

# **Arkansas Higher Education Coordinating Board Policies**



**2015**

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## FOREWORD

The Arkansas Higher Education Coordinating Board Policy Manual contains the by-laws, policies, and regulations approved by the Higher Education Coordinating Board. The policy manual will be updated as needed following the regular quarterly meetings of the Board.

## **AMENDMENT OF ARKANSAS HIGHER EDUCATION COORDINATING BOARD BY-LAWS**

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The Arkansas Higher Education Coordinating Board (“Coordinating Board”) is charged by state law to coordinate higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education.

The following amendment is recommended to the by-laws in this agenda item for adoption to allow the Coordinating Board Chair to count in the quorum and voting. This will allow the Board to discharge its responsibilities in a more effective manner. The revision recommended is highlighted on Page 22-5.

The following resolution is presented for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the by-law amendment presented in this agenda item for the operation of the Coordinating Board.

# **ARKANSAS HIGHER EDUCATION COORDINATING BOARD**

## **BY-LAWS**

### **Statement of Mission and Values**

1. As members of the Arkansas Higher Education Coordinating Board, we understand that acceptance of appointment to this Board is an acknowledgment of our responsibility to serve the citizens of Arkansas in the arena of higher education, and not simply the receipt of an honor or recognition.
2. We shall prepare for meetings by studying and understanding relevant materials supplied by staff.
3. We shall constantly improve our effectiveness as board members by reading widely in general and specialized publications in the subjects of educational matters and in state and local news.
4. We shall consider issues from the viewpoint of the needs and best interests of the people of Arkansas as a whole, and without partiality for or against any particular institution or type of institution.
5. We shall base our decisions on valid and appropriate data, information, and professional advise and counsel.
6. We shall bring to and expose to Board deliberations all concerns we have; we debate openly, vigorously, candidly, and politely; and we support decisions of the Board once made.
7. We consider attendance at regular and special Board meetings a priority because of our responsibility to bring our individual questions and counsel to Board deliberations.
8. We understand and support the public's right to observe and be informed about the work of the Board as a public body tending to the public's business.
9. We understand the distinction between our duty to set policy and establish appropriate monitoring or reporting to ensure compliance with policy, and our duty to refrain from interfering in the administration and management of the department's responsibilities. We should, however, communicate freely with the Director and appropriate staff regarding information relevant to the respective responsibilities of the Board and the department.
10. We are dedicated to establishing policy and discharging our responsibilities without discrimination on the basis of race, gender, color, creed, religion, age, or other inappropriate characteristics or criteria.



11. We serve as a bridge between institutions of higher education and the department staff on the one hand, and the Governor, General Assembly, and public on the other.
12. We serve as a buffer that shields the institutions and the department staff from inappropriate criticism and political pressure.
13. As individual board members we acknowledge that we should neither act nor speak on behalf of the Board with respect to matters under the jurisdiction of the Board. On these matters the Board should act collectively and the chair should be deemed the spokesperson for the Board.
14. We encourage and demand, within the bounds of the Board's legal authority and responsibility, integrity and accuracy of data and information supplied by institutions and relied upon by the staff and Board in the discharge of its responsibilities.

## **BY-LAWS**

### **Article I**

#### **The Board**

**Section 1. Statute.** The Arkansas Higher Education Coordinating Board (“Coordinating Board”) was created by Acts of 1997, No. 1114, which abolished the State Board of Higher Education and transferred its powers, duties, and functions, records, personnel, property, unexpended balances of appropriations, allocations, or other funds to the Arkansas Higher Education Coordinating Board. The Coordinating Board is empowered with those duties and responsibilities specified or implied in Acts of 1997, No. 1114; Acts of 1977, No. 560, as amended by Acts of 1991, No. 1244; those duties and responsibilities specified or implied in Acts of 1991, No. 773 and No. 1244; and as otherwise specified by state and federal law.

**Section 2. Board Composition.** The Coordinating Board consists of twelve (12) members appointed by the Governor as provided in Acts of 1997, No. 1114. No more than four (4) members shall be appointed from any one (1) congressional district, as the districts exist at the time of the appointment. No more than two (2) members at any one time shall be graduates of an undergraduate program of any one (1) state university or college. The members of the Board shall serve staggered terms of six (6) years. The terms of the members of the initial board shall be determined by lot so that the terms of two (2) members shall expire each year. No member may serve more than two (2) terms.

### **Article II**

#### **Officers of the Board and Their Duties**

**Section 1. Officers.** The officers of the Coordinating Board are the Chair, the Vice Chair, the Secretary, and any other officers deemed necessary to fulfill their responsibilities.

**Section 2. Election.** The officers of the Coordinating Board are elected annually by the affirmative vote of the majority of the entire Board at its first quarterly meeting. Officers shall serve until the first quarterly meeting one year following their election or until their successors are elected and qualified. A member shall not be eligible to serve for more than two (2), one (1) year terms as chair of the Board.

**Section 3. Chair.** The Chair shall be a member of the Coordinating Board and (1) shall preside at the meetings of the Board, (2) shall call special meetings as required, (3) shall appoint the chair of and appoint or provide for the election of all committees, and (4) shall perform such other duties as may be prescribed by

law or by action of the Board. The Chair shall be an ex officio member of all committees.

**Section 4. Vice Chair.** The Vice Chair shall be a member of the Coordinating Board and shall perform the duties and have the powers of the Chair during the absence or disability of the Chair.

**Section 5. Secretary.** The Secretary shall be a member of the Coordinating Board and shall attest to the official actions of the State Board.

### **Article III**

#### **Executive Staff**

**Section 1. Director.** The executive head of the Department of Higher Education ("Department") shall be the Director of the Department. The Director shall be appointed by the Coordinating Board, as required by law, subject to confirmation by the Governor and shall serve at the pleasure of the Governor. The Board shall evaluate the Director annually. The Presidents Council shall provide an evaluation report of the Department and the Director to the Board at least annually.

**Section 2. Authority of Director.** The Director of the Department, with the advice and consent of the Governor, shall appoint the heads of the respective divisions within the Department. All of the personnel of the Department shall be employed by and serve at the pleasure of the Director of the Department. Each division of the Department shall be under the direction, control, and supervision of the Director. The Director may delegate his/her functions, powers, and duties to various divisions of the Department as deemed desirable or necessary for the effective and efficient operation of the Department.

### **Article IV**

#### **Committee Structure**

**Section 1. Committees.** The Coordinating Board may establish as permanent committees an Executive Committee, a Finance Committee, and an Academic Committee. Special committees may be appointed from time to time as the Board may deem desirable.

**Section 2. Authority of Committees.** All committees of the Coordinating Board, both standing and special, have advisory status to the Board. These committees are not empowered to speak for the Board unless specifically granted such authorization by a majority of the Board or such authority is specified in the By-Laws of the Board.

**Section 3. Executive Committee.** The Executive Committee shall be composed of the officers of the Coordinating Board and one member-at-large appointed by the Chair. The Chair of the Board shall serve as committee chair. The Executive Committee shall be empowered to act on behalf of the Board, subject to ratification of the full Board at the next regularly scheduled meeting.

**Section 4. Finance Committee.** Members of the Finance Committee shall be appointed by the Chair at the first quarterly meeting of each year with vacancies to be filled by appointment by the Chair as they occur. The terms of committee members shall be one year. The Chair shall designate one member to serve as committee chair. The Finance Committee shall consider and make recommendations to the Coordinating Board on all matters relating to fiscal affairs of the institutions within the jurisdiction of the Board.

**Section 5. Academic Committee.** Members of the Academic Committee shall be appointed by the Chair at the first quarterly meeting of each year with vacancies to be filled by appointment by the Chair as they occur. The terms of the committee members shall be one year. The Chair shall designate one member to serve as committee chair. The Academic Committee shall consider and make recommendations to the Coordinating Board on all matters pertaining to instructional programs of the institutions, including academic policies, program review and approval, and master planning.

**Section 6. Committee Chair.** A committee chair shall be entitled to vote only in the event of a tie.

## **Article V**

### **Meetings and Procedures**

**Section 1. Meetings.** The Coordinating Board shall meet at least once during each calendar quarter and at such other times upon call of the Chair or any other four (4) members. The Board shall not meet in any facility owned or operated by any organization which practices or condones discrimination. The Board may, at such times as it desires, meet on the campuses of the respective institutions of higher education in the state.

**Section 2. Notice.** Notice concerning the time and place of each regular meeting of the Coordinating Board shall be sent to each member of the Board by the Director of the Department at least ten (10) days in advance of the meeting date. Public notice as required by the Arkansas Freedom of Information Act shall be given of all meetings.

**Section 3. Quorum.** At all meetings of the Coordinating Board, seven members shall constitute a quorum for the transaction of business.

**Section 4. Agenda.** An agenda for each regular meeting of the Coordinating Board will be prepared by the Director of the Department in consultation with the Chair of the Board setting forth each matter of business to be conducted at the meeting. Such agenda shall be sent to the members at least ten days before each meeting. Pursuant to Acts of 1997, No. 1114, all items to be considered as a Board agenda item must be reviewed by the Executive Council and the Presidents Council prior to being placed on the Board agenda. In the event that the Director and staff shall not be in agreement with the Executive Council on a matter to be considered by the Board, the Executive Council recommendation will be placed on the Board agenda automatically for a presentation and explanation of the Executive Council's position. The Board will then make a decision based on both positions. Matters not on the agenda can be considered at the meeting only by vote of a majority of the members present and voting following appropriate review by the Executive Council and the Presidents Council

**Section 5. Rules of Order.** Except as modified by these By-Laws, Roberts Rules of Order (latest edition) shall constitute the rules of parliamentary procedure applicable to all meetings of the Coordinating Board and its committees.

**Section 6. Minutes.** The Director of the Department, or his/her designee, shall be responsible for keeping minutes of all meetings and shall file, index and preserve all minutes, papers and documents pertaining to the business and proceedings of the Coordinating Board. The minutes of each meeting of the Board shall be reported in the agenda book of the next quarterly meeting of the Board.

**Section 7. Open Meetings.** All meetings of the Coordinating Board shall be open to the public unless, consistent with the requirements of the Arkansas Freedom of Information Act, a meeting is closed to the public for the consideration of personnel matters. Should any decision be made during an executive session, the Board must reconvene in public session for official action.

## **Article VI**

### **Amendment of By-Laws**

**Section 1. Amendment.** These By-Laws may be amended upon 30 days prior written notice at the next regularly scheduled meeting of the Coordinating Board by a majority vote of the Board.

Approved: Agenda Item No. 6  
July 24, 1997

## **REVISION OF THE ALTERNATE RETIREMENT PLAN POLICY FOR DEPARTMENT EMPLOYEES**

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On July 14, 1967, the State Board of Higher Education, now the Arkansas Department of Higher Education Coordinating Board (AHECB), approved the Arkansas Department of Higher Education (ADHE) employee participation in the Alternate Retirement Plan through the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) [A.C.A. Title 24, Chapter 7, Subchapter 8].

The Coordinating Board approved, in the resolution below, a revision in the Alternate Retirement Plan Policy for ADHE employees in the "Cashability" provision of the TIAA/CREF retirement policy that will allow employees upon termination to take a lump sum cash withdrawal of all accumulations, both agency and participant.

The following resolution was approved by the Coordinating Board on February 2, 2001 (Agenda Item No. 27):

**RESOLVED**, That upon termination of employment, lump sum cash withdrawals of all accumulations attributable to both agency and participant plan contributions are available to participants subject to the rules of the funding vehicles and Internal Revenue Service withdrawal provisions;

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or his/her designee may adopt rules and regulations for interpreting this Retirement Plan and for administering its provisions in a manner consistent with this Board Policy.

## ALTERNATE RETIREMENT PLAN FOR ADHE EMPLOYEES

### I. Participation

An Alternate Retirement Plan as provided for in A.C.A. Title 24, Subchapter 8, is hereby established for all employees of the Arkansas Department of Higher Education who may elect to participate, of their own choosing, effective July 1, 1993, regardless of the grade and salary level authorized for their position classification and so long as participation is in accordance with existing policy guidelines governing their participation which have been issued by the Department, the Alternate Retirement Plan carrier, state government, and/or federal government. No form of retroactivity will be applied for employees who were determined ineligible to participate in the Alternate Retirement Plan prior to the effective date of enactment of July 1, 1993.

### II. Retirement Age

A participating employee's normal retirement age is defined herein as the end of the fiscal year during which that employee reaches the age of 65. The federal Age Discrimination in Employment Act, as amended, and the Arkansas Public Employer Age Discrimination Law, A.C.A. 21-3-201 et seq., provide, except for those employees serving in certain policy-making positions, e.g., unclassified employees in the state system, that no employee may be compelled to retire strictly on the basis of age. The Department will make contributions for agency employees irrespective of age.

### III. Contributions

Each participant in this retirement plan shall contribute 6% of his/her total compensation for each pay period; the Department shall add a sum equal to 10% of each participant's total compensation for each pay period as its contribution.

The Department will forward the combined sum each pay period to the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) to be allocated to the relevant funding vehicles in accordance with the participant's instructions.

The percentage distribution of contributions among the fund options provided by TIAA/CREF shall be determined by the participant. The Department's current selection of fund sponsors and funding vehicles is not intended to limit future additions of funding vehicles. The following investment options are available under the plan:

#### A. Teachers Insurance and Annuity Association (TIAA) TIAA Retirement Annuity

(1) Long-Term Debt Instruments

#### B. College Retirement Equities Fund (CREF) CREF Retirement Unit-Annuity

- (1) Stock
- (2) Money Market
- (3) Bond Market
- (4) Social Choice Account
- (5) Global Equities Fund

#### IV. Vestment

Employees of the Department who elect to participate in the Alternate Retirement Plan will be automatically vested upon the date of enrollment.

#### V. Supplemental Retirement Account Plan

Eligibility. All categories of employees are eligible to participate in the TIAA-CREF Supplemental Retirement Account (SRA) Plan in accordance with Sections 403(b) of the Internal Revenue Code.

Participation and Contributions. A participant in the SRA tax-deferred plan agrees to a percentage reduction in current salary, and the Department forwards the tax-deferred amount to TIAA-CREF to be allocated to relevant funding vehicles in accordance with the participant's instructions. Participants may contribute any amount, subject to limitations imposed by the federal internal revenue code. Any such contributions shall be made in addition to contributions made under the Department's regular retirement plan.

#### VI. Contracts

TIAA retirement annuity contracts and CREF certificates issued in accordance with the Regular Retirement Contributions and Supplemental Retirement Account Plan sections of this plan exist for the purpose of providing a retirement or death benefit and are the property of the individual participants for whom they are established.

#### VII. Cashability

A participant who has terminated employment from the Department may receive benefits under this plan as follows:

Upon termination of employment, lump sum cash withdrawals of all accumulations attributable to both agency and participant plan contributions are available to participants subject to the rules of the funding vehicle and Internal Revenue Service withdrawal provisions.

#### VIII. Amendment

While the provisions of this plan may continue in force indefinitely, the Department reserves the right to modify the language of the document or discontinue participation at any time subject to approval by the State Board of Higher Education.



## IX. Administration

The Director of the Arkansas Department of Higher Education or his/her designee may adopt rules and regulations for interpreting this Retirement Plan and for administering its provisions in a manner consistent with this Board policy.

Approved: Agenda Item No. 15  
July 23, 1993

Amended: Agenda Item No. 27  
February 2, 2001

## AMENDMENT TO THE TUITION ADJUSTMENT POLICY OF 1981

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The responsibility of the Arkansas Higher Education Coordinating Board to establish student fee levels for funding purposes was established in the 1981 legislative session. After the 1981 legislative session, the Department of Higher Education researched alternative policies for determining student tuition and fees. The result of that research provided the basis for the existing policy which has been used since the 1983-85 biennium recommendations were prepared. The basic premise of that policy was that the students' share of the cost of education should be the key element in setting tuition and fee rates for use in the funding formulas.

In October 1981, the Coordinating 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. The following policies are in keeping with those goals:

- Undergraduate tuition and fees at four-year institutions and two-year institutions with no local tax should be approximately 25 to 30 percent of the average cost of education.
- Rates at two-year institutions with local tax support should be approximately 15 to 20 percent of the cost of education.
- Tuition and fee levels at two-year institutions should be lower than at four-year institutions to make these programs available to as many people as possible.
- Graduate tuition and fees should be at a higher rate than undergraduate tuition and fees in recognition of the higher cost of graduate education.

Although those policies continue to represent desirable goals, they are no longer relevant. Declining state support has increased the student share of the costs beyond the percentage limits established in the policies stated above. For two-year colleges in 2008-09 the students' share of the cost of education ranged from 21 percent to 60 percent with an average of 37.7 percent. For universities, students' share of the cost of education ranged from 41.7 percent to 54.6 percent with an average of 47.8 percent.

For the funding formulas to accurately determine a creditable need, the tuition and fees applied in the formula must more accurately reflect the tuition and fee revenue collected by the institutions. It is no longer possible to accomplish this under the 30-year old policy which spuriously increases the appropriation needs of the institutions. The following revisions to the Tuition Adjustment Policy are recommended to reflect the events that have occurred in higher education funding during the past three decades.

- Undergraduate tuition and fees at four-year institutions should be approximately 40 to 45 percent of the average cost of education.
- In-district rates at two-year institutions with local tax support should be approximately 30 to 35 percent of the cost of education.
- Tuition rates at two-year institutions **without** a local tax should be higher than those for institutions with a local tax.
- Tuition and fee levels at two-year institutions should be lower than at four-year institutions to make these programs available to as many people as possible.
- Graduate tuition and fees should be at a higher rate than undergraduate tuition and fees in recognition of the higher cost of graduate education.

The Executive Staff recommends the adoption of the following tuition policy changes beginning with the 2011-13 biennial funding recommendations.

**RESOLVED**, That the Arkansas Higher Education Board adopts the recommended tuition adjustment polices, for formula purposes only, for the development of the 2011-13 biennium and for future funding formula tuition adjustments until such time as the funding situation for the institutions of higher education necessitates a change.

ARKANSAS DEPARTMENT OF HIGHER EDUCATION  
April 30, 2010  
FUNDING POLICY PAPER  
TUITION ADJUSTMENT POLICY

Many things have changed in higher education in Arkansas and nationally which have made much of the October 1981 policy obsolete or no longer used in the funding process. The states' share of the cost of higher education has declined and the student share has increased significantly. The funding formulas no longer take into consideration out-of-state tuition, out-of-district tuition, professional school and medical school tuition. The October 1981 policy will no longer produce realistic recommendations that reflect the current financial situation facing the institutions of higher education.

The following amendments and deletions are suggested to the October 1981 policy to make it more relevant to the existing financial situation that exist in all higher education and produce more creditable funding recommendations.

General Recommendations

1. In the future, tuition adjustments should be based on established goals for the state's share and student's share of the cost of education.
2. The level of tuition should be examined each biennium by AHECB and recommendations made to provide for gradual adjustments in tuition levels. When evaluating tuition levels, AHECB will consider, in addition to the student's share of the cost of education, the funding needs of institutions, enrollment patterns, and changes in the cost of living and personal income. Should a combination of factors cause the policy of indexing tuition to the cost of education to yield unreasonable tuition increases, AHECB may depart temporarily from the policy. However, once patterns stabilize, then tuition adjustments will again be made in accordance with the following recommendations.
3. Adjustments in tuition should take into consideration the impact on student access to higher educational opportunities. AHECB should relate recommendations regarding tuition increases with recommendations for more adequate state funding of financial aid, especially for persons most sensitive to tuition changes, including part-time students and those from low-income families.
4. In setting tuition rates per credit hour for part-time students, the AHECB should be sensitive to the fact that there is relatively less student aid available. Therefore, credit hour rates should be equal to approximately 1/12th the full-time tuition rate.

Recommendations for Two-Year Colleges, Four-Year Institutions, and  
Technical Centers

5. Resident undergraduate tuition levels established by AHECB for funding purposes should be indexed to the average cost of education for all four-year institutions in developing budget recommendations for the 2011-13 biennium. The cost of education should be broadly defined to include all ~~on-campus~~ instruction and related support costs.
6. **The resident undergraduate student's portion of the cost of education (tuition) at four-year institutions should be set at a level approximately equal to 40 percent of the average cost of education but not to exceed 45 percent of the average cost of education for all four-year institutions.**
7. For graduate programs at four-year institutions, tuition should be set at a level higher than undergraduate fees in recognition of the higher cost of graduate education.
8. **In-district rates at two-year institutions with local tax support should be approximately 30 to 35 percent of the cost of education.**
9. **Tuition rates at two-year institutions without a local tax should be higher than those for institutions with a local tax. Tuition for former technical institutes that merged with a university will be the same as that for a two-year institution with no local tax.**

**ADOPTION OF RULES AND REGULATIONS**  
**TAX CREDITS FOR CONTRIBUTIONS TO QUALIFIED RESEARCH PROGRAMS**

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Sections 3 and 4 of Act 759 of the 1985 General Assembly provide tax credits against a taxpayer's Arkansas corporate or individual income tax for contributions to institutions of higher education for the support of certain expenditures in qualified research programs.

This agenda item presents for adoption rules governing the contributions for research portions of this legislation.

Act 759 of 1985 requires that the Arkansas Science and Technology Authority (ASTA) and the Arkansas Department of Higher Education adopt rules specifically governing claims for tax credits for contributions to qualified research programs at qualified educational institutions. The proposed rules that follow were developed by ASTA in consultation with ADHE. The development process involved circulation of the rules to institutions of higher education and revisions were made based upon the comments received. In addition, under the Administrative Procedure Act, notice of a public hearing was published. The public hearing was held on Tuesday, December 17, 1985, at 2:00 p.m. at the ASTA offices in Little Rock. The hearing was attended by both ASTA and ADHE staff, but no institutional representatives or other persons attended to raise questions. The rules were originally adopted as emergency rules by the ASTA board and they have been reviewed by the appropriate legislative committee and given favorable advice. They were adopted as permanent rules by the ASTA board on January 16 and will be given permanent status upon adoption by the SBHE.

The Board approved the following resolution on January 31, 1986 (Item No. 8):

**RESOLVED**, That the State Board of Higher Education hereby adopts the proposed rules governing contributions to qualified research programs at qualified educational institutions as presented in this agenda item.

## RESEARCH AND DEVELOPMENT TAX CREDIT PROGRAM FINAL RULES

### 1.0 General Information

Act 759 of 1985 provides several tax credit incentives to Arkansas taxpayers to support research and educational program efforts at Arkansas colleges and universities.

Act 759 of 1985 allows the Arkansas Science and Technology Authority and the Arkansas Department of Higher Education to adopt certain rules specifically governing claims for tax credits for contributions to qualified research programs at qualified educational institutions.

### 1.1 Program Name

Those rules will govern the Arkansas Department of Higher Education and the Arkansas Science and Technology Authority's Research and Development Tax Credit Program.

### 1.2 Purpose

The purpose of the Research and Development Tax Credit Program is to provide incentive to Arkansas industry to participate in the Science and Technology Authority's Applied Research Grant Program, Basic Research Grant Program or similar research programs.

A goal of this program is to further stimulate the transfer of science and technology by enhancing opportunities for research support from industry to colleges and universities.

### 1.3 Authorization

The Research and Development Tax Credit Program for qualified research programs is authorized by Sections 2 and 3 of Act 759 of 1985, the same being Arkansas Statutes 84-2021.32 and 84-2021.33.

The power to establish rules governing this program is granted by Section 6 of Act 759 of 1985, the same being Arkansas Statute 84-2021.36.

### 2.0 Program Description

The Research and Development Tax Credit Program allows credits against a taxpayer's Arkansas state income tax for making certain qualified research

expenditures as well as certain donations or sales below cost of new machinery and equipment to a qualified research program.

## 2.1 Limits on Credit

- 2.1.1 In the case of a qualified research expenditure, the amount of credit granted shall be 33 percent of the amount expended by the taxpayer in the tax year on the qualified research program.
- 2.1.2 In the case of a donation of new machinery or equipment, the amount of the credit granted shall be 33 percent of the cost of the machinery or equipment donated.
- 2.1.3 In the case of a sale below cost of new machinery or equipment, the amount of credit granted shall be 33 percent of the amount by which the cost is reduced.
- 2.1.4 Total credit for qualified research expenditures, donations, and sales below cost shall be limited to 50 percent of the net tax liability of the taxpayer after all other credits and reductions in tax have been calculated.
- 2.1.5 In the case of donations or sales below cost, the credit shall be claimed in the tax year of the donation or sale below cost, but all or any part of the unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of three tax years next succeeding the tax year of the donation or sale below cost, whichever occurs earlier.
- 2.1.6 In the case of a qualified research expenditure, the credit shall be claimed in the tax year in which the expense incurred for the qualified research is actually paid, but all or any part of any unused credit may be carried over to and claimed in succeeding tax years until the credit is exhausted or until the end of three tax years next succeeding the tax year of the payment for the qualified research expenditure, whichever occurs earlier.
- 2.1.7 Any person claiming any credit granted by Act 759 of 1985 for any expense, or contribution, or sale below cost shall not take any deduction under the Arkansas Income Tax Law for the same expense or contribution.

## 2.2 Definitions

For the purposes of the Authority's Research & Development Tax Credit Program, the following word and phrases have the following definitions.

- 2.2.1 "Applied Research" shall mean any activity which seeks to utilize, synthesize, or apply existing knowledge, information, or resources to the resolution of a specific problem, question, or issue.



- 2.2.2 "Basic Research" shall mean any original investigation for the advancement of scientific or technological knowledge.
- 2.2.3 "Cost" shall mean, in the case of a donation or sale below cost by a wholesale or retail business, the amount actually paid by the wholesaler or retailer to the supplier for the machinery and equipment.
- "Cost" shall mean, in the case of a donation or sale below cost by a manufacturer of machinery or equipment, the enhanced value of the materials used to produce the machinery or equipment, which shall be deemed to be the lowest price at which the manufacturer sells the machinery or equipment.
- 2.2.4 "Industry" shall include, but not be limited to, manufacturing facilities, warehouses, distribution facilities, repair and maintenance facilities, agricultural facilities, and corporate management offices for industry.
- 2.2.5 "Machinery and Equipment" shall mean the tangible personal property used in connection with a qualified research program, and which has been approved for a tax credit under rules and regulations prescribed by the Department of Finance and Administration.
- 2.2.6 "New" shall mean the machinery and equipment that is state-of-the-art machinery and equipment which (1) has never been used except for normal testing by the manufacturer to insure that the machinery or equipment is of a proper quality and in good working order, or (2) has been used by the wholesaler or retailer solely for the purpose of demonstrating the product to customers for sale.
- 2.2.7 "Qualified Educational Institution" shall mean (1) any public university, college, junior college, or vocational technical training school supported by the State of Arkansas, or (2) any private university, college, junior college, or vocational technical training school located in the State of Arkansas and qualified for tax-exempt status under Arkansas Income Tax Law, or (3) any public elementary or secondary school located in the State of Arkansas.
- 2.2.8 "Qualified Research Expenditures" shall mean the sum of any amounts which are paid by a taxpayer during the taxable year in funding a qualified research program, and which have been approved for tax credit treatment under rules and regulations promulgated by the Department of Finance and Administration.
- 2.2.9 "Qualified Research Program" shall mean a research program undertaken by a qualified educational institution that meets the eligibility criteria of the Arkansas Science & Technology Authority's Applied Research Grant Program or Basic Research Grant Program.
- 2.2.10 "State-of-the-Art Machinery and Equipment" shall mean machinery and equipment which is of the same type, design, and capability as like machinery

and equipment which is currently sold or manufactured by donee for sale to customers.

### 3.0 Eligibility

Industries and individuals that qualify for a Research and Development Tax Credit under this program will be those which satisfy the following criteria.

3.1. Expenditures or donations and sales below cost of machinery and equipment must be made to a qualified educational institution for a qualified research program as defined by these rules.

3.2. The taxpayer must provide the following for each piece of machinery or equipment donated or sold below cost.

3.2.1. A statement from the receiving, qualified, educational institution that:

3.2.1.1. It has received the machinery or equipment,

3.2.1.2. The machinery or equipment is "new" machinery or equipment as defined by its rules,

3.2.1.3. It has received the machinery or equipment as a donation or, if it purchased the machinery or equipment below cost, a statement of the amount paid for the machinery or equipment,

3.2.1.4. The machinery or equipment has been donated or sold to the qualified educational institution for use in a qualified research program,

3.2.2. A copy of the invoice from the business' supplier, in the case of a donation or sale below cost by a wholesale or retail business, showing the actual cost of the machinery or equipment, and

3.2.3. A copy of the manufacturer's wholesale price list, in the case of a donation or sale below cost by a manufacturer, showing the lowest price for the machinery or equipment for which credit is claimed.

3.3. In order to claim a tax credit for qualified research expenditures, the taxpayer must provide a statement from the Arkansas Science & Technology Authority that the Arkansas Department of Higher Education and the Arkansas Science & Technology Authority have approved the expenditure as part of a qualified research program.

### 4.0 APPLICATION PROCESS

Application for an Arkansas Income Tax Credit under this program shall be submitted to the Arkansas Science and Technology Authority. The following

three documents must be submitted as part of this application,

- 4.1 An application form provided by the Authority must be completed with the following information included,
  - 4.1.1 Name and address of the applicant,
  - 4.1.2 Tax identification number of the applicant,
  - 4.1.3 Name and address of the qualified educational institution and conducting the qualified research program,
  - 4.1.4 Title of the qualified research program,
  - 4.1.5 Name and phone number of the contact person for the qualified research program,
  - 4.1.6 Amount of value of the donation,
  - 4.1.7 Date of the donation,
  - 4.1.8 Any other information that may be required by the Authority.
- 4.2 A copy of the statement from the receiving educational institution (as described in Section 3.2.1). A copy of the check or receipt for the donation must be included with this statement.
- 4.3 A copy of the proposal for the research program receiving the donation.

## 5.0 EVALUATION

Proposals for tax credit treatment for expenditures, donations, or sales below cost to qualified research programs will be evaluated on the basis of the following criteria.

### 5.1 EVALUATION CRITERIA

- 5.1.1 All applications will be reviewed by Authority staff for completeness.
- 5.1.2 Such proposals will be thoroughly investigated by Authority staff to assure that all eligibility criteria are met.

### 5.2 TAX CREDITS GRANTED

Final decisions on granting tax credits will be made by the Board of Directors of the Arkansas Science and Technology Authority.

6.0 NOTIFICATION LETTER

The Board shall notify all taxpayers applying for tax credit treatment under this program of its final decision by letter.

Approved by the Arkansas Science and Technology Authority on this \_\_\_\_ day of \_\_\_\_\_, 1986.

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Louis L. Ramsay, Jr.  
Chairman, Board of Directors  
Arkansas Science and Technology  
Authority

Approved by the Arkansas Department of Higher Education on this \_\_\_\_ day of \_\_\_\_\_, 1986.

Approved: Agenda Item No. 8  
January 31, 1986

## UNIFORM REPORTING OF ATHLETIC REVENUES AND EXPENDITURES

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Act 245 of 1989 directs the State Board of Higher Education to develop and establish uniform accounting standards for reporting athletic revenues and expenditures, and based on these standard definitions and formats, collect the financial data, and provide a uniform report of each institution's revenues and expenditures to the Legislative Joint Auditing Committee and the public by November of each year. In addition, this legislation directs the State Board to consider "the issues of athletic expenditures and appropriate levels of state support and report their findings to the General Assembly prior to the 78th Session commencing January 1991."

Over the past several months, the ADHE finance staff has worked with a subcommittee and the full committee of chief fiscal officers to develop a set of definitions, instructions, and forms to present the germane categories of athletic revenues and expenditures. In addition, ADHE staff has met with Legislative Audit staff on several occasions and the presidents and chancellors to give status reports and to receive their input.

The following resolution was approved on April 20, 1990 (Item No. 6):

**RESOLVED**, That the Director is instructed to prepare appropriate documents for transmission of the State Board of Higher Education's Uniform Accounting System for Athletic Revenues and Expenditures to state two-year and four-year institutions as displayed on ADHE Form 21-1 and the attached instructions.

**FURTHER RESOLVED**, That all institutions with intercollegiate athletic programs in FY 1989-90 report by October 1, 1990, revenues and expenditures for these programs in accordance with the instructions and format adopted by the State Board.

**FURTHER RESOLVED**, That the staff of the Department is directed to analyze and present the formation provided by the institutional reports, and that the State Board will make recommendations to the General Assembly and Governor concerning appropriate levels of state support for intercollegiate athletics, as required by Act 245 of 1989.

**DEFINITIONS AND INSTRUCTIONS  
FOR COMPLETING ADHE FOR  
SURVEY OF INTERCOLLEGIATE ATHLETICS REVENUES AND EXPENDITURES**

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INTERCOLLEGIATE ATHLETICS - Includes all revenues, expenditures, and transfers related to the operation of all men's and women's intercollegiate sports programs.

OTHER ACTIVITIES - Those activities which are not necessarily sport-specific, e.g., concessions, athletic camps, etc. Provide the detail as to what this category encompasses in a note.

TRANSFERS IN - Transfers to the auxiliary athletics fund from another fund or from a prior year balance.

TRANSFERS OUT - Transfers from the auxiliary athletics fund to other funds or accounts.

**GENERAL INSTRUCTIONS**

- \* Report all amounts to the nearest dollar.
- \* Use accrual accounting.
- \* Report all expenditures related to intercollegiate athletics which are paid by an institutionally held fund.
- \* Report all revenue and expenditures for women's athletics programs in Column F. The sport-specific columns are for men's athletics only.
- \* Total Expenditure for Athletics should equal Total Revenue for Athletics unless there is excess athletic revenue for that year.

**INSTRUCTIONS**

**LINE#**

1. Report on LINE 1 all income related to athletic ticket sales and admissions.
2. Report on LINE 2 all radio/tv income, in-season tournament income, and all post-season activities (bowl games and tournaments).
3. Report on LINE 3 all revenues associated with game concessions and program sales. This category is not sport-specific and should be reported in the Other Activities column.

4. Report on LINE 4 all revenues associated with game guarantees.
5. Report on LINE 5 monies from foundations, clubs and other private gifts which are received by institutionally held accounts.
6. Report on LINE 6 those board-sanctioned mandatory fees specifically assessed to students to support the operations of intercollegiate athletics or debt service for any athletic facility. Do not include transfers of student activity fees on this line.
7. Report on LINE 7 all income from sources not listed on previous lines including, but not limited to, interest on pre-season ticket sales, athletic camps, parking fees, etc.
8. Report on LINE 8 the federally funded portion of the College Work Study Program.
9. Report on LINE 9 transfers from the current year other auxiliary accounts. The total of transfer cannot exceed the net profit of all auxiliary accounts for that current year.
10. Report on LINE 10 all transfers from the current year unrestricted educational and general fund needed to balance the athletic revenues against athletic expenditures.
- 11-16. Report separately on LINES 11-16 transfers from other funds. Include prior year balances and identify the source of balances (auxiliary, e. & g, plant, etc.).
17. Report on LINE 17 the sum of LINES 1-16 in each column.
18. Report on LINE 18 gross salaries of athletic staff. Exclude maintenance and custodial staff and employees serving on an hourly basis. Provide the budgeted FTE staff by sport at the footnote line "\* Budgeted FTE Positions." (If a coach teaches 6 hours based on a full-time workload expectation of 12 hours, only 50% of that salary may be prorated to educational and general and 50% to athletics. The percentage FTE shown as a budgeted FTE position would be .5 FTE).
19. Report on LINE 19 the sum of all staff benefits including, but not limited to, retirement, hospitalization, disability, tuition and housing remission, social security, unemployment and compensation, group life insurance, workman's compensation, etc. provided by the institution for all athletic staff whose salaries are shown on line 18. Prorate as necessary.

20. Report on LINE 20 wages paid to temporary employees including, but not limited to, office support staff, student institutional help (non-CWSP), game support personnel (announcers, ushers, ticket agents or takers, concessionaires, special security), and game officials (referees, umpires, scorekeepers).
21. Report on LINE 21 100% of the cost of College Work Study Program.
22. Report on LINE 22 game guarantees and all costs associated with game guarantees.
23. Report on LINE 23 all expenditures related to tuition and fees (in-state and out-of-state), books, housing (state and non-state owned), and food service (state and non-state owned) for in-state and out-of-state athletes on athletic scholarship regardless of institutional policy. Do not include expenditures financed with other grants-in-aid, e.g., Pell.
24. Report on LINE 24 all expenditures for third-party services related to medical insurance and injury claims, e.g., retainers, hospitals, payments not covered by insurance, etc.
25. Report on LINE 25 all expenditures for intercollegiate athletic travel including, but not limited to, individual and team travel, recruitment travel, meals, lodging and use of motor pool vehicles. (The athletic department must be charged at the same rate as other departments for use of the institutional motor pool).
26. Report on LINE 26 all expenditures for equipment.
27. Report on LINE 27 all expenditures for concessions and programs. This category is not sport-specific and should be reported in the Other Activities column.
28. Report on LINE 28 all expenditures for general maintenance and operations, e.g., telephone, supplies, postage, conference dues, direct leasing costs for automobiles, athletic training centers. Provide the amount of the annual conference dues and the conference title in a note. Exclude all charges for facilities maintenance and utilities (electric, gas, water, garbage) which are to be reported on LINE 29.
29. Report on LINE 29 expenditures related to the athletic facilities such as rent, utilities, custodial services, grounds maintenance, building maintenance, and insurance. To arrive at a minimum facilities allocation, add LINES 18-28 and LINES 31-37, and multiply by 10.65%.



30. Report on LINE 30 all expenditures for mandatory debt service for all athletic facilities.
31. Report on LINE 31 all expenditures not listed on previous lines including, but not limited to, expenditures related to spirit groups, including travel, uniforms, camp expenses, and supplies for cheerleaders and pep squad. (Do not include marching band). Also, include any other miscellaneous expenses which do not appropriately fit in any of the above categories.
- 32-37. Report separately on LINES 32-37 any transfers from auxiliary athletic fund to other funds.
38. Report on LINE 38 the sum of LINES 18-37 in each column.

Approved: Agenda Item No. 6  
April 20, 1990

**UNIFORM REPORTING INSTRUCTIONS AND FORMS  
REVENUES AND EXPENDITURES  
BY ACADEMIC DEPARTMENT AND PROGRAM  
AND PRODUCTIVITY BY PROGRAM**

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In October 1993, the State Board of Higher Education reviewed proposed instructions for the development of uniform reporting procedures as an "information only" item. Through this agenda item the Board will establish uniform reporting procedures and instructions necessary for the implementation of Act 537 of 1993. Act 537 requires public institutions of higher education to provide the Joint Interim Committee on Education of the General Assembly annual uniform reports of current fund educational and general (E&G) revenues and expenditures associated with each academic department and, within each department, the academic programs. The act also requires the report to include data relating to the productivity of academic departments and programs. The first report (on the 1993-94 fiscal year) is due December 1, 1994.

Throughout the development of this process, ADHE staff conducted several meetings with an institutional advisory committee, chief fiscal officers, and representatives from non-formula institutions/entities. Since the October Board meeting, staff have compiled a "test run" of the methodology using 1992-93 institutional fiscal data and 1993-94 institutional SIS submissions because the 1992-93 SIS was not fully operational.

The 1992-93 "test run" fiscal data for each institution was allocated to 1993-94 summer II, fall, and spring courses using the institutional SIS Course File, Fall Instructor File, and Supplemental Registration File submissions. The "test run" is incomplete since the fiscal data and the incomplete SIS data are from different years. The new SIS Annual Instructor Record that provides total annual compensation for each instructor, rather than fall contract salary amounts, will be submitted for the first time in September.

Although the test data were incomplete, the "test run" has validated the methodology and the software logic. Institutions received copies of their test runs by academic department on June 25, 1994, and by academic program on July 11, 1994. To date, reviews of the data have presented no major concerns; however, we will continue to fine tune institutional submissions, software logic, and report formats as needed.

The 1993-94 uniform reporting data for **formula institutions** will be compiled using information submitted by institutions through the Student Information System (SIS), the ADHE 1993-94 17-Series financial reports, and through uniform accounting reports of 1993-94 direct revenues and expenditures by academic department/division (**See Appendix A**). Reporting formats have been developed for each **nonformula institution/entity** that are unique to each mission and organizational structure.

## FORMULA INSTITUTIONS

Formula institutions will report information only to the department/division level (**See Appendix B**). Direct revenues and expenditures attributable to each academic department/division will then be allocated back to the course level based on pro rata methods using either the course's faculty salary share of the total departmental faculty salaries or the ratio of course SSCH to the departmental SSCH, whichever is applicable. The new SIS Annual Instructor Record submission will provide **total annual compensation received and workload allocations** during the previous fiscal year for each instructor. This will allow more accurate allocation of faculty compensation to instruction (by course), advising, research, and/or public service functions.

The Department will allocate indirect revenue and expenditures reported by institutions in the 17-Series (the 17-1 for revenue, and the 17-2 and 17-7B for expenditures) and for institution-wide support functions down to the course level based on the ratio of the course's SSCH production to total institutional SSCH (**See Appendix A**). Once expenditures and revenues have been taken to the course level, total departmental and program costs can be constructed by identifying the producing department and program for the SSCH generated by each course.

The final report submitted to the General Assembly will show revenues, expenditures, and state subsidy by academic department and program. The total of current fund educational and general revenues and expenditures by department or program will equal the total current fund E&G revenues and expenditures of the institution.

Formula institutions will provide additional information as follows:

1. Productivity by Program. The data are collected through the SIS and include the number of declared majors; SSCH produced by level; and degrees, certificates or diplomas granted. Institutions will not be required to make additional reports on these data.
2. Low Production Programs. SIS data will identify undergraduate programs producing fewer than ten graduates annually, and graduate programs producing fewer than five graduates annually.
3. Institutional Academic Program Priorities. Each institution will report its top ten academic program priorities (**See ADHE Form 22-3, Appendix B**).

## NONFORMULA INSTITUTIONS/ENTITIES

Since each of the nonformula institutions/entities are units of the University of Arkansas System having unique purpose and organizational structure, a distinct, suitable uniform reporting format has been developed for each entity (**See Appendix C**). Because UAF administratively supports these units, **Attachment A** in **Appendix C** outlines the methodology for allocating a portion of the UAF Institutional Support costs to AES, CES, AS, and the UA-System for administrative overhead. In addition, **Attachment A**

outlines the methodology for allocating the Current Fund E&G revenues and expenditures of the entire UA-System budget to all of the UA campuses and entities.

**The proposed methodologies for (1) the UAF administrative overhead, (2) UA-System Current Fund E&G revenues and expenditures, and (3) reporting formats for each UA entity are described below:**

#### UAF Institutional Support Costs

Five (5) to ten (10) percent of the UAF Institutional Support costs will be allocated to the UA-System, AES, CES, and AS on the basis of their pro rata share of total Current Fund E&G expenditures for the four (4) entities combined. A determination of the percentage used will be made after further discussions.

#### UA - System Total Revenues and Expenditures

Total Current Fund E&G revenues and expenditures of the UA-System will be allocated to UAF, UALR, UAMS, UAM, UAPB, AES, CES, and AS as an indirect entry on the basis of their pro rata share of total Current Fund E&G revenues and expenditures for the five (5) campuses and three (3) remaining entities combined.

#### UA - Agricultural Experiment Station

**UA-AES** will report direct Current Fund E&G revenues and expenditures by Program Area (Beef, Aquaculture, etc.). Indirect Current Fund E&G revenues and expenditures, to include UAF

Institutional Support and UA-System costs, should be allocated to Program Area on the basis of their pro rata share of total Program Area Current Fund E&G revenues and expenditures (**Appendix C, Attachments C1 and C2**).

#### UA - Cooperative Extension Service

**UA-CES** will report direct Current Fund E&G revenues and expenditures by Program Area (Agriculture, 4-H Youth Development, etc.). Indirect Current Fund E&G revenues and expenditures, to include UAF Institutional Support and UA-System costs, should be allocated to Program Area on the basis of their pro rata share of total Program Area Current Fund E&G revenues and expenditures (**Appendix C, Attachments D1 and D2**).

#### UA - Archaeological Survey

**UA-AS** will report Current Fund E&G direct revenues and expenditures by Station Location (Monticello, Fayetteville, etc.). Indirect Current Fund E&G revenues and expenditures to include UAF Institutional Support and UA-System costs should be allocated, to Station Location on the basis of their pro rata share of total Station Location Current Fund E&G revenues and expenditures (**Appendix C, Attachments E1 and E2**).

University of Arkansas for Medical Sciences

**UAMS** will report direct Current Fund E&G revenues and expenditures for the following colleges/departments: (1) Medicine, (2) Nursing, (3) Pharmacy, (4) Health Related Professions, (Departmental Research is included in previous four colleges), (5) Non-Degree Education, (6) Patient Care, (7) Clinical Studies, (8) Research, (9) Public Service, and (10) Indirect Medical Education.

Departmental reports of direct revenues and expenditures will already include their share of plant maintenance expenditures/revenue, University Hospital expenditures/-revenue, MCPG expenditures/revenue, and any other support program expenditures/-revenue that can be directly allocated or attributed. A separate departmental report for **Patient Care** will include University Hospital and MCPG expenditures/revenue that will not be allocated to any academic college either directly or indirectly. Finally, UAMS will allocate indirect support costs of Institutional Support, Academic Support, and Student Services to departments on the basis of expenditures (**Appendix C, Attachments F1 and F2**).

The uniform reporting schedule for 1993-94 follows:

July 22, 1994 . . . . . State Board approval of forms and instructions.

September 1, 1994 . . . . . Annual Instructor Record due at ADHE

September 15, 1994. . . . . Initial reports for 1993-94 due at ADHE.

October 15, 1994. . . . . ADHE proration of indirect expenditures returned to institutions for review.

November 15, 1994 . . . . . Final reports due at ADHE.

December 1994 . . . . . Reports reviewed by SBHE and transmitted to Joint Interim Committee on Education.

Flow charts describing the reporting methodologies for formula institutions are attached in **Appendix A**. Departmental reporting forms and instructions for formula institutions are attached in **Appendix B** and for nonformula institutions in **Appendix C**. In addition, **Appendix D** presents an outline of the report formats and sample reports from the 1992-93 data "test run."

The following resolution was approved by the Board on July 22, 1994 (Item No. 7):

**RESOLVED**, That the State Board adopts the uniform reporting procedures, forms, and instructions, as presented in this agenda item to be used by staff and institutions for annual uniform reports of Current Fund Educational and General revenues and expenditures by academic department and by academic program and other productivity reports of academic departments and programs as required by Act 537 of 1993.

**FURTHER RESOLVED,** That should any errors of a technical nature be found in these procedures and instructions, the Director is authorized to make appropriate corrections consistent with Act 537 of 1993.

**FURTHER RESOLVED,** That the State Board authorizes the Director of the Arkansas Department of Higher Education to issue final uniform reporting instructions to four-year institutions and their branches, nonformula institutions/entities, and community and technical colleges.

REPLACE WITH APPENDIX A COVER

REPLACE WITH DIAGRAM 1



REPLACE WITH DIAGRAM 2

REPLACE WITH DIAGRAM 3

REPLACE WITH DIAGRAM 4

## APPENDIX B COVER

REPLACE WITH FORM 22-1

**ADHE FORM 22-1  
CURRENT FUNDS EDUCATIONAL & GENERAL EXPENDITURES  
BY ACADEMIC DEPARTMENT  
DEFINITIONS AND INSTRUCTIONS**

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**GENERAL DEFINITIONS**

**CURRENT FUNDS EDUCATIONAL & GENERAL EXPENDITURES** - These expenditures represent the costs incurred for goods and services used in the conduct of an institution's operations, and include unrestricted and restricted educational and general expenditures for the support of academic programs.

**ACADEMIC DEPARTMENT** - ADHE approved organizational unit of instruction producing SSCH. Do not include organizational units which do not produce SSCH.

**INSTITUTIONAL ACCOUNT NUMBER** - The account number, as recorded in the institutional accounting system, assigned by the institution to the instructional unit.

**ADHE DEPARTMENT CODE** - The appropriate instructional department code from the list supplied by ADHE.

**UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES** - Operating expenditures allocated to the department budget for any purpose deemed necessary by the institution's management. This category includes all "designated funds" (unrestricted funds that may be used only for those purposes designated by the institution's governing board). **Report in Column B.**

**RESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES** - Operating expenditures from funds received by the institution from an external entity which specifies the purpose for which the funds are to be used and to which purpose the department's use is restricted. **Report in Column C.**

**GENERAL INSTRUCTIONS**

- \* Report for SSCH producing departments only.
- \* Report all amounts to the nearest dollar.
- \* Use accrual accounting.
- \* Report all current funds direct expenditures made by an academic department.
- \* Report actual expenditures consistent with the institutional year-end financial statement and ADHE 17-Series reports.

**ADHE FORM 22-1  
LINE BY LINE INSTRUCTIONS**

Line

#

1. Report on **LINE 1** all instructor salaries, excluding any portion separately budgeted for non-teaching functions, e.g., research, public service, and administration. Include adjunct faculty pay, summer and overload pay, and the teaching portion of graduate assistants' stipends if the GA's are instructors of record; if the GA's assist in the classroom, report in line 8.
2. Report on **LINE 2** gross salaries of administrative and clerical staff charged to the department budget other than extra help employees and student labor. **Include** the **nonteaching** portion of a salary split between administration and teaching (dept. chair).
3. Report on **LINE 3** gross salaries of the department's extra help.
4. Report on **LINE 4** gross salaries of the student labor charged to the department budget. **Do not include** any wages paid from student financial aid or work study which are not allocated directly to the department budget.
5. Report on **LINE 5** the sum of all fringe benefits for all employees charged to the department budget.
6. Report on **LINE 6** the sum of lines 1 through 5.
7. Report on **LINE 7** all expenditures for equipment.
8. Report on **LINE 8** other current expenditures including supplies and services, e.g., telephone, supplies, postage, maintenance contracts, etc.; travel, performance and any other departmental scholarships, fellowships, graduate assistantships (excluding teaching stipends), dean's office, and other expenditures. In reporting dean's office expenditures, prorate all costs of the academic dean's office, to which the department reports, in the same ratio as the department's SSCH production to the total SSCH produced by all departments reporting to that dean. In community and technical colleges, the expenditures of the division chairs' offices and of the chief academic and chief technical education officers would be allocated in a similar manner.
9. Report on **LINE 9** all costs associated with research budgeted at the departmental level.
10. Report on **LINE 10** expenditures for organized activities related to the department which provide opportunities for students to gain practical experience, e.g., radio stations, farms, child care centers, etc.
11. Report on **LINE 11** the total of lines 6 through 10.

REPLACE WITH FORM 22-2



**ADHE FORM 22-2**  
**CURRENT FUNDS EDUCATIONAL & GENERAL REVENUES**  
**BY ACADEMIC DEPARTMENT**  
**DEFINITIONS AND INSTRUCTIONS**

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**GENERAL DEFINITIONS**

**CURRENT FUNDS EDUCATIONAL & GENERAL REVENUES** - Income generated by the fulfillment of the primary purposes of colleges and universities: instruction, research, and public service.

**ACADEMIC DEPARTMENT** - ADHE approved organizational unit of instruction producing SSCH. Do not include organizational units which do not produce SSCH.

**INSTITUTIONAL ACCOUNT NUMBER** - The account number, as recorded in the institutional accounting system, assigned by the institution to the instructional unit.

**ADHE DEPARTMENT CODE** - The appropriate instructional department code from the list supplied by ADHE.

**UNRESTRICTED EDUCATIONAL AND GENERAL REVENUES** - Revenues that may be used for any purpose deemed necessary by the institution's management. This category includes all "designated funds" (unrestricted funds that may be used only for those purposes designated by the institution's governing board). **Report in Column B.**

**RESTRICTED EDUCATIONAL AND GENERAL REVENUES** - Revenues received by the institution from an external entity which specifies the purpose for the funds and to which purpose the department's use of the funds is restricted. **Report in Column C.**

**GENERAL INSTRUCTIONS**

- \* Report for SSCH producing departments only.
- \* Report all amounts to the nearest dollar.
- \* Use accrual accounting.
- \* Report all current funds direct revenues generated by an academic department.
- \* Report current funds revenues consistent with year end financial statement and ADHE 17-Series reports.
- \* Report actual revenues consistent with the institutional year-end financial statement and ADHE 17-Series reports.

**ADHE FORM 22-2  
LINE BY LINE INSTRUCTIONS**

LINE  
#

1. Report on **LINE 1** in Column B undergraduate and graduate SSCH produced by the Department, and income from tuition only related to SSCH generated by the academic department as follows:

Report on **LINE 1A** undergraduate SSCH produced by the department.

Report on **LINE 1B** graduate SSCH produced by the department.

Report on **LINE 1C** the sum of the following calculations:

Undergraduate Calculation: Aggregate annual undergraduate tuition only and divide by the total institutional undergraduate SSCH. The result will be the average tuition per undergraduate SSCH. That average will be multiplied by the number of undergraduate SSCH produced by the department.

Graduate Calculation: Aggregate annual graduate tuition only and divide by the total institutional graduate SSCH. The result will be the average tuition per graduate SSCH. That average will be multiplied by the number of graduate SSCH produced by the department.

2. Report on **LINE 2** the total of special fees attributable to the department such as laboratory fees, etc.
3. Report on **LINE 3** only those government appropriations attributable to the department received by or made available to the institution through acts of a legislative body or local taxing authority for operating purposes, **EXCLUDING STATE GENERAL REVENUE** and excluding governmental grants and contracts.
4. Report on **LINE 4** in Column B all unrestricted amounts received or made available for instructional purposes by grants, contracts, and cooperative agreements from governmental agencies for current operations of the academic department. Report in Column C, to the extent expended, all amounts received or made available to the department for instructional purposes through restricted grants, contracts, and cooperative agreements.
5. Report on **LINE 5** income derived from private gifts, grants, and contracts with nongovernmental organizations and individuals, including funds resulting from contracting for the furnishing of goods and services of an instructional nature, and that is directly attributable to the academic department. Report unrestricted revenue in column B and restricted revenue in column C.

6. Report on **LINE 6** in Column B unrestricted income from endowment and similar funds that is directly attributable to the academic department. Report in Column C restricted income directly attributable to the academic department from endowment and similar funds to the extent expended for current operations. Also include in column C income from funds held in trust by others under irrevocable trusts.
7. Report on **LINE 7** sales and services revenues related incidentally to the conduct of instruction that are directly attributable to the academic department. Include revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public, i.e., campus radio advertising, child care revenues, testing services, etc. Most commonly, these revenues will be reported in Column B.
8. Report on **LINE 8** sales and services revenues (net of discounts, allowances, and provision for doubtful accounts) generated by hospitals from daily patient, special, and other services. Revenues of health clinics that are part of a hospital are included in this category. Not included are revenues from research and other specific-purpose gifts, grants, or endowment income restricted to a hospital.
9. Report on **LINE 9** interest income, gains/losses on investments, expired term endowments, and terminated annuity or life income agreements that are attributable to the department. Report unrestricted revenue in Column B and restricted revenue in column C. (This line probably will not be used.)
10. Report on **LINE 10** income from sources other than those listed above such as miscellaneous rentals and sales. Report unrestricted revenue in column B and restricted revenue in Column C.
11. Report on **LINE 11** the sum of lines 1C through 10.

REPLACE WITH 22-3

REPLACE WITH APPENDIX C COVER

REPLACE WITH ATTACHMENT A

REPLACE WITH ATTACHMENT B

## ATTACHMENT C1



ATTACHMENT C2

## ATTACHMENT D1

## ATTACHMENT D2

## ATTACHMENT E1

## ATTACHMENT E2

ATTACHMENT F1

ATTACHMENT F2

## APPENDIX D COVER



**ARKANSAS DEPARTMENT OF HIGHER EDUCATION  
UNIFORM REPORTING FORMATS**

**I. REPORT 1 - SUMMARY OF TOTAL E&G EXPENDITURES BY INSTITUTION**  
(17-series)

- A. ROWS - NACUBO EXPENDITURE FUNCTIONS (7)
- B. COLUMNS - TOTAL EXPENDITURES (3)
  - 1. UNRESTRICTED E&G
  - 2. RESTRICTED E&G
  - 3. TOTAL

**II. REPORT 2 - INSTITUTIONAL SUMMARY OF TOTAL E&G REVENUES**  
(17-Series)

- A. ROWS - INSTITUTIONAL REVENUE BY CATEGORY (3)
  - 1. TOTAL LOCAL INCOME
  - 2. STATE GENERAL REVENUE RECEIVED
  - 3. INSTITUTIONAL TOTAL
- B. COLUMNS - TOTAL REVENUES (3)
  - 1. UNRESTRICTED E&G
  - 2. RESTRICTED E&G
  - 3. TOTAL

**III. REPORT 3 - E&G EXPENDITURES BY DEPARTMENT BY OBJECT (FORM 22-1)**

- A. ROWS - OBJECTS (7)
  - 1. FACULTY SALARIES
  - 2. FRINGES & OTHER SALARIES
  - 3. SUPPLIES & SERVICES
  - 4. ETC.
- B. COLUMNS - EXPENDITURES BY TYPE (3)
  - 1. UNRESTRICTED E&G
  - 2. RESTRICTED E&G
  - 3. TOTAL
- C. SUMMARY - INSTITUTIONAL TOTAL FOR ALL DEPARTMENTS SAME RxC

**IV. REPORT 4 - E&G REVENUES BY DEPARTMENT BY CATEGORY (FORM 22-2)**

- A. ROWS - CATEGORIES (9)
  - 1. TUITION

- 2. SPECIAL FEES
- 3. ETC.
- B. COLUMNS - REVENUES BY TYPE (3)
  - 1. UNRESTRICTED E&G
  - 2. RESTRICTED E&G
  - 3. TOTAL
- C. SUMMARY - INSTITUTIONAL TOTAL FOR ALL DEPARTMENTS SAME RxC

**V. REPORT 5 - AGGREGATION DETAIL BY DEPARTMENT (OR CIP) BY COURSE BY LEVEL (INSTITUTIONAL USE ONLY)**

- A. ROWS - DEPARTMENTS (DEGREE PROGRAM OR CIP) BY CODE
  - 1. COURSES BY LEVEL
- B. COLUMNS - DATA DETAIL
  - 1. DEPT. CODE
  - 2. CIP CODE (4 DIGITS)
  - 3. COURSE NAME
  - 4. COURSE LEVEL
  - 5. TOTAL REVENUE
  - 6. TOTAL EXPENDITURES
  - 7. SSCH PRODUCTION
  - 8. COURSE SSCH AS PERCENT OF TOTAL
  - 9. REVENUE PER SSCH
  - 10. EXPENDITURES PER SSCH

**VI. REPORT 6 - LEGISLATIVE SUMMARY REPORT BY DEPARTMENT (DEGREE PROGRAM OR CIP) BY LEVEL (LEGISLATIVE REPORT)**

- A. ROWS - DEPARTMENTS (DEGREE PROGRAM OR CIP)
- B. COLUMNS - DATA SUMMARY (7)
  - 1. DEPARTMENT NAME
  - 2. TOTAL REVENUE
  - 3. TOTAL EXPENDITURES
  - 4. GENERAL REVENUE SUBSIDY
  - 5. SSCH PRODUCTION
  - 6. FTE ENROLLMENT
  - 7. TOTAL REVENUE PER FTE BY LEVEL
  - 8. TOTAL EXPENDITURES PER FTE BY LEVEL
  - 7. GENERAL REVENUE SUBSIDY PER FTE BY LEVEL

## LEGISLATE SUMMARY

AGGREGATION DETAIL

AGGREGATION DETAIL2

22-1 SAMPLE

22-1 CONSOLIDATED

22-2





22-1 & 22-2 SUMMARY

Approved: Agenda Item No. 7  
July 22, 1994

**REPORTING OF FUND BALANCES AS REQUESTED AT OCTOBER 10, 1969  
MEETING AND THE ADVISABILITY OF CONSIDERING AUXILIARY SERVICES  
INCOME AND EXPENDITURES AS A PART OF THE APPROPRIATION PROCESS**

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The purpose of this agenda item is to report to the Commission on two matters: (1) the separation of educational and general and auxiliary funds and (2) the status of uncommitted funds in the institutions of higher education in Arkansas. This is being done as a result of the resolution passed by the Commission at its October 10, 1969, meeting which was as follows:

**RESOLVED**, That the Executive Director be instructed to investigate the type of administrative and financial controls (including legal authority therefore) which would be required to properly coordinate receipt and expenditure of revenue earned by auxiliary services with legislative appropriations process.

In order to fully explore the first item of concern, the Executive Director made a restudy of the manual which has been used by college and university business personnel for a number of years and has been generally accepted as the source of authority in this area. The title of this manual is College and University Business Administration and it is published by the American Council on Education. Persons representing related professional groups were utilized in the development of the manual. Groups represented on the committees included the National Association of College and University Business Officers, the American Institute of Certified Public Accountants, the U.S. Office of Education, the American Council on Education and several special consultants.

Quoting from page 153 of this manual, this statement is made concerning the revenues and expenditures of auxiliary enterprises:

The financial operations of auxiliary enterprises should be reported separately in the Statement of Current Funds Revenues, Expenditures, and Transfers. Accounts should be maintained and reports presented on the accrual basis.

Expenditures should include all direct operating costs, charges for the operation and maintenance of the physical plant used by the enterprises, appropriate shares of general administrative and institutional expenditures, and, if applicable, charges for debt service on the physical facilities in which the auxiliary enterprises are located. Any provision made out of revenues of the enterprises for the renewal and replacement of their plant properties should also be included.

This statement above indicates that the separation of these two aspects of institutional operation should be done. Although this is done, this does not mean that transfers between the two might not be made, but on page 130 of the manual it states that, "If auxiliary enterprises receive a subsidy, the accounting records and reports should disclose the amount and source. Similarly, if revenues exceed expenditures after provision for reserves and any debt service, the amount of excess and its disposition should be disclosed."

Quite often the Arkansas Commission consults with surrounding statewide boards for information which is utilized in making decisions affecting Arkansas higher education. The Director, in this case, turned to some of the surrounding states to find out how auxiliary enterprises are handled in terms of accounting. States contacted include Missouri, Tennessee, Mississippi, Texas, Louisiana and Oklahoma. Replies indicate that the American Council on Education's manual is utilized in each case. The Missouri Commission on Higher Education in a November 5 letter stated that, "The separation between educational and general and auxiliary enterprises is directly that spelled out in the ACE handbook." In a November 7 letter from the Tennessee Higher Education Commission it is stated that, "The State of Tennessee also feels that auxiliary operations should be self-supported and we do not include the funds that are anticipated from auxiliary enterprises nor the cost of operating those enterprises in our educational appropriations request." The Coordinating Board of the Texas College and University System, in a November 14 letter indicated that "The procedure used by this State related to the separation of education and general and auxiliary funds is the same as prescribed in the College and University Business Administration published by the American Council on Education."

In a November 11 letter from Chancellor E. T. Dunlap of the Oklahoma State Regents for Higher Education he states that, "Our budgeting in Oklahoma higher education for educational and general operations is separate and distinct entirely from the budgeting for operation of auxiliary enterprises (dormitories, food service, student unions, and other similar-type operations)." Dr. E. E. Thrash of the Board of Trustees of Institutions of Higher Learning in Mississippi stated in a letter of November 6 that:

The Board of Trustees of Institutions of Higher Learning, State of Mississippi, has requested the individual institutions under its jurisdiction to adopt the College and University Business Administration Handbook as the guide for all university and college reporting. Prior to this action, the Board requested that all truly auxiliary enterprises be self-supported. We do not include the revenue from auxiliary enterprises in our revenues reported to the total requests for support need. However, we do report to the Budget Commission our total budget, which does include auxiliary enterprises, with the understanding that these are self-supported and do not require a supplement of State appropriated funds.

The Louisiana Coordinating Council for Higher Education, in a letter of November 21 stated that, "Louisiana presently takes the position that auxiliary functions at higher

education institutions are self-supporting, and should be considered separately. No state funds are ever appropriated to help support these functions."

The above discussion gives an indication of the procedures followed in surrounding states and what the authoritative manual utilized by colleges and universities has to say about separation of educational and general and auxiliary revenues and expenditures. Also, the action of the Arkansas Commission over the years of its existence indicates that it stands for this same principle. If these funds were to be combined for appropriation purposes, this would raise questions such as: Should the same rate of room and board be charged at each institution? What should be the rate of charge to the student when he lives in a dormitory which is debt free? Should the State appropriate funds for the operation of auxiliary enterprises? What shall an institution be allowed to spend its auxiliary income for? etc.

It can be seen that some of the questions raised by changing this procedure would be very difficult to answer because of the present authority of the commission and also it would be in violation of the principle adhered to by other states and that of the Arkansas Commission up to this point.

Recognizing the need to have reports of available funds prior to their accumulation, it is being recommended that for the appropriation process the continued separation of educational and general and auxiliary expenditures and income be kept, but that the institutions be required annually to report to the Commission the total income and expenditure picture of education and general operations as well as auxiliary enterprises. This will also include a report of fund balances and an explanation of the source of these fund balances and the nature and amount of commitments against them. In doing this the principle of separation will be maintained and the total financial picture of the institution will be known by the Commission. Financial Reports of institutions have been submitted to the Commission in the past, but do not always give all information needed. This report should be modified to give more of the desired information.

#### Report of Funds Balances as of June 30, 1969

The Commission at its October 10, 1969, meeting reviewed a request for a Physical Education Building for Henderson State College in which it was revealed that uncommitted plant funds were to be utilized in helping to finance this construction project. After much discussion the Commission asked the Director to investigate as to whether or not this is the case for other institutions. Further, the staff was asked to make a recommendation concerning the combining of all income of the institution in the appropriation process as outlined elsewhere in this agenda item.

In order to make an evaluation of uncommitted funds, forms were devised by the Commission staff which were completed by institutions. Reports submitted reflected considerable detail related to the various fund groups at each institution and the amount of these funds uncommitted as of June 30, 1969.

After receiving data from the institutions, the Commission staff spent a limited amount of time in reviewing this material with institutional personnel when items reported by the institution were questionable. In many instances there would be some disagreement as to whether funds were uncommitted.

General findings from these reports indicate that only three institutions had a significant amount of uncommitted funds on hand as of June 30, 1969. Whether or not funds reported by the institutions as being committed should have been uncommitted was questionable in a number of instances. But due to the fact that the board of each institution can make this decision the Commission staff went along with the amount of uncommitted funds if there was any sufficient reason for these commitments.

The Board approved the following resolution on January 16, 1970 (Item No. 17):

**RESOLVED,** That the Commission on Coordination of Higher Education Finance adopts the principle of continued separation of educational and general and auxiliary expenditures and income and that auxiliary enterprises will not be considered in the appropriation process.

**FURTHER RESOLVED,** That the Executive Director is directed to annually obtain a report of income and expenditures of educational and general and auxiliary operations of each institution for the most recently completed fiscal year and that this report contain the status of fund balances and an explanation of the source of these fund balances, and the nature of the amount of commitments against them.

Approved: Agenda Item No. 17  
January 16, 1970

## **REVISION TO BOARD POLICY REGARDING ECONOMIC FEASIBILITY OF BOND ISSUES**

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The following revisions are recommended to the current board policy regarding Economic Feasibility of Bond Issues, Section VI.B.5 adopted October 14, 2008.

### **AHECB POLICY FOR MAINTENANCE OF NEW FACILITIES**

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This policy is proposed to ensure that in the future all newly constructed or purchased facilities will have a source of funding for maintenance of the new facility. Institutions seeking approval of a loan or a bond issue for the construction or purchase of a new facility must provide for the maintenance of that facility by transferring annually to plant funds an amount as recommended by the Association of Physical Plant Administrators of Universities and Colleges (APPA). This is currently \$2.50 per gross square foot for an educational and general facility or \$1.25 per gross square foot for an auxiliary facility. A lower rate per gross square foot for a specific building/facility can be approved with appropriate justification.

It is the expectation that the institution will provide for the long term maintenance of the facility for which the funds were accrued. Funds may be utilized for facility renovation and upkeep including upgrade or replacement of equipment and furnishings of the designated building. These funds will be transferred to the plant fund annually and shall begin in the fiscal year following the completion and occupancy of the facility and will continue as long as the building is in use. The funds can also be used for critical and deferred maintenance of the institution.

These transfers shall be reported as mandatory transfers on 17-2 form and all other applicable forms. A Supplemental 17-2 form will be created to list specifically each transfer associated with the designated buildings. Buildings approved from October 2008 prior to October 2010 will report funds transferred based upon their plan identified in their bond or loan feasibility request. Buildings approved October 2010 forward will report based upon the AHECB policy adopted October 29, 2010.

The first report will be presented at the October 2011 AHECB meeting.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board revises the Economic Feasibility of Bond Issues policies as outlined above, effective October 29, 2010.

## **ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULATIONS REGARDING ISSUANCE OF BONDS BY**

## **INSTITUTIONS OF HIGHER EDUCATION**

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### **I. Compliance with State Law**

The structure and sales of bonds issued by state institutions of higher education shall be in conformance with all relevant provisions of state and federal law, and may contain such terms as specified by the local board in its authorizing resolution which are in compliance with state and federal law and Coordinating Board policy. Should any provision of State Board policy be found to be in conflict with state or federal law, the provisions of the law will supersede Coordinating Board policy, but other provisions contained herein shall not be affected.

### **II. Interest Rates**

The maximum rate of interest shall be set by Arkansas law for four-year institutions and their branches, and for community and technical colleges (i.e., 5 percent per annum above the Federal Reserve Discount Rate on ninety-day commercial paper in effect in the Federal Reserve Bank in the Federal Reserve District in which Arkansas is located); the maximum interest rate established by law for the University of Arkansas law schools at Fayetteville and Little Rock is 10 percent.

### **III. Professional Support**

In consideration of the complexities of issuing bonds, institutions of higher education are encouraged to obtain the professional advice necessary to insure that the issuance of bonds is based on the most favorable terms for the institution and in compliance with applicable state and federal laws and Coordinating Board policy.

### **IV. Bonds Generally**

- A. The bonds shall be authorized by resolution of the institutional board of trustees, and the bonds shall be secured solely by the revenues pledged thereto, and shall not be considered a debt of the State of Arkansas.
- B. The maximum term of obligation of a series of bonds may not exceed thirty (30) years.

### **V. Bond Sales**

- A. Bonds may be sold either on sealed or negotiated bid, whichever is considered likely to yield the most favorable terms for the institution.



- B. Notification of bonds to be sold at public sale shall be given wide distribution, including advertisement in an Arkansas newspaper that has a general statewide circulation, plus advertisements in any other publication necessary to reach the appropriate market. Notice of the sale must be published at least once a week for three consecutive weeks, with the first publication at least twenty (20) days prior to the date of sale. In addition, it is recommended that a copy of the Preliminary Official Statement (POS) be sent to the The Bond Buyer (or its successor). Paid advertisement in The Bond Buyer is not required.
- C. If the bonds are sold at public sale, the sale of the bonds shall be awarded to the bidder whose bid results in the lowest net interest cost, taking into account any premium or discount contained in such bid.

VI. Review by the Arkansas Higher Education Coordinating Board

- A. Prior to the official marketing process, the Arkansas Higher Education Coordinating Board shall review the economic feasibility of the project(s) to be financed, in whole or in part, by the issuance of bonds by public institutions of higher education, and report to the institutions its advice within thirty days of the board meeting at which the feasibility is reviewed.
- B. Requests for Coordinating Board review must be accompanied by a copy of the local board's resolution authorizing the bond issue and the projects to be funded; a description of the project(s), including the current (for renovation projects) and projected use of buildings, land acquisition, etc.; and a summary description of debt specifying the following:
1. The total amount, term of obligation, and estimated maximum interest rate of the bond issue
  2. The estimated annual debt service for the new issues
  3. The source of revenue for debt service and the estimated annual revenue from that source
  4. Existing annual debt service by revenue source
  5. **A plan for maintaining the new facility such as:**
    - **Establishment of an endowment fund for building maintenance**
    - **A portion of the annual operating budget to be set aside**
    - **Other methods**
  6. Any other information deemed necessary for complete and informed review by the Coordinating Board.

- C. When considering its advice on the economic feasibility of projects, the Coordinating Board shall consider the following guidelines in determining prudent debt service limits:
1. Educational and general projects may be financed by obligating a maximum of 25 percent of **net** student tuition and fee revenue (**gross tuition and fees less unrestricted educational and general scholarship expenditures**) for total debt service, or institutions may obligate dedicated building use fees so long as annual building use fee revenue is no less than 120 percent of annual debt service; in addition, higher education institutions may obligate local tax or special millage so long as the annual tax proceeds equal no less than 120 percent of the total annual debt service.
  2. Auxiliary projects may be financed by auxiliary revenues, dedicated building use fees, or local tax or millage so long as annual revenue from these sources is no less than 120 percent of total annual debt service.

General revenue may not be pledged in support of debt for any project.

Approved: Agenda Item No. 19  
January 14, 1972

Approved: Agenda Item No. 7  
July 23, 1993

Amended: Agenda Item No. 4  
April 25, 2003

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

On April 25, 2003, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 4): aforementioned policies as outlined above, effective April 25, 2003.

**WORKFORCE 2000  
CAPITAL FUNDING DISTRIBUTIONS  
ACT 1245 OF 1991**

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Act 1246 establishes two capital appropriations for the 1991-93 biennium as a part of the vocational-technical restructuring effort. Monies to support the appropriations come from the early collection of the 1/2 cent sales tax increase enacted in April 1991.

**WORKFORCE 2000 ACCREDITATION CAPITAL FUND**

The first appropriation is for \$3.5 million to be made available to technical colleges to enhance their qualifications for accreditation. Act 1246 requires the State Board of Higher Education to establish guidelines to insure that funds are used to correct accreditation deficiencies. In July, the State Board approved an initial release from this appropriation of \$10,000 for each institution for the purchase of specified computer hardware, program enhancements, and instructional equipment.

Department staff are currently evaluating future releases of these capital monies. Plans are to bring in consultants experienced in performing North Central Association accreditation reviews to conduct on-site assessments of each technical college. These third party assessments will provide information to be used by staff as part of their on-going analysis and identification of "accreditation deficiencies," including equipment and capital construction needs. In addition, staff has requested that the technical colleges identify equipment and construction needs in order of institutional priority. A maximum of \$250,000 is set aside for each Technical College for this purpose.

The Department staff visited each technical college earlier this year. Two areas of immediate concern emerged: the lack of library support for existing vocational programs, as well as for new academic offerings; and the absence of science labs. Staff has requested that institutions identify library support needs for contracted academic courses and recommends that a fund release be targeted to library support of those courses plus possible automation of institutional libraries. Preliminary estimates suggest that each Technical College will need \$7,000 to \$10,000 to purchase adequate volumes to support contract courses. Department staff are also evaluating hardware and software which would permit institutions to access other institutional library catalogues to promote interlibrary loans. (According to state regulations, software purchases are considered to be operating expenditures and, therefore, would not qualify for funding from this capital appropriation).

**WORKFORCE 2000 MATCHING CONSTRUCTION FUND**

The second capital appropriation in Act 1246 provides \$5.5 million to be distributed on a one-to-one matching basis. Both technical colleges and community colleges are eligible to apply for these funds. The following criteria must be met for eligibility:

- (1) Act 1246 provides a total of \$5.5 million; each institution is limited to a maximum of \$250,000. If an institution is unable to meet the matching

requirements for any part of its allocation, the balance will be distributed among other campuses based on demonstrated need and ability to match. However, institutions will be provided with adequate opportunity to meet the requirements stipulated in the act.

- (2) Act 1246 identifies eligible capital projects as those which will improve the educational environment; i.e., educational and general (academic) facility construction or renovation.
- (3) Act 1246 mandates that each institution must certify that an amount equal to its allocation has been raised for the same purpose.
- (4) The match monies may be local funds (millage or local tax) or private contributions, as specified by the Act. Based upon national accounting standards and state law, "local funds" include millage, but do not include tuition and fee income which must be dedicated to operating expenditures.

The application period for these funds will begin in October 1991 and extend through the biennium. However, ADHE staff will prepare recommendations for an initial distribution for presentation to the State Board in their January, 1992 meeting. Institutions desiring to be included in this first recommendation should submit their requests to the Department no later than December 11, 1991. Act 1246 mandates that each institution must have adequate opportunity to meet the requirements as stipulated above; therefore, additional applications and recommendations will be submitted to the State Board in subsequent meetings.

The application document will be the same as used by the institutions to make their capital construction requests for the 1993-95 biennium, with the addition of the above qualification criteria.

**RESOLVED**, That the State Board of Higher Education authorizes the release of capital funds from the Workforce 2000 Accreditation Capital Fund to each technical college, in an amount to be determined by department staff, for the purchase of library holdings to support academic contract courses and any computer hardware for library automation.

**FURTHER RESOLVED**, That the State Board of Higher Education instructs the Director to proceed with evaluations of accreditation deficiencies for each technical college to be presented for Board approval at a subsequent meeting.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the Director to issue application instructions to all technical and community colleges for the Workforce 2000 Matching Construction Fund in accordance with the general provisions stated above.

**FURTHER RESOLVED**, That the first application period for submittal of applications for the Workforce 2000 Matching Construction Fund will

extend until December 11, 1991, with initial recommendations for funding to be presented for Board approval at the January 1992 meeting; and, in order to provide institutions with adequate opportunity to meet stipulated requirements, further recommendations will be presented for Board approval in subsequent meetings.

Approved: Agenda Item No. 6  
October 4, 1991

## **OPERATING DISTRIBUTIONS OF WORKFORCE 2000 DEVELOPMENT FUND**

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On July 19, 1991, the State Board of Higher Education made initial operating distributions to the technical colleges from the Workforce 2000 Development Fund to include a 6 percent increase (\$818,025) from the 1990-91 general revenue operating base for each technical college and to finance the academic contract courses (approximately \$800,000 - \$1,000,000).

Since that time ADHE staff has developed a computerized registration system, which will enable the technical colleges to report student enrollment for the fall semester in October. When those enrollments are received and verified, ADHE staff will determine institutional enrollment on a full-time equivalent student basis. There is a remaining balance in the Workforce 2000 Development Fund of \$1,056,384 for the express purpose of supplemental assistance in meeting personal services and operating expense requirements of the technical colleges. Department staff proposes, after receipt of the institutional enrollment data, that an allocation from the Workforce 2000 supplemental assistance balance be made for each technical college based on each institution's FTE student enrollment.

In addition, there are two associate degree RN programs (ADN) in the development stage: one at Ozarka Technical College and one at Cossatot Technical College. While these institutions cannot offer stand-alone ADN programs at the present time, there does not appear to be student demand in these areas sufficient to justify development of satellite programs, with the ADN being offered by another institution. Both programs at Ozarka and Cossatot have been given preliminary approval by the State Board of Nursing, directors have since been hired, and curricula are currently being developed.

Since those initial approvals were made by the State Board of Nursing, the vocational-technical restructuring legislation passed and has impacted program approval authority. The technical colleges, by Act 1244, may not seek an associate degree program for two years. Department staff are currently developing a state-wide nursing education strategy to include regional cooperatives, satellite programs, shared clinical faculty, some degree of standardized curriculum, articulation and transfer issues, faculty shortages and distance learning.

To support continued planning efforts at Ozarka Technical College and Cossatot Technical College, staff proposes the following distributions be made from the Workforce 2000 Development Fund monies specified for supplemental assistance for personal services and operating expenses:

- (1) That \$25,000 be distributed to Ozarka Technical College for the nursing director salary to continue curriculum development; and
- (2) That \$60,000 be distributed to Cossatot Technical College to be transferred to Southern Arkansas University Magnolia to offer the RN program. Southern

Arkansas University Magnolia has agreed to employ the director previously hired at Cossatot and to begin planning a nursing class. (At its meeting on July 19, 1991, the State Board approved the Associate of Science Degree in Nursing at SAUM on the Cossatot Technical College campus contingent on funding).

The following resolution was approved by the State Board on October 4, 1991 (Item No. 25):

**RESOLVED**, That the State Board of Higher Education authorizes the Director of the Arkansas Department of Higher Education to distribute additional operating funds from the Workforce 2000 Development Fund to the technical colleges in amounts to be determined by department staff based on fall student enrollment.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the Director of the Arkansas Department of Higher Education to distribute from the Workforce 2000 Development Fund \$25,000 to Ozarka Technical College and \$60,000 to Cossatot Technical College for nursing education programs.

**FURTHER RESOLVED**, That the State Board authorizes the Director of the Arkansas Department of Higher Education to develop a statewide strategy for nursing education.

Approved: Agenda Item No. 25  
October 4, 1991

**WORKFORCE 2000  
CAPITAL FUNDS RECOMMENDATIONS  
ACT 1246 OF 1991**

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In Act 1246, of 1991, two capital appropriation funds were established for the 1991-93 biennium for the purpose of improving the educational environment for both community colleges and technical colleges. The first appropriation was for a Workforce 2000 (WF 2000) Accreditation Capital Fund with \$3.5 million to be made available to technical colleges on a non-matching basis to enhance their qualifications for accreditation. In the second capital appropriation, \$5.5 million was appropriated to be distributed on a one-to-one matching basis for all eligible capital projects out of the WF 2000 Matching Construction Fund.

**WORKFORCE 2000 ACCREDITATION CAPITAL FUND**

The first appropriation was for \$3.5 million to be made available to technical colleges for enhancement of qualifications for accreditation. An initial release of funds in the amount of \$10,000 per institution was approved by the State Board in July 1991 for the purchase of specified computer hardware, program enhancements, and instructional equipment.

The Department staff has requested that the technical colleges identify equipment and construction needs in order of institutional priority. A maximum of \$250,000 was set aside for each technical college, and since \$10,000 has already been released for each institution, technical colleges can continue to request up to \$240,000 for these purposes.

Four non-matching capital requests have been evaluated for the second distribution of Workforce 2000 Accreditation Capital Funds. A total of \$765,000 of WF 2000 Accreditation Capital Fund monies is recommended for this distribution. Of that total, Ozarka Technical College requests \$210,000, Petit Jean Technical College requests \$240,000, Pines Technical College requests \$240,000, and Twin Lakes Technical College requests \$75,000.

Table 1 summarizes ADHE staff recommendations for each institution with brief descriptions of each capital accreditation project.



**TABLE 1 - SUMMARY OF WORKFORCE 2000  
ACCREDITATION CAPITAL FUND RECOMMENDATIONS**

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**OZARKA TECHNICAL COLLEGE**

Ozarka Technical College (OZTC) requests \$210,000 in WF 2000 funds for a new addition to their Business Education Building. This construction will add 1,540 square feet of classroom and laboratory space to the existing building. The project includes the construction of a Biology/Microbiology laboratory, equipment purchases for an existing science lab, and classroom space for collegiate-level courses. The construction and equipment purchases will provide critical space for Arkansas State University courses offered on the OZTC campus.

PROJECT TITLE:	Business Education Addition-Science Lab
TOTAL COST OF PROJECT:	\$210,000

**PETIT JEAN TECHNICAL COLLEGE**

Petit Jean Technical College (PJTC) has requested \$240,000 in WF 2000 funding for renovations to provide a Library/Lecture Hall and a Nursing Facility. The current Automotive Technology laboratory and classroom will be remodeled into a 3,600 square foot library and a 1,900 square foot lecture hall. The new library will provide adequate study areas for students, will house up to 27,000 library volumes, and will provide office space and additional storage areas. The lecture hall will be a multi-use facility for lectures, assemblies, and student organizations and will increase current maximum seating at PJTC from 30 students to 165 students. The renovation of a 2,900 square foot shop area into a Nursing Facility will provide a nursing laboratory, two classrooms, office space, and additional storage area. Petit Jean Technical College will finance the balance of the total cost of these projects with private contributions from the local community.

PROJECT TITLE:	Library/Lecture Hall
TOTAL COST OF PROJECT:	\$237,935
PROJECT TITLE:	Nursing Facilities
TOTAL COST OF PROJECT:	\$105,290

**PINES TECHNICAL COLLEGE**

Pines Technical College (PITC) requests WF 2000 funding of \$240,000 for the new construction of a Learning Resource Center/Library to replace the facility which was destroyed by fire in January 1992. The estimated replacement cost of the Administration Building, which includes the Learning Resource Center/Library, is

\$900,000. The total cost of the building would be met with WF 2000 funds and insurance reimbursement proceeds. PITC plans include rebuilding the Administration facility and dedicating 2,100 square feet for the Learning Resource Center/Library. This funding will move Pines Technical College towards meeting the minimum learning Resource Center/Library standards for North Central Accreditation.

PROJECT TITLE:	Learning Resource Center/Library
TOTAL COST OF PROJECT:	\$900,000

### TWIN LAKES TECHNICAL COLLEGE

Twin Lakes Technical College (TLTC) has requested \$75,000 in non-matching WF 2000 Accreditation Capital funds for the acquisition of instructional equipment in the electronics and machine shop programs. The electronics equipment is basic needs equipment that will be used by all students every semester during the two-year electronics program. The purchase of new equipment will allow TLTC to bring basic equipment up to standard, "state-of-the-art" levels. Funding for machine shop equipment will allow TLTC to provide minimum basic equipment needs for the machine shop certificate program. Funding of these projects will enhance the potential for successful North Central Accreditation. Due to a possible merger with North Arkansas Community College (NACC), these plans will be reviewed and approved by the President of NACC before any funds will be distributed.

PROJECT TITLE:	Basic Equipment Upgrade/Replacement
TOTAL COST OF PROJECTS:	\$75,000

### **WORKFORCE 2000 MATCHING CONSTRUCTION FUND RECOMMENDATIONS**

In the initial distribution of Workforce 2000 funds at the January 1992 State Board of Higher Education Meeting, a total of \$1.5 million in matching funds was recommended by the SBHE for six institutions. Three capital project requests have been evaluated for the second distribution of Workforce 2000 (WF 2000) Matching Construction Fund monies. Each institutional request has been evaluated on the following criteria and the matching funds have been certified by each institution's board of trustees as having met the following requirements for eligible matching funds:

- (1) Act 1246 of 1991 identifies eligible capital projects as those which will improve the educational environment; i.e, educational and general (academic) facility construction or renovation.
- (2) Act 1246 mandates that each institution must certify that an amount equal to its allocation has been raised for the same purpose.

- (3) The match monies must have been from local funds (millage or local tax) or private contributions, as specified by the Act. Based upon national accounting standards and state law, "local funds" include millage, but do not include tuition and fee income, which must be dedicated to operating expenditures.

A total of \$400,000 of matching construction fund monies is recommended for the second distribution of WF 2000 capital funds. Of that total, Mountain Home Technical College is requesting \$50,000, Northwest Arkansas Community College is requesting \$100,000, and White River Technical College is requesting the maximum of \$250,000 in allowable funds.

Table 2 summarizes ADHE staff recommendations for each institution with brief descriptions of each capital project and the total cost of the project.

**TABLE 2 - SUMMARY OF WORKFORCE 2000  
MATCHING CONSTRUCTION FUND RECOMMENDATIONS**

**MOUNTAIN HOME TECHNICAL COLLEGE**

Mountain Home Technical College (MHTC) requests Workforce 2000 capital project matching funds of \$50,000 for a Technology Annex. MHTC plans to purchase and renovate a 6,300 square foot building adjacent to its campus. This building will be renovated to house classrooms with laboratories, administrative offices, and storage areas. Mountain Home Technical College has certified that matching funds will come from county sales tax revenue and private contributions.

PROJECT TITLE:	Technology Annex
TOTAL COST OF PROJECT:	\$100,000

**NORTHWEST ARKANSAS COMMUNITY COLLEGE**

Northwest Arkansas Community College has requested \$100,000 of the maximum \$250,000 in Workforce 2000 matching construction funds for the acquisition of 77.09 acres of land. This land purchase is planned to allow for centralization of activities such as, but not limited to, a library resources center, laboratories, classroom space, faculty and administrative offices, and additional parking areas. NWACC's five-year master plan estimates a need for 129,000 square feet of building space to meet projected student enrollment. NWACC has certified that a WF 2000 match of \$100,000 will be matched by a local one-mill tax.

PROJECT TITLE:	Land Acquisition for Central Locus
TOTAL COST OF PROJECT:	\$500,000

## WHITE RIVER TECHNICAL COLLEGE

A Workforce 2000 matching fund request of \$250,000 has been received from White River Technical College for the purchase of property and a 50,000 square foot building. The initial plans involve phased construction of classrooms, laboratory facilities, and a library and learning resource center. Future plans include the addition of a lecture hall to seat 800 students for a total gross footage of approximately 80,000 square feet. The Workforce 2000 funding is to be matched by a private grant of \$250,000 from a charitable support foundation upon the July 1, 1992, merger with Arkansas State University at Beebe (ASUB). ASUB has reviewed this request and is in agreement with the plans. The balance of this project will be financed with private contributions from the local community.

PROJECT TITLE: Library/Academic Building

TOTAL COST OF PROJECT: \$750,000

**RESOLVED**, That the State Board of Higher Education approves the above outlined Workforce 2000 Accreditation Capital Fund project requests.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the following distributions from the Workforce 2000 Accreditation Capital Fund; Ozarka Technical College - \$210,000, Petit Jean Technical College - \$240,000, Pines Technical College - \$240,000.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes distribution from Workforce 2000 Accreditation Capital Funds in the amount of \$75,000 to Twin Lakes Technical College subject to the review and approval of the Director of the Arkansas Department of Higher Education and the President of North Arkansas Community College.

**FURTHER RESOLVED**, That the State Board of Higher Education approves the above outlined Workforce 2000 Matching Construction Fund capital project requests.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the distribution of capital funds from the Workforce 2000 Matching Construction Fund to North Arkansas Community College contingent upon receipt of matching funds from the North Central Arkansas Foundation for Higher Education, Inc., the County of Baxter Quorum Court, and the City of Mountain Home City Council for the exclusive use of the Technology Annex project for Mountain Home Technical College.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the distribution of \$100,000 from the Workforce 2000 Matching Construction Fund for Northwest Arkansas Community College.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the distribution of \$250,000 to White River Technical College on July 1, 1992, when it officially becomes Arkansas State University-Beebe Branch: Newport Campus, since this is the stipulation on the matched monies.

**FURTHER RESOLVED**, That the Workforce 2000 Matching Construction Fund allocation per project may not represent more than 50 percent of the total cost of said project up to the allowable total of \$250,000 for all projects.

**FURTHER RESOLVED**, That any institution that is unable to expend distributed funds from the Workforce 2000 Accreditation Capital Fund or the Workforce 2000 Matching Construction Fund as approved must return these unexpended monies to the Workforce 2000 Funds for future distribution. Each institution may submit additional capital request applications at any time during the remainder of the 1991-92 biennium.

Approved: Agenda Item No. 37  
April 10, 1992

## WORKFORCE 2000 OPERATING FUNDS DISTRIBUTION

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Act 1246 of 1991, Section 6, establishes two identical Workforce 2000 operating fund appropriations for technical colleges in 1991-92 and 1992-93. Section 6 (a) provides \$1,874,409 each year for supplemental assistance in meeting personal services and operating expense requirements. Section 6 (b) provides \$5,450,000 each year for assistance in removing accreditation deficiencies, including the Faculty Development Program. The Act specifies that funds are to be distributed by the Department of Finance and Administration as directed by the State Board of Higher Education.

### YEAR-TO-DATE WORKFORCE 2000 OBLIGATIONS

#### SECTION 6(a)

1991-92: To date, \$1,874,409 has been distributed to the technical colleges for personal services/operating expenses; therefore, no balance remains in Section 6 (a) for 1991-92.

1992-93: \$1,874,409 will be transferred to technical colleges on July 1, 1992 to maintain the base from 1991-92 distributions.

#### SECTION 6(b)

1991-92: To date, a total of \$1,505,641 has been released to the technical colleges from Section 6(b) for removing accreditation deficiencies; including releases for salary adjustments, library acquisitions, contract course programs, and nursing programs. Therefore, a balance of \$3,944,359 remains available in Section 6(b) for 1991-92.

1992-93: \$679,140 will be transferred on July 1, 1992 to maintain salary adjustments from 1991-92; therefore, \$4,770,860 will be available for distribution in 1992-93.

### ADDITIONAL RECOMMENDED RELEASES FOR 1991-92

For 1991-92, the Department staff recommends additional releases from the Workforce 2000 operating funds for the programs/projects listed below:

#### SECTION 6(B)

- (1) For Twin Lakes Technical College, authorization for up to \$50,000 for reimbursement of actual costs for the nursing education program in Mountain Home;

- (2) For Ozarka Technical College, up to \$50,000 for the pilot nursing program operating expenditures, with authorization to expend necessary funds contingent upon the signing of agreements between Arkansas State University at Jonesboro, the Arkansas Department of Higher Education, and Ozarka Technical College;
- (3) For White River Technical College, \$300,000 for the contract program from January 1992 through June 30, 1993;
- (4) For the Faculty Development Program, up to \$520,860 for professional development for technical college faculty members, including equipment and operating expenses, according to the procedures established in Agenda Item No. 25;
- (5) For the technical college contract program, additional authorization up to \$700,000 over funds previously authorized by the State Board (\$546,501) to cover unanticipated increases in enrollments this spring and to cover summer enrollments.

#### RECOMMENDED RELEASES FOR 1992-93

For 1992-93, the staff recommends the following releases:

##### SECTION 6(a)

- (1) Authorization to distribute \$1,874,409 to maintain the base from 1991-92 distributions;

##### SECTION 6(b)

- (2) For Mountain Home Technical College, authorization to transfer \$50,000 to provide for the nursing education program in Mountain Home, which will be operated in 1992-93 through North Arkansas Community College on its satellite campus at Mountain Home;
- (3) For the technical college contract program, authorization to distribute up to \$2,200,000;
- (4) Authorization to distribute up to \$520,860 for professional development for technical college faculty members, including equipment and operating expenses, according to the procedures established in Agenda Item No. 25;
- (5) For Ozarka Technical College, up to \$125,000 for operating expenditures for the pilot nursing program;
- (6) Authorization to distribute \$679,140 to maintain 1991-92 salary adjustments.

## BALANCES

For 1991-92, no funds remain in Section 6(a); and the Section 6(b) allocations recommended above total \$1,620,860 leaving a Section 6(b) balance of \$2,323,499.

For the 1992-93, no funds will remain in Section 6(a) after the July 1, 1992 distribution; and the allocations recommended above from Section 6(b) total \$3,575,000 leaving a balance of \$1,875,000 for future Section 6(b) releases in 1992-93.

The following resolution was approved on April 10, 1992 (Item No. 38):

**RESOLVED**, That the State Board of Higher Education authorizes the Director of the Arkansas Department of Higher Education to distribute additional operating funds from the Workforce 2000 Development Fund to the institutions in the amount and for the purposes stated in items 1 through 5 above for 1991-92 and items 1 through 6 above for 1992-93.

**FURTHER RESOLVED**, That any Workforce 2000 releases from Section 6(b) for either 1991-92 or 1992-93 are to be used for the purpose intended as restricted funds.

**FURTHER RESOLVED**, That all technical colleges are to submit: (1) a report for the fiscal year ending June 30, 1992, for Workforce 2000 funding released for 1991-92; and (2) quarterly reports for the 1992-93 Workforce 2000 releases, with the exception of the Section 6(a) operating release and the Section 6(b) salary adjustment release.

Approved: Agenda Item No. 38  
April 10, 1992



## **WORKFORCE 2000 MEMORANDA OF UNDERSTANDING FOR ACCREDITATION ASSISTANCE**

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Act 1246 of 1991 created Workforce 2000 (WF2000) funds for the development of the technical colleges, with a portion of these funds available to overcome accreditation deficiencies. Earlier distributions for this purpose have included the general distribution to all colleges of funds for improved operations, faculty salary conversion, the offering of college level academic courses, library holdings, and the enhancement of faculty credentials.

Each technical college is now pursuing accreditation by the North Central Association, Commission on Institutions of Higher Education. Each is developing a five-year Strategic Plan for Accreditation to guide in achieving accreditation. These plans are based upon recommendations from a team of consultants who visited each campus to evaluate the particular needs of the institution. ADHE staff are assisting in development of these plans. As these plans are finalized and approved by departmental staff, areas will be identified which need funds for beginning an activity or for the improvement or upgrade of an existing function.

In order to assist the technical colleges in achieving these accreditation plans, it is important to maintain flexibility to meet the separate and particular needs and timelines of each college. This flexibility, and the ability to respond to each institution on a timely basis, can best be met by the establishment of a memorandum of understanding between the Department and the college regarding specific activities which will be approved for the expenditure of WF2000 funds in seeking accreditation.

The following resolution was approved on July 24, 1992 (Item No. 8):

**RESOLVED**, That the State Board of Higher Education authorizes the Director of the Arkansas Department of Higher Education to develop with each technical college a Memorandum of Understanding including specific activities and the amount for these activities to be funded from the accreditation assistance section of Workforce 2000 funds.

**FURTHER RESOLVED**, That the Board instructs the Director to develop such Memoranda of Understanding with each technical college following approval by the department of each college's Five-Year Strategic Plan for Accreditation.

**FURTHER RESOLVED**, That the Board authorizes the Director to implement these Memoranda of Understanding, including any release or WF 2000 funds, and to request a report every six months from each technical college on progress made in implementing its Strategic Plan for Accreditation.

Approved: Agenda Item No. 8  
July 24, 1992

## **WORKFORCE 2000 MATCHING CONSTRUCTION FUND DISTRIBUTION POLICY REVISION**

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Following a discussion by the College Panel at the July 23, 1993, meeting of the State Board, a revision to the Workforce 2000 (WF 2000) policy is proposed to permit remaining balances in the Workforce 2000 Matching Construction Fund (established by Act 1246 of 1991) to be redistributed after July 1, 1994. The discussion was related to concern for the fate of unspent balances for the current biennium.

### Current Guidelines

Technical and community colleges are eligible to apply for WF 2000 Matching Construction funds in accordance with the following guidelines approved by the State Board at its October 4, 1991, meeting:

1. Each institution is limited to \$250,000. If an institution is unable to meet the matching requirements for any part of its allocation, the balance will be redistributed among other campuses based on demonstrated need and ability to match. However, institutions will be provided with adequate opportunity to meet the requirements stipulated in Act 1246 of 1991.
2. Eligible projects are those which will improve the educational environment; i.e., educational and general (academic) facility construction or renovation.
3. Institutions must certify that an amount equal to its allocation has been raised for the same purpose.
4. The match monies may be local funds (millage or local tax) or private contributions, as specified by the Act. Based upon national accounting standards and state law, "local funds" include millage, but do not include tuition and fee income, which must be dedicated to operating expenditures.

### Proposed Revision

The following revision to the above guidelines is proposed:

5. WF 2000 Matching Construction Funds unobligated or projected to be unobligated as of July 1, 1994, along with unspent balances from any completed projects, may be made available for redistribution among technical colleges and former technical colleges which are able to meet the project and matching criteria.

**RESOLVED**, That the State Board of Higher Education authorizes the Director to make any Workforce 2000 Matching Construction Funds remaining as of July 1, 1994, available for distribution among eligible institutions which meet the project and matching criteria.

**FURTHER RESOLVED**, That the State Board of Higher Education authorizes the Director to notify the President and Chair of the Board of Trustees of each technical college of this policy revision.

Approved: Agenda Item No. 16  
October 22, 1993

## COLLEGE SAVINGS BOND PROGRAM

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The State Board of Higher Education approved the following resolution on January 24, 1991 (Agenda Item No. 13):

**RESOLVED**, That the State Board approves and endorses the Plan of Implementation: Projects (the Plan), and that the Director is instructed to transmit to the Governor that plan for capital projects for public institutions of higher education to be funded from the proceeds derived from the sale of College Savings Bonds as approved by the electorate of the State of Arkansas in the November 8, 1990 General Election, and as called for by Act 683 of 1989, as amended (the Act). These projects are as described in Agenda Item Number 5 of the State Board meeting August 3, 1990, and incorporated in the Plan presented to the Board, which the Director shall insert in the minutes of the Board. This resolution is adopted in recognition of the great benefits to be derived by institutions of higher education including both monetary and less tangible benefits which develop from the immediate availability of resources to construct or renovate facilities or to upgrade equipment for immediate use, thereby enabling institutions to serve additional students, strengthen academic programs by providing appropriate housing for the programs, acquire and protect program accreditations, and attract external grants and research dollars.

**FURTHER RESOLVED**, That the Director is instructed to seek from the Governor one or more proclamations authorizing the issuance by the Arkansas Development Finance Authority of one or more series of the College Savings Bonds to fund the capital projects described in the Plan, subject to the limitations set forth herein, in the Plan, and in the Act, without further action of the State Board.

**FURTHER RESOLVED**, That these projects shall be educational and general in nature, and will not include projects relating to auxiliary services or programs such as dormitories or intercollegiate athletics.

