

**Tentative Agenda Items
April 27, 2012 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 26, 2012 Special meeting
- Minutes, January 27, 2012 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 of 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 2007-08 (after three years) and baccalaureate and graduate degree programs approved by the Coordinating Board in 2005-2006 (after five years) will be presented to the Coordinating Board as an information item.

■ **Implementation of Arkansas Common Course Numbering System**

A resolution will be presented to implement the Arkansas Common Course Numbering System to meet the requirements of Act 747 of 2011.

■ **Policy Amendment: Freshman Assessment and Placement (AHECB Policy 5.8)**

An amendment to Coordinating Board Policy 5.8 will be presented to update the statewide minimum college course placement scores based on a recent ACT report; to identify additional general education core courses in mathematics; to include guidelines for the implementation of uniform measurable exit standards for remedial/developmental courses that are comparable to the statewide minimum ACT or SAT placement scores required for undergraduate student enrollment in college-level courses in English composition and mathematics as outlined in Act 971 of 2009; and to allow for simultaneous enrollment in college-level courses and remedial/developmental courses as outlined in Act 899 of 2011.

ACADEMIC COMMITTEE

Regular Agenda

■ **Update on Role and Scope: Arkansas Tech University
Request for Change of Role and Scope to offer the Doctor of Education (EdD)**

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.

Consent Agenda

■ **New Program: Arkansas State University-Jonesboro
Master of Science in Engineering**

The proposal is to establish a new Master of Science in Engineering (MSE) graduate program within the College of Engineering at Arkansas State University-Jonesboro. Engineering programs at ASU have evolved significantly from their beginnings as an agricultural engineering program in the 1960s and the later establishment of the Bachelor of Science in Engineering program in 1982-83. Additional recent developments, including the establishment of three new undergraduate degrees (Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Mechanical Engineering) and one graduate degree (Master of Engineering Management) in 2008-09, have created a fertile ground for additional momentum and synergy in academia, research, and industry, and should have a positive impact on Arkansas' economic development.

The ASU College of Engineering is poised to initiate an expanded engineering graduate program that will build upon ASU's tradition and existing strengths in engineering education and research. The ASU MSE program will enable engineering graduate students to enhance their investigation and problem-solving skills through the application of advanced engineering principles and methods in original research and development activities. The ASU MSE program will provide outstanding student-centered instruction, learning, and research and scholarship opportunities to serve the community, state and nation, and further enhance ASU's recognition as a comprehensive research-oriented university.

The goal of the ASU MSE program is to utilize fundamental science and technology in order to enhance the efficient and sustainable use of resources and to integrate research and teaching to promote cross-disciplinary interactions between university and industry. Applied engineering and state-of-the-art technology will form our core identity as a scientific institution and will offer students hands-on experiences in solving engineering problems.

- **New Program: Arkansas Tech University
Bachelor of Science in Business Administration in Business Data Analytics**

The Business Data Analytics (BDA) major prepares students for a career in business data analysis. These professionals analyze data to support business decisions and strategy and to creatively solve business problems. Specific data analyst job descriptions depend on the responsibilities of the particular industry in which the data analyst is working. A data analyst responds to client or management requests for information and may have to develop methodologies and files for effective data management. A data analyst is able to retrieve, manipulate, and analyze data from multiple sources; and works with data using a variety of tools, platforms, and techniques and interprets the results in a clear, understandable way. These professionals create and report actionable information in a professional manner. Through a strong understanding of software, database/data warehouse, and research tools, the Business Data Analyst combines an understanding of business functional requirements, information resources, and systems applications of a firm to create and manage meaningful business intelligence to achieve business strategic success. The firms that would potentially hire BDA graduates are ABF Freight System, Axcion, Bank of America, Ducommun LaBarge Technologies, Entergy, IC Bus, and Sherwin Williams.

- **New Program: Arkansas Tech University
Associate of Science in Ozark-Ouachita Studies**

The program is designed to promote cross-disciplinary and cross-college collaboration and exchange with a focus on issues relevant to the Ozark-Ouachita region by combining coursework from three colleges and seven departments. The program will serve both students who may not need or want to complete a bachelor's degree and those who seek to acquire an AS in addition to their bachelor's degree. The coursework requires completion of 60 hours, including the university's general education core courses, 21 hours of required and elective courses related to Ozark-Ouachita Studies, and 4 hours of general elective credit (including Tech 101). These courses already exist in the curriculum, and will serve the new Associate of Science degree with only minor modification. No new program, faculty resources, or library resources will be required to implement the AS in Ozark-Ouachita Studies. The following degree programs support the proposed AS program: Biology, English, Fisheries and Wildlife Science, Geology, History, Recreation and Park Administration, and Sociology.

