC	6,132	61	711	0	772	61	711	0	772	0	0	0	0	12	0	0	12	12	0	0	12	73	711	0	784	19.7%	0.0%	0.0%	1.6%
RMCC	530	24	113	1	138	18	74	0	92	6	24	1	31	0	0	0	0	0	0	0	0	18	89	0	107	-25.0%	-21.2%	-100.0%	-22.5%
SACC	1,032	29	248	1	278	27	96	0	123	1	11	0	12	2	0	0	2	2	0	0	2	30	237	1	268	3.4%	-4.4%	0.0%	-3.6%
SAUT	1,266	24	139	0	163	21	79	0	100	0	4	0	4	4	0	0	4	4	0	0	4	28	135	0	163	16.7%	-2.9%	0.0%	0.0%
SAUT-FTA		2	50	0	52	2	37	0	39	0	0	0	0	0	0	0	0	0	0	0	0	2	50	0	52	0.0%	0.0%	0.0%	0.0%
SAUT-ECC		1	20	0	21	1	16	0	17	0	1	0	1	1	0	0	1	1	0	0	1	2	19	0	21	100.0%	-5.0%	0.0%	0.0%
SEAC	1,578	19	290	0	309	19	288	0	307	0	0	0	0	0	0	0	0	0	0	0	0	19	290	0	309	0.0%	0.0%	0.0%	0.0%
UACCB	1,043	24	220	0	244	24	115	0	139	0	27	0	27	3	2	0	5	3	2	0	5	27	195	0	222	12.5%	-11.4%	0.0%	-9.0%
UACCH	865	20	131	1	152	19	77	0	96	0	0	0	0	0	0	0	0	0	0	0	0	20	131	1	152	0.0%	0.0%	0.0%	0.0%
UACCM	1,333	23	165	2	190	19	67	2	88	1	2	0	3	3	7	0	10	3	7	0	10	25	170	2	197	8.7%	3.0%	0.0%	3.7%
Grand Total		665	5,371	13	6,049	602	4,326	5	4,933	32	239	5	276	68	231	0	299	56	99	0	155	689	5231	8	5928	3.6%	-2.6%	-38.5%	-2.0%

*Moves (M and V) are considered to be authorized in the category they are moved to.

TABLE 30-C
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR FOUR-YEAR INSTITUTIONS: FY 2009-10

INSTITUTION	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEAN	DEPT CHAIR	9-MONTH			
							ASSOC PROFESSOR	ASSIST PROFESSOR	PROFESSOR	INSTRUCTOR
UAF	405,000	263,722	228,444	186,000	253,156	246,707	199,101	154,982	146,366	101,813
ASUJ	309,000	212,500	184,960	148,020	180,000	176,000	176,000	137,000	128,500	90,000
UALR	309,000	212,500	184,960	148,020	180,000	176,000	176,000	137,000	128,500	90,000
UCA	309,000	212,500	184,960	148,020	180,000	176,000	176,000	137,000	128,500	90,000
ATU	240,158	167,745	162,028	123,000	140,011	136,727	132,077	115,791	96,940	75,633
HSU	240,158	167,745	162,028	123,000	140,011	136,727	132,077	115,791	96,940	75,633
SAUM	227,300	145,671	137,044	110,000	125,270	103,654	101,368	94,047	86,345	71,527
UAM	227,300	145,671	137,044	110,000	125,270	103,654	101,368	94,047	86,345	71,527
UAPB	227,300	145,671	137,044	110,000	125,270	103,654	101,368	94,047	86,345	71,527
UAFS	227,300	145,671	137,044	110,000	125,270	103,654	101,368	94,047	86,345	71,527
UAMS*	420,950	285,000	285,000	N/A	277,862	246,707	206,542	160,646	149,172	109,010
UA/SYS	425,000	310,841	258,750	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASU/SYS	319,590	229,989	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*UAMS faculty salaries are for 12-month positions.