**FURTHER RESOLVED**, That the State Board has not and shall not authorized the issuance of bonds requiring more than \$8 million in debt service per annum as provided for in the Act.

**FURTHER RESOLVED**, That the Director shall and is directed to act as the duly authorized designee of the Chairman of the State Board in requisitioning the proceeds of the bond sales held in the State Treasury and certifying that the funds disbursed thereby are for the

payment of project costs of a higher education project duly approved by the State Board, as reflected in the Plan.

## **COLLEGE SAVINGS BOND PROGRAM PLAN OF IMPLEMENTATION: PROJECTS**

### **I. INTRODUCTION**

The College Savings Bond program offers the availability of approximately \$95 million to be expended on capital projects in the 1991-93 biennium. The actual amount available cannot be determined until the pricing of the bonds takes place because of the uncertainty of several factors including interest rates on the bonds. The amount available will be affected by the Legislative limitations placed on the principal amount of bond sales in a biennium, and the maximum annual debt service of \$8 million.

In the regular board meeting in August 1990, the State Board of Higher Education approved a list of capital projects which prioritized projects into four categories, with Category 1 having the highest funding priority. Total funding required for these projects is \$133,069,471. Projects designated in Categories 1 through 3 will be funded from the proceeds of the first, second, and third bond sales respectively. Projects in Category 4 are recommended by the State Board of Higher Education for funding from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. A table is provided in (Attachment 1) showing institutional requests and the SBHE approved projects for each category.

All projects are educational and general capital projects. No funds will be used in projects relating to auxiliary enterprises such as dormitories or intercollegiate athletic programs. A total of \$4,866,560 is included in this recommendation for projects directly related to vocational programs offered by colleges and universities, in accordance with Act 64 of 1981.

Institutions of higher education will recognize both monetary and intangible benefits from the implementation of this bond program. The monetary benefit derives from the present value of the bond proceeds relative to the value of the same dollars at some future bond maturity date, or a comparable usual scenario of receiving funding for a project from the General Improvement Fund. Immediate funding of an entire project instead of delaying project completion because of irregularly delivered fund increments yields less tangible benefits, too. These less tangible benefits develop from the immediate availability of resources to construct or renovate facilities or to upgrade equipment for immediate use by providing the ability to serve additional students, strengthening academic programs by providing appropriate housing for the programs, acquiring and protecting program accreditations attracting external grants and research dollars, and enhancing the public perception of successful institutions or higher education.

The funding required for all SBHE approved projects in Categories 1 through 4 are made for the following classifications of projects. Descriptions of the classifications are provided below.

Instructional Equipment	\$14,852,847
Library Holdings	\$ 6,610,917
Major Maintenance	\$26,110,676
Renovation & New Construction	\$81,495,031
Community College Loan Fund	\$ 4,000,000
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TOTAL	\$133,069,471

**CATEGORIES DESCRIPTIONS:**

The "Instructional Equipment" category provides for the purchase or replacement of instructional, clinical, and research equipment. An amount up to \$10 million of the total instructional equipment recommendaton is to be funded from the proceeds of the first sale of bonds. The SBHE recommends that the balance of \$4,852,847 in Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded.

The "Library Holdings" category provides for expansion of library holdings of books and periodicals. An amount up to \$2 million is to be funded from the proceeds of the first release of bonds. The SBHE recommends that the balance of \$4,610,917 in Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded.

The "Major Maintenance" category provides for building improvements which enhance or preserve the value of existing educational and general buildings. An amount up to \$10 million will be funded from the proceeds of the first release of bonds. The SBHE recommends that the balance of \$16,110,676 included the Category 4 be funded from the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. These allocations for major maintenance projects may be made based on a prorata share of the total recommendation for major maintenance or by a directed amount to a specific institution for the planning, engineering evaluations, and land acquisition necessary for a major campus upgrade. Descriptions of SBHE approved major maintenance projects can be found in the accompanying document, Recommendations for Major Maintenance for the 1991-93 Biennium, December 1990. This document is the joint product of State Building Services and the Arkansas Department of Higher Education. (Major Maintenance category amended July 22, 1994, by adding fourth sentence: "These allocations.....upgrade.")

The "Renovation and Construction" category includes projects to build, expand, or modernize educational and general space on the campuses of four year institutions and their branches. Renovation includes projects such as removing and replacing building interiors, or the complete renovation of exterior walls. New construction projects will be for the construction of entire new educational and general buildings, or the construction of additional educational and general space attached to existing buildings. An amount up to \$66,802,000 for renovation and construction projects will be funded from the proceeds of the second and third release of bonds. The

SBHE recommends that the balance of \$14,693,031 be funded through the General Improvement Fund, or from bond proceeds remaining after projects in Categories 1 through 3 have been funded. A brief description of each "Renovation and Construction" project approved by the State Board of Higher Education may be found in Section II below.

The "Community College/Technical College Loan Fund" provides for low interest loans to community colleges for completion of educational and general capital projects on their campuses. An amount up to \$2 million will be funded from the proceeds of the second release of bonds for sale; an additional amount of up to \$2 million will be funded from the proceeds of the third sale of bonds. The total amount dedicated to the Community College/Technical College Loan Fund will not exceed \$4 million.

("Community College Loan Fund" was amended by Agenda Item No. 3, May 16, 1993, to read "Community College/Technical College Loan Fund.")

## **II. DESCRIPTIONS OF RECOMMENDED CAPITAL RENOVATION AND CONSTRUCTION PROJECTS**

The following descriptions of renovation and construction projects approved by the State Board of Higher Education include estimates of construction costs. Funding amounts represent the maximum amounts to be provided from the proceeds of the College Savings Bond program. Should the construction of a facility cost more than is provided, the institution would be expected to complete the project with monies acquired from other sources.

### ASUJ

Library Addition: An amount up to \$9 million is provided to expand the ASUJ library by 105,000 square feet. The expansion will house an additional 400,000 volumes, house a media center, and provide space for the media education program. This project will be funded from the proceeds of the second release of bonds.

### ATU

Dean Hall Renovation: An amount up to \$2 million is provided to renovate a series of 1947 Navy barracks which are used for general classroom space. A total interior renovation (the first since 1963), including HVAC, electrical systems, and new interiors, will accommodate nursing, art, and medical records administration programs. This project will be funded from the proceeds of the second release of bonds.

Drainage Ditch: An amount up to \$300,000 is provided to fund construction which will cover an open drainage ditch and install a drainage system to correct a safety hazard regularly cited by local Police and Fire Departments. Funds for this project are included in Category 4. The SBHE recommends that this project be funded



from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

### HSU

Library/Academic Renovation: An amount up to \$2 million is provided to fund renovation of three academic buildings: Huie Library, a new 7,854 square foot pod; Arkansas Hall, the auditorium wing; and Evans Hall, a classroom building with obsolete HVAC and plumbing systems. This project will be funded from the proceeds of the second release of bonds.

### SAUM

Business/Agricultural Business Building: An amount up to \$4.3 million is provided to build a new facility to house the School of Business and the Agriculture Department (including the agricultural business program). The building will include three microcomputer labs with self-paced and remedial computer programs. This project will be funded from the proceeds of the second release of bonds.

Physical & Cultural Development Center: An amount up to \$3,830,600 is provided to construct a new facility to house the health and wellness programs, physical education classrooms, and specialized classrooms such as an exercise science laboratory. The building will also house an auxiliary gymnasium. The recommended funding is for the educational and general portion of the building; an additional \$2 million will be generated by student fees assessed by the institution to fund the auxiliary portion of the building. Funds for this project are included in Category 4. The SBHE recommends that this project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

### UAF

Chemistry/Biochemistry Research Facility: An amount up to \$7.5 million is provided to build a 40,000 square foot building to provide new chemistry facilities. Essential utility services such as fume exhaust, plumbing, electrical, lighting, temperature control, and ventilation will be addressed in the new structure. The total project cost is estimated to be approximately \$8.5 million. The university will provide the balance of \$1 million from other funds. This project will be funded from the proceeds of the second sale of bonds.

Library Addition: An amount up to \$6 million is provided for the construction of an addition to Mullins Library. Mullins was constructed in 1968 for a projected enrollment of 12,000 students and for a collection capacity of 875,000 volumes. The University's headcount enrollment is now over 14,000, and the collection size had reached 1.2 million volumes by June 1989. According to ACRL standards, Mullins' existing space is inadequate by 91,000 net assignable square feet. Four of the campus's five branch libraries are full and have been transferring portions of

their collections to Mullins. This project will be funded from the proceeds of the third release of bonds.

### UA-AES

Alternative Pest Control Greenhouses: An amount up to \$1.3 million is provided for the construction of three greenhouses totaling 13,000 square feet to replace research greenhouses which were demolished in 1986. The total project cost is estimated to be approximately \$3.2 million. The University will receive matching Federal funds. This project will be funded from the proceeds of the second release of bonds.

Poultry Center for Excellence: An amount up to \$5 million is provided to match \$20 million in Federal funds and \$10 million from private gifts to provide funding of a total project cost of \$40 million. The new facility of 150,000 square feet will house research programs to conduct research relating to industry problems and provide facilities for faculty and students. Cooperative Extension Services personnel will also be housed here. This project will be funded from the proceeds of the second release of bonds.

### UA-CES

Educational Complex: An amount up to \$3 million is provided to build a complex consisting of an Office and Conference Building to house CES faculty and a Print Shop. Previously occupied office space has been converted to the UALR Law School: CES currently occupies rented space. The rental contract specifies \$385,000 annual rent for the next two years, and \$396,000 for the next two years of the lease. The current print shop space is rented for an additional \$55,680 annually. This project will be funded from the proceeds of the third release of bonds.

### UALR

Science Complex Renovation: An amount up to \$7 million is provided for a project which, when completed, will include renovation of the Natural Sciences Building, the Chemistry Laboratory Building, the Earth Sciences Lecture Hall Building, and the Old Engineering Technology Building, a total of 190,564 square feet. The \$7 million provided will complete Phase I of the renovation. This project will be funded from the proceeds of the second release of bonds.

### UAM

Central Utilities Replacement and Energy Conservation: A total amount up to \$2.5 million is provided for renovation of UAM's underground utilities distribution system. The project will entirely replace the existing system which is 40 years old and serves 13 buildings. The new system will enhance the campus's energy efficiency. Up to \$1.5 million will be provided for this project from the proceeds of the second release of bonds. The SBHE recommends that the balance of \$1 million, included

in Category 4, be funded through the General Improvement Fund or from bond proceeds after projects in Categories 1 through 3 have been funded.

Academic Space Renovation: An amount up to \$800,000 is provided to complete renovations for the Library, Harris Hall, and the Student Union. The renovations will increase usable classroom space, update building systems, and provide handicapped accessibility. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Forestry/Basic Sciences Laboratory Center Development: An amount up to \$200,000 is provided to furnish laboratories in the newly completed Forestry Research Wing. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

### UAMS

Department of Anatomy Addition: An amount up to \$4.0 million is provided to construct a two-story facility of 29,140 square feet which will be attached to the current Education II Building. The new facility will house the gross anatomy lab, support facilities, the morgue, and offices and research labs for the Department of Anatomy. The additional space will accommodate the increased number of students in the College of Medicine. This project will be funded from the proceeds of the second release of bonds.

Fire & Life Safety/Emergency Room Renovation: An amount up to \$1 million is provided to fund renovation of the Emergency Room area to meet code requirements and to modernize and reconfigure the emergency treatment areas in order to meet increased patient load. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

### UAPB

Business School Building: An amount up to \$4.3 million is provided to construct a 40,000 square foot, free standing building to house the School of Business and Management. Construction of this facility will free space in the building currently shared by the Business School and the English Department and provide room for expansion of English labs. This project will be funded from the proceeds of the second sale of bonds.

### UCA

Academic Complex: An amount up to \$7 million is provided to construct a freestanding building of 145,000 square feet to provide additional general classroom, office, and specialized instructional space. The new building will house Art, Speech, Theater and Journalism, History, Geography, and Political Science. Music

and Business will be able to expand in existing buildings currently shared with these other departments. This project will be funded from the proceeds of the second release of bonds.

## ASUB

Business Technology Building: An amount up to \$1,180,000 is provided to construct a 16,900 square foot facility to house computer operations, accounting, business management, and management information systems for the Arkansas State Technical Institute. Completion of the project will allow administrative staff, faculty, and classrooms that are currently housed in mobile classrooms to have permanent facilities. This Vocational-Technical project will be funded from the proceeds of the second release of bonds.

Abington Library Expansion: An amount up to \$430,000 is provided to expand the floor space in Abington Library by 17,904 square feet to provide additional shelving and study space for a growing student body and library collection. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Allied Health Building: An amount up to \$1,750,000 is provided for construction of a new facility to house sophisticated education and training in nursing, medical laboratory technology, x-ray technology, surgical assisting, and dental hygiene for the Arkansas State Technical Institute. These programs are currently housed in trailers which will be demolished at project completion. If the project is not funded, rental space will be required. Funds for this Vocational-Technical project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Physical Plant Building: An amount up to \$750,000 is provided to construct a new 15,000 square foot physical plant building to provide adequate space for plant operations. Funds for this project are included in Category 4. The SBHE recommends that the project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

## SAUE

Campus, Phase II: An amount up to \$2,767,871 is provided for completion of a new two-story classroom building by adding a third floor and a teaching auditorium. The project also includes addition of an elevator to the Administration Building to meet safety and handicapped accessibility codes. An amount up to \$1 million is to be funded from the proceeds of the third sale of bonds. The balance of \$1,767,871 is included in Category 4. The SBHE recommends that this balance be funded through the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

## SAUT

Library Expansion/Administration Building Renovation: An amount up to \$1,450,000 is provided for an expansion of 27,000 square feet to the library, including study rooms with fifty reader stations, open stack area of 13,000 square feet, and space for future library acquisitions, cataloging, and shipping/receiving functions. The project also includes building access from the Administration Building, providing additional electrical service, heat and air conditioning, and plumbing systems. An amount up to \$450,000 will be funded from the proceeds of the third sale of bonds. The balance of \$1 million is included in Category 4. The SBHE recommends funding of this balance from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Tech Engineering Building: An amount up to \$1,214,560 is provided to fund the completion of construction of a 68,635 square foot facility to house the Architectural and Building Construction program, the Avionics program, the Electronics program, and the Electromechanical, Mechanical Design, and Solar Programs. Funds for this Vocational-Technical project are included in Category 4. The SBHE recommends that this project be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

## ECA

Physical Lab Addition: An amount up to \$19,100 is provided to construct additional lab space for soils morphology, cross connection and backflow prevention, asbestos abatement, water and wastewater hydraulics and pump maintenance. This Vocational-Technical project will be funded from the proceeds of the third sale of bonds.

Mobile Lab Hookup Site: An amount up to \$2,900 is provided to build a mobile unit hookup pad to provide utility service to maintain delicate equipment in the mobile lab during those times when the lab is not in service. This Vocational-Technical project will be funded from the proceeds of the third sale of bonds.

## FTA

Satellite Training Facilities: An amount up to \$250,000 is provided to construct two additional regional training facilities to meet the training needs of rural and municipal fire departments. The training centers will house basic firefighting courses, professional qualification programs and testing, specialized training courses, and weekend seminar courses. This Vocational-Technical project will be funded from the proceeds of the third sale of bonds.

Aerial Fire Truck: An amount up to \$200,000 is provided to fund the replacement of a twenty year old fire truck used in fire training. This Vocational-Technical project will be funded in two parts: an amount up to \$100,000 will be funded from the proceeds of the third sale of bonds; the SBHE recommends that the balance of

\$100,000, included in Category 4, be funded from the General Improvement Fund, or from bond proceeds after projects in Categories 1 through 3 have been funded.

Training Fires Station: An amount up to \$250,000 is provided to build a 3,900 square foot facility on the Camden site to train and house "rookie" firemen. Currently, trainees are housed in local motels at state expense. Funding for this Vocational-Technical project is included in Category 4, and the SBHE recommends funding this project from the General Improvement Fund or from the proceeds of bond sales after projects in Categories 1 through 3 have been funded.

Approved: Agenda Item No. 13  
January 24, 1991

**COLLEGE SAVINGS BOND PROGRAM:  
COMMUNITY/TECHNICAL COLLEGE REVOLVING LOAN FUND\*\*  
APPLICATION CRITERIA**

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Act 683 of 1989, as amended, established the College Savings Bond (CSB) Program, which included the establishment of a loan fund for community colleges to be funded from the proceeds. Act 171 of 1993 made the technical colleges also eligible to participate in this loan fund; the State Board, in its special meeting May 16, 1993, amended its original Plan of Implementation of the College Savings Bond Program to include technical colleges in the loan program.

The loan fund will be revolving in nature, and provide low interest lines of credit to community and technical colleges for capitalizable educational and general projects. Each loan will be approved by the State Board for a specific project, term of obligation, and rate of interest. For initial loans made from the CSB funds, the SBHE and institutions will be subject to the requirements in the "College Savings Bond Community/Technical College Revolving Loan Fund Application Criteria" defined in this agenda item as well as the existing requirements applied to other CSB projects.

Debt service payments will be made to a Revolving Loan Repayment Fund that will be maintained separately from the CSB fund. It is proposed that the Arkansas Development Finance Authority (ADFA), subject to terms agreed upon by the Department and ADFA, be authorized to receive debt service payments and administer the Revolving Loan Repayment Fund. This would require the execution of an Interagency Agreement which would include a provision related to loan closing and service fees to be charged to the borrower; these fees would be minimal and would support ADFA's costs for providing this service.

It is proposed that institutions be provided loan application forms for requesting Revolving Loan Funds (application form is included in this agenda item), and that closing contracts (prototypes included in this agenda item) be executed between the Department and the borrowing institution after this board's approval of each loan.

The loan application form is an abbreviated document in that it does not require institutions to provide detailed financial information and history. Many items of information, such as detailed financial statements, enrollment history, historic expenditures, etc., that a commercial lender might request, are contained in Department files in periodic reports submitted by the institutions. The Department will rely on information on hand to supplement the information provided in the application form.

In some instances, two sets of closing documents are provided; one set is to be used in closing an initial loan (that is, one funded directly from the College Savings Bond loan fund) and another for subsequent loans (those provided from the

Revolving Loan Repayment Fund). The differences are primarily in Sections 1 and 2 of the Certificate of Indebtedness where the source of loan funds is described.

**RESOLVED**, That the State Board approves the Community/ Technical College Revolving Loan Fund Application criteria described in this agenda item and the form and content of prototypal closing documents and contracts.

**FURTHER RESOLVED**, That the State Board authorizes the Director to complete the necessary documents to authorize the Arkansas Development Finance Authority to administer the Revolving Loan Repayment Fund.

**FURTHER RESOLVED**, That the State Board agrees to the principle of the assessment by the Arkansas Development Finance Authority, to be paid by borrowing institutions, of minimal closing and service fees as agreed upon by the Director and the Arkansas Development Finance Authority in an Interagency Agreement.

\*\*Name changed by action of the Board, Agenda Item No. 4, October 20, 1995, when the Loan Fund was revised to extend loan eligibility to any public institution of higher education. On the pages hereafter, "Community/Technical College Revolving Loan Fund" should be read as "College Savings Bond Loan Fund."



**COLLEGE SAVINGS BOND  
COMMUNITY/TECHNICAL COLLEGE REVOLVING LOAN FUND  
APPLICATION CRITERIA**

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1. Low interest loans are offered to community and technical colleges for the purpose of funding educational and general capital projects, including administrative, classroom, and laboratory equipment; major maintenance; and construction or renovation. Funds for initial loans will be provided from the proceeds of the sale of College Savings Bonds, Series 1993, as authorized by Act 683 of 1989, as amended. These loans will be repaid by the borrowing institutions into a Revolving Loan Repayment Fund that will provide funds for subsequent loans to state supported community and technical colleges. **Loans from either source will not be made to support auxiliary functions, nor will they be made to refinance previously completed projects. Loan funds may not be used to reimburse the institution for expenditures predating loan approval.**
2. Loans must be approved by the State Board of Higher Education (SBHE) for specified projects.
3. To assure the tax free status of the investors' earnings, the requirements established April 8, 1991, in the Instructions issued with the Requisition form for the College Savings Bond program, will apply to projects financed through the loan fund.
4. Institutions will issue vouchers for payment directly to vendors for the approved project; institutions may **not** issue vouchers to themselves in anticipation of project expenses or as reimbursement for previously completed projects. If institutions are completing the approved project using in-house labor, loan funds may be used only to pay the materials vendor.
5. The projects undertaken with initial loans from the College Savings Bond fund must be completed within three years of June 29, 1993.
6. The interest rate for each loan will be established at the time of the State Board's approval of the loan, and will be fixed at the yield rate of the one-year U.S. Treasury Bill, as published on the third Thursday of the month preceding the State Board meeting. **(Board resolution in Agenda Item No. 7, February 2, 1995, amended this section to eliminate the addition of sliding-scale margin based on the term of the loan.)**
7. In general, the maximum term of a loan will be established according to the size of the loan and the purpose for which the loan was authorized, with consideration given to the expected useful life of the goods purchased with the loan proceeds. For instance, loans for most administrative and classroom equipment (such as personal computers) would have a maximum term of 5 years; loans for

more sophisticated equipment such as larger computer systems or utility networks would have a maximum term of 7 to 10 years; loans for deferred major maintenance and for construction or renovation projects would have a maximum term of 15 years.

8. Initially, because of anticipated demand for funds from this source, the total amount loaned to an eligible institution from this source may not exceed \$250,000. Depending on the availability of funds as the program matures, this limitation may change. **(Loan limit removed by Board resolution, Agenda Item No. 24, October 21, 1994, provided other criteria are met and funds are available.)**
9. Institutions must submit applications for the loan no later than 45 days before the next following regular meeting of the SBHE. These applications must be made on the forms provided by the Department for this purpose **with a copy of the institutional board's resolution authorizing the loan request.**
10. Applications for loans for construction and/or renovation projects should be accompanied by a copy of the engineer's or architect's project budget guidelines.

Criteria for loan approval will include, but are not limited to, the following:

- a. The institution's current debt service requirements; total annual debt service (including that for the loan, if approved) may not exceed 25% of annual student tuition and fee revenue or, if local millage is pledged against the loan, the millage income must equal no less than 120% of total annual debt service.
  - b. Feasibility of and need for the proposed project in the context of the educational and general mission of the institution.
  - c. Estimated project completion date.
  - d. Availability of loan funds.
12. Upon approval of the loan by the State Board, the institution must sign a Certificate of Indebtedness specifying a payout schedule and asserting the commitment of the institutional board to budget and allocate the sums necessary to make the payments agreed upon in the Certificate of Indebtedness. The payout schedule will include a closing fee plus an annual service fee assessed by Arkansas Development Finance Authority as agreed upon by the Department and the Authority and specified in the closing document(s). The Certificate of Indebtedness will provide for penalties for late payments. No penalties will be assessed for early retirement of the debt.
  13. Loan funds will be disbursed for Board-approved projects only after the approval of a College Savings Bond Program Requisition.

- a. For major maintenance and construction/renovation projects, institutions should submit a Requisition for the entire amount of the loan to the Department of Higher Education at the start of the project. Vouchers payable to the contractor would then be presented to State Building Services and the Department of Finance and Administration. State Building Services will forward copies of the vouchers after they have approved payment. This procedure will permit institutions to meet the statutory requirement (A.C.A. 19-4-1411) limiting the time allowed between the contractor's submission of a pay request to the architect and the contractor's receiving payment.
  - b. For all other projects, Requisitions and vouchers should be submitted to the Department of Higher Education for payment from the College Savings Bond Community/Technical College Revolving Loan Fund.
14. Interest liability will be accrued from the date the voucher is expensed by the Department of Finance and Administration, and will be charged only on that portion of the loan that has actually been drawn by the institution.
15. Debt service payments must be made according to the schedule agreed upon prior to the State Board's approval of the loan, and should be made payable to the Revolving Loan Repayment Fund, care of Arkansas Development Finance Authority. Penalties will be assessed for late payment of loans as described in the Certificate of Indebtedness.

Loan Application forms and document formats are included on the following pages.

The following document is to be used by institutions to apply for a loan from the College Savings Bond program:

**ARKANSAS COLLEGE SAVINGS BOND  
COMMUNITY/TECHNICAL COLLEGE REVOLVING LOAN FUND  
LOAN APPLICATION**

The \_\_\_\_\_, by authorization  
(Name of Institution)

of its Board of Trustees on \_\_\_\_\_,  
(Date of Board Action)

requests approval of the State Board of Higher Education of a

loan of \$ \_\_\_\_\_ for a period of \_\_\_\_\_  
(Total Loan) (Loan Term)

from the College Savings Bond Community/Technical College

Loan Fund.

Signed \_\_\_\_\_, President

Date \_\_\_\_\_

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION  
INSTITUTIONAL LOAN APPLICATION  
COLLEGE SAVINGS BOND  
COMMUNITY/TECHNICAL COLLEGE REVOLVING LOAN FUND**

Institution Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Date of Institutional Board's Approval of Loan Request: \_\_\_\_\_

(Attach a copy of institutional board's resolution authorizing this loan request.)

**1. LOAN AND TERMS REQUESTED**

Maximum Amount of Loan: \_\_\_\_\_

Maximum Period of Loan: \_\_\_\_\_

Draw Down to Begin: \_\_\_\_\_

**2. INSTITUTIONAL CREDIT RATING (If Available)**

List the credit rating of indebtedness of the institution, the name of the rating company (e.g., Standard & Poor, Moody Investors Service, etc.) and the date the rating was issued:

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\_\_\_\_\_  
\_\_\_\_\_

**3. PROJECT DESCRIPTION**

A. Describe the proposed project and its planned use. If the project is construction or renovation, attach a copy of the engineer's or architect's project budget.

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B. If the project is construction or renovation, describe the factors which, within the context of overall campus planning, led to the institutional board's decision to authorize the project, and the proposed use of the new or renovated space. Include any facilities to be replaced by the new structure.

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C. Construction Schedule:  
Scheduled Start  
Date \_\_\_\_\_  
Scheduled Completion  
Date \_\_\_\_\_

D. Draw Schedule:  
Estimate the dates of scheduled construction payments.

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**4. CURRENT DEBT**

List all outstanding debts, the revenue source pledged, and annual debt service for each.

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**5. REVENUE**

a. Identify the revenue source from which this loan will be repaid and provide annual income from that source for the past five years and projected for the next three.

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b. If this debt is to be secured by millage revenue, list the ten largest contributors to the tax base, and the per cent of total millage contributed to each (most recent five year average).

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The cover page of the institutional board's resolution authorizing the execution of a Certificate of Indebtedness should generally conform to the following format:

**COLLEGE RESOLUTION**

BEFORE THE BOARD OF TRUSTEES OF

\_\_\_\_\_

(Name of Institution)

AUTHORIZING THE EXECUTION OF

A CERTIFICATE OF INDEBTEDNESS AND

PRESCRIBING OTHER MATTERS

PERTAINING THERETO.

\$ \_\_\_\_\_  
(Total Loan Amount)

\_\_\_\_\_

(Name of Institution)

CERTIFICATE OF INDEBTEDNESS,

19\_\_ FUNDING

Adopted: \_\_\_\_\_, 19\_\_  
(Date)



The form of the institutional board's resolution authorizing the Certificate of Indebtedness for initial loans (from the College Savings Bond fund as specified in Section 1; subsequent loans are those funded from the Revolving Loan Repayment Fund) should conform to the following general format:

**RESOLUTION: AUTHORIZING THE EXECUTION OF A CERTIFICATE OF INDEBTEDNESS AND PRESCRIBING OTHER MATTERS PERTAINING THERETO**

(Loans from the College Savings Bond Fund)

BE IT RESOLVED by the Board of Trustees of \_\_\_\_\_:

**Section 1. Proceeds of Bonds.** Funds have been made available for payment of the costs of higher education educational and general projects from the proceeds of State of Arkansas College Savings Bond Series 1993 issued by the Arkansas Development Finance Authority (ADFA), a portion of which proceeds have been designated to be loaned to public institutions of higher education, as authorized in Section 14 (a) and (b) of Act 683 of 1989, as amended.

**Section 2. Project Financed.** The State Board of Higher Education (SBHE) has approved a loan to this institution in an amount not to exceed the sum of \$\_\_\_\_\_ to accomplish the following project approved by the SBHE on \_\_\_\_\_, 19\_\_, to-wit (insert Project Name); provided that this institution undertakes to repay said loan, with interest plus closing and servicing fees, into an account or fund as designated by ADFA/SBHE, so that the funds might be re-loaned to other institutions.

**Section 3. Certificate of Indebtedness.** While the afore-described project will not itself directly generate income which can be attributed to its operation, this institution and SBHE have determined that the institution's projected revenue available for debt service will be adequate to repay this loan with interest over the agreed-upon term and that the effectuation of the project with funds so loaned is cost-effective and in the best interests of the institution.

**Section 4. Terms for Repayment.** The Certificate of Indebtedness shall be executed on behalf of this institution by the Chair and Secretary of its Board under its seal in substantially the following form, which sets forth the terms for its repayment:

-form of Certificate of Indebtedness

**Section 5. Source of Payment.** The Board agrees to budget and allocate each fiscal year (from its projected revenues from all sources legally allowable for debt service and not otherwise pledged to the payment of bonds or other similar debts) sums necessary to make the payments called for by the Certificate of Indebtedness. This allocation shall take precedence over any other expenditure or appropriation. The

Board likewise agrees to maintain tuition and fees and to manage its fiscal affairs so as to enable the institution to make such payments and maintain its fiscal integrity, subject to periodic review and verification by the Arkansas Department of Higher Education (Department).

**Section 6. Manner of Payment.** Payments shall be made as set forth in the Certificate of Indebtedness, subject to the right of ADFA/SBHE, acting through the Department, to direct payment otherwise on reasonable notice to this institution. The Department/ADFA shall maintain a register of payments made and the principal balance, which shall be subject to review by this institution on request. The unpaid principal may be prepaid in whole or in part at any time without penalty.

**Section 7. Applicable Statute.** For purposes of A.C.A. 6-61-604 - 613, as amended from time to time, the Certificate of Indebtedness shall constitute a bond issued by the institution and purchased by ADFA/SBHE.

**Section 8. Miscellaneous.** The provisions of this resolution are separable and severable. It repeals any previous resolutions in conflict with it. There is an immediate need for the funds to be loaned hereunder, so as to constitute an emergency, hence, this resolution shall be in full force and effect from its adoption.

ADOPTED AND APPROVED \_\_\_\_\_, 19\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
Chair

ATTEST:

\_\_\_\_\_  
Secretary of the Board

(SEAL)

The form of the Certificate of Indebtedness for initial loans (from the College Savings Bond fund) and subsequent loans (from the Revolving Loan Repayment fund) will generally conform to the following format:

**CERTIFICATE OF INDEBTEDNESS**

\$ \_\_\_\_\_ Little Rock, Arkansas  
\_\_\_\_\_ \_\_, 19\_\_

FOR VALUE RECEIVED the undersigned promises to pay the sum of \$ \_\_\_\_\_, with interest at the rate of \_\_\_\_\_% per annum, plus closing costs and annual service fees, for the account of the Arkansas Development Finance Authority and the State Board of Higher Education (jointly and collectively "ADFA/SBHE") in the manner set forth herein:

- 1. **Payment Schedule.** Payments shall be made in care of the Arkansas Development Finance Authority, P. O. Box 8023, Little Rock, Arkansas 72201-8023, in accordance with the following schedule:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2. **Prepayment.** The indebtedness represented hereby may be prepaid, in whole or in part, at any time.

- 3. **Penalty.** Payments not paid by the tenth business day after their due date must be accompanied by a penalty in the amount of five percent (5%) of the payment, otherwise the Department shall not be obliged to accept any such payment. Further, failure to make any such payment prior to the twentieth business day after such due date shall entitle the ADFA/SBHE to accelerate the unpaid balance and demand its payment in full, which remedy is in addition to any other remedies at law or equity, or by statute.

IN WITNESS WHEREOF this Certificate of Indebtedness is executed on behalf of the undersigned on this \_\_\_\_ day of \_\_\_\_\_, 19\_\_ by its Chair and Secretary.

\_\_\_\_\_  
By: \_\_\_\_\_  
Chair

ATTEST:

\_\_\_\_\_  
(Secretary of the Board)  
\_\_\_\_\_

The form of the institutional board's resolution authorizing the Certificate of Indebtedness for subsequent loans (made from the Revolving Loan Repayment fund as specified in Section 1, as opposed to initial loans made from the CSB fund) should conform to the following general format:

**RESOLUTION: AUTHORIZING THE EXECUTION OF A CERTIFICATE OF  
INDEBTEDNESS AND PRESCRIBING OTHER MATTERS  
PERTAINING THERETO**

(For Loans from the Revolving Loan Repayment Fund)

BE IT RESOLVED by the Board of Trustees of \_\_\_\_\_:

**Section 1. Proceeds of Bonds.** Funds have been made available for payment of the costs of higher education educational and general capital projects from a revolving loan fund maintained by the Arkansas Development Finance Authority (ADFA) and the State Board of Higher Education (SBHE), and administered by the Arkansas Department of Higher Education (Department).

**Section 2. Project Financed.** The State Board of Higher Education (SBHE) has approved a loan to this institution in an amount not to exceed the sum of \$\_\_\_\_\_ to accomplish the following project approved by the State Board on \_\_\_\_\_, 19\_\_, to-wit (insert Project Name); provided that this institution undertakes to repay said loan, with interest plus closing and servicing fees, into an account or fund as designated by ADFA/SBHE so that the funds might be re-loaned to other institutions.

**Section 3. Certificate of Indebtedness.** While the afore-described project will not itself directly generate income which can be attributed to its operation, this institution and the State Board have determined that the institution's projected revenue available for debt service will be adequate to repay this loan with interest over the agreed-upon term and that the effectuation of the project with funds so loaned is cost-effective and in the best interests of the institution.

**Section 4. Terms for Repayment.** The Certificate of Indebtedness shall be executed on behalf of this institution by the Chair and Secretary of its Board under its seal in substantially the following form, which sets forth the terms for its repayment:

-form of Certificate of Indebtedness

**Section 5. Source of Payment.** The Board agrees to budget and allocate each fiscal year (from its projected revenues from all sources legally allocable for debt service and not otherwise pledged to the payment of bonds or other similar debts) sums necessary to make the payments called for by the Certificate of Indebtedness. This allocation shall take precedence over any other expenditure or appropriation. The Board likewise agrees to maintain tuition and fees and to manage its fiscal affairs so as to enable the institution to make such payments and maintain its fiscal integrity, subject

to periodic review and verification by the Arkansas Department of Higher Education (Department).

**Section 6. Manner of Payment.** Payments shall be made as set forth in the Certificate of Indebtedness, subject to the right of ADFA/SBHE, acting through the Department, to direct payment otherwise on reasonable notice to this institution. The Department/ADFA shall maintain a register of payments made and the principal balance, which shall be subject to review by this institution on request. The unpaid principal may be prepaid in whole or in part at any time without penalty.

**Section 7. Applicable Statute.** For purposes of A.C.A. 6-61-604 - 613 as amended from time to time, the Certificate of Indebtedness shall constitute a bond issued by the institution and purchased by ADFA/SBHE.

**Section 8. Miscellaneous.** The provisions of this resolution are separable and severable. It repeals any previous resolutions in conflict with it. There is an immediate need for the funds to be loaned hereunder, so as to constitute an emergency, hence, this resolution shall be in full force and effect from its adoption.

ADOPTED AND APPROVED \_\_\_\_\_, 19\_\_.

\_\_\_\_\_  
Chair

ATTEST:

\_\_\_\_\_  
Secretary of the Board

(SEAL)

Approved: Agenda Item No. 16  
July 23, 1993

## ALLOCATION OF COLLEGE SAVINGS BOND FUNDS

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The Arkansas Higher Education Technology and Facility Improvement Act (Act 1282 of 2005) from Governor Huckabee's legislative initiative authorized the Arkansas Higher Education Coordinating Board, in consultation with the Arkansas Development Finance Authority, to refer to the voters a request for the authority to issue up to \$250 million in college savings bonds for the improvement of technology and facilities in higher education. Approximately \$100 million of the issue is to be used to refund/recall existing bonds. The remaining \$150 million is to be allocated to the public institutions of higher education in Arkansas.

Subsequently, Governor Huckabee, in a letter to the members of the Coordinating Board, requested that the bond proceeds be divided by distributing \$50 million, or one-third of the proceeds, among the two-year colleges. He further requested that the first \$10 million of the remaining \$100 million be allocated for connection to the e-Corridor for the ten universities and the medical sciences campus with the balance of the funds distributed to the universities and their entities. These executive guidelines have been followed in the recommended distribution of the anticipated bond proceeds. The Coordinating Board's policy of funding students without regard to the institution they attend was used as the basis for structuring the recommended distribution of the funds among the schools within the two groups.

Institutional requests submitted in May 2005 total more than \$651 million, which was more than four times the funds available for distribution. The number of projects requested and the high cost of some of the priority projects created a challenge for an equitable distribution. Therefore, it is important to note that these recommendations are for funding allocated to an institution or a system. The specific distributions of the funds to projects within an institution or system are to be at the discretion of the institution or system and submitted to ADHE by mid-August to be included in the allocation of funds.

It is the philosophy of the Coordinating Board, and ADHE staff, that the best decisions about which projects are the most critical to a system or an institution can be made by those who have the most knowledge and information regarding the priority needs of their institutions. Institutions should designate the projects to be funded from their allocations and the portion of their funds allocated to each project. Systems are asked to designate the institutions that are to receive funds as well as the projects for each entity.

Previous allocations of funds from earlier college savings bond programs are irrelevant since the funding recommendations are based upon the current enrollments and the current need of institutions for space. Funding received from the General Improvement Fund also has no relevance to this distribution.

### **Factors Considered in the Allocation of Funds**

This distribution of funds to institutions has taken into consideration the fall 2004 on-campus enrollment; the latest annualized FTE enrollment which includes the spring of 2005; the Facilities Condition Index (FCI) for existing facilities; the space needed to accommodate the latest enrollment as determined by two space allocation models; and the institutions' utilization of their debt service capacity.

An institution's existing square footage was reduced by the square footage with a FCI of 80% or greater because facilities with an FCI of 80% or greater are usually not suitable for use. To determine whether an institution needed additional space, or had excess space for their current enrollment, the adjusted actual square footage was divided by the square footage needed as determined by two space allocation models developed for that purpose.

The latest reported debt service and revenues from tuition and fees were used to determine the percent of the debt service capacity being utilized. Debt service capacity was determined by taking 25% of the reported tuition and fee income. The source of the debt service and revenue from tuition and fees was the last "actual" 17 series reports or, if available, the latest bond feasibility request from the institution.

Since fall on-campus FTE enrollment generally represents an institution's maximum space need, it provided the initial student FTE for the distribution of funds. However, the proceeds for this bond issue are not limited to need for space or maintenance of existing space but include technology infrastructure upgrades. Off-campus and distance learning classes often have a greater technology cost associated with their delivery to students in terms of equipment maintenance and technical support staff. Therefore, the FTE enrollment used for funding allocation is the fall 2004 on-campus FTE plus one-half the difference in that enrollment and the annualized total FTE enrollment including off-campus classes.

**Universities:** Institutions whose adjusted actual square footage is greater than the space model-determined need would receive a smaller allocation than if they had a need for additional square footage. Institutions with a smaller percent of debt service capacity being utilized would receive a smaller allocation of funds than institutions whose percent of debt service capacity exceeded the average.



After the Governor's requested initial allocations, the remaining funds were divided equally among the institutions on the basis of the institutions' adjusted FTE enrollment. The adjustments for ratio of actual space to the space model-generated need and for the percent above or below the average percent of debt service capacity being utilized were made to the FTE enrollments. The resulting weighted FTE enrollments were used to make the preliminary allocations of the balance of the funds. The resulting preliminary allocations were compared to institutions' requests and rounding adjustments were made in light of the expressed needs of the institutions and Coordinating Board priorities.

**Colleges:** The distribution of funds to colleges is based on an economy-of- scale concept. The preliminary basis for the allocation decisions was to provide \$2,100 for the first 500 adjusted FTE enrollment up to the amount requested by an institution. The next allocation was based on \$1,700 for the next 1,000 adjusted FTE enrollment, up to the actual adjusted FTE enrollment, or the funds needed for an institution's top priority projects. The remaining funds were distributed equally among the FTE of schools with more than 1,500 FTE students. These preliminary allocations were rounded and adjusted by comparing the funding to the institution's priority requests and AHECB priorities.

**RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the proposed allocation of anticipated college savings bond funds in accordance with Act 1282, the Governor's legislative initiative, and the Governor's request to distribute \$50 million among the two-year colleges, \$10 million for access to the e-Corridor for the universities and medical sciences campus, with the remaining balance distributed to the universities and their entities.

**FURTHER RESOLVED,** That the Coordinating Board approves the recommended methodology for the distribution of anticipated college savings bond proceeds as described in this agenda item.

**FURTHER RESOLVED,** That the Coordinating Board has not authorized and shall not authorize the issuance of bonds requiring more than \$24 million in debt service per fiscal year as provided for in the Act.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director and ADHE staff to transmit to the Governor and the General Assembly a written plan for technology and facility improvement projects to be funded with the proceeds derived from the sale of the bonds, as described in this agenda item, the need for the projects, the estimated benefits of the projects and the anticipated debt service requirements for the bonds.

**FURTHER RESOLVED,** That the Director shall and is directed to act as the duly authorized designee of the Chair of the Coordinating Board in requisitioning the proceeds of the bond sales held in the State Treasury and certifying that the funds disbursed thereby are for the payment of project costs of a higher education project duly approved by the Coordinating Board, as reflected.

Approved: Agenda Item No. 3  
July 29, 2005

## OFF-CAMPUS INSTRUCTION POLICY

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During the spring 2001, the Arkansas Higher Education Coordinating Board considered a conflict between Black River Technical College and Arkansas State University as to whether or not BRTC should offer freshman and sophomore courses should in Paragould. A special committee of the Board, the 30-Mile Rule Committee was formed to consider the issue since the "30-mile rule" was in dispute. The committee also began work with ADHE staff to consider various options at resolving related issues. The committee heard testimony from interested parties at a special Board meeting on March 12, 2001. On April 19 the committee and other Board members heard a report from the staff on these various options. At its April 20, 2001, meeting, the entire Board approved for both BRTC and ASU to offer freshman and sophomore courses in the city of Paragould.

Since April, staff has worked with the Executive Council and other presidents and chancellors in arriving at a policy upon which agreement has been reached. The policy provides criteria for the resolution of conflicts, to be used by ADHE staff and the Board, when institutions disagree about which one should offer courses at an off-campus site.

The following resolution is submitted for Board consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy on off-campus instruction included in this agenda item, effective October 19, 2001.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify all presidents and chancellors of this approval.

## Off-Campus Instruction Policy Arkansas Higher Education Coordinating Board

### Introduction

The Arkansas Higher Education Coordinating Board (AHECB) has encouraged access to higher education through a number of policies over the years including support for distance learning initiatives in the state and across the southern region, as well as approval for off-campus programs at sites throughout Arkansas. The Board and its staff believe it is important to promote both access and quality in higher education because the state's educational attainment level remains below the national average with respect to the number of adult Arkansans with college degrees. Furthermore, the Board recognizes that our economy increasingly rewards those with the education and skills to compete in the modern workforce (as well as rewarding the states and communities where such skilled persons live and work).

With the acknowledged need for educational access comes the recognition that resource constraints on the state and its public institutions of higher education limit the extent to which our campuses can be all things to all people. While competition for students has increased access to higher education services, it also puts undeniable strains on fiscal and other institutional resources. This tension between greater access and limited resources presents itself in a number of current and pending requests for approval of new off-campus activities, particularly those where more than one institution seeks to offer services in the same community.

In light of the need for educational access coupled with resource limitations, the purpose of the adopted policy will be to establish guidelines for the delivery of educational courses and programs to students and organizations through off-campus programs and courses. The guidelines also will include criteria to be used by the AHECB when conflicts arise between institutions regarding off-campus instruction.

The following AHECB priorities will be considered when resolving institutional conflicts:

- Provide educational opportunities to all citizens of the state.
- Provide quality off-campus courses/programs at a reasonable cost to students and the state.
- Allow institutions that are currently offering off-campus courses at specific locations to continue to do so.

- Eliminate unnecessary duplication of off-campus courses, programs, and facilities. (A.C.A. § 6-61-206 and 303)
- Reduce the costs of off-campus programs by reducing duplication of institutional effort, thus preventing overextension of state's resources. (A.C.A. § 6-61-303)
- Promote cooperation among two-year and four-year institutions when responding to community educational needs.

In addition to the AHECB's priorities, there are also general assumptions that should be considered in relation to the agreed upon off-campus instruction policy. These general assumptions are as follows:

- Off-campus offerings that existed in 2000-01 will be allowed to continue regardless of service area designations. Once a particular off-campus course/program that is offered outside of an institution's designated service area is discontinued or the offering is interrupted for at least two years, the adopted off-campus instruction guidelines must be followed.
- This policy is intended to assign primary responsibility for offering educational services at off-campus locations for two- and four-year institutions. They are not meant to give exclusive rights to one institution over another.
  - A branch campus or education center will not have an assigned service area independent of its main campus.
  - Student-semester-credit-hours generated by off-campus students who are charged less than the full tuition rate for on-campus students will not be included in the funding formula.
  - Disagreements that cannot be resolved between institutions will be resolved either by the ADHE staff or the Coordinating Board. If an institution fails to abide by the ADHE or Coordinating Board decision, then the SSCH generated at the unauthorized location by the institution that was not approved to offer courses at that site will not be included in the funding formula.
  - Electronically-delivered instruction will not be subject to off-campus instruction policies if no physical presence is established by the sending institution and if a contract between a student and the institution involves only those two

parties. If, however, the instruction is delivered in either real- or delayed-time at a particular location to a defined group of students using technology, then a physical presence has been established. When a physical presence is established, either electronically or through traditional means, off-campus instruction policies will apply.

- The off-campus instruction policy that is adopted will apply only to credit courses. The policy will not apply to workforce, or any other, courses that are offered on a non-credit basis.

### **AHECB Policy**

- All service area designations will continue as they currently exist. Two-year colleges will retain the counties assigned to them in 1992 as areas of primary responsibility.
- Four-year institutions will not have a designated area for off-campus courses/programs.
- Because the “30-Mile Rule” was part of a funding policy adopted for the 1991-93 biennium and was superceded by a new funding policy the following biennium, the “30-Mile Rule” is not a criterion for offering off-campus credit courses.

### **Criteria for Conflict Resolution**

Institutions that seek to offer off-campus instruction and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to ADHE staff. After receiving a written request from each effected institution that includes pertinent information and data, ADHE staff will mediate the conflict. If the affected institutions reject the decision of ADHE staff, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the Department staff and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution
- Capability of institution
- Type of courses/programs proposed
- Cost to students
- Desire of the community
- History of off-campus offerings in the geographical area

- Evidence that this will not result in unnecessary duplication of programs or facilities
- Evidence that the offerings will not result in overextension of state's resources
- Other relevant information as determined by the institutions, Department staff, and/or ACHEB members

**Although the “30-Mile Rule” is not a criterion used to resolve institutional conflicts regarding off-campus offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.**

## **GUIDELINES FOR COLLEGE ALGEBRA COURSE CONTENT AND MATHEMATICS COURSES AS SOPHISTICATED AS COLLEGE ALGEBRA**

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In response to concern expressed by presidents and chancellors regarding the impact of the Freshmen Assessment and Placement Program on transfer of mathematics course credit, the Arkansas Department of Higher Education asked mathematics department heads at state institutions of higher education to develop a college algebra content guide and guidelines for development of courses "as sophisticated as" college algebra.

The chief academic officers (CAO) discussed the recommendations of the mathematics department heads at the CAO meeting in March, and the group generally agreed that the mathematics guidelines would facilitate transfer of mathematics course credit.

On April 22, 1988, the State Board of Higher Education adopted the following resolution (Agenda Item No. 16):

**RESOLVED**, That the State Board of Higher Education instructs the Director of the Arkansas Department of Higher Education to assist the state colleges and universities in resolving questions regarding transfer of credit for mathematics courses covered by the assessment and placement regulations implementing Section 19 of Act 1052 of 1987.



## **Guidelines For College Algebra Course Content**

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Three (3) semester hour credit course must include:

1. Quadratic equations and inequalities with applications.
2. Polynomial rational, exponential, logarithmic functions, graphing functions, combining functions, inverse functions solving problems whose mathematical models are polynomial, exponential and logarithmic functions. Finding zeros of polynomial and rational functions including the use of methods of approximation.
3. Solving systems of linear equations, including solution by matrix methods and determinants. Systems of linear inequalities; applications of both systems of equations and systems of linear inequalities. Systems of non-linear equations.

Recommended topics include:

4. Mathematical induction, Binomial Theorem, arithmetic and geometric sequences and series, counting techniques and probability.

Note: The Math Program Heads Subcommittee recommends that students with ACT scores ranging from 15-19 (16-19 after 1988-89) be given additional diagnostic testing before being placed in college algebra.

## **Guidelines For Development of Mathematics Courses as Sophisticated as College Algebra**

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Every mathematics course for baccalaureate degree credit that does not have college algebra as a prerequisite shall (1) have a prerequisite score of 15 on the mathematics section of the ACT in 1988 (16 in 1989 and thereafter), above 370 on the quantitative portion of the SAT in 1988 (above 380 in 1989 and thereafter), 11 on the ASSET Intermediate Algebra test in 1988 (12 in 1989 and thereafter), or grade of C or better in intermediate algebra; and (2) be subject to a review by out-of-state mathematics consultants selected by the Arkansas Department of Higher Education staff. The consultants will identify course strengths and shortcomings and will recommend any changes necessary to ensure that a course is "at least as sophisticated" as college algebra.

Approved: Agenda Item No. 16  
April 22, 1988

## **RULES AND REGULATIONS OF THE INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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### **Authority**

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

### **History of the Rules and Regulations**

The Rules were adopted by the Coordinating Board in October 1975, and revised in 1987 and 1995. Revisions to the 1995 Rules are under current consideration.

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

### **Presentation for Public Hearing**

The ICAC met on October 5, 2004, and voted unanimously to present the Proposed Rules and Regulations of the Institutional Certification Advisory Committee to the Coordinating Board for public hearing on October 21, 2004. ADHE staff presented an explanation of the revisions to the Board, institutional representatives, and the public at the hearing. Staff outlined the format of the Rules and Regulations, and highlighted the addition of fees and bonds to the ICAC requirements and changes that would better clarify the exemption section, formerly known as Rule 8. The repeal of Rule 8 was not recommended.

## Summary of Revisions

ICAC Rules revisions were undertaken for the following reasons:

- To recognize the emergence of distance education and other changes in higher education since 1995.
- To make the ICAC Rules and general academic affairs policies and procedures comparable.
- To clarify the standard processes already in place.
- To clearly identify the categories of institutions not requiring certification.
- To establish bonds and fees for institutional operation.

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

Support for the revised Rules and Regulations was voiced by two ICAC members and three representatives from certified and exempt institutions during the meeting. One institutional representative voiced concern about the intent of the institutional and program exemptions, but later expressed in writing support for the new rules.

The Coordinating Board recommended that ADHE staff add language to clarify that Arkansas public institutions offering college-level degree programs on military installations are not required to submit annual enrollment reports to the ICAC Coordinator. This language has been added.

The following resolution is presented for Coordinating Board consideration.

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

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

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

**RULES AND REGULATIONS OF THE  
INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

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## INTRODUCTION

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### I. Authority

The Arkansas Legislature granted authority to the Arkansas Higher Education Coordinating Board (AHECB) to provide for the orderly development of higher education and to protect Arkansas students from fraudulent or inferior programs (ACA §6-61-301–302).

The Arkansas Code authorizes AHECB to establish the criteria for certification of non-public institutions and college-level courses/degree programs offered by those institutions, and oversight of other matters related to the operation of non-public and out-of-state postsecondary educational institutions in Arkansas.

Any non-public or out-of-state postsecondary education institution offering courses/degree programs customarily offered in colleges and universities to Arkansas students must obtain AHECB certification prior to offering those courses/degree programs.

An institution without AHECB certification offering a college-level course/degree program to Arkansas students must cease and desist from operating in Arkansas until certified by AHECB. Failure to obtain required AHECB certification will be reported to the Consumer Protection Division of the Arkansas Attorney General's Office. An institution that does not obtain AHECB certification may be subject to a misdemeanor charge and fines (See Appendix B).

To assist AHECB with its certification responsibilities, ACA §6-61-302 directs AHECB to appoint an advisory committee known as the Institutional Certification Advisory Committee (ICAC). ICAC is made up of nine (9) members: six chief administrators of postsecondary institutions, a representative of the Department of Workforce Education, and two residents of the state of Arkansas who are not officially affiliated with any postsecondary institution.

The ICAC works with the Arkansas Department of Higher Education (ADHE) to review applications for certification of institutions and college-level courses/degree programs and to make recommendations concerning certification to AHECB.

Appendix A describes the organization and structure of the AHECB and the Institutional Certification Advisory Committee (ICAC) and Appendix B summarizes Arkansas Code as it relates to certification of college-level courses/degree programs and institutions. Appendix C describes the types of reviews related to certification and oversight activities.

## II. Process

The first step in the certification process for institutions and courses/degree programs is the submission of a Letter of Notification signed by the chief academic officer of the institution. The Letter of Notification must be submitted to (ADHE) prior to submitting a formal application (See Form 1).

Typically, certification for institutions and courses/degree programs is initially granted for two years. Courses/degree program recertification is required at the conclusion of the initial certification period and when subsequent periods of certification expire.

The second step in the certification process for institutions and courses/degree programs is the submission of a formal application that must include information about the institution and the proposed course/degree program.

All institutions must contact the Arkansas State Board of Private Career Education (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification to ADHE. SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org), or by calling (501) 683-8000 (Appendix D).

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

Once the requesting institution has submitted an application to ADHE, it will be reviewed by ADHE to determine if the institution has submitted the required application and documentation. If necessary, an independent review team will visit the institution as part of the review process and submit a team report to ADHE staff. Based on the results of the review, the ICAC will either make a recommendation to AHECB in favor of certification, ask for more information regarding the course/degree program application, or deny the application. An institution can elect to appeal the decision of the ICAC; however, the decision of AHECB is final.

AHECB will consider applications at its quarterly meetings. Letters of Notification are due on January 1, April 1, July 1, and October 1. Applications are due February 1, May 1, August 1, and November 1. A completed application, including all required documentation, must be submitted on or before the published deadlines. Late applications, applications requiring additional review, or other time constraints may cause AHECB action to be delayed until the next review cycle (Appendix E).

Independent institutions of higher education, incorporated in the state of Arkansas on or prior to April 7, 1975, that offer college-level courses/degree programs customarily granted by colleges or universities with accreditation by an accrediting agency recognized by the U.S. Department of Education will not be required to receive certification *unless* the institution fails to maintain accreditation.

Other categories of higher education institutions that might be eligible for an exemption from certification are identified in Part III. Institutions seeking an exemption from certification must submit a Request for Exemption (Form 12) and provide required documentation. An institution applying for exemption from certification for the first time should not advertise or operate until the Letter of Exemption is issued.

If the institution meets exemption criteria, a Letter of Exemption from Certification will be issued for two years. Upon expiration of the exemption from certification, the institution must request renewal of the exemption.

Institutions which do not meet exemption criteria must obtain institutional and course/degree program certification to continue operating in Arkansas. AHECB may withdraw exemption status for proper cause. Such withdrawal will constitute a denial of exemption and require a subsequent application for certification.

### III. Fees

ADHE is entitled to recover administrative fees related to the certification and exemption process. These fees include a notification fee, a processing fee, and travel expenses for the review team. All fees are non-refundable (Appendix F).

The **notification fee** must be submitted with (1) a Letter of Notification for certification, recertification, or decertification of established institutions to offer college-level courses/degree programs; (2) a Letter of Notification for the certification of a newly established college or university in Arkansas; (3) a Request for Exemption from Certification; and (4) a Letter of Notification regarding changes in the course/degree program or institution.

The **processing fee** must be submitted with applications for certification or recertification of established institutions to offer college-level courses/degree programs, and with applications for certification of a newly established college or university in Arkansas.

Institutions applying for certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The review team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

### IV. Bonds

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

## V. Forms

For the convenience of institution employees responsible for preparing and submitting information to ADHE, forms have been developed that should be used to provide information for certification activities. The forms, located in Part V, include the following:

- Form 1, Letter of Notification–To be completed and submitted by all institutions planning to submit an application for certification, recertification, and decertification.
- Form 2, Faculty and Administrator Chart–To be completed by institutions submitting an application for certification or recertification to document faculty and administrator credentials.
- Form 3, Consumer Disclosure–To be completed by institutions to document compliance with disclosure and advertisement requirements.
- Form 4, Arkansas Department of Higher Education Certified Institution Bond and Annual Tuition Report – To be completed by the institutions bond company and submitted to ADHE with a copy of the institution’s bond and the Annual Tuition Report included with the Surety Bond Form.
- Form 5, Application for Certification of Course/Degree Program (On-Site) - To be submitted by institutions seeking certification of on-site courses/degree programs.
- Form 6, Application for Certification of Course/Degree Program (Distance Delivery) – To be submitted by institutions seeking certification for distance delivery courses/degree programs.
- Form 7, Application for Recertification of Course/Degree Program (On-Site) – To be submitted by institutions seeking recertification for on-site courses/degree programs.
- Form 8, Application for Recertification of Course/Degree Program (Distance Delivery) – To be submitted by institutions seeking recertification for distance delivery courses/degree programs.
- Form 9, Request for Decertification of Course/Degree Program and/or Institution – To be submitted by institutions seeking decertification of courses/degree programs and/or institution.
- Form 10, Application for Certification of New Institution: Planning and Development (On-Site) – To be submitted for certification for the planning and development of a newly established on-site institution in Arkansas.

- Form 11, Application for Certification of New Institution: Planning and Development (Distance Delivery) – To be submitted for certification for the planning and development of a newly established distance delivery institution in Arkansas.
- Form 12, Request for Exemption from Certification –To be submitted by institutions requesting exemption from certification.
- Form 13, Letter of Appeal for Institution–To be submitted by institutions requesting an appeal of a decision made by the ADHE Director, ICAC, and/or AHECB.
- Form 14, Class Hours to Credit Hours Conversion Chart – To be submitted with all applications for new course/degree program certification.

## **VI. Administrative Procedure Act**

The Arkansas Higher Education Coordinating Board, the Institutional Certification Advisory Committee, and the Arkansas Department of Higher Education will follow the provisions of the Administrative Procedure Act.

## **VII. Conclusion**

The criteria provided in the following sections has been developed to provide a clear, orderly process for the certification of established non-public or out-of-state postsecondary institutions offering courses/degree programs in Arkansas and for the creation of newly established non-public institutions in Arkansas. ADHE staff will recommend needed changes to the rules and regulations to ICAC and AHECB for approval. Submit any questions related to the certification process to:

ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201  
(501) 371-2000  
icacsubmissions@adhe.arknet.edu

**PART I - SECTION 1**  
**APPLICATION FOR CERTIFICATION OF COLLEGE-LEVEL**  
**COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS**  
**(Traditional On-Site Delivery)**

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**Overview**

Any non-public or out-of-state postsecondary education institution offering courses/degrees programs customarily offered at college and universities must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering college-level courses/degree programs to Arkansas students delivered on-site (For certification of distance delivery programs, see Part 1, Section 2).

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

All institutions must contact the Arkansas State Board of Private Career Education (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000 (Appendix D).

Typically, certification of courses/degree programs is initially granted for two years. Course/degree program recertification is required at the conclusion of the initial certification period and when subsequent periods of recertification expire.

Should a certified course/degree program be modified with changes exceeding 18 of the total credit hours of program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of 18 hours or less to the course/degree program must be included in the recertification application.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

**Deadlines**

ADHE considers applications for certification four times during the year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

## **Fees**

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification. The **processing fee** must be submitted with applications from established institutions for certification to offer college-level courses/degree programs. Institutions applying for program certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

## **Bonds**

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

## **Certification Process**

### **I. Letter of Notification**

The first step in the certification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (Form 1). The Letter of Notification must be submitted to ADHE prior to submitting a formal application.

### **II. Application Requirements**

The second step in the certification process is the submission of a formal application that must include the following:

#### **A. Institution Information and Course/Degree Title**

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Proposed effective date of new course/degree program.
4. Name, address, and e-mail address of the contact person for the institution.
5. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution, classification (i.e., public, private), history of ownership and control, and course/degree levels offered by institution.

6. Site and description of physical facilities where the proposed course/degree program will be offered. Each location of the institution must be certified individually.

## **B. Description of College-Level Course/Degree programs**

College-level course/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the degree level. See Appendix G for a complete description of degree levels.

1. State the entrance requirement(s) for the proposed course/degree program.
2. Describe the method used to determine that students who meet the entrance requirements possess the aptitude and background to benefit from the proposed offerings.
3. Provide the list of courses required for the degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
4. Provide total number of semester/quarter credit hours required for the degree program. A description of credit hours and semester length is provided in Appendix H.
5. Use Form 14 to provide length of semester or quarter and number of class/contact hours required for the course.
6. Identify any course that includes laboratory, internship, practicum, work experience, or outcome-based learning.
7. Identify courses offered by delivery methods other than traditional on-site classroom methods.
8. Identify any articulation and/or transfer of credit arrangements with other institutions.

## **C. General Education Requirements for Associate and Baccalaureate Degree Programs**

AHECB has established a general education core curriculum that must be successfully completed in order to receive a degree at the associate or baccalaureate level. General education criteria for Associate of Arts, Associate of Science, Associate of Applied Science, and baccalaureate degrees are provided in Appendix I.

Document that general education requirements for the proposed degree program have been met.

## **D. Target Population to be Served**

1. Provide detailed and documented evidence of the number of students expected to enroll in the proposed course/degree program and whether they are enrolling individually or as part of a community or business and industry program.
2. Provide expected job availability, positions and salaries for students upon completion of study.



## **E. Demographics–Composition of Students**

State the number and percentage of minority students currently enrolled in the institution.

## **F. External Advisory Groups**

Document work with other groups in the planning and/or implementation of the proposed course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

## **G. Administrator Credentials**

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

## **H. Faculty Credentials**

1. Describe the orientation and training required of faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the course/degree program.
3. Summarize the plan for faculty workload.
4. Explain the policy regarding ownership of intellectual property.
5. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as faculty for the proposed course/degree program.
6. Faculty Qualifications: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.
  - a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
  - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
  - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
  - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.

- e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

## **I. Resources**

1. Library
  - a. Describe available library resources and identify qualified library personnel.
  - b. Submit a copy of a signed memorandum of understanding to document arrangements with other college, university, or community libraries or e-libraries.
  - c. Describe plans and provide budget for future additions of library resources necessary to support the course/degree program under review.
2. Instructional Support and Technology
  - a. The equipment required for instruction is determined by the course/degree program objectives. Equipment must be comparable to that commonly found in business and industry offering employment in the occupation for which the instruction is being offered. Describe equipment that will be used for instructional support.
  - b. Describe the instructional support available for each course/degree program under review, including but not limited to laboratories, technology applications/infrastructure, or other instructional equipment.
  - c. Describe plans and provide budget for acquiring additional instructional support.
3. Student Services  
Describe student services provided (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

## **J. Evaluation and Assessment**

1. Describe the process used to evaluate student achievement of stated objectives and outcomes.
2. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
3. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation.

## **K. Financial Information**

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the course/degree program including revenues, expenditures, and sources of funding shown by categories.

## **L. Accreditation**

All institutions must possess accreditation from an accrediting agency recognized by the United States Department of Education. Recognized agencies can be found at [www.aju.edu/usdoe.faqs.htm](http://www.aju.edu/usdoe.faqs.htm).

1. Provide the name of the institution's accrediting agency and the institution's most current accreditation affiliation status record or a letter from the accrediting agency.
2. If specialized accreditation or certification of a program is required for graduates to obtain professional licensure (i.e., health related programs, counseling, teaching, etc.), provide documentation that the institution meets the requirements.

## **M. Licensure and Approval by Other Agencies**

Requirements for courses/degree programs such as teacher education, nursing, psychology, and counseling, and licensure for the State Board of Private Career Education are explained in Appendix D. It is the responsibility of the applying institution to obtain the approval or licensure of the appropriate agency prior to submitting an application for the course/degree program certification to ADHE.

Provide documentation that required approval or licensure by other agencies has been obtained as described in Appendix D.

## **N. Consumer Disclosure**

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required statements for consumer disclosure and transfer of credit to be included in catalogs and enrollment agreements. Advertisements or promotional materials for the institution and courses/degree programs may not be used until AHECB certification is received. Submit Form 3 signed by the chief academic officer of the institution.

## **O. Student Grievances**

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on student grievances can be found in Appendix J.

## **III. Submission of Application for Established Institution and Course/Degree Program Certification**

The application for course/degree program certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 5 to submit information required for the certification of a new course/degree program.

Submit the application/documentation in a Word file with an electronic link to the institution's current catalog to: [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

#### **IV. Application Review**

##### **A. Review Team**

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled as a review team by ADHE staff to review the certification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

##### **B. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program certification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

##### **C. Arkansas Higher Education Coordinating Board (AHECB)**

The AHECB meets four times annually and will consider the ICAC recommendations for certification at each meeting. A representative of the institution requesting certification must attend the AHECB meeting at which the application will be presented. AHECB will act on recommendations presented by the ICAC and make the final decision on certification applications. See paragraph D below for information on the appeal process.

##### **D. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART I - SECTION 2**  
**APPLICATION FOR THE CERTIFICATION OF COLLEGE-LEVEL**  
**COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS**  
**(Distance Delivery)**

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**Overview**

Any non-public or out-of-state postsecondary education institution offering course/degree programs customarily offered at college and universities must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering distance delivery college-level courses/degree programs to Arkansas students (For certification of programs with instruction delivered on-site, see Part 1, Section 1).

Distance delivery includes all forms of Internet, electronic, digital, online, or any other technology driven delivery systems. Institutions desiring to offer courses/degree programs via distance technology must provide evidence of institutional readiness; instructional quality; student, faculty and instructional support; assessment processes; and adequate resources.

Out-of-state institutions requesting certification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

All institutions must contact the Arkansas State Board of Private Career Education (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000 (Appendix D).

Typically, course/degree program certification is initially granted for two years. Recertification is required at the conclusion of the initial certification period.

Should a certified course/degree program be modified with changes exceeding 18 of the total credit hours of the course/degree program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of 18 hours or less to the total credit hours of the course/degree program must be included in the recertification application.

Institutions may not award a degree to any student unless demonstrated mastery of skills and knowledge have been documented. A degree may not be granted to any student solely for experiential learning or work experience.

**Deadlines**

ADHE considers applications for certification four times per year. Letters of Notification are due January 1, April 1, June 1 or October 1. Applications are due February 1, May 1, July 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications

or applications requiring additional review may be held until the next review cycle (Appendix E).

## **Fees**

ADHE is entitled to recover administrative fees related to the certification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification of college-level course/degree programs. The **processing fee** must be submitted with applications from established institutions for certification of college-level course/degree programs.

Institutions applying for program certification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

## **Bonds**

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state postsecondary institutions certified to offer college-level course/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

## **Certification Process**

### **I. Letter of Notification**

The first step in the certification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

### **II. Application Requirements**

The second step in the certification process is the submission of a formal application that must include the following:

#### **A. Institution Information and Course/Degree Program Title**

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Proposed effective date of new course/degree program.
5. Name, phone number, e-mail address of the contact person for the institution.

6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution, classification (i.e., public, private), history of ownership and control, and level of degrees offered by institution.
7. Site of the general office for student contact.
8. Provide a link to the proposed program(s) and passwords for ADHE staff to review program(s) from the instructor and student setting.

## **B. Description of College-Level Courses/Degree Programs**

College-level courses/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the course/degree level. See Appendix G for a complete description of course/degree levels.

1. State the entrance requirement(s) including required student level of technology skills for the proposed course/degree program.
2. Demonstrate that students meeting the entrance requirements possess the aptitude and background to benefit from the proposed course/degree program.
3. Provide the list of courses required for the degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
4. Provide number of semester/credit hours required for the degree program (Appendix H).
5. Provide length of semester or quarter and number of start dates.
6. Provide time required for a course and identify any preparations and activities that are included in computing course hours (i.e., postings, completion of assigned text and professional literature readings, case analysis, activity assignments).
7. Identify any course, which includes laboratory, internship, practicum, work experience, or outcome-based learning.
8. Describe the method of distance delivery of the proposed course/degree program. If a combination of delivery methods is used, give the percentage of time required of each segment (i.e., online, video conference, etc.).
9. Submit guidelines for learning team, or any student activity group required for the courses.
10. Describe the instructor-to-student and the student-to-student interaction for the courses.
11. Identify any articulation and/or transfer of credit arrangements with other institutions.

## **C. General Education Requirements for Associate and Baccalaureate Degree Programs**

AHECB has established a general education core curriculum that must be successfully completed in order to receive a degree at the associate or baccalaureate level. General education requirements for Associate of Arts,



Associate of Science, Associate of Applied Science, and baccalaureate degrees are provided in Appendix I.

Document that general education requirements for the proposed course/degree programs have been met.

**D. Target Population to be Served**

1. Provide detailed and documented evidence of the number of students expected to enroll in the proposed course/degree program and whether they are enrolling individually or as part of a community or business and industry program.
2. Provide expected job availability, positions and salaries for students upon completion of study.

## **E. Demographics-Composition of Students**

State the number and percentage of minority students currently enrolled in the institution if the information is available.

## **F. External Advisory Groups**

Document work with other groups in the planning and/or implementation of the proposed course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

## **G. Institutional Readiness and Commitment**

1. List courses/degree programs currently offered by distance delivery.
2. Summarize institutional policies on the establishment, organization, funding and management of distance delivery courses/degree programs.
3. Describe the internal organizational structure that coordinates the development, technical support, and oversight of distance/online courses/degree programs.
4. Summarize the policies and procedures used to keep the technology infrastructure current.
5. Summarize the procedures that assure the security of student information outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

## **H. Administrator Credentials**

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

## **I. Faculty and Instructional Support Staff**

1. Describe the orientation and training required of distance delivery faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the online course/degree program.
3. Explain the role of the instructional designer, technologists, student mentors, tutors, and instructional aids for the online course/degree program.
4. Summarize the plan for faculty workload.
5. Explain the policy regarding ownership of intellectual property.
6. List faculty members from each proposed program area on the Faculty and Administrator Chart (Form 2).

7. Faculty Credentials: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.
  - a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
  - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
  - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
  - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
  - e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

#### **J. Student Support Services**

1. Describe online library resources necessary to support the course/degree program under review.
2. Submit a copy of a signed memorandum of understanding to document arrangements with other college, university, or community libraries or e-libraries.
3. Describe the online student services provided (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk).
4. Describe how students are informed of course/degree requirements including access to technology, technical competencies, program cost, curriculum design, timeframe for course offerings, library and learning services, orientation on the nature of and personal discipline required for learning in an anytime/anywhere environment.
5. Describe student retention plans (intervention regarding student progress, tutoring, career counseling and placement, academic advising).

#### **K. Evaluation and Assessment**

1. Describe the process used to evaluate the student achievement of intended outcomes.
2. Describe the process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.
3. If proctoring is used, describe the procedures for selecting proctors.
4. Describe how the institution reviews the effectiveness of its distance delivery programs to assure alignment with educational objectives and institutional priorities. List the measures used to determine overall effectiveness.
5. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process. Describe the administrative and procedural links between the evaluation of online courses.
6. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.

7. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

#### **L. Financial Information**

1. Provide a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

#### **M. Accreditation**

All institutions must possess accreditation from an accrediting agency recognized by the U. S. Department of Education. Recognized agencies can be found at [www.aju.edu/usdoe\\_faqs.htm](http://www.aju.edu/usdoe_faqs.htm).

1. Provide the name of the institution's accrediting agency and a copy of the institution's most current accreditation affiliation status record or a letter containing that information.
2. If specialized accreditation or certification of a program is required for graduates to obtain professional licensure (i.e., health related programs, counseling, teaching, etc.) provide documentation that the institution meets the requirement.

#### **N. Licensure and Approval by Other Agencies**

For college-level courses/degree programs which require licensure or approval, the requirements for programs in teacher education, nursing, psychology, and counseling, and licensure for the State Board of Private Career Education are explained in Appendix D. It is the responsibility of the applying institution to obtain the approval or licensure of the appropriate agency prior to submitting an application for the course/degree program certification to ADHE.

Provide documentation that required licensure or approval by the other agencies has been obtained as described in Appendix D.

#### **O. Consumer Disclosure**

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required statements for consumer disclosure and transfer of credit to be included in catalogs and enrollment agreements. Advertisements or promotional materials for the institution and course/degree program may not be used until AHECB certification is received. Submit Form 3 signed by the chief academic officer of the institution.

## **P. Student Grievances**

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on student grievance procedure can be found in Appendix J.

## **III. Submission of Application for Established Institution and Course/Degree Program Certification**

- A. The application for course/degree program certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 6 to submit the application information required to certify a new course/degree program.
- B. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

## **IV. Application Review**

### **A. Review Team**

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the certification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

### **B. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program certification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

### **C. Arkansas Higher Education Coordinating Board (AHECB)**

The AHECB meets four times annually and will consider the ICAC recommendations for certification at each meeting. A representative of the institution requesting certification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and

make the final decision on certification applications. See paragraph D below for information on the appeal process.

#### **D. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART I - SECTION 3**  
**APPLICATION FOR THE RECERTIFICATION OF**  
**COLLEGE-LEVEL COURSES/DEGREE PROGRAMS AT**  
**ESTABLISHED INSTITUTIONS**  
**(Traditional On-Site Delivery)**

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**Overview**

At the end of the initial certification period, the institution must apply for course/degree program recertification. (For recertification of distance delivery programs, see Part 1, Section 4).

Recertification of the course/degree program may be granted for two to five years. The Arkansas Department of Higher Education (ADHE) will maintain a master certification schedule and notify institutions when course/degree program recertification is required.

Out-of-state institutions requesting recertification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in the home state.

Should a certified course/degree program be modified with changes exceeding 18 credit hours of the total credit hours of the approved program, a Letter of Notification with a description of the changes must be submitted to ADHE for review prior to the change (Form 1). Changes of 18 credit hours or less to the course/degree program must be included in the recertification application.

**Deadlines**

ADHE considers applications for recertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

**Fees**

ADHE is entitled to recover administrative fees related to the recertification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for course/degree program recertification. The **processing fee** must be submitted with applications for recertification of a college-level course/degree program.

Institutions applying for program recertification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.



## **Recertification Process**

### **I. Letter of Notification**

The first step in the recertification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (See Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

### **II. Application Requirements**

The second step in the recertification process is the submission of a formal application. The application for recertification must include the following:

#### **A. Institution Contact Information and Course/Degree Title**

1. Name, address, and web address of institution.
2. Name of course/degree program for which recertification is sought.
3. Date of application for recertification.
4. Name, address and e-mail address of contact person for the institution.

#### **B. Description of College-Level Degree programs**

1. Provide a current catalog with the list of courses required for the course/degree program. Include course numbers, course titles, course descriptions, and credit given for each course.
2. Explain any changes that have occurred since last certification.
3. Provide documentation that programs meet general education requirements (See Appendix I).
4. Provide documentation that course/degree program meets the acceptable higher education curriculum structure for the discipline and for the program level. Explain any changes that have occurred since last certification. See Appendix G for a full description of degree requirements.
5. Identify course/degree programs that have been modified by 18 credit hours or less since the last certification review and give date of AHECB certification.

#### **C. Report on Enrollment and Graduates Since Last Certification**

1. Number of Arkansas residents enrolled in the program (by semester or quarter) since last certification.
2. Number of Arkansas residents (by year) who graduated from each program since last certification.

#### **D. External Advisory Groups**

Document work with other groups in the planning and/or implementation of the course/degree program (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives, etc.).

## **E. Administrator Credentials**

Administrators must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

## **F. Faculty Credentials**

1. Describe the orientation and training required of faculty and support staff working directly with students.
2. Explain the faculty's function in providing evaluation and modification of the degree program.
3. Summarize the plan for faculty workload.
4. Explain the policy regarding ownership of intellectual property.
5. Use the Faculty and Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as faculty for the proposed degree program.
6. Faculty Credentials: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.
  - a. General Education: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
  - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
  - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
  - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
  - e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

## **G. Resources**

1. Describe additions/changes since the last certification period for library resources that support the course/program to be recertified.
2. Describe plans and provide budget for future additions of library resources necessary to support the course/degree program under review.
3. Describe plans and provide budget for any additions/changes of equipment and materials to be used for the course/degree program.
4. Describe any changes to student services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and

placement) since last certification period.

## **H. Evaluation and Assessment**

1. Describe the process used to evaluate the student achievement of intended outcomes during the course/degree program and at completion.
2. Using the most recent student evaluations, describe the success of the institution's procedures for administering student services, delivering the course/degree program, and assuring prompt evaluation.
3. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
4. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

## **I. Financial Information**

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

## **J. Accreditation**

Submit a current affiliation status record or letter(s) from the accrediting agency, which reflects any institutional updates and/or action regarding courses/degree programs involved in the recertification.

## **K. Licensure and Approval by Other Agencies**

Provide documentation that required licensure or approval by other agencies has been obtained as described in Appendix D.

## **L. Consumer Disclosure**

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required consumer disclosure statements to be included in catalogs and enrollment agreements.

Submit Form 3 signed by the chief academic officer of the institution.

## **M. Student Grievances**

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Student Grievances can be found in Appendix J.

### **III. Submission of Application for Course/Degree Program Recertification**

The application for course/degree program recertification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 7 to submit the required information to recertify a course/degree program. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

### **IV. Application Review**

#### **A. Review Team**

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the recertification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

#### **B. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program recertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for recertification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

#### **C. Arkansas Higher Education Coordinating Board (AHECB)**

The AHECB meets four times annually and will consider the ICAC recommendations for recertification at each meeting. A representative of the institution requesting recertification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and make the final decision on recertification applications. See paragraph D below for information on the appeal process.

#### **D. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a letter of appeal must be filed

with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART I - SECTION 4**  
**APPLICATION FOR THE RECERTIFICATION OF COLLEGE-LEVEL**  
**COURSES/DEGREE PROGRAMS AT ESTABLISHED INSTITUTIONS**  
**(Distance Delivery)**

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**Overview**

At the end of the initial certification period, the institution must apply for course/degree program recertification. (See Part 1, Section 3, for recertification of programs delivered on-site).

Recertification of course/degree program may be granted for two to five years. The Arkansas Department of Higher Education (ADHE) will maintain a master certification schedule and notify institutions when course/degree program recertification is required.

Out-of-state institutions requesting program recertification must provide documentation that the institution is certified or licensed to operate as a postsecondary institution in its home state.

Should a certified course/degree program be modified with changes exceeding 18 of the total credit hours of the initially approved program, a Letter of Notification (Form 1) with a description of the changes must be submitted to ADHE at the time of the change. Changes of 18 credit hours or less to the course/degree program must be included in the recertification application.

**Deadlines**

ADHE considers applications for recertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications, applications requiring additional review, or other time restraints might cause AHECB action to be delayed until the next review cycle (Appendix E).

**Fees**

ADHE is entitled to recover administrative fees related to the recertification process. These nonrefundable fees include a notification fee, a processing fee, and travel expenses for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for recertification for college-level course/degree programs. The **processing fee** must be submitted with applications for recertification of college-level course/degree programs.

Institutions applying for program recertification will be responsible for the **travel expenses** of the team assigned to review the certification application. The team may

make an on-site visit to the institution. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.



## **Recertification Process**

### **I. Letter of Notification**

The first step in the recertification process is the submission of a Letter of Notification signed by the chief academic officer of the institution (See Form 1). The letter must be submitted to ADHE prior to submitting a formal application.

### **II. Application Requirements**

The second step in the recertification process is the submission of a formal application that must include the following:

#### **A. Institution Contact Information and Course/Degree Title**

1. Name, address and web address of institution.
2. Name of course/degree program for which recertification is sought.
3. Date of application.
4. Phone number, address and email address of the contact person for the institution.
5. Provide a link to the course/degree program for which recertification is requested for ADHE staff to review from the student and instructor setting.

#### **B. Description of College-Level Courses/Degree Programs**

College-level course/degree programs should follow standard acceptable higher education curriculum structure for the discipline and for the program level. See Appendix G for a complete description of course/degree levels.

1. Provide the list of courses required for the course/degree program. Include course numbers, course titles, course descriptions, and credit given for each course. Explain any changes that have occurred since the last certification review.
2. Provide documentation that programs meet general education requirements (See Appendix I).
3. Describe the method of distance delivery of the course/degree program (web, computer assisted, correspondence). Explain any changes since the last certification review.
4. Provide documentation of the instructor-to-student and the student-to-student interaction for the course/degree program during the last year. Explain any changes.
5. Describe any articulation agreements and provide the number of students who benefited from articulation agreements with other institutions. If this information is not available, provide an estimate of the success of the articulation agreement.
6. Identify course/degree programs that have been modified by 18 credit hours or less since the last certification review and give date of AHECB certification.

### **C. Report on Enrollment and Graduates Since Last Certification**

1. Number of Arkansas residents enrolled in the program (by semester or quarter) since last certification.
2. Number of Arkansas residents (by year) who graduated from each program since last certification.

### **D. Institutional Readiness and Commitment**

1. List course/degree programs currently offered by distance/online delivery.
2. Describe any revisions in institutional policies on the establishment, organization, funding and management of distance/online course/degrees.
3. Describe any changes made during the last year in the internal organizational structure that coordinates (development, technical support, oversight) distance/online course/degrees.
4. Summarize and document any revisions in the policies and procedures to keep the technology infrastructure current.
5. Summarize and identify any changes in the procedures that assure the security of student information that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

### **E. Administrator Credentials**

Administrator must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Use the Faculty Administrator Chart (Form 2) to provide information on the educational and professional backgrounds of all individuals who will serve as institutional administrators and faculty for the proposed course/degree program.

### **F. Faculty and Instructional Support Staff**

1. Describe the orientation and training required of online faculty and support staff working directly with students. Document the orientation and training sessions held during the last year.
2. Explain the faculty's function in providing oversight of the delivered online course/degree program including course evaluation and modification.
3. Explain the role of the instructional designer, technologists, student mentors, tutors, and instructional aids for the online course/degree program.
4. Use information from faculty and student evaluations to document that the plan for faculty workload is adequate.

5. Explain any modifications in the policy regarding ownership of intellectual property.
6. List faculty members from each degree program on the Faculty and Administrator Chart found in Form 2.
7. Faculty Qualifications: Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from other institutions with comparable status, certification or recognition in other countries.

#### Faculty Credentials:

- a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
- b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
- c. Associate Level: Faculty must have at least an associate degree or appropriate industry related licensure or certification.
- d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field.
- e. A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level.

### **G. Student Support Services**

1. Present a synopsis of additions/changes since the last certification period for the library resources for the course/degree programs under review.
2. Document and describe arrangements with other college, university or community libraries, and e-libraries.
3. Describe any modifications to the online student services provided (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk).
4. Report results of student evaluations on how well students felt informed of course requirements including access to technology, technical competencies, program cost, curriculum design, timeframe for course offerings, library and learning services, orientation on the nature of and personal discipline required for learning in an anytime/anywhere environment.
5. Describe steps taken to retain students (intervention regarding student progress, tutoring, career counseling and placement, academic advising).

### **H. Evaluation and Assessment**

1. Describe the process used to evaluate the student achievement of intended outcomes during the course/degree program and at its completion.
2. Using the most recent student evaluation describe the success of the institution's procedures for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.
3. If proctoring is used, describe the process for selecting proctors.
4. Summarize the findings of the most recent institution review of the effectiveness of its online course/degree programs to assure alignment with educational objectives and institutional priorities. List the measures used to determine overall effectiveness.
5. Describe process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.

6. Provide a copy of the survey form used by students to evaluate online courses, and faculty. Include summary of evaluation results.
7. Provide a copy of the instructor's evaluation of the course(s). Include summary of evaluation results.

#### **I. Financial Information**

1. Submit a copy of the most recent audit covering all funds or accounts for the institution.
2. If the institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories.

#### **J. Accreditation**

Submit a current affiliation status record or letter(s) from the accrediting agency, which reflects any institutional updates and/or action regarding course/degree programs involved in the recertification.

#### **K. Licensure and Approval by Other Agencies**

Provide documentation that required licensure or approval by other agencies has been obtained as described in Appendix D.

#### **L. Consumer Disclosure**

It is the responsibility of ADHE to assure that full disclosure of all relevant information regarding the nature of higher education is provided to Arkansas students. Form 3 provides the required consumer disclosure statements to be included in catalogs and enrollment agreements. Submit Form 3 signed by the chief academic officer of the institution.

#### **M. Student Grievances**

Provide a copy of the institution's procedure for receiving and resolving grievances from students. Information on Student Grievances can be found in Appendix J.

### **III. Submission of Application for Course/Degree Program Recertification**

- A. The application for course/degree program recertification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 8 to submit required information for the recertification application.
- B. Submit the application/documentation in a Word file and supply an electronic link to the institution's current catalog to: [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

## **IV. Application Review**

### **A. Review Team**

An ad hoc panel of individuals who are knowledgeable of similar course/degree programs may be assembled by ADHE staff to review the recertification application. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team.

Representatives of out-of-

state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call. For information on the review team and team visit, refer to Appendix K.

### **B. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution applying for course/degree program recertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of certification to the AHECB, ask for more information regarding the course/degree program application, or deny the application for certification. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

### **C. Arkansas Higher Education Coordinating Board (AHECB)**

The AHECB meets four times annually and will consider the ICAC recommendations for recertification at each meeting. A representative of the institution requesting recertification must attend the AHECB meeting at which the application will be presented. The AHECB will act on recommendations presented by the ICAC and make the final decision on recertification applications. See paragraph D below for information on the appeal process.

### **D. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART I - SECTION 5**  
**APPLICATION FOR DECERTIFICATION OF**  
**COLLEGE-LEVEL COURSE/DEGREE PROGRAMS and**  
**DECERTIFICATION OF INSTITUTIONS**  
**(Traditional On-site Delivery)**  
**(Distance Delivery)**

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### **Overview**

Decertification is action taken when a course/degree program will no longer be offered to Arkansas students. Prior to terminating a course/degree program, a certified institution must submit a teach-out plan and request decertification. No new students may be enrolled in a decertified program.

Decertification applies to all course/degree programs whether delivered traditionally from an on-site location or via distance delivery. Institutions requesting decertification must provide an opportunity for the student to complete the course/degree program.

Decertification may be (1) at the request of the certified institution, (2) upon the recommendation of Arkansas Department of Higher Education (ADHE) staff as a result of failure by the institution to provide sufficient information for recertification or to meet certification requirements, or (3) as a result of bankruptcy (Appendix C).

Closure of an institution requires AHECB decertification of the institution in addition to the decertification of course/degree programs. Criteria for the two types of decertification require the same information; therefore, ADHE will accept one application for decertification if the institution is closing.

### **Deadlines**

ADHE considers applications for decertification four times per year. Letters of Notification are due January 1, April 1, July 1 or October 1. Applications are due February 1, May 1, August 1, or November 1. A request for decertification, including all documentation as described in this section, must be submitted according to the published deadlines (Appendix E).

### **Fees**

ADHE is entitled to recover non-refundable administrative fees related to the decertification process. These fees include a **notification fee** that must be included when the Letter of Notification for decertification is submitted (Appendix F).

## **Decertification Process**

### **I. Letter of Notification**

The first step in the decertification process is the submission of a Letter of Notification signed by the president of the institution (Form 1). The letter must be submitted to ADHE prior to submitting a formal request for decertification.

### **II. Decertification Request Requirements**

The second step in the decertification process is the submission of a formal request for decertification that must contain the following information:

#### **A. Institution Contact Information and Course/Degree Title**

1. Name, address, and web address of institution.
2. Name of course/degree program for which decertification is sought.
3. Date of decertification request.
4. Proposed effective date of decertification.
5. Reason for decertification of course/degree program.
6. Current status of institution. (No change, bankruptcy, change in ownership, etc.).
7. Phone number, address and e-mail address for the contact person of the institution.

#### **B. Teach-out Plan**

Decertification of a course/degree program or an institution will not be approved until an opportunity is provided for currently enrolled students to complete their course of study. This arrangement is commonly referred to as a teach-out plan and must include the following information:

1. Name of course/degree program.
2. Name, physical address, e-mail address and phone number of the person responsible for the course/degree teach-out plan.
3. Number of students currently enrolled in each course/degree program involved in the decertification.
4. A list of all students involved in teach-out plan including name, current mailing address, phone number, program currently enrolled in, estimated graduation date, and current percentage of completion for each student.
5. A report on unearned tuition including all current refunds due and account balances.
6. An explanation accompanied by appropriate supporting documentation and timelines of how the institution will notify students of the decertification and closure of the course/degree programs (and closure of the institution, if applicable).
7. A statement that the delivery of training to students will not be materially disrupted and that the institution's obligation to students will be met in a timely manner.



8. The last date of the teach-out for the course/degree program and, if the institution is closing, the last date of operations for the institution and the last date to employ faculty.
9. Student options such as enrollment in another program, enrollment in another institution, etc.
10. Copy of notification of the closing of the institution or site sent to accrediting agency if applying for decertification of the institution.
11. At the conclusion of the teach-out plan, the institution must submit a letter to ADHE verifying that all students have completed the course/degree program as planned or selected other options. The president of the institution and the person in charge of the teach-out plan must sign the letter.

### **III. Submission of Request for Decertification**

- A. The request for course/degree program decertification must include all information referenced in these decertification guidelines, including narrative information and supporting documentation. Use Form 9 to submit information required to request program/institutional decertification.
- B. Submit the course/degree program teach-out plan and the request for decertification in a Word document file to [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

### **IV. Decertification Review**

#### **A. Staff Review**

ADHE staff will review the decertification information and report findings to the Institutional Certification Advisory Committee (ICAC).

#### **B. Presentation to Institutional Certification Advisory Committee**

The ICAC meets prior to the quarterly AHECB meeting and interested parties will be notified. A representative of the institution requesting course/degree program or institutional decertification must attend the ICAC meeting at which the application will be considered. At this meeting, the ICAC will either make a recommendation in favor of decertification to the AHECB or ask for more information regarding the request for decertification of a course/degree program. Should the institution elect to appeal the decision of the ICAC, the appeal process is described in paragraph D below.

#### **C. Arkansas Higher Education Coordinating Board (AHECB)**

The AHECB meets four times annually and will consider the ICAC recommendations for decertification at each meeting.

## **D. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with ADHE within 30 days of the decision. The appeal process may be found in Appendix L.

**PART II - SECTION 1**  
**APPLICATION FOR CERTIFICATION OF NEW INSTITUTIONS**  
**(Traditional On-Site Delivery)**

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**Overview**

ACA §6-61-301 requires that individuals desiring to establish a postsecondary education institution in the state of Arkansas to incorporate under the applicable laws of the state and receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board (AHECB). For the purpose of these rules and regulations, a newly established institution is one that is **not** incorporated in any state or country to offer courses leading to a course/degree that is customarily granted by colleges and universities. Individuals involved in the planning and development of the proposed institution must apply for certification, prior to establishing a new postsecondary institution offering college-level course/degree programs in Arkansas.

Individuals involved in the creation of a new institution must not begin to operate, advertise, enroll students, or confer degrees until certified by the Arkansas Higher Education Coordinating Board. This certification applies to all institutions whether the coursework is delivered traditionally from an on-site location or delivered through the use of technology.

Individuals involved in the creation of the proposed institution must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to the Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000. (Appendix D).

A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs will be certified as a college. A proposed institution offering both undergraduate and graduate programs may be certified as a college or university. The proposed name of the new institution may not be the same as that of any other Arkansas educational institution.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be awarded solely for experiential learning or work experience.

**Deadlines**

ADHE considers applications for certification four times per year. Letters of Notification are due on January 1, April 1, July 1, or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle. (Appendix E).

## **Fees**

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification to establish a new college or university in Arkansas. The **processing fee** must be submitted with the application for certification of the proposed college or university.

Individuals applying for certification to establish a new institution will be responsible for the **travel expenses** of the team assigned to review the application. The team will make an on-site visit to the proposed institutional location.

## **Bonds**

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level course/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas. (Appendix F).

## **Certification Process to Establish a New Postsecondary Institution**

### **I. Institutional Certification - Planning and Development**

The planning and development phase is the period of time prior to the opening of the proposed institution during which the individuals involved in creating the proposed institution are involved in securing financial resources, filing the proposed charter with the Arkansas Secretary of State, planning and developing curricula, and developing a plan for attaining institutional accreditation.

The planning and development period is for two to four years. Proposed institutions not fully operational within the two-year period will be decertified, or may be granted a two-year extension upon submission of evidence that the proposed institution can meet certification criteria within the extension period; otherwise, the proposed institution must reapply for certification.

The proposed institution may not offer course/degree programs or award degrees until both the institutional certification and the course/degree program certification processes have been completed.

#### **A. Letter of Notification**

A Letter of Notification (Form 1), signed by the individuals involved in creating the proposed institution must be submitted to ADHE prior to submitting a formal application for Institutional Certification for Planning and Development.

## **B. Application Process - Institutional Certification for Planning and Development**

1. Submit an application for Institutional Certification for Planning and Development, Attach a copy of the proposed institutional charter (Articles of Incorporation). (Form 10).
2. Review Team meets with Board of Directors of proposed institution and visits proposed institutional location.
3. Review Team report and ADHE staff recommendation submitted to ICAC for review and recommendation to AHECB. AHECB certification for institutional planning and development may be granted for a minimum of two and maximum of four years.
4. If AHECB certification is granted for institutional planning and development, the proposed charter must be filed with the Arkansas Secretary of State.

## **II. Application Requirements**

Form 10 should be used to submit information required for the application for planning and development certification of a new institution.

### **A. Institution Information**

1. Name, physical address, and web address of institution.
2. Name, phone number, mailing address, and e-mail address of contact person for the institution.
3. Copy of the Articles of Incorporation filed with the Arkansas Secretary of State.
4. Proposed effective date of operation.
5. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degree programs to be offered.
6. The site of the institution. (If the institution will have more than one campus, each location must be certified individually).
7. A proposed timeline for the two-year planning and development phase that addresses financial resources, program curricula, facilities, faculty and staff, and institutional accreditation.

### **B. Accreditation of the Proposed Institution**

The proposed institution must be accredited by an accrediting agency recognized by the U.S. Department of Education (USDOE) before offering courses/degree programs and conferring degrees. The planning and development period should be used to obtain accreditation. The proposed institution must:

1. Summarize and document the institution's progress in attaining accreditation. The names of USDOE recognized accrediting agencies can be found at [www.aju.edu/usdoe\\_faqs.htm](http://www.aju.edu/usdoe_faqs.htm).
2. Provide approximate dates of accreditation agency visits during the planning and development phase.

3. If national accreditation or certification of a program is required for graduates to obtain professional licensure, document plans to meet this requirement.

### **C. Target Population to be Served**

1. Identify segments of the population from which the institution expects to draw students.
2. Provide a copy of student recruitment plans.

### **D. Financial Stability**

1. Present evidence of financial stability appropriate for the institution's stage of development, including complete disclosure of the financial resources available to or planned for the proposed institution.
2. If the proposed institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.

### **E. Physical Facilities**

Identify the facilities planned for the proposed institution that are appropriate for the institution's stage of development. Include evidence that the facilities will be adequate to meet the needs of the proposed courses/degree programs.

### **F. External Advisory Groups**

Describe any work with other groups in the planning and establishment of the proposed institution (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

### **G. Administrator Resources and Credentials**

Administrators for the proposed institution must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators of the proposed institution must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Provide a copy of the organization chart for the proposed institution.
4. Provide a list of proposed administrative positions and job descriptions, and expected educational and professional credentials.

## **H. Faculty Credentials**

Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.

1. Faculty qualifications:
  - a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
  - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
  - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
  - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field or equivalent documented experience.
  - e. Graduate Level: A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.
2. Provide a copy of the proposed organization chart for each academic department.
3. Provide a list of proposed faculty positions and job descriptions, and expected educational and professional credentials.

## **I. Student Support Services**

Describe proposed student services (academic advising, financial aid, tuition refund policy, tutoring, career counseling and placement, etc.).

## **III. Submission of Application for New Institution Planning and Development Certification**

- A. The application for certification for institutional planning and development must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 10 to submit information required for the application to certify a new institution.
- B. Submit the application and documentation in a Word document file.
- C. Submit an electronic link or Word document file for the institution's proposed catalog to [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

## **IV. Application Review**

### **A. Review Team**

1. An ad hoc panel of experts will be assembled by ADHE staff to review the certification application for institutional planning and development certification. The review team will visit the proposed campus location or review an artistic rendering of planned facilities.

2. The review team may include members of ICAC and staff of the Arkansas State Board of Private Career Education.
3. Team members will be provided with a copy of the institution's application packet.
4. All expenses associated with the review will be the responsibility of the individuals/entity applying for institutional certification.

#### **B. Review Team Visit**

1. Senior administrators and a majority of the proposed institution's board members must be available for team interviews.
2. A tour of the proposed facilities must be planned.
3. The proposed institution should have the following information available for review upon request:
  - a. Student-related information including proposed catalog; proposed transcripts; proposed recruitment, proposed admission procedures, and applications; and proposed student contracts, payment records, and proposed tuition refund policy.
  - b. List of current employees.
4. The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for its recommendation to ICAC concerning the certification application.

#### **C. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to AHECB quarterly meetings to consider applications for new institutional certification. Interested parties will be notified of the meetings. A representative of the entity applying for institutional certification must attend the ICAC meeting at which the application will be considered. At this meeting, ICAC will recommend in favor of certification to AHECB, ask for more information regarding the institution's application, or deny the application for certification. Should the institution elect to appeal the decision of ICAC, the appeal process is described in paragraph E.

#### **D. Presentation to Arkansas Higher Education Coordinating Board (AHECB)**

AHECB meets quarterly and will consider ICAC recommendations for certification of new institutions. A representative of the proposed institution must attend the AHECB meeting at which the application will be presented.

#### **E. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.



## **V. Course/Degree Program Certification**

At least six months before the institutional planning and development certification period has expired, an application for course/degree program certification must be submitted to ADHE (See Part I, Section 1).

Institutions certified by AHECB to incorporate as colleges or universities in Arkansas will have legal authority to confer college-level degrees. Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

**PART II - SECTION 2**  
**APPLICATION FOR CERTIFICATION OF NEW INSTITUTIONS**  
**(Distance Delivery)**

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**Overview**

ACA §6-61-301 requires that individuals desiring to establish a postsecondary education institution in the state of Arkansas to incorporate under the applicable laws of the state and receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board. For the purpose of these rules and regulations, a newly established institution is one that is **not** incorporated in any state or country to offer courses leading to a college-level course/degree program that is customarily granted by colleges and universities. Individuals involved in the planning and development of the proposed institution must apply for certification, prior to establishing a new postsecondary institution offering college-level courses/degree programs in Arkansas.

Distance delivery is defined as offering more than 50% of the total courses/degree programs via distance technology. Distance delivery includes all forms of Internet, electronic, digital, online, or any other technology driven delivery system. Institutions desiring to offer courses/degree programs via distance technology must provide evidence of institutional readiness, instructional quality, student, faculty and instructional support, assessment process, and adequate resources.

Individuals involved in the creation of a new institution must not begin to operate, advertise, enroll students, or confer degrees until certified by the Arkansas Higher Education Coordinating Board (AHECB). This certification applies to all institutions whether the coursework is delivered traditionally from an on-site location or delivered through the use of technology.

Individuals involved in the creation of the proposed institution must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000 (Appendix D).

A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs will be certified as a college. A proposed institution offering both undergraduate and graduate programs may be certified as a college or university. The proposed name of the new institution may not be the same as that of any other Arkansas educational institution.

Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.

## **Deadlines**

ADHE considers applications for certification four times per year. Letters of Notification are due on January 1, April 1, July 1, or October 1. Applications are due on February 1, May 1, August 1, or November 1. A completed application, including all documentation as described in this section, must be submitted according to the published deadlines. Late applications or applications requiring additional review may be held until the next review cycle (Appendix E).

## **Fees**

ADHE is entitled to recover administrative fees related to the certification process. These non-refundable fees include a **notification fee**, a **processing fee**, and **travel expenses** for the review team (Appendix F).

The **notification fee** must be submitted with a Letter of Notification for certification to establish a new college or university in Arkansas. The **processing fee** must be submitted with the application for certification of the proposed college or university.