This program is designed to enhance the educational experience of students wishing to remain in the state after graduation and was derived from student interest (across academic disciplines) in a variety of topics related to the Ozark-Ouachita region. This new Associate of Science program offers the opportunity for students from three separate colleges pursuing a diversity of majors to focus their academic energy on issues of importance to Arkansas and its citizens. One goal of the program is to foster academic collaboration between the University's colleges with the hope of developing long-term research projects that combine the theories and methodologies of both the

natural and social sciences. Another goal of the program is to make students uniquely employable to Arkansas businesses and to federal and state agencies targeted at cultural preservation, natural resource protection and social services.

▪ **New Program: University of Arkansas, Fayetteville
Doctor of Philosophy (PhD) in Geosciences**

The objective of the proposed program is to provide doctoral-level training for students in areas of strengths unique to the University of Arkansas, Fayetteville (UAF) and to build areas of graduate research and instruction currently not available in Arkansas and the immediate surrounding region. These areas of faculty expertise include 1) basin evolution and analysis (including multiple aspects of petroleum geology that incorporate sedimentation, structural geology, stratigraphy and geophysics), 2) crustal and mantle composition and tectonic evolution, 3) neotectonics and dynamic geomorphology, 4) geomatics (including GIS, remote sensing, GPS geodesy, and geospatial analysis), 5) groundwater dynamics, karst hydrology and limnology, and 6) paleoclimatology. The introduction of the program is timely. Scholarly activity, research expenditures, and graduate enrollment have steadily increased in the Department of Geosciences throughout the past decade. In addition, the growth of the natural resource sector and the explosion of the geospatial industry require highly-trained professionals with the knowledge-base, skills, and experience of geoscientists.

Students with doctoral-level expertise in these areas will contribute to the economic and environmental well-being of Arkansas, and of surrounding states. This is particularly relevant now with the new-found interest in petroleum and natural gas resources within the region, and the rapid expansion of the energy industry. The economic impact on Arkansas of natural gas extraction from the Fayetteville Shale, a geologic formation present throughout the state, is estimated at range from \$5.5 to \$18 billion. In addition to the increased importance of petroleum resources, environmental problems related to water quality and quantity exist and are becoming more severe. Their long-term resolution requires strong and forward-thinking research led by highly trained investigators. Natural resources including water, coal, oil, natural gas, and building materials are necessities for economic development in the state. Graduates of this program will contribute in their vital area through geologic analysis of sedimentary basins, and through advanced geographic and cartographic depiction of their distribution. Surficial processes such as stream erosion and deposition, slope erosion, glaciation, and weathering, all impact the land surface that we use for living, for storage of waste materials, for agriculture, and for construction. Natural hazards such as earthquakes affect the surface and construction. We envision that students who study the processes and deposits will contribute to mitigating any deleterious effects and promote wise use of our natural and cultural resources.

The Department of Geosciences at the University of Arkansas merges the formerly distinct Departments of Geography and Geology into a single academic unit. Research continues to be a primary focus within the Department of Geosciences, despite the lack of a doctoral program in the field. Total active external funding during 2009-2010 was approximately \$8 million, a modest increase from \$7.5 million in 2008-2009. This includes funds on which our faculty are PI and/or Co-PI, including Geosciences faculty affiliated with the Center for Advanced Spatial Technologies.

The curriculum will use existing courses at the 4000-5000 level within the Department of Geosciences, plus the addition of courses in specific areas that support departmental research strengths as new faculty are hired. One new course on technical and proposal writing will be required. Facilities, and equipment are adequate for the short-term, and will be much improved with the final renovation of Ozark Hall, scheduled to be completed in mid-summer 2013. Because Geology and Geography have been long standing programs at the University of Arkansas, library resources are generally good, but will need to be enhanced with the addition of several journals to fully meet the needs of a Geosciences PhD granting program. Funds for four new faculty hires are included in the budget for the proposed PhD program. One will be at the

senior level and the others at the junior level. The hire at the senior level will be in the area of petroleum geology and will be a person with extensive experience with doctoral students and graduate education to provide guidance as the Department moves forward with the PhD program. The budget also has monies allocated for additional PhD level graduate assistantships.

▪ **New Program: University of Arkansas at Monticello
Master of Fine Arts in Creative Writing offered by distance technology**

As a purely online MFA with specializations in fiction, creative nonfiction, and poetry, this program provides both flexibility and academic rigor. The MFA will accommodate the academic, personal and career goals of its students and their lifestyles and geographical locations in the context of a high-quality program taught by accomplished writers. This is a 48-hour degree, in line with the best practices and standards of the Association of Writers and Writing Programs (AWP) and will be taught by core faculty at UAM as well as contracted part-time faculty "mentors," as is the common practice among low-residency and online MFA programs across the country.

