

**Tentative Agenda Items
April 25, 2014 AHECB Meeting**

**BOARD BUSINESS (Introductions, announcements, minutes)
EXECUTIVE SECTION
AGENCY UPDATES
ACADEMIC COMMITTEE REPORT*
FINANCE COMMITTEE REPORT*
OTHER INFORMATION ITEMS**

*The Academic Affairs and Finance Committees will continue to meet before the full Board meeting. However, agenda items that will be considered by the full Board will be placed in the Executive section.

BOARD BUSINESS

- Introductions
- Minutes, January 31, 2014 Regular meeting
- Announcements

AGENCY UPDATE

EXECUTIVE SECTION

- **Annual Report on Credentials Awarded**

The credentials awarded report is provided as an information item. This report reviews the number of total credentials awarded by public and private institutions and is segmented by the credential degree level.

- **Annual Report on Student Retention and Graduation**

The annual report on graduation and retention rates will be presented to the Coordinating Board as an information item. The report provides fall-to-fall retention and success rate calculations on cohorts of students. In addition, the graduation rates calculations provide an IPEDS-based methodology for calculating graduation rates along with corresponding retention and success rates. The graduation rate data is also segmented by gender, race, and age.

- **Annual Report on Retention and Graduation of Intercollegiate Athletes**

The annual report on retention and graduation of intercollegiate athletes will be presented to the Coordinating Board.

- **Annual Report on Productivity of Recently Approved Programs**

Degree productivity of certificate and associate degree programs approved by the Coordinating Board in AY2010 (2009-2010) (after three years) and baccalaureate and graduate degree programs approved by the Coordinating Board in AY2008 (2007-2008) (after five years) will be presented to the Coordinating Board as an information item.

- **Policy Amendment (AHECB 5.20) – Role and Scope Change Process**

An amendment to the policy on the role and scope change process will be presented.

PUBLIC FORUM

- **Academic Challenge Scholarship**

The rules of the Arkansas Academic Challenge Scholarship will make minor changes to the scholarship with regards to eligibility and continuing eligibility requirements for traditional and non-traditional students, definitions, and correcting minor technical problems. The rules are necessary to comply with Acts 234, 1106, 1173 and 1263 of 2013.

FINANCE COMMITTEE

- **Funding Models**

In accordance with A.C.A §6-61-223, ADHE staff have consulted with the presidents and chancellors concerning any revisions to funding models used for the determination funding recommendations for the 2015-2017 biennium. Coordinating Board approval will be sought for any revisions to the general funding policies for non-formula entities and formula institutions.

- **Performance Funding Outcomes**

The performance-based funding formulas were reviewed and approved by the Arkansas Higher Education Coordinating Board (AHECB) at its Special Meeting held on December 2, 2011. This report will provide the outcomes for each University and College based on the performance-based funding formulas aforementioned.

- **Economic Feasibility of Bond Issue for College of the Ouachitas (CoTO)**

College of the Ouachitas (CotO) requests approval of the economic feasibility of plans to secure a loan from the College Savings Bond Revolving Loan Fund in the amount of \$1.0 million with a term of 15 years with an estimated annual interest rate of 1.0%. Proceeds from the loan will be used for educational and general purposes (E&G) to purchase and remodel a building for a Workforce Development Center. The College of the Ouachitas Board of Trustees approved this financing at its meeting on February 4, 2014.

- **Economic Feasibility of Bond Issue for Southern Arkansas University (SAU)**

Southern Arkansas University (SAU) requests approval of the economic feasibility of plans to issue bonds not to exceed \$10.0 million with a term of 20 years at a rate of approximately 5.0%. Proceeds from the bond issue will be used for auxiliary purposes to purchase the University Village apartments on the campus of Southern Arkansas University in Magnolia, Arkansas. The Southern Arkansas University Board of Trustees approved this financing at its meeting on February 11, 2014.

- **Economic Feasibility of Bond Issue for the University of Central Arkansas (UCA)**

The University of Central Arkansas (UCA) requests approval of the economic feasibility of plans to issue bonds not to exceed \$13.5 million with a term of 30 years at a rate of approximately 5.75%. Proceeds from the bond issue will be used for educational and general purposes (E&G) to cover the Lewis Science Center addition. The University of Central Arkansas Board of Trustees approved this financing at its meeting on February 10, 2014.