Individuals applying for certification to establish a new institution will be responsible for the **travel expenses** of the team assigned to review the application. The team will make an on-site visit to the proposed institutional location.

## **Bonds**

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level courses/degree programs in Arkansas will be required to maintain a surety bond during operations in Arkansas (Appendix F).

## **Certification Process to Establish a New Postsecondary Institution**

### **I. Institutional Certification - Planning and Development**

The planning and development phase is the period of time prior to the opening of the proposed institution during which the individuals involved in creating the proposed institution are involved in securing financial resources, filing the proposed charter with the Arkansas Secretary of State, planning and developing curricula, and developing a plan for attaining institutional accreditation.

The planning and development period is for two to four years. Proposed institutions not fully operational within the two-year period will be decertified or may be granted a two-year extension upon submission of evidence that the proposed institution can meet certification criteria within the extension period; otherwise, the proposed institution must reapply for certification.

The proposed institution may not offer courses/degree programs or award degrees until both the institutional certification and the course/degree program certification processes have been completed.

#### **A. Letter of Notification**

A Letter of Notification (Form 1), signed by the individuals involved in creating the proposed institution must be submitted to ADHE prior to submitting a formal application for Institutional Certification for Planning and Development.

#### **B. Application Process - Institutional Certification for Planning and Development**

1. Submit an application for Institutional Certification for planning and development, Attach a copy of the proposed institutional charter (Articles of Incorporation) (Form 11).
2. Review Team meets with Board of Directors of proposed institution and visits proposed institutional location.
3. Review Team report and ADHE staff recommendation submitted to ICAC for review and recommendation to AHECB. AHECB certification for institutional planning and development may be granted for a minimum of two and maximum of four years.
4. If AHECB certification is granted for institutional planning and development, the proposed charter must be filed with the Arkansas Secretary of State.

### **II. Application Requirements**

Form 11 should be used to submit information required for the application for certification of a new institution.

#### **A. Institution Information**

1. Name, physical address, and web address of institution.
2. Name, phone number, mailing address, and e-mail address of contact person for the institution.
3. Copy of the Articles of Incorporation filed with the Arkansas Secretary of State.
4. Proposed effective date of operation.
5. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
6. The site of the institution (If the institution will have more than one campus, each location must be certified individually).
7. A proposed timeline for the two-year planning and development phase that addresses financial resources, program curricula, facilities, faculty and staff, and institutional accreditation.

## **B. Accreditation of the Proposed Institution**

The proposed institution must be accredited by an accrediting agency recognized by the U.S. Department of Education (USDOE) before offering courses/degree programs and conferring degrees. The planning and development period should be used to obtain accreditation. The proposed institution must:

1. Summarize and document the institution's progress in attaining accreditation. The names of USDOE recognized accrediting agencies can be found at [www.aju.edu/usdoe\\_faqs.htm](http://www.aju.edu/usdoe_faqs.htm).
2. Provide approximate dates of accreditation agency visits during the planning and development phase.
3. If national accreditation or certification of a program is required for graduates to obtain professional licensure, document plans to meet this requirement.

## **C. Target Population to be Served**

1. Identify segments of the population from which the institution expects to draw students.
2. Provide a copy of student recruitment plans.

## **D. Financial Stability**

1. Present evidence of financial stability appropriate for the institution's stage of development, including complete disclosure of the financial resources available to or planned for the proposed institution.
2. If the proposed institution is part of a corporation, a separate financial budget for the local campus must be included.
3. Provide a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.

## **E. Institutional Readiness and Comment**

1. Summarize institutional policies on the establishment, organization, funding and management of distance/online courses/degree programs.
2. Describe the plans for internal organization structure that will coordinate the development, technical support, and oversight of distance/online courses/degree programs.
3. Summarize the plans for the selection of technologies, which must be based on appropriateness for the students and the curriculum. Documentation should include specific details of the match between technology and the planned programs.
4. Outline plans and procedures which will keep the technology infrastructure current.
5. Document any outsourcing procedures and how they will be utilized.
6. Describe the process for establishing student identity, assuring security of test instruments, administering the examination, and assuring secure and prompt evaluation.

## **F. Physical Facilities**

Identify the facilities planned for the proposed institution that are appropriate for the institution's stage of development. Include evidence that the facilities will be adequate to meet the needs of the proposed courses/degree programs.

## **G. External Advisory Groups**

Describe any work with other groups in the planning and establishment of the proposed institution (i.e., consultants, advisory committee, accrediting agencies, business and industry representatives).

## **H. Administrator Resources and Credentials**

Administrators for the proposed institution must hold credentials from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

1. Administrators of the proposed institution must hold credentials comparable to those of similar administrators in higher education.
2. The chief academic officer must hold credentials comparable to those of similar chief academic officers in higher education.
3. Provide a copy of the organization chart for the proposed institution.
4. Provide a list of proposed administrative positions and job descriptions, and expected educational and professional credentials.

## **I. Faculty and Instructional Support**

Faculty must hold degrees from an institution accredited by an accrediting agency recognized by the U.S. Department of Education or from institutions with comparable status, certification or recognition in other countries.

1. Faculty qualifications:
  - a. General Education: Faculty is expected to hold at least a master's degree with 18 graduate hours in the teaching field.
  - b. Remedial Education: Faculty members must hold at least a baccalaureate degree in the teaching field.
  - c. Associate Level: Faculty must have at least an associate degree or appropriate industry-related licensure or certification.
  - d. Baccalaureate Level: Faculty must hold at least a master's degree with 18 graduate hours in the teaching field or equivalent documented experience.
  - e. Graduate Level: A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.
2. Provide a copy of the proposed organization chart for each academic department.
3. Provide a list of proposed faculty positions and job descriptions, and expected educational and professional credentials.

4. Explain the incorporation of the following support staff of the online courses/degree programs: instructional designer, technologists, student mentors, tutors, and instructional aides.

#### **J. Student Support Services**

Describe proposed student services (academic advising, financial aid, tuition refund policy, tutoring, career counseling and placement, etc.).

### **III. Submission of Application for New Institution Planning and Development Certification**

- A. The application for certification for planning and development certification must include all information referenced in these rules and regulations, including narrative information and supporting documentation. Use Form 10 to submit information required for the application to certify a new institution.
- B. Submit the application and documentation in a Word document file.
- C. Submit an electronic link or Word document file for the institution's proposed catalog to [icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu).

### **IV. Application Review**

#### **A. Review Team**

1. An ad hoc panel of experts will be assembled by ADHE staff to review the certification application for institutional planning and development. The review team will visit the proposed campus location or review an artistic rendering of planned facilities.
2. The review team may include members of ICAC and staff of the Arkansas State Board of Private Career Education.
3. Team members will be provided with a copy of the institution's application packet.
4. All expenses associated with the review will be the responsibility of the individuals/entity applying for institutional certification.

#### **B. Review Team Visit**

1. Senior administrators and a majority of the proposed institution's board members must be available for team interviews.
2. A tour of the proposed facilities must be planned.
3. The proposed institution should have the following information available for review upon request:
  - a. Student-related information including proposed catalog; proposed transcripts; proposed recruitment, proposed admission procedures, and applications; and proposed student contracts, payment records, and proposed tuition refund policy.
  - b. List of current employees.

4. The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for its recommendation to ICAC concerning the certification application.

### **C. Presentation to Institutional Certification Advisory Committee (ICAC)**

The ICAC meets prior to AHECB quarterly meetings to consider applications for new institutional certification. Interested parties will be notified of the meetings. A representative of the entity applying for institutional certification must attend the ICAC meeting at which the application will be considered. At this meeting, ICAC will recommend in favor of certification to AHECB, ask for more information regarding the institution's application, or deny the application for certification. Should the institution elect to appeal the decision of ICAC, the appeal process is described in paragraph E.

### **D. Presentation to Arkansas Higher Education Coordinating Board (AHECB)**

AHECB meets quarterly and will consider ICAC recommendations for certification of new institutions. A representative of the proposed institution must attend the AHECB meeting at which the application will be presented.

### **E. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.

## **V. Course/Degree Program Certification**

At least six months before the institutional planning and development certification period has expired, an application for course/degree program certification must be submitted to ADHE. (See Part I, Section 1).

Institutions certified by AHECB to incorporate as colleges or universities in Arkansas will have legal authority to confer college-level degrees. Institutions may not award a degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree may not be granted to any student solely for experiential learning or work experience.



## **PART III EXEMPTION FROM CERTIFICATION**

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### **Overview**

ACA §6-61-301 requires that any nonpublic or out-of-state postsecondary education institution must obtain certification from the Arkansas Higher Education Coordinating Board (AHECB) before offering college-level degree programs to Arkansas students. This certification applies to all college-level degree programs whether they are delivered traditionally from an on-site location or delivered through distance technology.

Arkansas public colleges and universities, and independent Arkansas institutions incorporated in Arkansas on or prior to April 7, 1975 are not subject to institutional certification rules and regulations unless the institution fails to maintain accreditation.

In addition, other educational institutions may be eligible for an exemption from certification. Institutions requesting an exemption from certification must submit an exemption request (Form 12) and the required documentation to the Arkansas Department of Higher Education (ADHE). ADHE staff will review the request. An institution applying for an exemption from certification for the first time should not advertise or operate in Arkansas until the letter of exemption is issued.

Institutions must request renewal of exemption from certification every two years. Exempt institutions must notify ADHE of changes in program offerings and/or institutional operations during the exemption period.

The AHECB may withdraw an exemption status for proper cause; such withdrawal would constitute a denial of exemption and require a subsequent application for AHECB certification and/or Arkansas State Board of Private Career Education licensure. If the institution does not seek subsequent certification or licensure, there will be an immediate end of institutional operations.

Any non-public or out-of-state institution requesting a Letter of Exemption must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000 (Appendix D).

### **I. Types of Institutions Not Requiring Certification**

#### **A. Arkansas Public Colleges and Universities**

Arkansas public colleges and universities are coordinated by the Arkansas Higher Education Coordinating Board and are not subject to institutional certification rules and regulations. A list of public institutions can be found in Appendix N.

## **B. Independent Institutions Incorporated in Arkansas Prior to 1975**

Independent institutions of higher education, incorporated in the state of Arkansas on or prior to April 7, 1975, that offer degrees customarily granted by colleges or universities and hold accreditation by an accrediting agency recognized by the U.S. Department of Education are not subject to institutional certification rules and regulations.

If an independent institution fails to maintain accreditation by an accrediting agency recognized by the U.S. Department of Education, it must obtain AHECB certification and/or SPBCE licensure.

Independent institutions (see Appendix N) must contact ADHE prior to any change in the institution's charter or level of degree program. AHECB will consider all requests for changes in the name of the institution, institutional charter, or level of degree program offered (See Form 1).

## **II. Types of Institutions and Training Programs Eligible for Exemption from Certification**

### **A. Institutions on Military Installations**

Institutions offering degree programs on military installations may request an exemption from certification. The majority (51% of total annual enrollment) of students enrolled at the institution located on the military installation must be active or retired military personnel or their dependents.

### **B. Non-Academic Credit and Non-Credit Programs**

ADHE defines non-academic, credit and non-credit programs as those programs offered for the specific purpose of avocational training and professional preparation. If the institution offers any college-level degree programs, AHECB certification may be required.

#### **1. Credit and Non-credit avocational programs**

Short programs offering instruction in areas typically considered to be avocational in nature in which college credit is not typically awarded and individuals are not prepared for a career are exempt from certification.

#### **2. Credit and Non-credit professional preparation programs**

Programs designed for the purpose of professional preparation for obtaining or renewing occupational licenses/certifications are exempt from institutional certification. Examples of such programs include, but are not limited to non-credit real estate programs offered by a Real Estate company, tax preparation classes, and other programs awarding Continuing Education Units (CEUs) for professional development.

### 3. Non-Academic Church-Related Training

Institutions operated solely to provide programs of study in church-related training may be eligible for exemption from certification. Programs offered by such institutions would specifically prepare students to assume leadership positions in the church and/or religious organization. Church-related training must be clearly labeled so that both the recipients of the training and persons evaluating that training are able to identify the nature and purpose of the program.

Each degree title must include a religious modifier. The religious modifier must be placed on the title line of the degree, on the transcript, and whenever the title of the degree appears in official school documents or publications.

Degree titles that have been approved by AHECB that **cannot** be used by institutions seeking an exemption include, but are not limited to the Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Doctor of Philosophy, and Doctor of Education. Religious modifiers cannot be added to these degree titles. For an updated list of non-exempt degree titles see the current list of AHECB approved academic degree programs at [www.arkansashighered.com](http://www.arkansashighered.com).

### III. Exemption Request Process

To request an exemption under one of the categories identified in the previous section, the following information must be submitted to the ADHE:

1. A Request for Exemption from Certification (Form 12) signed by the chief executive officer.
2. A **notification fee** must be submitted with the Request for Exemption and required documentation. ADHE is entitled to recover non-refundable administrative fees related to the processing of the exemption request (Appendix F).
3. The name of the organization, e-mail address, telephone number, and name of the contact person for the organization.
4. A notarized affidavit stating the name of the organization or educational institution and explaining how it owns, controls, operates, and conducts the institution.
5. A copy of the by-laws and articles of incorporation if the institution is incorporated.
6. A list of the programs of study to be offered including length in clock or credit hours, cost, and program objectives.
7. A current affiliation status record or letter from the accrediting agency listing date of accreditation and level of affiliation, if the institution is accredited.

8. A current catalog listing course titles and descriptions for each course in the programs to be offered.
9. A statement that it is understood that a letter of exemption from certification will **not** be issued if the institution offers college-level degree programs customarily taught in colleges and universities which are accredited by accrediting agencies recognized by the U.S. Department of Education.
10. A proposed institution desiring to offer only associate, baccalaureate or occupational degree programs may use the name “college”. An institution proposing to offer both undergraduate and graduate degrees may use the name “university.”
11. Institutions offering programs on a military installation must provide a letter from the military installation educational officer verifying that the institution is approved to offer courses and degree programs on the installation. The letter must include a listing of courses and programs being offered.

#### **IV. Review of Request for Exemption for Certification**

ADHE staff will review the request for exemption from certification and make a recommendation to the Director of the Arkansas Department of Higher Education.

##### **A. Issuance of Letter of Exemption**

The Arkansas Higher Education Coordinating Board has authorized the Director of the Arkansas Department of Higher Education to issue a letter of exemption from certification under Arkansas Code §6-61-301. An exemption from certification may be issued for two years and upon its expiration, a request to renew the exemption must be submitted to ADHE. ADHE will notify the institution of the renewal date.

Institutions receiving a letter of exemption from certification must include the following statement in the institution’s catalog and publications:

*The Director of the Arkansas Department of Higher Education has determined that (Name of institution) does not offer degree programs customarily offered at colleges and universities and has issued an Exemption from Certification.*

##### **B. Denial of Request for Exemption**

The Arkansas Higher Education Coordinating Board has authorized the Director of the Arkansas Department of Higher Education to issue a denial of exemption if the institution does not meet the criteria for exemption from certification.

To continue operations, institutions identified as not eligible for exemption from certification must contact the Arkansas State Board of Private Career (SBPCE) and apply for licensure, if required, prior to submitting a Letter of Notification and

application for AHECB certification to ADHE.

### **C. Arkansas Higher Education Coordinating Board**

The Arkansas Higher Education Coordinating Board will make the final determination on any exemption from certification should a question arise. See Appendix E for a schedule of AHECB meetings.

The AHECB may withdraw exemption status for proper cause. Such withdrawal would constitute a denial of exemption and require a subsequent application for AHECB certification and/or Arkansas State Board of Private Career Education licensure. If the institution does not seek subsequent certification or licensure, there will be an immediate end of institutional operations.

Any non-public or out-of-state institution requesting a Letter of Exemption must contact the Arkansas State Board of Private Career Education (SBPCE) to obtain licensure, if required, prior to submitting a Letter of Notification to Arkansas Department of Higher Education (ADHE). SBPCE information may be found at [www.sbpce.org](http://www.sbpce.org) or by calling (501) 683-8000 (Appendix D).

### **D. Deadlines**

Letters of Notification to request an exemption from certification and required documentation are due on January 1, April 1, July 1, and October 1. The letter of Notification and required documentation must be submitted according to published deadlines in order to be considered.

### **E. Appeal Process**

Should the institution elect to appeal any decision of the Director of the Arkansas Department of Higher Education or the Arkansas Higher Education Coordinating Board, a letter of appeal must be filed with the Arkansas Department of Higher Education within 30 days of the decision in question. The appeal process may be found in Appendix L.

### **F. Renewal of Exemption**

Institutions receiving a Letter of Exemption from Certification will be required to request renewal of the exemption every two years. ADHE will maintain a master exemption renewal schedule and notify institutions when exemption renewal is required.

The request for exemption renewal (Form 12) and the **notification fee** (Appendix F) must be submitted to the ICAC Coordinator at least 60 days prior to the expiration of the exemption. A current catalog listing all degree programs offered should be submitted with the completed Notification Request for Exemption from Certification (Form 12). The completed form and the institution's catalog should be submitted electronically or by U.S. mail.

Non-public and out-of-state institutions offering college-level degree programs on a military installation must submit an annual enrollment report identifying the status of each student as active or retired military personnel, dependent of active or retired military personnel, or civilian employee. This requirement does not apply to public institutions offering degree programs on a military installation.

## **APPENDIX A ORGANIZATION AND STRUCTURE**

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ACA §6-61-301, §6-2-107, and §6-2-111 empower the Arkansas Higher Education Coordinating Board (AHECB) with the authority to provide for the orderly development of higher education and to protect its citizenry from fraudulent or inferior programs. The cited code is provided in Appendix B.

### **Institutions that Require Certification**

Certification by AHECB is required to offer a college-level course/degree program that is customarily granted by colleges or universities accredited by an accrediting agency recognized by the U.S. Department of Education. Institutions which must have AHECB certification prior to offering any coursework include:

- Non-public postsecondary education institutions and out-of-state postsecondary education institutions offering college-level courses/degree programs in Arkansas. This certification requirement also applies to institutions offering college-level courses or degrees by correspondence or distance delivery.
- A newly chartered and established postsecondary college or university in the state of Arkansas which proposes to offer college-level courses/degree programs. This does not include a school covered by Arkansas Code §6-51-601—617, or a school that is regulated by the State Cosmetology Board.

### **Arkansas Higher Education Coordinating Board**

The AHECB is empowered to establish the criteria required for certification and to promulgate rules and regulations for the purpose of carrying out the provisions of Arkansas Code §6-61-301. It is charged with the final responsibility for decisions regarding course/degree program and institutional certification and other matters involving Arkansas non-public and out-of-state postsecondary education institutions.

The AHECB will appoint individuals to the Institutional Certification Advisory Committee (ICAC) to assist AHECB in its responsibility regarding certification.

The AHECB will make the final determination in all instances. Hearings and actions will take place at scheduled meetings of AHECB unless a special meeting is called for those purposes.

### **Arkansas Department of Higher Education**

The Director of the Department of Higher Education (ADHE) or designee serves as presiding officer of ICAC and ensures that staff services for the ICAC are provided.

ADHE staff serves as the staff of AHECB and ICAC regarding all letters of Notification and

applications for certification under ACA §6-61-301, §6-2-107 and §6-2-111. All formal communications should be addressed to or signed by the Director of the Arkansas Department of Higher Education or designee.

### **Institutional Certification Advisory Committee**

The Institutional Certification Advisory Committee meets four times a year, prior to the AHECB meetings. ICAC will assist in the development of rules, regulations, and criteria related to certification. Requests for certification will be reviewed by ICAC, which in turn will make recommendations to AHECB.

ICAC meetings are held quarterly at the Arkansas Department of Higher Education in Little Rock, Arkansas or via conference call.

The Institutional Certification Advisory Committee consists of nine voting members, each with a nine-year term. Members include:

- Two (2) non-public postsecondary education institution chief administrators or designee.
- Two (2) public postsecondary education institution chief administrators (one representing two-year community colleges; one representing four-year colleges and universities) or designee.
- Two (2) chief administrators of proprietary schools which are licensed by the State Board of Private Career Education, or designee.
- The Director of the Arkansas Department of Workforce Education (ADWE), or designee.
- Two (2) legal residents of the state of Arkansas who are not officially affiliated with any postsecondary institution in any state as an employee, board member, or in any other capacity.

### **ICAC membership and guidelines**

- A quorum shall be one more than half of the current voting ICAC positions filled at the time of the ICAC meeting.
- One nine-year term will expire annually, on the date of appointment.
- The designee for a chief administrator must be a senior administrator.
- An appointment to fill a vacancy for an unexpired term will be made by AHECB; the new member will complete the unexpired term.
- A member will be replaced after three consecutive, unexplained absences.
- Under special circumstances, a member can designate a representative to attend ICAC meetings.

### **Administrative Procedure Act**

The Arkansas Higher Education Coordinating Board, the Institutional Certification Advisory Committee, and the Arkansas Department of Higher Education will follow the provisions of the Administrative Procedure Act.



**APPENDIX B**  
**ARKANSAS CODE**

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**ACA §6-61-301. Incorporation generally.**

- (a)(1)(A) Individuals desiring to establish a postsecondary education institution in the State of Arkansas, other than a state-supported institution, a school as defined by §6-51-601 et seq., or a school which is regulated by the State Board of Cosmetology, shall be required to incorporate under the applicable laws of the State of Arkansas and to receive certification for offering educational programs from the Arkansas Higher Education Coordinating Board.
- (b) Any postsecondary education institution located in another state, other than those covered by §6-51-601 et seq., or those regulated by the State Board of Cosmetology, which desires to offer coursework or degrees in the State of Arkansas shall be required, prior to offering any coursework, to obtain certification to do so from the Arkansas Higher Education Coordinating Board.
- (c) Any postsecondary education institution in the State of Arkansas desiring to offer programs leading to a degree which is customarily granted by colleges or universities shall be required to obtain certification to grant such degree from the Arkansas Higher Education Coordinating Board.
- (2) State-supported vocational and technical schools, institutions covered under §6-51-601 et seq., or institutions regulated by the State Board of Cosmetology shall be required to obtain approval for programs in which such degrees would be granted from both the Arkansas Higher Education Coordinating Board and the State Board of Education.
- (3) Non-public colleges and universities currently incorporated and operating under the applicable laws of this state shall not be required to receive such certification.
- (b) The Arkansas Higher Education Coordinating Board shall be empowered to establish the criteria required for certification and to promulgate rules and regulations for the purpose of carrying out the provisions of this chapter and shall be charged with the final responsibility for decisions as required by the chapter.
- (c) Any person violating the provisions of subdivision (a)(1)(B) or (C) or subsection (b) shall be guilty of a misdemeanor and shall, upon conviction, be fined not more than one thousand dollars (\$1,000) or be imprisoned in the county jail not more than three (3) months.
- (d)(1) To secure legal existence by act of incorporation, the individuals desiring to become a corporation as trustees of a college, university, or other

postsecondary institution shall prepare a charter for the proposed institution and shall present the charter to the Arkansas Higher Education Coordinating Board.

- (2) If the Arkansas Higher Education Coordinating Board determines that the charter is in accordance with the provisions of the laws of the State of Arkansas and the rules and regulations of the Arkansas Higher Education Coordinating Board, the Board shall issue to the trustees a certificate appended to a copy of the charter with the Great Seal of the State of Arkansas attached.
- (3) The certificate shall state that the accompanying charter is granted to the trustees, that they have complied with the provisions of law, and that they are thereby constituted as the board of directors of that institution and invested with all powers prescribed in the charter.
- (4) A copy of the charter and certificate shall be filed with the Secretary of State and recorded by him or her in a book to be kept for that purpose.
- (5) The Arkansas Higher Education Coordinating Board shall have the power, after giving thirty (30) days' notice in writing to the trustees to show cause why such action should not be taken, to revoke any certification issued by the board whenever the board shall find, after proper investigation, that the institution is conferring degrees or diplomas without requiring sufficient work therefore or is in violation of any of the provisions of the laws of this state or the regulations of the board relative thereto.

**History.** Acts 1911, No. 375, § 9; 1975, No. 903, §§ 1-6; 1977, No. 560, § 5; A.S.A. 1947, § 80-4905.

#### **6-61-302. Incorporation and certification - Advisory committee.**

- (a) To assist the Arkansas Higher Education Coordinating Board in its responsibilities regarding incorporation and certification of postsecondary educational institutions, the board shall appoint an advisory committee.
- (b) The advisory committee shall include:
  - (1) Two (2) non-public postsecondary education institution chief administrators;
  - (2) Two (2) public postsecondary education institution chief administrators;
  - (3) Two (2) chief administrators of proprietary schools which are licensed under §6-51-601 et seq.;
  - (4) The Director of the Department of Workforce Education or designated representative; and
  - (5) Two (2) legal residents of the state who are not officially affiliated with any postsecondary institution in any state as an employee or board member or in any other capacity.

(c) The members shall serve nine-year terms.

(d) Members shall serve without compensation but may be reimbursed for expenses in accordance with §25-16-901 et. seq.

**History.** Acts 1975, No. 903, § 4; 1977, No. 560, § 5; A.S.A. 1947, § 80-4905; Acts 1997, No. 250, § 26; 2003, No. 1473, § 6.

#### **6-2-107. Change of name or provisions.**

1. Whenever the trustees of any corporate institution of learning are desirous of changing its name or the provisions of its charter, they may meet at the regular place of transacting business and change the name of the institution or the provision of its charter.
2. A majority of all the trustees shall consent to the change, and no change shall be made without due notice of the meeting and the notification thereof given to the several trustees at least ten (10) days before the time of such meeting.
3. When a change of name or of the provisions of the charter shall be made, the changes shall not be effective until they are approved by the State Board of Education [Arkansas Higher Education Coordinating Board].
4. When a change is approved, a copy of the resolution of the board of trustees providing for such a change, together with a certificate of the State Board of Education [Arkansas Higher Education Coordinating Board] as to its approval, shall be filed in the office of the Secretary of State and recorded by him in a book to be kept for such purposes.

**History.** Acts 1911, No. 375 §§ 11, 12; C&M Dig. §§ 1774, 1775; A.S.A 1947, §§ 64-1411, 64-1412.

## APPENDIX C TYPES OF REVIEWS

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The rules governing the certification of non-public and out-of-state postsecondary education institutions were originally written in 1975 and were revised in 1987, 1995, and 2005. The rules detail the types of institutional and program reviews conducted by the Institutional Certification Advisory Committee (ICAC) in order to insure institutions are operating within the boundaries established by ACA §6-61-301–302.

Types of reviews include the **regular review**, **special review**, and **staff review**. The **regular review** is for applications for certification, recertification, and decertification of established institutions to offer college-level courses/degree programs, and for the certification of a newly established college or university in the state of Arkansas. Regular reviews are described in detailed in Section I of this appendix.

Institutions operating under AHECB certification are subject to a **special review** when institutional changes occur that might affect the institution's ability to meet AHECB certification criteria. Institutional changes are explained in Section II of this appendix.

A **staff review** may be scheduled when it is believed that a course/degree program, or institution has ceased conforming to the requirements for AHECB certification. Staff Reviews are explained in Section III of this appendix.

### I. Regular Reviews

Regular reviews for certification, recertification, and decertification are described below.

#### **Establishment of a New Institution**

Prior to establishing a new postsecondary institution in Arkansas to offer college-level courses/degree programs in Arkansas, the institution's charter and an application for institutional planning and development must be filed with Arkansas Department of Higher Education (ADHE) to request institutional certification and to provide information about the proposed institution.

#### **Program Certification**

Prior to offering courses/degree programs resulting in a college degree, institutions must apply for certification of the proposed course/degree program.

#### **Program Recertification**

To insure the continued quality of course/degree programs offered to Arkansas students certified institutions are required to apply for program recertification upon expiration of its current certification.

#### **Program Decertification**

When an institution decides to no longer offer a certified course/degree program to its students, the institution must file a Letter of Notification and request program

decertification detailing their plans for ending the program without causing major interruption to students and the institution.

### **Institutional Decertification and Closure**

Institutions planning to no longer offer certified courses/degree programs and/or cease operations in Arkansas must file a Letter of Notification and application for institutional decertification and closure detailing their plans for ending operations including an opportunity for students to complete the course/degree program.

### **Exemptions**

Due to their unique nature, some educational institutions may be eligible for exemption from certification. A request for exemption from certification and the required documentation must be submitted to the ADHE for review.

## **II. Special Review**

Institutional changes subject to a special review of certification are listed below. A Letter of Notification must be submitted to ADHE prior to any changes in location, charter, level or programs offered, or institutional name.

### **Change of Location (Address)**

Upon the relocation of an institution, ADHE must be immediately notified in writing of the change with the new address included.

### **Change in Charter**

Any change to the charter of a postsecondary institution incorporated in the state of Arkansas to offer college-level degrees must be certified by the AHECB. Proposed changes in the charter must be submitted to ADHE within five working days prior to any changes being filed with the Secretary of State's office. The changes will not be effective until certified by AHECB.

### **Change of Level of Program Offerings**

Institution certification must be obtained from the AHECB approval prior to an institution's offering degree programs beyond the degree level (associate to bachelor, bachelor to master, or master to doctoral) established in the institution's charter.

Any non-public institution of higher education incorporated in the state of Arkansas on or prior to April 7, 1975, desiring to offer degrees at a higher level than it offers currently must submit a copy of the institution's articles of incorporation to the ADHE to receive a determination on whether AHECB approval is required.

### **Name Change**

Any institution incorporated in the state of Arkansas desiring a change of name must submit a letter of notification to ADHE that provides documentation that the proposed name change has been approved by the institution's governing body. The AHECB approval will be transferred from the existing institution to the newly named institution.

### **III. Staff Review**

#### **Bankruptcy**

Institutions that file bankruptcy shall notify the Arkansas Department of Higher Education in writing within twenty-four (24) hours of the filing. The notification must include the name of the attorney, case number, where the action was filed (state/county and court), total number and names of students currently enrolled, a teach-out plan to assist current students in the completion of the course/degree program, and any other applicable information such as reorganization plans.

#### **Conferring Degrees Without Sufficient Work**

The AHECB has the power, after giving the institution thirty (30) days written notice to show cause why such action should not be taken, to revoke any certification issued by the AHECB whenever the ADHE staff finds, after proper investigation, that an institution is conferring degrees without requiring sufficient work or is in violation of any of the provisions of the laws of the State of Arkansas or the AHECB certification regulations.

#### **Sale of Institution or Program**

The institution must provide information regarding its sale, including the terms of the sale and the name and the address of the purchaser. Institutional and program certification will not be transferred to another institution. Upon the sale of an institution or program, an application for certification, prepared by the purchaser, must be submitted to ADHE requesting AHECB certification.

**APPENDIX D**  
**LICENSURE AND APPROVAL BY OTHER AGENCIES**

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Prior to submitting an application for course/degree program certification in Arkansas, institutions must contact the following agencies for their regulations.

**Arkansas State Board of Private Career Education (SBPCE)**

All institutions applying for AHECB certification of course/degree programs in Arkansas must contact SBPCE and apply for licensure, if required, prior to submitting an application. The institution must provide documentation of (1) licensure or (2) exemption by the SBPCE. An institution receiving an exemption from SBPCE, but also desiring to offer college-level courses/degree programs, must be certified by AHECB.

Telephone: (501) 683-8000  
Address: 612 South Summit #102  
Little Rock, AR 72701  
Web address: [www.sbpce.org](http://www.sbpce.org)

**Arkansas State Board of Examiners in Counseling**

Curriculum standards for master's degree in counseling are set by the Arkansas State Board of Examiners in Counseling.

Telephone: (870) 901-7055  
Address: 124 South Jackson, Suite 312  
Magnolia, AR 71753  
Web address: [www.arkansas.gov/abec](http://www.arkansas.gov/abec)

**Government Agencies**

If licensure or certification by other government agencies or entities is required for legal operation, the institution must document that approval. Out-of-state institutions must submit documentation that the institution is licensed or certified to operate in its home state.

**Teacher Education Courses/Degree Programs**

Prior to ADHE consideration, institutions applying to offer education course/degrees requiring teacher licensure or certification must be approved by the Arkansas Department of Education (ADE) Teacher Certification Department. The applying institution must submit ADE documentation of program approval.

Telephone: (501) 682-4342  
Address: #4 Capitol Mall  
Little Rock, AR 72201

Web address: <http://www.arkedu.state.ar.us>

Applicants for teaching licensure in Arkansas must complete education course/degrees at National Council for Accreditation of Teacher Education (NCATE) accredited institutions. The Arkansas Higher Education Coordinating Board certification requires NCATE for any teacher education program. The applying institution must submit documentation of NCATE accreditation.

### **Nursing Courses/Degree Programs that Lead to Practical Nurse or Registered Nurse Licensure**

The Arkansas State Board of Nursing (ASBN) must approve nursing programs that lead to licensure for the Practical Nurse and the Registered Nurse. The applying institution must submit documentation that it has received ASBN approval.

Telephone: (501) 686-2700  
Address: 1123 South University  
Little Rock, AR 72204-1619  
Web address: [www.asbn.org](http://www.asbn.org).

### **Psychology Courses/Degree Programs**

The Arkansas State Board of Psychology (ASBP) is responsible for the licensure of psychologists in Arkansas. The applying institution must submit documentation that it has received ASBP approval.

Telephone: (501) 682-6167  
Address: 101 East Capitol, Suite 415,  
Little Rock, AR 72201  
Web address: [www.asbp.org](http://www.asbp.org).

### **Other Professional Programs**

If licensure or certification by other government agencies or entities is required for practice of the profession, the institution must provide documentation of external reviews of the program, and approval by the licensure/certification agency.



**APPENDIX E**  
**TIMELINE**

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ICAC meetings are held quarterly at the Arkansas Department of Higher Education in Little Rock, Arkansas, or via conference call. Meeting locations for the Arkansas Higher Education Board include various college and university campuses in the state. Dates and locations for the quarterly ICAC and AHECB meetings are listed on the ADHE web site, [www.arkansashighered.com](http://www.arkansashighered.com).

Letter of Notification	January 1	April 1	July 1	October 1
Application Deadline	February 1	May 1	August 1	November 1
ICAC Meeting	March	June	September	January
Arkansas Higher Education Coordinating Board Meeting	April	July	October	February

**APPENDIX F  
FEES and SURETY BONDS**

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**I. Fees**

The fees identified in this section are used to offset the cost involved with the processing and review of applications for certification, recertification, decertification, and requests for exemption. All fees will be effective January 1, 2006, and are non-refundable.

Payment of fees does not guarantee certification or exemption, but is considered to be a part of the cost for processing.

**A. Notification Fee**

A notification fee (\$250) will be assessed for each Letter of Notification submitted for certification, recertification, decertification, new institution, request for exemption, or other change. The notification fee must be submitted with the Letter of Notification. **Checks should be made payable to the Arkansas Department of Higher Education and submitted to:**

**ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201**

<b>Notification Fee (Submit fee with Letter of Notification).</b>	<b>Amount</b>
Letter of Notification for:	
• Certification of established institution to offer college-level courses/degree programs.	\$250
• Recertification of established institution to offer college-level courses/degree programs.	\$250
• Decertification of established institution to offer college-level courses/degree programs.	\$250
• Request for exemption from certification	\$250
• Request for renewal of exemption from certification	\$250
• Establishment of new institution	\$250
• Other changes (change of address, change of charter, change of level of degree offered, other special reviews)	\$250

## B. Processing Fee

A processing fee based on the number of course/degree programs submitted will be required with each application submitted for certification, recertification, decertification, and certification of a new institution. The processing fee must be submitted with the application. **Checks should be made payable to the Arkansas Department of Higher Education and submitted to:**

**ICAC Coordinator**

**Arkansas Department of Higher Education**

**114 East Capitol**

**Little Rock, AR 72201**

<b>Processing Fee (Based on number of college-level course/degree programs submitted. Submit fee with application.)</b>	<b>Amount Per Certification Period</b>
Institutional Certification – Planning and Development Fee	\$3,000
New Institution - Initial Course/Degree Program Certification for one but not more than five (5) degree programs.	\$2,500
Certification Fee for each course/degree program over 5.	\$500
Certification Fee for one but not more than five (5) course/degree programs.	\$2500
Certification Fee for each course/program over 5.	\$500
Recertification Fee for one but not more than ten (10) course/degree programs.	\$2,000
Recertification Fee for each course/degree program over 10.	\$200
Certification or Recertification Fee for one but not more than five (5) college-level courses.	\$500
Certification or Recertification Fee for each course over five (5).	\$100

## Review Team Expenses

Travel and other associated per diem expenses for the review team members associated with a team visit must be paid by the institution applying for certification, recertification, or decertification of an institution or college-level course/degree program.

If it is determined that a review team is needed for a special review of the institution, or program(s), the institution must pay the travel and associated per diem expenses for the review team members associated with the review.

Out-of-state institutions and distance delivery institutions may be required to pay the expenses for a review team meeting at ADHE and a representative of the institution to attend the team meeting at ADHE. The review may include a conference call between the team and institution representatives. Expenses for this meeting and telephone conferences are the responsibility of the applying institution.

## **II. Surety Bonds for Certified Institutions**

In an effort to protect Arkansas students from financial hardship and loss due to the unexpected closure of an institution certified by the Arkansas Higher Education Coordinating Board (AHECB), non-public and out-of-state, postsecondary institutions certified to offer college-level course/degree programs in Arkansas will maintain a surety bond during operations in Arkansas.

A surety bond is a contract between an institution, the Arkansas Department of Higher Education (ADHE), and a surety insurer (bond company) to provide protection for the enrolled student in the case of a financial loss due to the closure of the institution. The required bond will be maintained to protect only Arkansas residents who are students at the time of closure of a certified institution and only for the amount of prepaid and unused tuition.

### **A. Bond Requirements**

AHECB certified institutions are required to maintain a bond equal to the gross tuition collected from Arkansas students during the previous fiscal year, with a minimum bond amount of \$20,000. Institutions with more than one campus in Arkansas may choose to maintain one bond for each Arkansas campus or have one bond equal to the amount of tuition collected during the previous year at all Arkansas campuses. For AHECB certified institutions not yet collecting tuition from Arkansas residents, the minimum bond amount is \$20,000. If an institution is located outside the state of Arkansas, the institution will be required to maintain a bond equal to the gross tuition collected from Arkansas students during the previous fiscal year.

An admitted bond company authorized and approved to do business in Arkansas must issue the institution's bond. A list of admitted bond companies can be obtained from the Arkansas Insurance Commission.

Institutions are required to submit an annual report of gross tuition collected during the previous year, along with proof of bond equal to the gross tuition collected. The minimum bond amount for an institution is \$20,000. Proof of bond must be submitted to ADHE by July 1st of each year. The institution's report of gross tuition and proof of bond should be submitted on Form 4 to:

ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201

The signature, or stamp and seal, of the bond company's attorney-in-fact must be included on the surety bond form. If the bond company uses an officer or director as the attorney-in-fact for the bond power, that official must be listed in the company's Arkansas Department of Insurance file as an approved signatory.

## **B. Claims Against the Institution's Bond**

A student will be eligible for restitution of unused tuition from the institution's bond when:

1. Due to closure of the AHECB certified institution the student can no longer continue his/her education at the AHECB certified institution and has prepaid but unused tuition requiring reimbursement; and/or
2. Due to closure of the AHECB certified institution no viable alternative for restitution is available, as determined by the Arkansas Department of Higher Education (ADHE).

Unused tuition will be defined as payment for classes in which the student was enrolled, but were not completed because of the closure of the institution.

Within 30 days of closure, the institution will submit a list to ADHE of students owed unused tuition. The list must include a current address for the student and the amount of tuition owed to the student. ADHE will forward the list to the institution's bonding company. The Bonding Company will be responsible for payment under the terms of the bond.

## **C. Termination of Bond**

An institution's certification will be revoked if the institution fails to maintain a surety bond equal to the previous year's gross tuition receipts, with a minimum bond amount of \$20,000. If a surety bond is cancelled, a cease and desist notice will be issued for the institution and decertification/closure procedures will be started by ADHE.

If a bond company chooses to cancel an institution's bond, the bond company may not be relieved of liability of the bond unless it gives the institution and ADHE 30 days written notice of the company's intent to cancel the bond. If the institution does not file a new bond within 30 days of receiving the suspension/bond cancellation notice, a cease and desist notice will be issued for the institution and decertification/closure procedures will be started by ADHE.

## **APPENDIX G**

### **DESCRIPTION OF DEGREE REQUIREMENTS**

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Certification by the Arkansas Higher Education Coordinating Board (AHECB) is required to offer college-level courses leading to a degree that is customarily granted by colleges or universities accredited by an accrediting agency recognized by the U.S. Department of Education. The following degree requirements are required of certified institutions.

#### **1. Associate of Arts Degree (A.A.)**

- a. Awarded for completion of college-level coursework which is transferable toward a baccalaureate degree. Typically, the field of study is not specified in the degree title.
- b. State minimum general education core totaling 35 semester hours or 52 quarter hours. English/Communications (6 semester hours), Math (3 semester hours), Social Sciences (9-12 semester hours), Humanities (6-9 semester hours), Science (8 semester hours). Three semester hours equal 4.5 quarter hours.
- c. The range of hours for an A.A. is 60 to 64 semester hours or 90 to 96 quarter hours.

#### **2. Associate of Science Degree (A.S.)**

- a. Awarded for completion of college-level coursework of which the majority of courses and general education courses are transferable toward a baccalaureate degree.
- b. Typically, the field of study is not specified in the degree title.
- c. Minimum general education core totaling 35 semester hours or 52 quarter hours. English/Communications (6 semester hours), Math (3 semester hours), Social Sciences (9-12 hours semester), Humanities (6-9 semester hours), Science (8 semester hours). Three semester hours equal 4.5 quarter hours.
- d. The range of hours for an A.S. is 60 to 72 semester hours or 90 to 108 quarter hours.

#### **3. Associate of Applied Science Degree (A.A.S.)**

- a. Awarded for completion of college-level coursework that is designed primarily for direct employment.
- b. Minimum of 15 semester hours or 22.5 quarter hours of general education courses. English/Writing (6 semester hours), Math (3 semester hours), Computer Fundamentals (3 semester hours), and Social Sciences (3 semester hours). Three semester hours equal 4.5 quarter hours.
- c. Minimum of 50% of credit hours in the field.
- d. Occupational field may be specified in degree title.
- e. The range of hours is 60 to 72 semester hours or 90 to 108 quarter hours.

#### **4. Associate of General Studies/Liberal Arts (A.G.S)**

- a. Awarded for completion of a planned program of college-level coursework of transfer and/or occupational college credit courses.
- b. Minimum of 15 semester credit hours or 22.5 quarter hours of general education core.
- c. The program is to be developed cooperatively by the students and the institution.

The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs.

- d. The degree program range is 60 to 64 semester hours or 90 to 96 quarter hours.
- e. Program curriculum may vary for an out-of-state institution if the institution provides documentation that the program has been formally approved by a licensing, governing, or coordinating body in the institution's home state or by a specialized accrediting agency.

#### **5. Associate of Applied Science in General Technology (A.A.S.G.T.)**

- a. Awarded upon completion of an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution that requires between 60 to 64 semester credit hours or 90 to 96 quarter hours.
- b. Minimum of 15 semester hours or 22.5 quarter hours of general education core courses.
- c. Twenty-four to 30 semester hours in a major technical area.
- d. Fifteen to 21 semester in a technical core of support courses from other related technical disciplines.
- e. Maximum of 24 semester hours for experiential learning or work experience.

#### **6. Associate of Arts in Teaching (A.A.T.)\***

- a. Awarded upon completion of program of college-level coursework transferable toward a baccalaureate degree in teacher education.
  - b. Designed to align with state licensure requirements.
  - c. Program requires 60 to 72 semester hours or 90 to 108 quarter hours.
  - d. Minimum 35 semester hours or 52 quarter hours of general education core courses.
- \* - *Institutions must be NCATE certified prior to offering this program.*

#### **7. Baccalaureate Degree**

- a. Awarded upon completion of program requiring 120 to 136 semester hours or 180 to 204 quarter hours.
- b. Minimum of 40 semester hours or 60 quarter hours of general education core courses.
- c. Minimum of 40 semester hours or 60 quarter hours of upper-level courses.
- d. Minimum of 30 semester hours or 45 quarter hours (including 20 upper-level semester hours or 30 quarter hours in the major field of study).

#### **8. Bachelor of Applied Science (B.A.S.)**

- a. Awarded upon completion of program requiring 120 to 136 semester hours or 180 to 204 quarter hours that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree.
- b. Minimum 35 semester hours or 52 quarter hours of general education core courses.
- c. Minimum of 40 semester hours or 60 quarter hours of upper level courses in selected fields of study.
- d. Curriculum must require mastery of skills and knowledge against specified performance standards in at least one area or specific discipline.



### **9. Bachelor of Professional Studies (B.P.S.)**

- a. A flexible program option for students with earned college credit (including technical and occupational courses).
- b. Awarded upon completion of 120 to 136 semester hours or 180 to 204 quarter hours.
- c. Program of study developed cooperatively by student and institution to meet professional development and career goals.
- d. Minimum of 35 semester hours or 52 quarter hours of general education core courses.
- e. 40 semester hours or 60 quarter hours of upper level courses in selected fields of study.
- f. Curriculum must require mastery of skills and knowledge against specified performance standards in at least one specific area or discipline.

### **10. Master's Degree**

- a. Minimum of 30 graduate semester hours or 45 quarter hours beyond the baccalaureate degree.
- b. Minimum of 9 semester hours or 13.5 quarter hours of core courses and minimum of 15 semester hours or 22.5 quarter hours in the major field of study.

### **11. Specialist's Degree**

Completion of 30 to 42 semester hours or 45 to 63 quarter hours) beyond the master's degree, but does not meet the academic requirements of a doctor's degree.

### **12. Doctoral Degree**

- a. Minimum of 72 graduate semester hours or 108 graduate quarter hours (or 42 graduate-only semester hours or 63 quarter hours beyond the master degree).
- b. Maximum of 24 semester hours or 36 quarter hours of dissertation courses.

### **13. First Professional Degree**

- a. Minimum of 72 post-baccalaureate semester hours or 108 post baccalaureate quarter hours.
- b. Completion of academic requirements to begin practice in the profession.
- c. Minimum of two years of undergraduate college work before entering the program
- d. Minimum of six academic years of college work to complete the degree program, including the prior required undergraduate college work.

## APPENDIX H CREDIT HOUR VALUE AND LENGTH OF TERM

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### **Credit Hour Value**

The credit hour is a unit by which an institution may measure its course work. The credit hour value for a course is determined primarily by the amount of time, the intensity of the educational experience, and the amount of outside preparation required by the student. For example, a lecture course with extensive reading or other out-of-class preparation would result in one credit for each hour per week; a laboratory experience with moderate out-of-the class preparation may equal one credit for two hours per week; a laboratory experience with little out-of-class preparation may equal one credit for three hours per week.

The traditional credit hour values assigned to a course for class time are the semester hour and the quarter credit hour. They convert as follows: quarter hours multiplied by two-thirds ( $\frac{2}{3}$ ) equal semester hours; semester hours multiplied by one and one-half ( $1\frac{1}{2}$ ) equal quarter hours.

The following are generally accepted standards in Arkansas:

- 1 semester credit for each 12.5 class hours of lecture
- 1 semester credit for each 25 class hours of laboratory
- 1 semester credit for 37.5 hours of clinical, practicum, internship, shop instruction.

Credit hour for non-traditional delivery of courses or programs generally do not use the above lecture/laboratory/practicum formulas for credit calculation. Therefore, an institution must demonstrate that the clock or credit hours awarded are appropriate for the courses/degree programs and credentials. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.

### **Length of Term**

The three common systems used to measure the length of a term are semester, quarter and trimester. The semester is generally composed of 15 to 17 weeks of classes including final examinations. The quarter system is generally 10 to 12 weeks of classes including final examinations. Summer quarters are sometimes subdivided into terms of shorter length. A trimester is 15-week terms including final examinations.

Under the semester system, a minimum of fifteen (15) fifty-minute class sessions, excluding labs, is required to award one semester hour of credit. A minimum of ten (10) fifty-minute class sessions excluding labs are required to award one quarter hour of credit.

## **Exceptions**

There may be exceptions regarding lengths of terms and amounts of credit awarded for specific circumstances such as self-paced instruction, independent study, workshops, seminars, and distance delivery where the instructional content and activities are selected appropriately. Furthermore, some institutions have adopted a course-based system, rather than a credit-hour system. Institutions that do not use the semester or quarter length as a measure to award credit must demonstrate that the amounts of credit awarded have been adjusted appropriately. This information will be provided for each application for new program certification on Form 14, Class Hours to Credit Hours Conversion Chart.

**APPENDIX I**  
**GENERAL EDUCATION REQUIREMENTS FOR ARKANSAS**

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**I. General Education Requirements for the Associate of Applied Science Degree and Associate of General Studies/Liberal Arts Degree and Associate of Applied Science in General Technology Degree**

Minimum of 15 semester hours (22.5 quarter hours) required. Three (3) semester hours equal 4.5 quarter hours. Courses must meet or exceed the following criteria

- A. English/writing** (6 semester hours of composition *or* 3 semester hours of composition and 3 semester hours of technical writing)
- 1. Composition I** (3 semester credit hours) Study and practice of fundamentals of written communication including principles of grammar, punctuation, spelling, organization, and careful analytical reading. Students focus on organizing and revising ideas.
  - 2. Composition II** (3 semester credit hours) Continues the practice of Composition I to develop further the skills learned in that course. Based on reading and discussion of various types of writing, the students' essays will provide practice in different kinds of rhetorical development with an emphasis on academic writing. Students focus on analysis, argumentation, and writing from sources.
  - 3. Technical Writing** (3 semester credit hours) Study, discussion, and writing of technical descriptions and processes, formal and informal proposals, and reports. A course designed to prepare students to demonstrate a high level of effectiveness in handling the demands of communication on the job (*Prerequisite: Composition I*).
- B. Mathematics** (3 semester credit hours) May be one of the following: Applied Mathematics or Intermediate Algebra or a higher-level mathematics course.
- C. Computer Applications/Fundamentals** (3 semester credit hours) Study of the fundamental concepts of computing in a personal computer environment, introduction to hardware and software and system configuration. The focus is on practical problem solving using application software.
- D. Social Sciences** (3 semester credit hours) Students may select one of the following: Sociology, Psychology, History, Government course.

**II. General Education Core Requirements for Associate of Arts Degree, Associate of Science Degree, and Baccalaureate Degree Program**

Minimum 35 semester credit hours or 53 quarter hours. Three (3) semester credit hours equal 4.5 quarter credit hours. Courses must meet or exceed the following criteria.

- A. English Composition** (6 semester credit hours).
- B. Speech Communication** (0-3 semester credit hours).
- C. Math** (3 semester credit hours). College algebra or course as sophisticated as College algebra. Institutions may require students majoring in math, engineering, science, and business to take higher-level math courses
- D. Science** (8 semester credit hours). Science courses must include laboratories. Institutions may require students majoring in math, engineering, science, education, and health related professions to take higher level or specific science courses.
- E. Fine Arts/Humanities** (6-9 semester credit hours).

**F. Social Sciences** (9-12 semester credit hours). U.S. History or Government (3 semester credit hours) and six to nine semester hours of other social sciences. Institutions may require students majoring in engineering to take either (six) 6 semester hours of humanities and social sciences at the junior/senior level or substitute an additional six (6) semester hours of higher-level mathematics and/or additional science courses.

## **APPENDIX J STUDENT GRIEVANCE PROCEDURE**

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All Arkansas Higher Education Coordinating Board (AHECB) certified institutions must publish, post, and adhere to a procedure for handling a student grievance. Out-of-state and distance delivery institutions must furnish a toll-free telephone number or e-mail address for quick access in filing a student grievance.

### **Student Grievance Procedure**

ADHE requires the certified institution to make a decision on the student grievance following the institution's public policy.

Inquiries into student grievances must be limited to AHECB certified (under Arkansas Code §6-61-301) courses/degree programs and institutions and to matters related to the criteria for certification.

Within 20 days of completing the institution's grievance procedures, the student may file the complaint in writing with the ICAC Coordinator, Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201.

The grievant must provide a statement from the institution verifying that the institution's appeal process has been followed. ADHE will notify the institution of the grievance within 15 days of the filing. Within 10 days after ADHE notification, the institution must submit a written response to ADHE. Other action may be taken by ADHE as needed.

## **APPENDIX K REVIEW TEAM AND REVIEW TEAM VISIT**

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### **Review Team**

An ad hoc panel of individuals who are knowledgeable of similar courses/degree programs may be assembled by the Arkansas Department of Higher Education (ADHE) staff to review applications for certification or recertification. ADHE will schedule a mutually convenient time for an on-site review of the course/degree program and the institution by the team. Representatives of out-of-state or distance delivery institutions may be required to meet with the review team at ADHE unless the staff determines that the review can be conducted by conference call.

A review team may include members of the Institutional Certification Advisory Committee (ICAC) and staff of the State Board of Private Career Education (SBPCE). The size of the team is determined by the level of courses/degree programs and the number of courses/degree programs proposed. All team members will be provided a copy of the institution's application. Expenses associated with the review team will be covered by the institution.

The review team will prepare a report and present its findings to ADHE. ADHE staff will use the report as the basis for a recommendation to ICAC concerning Arkansas Higher Education Coordinating Board (AHECB) certification or recertification.

### **Review Team Visit**

The following are general guidelines for the team visit; however, the requirements of the visit may vary depending on the type of review and the method of delivery for the course/degree program.

#### **A. On-Site Review**

1. ADHE will schedule a mutually convenient time with institutional representatives and review team members for the team visit.
2. Administration, faculty, and students enrolled in the institution should be available for team interviews upon request.
3. The institution should have the following information available for review upon request:
  - a. Student-related information including a list of current students, transcripts, admission procedures and applications, student contracts and payment records, student financial aid records, and student employment placement records, and a current college catalog.
  - b. Faculty and administrator vitae/resumes indicating all educational training, certification or licensure, and teaching and work history.
4. List of current employees.
5. Program curricula, course syllabi, and textbooks must be on display.

## B. Out-of-State and Distance Delivery Reviews

1. If an on-site visit is scheduled, follow the guidelines for On-site Review above.
2. If the team meets at ADHE, institutions must have a representative attend the review unless ADHE determines that the visit can be conducted by conference call.
3. The institution will be responsible for the expense of conference call, if one is scheduled, and the chief academic officer must be available to answer questions in part A of this appendix.

## C. Special Reviews

1. See Appendix C for a description of reasons for special reviews that may require an on-site visit by a review team.
2. ADHE staff will notify the institution of the information needed for the review team.



## **APPENDIX L APPEAL PROCESS FOR INSTITUTIONS**

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### **Letter of Appeal**

If an institution elects to appeal any decision of the Director of the Arkansas Higher Education Department, the Institutional Certification Advisory Committee, or the Arkansas Higher Education Coordinating Board, a Letter of Appeal must be submitted to ADHE (Use Form 13).

The letter should provide the reason for the appeal and documentation or additional information that might affect the decision. The Letter of Appeal (Form 13) must be signed by the institution's chief executive officer and must be submitted within 30 days of the decision in question to ADHE.

### **Appeal Hearing**

Appeals will be considered at the next regular AHECB meeting following the receipt of the written Letter of Appeal.

Hearings will be conducted in accordance with AHECB approved policy and will be held in conjunction with regularly scheduled AHECB meetings unless an emergency exists that requires immediate action.

Oral proceedings will be recorded by a certified court reporter and the institution will be responsible for all associated costs, including transcripts of the oral proceedings.

AHECB meets quarterly. AHECB meeting dates and locations can be found at [www.arkansashighered.com](http://www.arkansashighered.com).

## APPENDIX M DEFINITIONS

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<b>ACCREDITATION</b>	<p>The process whereby a non-governmental association recognizes an educational institution or program of study as having voluntarily met established standards as determined through initial and periodic evaluations.</p> <p>Non-public and out-of-state institutions seeking certification to offer college-level courses/degree programs customarily offered by colleges and universities must be accredited by an accrediting agency recognized by the U.S. Department of Education.</p>
<b>ASSESSMENT</b>	<p>Data-gathering strategies, analyses, and reporting processes that provide information that can be used to determine the achievement of student learning outcomes.</p>
<b>CHURCH-RELATED TRAINING</b>	<p>Degree programs designed for the primary purpose of preparing individuals for positions of leadership and responsibility in a church or other religious institution (i.e., ministry, music ministry, youth ministry, etc.).</p>
<b>CLASSCONTACT HOUR</b>	<p>A unit of measure that represents an hour of scheduled instruction. Also referred to as class or clock hour.</p>
<b>COLLEGE-LEVEL DEGREE</b>	<p>An authorized award conferred by an approved educational institution acknowledging the satisfactory completion of a program of study.</p> <p>College-level degrees are those customarily awarded by colleges and universities accredited by an accrediting agency recognized by the U.S. Department of Education.</p> <p>Degrees include: but not limited to, Associate of Arts, Associate of Applied Science, Bachelor of Arts, Bachelor of Science, Master of Science, Master of Arts, Master of Fine Arts, Master of Education, Doctor of Education, Doctor of Philosophy.</p>
<b>COLLEGE-LEVEL COURSE</b>	<p>A unit of learning activities.</p>

College-level courses are those customarily offered by colleges and universities accredited by an accrediting agency recognized by the U.S. Department of Education.

**CURRICULUM**

A program of instruction or an overall set of courses or programs offered by an institution that comprises a specific area of study.

**DECERTIFICATION**

An action taken when a course/degree program will no longer be offered to Arkansas residents, or an institution closes. Decertification occurs (1) at the request of the certified institution, which is either closing a course/degree program or closing the institution; (2) as a result of failure by the institution to provide sufficient information for recertification; or (3) as a result of failure to meet certification requirements. No new students may be enrolled. A teach-out plan must be approved by the Arkansas Department of Higher Education and offered to the students for an opportunity to complete the course/degree program.

**DISTANCE INSTRUCTION**

Part of the distance education process in which the majority of the instruction occurs while educator and learner are at a distance from one another.

**DISTANCE LEARNING**

Part of the distance education process that connects learners with providers via distance technology. All distance learning is characterized by (1) separation of place and/or time between instructor and learner, among learners, and/or between learners and learning resources; and (2) interaction between the learner and the instructor and/or interaction among learners conducted through one or more media.

**EXEMPTION  
(LETTER OF)**

Some educational institutions might not require AHECB certification and may be eligible for a Letter of exemption. Part III identifies those institutions that may be exempt and the documentation that must be submitted to ADHE. A letter of exemption is valid for two years and must be renewed biannually.

**FACULTY**

Individuals who present instruction, prepare instructional material, evaluate assignments, and counsel students in academic selection and progress.

**FULL-TIME FACULTY**

One who occupies a full-time faculty position and whose

<b>MEMBER</b>	primary employment is directly related to teaching, research, and/or other aspects of the educational programs of institutions.
<b>GENERAL EDUCATION CORE OF STUDY</b>	College-level courses which apply toward the general general education core curriculum requirements for baccalaureate degrees that are transferable between Arkansas public institutions. Courses are in English/Communications, Math, Science, Fine Arts/Humanities, Social Sciences and total 35 credit hours.
<b>NEW PROGRAM</b>	Identified as (a) a program of study that has not been offered previously or has been offered and then discontinued; (b) an existing program in which the program objective has been revised and provides preparation for a different job title; (c) an existing program in which the content, total hours in the program of study, or number of hours of content have decreased or increased by more than 18 hours.
<b>NON-CREDIT COURSES</b>	Courses, seminars, workshops and other instructional activities or experiences offered by an education institution which do not result in college credit and may not be applied to meet requirements of the institution's formal degree/diploma/certificate programs.
<b>REMEDIAL/DEVELOPMENTAL INSTRUCTION</b>	Special instruction designed and delivered to alleviate deficiencies in basic skills (usually verbal and computational) needed to complete a course.
<b>RECERTIFICATION</b>	A renewal of certification which occurs two years after the initial certification of college-level course/degree programs. Recertification is granted for two to five years.
<b>STUDENT LEARNING OUTCOME</b>	A particular/specified level of knowledge, skill, and ability that a student has achieved as a result of engagement in a particular/specific instructional experience or set of instructional experiences.

## APPENDIX N ARKANSAS PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES

### Public Institutions

Arkansas public colleges and universities are coordinated by the Arkansas Higher Education Coordinating Board, and are not subject to the institutional certification rules and regulations.

Arkansas Northeastern College	Arkansas State University
Arkansas State University – Beebe	Arkansas State University – Mountain Home
Arkansas State University – Newport	Arkansas Tech University
Black River Technical College	Cossatot Community College of UA
East Arkansas Community College	Henderson State University
Mid-South Community College	National Park Community College
North Arkansas College	Northwest Arkansas Community College
Ouachita Technical College	Ozarka College
Phillips Community College	Pulaski Technical College
Rich Mountain Community College	South Arkansas Community College
Southeast Arkansas College	Southern Arkansas University
Southern Arkansas University Tech	University of Arkansas, Fayetteville (UA)
University of Arkansas at Fort Smith	University of Arkansas at Little Rock
University of Arkansas for Medical Sciences	University of Arkansas at Monticello
University of Arkansas at Pine Bluff	UA Community College at Batesville
UA Community College at Hope	UA Community College at Morrilton
University of Central Arkansas	

### Independent Institutions

The following independent institutions of higher education incorporated in the state of Arkansas on or prior to April 7, 1975, and offering degrees customarily granted by colleges or universities with accreditation by an accrediting agency recognized by the U.S. Department of Education will be exempt from certification *unless* the institution fails to maintain accreditation.

Arkansas Baptist College	Central Baptist College
Crowley's Ridge College	Harding University
Hendrix College	John Brown University
Lyon College	Ouachita Baptist University
Philander Smith College	University of the Ozarks
Williams Baptist College	

**FORM 1**  
**LETTER OF NOTIFICATION**

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**A \$250 notification fee (effective January 1, 2006) must be submitted with this Letter of Notification.**

Name of Institution:  
Address and Telephone Number:  
Contact Person:  
E-mail Address:

**Check certification action requested:**

- Certification to offer college-level course/degree program(s) at an established institution
  - On-site location in Arkansas (identify location)
  - Distance Delivery
- Recertification to offer college-level /course/degree program(s) at an established institution
  - On-site location in Arkansas (identify location)
  - Distance Delivery
- Decertification of course/degree program
- Decertification of institution
- Certification of newly created institution in Arkansas
- Certification of degree program change exceeding 18 semester credit hours of the total credit hours of the initially approved program.

Attach separate page(s) or electronic file listing the name of all course/degree programs involved in the requested certification action. Include course numbers, course titles, and credit hours for each.

- Number of course/degree programs involved in requested action.
- Institutional change
  - Name Change
  - Change in Charter
  - Change level of degree programs offered
- \_\_\_\_\_ Proposed effective date.
- \_\_\_\_\_ Date of last AHECB certification/recertification (if applicable)

*ote: The next certification step is to submit the application and documentation. Refer to Appendix E for application deadlines. Appendix D explains the certification fees.*

\_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_  
Date

The completed form should be mailed/e-mailed to:  
ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201  
[icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu)

**FORM 2 – FACULTY AND ADMINISTRATOR CHART**

**Name of Institution:**

**Date of Application:**

Page \_\_\_ of \_\_\_

<b>Instructor/Administrator</b>	<b>Course Title and Course Number (List courses to be taught by instructor)</b>
<p><b>Name:</b></p> <p><b>Hire Date</b></p> <p><b>Circle one: Adjunct or Full-Time Faculty Administrator</b></p> <p><b>Most recent semester/year taught at this institution</b></p>	
<p><b>Highest Degree Obtained and Experience Profile</b> (Include institution, location of institution &amp; date, degree; licensure/certifications held (include expiration dates))</p>	
<p><b>Teaching Experience, Work Experience:</b></p> <p><b>Research:</b></p> <p><b>Administration Work Experience</b></p>	

**The table should be copied to provide information for each administrator/faculty involved with the program to be certified/recertified.**



**FORM 3**  
**CONSUMER DISCLOSURE**

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Name of Institution:

Institution Address:

Contact Person:

Telephone Number:

E-mail address:

**Consumer Disclosure Certified Statement by Institution Official**

I certify that the institution listed above will provide full disclosure and all relevant information to the general public regarding the nature of the course/degree program, tuition and fee structures, tuition refund policy, accreditation, and institutional ownership and control.

I certify that the following statement will be included in the institution's catalog, enrollment agreements, and other advertisement or published material using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education will contain the following statement:

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

**Transfer of Course/Degree Certified Statement by Institution Official**

I certify that the following statement will appear in catalog, contracts or other enrollment agreements and in all materials announcing certified course/degree programs in Arkansas unless the institution has authorization to list specific institutions to which the degrees or the college-level courses in the degree can be transferred.

- Transfer of Course/Degree Credit to Other Institutions

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

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Signature of Institution's Chief Academic Officer

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Date

**FORM 4**  
**ARKANSAS DEPARTMENT OF HIGHER EDUCATION**  
**CERTIFIED INSTITUTION BOND**  
***Effective July 1, 2006***

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We, (*Institution*), as Principal and (*Bond Company*), a corporation admitted in the State of Arkansas to transact surety business are held and firmly bound unto the Arkansas Department of Higher Education, as Obligee in the sum of \$\_\_\_\_\_dollars lawful money of the United States for which payment well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, firmly by these presents.

(*Institution*) has been certified by the Arkansas Higher Education Coordinating Board (AHECB) to offer college-level course/degree programs to Arkansas residents pursuant to Arkansas Code Annotated (ACA) 6-61-301-302. Under the conditions of that certification, (*Institution*) is required to provide educational course/degree programs under contract for tuition, between the institution and Arkansas students enrolling with (*Institution*).

This bond shall be required and remain in full force and effect continuously from July 1 through June 30 of each year the institution is in operation. The bond shall be equal to the amount of gross tuition collected during the previous year, but not less than \$20,000. Proof of bond and the Annual Tuition Report will be presented by July 1 of each year to the ICAC Coordinator, Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201. The amount of the bond must be determined and adjusted by July 1 of each year in accordance with the bond requirements as determined by the AHECB.

If the institution is licensed by the State Board of Private Career Education (SPBCE) and maintains a surety bond under SPBCE regulations, the institution must provide proof to ADHE that the required tuition amount has been added to the SPBCE bond.

In the event the institution comes under new ownership during the period covered under this bond, the new owner must present proof of bond within 30 days of taking ownership. Failure to do so will result in a revocation of certification and the start of decertification procedures by the Arkansas Department of Higher Education.

In the event that (*Institution*) ceases operations and fails to provide educational course/degree programs contracted by the student the institution is expected to reimburse the student any unused tuition due. Within 30 days of closure, the institution will submit a list to ADHE of students owed unused tuition. The list must include a current address for the student and the amount of tuition owed to the student. ADHE will forward the list to the institution's bonding company, who will be responsible for payment under the terms of the bond.

The aggregate liability of Surety is limited to the penal sum of the bond, and the penal sum is not considered cumulative from year to year. This bond may be canceled by the Surety upon thirty (30) days written notice by certified mail, served by Surety upon the Obligee and the Principal at their last known address.

\_\_\_\_\_ Date:

\_\_\_\_\_  
Signature of Institution's Chief Executive Officer

\_\_\_\_\_ Date: \_\_\_\_\_  
Attorney-in-Fact Signature

\_\_\_\_\_ Date:

\_\_\_\_\_  
Print Name of Attorney-in-Fact

\_\_\_\_\_  
Resident/Non-Resident Agent Signature

State of License

\_\_\_\_\_  
Print Name of /Resident/Non-Resident Agent

Agent Address: \_\_\_\_\_ Agent Phone #: \_\_\_\_\_ Fax#: \_\_\_\_\_  
\_\_\_\_\_

Agent e-mail address  
\_\_\_\_\_

**ARKANSAS DEPARTMENT OF HIGHER EDUCATION  
CERTIFIED INSTITUTION ANNUAL TUITION REPORT**

This is to certify that \_\_\_\_\_ collected \$\_\_\_\_\_ in  
(Institution)  
gross tuition from Arkansas students for the period of July 1, \_\_\_\_\_ through June 30,  
\_\_\_\_\_.

I understand that I am required to submit this report annually to the Arkansas Department of Higher Education along with proof that I have purchased a bond in an amount equal to the tuition collected from Arkansas students during the period listed above. The minimum bond amount is \$20,000.

BY: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature of Institution Chief Executive Officer/Representative)

\_\_\_\_\_  
Institution's Corporate Office Address. City, State, and Zip Code

\_\_\_\_\_  
Phone and e-mail address

\_\_\_\_\_  
Institution's Arkansas Office Address, City, State, and Zip Code

\_\_\_\_\_  
Phone and e-mail address

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Attachment: Copy of Surety Bond Form for July 1 through June 30.  
Proof of bond for July 1 through June 30.

**FORM 5**  
**APPLICATION FOR CERTIFICATION OF COURSE/DEGREE PROGRAM**  
**ON-SITE DELIVERY**

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Use this form to provide the information required in Part 1, Section 1—certification of course/degree program. ADHE staff and ICAC may request additional information.

1. Name, address and web address of institution.
2. Name of course/degree program(s) for which certification is sought.
3. Date of application.
4. Name, phone number, and e-mail address of contact person.
5. Proposed effective date.
6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution.
7. Site where the proposed course/degree program will be offered. (Each location of the institution must be certified).
8. Copy of current catalog with descriptions of college-level course/degree programs.
9. Describe proposed program(s). Include information about possible career paths.
10. Provide documentation that the institution is authorized to operate and offer degrees in its home state (Higher Education Commission, licensing body, or other state governance).
11. General education requirements for associate and baccalaureate course/degree programs.
12. Target population to be served.
13. Demographics—composition of students enrolled.
14. External advisory groups.
15. Administrator Credentials. Use Form 2: Faculty and Administrator Chart.
16. Faculty. Use Form 2: Faculty and Administrator Chart.
15. Resources: Library resources, instructional support technology, and student services).
16. Provide copies of student and faculty evaluation and assessment documents.

17. Financial information. (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program).
18. Accreditation. (Institution's most current accreditation affiliation status record or a letter from the accrediting agency).
19. Provide copies of licensure and approval by other agencies.
20. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
21. Provide a copy of the institution's procedure for receiving and resolving student grievances.
22. Provide a list of states where the program(s) is currently offered.

**FORM 6**  
**APPLICATION FOR CERTIFICATION OF COURSE/DEGREE PROGRAM**  
**DISTANCE DELIVERY**

---

Use this form to provide the information required in Part 1, Section 2—certification of distance delivery course/degree program. ADHE staff and ICAC may request additional information.

1. Name, address and web address of institution.
2. Name of course/degree program(s) for which certification is sought.
3. Date of application.
4. Name, phone number and e-mail address of contact person for institution.
5. Proposed effective date.
6. General description and brief history of the institution including current incorporation documents with all amendments authorizing operation as a postsecondary education institution.
7. Address for the institution's home office for student contact.
8. Program link and password for ADHE staff review.
9. Copy of the current catalog with descriptions of college-level course/degree programs.
10. Describe proposed program(s). Include information about possible career paths.
11. Provide documentation that the institution is authorized to operate and offer degree programs its home state (Higher Education Commission, licensing body, or other state governing body).
12. General education requirements for associate and baccalaureate course/degree programs.
13. Target population to be served.
14. Demographics—composition of students.
15. External advisory groups.
16. Institutional readiness and commitment (institutional policies on the establishment, organization, funding and management of distance delivery course/degree programs).

17. Faculty and instructional support credentials. Use Form 2: Faculty and Administrator Chart (Provide the credentials for at least 3 instructors for each course).
18. Administrator Credentials. Use Form 2: Faculty and Administrator Chart.
19. Student support services.
17. Provide a copy of student and faculty evaluation and assessment documents.
18. Financial information. (Copy of the most recent audit covering all funds or accounts for the institution and three-year budget for course/degree programs).
20. Accreditation. (Institution's most current accreditation affiliation status record or a letter from the accrediting agency).



**FORM 7**  
**APPLICATION FOR RECERTIFICATION OF COURSE/DEGREE PROGRAM**  
**ON-SITE DELIVERY**

---

Use this form to provide the information required in Part 1, Section 3—recertification of course/degree program. ADHE staff and ICAC may request additional information.

1. Name, address and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number, e-mail address of chief academic officer or contact person.
5. Proposed effective date.
6. Copy of current catalog with descriptions of college-level course/degree programs.
7. Describe proposed program(s). Include information about possible career paths.
8. Provide documentation that the institution is authorized to operate and offer degrees in its home state (Higher Education Commission, licensing body, or other state governance).
9. Report on enrollment and graduates since last certification.
10. External advisory groups.
11. Administrator Credentials. Use Form 2, Faculty and Administrator Chart.
12. Faculty qualifications. Use Form 2, Faculty and Administrator Chart.
13. Resources. (Library resources, instructional support technology, student services).
14. Provide copies of faculty and student evaluation and assessment documents.
15. Financial information (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program).
16. Accreditation (Institution's most current accreditation affiliation status record or letter (update any action regarding programs involved in the recertification)).
17. Provide copies of licensure and approval by other agencies.

18. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
19. Provide a copy of the institution's procedure for receiving and resolving grievances from students.
20. Provide copies of licensure and approval by other agencies.
21. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
22. Provide a copy of the institution's procedure for receiving and resolving grievances from students.
23. Provide a list of states where the program(s) is currently offered.

**FORM 8**  
**APPLICATION FOR RECERTIFICATION OF COURSE/DEGREE PROGRAM**  
**DISTANCE DELIVERY**

---

Use this form to provide the information required in Part 1, Section 4—recertification of distance delivery course/degree program. ADHE staff and ICAC may request additional information.

1. Name, address, and web address of institution.
2. Name of course/degree program for which certification is sought.
3. Date of application.
4. Name, phone number, e-mail address of chief academic officer or contact person.
5. Proposed effective date.
6. Program link and password for ADHE staff review.
7. Copy of current catalog with descriptions of college-level/degree program.
8. Describe proposed program(s). Include information about possible career paths.
9. Provide documentation that the institution is authorized to operate and offer degree programs in its home state (Higher Education Commission, licensing body, or other state governing body).
10. Report on enrollment and graduates since last certification.
11. Institutional readiness and commitment.
12. Faculty and instructional support staff. Use Form 2, Faculty and Administrator Chart.
13. Student support services (orientation, advising, registration, financial aid, tuition refund policy, e-mail account, library resources, helpdesk, etc.).
14. Provide copies of student and faculty evaluation and assessment documents.
15. Financial Information. (Copy of the most recent audit covering all funds or accounts for the institution, and a three-year budget for course/degree program including revenues, expenditures, and sources of funding shown by categories).
16. Accreditation. (Institution's most current accreditation affiliation status record or letter(s) containing information about the update of any action regarding course/degree programs involved in the recertification).

17. Licensure and approval by other agencies. (Documentation of required licensure or approval by other agencies).
18. Consumer disclosure. (Form 3 signed by the chief academic officer of the institution).
19. Provide a copy of the institution's procedure for receiving and resolving student grievances.
20. Provide a list of states where the program(s) is currently offered.

**FORM 9**  
**REQUEST FOR DECERTIFICATION**

---

Use this form to provide the information required in Part 1, Section 5—decertification of courses/degree programs and/or institution. ADHE staff and ICAC may request additional information.

1. Institution Contact Information and Course/Degree Title.
2. Name, address and web address of institution.
3. Name of course/degree program for which decertification is sought.
4. Date of application.
5. Proposed effective date of decertification.
6. Reason for decertification.
7. Current status of institution. (No change, bankruptcy, change in ownership, etc.).
8. Contact person for institution with phone number and e-mail address.
9. Name of course/degree program(s).
10. Number of students currently enrolled in each course/degree program involved in the decertification.
11. List of all students involved in teach-out plan including name, current mailing address, phone number, program currently enrolled in, estimated graduation date, and current percentage of completion for each student.
12. Status of unearned tuition, all current refunds due and account balances.
13. How and when will the institution notify students of the decertification and closure of the courses/degree programs (and closure of the institution, if applicable).
14. The last date of teach-out for the course/degree program and, if institution is closing, the last date of institution operations and the last date to employ faculty.
15. Student options such as enrollment in another program, enrollment in another institution, etc.
16. Copy of notification of the closing of the institution or site sent to accrediting agency if applying for decertification of the institution.

**FORM 10**  
**APPLICATION FOR THE CERTIFICATION OF A NEW INSTITUTION:**  
**PLANNING AND DEVELOPMENT**  
**(On-Site Delivery)**

---

Use this form to provide the information required in Part 2, Section 1—certification of a new institution: planning and development.

To be certified as a new Arkansas institution of higher learning, college-level instruction must be delivered in the general education core areas (English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications) by faculty with appropriate degrees and credentials in accordance with the generally accepted definition of a college or university.

An application for a new institution of higher learning from a sectarian, religious, charitable, or benevolent association must be made by the appropriate state or regional organization (conference, convention, synod, etc.) so the Arkansas Higher Education Coordinating Board will have the assurance that the full financial support of the association will be behind the proposed institution.

1, Identify the degree level of the proposed institution:

\_\_\_\_\_ *Community/Technical College* (associate degree and below): The curriculum of the proposed institution shall be equivalent in pre-requisites and methods to that offered in the first two years of an accredited four-year institution. A minimum of 60 semester or 90 quarter credit hours of coursework will be required for an associate degree.

The institution will offer instruction in the general education core areas: English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications. There shall not be fewer than five full-time faculty employed specifically for instruction at the institution, giving the major portion of their time to such instruction.

The institution should have a minimum of 50 full-time enrolled students. The institution must offer at least two (2) degrees.

\_\_\_\_\_ *Senior College/University*: an institution of higher learning which offers four or more years of college work organized to provide progressively for both general and advanced education. A minimum of 120 semester or 180 quarter credit hours will be required for a bachelor's degree, 30 semester or 45 quarter credit hours for a master's degree, 72 semester or 108 quarter credit hours beyond the bachelor's degree for a doctoral degree, with such scholastic qualitative requirements as deemed acceptable by accredited institutions offering similar courses and degrees. The institution must offer at least two (2) degrees at the undergraduate level.

The institution will offer instruction in the general education core areas (English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications) and in education, business or technology areas with at least one full-time faculty member assigned to each general and degree program area. The size and educational credentials of the faculty should bear a definite relationship to the type of institution, the number of students, and the number of courses and degrees offered. With the expansion of the curriculum or an increase in the number of students, the number of full-time faculty should be increased correspondingly.

The institution should have a minimum of 150 full-time enrolled students, with a proportionate number of these students continuing into the third- and fourth-year of study.

2. Name, physical address, and web address of proposed institution.
3. Name, phone number, mailing address, and e-mail address of contact person.
4. Copy of Charter and/or Articles of Incorporation filed with the Arkansas Secretary of State. List members of Board of Trustees/Directors.
5. Name of courses/degree programs to be offered by new institution.
6. Proposed effective date of institutional operation.
7. General description of the proposed institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
8. Proposed site of the institution. Describe physical facilities. (Each location of the institution must be certified by AHECB.)
9. Provide the proposed timeline for the two-year planning and development phase including financial resources, program curricula, facilities, faculty/staff, and accreditation.
10. Provide documentation of progress in attaining accreditation by an accrediting agency recognized by the United States Department of Education.
11. Target population to be served.
12. There must be guarantee of adequate and reasonably permanent financial support. Satisfactory evidence should be given that the proposed institution has the financial support necessary to provide adequate buildings and equipment necessary for the maintenance of the quality of work required of an institution of its type. Provide documentation of financial stability appropriate for the institution's stage of development, and a three-year budget for the planned course/degree programs including revenues, expenditures, and sources of funding.
13. Provide documentation of external advisory group meetings.

14. Provide proposed full-time administrator and faculty positions and educational qualifications.
15. Describe student support services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

**ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.**



**FORM 11**  
**APPLICATION FOR THE CERTIFICATION OF A NEW INSTITUTION:**  
**PLANNING AND DEVELOPMENT**  
**(Distance Delivery)**

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Use this form to provide the information required in Part 2, Section 2—certification of a new institution: planning and development.

To be certified as a new Arkansas institution of higher learning, college-level instruction must be delivered in the general education core areas (English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications) by faculty with appropriate degrees and credentials in accordance with the generally accepted definition of a college or university.

An application for a new institution of higher learning from a sectarian, religious, charitable, or benevolent association must be made by the appropriate state or regional organization (conference, convention, synod, etc.) so the Arkansas Higher Education Coordinating Board will have the assurance that the full financial support of the association will be behind the proposed institution.

1, Identify the degree level of the proposed institution:

\_\_\_\_\_ *Community/Technical College* (associate degree and below): The curriculum of the proposed institution shall be equivalent in pre-requisites and methods to that offered in the first two years of an accredited four-year institution. A minimum of 60 semester or 90 quarter credit hours of coursework will be required for an associate degree.

The institution will offer instruction in the general education core areas: English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications. There shall not be fewer than five full-time faculty employed specifically for instruction at the institution, giving the major portion of their time to such instruction.

The institution should have a minimum of 50 full-time enrolled students. The institution must offer at least two (2) degrees.

\_\_\_\_\_ *Senior College/University*: an institution of higher learning which offers four or more years of college work organized to provide progressively for both general and advanced education. A minimum of 120 semester or 180 quarter credit hours will be required for a bachelor's degree, 30 semester or 45 quarter credit hours for a master's degree, 72 semester or 108 quarter credit hours beyond the bachelor's degree for a doctoral degree, with such scholastic qualitative requirements as deemed acceptable by accredited institutions offering similar courses and degrees. The institution must offer at least two (2) degrees at the undergraduate level.

The institution will offer instruction in the general education core areas (English, mathematics, natural sciences, history and social sciences, fine arts and humanities, computer applications) and in education, business or technology areas with at least one full-time faculty member assigned to each general and degree program area. The size and educational credentials of the faculty should bear a definite relationship to the type of institution, the number of students, and the number of courses and degrees offered. With the expansion of the curriculum or an increase in the number of students, the number of full-time faculty should be increased correspondingly.

The institution should have a minimum of 150 full-time enrolled students, with a proportionate number of these students continuing into the third- and fourth-year of study.

2. Name, physical address, and web address of proposed institution.
3. Name, phone number, mailing address, and e-mail address of contact person.
4. Copy of Charter and Articles of Incorporation filed with the Arkansas Secretary of State. List members of Board of Trustees/Directors.
5. Name of courses/degree programs to be offered by new institution.
6. Proposed effective date of operation.
7. General description of the institution including classification (i.e., public or private), ownership (if applicable), and level of courses/degrees to be offered.
8. Site of general office for student contact.
9. A proposed timeline for the two-year planning and development phase including financial resources, program curricula, facilities, faculty/staff, and accreditation.
10. Documentation of progress in attaining accreditation by an accrediting agency recognized by the U.S. Department of Education.
11. Target population to be served.
12. Documentation of evidence of financial stability appropriate for the institution's stage of development, and a three-year budget for the planned course/degree program including revenues, expenditures, and sources of funding shown by categories.
13. Documentation of institutional readiness and commitment.
14. Documentation of external advisory groups.
15. Student support services (academic advising, registration, orientation, financial aid, tuition refund policy, tutoring, career counseling and placement).

**ADHE STAFF AND ICAC MAY REQUEST ADDITIONAL INFORMATION.**

**FORM 12**  
**REQUEST FOR**  
**EXEMPTION FROM CERTIFICATION**

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Use this form to provide the information required in Part 3, Exemption from Certification to request or renew an exemption from certification. ADHE may request additional information.

1. Name, address, telephone number, and web address of institution.
2. Contact Person e-mail and phone number.
3. Date of request.
4. Reason for request for exemption from certification.
5. Provide a notarized affidavit stating the name of the organization or educational institution and explaining how it owns, controls, operates, and conducts the institution.
6. Out-of-state institutions must provide documentation that the institution is authorized to operate and degree programs not customarily offered by colleges and universities in its home state (Higher Education Commission, licensing body, or other state governing body).
7. Provide a copy of the institution's by-laws and articles of incorporation.
8. Provide a list of the programs of study to be offered including length in clock or credit hours, cost, and program objectives.
9. Provide a current affiliation status record or letter from the accrediting agency listing date of accreditation and level of affiliation, if the institution is accredited.
10. Provide a current catalog listing course titles and descriptions for each course in the programs to be offered.
11. Provide a statement that it is understood that a letter of exemption from certification will **not** be issued if the institution offers college-level degree programs customarily taught in colleges and universities, which are accredited by accrediting agencies recognized by the U.S. Department of Education.
12. Institutions offering programs on a military installation must provide a letter from the military installation educational officer verifying that the institution is approved to offer courses and degree programs on the installation. The letter must include a listing of courses and programs being offered.

The completed request form and required documentation should be mailed/e-mailed to:

ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201  
[icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu)

**FORM 13**  
**LETTER OF APPEAL FOR INSTITUTION**

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The completed form should be mailed to:

ICAC Coordinator  
Arkansas Department of Higher Education  
114 East Capitol  
Little Rock, AR 72201  
[icacsubmissions@adhe.arknet.edu](mailto:icacsubmissions@adhe.arknet.edu)

Name of Institution

Address

Contact Person

Telephone Number and e-mail address for contact person

Requested appeal of decision by:

- Arkansas Higher Education Coordinating Board
- Institutional Certification Advisory Committee
- Director, Arkansas Department of Higher Education

Check action which is subject of the appeal:

- Certification—established institution to offer college-level course/degree program
- Recertification—established institution to offer college-level course/degree program
- Decertification of college-level course/degree program
- Decertification of institution
- Certification of newly created institution chartered in Arkansas
- Certification of degree program change exceeding 18 semester credit hours of the total credit hours of the initially approved program.
- Exemption request

Attach any documentation (or an electronic file) which you feel will be helpful in resolving the appeal.

Please have the chief academic officer initial the paragraph below:

\_\_\_\_\_ The institution will employ a certified court reporter for the appeal hearing which will be at the next regularly scheduled Arkansas Higher Education Coordinating Board meeting. I understand that ADHE and the institution must agree on the choice of the court reporter. I also understand that all costs of the certified court reporter and transcripts of the oral proceedings will be the responsibility of the institution.

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Signature of Chief Academic Officer

**FORM 14**  
**CLASS HOURS TO CREDIT HOURS CONVERSION SHEET**

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This form is to be completed and submitted with all applications for new course/degree program certification. Each course in the proposed program should be included.

<b>Course Name</b>	<b>Type of Course: Lab/Theory/Distance Education/Other (please explain)</b>	<b>Contact Hours</b>	<b>Credit Hours Value</b>

**Revised:** Agenda Item No. 9  
February 4, 2005



## GUIDELINES ON ACADEMIC CLEMENCY

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Act 1000 of 1991 requires the State Board of Higher Education to establish a set of guidelines on academic clemency policies. The state colleges and universities may incorporate the SBHE guidelines into their institutional clemency policies. The ADHE staff has worked with institutional representatives in developing the proposed guidelines.

The State Board approved the following resolution on April 10, 1992 (Agenda Item No. 28):

**RESOLVED,** That the State Board of Higher Education adopts the Guidelines on Academic Clemency Policy and recommends their incorporation into academic clemency policies established by state higher education institutions in Arkansas.

## **GUIDELINES ON ACADEMIC CLEMENCY**

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Act 1000 of 1991 directs the State Board of Higher Education to develop guidelines for the establishment of institutional policies on academic clemency. The law describes academic clemency as a second chance for those students who performed poorly early in their academic careers and who wish to return to college after having gained an appreciation of the benefits of higher education. Under the provisions of a clemency policy, students "may petition . . . to have previously earned grades and credits removed from the calculations of their cumulative grade point averages."

Institutional policies on academic clemency should contain specific provisions based on the following general guidelines:

1. Academic clemency may be granted to returning students who have not been enrolled in any institution of higher education for a specified period of time. This minimum period should be set between two years and ten, depending upon the manner in which the policy on clemency relates to other institutional policies regarding calculation of grade point averages.
2. Institutional policy may allow returning students to petition for clemency upon application for admission, upon enrollment, or following a validation period during which time students must demonstrate their resolve to succeed academically.
3. While grade point averages would not reflect the credits for which students are granted clemency and while those forgiven credits would not count toward graduation, transcripts must contain students' comprehensive academic records.
4. Clemency should cover all credits earned during the terms for which it is granted. A policy on grade renewal, which Act 1000 does not address, might more effectively allow those students whose records reflect both failing and passing efforts to amend past academic shortcomings.
5. In the interest of consistent application of clemency policy across the college or university, students should be required to submit petitions for academic clemency to the chief academic officer of the institution.
6. No institution should be compelled to honor clemency granted by another institution; nevertheless, transfer students who received clemency at another institution should be allowed to petition for clemency under the provisions established by the receiving institution.
7. Under Act 1000, clemency policies apply to undergraduate academic records only.

Approved: Agenda Item No. 28  
April 10, 1992

## ANNUAL REPORTS ON STUDENTS IN INTERCOLLEGIATE ATHLETICS

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ACT 267 of 1989 directs ADHE to work with the colleges and universities to develop an annual report on "the retention and graduation rates of all students who participate in intercollegiate athletics." This report had been developed through a series of meetings with institutional research staff at the colleges and universities. The State Board is asked to adopt a set of definitions and a reporting schedule for the collection of this information.

In addition, Department staff have worked with campus officials to develop a one-page report which summarizes financial aid to students who participate in intercollegiate athletics. This form would be a supplement to an existing financial aid report already provided to ADHE every year by the institutions. The purpose of this one-page report is to collect accurate, consistent information. Definitions and reporting schedules for each report are described below.

### I. Annual Progression on Intercollegiate Athletes

This report has been developed to meet the requirements of Act 267; under the terms of this statute, the report should be made to ADHE by October 15, 1990, and should include information on all students at the institution who participated in intercollegiate athletics during the 1989-90 academic year. Definitions of enrollment status should follow current ADHE guidelines for other enrollment reports.

#### Definitions

Participants in intercollegiate athletics are defined as those students listed by the institution on official rosters for any team during the 1989-90 academic year, including athletes who were redshirted and those who practice or traveled with the team.

Each section of the report requests information about students who received full or partial athletic grants and on those athlete who did not receive athletic grants. An athletic grant means a full or partial athletic scholarship to a student for tuition, fees, room, board, books and other educational expenses at the institution.

In calculating retention and graduation rates, the report requests information about the academic standing of student-athletes. For these purposes, making satisfactory progress is defined to mean that a student is enrolled in a program of studies leading to a degree from the institution and meets institutional regulations regarding satisfactory progress toward that degree. Similarly, good academic standing is defined as the academic standards used by the reporting institution to determine good academic standing for all enrolled students.

## Reporting Schedule

Institutions should provide the completed report to ADHE by October 15 each year, according to Act 267.

## II. Financial Aid to Student-Athletes

An extensive survey of financial aid to athletes and other students was conducted by legislative staff in fall 1988. Since it appears that interest in this subject will continue, ADHE and institutional staff have developed a one-page supplement to an existing report on financial aid that provides essentially the same information as the legislative survey. This contains definitions and instructions compatible with current institutional data collection activities.

## Definitions

The definition of a participant in intercollegiate athletics is identical to that used in the annual progression report. Financial aid to student-athletes is defined as financial assistance for tuition, fees, room and board, and books. Tuition waivers are also classified as financial aid. The report asks that financial aid awards be reported in three categories: **E & G Funds**, including tuition waivers; **Auxiliary Funds**, defined as revenues derived directly from the operation of auxiliary enterprises such as residence halls, food services, college stores and student unions; and **Other Sources**, such as Pell Grants, work-study funds and similar sources.

## Reporting Schedule

This report would be due at ADHE by December 1 each year, covering financial aid awards for the previous fiscal year. A copy of the instructions and reporting form are attached.

To implement these reports and the reporting schedules described above, the Board approved the following resolution on April 20, 1990 (Item No. 7):

**RESOLVED**, That the State Board of Higher Education adopts definitions and reporting schedule for the Annual Progression Report on Intercollegiate Athletes, in accordance with provisions of Act 267 of 1989.

**FURTHER RESOLVED**, That the State Board adopts the definitions and reporting calendar for the annual report on Financial Aid to Student Athletes.

## ANNUAL PROGRESSION REPORT ON INTERCOLLEGIATE ATHLETES

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Under the terms of Act 267 of 1989, this report should be made to ADHE by October 15, 1990. The report should include information on all students at your institution who participated in intercollegiate athletics during the 1989-90 academic year. Definitions of enrollment status should follow AHEIS definitions, using the 11th class day as the freeze date for each term.

Participants in intercollegiate athletics are defined as those students listed by your institution on official rosters for any team during the 1989-90 academic year, including athletes who were redshirted and those who practiced or traveled with the team.

Each section of the report requests information on students who received full or partial athletic grants and on those athletes who did not receive athletic grants. For purposes of this report, an athletic grant means a full or partial athletic scholarship to a student for tuition, fees, room, board, books and other educational expenses at the institution.

### Part I: 1989-90 Participants in Intercollegiate Athletics

1. Total number of first-time entering freshmen in the 1989-90 academic year.

This should equal the sum of first-time entering freshmen in Summer I and Summer II 1989, fall 1989, and spring 1990.

2. Total number of 1989-90 first-time-entering freshmen who participated in intercollegiate athletics in the 1989-90 academic year: Report in Column 1 the number receiving a full or partial athletic scholarship; student-athletes who did not receive an athletic grant should be reported in Column 2.
3. Of the number reported in (2), report those participating in football, men's basketball, women's basketball and track or cross-country.
4. Total number of students (including freshmen) who participated in intercollegiate athletics during the 1989-90 academic year: Report in Column 3 the number receiving a full or partial athletic scholarship; student-athletes who did not receive an athletic grant should be reported in Column 4.
5. Of those reported in (4), report the number who participated in football, men's basketball, women's basketball and track or cross-country in the 1989-90 academic year

## Part II: Progression of 1989-90 Participants in Intercollegiate Athletics

6. Of the total reported in (2) above, give the number still enrolled in fall 1990. How many are still enrolled in fall 1990 and making satisfactory progress toward a degree? How many left the institution in good academic standing prior to graduation? Report in Column 1 of Part II on those who received a full or partial athletic grant in 1989-90; freshman student-athletes who did not receive an athletic scholarship in 1989-90 should be reported in Column 2.
7. Of those reported by sport in (3) above, give the number still enrolled fall 1990. How many are still enrolled in fall 1990 and making satisfactory progress toward a degree? How many left the institution in good academic standing prior to graduation? Report track and cross-country participants in the same column.
8. Of those reported in (4) above, give the number still enrolled in fall 1990. How many are still enrolled in fall 1990 and making satisfactory progress toward a degree? How many left the institution in good academic standing prior to graduation? How many received a degree from the institution in 1989-90? Report in Column 1 on the number of all 1989-90 student-athletes who received a full or partial athletic grant in 1989-90; all 1989-90 athletes who did not receive an athletic scholarship in 1989-90 should be reported in Column 2.
9. Of those reported by sport in (5) above, give the number still enrolled in fall 1990. How many are still enrolled in fall 1990 and making satisfactory progress toward a degree? How many left the institution in good academic standing prior to graduation? How many received a degree from the institution in 1989-90? Report track and cross-country participants in the same column.

For purposes of this report, SATISFACTORY PROGRESS is defined to mean that a student is enrolled in a program of studies leading to a degree from the institution and meets institutional regulations regarding satisfactory progress toward that degree.

GOOD ACADEMIC STANDING is defined as the academic standards used by your institution to determine good academic standing for all enrolled students.

PARTICIPATION BY SPORT: Count students who participated in football and any other sport in the football category only; count students who participated in basketball (men's or women's) and any other sport except football in the basketball category only.

### FINANCIAL AID TO STUDENT-ATHLETES

1. This form should be provided to ADHE annually as a supplement to the OCR B3: Financial Assistance to Students in Institutions of Higher Education. The report is due at ADHE by December 1, 1990.
2. Reporting Period: Data for this Supplement are to be reported for the preceding fiscal year, e.g., July 1, 1989 - June 30, 1990.

3. Student athletes are defined to include all students who participated in intercollegiate athletics during the reporting period. This includes students who were listed by your institution on official rosters for any intercollegiate team during the reporting period, including athletes who were redshirted, those who practiced or traveled with the team, and students who received financial aid as defined in (4)-(9) below.
4. In addition to reporting financial aid to all student-athletes, please report the same information for participants in football, men's basketball and women's basketball in the appropriate rows and columns. Count a student who participates in basketball (men's or women's) and any other sport except football in the basketball category.
5. For purposes of this report, financial aid to student-athletes is defined to include financial assistance to students for tuition, fees, room and board, and books. Tuition waivers are also defined here as financial aid. The value of tuition waivers should be reported under E & G funds in Columns 1 and 2.
6. Financial aid awards to student-athletes should be reported in Columns 1-6 of this form if these awards meet any of these criteria: (a) the award is an athletic performance-based scholarship or grant provided to a student defined in (3) above as a student-athlete; (b) financial aid is provided to a student-athlete from unrestricted educational and general state funds; (c) financial aid is provided to a student-athlete from auxiliary funds; or (d) financial aid is provided from other sources, including private or federal funds such as (but not limited) foundations, college work-study scholarships, Pell Grants, and similar sources.
7. Report financial aid to student-athletes from E&G state funds in Columns 1 and 2. Include the value of tuition waivers in these columns. Exclude expenditures financed by grants-in-aid from other sources.
8. Report financial aid to student-athletes from auxiliary funds in Columns 3 and 4. Auxiliary funds are revenues derived directly from operation of auxiliary enterprises (such as residence halls, food services, college stores, student unions).
9. Report financial aid to student-athletes from all other sources in Columns 5 and 6. These sources include Pell Grants, work-study scholarships, and similar sources.
10. The figures reported on each row of Column 8 should equal the sum of the same row in Columns 1, 3, and 5. Column 8 should equal the sum of Columns 2, 4, and 6.
11. Data on athletes who participate in football and basketball should be included in the information reported for all athletes.
12. Row totals for All Athletes should equal the sum of All In-State Athletes plus All Out-of-State Athletes.

13. Row totals for All Participants in Football and Basketball should equal the sum of In-State Football and Basketball Participants plus Out-of-State Football and Basketball Participants.

Adopted: Agenda Item No. 7  
April 20, 1990



## REVISION OF FACULTY EVALUATION GUIDELINES

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Act 244 of 1989 (A.C.A. §6-61-219) requires each public institution of higher education to develop a plan for the annual performance review of all full-time faculty members. Pursuant to the requirements of this act, ADHE developed "SBHE Guidelines, Institutional Plans for Annual Review of Faculty Performance" as a guide for the development of these plans. This document was approved by the SBHE at the October 1989 meeting of the Board.

Act 465 of 1995 amended Act 244 to define further certain requirements of the faculty performance reviews. This act requires that the evaluation of faculty by students be applicable to all teaching faculty, full-time, part-time, and graduate teaching assistants and shall include an assessment of the fluency in English of the faculty member or graduate teaching assistant. In addition, Act 1270 of 1995 requires that annual faculty performance reviews include tenured as well as nontenured faculty members. The SBHE guidelines have been revised to incorporate the additional requirements of these two acts.

Act 1270 further requires that "...a written description of the evaluation procedure or process shall be filed with the Joint Interim Committee on Education prior to December 1, 1995," for review by the Committee. It is proposed that the revised document, "SBHE Guidelines, Institutional Plans for Annual Review of Faculty Performance" be submitted as the required "written description of the procedure or process."

The following resolution was approved by the State Board on October 20, 1995 (Agenda Item No. 25):

**RESOLVED**, That the State Board of Higher Education approves the "SBHE Guidelines, Institutional Plans for Annual Review of Faculty Performance" as amended.

**FURTHER RESOLVED**, That, by the adoption of these guidelines, the guidelines approved on October 13, 1989, and amended on April 10, 1992, are so amended.

**FURTHER RESOLVED**, That the State Board of Higher Education recognizes that the "SBHE Guidelines, Institutional Plans for Annual Review of Faculty Performance" as amended accurately describes the procedure or process used for annual reviews of faculty performance in publicly supported institutions of higher education in Arkansas.

## **STATE BOARD OF HIGHER EDUCATION GUIDELINES INSTITUTIONAL PLANS FOR ANNUAL REVIEW OF FACULTY PERFORMANCE**

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The following are State Board of Higher Education guidelines for the preparation of institutional plans for annual faculty performance review:

### I. Description

The institutional plan for annual faculty performance review shall describe the process, including details about how individual faculty members will be reviewed, instruments or review activities involved, and the various steps and approvals of the assessment at each level of the institution's organization and administration.