The UAM MFA in Creative Writing will be of interest to persons who would pursue writing careers, public school teachers wishing to obtain a master's degree, individuals interested in teaching at the collegiate level, and employees of businesses who would benefit from the further development of their critical and creative thinking and writing skills. The core faculty is currently employed by UAM with credentials that rival or exceed the credentials of core faculty at most MFA programs nationally. The degree will be housed in the School of Arts and Humanities as its first graduate-level degree.

▪ **New Program: University of Arkansas at Pine Bluff
Master of Science in Computer Science and Technology**

The University of Arkansas at Pine Bluff (UAPB) has gained national and international recognition for its STEM Academy, Arkansas Alliance for Minority Participation (ARK-LASAMP) in STEM careers, and its graduate program in Aquaculture & Fisheries. The Computer Science program has generated more than \$2 million in external funds for program development in cyber security. It is on the strengths of the core baccalaureate programs in Industrial Technology and Computer Science that this new master's degree in Computer Science and Technology is based.

Graduates of this program will have the technological (i.e. industrial technology and industrial engineering) and computer (i.e. information science and information technology) knowledge and experiences to meet the job demands of business and industry such as computer systems design and related services; management, scientific, and technical consulting services; and semiconductor and other electronic component manufacturing (Source: U.S. Department of Labor/Arkansas Department of Workforce Services Employment Projections). This master's proposal is driven by two distinct needs, fueled by the growth in professional/technology-oriented employers in Arkansas and the southeastern region of the United States.

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

The following applications for certification have been reviewed by ADHE and ICAC for consideration at the April 2012 AHECB meeting.

American InterContinental University, Hoffman Estates, Illinois

Initial Certification - Distance Technology

- Associate of Criminal Justice

- Associate of Information Technology

- Associate of Arts Visual Communications

American Sentinel University, Aurora, Colorado
Initial Certification – Distance Technology
Master of Science in Nursing – RN to MSN
Doctor of Nursing Practice

Argosy University, Chicago, Illinois
Initial Certification – Distance Technology
Associate of Arts in Psychology
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Master of Science in Organizational Leadership
Master of Business Administration
Master of Public Administration
Doctor of Business Administration

Art Institute of Pittsburgh, Pittsburgh, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Science in Advertising
Bachelor of Science in Culinary Management
Bachelor of Science in Fashion and Retail Management
Bachelor of Science in Game Art and Design
Bachelor of Science in Graphic Design

Belhaven University, Jackson, Mississippi
Initial Certification – Distance Technology
Associate of Arts in Business
Bachelor of Business Administration
Bachelor of Health Administration
Master of Health Administration
Master of Sports Administration

Bryan College, Springfield, Missouri
Recertification – Distance Technology, Rogers Campus
Associate of Applied Science in Medical Laboratory Technician

Chamberlain College of Nursing, Addison, Illinois
Recertification – Distance Technology
Bachelor of Science in Nursing, RN to BSN
Master of Science in Nursing

Colorado State University-Global Campus, Greenwood Village, Colorado
Initial Certification – Distance Technology
Master of Science in Management
Master of Science in Organizational Leadership

Colorado Technical University, Colorado Springs, Colorado
Initial Certification – Distance Technology
Doctor of Management

Columbia College, Columbia, Missouri
Initial Certification – Distance Technology
Associate of Arts
Associate of Science in Business Administration
Associate of Science in Criminal Justice Administration
Bachelor of Arts in Business Administration
Bachelor of Arts in Criminal Justice Administration
Bachelor of Arts in Human Services

DeVry University, Naperville, Illinois

Recertification – Distance Technology

Associate of Applied Science in Electronics and Computer Technology

Associate of Applied Science in Health Information Technology

Associate of Applied Science in Web Graphic Design

Bachelor of Science in Computer Information Systems

Bachelor of Science in Network and Communications Management

Bachelor of Science in Game and Simulation Programming

Bachelor of Science in Justice Administration

Bachelor of Science in Multimedia Design and Development

Everest College, Phoenix, Arizona

Initial Certification – Distance Technology

Bachelor of Science in Business Administration

Everest University, Orlando, Florida

Initial Certification – Distance Technology

Associate of Applied Science in Applied Management

Associate of Science in Homeland Security

Bachelor of Science in Applied Management

Bachelor of Science in Computer Information Science

Bachelor of Science in Criminal Justice

Bachelor of Science in Homeland Security

Franklin University, Columbus, Ohio

Recertification – Distance Technology

Bachelor of Science in Applied Psychology

Bachelor of Science in Healthcare Information Systems Management

Bachelor of Science in Healthcare Management

Bachelor of Science in Interdisciplinary Studies

Bachelor of Science in Communications

Bachelor of Science in Safety, Security, and Emergency Management

Graceland University, Independence, Missouri

Initial Certification – Distance Technology

Doctor of Nursing Practice, Organizational Leadership

Grand Canyon University, Phoenix, Arizona

Initial Certification – Distance Technology

Master of Public Health

Master of Science in Health Care Informatics

Master of Science in Psychology

Recertification

Master of Science in Criminal Justice

Master of Science in Health Care Administration

Doctor of Education in Organizational Leadership

ITT Technical Institute, Indianapolis, Indiana

Initial Certification – Distance Technology

Associate of Applied Science in Information Systems Administration

Master of Business Administration

Recertification – Little Rock Campus

Associate of Applied Science in Paralegal Studies

Bachelor of Science in Project Management

Kaplan University, Davenport, Iowa

Initial Certification – Distance Technology
Bachelor of Science in Nursing
Master of Science in Nursing
Master of Science in Finance