- **Distribution of Mineral Lease Funds**

The Department of Higher Education recommends that up to \$500,000 from the Higher Education Research Development Fund be allocated to the University of Arkansas, Fayetteville for expenses associated with the operation of the Arkansas Research and Education Optical Network of all public universities.

ACADEMIC COMMITTEE

Consent Agenda

- **Ozarka College**
Associate of Science in Professional Pilot-Aviation

The Associate of Science in Professional Pilot-Aviation degree is designed to prepare students to fly a single engine aircraft and qualifies students to take pilot credentialing exams. The program includes aviation specific instruction pertaining to: (a) design, (b) performance, (c) flight systems, (d) controls, (e) flight crew operations, (f) radio communications, (g) navigation procedures, (h) navigation systems, (i) airway safety regulations, (j) airway traffic regulations, and (k) governmental rules and regulations. This degree will serve as the foundation for advanced flight certification offerings as well as provide seamless transfer degree opportunities to four-year institutions such as Henderson State University's Bachelor of Science in Aviation program of study. Currently, a flight aviation program is not present in the North Central Arkansas region. Unlike many careers, pilots may reside in locations not directly affiliated with their work. Because of the anticipated need for more pilots, a modest professional pilot aviation program located in North Central Arkansas is both sensible and advantageous to provide work opportunities in a region which is not afforded with large scale industry-based employment. Accordingly, the Ozarka College Board of Trustees and numerous distinguished professionals and political leaders strongly support the start of an aviation program in North Central Arkansas.

Working in collaboration with a strong local interest for this program of study is the presence of strategic partnerships. Ozarka College has a strong partnership with the Melbourne Airport, which is located within 5 miles of the Melbourne campus. This partnership enables Ozarka College an affordable opportunity to utilize available meeting rooms and hanger space. In addition, the airport employs in-residence professional maintenance staff who will provide mechanical and service support to aircraft needs. University support is present through a 2+2 partnership with Henderson State University (HSU). The Director of Aviation, Mr. Troy Hogue, at HSU states that the HSU aviation program can easily support an additional 20 new students (i.e. graduates of the Ozarka College AS in Professional Pilot-Aviation program) on an annual basis with respect to providing training and employment opportunities upon graduation from Henderson State University's aviation program.

The model Ozarka College will use is scalable in its acquisition of resources. Over a period of two years, the college will purchase three training aircraft through institutional and/or grant funding sources. The college will hire a Director of Aviation, an Administrative Assistant, and a full-time Aviation Faculty member to provide administrative and instructional support for the program. Additional part-time faculty members (i.e. certified flight instructors) to provide flight training will be added based on student need. This approach adds to the scalable methodology of this program of study. The aviation program has a robust Executive Advisory Board, consisting of members with worldwide aviation recognition, to ensure transfer and industry readiness. Because this program of study is packaged as a transfer degree, students will have the option to shift to other comparable two-year degrees without incurring significant loss of credit should they decide to pursue a different program major.

- **University of Arkansas Community College at Batesville**

- **Cosmetology Technical Certificate**

- The cosmetology program is designed to provide students with the theoretical and practical instruction required as a prerequisite to qualify for licensure examination by the Arkansas Department of Health Cosmetology Section. The primary purpose of the program is to train students in basic manipulative skills, safety judgments, proper work habits, desirable attitudes and appreciation necessary for positions as a Cosmetologist. Students will be trained in hygiene and sanitation, physiotherapy, cosmeticity, physiology and histology anatomy, neurology, mycology, osteology, hairdressing, manicuring, aesthetics, salesmanship, shop management, and shop department. All elements of the technical curriculum are dictated by and shall adhere to the standards of the Arkansas Department of Health Cosmetology Section.