TABLE 30-D
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR TWO-YEAR INSTITUTIONS: FY 2009-10

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DIVISION CHAIR	9-MONTH				
						FACULTY	PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
ANC	159,305	118,124	110,047	99,225	95,000	75,000				
ASUB	159,305	118,124	110,047	99,225	95,000	N/A	80,500	75,900	67,135	58,500
ASUMH	159,305	118,124	110,047	99,225	N/A	75,000				
ASUN	159,305	118,124	110,047	99,225	95,000	N/A	80,500	75,900	67,135	58,500
BRTC	159,305	118,124	110,047	99,225	95,000	75,000				
CCCUA	159,305	118,124	110,047	99,225	95,000	75,000				
EACC	159,305	118,124	110,047	99,225	95,000	75,000				
MSCC	159,305	118,124	110,047	99,225	95,000	75,000				
NAC	159,305	118,124	110,047	99,225	95,000	75,000				
NPCC	159,305	118,124	110,047	99,225	95,000	75,000				
NWACC	159,305	118,124	110,047	99,225	95,000	75,000				
OTC	159,305	118,124	110,047	99,225	95,000	75,000				
OZC	159,305	118,124	110,047	99,225	95,000	75,000				
PCCUA	159,305	118,124	110,047	99,225	95,000	75,000				
PTC	159,305	118,124	110,047	99,225	95,000	75,000				
RMCC	159,305	118,124	110,047	99,225	95,000	75,000				
SACC	159,305	118,124	110,047	N/A	95,000	75,000				
SAUT	159,305	118,124	110,047	99,225	95,000	75,000				
SEAC	159,305	118,124	110,047	99,225	95,000	75,000				
UACCB	159,305	118,124	110,047	99,225	95,000	75,000				
UACCH	159,305	118,124	110,047	99,225	N/A	75,000				
UACCM	159,305	118,124	110,047	99,225	95,000	75,000				

**ECONOMIC FEASIBILITY OF BOND ISSUE
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE – HOPE**

The University of Arkansas Community College – Hope requests approval of the economic feasibility of plans to issue bonds for approximately \$2.7 million with a maximum term of 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 University of Arkansas Board of Trustees approved this action at its meeting held on June 6, 2008.

The E&G issue will be approximately \$2.7 million with annual debt service of \$168,971. Proceeds from the issue will be used to complete financing for the Science/Technology Center. Coordinating Board policy regarding debt service provides that a maximum of 25% of tuition and fee revenue may be pledged to E&G service.

Relevant data follows:

Educational and General Portion

Budgeted 2008-09 Tuition and Fee Revenue.....	\$ 1,819,733
Maximum Allowable Debt Service	
(\$1,819,733 x 25%).....	454,933
Existing Debt Service.....	585,536
Less Debt Service paid by Local Tax.....	(575,532)
Estimated Debt Service for Proposed Issue.....	168,971
Revenue Remaining for Additional Debt Service.....	\$ 275,958

The above data demonstrates that the University of Arkansas Community College – Hope has sufficient revenue to support a bond issue of approximately \$2.7 million with a term of 30 years at an estimated annual interest rate of 5%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas Community College – Hope to issue bonds for approximately \$2.7 million with a term 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 and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas Community College – Hope of the Coordinating Board's resolution.

CERTIFICATION OF INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES FOR 2008-09

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

Verification of Athletic Budgets and Fee Information

Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2008-09 institutional operating budgets.

A.C.A. §6-62-804 requires that any student athletic fees assessed must be clearly defined in all publications and institutional board minutes, and listed separate and distinct from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee have certified to the Department compliance with this requirement and have submitted copies of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

Summary of Data

The institutional submissions establish the 2008-09 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits. The University of Arkansas, Fayetteville (UAF) and North Arkansas College (NAC) have never charged an athletic fee and expect to continue to meet their athletic operating costs without assessing a student athletic fee for the 2008-09 fiscal year. The following institutions have increased their athletic fee per student semester credit hour (SSCH):

<u>Inst.</u>	<u>2007-08 Athletic Fee</u>	<u>2008-09 Athletic Fee</u>
ASUJ	\$10.00	\$12.00
SAUM	\$10.00	\$11.00
UAFS	\$8.00	\$10.00
UALR	\$12.85	\$13.62
UAM	\$9.00	\$10.00
UCA	\$12.00	\$13.00

A summary chart of 2008-09 athletic certification data from each institution is shown on page 32-3. The summary chart, excluding the University of Arkansas,

Fayetteville (UAF), indicates that 38.8 percent of athletic program budgets are being funded from student athletic fees, while 27.2 percent comes from athletic-generated revenues and other athletic income. Transfers from educational & general funds contribute 18.8 percent of the funding. The remaining 15.2 percent is funded from other auxiliary profits.