### II. Who shall be evaluated

The institutional plan shall prescribe a process for the evaluation of all full-time faculty members, both tenured and nontenured. Full-time faculty members shall be defined as individuals on full-time appointment by state institutions of higher education and paid from positions in the educational and general academic portions of appropriation acts and labeled "faculty." Included are such related categories as those labeled "professor, associate professor, assistant professor, instructor, lecturer, distinguished professor, university professor, distinguished professor-law, and extension faculty."

### III. Assessment by peers, students, and administrators

The institutional assessment plan shall involve peers, students, and administrators, and it shall describe their roles in the overall annual faculty performance review. The evaluation by students shall be applicable to all teaching faculty, full-time, part-time, and graduate teaching assistants and shall include an assessment of the fluency in English of the faculty member or graduate teaching assistant. The plan shall identify and explain any instances in which the assessment does not involve peers, students, or administrators.

### IV. Uses for promotion, salary increases, and job retention

The institutional plan shall include utilization of the results of the review, with other appropriate information, as a basis for decisions on promotion, salary increases, and job retention. The review may not be used to demote a tenured faculty member to a nontenured status. The plan shall describe processes for decision making regarding promotion, salary increases, and job retention and indicate how the results of the annual faculty performance review are incorporated into those processes.

V. Institutional monitoring of the annual faculty performance review

The institutional plan shall include institutional monitoring of the process for annual faculty performance review to ensure rigorous and consistent application. The plan shall describe the monitoring and indicate persons or positions responsible for the monitoring.

VI. Institutional evaluation of its annual faculty performance review plan

The institutional plan shall include and describe provisions for evaluating its review system and for making changes when necessary.

VII. State Board of Higher Education approval of institutional plans

State Board of Higher Education (SBHE) approval of each institution's plan is required prior to implementation of the plan. The normal process will be for proposed plans or proposed significant changes to existing plans to be submitted to the Arkansas Department of Higher Education (ADHE) by August 15 of each year and, after appropriate ADHE staff review, for the plans to be submitted to the SBHE at its fall meeting each year.

VIII. Arkansas Department of Higher Education monitoring and reporting

ADHE shall request annual reports on the institutions' evaluation processes and, at least once each biennium, report its findings to the SBHE.

Policy adopted: Agenda Item No. 8  
October 13, 1989

Amended: Agenda Item No. 24  
April 10, 1992

Amended: Agenda Item No. 25  
October 25, 1995

## STATE MINIMUM CORE REQUIRED FOR BACCALAUREATE DEGREES

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This agenda item presents for adoption the state minimum core for baccalaureate degrees, which is required by Section 2 of Act 98 of 1989.

The state minimum core proposal was developed with the assistance of an advisory committee composed of nine chief academic officers: Dr. Joel Anderson of the University of Arkansas at Little Rock; Dr. Mike Arrington of Ouachita Baptist University; Dr. Joe Clark of Henderson State University; Dr. John Dahlquist of Arkansas College; Dr. Jim Ed McGee of Arkansas Tech University; Dr. Eugene McKay of Arkansas State University-Beebe; Dr. John Pauly of the University of Arkansas for Medical Sciences; Dr. Don Pederson of the University of Arkansas, Fayetteville; and Dr. Gordon Watts of North Arkansas Community College. The committee met numerous times, and sent drafts for comment by chief academic officers of all state institutions.

The proposal has been discussed with the chief academic officers at two separate meetings and with the presidents and chancellors. There has been a great amount of compromise required for the development of the proposal, but there is general agreement that it is fair to all concerned.

The proposal is presented as both specified courses and ranges within which choices can be made in five different general academic areas. The total is to be 35-semester credit hours, and each institution is to develop its own specific list of 35 semester hours within the limits of the State Board adopted state minimum core. The specific institutional lists will be presented to the State Board for approval in the summer of 1991, with implementation scheduled for the fall of 1991. The second page of the proposal contains general provisions necessary for implementation of the state minimum core.

Act 98 of 1989 also requires that each institution develop a program for assessing the state minimum core as taught at that institution. Guidelines for the development of the institutional assessment programs will be presented at the August 3, 1990, meeting with institutional plans due for State Board review in the summer of 1991 and the assessment programs in place in the fall of 1991.

On April 20, 1990, the State Board approved the following resolution (Agenda Item No. 9):

**RESOLVED,** That the State Board of Higher Education adopts the state minimum core required for baccalaureate degrees as presented in this agenda item in response to the provisions of Section 2 of Act 98 of 1989.

**FURTHER RESOLVED,** That the state institutions of higher education are requested to propose their specific lists of courses which will constitute the state minimum core on their campuses and to present their

proposed state minimum cores to the Arkansas Department of Higher Education by May 1, 1991.

## State Minimum Core Required for Baccalaureate Degrees

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Act 98 of 1989 (Arkansas Code 6-61-218) provides that the State Board of Higher Education "shall establish in consultation with the colleges and universities a minimum core of courses which shall apply toward the general education core curriculum requirements for baccalaureate degrees at state supported institutions of higher education and which shall be fully transferable between state institutions." The term "state minimum core" will be used to describe the core identified for purposes of this legislation.

The following list of courses, with accompanying specifications, are proposed to implement this legislation:

### State Minimum Core

#### English/Communication

English Composition	6
Speech Communication	0-3

#### Math

	3*	College algebra or course as sophisticated as college algebra
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\*Institutions may require students majoring in math, engineering, science, and business to take higher math as part of the state minimum core.

#### Science

	8**	Science courses must include laboratories.
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\*\*Institutions may require students majoring in math, engineering, science, education, and health related professions to take higher or specific science courses as part of the state minimum core.

#### Fine Arts/Humanities

	6-9***	Must be broad survey courses(s).
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#### Social Sciences

US History or Government	3
Other Social Science	6-9***

\*\*\*Institutions may require students majoring in engineering to take either six hours of humanities and social sciences at the junior/senior level or

substitute an additional six hours of higher math and/or additional science as part of the state minimum core.

Total 35

### **State Minimum Core Required for Baccalaureate Degrees General Provisions**

1. Within the framework of the state minimum core specified on the previous page, each state institution shall propose 35 semester-credit hours from its institutional general education core to be recognized for purposes of this legislation. The total general educational degree requirements at each institution may exceed the state minimum core requirements.
2. Each state institution shall present its proposed state minimum core for consideration by the State Board of Higher Education for recognition under this legislation. Institutions may present proposed changes in their state minimum cores to the State Board as necessary.
3. Each state institution shall accept for transfer and apply toward requirements for any baccalaureate degree such parts of any other state institution's state minimum core as shall be presented by transfer students. If a student transfers to an institution which has total general education degree requirements that exceed the state minimum core, after recognizing all courses presented from the sending institution's state minimum core, the receiving institution may determine which additional general education courses are required to make up the difference between the state minimum core courses presented and the institution's total general education degree requirements.
4. Students should be aware that score requirements for credit by examination on such tests as CLEP or Advanced Placement vary among institutions and that institutions to which they transfer may have different requirements than the requirements of the institution previously attended. Institutions are requested to show on their transcripts the test scores utilized for awarding credit by examination.
5. Frequently, courses with a grade of D do not transfer, and students should be aware that institutional policies regarding the transfer of courses with D grades may vary.
6. In math and science, higher courses than those required will be accepted for purposes of the state minimum core.
7. A receiving institution may be more lenient in accepting credit at its own election; however, the policies regarding the state minimum core do not obligate the receiving institution beyond the stated courses and provisions.

8. A student who has enrolled under more than one state minimum core may select that core which is to be transferred to the receiving institution.

### **Other Transfer Agreements**

Students should be aware that there are other transfer agreements which involve specific institutions and groups of institutions and which provide for transfer of greater numbers of semester credit hours than are included in the state minimum core. There are voluntary core curriculum transfer agreements which include several institutions of higher education in instances such as baccalaureate liberal arts and elementary education degrees. There are also a number of transfer agreements between two institutions in specific fields such as engineering or agriculture.

Approved: Agenda Item No. 9  
April 20, 1990



## REVISIONS TO THE STATE MINIMUM CORE CURRICULA

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

In accordance with Act 672 of 2005, the Coordinating Board approved the Arkansas Course Transfer System (ACTS) in October 2006. ACTS incorporates and eventually will replace the existing State Minimum Core Curricula.

The revised core curricula appear on the following pages with revisions indicated in **bold** and *italics*.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the revised curricula for Southern Arkansas University—Magnolia, University of Arkansas, Fayetteville, University of Arkansas - Fort Smith, University of Central Arkansas, Arkansas State University—Beebe, Cossatot Community College of the University of Arkansas, East Arkansas Community College, Ouachita Technical College, Phillips Community College of the University of Arkansas, Rich Mountain Community College, Southern Arkansas University—Tech, and the University of Arkansas Community College at Hope.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to distribute the State Minimum Core Curricula to all public colleges and universities.

**STATE MINIMUM CORE CURRICULUM**  
**Southern Arkansas University—Magnolia**

**English/Communications\*\*\***

*Nine (9) hours required*

ENGL	1113	Composition I
ENGL	1123	Composition II
SPCH	1113	Speech

**Math**

*Three (3) hours required from the following:*

MATH	1023	College Algebra
MATH	1045	Pre-Calculus Mathematics
MATH	1525	Calculus I

**Science**

*Four (4) hours required from the following:*

BSCI	1013/1011	Biological Sciences and Lab
BIOL	1013/1011	Invertebrate Zoology and Lab
BIOL	1023/1021	Vertebrate Zoology and Lab
BIOL	1033/1031	General Botany and Lab

*Four (4) hours required from the following:*

CHEM	1013/1011	General Chemistry I and Lab
CHEM	1023/1021	University Chemistry I and Lab
<b>CHEM</b>	<b>1133/1131</b>	<b>Chemistry in Society and Lab</b>
PHSC	2023/2021	Physical Sciences and Lab
PHYS	2003/2001	General Physics and Lab
PHYS	2203/2201	University Physics I and Lab
GEOL	1003/1001	Physical Geology and Lab

**Southern Arkansas University—Magnolia**  
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**Fine Arts/Humanities**

*Six (6) hours required from the following:*

ENGL	2213	World Literature I
ENGL	2223	World Literature II
ART	2013	An Introduction to Fine Arts: Art
MUS	2013	An Introduction to Fine Arts: Music
PHIL	2403	Introduction to Philosophy

**\*Social Sciences**

*Nine (9) hours required*

*Three (3) hours required from the following:*

PSCI	2003	American Government
HIST	2013	United States History I
HIST	2023	United States History II

*Six (6) hours required from the following:*

HIST	1003	World History I
HIST	1013	World History II
HIST	2013	United States History I**
HIST	2023	United States History II**
ECON	2003	Macroeconomics Principles
GEOG	2003	Introduction to Geography
PSCI	2003	American Government
PSYC	2003	General Psychology (either)
SOC	1003	General Anthropology (or)
SOC	2003	Introduction to Sociology

\*SAUM requires three (3) to six (6) hours of History and three to six (6) hours of other Social Sciences.

\*\*If not selected to meet the first 3 hours of the social sciences requirement.

\*\*\*Honors courses are accepted for general education course credit.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**University of Arkansas, Fayetteville**

**English/Communications**

Six (6) hours required

ENGL	1013	Composition I
ENGL	1023	Composition II

**\*Math**

*Three (3) hours required*

MATH	1203	College Algebra
		Any higher-level mathematics course required by major

**\*\*Science**

*Eight (8) hours required from the following:*

ASTR	2003/2001L	Survey of the Universe/Lab
ANTH	1013/1011L	Biological Anthropology/Lab
BIOL	1543/1541L	Principles of Biology/Lab
BIOL	1613/1611L	Plant Biology/Lab
CHEM	1023/1021L	Basic Chemistry for Health Sciences/Lab
CHEM	1103/1101L	University Chemistry I/Lab
CHEM	1123/1121L	University Chemistry II/Lab
CHEM	1053/1051L	Chemistry in the Modern World/Lab
CHEM	1074/1071L	Fundamentals of Chemistry/Lab
CHEM	1213/1211L	Chemistry for Majors I/Lab
CHEM	1223/1221L	Chemistry for Majors II/Lab
GEOL	1113/1111L	General Geology/Lab
GEOL	1133/1131L	Environmental Geology/Lab
PHYS	1023/1021L	Physics & Human Affairs/Lab
PHYS	1044	Physics for Architects I
PHYS	1054	Physics for Architects II
PHYS	2013/2011L	College Physics I/Lab
PHYS	2033/2031L	College Physics II/Lab
PHYS	2054/2050L	University Physics I/Lab
PHYS	2074/2070L	University Physics II/Lab

**University of Arkansas, Fayetteville**

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**\*\*Science (continued)**

BIOL	1603/1601L	Principles of Zoology/Lab
BIOL	2443/2441L	Human Anatomy/Lab
BIOL	2213/2211L	Human Physiology/Lab

**\*\*\*Fine Arts/Humanities**

*Six (6) hours required; Three (3) hours required from two (2) categories:*

**Fine Arts**

(a) The following courses:

ART	1003	Art Studio
ARCH	1003	Architecture Lecture
ARHS	1003	Art Lecture
COMM	1003	Film Lecture
DANC	1003	Basic Course in the Arts: Movement and Dance
DRAM	1003	Theater Lecture
LARC	1003	The American Landscape
MLIT	1003	Music Lecture
HUMN	1003	Introduction to the Arts and Aesthetics

**Humanities**

(b) The following courses:

PHIL	2003	Introduction to Philosophy
PHIL	2103	Introduction to Ethics
PHIL	2203	Logic
PHIL	3103	Ethics and the Professions

**University of Arkansas, Fayetteville**  
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**Humanities (continued)**

c) The following courses:

WLIT	1113	World Literature I
WLIT	1123	World Literature II
CLST	1003	Introduction to Classical Studies: Greece
CLST	1013	Introduction to Classical Studies: Rome
HUMN	1124H	Honors Equilibrium of Cultures, 500 to 1600
HUMN	2124H	Honors 20 <sup>th</sup> Century Global Culture

(d) The following courses:

Any foreign language	2003	Intermediate Language I
HUMN	2003	Introduction to Gender Studies

**\*\*\*Social Sciences**

*Three (3) hours required from the following:*

HIST	2003	History of the American People to 1877
HIST	2013	History of the American People, 1877 to Present
PLSC	2003	American National Government

*Nine (9) hours required*

*Three (3) hours required from two (2) areas:*

AGEC	1103	Principles of Agricultural Microeconomics
AGEC	2103	Principles of Agricultural Macroeconomics
ANTH	1023	Introduction to Cultural Anthropology
ECON	2013	Principles of Macroeconomics
ECON	2023	Principles of Microeconomics
ECON	2143	Basic Economics - Theory and Practice
GEOG	1123	Human Geography
GEOG	2023	Economic Geography
GEOG	2103	Emerging Nations

**University of Arkansas, Fayetteville**  
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**\*\*\*Social Sciences (continued)**

*Three (3) hours required from two (2) areas:*

GEOG	2203	Developed Nations
HESC	1403	Life Span Development
HESC	2413	Family Relations
HIST	2003	History of the American People to 1877****
HIST	2013	History of the American People, 1877 to Present****
<b>HIST</b>	<b>1113</b>	<b><i>Institutions and Ideas of World Civilizations I</i></b>
HIST	1113H	Honors World Civilization I
<b>HIST</b>	<b>1123</b>	<b><i>Institutions and Ideas of World Civilizations II</i></b>
HIST	1123H	Honors World Civilization II
HUMN	1114H	Honors Roots of Culture to 500 CE
HUMN	2114H	Honors Birth of Culture, 1600-1900
PLSC	2003	American National Government
PLSC	2013	Introduction to Comparative Politics
PLSC	2203	State and Local Government
PSYC	2003	General Psychology
RSOC	2603	Rural Sociology
SOCI	2013	General Sociology
SOCI	2033	Social Problems
WCIV	1003	Western Civilization I
WCIV	1013	Western Civilization II

\* Some students majoring in math, engineering, science, and Business may be required to take a higher math as part of the State Minimum Core.

\*\* Some students majoring in math, engineering, science, education, and health-related professions may be required to take higher or specific science courses as part of the State Minimum Core.

\*\*\* Some students majoring in engineering may be required to take either six hours of humanities or social sciences at the junior/senior-level or substitute an additional six hours of higher math and/or additional science as part of the State Minimum Core.

\*\*\*\* If not selected to meet the first 3 hours of the social sciences requirement.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**University of Arkansas - Fort Smith**

**English/Communications**

*Six (6) hours required from the following:*

ENGL	1203	Freshman English I
ENGL	1213	Freshman English II <b>OR</b>
ENGL	1223	Technical Composition

		<b>OR</b> the Honors Track:
ENGL	1233	Honors Composition
ENGL	2863	Advanced Composition

*Three (3) hours required*

SPCH	1203	Introduction to Speech Communication
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**\*Math**

*Three (3) hours required from the following:*

MATH	1303	College Mathematics
MATH	1403	College Algebra or <b><i>Math with College Algebra as a prerequisite</i></b>

**\*Science**

*Eight (8) hours required from the following:*

BIOL	1154	Biological Science
BIOL	1524	Anatomy and Physiology
BIOL	1534	Anatomy and Physiology II
BIOL	2304	General Botany
BIOL	2504	General Microbiology
BIOL	2704	General Zoology
CHEM	1304	Chemical Principles
CHEM	1314	Organic Physiological Chemistry
CHEM	1404	College Chemistry I
CHEM	1414	College Chemistry II



**University of Arkansas - Fort Smith**

**Page 2**

GEOL	1254	Physical Geology
PHSC	2654	Earth Science
PHSC	2754	Physical Science
PHYS	2784	Physics Concepts and Applications
PHYS	2803/2811	College Physics I/Lab
PHYS	2823/2831	College Physics II/Lab
PHYS	2903/2911	Engineering Physics I/Lab
PHYS	2923/2911	Engineering Physics II/Lab

**Fine Arts/Humanities**

*Six (6) hours required*

*Three (3) hours from the following:*

ART	2863	Survey of Art History I
ART	2873	Survey of Art History II
HUMN	2563	Humanities Through the Arts
MUSI	2763	Music Appreciation

*Three (3) hours from the following:*

ENGL	2783	American Literature to 1865
ENGL	2793	American Literature 1865 to Present
ENGL	2803	World Literature to 1750
ENGL	2813	World Literature 1750 to Present
PHIL	2753	Introduction to Philosophy

**University of Arkansas - Fort Smith**  
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**Social Sciences**

*Nine (9) hours required*

*Three (3) hours required from the following:*

HIST	2753	United States History I
HIST	2763	United States History II
POLS	2753	American National Government

*Six (6) hours required from the following:*

HIST	1123	Civilizations of the World to 1500
HIST	1133	Civilizations of the World Since 1500
HIST	1163	Survey of Western Civilization I
HIST	1173	Survey of Western Civilization II
HIST	2753	United States History I**
HIST	2763	United States History II**
POLS	2753	American National Government**
GEOG	2753	World Regional Geography
PSYC	1163	General Psychology
ANTH	2803	Cultural Anthropology
SOCI	2753	Introduction to Sociology
ECON	2803	Principles of Macroeconomics
ECON	2813	Principles of Microeconomics

\* Some students majoring in math, engineering, technology, science, education, and health-related professions may be required to take higher or specific math and science courses as part of the State Minimum Core.

\*\* If HIST 2753/HIST 2763 or POLS 2753 is selected to meet the requirement for U.S History/Government, the course may not be used to meet the additional six-hour requirement for Social Science.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**University of Central Arkansas**

**English/Communications**

*Six (6) hours required*

WRTG	1310	Introduction to College Writing <b>or</b>
HONC	1310	Honors Core I

WRTG	1320	Academic Writing <b>or</b>
HONC	1320	Honors Core II

**Mathematics**

*Three (3) hours required*

MATH	1360	Math for General Education
MATH	1390	College Algebra <b>or</b>
		A higher level mathematics course for which College Algebra is a prerequisite

**Science**

*Eight (8) hours required*

*Four (4) hours from the following:*

BIOL	1400	Biology for General Education
BIOL	1440	Principles of Biology I

*Four (4) hours from the following:*

CHEM	1400	Chemistry in Society
CHEM	1450	College Chemistry I
CHEM	1402	Physiological Chemistry I
PHYS	1400	Physical Science for General Education
PHYS	1401	Descriptive Astronomy
PHYS	1405	Applied Physics
PHYS	1410	College Physics I
PHYS	1441	University Physics

**University of Central Arkansas**  
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**Fine Arts/Humanities**

*Six (6) hours required*

*Three (3) hours from the following:*

ART	2300	Art Appreciation
MUS	2300	Music Appreciation
<b>THEA</b>	2300	Theatre Appreciation
HONC	2320	<i>Honors Core IV</i>
MCOM	2310	Film Appreciation

*Three (3) hours from the following:*

ENGL	1330	Introduction to African/African American Studies
ENGL	2305	World Literature I
ENGL	2306	World Literature II
ENGL	2370	Introduction to Fiction
ENGL	2380	Introduction to Poetry
ENGL	2390	Introduction to Drama
WLAN	2315	Cultural Studies
WLAN	2325	Issues of Cultural Identity in Francophone <b>Africa</b> & the Caribbean
FYFS	1301	First Year Seminar: Studies in Humanities
FYFS	1310	First Year Seminar: Studies in World Cultural Traditions
HONC	1310	Honors Core I
HONC	2310	Honors Core III
PHIL	1301	Philosophy for Living
PHIL	2305	Critical Thinking
PHIL	2325	Contemporary Moral Problems
PHIL	2360	Gender, Race, and Class: Philosophical Issues
RELG	1320	World Religions
<b>ENGL</b>	<b>1350</b>	<b>Introduction to Literature</b>
<b>FREN</b>	<b>2320</b>	<b>French Conversation &amp; Composition II</b>
<b>GERM</b>	<b>2320</b>	<b>German Conversation &amp; Composition II</b>
<b>SPAN</b>	<b>2320</b>	<b>Spanish Conversation &amp; Composition II</b>
<b>RELG</b>	<b>1330</b>	<b>Exploring Religion</b>
<b>PHIL</b>	<b>1330</b>	<b>World Philosophies</b>
<b>WLAN</b>	<b>2350</b>	<b>World Languages (cross-listed as WRTG 2350)</b>

**University of Central Arkansas**  
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**Social Sciences**

*Twelve (12) hours required*

*Three (3) hours from the following:*

HIST	2301	American Nation I
HIST	2302	American Nation II
PSCI	1330	US Government and Politics

*Three (3) hours from the following:*

HIST	1310	World History I
HIST	1320	World History II

*Six (6) hours from the following:*

ECON	1310	Modern Political Economy
GEOG	1305	Principles of Geography
HONC	1320	Honors Core II
PSCI	1330	US Government and Politics
PSCI	2300	Introduction to International Relations
PSYC	1300	General Psychology
SOC	1300	Principles of Sociology
SOC	1302	Anthropology
ECON	2310	Global Environment of Business
<b>GEOG</b>	<b>1300</b>	<b>Geography of World Regions</b>

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**Arkansas State University—Beebe**

**English/Communications**

*Nine (9) hours required*

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications

**Math**

*Three (3) hours required*

MATH	1023	College Algebra
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**Science**

*Eight (8) hours required from the following:*

BIOL	1004	Biological Science
PHSC	1204	Physical Science
PHSC	1304	Earth Science
BOT	1104	General Botany
BIOL	2024	Ecology
BIOL	2104	Microbiology
ZOOL	1304	General Zoology I
ZOOL	1314	General Zoology II
ZOOL	2004	Human Anatomy and Physiology I
ZOOL	2014	Human Anatomy and Physiology II
CHEM	1014	General Chemistry I
CHEM	1024	General Chemistry II
PHYS	1014	Applied Physics for Health Science
PHYS	2054	General Physics I
PHYS	2064	General Physics II
PHYS	2074	<b>University</b> Physics I
PHYS	2084	<b>University</b> Physics II

**Arkansas State University—Beebe**

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**Fine Arts/Humanities**

*Three (3) hours required from the following:*

ART	2503	Fine Arts—Visual
MUS	2503	Fine Arts—Musical
<b>THEA</b>	2503	Fine Arts—Theatre
HUM	2003	Introduction to Humanities I: Greece and Rome
HUM	2013	Introduction to Humanities II: Europe

*Three (3) hours required from the following:*

ENG	2003	World Literature I
ENG	2013	World Literature II

**Social Sciences**

*Three (3) hours required from the following:*

HIST	2763	The United States to 1876
HIST	2773	The United States since 1876
POSC	2103	<b>Introduction to United States Government</b>

*Three (3) hours required from the following:*

HIST	1013	World Civilization to 1660
HIST	1023	World Civilization since 1660

*Three (3) hours required from the following:*

*HIST	1013	World Civilization to 1660
*HIST	1023	World Civilization since 1660
GEOG	2613	Introduction to Geography
GEOG	2603	World Regional Geography
SOC	2213	<b>Principles of Sociology</b>
PSY	2013	<b>Introduction to Psychology</b>
*HIST	2763	The United States to 1876
*HIST	2773	The United States since 1876
*POSC	2103	<b>Introduction to United States Government</b>

\*If not selected to meet U.S. History/Government or other Social Sciences requirement.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**Cossatot Community College of the University of Arkansas**

**English/Communications**

Nine (9) hours required

ENGL	1113	Composition I
ENGL	1123	Composition II
SPCH	1113	Principles of Speech

**Math**

*Three (3) hours required from the following:*

MATH	1023	College Algebra
MATH	2043	Trigonometry & Analytic Geometry

**Science**

*Four (4) hours required from the following:*

BIOL	1014	General Biology w/lab
BIOL	1024	General Botany w/lab
BIOL	1034	General Zoology w/lab
BIOL	2064	Anatomy & Physiology I
BIOL	2074	Anatomy & Physiology II
BIOL	2094	General Microbiology

*Four (4) hours required from the following:*

<b>ASTR</b>	<b>1014</b>	<b><i>Introduction to Astronomy</i></b>
CHEM	1014	General Chemistry
CHEM	1024	University Chemistry I
CHEM	2024	Organic Physiological Chemistry
PHYS	2024	Physical Science
PHYS	2044	College Physics

**Fine Arts/Humanities**

*Three (3) hours from the following:*

ENGL	2213	World Literature I
ENGL	2223	World Literature II



**Cossatot Community College of the University of Arkansas**  
**Page 2**

**Fine Arts/Humanities (continued)**

*Three (3) hours from the following:*

FA	2003	Introduction to Fine Arts: Art
FA	2013	Introduction to Fine Arts: Music
PHIL	2003	Introduction to Philosophy

**Social Sciences**

*Three (3) hours from the following:*

HIST	2013	U.S. History to 1876
HIST	2023	U.S. History Since 1876
PSCI	2003	American Government

*Three (3) hours from the following:*

HIST	1003	Western Civilization to 1700
HIST	1013	Western Civilization Since 1700

*Three (3) hours from the following:*

PSYC	2003	General Psychology
SOC	2003	Introduction to Sociology
GEOG	2003	Introduction to Geography
ECON	2003	Macroeconomics
ECON	2103	Microeconomics
SOC	2033	Sociology of Marriage & Family
PSYC	2033	Developmental Psychology
HIST	1113	Arkansas History

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**East Arkansas Community College**

**English/Communications**

Nine (9) hours required

ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Communication

**Math**

*Three (3) hours required*

MTH	1113	College Algebra
<b>MTH</b>	<b>1013</b>	College Mathematics
		Any higher level mathematics course for which College Algebra is a prerequisite

**Science**

*Four (4) hours required from the following:*

BIO	1014	General Biology
BIO	1614	General Zoology
BIO	2114	Anatomy and Physiology I
BIO	2134	Anatomy and Physiology II
BIO	2504	Microbiology

*Four (4) hours required from the following:*

CHE	1024	General Education Chemistry
CHE	1214	College Chemistry I
PHS	1214	Physical Science I
PHY	2114	General Physics

**East Arkansas Community College**  
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*Three (3) hours required from the following:*

ENG	2073	World Literature I
ENG	2083	World Literature II
<b>ENG</b>	<b>2183</b>	<b>Western Literature I</b>
<b>ENG</b>	<b>2283</b>	<b>Western Literature II</b>
<b>ENG</b>	<b>2193</b>	<b>British Literature I</b>
<b>ENG</b>	<b>2293</b>	<b>British Literature II</b>
ENG	2243	American Literature Before 1865
ENG	2253	American Literature After 1865
ENG	2093	Survey of Black American Literature

*Three (3) hours required from the following:*

ART	1003	Art Appreciation
MUS	1003	Music Appreciation
DRA	1003	Theatre Appreciation

**\*Social Sciences**

*Three (3) hours required from the following:*

HIS	1013	Western Civilization I
HIS	1023	Western Civilization II

*Three (3) hours required from the following:*

HIS	2033	United States History before 1865
HIS	2043	United States History since 1865
PCS	2003	American Government

*Three (3) hours required from the following:*

PSY	1003	General Psychology
SSC	1003	Introduction to Social Science
SOC	1013	Introduction to Sociology
SOC	2043	Introduction to Anthropology

**East Arkansas Community College**  
**Page 3**

**Social Sciences (continued)**

SOC	2003	Social Problems
PSC	2003	American Government
BUS	2213	Principles of Macroeconomics
HIS	2033	United States History before 1865
HIS	2043	United States History since 1865
HIS	1013	Western Civilization I
HIS	1023	Western Civilization II

\*No more than six (6) hours of history will count toward satisfying the Social Science requirement and no more than three (3) hours of economics will count toward satisfying the Social Science requirement.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**Ouachita Technical College**

**English/Communications**

*Nine (9) hours required*

ENGL	1113	Composition I
ENGL	1213	Composition II
COMM	2113	Oral Communication

**Math**

Three (3) hours required

MATH	1143	College Algebra <b>or</b>
MATH	1153	Mathematics for Liberal Arts <b>or</b>
		Any higher level mathematics requiring College Algebra as a prerequisite

**Science**

*Four (4) hours required*

BIOL	1124	Introduction to Biology
BIOL	2114	General Botany
BIOL	2124	General Zoology

*Four (4) hours required*

<b>CHEM</b>	<b>1004</b>	<b>Chemistry I for General Education</b>
CHEM	1214	General Chemistry I
CHEM	1224	General Chemistry II
PHYC	1124	Introduction to Physics

**Fine Arts/Humanities**

Three (3) hours required

PHIL	2113	Introduction to Philosophy
<b>ENGL</b>	<b>2213</b>	<b>World Literature I</b>
<b>ENGL</b>	<b>2223</b>	<b>World Literature II</b>

**Ouachita Technical College**  
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**Fine Arts/Humanities (continued)**

*Three (3) hours required*

HUMN	2113	Humanities: Art
HUMN	2123	Humanities: Music
HUMN	2133	Humanities: Theater

**Social Sciences**

*Three (3) hours required*

GOVT	1113	American National Government
HIST	2113	U.S. History through 1865
HIST	2123	U.S. History since 1865

Three (3) hours required

HIST	1113	Civilization through 16 <sup>th</sup> Century
HIST	1123	Civilization since 16 <sup>th</sup> Century

*Three (3) hours required*

ECON	2113	Principles of Macroeconomics
ECON	2213	Principles of Macroeconomics
GEOG	1113	Geography
PSYC	1113	General Psychology
SOCI	1113	Introduction to Sociology

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**Phillips Community College of the University of Arkansas**

**English/Communications**

*Nine (9) hours required from the following:*

EH	113	Freshman English I
EH	123	Freshman English II
SP	243	Fundamentals of Speech

**Math**

*Three (3) hours required from the following:*

MS	123	College Algebra
MS	133	Trigonometry
MS	215	Calculus I

**Science**

*Four (4) hours required from the following:*

BY	114	General Biology I
BY	124	General Biology II
BY	134	Zoology
BY	144	Botany
BY	154	Anatomy and Physiology I
BY	164	Anatomy and Physiology II

*Four (4) hours from the following:*

CY	114	General Chemistry I
CY	124	General Chemistry II
PS	114	Physical Science
PS	215	General Physics
PS	225	General Physics
<b>PS</b>	<b>235</b>	<b>General Tech Physics I</b>
<b>PS</b>	<b>245</b>	<b>General Tech Physics II</b>

**Phillips Community College of the University of Arkansas**  
**Page 2**

**Fine Arts/Humanities**

*Three (3) hours required from the following:*

EH	233	World Literature I
EH	243	World Literature II

*Three (3) hours from the following:*

EH	233	World Literature I
EH	243	World Literature II
EH	263	African American Literature
FA	213	Fine Arts
FA	223	Fine Arts
MSC	223	Music Appreciation
PHIL	153	Introduction to Philosophy
SP	123	Introduction to Theatre

**Social Sciences**

*Three (3) hours required from the following:*

HY	213	United States History to 1877
HY	223	United States History since 1877
PLS	213	American Federal Government

*Six (6) additional hours required from the following:*

ES	213	Principles of Macroeconomics
ES	223	Principles of Microeconomics
GEOG	213	Introduction to Geography
HY	113	History of Western Civilization to 1600
HY	123	History of Western Civilization since 1600
HY	153	Arkansas History
HY	223	United States History since 1877
PLS	223	State and Local Government
PSY	213	General Psychology
SY	213	Fundamentals of Sociology

**Revised: February 2, 2007**



**STATE MINIMUM CORE CURRICULUM**  
**Rich Mountain Community College**

**English/Communications**

*Nine (9) hours required from the following:*

ENG	113	English Composition I
ENG	123	English Composition II
SPC	203	Oral Communications

**Math**

*Three (3) hours required from the following:*

MATH	203	College Algebra Any higher-level mathematics course for which College Algebra is a prerequisite
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**Science**

*Four (4) hours required from the following:*

BIO	104	Biological Science
<b>BIO</b>	<b>134</b>	<b>Anatomy and Physiology I</b>
<b>BIO</b>	<b>144</b>	<b>Anatomy and Physiology II</b>
<b>BIO</b>	<b>204</b>	<b>Microbiology and Immunology</b>
BIO	214	General Zoology
BIO	224	General Botany

*Four (4) hours required from the following:*

CHM	114	General Chemistry I
CHM	134	Principles of Chemistry
PHS	214	General Physics I
PSC	104	Earth Science
PSC	114	Physical Science

**Fine Arts/Humanities**

*Six (6) hours required*

*Three (3) hours required from the following:*

ENG	223	World Literature I
ENG	233	World Literature II

**Rich Mountain Community College**

**Page 2**

**Fine Arts/Humanities (continued)**

*Three (3) hours required from the following:*

ART	143	Art Appreciation
DRA	203	Theatre Arts
*ENG	223	World Literature I
*ENG	233	World Literature II
<b>ENG</b>	<b>243</b>	<b>American Literature I</b>
<b>ENG</b>	<b>253</b>	<b>American Literature II</b>
ENG	283	Creative Writing
HUM	203	Humanities through the Arts
MUS	203	Music Appreciation
PHI	203	Philosophy

**Social Sciences**

*Three (3) hours required from the following:*

HIS	213	United States History I
HIS	223	United States History II
PSI	103	American National Government

*Six (6) hours required from the following:*

CRJ	103	Introduction to Criminal Justice
CRJ	133	Juvenile Crime and Delinquency
GEO	103	Regional Geography of the World
GEO	223	Global Studies
HIS	113	Western Civilization I
HIS	123	Western Civilization II
PSY	203	General Psychology
PSY	213	Developmental Psychology
PSY	223	Abnormal Psychology
SOC	103	Introduction to Sociology
SOC	113	Social Problems
SOC	133	Social Marriage and the Family
**HIS	213	United States History I
**HIS	223	United History II
HIS	233	Arkansas History
**PSI	103	American National Government

\* If not selected to meet literature requirement.

\*\* If not selected to meet U.S. History/Government requirement.

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**Southern Arkansas University—Tech**

**English/Communications**

*Nine (9) hours required*

<b>ENGL</b>	<b>1113</b>	Composition I
<b>ENGL</b>	<b>1123</b>	Composition II
<b>SPCH</b>	<b>1113</b>	Principles of Speech

**Math**

*Three (3) hours required from the following:*

<b>MATH</b>	<b>1023</b>	College Algebra
<b>MATH</b>	<b>1525</b>	Calculus and Analytic Geometry I

**Science**

*Four (4) hours required*

<b>BSCI</b>	<b>1013</b>	<b><i>The Biological Sciences</i></b>
<b>BSCI</b>	<b>1011</b>	<b><i>The Biological Sciences Lab</i></b>

*Four (4) hours required from the following:*

<b>PHSC</b>	<b>2023</b>	<b><i>The Physical Sciences</i></b>
<b>PHSC</b>	<b>2021</b>	<b><i>The Physical Sciences Lab</i></b>
<b>PHYS</b>	<b>2003</b>	<b><i>General Physics I</i></b>
<b>PHYS</b>	<b>2001</b>	<b><i>General Physics Lab</i></b>

**Fine Arts/Humanities**

*Three (3) hours required from the following:*

<b>ENGL</b>	<b>2213</b>	<b><i>World Literature I</i></b>
<b>ENGL</b>	<b>2223</b>	<b><i>World Literature II</i></b>

**Southern Arkansas University—Tech  
Page 2**

**Fine Arts/Humanities (continued)**

*Three (3) hours from the following:*

<b>ART</b>	<b>2013</b>	Art Appreciation
HU	2013	Humanities through the Arts
<b>MUS</b>	<b>2013</b>	Music Appreciation
<b>PHIL</b>	<b>2403</b>	Introduction to Philosophy

**Social Sciences**

*Three (3) hours required from the following:*

<b>HIST</b>	<b>1003</b>	<b>World History I</b>
<b>HIST</b>	<b>1013</b>	<b>World History II</b>

*Three (3) hours required from the following:*

<b>HIST</b>	<b>2013</b>	<b>United States History I</b>
<b>HIST</b>	<b>2023</b>	<b>United States History II</b>
<b>PSCI</b>	<b>2003</b>	<b>American Government: National</b>

*Three (3) hours required from the following:*

<b>GEOG</b>	<b>2003</b>	Introduction to Geography
<b>PSYC</b>	<b>2003</b>	General Psychology
<b>SOC</b>	<b>2003</b>	Introduction to Sociology

**Revised: February 2, 2007**

**STATE MINIMUM CORE CURRICULUM**  
**University of Arkansas Community College at Hope**

**English/Communications**

Nine (9) hours required

ENGL	1013	Composition I
ENGL	1023	Composition II
SPCH	1313	Speech

**Math**

*Three (3) hours required*

MATH	1053	College Algebra
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**Science**

*Eight (8) hours required from the following:*

BIOL	1204	Biology
BIOL	1244	General Botany
BIOL	1254	Zoology
BIOL	2214	Anatomy and Physiology I
BIOL	2224	Anatomy and Physiology II
BIOL	2234	Microbiology
CHEM	1004	Introduction to Chemistry
CHEM	1114	General Chemistry I
CHEM	1124	General Chemistry II
PHSC	1024	Physical Science

**Fine Arts/Humanities**

*Six (6) hours required*

ARTS	2003	Art Appreciation
DRAM	2003	Introduction to Theatre Arts
ENGL	2103	Literature to the Renaissance
ENGL	2113	Literature since the Renaissance

**University of Arkansas Community College at Hope**  
**Page 2**

**Fine Arts/Humanities (continued)**

MUSI	2103	Music Appreciation
PHIL	2003	Philosophy

**Social Sciences**

*Nine (9) hours required*

*Three (3) hours required from the following:*

HIST	2013	History of U.S. to 1876
HIST	2023	History of U.S. since 1876
PLSC	2103	American Government: <b>National</b>

*Six (6) hours required from the following:*

CRJU	1203	Introduction to Criminal Justice
GEOG	2203	Introduction to Geography
HIST	1003	Western Civilization to 1660
HIST	1013	Western Civilization since 1660
PSY	2303	General Psychology
PSYC	2313	Developmental Psychology
SOCI	2413	Sociology

**Revised: February 2, 2007**

## ARKANSAS ASSESSMENT OF GENERAL EDUCATION

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The 1993 session of the Arkansas General Assembly addressed a statewide concern for accountability in higher education by enacting several new statutes. Act 874 requires the adoption or development of a single standardized test to be administered annually to all college sophomores to assess their learning in the general education core curriculum, with implementation required by the end of the 1994-95 academic year. The law also requires that ADHE staff develop policies and procedures for the implementation of this "rising junior test" and that the test have its initial administration by spring 1995. The law further specifies that use of this test is a condition for each institution to receive state funding.

A committee of college and university representatives has met several times in the last eight months with ADHE staff to confer with representatives from companies which publish tests of general education, to develop criteria for the "rising junior test," and to propose procedures for the implementation and administration of the test. Their recommendations were presented to the presidents and chancellors in a March 3, 1993, meeting. In addition, the committee's recommendations were circulated to all campuses in March.

Act 874 of 1993 builds on Act 98 of 1989, which required the implementation of a state minimum core of general education and the assessment of the learning achieved in the general education core curriculum. State Board policy implementing Act 98 has been incorporated into the proposed policy with only minor modifications.

The recommendations of the committee and ADHE staff include a set of test descriptors or criteria, an overall plan for implementing assessment of general education, and the administration of the selected test. These policies will form the basis for an Invitation for Bids (IFB) to various test vendors.

On April 24, 1994, the State Board of Higher Education approved the following resolution (Agenda Item No. 38):

**RESOLVED**, That the State Board of Higher Education adopts the amended Guidelines for the Arkansas Assessment of General Education included in the agenda item.

**FURTHER RESOLVED**, That the State Board repeals the Guidelines on Institutional Plans for Assessment of the State Minimum Core approved at the November 15, 1990, SBHE meeting (Agenda Item No. 6).

**FURTHER RESOLVED**, That the State Board instructs the Director to notify all public higher education institutions that these Guidelines replace the Guidelines on Institutional Plans for Assessment of the State Minimum Core approved at the November 15, 1990, SBHE meeting (Agenda Item No. 6).

**FURTHER RESOLVED,** That the State Board instructs the Director to take appropriate actions to select the examination which will hereinafter be referred to as the Arkansas Assessment of General Education (AAGE).

**FURTHER RESOLVED,** That the State Board instructs the Director of Higher Education to request that the state institutions of higher education submit revised or new assessment plans based on these guidelines for review by the Arkansas Department of Higher Education by January 15, 1995.

**FURTHER RESOLVED,** That by November 1, 1995, and annually thereafter, each institution may submit a proposal for revision of that institution's plan for assessment of student learning in the state minimum core.



# GUIDELINES FOR THE ARKANSAS ASSESSMENT OF GENERAL EDUCATION

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## Introduction

The rising junior test, hereinafter referred to as the Arkansas Assessment of General Education (AAGE), will provide data for use in the following ways: (a) as a basis for incentive funding to promote improvement in quality of curriculum and instruction; (b) as one basis, among many, for assessment of student academic achievement, for review of program quality, and for improvement of teaching and learning; and (c) as a basis for reporting statewide results and overall improvements.

Because Act 874 of 1993, which builds on Act 98 of 1989, does not require the testing of Associate of Applied Science students, the instrument selected to assess the general education skills of rising juniors will not be used for A.A.S. students, unless the institution so chooses. Nevertheless, the staff recommends that the Department work with two-year institutions of higher education to identify and implement a test of general education knowledge and skills that will be an appropriate measure of Associate of Applied Science students' learning gains. The staff further recommends that progress on this test be used as a basis for incentive funding for two-year colleges.

### I. Criteria for the Instrument Used in the Arkansas Assessment of General Education

The test of general education selected should be designed to measure college-level math, writing, reading, and scientific reasoning skills needed to succeed at the junior level. It should have strong reliability and validity. Its norming should be based on both two-year and four-year college students, and the test should currently be used nationally by both two-year and four-year institutions. The test must include a student motivation indicator and other means of identifying invalid results, such as students who arbitrarily assign answers. The selected test must be capable of correlation with placement tests in use at Arkansas colleges and universities and of providing comparative performance data, including statistically meaningful "value-added" measurements of student learning gains. The publisher of the test must be able to provide a wide range of research and information services to the Arkansas Department of Higher Education, each participating institution, and each student taking the test. Finally, so that cost of testing per student can be kept to a minimum, volume discount is highly desirable.

### II. Implementation of the Arkansas Test of General Education

#### A. Participants in AAGE Testing

1. Two-year colleges. All community and technical college students enrolled in associate degree programs requiring the State Minimum Core of 35 hours are required

to take the Arkansas Assessment of General Education no earlier than accumulating 45 college-level credits (excludes developmental education credits) and no later than completing the college's official application for graduation. Failure to complete this testing requirement will interrupt graduation plans or enrollment at institutions to which students are transferring.

2. Four-year institutions. All students enrolled at four-year colleges and universities in programs requiring the State Minimum Core of 35 hours are required to take the Arkansas Assessment of General Education no earlier than accumulating 45 college-level credits (excludes developmental education credits) and no later than completing 60 college-level credits. Failure to complete this testing requirement will interrupt enrollment at the next registration period.

### B. Assessment of General Education Skills and Assessment Plan

1. Testing battery and timing. All students will take all four required components of the testing battery in one sitting, with allowances for necessary breaks, in the following order: mathematics, writing skills (objective), reading, and scientific reasoning. Reasonable accommodations will be made for students with disabilities. Because individual students are not being penalized in any way for the scores achieved on the test, students will be allowed to take the Arkansas Assessment of General Education only once.

2. Institutional plan for assessment of learning in the state minimum core. Each institution of higher education will submit to the Arkansas Department of Higher Education by January 15, 1995, a revised plan or an original plan for the routine assessment of student learning in the state minimum core. Each plan will provide for implementation of the program in the spring of 1995 and will comply with the following provisions (Reference Agenda Item No. 6, November 15, 1990):

--The plan will specify how student achievement, progress, skills, or competence will be assessed in each of the five areas of the State Minimum Core: English/Communication, math, science, fine arts/humanities, and social sciences. Because the Arkansas Assessment of General Education does not assess skills and knowledge in fine arts/humanities and social sciences, the plan should include how these areas will be assessed. During the 1994-95 academic year, a sample of students must be assessed in these areas.

--As part of the plan to measure student achievement, assessment of student writing must be included. Junior writing proficiency exams, nationally standardized essay exams, portfolio assessment using either internal or external evaluators, collection of writing samples in various disciplines, or other similar ways to assess the writing skills of students in actual practice, as opposed to objective tests, will be acceptable. All sophomores must be assessed for their writing ability.

--The plan will identify the assessment measures, techniques, the instruments to be used, and the kinds of information or evidence to be gathered. For areas other than those assessed by the Arkansas Assessment of General Education, the use of nationally standardized tests is encouraged; but whether nationally normed or locally developed, tests must be uniform for all students taking part in the assessment.

--The plan will outline the expected use of the assessment, with emphasis on improvement in teaching and learning and on the institutional process for evaluating and revising the assessment process.

--The plan will establish a calendar for carrying out the parts of the assessment program and a timetable for student participation.

--The plan may outline broader assessment activities that measure the effectiveness of the institution's academic program.

--The plan will include an estimate of costs to the institution and resources required to implement and sustain the program.

--The plan will identify the office or individual (by title) responsible for administering the assessment program at that campus.

### III. Implementation and Administration of Testing

A. Assessment fee. Each institution may implement a standard "Arkansas Assessment Fee" of a maximum of \$5 each registration period to cover the costs of assessment.

B. Transcript information. Each institution will include on each student's transcript a statement indicating that the student has taken the Arkansas Assessment of General Education. The statement will read, "This student has completed the Arkansas Assessment of General Education, as required by state law."

C. Statewide testing times. Students required to take the Arkansas Assessment of General Education will take the test during a statewide testing week each academic term. Testing weeks: second week in November, second week in April, third week (optional) in August. Each institution will administer the test at least three times during the testing week to accommodate students' schedules. In addition, each institution will schedule make-up testing days during the registration period. The initial statewide administration of the AAGE will be during the second week of April 1995.

D. Transferring students. Students who transfer after earning 45 credit hours above the developmental level but fail to take the rising junior test at the sending institution may take the test at the receiving institution; however, the scores will be credited to the sending institution. Students who transfer before earning 45 credit hours above the developmental level will take the test at the receiving institution, which will be credited with the results.

#### IV. Incentive Funding and Reporting of Results

- A. Incentive funding. Once base-line data are available, incentive funding for assessment results will be based on: (1) exceeding of national averages in at least three of the four test areas (reading, writing, mathematics, and scientific reasoning), (2) improvement over the institutional total score baseline, or (3) a positive change in decile between pre-test and post-test in reading, writing, mathematics, or scientific reasoning. (See Strategies for Improvement, adopted by SBHE on January 28, 1994.)
- B. Reporting of statewide data. Statewide averages and medians on the test battery, value-added movement by test area, institutional averages on the total test and by test area, and institutional value-added movement by test area will be reported to the Arkansas Department of Higher Education by the test publisher.
- C. Data reported to each institution. Each institution will also receive assessment data from the test publisher. Data will include all statewide data reported to ADHE, institutional median and average scores on the total test, and institutional value-added movement on the total test and by test area. It is also suggested that, if possible, institutions receive individual student reports that indicate value-added movement from ACT or ASSET placement test scores to scores on the Arkansas Assessment of General Education.
- D. Data reported to students. Each student will receive a report from the test vendor which will summarize the assessment results on each of the four required tests. It is also suggested that, if possible, each student's report indicate individual value added from ACT or ASSET placement test scores to scores on the various tests of the Arkansas Assessment of General Education.

#### V. Use of Arkansas Assessment of General Education

- A. Intent of AAGE. It is not the intent of SBHE guidelines resulting from Act 874 to require institutions to establish cut-off scores for student performance on the Arkansas Assessment of General Education that would restrict students' progress in their educational programs.

Approved: Agenda Item No. 38  
April 29, 1994

## REVISION OF FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM

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Act 1052 of 1987 mandated a program of student assessment and placement at Arkansas state institutions of higher education beginning with the fall semester of 1988. The mandate for that program was renewed under the provisions of Act 1011 of 1991.

The placement score of a 19 on the ACT sections of reading, math and English composition have been aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing, Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). The last time the concordant scores had been set was in October 1995. Since then ACT has revised the concordances of scores for the ACT and the sections of the COMPASS and ASSET exams.

This agenda item proposes to update the policy in order that the placement scores on the ASSET and COMPASS exams are aligned to the placement score of 19 on the respective ACT sections. There are no changes proposed for the placement scores on the ACT sections of reading, math, or English Composition.

On April 19, 2002, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 22):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the revisions to the policy in this agenda item for the Freshman Assessment and Placement Program beginning with the fall semester 2002.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors of all Arkansas public institutions of higher education of this approval.

## **FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM AT STATE COLLEGES AND UNIVERSITIES IN ARKANSAS**

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The full text of Section 23 of Act 1101 of 1991 (A.C.A. 6-61-110) follows:

All first-time entering freshmen at all state-supported colleges and universities in Arkansas who are admitted to enroll in all associate or bachelor's degree programs shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics. Remedial courses shall not provide credit toward a degree. The State Board of Higher Education shall determine the tests to be used, the testing procedures and exemptions, and minimum scores below which students at all institutions must take remedial courses. The State Board of Higher Education shall base these decisions on consultation with representatives of the institutions of higher education, analysis of the placement procedures presently used by institutions in Arkansas, statewide placement testing programs in other states, and pilot projects involving testing of entering freshmen at selected institutions in Arkansas.

The mathematics, English composition, and reading placement standards contained in this document implement section 23 of Act 1101 of 1991. These standards apply to all first-time-entering undergraduate students, as defined in the Arkansas Higher Education Information System Manual, who enroll in associate or baccalaureate degree programs at state colleges and universities.

### **MATH**

No math course less sophisticated than college algebra may be applied toward a baccalaureate degree from a public university in Arkansas.

Students scoring 19 or above on the mathematics section of the Enhanced ACT\*, 460 or above on the quantitative portion of recentered SAT\*\*, 39 or above on the ASSET\*\*\*, Intermediate Algebra, or 41 percent or above on the COMPASS\*\*\*\*, algebra test may enroll in college-level mathematics courses. Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics program or programs, demonstrating achievement at least as sophisticated as intermediate algebra, in order to be placed in college-level mathematics courses.

### **ENGLISH COMPOSITION**

Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above on verbal SAT, 45 or above on the ASSET Writing Skills test, or 75 percent or above on the COMPASS Writing test may enroll in college-level English courses. Students not meeting the standard shall successfully complete a developmental

program or programs in English composition before being awarded credit for freshman English.

Freshman English may be taken concurrent with or subsequent to any required developmental composition program.

## READING

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the verbal section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 percent or above on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. Students not meeting the standard shall enroll in a developmental program in reading during their first or second semester in college and each subsequent semester, if necessary, until the program is successfully completed.

**Note:** The above designated scores are statewide minimum scores. The board and administration of any campus may elect to set higher minimum scores.

- \* American College Testing Program's Enhanced ACT Assessment Test
- \*\* College Board's Recentered Scholastic Aptitude Test
- \*\*\* American College Testing Program's Assessment of Skills for Successful Entry and Transfer
- \*\*\*\* American College Testing Program's COMPASS Placement and Diagnostic Tests.

Adopted: Agenda Item No. 9  
October 13, 1989

Revised: Agenda Item No. 27  
October 20, 1995

Revised: Agenda Item No. 22  
April 19, 2002

## **AMENDMENT OF FRESHMAN ASSESSMENT AND PLACEMENT POLICY**

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Act 1052 of 1987 mandated a program of student assessment and placement at Arkansas state institutions of higher education beginning with the fall semester of 1988. The mandate for a student assessment and placement program was renewed under the provisions of Act 1011 of 1991 (Arkansas Code Annotated § 6-61-110), Act 971 of 2009, and Act 899 of 2011.

There is not a change in the statewide minimum placement score of a 19 on the ACT sections of reading, mathematics, and English composition which is aligned with concordant scores on the Scholastic Aptitude Test (SAT) and two other exams published by American College Testing (ACT), Assessment of Skills for Entry and Transfer (ASSET) and Computerized Adaptive Placement and Support System (COMPASS). However, the concordant scores have been updated based on ACT data published in June 2008 and February 2010. The statewide minimum placement score applies to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable mathematics general education core course. The board and administration of any campus may elect to set higher minimum placement scores for reading, mathematics and English composition.

This agenda item proposes to amend Board policy to provide guidelines for measurable exit standards for a student success plan that includes developmental (pre-college level) courses in mathematics, English composition, and reading for student placement and for successful completion of the corresponding initial college-level courses; and to provide guidelines that allow an appropriate college-level applied technical mathematics course to be accepted toward associate degrees in career and technical areas.

### **ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the amendment of AHECB policy 5.8-Freshman Assessment and Placement Program as outlined in this agenda item beginning Fall 2012.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors, chief academic officers, chief student affairs officers, and institutional research officers of all Arkansas public institutions of higher education of this approval.

**FURTHER RESOLVED**, That the Board instructs the Director to collect student data from the institutions and include data on student success in the student remediation and progression reports currently submitted to the Coordinating Board beginning in 2015.



## **FRESHMAN ASSESSMENT AND PLACEMENT PROGRAM AT ARKANSAS STATE-SUPPORTED COLLEGES AND UNIVERSITIES**

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### **Arkansas Code Annotated § 6-61-110**

A first-time entering freshman at a state-supported institution of higher education who is admitted to enroll in an associate or a bachelor's degree program shall be tested by the admitting institution for purposes of placement in either college-level credit courses in English and mathematics or remedial courses in English composition, reading, and mathematics. Remedial courses shall not provide credit toward a degree.

The Arkansas Higher Education Coordinating Board shall determine the test or other criteria to be used; testing procedures and exemptions; minimum scores or criteria below which students at all state-supported institutions of higher education must take remedial courses; and minimum scores or criteria to allow simultaneous enrollment in college-level credit and remedial courses. The Board shall base these decisions on consultation with representatives of the state-supported institutions of higher education; analysis of the placement procedures presently used by institutions in the state; statewide placement testing programs in other states; and pilot projects involving testing of entering freshmen at selected institutions in the state.

The Board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010. The Board shall work with state-supported institutions of higher education to develop innovative alternatives to traditional instruction and delivery methods for remedial courses; and provide professional development opportunities to help remedial education faculty gain knowledge in best practices and trends in the instruction and delivery of remedial education.

### **Statewide Minimum Placement Scores**

The mathematics, English composition, and reading placement standards contained in this policy implement Arkansas Code Annotated § 6-61-110. These standards apply to first-time undergraduate students, as defined in the Arkansas Higher Education Student Information System Manual, who enroll in associate or baccalaureate degree programs at Arkansas public colleges and universities; and to any student who enrolls in college-level courses in English composition and college algebra or other comparable college-level mathematics course. A college or university may allow simultaneous enrollment in college-level credit and developmental courses. The board and administration of any campus may elect to set higher minimum scores for enrollment in college-level mathematics and English composition courses. A student must submit the ACT or comparable exam scores to the institution for purposes of admission and course placement.

## MATHEMATICS

A comprehensive mathematics course such as college algebra, college mathematics, college statistics, \*quantitative literacy/reasoning or higher-level, college mathematics course may be applied toward an \*\*associate or baccalaureate degree from a state-supported college or university in Arkansas. Any mathematics course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System (ACTS). Some college mathematics courses may not be accepted toward degree majors in science, technology, engineering and mathematics (STEM).

Students scoring 19 or above on the mathematics section of the Enhanced ACT, 460 or above on the math portion of recentered SAT, 39 or above on the ASSET Intermediate Algebra test, or 41 or above on the COMPASS Algebra test may enroll in a college-level mathematics course. (Beginning Fall 2013, students scoring 36 or above on the COMPASS Algebra test may be placed in college mathematics courses for non-STEM majors; with a score of 41 or above used for placement in college algebra and higher-level, college mathematics courses with college algebra as a prerequisite course.) Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved ++college transition course in mathematics literacy with a state minimum score also may enroll in a college-level mathematics course. Students not meeting the standard must successfully complete a developmental (pre-college level) mathematics course or state approved student success plan, demonstrating achievement in intermediate algebra or other appropriate pre-college level mathematics course, for enrollment in a college-level mathematics course or simultaneous enrollment in a college-level and a developmental course (or course modules) in mathematics.

\*A quantitative literacy/reasoning course currently is under development and will be piloted by 5 Arkansas universities in 2012-13. This course will be listed in the Arkansas Course Transfer System (ACTS) as a college mathematics course during the pilot period which will guarantee course transfer. ADHE will review the pilot results and, in consultation with math faculty at 4-year and 2-year institutions, determine if the quantitative literacy/reasoning course description and learning objectives can be included in ACTS beginning Fall 2013 which would allow all Arkansas colleges and universities to develop the course as a general education core course guaranteed for transfer.

\*\*An appropriate non-remedial, college-level applied technical mathematics course may be accepted toward an associate degree in a career or technical area with the course placement determined using a state minimum math sub-score of 16 or above on the ACT, or comparable score on the COMPASS Algebra test [21 or above] or ASSET Intermediate Algebra test [31 or above], or determined using state approved enrollment criteria for ability-to-benefit. (Arkansas Code Annotated § 6-61-134) The non-remedial, college-level applied technical mathematics course accepted toward career and technical associate degree programs will not meet the mathematics course requirement for the 35-credit hour state minimum general education core unless this mathematics course (description and learning objectives) is approved for inclusion in the Arkansas

Course Transfer System. Typically, career and technical associate degree programs are not designed for transfer to bachelor's degrees without an articulation agreement between institutions.

## **ENGLISH COMPOSITION**

Students scoring 19 or above on the English section of the Enhanced ACT, 470 or above (and beginning Fall 2013 scoring 450 or above) on writing SAT, 45 or above on the ASSET Writing Skills test, or 75 or above (and beginning Fall 2013 scoring 80 or above) on the COMPASS Writing Skills test may enroll in college-level English composition courses. Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also may enroll in a college-level English composition course. Students not meeting the standard shall successfully complete a developmental course in English composition or state approved student success plan before being awarded credit for freshman English.

A freshman English composition course may be taken simultaneously with a required developmental composition course (or course modules). Any English composition/writing course used to meet the 35-credit hour state minimum general education core requirement for the associate or bachelor's degree must be approved for inclusion in the Arkansas Course Transfer System.

## **READING**

Students scoring 19 or above on the Reading Section of the Enhanced ACT, 470 or above on the reading section of the recentered SAT, 43 or above on the ASSET Reading skills test or 82 or above (and beginning Fall 2013 scoring 83 or above) on COMPASS Reading Skills will be considered to have met minimal reading skill requirements. Students with a state minimum score on an approved state +common core assessment for college readiness, or who successfully complete a state approved +college transition course in literacy also will be considered to have met minimal reading skill requirements. Students not meeting the standard shall enroll in a developmental reading course (or course modules) during their first or second semester in college and each subsequent semester, if necessary, until the reading development plan is completed successfully.

### **State Approved Assessment and Placement Examinations**

ACT - American College Testing Program-Enhanced ACT Assessment Test

SAT - College Board-Recentered Scholastic Aptitude Test

ASSET - American College Testing Program-Assessment of Skills for Successful Entry and Transfer

COMPASS - American College Testing Program-COMPASS Placement and Diagnostic Tests

+Common core assessments currently are under development in collaboration with the Arkansas Department of Education and the Partnership for Assessment of Readiness for College and Careers (PARCC)

++College transition courses currently are under development in collaboration with the Arkansas Department of Education and the Southern Regional Education Board (SREB)

### **Guidelines for Measurable Exit Standards for Developmental Courses**

A student must demonstrate mastery of designated core competencies in the subject areas of mathematics, English composition, and reading. The core competencies and assessment instruments must be selected and/or developed in partnership with institutional subject-area faculty and developmental education faculty. Institutions also must implement a student success plan or administer a national post-test examination to determine the effectiveness of developmental courses and other criteria in improving academic preparation for student success in college-level coursework requiring higher-level skills in reading, writing and mathematics.

### Institutional Student Success Plan – Essential Elements

An institution must implement a state approved student success plan for students assessed for placement in a developmental course in mathematics, English composition and/or reading. The student must be formally engaged in student success plan activities prior to enrollment in college-level courses in mathematics or English composition **or** while simultaneously enrolled in college-level courses in mathematics and English composition. The student success plan must include the following elements:

- 1) Diagnostic Testing and Evaluation of Academic Performance
  - Could include use of high school grade point average (GPA), grades in prerequisite high school courses, and recognized state or national assessments and transition courses for college readiness
  - Could include use of departmental pre-tests, initial writing samples, COMPASS or other standard assessments,
- 2) Academic Advising and Counseling
  - Use of individualized student success plan that includes the degree check list and other items used to monitor student progress such as registration hold until academic advising, early-alert system
- 3) Mandatory Orientation
- 4) Academic Student Support
  - Provide description of other institutional criteria for student success, if utilized
- 5) Developmental Education Courses/Innovative and Varied Instructional Approaches
  - Use of developmental courses
  - Could include use of blended or accelerated models (Institutions will determine the minimum course placement sub-score for students enrolled simultaneously in college-level and blended or accelerated developmental courses (or course modules) in English composition, reading and mathematics.)
- 6) Evaluation and Assessment of Student Learning
  - Provide description of exit standards or capstone assessment (could include projects, portfolios, common final exams, COMPASS post-test, etc.)

- Provide data on student success in developmental course (or student success plan activities) and the requisite college-level course
- 7) Faculty Professional Development
  - Activities designed to improve teaching methods, stay abreast of developmental education strategies, and training in relevant technologies
  - Employment of sufficient number of well-credentialed faculty
- 8) Annual Plan Evaluation
  - Student Success Plan Report submitted to ADHE (annually by July 1 beginning in 2013, and biennially by July 1 beginning in 2017) that includes details on diagnostic testing, placement, capstone assessments, student success rates in developmental and requisite college-level courses

#### Approval of Institutional Student Success Plan

An institution must submit a student success plan to the Arkansas Department of Higher Education for review and approval by June 30, 2012, for implementation in Fall 2012; or by June 30 of any year prior to Fall implementation. A description of the structure of the organizational unit for the student success plan must be included. Plan modifications must be reported to ADHE.

#### **Post-Test Examination**

A post-test examination score comparable to the ACT placement threshold will not be required for student enrollment in college-level courses if an institution implements a state approved student success plan for Fall 2012. The board and administration of any campus may elect to include in a student success plan the requirement of a national or institutional post-test examination and/or course placement score for enrollment in college-level mathematics and English composition courses.

**An institution that chooses not to implement a student success plan as outlined in this policy must submit written notification to ADHE by June 30, 2012, that the administration of a national post-test examination will be continued as outlined in the institution's AHECB approved plan in compliance with Act 971 of 2009;** and that the institution will use the developmental exit assessment as a means to determine the success of its developmental education program. Each institution will determine if developmental students who do not attain a post-test score comparable to the ACT threshold have the academic skills necessary for success in college-level coursework. (The Arkansas Higher Education Coordinating Board may choose to establish statewide minimum scores for the state approved post-test examinations based on the effectiveness of developmental courses and other criteria in improving academic preparation for student success in college-level courses in English composition and college algebra or other comparable college-level mathematics courses.)

#### State Approved Developmental Course Pre-Test Examinations

**Mathematics** – COMPASS, ASSET, ACT, SAT, ACT and MyMath Test combined

**English** – COMPASS, ASSET, ACT, SAT, COMPASS E-Write

**Reading** – COMPASS, ASSET, ACT, SAT, Nelson-Denny, ACT and Essay combined

### State Approved Developmental Course Post-Test Examinations

**Mathematics** – COMPASS, ASSET, ACT, SAT, MyMath Test, TABE

**English** – COMPASS, ASSET, ACT, SAT, COMPASS E-Write, TABE, COMPASS and Essay combined

**Reading** – COMPASS, ASSET, ACT, SAT, Nelson-Denny, TABE

### **Data Reporting**

All institutions must submit to ADHE (via the AHECB Student Information System) the ACT or comparable course placement scores in mathematics, English, and reading for all first-time students who enroll in associate and bachelor's degree programs.

The institution also must record in the individualized student success plan (by Fall 2013) the ACT or comparable course placement scores or the related (successfully completed) developmental course number and title for any student who enrolls in English composition and mathematics courses that meet the requirements for the 35-credit hour state minimum general education core.

Placement scores and developmental course completion information for non-degree seeking, transfer, and visiting students will not be reported to ADHE via the Student Information System, but this information must be recorded in the individualized student success plan should ADHE request data on all students enrolled in college-level English composition and mathematics general education core courses.

The institution must report to ADHE the course grade earned in the requisite college-level course in English composition and mathematics for those students placed and enrolled in developmental courses in mathematics, English composition and reading.

**Institutions without a state approved student success plan also must report the ACT or comparable post-test scores for the students placed, enrolled and completing developmental mathematics, English composition, and reading courses.**

ADHE will submit a report on student remediation, progression and success to the Arkansas Higher Education Coordinating Board.

For institutions that choose to use the post-test examinations only rather than implement a student success plan, ADHE staff will analyze developmental student success based on developmental course grades, post-test scores, and college-level course grades to determine the effectiveness of the developmental courses in improving college preparation. The results from the analysis of student success will be included in the ADHE remediation report to the Coordinating Board.

Policy Adopted: Agenda Item No. 9, October 13, 1989

Policy Amended: Agenda Item No. 27, October 20, 1995

Policy Amended: Agenda Item No. 22, April 19, 2002

Policy Amended: Agenda Item No. 3, January 29, 2010; April 30, 2010

Policy Amended: Agenda Item No. 4, April 27, 2012

**TABLE 1. College Placement/Pre-tests (AHECB Approved - April 30, 2010)**

Institution	English	Math	Reading
<b>4-Year</b>			
ASUJ	Compass	Compass	Compass/Nelson-Denny
ATU	ACT/Compass	ACT/Compass	ACT/Compass
HSU	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SAUM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UAF	ACT and Essay	ACT and MyMathTest	ACT and Compass
UAFS	Compass	Compass	Compass
UALR	Compass	*	Compass
UAM	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UAPB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
<b>2-Year</b>			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	ACT/Compass	ACT/Compass	ACT/Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	ACT/Compass	ACT/Compass	ACT/Compass
NPCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
NAC	ACT/Compass	ACT/Compass	ACT/Compass
NWACC	ACT/Compass	ACT/Compass	ACT/Compass
OTC	Compass E-Write	ACT/Compass	Nelson-Denny
OC	Compass	Compass	Compass
PCCUA	Compass/Asset	Compass/Asset	Compass/Asset/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT	ACT/Compass/Asset/ SAT
UACCH	ACT/Compass/Asset	ACT/Compass/Asset	ACT/Compass/Asset
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

\* 19 ACT is required for Intermediate Algebra.

**Table 2. Developmental Course Post-Tests (AHECB Approved – April 30, 2010)**

Institution	English	Math	Reading
<b>4-Year</b>			
ASUJ	Compass	Compass	Compass/Nelson-Denny
ATU	Compass	Compass	Compass
HSU	Compass	Compass	Compass
SAUM	Compass	Compass	Compass
UAF	Compass and Essay	MyMathTest	Compass
UAFS	Asset	Asset	Asset
UALR	Compass	*	Compass
UAM	Asset	Asset	Asset
UAPB	Compass	Compass	Compass
UCA	Compass	Compass	Compass
<b>2-Year</b>			
ANC	Compass/Asset	Compass/Asset	Nelson-Denny
ASUB	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT	ACT/Compass/Asset/SAT
ASUMH	Compass	Compass	Compass
ASUN	Compass	Compass	Compass
BRTC	Asset	Asset	Asset
CCCUA	Compass/Asset	Compass/Asset	Compass/Asset
EACC	Compass/Asset	Compass/Asset	Compass/Asset
MSCC	Compass	Compass	Compass
NPCC	TABE	TABE	TABE
NAC	Compass	Compass	Compass
NWACC	Compass E-Write	Compass	Compass
OTC	Compass E-Write	Compass	Nelson-Denny
OC	Compass	Compass	Compass
PCCUA	Compass/Asset/ACT	Compass/Asset/ACT	Compass/Asset/ACT/Nelson-Denny
PTC	Compass	Compass	Compass
RMCC	Compass/Asset	Compass/Asset	Compass/Asset
SACC	Compass	Compass	Nelson-Denny
SEAC	Compass	Compass	Compass
SAUT	Compass	Compass	Compass
UACCB	Compass/Asset	Compass/Asset	Compass/Asset
UACCH	Compass	Compass	Compass
UACCM	ACT/Compass	ACT/Compass	ACT/Compass

\* 19 ACT is required for Intermediate Algebra.



**POLICIES FOR ASSURING QUALITY AND PREVENTING  
UNNECESSARY DUPLICATION IN OFF-CAMPUS  
CREDIT INSTRUCTION**

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The guidelines established by the State Board for the development of its recommendations to the Governor and General Assembly for operating funds for state colleges and universities for the 1991-93 biennium provide incentives for institutions to offer off-campus credit courses. The policies presented in this agenda item were developed to assure that this change in the funding formula does not result in problems with quality or unnecessary duplication in off-campus credit instruction. These policies were developed with the assistance of an advisory committee of institutional representatives and were reviewed at a meeting of the chief academic officers and at a meeting of the presidents and chancellors.

The following resolution was adopted on April 20, 1990 (Agenda Item No. 8):

**RESOLVED**, That the State Board of Higher Education adopts the policies presented in this agenda item for assuring quality and preventing unnecessary duplication in off-campus credit instruction.

## **POLICIES FOR ASSURING QUALITY AND PREVENTING UNNECESSARY DUPLICATION IN OFF-CAMPUS CREDIT INSTRUCTION**

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- I. As used in this document, off-campus credit courses and off-campus credit instruction are defined as courses offered for college credit at an off-campus location (including on the campus of another college, university, or vocational-technical school), or through telecourses or correspondence courses. For community colleges, off-campus location is defined as outside the community college district.
- II. A standing seven-member Advisory Committee on Off-Campus Credit Instruction will be created with rotating representation from all state colleges and universities. The Committee will monitor off-campus credit courses, recommend policies and procedures needed to assure quality and prevent unnecessary duplication, and make recommendations to the Director of the Department of Higher Education in response to specific problems that may arise related to the policies described below.
- III. Approval by the State Board of Higher Education is required if an entire degree program is to be offered through off-campus instruction.
- IV. The requirements of the Freshman Assessment and Placement Program apply to placement of students in off-campus credit courses in the same manner as for placement in courses on campus.
- V. In order for SSCH produced by off-campus credit courses to be included for state funding in the higher education funding formula, the following criteria must be met:
  - A. For all forms of off-campus instruction:
    1. Each course must be approved by the offering institution through the same process used for approval of on-campus courses.
    2. Faculty members must have the same academic qualifications as normally expected for on-campus courses (normally a master's or higher degree in the academic discipline related to the course).
    3. Admission processes, course prerequisites, and other requirements for course registration must be analogous to those used for on-campus courses.
    4. The criteria established by the Department of Higher Education for institutional reporting of enrollments for each term apply to students enrolled in both off-campus and on-campus courses.

5. The policy for refund of tuition and fees must be comparable with the policy for on-campus courses.
6. The faculty member teaching the off-campus course must be available for student advising at a time and location that is convenient for the students enrolled.
7. Books, journals, and other library holdings that are considered essential when the course is taught on campus must be provided in a convenient manner for the students enrolled in an off-campus course.

B. In addition to the above:

1. For courses at off-campus locations:
  - a. Specialized facilities and equipment must be comparable with those normally provided when the course is taught on campus (i.e., laboratory courses must be taught in appropriately equipped laboratories, students in computer courses must have access to computers).
  - b. At least as many total hours of classroom instruction per semester must be provided as when the course is taught on campus.
  - c. The location of the course must be:

Within the borders of Arkansas, and  
Not on a U.S. military base, and  
Not within 30 miles of a state college or university which offers a comparable course (if the proposed location of the course is within 30 miles of more than one institution which offers a comparable course, the closest institution would have priority).
2. For telecourses:
  - a. All tests and examinations must be conducted under the supervision of the faculty member responsible for the course or another individual specifically designated for this purpose by the offering institution.
  - b. There must be at least three class sessions conducted by the faculty member responsible for the course (including any sessions held for purposes of orientation to the course or to conduct tests and examinations). In order for the SSCH produced by the out-of-state students enrolled in telecourses to be included for state funding, the three class sessions for those students must be conducted on the campus of the offering institution in Arkansas.

3. For correspondence courses:

- a. All tests and examinations must be conducted under the supervision of the faculty member responsible for the course or another individual specifically designed for this purpose by the offering institution.
- b. Only the SSCH produced by credit courses taken by Arkansas residents will be included for state funding.

Approved: Agenda Item No. 8  
April 20, 1990

## **REVISION OF CRITERIA AND PROCEDURES FOR ESTABLISHING NEW CERTIFICATE AND DEGREE PROGRAMS AND ORGANIZATIONAL UNITS**

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Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (AHECB) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. ADHE staff began working with a committee of two- and four-year chief academic officers (CAOs) in spring 2004 to revise academic policies related to new program proposals. These revisions were undertaken for the following reasons:

- ❑ Some sections of the existing document needed clarification.
- ❑ Staff requirements for new program proposal submissions needed further explanation.
- ❑ Definitions needed to be updated.
- ❑ Distance technology instruction needed to be addressed.
- ❑ The process for new program approval needed to be streamlined.

The policy revision committee and staff presented drafts of the proposed changes at three CAO meetings and at various stages in the process via e-mail. As presented, the goal of the revision process was to create a policy statement that ensured the integrity of institutional and staff review and AHECB consideration of new programs.

The following resolution is presented for Coordinating Board consideration.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the Criteria and Procedures for Establishing New Certificate and Degree Programs and New Organizational Units as presented in this agenda item.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents, chancellors, and chief academic officers of public colleges and universities of this policy.

**FURTHER RESOLVED**, That the Board repeals the Criteria and Procedures for Preparing Proposals for New Programs adopted on October 20, 2000.

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# **CRITERIA AND PROCEDURES FOR PREPARING PROPOSALS FOR NEW CERTIFICATE AND DEGREE PROGRAMS AND ORGANIZATIONAL UNITS**

## **INTRODUCTION**

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (Coordinating Board) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. A new unit of instruction, research or public service includes:

- New curricula
- Majors leading to a new certificate or degree program
- Establishment of a department, division, college, school, center, and institute
- New extension service
- Organizational unit not presently established at the institution.

The Coordinating Board is not required to consider reasonable and moderate extensions of existing curricular, research, and public service programs at the public institutions of higher education. The Coordinating Board has granted oversight authority to the Director of the Arkansas Department of Higher Education to monitor these activities and notify the Board at its regular meetings. State general revenues cannot be expended for new programs that are not approved by the Coordinating Board.

This document sets forth the relevant criteria and compliance procedures for the staff of the Arkansas Department of Higher Education (ADHE) and administrators and faculty members of the public colleges and universities. The Arkansas Department of Higher Education staff prepared this revised edition of the criteria and procedures in consultation with the chief academic and chief executive officers of Arkansas public higher education institutions.



## **PART 1. ESTABLISHMENT OF PROGRAMS AND ORGANIZATIONAL UNITS**

A Letter of Intent must be submitted to ADHE for a new program or organizational unit that requires Coordinating Board approval. The proposal for a new program/unit must be approved by the institutional Board of Trustees before consideration by the Coordinating Board. Programmatic and organizational changes that require ADHE Director approval must be submitted to ADHE in a Letter of Notification, and must be included on the Coordinating Board meeting agenda prior to initiation. The deadlines for submission of the Letter of Intent, Letter of Notification, and proposal are listed in Part 2, Section 4.

### **Section 1. New Programs and Organizational Units Requiring Coordinating Board Approval (Submit Letter of Intent and Proposal)**

1. A new program of instruction, regardless of mode of delivery, that results in a certificate or degree. The program should complement and build upon existing programs and follow accepted higher education structure for the discipline and program level. If the certificate or degree program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. ADHE staff will conduct an on-campus visit if the institution is offering its first certificate or degree program by distance technology. Definitions of certificate and degree programs are described in Appendix B.

(Coordinating Board approval is not required for a new certificate of proficiency or new certificates, options and degrees developed from existing courses and degrees. See Sections 2.8 – 2.11.)

2. Any change in academic organization to establish new administrative units, if such units are to serve as a base for faculty appointments or are to offer degree programs. Definitions of academic administrative units are described in Appendix B.
3. New off-campus instruction centers where students can receive a minimum of 50 percent of the credits in a major field of study that are required for an existing certificate or degree from the institution. Instruction may be delivered on-site, through distance technology or correspondence. The Letter of Intent must be submitted prior to the signing of any agreement to establish off-campus instructional facilities.
4. Reactivation of any certificate or degree program formally on inactive status for five years.

**Section 2. Program and Unit Changes Requiring ADHE Director Approval Unless Approval Requested by Coordinating Board** (Submit Letter of Notification)

1. Changes in name only of an existing degree, certificate, major, option or organizational unit where the curriculum or emphasis will not be modified.
2. Establishment of a center, division, institute or similar major administrative unit not offering primary faculty appointments or degree programs. The mission and role of the administrative unit must be submitted with the Letter of Notification.
3. The addition of a specialized course of study (option, concentration, emphasis) as a component of an approved degree program if the number of new theory courses added to the curriculum does not exceed 18 semester credit hours (excluding a maximum of 6 semester credit hours of new clinical, practicum or internship courses). The new option must consist of a minimum of 9 semester credit hours. A list of the required courses in the option, the new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new option must be submitted with the Letter of Notification.

(A proposal must be submitted for an option requiring more than 18 semester credit hours of new theory courses.)

4. Establishment of a new instruction, research or service institute/center fully supported by sources other than state funds that will definitely terminate when non-state funding ceases. A synopsis of the mission and role of the institute or center, the projected annual budget, and the sources of funding must be submitted with the Letter of Notification.
5. Deletion of certificates, options, degree programs and organizational units. Program deletions will be reported annually to the Coordinating Board.
6. Placement of a certificate or degree program on inactive status.
7. A change in structure to reorganize existing organizational units. The existing and proposed organizational structure and the justification for the change in structure must be submitted with the Letter of Notification.
8. An undergraduate certificate program consisting of 7-18 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted.
9. An undergraduate certificate program (24-42 semester) developed from an approved associate or bachelor's degree program provided that 75 percent of the

coursework in the new certificate is included in the existing degree program. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted.

10. A graduate certificate program consisting of 12-18 semester credit hours of existing graduate courses that reflects a coherent academic accomplishment or meets requirements for professional licensure or certification. The curriculum, new course descriptions, the goals, objectives and student learning outcomes, justification for offering the new program, and professional licensure or certification criteria must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval also must be submitted. Arkansas Department of Education approval must be submitted for certificate programs for teacher licensure, endorsement or certification.
11. Reconfiguration of existing undergraduate or graduate degree programs to create a new degree. The existing and proposed curricula, list of required core courses, new course descriptions, the goals, objectives and student learning outcomes, and justification for the new program must be submitted with the Letter of Notification.

Consolidation of Existing Degrees - The new combined degree program must require 12-18 semester credit hours of core courses with a minimum of two courses taken from each of the existing degree majors. Modification of Existing Degree to Create New Degrees - An existing degree major must include required courses in at least two disciplines for the degree to be separated into two or more new degree programs.

12. An existing certificate or degree program in which at least 50 percent of the total credits will be offered at an off-campus location. The institution proposing the program must submit the Letter of Notification and indicate why the institution plans to offer the program off-campus. If the program will be offered at an off-campus location in Arkansas, documentation of the discussions with the chief academic and chief executive officers at the institutions in the surrounding area of the proposed off-campus location also must be submitted with the Letter of Notification. Should there be a dispute between the institutions, the Off-Campus Instruction Policy (AHECB 5.17) should be followed.
13. An existing certificate or degree program in which at least 50 percent of the total credits will be offered through distance technology. The Letter of Notification must indicate why the institution plans to offer the program through distance technology. If the institution is planning to offer its first degree by distance technology, a new program proposal must be submitted to ADHE by the established deadline. The institution also must submit a copy of its responses to the Higher Learning Commission--NCA document that outlines institutional best practices for

electronically offered programs. ADHE staff will conduct an on-campus visit prior to Coordinating Board consideration of the new distance technology program. Assessment of distance programs must be consistent with institutional assessment practices on campus and program outcomes must be the same for both traditional and distance delivery methods. ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle.

## **PART 2. GUIDELINES FOR THE PREPARATION OF PROPOSALS FOR NEW PROGRAMS AND ORGANIZATIONAL UNITS**

### **Section 1. Guidelines for Proposals – New Programs**

New programs that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new programs must be submitted to ADHE on appropriate forms and include the following information:

- Proposed program title
- Program initiation date
- General description of the program
- Documentation of need for the program and student demand/interest
- Program goals, objectives and student learning outcomes
- Program curriculum and new course descriptions
- List of program faculty (names and credentials)
- Description of program resources (library, instructional equipment and facilities, technology support)
- Program budget (new funds required and funding sources)
- Program duplication (similar programs in Arkansas)
- Institutional program productivity
- Institutional and Board of Trustees approval of proposed program.

### **Section 2. Guidelines for Proposals – New Organizational Units**

New organizational units that require Coordinating Board approval are listed in Part 1, Section 1. Proposals for new units must be submitted to ADHE on appropriate forms and include the following information:

- Description of proposed organizational unit
- Unit initiation date
- Justification for establishment of new unit
- Current and proposed organizational chart
- Unit budget (new administrative costs and funding sources)
- Institutional and Board of Trustees approval of proposed unit.

### **Section 3. Guidelines for Preparation of New Program/Unit Budgets**

In order for ADHE staff to assess the adequacy of resources to support the proposed program/unit, a detailed list of resource requirements and planned funding sources must be presented. Institutions must provide evidence of the source of adequate funding.

Funding for new programs/units will either be supplied from new or existing sources. If funds are to be redistributed to the proposed program/unit, the source of funding must be identified and an analysis of the impact that the redistribution of funds will have on existing programs or organizational units must be stated. If the redistribution is from the

deletion of an existing program/unit, documentation of sufficient savings to the state to offset new program/unit costs must be provided.

New funding from student tuition, fees, and state general revenue generated by new student semester credit hours (SSCH), grants/contracts or other sources must be identified. Calculations and/or formulas that were used to project new revenue should be included in the budget section (e.g., number of new students projected in proposed program multiplied by tuition and fees; state general revenue dollars per FTE multiplied by projected number of FTEs to enroll in the new program).

<b><u>Resource Requirements</u></b>	<u>1<sup>st</sup> Year</u> (in dollars)	<u>2<sup>nd</sup> Year</u> (in dollars)	<u>3<sup>rd</sup> Year</u> (in dollars)
-----			
Staffing (Number)			
Administrative/Professional			
Full-time Faculty			
Part-time Faculty			
Graduate Assistants			
Clerical			
Equipment & Instructional Materials			
Library			
Other Support Services			
Supplies/Printing			
Travel			
Distance Technology			
Other Services (specify)			
-----			
<b>TOTAL</b>			
-----			
<b><u>Planned Funding Sources</u></b>	<u>1<sup>st</sup> Year</u> (in dollars)	<u>2<sup>nd</sup> Year</u> (in dollars)	<u>3<sup>rd</sup> Year</u> (in dollars)
-----			
New Student Tuition and Fees			
New State General Revenue			
Redistribution of State General Revenue			
External Grants/Contracts			
Other Funding Sources (specify)			
-----			
<b>TOTAL</b>			

**Section 4. Deadlines For Submission Of Letter Of Intent, Proposals, And Letter Of Notification**

**Letter of Intent**

A Letter of Intent informs the Coordinating Board that an institution seeks to offer a new program or organizational unit that requires a proposal and Coordinating Board approval.

<u>Letter of Intent</u>	<u>Proposals Due</u>	<u>*Institutional Comment Period Ends</u>	<u>Coordinating Board Meeting</u>
<i>[December 1]</i>	February 1	March 1	April
<i>[March 1]</i>	May 15	June 15	July
<i>[June 1]</i>	August 1	September 1	October
<i>[September 1]</i>	November 15	December 15	February

\*Chief academic and chief executive officers may comment on the proposed programs and organizational units before ADHE staff review of the proposals.

**Letter of Notification**

A Letter of Notification informs the Coordinating Board that an institution seeks to offer a program/unit or make a change in the program/organizational structure that requires ADHE Director approval unless approval is requested by the Coordinating Board.

<u>Letter of Notification</u>	<u>Coordinating Board Meeting</u>
<i>[December 1]</i>	February
<i>[March 1]</i>	April
<i>[June 1]</i>	July
<i>[September 1]</i>	October

## **PART 3. PROPOSAL REVIEW PROCESS**

### **Section 1. Program Request and Proposal Submission**

A Letter of Intent must be submitted to the Arkansas Department of Higher Education by the established deadline for the proposal to be considered by the Coordinating Board at its regularly scheduled meeting in February, April, July or October. All proposals for new programs and organizational units must be prepared according to published criteria and submitted electronically to ADHE on the appropriate forms by the established deadlines. The deadlines for submission of the Letter of Intent and the proposal are listed in Part 2, Section 4. The Arkansas Higher Education Coordinating Board will not consider proposals for new programs or organizational units that have not been formally approved by the President and Board of Trustees of the proposing institution.

Prior to submission of a proposal to ADHE, it is recommended that the chief academic officer (CAO) discuss the proposed program with CAOs that offer similar programs in the state and with CAOs at institutions in the surrounding area. Institutions that plan to offer programs off-campus or plan to establish off-campus instruction centers, but cannot reach agreement either informally or with a written Memorandum of Understanding with other Arkansas institutions may appeal to the ADHE Associate Director of Academic Affairs as outlined in the Off-Campus Instruction Policy (AHECB Policy 5.17).

### **Section 2. Proposal Review by Chief Academic Officers**

All proposals for new programs or organizational units will be posted on the ADHE web page within 7 days of the deadline for submission. An electronic notice will be sent to all chief academic officers when proposals have been posted, and a synopsis of the proposals will be sent to members of the Coordinating Board. The chief academic officers will have 15 working days after the web posting to comment, question or request additional information on the proposals. All such comments, questions or requests must be in writing and directed to the contact person listed on the ADHE web page as well as the ADHE Associate Director of Academic Affairs by the established deadline.

Institutions proposing programs/units must provide a written response to ADHE within 10 days of receipt of the requests for clarification or additional information. The chief academic officers of the institutions proposing the programs/units also may decide to withdraw the proposals at this time in lieu of a response. All comments and responses will be kept in the program proposal files at ADHE.

### **Section 3. Proposal Review by ADHE Staff**

The ADHE Academic Affairs staff will review new program proposals before contacting the chief academic officer and program faculty for additional information. All institutional comments and responses received during the comment period will be considered. ADHE staff also may conduct a conference with the chief academic officer and program faculty before recommendations are made and reported to the Executive Council. If a proposal must be deferred based on the review by the ADHE staff, the ADHE Associate



Director of Academic Affairs will notify the chief academic officer no later than 20 days before the Coordinating Board meeting.

#### **Section 4. Consultant Review of Proposals**

ADHE staff may engage a maximum of three in-state or out-of-state experts in selected fields of study to assist with the review of proposals for undergraduate and graduate programs. The review team will submit a written report to ADHE that evaluates the proposed programs in terms of the need for graduates, student demand and interest, appropriateness of the curricula, and adequacy of institutional resources. Typically, a campus visit is required. The review team will not make a recommendation on program initiation. While institutions submitting proposals for review will be responsible for all expenses associated with the external reviews, ADHE staff will select the team in consultation with the institutions. In all instances, members of the review team will not have a relationship beyond professional acquaintance with the institutions and programs under review.

#### **Section 5. Proposal Review by Executive Council**

ADHE staff will present a synopsis of all new proposals to the Executive Council for their review before the proposals are included on the agenda for the Coordinating Board meeting. The ADHE Associate Director of Academic Affairs will notify the chief academic officers of the disposition of the proposed programs, including any concerns raised during the review process. If a proposal must be deferred based on the review by the Executive Council, the ADHE Associate Director of Academic Affairs will notify the chief academic officers immediately following the Executive Council meeting.

#### **Section 6. Proposals Recommended to the Coordinating Board**

Proposals that are not challenged during the review process will be placed on the consent agenda for the Coordinating Board meeting unless the ADHE Associate Director of Academic Affairs determines that the proposal should be presented to the Academic Committee of the Coordinating Board for information and discussion purposes. Also, any Board member may request that the proposal be presented to the Coordinating Board for the purpose of discussion and a separate vote. Institutional program representatives must attend the Coordinating Board meeting to respond to questions about the proposals. The Coordinating Board will vote on consent agenda items as a group with limited or no discussion. State general revenues cannot be expended for new programs that are not recommended by the Coordinating Board.

## **Section 7. Limitations on Coordinating Board Approval**

Following a favorable action on the proposals by the Coordinating Board, institutions are expected to initiate programs/units on the dates specified in the Board agenda items. Coordinating Board approval will terminate for programs/units not initiated within two years of Board approval, and a new proposal must be submitted for Coordinating Board consideration if the institutional administration still wishes to initiate the proposed program.

## **Section 8. Follow-up Reviews of Approved Programs**

ADHE staff may conduct follow-up reviews of approved programs to determine if the enrollment, general program strength, and number of graduates are sufficient to justify continuation of the program. Because the use of distance technology is a new mode of program delivery and the Coordinating Board has expressed concerns about the quality of these programs, an ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle. The ADHE Associate Director of Academic Affairs will contact chief academic officers to schedule the reviews and status reports will be presented to the Coordinating Board.

## **Section 9. Letter of Notification – Coordinating Board Approval Not Required Unless Requested**

A Letter of Notification is required for programmatic and organizational changes that do not require Coordinating Board approval unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines listed in Part 2, Section 4. All changes in existing programs/units or requests for new programs/units must be included on the Coordinating Board meeting agenda prior to initiation.

## **APPENDIX A – PROGRAM RESOURCES AND ASSESSMENT**

### **Section 1. Faculty Resources and Credentials**

Institutions must employ a faculty of sufficient size and range for the number of programs offered and the students enrolled. There must be a sufficient number of full-time faculty members who hold the appropriate terminal degree in each program. A minimum of one full-time faculty member with appropriate credentials is required for each degree program.

Typically, at least 50 percent of the faculty members in each bachelor's, master's or doctoral degree program must hold the appropriate terminal degree. Faculty member credentials must be appropriate to their assigned duties and disciplines, including the levels at which they teach. Faculty degrees, professional accomplishments in research and creative activity, and experience should be commensurate to their duties. New program proposals should indicate ways in which they are in keeping with best practices in higher education, accreditation standards of their professional organizations, and faculty members in comparable program areas at peer institutions.

- Faculty must hold degrees, certifications and licenses from institutions accredited by agencies recognized by the U.S. Department of Education such as the Higher Learning Commission of the North Central Association of Colleges and Schools or from institutions with comparable status, certification or recognition in other countries.
- Faculty members teaching general education core courses are expected to hold at least a master's degree with 18 graduate hours in the teaching field. (A limited number of faculty may hold equivalent documented experience to meet educational qualifications.) Supervised graduate teaching assistants may serve as instructors for general education and core courses in the disciplines in which they are studying.
- Typically, faculty members teaching remedial/developmental education courses hold a master's degree, but must hold at least a bachelor's degree in the teaching field.
- Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.
- A majority of the faculty members teaching in graduate-level degree programs must hold the appropriate terminal degree and have demonstrated competency in teaching or research at the appropriate graduate level. If doctoral programs are offered, a sufficient number of graduate faculty must have dissertation committee experience.

## **Section 2. Library Resources**

Library resources (volumes, monographs, periodicals, indexed and full-text databases) specifically related to proposed certificate and degree programs must be available or planned to meet the needs of faculty and students.

## **Section 3. Instructional Support and Technology**

Instructional support and technology (e.g., laboratories, technology applications and infrastructure, instructional equipment) should be determined by the program objectives and must be sufficient to meet program needs.

## **Section 4. Assessment and Evaluation**

An assessment plan must be in place to evaluate faculty performance and student achievement.

## **Section 5. Programs Requiring Accreditation, Licensure or Certification**

Certificate and degree programs designed to prepare students for professional licensure or certification must meet all standards and requirements of the accrediting or approval agencies.

## **Section 6. Traditional Instruction (In-Class)**

College and university terms vary in length, with the most typical being semester, quarter or trimester. Some institutions use a pattern of two 8-week terms per semester instead of a 15-17 week semester. Whatever the term length, time spent in the appropriate mixture of lecture, laboratory, self-paced learning, team activities, and field work must bring enrolled students to the same required levels of competence, knowledge and performance. Typically, classes have met for 750 minutes or 12.5 clock hours in a term for each semester credit hour awarded in lecture classes with proportionately more time for laboratory classes.

The minimum semester length is 15 weeks of actual class time and examinations. A minimum of fifteen (15) fifty-minute class sessions, excluding laboratories, is required to award one semester hour of credit. Institutions may have terms of other than semester length, but the amounts of credit awarded must be adjusted in proportion to the length of term. There may be exceptions regarding length of terms and amount of credit awarded for specific circumstances such as workshops, seminars, and summer terms in instances where the instructional content and activities are selected appropriately.

The amount of credit awarded for a course is based on the amount of time in class, the amount of outside preparation required, and the intensity of the educational experience.

- A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for *[a minimum of]* 750 minutes or 12.5 hours of classroom instruction;
- A laboratory class with moderate out-of-class preparation is awarded one semester credit for *[a minimum of]* 1500 minutes or 25 hours of laboratory instruction; and
- Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for *[a minimum of]* 2250 minutes or 37.5 hours of work-related instruction.

### **Section 7. Non-Traditional Instruction (Self-Paced, Distance Technology)**

An exception to the standard length of terms and student semester credit hour guidelines can occur if an institution offers instruction through self-paced methods that allow students to achieve predetermined goals and objectives while working independently or in a group without an instructor. When proposing new programs with self-directed components outside of traditional semester and credit hour designations, institutions must indicate the minimum and maximum length allowed for completion of the components as well as intended student learning outcomes. Time-in-class is not a factor in self-paced learning.

Instruction delivered through distance technology is an approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the students and with interaction occurring through electronic media. At least 50 percent of the course content in a distance technology course must be delivered electronically. Internet courses are conducted via web-based instruction and collaboration. Courses may require proctored examinations, and may include opportunities for face-to-face orientations, but there are no class attendance requirements.

Mixed-Mode courses include both required classroom attendance and online or 2-way interactive instruction. These classes have substantial content delivered over the Internet which will substitute for some classroom meetings. A correspondence course does not have any significant site attendance, but less than 50 percent of the course is delivered electronically. Standards for academic quality, admission, retention and assessment must be same in all courses and degree programs regardless of the mode of delivery.

When proposing new programs delivered through distance technology, the institution must demonstrate its commitment to distance technology instruction and the adequacy

of technical support for faculty and students. Courses and degree programs offered through distance technology must be developed in accordance with the Best Practices for Electronically Offered Degree and Certificate Programs endorsed by the Higher Learning Commission of the North Central Association of Colleges and Schools. The web link to the Higher Learning Commission is listed below:

[http://www.ncahigherlearningcommission.org/resources/electronic\\_degrees/Best\\_Pract\\_DEd.pdf](http://www.ncahigherlearningcommission.org/resources/electronic_degrees/Best_Pract_DEd.pdf)

Institutions proposing to offer 50 percent of an existing certificate or degree program through distance technology must submit a Letter of Notification with supporting documentation to ADHE by the established deadlines. All requests to offer existing programs through distance technology must be listed on the Coordinating Board meeting agenda prior to initiation. ADHE staff review of programs offered through distance technology will be conducted on a 3-year cycle.

A Letter of Intent must be submitted to ADHE before a proposal for a new program offered through distance technology can be submitted to ADHE. If the institution is offering its first certificate or degree program via distance technology, ADHE staff will conduct an on-campus visit before making a recommendation on program approval to the Coordinating Board.

### **Section 8. Experiential Learning Credits**

Institutions may award a maximum of 30 semester credit hours in a certificate or degree program for documented learning or work experiences.

### **Section 9. Certificate and Degree Granting Authority**

Institutions may not award a certificate or degree to any student unless demonstrated mastery of knowledge and skills has been documented. A degree also may not be granted to any student solely for experiential learning or work experience.

## **APPENDIX B – DEFINITIONS (Certificates, Degrees, and Organizational Units)**

### **CERTIFICATES**

#### **Certificate of Proficiency**

The Certificate of Proficiency will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 7-18 undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate or associate degree curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

#### **Technical Certificate**

The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a stand-alone program or a part of an associate degree curriculum.

The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 24-42 undergraduate semester hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

#### **Certificate of General Studies**

The Certificate of General Studies is designed to recognize 31-38 credit hours of general education core courses successfully completed by students. The program will document the student's mastery of skills and competencies needed to be successful in the workforce and function in today's world. The skills and competencies addressed in the program are based on findings in the report, *What Work Requires of Schools*, published in 1991 by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. (See Appendix D for curriculum requirements.)

#### **Advanced Certificate**

The Advanced Certificate is a planned program of study in a technical specialty. Admission to the program requires an associate degree or higher, national certification in the technical specialty or other specifically defined postsecondary education requirements. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The

range of hours is 24-42 undergraduate semester credit hours. Program completion could lead to certification/licensure and recognition will be noted on the student transcript. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

### **Graduate Certificate**

The Graduate Certificate is a 12-18 semester hour program that includes a focused collection of courses which when completed affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. Program completion could lead to professional certification/licensure and recognition of the award will be noted on the student transcript.

The required courses must be part of the graduate curriculum of a university with graduate degree programs as part of its role and scope and be taught by faculty with graduate faculty status. Admission and completion requirements must be based upon the policies of the Graduate School. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board approval must be submitted. Teacher education certificates must be designed to meet certification/licensure requirements in designated specialty areas and must be approved by the Arkansas Department of Education prior to submission to ADHE for consideration.

## **UNDERGRADUATE DEGREES**

### **Associate of Arts**

The Associate of Arts degree will be awarded to students who successfully complete a program of collegiate level work that is transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-64 semester credit hours.

### **Associate of Science**

The Associate of Science degree will be awarded to students who successfully complete a program of collegiate level work with an occupational objective of which the majority of occupational courses and all general education courses are transferable



toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

### **Associate of Applied Science**

The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals (Appendix C). A minimum of 30-36 semester hours must be in a technical area. An additional component of the program of study should be a technical core of support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. (A course in Intermediate Algebra may be used to fulfill the mathematics requirement in the A.A.S. degree.) The occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). The range of hours is 60-72 semester credit hours. Selected health-related programs may exceed 72 semester hours, but should not exceed 80 semester hours unless required by accrediting or approval agencies.

### **Associate of General Studies/Liberal Arts**

The Associate of General Studies/Liberal Arts degree will be awarded to students who successfully complete a planned program of collegiate level work that includes a minimum of 15 semester hours of general education courses (Appendix C) and occupational or liberal arts courses. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. The program of study must be developed cooperatively by the student and the institution. The degree is intended to serve as a flexible program option for students whose needs cannot be met by other programs. Individual courses may fulfill requirements for transfer toward a baccalaureate degree, direct employment or educational enrichment. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 60-64 semester credit hours.