- **Cossatot Community College of the University of Arkansas**

- **Technical Certificate in Multi-Craft Technology**

- The proposed certificate in multi-craft technology will provide students with the skills needed to perform general duties required in entry level maintenance or production jobs with greatly increased employment opportunity. Students will have the option of choosing courses that best meet their needs. These are compressed courses and will be offered in 8 week periods. Stackable Certificates of Proficiency in Hydraulics/Pneumatics, HVAC, Mechanical Devices, Industrial Motor Controls, Programmable Controls, Lubrication, and Welding will lead to the Multi-Craft credential and all hours will apply toward the Associate of Applied Science in General Technology. Existing courses in welding technology will support this program. The multi-craft technology program will be housed in a newly renovated, 7500 sq. ft., \$1,000,000 facility with fully equipped classrooms, \$300,000 of new training equipment, E-Learning curriculum, and accredited by NCCER. Monetary support for this program is provided by a \$450,000 TAACCCT (DOL) grant, \$150,000 of GIF funds, and donations of equipment from Domtar Industries.

- **University of Arkansas, Fayetteville**

- **Bachelor of Science in Education in Special Education**

- The proposed program, BSE in Special Education, would enable students to major in special education at the undergraduate level and be eligible for Arkansas licensure as a K-12 special education teacher upon graduation. In the past, the only avenue for achieving special education teaching license was to add the license to a general education teaching license. This model resulted in severe shortages of licensed, qualified special education teachers. The Arkansas Department of Education has responded to this need by changing the special education licensure requirements to a stand-alone license.

- The University currently supports a graduate degree program in special education so current library resources, facilities and equipment will be used in the education of undergraduates. There will be several new courses but these will be proposed for undergraduate and graduate credit, thereby positioning the program to use the courses for undergraduate initial license in special education, but also allowing for preparing graduate students with initial licenses in other fields to add special education.

- The proposal currently is under review by the Arkansas Department of Education.

- **Institutional Certification Advisory Committee (ICAC)**

- The following applications for initial certification have been reviewed by ADHE for possible consideration at the AHECB meeting in April 2014.

- American College of Healthcare Science, Portland, Oregon
Initial Certification – Distance Technology
Graduate Certificate in Wellness Coaching
Master of Science in Health and Wellness

American University, Washington, D.C.
Initial Certification – Distance Technology
Master of Arts in Strategic Communication

Arizona State University, Scottsdale, Arizona
Initial Certification – Distance Technology
Bachelor of Science in Nutrition Communication
Master of Science in Global Technology and Development

Baptist Health Schools Little Rock, Little Rock, Arkansas
Planning and Development to offer Associate Degrees

Concordia University Wisconsin, Mequon, Wisconsin
Initial Certification – Distance Technology
Associate of Science in Business Management
Bachelor of Arts in Business Management
RN to Bachelor of Science in Nursing
Master of Business Administration
Master of Science in Nursing
Master of Science in Organizational Leadership Administration
Doctor of Nursing Practice

Franklin University, Columbus, Ohio
Initial Certification – Distance Technology
Bachelor of Science in Emergency Management and Homeland Security
Bachelor of Science in Risk Management and Insurance

Johns Hopkins University, Baltimore, Maryland
Initial Certification – Distance Technology
Post-Baccalaureate Certificate in Applied Health Informatics
Master of Arts in Communication
Master of Arts in Museum Studies
Master of Public Health
Master of Science in Environmental Sciences and Policy
Master of Science in Nursing
Master of Science in Public Health in Social and Behavioral Intervention
Graduate Certificate in Nurse Educator
Doctor of Nursing Practice
Doctor of Public Health

Kansas State University, Manhattan, Kansas
Initial Certification – Distance Technology
Bachelor of Science in Animal Science
Bachelor of Science in Dietetics
Bachelor of Science in Food Science
Master of Science in Academic Advising
Master of Science in Software Engineering

Mid-America Christian University, Oklahoma City, Oklahoma
Initial Certification – Distance Technology
Associate in Arts and Ethics
Bachelor of Science in Communication, Public Relations and Ethics
Bachelor of Science in Criminal Justice and Ethics
Bachelor of Science in Healthcare Administration and Ethics
Bachelor of Science in Management and Ethics
Bachelor of Science in Psychology and Ethics
Bachelor of Science in Public Administration and Ethics