Recertification – Distance Technology

Associate of Applied Science in Fire Science
Bachelor of Science in Criminal Justice and Administration Management
Bachelor of Science in Fire and Emergency Management
Bachelor of Science in International and Comparative Criminal Justice
Master of Science in Accounting

Liberty University, Lynchburg, Virginia

Initial Certification – Distance Technology
Associate of Arts in Accounting
Associate of Arts in Management Information Systems
Bachelor of Science in Accounting
Bachelor of Science in Management Information Systems
Bachelor of Science in Interdisciplinary Studies

Massachusetts College of Pharmacy and Allied Health Sciences, Boston, Massachusetts

Initial Certification – Distance Technology
Doctor of Pharmacy Post Baccalaureate

Norwich University, Northfield, Vermont

Initial Certification – Distance Technology
Bachelor of Science in Strategic Studies and Defense Analysis Degree Completion
Master of Science in Nursing
Certificate of Teaching and Learning

Oklahoma Wesleyan University, Bartlesville, Oklahoma

Initial Certification – Distance Technology
Bachelor of Science in Nursing – RN to BSN

Rasmussen College, Ocala, Florida

Initial Certification – Distance Technology
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Human Services
Associate of Applied Science in Information Systems Management
Associate of Applied Science in Paralegal
Bachelor of Science in Nursing

South University, Savannah, Georgia

Initial Certification – Distance Technology
Associate of Science in Allied Health Science
Bachelor of Arts in Psychology
Bachelor of Business Administration
Bachelor of Science in Nursing
Master of Science in Nursing

Strayer University, Herndon, Virginia

Initial Certification – Distance Technology
Executive Master of Business Administration

University of Phoenix, Phoenix, Arizona
Initial Certification – Distance Delivery, Rogers and Little Rock Campuses
Bachelor of Science in History
Bachelor of Science in Biological Science

Recertification – Distance Delivery
Doctor of Health Administration
Doctor of Business Administration
Doctor of Management in Organizational Leadership
~~Doctor of Education in Educational Leadership~~

Western International University, Phoenix, Arizona
Initial Certification – Distance Delivery
Associate of Arts in Business
Master of Arts in Human Dynamics
Master of Arts in Innovative Leadership
Master of Public Administration
Master of Science in Information Systems Engineering

▪ **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.

▪ **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.

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 of funding recommendations for the 2013-2015 biennium. Coordinating Board approval will be sought for any revisions to the general funding policies for non-formula entities and formula institutions.

~~▪ Tuition Policy for 2013-15~~

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 tuition and fees for funding purposes only for all public institutions of higher education. In October 1981, the State Board determined that tuition and fee adjustments should be based on established goals for the state's share and the students' share of the cost of education. Developed in accordance with AHECB guidelines, proposed tuition and fee rates to be used in funding formulas for 2013-15 will be presented for Coordinating Board approval.

▪ **Economic Feasibility of Bond for Arkansas Tech University- Ozark (ATU)**

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$1.5 million with a term of 30 years at an annual interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be for auxiliary purposes to construct, equip and

rehabilitate various athletic facilities on the campus of Arkansas Tech University in Russellville, Arkansas. The Arkansas Tech University Board of Trustees approved this financing at its meeting on March 15, 2012.

- **Economic Feasibility of Bond for Southern Arkansas University (SAU) and Southern Arkansas University Tech (SAUT)**

Southern Arkansas University and Southern Arkansas University Tech request approval of the economic feasibility of plans to issue bonds not to exceed \$12 million with a term of 30 years at a rate of approximately 5.0 percent. The bond funds will be split equally between SAU and SAUT. SAU will utilize the funds to construct a (60) bed apartment complex and for renovation/repairs at other auxiliary facilities on the Magnolia campus. Auxiliary revenues will be the dedicated funding source for repayment of the bonds. SAUT will utilize the funds to construct a multipurpose student facility and make additional renovations to educational and general facilities on the East-Camden Campus. Tuition and Fee revenue will be dedicated funding source for repayment of the bonds. The SAU Board of Trustees approved this financing at its meeting on March 12, 2012.

- **Distribution of Mineral Lease Funds**

The Department of Higher Education recommends that \$1 million 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.