## **Associate of Applied Science in General Technology**

The Associate of Applied Science in General Technology program will be awarded to students who successfully complete an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social sciences (Appendix C). There must be 24-30 semester hours in a major technical area, and 15-21 semester hours in a technical core of support courses from other related technical disciplines. A maximum of 30 semester hours may be awarded for experiential learning or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title.

## **Associate of Arts in Teaching (AAT)**

The Associate of Arts in Teaching degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a baccalaureate degree in teacher education. This two-year transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences (Appendix C). The Associate of Arts in Teaching is designed to align with state licensure requirements and consists of 60-64 semester credit hours. In order to receive the AAT, students must have a final grade point average of 2.65 and pass the Praxis I exam, an assessment of reading, writing, and mathematical skills. (See Appendix D for curriculum requirements.)

## **Bachelor's Degree**

The bachelor's degree will be awarded to students upon successful completion of a program that requires a minimum of 120 undergraduate semester credit hours, including the 35-semester hour state minimum general education core (Appendix C), a minimum of 40 semester hours of upper-level courses, and a minimum of 30 semester hours (including 20 semester hours of upper-level courses) in the major field of study. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of the bachelor's degree is 120-136 semester hours. Selected programs (e.g., education, music, engineering) may exceed 136

semester hours, but cannot exceed 150 semester hours unless required by accrediting or approval agencies.

### **Bachelor of Applied Science**

The Bachelor of Applied Science is a degree completion program that allows students holding an Associate of Applied Science degree to apply the entire associate degree toward the requirements of a bachelor's degree. The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and a minimum of 40 semester hours of upper-level courses in selected fields of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

### **Bachelor of Professional Studies**

The Bachelor of Professional Studies is designed as a flexible program option for students with earned college credit (including technical and occupational courses). The bachelor's degree curriculum must include a minimum of 35 semester hours of general education courses (Appendix C) and 40 semester hours of upper-level courses in selected fields of study. The program of study can be developed cooperatively by the student and the institution to meet a variety of professional development and career enhancement needs. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in at least one specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. The range of hours is 120–136 semester credit hours.

## **GRADUATE DEGREES**

### **Master's Degree**

The master's degree will be awarded to students who complete a minimum of 30 semester credit hours beyond the bachelor's degree that includes 50 percent graduate-only semester hours in the field of study. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

### **Specialist Degree**

The specialist degree will be awarded to students who complete a minimum of 30 graduate-only semester credit hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The degree does not meet the academic

requirements of a doctoral degree. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

### **Doctoral Degree**

The doctoral degree will be awarded to students who complete a minimum of 72 graduate semester credit hours beyond the bachelor's degree. The program of study includes 42 graduate-only semester hours beyond the master's degree. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Program requirements must balance credit hours for required coursework, research, and dissertation preparation. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

### **FIRST-PROFESSIONAL DEGREES**

The first-professional degree (law, pharmacy, medicine, health-related professions) will be awarded to students upon successful completion of a program that meets all of these criteria: at least 60 semester credit hours of undergraduate coursework before entering the program, a minimum of 72 semester credit hours beyond the 60-semester hour entrance requirement, and completion of academic requirements to begin practice in the profession. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Exceptions to the total credit hours will be allowed when required by accrediting or approval agencies.

### **ORGANIZATIONAL/ADMINISTRATIVE UNITS**

**Department** - A basic organizational unit consisting of all faculty members or teaching personnel in a given subject-matter field or academic discipline or in a group of related disciplines or fields. The academic department is the fundamental unit in the institution because it is the focus of the basic functions of the institution: teaching, research, and service.

**Division** - A grouping for administrative purposes of two or more departments within a college or university.

**College** - A major instructional division of a university that includes related departments.

**School** - (1) A major instructional division of a university; (2) a major subdivision of a university offering a curriculum which leads to a professional or graduate degree.

**Center** - An academic organizational unit that conducts research, teaching or public service activities, or a combination of these functions in specified fields. The term also applies to an off-campus instructional location that has at least one permanent staff/faculty member assigned for administrative purposes.

**Institute** - (1) A separate institution, within or independent of a university, designed for teaching, research, or both, in a particular field of study; (2) a short course or workshop consisting of lecture and discussion topics on a specific theme.

**Academy** – A separate organizational entity within or independent of a college or university in which special subjects or skills are taught.

## **APPENDIX C – MINIMUM GENERAL EDUCATION AND TECHNICAL CORES**

### **Section 1. State Minimum General Education Core (35 semester credit hours)**

#### English/Communication (6-9 semester credit hours)

English Composition      6 credit hours  
Speech Communication    0-3 credit hours

#### Mathematics (3 semester credit hours)

College Algebra or a course as sophisticated as college algebra or any higher-level mathematics course. Institutions may require students majoring in mathematics, engineering, science, and business to take higher mathematics as part of the state minimum core.

#### Science (8 semester credit hours)

Science courses must include laboratories. Institutions may require students majoring in mathematics, engineering, science, education, and health professions to take higher-level or specific science courses.

#### Fine Arts/Humanities (6-9 semester credit hours)

Must be broad survey courses. Institutions may require students majoring in engineering to take either 6 hours of humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

#### Social Sciences (9-12 semester credit hours)

U.S. History or Government    3 hours  
Other Social Sciences          6-9 hours

Institutions may require students majoring in engineering to take either 6 hours or humanities and social sciences at the junior/senior level or substitute an additional 6 hours of higher-level mathematics and/or additional science courses.

**Section 2. General Education Core for Associate-Level Occupational and General Studies Programs (15 semester credit hours)**

English/Writing (6 semester credit hours)

English Composition and/or technical writing

Mathematics (3 semester credit hours)

~~Intermediate Algebra~~ Applied Technical Mathematics or higher-level math course

Social Sciences (3 semester credit hours)

An introductory course appropriate for the field of study, e.g., psychology, sociology, economics

Computer Applications/Fundamentals (3 semester credit hours)

## Certificate of General Studies

Discipline/Courses	Semester Hours
<b><i>English/Communication</i></b>	<b>9</b>
English Composition	6
Oral Communication or Speech	3
<b><i>Science, Math, &amp; Technology</i></b>	<b>10-14</b>
Physical, Biological, or Earth Science (with lab)	4-8
College Algebra (equivalent or higher)	3
Computer or Technology Elective	3
<b><i>Social Sciences</i></b>	<b>9</b>
U.S. History or American Government	3
General Psychology or Introduction to Sociology	3
Social Science Elective	3
<b><i>Fine Arts/Humanities</i></b>	<b>3-6</b>
Fine Arts or Humanities Elective	3-6
<b>Total Semester Hours</b>	<b>31-38</b>

CGS Approved: Agenda Item No. 3  
February 3, 2006

### Associate of Arts in Teaching (AAT) Degree Requirements – 60-64 semester credit hours

#### General Education Requirements

##### English/Communications

English Composition I	3 hours
English Composition II	3 hours
Speech (Oral Communications)	3 hours

##### Mathematics

College Algebra	3 hours
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##### Lab Science

Biology with Lab	4 hours
Introduction to Physical Science with Lab	4 hours

##### Fine Arts/Humanities

Visual Arts <i>or</i> Musical Arts <i>or</i> Theatre Arts	3 hours
World Literature I <i>or</i> II	3 hours

##### Social Sciences

U.S. Government	3 hours
World Civilization I <i>or</i> II	3 hours
American History I <i>or</i> II	3 hours



**AAT - Education Core Requirements**

Introduction to Education	3 hours
K-12 Educational Technology	3 hours
Math I	3 hours
Math II	3 hours

**Required Electives**

Arkansas History	3 hours
Introduction to Psychology	3 hours

**Middle School Requirements**Option 1 – Math/Science Specialty

College Trig <i>or</i> Pre-Calculus <i>or</i> Survey of Calculus <i>or</i> higher	3-4 hours
Physical Geography <i>or</i> Geology <i>or</i> Earth System with Lab	3-4 hours
Directed Elective	0-3 hours

***or***Option 2 – Language Arts/Social Studies Specialty

American Literature I <i>or</i> II	3 hours
Geography [ <i>Introductory</i> ]	3 hours
Directed Elective	1-3 hours

**P-4 Requirements**

Geography [ <i>Introductory or Physical</i> ]	3 hours
Child Growth and Development	3 hours
PE (Activity)	1 hour
Directed Elective	0-3 hours

AAT Revised: July 25, 2008

Policy Revised:     Agenda Item No. 13  
                               April 16, 1993

Revised:             Agenda Item No. 21  
                               July 25, 1997

Revised:             Agenda Item No. 21  
                               October 23, 1998

Revised:             Agenda Item No. 13  
                               October 20, 2000

Revised:             Agenda Item No. 16  
                               October 22, 2004

**POLICY FOR THE REVIEW OF  
EXISTING ACADEMIC PROGRAMS  
Revised October 2008**

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Arkansas Code §6-61-214 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish standards for the academic programs offered by Arkansas colleges and universities and to create a 7-10 year review cycle for all-existing academic programs. The existing academic program review policies (AHECB Policy 5.12) were adopted in 1988 and revised in 1995 and 1998.

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

The proposed policy includes the following:

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

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

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 revised Policy for the Review of Existing Academic Programs (AHECB Policy 5.12) outlined in this agenda item, effective immediately.

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

**POLICY FOR THE REVIEW OF  
EXISTING ACADEMIC PROGRAMS**  
Revised October 2008

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Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs. The goals of existing academic program review are as follows:

1. To establish a process for the statewide review of academic programs.
2. To identify certificate and degree programs not meeting minimum standards of quality or viability and establish schedules for either resolving these concerns or removing the programs for the AHECB approved program inventory.

**Existing Academic Program Review Process**

All certificate and degree programs offered by public colleges and universities in Arkansas will be reviewed through the Existing Academic Program Review Process. This review process includes the following parameters:

1. All academic programs will be externally reviewed every 7-10 years. Each institution will submit its recommended program review cycle to ADHE. If changes in the review schedule are necessary, ADHE will be notified.
  - a. Accredited/licensed/state certified programs will follow the usual review practices and schedule of the accrediting/approval body. The site team's written evaluation and institutional response will be sent to ADHE within six weeks of receipt of the written evaluation.

Accredited/licensed/state certified programs failing to maintain accreditation/certification/licensure will be subject to further review by ADHE.

- b. Academic programs which are not program-specific accredited will be reviewed by external reviewers/consultants. Institutions will select a minimum of two out-of-state reviewers affiliated with programs that are similar in mission and scope to the program under review.
2. At least one consultant is required to conduct a site visit and meet with program faculty, students, and administrators.

Individuals selected as consultants will be well-qualified and without bias toward institutions under review.

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  3. The institution will complete a comprehensive self-study that is reviewed by the program consultants. Components of the self-study will include, but not be limited to, information related to: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements.

4. The consultants will submit a written report of findings to the institution. Key information on continued program improvement will be included in the report submitted to ADHE. Specific contents of the consultants' reports will be determined by ADHE staff and Chief Academic Officers (CAOs).

### **Recommendations to Coordinating Board**

1. The consultant's written evaluation and institutional response will be sent to ADHE within six weeks of receipt of the written evaluation.
2. Findings from academic program reviews will be reported annually to the AHECB. ADHE staff will recommend that the AHECB receive the consultants' reports and acknowledge that the contents may be consulted as a resource when decisions must be made by the Board regarding institutional role and scope, budget requests, new program approval, and statewide funding issues. The staff may propose other general resolutions that address statewide issues.
3. A further resolution will encourage institutional administrators, faculty members, and boards of trustees to consider implementing the recommendations made by the consultants for program improvement.
4. If appropriate, a resolution will be offered concerning program deletions, modifications, and/or follow-up. A resolution recommending program deletions will place the program(s) on notice for removal from the AHECB approved program inventory. At the end of the two-year notice period, those programs still not meeting minimum standards will be deleted from the approved program inventory. In extraordinary cases, documentation of legitimate extenuating circumstances may prompt the Coordinating Board to extend the notice period. State general revenue funds may not be used for the operation of a program beyond the termination deadline set by the Coordinating Board. ADHE will not include SSCHs generated by major courses of programs removed from the approved program inventory in its funding formula calculations.
5. The president, chancellor, or chief academic officer may respond to ADHE staff recommendations in writing or request a conference to discuss the recommendations prior to consideration by the Coordinating Board. The discussions will be limited to those issues that concern the state's interests, i.e., program closings and broader statewide issues that the Coordinating Board may wish to address. Any recommendations in the consultants' reports that are not included in the ADHE staff recommendations would pertain to matters of campus concern and, therefore, would represent suggestions to be considered locally.

### **ADHE Review of Program Viability**

The AHECB adopted program productivity standards in 1989 and established benchmarks of an average of 3 graduates per year over five years for undergraduate programs, 2 graduates per year for master's programs, and 1 graduate per year for

doctoral programs. This policy revises those benchmark standards and renames them program viability standards.

Beginning in 2010, ADHE staff annually will identify existing certificate and degree programs that do not meet AHECB program viability standards. New certificates and associate degrees will be identified for program viability standards after three years, and bachelor's degrees and above will be identified after five years.

1. The viability standards, based on a three-year average, are as follows:
  - An average of four (4) graduates per year for career and technical education certificates (CTE) and career and technical associate degree programs (AAS);
  - An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;
  - An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
  - An average of four (4) graduates per year for master's, specialist and first-professional programs; and,
  - An average of two (2) graduates per year for doctoral programs.
2. Cognate, embedded and related programs will be considered one program for program viability purposes.

Cognate (coupled) programs are supported primarily by courses existing in and for other (viable) programs and should be certified as such by the offering institution through the provision of documentation to ADHE.

Each institution will submit to ADHE a list, with justification, of the certificate and degree programs that the institution believes are cognate programs. Common CIP Code classifications should serve as the base premise for determining cognate programs. Shared courses across majors and program levels also will be considered. Electives, general education, and/or core courses will not be included in determining programs that can be considered cognate.

The ADHE Director will inform the campus president or chancellor of the programs that will be designated as cognate programs.

Awards of certificates that are embedded within an associate degree program will count toward program productivity standard. When calculating the three-year average of a degree program with embedded certificates, a student will only be counted once –either as certificate or an associate completer. If the highest award of an embedded program does not meet the graduate threshold and produces less than 50% of the graduates in the entire program (certificates and associate's degree), the highest award will be discontinued if the number of graduates does not meet the threshold within two years.

Programs that are required by programmatic accreditation to offer a higher level award may seek an additional two-year exemption from the 50% highest-award-viability standard by providing evidence from the accreditor of the need for the higher credential and a program-specific enrollment management plan for meeting the threshold at the higher level.

Programs identified as below the viability threshold will have two (2) years to meet the threshold or will be removed from the AHECB approved program inventory.

ADHE will not include SSCHs generated by major courses of programs removed from the approved program inventory in its funding formula calculations. SSCHs removed from the formula will be for courses within a major/program of study that are not required within another major/program of study.

General education courses listed in the Arkansas Course Transfer System (ACTS) will not be subject to loss of funding.

3. Programs discontinued can be reinstated via the new program approval process. Evidence of curricular revision, market demand/analysis, and a student recruitment plan must be provided for each program being reconsidered.
4. When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.  
Career and technical education programs (CTE) with low degree production may be reconsidered by providing specific evidence of market demand for students who do not complete the degree. Evidence must include a history of high job placement rates at high wages for non-completers.

Institutions may also request a reduction in the viability targets for specific academic programs that are crucial to the institution's role, scope and mission. Evidence must exist that students can graduate in a timely manner (courses needed to complete an associate, bachelors or masters level programs are taught within a two year time frame and courses needed to compete a doctoral level program are taught within a three year time frame). Academic programs with a reduced viability threshold will be monitored based upon the revised threshold. The need for a reduced viability target will be reconsidered after five years.

Institutions submitting programs for reconsideration must follow the appeals process established by the ADHE staff in collaboration with the chief academic officers.

## REAFFIRMATION OF CRITERIA FOR ESTABLISHMENT OF BRANCH CAMPUSES

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At the regular quarterly State Board of Higher Education meeting held on January 16, 1976 (Agenda Item No. 7), the Board adopted criteria for establishment of branch campuses. The Board approved these criteria under Act 975 of 1975, the substance of which was incorporated into Act 560 of 1977 and is now contained in A.C.A. §6-61-303. The criteria were approved under the provisions of the Administrative Procedure Act, as prescribed by the law.

The Board's practice has been consistent with the provisions of the criteria, the full text of which follows. The following resolution, which was approved on October 23, 1992 (Agenda Item No. 18) reaffirms the Board's 1976 approval of criteria for establishing branch campuses.

**RESOLVED**, That the State Board of Higher Education reaffirms the January 16, 1976, adoption of criteria on establishment of branch campuses.

**FURTHER RESOLVED**, That the State Board instructs the Director of the Arkansas Department of Higher Education to furnish copies of the criteria to the presidents, chancellors, and directors of the state colleges and universities.

## **BRANCH CAMPUS CRITERIA**

### **Introduction**

Act 975 was passed by the 1975 session of the Arkansas General Assembly for the stated purpose of prohibiting any state-supported institution of higher education from establishing a branch campus or program without first obtaining the approval of the State Board of Higher Education. The Board was authorized to establish reasonable rules, regulations, criteria, guidelines, or standards to be followed by the institutions and the Board with respect to the planning, establishment, location, or development of any branch campus of an existing public institution.

At the same session of the General Assembly, legislation was passed which encouraged the colleges and universities to expand their service functions to the citizens of Arkansas through the provision of courses offered at off-campus locations. The interpreted meaning of the General Assembly in passing what may at first appear to be conflicting measures has been that expanded educational services to the citizens of Arkansas through the provision of courses taught at locations other than on the campus should be pursued but that the development of programs with a degree of permanence and which would require a significant and continuing commitment of funds and other resources should be a significant and continuing commitment of funds and other resources should be started only after thorough planning, a detailed determination of need, and a consideration of other alternatives.

The major problem that arises in this situation is a basis for distinguishing between a branch campus or program and an off-campus operation. In the following two sections, nine elements are considered relevant to distinguishing between the two types of programs with elaboration on each element included.

### **Off-Campus Operations**

The following elements would generally be characteristic of an off-campus operation:

#### Availability of Degrees

An off-campus operation generally offers courses upon demand and does not provide for the completion of a degree at the off-campus location. Depending upon institutional policies concerning residency at the home campus, students may secure the necessary courses for a degree but this has not been by design at the off-campus operation.

#### Size and Scope of Offerings

Offerings are normally individual course offerings responding to a particular need in the community and are not sequential. Offerings may change considerably in both level



and field from semester-to-semester. The number of courses offered is typically limited and dependent upon the availability of faculty and a reasonable number of students.

### Facilities

Facilities would usually be provided in the community at little or no cost to the institution and there would be no permanence of commitment on the part of the institution for facilities. The facilities would not be under the complete control of the institution.

### Institutional Intention and Identification

It is not the intention of the institution to operate or develop the program as a separate entity. The total program is an integral part of programs provided on-campus and the off-campus location carried no separate identification.

### Administration

There is no administration separate from that which administers the main campus and no permanent administrative official is assigned at the off-campus location.

### Staffing

Teaching and other staff personnel are part-time and temporary or sent from the main campus. No staff is assigned permanently to the off-campus operation.

### Student Services

Student services personnel are part-time and temporary or sent from the main campus. No staff is assigned permanently to the off-campus operation.

### Library Services

Permanent library holdings are not assigned at off-campus locations. All library resource materials are located at other facilities in the community or are transported from the main campus.

### Accreditation

Accreditation for off-campus locations is a part of accreditation of the main campus and will not be sought for the off-campus location as an operationally independent agency.

### **Branch Campuses or Programs**

The following elements would typically be characteristic of a branch campus or program:

### Availability of Degrees

It would normally be possible for students to attain degrees through attendance only at the branch campus or program.

### Size and Scope of Offerings

The number of courses offered would normally be larger than an off-campus location and they would be in planned, sequential orders so that students could regularly work toward degrees.

### Facilities

Facilities would normally be a part of a permanent or long-range commitment on the part of the institution. It would not be unusual for facilities to be owned by, leased by, or otherwise under the complete control of the institution.

### Institutional Intention and Identification

It is the intention of the institution to operate the remote location as a separate entity and may even carry a separate designation that would identify the location.

### Administration

Local operation of the remote location is under a separate and identifiable administrative unit. Administrative personnel may be assigned at the remote location on a part-time or full-time basis.

### Staffing

There would be more permanence of staff at the location and some staff would be assigned there on a full-time basis.

### Student Services

Regular counseling or other student services would be available at the remote location.

### Library Services

Permanent library resources would be available at the remote location.

### Accreditation

Accreditation would be sought for the remote location as an operationally independent operation.

## **Criteria for Reviewing Branch Campuses**

There are basically two ways a branch campus or program can be developed. The first is through a planned development process and the other is through the gradual evolution of an off-campus location that grows due to the demands of the geographic area it serves.

### Planned Development

Establishment of a branch campus or program through planned development would result when an institution recognized a need in a community where no higher education institution existed and the development of the branch would primarily be planned as an entity to be established at a given time with all relevant services and resources provided on a planned schedule. It would not be necessary for every aspect of the branch campus or program to adhere strictly to the defined elements included in other sections of this document depending upon various situations that could exist but the defined elements would be the primary basis for evaluating the planned branch campus or program.

If an institution wished to develop a branch campus or program, it would be necessary for a proposal to be developed for presentation to and consideration by the State Board of Higher Education. Such a proposal should be prepared according to the criteria and in the format included in the document entitled Criteria and Procedures for Preparing Proposals for New Programs, which is available at the Department of Higher Education. Development of a branch campus or program in this manner would typically require the appropriation of state funds to support the program at a session of the General Assembly. Therefore, proposals for planned development of branch campuses should be submitted to the State Board of Higher Education in a manner timely to the regular appropriations process. In no case should a proposal be submitted later than the time when the appropriations request is submitted.

### Gradual Evolution

A branch campus established through a process of gradual evolution may be quite different from one established through planned development. It is quite conceivable that an off-campus location where a full branch operation is not planned could develop through demands for services to the point that it approaches status as branch or should be reevaluated in those terms. Under these circumstances, the elements identified in the section of this document under the heading "Branch Campuses or Programs" would be applied. Any time an off-campus location meets any one of the criteria listed for a branch campus or program, that off-campus location will be reviewed by the State Board of Higher Education in terms of a branch campus or program. In this respect, the meeting of one of the listed criteria would serve as a means for identifying off-campus locations that may be moving toward or have the potential to become branch

campuses. In the review, the institutional intent and likely direction of development of the off-campus location will be given primary consideration.

### **Legislative Advisement**

Due to the concern expressed by the General Assembly regarding the development of branch campuses or programs and the responsibility placed upon the State Board of Higher Education in this area, it will be the intent of the Board to give serious consideration to the need for additional branch campuses, the manner in which any authorized branch campuses are operated with the primary concern being the provision of high quality educational opportunities, and the related costs involved. It will also be the intent of the State Board of Higher Education to allow for input from all sources in considering proposals for branch campuses prior to the time that such a campus will be authorized. To this end, the Board will inform the Arkansas Legislative Council and the Office of the Governor of any actions that have been taken by the board on branch campuses or programs. Each action by the Board will be delayed for a period of 30 days before becoming final to allow time for any desired comment by the Legislative Council or the Governor.

Approved: Agenda Item No. 7  
January 16, 1976

Reaffirmed: Agenda Item No. 18  
October 23, 1992

## **CONDITIONAL ADMISSION FOR HIGH SCHOOL GRADUATES (REVISED)**

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The Arkansas Higher Education Coordinating Board adopted the policy on Conditional Admission for High School Graduates in accordance with Act 1290 of 1997 (A.C.A. §6-60-208), as amended by Act 520 of 1999. The act requires students who are public high school graduates and did not complete the core curriculum to be admitted conditionally to state-supported colleges and universities. The act further requires that these students successfully complete 12 hours of designated college coursework with a minimum of a 2.0 grade point average.

The intent of this agenda item is to have consistent language in related policies. The definition of course unit credit was approved in the Academic Challenge Scholarship rules and regulations to clarify the use of college courses to meet precollegiate core curriculum requirements. This definition also will be used for conditional admission purposes and in other applicable policies.

The Coordinating Board approved the following resolution (Agenda Item No. 16) on October 24, 2003:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board revises the policy on Conditional Admission for High School Graduates as presented in this agenda item.

**FURTHER RESOLVED**, That the Board instructs the Director of the Arkansas Department of Higher Education to notify the presidents and chancellors of the public colleges and universities of this policy.

## CONDITIONAL ADMISSION FOR HIGH SCHOOL GRADUATES (REVISED)

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### I. General Information and Definitions

Act 1290 of 1997(A.C.A. §6-60-208), as amended by Act 520 of 1999, requires students graduating from high school in 2002 and after to have completed the core curriculum for unconditional admission to public colleges and universities. The following definitions and regulations apply to the implementation of this act. Nothing in the act or these procedures prevents an institution from setting higher admission standards for first-time full- and part-time enrolling students.

All students graduating after May 1, 2002, from Arkansas public high schools, out-of-state high schools, home schooling, private high schools and GED recipients shall be evaluated for the purpose of being granted conditional or unconditional admission status.

A student admitted conditionally is a student admitted to an institution with certain requirements, conditions, or restrictions placed on initial and/or future enrollment status.

A student admitted unconditionally is a student admitted to the institution without requirements, conditions, or restrictions placed on initial enrollment status.

For students seeking unconditional admission to a public four-year college or university, a student must have a cumulative grade point average of 2.0 on a 4.0 scale. There is no grade point average requirement for unconditional admission to public two-year colleges.

In computing an enrolling student's high school grade point average, the grade point average as computed by the high school (converted to a four-point scale) shall be used. A *course unit* is defined as the credit received for completion of one (1) year of a course in high school or as the credit received for completion of one three-credit hour semester college course (science courses must include a laboratory). *Course unit* credit cannot be awarded for any remedial/developmental course. For high school students receiving concurrent credit, the college course used to meet the core curriculum requirement must be in the same discipline as the high school course and only college algebra or a higher-level college mathematics course will meet the requirement for unconditional admission.

Students enrolling in Certificate of Proficiency programs or noncredit courses are exempt from these requirements.

Students who are not seeking a degree or other award above the Certificate of Proficiency and are enrolled part-time are exempt from these requirements.

These requirements apply to all other award-seeking students and to students who must follow course placement guidelines as required by Act 1290 of 1997.

## II. Procedures

Each institution shall develop a plan for the implementation of this act using the following guidelines. Each plan must be approved by the Arkansas Higher Education Coordinating Board. Implementation of the approved plan is a condition for receiving state funds.

1. Each institution will designate an office of responsibility for implementation and define the method of informing incoming students of their admission status.
2. Core academic courses, as required in Section 1 (c)(1)(A) and (B) of Act 1290 (see below) will be designated by each institution. Such courses will be regular, nonremedial credit courses as listed in the college catalog. These courses will be listed in the institution's implementation plan. The implementation plan will also include a listing of appropriate technical courses as required in Section 1 (c) (1)(B).

### Section 1 (c)

"(1) At a minimum, these conditional admissions standards shall require the following:

- (A) For a student seeking an associate of arts degree or a baccalaureate degree and who failed to successfully complete the core curriculum, completion of twelve, (12) hours of core academic courses and any necessary remedial courses with a cumulative grade point average of 2.0.
  - (B) For a student seeking a diploma, technical certificate or an associate of applied science degree and who failed to successfully complete the core curriculum, completion of six (6) hours of core academics courses and six (6) hours of technical courses required for the diploma, technical certificate or an associate of applied science degree and any necessary remedial courses with a cumulative grade point average of 2.0." (Act 1290 of 1997)
3. Students must successfully complete (defined as a 2.0 GPA) the required hours of core academic subjects and technical courses (as defined in number 2 above) and any remedial courses within the first 30 semester hours, excluding developmental courses. The institution must develop, define, and implement enrollment consequences (i.e., suspension, expulsion, limited course enrollment, etc.) for students who do not successfully complete (2.0 GPA) the required core academic subjects, technical, or remedial courses within the first 30 semester hours, excluding developmental courses.

The institution's regular definition of cumulative grade point average will be used in defining the attainment of a 2.0 grade point average.

4. Transcripts of out-of-state high school students will be evaluated for meeting the core curriculum. Students not meeting either the core curriculum requirement and relevant grade point average requirement will be admitted conditionally.
5. Students who receive a GED or are graduates of home schooling or private high schools after May 1, 2002, must make a composite score of 19 on the American College Test (ACT) or the equivalent score on the SAT, ASSET, or COMPASS in order to be unconditionally admitted. As with all other students, these students must meet the admission requirements of the college or university where they seek to enroll.

Each college and university will submit a plan for the implementation of the guidelines. Plans must be submitted by October 1, 1998.

Approved: Agenda Item No. 28  
October 20, 1995

Amended: Agenda Item No. 53  
July 24, 1998

Revised: Agenda Item No. 16  
October 24, 2003



## **GUIDELINES FOR THE PREPARATION OF INSTITUTIONAL PLANS FOR THE REDUCTION OF REMEDIATION EXPENDITURES**

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Act 1141 of 1993 directs the state universities to reduce expenditures of state funds for remediation of traditional college-aged students. The act specifies that this reduction take place in an orderly manner.

The ADHE staff coordinated the work of an advisory committee composed of institutional representatives. Advisory committee members were Dr. Nancy Talburt of the University of Arkansas, Fayetteville; Dr. Joel Anderson and Dr. Charles Donaldson of the University of Arkansas at Little Rock; Dr. Susan Azbell of Ouachita Technical College; Dr. Dan Ball of Southern Arkansas University; Dr. Terry Barnes of Westark Community College; Dr. Mary Benjamin and Mr. Hugh Blaney of the University of Arkansas at Pine Bluff; Dr. Charles Dunn of Henderson State University; Dr. Alan Hoffman of Garland County Community College; Dr. Steven Jones and Dr. Steven Murray of Phillips County Community College; Dr. Mossie Richmond and Dr. Stanley Williams of Arkansas State University; and Dr. Diane Tebbets of Ozarka Technical College. The plan outlined in this agenda item reflects the ADHE staff's understanding of the state's interests in light of the committee's thinking on approaches to implementation of the law.

The degree of diversity found among the four-year campuses suggests that the state plan must accommodate a range of institutional missions while ensuring reductions in spending for remediation. The plan that appears in the following pages of this item addresses these two requirements. The suggested State Board resolution would approve the state plan and instruct the ADHE staff to work with campus representatives in specifying institutional components within the context of the state plan.

The following resolution was approved on April 29, 1994 (Item No. 43):

**RESOLVED**, That the State Board of Higher Education approves the plan to reduce expenditures of state funds on remediation of traditional college-aged students.

**RESOLVED**, That the State Board instructs the Director of the Arkansas Department of Higher Education to work with the presidents and chancellors of the state universities in the development of institutional proposals, which will complete the state plan, for State Board consideration at the regular January 1995 Board meeting.

**FURTHER RESOLVED**, That the State Board instructs the Director to work with the presidents of state two-year institutions in developing a plan to address any enrollment and other academic quality issues relating to implementation of Act 1141 of 1993.

## **GUIDELINES FOR THE PREPARATION OF INSTITUTIONAL PLANS FOR THE REDUCTION OF REMEDIATION EXPENDITURES**

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### Background

Act 1141 of 1993 directs all public colleges and universities to report annually to the Department of Higher Education on expenditures and revenues received for remediation. The act provides that the State Board of Higher Education develop a plan consistent with the mission of each institution for the orderly reduction of state funds expended on remediation.

Act 1052 of 1987 requires all public colleges and universities to remediate all entering students not having the necessary skills. Placement test data from the past three years indicate that 40-50 percent of entering college freshmen require some remediation.

### Annual Reporting Requirement and Data Collection

Each public two-year and four-year institution will submit to the Department of Higher Education an annual report that includes the following:

1. Total direct and indirect costs of remediation for the previous academic year
2. All sources of revenue, by amount and source, used to fund direct and indirect costs of all remedial courses and programs

This information will be collected through the Uniform Reporting process (see Act 537 of 1993) beginning with the academic year. Restricted funds employed to create academic support programs for special populations will not be considered remediation expenditures. Private and federal funds will not be counted, consistent with Act 1141.

Since the uniform reporting process commences with the academic year, data on expenditures and revenues for remediation for the academic year must be collected by other means. The ADHE staff will develop and distribute forms for the collection of data on direct expenditures and revenues for consistent with the data being collected under uniform reporting. State funds will include both state education and general funds and tuition funds.

### Institutional Plans for Reduction of Remediation Expenditures

Each four-year institution will develop a five-year plan for the orderly reduction of remediation expenditures. Institutional proposals will follow the general criteria set forth in this plan but may incorporate campus-specific elements designed meet the objectives of the law.

All institutional plans must address a set of common concerns. In order to ensure that each campus takes these concerns into account, all institutional plans should address the following points:

1. The importance of student body diversity.
2. The expected consequences of higher standards that result from implementation of the plan, stating how these standards will serve to improve the quality of undergraduate education and contribute to the academic success of the students.
3. If applicable, effect a significant reduction in the number of out-of-state students enrolled in remedial courses.
4. Prohibit high school students from enrolling in college remedial courses.
5. Limit to two the number of times a student may repeat a remedial course.
6. Include a section on plans to implement Act 969 of 1993, which concerns conditional admissions. Describe how this requirement might affect the remedial program.
7. Avoid cost-cutting strategies that might jeopardize the quality of remedial programs.
8. Include proposed annual percentage reductions in remediation expenditures for students 21 years of age and younger.
9. Institutional Board of Trustees approval of the plan.

As a matter of course through the uniform reporting system and other means, ADHE will collect data to aid in monitoring the success of the plan. Those data will include

1. The institutional mission statements
2. Reports on remedial courses and program offerings and enrollments for the past five years, reports on the retention rates of remedial students through graduation, and consultant recommendations from the 1992-93 State Board review of developmental education programs.

In order to reduce expenditures for remediation, institutions may initiate any number of strategies consistent with the law and with this plan. Such strategies might include some of the following elements:

1. Changes in admission standards.
2. Establishing appropriate entry-level remedial courses.

3. Requiring students to pay the full cost of instruction for repeat remedial courses.
4. Reducing allowable credit load for students enrolled in remedial courses.
5. Contracting with other institutions to deliver remedial courses.
6. Increasing class sizes for remedial courses.
7. Initiating summer bridge programs for high school graduates whose scores indicate need for remediation.

#### ADHE Review and SBHE Action\*

Draft plans will be due by November 1, 1994. The Department of Higher Education will review the draft plans and work with the institutions on development of final five-year plans by December 15, 1994. The State Board will consider the proposed plans in January 1995.

#### Recommendation Concerning Two-Year Colleges

Act 1141 requires annual remediation expenditure and revenue reports from both four-year and two-year colleges. The act does not require a ceiling on remediation expenditures or a plan for reduction of remediation expenditures at two-year colleges. Nevertheless, the reduction of remediation expenditures at four-year institutions may affect the demand for remediation at two-year colleges. In order to help two-year institutions determine how to handle the consequences of plan implementation, the ADHE staff will monitor for civil rights impacts and for other unexpected consequences. ADHE staff will work with administrators to develop a statewide strategy for managing the transition.

Approved: Agenda Item No. 43  
April 29, 1994

**AHECB POLICY 5.16: CONCURRENT ENROLLMENT**  
**Effective Fall 2013**

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**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy amendment on concurrent enrollment effective Fall 2013. The concurrent enrollment policy outlines the guidelines for concurrent program participation; however, Arkansas state-supported colleges and universities are not required to participate in a concurrent enrollment program; and a high school/school district may choose to partner with more than one Arkansas college/university for concurrent courses.

**FURTHER RESOLVED**, That any Arkansas state-supported college or university that chooses to participate in a concurrent enrollment program with a public school district, private high school, or home-school student shall implement and administer the concurrent program in accordance with the policies of the Arkansas Higher Education Coordinating Board and the rules of the Arkansas State Board of Education.

**FURTHER RESOLVED**, That any college or university that chooses to participate in a concurrent enrollment program must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or must be authorized by Arkansas Higher Education Coordinating Board no later than August 1, 2015. A college/university not offering concurrent courses currently must have AHECB initial authorization for the institutional concurrent enrollment program prior to the offering of concurrent courses.

**FURTHER RESOLVED**, That Arkansas state-supported colleges and universities will not participate with Arkansas Early College High School (AECHS) in the delivery of blended AP/concurrent courses for college credit.

**FURTHER RESOLVED**, That Arkansas state-supported colleges and universities will not participate with AECHS in the offering of single courses for multiple higher education institutions.

**FURTHER RESOLVED**, That ADHE staff will review, in cooperation with the Arkansas Department of Education, the blended AP/concurrent course offerings throughout the state to determine if these courses are in keeping with the concurrent enrollment policy as outlined in this agenda item.

**FURTHER RESOLVED,** That the Coordinating Board instructs the ADHE staff to submit an annual report on concurrent course enrollment to the Board which will include institutional data on concurrent course offerings and locations, and could include ADHE Executive Staff Recommendations for policy amendments on the administration, continuance, and funding of the concurrent enrollment program.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to provide a copy of the amended policy to presidents and chancellors, chief academic officers, chief students affairs officers, and institutional research officers at Arkansas state-supported colleges and universities.

## CONCURRENT ENROLLMENT POLICY Effective Fall 2013

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- I. **Concurrent Enrollment** is the enrollment of a high school student in a college course taught on a high school campus (or in selected cases on the college campus) for high school credit and college-level credit. (Arkansas Code §6-18-223)

**Dual enrollment** is the enrollment of a high school student in postsecondary education for college-level credit exclusively. (Arkansas Code §6-60-202)

### II. **Concurrent Course Credit – Institutional Requirements**

For concurrent course enrollments to be counted for FTE/higher education funding purposes, the following conditions must be met:

1. Program Accreditation/Authorization - If an institution of higher education offers a concurrent *credit* course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); **or** the college/university must be approved by the Arkansas Higher Education Coordinating Board to offer courses, including courses offered via distance technology, for concurrent credit.
2. Concurrent Credit Courses - Concurrent credit courses must be freshman-level and/or sophomore-level college/university courses that are approved through the established process of an institution and included in the institutional catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high school/school district and the college/university.

The course offered for concurrent credit must meet the same standards as college courses taught on the college/university campus. Students can earn college credit and/or one unit of high school credit for successful completion of each general education concurrent course and each blended AP/concurrent course that is a minimum of 3 semester credit hours. Students can earn college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours.

The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes.

The instructor teaching the college course for concurrent credit must:

- 1) use the approved college/university course syllabus,
- 2) use the same textbook or a textbook with aligned content and course learning outcomes as approved by the college/university,

- 3) adopt the same learning outcomes and assignments as those developed for the course offered on the college/university campus with limited exceptions approved by the college/university, and
- 4) use the same course grading standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams-must be used at the high school site.

**Note:** It is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

***If there is not agreement among multiple institutions offering college courses at one high school/school district, the college/university seeking clarification on the implementation of the concurrent enrollment policy must contact the ADHE Director in writing and follow AHECB Policy 5.17: Off-Campus Instruction Policy-Criteria for Conflict Resolution.***

3. AP/Concurrent Blended Courses (College/University Participation Optional) - Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education. (**Note:** Student enrollments in AP courses cannot be reported through the Arkansas Higher Education Student Information System.)

The merging of AP courses and general education college courses is allowed under certain circumstances, and these merged courses will be referenced as blended AP/concurrent courses.

- Colleges and universities that offer blended AP/concurrent courses must ensure that these blended courses meet all the requirements of concurrent courses as set forth in this concurrent enrollment policy.
- The AP course guidelines specified by the College Board in its published course description must be incorporated into the blended AP/concurrent course syllabus.
- The blended AP/concurrent course syllabus must be submitted by the high school teacher for approval by the College Board AP Course Audit; and the school district must have on file the written documentation of the College Board approval of the blended AP/concurrent course syllabus. A copy of the blended AP/concurrent course syllabus currently approved by the College Board must be submitted for college/university approval during the concurrent instructor/course approval process.
- **All students enrolled in blended AP/concurrent courses are required to take the AP exam;** and the high school must have written documentation on file of the students who took the AP exam with this AP exam data provided to the college/university upon request.



- Students can earn at least three semester credit hours of college credit and one unit of high school credit for successful completion of one blended AP/concurrent course only if the student registers for concurrent course credit at the beginning of the term. (A minimum score on the AP exam is not required for the student to earn college credit for the blended AP/concurrent course.) All other students enrolled in the blended AP/concurrent course can earn only one unit of high school credit for the course.
- Students enrolled in these blended AP/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.
- Any high school that cannot furnish data on AP test takers (during an ADE/ADHE concurrent enrollment program audit) will not be approved for the continued offering of blended AP/concurrent courses.

#### 4. Concurrent Course Ownership

Institutions of higher education must demonstrate “ownership” of any course offered for concurrent credit for which students are reported for funding purposes. Ownership of courses means that the college/university will:

- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.
- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus.

Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of “course ownership” as described above.

#### 5. Teaching Credentials

Faculty teaching general education concurrent courses must have a master’s degree with a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master's degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

**The instructor of record must be the individual that teaches the concurrent course(s); and for general education concurrent courses and blended AP/concurrent courses these individuals must have a master's degree with a minimum of 18 graduate college credit hours in the subject areas being taught.**

For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.

### III. Concurrent Course Enrollment

#### Concurrent College Admission

High school students enrolled in general education concurrent courses will be those who have successfully completed the eighth grade and are admitted to the college/university as non-award seeking students.

Each college/university must specify the concurrent admission requirements for high school students.

#### Concurrent Course Registration

Because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate in some cases, those classes with a mixed population must have at least a majority of the students enrolled for concurrent credit; and **all high school students enrolled in the concurrent course must meet the same requirements for completion of the course whether or not the student is registered for college credit.** The concurrent course withdrawal process and procedures must be implemented in accordance with established college/university guidelines.

#### Concurrent/Dual Course Placement/Statewide Minimum Exam Scores

High school students must have scored 19 or better on the ACT Reading sub-test **or** have a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the ACT Reading sub-test, or comparable score on the SAT, ASSET or COMPASS, to enroll in **any** general education course.

Enrollment in English Composition and mathematics courses also require a 19 or better on the respective ACT sub-test **or** a score on the EXPLORE, PLAN or PSAT assessments (see Table 1) that are projected to produce a 19 or better on the respective ACT sub-tests or comparable score on the SAT, COMPASS or ASSET.

The designated exam scores are statewide minimum scores. **Any college/university campus may elect to set higher minimum scores for general education concurrent courses, and may choose to require the COMPASS or ASSET score in addition to EXPLORE, PLAN or PSAT scores.**

**Table 1  
EXPLORE and PLAN Scores that Project an ACT Score of 19**

<b>ACT sub-test</b>	<b>ACT/COMPASS/ASSET</b>	<b>EXPLORE</b>	<b>PLAN</b>
Reading	19/83/43	14	15
Math	19/41/39	15	17
English	19/80/45	14	16

**PSAT Scores that Project the Statewide Minimum SAT Scores**

<b>SAT sub-test</b>	<b>SAT</b>	<b>PSAT</b>	
Reading	470	47	
Math	460	46	
English/Writing	450	45	

**IV. Concurrent Course Enrollment - Data Reporting (via Student Information System)**

Only students who are enrolled in concurrent courses for college credit can be counted for FTE purposes by the college/university.

Students enrolled in blended AP/concurrent courses can be counted for FTE purposes.

Students enrolled in career and technical education courses for concurrent credit at a secondary center can be counted for FTE purposes.

High school students enrolled in remedial/developmental courses for concurrent credit cannot be counted for FTE and higher education funding purposes.

**(Note: More details on data reporting for concurrent enrollment will be included in ADHE guidelines on institutional data submissions.)**

**V. Concurrent Course Enrollment - Payment of Tuition and Fees**

The college/university will establish tuition and fee rates for concurrent students.

**Colleges and universities cannot claim student semester credit hours or funding if tuition is not received by the institution in any form.**

The high school student shall be responsible for all costs of college/university courses taken for concurrent credit, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. **If the costs for a college/university course(s) are paid by the public**

**school district, a college/university scholarship, a grant, or a private foundation; a signed agreement must exist between the public school district, the external entity or foundation, and the Arkansas state-supported college/university.**

**If the college/university sets tuition and fees at a lower rate than the regular full tuition rate on campus, the difference between the regular rate and the charged rate must be reported as an academic scholarship for all purposes and must be reported as such to ADHE.**

For formula recommendation purposes, ADHE will include the regular full tuition and fees for all concurrent courses (except remedial/developmental education concurrent courses) in the funding recommendation.

Pursuant to Arkansas Code §6-53-501, the intent of this concurrent policy is that the college courses described above shall include but not be limited to articulated courses designed for instruction of secondary students qualifying for state aid from the public school fund. Nothing in this policy shall preclude money flowing to the secondary centers under Arkansas Code §6-51-305.

**High school students enrolled in college/university remedial/developmental education courses for concurrent credit cannot be counted for FTE/higher education funding purposes.**

**(Note: More details on funding for concurrent enrollment will be included in AHECB institutional finance policy.)**

#### **VI. Concurrent Course Enrollment - Career and Technical Education Courses**

Students enrolled in Career and Technical Education (CTE) courses that are included in the MOU agreement between the school district and college/university can be awarded college credit and/or up to one unit of high school credit for successful completion of each CTE course that is a minimum of 3 semester credit hours, as delineated in the MOU agreement.

#### **VII. Concurrent Course Enrollment – Remedial/Developmental Education Courses (College/University Participation Optional)**

A high school senior who possesses at least an ACT sub-test score of 17 in English, reading or mathematics (or comparable exam score) may enroll in the requisite remedial/ developmental education courses in English, reading, and mathematics at an Arkansas state-supported college/university.

A high school senior enrolled in remedial/developmental education courses in English, reading and/or mathematics must be notified verbally and in writing by the high school principal or designee that **successful completion of remedial/ developmental education courses at one college/university does not guarantee college-level course placement at another Arkansas college/university, unless there is a written/signed college course placement**

**agreement with the other Arkansas college/university.**

**A remedial/developmental education course cannot be used to meet the high school or college/university core subject area/unit requirements in English and mathematics.** A three-semester credit hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.

A list of the colleges/universities with a signed college course placement agreement must be:

- 1) attached to the signed Memorandum of Understanding (MOU) between the school district and college/university,
- 2) included in the Concurrent Enrollment Student Guide/Information Sheet, and
- 3) posted on the college/university website.

**Note: Nothing in this concurrent policy, shall require a college/university or school district to offer remedial/developmental education courses in English, reading and mathematics for concurrent credit.**

#### **VIII. Partnership Agreement/Memorandum of Understanding (MOU)**

A written and signed Memorandum of Understanding (MOU) must exist to reflect the various expectations, obligations, and responsibilities of all parties.

The MOU must be reviewed annually, and the college/university must provide to the high school a list of all college courses that may be offered for concurrent credit during the school year. The unit of high school credit that will be awarded for each college course must be noted for each concurrent course along with the high school course replacement/substitution. The high school/school district or the college/university can modify or terminate the written, signed concurrent agreement during the annual review period.

[FYI: The Arkansas Department of Education indicated that in some course areas that the high schools may need to require the completion of two college courses to meet state course content requirements for high school graduation. The example given by ADE was for United States History, but the high schools must determine which ADE/state course content standards will require the completion of two college courses.]

High school students who desire to enroll in a college or university first must be recommended by their high school principal or designee.

**High school students enrolled in college courses for concurrent credit purposes must be 1) informed that the student is responsible for all costs associated with enrollment in the concurrent course, unless the courses are paid by another approved public or private entity; and 2) advised about the potential limitations concerning the transfer of college course credit.**

If remedial/developmental education courses in English, reading or mathematics are offered for concurrent credit to high school seniors, a list of the colleges/universities with a signed college course placement agreement must be attached to the MOU, published in the student guide/information sheet, and posted on the college/university website.

The college/university must provide the school district with a student guide or information sheet for concurrent enrollment that the high school must distribute to students and parents that outlines the college/university and school district requirements for student participation. The high school will assure that the student and parent acknowledge that the student will participate in the concurrent program in accordance with the stated college/university and school district participation requirements.

Concurrent program requirements and guidelines required for course instruction must be provided by the college/university to the school district and concurrent instructors.

#### **IX. State Authorization for Concurrent Enrollment Program**

A college/university must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) **or** be authorized by the Arkansas Higher Education Coordinating Board (AHECB) to participate in the Concurrent Enrollment Program (CEP).

I. College/University offering Concurrent Courses on College/University Campus Only  
**A college/university only offering concurrent courses on the college/university campus** (and does not offer or plan to offer concurrent courses on the high school campus) **has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation.**

**The college/university must submit to ADHE no later than June 1, 2014, a copy of the written, signed MOU agreement between the college/university and high school/school district as verification of the on-campus college/university concurrent enrollment program. The MOU must outline in detail the concurrent enrollment arrangements between the two parties.** A copy of the current written, signed MOU agreement must be submitted to ADHE by June 1 of each subsequent year for continued authorization.

Any college/university currently not offering concurrent courses on a high school campus must follow the concurrent program approval process outlined in Item III below; and the college/university must have AHECB authorization for its institutional (high school) concurrent enrollment program prior to the offering of concurrent courses on a high school campus.

II. College/University with NACEP Accreditation  
Initial Authorization for Concurrent Enrollment Program

**All colleges/universities with NACEP accreditation must provide written documentation to ADHE of NACEP accreditation status upon approval of this concurrent policy.**

1) A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation, and must maintain NACEP accreditation for continued CEP participation; **or**

2) **A college/university currently accredited by NACEP has satisfied the requirements for initial authorization for Concurrent Enrollment Program participation and may request AHECB authorization to satisfy the requirements for continued CEP participation when current NACEP accreditation expires. The college/university must submit the written notification to ADHE no later than June 1, 2014, or June 1 of a subsequent year, requesting AHECB authorization for continued CEP participation.**

III. College/University without NACEP Accreditation (and offering Concurrent Courses on High School Campus)

Initial Authorization for Concurrent Enrollment Program

**To receive initial authorization through the state review process**, developed in cooperation with the colleges and universities, and implemented by the Arkansas Department of Higher Education (ADHE); **a college/university must demonstrate that the college/university concurrent program meets or exceeds all requirements outlined in the AHECB Concurrent Enrollment Program (CEP) policy.**

AHECB approval will be granted to the college/university to offer concurrent credit courses for a period not to exceed seven (7) years once the college/university has submitted a CEP proposal that has been reviewed and recommended for approval by a 3-member review team selected from a panel of reviewers agreed upon by the Concurrent Review Committee (CRC) and ADHE.

The initial proposal for offering concurrent credit must specify how the college/university concurrent enrollment program satisfies each component of the CEP policy by providing evidence of the following:

1. Faculty

Each college/university must have a policy for selecting faculty to teach concurrent courses that meets AHECB guidelines. Each concurrent instructor for general education courses at a minimum must hold a master's degree and have 18 graduate-level hours in the subject to be taught.

Each college/university must have an official transcript on file for each instructor approved for concurrent courses which clearly indicates that the concurrent faculty member has the required academic credentials.

Each college/university must have a description of the orientation process for new concurrent faculty and a sample of information that is provided to concurrent faculty during orientation.

Each college/university must have a description of the plan to assure concurrent faculty receive appropriate professional development.

2. Courses

Each college/university must present a current list of proposed concurrent courses by course name, number (i.e. ENGL 1013), the associated Arkansas Course Transfer System (ACTS) course number, and indicate any pre-requisite courses.

3. Syllabi and Textbooks

Each college/university must have a policy regarding final approval of concurrent syllabi and textbooks.

4. Students

Each college/university must verify that students have met admission criteria for the college/university and that the process conforms to AHECB guidelines.

Each college/university must provide an explanation of how grades are awarded and recorded with the college/university Registrar.

5. Student Guide for Concurrent Enrollment

Each college/university must have a student guide for concurrent enrollment available to students and parents that outlines the college/university and school district participation requirements; and includes information regarding syllabi, academic standing, grading, links to ACTS, academic dishonesty, transcripts, current contact information for the concurrent enrollment liaison at the college/university, drop/withdrawal from class, academic due process guidelines, use of the college/university library, and student evaluation of instruction procedures.

6. Faculty Guide for Concurrent Enrollment

Each college/university must have a faculty guide for concurrent enrollment detailing the syllabus requirements, FERPA requirements, academic dishonesty policy, grading system, access to input grades, grade changes, student academic due process, student evaluation of instruction, policy for students with disabilities, sexual harassment policy, contact information for the college/university concurrent liaison, and child maltreatment and reporting policy, non-compliance policy, and process of faculty evaluation by the academic unit head from the college/university.

7. Assessment

By academic discipline, a description of the process for assuring concurrent course content satisfies the requirements of the college/university academic unit. Examples may include common examinations, approval of concurrent tests by the college/university, common grading criteria, etc.



8. Evaluation

Each college/university will analyze its student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success.

9. Memorandum of Understanding

The college/university must have on file a current written, signed Memorandum of Understanding with each high school with whom the college/university offers or desires to offer concurrent enrollment.

The Memorandum of Understanding must include the following:

1. The names and addresses of the college/university and the participating school district/high school;
2. Academic calendar with dates the college/university and the high school must comply;
3. Guidelines and requirements for approval of instructors;
4. Guidelines for approval and assessment of courses;
5. Guidelines and requirements for admission and eligibility of students;
6. Requirements for syllabi;
7. Non-compliance statement;
8. Length of time covered by the MOU and procedures for termination of MOU;
9. Description of the concurrent course billing process.

**All evidence indicating how the college/university plans to offer a concurrent enrollment program must be submitted to ADHE by June 1, 2014,** (or by June 1 of a subsequent year if concurrent courses will be offered for the first time during the next academic year) for an evaluation by a review team selected from among those designated by the Arkansas Department of Higher Education to serve on the Concurrent Review Committee. The Committee members will be selected by ADHE and will serve for a three-year period.

The CRC evaluation report will be forwarded to the Arkansas Department of Higher Education for consideration of a recommendation for AHECB approval of the institutional concurrent enrollment program.

AHECB Continued Authorization

**A college/university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up to seven (7) years unless the AHECB requires a follow-up review within the 7-year timeframe and/or the NACEP accreditation has expired.**

A college/university that wishes to continue to offer courses for concurrent enrollment must request AHECB reauthorization or must maintain NACEP accreditation.

The request for AHECB CEP reauthorization must include documentation of the following:

1. A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment.
2. A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses.
3. By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
4. A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit.
5. An explanation of how grades are awarded and recorded with the college/university Registrar.
6. An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

**The information for continued authorization must be submitted to ADHE by June 1 before the expiration date of AHECB CEP initial authorization;** and reviewed by a 3-member team selected by ADHE from among those designated to serve on the Concurrent Review Committee. Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization **or** a recommendation for discontinuation of the institutional concurrent enrollment program.

**A college/university with NACEP accreditation must submit written documentation to ADHE of its current accreditation status within 30 days of NACEP notification of reaccreditation to maintain AHECB CEP continued authorization.**

AHECB Policy 5.16: Concurrent Enrollment

Adopted: Agenda Item No. 19 - October 23, 1998

Revised: Agenda Item No. 38- July 23, 1999; Agenda Item No. 12-April 27, 2007;  
Agenda Item No. 2-June 28, 2011

Amended: Agenda Item No. 5-July 26, 2013

## APPROVAL OF OFF-CAMPUS INSTRUCTION POLICY

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During the spring 2001, the Arkansas Higher Education Coordinating Board considered a conflict between Black River Technical College and Arkansas State University as to whether or not BRTC should offer freshman and sophomore courses in Paragould. A special committee of the Board, the 30-Mile Rule Committee, was formed to consider the issue since the "30-mile rule" was in dispute. The committee also began work with ADHE staff to consider various options at resolving related issues. The committee heard testimony from interested parties at a special Board meeting on March 12, 2001. On April 19 the committee and other Board members heard a report from the staff on these various options. At its April 20, 2001, meeting, the entire Board approved for both BRTC and ASU to offer freshman and sophomore courses in the city of Paragould.

Since April, staff has worked with the Executive Council and other presidents and chancellors in arriving at a policy upon which agreement has been reached. The policy provides criteria for the resolution of conflicts to be used by ADHE staff and the Board when institutions disagree about which one should offer courses at an off-campus site.

The following resolution was approved by the Coordinating Board on October 19, 2001 (Agenda Item No. 15);

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy on off-campus instruction included in this agenda item, effective October 19, 2001.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify all presidents and chancellors of this approval.

## Off-Campus Instruction Policy Arkansas Higher Education Coordinating Board

### Introduction

The Arkansas Higher Education Coordinating Board (AHECB) has encouraged access to higher education through a number of policies over the years including support for distance learning initiatives in the state and across the southern region, as well as approval for off-campus programs at sites throughout Arkansas. The Board and its staff believe it is important to promote both access and quality in higher education because the state's educational attainment level remains below the national average with respect to the number of adult Arkansans with college degrees. Furthermore, the Board recognizes that our economy increasingly rewards those with the education and skills to compete in the modern workforce (as well as rewarding the states and communities where such skilled persons live and work).

With the acknowledged need for educational access comes the recognition that resource constraints on the state and its public institutions of higher education limit the extent to which our campuses can be all things to all people. While competition for students has increased access to higher education services, it also puts undeniable strains on fiscal and other institutional resources. This tension between greater access and limited resources presents itself in a number of current and pending requests for approval of new off-campus activities, particularly those where more than one institution seeks to offer services in the same community.

In light of the need for educational access coupled with resource limitations, the purpose of the adopted policy will be to establish guidelines for the delivery of educational courses and programs to students and organizations through off-campus programs and courses. The guidelines also will include criteria to be used by the AHECB when conflicts arise between institutions regarding off-campus instruction.

The following AHECB priorities will be considered when resolving institutional conflicts:

- Provide educational opportunities to all citizens of the state.
- Provide quality off-campus courses/programs at a reasonable cost to students and the state.
- Allow institutions that are currently offering off-campus courses at specific locations to continue to do so.

- Eliminate unnecessary duplication of off-campus courses, programs, and facilities. (A.C.A. § 6-61-206 and 303)
- Reduce the costs of off-campus programs by reducing duplication of institutional effort, thus preventing overextension of state's resources. (A.C.A. § 6-61-303)
- Promote cooperation among two-year and four-year institutions when responding to community educational needs.

In addition to the AHECB's priorities, there are also general assumptions that should be considered in relation to the agreed upon off-campus instruction policy. These general assumptions are as follows:

- Off-campus offerings that existed in 2000-01 will be allowed to continue regardless of service area designations. Once a particular off-campus course/program that is offered outside of an institution's designated service area is discontinued or the offering is interrupted for at least two years, the adopted off-campus instruction guidelines must be followed.

This policy is intended to assign primary responsibility for offering educational services at off-campus locations for two- and four-year institutions. It is not meant to give exclusive rights to one institution over another.

- A branch campus or education center will not have an assigned service area independent of its main campus.
- Student-semester-credit-hours generated by off-campus students who are charged less than the full tuition rate for on-campus students will not be included in the funding formula.
- Disagreements that cannot be resolved between institutions will be resolved either by the ADHE staff or the Coordinating Board. If an institution fails to abide by the ADHE or Coordinating Board decision, then the SSCH generated at the unauthorized location by the institution that was not approved to offer courses at that site will not be included in the funding formula.
- Electronically-delivered instruction will not be subject to off-campus instruction policies if no physical presence is established by the sending institution and if a contract between a student and the institution involves only those two parties. If, however, the instruction is delivered in either real- or delayed-time at a particular location to a defined group of students using technology, then a physical presence has been established. When a physical presence is established, either electronically or through traditional means, off-campus instruction policies will apply.

- The off-campus instruction policy that is adopted will apply only to credit courses. The policy will not apply to workforce, or any other, courses that are offered on a non-credit basis.

### **AHECB Policy**

- All service area designations will continue as they currently exist. Two-year colleges will retain the counties assigned to them in 1992 as areas of primary responsibility.
- Four-year institutions will not have a designated area for off-campus courses/programs.
- Because the “30-Mile Rule” was part of a funding policy adopted for the 1991-93 biennium and was superceded by a new funding policy the following biennium, the “30-Mile Rule” is not a criterion for offering off-campus credit courses.

### **Criteria for Conflict Resolution**

Institutions that seek to offer off-campus instruction and cannot reach agreement between each other, either informally or with a written Memorandum of Understanding, will appeal to ADHE staff. After receiving a written request from each affected institution that includes pertinent information and data, ADHE staff will mediate the conflict. If the affected institutions reject the decision of ADHE staff, the Arkansas Higher Education Coordinating Board will hear evidence, consider staff recommendations, and make a final determination.

In order to determine the merits of presented arguments, the Department staff and Board members will require in writing from each institution the following information:

- Mission of institution
- Willingness of institution
- Capability of institution
- Type of courses/programs proposed
- Cost to students
- Desire of the community
- History of off-campus offerings in the geographical area
- Evidence that this will not result in unnecessary duplication of programs or facilities
- Evidence that the offerings will not result in overextension of state’s resources
- Other relevant information as determined by the institutions, Department staff, and/or ACHEB members

**Although the “30-Mile Rule” is not a criterion used to resolve institutional conflicts regarding off-campus offerings, the AHECB does not look favorably on an institution that encroaches on the service area of a second institution.**

Approved: Agenda Item No. 15  
October 19, 2001

Reaffirmed: Agenda Item No. 19  
October 24, 2003

## **APPROVAL OF GUIDELINES AND CRITERIA FOR ALTERNATIVE ASSESSMENT PLANS**

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Act 1085 of 2001 authorizes the Arkansas Higher Education Coordinating Board to provide a framework for the approval of alternative processes or exams for use by Arkansas public colleges and universities in lieu of the Collegiate Assessment of Academic Proficiency. This is to be done no later than the October 2001 AHECB meeting.

A committee of representatives from two- and four-year institutions has met several times with ADHE staff to develop the guidelines for the development of alternative assessment plans and the criteria by which the plans will be evaluated. A final draft was distributed to all chief academic officers and presidents and chancellors. The Executive Council of Presidents and Chancellors considered the proposal on October 2, 2001, and voted to endorse the plan to be considered by the Coordinating Board.

The Coordinating Board approved the following resolution on October 19, 2001 (Agenda Item No. 18):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the proposed Board policy, Alternative Plans for Assessment of General Education, included in the agenda item.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify all public higher education institutions of this approval.



## REVISION OF GUIDELINES AND CRITERIA FOR ALTERNATIVE ASSESSMENT PLANS

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Since the approval of the Guidelines and Criteria for Alternative Assessment Plans on October 19, 2001 (Agenda Item No. 18), ADHE staff and members of the Alternative Assessment Committee have had discussions with ACT staff concerning the administration of the CAAP Exam. Through these discussions it became apparent that Arkansas is the only state that uses the present plan of implementation to administer the exam. As a result, it was concluded that it would be possible to revise the implementation plan. It was felt that many institutions might choose to submit an *abbreviated* alternative assessment plan. This would result in most institutions continuing to use CAAP in a manner that would remove many of the negatives for students and continue to provide comparable data for the state.

The Higher Education Coordinating Board approved the following resolution on April 19, 2002 (Agenda Item No. 21):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the revised Board policy, Alternative Plans for Assessment of General Education, included in the agenda item.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to notify all public higher education institutions of this approval

## **GUIDELINES AND CRITERIA FOR ALTERNATIVE PLANS FOR ASSESSMENT OF GENERAL EDUCATION**

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Act 1085 of 2001 authorizes the Arkansas Higher Education Coordinating Board to provide a framework for the approval of alternative processes or exams for use by Arkansas public colleges and universities in lieu of the Collegiate Assessment of Academic Proficiency. This is to be done no later than the October 2001 AHECB meeting.

AHECB policy states, "The rising junior test, hereinafter referred to as the Arkansas Assessment of General Education (AAGE), will provide data for use in the following ways: (a) as a basis for incentive funding to promote improvement in quality of curriculum and instruction; (b) as one basis, among many, for assessment of student academic achievement, for review of program quality, and for improvement of teaching and learning; and (c) as a basis for reporting statewide results and overall improvements." Currently, incentive funding does not exist. The Collegiate Assessment of Academic Proficiency (CAAP) does provide data that some institutions find useful for the purposes listed in "b" and "c" above. From many of the institutions' perspective, the benefits of utilizing the CAAP for the assessment of student achievement, for review of program quality, and for the improvement of teaching and learning do not justify the costs in terms of resource allocation for the implementation of the exam. These concerns, in addition to the concerns of students, led to the passage of Act 1085.

An alternative assessment plan shall provide data for the purposes listed in "b" and "c" above and should use assessment instruments that allow the results to be used within a statewide report indicating how all institutions are measuring student achievement. If an institution chooses, it may continue to use the CAAP exam as it is currently administered as part of the AAGE. If an institution chooses to employ CAAP but administer it to a sample population or otherwise modify the process of administering the exam, an abbreviated alternative assessment plan, addressing criteria Nos. 5, 6, 10, and 14 (listed below) must be submitted to ADHE for review and approval. Or, an institution may choose to develop an alternative plan as outlined below.

Results from the assessments will be reported to ADHE each year by July 1.

### **GUIDELINES**

Alternative plans will specify how student achievement, progress, skills or competence will be assessed in the following areas:

- Writing/English
- Math
- General Education Science
- Critical Thinking or Reading

Each institutional plan should address the following items:

### 1. Why?

Describe the goals of your assessment plan in the light of the purposes of the statewide assessment plan described above and the institution's mission and overall goals.

### 2. Who?

Determine who will comprise the population of students to be assessed: all students or a scientifically valid sample. Describe which students will be assessed. Describe the methodology to be used to ensure that the sample will be scientifically valid.

### 3. What?

Indicate what assessment instrument will be used to measure each area. Each instrument should meet standards set by accrediting or other recognized professional organizations. If the institution chooses to use a self-developed assessment, it must be demonstrated how the instrument has been validated by an outside source.

In either case, provide a rationale regarding how this instrument can provide a reasonable degree of comparability with a population of students external to the institution in order to demonstrate to constituents throughout Arkansas the level of student achievement and program quality at the institution.

### 4. When?

When students are given the exam will depend on the method of administration. If an institution plans to test students outside of class with an alternate instrument, then the institution should continue to test students who have earned between 45 and 60 hours. If an institution plans to embed the measure within courses (using either the CAAP or an alternative), then institutions need not be concerned with testing students who have earned a certain number of hours. Institutions embedding tests in courses should indicate in which courses the tests will be given and when the testing will occur.

### 5. How?

Organize the statement of the assessment plan so that all of the following evaluation criteria are addressed in order.

#### Assessment Plan Evaluation Criteria

The Institutional Assessment Plan provides a detailed description of the assessment administration process including the elements listed below. The plan

1. clearly states goals and purposes that address both the statewide assessment plan and those of the institution

2. has goals that are reasonable, measurable and attainable, and are linked with expected learning outcomes
3. specifically addresses assessment in the competency areas of Writing/English, Math, General Education Science and Critical Thinking or Reading
4. identifies an appropriate, validated assessment instrument for each competency area (the instrument(s) is/are standardized or meet(s) standards set by accrediting or other recognized professional organizations; self-developed instruments are supported by evidence that they are valid and provide comparable assessment)
5. clearly defines the population of students to be assessed
6. provides and describes statistically valid methodology for selecting student sample if entire population is not assessed; takes into account measures to ensure sample is adequate should extenuating circumstances arise
7. defines incentives for motivating students to participate in the assessment process (i.e., must complete to receive course grade or progress to next semester, priority registration, etc.)
8. defines consequences for failure to take the exam
9. describes how test security is ensured
10. provides a detailed description of the assessment administration process including (1) when the exam(s) will be administered (annual or semester testing dates, range of credit hour completion, capstone experience, etc.), (2) whether or not the exams will be embedded in appropriate general education courses and if so, in what courses, (3) exam security, (4) institutional policies for make-up or exemptions, (5) other
11. provides detailed methodology for reporting assessment outcomes in a format that will clearly indicate the level of students' learning in general education
12. provides format for reporting results to students, institution, and state
13. provides an annual schedule for assessment
14. includes a timeline for implementation within a three-year period following approval
15. has a defined methodology for evaluating the continued effectiveness and appropriateness of the assessment after implementation

## IMPLEMENTATION SCHEDULE

An alternative plan should be fully implemented within a three-year period after approval by AHECB. The institution will continue to use the CAAP exam until the alternative plan is implemented. The plan shall indicate the implementation schedule for the assessment plan by providing a timeline of implementation. In order for an alternate assessment plan to be in place for the following academic year, the plan must be approved by the AHECB no later than the April meeting. For 2002-2003 only, the alternative assessment plans must be approved by the AHECB no later than the July meeting.

Approved: Agenda Item No. 18  
October 19, 2001

Amended: Agenda Item No. 21  
April 19, 2002

## MORATORIUM ON NEW CAMPUSES

### **Background**

The Arkansas Higher Education Coordinating Board at its retreat last fall and at the October Board meeting initiated a discussion on, 'Should we have a moratorium on new institutions?'

There is a present policy that differentiates between off-campus activity and branch campus activity. That distinction depends on several criteria, including the amount of activity, like whether a student is able to get an entire degree at an off-campus site. Almost all the institutions have some type of off-campus activity. The present policy does not have a definition of 'stand-alone campus.'

Issues involved in the discussion include:

1. 'Access'-would imposing a moratorium, which freezes the number of institutions or campuses decrease access in a state with a low percentage of students attending and graduating from higher education?
2. If a community wants to pass a tax and build a nice building, will this Board say 'no'? Will we see those in every county? How many of those will we have?
3. Should we concentrate on the quality of education in the state or the quantity? Are we sacrificing quality to continue to support increasing quantity?
4. Do we need 'up to a ten-year moratorium on any new campuses in the state'?

Board members have discussed their concerns about the expanding number of campuses in the state and the need for access of citizens to higher education. The Board asked that the issue be placed on the agenda for the April meeting for consideration by the Coordinating Board of a policy restricting the creation of any new institutions of higher education.

In line with this, the Arkansas Higher Education Coordinating Board is considering adopting a moratorium on any new colleges being established in Arkansas. In the last legislative session a community (Heber Springs) garnered enough legislative support to have an appropriation passed for the establishment of another campus of a four-year university. The community is seeking a mileage to support that operation. There were comments that an 'institution' like Arkansas State-Heber Springs is not a 'new institution', but a 'branch' of Arkansas State-Beebe, which has 'governance' over Heber Springs.

The Board is concerned about such actions continuing across the state. They have directed ADHE to develop a proposal to curtail these efforts.

There is a legitimate public policy debate between increasing access to higher education- Arkansas has a very low percentage of citizens with 2 year and/or 4 year degrees-and how to deliver higher education services at reasonable cost. The present configuration has an institution within 30 miles of most counties-and in most instances there are off-campus operations in the counties without an institution.

A reasonable concern for the Board is the desire for additional communities around the state to have a 'site-presence' access to higher education. The building and administrative costs of a new branch are considerable. There is some reasonable consensus that there are enough branches-and those services can more economically be delivered through centers and other off-campus operations yet most citizens and community leaders (and legislators) do not understand the distinction between branches and off-campus operations.

The issue of money is terribly important in this discussion-particularly for buildings, other facilities, administration, small school fixed costs and adjustments, economies of scale, and how funding formula(s) treat off-campus operations.

The Board and the legislature have been dealing with how to balance these two contrasting views for 25 years, particularly in 1975, 1977, and 1992.

The legislature in 1975 passed an act to prohibit any public institution of higher education from establishing a 'branch campus or program' without approval of the Board. But the same session encouraged the institutions to expand services at off-campus locations. The Board established two categories: 'Branch Campuses or Programs' and 'Off-Campus Operations', differentiating between them on nine criteria: availability of degrees, size and scope of offerings, facilities, institutional intention and identification, administration, staffing, student services, library services, and accreditation.

The present board policy, adopted in 1992, considers that there are various degrees of off-campus operations and 'an off-campus location . . . could develop through demands for services to the point that it approaches status as branch or should be re-evaluated in those terms.

The present policy provides, ' . . . Any time an off-campus location meets any one of the criteria listed for a branch campus or program, that the State Higher Education Coordinating Board will review off-campus location in terms of a branch campus or program. In this respect, the meeting of one of the listed criteria would serve as a means for identifying off-campus locations that may be moving toward or have the potential to become branch campuses. In the review, the institutional intent and likely direction of development of the off-campus location will be given primary consideration.'

Meanwhile, there are somewhat inconsistent treatments for various purposes for various off-campus operations, as developments occurred to service local needs have moved some off-campus operations to where they aspire to be treated as branches or stand-alone campus status, now or in the next few years. Those include, but may not be limited to:

PCCUA campuses in Arkansas County (Stuttgart and Dewitt), and the ASU campus at Heber Springs.

#### The Arkansas County Campuses (Stuttgart and Dewitt)

Stuttgart has about half as many FTE's as the main campus of Phillips County Community College of UA-Helena. The prevailing perception seems to be that it is an off-campus operation ('center') for PCCUA (Helena) although there may be some dispute over that. Its funding is through the PCCUA appropriation and Revenue Stabilization Act.

There may be concern within the Board for sufficient flexibility so that Stuttgart and Dewitt could become 'stand-alone' campus. The FTE's of the Stuttgart campus are projected to approach parity with Helena in the next few years.

Since a request is pending for consideration of stand-alone campus status for PCCUA-Arkansas County, if PCCUA-Arkansas County meets the provisions of the revised policy with appropriate enrollment figures, then PCCUA-Arkansas County shall be considered for stand-alone campus status at the appropriate time.

#### Heber Springs

Heber Springs has a separate appropriation for \$350,000 for institutional facilities and \$350,000 for operating expenses for the Heber Springs Center of ASU Beebe. However it has not passed a tax.

When the supporters approached the department in 1999 seeking 'branch' or 'stand alone' status they were told, 'No' (that they could not reasonably meet the criteria in "Procedure for the Establishment of Community Colleges in Arkansas-November, 1989", (particularly the projected FTE) but that the Department would recommend a few hundred thousand dollars (eventually \$350,000 for capital and \$350,000 for operation). (This was in lieu of about \$3 million a year as a full-fledged campus).

Because of preexisting language of Act 426 of 1999 relating to Arkansas State University-Heber Springs and because of pending requests to become a stand-alone campus of Arkansas State University, Arkansas State University-Heber Springs, should it comply with the requirements of stand-alone campus status as outlined in the revised policy, and successfully pass a local sales tax and meet appropriate enrollment, shall be considered for stand-alone campus status at the appropriate time.

#### **Recommendations**

ADHE staff recommends to the Board:

1. The creation of a new category of 'stand-alone campus' (see below) only for the purpose of the Moratorium Resolution to be effective from June 1, 2000.



2. That the ADHE staff works with the Executive Council to revise present policy to clarify the definition and criteria of 'branch,' 'center' and 'off-campus operation' and identify present statutes that will need to be amended in the light of the revised policy. The revised policy should be presented to the Coordinating Board at the October 2000 meeting for consideration.
  
3. Subject to the report of the Non-Baccalaureate Task Force and any action taken by the General Assembly, if any technical institute becomes an institution of higher education, it must affiliate with an existing institution of higher education and will not be granted stand-alone campus status.

## **STAND-ALONE CAMPUS CRITERIA**

### **Introduction**

An institution must apply to the Arkansas Higher Education Coordinating Board for designation as a stand-alone campus. Status will be granted by the Arkansas Higher Education Coordinating Board if the criteria are met and the Arkansas Higher Education Coordinating Board does not find duplication of effort by other institutions or an unreasonable intrusion into an area where the same courses are already being offered by an institution with closer geographic proximity.

### **Stand-Alone Campus**

A stand-alone campus is a full-service operation, with a key criteria of funding as a stand-alone entity and not as part of another institution's funding. A stand-alone campus offers full degree programs (100 percent) on the campus, has permanent administration and faculty, owns (or leases) its building and provides a full range of student services, library resources, etc.

The following elements are characteristic of a stand-alone campus:

#### **Number of students**

More than 500 FTE's, for the past three consecutive years

#### **Funding and Appropriation**

The branch has a separate appropriation and is treated as a separate entity for formula funding purposes. Must include appropriate local funds (as defined by the Coordinating Board within the next twelve months) for two-year institutions.

#### **Availability of Degrees**

It is possible for students to attain degrees through attendance only at the campus.

### Size and Scope of Offerings

The number of courses is large and in planned, sequential order so that students could regularly work toward degrees.

### Facilities

Facilities are part of a permanent or long-range commitment on the part of the institution. The facilities are primarily owned by, leased by, or otherwise under the complete control of the institution.

### Institutional Intention and Identification

It is the intention of the institution to operate as a separate entity and to carry a separate designation that would identify the location.

### Administration and Board

Local operation of the remote location is under a separate and identifiable administrative unit that includes a chancellor and/or president. The stand-alone campus may have a governing board (or an advisory board or board of visitors if it is subject to an affiliated with a larger university or system).

### Staffing

There is permanent staff at the location on a full-time basis.

### Student Services

Admissions, registration, counseling and other student services are available at the campus.

### Library Services

Permanent library resources are available at the location.

### Accreditation

Accreditation will be promptly sought for the campus as a stand-alone campus.

The following resolution is presented for Board consideration:

**WHEREAS**, There are 22 (to be 23 with ASU-Newport) two-year colleges in the state of Arkansas; and

**WHEREAS,** There are 9 four-year universities and the University of Arkansas for Medical Sciences; and

**WHEREAS,** In 1991, 14 new two-year colleges were added in the state of Arkansas under Act 1244 of 1991; and

**WHEREAS,** The Arkansas Higher Education Coordinating Board deems it in the best interests of the state of Arkansas to consider the negative consequences of further dividing the \$560,000,000 presently being sent to colleges and universities in the state of Arkansas; and

**WHEREAS,** Restricting new institutions for a five-year period will be in the best interests of the state of Arkansas to the extent it will allow appropriate time to examine the wise use and allocation of existing resources, plus sufficient accountability and performance measures on behalf of the existing institutions.

**NOW, THEREFORE, BE IT RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts Recommendation No.1, the criteria for “stand-alone campuses” as stated above and declares a moratorium for ten (10) years on any new stand-alone campuses, except for the Arkansas County Campuses of Phillips Community College of the University of Arkansas and for the Arkansas State University-Heber Springs, which may achieve stand-alone campus status if and only if they meet the criteria stated and receive the approval of the Coordinating Board.

**FURTHER RESOLVED,** That the Coordinating Board approves Recommendation Nos. 2 and 3 as stated above and instructs the Director of the Arkansas Department of Higher Education to work with the Executive Council to implement the Recommendation No. 2.

**FURTHER RESOLVED,** That the Coordinating Board instructs the Director to notify all presidents, chancellors, chairs of the Boards of Trustees of all public institutions of higher education, and appropriate members of the General Assembly of this approval.

Approved: Agenda Item No. 31  
April 21, 2000

## INSTITUTIONAL ROLE AND SCOPE DESIGNATIONS

### Revised July 2008

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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 Revised July 2008

## 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**

### **Revised July 2008**

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.
- Doctoral degrees
- 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, engineering, and human services (i.e., social work and criminal justice).
- Master's 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 very 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 - Fort Smith

### 1. Audiences

The University of Arkansas - 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.
- Master's degrees
- 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.
- PhD in aquaculture and fisheries
- 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 UCA STEM Institute 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.



## College of the Ouachitas

### 1. Audiences

College of the Ouachitas (COTO) 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

COTO 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.

## **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.

## 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.

## 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.



## 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.

## 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.

## **AHECB POLICY 5.20.1a: ROLE AND SCOPE CHANGE PROCESS**

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

The proposed policy amendment outlines the process institutions must follow in order to request a change in the degree levels approved by the AHECB, and the process ADHE staff and the AHECB will follow during the review and consideration of that request.

### **ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Role and Scope Change Process, as amended 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, academic affairs officers, and institutional board chairs of this action.

## ROLE AND SCOPE CHANGE PROCESS

### **Institutional Request for Role and Scope Change**

Institutions requesting approval to offer a degree program at a higher degree level than currently designated by the Arkansas Higher Education Coordinating Board must submit a Letter of Intent, Role and Scope Change Request, and the associated New Degree Program Proposal.

**An institution requesting a role and scope change must first receive approval from its Board of Trustees.** After the institution's Board of Trustees has approved the request for a role and scope change and the associated new program proposal, the institution will submit to ADHE the Role and Scope proposal that includes the following documents:

1. Letter of Intent
2. Role and Scope Change Request and HLC Substantive Change Application
3. New Degree Program Proposal

### **ADHE/AHECB Review of Role and Scope Change Request**

1. ADHE staff will review all institutional requests for a role and scope change.

The professional services of external (out-of-state, faculty/administrator) consultant(s) may be retained to assist ADHE staff with the review of requested role and scope change. Institutions will reimburse ADHE for all consultant expenses related to the Role and Scope Review.

2. All presidents/chancellors and academic affairs officers of Arkansas's public colleges/universities will be notified of the role and scope change request and allowed 30 days to offer comment on the request and the associated new degree program.
3. ADHE staff and external consultants will review the Role and Scope Proposal before meeting with institutional representatives to discuss the proposed role and scope change and associated new program.

ADHE may bring 3-4 external consultants to the Arkansas college/university campus to engage with senior administrators, program faculty, prospective students, potential employers, and community leaders. The external reviewers will submit a written report to ADHE following the on-campus visit. The consultants' report will address institutional readiness to offer programs at a higher degree level; and the need, demand, and resources available for the associated new degree program.

**NOTE:** The institution can submit names of external consultants for ADHE consideration; however, ADHE will select the external consultant panel in consultation with the institution. The consultants cannot have a relationship with the employees and students at the institution under review or other Arkansas colleges and universities, other than professional acquaintance.



4. After the role and scope review is completed, ADHE staff will notify the institution of its recommendation to the AHECB.
5. ADHE staff will present a recommendation to the AHECB to approve or deny the role and scope change request and new degree program based on a review of all materials submitted by the institution and consultants during the review process.
6. AHECB consideration and action:
  - a. After the role and scope review is completed, the ADHE staff will present the recommended role and scope statement and a recommendation on the new degree program to the AHECB **for information only** at its next regularly scheduled quarterly meeting.
  - b. AHECB members will vote on the recommended role and scope statement and new degree program recommendation at the following regularly scheduled meeting.

Revised: October 14, 2008

Amended: April 25, 2014

**LETTER OF INTENT**  
**Role and Scope Change**  
(Higher Degree Level)

1. Institution submitting request:
2. Contact person/title:
3. Telephone number/e-mail address:
4. Degree Level requested:
5. Brief description of proposed role and scope change for a higher degree level:
6. Proposed name of new degree and program implementation date:
7. Academic Affairs Officer signature/date:
8. President/Chancellor signature/date:
9. Board of Trustees approval date:  
(**Note:** Board of Trustees approval of the role and scope change request and the associated new program proposal is required prior to the submission of the Letter of Intent to ADHE.)

**PROPOSAL**  
**ROLE AND SCOPE CHANGE**  
(Higher Degree Level)

1. Complete and submit (to ADHE only) the Higher Learning Commission (HLC) Substantive Change Application for New Programs.

The following information also must be provided if not included in the HLC application:

2. Proposed role and scope change (indicate higher degree level)
3. Rationale for role and scope change:
  - a. Local, state, and regional need and demand.
  - b. Public institution(s) within 50 miles offering the programs at the proposed degree level.
4. Initial degree program(s) to be offered under proposed role and scope designation.
5. Institutional readiness:
  - a. Written (e-mail) documentation that the institution has informed external agencies (HLC-NCA, ADE, ASBN, program accreditation agencies, other approval agencies) of the role and scope change request; provide a copy of the responses from the external agencies.
  - b. Indicate actions the institution must take to continue approval by external agencies if the role and scope change is approved by the AHECB.
6. Viability of existing programs (list degrees not meeting AHECB program viability standards).
7. List existing degree programs that support the requested role and scope change and proposed higher-level degree.
8. Indicate institutional plans (over the next 5 years) to add degree programs that would fall under the proposed new role and scope designation.
9. Costs associated with the role and scope change.
10. Availability of institutional resources to support the change (financial, physical, human, library, technology, etc.).
11. Institutional plans to implement and sustain the proposed role and scope change.
12. Projected impact of the proposed role and scope on the institution's current mission, types of students served, enrollment levels, and breadth of educational offerings.
13. Additional information if requested by ADHE or the external consultants.

## **PROPOSAL** (Initial Degree Program at Higher-Level)

### **1. PROPOSED PROGRAM TITLE**

### **2. CIP CODE REQUESTED**

### **3. PROGRAM CONTACT PERSON**

Name

Name of Institution

Address

E-mail Address

Phone Number

### **4. PROPOSED PROGRAM START DATE**

### **5. PROGRAM SUMMARY**

Provide a general description of the proposed degree program. Include overview of all curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List existing degree programs that support the proposed program.

### **6. NEED FOR THE PROGRAM**

**Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.**

Survey data can be obtained by telephone, letters of interest, student inquiry, ADHE employer survey form, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate degree programs.

Provide names/types of organizations/businesses surveyed.

Letters of support must address the following: the number of current/anticipated job vacancies for the identified employer/company/field of study; whether the degree is desired or required for advancement with the identified employer/ company/field of study; the increase in wages projected based on additional education, etc.

Indicate if employer tuition assistance or other enrollment incentives will be provided.

7. **CURRICULUM OUTLINE**

**Provide curriculum outline by semester**

- Give total number of semester credit hours required for the program
- Identify new courses (provide course descriptions)
- Identify required general education courses, core courses and major courses
- Identify courses that will be offered via distance technology, indicate course delivery mode, and describe modes of interaction
- State program admission requirements
- Describe specified learning outcomes and course examination procedures.
- Include a copy of the course evaluation to be completed by the student.

8. **FACULTY**

List the names and academic credentials of all faculty teaching courses in the proposed program. (**Note:** A minimum of one full-time faculty member with appropriate academic credentials is required for each degree program.)

Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

9. **DESCRIPTION OF RESOURCES**

Current library resources in the field

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

New resources required, including costs and acquisition plan

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years of program operation**

New administrative costs

Number of new faculty (full-time and part-time) and costs

New library resources and costs

New/renovated facilities and costs

New instructional equipment and costs

Distance delivery costs (if applicable)

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

No new costs (Explain)

11. **SOURCES OF FUNDING – Income for the first 3 years of program operation**

Reallocation from which department, program, etc.; dollar amount

Tuition and fees (projected number of students multiplied by tuition/fees; dollar amount)

State revenues (projected number of students multiplied by state general revenues; dollar amount)

Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.; Specify name of source, and dollar amount per type)

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in (department/college)

13. **SPECIALIZED REQUIREMENTS**

Specialized accreditation requirements for program (name of accrediting agency)

Licensure/certification requirements for student entry into the field

Provide documentation of Agency/Board review/approval (education, nursing, health-professions, counseling, etc.)

14. **SIMILAR PROGRAMS**

List institutions offering degree program

Proposed undergraduate degree – list institutions in Arkansas

Proposed master's degree – list institutions in Arkansas and at least 2 institutions in the region

Proposed doctoral degree – list institutions in Arkansas, at least 2 institutions in the region, and at least 2 institutions in the nation

Why is proposed program needed if offered at other institutions in Arkansas or region?

Provide a copy of the e-mail notification to other Arkansas colleges and universities of the proposed program and a summary of their responses.

15. **STUDENT ENROLLMENT**

Indicate the number of students expected to enroll annually over the first three years

State the total number of students, number of African American students, and number of other minority students enrolled in related degree programs at the institution; provide the degree titles (if applicable)

**16. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU draft that outlines the responsibilities of each party and the effective dates of the agreement. The MOU cannot be finalized until AHECB approval of the proposed program.

**17. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

**18. INSTRUCTION BY DISTANCE TECHNOLOGY**

**Distance technology (e-learning) – Technology is the primary mode of instruction for the program courses, and 50 percent of the degree is delivered electronically with the instructor and student in separate physical locations.**

If the proposed program is the institution's initial degree for distance technology, complete and submit (to ADHE only) the HLC Substantive Change Application for Distance Delivery.

## GUIDELINES FOR THE NOTIFICATION OF SEX OFFENDERS

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Act 147 of 2007 amended Arkansas Code Annotated §12-12-913 that requires the Arkansas Higher Education Coordinating Board (AHECB) to promulgate guidelines for the disclosure to students of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction. Act 147 of 2007 deleted language in the statute that included the parents of college students among those that should receive the notification. These guidelines will be used by institutions of higher education in the development of a written policy to be adopted by the institution's board of trustees.

ADHE staff has worked with institutions of higher education in the development of these guidelines. All institutions have a set of procedures in place to provide the required notification. These guidelines will provide direction in the development of the written policy.

The following resolution is offered for the Coordinating Board's consideration:

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopt the following guidelines presented in this agenda item for the disclosure to students of information regarding a sex offender when such information is released to a local institution of higher education by a local law enforcement agency having jurisdiction.

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the presidents and chancellors of Arkansas college and universities of the approval of these guidelines.



## GUIDELINES FOR THE NOTIFICATION OF SEX OFFENDERS

Arkansas Code Annotated §12-12-913 requires the Arkansas Higher Education Coordinating Board to promulgate guidelines for the disclosure to students of information regarding registered sex offenders who are employed by or attend an institution of higher education. These guidelines are to be used by institutions of higher education in the development of a written policy approved by the institution's board of trustees.

### Guidelines

Each institution of higher education shall develop a policy regarding sex offender notification. The policy should include the following:

- ❖ Authority: Citation to federal and state statutes relevant to an institution's responsibilities concerning registered sex offenders.
  - A.C.A. §12-12-903 (6) defines the "local law enforcement agency having jurisdiction" as follows:
    - (A) Chief law enforcement officer of the municipality in which an offender:
      - (i) Resides or expects to reside;
      - (ii) Is employed; or
      - (iii) Is attending an institution of training or education; or
    - (B) County sheriff, if:
      - (i) The municipality does not have a chief law enforcement officer; or
      - (ii) An offender resides or expects to reside, is employed, or is attending an institution of training or education in an unincorporated area of the county.
  - A.C.A. §25-17-304 (a)(b) provides that the president or chancellor of an institution of higher education is authorized and empowered to employ certified law enforcement officers to exercise the powers provided by law for city and county sheriffs for the protection of the institution.
  - A.C.A. §12-12-913 (b) states that "in accordance with guidelines promulgated by the Sex Offenders Assessment Committee, local law enforcement agencies having jurisdiction shall disclose relevant and necessary information regarding sex offenders to the public

when the disclosure of such information is necessary for public protection.”

- A.C.A. §12-12-913 (e)(1) states that “a local law enforcement agency having jurisdiction that decides to disclose information under this section shall make a good faith effort to conceal the identity of the victim or victims of the sex offender's offense.”

The role of an institution of higher education is to assist the local law enforcement agency having jurisdiction in the distribution of information concerning a sex offender. While it is clear that the local law enforcement agency having jurisdiction, meaning the law enforcement agency of the municipality or county within which the college or university is located, has the responsibility and liability to notify the institution concerning a registered sex offender, the plan for disclosure on the campus should be a joint effort between the law enforcement agency and the institution of higher education. The law enforcement agency will determine which sex offenders to notify the IHE about and what information will be disseminated; it should be the campus personnel who determine how the information should be disseminated.

- A. C. A. §12-12-913 (g) (2) states that “the Arkansas Higher Education Coordinating Board shall promulgate guidelines for the disclosure to students of information regarding a sex offender when such information is released to an institution of higher education by a local law enforcement agency having jurisdiction.

A.C.A. §12-12-913(g)(4) states that “in accordance with guidelines promulgated by the Arkansas Higher Education Coordinating Board, the board of directors of an institution of higher education shall adopt a written policy regarding the distribution to students of information regarding a sex offender.”

- The Campus Sex Crimes Prevention Act (section 1601) and (42 U.S.C., 14071j and 20 U.S.C., 1092 (f) (1) (I)) is a federal law enacted on October 29, 2000 which provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This federal law requires sex offenders who are required by law to register in a state, to also provide notice of each institution of higher education in that state where the person is employed, carries on a vocation, or is a student. This law further requires that institutions of higher education issue a statement advising the campus community of the availability of this information.

- ❖ Procedures: The procedures should include:
  - The name of the person(s) on campus who will be the contact person(s) with the local enforcement agency and will receive the information and plan of disclosure of sex offenders.
  - A written notification plan for each offender will be determined by the local law enforcement agency with jurisdiction and will take into consideration the guidelines established by the Arkansas Sex Offenders Assessment Committee, including the individuals to be notified, those participating in the preparation of the plan, and the date the plan was made.
  - A Sex Offender Notification Letter and Notification Sheet for each offender.
  - A process for concerns with the plan to be addressed between the law enforcement agency and members of the campus administration. Final authority for the plan resides with the law enforcement agency.
  - A process for the notifications required by state and federal law to be made.

**AHECB POLICY 5.22**  
**ARKANSAS TRANSFER SYSTEM**

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ACT 182 of 2009 required the Arkansas Higher Education Coordinating Board, in collaboration with Arkansas public institutions of higher education, to create a system for fully transferable credit courses for students with earned Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Teaching (AAT) degrees. Criteria for a statewide transfer agreement was developed in January 2010, and revised in December 2011 in accordance with Act 747 of 2011.

On January 29, 2010, the Board adopted the following resolution (Item No. 10):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the guidelines for the Arkansas Transfer System presented with this agenda item.

## Arkansas Transfer System

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The goal of Act 747 of 2011 was to create a transparent, easy-to-understand statewide transfer system that eliminates obstacles to the transfer of credit among Arkansas public higher education institutions. Furthermore, the legislation calls for a seamless transfer of academic credits from a **completed designated transfer degree program** to a baccalaureate degree program without the loss of earned credits and without the receiving institution requiring additional lower-level general education credits. Finally, it seeks to eliminate unnecessary, duplicative, and/or hard-to-determine degree requirements when a transfer student has completed all courses required for the state minimum general education core and a transfer degree approved by the AHECB.

### Approved Full-Transfer Degrees

In order to ensure that associate-level transfer degrees meet AHECB curricular and total credit hour criteria, ADHE staff has reviewed all Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees. *The Associate of Science in Business has been approved by the AHECB for full transfer.* Degree programs that meet AHECB criteria for full transfer will be included on an approved transfer program list at [www.adhe.edu](http://www.adhe.edu)

Associate (transfer) degrees earned prior to January 2010 do not come under the direction of Act 182 of 2009; therefore, institutional discretion should be used when considering the comprehensive transfer of these degrees. *Act 747 of 2011* and associated AHECB policy will guide institutional transfer acceptance decisions.

### Guidelines for associate degrees that are fully transferable.

**Associate of Arts.** The Associate of Arts degree *has been designated as the fully transferable degree under Act 747 of 2011* that must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. **The required hours for the degree is 60 semester credit hours, and the degree title does not specify a field of study.** Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. (**Note:** *The requirements for the 60-hour state minimum core curriculum and Associate of Arts degree (under Act 747 of 2011) are identical and the template for the core and degree can be found in AHECB Policy 5.11, Appendix C.*)

**Associate of Science.** The Associate of Science degree must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. **The required hours for the degree is 60 semester credit hours. The degree title must specify a field of study, and must be designed to be fully transferable to meet the bachelor's degree program completion requirements at one or more Arkansas college/university.** Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements.

**Associate of Arts in Teaching (AAT).** The Associate of Arts in Teaching degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The approved AHECB curriculum required for the AAT degree *must be* designed to align with *current* state licensure requirements in *early childhood (K-6) and middle-school*. The degree consists of 60-64 semester credit hours. In order to receive the AAT, students must have the *required* final grade point average and *required minimum score* on the Praxis exam. (**Note:** *Effective Fall 2015, the Arkansas State Board of Education has established new licensure requirements for K-6 and middle school programs. Therefore, the AAT has been suspended by AHECB and cannot be activated by ADHE until common courses offered in the related bachelor's degrees are identified.*)

**Associate of Science in Business.** The curriculum for the Associate of Science in Business can be found in AHECB Policy 5.11, Appendix C.

### **Guidelines for associate degrees that are transferable based upon field of study (major) at participating two- and four-year institutions.**

- Designated degree titles in specific fields of study, e.g. Associate of Science in agriculture, chemistry, business, etc., must be approved by AHECB *or the ADHE Director*.
- Signed agreements between institutions in which the associate and baccalaureate degrees are articulated must be on file with ADHE.
- Published statements designating institutions where the degree will fully transfer in that field of study must be made available to *the students and the general public*.

### **Academic Program Review**

All Associate of Arts, Associate of Science, and Associate of Arts in Teaching degree programs will be reviewed by the institutions on a 7-year cycle to ensure that they continue to meet AHECB criteria.

### **Degree Transfer Guidelines**

1. Additional lower-division general education courses cannot be required for a transfer student with an earned Associate of Arts (AA), Associate of Science (AS), or Associate of Arts in Teaching degree unless the course(s) meets one of the following exceptions:

- The course(s) is required of the student's *program* major.
- The course(s) is a pre-requisite for a course that is required of the student's program major.
- The course is required by an accrediting and/or licensure body.
- The student earned a grade of "D" or "F" in the transfer course.

2. Additional lower-division general education courses cannot be required for a transfer student with an earned AA, AS, or AAT based solely on the type of baccalaureate (Bachelor of Arts or Bachelor of Science) degree the transfer student seeks.

## **Arkansas Course Transfer System**

### Guidelines for Course Approval

*Institutions offering courses listed in ACTS must submit the course syllabi to ADHE for review/approval prior to the initial course offering and before the courses can be listed in ACTS. Courses listed in ACTS must include the expected student learning outcomes, and must reference the ACTS course number in all published materials as part of the Arkansas Common Course Numbering System. Should a course fail to meet or maintain ACTS learning outcomes, the student enrollments reported for this course through the Student Information System will not be counted for state funding purposes.*

*Act 672 of 2005 and Act 182 of 2009 required all Arkansas public colleges and universities to participate in the internet-based student manual for transfer purposes, commonly known as ACTS. (Arkansas private/independent colleges and universities may elect to participate in ACTS.) Courses at Arkansas Baptist College and Ecclesia College have been reviewed by ADHE for inclusion in ACTS and the courses listed in ACTS for these institutions are guaranteed for transfer to Arkansas colleges/universities offering a comparable course that is listed in ACTS.*

*In 2005, 88 general education core courses commonly offered at Arkansas colleges and universities were identified by ADHE and listed in the Arkansas Course Transfer System. The Quantitative Literacy/Mathematical Reasoning course was added to ACTS in 2013. These 89 lower-division courses are the only courses listed in ACTS and are guaranteed for transfer.*

*The syllabus for each course that institutions are required to list in ACTS must be reviewed and approved by ADHE.*

*ADHE will conduct a periodic review of the course syllabi for all of the courses listed in the Arkansas Course Transfer System. Institutional course syllabi must include the expected student learning outcomes for the course to remain in ACTS and for the institution to continue reporting the course through the Student Information System for state funding purposes.*

*An institution may accept for transfer any course not listed in ACTS based on the institution's transfer policies.*

### Adding New Courses to ACTS

*New general education courses can be considered for inclusion in ACTS only if a majority of Arkansas colleges and universities offer the course or the AHECB has approved the course for the state minimum general education core. ADHE must select a faculty committee to assist in the determination of the general course description and minimum student learning outcomes as a part of the ADHE course approval process. All institutions will have an opportunity to comment on the course description/learning outcomes prior to ADHE adding the course to ACTS. The decision of ADHE on the course description and learning outcomes for a course listed in ACTS is final. In 2008, the course description and expected student learning outcomes for 8 common*

*business courses were approved by ADHE for transfer purposes. Institutional participation is optional for the offering and acceptance of these business courses for transfer purposes. The 8 business courses are not ACTS courses, but are listed in ACTS for information purposes only.*

## **Arkansas Common Course Numbering System**

Act 747 of 2011 requires the Arkansas Higher Education Coordinating Board to implement a statewide common course numbering system that (1) provides improved program planning; (2) increases communication among all delivery systems; (3) facilitates the transfer of students and credits between state-supported institutions of higher education; and (4) promotes consistency in course designation and identification.

The Coordinating Board adopted the following resolution on April 27, 2012:

**RESOLVED,** That effective July 1, 2013, the Arkansas Higher Education Coordinating Board adopts all of the lower level general education courses currently identified in the Arkansas Course Transfer System (ACTS) as being the statewide Common Course Numbering System (CCNS). All courses in ACTS identified as lower level general education courses, now or in the future, shall be considered as part of the statewide Common Course Numbering System (CCNS).