Missouri State University, Springfield, Missouri

Initial Certification – Distance Technology
Bachelor of Science in Health Services
Bachelor of Science in Information Technology Services Management
Bachelor of Science in Professional Writing
Undergraduate Certificate in Screenwriting for TV and Film
Graduate Certificate in Conflict Resolution and Dispute Management
Graduate Certificate in Homeland Security and Defense
Graduate Certificate in History for Teachers

National American University, Rapid City, South Dakota

Initial Certification – Distance Technology
Doctor of Education in Community College Leadership

Norwich University, Northfield, Vermont

Initial Certification – Distance Technology
Bachelor of Science in Criminal Justice

Oregon State University, Corvallis, Oregon

Initial Certification – Distance Technology
Bachelor of Science in Environmental Sciences
Bachelor of Science in Horticulture
Doctor of Philosophy in Community College Leadership

Remington College, Heathrow, Florida

Initial Certification – Little Rock Campus
Associate of Applied Science in Business Administration

University of Cincinnati, Cincinnati, Ohio

Initial Certification – Distance Technology
Bachelor of Science in Sign Language
Master of Education in Curriculum and Instruction
Master of Education in Educational Leadership
Master of Education in Foundations in Behavioral Analysis
Master of Education in Literacy and Second Language Studies
Master of Education in Medical Education
Master of Education in Special Education

University of Kansas, Lawrence, Kansas

Initial Certification – Distance Technology
Certificate in Autism Spectrum
Endorsement in High Incidence Disabilities
Master of Science in Curriculum and Instruction
Master of Science in Education High-Incidence Disabilities
Master of Science in Education, Transition Education and Services

University of Nebraska-Lincoln, Lincoln, Nebraska

Initial Certification – Distance Technology
Master of Arts in German Education
Master of Arts in Teaching, Mathematics
Master of Arts in Special Education
Master of Education, Educational Administration
Master of Education in Special Education
Master of Engineering
Master of Laws, Space Cyber Telecommunications
Master of Science in Agronomy
Master of Science in Architecture

Master of Science in Child, Youth, and Family Studies
Master of Science in Textiles, Merchandise and Fashion Design
Doctor of Education in Educational Administration
Doctor of Education in Educational Studies
Doctor of Philosophy in Educational Studies

University of Nebraska Medical Center, Omaha, Nebraska

Initial Certification – Distance Technology
Master of Science in Perfusion Science
Master of Physician Assistant Studies

University of Saint Mary, Leavenworth, Kansas

Initial Certification – Distance Technology
RN to Bachelor of Science in Nursing
Master of Business Administration

Vanderbilt University, Nashville, Tennessee

Initial Certification – Distance Technology
Master of Science in Nursing
Post Master's Certificate for Nursing
Doctor of Nursing Practice
Doctor of Philosophy in Nursing Science

Vista College, Richardson, Texas

New Campus in Fort Smith, Arkansas
Associate of Applied Science in Business Management
Associate of Applied Science in Information Technology
Associate of Applied Science in Medical Assisting
Associate of Applied Science in Medical Insurance Billing and Coding

William Woods University, Fulton, Missouri

Initial Certification – Distance Delivery
Master of Education in Equestrian Education
Master of Education in Teaching and Technology

▪ **Letters of Notification**

Programs included in the Letters of Notification have been approved by the ADHE Director and must be included on the AHECB agenda prior to program initiation. The programs are reasonable and moderate extensions of existing certificates and degrees.

**Arkansas State University-Mountain Home
Associate of Applied Science in Workforce Technology**

Arkansas State University–Mountain Home proposes to deliver career and technical education courses designed to better serve the communities and students of its service district. The proposed Associate of Applied Science in Workforce Technology is designed as a degree completion program for existing certificate programs in occupational fields such as automotive systems repair and heating, ventilation, and air conditioning. This non-transferable degree program is designed to provide students with entry and advanced-level marketable skills.