Other than the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2008-09 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Summary of 2008-09 Athletic Certification Data from Institutional Boards of Trustees

Inst	Athletic Generated Revenues	% of Total Inst Rev	Other Auxiliary Profits	% of Total Inst Rev	E & G Transfer	% of Total Inst Rev	Student Athletic Fee	% of Total Inst Rev	Other Athletic Income	% of Total Inst Rev	Total Expected Inst Rev	Total Budgeted Expenditure	Athletic Fee Per SSCH
ASUJ	\$4,367,620	39.3%	\$1,601,437	14.4%	\$1,124,400	10.1%	\$2,710,000	24.4%	\$1,311,754	11.8%	\$11,115,211	\$11,115,211	\$12.00
ATU	150,476	4.7%	0	0.0%	1,124,400	35.2%	1,904,392	59.6%	17,349	0.5%	3,196,617	3,196,617	11.00
HSU	25,728	0.9%	682,748	23.7%	1,124,400	39.0%	1,046,535	36.3%	0	0.0%	2,879,411	2,879,411	10.50
SAUM	56,500	2.4%	433,845	18.2%	1,050,000	44.0%	846,329	35.5%	0	0.0%	2,386,674	2,386,674	11.00
UAFS	81,200	3.3%	741,843	30.4%	0	0.0%	1,620,487	66.3%	0	0.0%	2,443,530	2,443,530	10.00
UALR	1,071,776	17.4%	0	0.0%	971,589	15.8%	3,321,265	53.9%	794,322	12.9%	6,158,952	6,158,952	13.62
UAM	24,000	1.0%	1,249,513	53.4%	508,220	21.7%	559,870	23.9%	0	0.0%	2,341,603	2,341,603	10.00
UAPB	2,253,500	38.5%	374,079	6.4%	1,078,234	18.4%	1,176,029	20.1%	975,924	16.7%	5,857,766	5,857,766	14.25
UCA	501,500	7.1%	1,389,000	19.7%	1,124,400	16.0%	3,785,000	53.7%	246,813	3.5%	7,046,713	7,046,713	13.00
NAC	7,200	2.4%	171,275	56.9%	97,741	32.5%	0	0.0%	24,690	8.2%	300,906	300,906	0.00
Subtotal	\$8,539,500	19.5%	\$6,643,740	15.2%	\$8,203,384	18.8%	\$16,969,907	38.8%	\$3,370,852	7.7%	\$43,727,383	\$43,727,383	
UAF	43,494,700	84.0%	1,200,000	2.3%	0	0.0%	0	0.0%	7,062,605	13.6%	51,757,305	51,757,305	0.00
Total	\$52,034,200	54.5%	\$7,843,740	8.2%	\$8,203,384	8.6%	\$16,969,907	17.8%	\$10,433,457	10.9%	\$95,484,688	\$95,484,688	

NOTE: Sources of **Other Athletic Income** are foundations/clubs and other private gifts, miscellaneous income, work study program, etc.

**ECONOMIC FEASIBILITY OF BOND ISSUE
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

Phillips Community College of the University of Arkansas requests approval of the economic feasibility of plans to issue bonds for approximately \$12,305,000 with a maximum term of 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 University of Arkansas Board of Trustees approved this action at its meeting held on June 6, 2008.

The E&G issue will be approximately \$12.3 million with annual debt service of \$740,000. Proceeds from the issue will be used to refund the 1997 bond issue and complete financing for the Grand Prairie Center on the Stuttgart campus. Coordinating Board policy regarding debt service provides that a maximum of 25% of tuition and fee revenue may be pledged to educational and general debt service and that annual millage revenue must be at least 120% of annual debt service.