## COOPERATIVE ASSOCIATE DEGREE PROGRAM GUIDELINES

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Act 773 of 1991 allows technical institutes and comprehensive lifelong learning centers, both postsecondary institutions under the authority of the State Board for Vocational Education, to be involved in providing associate degree programs and college transfer courses. The act requires that these cooperative programs and courses must be offered through a college or university accredited by the Commission on Institutions of Higher Education of the North Central Association.

The act requires a Memorandum of Understanding (MOU) between the technical institute or comprehensive lifelong learning center and the college or university providing the courses or degree. The MOU will be based upon guidelines developed by the State Board of Higher Education in conjunction with the State Board of Vocational Education. The act also requires SBHE approval of each proposed cooperative program.

The guidelines are based upon existing requirements of the state Board of Higher Education for new degree programs and requirements of the State Board for Vocational Education for designating and naming technical institutes and comprehensive lifelong learning centers. They have been discussed with and reviewed by the Department for Vocational Education.

On April 10, 1992, the Board adopted the following resolution (Item No. 31):

**RESOLVED**, That the State Board of Higher Education approves the Guidelines for Cooperative Associate of Applied Science Degree Programs and Transfer Courses Between a College/University and a Technical Institute or a Comprehensive Lifelong Learning Center presented with this agenda item.

## **GUIDELINES FOR COOPERATIVE ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS AND TRANSFER COURSES BETWEEN A COLLEGE/UNIVERSITY AND A TECHNICAL INSTITUTE OR A COMPREHENSIVE LIFELONG LEARNING CENTER**

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These guidelines pertain to any program developed jointly or listed in any publication as a joint, cooperative, or articulated program between a technical college, community college, college or university under the authority of the State Board of Higher Education (SBHE) and a postsecondary institution under the authority of the State Board for Vocational Education. A Memorandum of Understanding (MOU) based upon these guidelines must be approved by the board of each institution and submitted for approval by the SBHE.

If the MOU is for a program not currently offered by the college, the MOU must be part of a new program proposal submitted to ADHE for review and approval by SBHE. If the MOU is for a program currently offered or for one or more transfer courses, a separate MOU must be submitted for approval by the SBHE for each program and site. These guidelines apply to the offering of one or more college transfer courses and the awarding of any associate degree program of study offered in cooperation with, or on the campus of, a technical institute or comprehensive lifelong learning center.

The MOU must indicate or document that the following are in place for the program or course(s) covered:

1. Freshman assessment and course placement following state requirements in English, reading, and math must take place at entrance.
2. Students must be admitted to both institutions.
3. General education courses must be sequential and integrated into the total program.
4. Courses offered by the technical institute or comprehensive lifelong learning center must be evaluated by appropriate college personnel. In consultation with the technical institute or center, the college may select outside evaluators. Courses accepted by the college or university must be of a collegiate level, listed in semester credit hours, and reported on the college transcript as transfer hours. The courses must also include appropriate general education, related support, and/or technical prerequisites which are clearly identified, defined, and followed. The total hours accepted by the college or university should not exceed 48 hours except in unusual cases.
5. Principal program area faculty from the technical institute or comprehensive lifelong learning center must meet or exceed the minimum academic credential standards as established by ADHE for technical faculty. (See Agenda Item No. 8, October 4, 1991.)

6. All publications, such as catalogues, newsletters, advertisements, and so forth, must clearly indicate the courses offered by each institution and that the degree is awarded by the college or university.
7. If the college/university courses or programs are to be offered at the technical institute or comprehensive lifelong learning center site, the college must: (a) document written notice from the Commission on Institutions of Higher Education of the North Central Association that its accreditation approval covers such off-campus work; (b) ensure that library, audio-visual and other support services are adequate; and (c) ensure that potential student enrollment is sufficient to sustain the courses or programs.
8. The responsibilities of each institution regarding such functions as registration, admissions, advisement, financial aid, book sales, and other items must be clearly defined.
9. A process for either party to withdraw from the MOU, while ensuring that such withdrawal does not unduly harm the educational program of enrolled students, must be included in the MOU.
10. Signature indicating approval by the president and the board of trustees of each institution must be a part of the MOU. A copy of the MOU with all required signatures must be received at least two months before the SBHE meeting at which approval is being requested.
11. Any prior agreements between a college/university and a vo-tech school may be continued in force for students enrolled in the program prior to June 1, 1992.
12. Programs developed for students who must hold national licensure in order to practice and are generic programs not articulated with a particular school are not subject to these guidelines and must be approved by the State Board of Higher Education under regular new program guidelines.

Approved: Agenda Item No. 31  
April 10, 1992

## **HIGHER EDUCATION REPORTING POLICIES FOR ARKANSAS TECHNICAL COLLEGES**

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The Arkansas Higher Education Information System (AHEIS) is the statewide system for reporting institutional higher education data. The AHEIS system is managed by the Department of Higher Education, and operates with the cooperation of the public and independent colleges and universities of Arkansas. This reporting system uses uniform definitions and reporting forms to ensure accuracy and comparability of data across institutions as well as year-to-year continuity.

Since the State Board of Higher Education is now the governing board for 14 technical colleges established by Act 1244 of 1991 and related legislation, AHEIS reporting policies must also be extended to all financial and student reports by the new technical colleges. During the summer, the ADHE Planning and Research Division conducted enrollment audits at each technical college. While the audits were taking place, the Department's data processing staff acquired financial accounting software for the technical colleges and developed a computerized registration and reporting system.

The data elements in this new computerized registration system are based on AHEIS definitions used by all other Arkansas institutions of higher education. The new system also incorporates, for the technical colleges, the new statewide Student Information System developed in 1990 by ADHE and the public colleges and universities. Individual student records will be generated for each enrolled student at every technical college with the information needed to complete all ADHE reports, calculate retention and graduation rates, and conduct other studies as needed.

This agenda item describes the most important definitions used in student reporting by the AHEIS system. Definitions of credit and noncredit courses are the basis for all headcount and credit hour reporting. Only those students and credit hours meeting these definitions will be reported by the technical colleges and used by ADHE in summary reports and budget formula calculations.

Additionally, the reporting system put in place at the technical colleges follows the standard practice in Arkansas of freezing headcount enrollment and credit hour production on the eleventh class day of each term. As is the case with all other public colleges and universities in the state, changes in headcount or credit hour production after the eleventh class day are not to be reported to ADHE and will not be used in any reports or statistics kept by the department.

## **CREDIT VS. NONCREDIT COURSEWORK**

### Credit Courses

Credit courses are courses for which, upon successful completion, students are given credit that can be applied to meet the requirements for a degree, certification, or similar academic award at the granting institution. In addition, courses that can be transferred to meet requirements for a degree or certificate at another Arkansas institution and developmental courses for which credit equivalency is granted may also apply. Developmental courses may not be counted toward graduation requirements.

A credit hour meets the minimum class time of 50 minutes per week for 16 weeks or an equivalent time. Labs and shops are scheduled a minimum of two 50-minute periods per week for 16 weeks to equal one (1) credit. A ratio of more than 2:1 may be used if required to provide adequate lab/shop time.

A credit course must have as a minimum the following requirements: a published course description, a course syllabus including testing and grading procedures, and the awarding of a final grade.

### Noncredit Courses

Courses, seminars, workshops, and other institutional activities or experiences offered by a higher education institution that may not be applied to meet requirements of the institution's degree/diploma certificate program. Noncredit activities may include continuing education or community service activities. These courses do not generate student semester credit hours and should not be reported to ADHE on any report of credit hour production.

### High School Enrollment

High school enrollment refers to students who are enrolled simultaneously in a high school and an institution of higher education but have not yet graduated from high school. Fundable credit for high school student enrollment consists of:

1. Those credits for which high school students are enrolled as a part of a recognized college/high school cooperative vocational program.
2. Those on-campus credits for which high school students pay their own fees and enroll for higher education vocational or non-vocational credit in addition to their normal high school program. High school students whose fees are paid by the public school district, subdivision thereof, or any entity directly related thereto will not meet the requirements of this definition unless those students qualify under Act 57 of the first 1983 Extraordinary Session of the 74th Arkansas General Assembly.

## STUDENT LEVELS

Student level refers to the proportion of total requirements a student obtained, as of the census date, toward the completion of the degree/diploma or certificate program in which the student is enrolled. The following mutually exclusive undergraduate student level categories will be used:

1. LOWER DIVISION - A student who (a) is enrolled in a program(s), course(s) of study, or activity(ies) which leads to an associate degree and has earned less than 60 hours; or (b) is enrolled in an undergraduate occupational or vocational program(s) of three or fewer years' duration which results in formal recognition below the baccalaureate degree. The following subdivisions should also be used:
  - a. FIRST-TIME ENTERING FRESHMAN - A lower division student who (a) has earned zero semester credit hours or (b) students who earned college credit while still enrolled in high school. Students should be reported in this subdivision during one reporting period only.
  - b. CONTINUING FRESHMAN - A lower division student who has earned fewer than 30 semester credit hours.
  - c. SOPHOMORE - A lower division student who has earned at least 30 but less than 60 semester hours.
2. UNCLASSIFIED PRE-BACCALAUREATE - A student who cannot be classified into one of the categories above because he or she is not enrolled in a program of study leading to a degree/diploma or certificate, even though taking courses with regular students. This category does not include students who have been admitted to pursue a degree but have not yet declared a major.

## CENSUS DATES FOR REPORTING PURPOSES

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The census date for reporting student enrollment, including student semester credit hours, is the end of the eleventh day of classes in a regular term and the end of the fifth day during each summer term. Any changes in enrollment or credit hour status after the census date should not be included in data reported to the Department of Higher Education.

The following resolution was approved on October 4, 1991 (Item No. 12):

**RESOLVED**, That the State Board of Higher Education adopts these definitions of credit and noncredit courses, student levels, and census dates for all reporting by Arkansas technical colleges;

**FURTHER RESOLVED**, That the chief executive officers of all technical colleges are directed to employ these definitions as the basis for all

headcount and credit hour reporting to ADHE, as well as such other ADHE reporting requirements as may exist for other Arkansas public colleges and universities;

**FURTHER RESOLVED,** That the Director of the Department of Higher Education is authorized to make such technical changes to the Arkansas Higher Education Information System (AHEIS) as may be necessary for the effective and efficient operation of the AHEIS system.

Approved: Agenda Item No. 12  
October 4, 1991

## CRITERIA FOR THE ESTABLISHMENT OF A COMMUNITY COLLEGE DISTRICT

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As requested by the State Board of Higher Education at its last meeting, the Advisory Commission on Community Colleges met on May 2, 1973, and considered criteria for the establishment of a community college district. These recommended criteria, as presented on the following pages, are considered as minimum requirements any proposed district must meet. In addition to minimum criteria, a system for selecting among the proposed districts which meet the criteria was also recommended.

Act 103 of 1973 provides that the State Board of Higher Education shall set forth criteria for the establishment of community college districts. At several points in the act, specific items are mentioned for inclusion in the criteria. In addition, the act clearly provides for the State Board of Higher Education to include other criteria that it finds desirable.

The criteria as recommended by the Advisory Commission on Community Colleges cover all of the items mentioned in Act 103 plus criteria concerning meeting community needs and efficient use of state resources which seemed desirable.

The State Board approved the following resolution on May 11, 1973 (Item No. 16):

**RESOLVED,** That the State Board of Higher Education adopts the Criteria for the Establishment of a Community College District as recommended by the Advisory Commission on Community Colleges with such changes as have been made at this meeting and directs that these criteria be included in the minutes of this meeting as adopted.

**FURTHER RESOLVED,** That the Director of the Department of Higher Education is instructed to provide copies of these adopted criteria to all parties that have established contact with the Department of Higher Education and are working toward the establishment of community colleges.



## **CRITERIA FOR THE ESTABLISHMENT OF A COMMUNITY COLLEGE DISTRICT**

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### 1. Presentation of Application

An application must be presented which proposes development of a feasible community college which will meet all of the minimum criteria established by the Board of Higher Education under applicable laws. The application must contain the elements of an application described in "Application for a New Community College" and any other State Board of Higher Education actions.

### 2. Number of Students

There shall be a minimum of 300 full-time student equivalents projected for the fall enrollment of the third year by one of the following techniques:

- a. Twenty-five per cent of the total current enrollment in grades 10, 11, and 12 of the school systems in the district
- b. Twenty-five per cent of the total current enrollment in grades 10, 11, and 12 of the Arkansas school systems located closer to the proposed community college than to any other college, but no more than 50 miles from the proposed community college
- c. A proposed college near the lower limit by whatever technique is used should also demonstrate a history and an anticipation of continued population growth

### 3. Site

A desirable site should be at least 40 acres for each 100 full-time equivalent students projected five years in advance. The minimum site size will vary from proposed district to proposed district depending upon the programs to be offered, the terrain, the campus design, and site availability. In addition, the site should be the best possible combination of the following factors: Accessibility to main arteries of traffic, closeness to greatest population concentration, closeness to center of district, accessibility to public and private transportation, visibility to general public, desirable topography for construction and aesthetics, cost, compact shape, desirable zoning, and availability of utilities, fire and police protection.

### 4. Facilities

The college shall be provided an initial facility adequate for the projected enrollment in the third year, and it shall be demonstrated that adequate facilities can be provided for the projected enrollment in the fifth year. Either adequate facilities for the projected third year enrollment shall be available or funding shall be available,

permanent facilities under development, and temporary facilities utilized when the college opens.

For a community college of less than 1,000 students, 105 gross square feet per full-time student of projected third year enrollment can be used for planning. The square footage needed will vary with the college curriculum and several other factors. More space than the 105 gross square foot planning factor is desirable, and less might be minimally adequate. The necessary square footage per student decreases slightly with greater enrollments.

The quality of facilities is also important, even though it is more difficult to specify minimum quality requirements. Great care should be taken, especially when existing facilities designed for another purpose are proposed as permanent when existing facilities, that the facilities are of proper proportions in the various areas, aesthetically pleasing, comfortably heated and air-conditioned where necessary, properly equipped for laboratories, shops and offices, insulated for sound and otherwise appropriate for permanent use. The quality of permanent and temporary facilities will be considered in determining an adequacy of facilities.

#### 5. Local Income

The anticipated local income for capital outlay must be sufficient to provide the site and campus required under the previous two criteria for at least the first five years that instruction is offered by the district. There should be millage or continuing local income which is sufficient to insure the district's financial soundness and justify desirable rates of interest on bonds.

#### 6. Comprehensiveness of Curricula

The community college educational program must be comprehensive enough to serve the postsecondary educational needs of its district and the state through occupational programs of varying types and levels of difficulty, courses transferable toward a bachelor's degree, community service offerings, student guidance and counseling services, and other needed post-secondary educational services. The community college may enter into cooperative relationships for programs to be offered through other institutions or through cooperative relationships with other institutions.

#### 7. Meeting Community Needs

The community college proposal must meet the appropriate educational needs of its service area. Identification of educational needs and development of programs to serve them must evidence adequate reliance upon available data, and, where necessary, on surveys to secure data otherwise unavailable, as well as upon the involvement of citizens representing all geographic, economic and social segments of the proposed college district. Public understanding of and support for the community college must be developed through the involvement of the Steering Committee in the developmental of the proposal. The Steering Committee is very

important in this respect, and great care should be taken to insure that its membership is representative of the proposed district so that the college will reflect the district's educational needs and so that the college can be interpreted to the citizenry through this committee.

8. Size of District

The size of the district shall be such that all students within the district are within commuting distance of the college. Commuting distance is defined as one hour's driving time under normal conditions or 50 miles, whichever is greater.

9. Efficient Use of State Resources

The efficient use of state funds will be considered in evaluating the need for any proposed district by the State Board of Higher Education.

## APPLICATION FOR A NEW COMMUNITY COLLEGE

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- I. Initial letter of application containing:
  - A. Intent to work for community college
  - B. Will be able to meet all minimum criteria:
    1. Number of students in grades 10, 11, and 12 in country.  
  
or  
  
Number of students in grades 10, 11, and 12 in Arkansas school systems located closer to the proposed community college than to any other college, but not more than 50 miles from the proposed community college.
    2. 1960 and 1970 census population figures for county.
    3. Number of miles by all-weather road to nearest public college, nearest private college, and nearest state vocational/technical school from population center of proposed district.
    4. How a permanent site and facilities for 25 percent of the students in (1) above would be provided by the third year of operation and then expanded as the college grows and develops.
- II. Feasibility study containing:
  - A. Analysis of existing postsecondary educational opportunities, utilization of existing postsecondary educational opportunities by district residents, and types of educational programs needed. This should include a review of existing institutions, a review of attendance rates by various types of district residents at various types of institutions, a survey of high school student plans and programs needs, and a survey of business and industrial employment patterns and anticipated needs.
  - B. Projected enrollment. The enrollment for the proposed community college should be estimated and presented for each of the first five years that the college will operate.
  - C. Proposed curriculum. This should include a general plan for the development of specific occupational programs which are needed in the college's service area, the proposed areas of emphasis in transfer programs and the general plans for community service and counseling and guidance programs.

- D. Availability of a site. This should include one or more specific sites which are definitely available and a detailed description of each site in terms of the factors mentioned in the site criteria.
- E. Facilities. This should provide a detailed explanation of the plans for permanent and temporary facilities which are proposed in terms of the factors mentioned in the facilities criteria.
- F. Local income. The plans for financing or providing the site and facilities should be explained. A millage, based on the projected costs of site and facilities and the assessed value of property in the district should be proposed. If any millage for operation to enrich the program of the college is expected, this should be explained.
- G. Commuting distance. The distance from the proposed site(s) to the residents of the district most distant from the proposed college should be stated.
- H. Proposed budget. An estimated budget for the first year of operation of the college, based on the projected enrollment and proposed curricula should be presented. Budgets should also be proposed for each year in which funds are needed before the college begins to operate.
- I. Developmental Plan. The general timetable for the development of the proposed community college should be given. Anticipated dates for all major activities from the circulation of the petition to the first day of class or the occupancy of the permanent facilities should be outlined.

Approved: Agenda Item No. 16  
May 11, 1973

## CRITERIA FOR COMPREHENSIVENESS FOR COMMUNITY COLLEGES

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Throughout the discussions of the Advisory Commission on Community Colleges which resulted in the new community college recommendations, there was continual concern that the community colleges would not always faithfully perform the functions being proposed. As a result, the Advisory Commission on Community Colleges developed a more detailed definition of a community college which charged the State Board of Higher Education to determine annually that each college is performing the functions specified in the definition.

The specific language of Act 103 of 1973 is as follows:

**SECTION 1.** Definitions as used in this Act: (a) "Community College" means an educational institution established or to be established by one or more counties or cities of this state offering a comprehensive program designed to serve the postsecondary educational needs of its district and the state including specifically, but without limitation, occupational programs of varying types and levels of difficulty, the first two years of a baccalaureate degree, community service offerings, and student guidance and counseling services.

**SECTION 3.** State Community College Board - Duties. The State Board of Higher Education is hereby authorized to, and shall, act as the statewide coordinating board for the community colleges established in conformity with this Act. When the State Board of Higher Education is acting as the "State Community College Board", the Director of the State Department of Education shall be an ex-officio nonvoting member of such Board. The State Community College Board shall have the following duties and powers:

(l) The State Community College Board shall develop criteria for determining if an institution is adequately comprehensive. The State Community College Board must make an annual determination (and may do so more often) as to whether each community college is adequately comprehensive, that institution shall not be eligible for state funds until it has corrected the deficiencies and has received a favorable determination by the State Community College Board. In developing criteria to determine if an institution is adequately comprehensive, the State Community College Board shall require that each community college fulfill all aspects of the definition of a community college contained in Section 1 (a) of this Act and shall specifically provide for occupational programs that do not require academic transfer courses for completion.

The statement of criteria which follows has been reviewed and recommended by the Advisory Commission on Community Colleges.

The resolution below was approved on September 22, 1973 (Item No. 5):

**RESOLVED,** That the State Board of Higher Education adopts the Criteria for Comprehensiveness which shall be used for annually determining if a community college is adequately comprehensive. The Director is instructed to provide each community college with a copy of the criteria and to make further copies of the criteria available to all who request them.

**FURTHER RESOLVED,** That the Director is instructed to develop a procedure for this annual determination and to present such information to the State Board of Higher Education so that the determination can be made as prescribed by law.

## CRITERIA FOR COMPREHENSIVENESS FOR COMMUNITY COLLEGES

As Required by Act 103 of 1973, Section 3, Paragraph (i)

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1. The curriculum and services of the community college must be designed to serve the postsecondary educational needs of its district and the State of Arkansas. The curriculum must include occupational programs that do not require academic transfer courses for completion.

To identify the needs of its service area, the community shall do a comprehensive survey of its employment needs at least every five years. Either the comprehensive survey or special data shall be presented as evidence of the need for each new program proposed. Each existing occupational program must be reviewed at least once every five years to see that employment and need for additional graduates of the program continue.

2. Occupational programs of varying types and levels must be offered in the community college district either by the community college or by some other post-secondary institution. The type and level of each program shall be identified through the use of the following terminology regarding degrees and certificates granted for completion of programs:
  - a. Associate of Arts or Associate of Science Degree indicates a college level program primarily designed for transfer to a four-year degree program or for general education purposes which requires at least four semesters for completion by the average full-time student. Each Associate of Arts or Associate of Science Degree program shall contain an appropriate general education segment.
  - b. Associate of Applied Science Degree indicates a college level program primarily designed for occupational purposes and which requires at least four semesters for completion by the average full-time student. Each Associate of Applied Science Degree program shall contain a general education segment appropriate to the occupation for which the program is designed.
  - c. Certificate of Proficiency indicates a program of any level specifically designed for occupational purposes. A Certificate of Proficiency may be awarded in any occupational program which requires from one to four semesters for completion by the average full-time student. Each Certificate of Proficiency program may contain supporting subject matter which is necessary or helpful for the particular occupational program for which it is designed. A certificate of proficiency program shall not require the completion of academic transfer courses as general education courses.
3. The community college shall offer the first two years of baccalaureate degrees which are most common and appropriate in its service area. The Department of



Higher Education, the community colleges, and the upper level institutions to which community college graduates regularly transfer share the responsibility for coordination transfer programs.

4. The community college shall offer developmental or remedial instruction which is needed locally to assist individuals who lack the skills required to enter any of the college's instructional programs.
5. The community college shall offer, as community service courses, any additional unit of instruction for which there is local need, available instructional personnel and adequate financial and physical resources.
6. The community college shall offer guidance and counseling services which include at least the following elements:
  - a. Adequate records and information resources on each student so that the college can advise the student on the services offered to the student which will fit the student's needs.
  - b. An organized professional system to assist each student in funding and taking the best advantage of the services the community college can offer.
  - c. An organized system for following the progress of each student so that the student can be assisted at difficult or decision points in his or her college experience.
  - d. An organized system to put the student in contact with the next step in his or her educational or occupational development.
  - e. Individual assistance to students in making career, program, course and employment decisions and assistance with personal problems not requiring more extensive services.

Approved: Agenda Item No. 5  
September 22, 1973

**COLLEGE AND PROGRAM ADMISSION AND  
STUDENT ABILITY TO BENEFIT  
FOR ARKANSAS TECHNICAL COLLEGES**

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Act 1244 Requires the State Board to define the requirements of appropriate degrees and certificates. Part of this requirement must be the establishment of policies regarding the admission of qualified students to a program of study leading to the awarding of an associate degree or certificate. Further, Act 1101 of 1991 requires all first-time entering freshmen in all associate degree programs to be tested for placement purposes in English, reading and mathematics.

The resolution below was approved on October 4, 1991 (Item No. 10):

**RESOLVED**, That the State Board of Higher Education directs each technical college to establish minimum admission requirements for all programs, to establish an appropriate assessment program, to provide an appropriate remedial or development studies program, and to establish articulation guidelines between the developmental studies program and each curriculum program.

**FURTHER RESOLVED**, That the State Board of Higher Education adopts all regulations contained in the College and Program Admission and Student Ability to Benefit Policy.

## **COLLEGE AND PROGRAM ADMISSIONS AND STUDENT ABILITY TO BENEFIT POLICY**

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The technical college system accepts the responsibility to produce technicians who are competent to meet the assessed needs of business and industry and at the same time to assist individuals in achieving educational and occupational objectives consistent with their potential.

In order to fulfill this educational mission and to promote the achievement of individuals with varied potential, open admissions is defined as a practice which (1) admits to the college all citizens who can benefit from available learning opportunities, and (2) places into specific programs of study those students whose potential for success is commensurate with expected standards of performance.

The definition of open admissions requires a commitment to use a program to assess student potential and to provide appropriate developmental and remedial programs of study to meet those needs. It is recognized that funding developmental and remedial programs to support this definition of open admissions should be commensurate with the commitment made to this educational activity.

In support of this definition, each technical college shall develop the following procedures:

1. Develop appropriate assessment procedures for college and program admission guidelines and the assessment of competency in basic skills. Section 23 of Act 1101 of 1991 must be followed in assessment and admission of students in associate degree programs.
2. Identify the specific entry level skills required for admission into each program.
3. Determine and establish a minimum feasible performance level for admission into development studies. The level should reflect an analysis of the entry level requirements for each curriculum and an analysis of the capabilities and limitations of the developmental studies program.

Those students not eligible for entry into developmental studies shall be admitted into the college adult education program or referred to the local school district adult basic educational program.

4. Establish articulation procedures between developmental studies and each curriculum program. Minimum competencies in math, reading, and language should be defined for placement into each curriculum. The measurement methods should be reliable and valid.
5. Follow standards and procedures for academic probation and suspension for those students who do not maintain satisfactory progress.

Approved: Agenda Item No. 10  
October 4, 1991

## TWO YEAR SERVICE AREAS

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ACT 1244 of 1991 requires the College Panel and the State Board of Higher Education "to determine service areas containing all counties within the state" and designate which system institution "shall be responsible for fulfillment of the two year postsecondary educational needs of the service area."

In developing geographic service areas, several items were considered. These included the current area being served by each community or technical college or university branch, counties not currently served, travel patterns, natural boundaries, and residency of local board members. Comments have been solicited from each two-year college, and these suggestions have been fully considered and incorporated where possible.

Several counties have historically been served by more than one institution. Joint service areas have been designated where one or more of the above factors indicate joint service is in the best interest of the citizens of that county. No county that contains a two-year college has been designated as a joint service area.

The following resolution was approved by the State Board on January 24, 1992 (Item No. 20):

**RESOLVED**, That the State Board approves the Service Areas for Two-Year Colleges and designates the college(s) which shall fulfill the basic two-year educational needs of that area.

## REVISION OF TWO-YEAR COLLEGE SERVICE AREAS

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Through mutual agreement between South Arkansas Community College (SACC) and Southern Arkansas University-Tech (SAUT), the service areas for the two institutions will be changed. Columbia County will be reassigned from the SACC service area to the SAUT service area. Bradley County will be assigned solely to the SACC service area instead of being shared by both SACC and SAUT.

On April 25, 2003 (Agenda Item No. 4), the Higher Education Coordinating Board revised this policy with the approval of the following resolution:

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

## SERVICE AREAS FOR TWO-YEAR COLLEGES

ASU-Beebe/Newport	Jackson, White, Prairie (Woodruff, Lonoke, Craighead, Poinsett, Faulkner)
Black River TC	Randolph, Lawrence, Clay, (Greene)
Cossatot CC of UA	Sevier, Little River, (Howard, Pike)
East Arkansas CC	St. Francis, Cross, (Lee, Monroe, Woodruff, Poinsett)
National Park CC	Garland, (Saline, Montgomery)
UACCBatesville	Independence, Cleburne (Stone, Sharp)
Mid-South CC	Crittenden, (Poinsett)
Arkansas Northeastern C	Mississippi, (Craighead, Poinsett, Greene)
ASU-MH	Baxter, (Marion)
North Arkansas C	Boone, Carroll, Madison, Newton, Searcy, (Marion)
Northwest AR CC	Benton, Washington
SACC	Union, Ashley, Chicot, Bradley
College of the Ouachitas	Hot Spring, Clark, (Dallas, Grant, Saline)
Ozarka C	Izard, Fulton, (Sharp, Stone)
UACCMorrilton	Conway, Van Buren, Pope, Yell, Perry, (Faulkner)
Phillips CC of UA	Phillips, Arkansas, (Desha, Lee, Monroe)
SEAC	Jefferson, Lincoln, Cleveland, Drew, (Grant, Desha)
Pulaski TC	Pulaski, (Saline, Faulkner, Lonoke)
UACCHope	Homestead, Miller, Nevada, Lafayette, (Howard, Pike)
Rich Mt. CC	Polk, (Scott, Montgomery, Pike, Howard)
SAU Tech	Ouachita, Calhoun, Columbia (Dallas)
UAFort Smith	Sebastian, Crawford, Logan, Franklin, Johnson, (Scott)

( ) Counties served by more than one college.

Note: List has been updated to reflected changes of names of colleges and mergers since the policy was approved.

Approved: Agenda Item No. 20  
January 24, 1992

Amended: Agenda Item No. 4  
April 25, 2003

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Governor's Scholars Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Governor's Scholars Program.

## ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP RULES AND REGULATIONS

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The Arkansas Academic Challenge Scholarship Program has been expanded to provide opportunities for higher education to previously underserved Arkansans (traditional students and nontraditional students) due to the additional funding made possible by the Arkansas Scholarship Lottery. The goal of this scholarship is to provide meaningful financial help to those qualifying. The scholarship will be available to all Arkansans regardless of race, gender, family income or course of study as long as the applicant meets the eligibility requirements. Academic Challenge currently serves approximately 35,000 students. The program works to promote academic rigor and excellence. The scholarship program is based on merit, one that reflects a commitment to academic achievement and degree attainment.

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. The rules also cleaned up areas that were confusing or did not work with the administration of the program.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Arkansas Academic Challenge Scholarship Program. The hearing will be held on April 25, 2014, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Academic Challenge Scholarship Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 2014-2015 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Academic Challenge Scholarship Program.



# ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM RULES AND REGULATIONS

## PART 1 (RECIPIENTS AWARDED PRIOR TO FALL 2009)

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Arkansas Academic Challenge Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664 and 1836 of 2001, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664, and 1836 of 2001, Act 1798 of 2003, Acts 1014, 2197, 2011 and 2214 of 2005 Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009 and subsequent legislation, and program rules and regulations.

### RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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#### I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Arkansas Academic Challenge Scholarship:

- A. The applicant must be a citizen of the United States or a permanent resident alien.
- B. The applicant shall have been a resident of the State of Arkansas for at least (12) months prior to graduation from an Arkansas high school, and the recipient's parent(s) or guardian(s) shall have maintained Arkansas residency for the same period of time.

- C. The applicant shall have graduated from an Arkansas high school on or after March 5, 1991 and before December 31, 2009.
- D. The applicant must be accepted for admission and enrolled as a full-time, first-time freshman at an approved institution of higher education, as defined by the Department of Higher Education, within twelve (12) months of graduation from high school.
- E. The applicant must be enrolled full-time twelve (12) semester hours or the equivalent for the first semester and fifteen (15) semester hours or the equivalent every semester thereafter.
- F. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, and nursing school diplomas, which require concurrent college enrollment.
- G. Applicants must certify that they are drug-free and must pledge in writing on the application form to refrain from the use or abuse of illegal substances. This includes alcohol for applicants under twenty-one years of age.
- H. Any male applicant under twenty-six years of age must file a Statement of Selective Service Status with the postsecondary education institution at which he is enrolled certifying that he has complied with the terms of the Military Selective Service Act before funds can be disbursed.
- I. The applicant must score 19 or above on the ACT Composite or at least 730 on the SAT combined verbal and math (if the ACT score is not available).
- J. A recipient of a Governor's Distinguished Scholarship is prohibited from receiving an Academic Challenge Scholarship.
- K. Applicants must achieve the following grade point average in the pre-collegiate core curriculum: 3.0 on a 4.0 scale if enrolling at an approved four-year institution or a grade point average of 2.75 on a 4.0 scale if enrolling at an approved two-year institution. These grade point averages may be revised to no lower than a 2.5 grade point average on a 4.0 scale if it is determined by the department, based on the most recent evaluation of the program's operation that the grade point requirement would unduly reduce the number of low-income or disadvantaged students who would otherwise be eligible for the program. At the Department's discretion, an exception may be made to institutions with a high percentage of students receiving full Pell grants, upon written petition to the department by the institution. The applicant who graduated from high school prior to December 31, 2001, must have achieved a grade point average (GPA) of 2.50 on 4.0 scale in the

pre-collegiate core curriculum established by the State Board of Education and the Arkansas Higher Education Coordinating Board pursuant to A.C.A. 6-61-217 as listed below.

- **English** - Four units with emphasis on writing skill (not to include courses in oral communication)
- **Natural Science** - Two units, with laboratories, as follows: one unit of Biology AND one unit of Chemistry OR Physics (Applied Biology/Chemistry [two-year program] may be substituted for Biology. Principles of Technology I and II [two-year program] may be substituted for Physics). High School graduates in 2002 and beyond will be required to have an additional unit of science. The third unit may be any natural science, including Physical Science, with a lab.
- **Mathematics** - Three units: Algebra I, Algebra II and Geometry (Applied Math I and II [two-year program] may be substituted for Algebra I if the student who completes Applied Math I and II also completes Algebra II and Geometry [or more rigorous math courses such as calculus or trigonometry] with grades of C or better). Applicants graduating in the year 2002 and beyond will be required to have a fourth unit of Mathematics beyond Algebra II.
- **Social Studies** - Three units, including one of American History, one of World History, and at least one-half unit of Civics or American Government.
- **Foreign Language** – Two successive units in one foreign language.

A *unit* is defined as the credit received for completion of one (1) year of a course in high school. One semester is equal to one-half (1/2) unit.

OR

A *unit* is defined as the credit received for completion of one three credit-hour semester course in college as a high school student or as a student applicant seeking to meet the core requirements provided for in the grace period specified in Rule 2, Section I, Paragraph M.

The Department shall have the authority to exercise professional judgment in the determination of course substitutions when special circumstances exist that prevents the student from meeting stated course requirements but evidence exists that shows the student meets the academic intent of the program.

- L. Applicants who do not meet the requirements of both paragraphs I and K with respect to the minimum ACT score (or its equivalent), or the minimum GPA in high school core courses, shall qualify if they meet

the combined test score and GPA requirements set out in the selection index below:

<b>ACT SCORE</b>	<b>CORE CURRICULUM GPA</b>
25-36	2.50 and above, if attending a 4-year institution, 2.25 and above, if attending a 2-year institution
20-24	2.75 and above, if attending a 4-year institution, 2.50 and above, if attending a 2-year institution
19	3.00 and above, if attending a 4-year institution, 2.75 and above, if attending a 2-year institution
15-18	3.25 and above, if attending a 4-year institution, 3.00 and above, if attending a 2-year institution

Applicants with ACT scores below 15 will not be eligible; applicants with GPAs below 2.25 will not be eligible.

- M. Applicants who have met the requirements as listed in Section I., Paragraphs A through I, but have not completed the precollegiate core curriculum defined in Paragraph K by the end of their senior year of high school shall have a grace period of twelve (12) months from graduation to make up any course deficiencies required for program eligibility, (as defined in Section I, Paragraph K) due to the unavailability of the courses in the applicant's high school. However, students will not be fully eligible for an award until all academic deficiencies are met.
- N. For applicants graduating from high school after December 31, 2006, applicants must demonstrate financial need as defined below:
1. An applicant whose family includes one (1) unemancipated child under the age of 24 shall have a family adjusted gross income (AGI) not exceeding \$65,000 per year at the time of application for the program, plus an additional \$5,000 of AGI per year for each additional child under the age of 24 at the time of application to the program.
  2. Any applicant whose family includes more than one (1) unemancipated child under the age of 24 enrolled full-time at an

approved institution of higher education shall be entitled to an additional ten thousand dollars (\$10,000) of adjusted gross income when the Department of Higher Education calculates the financial need. The dependent(s) must be enrolled during the same year for which the applicant is seeking award.

3. Any student who claims to be emancipated or independent must be eligible to receive Federal financial aid as an independent student as defined by Federal regulations.
  4. The Department of Higher Education may increase the income requirements using the Federal Consumer Price Index, if sufficient funds become available.
  5. The Department of Higher Education may exercise professional judgement in determining family income levels when special circumstances exist that can be documented.
- O. Except to the extent of the award amount, a recipient of a Scholarship under this rule shall not receive an additional scholarship under the Arkansas Academic Challenge Scholarship Program — Part 2.

## II. Continued Eligibility

Subject to the availability of funds, recipients must maintain a 2.75 cumulative grade point average on a 4.0 scale and complete twelve (12) semester hours or the equivalent for the first semester and fifteen (15) semester hours or the equivalent every semester thereafter in order to have their scholarship renewed.

Students seeking baccalaureate degrees may renew their scholarship for up to three additional academic years for a total of four years. Students seeking associate degrees may renew their scholarship for one additional academic year for a total of two years. No student may use these funds beyond the baccalaureate degree.

## III. Literacy Tutoring

As an additional component to the Arkansas Academic Challenge Scholarship:

1. Each applicant for the scholarship shall agree that for each year the scholarship is awarded he or she may volunteer to serve as a literacy tutor for a minimum of twenty (20) clock hours each semester in a public school or a faith based educational institution serving students in prekindergarten through grade six (preK-6);
2. A recipient who agrees to volunteer as a literacy tutor:

- A. Shall complete the prerequisite training in literacy and college readiness skills provided under this section before he or she begins tutoring; and
  - B. May receive college credit for the tutoring as determined by the institution of higher education where the recipient is enrolled; and
3. An enrolled college student who participates in the tutorial program and fails to meet the academic eligibility requirement under this subchapter for the fall or spring semester shall be given the probationary opportunity during the subsequent spring or summer term to continue his or her education and improve academic performance before losing scholarship funding in the subsequent semester.  
A recipient who agrees to volunteer as a literacy tutor under this section shall receive the prerequisite training in literacy and college readiness from an approved institution of higher education based on training modules developed by the Department of Education.

### RULE 3 – APPLICATION PROCESS

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#### I. Application

Students must submit an application for the Arkansas Academic Challenge Scholarship Program to the Arkansas Department of Higher Education. The application is available online at the scholarship website. The Arkansas Department of Higher Education will also provide paper applications to any individual upon request. The applicant must complete the Academic Challenge Scholarship application either in writing or via the website.

#### II. Submission of Application and Application Deadline

The application deadline shall be June 1 of the calendar year in which a student graduates from high school, regardless of core curriculum deficiencies. At its discretion, the ADHE may extend the deadline, provided sufficient notice is provided to the public. The student is responsible for submitting the application and all supporting documentation in a timely manner.

#### III. Amount of Scholarship

The amount of the annual scholarship awarded to each recipient shall be graduated as follows:

1. A recipient in his or her freshman year shall be awarded an amount not to exceed two thousand five hundred dollars (\$2,500);
2. A recipient in his or her sophomore year shall be awarded an amount not the exceed two thousand seven hundred and fifty dollars (\$2,750);
3. A recipient in his or her junior year shall be awarded an amount not the

- exceed three thousand dollars (\$3,000); and
4. A recipient in his or her senior year shall be awarded an amount not the exceed three thousand five hundred dollars (\$3,500); or
  5. A recipient shall receive the greater of the award amount listed above or the award amount for the same academic year for a full-time recipient under the Arkansas Academic Challenge Scholarship Program — Part 2.

#### IV. Award Notification and Prioritization of Awards

The number of new awards shall not exceed 5,000 per year.

During times of funding shortages under the Academic Challenge Scholarship Program, the Department of Higher Education shall first award those students who received an award in the previous academic year. If sufficient funds are not available to renew the Academic Challenge Scholarships of prior years' recipients, the available funds will be pro-rated among those recipients.

New applicants will receive the second funding priority. Should sufficient funds be unavailable to award all new applicants, awards will be prioritized to applicants meeting all eligibility requirements under the Academic Challenge Scholarship Program, who agree to accept a forgivable loan, as set forth in section § 6-82-1009, in lieu of a scholarship, and who agree to:

- (A) Teach, as required under § 6-82-1010, in a subject matter area designated by the Department of Education as having a critical shortage of teachers; or
- (B) Teach, as required under § 6-82-1010, in a geographical area of the state designated by the Department of Education as having a critical shortage of teachers.

After all awards are made to applicants who agree to the provisions of § 6-82-1009, awards will next be prioritized to students who meet all the eligibility criteria established in Rule 2, beginning with the neediest students first.

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, the actual amount the student is eligible to receive, and the student's first institutional choice as indicated on the application form. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions of the Academic Challenge Scholarship.

Applicants, who are awarded pursuant to § 6-82-1009, shall execute a promissory note to the Arkansas Department of Higher Education for the purpose of entering into a loan agreement with ADHE. The terms of the loan agreement will include the general purpose, repayment and deferment

procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the loan recipient and by a co-maker of eligible age. Modifications to any award amount will be confirmed through the issuance of a new promissory note.

The recipient, or the recipient's parent or guardian(s) if the recipient is less than 18 years of age, receiving state-supported student financial assistance shall complete and sign a consent form opting-in or opting-out of authorizing the release of the student's individual information to the Bureau of Legislative Research. Opting-out of the release of information to the Bureau of Legislative Research will not affect a student's eligibility for financial aid.

The information consented to be released by the student shall include:

1. A unique identifier;
2. Status for the Federal Pell Grant;
3. Postsecondary grade point average;
4. Number of semester hours attempted;
5. Number of semester hours completed;
6. Gender, race, ethnicity, and age;
7. High school graduated from or General Educational Development test score;
8. High school grade point average;
9. ACT score or ACT equivalent score, if available.

The consent does not authorize the release of the student's or the student's parents' name, address, or income.

This information will be used to guide the Arkansas General Assembly's evaluation of the need for adjustments to scholarship programs and funding levels.

#### V. Eligible Award Notification

Students who are determined to be eligible for participation in the Arkansas Academic Challenge Scholarship Program but who have not been admitted to or enrolled in an Arkansas institution of higher education shall be classified as eligible. The Arkansas Department of Higher Education shall notify the students of their status as eligible. The notice provides instructions for receiving an award, defines the applicant's responsibilities, and explains the grace period.

#### VI. Ineligible Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will also be given instructions on how to correct any information on the application they believe to be incorrect.



## VII. Incomplete Notification

Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Department of Higher Education shall notify these students of their status. The Incomplete notice provides a list of the incomplete items and the actions necessary for completion.

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### RULE 4 – SCHOLARSHIP PAYMENT POLICIES

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#### I. Limits of Payment

##### A. Payment of Scholarships\Loans

The Arkansas Department of Higher Education shall disburse scholarship and loan funds to the approved institution of the student's choice. The Arkansas Department of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time enrollment, the institution will disburse the scholarship and loan funds to the student according to the institution's disbursement procedures. The scholarship or loan fund payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institution. In no instance may the entire amount of the scholarship or loan disbursement for an educational year be paid to or on behalf of such student in advance.

##### B. Transfer of Scholarships\Loans to Another Approved Institution

A recipient who has received an Academic Challenge Scholarship may transfer the scholarship or loan to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Department of Higher Education, in writing, of the change of status by October 1 for the fall term and by February 1 for the winter and/or spring terms;
2. The student submits a transcript to ADHE, which certifies that the student has maintained both a 2.75 GPA, and full-time status at the institution the student is leaving; and
3. If the student was awarded pursuant to § 6-82-1009, the student transfers to an institution where the student will remain in the teaching program with the intent to pursue a degree in a subject shortage field or geographic shortage area established in Rule 3, IV (A) and (B).

C. Withdrawal Policy

The Arkansas Department of Higher Education shall allow a student to withdraw from the Arkansas Academic Challenge Scholarship Program for no more than one year. The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither written notification of transfer of the scholarship\loan to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Renewal of Scholarship

The scholarship may be awarded for a total of four academic years of undergraduate study, provided the recipient maintains at least a 2.75 cumulative grade point average on a 4.0 scale and complete twelve (12) semester hours or the equivalent for the first semester and fifteen (15) semester hours or the equivalent every semester thereafter.

Those recipients who are set to graduate at the end of their eighth semester of funding shall be exempt from the fifteen (15) credit hour requirement.

A student may not use these funds for educational purposes beyond the baccalaureate degree.

E. Cancellation of the Scholarship or Loan

1. The award will be terminated for any of the following reasons:
  - a) Failure to maintain a 2.75 cumulative grade point average on a 4.0 scale and/or complete twelve (12) semester hours or the equivalent for the first semester and fifteen (15) semester hours or the equivalent every semester thereafter.
  - b) Completion of a first baccalaureate degree within five years from initial college entrance as a full-time freshman.

- c) Student, who was awarded a loan under the provisions of § 6-82-1009, fails to maintain enrollment in the teacher education program for which they were approved.
- d) The scholarship or loan shall be terminated if a student fails to maintain continued eligibility requirements.

- 2. The recipient is responsible for notifying, in writing, the Arkansas Department of Higher Education of any change in status (i.e. transfer to another eligible institution in Arkansas, change in name, etc.) before appropriate deadline dates. Failure to provide written notification may result in the cancellation of the scholarship for that term.

#### F. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term without loss of scholarship credit. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

#### G. Repayment of Scholarships and Loans

##### 1. Scholarship Repayment Terms

If the recipient of a scholarship withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for noninstitutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

##### 2. Terms of Loan Repayment

Recipients, who received a loan under 6-82-1009, shall begin teaching full-time in an approved subject or geographic shortage area in an Arkansas public school beginning in the first school year in which the recipient is eligible for employment as a licensed teacher. Recipients who perform said teaching service shall have their loans forgiven at a rate of one year's loan proceeds plus interest for every one year of service.

A verification of the loan recipient's employment will be conducted once a year, in June, through the school superintendent's office in the recipient's employment district.

Loan recipients who do not teach full-time in a approved shortage area in an Arkansas public school following certification, or who discontinue their studies prior to completing their program of study shall, within a maximum of five (5) years, repay the full remaining loan balance, plus accrued interest according to an interest and repayment schedule. The repayment schedule will be 20 percent of the total loan, plus interest, paid in twelve monthly installments for each year of service not completed. Repayment will be completed within a maximum of five years from the completion of a college degree or withdrawal from college, whichever comes first.

### 3. Interest on Loan

Interest will accrue from the beginning of the repayment period and will be at an annual percentage rate not to exceed ten percent (10%) on the unpaid balance, except that no interest will accrue during any deferment period. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.

Interest will not accrue and installments need not be paid when an official deferment has been approved by the Arkansas Department of Higher Education. Any recipient who wishes a deferment must submit an application for deferment to ADHE for approval.

### 4. Deferment of Loan

At the discretion of ADHE, scheduled loan repayments may be deferred if it is determined by ADHE that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:

The recipient is engaged in a full-time course of undergraduate or graduate study at an institution of higher education. This must be verified by the Registrar's Office.

- a) The recipient is seeking and unable to find employment as a public school teacher in an approved shortage field for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for

employment. ADHE will verify this information with the superintendent's office in that school district.

- b) The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
- c) The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
- d) Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.

To qualify for any of the deferments, recipients must notify ADHE of their claim to the deferment and provide supporting documentation on a Request for Deferment, which will be supplied by ADHE upon request. The Request for deferment must be completed and returned to ADHE by the recipient. The recipient will be notified within ten (10) days of approval or disapproval of any application for a deferment.

#### 5. Cancellation of Loan

ADHE will cancel a recipient's repayment obligations if it determines:

- a) On the basis of a sworn affidavit of a licensed physician that the recipient is unable to teach on a full-time basis because of impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- b) On the basis of a death certificate or other evidence of death, that is conclusive under state law that the recipient has died.

#### 6. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

## 7. Failure to Repay

Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt and shall have their teaching certification in Arkansas revoked.

## H. Refunds

The Arkansas Academic Challenge Scholarship Program is entitled to a refund of the scholarship or loan amount, for that semester, if the recipient of a scholarship or loan withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Department of Higher Education.

## I. Overpayment

If the award of an Arkansas Academic Challenge Scholarship results in an overpayment to the student according to the state law (Arkansas Code § 6-80-105) governing the stacking of scholarships, the institution shall follow the ADHE Stacking policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

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## RULE 5 – INSTITUTIONAL RESPONSIBILITIES

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### I. College/University Responsibilities

#### A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Academic Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

#### B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship or loan funds.

#### C. Institutional Verification

The institution shall provide certification of full-time enrollment, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Department of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by March 15 for the spring term. Students who are enrolled less than full-time in the current term shall not receive scholarship or loan benefits in that term. The Arkansas Department of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Department of Higher Education no later than June 15 to ensure that adequate time is provided to notify students of their status in the program.

D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Arkansas Academic Challenge Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Academic Challenge Scholarship Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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## RULE 6 – SCHOLARSHIP OR LOAN RECIPIENT'S RESPONSIBILITIES

I. Arkansas Academic Challenge Scholarship Award Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

- Change in name
- Change in address
- Change in institution
- Change in full-time status (twelve college credit hours or its equivalent per semester for students who are in their first semester of college, fifteen college credit hours for those students who are beyond their first semester in college)
- Change in course of study for loan recipients
- Change in employment for those in loan forgiveness status

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

## RULE 7 – COLLECTION OF LOAN

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### I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by ADHE to be 120 days delinquent will be mailed their first letter of notification ten (10) days after the installment payment is due. The co-signer will be notified at the same time. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default in outstanding payments are not made within 30 days.

### II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip-tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on Arkansas Department of Higher Education letterhead to:



Department of Finance and Administration  
Motor Vehicle Division  
P. O. Box 1272  
Little Rock, AR 72202  
ATTENTION: Correspondence Desk

A response from the Motor Vehicle Division should be received within ten (10) working days.

Additionally, ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

1. Contact references listed on the recipient's application;
2. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
3. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
4. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
5. Contact recipient's field of study--professional organization, union, or licensing board;
6. Contact post office;
7. Contact utility companies; and,
8. Contact Chamber of Commerce.

### III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following Credit Reporting Agencies:

1. CSC Credit Reporting Services, Inc.
2. T R W Credit Data
3. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collection file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

IV. State Income Tax Setoff

By the authority of Act 345 of 1993, the Department of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.01, ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Courts are requested from the recipient's and/or co-signer's county of residence.

VI. Write-Offs

Academic Challenge Scholarship Loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before Academic Challenge accounts may be written off.

VII. Nonpayment Penalties

- A. Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.
- B. Loan recipients who fail to meet their repayment obligations shall have their Arkansas teaching certification revoked.

## RULE 8 – PROGRAM DEFINITIONS

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The following definitions are used in the Arkansas Academic Challenge Program:

*ACADEMIC YEAR* fall semester, spring semester, and first and second summer terms in that order.

*APPROVED INSTITUTION* public-supported or private, non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to receive Title IV Federal student aid funds

OR

Only under conditions set forth in A.C.A. 6-82-1007, a public or private nursing school located in Arkansas that is approved by the State Board of Nursing and which does not discriminate against employees on the basis of race, color, religion, sex, age, handicap or national origin, consistent with the provisions of applicable state and federal law.

Only those institutions defined above who comply with Act 1014 of 2005 regarding providing written, signed eight (8) semester course of study required for a bachelor's degree to incoming freshmen will be allowed to participate in the Academic Challenge Scholarship Program.

*ARKANSAS RESIDENT* to be considered an Arkansas resident by ADHE, a recipient and/or a recipient's parents or guardians must be an Arkansas resident for twelve (12) months prior to application for the scholarship. Further, the recipient and/or recipient's parents or guardians claiming Arkansas residency may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases:

- (A) Information from FAFSA;
- (B) Valid Arkansas Driver's License;
- (C) Proof of payment for Arkansas personal and/or real taxes for previous year;
- (D) Proof of Arkansas vehicle registration;
- (E) Proof of Arkansas voter registration; and
- (F) Other forms of proof of Arkansas residency.

*Cancellation* ADHE shall cancel the loan recipient's obligation if it determines:

On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or

On the basis of a death certificate or other evidence of death, that is conclusive under State law that the scholar has died.

*CITIZEN*

a person who is a U.S. citizen or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien form I-151, I-551, I-94, or G-641 to the application.

*CORE GPA*

all pre-collegiate core curriculum will be used to calculate the core GPA, even if they exceed the recommended core. For instance, if the student takes three units of natural science (Biology, Chemistry and Physics) and only two units are required, all three courses will be used to calculate the core GPA.

*COST OF ATTENDANCE*

An estimate of a student's educational expenses that is designed to provide an accurate projection of the reasonable costs for the period of enrollment. Allowable cost include tuition and fees, room and board, books, supplies, transportation, disability expenses, loan fees, dependent care, study abroad expenses and miscellaneous expenses. Standard cost of attendance will vary for different categories of students. Institutions must maintain written documentation supporting the determined cost of attendance.

*Default*

Failure to repay the Academic Challenge Scholarship Loan in accordance with the terms of the promissory note provided that the failure persists for 180 days for monthly payments.

*Due Diligence*

This process refers to those steps ADHE takes to collect Academic Challenge Scholarship loan funds when a recipient enters repayment status. It includes: billing the scholar, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of

all changes in the Academic Challenge Scholarship Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.

*ELIGIBLE APPLICANT* any applicant who meets the eligibility criteria established in Rule 2.

*FIRST-TIME FRESHMAN* any student currently enrolled as a first-year college student, who has never previously been enrolled as a first-year college student. High school students who complete their senior year of high school while enrolled in a community college or two/four-year college will be considered first-time freshmen in the first year of college work following high school graduation.

*FULL-TIME STUDENT* twelve college credit hours or its equivalent per semester for students who are in their first semester of college, fifteen college credit hours or its equivalent per fall and spring semester for those students who are beyond their first semester in college. Those students in their eighth semester on the Academic Challenge Scholarship AND who are set to graduate at the end of that eighth semester shall be exempt from the fifteen (15) credit hour requirement.

*INDEPENDENT STUDENT* a student who meets one of the following conditions:

Will be 24 years of age by December 31 of the application year; or

Is a veteran of the U.S. Armed Forces; or

Is a ward of the court or both parents are dead; or

Has legal dependents other than a spouse; or

Is married and will not be claimed as an income tax exemption by his or her parents for the current year; or

Is determined to be independent by the financial aid officer at the institution the student plans to attend.

*Professional Judgment* Authority of ADHE professional staff that allows for the special consideration of applications or renewal requests when situations exist that prohibit the student from meeting the exact guidelines as stated, when specific documentation provided by the student, high school, or approved institution shows that the student meets the objectives or purpose of the program.

<i>Promissory Note</i>	The Promissory Note is a legal document obligating the recipient to repay the loan if he or she does not perform one year of teaching service on a full-time basis in a public Arkansas school in an approved subject or geographic area, for every year they received an Academic Challenge Loan. The recipient's rights and responsibilities will be stated on the promissory note.
<i>Skip Tracing</i>	A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
<i>Teach on Full-time Basis</i>	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
<i>TUITION</i>	charges levied for attendance at an eligible institution of higher education including mandatory fees charged to all full-time students by the approved institution.
<i>UNEMANCIPATED CHILD</i>	a child who is claimed on a parent or guardian's income tax return as a dependent and does not meet any of the requirements of an independent student as defined above.
<i>UNIT</i>	the credit received for completion of: <ol style="list-style-type: none"> <li>1. One (1) year of a course in high school; one (1) semester of a course in high school is one half (1/2) unit.</li> <li>2. One (1) semester of a three or four credit-hour course in college</li> </ol>

# ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM

## PART 2 (TRADITIONAL STUDENT)

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Arkansas Academic Challenge Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664 and 1836 of 2001, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011, and Acts 234, 1106, 1173, and 1263 of 2013 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664, and 1836 of 2001, Act 1798 of 2003, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011, and Acts 234, 1106, 1173, and 1263 of 2013, and subsequent legislation.

### RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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#### I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Arkansas Academic Challenge Scholarship:

- A. The applicant must be a citizen of the United States or a lawful permanent resident.
- B. The applicant shall have been an Arkansas resident for at least the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education or if the applicant is less than twenty-one (21) years of age, either the applicant or a parent or guardian of the applicant shall have maintained Arkansas residency

for the same period of time. If the applicant is deployed outside of Arkansas under military orders, the ADHE shall calculate the twelve (12) months by excluding months of military deployment outside of Arkansas that within the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education and including the months the person maintained Arkansas residency immediately preceding the military deployment outside of Arkansas.

- C. The applicant shall have graduated from high school after December 31, 2009.
- D. The applicant must be accepted for admission and enrolled as a full-time, first-time freshman at an approved institution, as defined by the Department of Higher Education, on or before the fall semester of the academic year that begins immediately following graduation from high school unless ADHE has granted the student a scholarship hold.
- E. The applicant must be enrolled full-time, twelve (12) semester hours or the equivalent for the first fall semester following high school graduation and fifteen (15) semester hours or the equivalent every semester thereafter.
- F. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, qualified certificate programs and nursing school diplomas.
- G. The applicant shall not owe a refund on a federal or state student financial aid grant for higher education, not be in default on a state or federal student financial aid loan for higher education, and not have borrowed, as determined by the approved institution of higher education to be attended, in excess of the annual loan limits under the Federal Family Educational Loan Program Systems, William D. Ford Federal Direct Loan Program, Income Contingent Loan Demonstration Program, Federal Stafford Loan Program, Parent Loan for Undergraduate Students Program, or Supplemental Loan for Students Program in the same academic year for which the student has applied for this scholarship under this subchapter.
- H. The applicant shall not be incarcerated at the time of the application for or during the time the applicant receives a scholarship.
- I. Applicants must certify that they are drug-free and must pledge to refrain from the use or abuse of illegal substances. This includes alcohol for applicants less than twenty-one years of age.



- J. Any male applicant under twenty-six years of age must file a Statement of Selective Service Status with the postsecondary education institution at which he is enrolled certifying that he has complied with the terms of the Military Selective Service Act before funds can be disbursed.
- K. Applicant must complete and submit to the U.S. Department of Education the Free Application for Federal Student Aid (FAFSA) or a subsequent application required by the U.S. Department of Education for federal financial aid.
- L. Applicant must meet one of the following criteria:
  - a. Graduate from an Arkansas public high school and successfully complete the Smart Core curriculum established by the Arkansas Department of Education; and either
    - i. Achieve at least a 2.5 HIGH SCHOOL GPA; or
    - ii. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent.
  - b. Applicant who has a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq., as it existed on July 1, 2009 and graduates from an Arkansas public high school but did not complete the Smart Core curriculum because the applicant's individualized education program under § 6-41-217 did not require it, shall achieve at least a 2.5 high school GPA; and either;
    - i. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent; or
    - ii. Score proficient or higher on all state-mandated end-of-course assessments, including without limitation, end-of-course assessments on:
      - a. Algebra I;
      - b. Geometry
      - c. Biology; and
      - d. Literacy, beginning with the 2013-2014 school year.
  - c. Achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent and:
    - i. Graduate from a private high school, an out-of-state high school, or a home school high school; or
    - ii. In the year in which the student would have been a junior or senior in high school, completed the requirements for high school graduation and obtained a General Educational Development certificate instead of receiving a diploma.
- M. A recipient of a Governor's Distinguished Scholarship is prohibited from receiving an Academic Challenge Scholarship.

#### IV. Continued Eligibility

Recipients must meet the following criteria in order to have their scholarship renewed:

- a. Maintain a 2.5 cumulative postsecondary GPA;
- b. Successfully complete twenty-seven (27) semester hours or the equivalent in the first year as a recipient and thirty (30) semester hours or the equivalent each academic year thereafter;
- c. Shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence.
- d. Meet the satisfactory academic progress standards required to receive other federal financial aid at the approved institution where enrolled;
- e. Successfully complete all remedial courses required within the first thirty (30) semester hours attempted after receiving the scholarship;
- f. Enroll in courses that lead toward a baccalaureate degree program after attempting the lesser of:
  - i. Five (5) semesters; or
  - ii. Completion of an associate degree program.

If the recipient becomes ineligible for the scholarship because the recipient's postsecondary grade point average or number of completed semester hours no longer meets the minimum criteria for the scholarship, the recipient may regain eligibility one (1) time in an academic year if the recipient completes the required number of hours and/or achieves a 2.5 cumulative grade point average during the summer term(s), at the recipient's own expense.

If the recipient does not successfully complete any credit hours toward degree completion in a semester in which he or she receives a scholarship immediately forfeits the remainder of the scholarship award for that academic year.

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree; or
2. (A) Has enrolled in eight (8) semesters at any approved institution as an undergraduate full-time student. A semester in which a student withdraws or fails to complete the number of credit hours for which the student first enrolled is counted toward the maximum number of semesters for which the student may receive a scholarship award. The maximum number of semesters applies to any degree program, regardless of whether or not the degree program requires additional semesters.

## V. Literacy Tutoring

As an additional component to the Arkansas Academic Challenge Scholarship:

1. Each applicant for the scholarship shall agree that for each year the scholarship is awarded he or she may volunteer to serve as a literacy tutor for a minimum of twenty (20) clock hours each semester in a public school or a faith based educational institution serving students in prekindergarten through grade six (preK-6);
2. A recipient who agrees to volunteer as a literacy tutor:
  - A. Shall complete the prerequisite training in literacy and college readiness skills provided under this section before he or she begins tutoring; and
  - B. May receive college credit for the tutoring as determined by the institution of higher education where the recipient is enrolled; and
3. An enrolled college student who participates in the tutorial program and fails to meet the academic eligibility requirement under this subchapter for the fall or spring semester shall be given the probationary opportunity during the subsequent spring or summer term to continue his or her education and improve academic performance before losing scholarship funding in the subsequent semester.

A recipient who agrees to volunteer as a literacy tutor under this section shall receive the prerequisite training in literacy and college readiness from an approved institution of higher education based on training modules developed by the Department of Education.

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### RULE 3 – APPLICATION PROCESS

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#### I. Application

Students must submit an on-line application, available at the ADHE website.

#### II. Submission of Application and Application Deadline

The application deadline shall be June 1 of the calendar year in which a student graduates from high school. At its discretion, the ADHE may extend the deadline, provided sufficient notice is provided to the public. The applicant is responsible for submitting the application and all supporting documentation in a timely manner.

#### III. Amount of Scholarship

The Arkansas General Assembly sets award amounts annually. Once determined, the amounts will be posted on the ADHE website, [www.adhe.edu](http://www.adhe.edu).

IV. Award Notification and Prioritization of Awards

During times of funding shortages under the Academic Challenge Scholarship Program, the Department of Higher Education shall give priority to a recipient who has continuing eligibility superior to first-time applicants. If the funding is still insufficient, the department's selection criteria will consist of value points assigned to academic achievement measures and other criteria including: level of progress towards completion of a qualified certificate, nursing diploma, associate degree or a baccalaureate degree; enrollment in or intent to enroll in a program of study that is in an area of critical workforce need as determined by the department; or is in a science, technology, engineering, or mathematics field; and postsecondary grade point average. Value points assigned to each selection criterion are weighted as follows:

Highest level of progress toward completion of a qualified certificate, nursing diploma, associate degree or a baccalaureate degree-----70%

High school or postsecondary grade point average, as applicable to the applicant (based on a 4.0 grading scale)-----20%

Enrollment in or intent to enroll (by declaring a major) in a program of study that is in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field-----10%

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, the actual amount the student is eligible to receive, and the student's first institutional choice as indicated on the application form. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions of the Academic Challenge Scholarship.

V. Ineligible Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will also be given instructions on how to correct any information on the application they believe to be incorrect.

VI. Incomplete Notification

Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Department of Higher Education shall notify these students of their status. The Incomplete notice provides a list of the incomplete items and the actions necessary for completion.

## RULE 4 – SCHOLARSHIP PAYMENT POLICIES

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### I. Limits of Payment

#### A. Payment of Scholarships

The Arkansas Department of Higher Education shall disburse scholarships to the approved institution of the student's choice. The Arkansas Department of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time enrollment, the institution will disburse the scholarship to the student according to the institution's disbursement procedures. The scholarship payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institution. In no instance may the entire amount of the scholarship disbursement for an educational year be paid to or on behalf of such student in advance.

#### B. Transfer of Scholarships to Another Approved Institution

A recipient who has received an Academic Challenge Scholarship may transfer the scholarship to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Department of Higher Education of the change of status by October 1 for the fall term and by February 1 for the winter and/or spring terms;

If transferring institutions between the Fall and Spring terms, the student shall submit an official transcript to ADHE.

#### C. Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence/scholarship hold. The department shall allow a student to withdraw from the Arkansas Academic Challenge Scholarship Program for no more than one (1) year due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member;or

- b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
3. Military service (also see Section F);
4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

#### D. Renewal of Scholarship

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree;
2. (A) Attempts a total of one hundred thirty (130) semester hours in eight (8) semesters at any approved institution as an undergraduate full-time student.  
(B) If the recipient's undergraduate degree requires additional hours, the Department of Higher Education, in conjunction with the approved institution where the recipient is enrolled, shall determine the maximum period of time for renewal of the scholarship.

Those recipients who are set to graduate with their bachelor's degree at the end of their current semester of funding shall be exempt from the fifteen (15) credit hour requirement.

A student may not use these funds for educational purposes beyond the baccalaureate degree.

E. Cancellation of the Scholarship

1. The award will be terminated for any of the following reasons:
  - a) Failure to maintain a 2.5 cumulative grade point average on a 4.0 scale and/or successfully complete twenty seven (27) semester hours or the equivalent in the first academic year as a recipient and thirty (30) semester hours or the equivalent every academic year thereafter.
  - b) Failure to meet the continuously enrolled requirements.
  - c) Completion of a first baccalaureate degree.
  - d) Attempts a total of one hundred thirty semester (130) hours in eight (8) semesters at any approved institution unless degree requires additional hours.
  - e) Incarceration and/or violation of the drug-free pledge.
2. The recipient is responsible for notifying the Arkansas Department of Higher Education of any change in status (i.e. transfer to another eligible institution in Arkansas, change in name, etc.) before appropriate deadline dates. Failure to provide notification may result in the cancellation of the scholarship for that term.

F. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term without loss of scholarship credit. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

G. Repayment of Scholarships

If the recipient of a scholarship withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will

determine whether the student received an overpayment of financial aid funds for noninstitutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

H. Refunds

The Arkansas Academic Challenge Scholarship Program is entitled to a refund of the scholarship or loan amount, for that semester, if the recipient of a scholarship or loan withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Department of Higher Education.

I. Overpayment

If the award of an Arkansas Academic Challenge Scholarship results in an overpayment to the student according to the state law (Arkansas Code § 6-80-105) governing the stacking of scholarships, the institution shall follow the ADHE Stacking policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

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## RULE 5 – INSTITUTIONAL RESPONSIBILITIES

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I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Academic Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

C. Institutional Verification



The institution shall provide certification of full-time enrollment and enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Department of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by March 15 for the spring term. Students who are enrolled less than full-time in the current term shall not receive scholarship benefits in that term. The Arkansas Department of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Department of Higher Education no later than June 1 to ensure that adequate time is provided to notify students of their status in the program.

D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Arkansas Academic Challenge Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Academic Challenge Scholarship Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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## RULE 6 – SCHOLARSHIP RECIPIENT'S RESPONSIBILITIES

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I. Arkansas Academic Challenge Scholarship Award Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

- Change in name
- Change in address
- Change in institution
- Change in full-time status (twelve college credit hours for those students who are in their first fall semester following high school graduation, fifteen college credit hours for those students who are beyond the first fall semester following high school graduation)

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

## RULE 7 – PROGRAM DEFINITIONS

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The following definitions are used in the Arkansas Academic Challenge Program:

<i>ACADEMIC YEAR</i>	fall semester, spring semester, and first and second summer terms in that order.
<i>ACT</i>	the ACT Assessment administered by ACT, Inc.
<i>ACT EQUIVALENT</i>	the Scholastic Aptitude Test (SAT), COMPASS, ASSET Accuplacer, or other nationally normed test that is correlated with the ACT and approved by the Department of Higher Education for use by institutions of higher education to assess a person's college readiness
<i>APPROVED INSTITUTION</i>	an institution of higher education approved by the Department of Higher Education that is: <ul style="list-style-type: none"><li>e. A state-supported two-year or four-year college or university;</li><li>f. A private, nonprofit two-year or four-year college or university with its primary headquarters located in Arkansas that is eligible to receive Title IV federal student aid funds; or</li><li>g. An approved school of nursing.</li></ul>
<i>APPROVED SCHOOL OF NURSING</i>	a school of nursing with its primary headquarters located in Arkansas that: <ul style="list-style-type: none"><li>a. prepares students as registered nurses;</li><li>b. grants nursing diplomas;</li><li>c. is eligible to participate in Title IV federal student aid programs;</li></ul>

- d. has been approved by the Arkansas State Board of Nursing;
- e. has been approved by the Department of Higher Education as eligible to participate; and
- f. is not a two-year or four-year college or university.

*ARKANSAS RESIDENT*

a natural person who provides evidence to ADHE that:  
 (A) For twelve (12) months prior to enrollment in an approved institution of higher education, the recipient and/or recipient's parents or guardians claiming Arkansas residency:

- i. Maintained a permanent home in Arkansas where the person resides for an average of no less than four (4) days and nights per calendar week; and

- ii. Either:

- (a) Is an Arkansas registered voter;
- (b) Holds a valid Arkansas motor vehicle driver's license;
- (c) Receives benefits under an Arkansas public assistance program;
- (d) Uses an Arkansas residence address for federal or state tax purposes; or
- (e) Claims Arkansas as a residence to hold public office or for judicial actions; or

(B) Before the deadline for filing a scholarship application the applicant is:

- i. On active military status;
- ii. Qualifies for in-state tuition and fees due to being an unemancipated dependent of an armed forces member stationed in Arkansas;

*CITIZEN*

a person who is a U.S. citizen or a lawful permanent resident. If the recipient is not a U.S. citizen, but a lawful permanent resident, the recipient must submit a copy of the lawful permanent resident form I-151, I-551, I-94, or G-641 to the application.

*CONTINUOUSLY ENROLLED*

traditional student that successfully completes twenty seven (27) semester hours at an approved institution of higher education in the first academic year as a recipient and successfully completes thirty (30) semester hours at an approved institution of higher education each academic year thereafter, not including summer terms.

*COST OF ATTENDANCE*

An estimate of a student's educational expenses that is designed to provide an accurate projection of the

reasonable costs for the period of enrollment. Allowable cost include tuition and fees, room and board, books, supplies, transportation, disability expenses, loan fees, dependent care, study abroad expenses and miscellaneous expenses. Standard cost of attendance will vary for different categories of students. Institutions must maintain written documentation supporting the determined cost of attendance.

*ELIGIBLE APPLICANT* any applicant who meets the eligibility criteria established in Rule 2.

*END-OF- COURSE ASSESSMENT* an examination taken at the completion of a course of study to determine whether a student demonstrates attainment of the knowledge and skills necessary for mastery of that subject.

*ENROLLED* the approved institution of higher education where the student is attending class counts the student as enrolled for the hours claimed on the last day to add or drop a class.

*FIRST-TIME FRESHMAN* any student currently enrolled as a first-year college student, who has never previously been enrolled as a first-year college student. High school students who complete their senior year of high school while enrolled in a two/four-year college will be considered first-time freshmen in the first year of college work following high school graduation.

*FULL-TIME STUDENT* twelve college credit hours or its equivalent per semester for students who are in the first fall semester of college, fifteen college credit hours or its equivalent per fall and spring semester for those students who are beyond their first fall semester in college. Those students who are set to graduate with a bachelor's degree at the end of a semester shall be exempt from the fifteen (15) credit hour requirement.

*HIGH SCHOOL GPA* the numbered grade averaged on a student's high school transcript calculated using the first seven (7) of the last eight (8) semesters the student completed prior to graduating high school.

*INCARCERATION* serving or being sentenced to serve time in confinement in a jail or prison; imprisonment. Incarceration will result in ineligibility for the Academic Challenge Scholarship.

<i>LAWFUL PERMANENT RESIDENT</i>	a non-United States citizen who resides in the United States under a legally recognized and lawfully recorded permanent residence.
<i>POSTSECONDARY GPA</i>	the cumulative numbered grade average for college credit courses as calculated using a 4.0 scale.
<i>PROFESSIONAL JUDGMENT</i>	authority of ADHE professional staff that allows for the special consideration of applications or renewal requests when situations exist that prohibit the student from meeting the exact guidelines as stated, when specific documentation provided by the student, high school, or approved institution shows that the student meets the objectives or purpose of the program.
<i>QUALIFIED CERTIFICATE PROGRAM</i>	a program that is: <ul style="list-style-type: none"> <li>(A) Offered by an approved institution of higher education;</li> <li>(B) For which credit hours are awarded that are creditable toward an associate degree; and</li> <li>(C) Recognized by the U.S. Department of Education for financial aid purposes.</li> </ul>
<i>RECIPIENT</i>	an applicant awarded a scholarship funded through the program.
<i>Scholarship Hold</i>	the temporary suspension of a scholarship award to a traditional student
<i>Semester</i>	one-half (1/2) of a traditional academic year at an institution of higher education , or an equivalent approved by ADHE, in which a student enrolls for not less than: <ul style="list-style-type: none"> <li>(A). Fifteen (15) credit hours as a full-time student, except that in the first semester as a first-time full-time freshman, a traditional student shall enroll in not less than twelve (12) credit hours; or</li> <li>(B) Six (6) credit hours as a part-time student.</li> </ul>
<i>Smart Core</i>	the college and career readiness curriculum by that name under the rules of the State Board of Education or a college and career readiness curriculum that is established by rules of the state board in coordination with ADHE and substituted for the curriculum named "Smart Core."

*Successfully Completed* that a student completed a course at an institution of higher education and received the equivalent of a minimum letter grade of "D"

*TRADITIONAL STUDENT* a student who will enter postsecondary education as a full-time, first-time freshman on or before the fall semester of the academic year after graduating from high school or a student that completed the General Educational Development certificate and enters as a full-time, first-time freshman on or before the last day of the school year that would have been the student's junior or senior year of high school and remains continuously enrolled as a full-time student unless granted a scholarship hold by ADHE. Does not include students awarded as a current achiever student.

# ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM

## PART 2 (CURRENT ACHIEVER STUDENT)

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Arkansas Academic Challenge Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664 and 1836 of 2001, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664, and 1836 of 2001, Act 1798 of 2003, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011 and subsequent legislation.

### RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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#### I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Arkansas Academic Challenge Scholarship:

- A. The applicant must be a citizen of the United States or a lawful permanent resident.
- B. The applicant shall have been an Arkansas resident for at least the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education, or if the applicant is less than twenty-one (21) years of age, either the applicant or a parent or guardian of the applicant shall have maintained Arkansas residency for the same period of time.

- C. The applicant must have entered postsecondary education before the 2010-2011 academic year as a full-time, first-time freshman within twelve (12) months of graduation from high school.
- D. The applicant has been continuously enrolled at an institution of higher education since entering an institution of higher education. Continuously enrolled requires the successful completion of at least twelve (12) semester hours of courses in consecutive semesters before receiving this scholarship. ADHE may waive this requirement due to the applicant's full-time duty in the active uniformed service of the United States, including members of the National Guard and reserve components of the armed forces on active duty orders.
- E. The applicant has successfully completed at least twelve (12) semester hours of courses granting three (3) or more hours of credit per course at an approved institution of higher education. A course granting less than three (3) hours of credit may be counted toward the twelve (12) semester credit hours if it is related to a credit course required for a degree.
- F. The applicant has achieved a cumulative postsecondary grade point average of at least a 2.5.
- G. The recipient must be enrolled full-time, fifteen (15) semester hours or the equivalent every semester, not including a summer term.
- H. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, qualified certificate programs and nursing school diplomas.
- I. The applicant shall not owe a refund on a federal or state student financial aid grant for higher education, not be in default on a state or federal student financial aid loan for higher education, and not have borrowed, as determined by the approved institution of higher education to be attended, in excess of the annual loan limits under the Federal Family Educational Loan Program Systems, William D. Ford Federal Direct Loan Program, Income Contingent Loan Demonstration Program, Federal Stafford Loan Program, Parent Loan for Undergraduate Students Program, or Supplemental Loan for Students Program in the same academic year for which the student has applied for this scholarship under this subchapter.
- J. The applicant shall not be incarcerated at the time of the application for or during the time the applicant receives a scholarship.



- K. Applicants must certify that they are drug-free and must pledge to refrain from the use or abuse of illegal substances. This includes alcohol for applicants less than twenty-one years of age.
- L. Any male applicant under twenty-six years of age must file a Statement of Selective Service Status with the postsecondary education institution at which he is enrolled certifying that he has complied with the terms of the Military Selective Service Act before funds can be disbursed.
- M. Applicant must complete and submit to the U.S. Department of Education the Free Application for Federal Student Aid (FAFSA) or a subsequent application required by the U.S. Department of Education for federal financial aid.
- N. A recipient of a Governor's Distinguished Scholarship is prohibited from receiving an Academic Challenge Scholarship.
- O. Applicant cannot have:
  - 1. Earned a baccalaureate degree;
  - 2. Completed one hundred thirty (130) semester hours of credit at an institution of higher education;
  - 3. For award at a two-year college, cannot have earned an associate degree; or
  - 4. For award at a two-year college, cannot have completed sixty-six (66) semester hours of credit at an institution of higher education.

## II. Continued Eligibility

Recipients must meet the following criteria in order to have their scholarship renewed:

- a. Maintain a 2.5 cumulative postsecondary GPA;
- b. Successfully complete at least fifteen (15) semester hours of courses in consecutive semesters, not including a summer term;
- c. Shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence.
- d. Meet the satisfactory academic progress standards required to receive other federal financial aid at the approved institution where enrolled;
- e. Successfully complete all remedial courses required within the first thirty (30) semester hours attempted after receiving the scholarship;
- f. Enroll in courses that lead toward a baccalaureate degree program after attempting the lesser of:
  - i. Sixty-six (66) semester hours; or
  - ii. Completion of an associate degree program, unless the number of hours required to complete the associate's degree program exceeds sixty-six (66)

semester hours, in which case, the higher number of hours for completion shall be used.

If the recipient becomes ineligible for the scholarship because the recipient's postsecondary grade point average or number of completed semester hours no longer meets the minimum criteria for the scholarship, the recipient may regain eligibility one (1) time in an academic year if the recipient completes the required number of hours and/or achieves a 2.5 cumulative grade point average during the summer term(s), at the recipient's own expense.

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree; or
2. (A) Attempts a total of one hundred thirty (130) semester hours in eight (8) semesters at any approved institution as an undergraduate full-time student.  
(B) If the recipient's undergraduate degree requires additional hours, the Department of Higher Education, in conjunction with the approved institution where the recipient is enrolled, shall determine the maximum period of time for renewal of the scholarship.

### III. Literacy Tutoring

As an additional component to the Arkansas Academic Challenge Scholarship:

1. Each applicant for the scholarship shall agree that for each year the scholarship is awarded he or she may volunteer to serve as a literacy tutor for a minimum of twenty (20) clock hours each semester in a public school or a faith-based educational institution serving students in prekindergarten through grade six (preK-6);
2. A recipient who agrees to volunteer as a literacy tutor:
  - A. Shall complete the prerequisite training in literacy and college readiness skills provided under this section before he or she begins tutoring; and
  - B. May receive college credit for the tutoring as determined by the institution of higher education where the recipient is enrolled; and
3. An enrolled college student who participates in the tutorial program and fails to meet the academic eligibility requirement under this subchapter for the fall or spring semester shall be given the probationary opportunity during the subsequent spring or summer term to continue his or her education and improve academic performance before losing scholarship funding in the subsequent semester.

A recipient who agrees to volunteer as a literacy tutor under this section shall receive the prerequisite training in literacy and college readiness from an approved institution of higher education based on training modules developed by the Department of Education.

### RULE 3 – APPLICATION PROCESS

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I. Application

Students must submit an on-line application, available at the ADHE website.

II. Submission of Application and Application Deadline

The application deadline shall be June 1. At its discretion, the ADHE may extend the deadline, provided sufficient notice is provided to the public. The applicant is responsible for submitting the application and all supporting documentation in a timely manner.

III. Amount of Scholarship

The scholarship award for a full-time student enrolled in one (1) of the following institutions of higher education is one-half (1/2) of the scholarship award amount for a full-time undergraduate student enrolled in a four-year approved institution of higher education:

1. A two-year approved institution of higher education;
2. A branch campus of a four-year approved institution of higher education; or
3. An approved nursing school.

IV. Award Notification and Prioritization of Awards

During times when there exist a funding shortage to provide scholarships to all eligible current achiever applicants, the Department of Higher Education shall give priority to a recipient who has met continuing eligibility requirements prior to receipt of a scholarship by a first-time applicant. In the event that funding is still insufficient, the department's selection criteria will consist of value points assigned to academic achievement measures and other criteria including: level of progress towards completion of a qualified certificate, nursing diploma, associate degree or a baccalaureate degree; enrollment in or intent to enroll in a program of study that is in an area of critical workforce need as determined by the department; or is in a science, technology, engineering, or mathematics field; and postsecondary grade point average. Value points assigned to each selection criterion are weighted as follows:

Highest level of progress toward completion of a qualified certificate, nursing diploma, associate degree or a baccalaureate degree -----70%

Postsecondary grade point average (based on a 4.0 grading scale) --20%

Enrollment in or intent to enroll (by declaring a major) in a program of study that is in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field-----10%

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, the actual amount the student is eligible to receive, and the student's first institutional choice as indicated on the application form. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions of the Academic Challenge Scholarship.

The recipient, or the recipient's parent or guardian(s) if the recipient is less than 18 years of age, receiving state-supported student financial assistance shall complete and sign a consent form opting-in or opting-out of authorizing the release of the student's individual information to the Bureau of Legislative Research. Opting-out of the release of information to the Bureau of Legislative Research will not affect a student's eligibility for financial aid.

The information consented to be released by the student shall include:

1. A unique identifier;
2. Status for the Federal Pell Grant;
3. Postsecondary grade point average;
4. Number of semester hours attempted;
5. Number of semester hours completed;
6. Gender, race, ethnicity, and age;
7. High school graduated from or General Educational Development test score;
8. High school grade point average;
9. ACT score or ACT equivalent score, if available.

The consent does not authorize the release of the student's or the student's parents' name, address, or income.

This information will be used to guide the Arkansas General Assembly's evaluation of the need for adjustments to scholarship programs and funding levels.

#### V. Ineligible Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will

also be given instructions on how to correct any information on the application they believe to be incorrect.

#### VI. Incomplete Notification

Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Department of Higher Education shall notify these students of their status. The Incomplete notice provides a list of the incomplete items and the actions necessary for completion.

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### RULE 4 – SCHOLARSHIP PAYMENT POLICIES

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#### I. Limits of Payment

##### A. Payment of Scholarships

The Arkansas Department of Higher Education shall disburse scholarship to the approved institution of the student's choice. The Arkansas Department of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time enrollment, the institution will disburse the scholarship to the student according to the institution's disbursement procedures. The scholarship payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institution. In no instance may the entire amount of the scholarship disbursement for an educational year be paid to or on behalf of such student in advance.

##### B. Transfer of Scholarships to Another Approved Institution

A recipient who has received an Academic Challenge Scholarship may transfer the scholarship to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Department of Higher Education of the change of status by October 1 for the fall term and by February 1 for the winter and/or spring terms;
2. If transferring institutions between the Fall and Spring terms, the student shall submit an official transcript to ADHE.

##### C. Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence. The department shall allow a student to withdraw from the Arkansas

Academic Challenge Scholarship Program for no more than one (1) year due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member;  
or
  - b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
3. Military service (also see Section F);
4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Renewal of Scholarship

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree;
2. (A) Attempts a total of one hundred thirty (130) semester hours in eight (8) semesters at any approved institution as an undergraduate full-time student.  
(B) If the recipient's undergraduate degree requires additional hours, the Department of Higher Education, in conjunction with the approved institution where the recipient is enrolled, shall determine the maximum period of time for renewal of the scholarship.

Those recipients who are set to graduate with their bachelor's degree at the end of their current semester of funding shall be exempt from the fifteen (15) credit hour requirement.

A student may not use these funds for educational purposes beyond the baccalaureate degree.

E. Cancellation of the Scholarship

1. The award will be terminated for any of the following reasons:
  - a) Failure to maintain a 2.5 cumulative grade point average on a 4.0 scale and/or failure to successfully complete at least fifteen (15) semester hours of courses in consecutive semesters, not including summer terms.
  - b) Failure to maintain continued eligibility requirements.
  - c) Completion of a first baccalaureate degree.
  - d) Attempts a total of one hundred thirty semester (130) hours in eight (8) semesters at any approved institution unless degree requires additional hours.
  - e) Incarceration and/or violation of the drug-free pledge.
2. The recipient is responsible for notifying the Arkansas Department of Higher Education of any change in status (i.e. transfer to another eligible institution in Arkansas, change in name, etc.) before appropriate deadline dates. Failure to provide notification may result in the cancellation of the scholarship for that term.

F. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term without loss of scholarship credit. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

G. Repayment of Scholarships

If the recipient of a scholarship withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for noninstitutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

H. Refunds

The Arkansas Academic Challenge Scholarship Program is entitled to a refund of the scholarship or loan amount, for that semester, if the recipient of a scholarship or loan withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Department of Higher Education.

I. Overpayment

If the award of an Arkansas Academic Challenge Scholarship results in an overpayment to the student according to the state law (Arkansas Code § 6-80-105) governing the stacking of scholarships, the institution shall follow the ADHE Stacking policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

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## RULE 5 – INSTITUTIONAL RESPONSIBILITIES

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I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Academic Challenge Scholarship Program and to receive all communications, forms, etc. This



representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

C. Institutional Verification

The institution shall provide certification of full-time enrollment and enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Department of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by March 15 for the spring term. Students who are enrolled less than full-time in the current term shall not receive scholarship benefits in that term. The Arkansas Department of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Department of Higher Education no later than June 1 to ensure that adequate time is provided to notify students of their status in the program.

D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Arkansas Academic Challenge

Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Academic Challenge Scholarship Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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## RULE 6 – SCHOLARSHIP RECIPIENT’S RESPONSIBILITIES

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### I. Arkansas Academic Challenge Scholarship Award Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

- Change in name
- Change in address
- Change in institution
- Change in full-time status (twelve college credit hours for those students who are in their first fall semester following high school graduation, fifteen college credit hours for those students who are beyond the first fall semester following high school graduation)

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

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## RULE 7 – PROGRAM DEFINITIONS

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The following definitions are used in the Arkansas Academic Challenge Program:

<i>ACADEMIC YEAR</i>	fall semester, spring semester, and first and second summer terms in that order.
<i>APPROVED INSTITUTION</i>	an institution of higher education approved by the Department of Higher Education that is: <ul style="list-style-type: none"><li>h. A state-supported two-year or four-year college or university;</li><li>i. A private, nonprofit two-year or four-year college or university with its primary headquarters located in Arkansas that is eligible to receive Title IV federal student aid funds; or</li><li>j. An approved school of nursing.</li></ul>
<i>APPROVED SCHOOL OF NURSING</i>	a school of nursing with its primary headquarters located in Arkansas that:

- g. prepares students as registered nurses;
- h. grants nursing diplomas;
- i. is eligible to participate in Title IV federal student aid programs;
- j. has been approved by the Arkansas State Board of Nursing;
- k. has been approved by the Department of Higher Education as eligible to participate; and
- l. is not a two-year or four-year college or university.

*ARKANSAS RESIDENT*

to be considered an Arkansas resident by ADHE, a recipient and/or a recipient's parents or guardians must be an Arkansas resident for twelve (12) months prior to enrollment at an approved institution of higher education.

Further, the recipient and/or recipient's parents or guardians claiming Arkansas residency may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases:

- (A) Information from FAFSA;
- (B) Valid Arkansas Driver's License;
- (C) Proof of payment for Arkansas personal and/or real taxes for previous year;
- (D) Proof of Arkansas vehicle registration;
- (E) Proof of Arkansas voter registration; and
- (F) Other forms of proof of Arkansas residency.

*CITIZEN*

a person who is a U.S. citizen or a lawful permanent resident. If the recipient is not a U.S. citizen, but a lawful permanent resident, the recipient must submit a copy of the lawful permanent resident form I-151, I-551, I-94, or G-641 to the application.

*CONTINUOUSLY ENROLLED*

Before receiving an Academic Challenge Scholarship – Part II as a “Current Achiever”, a recipient must have successfully completed at least twelve (12) semester hours of courses in consecutive semesters. As a recipient of the Academic Challenge Scholarship – Part II as a “Current Achiever”, a student must successfully complete at least fifteen (15) semester hours of courses in consecutive semesters, not including a summer term.

*COST OF ATTENDANCE*

An estimate of a student's educational expenses that is designed to provide an accurate projection of the reasonable costs for the period of enrollment. Allowable cost include tuition and fees, room and board, books, supplies, transportation, disability expenses, loan fees,

dependent care, study abroad expenses and miscellaneous expenses. Standard cost of attendance will vary for different categories of students. Institutions must maintain written documentation supporting the determined cost of attendance.

<i>CURRENT ACHIEVER STUDENT</i>	student who is not awarded as traditional student or nontraditional student.
<i>ELIGIBLE APPLICANT</i>	any applicant who meets the eligibility criteria established in Rule 2.
<i>FIRST-TIME FRESHMAN</i>	any student who enrolled as a first-year college student, who has never previously been enrolled as a first-year college student. High school students who complete their senior year of high school while enrolled in a two/four-year college will be considered first-time freshmen in the first year of college work following high school graduation.
<i>FULL-TIME STUDENT</i>	fifteen (15) college credit hours or its equivalent per fall and spring semester. Those students who are set to graduate with a bachelor's degree at the end of a semester shall be exempt from the fifteen (15) credit hour requirement.
<i>INCARCERATION</i>	serving or being sentenced to serve time in confinement in a jail or prison; imprisonment. Incarceration will result in ineligibility for the Academic Challenge Scholarship.
<i>LAWFUL PERMANENT RESIDENT</i>	a non-United States citizen who resides in the United States under a legally recognized and lawfully recorded permanent residence.
<i>POSTSECONDARY GPA</i>	the cumulative numbered grade average for college credit courses as calculated using a 4.0 scale.
<i>PROFESSIONAL JUDGMENT</i>	authority of ADHE professional staff that allows for the special consideration of applications or renewal requests when situations exist that prohibit the student from meeting the exact guidelines as stated, when specific documentation provided by the student, high school, or approved institution shows that the student meets the objectives or purpose of the program.
<i>QUALIFIED CERTIFICATE PROGRAM</i>	a program that is: (A) Offered by an approved institution of higher education;

(B) For which credit hours are awarded that are creditable toward an associate degree; and  
(C) Recognized by the U.S. Department of Education for financial aid purposes.

<i>RECIPIENT</i>	an applicant awarded a scholarship funded through the program.
<i>Scholarship Hold</i>	the temporary suspension of a scholarship award to a traditional student
<i>Successfully Completed</i>	that a student completed a course at an institution of higher education and received the equivalent of a minimum letter grade of "D"

# ACADEMIC CHALLENGE SCHOLARSHIP PROGRAM

## PART 2 (NONTRADITIONAL STUDENT)

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Arkansas Academic Challenge Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664 and 1836 of 2001, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011, and Acts 234, 1106, 1173, and 1263 of 2013 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Acts 352, 362 and 733 of 1991, Act 47 of 1992, Acts 720, 1170 and 1244 of 1993, Acts 188 and 228 of 1995, Act 858 of 1999, Acts 1612, 1664, and 1836 of 2001, Act 1798 of 2003, Acts 1014, 2197, 2011 and 2214 of 2005, Acts 274 and 840 of 2007, Acts 606 and 1405 of 2009, Acts 265 and 294 of 2010, Act 207 of 2011, and Acts 234, 1106, 1173, and 1263 of 2013, and subsequent legislation.

### RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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#### I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Arkansas Academic Challenge Scholarship:

- A. The applicant must be a citizen of the United States or a lawful permanent resident.
- B. The applicant shall have been an Arkansas resident for at least the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education or if the applicant is less than twenty-one (21) years of age, either the applicant or a parent or guardian of the applicant shall have maintained Arkansas residency for the same period of time. . If the applicant is deployed outside of

Arkansas under military orders, the ADHE shall calculate the twelve (12) months by excluding months of military deployment outside of Arkansas that within the twelve (12) months immediately preceding the date the applicant will enroll in an approved institution of higher education and including the months the person maintained Arkansas residency immediately preceding the military deployment outside of Arkansas.

- C. The applicant must be accepted for admission and enrolled as a full-time or part-time student at an approved institution.
- D. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, qualified certificate programs and nursing school diplomas.
- E. The applicant shall not have already earned a baccalaureate degree.
- F. The applicant shall not owe a refund on a federal or state student financial aid grant for higher education, not be in default on a state or federal student financial aid loan for higher education, and not have borrowed, as determined by the approved institution of higher education to be attended, in excess of the annual loan limits under the Federal Family Educational Loan Program Systems, William D. Ford Federal Direct Loan Program, Income Contingent Loan Demonstration Program, Federal Stafford Loan Program, Parent Loan for Undergraduate Students Program, or Supplemental Loan for Students Program in the same academic year for which the student has applied for this scholarship under this subchapter.
- G. The applicant shall not be incarcerated at the time of the application for or during the time the applicant receives a scholarship.
- H. Applicants must certify that they are drug-free and must pledge to refrain from the use or abuse of illegal substances. This includes alcohol for applicants less than twenty-one years of age.
- I. Any male applicant under twenty-six years of age must file a Statement of Selective Service Status with the postsecondary education institution at which he is enrolled certifying that he has complied with the terms of the Military Selective Service Act before funds can be disbursed.
- J. Applicant must complete and submit to the U.S. Department of Education the Free Application for Federal Student Aid (FAFSA) or a subsequent application required by the U.S. Department of Education for federal financial aid.
- K. Applicant must meet one of the following criteria:

- a. Graduated from an Arkansas public high school and achieved a 2.5 high school grade point average or had a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent and has not successfully completed twelve (12) or more semester hours of credit; or
- b. If the student has successfully completed at least twelve (12) semester hours of courses granting three (3) or more hours of credit at an approved institution of higher education (A course granting less than three (3) hours of credit may be counted toward the twelve (12) semester credit hours if it is related to a credit course required or a degree.) must have:
  1. Earned a postsecondary grade point average of at least 2.5; or
  2. Graduated from a private high school, out-of-state high school, a home school high school or obtained a General Educational Development certificate and achieve a minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent.

L. A recipient of a Governor's Distinguished Scholarship is prohibited from receiving an Academic Challenge Scholarship.

M. Applicant cannot have:

1. Earned a baccalaureate degree;
2. Attempted more than one hundred thirty (130) semester hours of credit at an institution of higher education;
3. For award at a two-year college, cannot have earned an associate degree; or
4. For award at a two-year college, cannot have attempted more than seventy-five (75) semester hours of credit at an institution of higher education.

#### IV. Continued Eligibility

Recipients must meet the following criteria in order to have their scholarship renewed:

- a. Maintain a 2.5 cumulative postsecondary GPA;
- b. Successfully complete at least fifteen (15) semester hours of courses in consecutive semesters for a full-time student. Successfully complete at least six (6) semester hours of courses in consecutive semesters for a part-time student;
- c. Shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence.



- d. Meet the satisfactory academic progress standards required to receive other financial aid at the approved institution where enrolled;
- e. Successfully complete all remedial courses required within the first thirty (30) semester hours attempted after receiving the scholarship
- f. Enroll in courses that lead toward a baccalaureate degree program after attempting the lesser of:
  - i. Five (5) semesters; or
  - ii. Completion of an associate degree program.

If the recipient becomes ineligible for the scholarship because the recipient's postsecondary grade point average or number of completed semester hours no longer meets the minimum criteria for the scholarship, the recipient may regain eligibility one (1) time in an academic year if the recipient completes the required number of hours and/or achieves a 2.5 cumulative grade point average during the summer term(s), at the recipient's own expense.

If the recipient does not successfully complete any credit hours toward degree completion in a semester in which he or she receives a scholarship immediately forfeits the remainder of the scholarship award for that academic year.

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree; or
2. (A) Has enrolled in eight (8) semesters at any approved institution as an undergraduate full-time student. A semester in which a student withdraws or fails to complete the number of credit hours for which the student first enrolled is counted toward the maximum number of semesters for which the student may receive a scholarship award. The maximum number of semesters applies to any degree program, regardless of whether or not the degree program requires additional semesters.

## V. Literacy Tutoring

As an additional component to the Arkansas Academic Challenge Scholarship:

1. Each applicant for the scholarship shall agree that for each year the scholarship is awarded he or she may volunteer to serve as a literacy tutor for a minimum of twenty (20) clock hours each semester in a public school or a faith based educational institution serving students in prekindergarten through grade six (preK-6);

2. A recipient who agrees to volunteer as a literacy tutor:
  - A. Shall complete the prerequisite training in literacy and college readiness skills provided under this section before he or she begins tutoring; and
  - B. May receive college credit for the tutoring as determined by the institution of higher education where the recipient is enrolled; and
3. An enrolled college student who participates in the tutorial program and fails to meet the academic eligibility requirement under this subchapter for the fall or spring semester shall be given the probationary opportunity during the subsequent spring or summer term to continue his or her education and improve academic performance before losing scholarship funding in the subsequent semester.

A recipient who agrees to volunteer as a literacy tutor under this section shall receive the prerequisite training in literacy and college readiness from an approved institution of higher education based on training modules developed by the Department of Education.

### RULE 3 – APPLICATION PROCESS

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#### I. Application

Students must submit an on-line application, available at the ADHE website.

#### II. Submission of Application and Application Deadline

The application deadline shall be June 1. At its discretion, the ADHE may extend the deadline, provided sufficient notice is provided to the public. The applicant is responsible for submitting the application and all supporting documentation in a timely manner.

#### III. Amount of Scholarship

The Arkansas General Assembly sets award amounts annually. Once determined, the amounts will be posted on the ADHE website, [www.adhe.edu](http://www.adhe.edu).

The scholarship award amount for a part-time student shall be one-half (1/2) of the award amount for a full-time student, if the recipient is enrolled in at least six (6) semester hours but less than nine (9) semester hours. The scholarship award amount for a part-time student shall be three-quarters (3/4) of the award amount for a full-time student, if the recipient is enrolled in at least nine (9) semester hours but less than the number of hours required for a full-time student.

#### IV. Award Notification and Prioritization of Awards

The approved allocation for the nontraditional student category under the Academic Challenge Scholarship Program Part 2 shall be divided equally between the approved 2-year and 4-year institutions of higher education. The funds allocated for the approved 2-year and 4-year institutions of higher education will then be divided equally among two (2) categories of students:

1. Delayed Student – An eligible applicant who did not enroll in college within one year of high school graduation AND has no prior college credit, other than concurrent credit that was earned in high school or credit earned via prior learning assessment or corporate or military credit.
2. Earn-In Student – An eligible applicant who has attended or is currently enrolled in a postsecondary institution AND does not currently receive the Academic Challenge Scholarship Program Part 1 and who is not awarded as a traditional or current achiever student under Academic Challenge Scholarship Part 2.

Scholarships for applicants attending a 2-year college will be prioritized within each of the two (2) categories in the following manner:

Delayed Students:

Prioritization of awards is based on ACT or ACT equivalent score, first awarding those who do not need any remediation based on the state's designated minimum scores on the ACT or ACT equivalent in Math, English Composition and Reading. After all students who do not require any remediation are awarded, if funds are still available, then students who need remediation will be awarded.

Earn-In Students:

The department's selection criteria will consist of value points assigned to achievement measures and other criteria including: level of progress towards completion of a qualified certificate, nursing diploma or associate degree; enrollment in or intent to enroll (by declaring a major) in a program of study in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field; and postsecondary grade point average. Value points assigned to each selection criterion are weighted as follows:

Highest level of progress toward completion of a qualified certificate, nursing diploma, or associate degree -----70%

Postsecondary grade point average (based on a 4.0 grading scale)-----  
-----20%

Enrollment in or intent to enroll (by declaring a major) in a program of study in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field. -----10%

Scholarships for applicants attending a 4-year university will be prioritized within each of the two (2) categories in the following manner:

Prioritization of awards is based on ACT or ACT equivalent score, first awarding those who do not need any remediation based on the state's designated minimum scores on the ACT or ACT equivalent in Math, English Composition and Reading. After all students who do not require any remediation are awarded, if funds are still available, then students who need remediation will be awarded.

**Earn-In Students:**

The department's selection criteria will consist of value points assigned to achievement measures and other criteria including: level of progress towards completion of a qualified certificate, nursing diploma, associate degree or a baccalaureate degree; enrollment in or intent to enroll (by declaring a major) in a program of study in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field; and postsecondary grade point average. Value points assigned to each selection criterion are weighted as follows:

Highest level of progress toward completion of a qualified certificate, nursing diploma, or associate degree -----70%

Postsecondary grade point average (based on a 4.0 grading scale)-----  
-----20%

Enrollment in or intent to enroll (by declaring a major) in a program of study in an area of critical workforce need as determined by the department or is in a science, technology, engineering, or mathematics field. -----10%

In the event that funds are not fully expended in any of the two (2) categories of nontraditional students, the Arkansas Department of Higher Education reserves the authority to redirect funds to another category at its discretion.