**Rich Mountain Community College
Technical Certificate in Culinary Arts**

RMCC currently offers a Certificate of Proficiency in Culinary Basics. Continued expansion of the culinary program is necessary to meet the needs of our service area. The technical certificate program provides knowledge and hands-on experience to prepare students to enter the food service profession. Graduates may become employed with a variety of hospitality venues, restaurants, schools, hospitals, catering establishments, entrepreneurial endeavors, and other food service

locations. Students are encouraged to participate in professional organizations, competitions, and local culinary events.

Associate of Arts in Teaching (AAT)

ADHE will request that the AHECB approved statewide transfer degree for teaching (Associate of Arts in Teaching) be placed on hold beginning in Fall 2014 to allow the Education Deans and faculty at the four-year universities to determine the common education content and courses that will be required for the AAT based on the new K-6 and middle-level licensure standards recently adopted by the Arkansas State Board of Education. It is expected that the revised AAT will be ready for implementation in Fall 2015.

▪ **Letters of Intent**

A Letter of Intent informs the AHECB of institutions that plan to offer new programs or organizational units that require a proposal and Coordinating Board approval. Chief academic and chief executive officers can comment on the proposed programs and organizational units before the proposals are considered by AHECB.

Regular Agenda

▪ **Henderson State University**

Henderson State University-Hot Springs Degree Center

For many years Henderson State has worked in concert with National Park Community College to provide opportunities for students in the Hot Springs area to earn bachelor's degrees. This has been met with marginal success as it has been very difficult to make Henderson's presence known when housed on another campus. By having a separate location, clearly marked with the Henderson name, these programs will become more visible to the general public. The Hot Springs Chamber, economic development, local service organizations, businesses, and the community college have all worked very closely together to ensure that this new location become a viable and vibrant part of the community. It will provide opportunities for citizens to earn bachelor's degrees without having to travel long distances, give up full-time jobs, find extended childcare services, and so on. Henderson State received a generous state appropriation to help make this location a reality. It is anticipated that this appropriation will subsidize the programs for the first five years as enrollments grow and additional programs are developed. The HSU Degree Center will be housed in the Landmark Building.

▪ **Arkansas State University-Jonesboro**

Branch Campus in Queretaro, Mexico

The proposed partnership between the Association for the Advancement of Mexican Education (AIEM) and Arkansas State University-Jonesboro will establish an ASUJ branch campus in the city of Queretaro, Mexico. ASUJ will offer the same general education program and a selection of current academic programs at the ASU Mexico location. With English as the language of instruction, students and faculty will be able to take advantage of opportunities on the Jonesboro and Mexico campuses such as faculty exchange and study abroad programs. This educational partnership will allow ASUJ the opportunity to establish direct ties with more than 800 international companies (including 500+ U.S. companies) located in Queretaro that will lead to unique academic and professional experience and development in an international setting. AIEM and ASUJ will secure all necessary approvals from their respective governments and governmental coordinating boards, and will execute appropriate operating documents to ensure that all legal and accreditation requirements are met. AIEM will underwrite ASUJ-Mexico operating deficits during a defined start-up period, and it is projected that the ASU Mexico location will be self-supporting.

- **Arkansas Tech University**

Role and Scope Change Request to Offer Doctor of Education (EdD) in Executive Leadership

Arkansas Tech University is making a change in its role and scope to offer the first doctorate in the history of the institution, an EdD in Executive Leadership. Arkansas Tech University has a demonstrated history of responding to the needs of its constituents and the State, and of being a good steward of the funds provided by the State and the tuition paid by its students.

ATU has a special role in serving students who are practitioners in the education field at the Educational Specialist (EdS) level. This proposal is in keeping with this role in expanding opportunities for students and for keeping students in executive leadership roles in Arkansas public schools. The market demand for an EdD for the practitioner/scholar exists based on requests from Arkansas Tech University and Henderson EdS students along with demand from employers and other practitioners.

The special feature of the proposal is to address the need and accessibility of executive leadership training for the scholar/practitioner. The change of the institution to seek this change in role and scope has been gradual in its development based on the success of the EdS program and demand from the EdS students. The careful planning of the proposed offering adds value to the advanced work completed through the EdS curriculum.