Relevant data follows:

Educational and General Portion

Budgeted 2008-09 Tuition and Fee Revenue.....	\$ 2,976,000
Estimated Millage Revenue 2008-09.....	300,000
Maximum Allowable Debt Service ($\$2,976,000 \times 25\%$) + ($\$300,000 / 120\%$).....	994,000
Existing Debt Service.....	515,000
Debt Service of Refunded Bonds.....	(515,000)
 Estimated Debt Service for Proposed Issue.....	 740,000
Revenue Remaining for Additional Debt Service.....	\$ 254,000

The above data demonstrates that Phillips Community College of the University of Arkansas has sufficient revenue to support a bond issue of approximately \$12.3 million with a term of 30 years at an estimated annual interest rate of 5%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Phillips Community College of the University of Arkansas to issue bonds for approximately \$12.3 million with a term 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 and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of Phillips Community College of the University of Arkansas of the Coordinating Board's resolution.

**ECONOMIC FEASIBILITY OF LOAN
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

The University of Arkansas, Fayetteville requests approval of the economic feasibility of plans to seek a loan of approximately \$5 million with a maximum term of 5 years at an interest rate not to exceed 5%. Proceeds from the loan will be used for auxiliary purposes. The University of Arkansas Board of Trustees approved this action at its meeting held on June 6, 2008.

The loan will be approximately \$5 million with annual debt service of \$1,142,588. Proceeds from the loan will be used for renovations to various athletic facilities. Coordinating Board policy regarding debt service for auxiliary projects provides that annual net auxiliary revenues should be no less than 120% of the total annual auxiliary debt service.

Relevant data follows:

Auxiliary Portion

Budgeted 2008-09 Net Athletic Revenue.....	\$ 5,647,274
Projected Annual Reserves from Razorback Foundation..	10,600,000
Maximum Allowable Debt Service (\$15,647,274 /120%).....	13,039,395
Existing Debt Service.....	5,079,264
Estimated Debt Service for Proposed Issue.....	1,142,588
Revenue Remaining for Additional Debt Service.....	\$ 6,817,543

The above data demonstrates that the University of Arkansas, Fayetteville has sufficient revenue to support a loan of approximately \$5 million with a term of 5 years at an interest rate not to exceed 5%.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to acquire a loan of approximately \$5 million with a term of 5 years at an estimated annual interest rate of 5% for auxiliary purposes.

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

PROPOSED CHANGES TO HIGHER EDUCATION BOND PROJECTS

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

Phillips Community College – University of Arkansas

Ohio Street and Pillow-Thompson Properties-Helena - Renovation/Remodeling. An amount up to \$400,000 is provided to improve the 32,736 square-foot Ohio Street building for use as training space by removing any chemical spills remaining from when the building was used for storing chemicals for farming and renovation of the 11,040 square foot Pillow-Thompson house.

The Pillow-Thompson house renovation is being added to this project, the amount allocated will remain at \$400,000 as previously approved by the Coordinating Board.

University of Arkansas – Criminal Justice Institute

Criminal Justice Institute Building – New Construction. An amount up to ~~\$1.0 million~~ **\$6,829.22** is allocated toward the construction of a 75,000 square-foot building. The new facility would house offices, an enhanced forensic education training lab, fingerprint recovery area, mock crime scene area, a computer server room and a computer-training laboratory. It would also provide additional laboratory space for training law enforcement personnel in the science of evidence gathering and analysis. “Hands-on” laboratory training is as important as the classroom training received. Enhancements in these areas are necessary to fulfill the Institute’s mandate to provide management, forensic and computer education and training to law enforcement.

The remaining \$993,170.78 originally allocated to the Criminal Justice Institute will be transferred to UAMS and added to the allocation of the project described below.

University of Arkansas for Medical Sciences

New Classroom Building – New Construction. An amount up to ~~\$12 million~~ **\$12,993,170.78** is allocated to UAMS for the construction of a 30,000 square-foot classroom building. The Education II building completed in 1977 is no longer adequate to meet the needs of growing programs in the College of Pharmacy, College of Nursing and the College of Health Related Professions and Public

Health. Enrollment growth and changes in teaching methodologies/technologies have reduced the effectiveness of the 28-year old facility. As a result, UAMS faces a critical shortage of classrooms. UAMS has no facilities to relocate classes to allow the renovation of the existing facility. The new facility will include large lecture hall spaces, classrooms with seating capacities of 55 to 85 students and small group meeting spaces which incorporate the provision of all the necessary resources for instructors to teach in ways that ensure functionality and adaptability for the varied methodologies utilized by the different colleges. All spaces will provide electrical power and wireless networking at all student stations.

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

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

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

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