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, the actual amount the student is eligible to receive, and the student's first institutional choice as indicated on the application form. The award notice also explains the Arkansas Department of

Higher Education's disbursement procedures and conditions of the Academic Challenge Scholarship.

V. Ineligible Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will also be given instructions on how to correct any information on the application they believe to be incorrect.

VI. Incomplete Notification

Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Department of Higher Education shall notify these students of their status. The Incomplete notice provides a list of the incomplete items and the actions necessary for completion.

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## RULE 4 – SCHOLARSHIP PAYMENT POLICIES

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I. Limits of Payment

A. Payment of Scholarships

The Arkansas Department of Higher Education shall disburse scholarship to the approved institution of the student's choice. The Arkansas Department of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time enrollment, the institution will disburse the scholarship to the student according to the institution's disbursement procedures. The scholarship payment will correspond to academic terms, semesters, quarters, or equivalent time periods at the eligible institution. In no instance may the entire amount of the scholarship disbursement for an educational year be paid to or on behalf of such student in advance.

B. Transfer of Scholarships to Another Approved Institution

A recipient who has received an Academic Challenge Scholarship may transfer the scholarship to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Department of Higher Education of the change of status by October 1 for the fall term and by February 1 for the winter and/or spring terms;

If transferring institutions between Fall and Spring terms, the student shall submit an official transcript to ADHE.

### C. Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence. The department shall allow a student to withdraw from the Arkansas Academic Challenge Scholarship Program for no more than one (1) year due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member; or
  - b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
3. Military service (also see Section F);
4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that

extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Renewal of Scholarship

A recipient who meets the continuing eligibility requirements shall receive the scholarship for one (1) academic year renewable annually until the recipient first:

1. Earns a baccalaureate degree;
2. (A) Attempts a transcript total of one hundred thirty (130) semester hours in eight (8) semesters at any approved institution as an undergraduate full-time student or attempts a transcript total of one hundred thirty (130) semester hours in not more than sixteen (16) semesters as an undergraduate part-time student.  
(B) If the recipient's undergraduate degree requires additional hours, the Department of Higher Education, in conjunction with the approved institution where the recipient is enrolled, shall determine the maximum period of time for renewal of the scholarship.

Those recipients who are set to graduate with their bachelor's degree at the end of their current semester of funding shall be exempt from the fifteen (15) credit hour requirement for full-time students or six (6) credit hour requirement for part-time students.

A student may not use these funds for educational purposes beyond the baccalaureate degree.

E. Cancellation of the Scholarship

1. The award will be terminated for any of the following reasons:
  - a) Failure to maintain continued eligibility requirements; or
  - b) Completion of a first baccalaureate degree; or
  - c) Attempts a total of one hundred thirty semester (130) hours in eight (8) semesters at any approved institution unless degree requires additional hours for a full-time student; or
  - d) Attempts a total of one hundred thirty semester (130) hours in sixteen (16) semesters at any approved institution unless degree requires additional hours for a part-time student.
  - e) Incarceration and/or violation of the drug-free pledge.

2. The recipient is responsible for notifying the Arkansas Department of Higher Education of any change in status (i.e. transfer to another eligible institution in Arkansas, change in name, etc.) before appropriate deadline dates. Failure to provide notification may result in the cancellation of the scholarship for that term.

F. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term without loss of scholarship credit. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

G. Repayment of Scholarships

If the recipient of a scholarship withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for noninstitutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

H. Refunds

The Arkansas Academic Challenge Scholarship Program is entitled to a refund of the scholarship or loan amount, for that semester, if the recipient of a scholarship or loan withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Department of Higher Education.

I. Overpayment

If the award of an Arkansas Academic Challenge Scholarship results in an overpayment to the student according to the state law (Arkansas Code § 6-80-105) governing the stacking of scholarships, the institution shall follow the ADHE Stacking policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.



## RULE 5 – INSTITUTIONAL RESPONSIBILITIES

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### I. College/University Responsibilities

#### A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Academic Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

#### B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of scholarship funds.

#### C. Institutional Verification

The institution shall provide certification of full-time and part-time enrollment in courses that will meet satisfactory academic progress standards, as of the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester or trimester. The Arkansas Department of Higher Education shall provide electronic Verification Rosters to the Financial Aid Administrator for each semester or trimester as needed. The electronic Verification Rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by March 15 for the spring term. Students who are enrolled less than full-time in the current term shall not receive scholarship benefits in that term. The Arkansas Department of Higher Education shall also provide electronic continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Department of Higher Education no later than June 1 to ensure that adequate time is provided to notify students of their status in the program.

#### D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education. For those students whose applications are received by ADHE too late

to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and electronic transfer of funds.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Arkansas Academic Challenge Scholarship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Academic Challenge Scholarship Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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## RULE 6 – SCHOLARSHIP RECIPIENT’S RESPONSIBILITIES

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I. Arkansas Academic Challenge Scholarship Award Recipient's Responsibilities

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

- Change in name
- Change in address
- Change in institution
- Change in full-time or part-time status

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

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## RULE 7 – PROGRAM DEFINITIONS

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The following definitions are used in the Arkansas Academic Challenge Program:

<i>ACADEMIC YEAR</i>	fall semester, spring semester, and first and second summer terms in that order.
<i>ACT</i>	the ACT Assessment administered by ACT, Inc.
<i>ACT EQUIVALENT</i>	the Scholastic Aptitude Test (SAT), COMPASS, ASSET Accuplacer, or other nationally normed test that is correlated with the ACT and approved by the Department of Higher Education for use by institutions of higher education to assess a person’s college readiness

*APPROVED INSTITUTION*

an institution of higher education approved by the Department of Higher Education that is:

- a. A state-supported two-year or four-year college or university;
- b. A private, nonprofit two-year or four-year college or university with its primary headquarters located in Arkansas that is eligible to receive Title IV federal student aid funds; or
- c. An approved school of nursing.

*APPROVED SCHOOL OF NURSING*

a school of nursing with its primary headquarters located in Arkansas that:

- m. prepares students as registered nurses;
- n. grants nursing diplomas;
- o. is eligible to participate in Title IV federal student aid programs;
- p. has been approved by the Arkansas State Board of Nursing;
- q. has been approved by the Department of Higher Education as eligible to participate; and
- r. is not a two-year or four-year college or university.

*ARKANSAS RESIDENT*

a natural person who provides evidence to ADHE that:

(A) For twelve (12) months prior to enrollment in an approved institution of higher education, the recipient and/or recipient's parents or guardians claiming Arkansas residency:

i. Maintained a permanent home in Arkansas where the person resides for an average of no less than four (4) days and nights per calendar week; and

ii. Either:

- (a) Is an Arkansas registered voter;
- (b) Holds a valid Arkansas motor vehicle driver's license;
- (c) Receives benefits under an Arkansas public assistance program;
- (d) Uses an Arkansas residence address for federal or state tax purposes; or
- (e) Claims Arkansas as a residence to hold public office or for judicial actions; or

(B) Before the deadline for filing a scholarship application the applicant is:

- i. On active military status;
- ii. Qualifies for in-state tuition and fees due to being an unemancipated dependent of an armed forces member stationed in Arkansas;

<i>CITIZEN</i>	a person who is a U.S. citizen or a lawful permanent resident. If the recipient is not a U.S. citizen, but a lawful permanent resident, the recipient must submit a copy of the lawful permanent resident form I-151, I-551, I-94, or G-641 to the application.
<i>CONTINUOUSLY ENROLLED</i>	a full-time nontraditional student that successfully completes at least fifteen (15) semester hours of courses in consecutive semesters, not including a summer term, at approved institution of higher education. A part-time nontraditional student that successfully completes at least six (6) semester hours of courses in consecutive semesters, not including a summer term, at approved institution of higher education.
<i>COST OF ATTENDANCE</i>	An estimate of a student's educational expenses that is designed to provide an accurate projection of the reasonable costs for the period of enrollment. Allowable cost include tuition and fees, room and board, books, supplies, transportation, disability expenses, loan fees, dependent care, study abroad expenses and miscellaneous expenses. Standard cost of attendance will vary for different categories of students. Institutions must maintain written documentation supporting the determined cost of attendance.
<i>DELAYED STUDENT</i>	An eligible applicant who did not enroll in college within one year of high school graduation AND has no prior college credit --other than concurrent credit that was earned in high school or credit earned via prior learning assessment or corporate or military credit
<i>EARN-IN STUDENT</i>	An eligible applicant who has attended or is currently enrolled in a postsecondary institution and does not currently receive the Academic Challenge Scholarship and who is not awarded as a traditional or current achiever student.
<i>ELIGIBLE APPLICANT</i>	any applicant who meets the eligibility criteria established in Rule 2.
<i>ENROLLED</i>	the approved institution of higher education where the student is attending class counts the student as enrolled for the hours claimed on the last day to add or drop a class.

<i>FULL-TIME STUDENT</i>	fifteen (15) college credit hours or its equivalent per fall and spring semester.
<i>GENERAL EDUCATIONAL DEVELOPMENT TEST</i>	means a test measuring the knowledge and skills usually learned in high school that is administered by a state-approved institution or organization.
<i>HIGH SCHOOL GPA</i>	the numbered grade averaged on a student's high school transcript calculated using the last eight (8) semesters the student completed prior to graduating high school.
<i>INCARCERATION</i>	serving or being sentenced to serve time in confinement in a jail or prison; imprisonment. Incarceration will result in ineligibility for the Academic Challenge Scholarship.
<i>LAWFUL PERMANENT RESIDENT</i>	a non-United States citizen who resides in the United States under a legally recognized and lawfully recorded permanent residence.
<i>NONTRADITIONAL STUDENT</i>	a student who is not awarded as a traditional or a current achiever student.
<i>PART-TIME STUDENT</i>	at least six (6) semester hours or its equivalent per semester.
<i>POSTSECONDARY GPA</i>	the cumulative numbered grade average for college credit courses as calculated using a 4.0 scale.
<i>PROFESSIONAL JUDGMENT</i>	authority of ADHE professional staff that allows for the special consideration of applications or renewal requests when situations exist that prohibit the student from meeting the exact guidelines as stated, when specific documentation provided by the student, high school, or approved institution shows that the student meets the objectives or purpose of the program.
<i>QUALIFIED CERTIFICATE PROGRAM</i>	a program that is: <ul style="list-style-type: none"> <li>(A) Offered by an approved institution of higher education;</li> <li>(B) For which credit hours are awarded that are creditable toward an associate degree; and</li> <li>(C) Recognized by the U.S. Department of Education for financial aid purposes.</li> </ul>
<i>RECIPIENT</i>	an applicant awarded a scholarship funded through the program.

<i>Scholarship Hold</i>	the temporary suspension of a scholarship award to a traditional student
<i>Semester</i>	one-half (1/2) of a traditional academic year at an institution of higher education , or an equivalent approved by ADHE, in which a student enrolls for not less than: (A). Fifteen (15) credit hours as a full-time student, except that in the first semester as a first-time full-time freshman, a traditional student shall enroll in not less than twelve (12) credit hours; or (B) Six (6) credit hours as a part-time student.
<i>Successfully Completed</i>	that a student completed a course at an institution of higher education and received the equivalent of a minimum letter grade of "D"

## RULES GOVERNOR'S SCHOLARS PROGRAM

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Recognizing that Arkansas' bright young leaders 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' public or private colleges or universities.

The Governor's Scholars Program is divided into two designations:

**Governor's Distinguished Scholarships** – 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 eligible applicants than available scholarships, the department may determine a procedure for awarding additional scholarships while not exceeding available funds.

**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' 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.

Act 1218 of 2009 established an additional requirement that an applicant must graduate from an Arkansas high school to be considered for the Governor's Scholarship designation. This act also granted authority to the Arkansas Department of Higher Education (ADHE) to determine the necessary procedures for the awarding of scholarships if the number of eligible applicants exceeds the available funds or available awards.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Governor's Scholars Program. The hearing will be held on July 31, 2009, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Governor's Scholars Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Governor's Scholars Program.



# Arkansas Governor's Scholars Program

## RULES AND REGULATIONS

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education shall administer the Governor's Scholars Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee. The Governor's Scholars Advisory Council shall provide advice to the Department of Higher Education regarding the administration of the program.
- II. Governor's Scholars Program Advisory Council
  - A. The Governor's Scholars Program Advisory Council shall consist of ten members appointed by the Arkansas Higher Education Coordinating Board for staggered two-year terms and shall represent the public and private sectors of post-secondary education and secondary schools.
  - B. The Governor's Scholars Program Advisory Council shall advise the Arkansas Department of Higher Education in the determination of guidelines and regulations for the administration of this program.
  - C. The Director of the Arkansas Department of Higher Education or his/her designee shall serve as presiding officer of the Governor's Scholars Program Advisory Council and shall ensure that staff services for the Council are provided.
- III. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education pursuant to the provisions of Act 59 of 1983, Act 176 of 1985, Act 951 of 1989, Acts 489 and 1269 of 1997, Act 1562 of 1999, Acts 1612 and 1761 of 2001, Acts 1014, 1241 and 2197 of 2005, Acts 274 and 1046 of 2007, Act 1218 of 2009, Act 21 of 2015, and subsequent legislation.
- IV. When functioning under Act 59 of 1983, Act 176 of 1985, Act 951 of 1989, Acts 189 and 230 of 1995, Acts 489 and 1269 of 1997, Act 1562 of 1999, Acts 1612 and 1761 of 2001, Acts 1014, 1241 and 2197 of 2005, Acts 274 and 1046 of 2007, Act 1218 of 2009, Act 21 of 2015, and subsequent legislation, the Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act.

## RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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### I. Eligibility Criteria

A student must meet the following requirements to be eligible to receive the Governor's Scholars Award.

- A. The applicant must be a citizen of the United States or a permanent resident alien.
- B. The applicant or one parent must be a bona fide resident of the State of Arkansas, as defined by the Arkansas Department of Higher Education, for at least the six months prior to the application deadline. (Arkansas Annotated Code 6-60-210)
- C. The applicant must be eligible for admission as a full-time undergraduate student and declare intent to enroll in an eligible public or private college or university in Arkansas. An "undergraduate student" is defined as an individual who is enrolled in a post-secondary education program that leads to or is directly creditable toward the individual's first baccalaureate degree.
- D. The applicant must meet the minimum academic standards of a minimum high school grade point average of 3.5 on a 4.0 scale, or a minimum ACT composite score of 27, or a minimum SAT composite score of 1220, or be selected as a finalist in the National Merit Scholarship or National Achievement competition conducted by the National Merit Scholarship Corporation for Governor's Scholars candidacy.
- E. The applicant must demonstrate superior academic ability and leadership qualities.
- F. For students graduating after December 31, 2009, the applicant must demonstrate proficiency in the application of knowledge and skills in reading and writing literacy and mathematics by passing end-of-course examinations or by scoring at least a nineteen (19) on the applicable subscore of the ACT.
- G. The applicant must be a high school graduate. For Governor's Scholars, not Governor's Distinguished Scholars, the applicant must graduate from an Arkansas high school.

### II. Continued Eligibility

The Governor's Scholars scholarship shall be awarded for one academic year and renewed annually for up to three additional academic years provided the scholar maintains a minimum cumulative grade point average of 3.0 on a 4.0

scale and completes and passes a minimum of at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter.

The Governor's Distinguished Scholars (as defined in Program Definitions) scholarship shall be awarded for one academic year and renewed annually for up to three additional academic years provided the scholar maintains a minimum cumulative grade point average of 3.25 on a 4.0 scale and completes a minimum of at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter. Those Governor's Distinguished Scholars who fall below the 3.25 GPA but do maintain a grade point average of 3.0 or above, shall be eligible to receive \$4,000 per academic year in the remaining years of the scholarship period.

An academic year consists of regular fall, winter, spring and first and second summer terms. Those recipients who complete their baccalaureate degree in less than four years may use the scholarship for postgraduate studies at any approved Arkansas higher education institution or at institutions located out of state and educating Arkansas residents in dentistry, optometry, veterinary medicine, podiatry, chiropractic, or osteopathy under agreement with the Board of Control for Southern Regional Education. In no instance, may the scholarship term exceed four academic years. The scholarship shall be terminated if the scholar fails to complete a baccalaureate degree within five years from initial college entrance.

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### RULE 3 – APPLICATION PROCESS

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#### I. Application

Application for the Governor's Scholars Program originates through the eligible student's individual initiative. The Arkansas Department of Higher Education shall provide an online Governor's Scholars application and will mail applications to individuals upon request.

The Governor's Scholars application shall be completed by the applicant. Specific instructions are included with the application. Applicants may withdraw from consideration for the program only through a letter from a parent or guardian that states the reason for withdrawing.

#### II. Submission of Applications

Any interested student planning to enroll in an eligible public or private college or university in Arkansas may apply.

#### III. Application Deadline

The Arkansas Department of Higher Education shall establish the deadline

for receipt of applications for the Governor's Scholars Program each year. The deadline date shall be clearly printed on the application for the Governor's Scholars Program and in the instructions, which accompany each application.

All applications and supporting documentation must be received by the Arkansas Department of Higher Education by the established deadline date in order to be considered for Governor's Scholars candidacy. It is the responsibility of the individual applicant to ensure that the application is received by the Arkansas Department of Higher Education by the deadline date.

#### IV. Amount of Scholarship

Those students who are awarded the Governor's Distinguished Scholarship shall receive an award, which when combined with the \$4,000 Governor's Scholars award equals the lesser of (a) ten thousand dollars (\$10,000) per year OR (b) tuition, room and board, and mandatory fees charged by the approved Arkansas public or private institution of higher education.

The Governor's Scholars amount awarded to each recipient shall be \$4,000 per year.

As authorized by Act 1269 of 1997, recipients who complete a baccalaureate degree in three years or less may receive a fourth-year award if they enroll in a postgraduate program at an approved institution. In no case, however, will the recipient receive a larger scholarship than he or she received as an undergraduate Governor's Scholar. For students who qualify for a postgraduate award by completing a bachelor's degree in three years or less and enrolling in a postgraduate program at an approved institution, the remaining term of the Governor's Scholars award will be either the same amount received in the last undergraduate year or the cost of tuition and mandatory fees for the postgraduate program at an approved institution, whichever is less. The Governor's Scholarship term will never exceed four academic years.

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### RULE 4 – SCHOLARSHIP SELECTION CRITERIA

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#### I. Selection Criteria

The Governor's Scholars selection criteria consist of value points for academic achievement and leadership including: ACT or SAT score, selection as a National Merit or National Achievement Finalist as conducted by the National Merit Scholarship Corporation, high school grade point average, rank in high school class, and leadership in school, community, and/or employment activities.

Value points assigned to each selection criterion are weighted as follows:

ACT, SAT Score,

National Merit Finalist, or

National Achievement Finalist as conducted by the National Merit Scholarship

Corporation -----	45%
Rank in Class -----	10%
Grade Point Average -----	35%
Leadership-----	10%

ACT scores will be accepted only if they are from tests taken on national test dates or are administered under special conditions approved by ACT and scored by ACT. Only test scores earned by December 31 prior to the application deadline will receive consideration.

Students who score a composite 32 or above on the ACT or a combined 1410 or above on the SAT and who achieve a 3.50 cumulative high school grade point average on a 4.00 scale or were designated as National Merit Finalists, National Hispanic Recognition Program, or National Achievement Finalists in addition to the 32 or 1410 will be eligible to be designated as Governor’s Distinguished Scholars.

The Arkansas Department of Higher Education has the authority to alter the weight assigned to the individual criterion to more appropriately meet the needs of the state as determined by the Arkansas Higher Education Coordinating Board.

High school counselors or principals shall supply high school records to include ACT or SAT examination scores. The principal or counselor will verify the accuracy of the scores. ACT or SAT examinations may be taken more than one time. The highest composite score from any one examination shall be used. Grade point averages are computed based on academic courses only, as defined in program definitions.

The eligible student receiving the highest point total from each county, but who does not meet the criteria for the Governor’s Distinguished Scholarship, shall be awarded that county’s Governor’s Scholars Award. All students who exhibit extraordinary academic ability as defined in the program definitions shall receive the Governor’s Distinguished Scholar award provided the total number of such awards does not exceed the maximum number specified in paragraph IIA below. Preference will be given to students who plan to enter college at the beginning of the academic year immediately following their last year of high school attendance.

II. Awarding Scholarships

A. Number of Governor's Scholars and Governor’s Distinguished Scholars Awards

One Governor’s Scholars award shall be made to a student in each of Arkansas' seventy-five (75) counties. Those applicants selected as county winners are selected according to their county of residence, not by the county where the winner attends high school.

If a county awardee declines the award, the Arkansas Department of Higher Education shall offer the scholarship to the applicant with the next

highest point total from that county. Non-Arkansas resident students who attend high school out-of-state, but are eligible due to one parent being a bona fide resident of the state of Arkansas shall compete in the pool for the Governor's Distinguished Scholars award.

If sufficient funding is available, up to three hundred (300) new Governor's Distinguished Scholars awards may be awarded each year. If there are more than three hundred (300) applicants who meet the criteria for award of the Governor's Distinguished Scholarship, awards will be made in accordance with the selection criteria in Rule 4, Paragraph I above. In this case, if an awardee declines the scholarship, then the award may be offered to the applicant with the next highest point total who meets the Governor's Distinguished Scholar criteria.

B. Notification of Awards

Applicants chosen as Governor's Scholars and Distinguished Scholars shall receive an award packet, which includes an award notice, an acceptance form and an information sheet. The acceptance form includes the student's name, address, social security number, first institutional choice as indicated on the application, and scholarship identification number. The information sheet explains disbursement procedures and conditions of the Arkansas Governor's Scholars Award.

C. Acceptance of Awards

The acceptance of the Governor's Scholars Award is accomplished by signing and returning to the Arkansas Department of Higher Education the acceptance form included in the award packet by the date indicated on the acceptance form. The date by which the acceptance must be returned to the Arkansas Department of Higher Education will be no less than two (2) weeks from the date notices are printed. If the Arkansas Department of Higher Education does not receive the signed acceptance form by the date indicated on the acceptance form, the student will not receive the Arkansas Governor's Scholars Award. The Governor's Scholars Award shall then be offered to the applicant selected in accordance with the procedures in Paragraph II. A. above.

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## RULE 5 – SCHOLARSHIP PAYMENT POLICIES

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I. Limitations of Payment

A. Payment of Scholarships

Funds will be disbursed to the approved institution of the Governor's Scholars choice by state warrant. After verification of full-time enrollment,

the institution shall disburse the Governor's Scholars Award to the student according to the individual institution's disbursement procedures. Disbursement of the Governor's Scholars award shall correspond with the institution's academic terms (semesters, trimesters, quarters, or equivalent time periods). In no instance may the entire amount of the award for an educational year be paid to or on behalf of the student in advance.

B. Transfer to Another Institution of Higher Education

A student who receives a Governor's Scholars Award may transfer to another eligible Arkansas institution of higher education, provided the recipient notifies the Arkansas Department of Higher Education, in writing, of the change of institution by October 1 for the fall term, and by February 1 for the winter and/or spring terms. Failure to notify the Arkansas Department of Higher Education by the specified deadlines shall result in the loss of the Governor's Scholars award for the term in question.

C. Governor's Scholars Program Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence/scholarship hold. The department shall allow a student to withdraw from the Governor's Scholars/Governor's Distinguished Scholars Program for no more than twenty-four (24) months due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member; or
  - b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
3. Military service under § 6-61-112;
4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not

- complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Renewal of Governor's Scholars Award

Governor's Scholars must complete and pass at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter, or the equivalent, while maintaining a minimum 3.0 cumulative college grade point average on a 4.0 scale. Students must notify their respective registrars and pay for an official transcript to be sent directly by the institution to the Arkansas Department of Higher Education if requested to do so. Should the Governor's Scholars Award be terminated due to failure to maintain these minimum academic standards, the award shall not be reinstated for a later term.

Governor's Distinguished Scholars must successfully complete and pass at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter, or the equivalent while maintaining a minimum 3.25 cumulative college grade point average on a 4.0 scale. Should the Governor's Distinguished Scholars Award be terminated due to failure to maintain these minimum academic standards, the award shall not be reinstated for a later term. Those Governor's Distinguished Scholars who maintain a cumulative grade point average of 3.0 or above, but less than 3.25 on a 4.0 scale, will receive \$4,000 per academic year, instead of the higher Governor's Distinguished Scholarship amount.

E. Cancellation of the Governor's Scholars Award and Governor's Distinguished Scholar Award

1. The Governor's Scholars Award and the Governor's Distinguished Scholar Award shall be terminated for any one of the following reasons:



- a. Failure to maintain a minimum 3.0 cumulative college grade point average (Governor's Scholars) or a minimum 3.25 cumulative college grade point average (Governor's Distinguished Scholars) on a 4.0 scale and successfully complete and pass a minimum of at least twenty-seven (27) credit hours the first academic year and thirty (30) hours each academic year thereafter;
  - b. Failure to complete a baccalaureate degree within five years from initial college entrance; or
  - c. Failure to petition the Arkansas Department of Higher Education for a temporary withdrawal for two consecutive academic terms; or
  - d. Failure to enroll as a full time student in an eligible Arkansas college or university after a one-year temporary withdrawal.
2. Failure by the Governor's Scholar to provide written notification to the Arkansas Department of Higher Education of a change in status (such as a transfer to another eligible institution, change in address, change in name, etc.) before appropriate deadline dates shall result in cancellation of the Governor's Scholars award for the term in question.

#### F. Refunds and Overpayments

If a Governor's Scholar withdraws from an eligible institution, and under the refund policy of that institution the student is entitled to a refund of any tuition, fees, or other charges, the institution shall pay the refund amount in question to the Arkansas Department of Higher Education.

Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

#### G. Military Service

Governor's Scholar recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term shall be allowed to repeat the missed term without loss of scholarship credit. In addition, these recipients shall be placed in deferred status until six months after release from active duty, at which time they

must be re-enrolled in an approved Arkansas institution.

## RULE 6 – INSTITUTIONAL RESPONSIBILITIES

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### I. Higher Education Institution Responsibilities

#### A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Arkansas Governor's Scholars Program and to receive all communications, forms, etc. This representative is responsible for Governor's Scholars disbursement, completion of all forms and rosters, verification of data, and compliance with all Governor's Scholars Program rules and regulations. The institution must comply with the following responsibilities in order to maintain continued eligibility status.

#### B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of Governor's Scholars funds.

#### C. Institutional Information Sheet

The administrator is responsible for designating a certifying official responsible for certifying full-time enrollment and a disbursing official responsible for the disbursement of Governor's Scholars Program funds.

#### D. Institutional Verification

The institution shall provide certification to the Arkansas Department of Higher Education each semester after registration, giving the names of the Governor's Scholars who are officially enrolled as full-time students as of the end of the 11<sup>th</sup> class day of enrollment. This information is reported on a verification roster. The person responsible for verification of full-time enrollment is the registrar or a member of the registrar's staff. The certifying official is responsible for completing the verification roster twice a year for those schools on the semester system and three times a year for those schools on the quarter system. The verification roster shall be mailed to the Financial Aid Administrator prior to registration for the semester or quarter. The completed and signed Governor's Scholars verification roster shall be returned to the Arkansas Department of Higher Education by the dates specified on the roster. The verification roster is an alphabetical listing by institution of all persons receiving a Governor's Scholars award for a given academic term. Students who are not enrolled full-time in the current term shall not receive Governor's Scholars funds for that term.

E. Deadlines for Disbursement of Funds

All funds must be disbursed within ten days of written receipt of funds. Any outstanding funds not disbursed by these dates must be returned within ten days to the Arkansas Department of Higher Education.

F. Refund Policy

It is the institution's responsibility to notify the Arkansas Department of Higher Education of the name of the person who withdrew, the date of the withdrawal, and the refund amount. This information shall be placed on the institution's verification roster before the roster is returned to the Arkansas Department of Higher Education. The institution shall be responsible for the refund amount and shall pay that amount to the Arkansas Department of Higher Education.

G. Continuing Eligibility

It is the responsibility of each institution to complete annually the Continuing Eligibility roster. This roster shall be mailed to all institutions that have a Governor's Scholar enrolled. The Continuing Eligibility roster shall be returned to the Arkansas Department of Higher Education by the date specified on the roster. The person responsible for completing the Continuing Eligibility roster is the Financial Aid Administrator. The Continuing Eligibility roster is an alphabetical listing by institution of all persons receiving a Governor's Scholars award that attended that institution for the academic year immediately preceding receipt of the Continuing Eligibility roster. The certifying official must complete the roster by providing the number of hours completed for the previous academic year and the cumulative grade point average achieved for each student listed.

H. Due Diligence

The institution shall exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education for any Governor's Scholar or former Governor's Scholar. In addition, the institution shall exercise due diligence in complying with all the rules and regulations of the Arkansas Governor's Scholars Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning the Governor's Scholars Program in an effort to exercise its due diligence requirements as a steward of State of Arkansas funds.

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## RULE 7 – GOVERNOR'S SCHOLARS RESPONSIBILITIES

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I. Governor's Scholars' Responsibility of Notification

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It is the Governor's Scholars' responsibility to notify the Arkansas Department of Higher Education of any change in status within twenty-one days of occurrence. This shall include:

- Change in name
- Change in residence
- Change in institution attending
- Change in full-time status (twelve college credit hours, or its equivalent per semester for the first semester and fifteen credit hours, or its equivalent, for every semester thereafter)

Failure to notify the Arkansas Department of Higher Education of any of the above changes within twenty-one days of occurrence shall adversely affect participation in the Governor's Scholars Program.

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### RULE 8 – PROGRAM DEFINITIONS

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The following definitions are used in the Governor's Scholars Program:

*ACADEMIC ABILITY* The intellectual standing of the student as determined by examining the Governor's Scholarship applicant's high school records, competitive examination scores, and demonstrated leadership capabilities.

*EXTRAORDINARY ACADEMIC ABILITY* Achievement of a composite score of 32 or above on the ACT or combined 1410 score or above on the SAT and achievement of a high school core curriculum grade point average of 3.5 or above on a 4.0 scale; or

Selection as a finalist in either the National Merit Scholarship competition or the National Achievement Scholarship competition conducted by the National Merit Scholarship Corporation.

*ACADEMIC COURSES* All courses completed in high school in the areas of mathematics, English, science, social science and foreign languages.

*APPROVED INSTITUTION* A public or private college or university located in Arkansas which:

- is dedicated to educational purposes;
- is accredited by an accrediting agency certified and recognized by the United States Department of Education or the division of Agency Evaluation and

Institutional Accreditation, or gives satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation;

- does not discriminate in the admission of students on the basis of race, color, religion, sex, age, handicap, or national origin consistent with the provisions of applicable state and federal laws; and
- subscribes to the principles of academic freedom;
- OR is an out-of-state institution educating Arkansas residents in dentistry, optometry, veterinary medicine, podiatry, chiropractic, or osteopathy under agreement with the Board of Control for Southern Regional Education at which students enroll in a postgraduate program.
- Complies with Act 1014 of 2005 regarding providing written, signed eight (8) semester course of study required for a bachelor's degree to incoming freshmen.

*Governor's Distinguished Scholars*

Applicants who meet the definition of extraordinary academic ability stated above.

*END OF COURSE EXAMINATION*

Those examinations as defined in ACA 6-15-419(4).

*U.S. CITIZEN*

The student must be either a United States citizen or a permanent resident alien. If the student is not a United States citizen, but a permanent resident alien, the student must attach a copy of the permanent resident alien form I-151, I-551, I-94, or G-641 to the application.

*FULL-TIME STUDENT*

A student who is enrolled in at least twelve (12) semester credit hours the first semester and 15 credit hours thereafter, or the equivalent, per semester. Those students in their eighth semester on the Governor's Scholarship or Governor's Distinguished Scholarship AND are set to graduate following that eighth semester shall be exempt from the fifteen (15) credit hour requirement.

*UNDERGRADUATE STUDENT*

A student who is enrolled in a postsecondary education program which leads to or is directly creditable toward the individual's first baccalaureate degree

**RULES**  
**LAW ENFORCEMENT OFFICERS' DEPENDENTS SCHOLARSHIP PROGRAM**

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The Law Enforcement Officers' (LEO) Dependents Scholarship program provides an eight-semester scholarship to any state-supported college, university, or technical institute in Arkansas to dependents of Arkansas residents in one of the categories below who were killed or permanently disabled in the line-of-duty:

- Law enforcement officers
- Full-time or volunteer firefighters
- Municipal and/or college or university police officers
- Sheriffs or deputy sheriffs
- Constables
- Game Wardens
- Certain Arkansas Highway and Transportation Department employees
- State forestry employees engaged in fighting forest fires
- State correction employees killed or totally disabled due to contact with inmates or parolees
- State park employees who are commissioned law enforcement officers or emergency response employees
- Emergency Medical Technicians
- Department of Community Punishment employees

The scholarship will pay the cost of tuition, fees and dormitory room charges when provided in campus-owned facilities.

Act 1217 of 2009 established renewal criteria in order to retain eligibility for the LEO program. Recipients must maintain a minimum of a 2.0 grade point average on a 4.0 scale

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Law Enforcement Officers' Dependents Scholarship Program. The hearing will be held on July 31, 2009, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Law Enforcement Officers' Dependents Scholarship Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas

Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Law Enforcement Officers' Dependents Scholarship Program.

LAW ENFORCEMENT OFFICERS' DEPENDENTS  
SCHOLARSHIP PROGRAM  
RULES AND REGULATIONS

RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education shall administer the Law Enforcement Officers' Dependents Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The final responsibility for determining eligibility of scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education pursuant to the provisions of Act 521 of 1973, Act 47 of 1983, Act 190 of 1989, Act 153 of 1993, Act 1034 of 1999, Act 113 of 2001, Act 158 of 2001 and Act 172 of 2007, Act 1217 of 2009 and any subsequent legislation.
- III. When functioning under Act 521 of 1973, Act 47 of 1983, Act 190 of 1989, Act 153 of 1993, Act 1034 of 1999, Act 113 of 2001, Act 158 of 2001, Act 172 of 2007, Act 1217 of 2009 and any subsequent legislation. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act.

RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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- I. In order to be eligible for the Law Enforcement Officers' Dependents Scholarship, the student must be a natural child, adopted child, step child, or spouse of an Arkansas law enforcement officer, fireman, state highway employee, state forestry employee, state correction employee, state park employee, teacher, or Department of Community Punishment employee who was killed or permanently and totally disabled as a result of injuries or wounds which occurred in the performance of duty or in the course of going to or returning from a location where a hazardous situation existed. Scholarship benefits shall not accrue to the dependents if the wounds or injuries suffered by the law enforcement officer, fireman, state highway employee, state forestry employee, state correction employee, state park employee, teacher, or Department of Community Punishment employee are self-inflicted or if death is self-induced.

A law enforcement officer means:

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- A. State highway patrolman, which includes any law enforcement officer, regardless of department or bureau, of the Department of Arkansas State Police;
- B. Municipal and college or university police officers, which includes all law enforcement officers of any municipality, college, or university who are regular duty personnel on full-time status and does not include auxiliary officers or those serving on a temporary or part-time status;
- C. Sheriff or deputy sheriff, which includes all law enforcement officers of full-time status on a regular basis serving the sheriff's department of any county located in Arkansas, but does not include deputy sheriffs who are engaged in administrative or civil duty or deputy sheriffs serving in a temporary capacity or part-time basis;
- D. Constable, which includes all duly elected constables of any beat of any county within the State of Arkansas while actually engaged in the performance of their duties concerning the criminal laws of the county and state; and,
- E. Game warden, which includes all appointed game wardens employed by the State of Arkansas on a full-time duty status while actually engaged in their duties concerning the game laws of this state.

A fireman means:

- A. Any fireman employed on a full-time or volunteer duty status while actually engaged in the performance of his or her duties;

A state highway employee means:

- A. An Arkansas Highway and Transportation Department employee, which is defined as any employee who actively engages in highway maintenance, construction, or traffic operations on the roadways and bridges of the state highway system while the roadways and bridges are open for use by the traveling public;

A state forestry employee means:

- A. An employee of the State Forestry Commission who is actively engaged in his or her duties of fighting forest fires;

A state correction employee means:

- A. Any employee of the Department of Correction or the Department of Correction School District who becomes subject to injury through contact with inmates or parolees of the department;

A state park employee means:

- A. Any employee of the State Parks Division of the Department of Parks and Tourism who is a commissioned law enforcement officer or emergency response employee while actively engaged in the performance of his or her duties; and,

A teacher means:

- A. Any person employed by a public school for the purpose of giving instructions and whose employment requires state certification.

A Department of Community Punishment employee means:

- A. Any employee of the Department of Community Punishment who suffers fatal injuries or wounds or becomes permanently and totally disabled as a result of injuries or wounds which occurred through contact with parolees, probationers, or center residents.

II. To be eligible to receive the Law Enforcement Officer's Dependents Scholarship, the applicant must be:

- A. A child must have been born prior to the date of the death or total and permanent disability (See Rule 2, Section I);
- B. An adopted child must have been adopted prior to or the adoption process must have begun prior to the date of the death or total and permanent disability (See Rule 2, Section I);
- C. A stepchild must have been listed as a dependent on the federal and state income tax returns in each of the five (5) income tax years immediately prior to the death or total and permanent disability and must have received more than one-half (1/2) his or her financial support (See Rule 2, Section I)
- D. Enrolled or accepted for enrollment as an undergraduate student in any Arkansas state-supported college, university or technical institute,
- E. Less than twenty-three (23) years old on or before the first day of the semester or quarter, unless the applicant is a spouse, and,
- F. A bona fide resident of Arkansas, as defined by the Arkansas Department of Higher Education, for at least six (6) months prior to enrollment in an Arkansas institution.

III. Continued Eligibility

The scholarship will be awarded for one academic year and renewed annually up to three years (for a total of 8 semesters) so long as the student maintains a minimum of a 2.0 grade point average on a 4.0 scale and satisfactory progress toward a degree as defined by the institution.

- IV. The spouse will not be eligible for the educational benefits if he or she re-marries. The benefits will cease at the end of the semester in which the spouse is currently enrolled at the time of the marriage.

### RULE 3 – APPLICATION PROCESS

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#### I. Applications

- A. Applications and brochures regarding the Law Enforcement Officers' Dependents Scholarship are mailed to the following:
1. Counselors and principals at all public and private high schools in the State; and,
  2. Financial aid officers at all public colleges, universities, and public technical institutes in the state. The institutional financial aid officer is responsible for ensuring that eligible students at their institution are made aware of the Law Enforcement Officers' Dependents Scholarship Program and its benefits.
- B. Applications will be made available online from the Arkansas Department of Higher Education.

#### II. Submission of Applications

- A. The Arkansas Department of Higher Education shall establish the deadline for receipt of applications. The deadline date shall be clearly printed on the application.
- B. Scholarship applicants shall submit to the Arkansas Department of Higher Education the following:
1. The Law Enforcement Officer's Dependents Scholarship Application;
  2. Documentation in the form of a Death Certificate;
  3. Order & Finding of Facts from the Arkansas State Claims Commission;
  4. A copy of birth certificate, if a dependent child; and,

5. A copy of their marriage license, if a spouse.
- C. The applicant must apply for the scholarship prior to the published deadline in order to receive the scholarship. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

## RULE 4 – AWARD PROCESS

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- I. Applications and supporting documentation will be reviewed for completeness and to determine whether the applicant meets all the required eligibility requirements. Applicants will be notified within thirty (30) days of receipt of all required documentation of the status of their application.
- II. Eligible students will receive an award notice that contains the conditions of the award, the requirements for continued eligibility, an explanation of the benefits, and the student's responsibilities.
- III. The institution will also receive an award notice that contains the student's name and social security number, the award limits, the conditions of the award, the verification process, and the payment process. The institution will be asked to complete a Reimbursement Form listing all charges covered by this program.
- IV. The institution will be responsible for verifying the student's continuing eligibility each semester.
- V. The award will be renewed annually as long as the student satisfies the continued eligibility requirements as Rule 2, Section V.

## RULE 5 – SCHOLARSHIP PAYMENT POLICIES

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- I. A recipient may receive up to eight (8) semesters of tuition and fee waivers from the scholarship program. Payment to the scholarship recipient will be in the form of a tuition and fee waiver at the recipient's institution. The Arkansas Department of Higher Education will reimburse the institution upon verification of enrollment after the 11th day of classes each semester for approved charges.
- II. The scholarship will pay the cost of tuition at the in-state rate and room in school-owned housing at any state-supported college, university or technical institute within the State of Arkansas. It does not include the cost of the following:

- A. Books
  - B. Food
  - C. School supplies and materials
  - D. Dues and fees for extracurricular activities
- III. The Arkansas Department of Higher Education will pay the institution for tuition and fees covered by this program at the beginning of each term upon receipt of the Reimbursement Form and verification of the charges.

A. Transfer Policy

A recipient who has received a Law Enforcement Officers' Dependents Scholarship may transfer to another eligible institution provided the Arkansas Department of Higher Education receives written notification of the change of status by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and May 1 for the Summer Terms.

B. Withdrawal Policy

Recipients may withdraw from the Law Enforcement Officers' Dependents Scholarship Program upon written notification to, and approval by, the Arkansas Department of Higher Education. The petition shall give the reason for withdrawal and shall be supported with documentation.

C. Revocation Policy

The award will be revoked if the recipient fails to:

1. Enroll in an eligible Arkansas institution;
2. Notify the Arkansas Department of Higher Education, in writing, of transfer to another eligible institution by October 1 for the Fall term, February 1 for the Winter and/or Spring Terms, and May 1 for the Summer Terms; or,
3. Petition the Arkansas Department of Higher Education, in writing, for withdrawal from an institution by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and May 1 for the Summer Terms.
4. Maintain a minimum GPA of 2.0 on a 4.0 per academic year.

At the discretion of the Arkansas Department of Higher Education, the

award will not be revoked if the ADHE determines that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

D. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserves units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will not be penalized. They will be placed on deferred status until six (6) months after release from active duty.

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## RULE 6 – INSTITUTIONAL RESPONSIBILITIES

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I. Administrative Agreement

The chief executive officer of the state-supported institution of higher education or technical institute is responsible for appointing one representative from the Financial Aid Office to act as administrator of the Law Enforcement Officers' Dependents Scholarship Program and to receive all communications and forms issued by the Arkansas Department of Higher Education. This representative is responsible for completing all forms, verification of data, and complying with all program rules and regulations.

The institution must comply with the following responsibilities in order to maintain continued eligibility status:

A. Verification

The institution shall provide verification to the Arkansas Department of Higher Education at the close of each term concerning the student's continuing eligibility. This is accomplished using the Verification Form issued by the Department. Reimbursement to the institution will be made after the institution has completed the Verification Form and the Reimbursement Form and returned them to the Arkansas Department of Higher Education.

B. Identification of Eligible Students

Institutions will be responsible for publicizing the program and identifying students eligible for the program. Reimbursement can only be made for the year in which the student is currently enrolled and has made application. Applications made after May 1 of the academic year in which the student is enrolled will not be considered and the student will not be eligible for the scholarship.

C. Disbursement Records

The institution shall maintain information on the student indicating disbursement of these funds.

D. Deadline for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to ADHE.

E. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

F. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

G. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any scholarship recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Law Enforcement Officers' Dependents Scholarship Program.

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RULE 7 – RECIPIENT RESPONSIBILITIES

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- I. The recipient must notify the Arkansas Department of Higher Education, in writing, of any change in status within 30 days. This includes changes in:
- A. Name;
  - B. Address;

- C. Institution; and/or,
- D. Withdrawal from an institution.

Failure to notify the Arkansas Department of Higher Education of a change in status may affect future eligibility.

- II. It is also the recipient's responsibility to be knowledgeable of the rules and regulations of the Law Enforcement Officers' Dependents Scholarship Program.

## RULE 8 – PROGRAM DEFINITIONS

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The following definitions are used in the Law Enforcement Officers' Dependents Scholarship Program:

Approved Institution	A state-supported two-year or four-year college or university or technical institute located in the State of Arkansas that is accredited by the North Central Association, Commission on Higher Education, or has achieved candidacy status, and does not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Dependent	A spouse, natural child, adopted child, or step child of an Arkansas law enforcement officer, fireman, state correction employees, state forestry employees, certain Arkansas Highway and Transportation Department employees, state parks employees, teacher, or Department of Community Punishment employees killed or totally and permanently disabled in the line of duty.
Satisfactory Progress	Satisfactory academic progress toward a degree as defined by the institution.



## RULES MILITARY DEPENDENTS SCHOLARSHIP PROGRAM

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The Military Dependents Scholarship Program (MDS), provides financial aid for undergraduate students seeking a bachelor's degree or certificate of completion at any public college, university or technical school in Arkansas who qualify as a spouse or dependent child of an Arkansas resident who has been declared to be missing in action, killed in action, a prisoner of war, or killed on ordnance delivery, or a veteran who has been declared to be 100% totally and permanently disabled during, or as a result of, active military service.

The scholarship provides assistance with the cost of tuition at the in-state rate, room and meal plan when provided in campus facilities, and mandatory fees that include general registration fees, any special course fees and activity fees.

The changes made to the MDS rules reflect updates in the governing legislation and application process for the program.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Military Dependents Scholarship Program. The hearing will be held on July 31, 2009, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Military Dependents Scholarship Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Military Dependents Scholarship Program.

# MILITARY DEPENDENTS SCHOLARSHIP PROGRAM

## RULES AND REGULATIONS

### RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education shall administer the Military Dependents' Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The final responsibility for determining eligibility of scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education pursuant to the provisions of Act 188 of 1973, Act 2127 of 2005, Act 717 of 2007, Act 1216 of 2009 and subsequent legislation.
- III. When functioning under Act 188 of 1973, Act 2127 of 2005, Act 717 of 2007, Act 1216 of 2009 and subsequent legislation, the Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act.

### RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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- I. To be eligible for the Military Dependents' Scholarship, an applicant must meet the following conditions:
  - A. The student's parent or spouse must have been declared to be a disabled veteran, prisoner of war, missing in action, killed in action, or killed on ordnance delivery during the course of active military duty after January 1, 1960.
  - B. The student's parent or spouse must have been a resident of the State of Arkansas at the time he/she entered service in the United States Armed Services, or whose official residence is currently within the State of Arkansas.
  - C. The dependent child or spouse of a person declared to be a prisoner of war or missing or killed in action, or a person killed on ordnance delivery, or a disabled veteran must be a current resident of Arkansas.
  - D. The student must qualify as the dependent of a disabled veteran, prisoner of war or a person declared to be missing or killed in action,

or killed on ordnance delivery by meeting one of the following criteria:

1. The student is the legal spouse of a person declared to be a prisoner of war, missing or killed in action, or killed on ordnance delivery or a person declared to be a disabled veteran or,
  2. The dependent child must be the biological child of the parent who was declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran; or,
  3. The dependent child is legally adopted or in legal custody of the guardian that was declared to be a prisoner of war or missing or killed in action or killed on ordnance delivery, or a disabled veteran.
  4. The dependent child must meet the U.S. Department of Education's definition of dependent with regards to children.
  5. A stepchild is not eligible for this scholarship unless he/she has been legally adopted by the parent who was declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran.
- E. The applicant must apply for the Dependents' Educational Assistance Program (DEA) Chapter 35 of Title 38 of the U.S. Code with the Department of Veterans Affairs.
- F. The applicant must be enrolled or accepted for enrollment as a full-time student in a public college or university in Arkansas.
- G. The applicant must be an undergraduate student seeking an associate's degree, a baccalaureate degree or certificate of completion.
- H. The applicant must apply for the scholarship prior to the published deadline in order to receive the scholarship. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.
- II. Once a person qualifies as an eligible student under the terms of the program, there shall be no situation, such as the return of a parent or spouse, or the reported death of a parent or spouse that will remove the dependent from the benefits of this program.
- III. Continued Eligibility

An eligible recipient shall receive a scholarship for one (1) academic year, renewable for up to three (3) additional academic years if the recipient meets the following continuing eligibility criteria established by ADHE:

1. The student must maintain a cumulative grade point average of at least 2.0 on a 4.0 scale.
2. The student is making satisfactory progress toward a degree or certificate of completion;
3. The student is enrolled in at least twelve semester hours or the equivalent per semester and completes 24 semester hours, or the equivalent, per academic year.

### RULE 3 – APPLICATION PROCESS

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#### I. Applications

- A. Brochures are mailed to counselors and principals at public and private Arkansas high schools.
- B. Brochures are mailed to financial aid officers at public colleges and universities in the state of Arkansas. The institutional financial aid officer is responsible for ensuring that eligible students are made aware of the Military Dependents' Scholarship Program and its benefits.
- C. Applications will be made available online from the Arkansas Department of Higher Education.

#### II. Submission of Applications

- A. The Arkansas Department of Higher Education shall establish the deadline for receipt of applications. The deadline date shall be clearly printed on the application.
- B. Scholarship applicants shall submit to the Arkansas Department of Higher Education the following documentation as it applies to the applicant:
  1. Military Dependents' Scholarship Application;

2. A death certificate or other documentation certifying the death of the parent or spouse. A death as a result of injuries received while serving in the armed forces is only covered if the death occurred while on active duty.
3. A Report of Casualty from the appropriate branch of the United States Armed Services or a copy of the veteran's DD214 form;
4. Documentation from the federal Department of Veterans Affairs citing service-connected, one hundred percent (100%) total and permanent disability;
5. A copy of the application and statement of acceptance or denial of the federal program for dependents of veterans, Dependents' Educational Assistance Program (DEA).
6. A copy of DEA benefits statement showing the amount of educational assistance allowed for each term.
7. A copy of legal adoption or court appointed legal guardianship for a dependent child;
8. A copy of birth certificate, if a dependent child;
9. A copy of marriage license, if a spouse.

#### RULE 4 – AWARD PROCESS

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- I. Applications and supporting documentation will be reviewed for completeness and to determine whether the applicant meets all the eligibility requirements. Applicants will be notified within 30 days of the status of their application.
- II. Eligible students will receive an award notice, which contains the conditions of the award, the requirements for continued eligibility, an explanation of the benefits, and the student's responsibilities.
- III. The institution will also receive an award notice, which contains the student's name, social security number, award limits, conditions of the award, verification process, and payment process. The institution will be required to complete a Reimbursement Form listing all charges covered by this program.
- IV. The institution will be responsible for verifying the student's continued eligibility each semester.
- V. The award will be renewed annually provided the student satisfies the continued

eligibility requirements as defined by the Arkansas Department of Higher Education in Rule 2, Section III.

- VI. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

## RULE 5 – SCHOLARSHIP PAYMENT POLICIES

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- I. The scholarship will pay that portion of charges that exceeds the amount of the DEA educational assistance allowance OR the full amount if the recipient is ineligible for DEA, but is eligible for the MDS. Reimbursement is limited to the cost of tuition at the in-state rate, mandatory fees, and a room and meal plan when provided in campus facilities from such institution or school. The amount reimbursed for the room shall not exceed the usual and custom amounts charged by the institution as for similar scholarship programs.
- II. Payment on behalf of the scholarship recipient will be made directly to the recipient's institution. The Arkansas Department of Higher Education will reimburse the institution at the beginning of each semester for approved charges covered by this program upon receipt of the Reimbursement Form, and verification of the charges. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.
- III. The Arkansas Department of Higher Education will pay the institution for the award covered by this program upon receipt of the Reimbursement Form, and verification of the charges.

A. Transfer Policy

A recipient who has received a Military Dependents' Scholarship may transfer to another eligible institution provided the Arkansas Department of Higher Education receives written notification of the change of status by October 1 for the Fall Term, February 1 for the Winter/Spring Terms, and June 1 for the Summer Terms. Failure to notify the Arkansas Department of Higher Education of the transfer by the deadline will disqualify the student for waiver of tuition and fees at the institution to which he/she has transferred.

B. Withdrawal Policy

Recipients may withdraw from the Military Dependents' Scholarship Program upon written notification to, and approval by, the Arkansas Department of Higher Education. The petition shall give the reason for withdrawal and will be supported with documentation. Recipients who

withdraw from school and fail to notify the Arkansas Department of Higher Education by October 1 for the Fall term, February 1 for the Winter and/or Spring terms, and June 1 for the Summer terms will not be eligible for a tuition waiver for that semester. The recipient may receive the tuition waiver if he/she can demonstrate that extraordinary circumstances prevented him/her from notifying the Arkansas Department of Higher Education.

C. Revocation Policy

The award will be permanently revoked if the recipient fails to enroll full-time and the Arkansas Department of Higher Education receives neither written notification of transfer to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the Fall Term, February 1 for the Winter/Spring Terms and June 1 for the Summer Terms. At the discretion of the Arkansas Department of Higher Education, the award will not be revoked if the Department determines that extraordinary circumstances prevented the student from notifying the Department by the required dates.

D. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will not be penalized. They will be placed in deferred status until six (6) months after release from active duty.

- IV. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

## RULE 6 – INSTITUTIONAL RESPONSIBILITIES

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I. Administrative Agreement

The chief executive officer of the state-supported institution of higher education is responsible for appointing one representative from the Financial Aid Office to act as administrator of the Military Dependents' Scholarship Program and to receive all communications and forms issued by the Arkansas Department of Higher Education. This representative is responsible for completing all forms, verification of data, and complying with all program rules and regulations. The

institution must comply with these responsibilities in order to maintain continued eligibility status.

II. Verification

The institution shall provide verification to the Arkansas Department of Higher Education (ADHE) at the close of each term concerning the student's name and continuing eligibility. This is accomplished using the Verification Form issued by the Department. Reimbursement to the institution will be made after the institution has completed the Verification Form and the Reimbursement Form and returned them to the Arkansas Department of Higher Education.

III. Identification of Eligible Students

Institutions will be responsible for exercising all reasonable efforts to identify students eligible for the program. Reimbursement can only be made for the year in which the student is currently enrolled and has made application.

IV. Deadline for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the Arkansas Department of Higher Education.

V. Refund Policy

It is the institution's responsibility to notify ADHE of the names of persons owing a refund, the date of the withdrawal and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

VI. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any scholarship recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Military Dependents' Scholarship Program.

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## RULE 7 – RECIPIENT RESPONSIBILITIES

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I. It is the recipient's responsibility to notify the Arkansas Department of Higher Education, in writing, of any change in status within 21 days. This includes:

A. Changes in name, or



- B. Change in address, or
- C. Change in Institution, or
- D. Change in full-time status, or
- E. Withdrawal from an institution.

Failure to notify the Arkansas Department of Higher Education of any change in status may affect future eligibility.

## RULE 8 – PROGRAM DEFINITIONS

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The following definitions are used in the Military Dependents' Scholarship Program:

Approved Institution	A public college or university or technical school located in Arkansas that is accredited by the North Central Association Commission on Higher Education, or has achieved candidacy status, and does not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Dependent Child	Any child born or conceived, been legally adopted, or under court appointed legal guardianship of a person who has been declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran, AND who meets the definition of dependent with regards to children established by the U.S. Department of Education. Stepchildren are not eligible unless legally adopted as stated above.
Dependent Spouse	The legal spouse of a person who has been declared to be a prisoner of war or missing or killed in action, or killed on ordnance delivery, or a disabled veteran.
Disabled Veteran	A person who has been declared by the Federal Department of Veterans Affairs to be one hundred percent (100%) totally and permanently disabled as a result of service-connected injuries or medical conditions AND who is currently receiving special monthly compensation for such, AND who was a resident of the State of Arkansas at the time that person entered the service of the U.S. armed forces OR who is a

current resident of Arkansas.

Full-time Student

An undergraduate student enrolled in at least twelve (12) semester credit hours, or its equivalent, per semester.

Satisfactory Progress

Undergraduate students must maintain a cumulative college grade point average of at least 2.0 on a 4.0 scale, and make satisfactory progress toward a degree or certificate of completion, as defined by the institution.

Fees Waived

Includes tuition at the in-state rate, room and board when provided in campus facilities, fees or other charges incurred from the approved institution. Non-reimbursable charges would include any penalty charges, including but not limited to, parking tickets, or other penalty payments.

## **REPEAL OF THE RULES AND REGULATIONS ARKANSAS STUDENT ASSISTANCE GRANT PROGRAM**

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This agenda item proposes the repeal of the rules and regulations for the Arkansas Student Assistance Grant Program, which is necessary to comply with state law under Act 2142 of 2005. In addition, the 2005 Arkansas General Assembly moved the entire appropriation for the Student Assistance Grant Program into the Arkansas Workforce Improvement Grant Program, which leaves no statutory funding for the program.

The Arkansas Student Assistance Grant Program was established in 1977 as a grant program for students who desired a college education but were prevented from attending college due to financial barriers. The original intent of the program was to provide a grant that would assist students in covering the cost of tuition and fees. By statute, the maximum award was set at \$800 per year, although the rules and regulations set the award amount at \$600 per year in an effort to award more students. Due to the large number of Arkansas college students with financial need, and the inability to fund every eligible student applicant, a system was devised to award those eligible students who applied first. Although the application deadline was set at April 1, for at least the last two previous years, funds were exhausted by late February or early March of the application year.

Of primary concern to ADHE staff was the method by which grantees were selected. By using a “first-come, first-served” methodology, it appeared that two groups of students were ensured of receiving a Student Assistance Grant: (1) high school students who have the benefit of quality guidance counseling to notify them to apply early, and (2) “knowledgeable” students who understand the federal financial aid process and know about the importance of applying early. This process leaves out any deserving needy student who may not be able to make an early decision as to whether they can attend college.

Another significant concern is the small award amount. The grant of \$300 per semester for full-time enrollment will generally not make the difference in whether a student will be able to attend college. Most Arkansas four-year colleges and universities estimate the cost of books alone to be over \$500 per semester. Originally the Student Assistance Grant covered almost 50% of the tuition costs; today it covers less than 15%.

In that the state has a strong financial assistance program for traditional students in the Arkansas Academic Challenge Scholarship Program, it made sense to dedicate this need-based program to non-traditional, or independent students. Absorbing Student Assistance Grant funds into the Workforce Improvement Grant ensures the state’s commitment to help the most needy students (that comprise over a third of the state’s college student population) to earn a college degree. It makes sense to allocate more resources to help our non-traditional “working poor” students for the following reasons:

- 1) Arkansas continues to rank last or near last in the number of adults per capita with a college degree; and
- 2) Increasing the number of adult Arkansans with a college degree will ensure substantial growth in the economy due to increased earning power of its citizens.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the repeal the rules and regulations of the Arkansas Student Assistance Grant Program. The hearing will be held in conjunction with this meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board repeals the rules and regulations presented in this agenda item for the Arkansas Student Assistance Grant Program.

Approved:   Agenda Item No. 34  
                  July 23, 1999

                  Agenda Item No. 28  
                  April 21, 2000

                  Agenda Item No. 17  
                  July 29, 2005

## **SECOND EFFORT SCHOLARSHIP PROGRAM RULES AND REGULATIONS (REVISED)**

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The revisions to the rules and regulations for the Second Effort Scholarship program presented in this agenda item are necessary to comply with Act 262 of 1995 (Ark. Code Ann. 6-82-1101) and to provide more efficient administration of the program.

The Second Effort Scholarship Program was created in 1991 by the Arkansas General Assembly to encourage those who complete the General Education Development (GED) Program and pass the GED test to enroll in a postsecondary education program. As further encouragement, the 1995 General Assembly amended the original legislation to permit recipients of this scholarship to enroll part-time, rather than requiring full-time enrollment. Nontraditional students are typically the recipients of this scholarship and this amendment will help every qualified applicant to accept the award. In addition, the amendment allows recipients to receive up to \$250 per three credit hour course or \$500 per semester or the price of tuition, whichever is less.

The second proposed revision to this program is in the application process. Existing rules and regulations require that award notices be sent to the top ten scorers each year and that applications be sent to those whose scores rank 11 - 25 when the award is declined by any of the top ten. Revising the process to send applications to those whose scores rank 11 - 25 will accelerate the completion of awarding the scholarships by several months.

In compliance with the Administrative Procedures Act of 1979, a public hearing has been announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Arkansas Governor's Scholars Program. The hearing was part of the February 2, 1996, SBHE meeting.

The following resolution was approved by the State Board on February 2, 1996 (Agenda Item No. 23):

**RESOLVED**, That the State Board of Higher Education adopts the rules and regulations presented in this agenda item for the Second Effort Scholarship Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these rules and regulations, the rules and regulations approved on January 24, 1992, are amended.

**FURTHER RESOLVED**, That, should any errors of a technical nature be found in these rules and regulations, the State Board of Higher Education authorizes the Director to make appropriate corrections consistent with Act 262 of 1995 and the effective administration of this program.

**RULES AND REGULATIONS  
SECOND EFFORT SCHOLARSHIP PROGRAM**

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**RULE 1 -- ORGANIZATION AND STRUCTURE**

- I. The Arkansas Department of Higher Education shall administer the Second Effort Scholarship Program within the policies set by the State Board of Higher Education. All formal communication shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The final responsibility for selecting recipients of the Second Effort Scholarship shall rest with the Director of the Arkansas Department of Higher Education, pursuant to the provisions of Act 705 of 1991 and Act 262 of 1995 and subsequent legislation, and program rules and regulations.
- III. When functioning under Act 705 of 1991 and Act 262 of 1995 and any subsequent legislation the Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act.

**RULE 2 -- SCHOLARSHIP ELIGIBILITY CRITERIA**

I. Eligibility Criteria

A student must meet all of the following criteria to be eligible for the Second Effort Scholarship:

- A. The recipient must be at least eighteen years of age or a former member of a high school class that has graduated.
- B. The recipient may not be a high school graduate.
- C. The recipient must be a citizen of the United States or a permanent resident alien.
- D. The recipient must have passed the Arkansas High School Diploma (GED) test in the calendar year prior to application for the Second Effort Scholarship.
- E. The recipient shall have been a resident of the State of Arkansas for at least the twelve months prior to successfully completing the Arkansas High School Diploma (GED) test.
- F. The recipient must be accepted for admission at an approved postsecondary school or college as a freshman, as defined by the Department of Higher Education, and must enroll in an approved institution within eighteen (18) months following passage of the Arkansas High School Diploma (GED) test.

- G. The recipient must have scored in the top twenty-five (25) of all Arkansans who took the Arkansas High School Diploma (GED) test in the calendar year prior to application for the scholarship.
- H. The Arkansas Department of Higher Education is authorized to award a scholarship to the individuals achieving the top ten scores of all Arkansans who took the Arkansas High School Diploma (GED) test in the previous calendar year. The Arkansas Department of Higher Education may award a scholarship to an otherwise eligible student who scored in the top twenty-five (25) of all Arkansans who took the Arkansas High School Diploma (GED) test in the previous calendar year if all test takers having a final score higher than the applicant have either:
  - 1. Received a Second Effort Scholarship, or
  - 2. Not applied by the application deadline, or
  - 3. Are otherwise ineligible to receive a Second Effort Scholarship.

No more than ten Second Effort Scholarships shall be awarded each year. In no case shall anyone scoring below those Arkansans achieving the highest twenty-five scores on the previous calendar year's Arkansas High School Diploma (GED) test be offered a Second Effort Scholarship.

## II. Continued Eligibility

The Second Effort Scholarship shall be awarded for one academic year and renewed annually for up to three additional years, or their equivalent for part-time students, provided the recipient maintains a 2.50 cumulative college grade point average on a 4.0 scale, and completes a minimum of six (6) semester hours (or the equivalent) per academic year. An academic year is defined as regular Fall, Winter, and Spring terms only. In no case shall a recipient use these funds for educational purposes beyond the baccalaureate degree.

## **RULE 3 -- APPLICATION PROCESS**

### I. List of Those Persons Achieving the Highest Scores

The Office of Adult Education, Arkansas Department of Education shall provide the Arkansas Department of Higher Education by February 1 of each year a certified list of those persons achieving the highest twenty-five (25) scores on the Arkansas High School Diploma (GED) test administered in the previous calendar year.

### II. Submission of Applications

- A. Following receipt of the list of those persons achieving the highest scores on the Arkansas High School Diploma (GED) test, the Arkansas Department of Higher Education shall send an Award Notice, application, general information, and

appropriate instructions to each person achieving one of the ten highest scores as indicated by the list provided by the Office of Adult Education, Arkansas Department of Education. An application, general information and appropriate instructions shall be sent to each person achieving the scoring rank of 11-25 as indicated by the list provided by the Office of Adult Education, Arkansas Department of Higher Education.

- B. If any person achieving one of the highest ten scores declines the Second Effort Scholarship, does not meet the application deadline, does not meet the Second Effort Scholarship eligibility criteria, or is otherwise determined to be ineligible for the Second Effort Scholarship, an award notice shall be sent to the person achieving the next highest score who has returned an application to ADHE. In no case shall any person whose score is lower than those persons achieving the highest 25 scores be sent a Second Effort Scholarship application.

### III. Application Deadline

The deadline for the Second Effort Scholarship applicants to return a completed application is April 1, or two weeks from the date on the award notice, whichever is later. Applications received after the deadline date are ineligible for the Second Effort Scholarship and applicants shall be notified. Applications sent in accordance with paragraph II B. above shall have an acceptance deadline date that shall allow the applicant sufficient time to complete and return the application to the Arkansas Department of Higher Education. In no case shall this be less than two weeks.

### IV. Application Review and Notification

The Arkansas Department of Higher Education shall review applications for completeness and eligibility. Those applicants who are eligible and whose applications are complete shall be sent a notice informing them that they shall receive the Second Effort Scholarship. Those applicants who are ineligible or whose application is incomplete shall be sent an Ineligible Notice or an Incomplete Notice. Those applicants whose applications are incomplete shall have two weeks to return the completed application to the Arkansas Department of Higher Education. Applicants shall become ineligible and shall be sent a notice stating such if incomplete applications are not returned by the deadline date. Should this occur, the person achieving the next highest score shall be selected to receive the Second Effort Scholarship in accordance with paragraph II B. above.

### V. Amount of Scholarship

The amount of the annual scholarship shall be the lesser of one thousand dollars (\$1,000) or the annual tuition charged by the institution in which the recipient is enrolled. For part-time students who are recipients, the amount of the scholarship shall be prorated on the basis of the number of credit hours enrolled each term such that the recipient receives the prorated equivalent of one thousand dollars (\$1,000) per year up to a maximum of two hundred fifty dollars (\$250) per three (3) credit hour course.



## **RULE 4 -- SCHOLARSHIP PAYMENT PROCESS**

### **I. Award Amount**

A Second Effort Scholarship shall be awarded to those individuals returning a complete application to the Arkansas Department of Higher Education by the specified deadline date and who are determined to be otherwise eligible. The value of the scholarship is the lesser of \$1,000 per academic year or the annual tuition charged by the approved institution in which the recipient is enrolled.

### **II. Payment of Scholarships**

Warrants payable to the recipient shall be sent to the approved institution indicated on the recipient's application. The Scholarship payments shall correspond to the academic terms, semesters, quarters, or equivalent time periods at the institution. In no instance may the entire amount of the scholarship for an educational year be paid to or on behalf of such student in advance.

### **III. Transfer of Scholarships**

A student who has received a Second Effort Scholarship may transfer his/her scholarship to another approved Arkansas institution of higher education provided:

- A. The student notifies the Arkansas Department of Higher Education of the change of status by October 1 for the fall term, February 1 for the winter/spring term, and May 1 for the spring term for three term institutions.
- B. The student submits a transcript to the Arkansas Department of Higher Education certifying that the student has maintained a 2.5 cumulative college grade point average and has completed the required number of hours at the institution the student is leaving.

### **IV. Withdrawal Policy**

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence/scholarship hold. The department shall allow a student to withdraw from the Second Effort Program for no more than twenty-four (24) months due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member; or

- b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
- 3. Military service under § 6-61-112;
- 4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not complete the commitment under the written agreement; or
- 5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

#### V. Renewal Policy

The Second Effort Scholarship may be renewed for a total of three academic years, or their equivalent for part-time enrollment, provided the student maintains a 2.50 cumulative college grade point average on a 4.0 scale and successfully completes six (6) semester hours or its equivalent per academic year. The scholarship shall be automatically renewed, provided the recipient meets the above minimum standards; recipients need not reapply each year.

#### VI. Cancellation of the Second Effort Scholarship

The Second Effort Scholarship shall be terminated for any of the following reasons:

- A. The recipient fails to maintain a minimum 2.50 cumulative college grade point average on a 4.0 scale, and fails to successfully complete a minimum of six credit hours or its equivalent per academic year.

B. The recipient completes a first baccalaureate degree.

#### VII. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term shall be allowed to repeat the missed term without loss of scholarship credit. In addition, they shall be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

#### VIII. Repayment

If the recipient of a Second Effort Scholarship withdraws from the institution on or after the first day of class of an academic term and under the refund policy of that institution the student is entitled to a refund of any tuition, fees, or other charges, the institution shall pay that refund to the Arkansas Department of Higher Education. At the discretion of the Arkansas Department of Higher Education, the refund obligation may be canceled by the Arkansas Department of Higher Education if it is determined that extraordinary circumstances exist that prevent such a refund from being made.

### **RULE 5 -- INSTITUTIONAL RESPONSIBILITIES**

#### I. Administrative Agreement

An Administrative Agreement, outlining all of the requirements of the institutions participating in the various state aid programs, shall be obtained from each institution and kept on file at the Arkansas Department of Higher Education. This document shall be updated as necessary. The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Second Effort Scholarship Program and to receive all communications, forms, rosters, etc. This representative is responsible for verification data and compliance with all program rules and regulations. The institution must comply with the following responsibilities in order to maintain continued eligibility status.

#### II. Disbursement Records

In addition to maintaining records, it is the responsibility of the institutions to insure that the Second Effort Scholarship recipient's signature acknowledging receipt of funds is maintained at the institution. The institution shall maintain information on the student indicating disbursement of these funds.

#### III. Institutional Information Sheet

The institution is required to complete annually the Institutional Information Sheet for all financial aid programs administered by the Arkansas Department of Higher Education for which the institution has chosen to participate. The institutional representative must

provide a copy of the refund policy to the Arkansas Department of Higher Education which governs all students who completely withdraw from the institution. The administrator is responsible for designating a certifying official who is responsible for certifying enrollment and a disbursing official who is responsible for the disbursement of Second Effort Scholarship warrants. This information sheet is due annually on July 1. Any changes in tuition and other institutional information after submission of the sheet shall be reported to the Arkansas Department of Higher Education within ten (10) days of institutional or Board of Trustees action.

#### IV. Institutional Verification

The institution shall provide certification to the Arkansas Department of Higher Education each academic term after registration, giving the names of the Second Effort Scholarship recipients who are officially enrolled. This information is reported on a verification roster. The person responsible for verification of enrollment is the registrar or a member of the registrar's staff. The certifying official is responsible for completing the verification roster twice a year for those schools on the semester system, and three times a year for those schools on the quarter system. The Arkansas Department of Higher Education shall mail the verification roster to the financial aid administrator at the institutions prior to registration for the semester or quarter. The signed verification roster shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term, March 15 for the winter/spring term and May 1 for the spring term for three term institutions. The verification roster is an alphabetical listing by institution of all persons receiving

Second Effort Scholarship funds for a given academic term. Students who are not enrolled in the current term shall not receive scholarship benefits in that term.

#### V. Continuing Eligibility Roster

It is the responsibility of each institution to complete annually the continuing eligibility roster. This roster shall be mailed to all institutions that have a Second Effort Scholarship recipient enrolled. The Arkansas Department of Higher Education shall mail the continuing eligibility roster to the institutions by June 1. The roster is due back to the Arkansas Department of Higher Education by June 15. The person responsible for completing the continuing eligibility roster is the financial aid administrator. The continuing eligibility roster is an alphabetical listing by institution of all persons receiving a Second Effort Scholarship who attended that institution for the academic year immediately preceding receipt of the continuing eligibility roster. Completion of the roster requires the certifying official to give the number of credit hours completed for the previous academic year, and the cumulative grade point average achieved for each student listed.

#### VI. Deadline for Warrant Disbursement

All warrants must be disbursed by the institution by October 15 for the fall term, March 1 for the winter/spring term, and May 1 for the spring term for three term institutions. Any

outstanding warrants not disbursed by the above dates shall be returned to the Arkansas Department of Higher Education for cancellation.

## VII. Due Diligence

The institution shall exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Second Effort Scholarship recipient or former recipient. In addition, the institution shall exercise due diligence in complying with all the rules and regulations of the Second Effort Scholarship Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning the Second Effort Scholarship Program in an effort to exercise its due diligence requirements as a steward of State of Arkansas funds.

### **RULE 6 - SECOND EFFORT SCHOLARSHIP RECIPIENT RESPONSIBILITIES**

#### I. Second Effort Scholarship Recipient Responsibilities

It is the responsibility of the Second Effort Scholarship recipient to notify the Arkansas Department of Higher Education, in writing, within twenty-one days, of any change in status. This will include:

- A. Change in name.
- B. Change in address.
- C. Change in institution.
- D. Change in enrollment status (three credit hours or the equivalent) per semester.

Failure to notify the Arkansas Department of Higher Education of any change in status may jeopardize future eligibility.

### **RULE 7 - PROGRAM DEFINITION**

The following definitions are used in the Second Effort Scholarship program:

Approved Institution	A public or private school or college or any public postsecondary vocational-technical school located in Arkansas which awards postsecondary certificates, degrees, or diplomas. Further, such institution shall not discriminate against applicants, students or employees on the basis on race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal law. The institution must have signed an Administrative Agreement with ADHE.
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Citizen	The recipient must be a United States citizen or a permanent resident alien. If the recipient is not a United States citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien form I-151, I-551, I-94, or G-641 to the application.
Eligible Student	Any student who meets the eligibility criteria in Rule 2.
Student	A student enrolled for at least three (3) semester hours, or the equivalent per semester, in a program of study which leads to a postsecondary certificate, degree or diploma.
Tuition	Charges levied for attendance at an eligible institution; for purposes of this program tuition charges shall not include any fees charged or used for student activities, including any student athletic fees.

Approved: Agenda Item No. 5  
January 24, 1992

Amended: Agenda Item No. 23  
February 2, 1996

## **RULES**

### **TEACHER OPPORTUNITY PROGRAM**

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This agenda item presents proposed rules and regulations of the Teacher Opportunity Program that are necessary to comply with Act 1214 of 2009. The Teacher Opportunity Program (TOP) is designed to incentivize teachers to return to college to pursue additional training in critical subject matter areas in which the state of Arkansas faces shortages.

This program was originally created in 2005 and was a program that awarded funds first to employed teachers seeking completion of a dual teacher's license in an additional subject area that was designated as having a critical shortage of teachers. If further funds were available, other employed teachers can seek reimbursements for cost associated with six (6) semester credit hours to gain additional instruction related to their job assignment. In order to participate in the TOP-Dual Licensure Incentive Program, the local school district nominated the employed teacher for this forgivable dual licensure loan and agreed to match ADHE funds in a 2 to 1 ratio. ADHE will match two dollars for each one dollar from the school district. In turn, the teacher agrees to complete the additional licensure within three (3) years of first receiving funds under the program and teaches or serves as a classroom teacher in an Arkansas public school district for three (3) continuous years immediately following receipt of the additional certification.

Due to lack of participation in the TOP-Dual Licensure Incentive Program, the TOP program was restructured to provide reimbursements first to employed teachers seeking completion of a dual teacher's license in an additional subject area that was designated as having a critical shortage of teachers. If further funds were available, other employed teachers and administrators can seek reimbursements for funds used to gain additional instruction related to their job assignment. Act 1214 of 2009 removed the school district's required nomination and monetary match for participation in the TOP-Dual Licensure Incentive Program so that more teachers could access the program if he or she is seeking completion of a dual teacher's license in an additional subject area that was designated as having a critical shortage of teachers. This action will ensure that rules and regulations comply with Act 1215 of 2009.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Teacher Opportunity Program. The hearing will be held on January 29, 2010, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Teacher Opportunity Program, to be administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Teacher Opportunity Program.



# TEACHER OPPORTUNITY PROGRAM RULES AND REGULATIONS

## RULE 1 - ORGANIZATION AND STRUCTURE

- I. The Arkansas Department of Higher Education (ADHE) shall administer the Teacher Opportunity Program with the policies set by the Arkansas Higher Education Coordinating Board (AHECB). All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or the Director's designee. The Teacher Opportunity Program Advisory Council shall provide advice to the Department of Higher Education regarding administration of the program.
- II. Teacher Opportunity Program Advisory Council
  - A. The Teacher Opportunity Program Advisory Council shall consist of eight members. The members will be appointed annually to serve a two-year staggered term by the Director of the Department of Higher Education. The members of this council will consist of representatives from public and private postsecondary institutions with Teacher Education programs, public and private elementary and secondary schools, and the teacher certification division of the Department of Education.
  - B. The Director of the Department of Higher Education or the Director's designee shall serve as the presiding officer of the Teacher Opportunity Program Advisory Council and shall ensure that staff services for the Council are provided.
- III. The final responsibility for selecting loan recipients shall rest with the Department of Higher Education.
- IV. When functioning under Act 109 of 1983, Act 331 of 1987, and any subsequent legislation, the Arkansas Department of Higher Education shall follow the Provisions of the Administrative Procedures Act.

## RULE 2 - ~~LOAN~~ ELIGIBILITY CRITERIA

- I. Applicant must be bona fide residents of the State of Arkansas, as defined by the Arkansas Department of Higher Education, as having lived in Arkansas continually for at least **twelve (12)** ~~six~~ months prior the application deadline.
- II. Applicant shall maintain a current teacher **license** ~~certification~~ with the Arkansas Department of Education. Only individuals with a provisional

license certification or who are in the alternative licensure certification program are not considered certified for the purposes of the Dual Certification Incentive Program.

- III. Recipient awarded under the Dual Licensure Certification Incentive Program must:
- A. Be currently employed as a classroom teacher, which includes librarian/media specialist, guidance counselor and administrator, in a public school in Arkansas; and
  - B. Have been employed ~~by the same school district~~ as a classroom teacher for at least three (3) years immediately preceding application; and
  - C. Be accepted for enrollment in a teacher education program that will lead to licensure certification in a subject area that is different than the teacher's current licensure area of certification and the subject area has either:
    - 1. Been declared by the Arkansas Department of Education as a subject area with a shortage of teachers; or
    - 2. Is in the grade level and subject area for which the school district has requested a waiver under 6-17-309.
  - ~~D. Be selected by the local school district's board of directors based on;~~
    - ~~1. The recommendation of the building level superintendent and principal; or~~
    - ~~2. The school district's request for waiver of teacher certification requirements under 6-17-309 because the district is unable to hire a qualified certified teacher to fill the position and has offered to fund the scholarship for the applicant.~~
  - ~~E. Sign a promissory note agreeing to teach or serve as a classroom teacher in an Arkansas public school for three (3) consecutive years immediately following receipt of the additional certification or to repay the total amount plus interest of the loan received under the Dual Certification Incentive Program.~~
  - F. Earn a 2.5 cumulative grade point average in courses required toward dual licensure certification and must complete a sufficient

~~number of semester credit hours so as to be able to complete certification requirements within three (3) years of the initial award of funds under this program and be renewed for the following academic year.~~

- IV. Non-Dual **Licensure** Certification Program requires that:
- A. Applicant must be currently employed as **a classroom teacher which includes librarian/media specialist, guidance counselor and administrator**, in Arkansas and declare an intention to continue such employment in Arkansas.
  - B. Applicant must be enrolled in an approved institution in Arkansas.
  - C. Applicant must be enrolled in college level courses, excluding correspondence courses, directly related to their employment as certified by the Director of the Department of Education, General Education Division.
  - D. Recipient must maintain at least a 2.50 grade point average in the courses funded by the Teacher Opportunity Program. Recipients funded for one course must obtain at least a "B" for that course. Recipients funded for two courses must obtain at least a "B" for one course and a "C" for the other.

### **RULE 3 - APPLICATION PROCESS**

I. Solicitation of Applicants

Applications will be available ~~at~~ **at** for download from the Arkansas Department of Higher Education's website. Applications will also be mailed to individuals upon request.

II. Submission of Application

Applications include personal information, as well as education and employment information. The Department of Higher Education will review all applications to ensure that all pertinent data are included and will notify the applicant of the status of the application. If the application is incomplete, ADHE will notify the applicant of this status, the information that is missing, and the deadline to submit the information. This deadline will be no less than two weeks from the date of the notification letter.

III. Application Deadline

The application deadline will be set each year by the Department of Higher Education. All applications must be **submitted** postmarked by the established deadline date. Applications received after the deadline date will not be considered for participation in the Teacher Opportunity Program. The Department may establish alternate deadlines for applicants based on the start date of each term.

~~IV. School District Verification~~

~~The applicant must obtain verification from the president of the local board of directors of the school district where the applicant is employed, that:~~

- ~~A. The applicant meets the employment and certification requirements of the statute and these rules and regulations are for the award of a loan; and~~
- ~~B. The school district has nominated the applicant for the loan; and~~
- ~~C. The school district will meet the matching requirements for funds for this loan.~~

~~V. Verification by Teacher Certification Official~~

~~The applicant must obtain verification from the teacher certifying official at the applicant's college or university verifying:~~

- ~~A. That the applicant has been admitted to the teacher education program for certification in the subject area specified on the application; and~~
- ~~B. The number of semester hours remaining to complete certification in the specified subject area; and~~
- ~~C. That the applicant will be able to complete certification in that subject area within three (3) years of initial entry into the Dual Certification Incentive Program.~~

**RULE 4 – AWARD PROCESS**

I. Selection of Loan Recipients

- A. The final responsibility for selecting loan recipients shall rest with the Director of the Arkansas Department of Higher Education.
- B. Applications for the Dual **Licensure** Certification Incentive Program will receive first priority for awards. ~~If there are not sufficient funds~~

to award all eligible applicants, then applications will be prioritized based on the following criteria:

- ~~C. Priority will be given to those who will complete certification in the least amount of semester credit hours.~~
- ~~2. When the amount of semester credit hours to complete certification is equal, applicants will be selected based on school district priority in order to balance the number of awardees among the districts.~~
- ~~3. Priority among applicants from the same district who will be starting during the same academic term will be based on the date the application is received. The application received first will receive first priority, unless otherwise notified by the local school board of a different priority.~~

~~C. If funds remain after awarding all eligible applicants under the Dual **Licensure** Certification Incentive Program, **Non-Dual Licensure Program** applicants will be ranked according to criteria developed in conjunction with the Department of Education, focusing on state-wide needs.~~

## II. Notification of ~~Loan~~ Recipients

- ~~A. Selected loan recipients will **receive an** be mailed award notices stating their eligibility for the program. The award notice will include, where applicable, the student's name, and social security number, **and** award amount, the approved institution, the starting term of the loan, and the term by which certification must be completed. The award notice also explains the conditions for the loan, the disbursement procedures, and the responsibilities of the recipient. The award notice must be signed by the recipient and returned to the Department of Higher Education by the specified deadline, or the award will be revoked.~~
- ~~B. Prior to the disbursement of funds, loan recipients will receive a promissory note for the purpose of entering into a loan agreement with ADHE. The terms of the loan agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the loan recipient, a co-maker of eligible age, and a notary public. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.~~

## RULE 5 – REIMBURSEMENT LOAN AMOUNT

- I. **Reimbursement Loans** for students in the Dual **Licensure Certification Incentive Program** include funding for the cost of **student fees, books, and instructional supplies at a public institution of higher education in this State assessing the highest rate of student fees. The reimbursement made to one individual within one fiscal year may not exceed the aforementioned costs associated with six semester hours or the equivalent of six semester credit hours, though not to exceed \$3,000 during the fiscal year.** ~~tuition, mandatory fees, and books, though not to exceed \$3000 during any one academic year. The loan will consist of a match of ADHE funds with local school district funds in a 2-to-1 ratio. ADHE will match two dollars for each one dollar from the school district.~~
- II. **Non-Dual Licensure Program** All other recipients may receive funds up to, but not in excess of, the cost of student fees, books, and instructional supplies at a public institution of higher education in this State assessing the highest rate of student fees. The **reimbursement** ~~loan or loans~~ made to one individual within one fiscal year may not exceed the aforementioned costs associated with six semester hours or the equivalent of six semester credit hours.
- III. Based on the availability of program funds, awards will be disbursed **to the recipient** pursuant to the **reimbursement** ~~loan~~ limitations above and ranking status. Recipients must maintain an eligible status to receive funds.

## RULE 6 – REIMBURSEMENT LOAN DISBURSEMENT

### ~~I. Dual Certification Incentive Program Loans~~

~~Each term the institution will verify the enrollment of its students in the program to ADHE and will report this status, along with amount of the actual, eligible charges. ADHE will disburse its share of the matching funds to the institution, who will then disburse the funds to the student in accordance with the institution's disbursement procedures. ADHE will notify each school district of the amount due, the names of the recipients, and the institution to whom payment is to be made. Districts will disburse funds to the institutions within 10 working days of receipt of notification from ADHE.~~

### ~~I. Other Funding~~

~~For funding to students not in the Dual Certification Incentive Program, The Teacher Opportunity Program is a reimbursement program. A check made payable to the individual recipient is mailed to the student~~

once he/she has successfully completed the funded course with a satisfactory grade and has provided the Arkansas Department of Higher Education with an original copy of the itemized paid receipt and grade report or transcript for the funded course.

### **RULE 7- RECIPIENT RESPONSIBILITIES**

It is the recipient's responsibility to notify the Arkansas Department of Higher Education, in writing, of any change in status within 21 days. This will include, but is not limited to:

Change of name;

Change in address;

Change in institution;

Change in coursework to be funded;

Change in enrollment status;

Change in employment; or

Change in **licensure** certification status.

Failure to notify the Arkansas Department of Higher Education of a change in status may affect future eligibility or collection status.

### **RULE 8 — INSTITUTIONAL/SCHOOL DISTRICT RESPONSIBILITIES**

#### ~~I. — College/University Responsibilities~~

##### ~~A. — Administrative Agreement~~

~~The chief executive officer of the institution is responsible for appointing one representative from the financial aid office to receive all communications, forms, etc. This representative is responsible for program disbursement, completing all forms, enrollment data, and complying with all program rules and regulations. The institution must comply with the following responsibilities in order to maintain continued eligibility status.~~

##### ~~B. — Institutional Verification~~

~~The institution shall provide information to the Arkansas Department of Higher Education each semester after registration, providing the names of the Teacher Opportunity Program (TOP) recipients who are officially enrolled as of the 11<sup>th</sup> class day of enrollment. This information is reported on a verification roster. The Financial Aid Administrator or designated official is responsible for completing the verification roster each semester. The completed and signed TOP verification roster shall be returned to the Arkansas Department of Higher Education by the dates specified on the roster. The verification roster is an alphabetical listing by institution of all persons receiving a TOP award for a given academic term. Students who are not enrolled in the current term or do not meet the eligibility requirements shall not receive TOP funds for that term.~~

~~C. Disbursement Records~~

~~The institution shall maintain information on the student indicating the disbursement of Teacher Opportunity Program funds.~~

~~D. Certifying Official~~

~~The administrator is responsible for designating a certifying official responsible for verifying enrollment and a disbursing official responsible for the disbursement of Teacher Opportunity Program funds.~~

~~E. Deadlines for Disbursement of Funds~~

~~All funds must be disbursed within 10 days of receipt of funds. Any outstanding funds not disbursed by these dates must be returned within 10 days to the Arkansas Department of Higher Education.~~

~~F. Refund Policy~~

~~It is the institution's responsibility to notify the Arkansas Department of Higher Education with the name of the student who withdrew, the date of withdrawal, and the refund amount. This information shall be placed on the institution's verification roster before the roster is returned to the Arkansas Department of Higher Education. The institution shall be responsible for the refund amount and shall pay that amount to the Arkansas Department of Higher Education.~~

~~G. Continuing Eligibility~~



~~It is the responsibility of each institution to annually complete the Continuing Eligibility roster. This roster shall be mailed to all institutions that have TOP recipient(s) enrolled. The Continuing Eligibility roster shall be returned to the Arkansas Department of Higher Education by the date specified on the roster. The Financial Aid Administrator or designated official is responsible for completing the Continuing Eligibility roster. The Continuing Eligibility roster is an alphabetical listing by institution of all Teacher Opportunity Program award recipients attending that institution for the academic year immediately preceding receipt of the Continuing Eligibility roster. The certifying official must complete the roster by providing the number of hours completed for the previous academic year and the cumulative grade point average achieved for each student listed.~~

#### ~~H. — Due Diligence~~

~~The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Teacher Opportunity Loan Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning the Teacher Opportunity Program in an effort to exercise its due diligence requirements as a steward of State of Arkansas funds.~~

#### ~~II. — School District Responsibilities~~

~~The president of each local school board that nominates a teacher to participate in the Dual Certification Incentive Program is responsible for appointing one representative from the school district office to receive all communications, forms, etc. relating to the Dual Certification Incentive Program. The district will disburse funds each term for each of its teachers participating in the Dual Certification Incentive Program within 10 working days of receipt of notification by ADHE of the amount due and the institution.~~

### **RULE 9 – REPAYMENT OF LOAN**

#### ~~I. — Terms of Repayment~~

~~A. — The ADHE will forgive the loan if the teacher receives the additional certification within three (3) years of first receiving funds under the program and teaches or serves as a classroom teacher in an~~

~~Arkansas public school district for three (3) continuous years immediately following receipt of the additional certification.~~

- ~~B. The forgivable loan may be terminated if the recipient fails to meet both of the requirements in paragraph IA above.~~
- ~~C. Verification of the loan recipient's employment will be conducted once a year, in June, through the school superintendent's office in the recipient's employment district or through records on file with the Arkansas Department of Education.~~
- ~~D. Loan recipients who do not complete both requirements of paragraph IA above will be entered into repayment. The loan(s) shall be repaid within a maximum of five (5) years, plus accrued interest according to an interest and repayment schedule. Repayment will begin nine (9) months after the point in time when the recipient is no longer meeting, or can no longer meet, the requirements for forgiveness.~~

## ~~II. Interest on Loan~~

- ~~A. Interest will begin accruing after the completion of the program, or immediately after termination of the forgivable loan, whichever is earlier.~~
- ~~B. Interest will not accrue and installments need not be paid when an official deferment has been approved by the Arkansas Department of Higher Education. Request for deferment must be submitted to ADHE for approval using a Request for Deferment form.~~

## ~~III. Deferment of Loan~~

- ~~A. At the discretion of ADHE scheduled loan repayments may be deferred if it is determined by ADHE that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:~~
  - ~~1. The recipient is temporarily totally disabled, for a period of time not to exceed three (3) years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.~~
  - ~~2. The recipient is engaged in active duty as a member of a uniformed service. The recipient must provide their~~

~~Uniformed Service Serial Number, Branch of Service and a copy of their military orders.~~

~~3. Other extraordinary circumstances that would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.~~

~~B. To qualify for a deferment, a recipient must notify ADHE of their claim for the deferment and provide supporting documentation on a Request for Deferment form that will be supplied by ADHE upon request. The Request for Deferment form must be completed and returned to ADHE by the recipient. The recipient will be notified within 10 days of approval or disapproval of any application for a deferment.~~

#### ~~IV. Cancellation of Loan~~

~~ADHE will cancel a recipient's repayment obligations if it determines:~~

~~A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or~~

~~B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient has died.~~

#### ~~V. Prepayment of Loan~~

~~There shall be no penalty for prepayment or repayment of all or any portion of the principal and all interest accrued thereon.~~

#### ~~VI. Failure to Repay~~

~~Loan recipients required to repay their loan(s), and who fail to meet their repayment obligations, may have added to their total obligation any costs for collection of the debt and shall have their teaching license in Arkansas revoked by the State Board of Education. In addition, ADHE will notify the Arkansas Department of Education of the failure to repay. The Arkansas Department of Education may pursue appropriate action to suspend the loan recipients teaching license.~~

### **RULE 10 - COLLECTION OF LOAN**

#### ~~I. Collection of Loan~~

~~Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by ADHE to be 120 days delinquent will be mailed their first letter of notification 10 days after the installment payment is due. The co-signer will be notified at the same time. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not made within 30 days. At this time the account will be turned over to a debt collection agency.~~

## ~~II. Skip Tracing Mechanisms~~

~~ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:~~

- ~~A. Contact the Motor Vehicle Division of the Arkansas Department of Finance and Administration;~~
- ~~B. Contact references listed on the recipient's application;~~
- ~~C. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;~~
- ~~D. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;~~
- ~~E. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;~~
- ~~F. Contact recipient's field of study professional organization, union, or licensing board;~~
- ~~G. Contact post office;~~

~~H. — Contact utility companies; and,~~

~~I. — Contact Chamber of Commerce.~~

~~III. — Credit Reporting Agencies~~

~~Defaulted recipients and/or co-signers will be reported to the following Credit Reporting Agencies:~~

~~A. — GSC Credit Reporting Services, Inc.~~

~~B. — T R W Credit Data~~

~~C. — Trans Union Credit Reporting~~

~~Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also promptly respond to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.~~

~~IV. — State Income Tax Set Off~~

~~By the authority of Act 345 of 1993, the Department of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds.~~

~~V. — Litigation~~

~~No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$5,000.00. If over \$5,000.01, ADHE must use Circuit Court. If the account is \$5,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Courts are requested from the recipient's and/or co-signer's county of residence.~~

~~VI. — Write-Offs~~

~~Teacher Opportunity Program loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:~~

- ~~A. The cost of litigation would exceed the likely recovery if litigation were commenced; or~~
- ~~B. The recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.~~

~~Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before TOP accounts may be written off.~~

~~VII. Nonpayment Penalties~~

- ~~A. Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.~~
- ~~B. Loan recipients who fail to meet their repayment obligations shall have their teaching license in Arkansas suspended by the State Board of Education.~~

**RULE 8 11 - PROGRAM DEFINITIONS**

The following definitions are used in the Teacher Opportunity Program (TOP):

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as fall, spring, and summer semesters, in that order.
Arkansas Resident	to be considered an Arkansas resident by ADHE, an applicant must be an Arkansas resident for twelve (12) months prior to the application deadline for the financial aid program. Further, the recipient may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases: (A) Valid Arkansas Driver's License; (B) Proof of payment for Arkansas personal and/or real taxes for previous year; (C) Proof of Arkansas vehicle registration; (D) Proof of Arkansas voter registration; and

(E) Other forms of proof of Arkansas residency.

Approved Institution

An Arkansas postsecondary public or private college, university, or school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher licensure program where those courses are directly creditable toward teacher licensure in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.

Award Year

The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.

Cancellation

~~ADHE shall cancel a recipient's repayment obligation if it determines: on the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under State law, that the scholar has died.~~

Default

~~Failure to repay the Teacher Opportunity Program in accordance with the terms of the Promissory Note provided that this failure persists for 180 days for monthly payments.~~

Deferment

~~This is a period of suspension of repayments, during which interest does not accrue. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.~~

Due Diligence	A process of steps that ADHE takes to collect TOP funds when a recipient enters repayment status. It includes: billing the scholar, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the TOP Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.
Promissory Note	The Promissory Note is a legal document obligating the recipient to repay the loan if he or she does not teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers one year for each year the student receives the TOP. The recipient's rights and responsibilities will be stated on the promissory note.
Satisfactory Academic Progress	To be maintaining satisfactory academic progress the recipient must maintain a minimum 2.5 cumulative grade point average on a 4.0 scale. Students must be on track to complete the certification program within three (3) academic years.
Skip Tracing	A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
Subject Matter Designated as Critical Needs in the State of Arkansas	The Arkansas Department of Education annually certifies subject matter areas as critical need based on the results of surveys obtained from school districts in the state of Arkansas. This information is submitted to the U. S. Department of Education; and subject shortage areas are certified as such in the state of Arkansas for



purposes of providing forgiveness of student loans, etc. The TOP Commission will accept these subject matter areas for the TOP Program.

**Classroom Teacher**

**An individual who is required to hold a teaching license from the Arkansas Department of Education and who is:**

- a. **Engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time;**
- b. **A media specialist or librarian;**
- c. **A guidance counselor;**
- d. **An administrator.**

**Dual License**

**Licensure to teach in more than one (1) subject area.**

Teach on a Full-time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one (1) academic term, as defined by the institution or agency in which an individual is teaching.

**MINORITY TEACHER SCHOLARS PROGRAM  
RULES AND REGULATIONS  
(REVISED)**

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As a means of easing administrative burdens and reducing paperwork at Arkansas colleges and universities, revisions to the rules and regulations of the following programs are proposed: Arkansas Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Master's Fellows Program. The proposal would eliminate the need for an annual administrative agreement and set the institutional responsibilities in the rules and regulations.

A proposed clause is added to the rules and regulations of those programs that do not have a provision to comply with Section 14 of Act 1180 of 1999, the state law that prohibits the use of public funds in any student's financial aid package where the total financial aid package exceeds the recognized cost of attendance. This clause would direct the institution to follow the ADHE policy regarding the stacking of scholarships.

General technical changes are proposed to simplify administrative procedures of the programs.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations which will govern these student financial aid programs. The hearing was held on July 22, 1999, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

The following resolution was approved by the Coordinating Board on July 23, 1999 (Agenda Item No. 34):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Masters' Fellows Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 1999-2000 academic year.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Masters Fellows Program

# **MINORITY TEACHER SCHOLARS PROGRAM RULES AND REGULATIONS (REVISED)**

## **RULE 1 - ORGANIZATION AND STRUCTURE**

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Minority Teacher Scholars Program within the policies set by the State Board of Higher Education. The purpose of the Minority Teacher Scholars Program is to provide scholarships to assist and encourage African-American, Hispanic, and Asian-American and Native American Arkansans to enter and complete programs leading to certification as public school teachers. The program will provide scholarships to students who have completed sixty semester credit hours and have been admitted to a teacher certification program. The program is needed to increase the number of African-American students pursuing certification as public school teachers. Special efforts will be made to recruit black males into this program, especially in the areas of elementary education and guidance counseling.

All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.

- II. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education.

## **RULE 2 - SCHOLARSHIP ELIGIBILITY CRITERIA**

### **I. Eligibility Criteria**

A. Applicants must be African-American, Hispanic, or Asian-American, or Native American.

1. For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:

- a. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa.
- b. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- c. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.

- d. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
- B. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least six months prior to the application deadline.
- C. Applicants must be citizens of the United States or permanent resident aliens.
- D. Applicants must be enrolled full-time in a public or independent 4-year institution located in Arkansas. Full-time is defined as a minimum of twelve college semester hours, or the equivalent, excluding correspondence courses.
- E. New applicants must have completed sixty semester credit hours and have been admitted to a teacher certification program. Applicants for a continuing award must meet continuing eligibility requirements.
- F. Applicants must be admitted to an approved program resulting in teacher certification.
- G. Applicants must have a minimum 2.50 cumulative grade point average on a 4.0 scale (or its equivalent).

## II. Continued Eligibility Requirements

The Arkansas Department of Higher Education will renew awards for a second academic year to recipients who continue to meet the criteria set forth in Rule 2, paragraphs I.A-G; and who complete at least 24 semester-credit hours (or the equivalent) applicable toward teacher certification during the first academic year of the loan.

## **RULE 3 - SELECTION PROCESS**

- I. Students must submit an application to the Arkansas Department of Higher Education. Applications will be mailed to Education Departments, financial aid directors, Deans of Colleges of Education, and Teacher Certification Officials at all public and independent 2-year and 4-year institutions in the State of Arkansas. Applications may also be obtained from ADHE upon request.
- II. Deadline for Applications

The application deadline will be established by the Arkansas Department of Higher Education and published in its brochure and announced to each participating institution when applications are distributed.

### III. Review of Applications

For applications that are either incomplete or ineligible, a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

### IV. Ranking of Applicants

Applications are ranked according to a combination of components including cumulative grade point average and major grade point average.

### V. Selection and Notification of Recipients

A. The ADHE shall review ranked applicants and make recommendations for scholarship recipients based on allocation of funds. The number of initial awards shall not exceed 50.

B. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education.

### VI. Institutional Eligibility

The institution to be attended under the scholarship program must be a public or independent four-year institution located in Arkansas, meet federal institutional eligibility requirements, and be approved by the Arkansas Department of Higher Education for the teacher certification program chosen by the student.

## **RULE 4 - AWARDING OF SCHOLARSHIP**

### I. Award Process

Selected scholarship recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. Prior to the disbursement of funds, recipients will receive promissory notes for the purpose of entering into an agreement with ADHE. The terms of the agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the scholarship recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

### II. Disbursement of Scholarship

The scholarship will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. Funds will be sent to the institution via electronic funds transfer. After verification of full-time enrollment for the scholarship recipient, the institution disburses the funds in accordance with its policy.

Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institutions must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

### III. Limitation of Scholarships

- A. Students may receive up to \$5,000 per academic year.
- B. Students may receive scholarships for a maximum of four (4) semesters or six (6) trimesters or until such time as they have completed certification requirements, as determined by the teacher certification official, to teach in Arkansas, whichever comes first.
- C. Recipients must indicate an intention to teach in the public schools of Arkansas and be enrolled as full-time students pursuing initial certification unless the course of study is guidance counseling. (See Rule 5, III. A. 6.)

## **RULE 5 - REPAYMENT OF SCHOLARSHIP**

### I. Terms of Repayment

- A. Scholarship recipients who teach full-time in an Arkansas public school following certification shall have 20 percent of the total scholarship and related interest forgiven for each full academic year employed in such capacity, up to a maximum of five (5) years, when the total scholarship and accumulated interest will be forgiven.
- B. Recipients shall have their teaching commitment reduced to three (3) years if they teach full-time in an Arkansas public school following certification in one of the following critical areas:
  - 1. Elementary (African-American males only)
  - 2. Secondary Math
  - 3. Secondary Science
  - 4. Foreign Language
  - 5. Guidance Counseling
  - 6. Any subject or level in the Delta Region

ADHE will verify the recipient's employment once a year in June by contacting the superintendent's office in the recipient's employment district.

- C. Recipients who do not teach full-time in an Arkansas public school following certification, or who discontinue their studies prior to completing their program of study shall, within a maximum of five (5) years from the completion of study or withdrawal from school, repay the full remaining balance, plus accrued interest according to an interest and repayment schedule provided by ADHE. At this point, the recipient's scholarship converts to a loan.

The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school.

## II. Interest on Loan

- A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate of 10 percent on the unpaid balance. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.
- B. Interest will not accrue and installments need not be paid when a deferment has been approved by the Arkansas Department of Higher Education. Any recipient who wishes a deferment must submit an application for deferment to ADHE for approval.

## III. Deferment of Loan

- A. At ADHE's discretion, scheduled loan repayments may be deferred if the Department determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:
  1. The recipient is engaged in a full-time course of undergraduate or graduate study at an institution of higher education. This must be verified by the registrar.
  2. The recipient is seeking and unable to find employment as a teacher in an approved shortage field or area for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the superintendent's office in each of those school districts.
  3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
  4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as



established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.

5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.
6. Inasmuch as guidance counselors are required to teach one full year before they can be certified as a counselor, the recipient may qualify for up to two years of deferment if the student majors in a behavioral social science field and states an intent to pursue guidance counseling as a career.

B. To qualify for any of the deferments, recipients must notify ADHE of their claim to the deferment on a Request for Deferment form which will be supplied by ADHE upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to ADHE. ADHE will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

#### IV. Cancellation of Scholarship

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient has died.

#### V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

#### VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in a public school in Arkansas in an approved subject, level, or geographic area specified for this program or begin repayment of the scholarship.

#### VII. Failure to Repay

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

## **RULE 6 - INSTITUTIONAL RESPONSIBILITIES**

### **I. College/University Responsibilities**

#### **A. Proposal to Participate**

An institution with more than one Minority Teacher Scholar enrolled in the institution's teacher education program may submit a proposal to the Department of Higher Education for up to \$5,000 which describes support services it will make available to facilitate the academic success of scholarship recipients.

The proposal should describe services and activities designed to mentor and otherwise assist scholarship recipients to become successful and effective teachers. The institution must designate a member of the teacher education faculty to manage the program. A faculty mentor, who may be the same person, must also be assigned to the scholarship recipients; this individual must agree to dedicate a portion of his or her time to work directly with these students.

The institutional plan should also propose other services and activities which in its judgment will further the academic success of scholarship recipients. These may include special seminars or conferences, informal opportunities for the recipients to work with each other, with practicing teachers, or with teacher education students at other institutions.

Proposed institutional plans may be up to five pages in length, should specify the responsible faculty member and faculty mentor, explain how ADHE funds will be used and describe the source and use of institutional matching funds, which may be cash or in-kind. Plans should be submitted to ADHE by October 15 of each year.

ADHE will fund the proposal, if approved, by November 1 of each year.

#### **B. Institutional Verification**

The institution shall provide certification to ADHE each semester after registration, giving the names of the program scholarship recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year for those schools on the semester system and three times a year for those schools on the trimester system. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed verification roster should be returned to ADHE by November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system. The verification roster is an alphabetical listing by institution of all persons receiving a Minority Teacher Scholars scholarship for a given academic semester or

trimester. Students who are not enrolled full-time in the current term shall not receive scholarship benefits in that term.

#### C. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the Arkansas Department of Higher Education.

#### D. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

#### E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information requested by ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of Minority Teacher Scholars Program. The Arkansas Department of Higher Education will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

#### F. UALR, UAPB, UCA, and HSU are presently participating in Teachers of Tomorrow Academy, a program funded by a Promotional Grant for minority students in high school who are interested in teaching careers. Those universities are invited to participate in a pilot program designed to build upon the precollegiate activities already in place for students in the Teachers of Tomorrow program who will be enrolled as freshmen or sophomores on those campuses.

The four institutions may submit a joint proposal which describes activities designed to build on the students' interest in teaching as a career and to help prepare them for successful entry into a teacher education program. The proposal should provide for education-related work experience for which participating students would receive a stipend. The proposal should specify that in order to be eligible to participate, a student must be enrolled as a freshman or sophomore in one of the four institutions and must have participated in the Teachers of Tomorrow program.

The proposed plan should explain how the program will be administered and how ADHE funds will be used. The plan should be submitted to ADHE by October 15. Funding for the initial year will be \$20,000.

## **RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY**

### **I. Recipient's Responsibility**

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name

Change in residence

Change in institution

Change in full-time status (below twelve college semester credit hours or its equivalent per semester or trimester)

Change in course of study and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

## **RULE 8 - COLLECTION OF LOAN**

### **I. Collection of Loan**

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment due to the recipient's failure to remain employed in the teaching field for the specified time period. At that time, the scholarship will be converted to a loan and the account will be turned over to a vendor for servicing. ADHE will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, ADHE will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days.

## II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on Arkansas Department of Higher Education letterhead to:

Department of Finance and Administration  
Motor Vehicle Division  
P. O. Box 1272  
Little Rock, AR 72202  
ATTENTION: Correspondence Desk

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

- A. Contact references listed on the recipient's application
- B. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address
- C. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended
- D. Contact creditors, such as credit card companies, credit bureaus, or GSL lender
- E. Contact recipient's field of study professional organization, union, or licensing board
- F. Contact post office
- G. Contact utility companies
- H. Contact Chamber of Commerce.

## III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

- A. CSC Credit Reporting Services, Inc.
- B. T R W Credit Data

### C. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

### IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

### V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00 ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

### VI. Write-Offs

Minority Teacher Education scholarships may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. The cost of litigation would exceed the likely recovery if litigation were commenced, or
- B. The recipient and/or co-signer does not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collections activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before Minority Teacher Scholars Program accounts may be written off as uncollectible.

## VII. Nonpayment Penalties

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

### **RULE 9 - PROGRAM DEFINITIONS**

The following definitions are used in the Minority Teacher Scholars Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.
Approved Institution	An Arkansas public or independent college or university that is currently accredited by the North Central Association, Commission of Institutions of Higher Education, or has achieved candidacy status, and has a teacher certification program approved by the Arkansas Department of Higher Education. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation	ADHE shall cancel a recipient's repayment obligation if it determines:  On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient is deceased.
Default	Failure to repay the Minority Teacher Education scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and the accrual of interest. ADHE shall not consider that the recipient has violated the repayment schedule if he or

she does not meet the payments during the time he or she is in deferment status.

Delta Region

The following 42 counties of Arkansas are designated as being in the Delta Region: Arkansas, Ashley, Baxter, Bradley, Calhoun, Chicot, Clay, Cleveland, Craighead, Crittenden, Cross, Dallas, Desha, Drew, Fulton, Grant, Greene, Independence, Izard, Jackson, Jefferson, Lawrence, Lee, Lincoln, Lonoke, Marion, Mississippi, Monroe, Ouachita, Phillips, Poinsett, Prairie, Pulaski, Randolph, St. Francis, Searcy, Sharp, Stone, Union, Van Buren, White, and Woodruff. (Information obtained from the Delta Foundation in Mississippi.)

Due Diligence

This process refers to those steps ADHE takes to collect Minority Teacher Scholars Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the Minority Teacher Scholars Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.

Full-time Student

A student enrolled for a minimum of 12 semester credit hours or the equivalent.

Grace Period

A nine-month period of time following graduation and before the recipient must either take employment in a public school in Arkansas or begin repayment of the scholarship.

Permanent Resident Alien

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

Promissory Note

The promissory note is a legal document obligating the recipient to repay the loan if he or she does not



teach for five (5) or three (3) full years in a subject area shortage or specified geographic area on a full-time basis in a public school in Arkansas. The recipient's rights and responsibilities will be stated on the promissory note.

Satisfactory Academic Progress

Satisfactory academic progress is maintained if the recipient has a minimum 2.50 cumulative grade point average on a 4.0 scale.

Skip Tracing

A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

Teach on a Full-time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

U.S. Citizen or National

The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.

Approved: Agenda Item No. 3  
July 22, 1994

Amended: Agenda Item No. 1 (Added Asian-Americans and Hispanics to qualifying minorities)  
April 7, 1997

Amended: Agenda Item No. 34  
July 23, 1999

Amended: Agenda Item No. 14  
October 20, 2000

Amended: Agenda Item No. 24 (Added Native Americans to qualifying minorities)  
February 2, 2001

## SREB DOCTORAL SCHOLARS PROGRAM

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The State Board of Higher Education (SBHE) is authorized by Act 1259 of 1993 to determine areas of critical and strategic need for graduates in specific courses of study and for racial and gender diversity, and to design a financial assistance program of grants and forgivable loans to meet the state's needs.

In order to determine the critical and strategic needs of the state, the SBHE sought advice and comment from the general public through a series of public hearings held in fifteen locations across Arkansas in the fall of 1993. After analyzing comments received at the hearings and considering other data, the State Board Financial Aid Committee identified as a critical need of the state the elimination of a shortage of doctoral-level African-Americans in the teaching profession.

The ADHE staff was subsequently directed to address the shortage in this area by establishing a forgivable loan program that would assist African-American students desiring entry into a Ph.D. program in mathematics, science, engineering, and foreign language and that requires dissertation completion. **No Ed.D. programs will qualify for this program.** Pursuant to this directive, the ADHE staff recommends the adoption of the Southern Regional Education Board (SREB) Doctoral Scholars Program, as amended, in this agenda item.

Included in this agenda item are the Memorandum of Agreement provided by SREB and the amendments establishing the forgivable loan provisions of the Arkansas program. The agreement outlines the responsibilities of the participants - scholars, universities, states, and the Southern Regional Education Board. The amendments include additional conditions for scholars entering the program and the rules and regulations governing the forgivable loan provisions of the program.

Students eligible to apply for the program are African-American students who hold or will receive a bachelor's degree or a master's degree from a regionally accredited college or university and will go directly into an eligible doctoral program in the fall semester of 1995. Eligible students who have completed some graduate work are also eligible, but students currently enrolled in doctoral programs are not eligible because this program is intended to increase minority enrollment at the participating universities.

It is recommended that the SBHE allocate \$100,000 in 1995-1996 and \$200,000 in 1996-1997 for the SREB Doctoral Scholars Program. The individual awards will consist of a waiver by the institution of tuition and fees and \$17,000 in benefits per student to include a \$12,000 annual stipend for three years, \$1,500 allowance for expenses associated with the Doctoral Scholars' annual meeting, \$500 annual stipend for books and materials, and \$3,000 annual assessment by SREB for administrative costs.

In return for the financial assistance and upon completion of the program, recipients agree to return to Arkansas to complete one year of teaching service for each year of assistance under the program in order to have forgiven the total loan amount. This shall

be in addition to any teaching obligation the recipient is required to fulfill due to receiving an undergraduate or other graduate scholarship.

Recipients who do not teach full-time in an Arkansas public school or public institution of higher education following certification, or who discontinue their studies prior to completing their programs of study, shall go into repayment for the amount of the loan and any accrued interest.

The following resolution was approved by the State Board on October 21, 1994 (Item No. 5):

**RESOLVED**, That the State Board of Higher Education adopts the rules and regulations presented in this agenda item that act to amend the Doctoral Scholars Program of The Southern Regional Education Board.

**RESOLVED**, That the State Board of Higher Education approves the allocation of \$100,000 in 1995-1996 and \$200,000 in 1996-1997 to the Doctoral Scholars Program, as amended, for implementation beginning in the fall of 1995.

**RESOLVED**, That the Director of the Department of Higher Education is authorized to act on behalf of the State Board of Higher Education in order to effect the provisions of the Memorandum of Agreement of July, 1994, and its related amendments, of the Doctoral Scholars Program of The Southern Regional Education Board States.

**FURTHER RESOLVED**, That should any errors of a technical nature be found in these rules and regulations, the State Board of Higher Education authorizes the Director to make appropriate corrections consistent with Act 1259 of 1993 and the effective administration of this program.

## AMENDMENT TO SREB DOCTORAL SCHOLARS PROGRAM

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On April 7, 1997, following a public hearing held on February 7, 1997, the State Board approved amendments to the four minority scholarship programs (Minority Teacher Scholars Program, Freshman/Sophomore Minority Grant Program, SREB Doctoral Scholars Program, and Minority Masters Fellows Program) to broaden eligibility for these programs to Arkansas residents who are Hispanic or Asian-American. In addition, the SREB Doctoral Scholars Program was expanded to include those who have completed all coursework for the doctoral degree but are just beginning the dissertation.

The State Board established Doctoral Scholars Program on October 21, 1994, by agreeing to join the SREB Compact for Faculty Diversity, an innovative program to increase the number of minority Ph.D. graduates in the United States. The Southern Regional Education Board has joined with the Western Interstate Compact for Higher Education (WICHE) and the New England Board of Higher Education (NEBHE) in this effort, which makes a wide array of doctoral programs available to Arkansans who, then, under the terms of the program would return to teach in Arkansas.

Proposed rules changes would expand eligibility to Hispanics and Asian-Americans, add academic fields with a demonstrated national underrepresentation of minority Ph.D.s, open the program to doctoral candidates who have completed all degree requirements except the dissertation, and clarify the scholarship repayment provisions. Staff recommends approval of the new rules described below:

a. Amend Rule 2-I to read: "I. Recipients must be African-American, Hispanic or Asian-American and be U.S. citizens or permanent resident aliens who are Arkansas residents."

b. Amend Rule 2-II to read: "II. Recipients must be enrolled in an eligible Ph.D. program in math, the sciences, engineering, foreign languages or other academic discipline areas where minority doctoral degree recipients are underrepresented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program. Recipients must enroll as full-time doctoral students in an eligible program or qualify for an A.B.D. award under Southern Regional Education Board guidelines."

c. Amend Rule 4-III-A to read: "A. In the reasonable judgment of ADHE, scheduled loan repayments may be deferred if ADHE determines that circumstances prevent the recipient from making such repayments. Deferments may be granted for the following reasons:"

d. Amend Rule 4-III-A-4 to read: "4. Other circumstances which in the reasonable judgment of ADHE would prevent the recipient from repaying the debt within the contractual obligations of the promissory note will be considered."

e. Amend Rule 6, Program Definitions, as follows: "Eligible Ph.D. Program. Ph.D. programs eligible under the Doctoral Scholars Program are mathematics, the sciences, engineering, foreign languages, and other academic discipline areas where minority doctoral degree recipients are underrepresented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program."

f. Amend Rule 6, Program Definitions, by dropping the definition of "Resident," to be consistent with other ADHE scholarship program rules and regulations.

A resolution adopting the proposed changes was approved by the State Board on April 7, 1997 (Item No. 1):

**RESOLVED,** That the State Board of Higher Education adopts the amendments to rules and regulations governing minority scholarship programs, as presented in this agenda item, effective immediately.

**FURTHER RESOLVED,** That the State Board directs the staff of the Department of Higher Education to incorporate these changes into the rules and regulations for each affected program, to disseminate the new rules and regulations and to make appropriate technical corrections consistent with the authorizing legislation.

## **DOCTORAL SCHOLARS PROGRAM AMENDMENTS FOR ARKANSAS RESIDENTS**

### **RULE 1 - SELECTION PROCESS**

- I. The Southern Regional Education Board (SREB) shall be responsible for the selection of qualified applicants that meet the Scholar Eligibility requirements in Rule 2 of these amendments.
- II. The Director of the Doctoral Scholars Program for SREB shall withhold any payments on behalf of any student accepted into the program until such time as a signed Promissory Note in favor of the Arkansas Department of Higher Education has been obtained from such student.

### **RULE 2 - SCHOLAR ELIGIBILITY**

- I. Recipients must be African-American, Hispanic, or Asian-American, or Native American and be U. S. citizens or permanent resident aliens who are Arkansas residents.
  1. For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:
    - a. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa.
    - b. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
    - c. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.
    - d. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition
- II. Recipients must be enrolled in an eligible Ph.D. program in math, the sciences, engineering, foreign languages, or other academic discipline areas where minority doctoral degree recipients are underrepresented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program. Recipients must enroll as full-time doctoral students in an eligible program or qualify for an A.B.D. award under Southern Regional Education Board guidelines.

- III. Individuals desiring acceptance into this program must apply to the Doctoral Scholars Program Director of the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia, 30318-5790.
- IV. Individuals who are accepted into the Doctoral Scholars Program must execute a Promissory Note and Agreement in favor of the Arkansas Department of Higher Education that incorporates the terms and conditions outlined in these amendments.

### **RULE 3 - LOAN FORGIVENESS**

- I. A recipient's loan shall be forgiven at the rate of one year teaching service in exchange for one year of receiving a forgivable loan.

### **RULE 4 - REPAYMENT OF FORGIVABLE LOAN**

- I. Terms of Repayment
  - A. Recipients who teach full-time in an Arkansas public school or public institution of higher education for one year per each year of receiving forgivable loan shall have the total loan and accrued interest forgiven. The teaching commitment shall be in addition to any teaching obligation the recipient may have to fulfill based on receipt of a Minority Teacher Scholars Program or Minority Masters Fellows Program.
  - B. Recipients who do not teach full-time in an Arkansas public school or public institution of higher education following certification, or who discontinue their studies prior to completing their programs of study, shall go into repayment.
  - C. The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school.
- II. Interest on Loan
  - A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate not to exceed five percent (5%) per annum above the Federal Reserve Discount Rate at the time of the contract on the outstanding principal.
  - B. Interest will not accrue and installments need not be paid when a deferment has been approved by the Arkansas Department of Higher Education. Any recipient who desires a deferment must submit an application for deferment to ADHE for approval.

### III. Deferment of Loan

- A. In the reasonable judgment of ADHE, scheduled loan repayments may be deferred if ADHE determines that circumstances prevent the recipient from making such repayments. Deferments may be granted for the following reasons:
1. The recipient is seeking but is unable to find employment as a teacher in an approved subject area for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the schools listed.
  2. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
  3. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
  4. Other circumstances which in the reasonable judgment of ADHE would prevent the recipient from repaying the debt within the contractual obligations of the promissory note will be considered.
- B. To qualify for any of the deferments, recipients must notify ADHE of their claim to the deferment on a Request for Deferment form which will be supplied by ADHE upon request. The form must be completed and returned, along with supporting documentation, to ADHE. ADHE will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

### IV. Cancellation of Scholarship

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the person is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, that the person has died.



V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in a public institution of higher education in an approved subject specified for this program or begin repayment of the loan.

VII. Failure to Repay

Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

### **RULE 5 - COLLECTION OF LOAN**

I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment due to the individual's failure to remain employed in the teaching field for the specified time period. At that time, the terms of the loan provisions will activate and the account will be turned over to a vendor for servicing. ADHE will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, ADHE will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days. At this point, defaulted recipients and/or cosigners will be reported to credit reporting agencies, a state income tax set-off will be requested, and a civil suit will be initiated, if necessary, against the recipient and co-signer for repayment of the loan.

II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on Arkansas Department of Higher Education letterhead to:

Department of Finance and Administration  
Motor Vehicle Division  
P. O. Box 1272  
Little Rock, AR 72202  
ATTENTION: Correspondence Desk

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

1. Contact references listed on the recipient's application
2. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address
3. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department recipient's academic discipline) at the campus where the recipient last attended
4. Contact creditors, such as credit card companies, credit bureaus, or GSL lender
5. Contact recipient's field of study professional organization, union, or licensing board
6. Contact post office
7. Contact utility companies
8. Contact Chamber of Commerce.

### III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

1. CSC Credit Reporting Services, Inc.
2. T R W Credit Data
3. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

#### IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

#### V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE may institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00 ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Court and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

#### VI. Write-Offs

SREB Doctoral Scholars Program forgivable loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file reflect that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient and co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before SREB Doctoral Scholars Program accounts may be written off as uncollectible.

#### VII. Nonpayment Penalties

Recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

### **RULE 6 - PROGRAM DEFINITIONS**

The following definitions are used in the SREB Doctoral Scholars Program:

Cancellation                      ADHE shall cancel a recipient's repayment obligation if it determines:

On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient is deceased.

Default	Failure to repay the SREB Doctoral Scholars Program scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and the accrual of interest. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.
Due Diligence	This process refers to those steps ADHE takes to collect SREB Doctoral Scholars Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the SREB Doctoral Scholars Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.
Eligible Ph.D. Program	Ph.D. programs eligible under the Doctoral Scholars Program are mathematics, the sciences, engineering, foreign languages, and other academic discipline areas where minority doctoral degree recipients are under-represented nationally. Ed.D. or Ph.D. programs in education (CIP 13) do not qualify for inclusion in this program.
Grace Period	A nine-month period of time following graduation and before the recipient must either take employment in an Arkansas public school or public institution of higher education or begin repayment of the scholarship.
Permanent Resident Alien	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the

intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

**Promissory Note** The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach for one (1) full year for each year of participation in the SREB Doctoral Scholars Program in an approved subject area on a full-time basis in an Arkansas public school or public institution of higher education. The recipient's rights and responsibilities will be stated on the promissory note.

**Skip Tracing** A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

**Teach on a Full-time Basis** Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

**U.S. Citizen or National** The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.

Approved: Agenda Item No. 5  
October 21, 1994

Amended: Agenda Item No. 1 (Added Asian-Americans and Hispanics to qualifying  
April 7, 1997 minorities)

Amended: Agenda Item No. 14  
October 20, 2000

Amended: Agenda Item No. 24 (Added Native Americans to qualifying minorities)  
February 2, 2001

**MINORITY MASTERS FELLOWS PROGRAM  
RULES AND REGULATIONS  
(REVISED)**

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As a means of easing administrative burdens and reducing paperwork at Arkansas colleges and universities, revisions to the rules and regulations of the following programs are proposed: Arkansas Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Master's Fellows Program. The proposal would eliminate the need for an annual administrative agreement and set the institutional responsibilities in the rules and regulations.

A proposed clause is added to the rules and regulations of those programs that do not have a provision to comply with Section 14 of Act 1180 of 1999, the state law that prohibits the use of public funds in any student's financial aid package where the total financial aid package exceeds the recognized cost of attendance. This clause would direct the institution to follow the ADHE policy regarding the stacking of scholarships.

General technical changes are proposed to simplify administrative procedures of the programs.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations which will govern these student financial aid programs. The hearing was held on July 22, 1999, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

The following resolution was approved by the Higher Education Coordinating Board on July 23, 1999 (Agenda Item No. 34):

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Masters' Fellows Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 1999-2000 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas

Student Assistance Grant, Missing in Action/Killed in Action Scholarship, Minority Teachers' Scholarship, Emergency Secondary Education Loan Program and Minority Masters Fellows Program

**MINORITY MASTERS FELLOWS PROGRAM RULES  
(REVISED)**

**RULE 1 - ORGANIZATION AND STRUCTURE**

- I. The Arkansas Department of Higher Education (ADHE) shall administer the Minority Masters Fellows Program within the policies set by the State Board of Higher Education. The program will provide scholarships to students who have completed their baccalaureate degrees and are entering a master's program in mathematics, science, or foreign language, and to students in the fifth year of a five-year teacher education program who were eligible to participate in the Minority Teacher Scholars Program. Beginning with the 1997-98 academic year, applicants who enroll in master's degree program in education must have been recipients of the Minority Teacher Scholars Program scholarships.

All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.

- II. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education.

**RULE 2 - SCHOLARSHIP ELIGIBILITY CRITERIA**

- I. Eligibility Criteria

- A. Applicants must be African-American, Hispanic, or Asian-American, or Native American.

1. For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:

- a. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa.
- b. Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- c. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes those from China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam.



- d. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
- B. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least six months prior to the application deadline.
- C. Applicants must be citizens of the United States or permanent resident aliens.
- D. Applicants must be enrolled full-time in a public or independent 4-year institution located in Arkansas. Full-time is defined as a minimum of nine college semester hours, or the equivalent, excluding correspondence courses.
- E. Applicants must have received a baccalaureate degree. They must be admitted to a master's level program in mathematics, the sciences or foreign languages at an Arkansas university. In addition, students in the fifth year of a five-year teacher education program who were eligible for the Minority Teacher Scholars Program scholarship are eligible for the Minority Masters Fellows Program if their undergraduate major field was mathematics, any of the sciences or foreign languages. In 1995-96 and 1996-97, such applicants are eligible to receive Minority Masters Fellowships whether or not they actually received a Minority Teacher Scholars scholarship. Starting in 1997-98, however, a fifth-year master's program applicant must have been a recipient of the Minority Teacher Scholars award.
- F. Priority will be given to applicants who have completed baccalaureate degrees within the past two years.
- G. Applicants must have a minimum 2.75 cumulative grade point average on a 4.0 scale (or its equivalent). For continued eligibility, masters fellows must maintain a 3.0 grade point average.

### **RULE 3 - SELECTION PROCESS**

- I. Students must submit an application to the Arkansas Department of Higher Education. Applications will be mailed to presidents and chancellors for distribution to all deans and department chairs, to financial aid directors, and to Teacher Certification Officials at all public and independent four-year institutions in the State of Arkansas. Applications may also be obtained from ADHE upon request.

- II. Deadline for Applications

The application deadline will be established by the Arkansas Department of Higher Education and published in its brochure and announced to each participating institution when applications are distributed.

### III. Review of Applications

For applications that are either incomplete or ineligible, a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

### IV. Ranking of Applicants

Applications are ranked according to a combination of components including cumulative grade point average and major grade point average.

### V. Selection and Notification of Recipients

A. The ADHE shall review ranked applicants and make recommendations for scholarship recipients based on allocation of funds. The total of initial awards shall not exceed \$200,000 in 1995-96.

B. The final responsibility for selecting scholarship recipients shall rest with the Director of the Arkansas Department of Higher Education.

C. Recipients will be notified by mail of their awards.

### VI. Institutional Eligibility

The institution to be attended under the scholarship program must be an Arkansas public or independent four-year institution and must meet federal institutional eligibility requirements.

## **RULE 4 - AWARDING OF SCHOLARSHIP**

### I. Award Process

Scholarship recipients will be mailed award notices announcing their selection for the program. Prior to the disbursement of funds, each recipient will receive a promissory note for the purpose of entering into an agreement with ADHE. The terms of the agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the scholarship recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

### II. Limitation of Scholarships

A. Students may receive up to \$7,500 for one academic year (or up to \$2,500 per summer for no more than three summers).

B. Students may receive the scholarship for a maximum of one academic year (or no more than three summers).

- III. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of attendance.

## **RULE 5 - REPAYMENT OF SCHOLARSHIP**

### I. Terms of Repayment

- A. Scholarship recipients who teach full-time in an Arkansas public school or public institution of higher education for two years shall have the total scholarship and related interest forgiven. This shall be in addition to any teaching obligation the recipient may have to fulfill based on receipt of a Minority Teacher Scholars Program scholarship.
- B. Recipients who do not teach full-time in an Arkansas public school or public institution of higher education, or who discontinue their studies prior to completing their programs of study, shall go into repayment.
- C. The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school.

### II. Interest on Loan

- A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate not to exceed five percent (5%) per annum above the Federal Reserve Discount Rate at the time of the contract on the outstanding principal.
- B. Interest will not accrue and installments need not be paid when a deferment has been approved by the Arkansas Department of Higher Education. Any recipient who desires a deferment must submit an application for deferment to ADHE for approval.

### III. Deferment of Loan

- A. At ADHE's discretion, scheduled loan repayments may be deferred if ADHE determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:
  - 1. The recipient is engaged in a full-time course of doctoral study at an institution of higher education. This must be verified by the Registrar's Office.

2. The recipient is seeking and unable to find employment as a teacher for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the schools listed.
3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the promissory note may be considered.

- B. To qualify for any of the deferments, recipients must notify ADHE of their claim to the deferment on a Request for Deferment form which will be supplied by ADHE upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to ADHE. ADHE will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

#### IV. Cancellation of Scholarship

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient has died.

#### V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

#### VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in an Arkansas public school or public institution of

higher education in an approved subject specified for this program or begin repayment of the scholarship.

## VII. Failure to Repay

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

### **RULE 6 - INSTITUTIONAL RESPONSIBILITIES**

#### I. College/University Responsibilities

##### A. Institutional Verification

The institution shall provide certification to ADHE each semester after registration, giving the names of the program scholarship recipients who are officially enrolled as full-time students and their grade point average. This information is reported on a verification roster.

The certifying official is responsible for completing the verification roster two times a year for those institutions on the semester system and three times a year for those institutions on the trimester system. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed verification roster should be returned to ADHE by July 1 for the summer I term, September 1 for the summer II term, November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system.

The verification roster is an alphabetical listing by institution of all persons receiving a Minority Masters Fellows scholarship for a given academic semester or trimester. Students who are not enrolled full-time in the current term shall not receive scholarship benefits in that term.

##### B. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

##### C. Deadlines for Disbursement of Funds

The scholarship will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. After verification of full-time enrollment for the scholarship recipients, the institutions disburse the funds in accordance with its policy.

#### D. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Minority Master's Fellows Program. The Arkansas Department of Higher Education will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

### **RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY**

#### I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name

Change in residence

Change in institution

Change in full-time status (below nine college semester credit hours or its equivalent per semester or trimester)

Change in course of study and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

### **RULE 8 - COLLECTION OF LOAN**

#### I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment due to the recipient's failure to remain employed in the teaching field for the specified time period. At that time, the scholarship will be converted to a loan and the account will be turned over to a vendor for servicing. ADHE will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, ADHE will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer

declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days. At this point, defaulted recipients and/or cosigners will be reported to credit reporting agencies, a state income tax set-off will be requested, and a civil suit will be initiated, if necessary, against the recipient and co-signer for repayment of the loan.

## II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on Arkansas Department of Higher Education letterhead to:

Department of Finance and Administration  
Motor Vehicle Division  
P. O. Box 1272  
Little Rock, AR 72202  
ATTENTION: Correspondence Desk

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

- A. Contact references listed on the recipient's application
- B. Use telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address
- C. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended
- D. Contact creditors, such as credit card companies, credit bureaus, or GSL lender
- E. Contact recipient's field of study professional organization, union, or licensing board
- F. Contact post office
- G. Contact utility companies
- H. Contact Chamber of Commerce.

### III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

- A. CSC Credit Reporting Services, Inc.
- B. T R W Credit Data
- C. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

### IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, ADHE is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, ADHE must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

### V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE may institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00 ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Court and waive the difference because of the expense involved in going to Circuit Court.

If ADHE chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

### VI. Write-Offs

Minority Masters Fellows scholarships may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file reflect that:

- A. The cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. The recipient and co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.



Proof of due diligence collection activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before Minority Masters Fellows Program accounts may be written off as uncollectible.

## VII. Nonpayment Penalties

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

### **RULE 9 - PROGRAM DEFINITIONS**

The following definitions are used in the Minority Masters Fellows Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.
Approved Institution	An Arkansas public or independent college or university that is currently accredited by the North Central Association, Commission of Institutions of Higher Education, or has achieved candidacy status. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation	ADHE shall cancel a recipient's repayment obligation if it determines:  On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient is deceased.
Default	Failure to repay the Minority Masters Fellows scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.

Deferment	This is a postponement of repayments and the accrual of interest. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.
Due Diligence	This process refers to those steps ADHE takes to collect Minority Masters Fellows Program funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the Minority Masters Fellows Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.
Full-time Student	A student enrolled for a minimum of 9 semester credit hours or the equivalent.
Grace Period	A nine-month period of time following graduation and before the recipient must either take employment in an Arkansas public school or public institution of higher education or begin repayment of the scholarship.
Permanent Resident Alien	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Promissory Note	The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach for two (2) full years in an approved subject area on a full-time basis in an Arkansas public school or public institution of higher education. The recipient's rights and responsibilities will be stated on the promissory note.
Satisfactory Academic Progress	Satisfactory academic progress is maintained if the recipient has a minimum 3.00 cumulative grade point average on a 4.0 scale.

- Skip Tracing                      A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
- Teach on a Full-time Basis      Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
- U.S. Citizen or National        The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of American Samoa or Swain's Island.
- Approved:      Agenda Item No. 4  
October 21, 1994
- Approved:      Agenda Item No. 5  
February 2, 1995
- Amended:      Agenda Item No. 1 (Added Asian-Americans and Hispanics to qualifying  
April 7, 1997                      minorities)
- Amended:      Agenda Item No. 34  
July 23, 1999
- Amended:      Agenda Item No. 24 (Added Native Americans to qualifying minorities)  
February 2, 2001

## **RESIDENCY CLASSIFICATION FOR TUITION PURPOSES BY PUBLIC COLLEGES AND UNIVERSITIES**

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The purpose of this document is to provide guidance to administrative officials of Arkansas public colleges and universities with respect to the residency classification of college students for tuition purposes. In making decisions about the residency classification or reclassification of students for tuition purposes, the following rules and definitions should be used for guidance:

1. A student should be classified as an instate resident for tuition purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the student for all purposes and that the student demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to the classification decision in order to be classified as a resident for tuition purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.
2. In those situations where the student's residency status is dependent on the place of residence of the parent(s), the definition in (1) should govern the determination of parental residency. For parents, neither mere physical presence in Arkansas with children nor mere ownership of property in Arkansas is sufficient to establish residency but should be taken into consideration along with other relevant factors.
3. The legal residence of a minor student (as defined in 5 below) is the same as that of (a) the parent(s); or (b) the parent to whom custody has been awarded by judicial decree; or (c) the parent with whom the minor resides if there has been a separation without a judicial decree; or (d) the legal adoptive parent; or (e) the natural guardian with whom the minor resides.
4. Appointment of a guardian by a state other than Arkansas will establish the legal residence of a minor student as that of the out-of-state guardian. Establishment of guardianship or adoption to evade tuition or fees will not be recognized.
5. Act 892 of 1975 states that all persons eighteen (18) years of age and above shall be considered to have reached the age of majority. Until the age of eighteen (18) is reached, they are considered to be minors. "Any law of the state of Arkansas which presently requires a person to be of a minimum age of twenty-one (21) years to enjoy any privilege or right...shall be deemed to require that person to be a minimum age of eight (18) years."
6. Minors who have been emancipated by the laws of their legal state of residence, or who have reached the legal age of majority, have the power to acquire a different legal place of residence, but the previously established legal residence continues in force until a new legal residence continues in force until a new legal

residence is clearly established. Marriage constitutes emancipation for all minors.

7. To acquire a legal residence in Arkansas, an individual must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside Arkansas.
8. Determination of legal residence for tuition purposes shall be based on review by institutional officials of all relevant circumstances which together may reasonably demonstrate legal residence and state of mind regarding residency intent.
9. Students who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.
10. Members of the Armed Forces who are stationed in Arkansas pursuant to military orders, along with their unemancipated dependents, are entitled to classification as in-state residents for tuition purposes.

It is the responsibility of each student, at the time of registration, to seek the proper residency classification for tuition purposes. Any residency classification which is made by the institution may be appealed to the Registrar or other designated officer. This individual shall conduct hearings, receive evidence and take other appropriate steps to render a decision and provide notice of that decision to the student. Each student who raises the question of his or her residency status shall be provided written notice of the appeals procedure.

A student whose geographic origin is outside the state of Arkansas has the burden of establishing proof that he or she should be classified a resident of Arkansas for tuition purposes. Evidence must be provided in writing and verified under oath by the student. Anyone who knowingly gives erroneous information in order to evade payment of out-of-state tuition or fees shall be subject to dismissal by the college or university. Initial classification as an out-of-state student shall not limit the right of any student to be reclassified later as a resident of Arkansas for tuition purposes provided that the student can establish proof of legal residence in Arkansas.

Approved: December 21, 1989

## RULES

### ARKANSAS HEALTH EDUCATION GRANT

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The Arkansas Health Education Grant Program (ARHEG), which is funded by the state of Arkansas, provides assistance for Arkansas residents attending certain out-of-state accredited health and medical professional schools for graduate or professional programs that are unavailable in Arkansas. Assistance is currently available for attendance at any accredited school of dentistry, school of optometry, school of veterinary medicine, school of podiatric medicine, school of chiropractic medicine, or school of osteopathic medicine that's located outside the State; and

- offers a full-time course of instruction in at least one eligible profession; and
- grants, after completion of such course of instruction, a degree acceptable to the applicable licensing board as the sole requirement, or as one requirement, for the applicable licensing board's granting of the applicable professional license; and
- is a party to a currently effective written agreement between the institution and the Board of Control for Southern Regional Education (SREB) or the Arkansas Department of Higher Education (ADHE) which sets forth (1) the terms and conditions under which disbursements will be made, (2) the number of eligible students for which disbursements will be made, and (3) the amount of disbursements to be made with respect to each eligible student by the ADHE to the institution.

Act 488 of 2007 (Arkansas Annotated Code 17-90-111) established a loan program for optometry students. This act authorized the Arkansas Department of Higher Education (ADHE) to establish forgivable loans for certain optometry students. Parameters of the forgivable loan program include:

- Only ARHEG recipients attending a school of optometry for whom any part of the out-of-state tuition is paid by the State of Arkansas through the Southern Regional Education Board grant funds
- Applicants must complete the Free Application for Federal Student Aid (FAFSA) prior to applying for the Optometry Loan
- Students must apply every year by the designated deadline date and subsequently sign the Promissory Note
- For every year a student receives the loan, s/he must practice optometry in the State of Arkansas on a full-time basis for a calendar year
- Students who receive the loan and fail to practice optometry in Arkansas must repay the loan at an interest rate of 4% per annum
- The maximum loan amount is \$5,000 per year.

Act 1416 of 2009 authorized the appropriation of \$140,000 to the ADHE to administer the optometry loan program for the 2009-10 academic year.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Arkansas Health Education Grant Program. The hearing will be held on July 31, 2009, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Health Education Grant Program, to be administered jointly by the Arkansas Department of Higher Education and approved out-of-state accredited health and medical professional schools.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and to implement them for the 2009-10 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Health Education Grant Program.

# ARKANSAS HEALTH EDUCATION GRANT PROGRAM

## RULES AND REGULATIONS (REVISED)

### AUTHORITY AND PURPOSE

These rules are promulgated by the Arkansas Department of Higher Education (“ADHE”) under authority of Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, 6-81-1103 and 17-90-111 for the purpose of administering a grant program for Arkansas students and a forgivable loan program to assist Arkansas dental students attending specified out-of-state health and medical professional schools. This grant program shall be known as the “Arkansas Health Education Grant (ARHEG) Program.”

### PART I: SELECTION OF ELIGIBLE GRANT RECIPIENTS FOR GRANTS TO BE DISBURSED

- A) The Department will allocate, based upon funds available, the number of Eligible Grant Recipients to receive financial assistance at each Participating Institution for each Applicable Academic Period.
- B) Each Participating Institution will select Eligible Grant Recipients for each Applicable Academic Period. In the event the number of Eligible Students accepted for enrollment at such Participating Institution exceeds the number of Eligible Grant Recipients for which the Department has allocated funds, such Participating Institution shall have sole discretion in selecting, from all such Eligible Students, the Eligible Students to designate as Eligible Grant Recipients. In so selecting, the Participating Institution shall use the same criteria it uses in determining those students that will be accepted for enrollment at the Participating Institution.
- B) To remain eligible for continuing participation in the program, the Eligible Grant Recipient must be in good academic standing and must make Satisfactory Academic Progress toward timely completion of the Participating Institution’s prescribed curriculum, as defined by the Participating Institution, for the Applicable Academic Period in question. The State shall not pay for repeated work. Payment of Grants for any Eligible Grant Recipient shall terminate the year the recipient would normally graduate if the recipient had not repeated a portion of the course, unless extra funds are available, and the Department approves an extraordinary subsidy.
- D) The Department shall make Grants according to the allocations made by the Department and selections made by the Participating Institutions in accordance with the following:
  - 1) The contract amount of the Grant per Eligible Grant Recipient for SREB Participating Institutions shall be the amount approved for such programs



by the Board of Control.

- 2) For Non-SREB Participating Institutions that charge different annual tuition amounts for in-state students and out-of-state students, the contract amount of the Grant per Eligible Grant Recipient will be the difference between the annual resident tuition and the annual nonresident tuition; however, pursuant to Arkansas Code Section 6-81-1101(d), should the differential exceed the contract price approved for similar programs by the Board of Control in accordance with Arkansas' contracts with the Board, the lesser amount will be paid. (Note: Exceptions may be made for inconsequential differentials.)
  - 3) For Non-SREB Participating Institutions which charge the same amount of annual tuition for in-state and out-of-state students, or which charge a minimally different amount of annual tuition for in-state and out-of-state students, and such tuition is extraordinary as determined by the Department of Higher Education, the amount shall be not less than five thousand dollars (\$5,000) per student annually.
- E) The Participating Institution shall apply these sums to the tuition and fees of such students. The Institution agrees that the maximum amount charged each student, before credit for the above sum, shall not exceed the amount of tuition and fees charged other students for whom no such credit is given. The Department shall have no obligation to make any Grants except to the extent funds have been appropriated and funded for the Program.

## **PART II: SELECTION OF ELIGIBLE BORROWERS FOR LOANS; FUNDS TO BE DISBURSED**

- A) The Department will grant Loans, based upon funds available, until the funds are exhausted, to Eligible Borrowers according to information submitted on the Free Application for Federal Student Aid.
- B) (i). The amount of the Loan for recipients attending an approved dental program for the academic year may not exceed the amount of nonresident tuition paid by the Eligible Borrower to the Participating Institution which exceeds the sum of the resident tuition and the Regional Contract Program's fee-for-service for dentistry, as determined by the Board of Control.
- (ii.)The amount of the Loan for recipients attending an approved optometry program the academic year may not exceed five thousand dollars (\$5,000) annually.
- C) The Loans shall be made on an annual basis.
- D) No Loans to the Eligible Borrower shall exceed the combined total of four (4) Loans for four (4) academic years.
- E) The Loans shall be in addition to Southern Regional Education grant funds.

- F) The Department shall have no obligation to make any Loans except to the extent funds are available for the Program.

### **PART III: LOANS FOR ELIGIBLE BORROWERS**

- A) No Loan shall be made under the Program except to an Eligible Borrower.
- B) No Loan disbursement shall be made on behalf of an Eligible Borrower for an academic year until the Eligible Borrower has executed a Note.

### **PART IV: LOAN FORGIVENESS FOR ELIGIBLE BORROWERS**

- A) Loans made to an Eligible Borrower shall be partially or completely forgiven, as described in paragraph (B) below, in the event the Eligible Borrower shall have:
- 1) a) Received a license or other permit within six (6) months following his or her graduation; or
  - b) Received a license or other permit within six (6) months following the end of any applicable period of Deferment; and
  - 2) Commenced, within six (6) months following his or her receipt of a license or other permit the practice of dentistry or optometry within the State; and
  - 3) Completed and submitted to the Department a Notice of Intent to Seek Loan Forgiveness on such form as provided by the Department.
- B) Subject to verification by the Department of an Eligible Borrower's eligibility for forgiveness under paragraph (A) above, the Eligible Borrower's Loan(s) shall be forgiven at a rate of one (1) academic year's Loan for one (1) uninterrupted Year of dental practice in the State of Arkansas.
- C) Any amount of any Loan (including interest accrued thereon) not completely forgiven under the provisions of these rules shall be due and payable by the Eligible Borrower under the terms and conditions of the Note and as described in Part V below.
- D) Each Eligible Borrower seeking forgiveness of a Loan, at the end of his or her first Year of dental or optometry practice in the State, and again at the end of each subsequent Year of practice, shall submit to the Department a completed Loan Forgiveness Voucher provided by the Department. Loans relating to a particular academic year shall be forgiven upon the Department's approval of a Loan Forgiveness Voucher relating to the corresponding Year of practice.

### **PART V: LOAN REPAYMENT FOR ELIGIBLE BORROWERS**

- A) An Eligible Borrower shall become obligated to repay to the Department the full amount of each outstanding Loan, plus interest accrued thereon, according to

the terms and conditions of the Note and as described in this paragraph, upon the occurrence of any of the following:

- 1) prior to graduation, the Eligible Borrower discontinues his or her course of study; or
  - 2) the Eligible Borrower becomes a legal resident of another state; or
  - 3) the Eligible Borrower does not obtain the license or other permit to practice in the state of Arkansas six (6) months following his or her graduation or the end of any applicable Deferment period as described in Part VI below; or
  - 4) the Eligible Borrower commences practice outside the State; or
  - 5) the Eligible Borrower does not commence practice of dentistry or optometry in the State within six (6) months following his or her receipt of the license or other permit or
  - 6) the Eligible Borrower fails to complete all requirements necessary to discharge the Loan completely under the terms and conditions of the Note and as described in Part IV above.
- B) The Eligible Borrower shall repay to the Department the outstanding Loan amount, plus interest accrued thereon, within five (5) Years of the date the Eligible Borrower enters repayment status.
- C) Interest, not to exceed four percent (4%) per annum, will begin to accrue on the outstanding Loan amount, on the date of Loan repayment.
- D) All interest will be calculated as a simple, per annum interest charge on the outstanding balance.
- E) Upon commencement of repayment, the Eligible Borrower shall make equal monthly payments sufficient in amount to retire the entire outstanding balance of the Loan, plus interest, within the five (5) Year period allowed for repayment. However, in no case shall the minimum monthly payment amount be less than \$100.00.
- F) There shall be no penalty for prepayment of any amount of outstanding principal plus accrued interest.

#### **PART VI: DEFERMENT OF LOANS FOR ELIGIBLE BORROWERS**

- A) Upon the completion and submission to the Department of a Loan Deferment Request, on such form as provided by the Department, and signed by the Eligible Borrower and the administrator of a Qualified Service, repayment of a Loan shall be deferred for periods the Department deems appropriate.

- B) With sufficient justification, the Department may determine that extraordinary circumstances exist which interfere with the Eligible Borrower's ability to meet Loan repayment, in which case the Department may authorize a period of Loan Deferment.
- C) In no case shall the Loan repayment be deferred longer than five (5) Years.
- D) Upon cessation of a period of Deferment, the Eligible Borrower must either seek forgiveness of the Loan(s) or commence repayment.

#### **PART VII: LOAN CANCELLATION FOR ELIGIBLE BORROWERS**

- A) In the event of an Eligible Borrower's death, the Department shall cancel the then outstanding balance of all of his or her Loans, including any accrued interest thereon, without further obligation to the Eligible Borrower's estate.
- B) In the event of an Eligible Borrower's total and permanent disability, the outstanding balance of all of his or her Loans, including any accrued interest thereon, shall be canceled by the Department without any further obligation by the Eligible Borrower upon receipt of a written statement as to the nature and effect of the total and permanent disability. The Department shall grant the Loan Cancellation following verification by the Department with the Eligible Borrower's attending physician(s) of the total and permanent disability. The Department reserves the right to require a second opinion by a Department-approved physician.

#### **PART VIII: DELINQUENCY AND DEFAULT OF LOANS TO ELIGIBLE BORROWERS**

- A) An Eligible Borrower's Loan shall be considered to be delinquent at any time when any Loan payment due under the terms and conditions of the Note and these rules becomes more than thirty (30) days past due. Upon a determination by the Department that an Eligible Borrower's Loan has become delinquent, the Department shall engage in reasonable due diligence in the collection of past due amounts, including past due interest.
- B) An Eligible Borrower's Loan shall be considered by the Department to be in default at any time when any Loan payment due under the terms and conditions of the Note and these rules become more than one hundred twenty (120) days past due. Upon a determination by the Department that an Eligible Borrower's Loan has entered default status, the entire outstanding principal amount of such Loan, together with interest accrued thereon, shall immediately become due and payable, and the Department shall engage in reasonable collection techniques for the payment of the amount then outstanding, including all interest due thereon, on the Eligible Borrower's Loan. Such collection methods may include, but shall not necessarily be limited to, correspondence with the Eligible Borrower, credit bureau reporting of the default, collection agency assistance, Arkansas income tax refund offset, use of skiptracing, and suit for judgment against the Eligible Borrower for the Loan amount then outstanding, including all interest due

thereon plus that accruing from the date of judgment against the Eligible Borrower. The Department may also charge to the Eligible Borrower's account all costs of collection, including reasonable attorney's fees.

#### **PART IX: COMBINATION OF LOANS TO ELIGIBLE BORROWERS**

- A) Upon the date of an Eligible Borrower's graduation or discontinuance of his or her course of study for more than six (6) months, all Loan amounts then outstanding for Loans received by Participating Institution(s) on behalf of such Eligible Borrower shall be combined into one Loan amount for accounting purposes.
- B) The entire Loan amount as described in paragraph (A) above shall be the amount to be repaid by the Eligible Borrower (after any applicable periods of Deferment) or forgiven under the terms and conditions of the Note and these rules.

#### **PART X: NOTICE OF CHANGE IN CIRCUMSTANCES**

- A) Each Eligible Grant Recipient shall notify the Department within thirty (30) days, in writing, of any changes to:
  - 1) Name;
  - 2) Address;
  - 3) Social security number;
  - 4) Enrollment status; or
  - 5) Participating Institution of enrollment.
- B) In addition, each Eligible Borrower shall notify the Department within thirty (30) days, in writing, of any changes in professional practice. Failure to notify the Department of a change in status may affect future eligibility or collection status.
- C) Each Participating Institution shall notify the Department within thirty (30) days, in writing, with respect to an Eligible Grant Recipient attending such Participating Institution, of any changes in enrollment status or failure to make Satisfactory Academic Progress.
- D) The Department will monitor the progress of each Eligible Borrower, by academic year, using the resources of the Regional Contract Program or through direct contact with the Participating Institution including, but not limited to, changes in enrollment status and academic progress.

## **PART XI: Withdrawal Policy**

The Arkansas Department of Higher Education shall allow a student to withdraw from the Arkansas Health Education Grant Program for no more than one year. The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation, if requested. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in the participating institution, and the Arkansas Department of Higher Education receives neither written notification of transfer to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms, and June 1 for the summer terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

## **PART XII: POST-GRADUATION REPORTING REQUIREMENT**

The Department is required to compile information, if available, on the location and occupation of each Eligible Grant Recipient who has completed the course of study. Such information is to be reported to the Arkansas Legislative Council. Therefore, each Eligible Grant Recipient who completes a course of study (or following graduation of his or her entering class, whichever shall come first) must report to the Department (Attention: ARHEG Coordinator) by September 15th for four years following graduation, the following information:

- 1) Name (and name at time of enrollment if different);
- 2) Address;
- 3) Social security number;
- 4) Participating Institution of enrollment;
- 5) Year of completion;
- 6) Occupation;
- 7) Employer; and
- 8) Employer's address.

## **PART XIII: APPEAL**

An Eligible Grant Recipient or Eligible Borrower shall have the right to appeal any determination made by the Department under these rules:

- 1) first to the Manager of Financial Aid at the Department;

- 2) second to the Director of the Department;
- 3) third to the Arkansas Higher Education Coordinating Board; and
- 4) fourth to a court of law or equity of appropriate jurisdiction.

## PART XIV: DEFINITIONS

As used in these rules, the following terms shall have the meanings set forth below:

**"Applicable Academic Period"** means the academic term (grading period) during which an Eligible Grant Recipient, as applicable, will pursue a course of instruction in an Eligible Profession at a Participating Institution, and for which a Grant disbursement is made.

**"Applicable Licensing Board"** means:

- a) with respect to dentistry, the Arkansas State Board of Dental Examiners;
- b) with respect to optometry, the State Board of Optometry;
- c) with respect to osteopathic medicine, the Arkansas State Medical Board;
- d) with respect to veterinary medicine, the Veterinary Medical Examining Board;
- e) with respect to chiropractic medicine, the Arkansas State Board of Chiropractic Examiners; and
- f) with respect to podiatric medicine, the Arkansas State Podiatry Examining Board.

**"Applicable Professional License"** means, with respect to an Eligible Profession, the license or other permit granted by the Applicable Licensing Board and required by law in order for an individual to practice the Eligible Profession in the State.

**"Board of Control"** means the Board of Control for Southern Regional Education.

**"Cancellation"** means the cancellation of a Loan by the Department by reason of the death or total and permanent disability of an Eligible Borrower pursuant to Part VII hereof.

**"Deferment"** means a period of time for which otherwise required payments on a Loan are deferred, pursuant to Part VI hereof.

**"Department"** means either or both of the Arkansas Higher Education Coordinating Board and the Arkansas Department of Higher Education.

**"Eligible Borrower"** is an Eligible Grant Recipient who pays to a dental school at a Participating Institution nonresident tuition that exceeds the sum of the resident tuition and the Regional Contract Program slot fee paid by the State to the Board of Control for the Eligible Grant Recipient's professional studies in dentistry OR an Eligible Grant Recipient who is enrolled in an optometry professional program outside the state and for whom any part of the out-of-state tuition is paid by the State of Arkansas through the Southern Regional Education Board grant funds.

**"Eligible Grant Recipient"** means an Eligible Student who has been selected or accepted by a Participating Institution to receive financial assistance through this program and who has been certified by the Department as a Resident.



**"Eligible Profession"** means dentistry, veterinary medicine, optometry, osteopathic medicine, podiatric medicine or chiropractic medicine.

**"Eligible Student"** means an individual who:

- a) is a citizen or permanent resident alien of the United States;
- b) is a Resident; and
- c) has been accepted for enrollment for the Applicable Academic Period for a full-time course of instruction in an Eligible Profession at a Participating Institution or is continuing to make Satisfactory Academic Progress, according to the Participating Institution, in a full-time course of instruction in the Eligible Profession at a Participating Institution.

**"Grant"** means a disbursement made on behalf of an Eligible Grant Recipient for payment of tuition to attend a Participating Institution and which is not subject to repayment by the Eligible Grant Recipient in accordance with Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, and 6-81-1103 of the General Assembly of the State of Arkansas, and any subsequent legislation,

**"Loan"** means a disbursement evidenced by a Note and subject to repayment by an Eligible Borrower in accordance with Arkansas Code Annotated Sections 6-4-104—107, 6-81-1101, 6-81-1103 of the General Assembly of the State of Arkansas, and any subsequent legislation.

**"Non-SREB Participating Institution"** means a Participating Institution that is a party to a currently effective written agreement with the Department.

**"Note"** means a Promissory Note, which is a legal document obligating the Eligible Grant Recipient to repay a Loan if he or she does not practice dentistry in the State. The Eligible Grant Recipient's rights and responsibilities will be stated on the Promissory Note.

**"Participating Institution"** means a professional or graduate school that:

- a) is located outside the State but within the United States; and
- b) offers a full-time course of instruction in at least one Eligible Profession; and
- c) is accredited by an accrediting entity acceptable to the Applicable Licensing Board of the profession; and
- d) grants, after completion of such course of instruction, a degree acceptable to the Applicable Licensing Board as the sole requirement, or as one requirement, for the Applicable Licensing Board's granting of the Applicable Professional License; and
- e) is a party to a currently effective written agreement with the Department or the Board of Control, which agreement sets forth the terms and conditions under which, and the number of Eligible Students for which, Grant disbursements will be made, and the amount of the Grant disbursements to be made with respect to each Eligible Student by the Department to the Participating Institution or to the Board of Control for the benefit of a Participating Institution.

**"Program"** means the Arkansas Health Education Grant Program administered

by the Department.

**“Qualified Service”** means any one of the following:

- a) a branch of the Uniformed Military Service; or
- b) an accredited medical residency program; or
- c) an advanced dental education program that prepares a dental student for specialty practice and satisfies the requirements of the respective specialty board.

**“Regional Contract Program”** is a program that is available to Eligible Students through the Southern Regional Education Compact and the Board of Control’s currently written effective agreements with Participating Institutions on behalf of the State.

**“Resident”** means an individual who is determined by the Department to be a bona fide resident of the State on the date of his or her application for a Grant and on the date that was six (6) months prior to the date of such application, and at all times between such dates, under the guidelines set forth in Appendix A to these rules. Such determination shall be made by the Department on the basis of information provided by the individual in an affidavit made under oath on a form provided by the Department or through any additional information requested by the Department.

**“Satisfactory Academic Progress”** means satisfactory academic progress toward timely completion of the Participating Institution’s prescribed curriculum, as defined by the Participating Institution, for the Applicable Academic Period in question.

**“SREB Participating Institution”** means a Participating Institution that is a party to a currently effective written agreement with the Board of Control for Southern Regional Education in accordance with the State of Arkansas’ contracts with such Board

**“State”** means the State of Arkansas.

**“Year”** means any period of 365 consecutive days.

# **APPENDIX A TO ARKANSAS HEALTH EDUCATION GRANT PROGRAM RULES AND REGULATIONS**

## **GUIDELINES FOR DETERMINING ARKANSAS RESIDENCY FOR PURPOSES OF ELIGIBILITY FOR THE ARKANSAS HEALTH EDUCATION GRANT PROGRAM UNDER AUTHORITY OF ARKANSAS CODE ANNOTATED SECTIONS 6-4-104—107, 6-81-1101, AND 6-81-1103**

### **I. PURPOSE**

The purpose of this Appendix is to provide guidance to the Arkansas Department of Higher Education (the “Department”) in determining whether individuals applying to receive financial assistance under the Arkansas Health Education Grant Program (the “Program”) are residents of the State of Arkansas.

Unless otherwise indicated, all capitalized terms used herein shall have the same meanings ascribed thereto in the Rules and Regulations to which this Appendix is attached.

### **II. RESIDENCY GUIDELINES**

a. A person should be classified as a state resident for Program purposes only if his or her legal residence is located in Arkansas. This means that Arkansas is the legal place of residence of the person for all purposes and that the person demonstrates by good faith acts the intent to make Arkansas his or her permanent home. Legal residence in Arkansas is required for at least six continuous months prior to application in order to be classified as a resident for Program purposes. Mere physical presence in Arkansas is not sufficient to establish residency or demonstrate future intent.

b. A bona fide residence is a home of apparent true, fixed and permanent nature, a place of actual residing for all purposes of living that may be distinguished from a temporary sojourn in this or another state as a student. The person claiming residence in Arkansas must provide evidence of permanent connection with the State of Arkansas and demonstrate the expectation of returning to this state and remaining a resident of this state.

c. The legal residence of a person less than 18 years of age and unmarried without dependents, or an unmarried dependent without dependents who has not yet attained the age of 24 is legally that of (a) the parent(s); or (b) the parent to whom custody has been awarded by judicial decree; or (c) the parent with whom the person resides if there has been a separation without a judicial decree; or (d) the legal adoptive parent(s); or (e) the natural or legal guardian with whom the person resides.

d. The legal residence of a person 18 years of age or older, or under 18 years of age and married or with dependents, or between 18 and 24 years of age and married or with dependents shall be determined on the basis of his or her own residence.

e. To acquire a legal residence in Arkansas, a person must have established a legal home of permanent character, resided in Arkansas for six continuous months and have no present intention of changing residence to a location outside of Arkansas.

f. Persons who are otherwise not residents of Arkansas may not establish legal residence in Arkansas by the mere fact of receiving mail at an Arkansas address or postal box.

g. Members of the armed forces who are stationed in Arkansas pursuant to military orders, along with their unemancipated minors or unmarried dependents without dependents who have not yet attained the age of 24, are entitled to classification as in-state residents for Program purposes.

h. Determination of legal residence for Program purposes shall be based on review by the Department of all relevant circumstances which together may reasonably demonstrate legal residence and state of mind regarding residency intent. In making such a determination, the Department shall utilize the information provided by an individual in an affidavit made under oath on a form provided by the Department or through any additional information requested by the Department.

## **SCHOLARSHIP STACKING POLICY**

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A postsecondary institution shall not award state aid in a student aid package in excess of the recognized cost of attendance at the institution where the student enrolls. State aid is defined to include scholarships and grants awarded to a student from public funds, including without limitation the Arkansas Academic Challenge Scholarship under § 6-85-201 et seq., Arkansas Department of Higher Education (ADHE) scholarships and grant programs, state general revenues, tuition, and local tax revenue. All postsecondary institutions shall report to ADHE the total amount of financial aid from all sources for any student who receives an award from an ADHE program. When a student receives a student aid package that includes state aid and the student aid package exceeds the cost of attendance, the postsecondary institution shall repay state aid in the amount exceeding total cost of attendance, starting with state aid received under the Arkansas Academic Challenge Scholarship under §6-85-201 et seq. The ADHE shall credit the excess state aid funds to the appropriate department fund or trust account.

For purposes of this policy, the student aid package includes federal aid, state aid and other aid a student receives for postsecondary education expenses. The definitions for federal aid, state aid and other aid are below.

Federal aid - scholarships or grants awarded to a student as a result of the Free Application for Federal Student Aid, excluding the Pell grant.

Other aid – a scholarship, grant, waiver, or reimbursement for tuition, fees, books, or other cost of attendance, other than federal aid or state aid, provided to a student from a postsecondary institution or a private source.

State aid - scholarships and grants awarded to a student from public funds, including without limitation the Arkansas Academic Challenge Scholarship under § 6-85-201 et seq., Arkansas Department of Higher Education (ADHE) scholarships and grants programs, state general revenues, tuition, and local tax revenue.

The Federal Cost of Attendance (COA) method shall be used for all students receiving state aid, regardless of whether the student is receiving federal financial aid. Costs that would not be included in Federal COA may not be included in the package of any student who receives state aid. Exceptions to the normal COA allowances as set forth in federal regulations may be included in COA calculations. Institutional work study is not included in COA unless it is need based. This policy shall apply to students entering college in the 2010-2011 academic year and subsequent years.

If the student aid package exceeds the COA, the postsecondary institution must reduce the Arkansas Academic Challenge Scholarship first. In cases where the only state aid funds to be reduced are ADHE programs, the school may reduce awards in this order:

1. Academic Challenge Scholarship
2. Any ADHE loan programs
3. Higher Education Opportunities Grant (GO! Grant)
4. Governor's Scholars Program
5. Other ADHE Programs

On September 30 of each year, all public and private institutions shall report to ADHE the total amount of financial aid from all sources for any student who receives an award from an ADHE program for the previous academic year. The report shall be in an electronic format as defined by ADHE. The Department shall seek advice from institutions in developing the format of the report.

## **REVISED RULES AND REGULATIONS ARKANSAS WORKFORCE IMPROVEMENT GRANT**

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This agenda item presents revisions to the rules and regulations of the Arkansas Workforce Improvement Grant. The amendments to the rules and regulations of the Workforce Improvement Grant Program includes a definition of mandatory fees, which consist of fees required for academic courses, and to change the institution reporting requirements and funds disbursement procedures. The new procedures would have schools report students each semester and funds would be disbursed after schools report for the term.

Act 1796 of 2003 created the Arkansas Workforce Improvement Grant Program to assist nontraditional college students, who have been deemed the “working poor.” Many potential Arkansas college students make too much money to qualify for federal Pell Grants or other forms of financial aid, but still do not earn enough to afford a college degree program that will provide a path for greater economic opportunities.

Act 1796 set the following parameters for the Arkansas Workforce Improvement Grant Program:

- For persons age 24 or older;
- For Arkansas residents and US citizens;
- Exhibits financial need;
- Created an advisory committee to provide advice to ADHE;
- ADHE is to promulgate rules & regs and present to Executive Council and AHECB;
- ADHE required to file annual report with Legislative Council; and
- Awards are subject to the availability of funds

The ADHE financial aid staff and the financial aid offices at Arkansas colleges and universities jointly manage the administration of the program. ADHE allocates each college and university a prorated share of the available funds based on the institution’s previous year’s enrollment of non-traditional students. The institutions then make awards to their students based on need, prioritizing the neediest students first. The Free Application for Federal Student Aid (FAFSA) is used to determine financial need. Institutions have the flexibility to set their own deadline. The grant is not automatically renewable, students have to meet the financial need guidelines each year, as well as continue to make satisfactory progress toward a postsecondary completion. The program is open to full- and part-time students.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Workforce Improvement Grant Program. The

hearing will be held in conjunction with this meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Arkansas Workforce Improvement Grant Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education

**FURTHER RESOLVED**, That, by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2006-07 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas Workforce Improvement Grant Program.



**ARKANSAS WORKFORCE IMPROVEMENT  
GRANT PROGRAM  
RULES AND REGULATIONS**

**RULE 1 - ORGANIZATION AND STRUCTURE**

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- I. The Arkansas Department of Higher Education shall administer the Arkansas Workforce Improvement Grant within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his designee. The Arkansas Workforce Improvement Grant Advisory Council shall provide advice to the Department of Higher Education related to administration of the program.
  
- II. Workforce Improvement Grant Council
  - A. The Arkansas Workforce Improvement Grant Advisory Council shall consist of eight members appointed for staggered three-year terms by the Director of the Arkansas Department of Higher Education. The members shall be appointed in the following numbers: four-year public or private institutions (three representatives); two-year public or private institutions (three representatives); the Executive Director of the Arkansas Association of Two-Year Colleges; and the President of the Arkansas Association of Student Financial Aid Administrators, who will serve a one-year term. The committee members shall initially be appointed for staggered terms so that one member from a four-year institution and one member from a two-year institution shall be replaced each year.
  - B. The Workforce Improvement Grant Advisory Council shall advise the Arkansas Department of Higher Education in the determination of guidelines and regulations for the administration of this program.
  - C. The elected chairperson shall serve as presiding officer of the Workforce Improvement Grant Advisory Council. The Director of the Arkansas Department of Higher Education shall ensure that staff services for the Council are provided.
  
- III. The final responsibility for setting selection criteria shall rest with the Director of the Arkansas Department of Higher Education or designees pursuant to the provisions of Act 1796 of 2003, Act 2129 of 2005, Act 21 of 2015, and subsequent legislation.

- IV. When functioning under the acts listed above, the Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act.

## **RULE 2 - GRANT ELIGIBILITY CRITERIA**

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I. Eligibility Criteria

To be eligible to receive the Arkansas Workforce Improvement Grant (WIG), a student must meet the following requirements:

- A. The student must be a citizen of the United States or a permanent resident alien.
- B. The student must be a bona fide resident of the State of Arkansas, as defined by the Arkansas Department of Higher Education, six months prior to the date on which the student applies.
- C. The student must be enrolled in a minimum of three (3) credit hours or the equivalent, as of the eleventh day of class, at an approved institution which has been determined eligible to participate in the Workforce Improvement Grant Program.
- D. The student must not have earned a first baccalaureate degree.
- E. All students must meet the satisfactory academic progress standards required to receive other federal financial aid (i.e., Pell Grant, College Work-Study, Stafford Loan, SEOG, etc.) at the institution to be attended.
- F. The student must demonstrate financial need, as determined by the program rules and regulations, by completing the Free Application for Federal Student Aid (FAFSA).
- G. The student must not owe a refund on a Pell Grant, SEOG, or SSIG award or be in default on a National Defense/Direct Student Loan, Perkins Loan, Stafford Student Loan, Supplemental Loan for Students, PLUS Loan, Income Contingent Loan, William D. Ford Federal Direct Loan, or Consolidated Loan programs. The student must not have borrowed, as determined by the institution to be attended, in excess of the annual loan limits under the Federal Family Education Loan Program, William D. Ford Federal Direct Loan Program, Income Contingent Loan, Stafford Student Loan, PLUS Loan, or Supplemental Loan for Students in the same academic year for which the student has applied for assistance under the Workforce Improvement Grant Program, and must not

have borrowed in excess of the aggregate maximum loan limits under the above loan programs.

- H. The person is twenty-four (24) years of age or older on or before the first day of the semester or summer session in which the Workforce Improvement Grant has been awarded and has been declared an independent student for federal financial aid purposes.
- I. The person is accepted for admission at an approved institution to pursue a baccalaureate degree, an associate degree, or a credit certificate.
- J. The person graduated from high school or passed the General Educational Development Test, or meets the ability to benefit criteria as defined by federal regulations in existence on January 1, 2003.

## **RULE 3 - APPLICATION PROCESS**

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### I. Application

Application for the Arkansas Workforce Improvement Grant Program originates through the student's individual initiative. To apply for the Workforce Improvement Grant Program, the student must file the Free Application for Federal Student Aid (FAFSA). Eligible institutions may establish a deadline as needed to administer the program.

### II. Minimum Academic Standards

An initial first year student must meet the satisfactory academic progress standards required to receive other Federal financial aid (i.e., Pell Grant, College Work-Study, SEOG, loans, etc.) at the institution to be attended. Continuing students must meet the satisfactory academic progress standards of the institution attended.

### III. Submission of Applications

All students who are classified as Arkansas residents and who plan to enroll in an approved institution may apply.

## **RULE 4 - AWARD PROCESS**

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- I. Arkansas institutions of higher education will award the Arkansas Workforce Improvement Grant to eligible students based on the criteria below.
  - A. Awards will be made based on the information eligible applicants provide on the Free Application for Federal Student Aid (FAFSA). Awards will be made to eligible applicants who demonstrate the greatest unmet need (excluding student loans); total aid not to exceed the institution's cost of attendance, until funds have been exhausted. Eligible institutions may establish a deadline as needed to administer the program.
  - B. The maximum annual award is tuition and mandatory fees, up to \$2,000 per year. The amount of the Pell Grant award received by the recipient will be taken into account in the award amount. The award formula shall be:  $\text{WORKFORCE IMPROVEMENT GRANT Award} = (\text{Max. award amount} - \text{Pell Award})$ . The maximum amount of the annual grant for part-time students shall be pro-rated on the basis of the number of credit hours enrolled each term and shall never be more than the cost of tuition and fees. The total award amount to any one student shall never exceed \$8,000 and the student may not be awarded more than the full-time equivalent of four years.
  - C. The Workforce Improvement Grant must be reduced or eliminated to prevent an overaward in accordance with state and federal laws.
  - D. Eligible institutions will send a notice to each applicant who is awarded a Workforce Improvement Grant informing them of the award and the conditions of that award.

## **RULE 5 - GRANT PAYMENT POLICIES**

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- I. Institutions will be notified by May 15 of their grant allocation for the following academic year.
- II. Students who withdraw from school may owe a refund to the program. It is the institution's responsibility to collect the refund from the student. Institutions shall continue to award students until all funds are spent.

- III. Workforce Improvement Grants are not automatically renewable. Students must apply each year and awards will be made based on the amount of funds available and the need of the eligible applicants. The maximum award amount to any one student shall never exceed \$8,000.
- IV. ADHE will send the required funds to each institution by electronic funds transfer or state warrant. Each institution will disburse these funds in accordance with its disbursement procedures.
- V. Institutions shall not be allowed to use the Workforce Improvement Grant award to reduce any institutional financial aid funds awarded to eligible students.
- VI. Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence/scholarship hold. The department shall allow a student to withdraw from the Workforce Improvement Grant Program for no more than twenty-four (24) months due to:

- 1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
- 2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member; or
  - b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;
- 3. Military service under § 6-61-112;
- 4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the

- student did not complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

## **RULE 6 - INSTITUTIONAL RESPONSIBILITIES**

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### I. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Workforce Improvement Grant Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

### II. Disbursement Records

The institution shall maintain information on the student indicating the awarding and disbursement of these funds.

### III. Institutional Verification

The institution shall provide certification of enrollment status and award amount, as of the completion of the eleventh day of classes, by means of an electronic verification roster. The roster will report each student awarded the grant, the amount of the award and the student's enrollment status. The specific format and required data elements will be determined by ADHE in conjunction with the institutions. The rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by April 1 for the spring term.

#### IV. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education.

#### V. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on Workforce Improvement Grant recipients. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Workforce Improvement Grant Program.

The Arkansas Department of Higher Education will periodically review the institution records concerning the Workforce Improvement Grant program to exercise its due diligence requirements as the steward of state and federal funds.

## **RULE 7 - PROGRAM DEFINITIONS**

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Unless defined below, all terms applicable to the Workforce Improvement Grant Program are as defined for federal student financial aid programs.

*Eligible Applicant* An Arkansas resident over the age of 24 who filed the Free Application for Federal Student Aid (FAFSA) by the deadline established by the eligible institution of the current academic year, has unmet need, is enrolled in a minimum of three (3) semester credit hours at an eligible institution, and is declared an independent student for federal financial aid.

*ELIGIBLE INSTITUTION* a public or private not-for-profit postsecondary institution with primary headquarters located in Arkansas and that is eligible to receive Title IV Federal student aid funds

OR

only under conditions set forth in A.C.A. 6-82-1007, a public or private nursing school located in Arkansas that is approved by the State Board of Nursing and which does not discriminate against employees on the basis of race, color, religion, sex, age, handicap or national origin, consistent with the provisions of applicable state and federal law.

*Mandatory Fees*                      Those fees charged to all students and those fees associated with academic courses.

*Overaward*                              A situation that exists when the student's total financial aid package exceeds the student's need.

*Unmet Need*                            The Cost of Attendance as calculated using federal regulations and guidelines less the Expected Family Contribution as calculated using Federal Methodology less all other grants, scholarships and financial assistance (not including loans) awarded.

Approved:    Agenda Item No. 7  
                  August 1, 2003

                  Agenda Item No. 18  
                  July 29, 2005

                  Agenda Item No. 21  
                  August 4, 2006



## **APPROVAL OF AMENDED RULES AND REGULATIONS STATE TEACHER ASSISTANCE RESOURCE (STAR) PROGRAM**

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This agenda item presents amended rules and regulations for the Arkansas State Teacher Assistance Resource (STAR) Program, which is necessary to comply with Act 48 of the Second Extraordinary Session of 2003. The Financial Aid Division of ADHE will administer this program.

The STAR Program was created by the 2003 Arkansas General Assembly as a loan forgiveness program to serve as an incentive to induce Arkansans to enter the field of teaching, particularly in high-need areas. This program began in the Fall semester of 2004.

The rules and regulations for the STAR Program currently have the following provisions:

- Require applicants be admitted to an approved program in an approved Arkansas institution resulting in a teacher licensure and:
  1. Enrolled full-time; and
  2. entering his or her sophomore or subsequent year
- Provides \$3000 per year to recipients going into a subject shortage area or \$3000 per year for those agreeing to teach in a geographic shortage area or academically distressed school district. The program will pay up to \$6000 per year for students who agree to do both.
- Awards will be prioritized based on subject shortage area, then geographic shortage area and academically distressed areas, with applicants ranked according to major and cumulative college GPA.
- Sets aside money for repayment of loans for recent teacher Ed graduates in a subject area beginning with those graduating after April 30, 2004.
- To have loan forgiven, recipients shall teach in their subject or shortage area in an Arkansas public school one year for every year loan funds were received.

The amendments to the program will have the following effects on the program:

- Allows students that are entering his or her sophomore or subsequent

year that is actively pursuing or admitted to a teacher education program to be eligible for the program.

- Defines what is considered as actively pursuing a teacher education program.
- Clarifies eligibility requirements to meet legislative intent.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the amended rules and regulations that will govern the Arkansas State Teacher Assistance Resource (STAR) Program. The hearing will be held on October 27, 2006, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the amended rules and regulations presented in this agenda item for the Arkansas State Teacher Assistance Resource (STAR) Program administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED**, That, by the adoption of these amended rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2006-07 academic years.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Arkansas State Teacher Assistance Resource (STAR) Program.

**STATE TEACHER ASSISTANCE RESOURCE (STAR)  
PROGRAM  
RULES AND REGULATIONS**

**RULE 1 – ORGANIZATION AND STRUCTURE**

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the State Teacher Assistance Resource (STAR) Program, hereafter known as STAR, within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
  
- II. State Teacher Assistance Resource (STAR) Program Commission
  - A. The 11-member STAR Program Commission shall consist of the following:
    1. The Lieutenant Governor, or his or her designee;
    2. The chairperson of the State Board of Education, or his or her designee;
    3. Three (3) persons appointed by the Governor;
    4. Three (3) persons appointed by the President Pro Tempore of the Senate; and
    5. Three (3) persons appointed by the Speaker of the House of Representatives.
  
  - B. The appointed commission members shall be:
    1. Individuals who have demonstrated a commitment to education; and
    2. Residents of the State of Arkansas at the time of appointment and throughout his or her term.
  
  - C. In 2003, three (3) members shall be appointed by the Speaker of the House of Representatives as follows:
    1. One (1) for a term to expire June 30, 2005;
    2. One (1) for a term to expire June 30, 2006; and
    3. One (1) for a term to expire June 30, 2007.
  
  - D. In 2003, three (3) members shall be appointed by the President Pro Tempore of the Senate as follows:
    1. One (1) for a term to expire June 30, 2005;

2. One (1) for a term to expire June 30, 2006; and
  3. One (1) for a term to expire June 30, 2007.
- E. In 2003, three (3) members shall be appointed by the Governor as follows:
1. One (1) for a term to expire June 30, 2005;
  2. One (1) for a term to expire June 30, 2006; and
  3. One (1) for a term to expire June 30, 2007.
- F. Subsequent appointments are for a term of four (4) years. If a vacancy occurs in an appointed position, for any reason, the vacancy shall be filled by appointment by the official that made the appointment. The new appointee shall serve for the remainder of the unexpired term.
- G. The Lieutenant Governor or his or her designee shall serve as the chairperson.
- H. The commission shall meet at times and places the chairperson deems necessary, but no meetings shall be held outside of the State of Arkansas. A majority of the members of the commission shall constitute a quorum for the purpose of transacting business. All actions of the commission shall be by a majority vote of the full membership of the commission. The commission shall promote the STAR Program, encourage participation by high school students, and select the recipients for the STAR forgivable loans.
- III. The Arkansas Department of Higher Education shall provide staff and office space to the commission.
- IV. When functioning under Act 1804 of 2003, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedures Act.

## **RULE 2 - LOAN ELIGIBILITY CRITERIA**

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- I. Eligibility Criteria
  - A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least six months prior to the application deadline.
  - B. Applicants must be a citizen of the United States or a permanent resident alien.
  - C. Applicants must be actively pursuing or admitted to an approved program in an approved Arkansas institution resulting in teacher licensure and:
    - 1. enrolled full-time; and
    - 2. entering his or her sophomore or subsequent year that is
      - a. enrolled in an Associates of Art in Teaching (AAT) Program; or
      - b. has successfully passed the Praxis I Examination and declared a major in a teacher education program
  - D. Applicants must have a minimum 2.75 cumulative grade point average on a 4.0 scale.
  - E. Any recipient of an Emergency Secondary Education Loan (ESEL) may qualify for a forgivable loan under State Teacher Assistance Resource Program, and shall continue to fulfill any existing obligation under the terms of any loans received under the ESEL Program.
- II. Continued Eligibility

The Arkansas Department of Higher Education will renew awards for a subsequent academic year to recipients who meet the criteria set forth in Rule 2, Paragraphs I, A-E; and who have completed at least 24 semester credit hours per academic year. Students enrolled in a graduate program must complete a minimum of 18 credit hours per academic year.

## **RULE 3 – SELECTION PROCESS**

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- I. Applications
  - A. Solicitation of Applicants
    - 1. Program information and applications are mailed to the following:
      - a. Colleges/Schools/Departments of Education
      - b. Deans/Chairpersons of the Colleges/Schools/Departments of Education
      - c. Financial Aid Directors/Officers
      - d. Teacher Certifying Officials
      - e. Other campus personnel, such as advisors, etc. who express an interest in disseminating applications to prospective students.
      - f. Applications are also available upon request from the Arkansas Department of Higher Education.
    - 2. The Arkansas Department of Higher Education staff will disseminate program information through workshops, meetings, press releases, the Departmental newsletter, and other means deemed appropriate.
  - B. The application deadline shall be stated on the application form each year. The ADHE shall have the authority to extend the deadline as needed to ensure a quality applicant pool so long as sufficient public notice is provided.
  - C. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. A letter is mailed to each applicant confirming the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notice will be sent identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.

## II. Ranking of Applicants

Applications are ranked according to a combination of components including, but not limited to:

- A. Cumulative grade point average,
- B. Major grade point average,
- C. Subject area of teacher licensure being sought;
- D. Geographical area of the state the applicant plans to teach; and
- E. The applicant is a prior recipient. If a prior recipient remains qualified, he/she will be given priority for any future awards.
- F. Graduates of AAT programs who pass the Praxis I, or students in a two-year teacher education program; or
- G. Students who are enrolled in a Master of Arts in Teaching Program.

## III. Selection and Notification of Loan Recipients

- A. The STAR Program Commission shall review ranked applicants and select recipients for the STAR Program forgivable loans.
- B. Selected forgivable loan recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. This award, when combined with the recipient's other sources of financial aid, may not exceed the total cost of attendance.
- C. Prior to the disbursement of funds, loan recipients will receive a promissory note for the purpose of entering into a loan agreement with ADHE. The terms of the loan agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the loan recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

#### IV. Disbursement of Forgivable Loan

The forgivable loan will be disbursed equally for the Fall and Spring terms. Funds will be sent to the institution indicated by the student. After verification of full-time enrollment for the loan recipient, funds will be disbursed in accordance with the institution's disbursement policy.

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#### **RULE 4 - LIMITATIONS OF LOAN AWARDS**

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- I. The State Teacher Assistance Resource (STAR) Program shall be used to provide:
  - A. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of three thousand dollars (\$3,000) per year for a junior or senior admitted to a teacher education program who commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers OR in a subject matter area designated as having a critical shortage of teachers.
  - B. A two-year forgivable loan if the recipient is in a four-year teacher education program, or a three-year forgivable loan if the recipient is in a five-year teacher education program, in the amount of six thousand dollars (\$6,000) per year for a junior or senior admitted to a teacher education program that commits to teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers AND in a subject matter area designated as having a critical shortage of teachers.
  - C. A loan repayment for federal student loans in the amount of three thousand dollars (\$3,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers or in a subject matter area designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.
  - D. A loan repayment for federal student loans in the amount of six thousand dollars (\$6,000) per year for each year a certified teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical



area of the state designated as having a critical shortage of teachers AND in a subject matter designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.

- E. A student may receive the STAR and Academic Challenge or Governor's Distinguished Scholarships, to the extent the receipt of both awards would not violate the provisions of § 6-80-105.
- F. No student may participate in more than one (1) forgivable loan program supported with state money.

## **RULE 5 - REPAYMENT OF LOAN**

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### I. Terms of Repayment

- A. The ADHE shall forgive one (1) year of the loan for each consecutive year the recipient teaches full-time in a shortage area in accordance with the terms of the recipient's initial commitment commencing no later than nine (9) months from the date of graduation.
- B. The forgivable loan may be terminated if the recipient withdraws from school or does not meet the standards set by the ADHE.
- C. Verification of the loan recipient's employment will be conducted once a year, in June, through the school superintendent's office in the recipient's employment district or through records on file with the Arkansas Department of Education.
- D. Loan recipients who do not teach full-time in a public school located in geographical area of the state designated as having a critical shortage of teachers or in a subject matter designated as having a critical shortage of teachers shall begin repayment in nine (9) months of completion of the teacher education program. The loan(s) shall be repaid within a maximum of five (5) years, plus accrued interest according to an interest and repayment schedule.

### II. Interest on Loan

- A. Interest will begin accruing on September 1 after completion of the program, or immediately after termination of the forgivable loan, whichever is earlier.

- B. Interest will not accrue and installments need not be paid when an official deferment has been approved by the Arkansas Department of Higher Education. Any recipient who wishes a deferment must submit an application for deferment to ADHE for approval.

### III. Deferment of Loan

- A. At the discretion of ADHE scheduled loan repayments may be deferred if it is determined by ADHE that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:

1. The recipient is engaged in a full-time graduate or doctoral program after completion of a four-year or five-year teacher education program. This must be verified by the Registrar's Office.
2. The recipient is seeking and unable to find employment as a teacher in an approved shortage field for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. ADHE will verify this information with the superintendent's office in that school district.
3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. ADHE reserves the right to require a second opinion by an ADHE approved physician.
5. The recipient is engaged in active duty as a member of a uniformed service. The recipient must provide their Uniformed Service Serial Number, Branch of Service and a copy of their military orders.
6. Other extraordinary circumstances that would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.

- B. To qualify for a deferment, a recipient must notify ADHE of their claim for the deferment and provide supporting documentation on a Request for Deferment form that will be supplied by ADHE upon request. The Request for Deferment form must be completed and returned to ADHE by the recipient. The recipient will be notified within ten (10) days of approval or disapproval of any application for a deferment.

#### IV. Cancellation of Loan

ADHE will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, the recipient has died.

#### V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal and all interest accrued thereon.

#### VI. Grace Period

There will exist a nine-month grace period following completion of the teacher education program graduation before the recipient must begin teaching in a public school in the state in accordance with the student's initial commitment or shall begin repayment of the loan in accordance with the terms of the note executed.

#### VII. Failure to Repay

Loan recipients required to repay their loan(s) who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt and shall have their teaching license in Arkansas revoked by the State Board of Education.

## **RULE 6 - INSTITUTIONAL RESPONSIBILITIES**

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### I. College/University Responsibilities

#### A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the State Teacher Assistance Resource Program and to receive all communications, forms, etc. This representative is responsible for program disbursement, completing all forms, verification data, and complying with all program rules and regulations. The institution must comply with these responsibilities in order to maintain continued eligibility status.

#### B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of these funds.

#### C. Institutional Verification

The institution shall provide certification to ADHE each semester after registration, giving the names of the program loan recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed STAR verification roster should be returned to ADHE by November 1 for the Fall term and May 1 for the Spring term. The verification roster is an alphabetical listing by institution of all persons receiving STAR loans for a given academic semester. Students who are not enrolled full-time in the current term shall not receive loan benefits in that term.

#### D. Deadlines for Check Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding warrants or electronic funds transfers not disbursed must be returned to the Arkansas Department of Higher Education.

E. Refund Policy

It is the institution's responsibility to notify ADHE of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to ADHE.

F. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by ADHE on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the State Teacher Assistance Resource Program. The Arkansas Department of Higher Education will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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**RULE 7 - LOAN RECIPIENT'S RESPONSIBILITY**

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I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status;

Change in course of study; and/or

Change in employment.

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

## **RULE 8 - COLLECTION OF LOAN**

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### I. Collection of Loan

Accounts will be retained by ADHE in the Financial Aid Division until the individual is no longer eligible for forgiveness or deferment. The account will be turned over to a vendor for repayment. The student will be notified by mail that their account is being placed with a vendor for collections and they will be sent a loan amortization schedule along with the letter. The account will remain with the vendor until repaid or 120 days past due. Loan recipients who are determined by ADHE to be 120 days delinquent will be mailed their first letter of notification ten (10) days after the installment payment is due. The co-signer will be notified at the same time. If payment is not forthcoming within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring their account is delinquent and requesting that the account be immediately brought up to date. If the loan recipient has not responded within 90 days from the original payment due date, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not made within 30 days.

### II. Skip Tracing Mechanisms

ADHE will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

- A. Contact the Motor Vehicle Division of the Arkansas Department of Finance and Administration;
- B. Contact references listed on the recipient's application;
- C. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
- D. Contact institutional offices (alumni office, admissions office, registrar's office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;
- E. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
- F. Contact recipient's field of study--professional organization, union, or licensing board;
- G. Contact post office;

- H. Contact utility companies; and,
- I. Contact Chamber of Commerce.

### III. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following Credit Reporting Agencies:

- A. CSC Credit Reporting Services, Inc.
- B. T R W Credit Data
- C. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. ADHE will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

### IV. State Income Tax Set Off

By the authority of Act 345 of 1993, the Department of Higher Education has been included as a claimant agency for the setoff of debts against state tax refunds.

### V. Litigation

No sooner than 30 days after sending the third letter of notification, ADHE shall institute a civil suit against the recipient and co-signer for repayment of the loan. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.01, ADHE must use Circuit Court. If the account is \$3,000.01 or above, ADHE may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If ADHE chooses to waive the difference, it cannot later try to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Courts are requested from the recipient's and/or co-signer's county of residence.

### VI. Write-Offs

State Teacher Assistance Resource loans may be written off as uncollectible if ADHE shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. The cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. The recipient and/or co-signer do not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collection activities must be submitted to the Administrator of the Department of Finance and Administration and approval from the Administrator must be received before STAR accounts may be written off.

VII. Nonpayment Penalties

- A. Loan recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.
- B. Loan recipients who fail to meet their repayment obligations shall have their teaching license in Arkansas revoked by the State Board of Education.

**RULE 9 - PROGRAM DEFINITIONS**

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The following definitions are used in the State Teacher Assistance Resource Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as Fall and Spring semesters.
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“Actively pursuing” a teacher education program	A student must be one of the following 1) enrolled in an Associates of Art in Teaching Program; or 2) has successfully passed the Praxis I examination and declared a major in a teacher education program to be considered as actively pursuing a teacher education program.
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Approved Institution	An Arkansas postsecondary public or private college or university school that is currently accredited by a nationally recognized
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accrediting agency or association that has a teacher licensure program where those courses are directly creditable toward teacher licensure in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws.

Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Cancellation	ADHE shall cancel a recipient's repayment obligation if it determines: on the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. ADHE reserves the right to require a second opinion by an ADHE approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under State law, that the scholar has died.
Cost of Attendance	The student's cost of attendance as defined by statute. It includes tuition and fees, books and supplies, room and board and other student's living expenses while attending school.
Default	Failure to repay the STAR in accordance with the terms of the Promissory Note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and interest does not accrue while in this status. ADHE shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.

Due Diligence	This process refers to those steps ADHE takes to collect STAR funds when a recipient enters repayment status. It includes: billing the scholar, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the STAR Program that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.
Five-year Teacher Education Program	A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher certification and designated for completion in five (5) years with an award of a master's degree in education.
Four-year Teacher Education Program	A program within a regionally accredited institution of higher education in Arkansas that will lead to obtaining a teacher certification and designated for completion in four (4) years with an award of a baccalaureate degree in education.
Full-time Student	A student enrolled in an approved Arkansas institution who is enrolled for a minimum of 12 semester credit hours in each semester. Students must complete at least 24 semester credit hours per academic year to remain eligible for the STAR Program. Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.
Geographical Areas of the State Designated as Having Critical Shortages of Teachers	Any Arkansas school districts designated by the Arkansas Department of Education as having critical teacher shortages.
Grace Period	A nine-month period of time following the graduation of a recipient before the recipient must either take employment in a public school located in a geographical area of the state designated as having a critical shortage

of teachers and/or in a subject matter designated as having a critical shortage of teachers or begin repayment of the loan.

Master of Arts in Teaching

A program within a regionally accredited institution of higher education in Arkansas that will allow graduate students to teach in a middle or secondary school while obtaining licensure. The Master of Arts in Teaching Program shall also be defined to include persons who are pursuing licensure in Arkansas through a program of nontraditional licensure.

Permanent Resident Alien

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

Promissory Note

The Promissory Note is a legal document obligating the recipient to repay the loan if he or she does not teach in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter designated as having a critical shortage of teachers one year for each year the student receives the STAR. The recipient's rights and responsibilities will be stated on the promissory note.

Satisfactory Academic Progress

To be maintaining satisfactory academic progress the recipient must maintain a minimum 2.75 cumulative grade point average on a 4.0 scale. Students must complete at least 24 semester credit hours per academic year to remain eligible for the

	STAR Program. Students enrolled in a graduate program must enroll in a minimum of 9 credit hours each term.
Skip Tracing	A process for locating a recipient who is in repayment status. ADHE's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.
Subject Matter Designated as Critical Needs in the State of Arkansas	Annually the Arkansas Department of Education certifies subject matter areas based upon the results of surveys obtained from school districts in the state of Arkansas. This information is submitted to the U. S. Department of Education; hence, subject shortage areas are certified for the state of Arkansas for purposes of forgiveness of student loans, etc. The STAR Commission will accept these subject matter areas for the STAR Program.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
Two-Year Teacher Education Program	A program within a regionally accredited institution of higher education in Arkansas that will introduce students to the profession of teaching.
U.S. Citizen or National	The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.

Approved: Agenda Item No. 3  
October 24, 2003

Agenda Item No. 25  
April 30, 2004

Agenda Item No. 14  
October 27, 2006

# ARKANSAS GEOGRAPHICAL CRITICAL NEEDS MINORITY TEACHER SCHOLARSHIP PROGRAM

## RULES AND REGULATIONS

### RULE 1 - ORGANIZATION & STRUCTURE

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- I. The University of Arkansas at Pine Bluff (UAPB) shall administer the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program. The purpose of the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program is to attract qualified minority teachers to the Delta and those geographical areas of this state where there exists a critical shortage of teachers by awarding full scholarships to minorities declaring an intention to serve in the teaching field who actually render service to this state while possessing an appropriate teaching license.
- II. All formal communications shall be addressed to or signed by the Chancellor of the University of Arkansas at Pine Bluff or his/her designee.
- III. The final responsibility for selecting scholarship recipients shall rest with the Chancellor of the University of Arkansas at Pine Bluff.

## RULE 2 - SCHOLARSHIP ELIGIBILITY CRITERIA

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- I. Applicants must:
- A. Be African-American, Hispanic-American, Asian-American or Native American, which group includes all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
  - B. Be enrolled in or accepted for enrollment at a baccalaureate degree-granting institution of higher education whose teacher education program is approved by the State Board of Education or at an accredited state-supported community college in the State of Arkansas.
  - C. Be either full-time or part-time.
  - D. Agree, in writing, of an intention to teach in the Delta or a geographical area of the state in which there exists a critical shortage of teachers, as designated by the State Board of Education.
  - E. Have successfully completed the core curriculum established by the State Board of Education and the Arkansas Higher Education Coordinating Board. Applicants, who have not completed the core curriculum due to unavailability of the courses in the applicant's high school, shall have a grace period of twelve (12) months from the date of high school graduation in which to make up any course deficiencies.
  - F. Have a 2.75 on a 4.0 scale in the core curriculum courses if attending an approved two-year institution or 3.0 on a 4.0 scale in the core curriculum courses if attending an approved four-year institution.
  - G. Have scored nineteen (19) or above on the ACT composite or the equivalent as defined by the University of Arkansas at Pine Bluff.
  - H. Be a citizen of the United States or permanent resident alien.

II. Continued Eligibility Requirements

The University of Arkansas at Pine Bluff will renew awards for succeeding years to recipients who continue to meet the criteria set forth in Rule 2, Paragraphs I, A-H; and who complete at least 24 semester credit hours (or the equivalent) unless they are a part-time student.

## RULE 3 - SELECTION PROCESS

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I. Students must submit an application to the University of Arkansas at Pine Bluff. Applications will be mailed to Education Departments, financial aid directors, Deans of Colleges of Education, and Teacher Certification Officials at all public and independent 2-year and 4-year institutions in the State of Arkansas. Applications may also be obtained from the University of Arkansas at Pine Bluff, School of Education upon request.

II. Deadline for Applications

The application deadline will be established by the University of Arkansas at Pine Bluff and the Department of Education and announced to each participating institution when applications are distributed.

III. Review of Applications

For applications that are either incomplete or ineligible, a notice will be sent to the applicant identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information.

IV. Ranking of Applicants

Applications are ranked according to a combination of components including cumulative grade point average and major grade point average.

V. Selection and Notification of Recipients

A. UAPB and the Arkansas Department of Education shall review ranked applicants and make recommendations for scholarship recipients based on allocation of funds. If sufficient funds are not available to fully fund scholarship awards to all eligible students, UAPB shall make awards to first-time students on a first-come, first-served basis.

B. The final responsibility for selecting scholarship recipients shall rest with the Chancellor of the University of Arkansas at Pine Bluff.

VI. Institutional Eligibility

The institution to be attended under the scholarship program must be a baccalaureate degree-granting institution of higher education whose teacher education program is approved by the State Board of Education or at an accredited state-supported community college in the State of Arkansas.

#### RULE 4 - AWARDING OF SCHOLARSHIP

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I. Award Process



Selected scholarship recipients will be mailed award notices stating their eligibility for the program and the conditions for continued eligibility. Prior to the disbursement of funds, recipients will receive promissory notes for the purpose of entering into an agreement with the University of Arkansas at Pine Bluff. The terms of the agreement will include the general purpose, repayment and deferment procedures, interest calculations, and a schedule of advances. The promissory note shall be signed by the scholarship recipient and by a co-maker of eligible age. Modifications to any award amounts will be confirmed through the issuance of a new promissory note.

## II. Disbursement of Scholarship

The scholarship will be divided equally according to the number of terms at each institution: three payments for those institutions on trimesters and two payments for those institutions on semesters. Funds will be sent to the institution via electronic funds transfer. After verification of full-time enrollment for the scholarship recipient, the institution disburses the funds in accordance with its policy.

## III. Limitation of Scholarships

- A. Students may receive up to \$1,500 per academic year for full-time attendance. Awards for part-time students will be \$750.00 if they attend at least six (6) semester credit hours, but less than 12 semester credit hours or the equivalent.
- B. Students may receive scholarships for a maximum of four (4) annual awards for full-time students. Part-time students may receive the number of academic hours equivalent to one (1) school year, as determined by the University of Arkansas at Pine Bluff. No student may receive an award after they have completed certification requirements, as determined by the teacher certification official to teach in Arkansas.
- C. Recipients must indicate an intention to teach in a public school district in a geographical area of the State of Arkansas where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education.
- D. Act 1180 of 1999 states that students who receive scholarships from public funds may not use those funds in a financial aid package to exceed the Federally recognized cost of attendance at the institution where the student enrolls. The institution must follow ADHE policy in repaying public funds in the amount exceeding the total cost of attendance for any student who receives public funds in a financial aid package above the cost of

attendance.

## RULE 5 - REPAYMENT OF SCHOLARSHIP

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### I. Terms of Repayment

- A. Scholarship recipients who teach full-time in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education following certification shall render one year of service as a licensed teacher for each year of scholarship assistance received, when the total scholarship and accumulated interest will be forgiven.

The University of Arkansas at Pine Bluff will verify the recipient's employment once a year in June by contacting the superintendent's office in the recipient's employment district.

- C. Recipients who do not teach full-time in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education following certification, or who discontinue their studies prior to completing their program of study shall, within a maximum of five (5) years from the completion of study or withdrawal from school, repay the full remaining balance, plus accrued interest according to an interest and repayment schedule provided by the University of Arkansas at Pine Bluff. At this point, the recipient's scholarship converts to a loan.

The repayment schedule will be set in monthly payments based on the total amount of the loan remaining at the time of entry into repayment, plus interest. Payments will be computed to ensure that repayment will be completed within a maximum of five years from the completion of study or withdrawal from school. Minimum repayment is \$50.00 per month.

### II. Interest on Loan

- A. Interest will accrue from the beginning of the repayment period at a maximum annual percentage rate of 10 percent on the unpaid balance. Interest will be calculated as a simple, per annum interest charge on the outstanding principal.
- B. Interest will not accrue and installments need not be paid when a deferment has been approved by the University of Arkansas at Pine Bluff. Any recipient who wishes a deferment must submit an application for deferment to UAPB for approval.

### III. Deferment of Loan

- A. At UAPB's discretion, scheduled loan repayments may be deferred if UAPB determines that extraordinary circumstances prevent the recipient from making such repayments. Deferments may be granted for the following conditions:
1. The recipient is engaged in a full-time course of undergraduate or graduate study at an institution of higher education. This must be verified by the Registrar's Office.
  2. The recipient is seeking and unable to find employment as a teacher in an Arkansas public school district in a geographical areas of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education approved for a single period not to exceed twelve (12) months. The loan recipient must submit a list of schools contacted for employment. UAPB will verify this information with the superintendent's office in each of those school districts.
  3. The recipient is temporarily totally disabled, for a period not to exceed three years, as established by sworn affidavit from a licensed physician. UAPB reserves the right to require a second opinion by an UAPB approved physician.
  4. The recipient is unable to secure employment for a period not to exceed twelve (12) months by reason of the care of a spouse who is disabled, as established by the signature of a licensed physician. UAPB reserves the right to require a second opinion by an UAPB approved physician.
  5. Other extraordinary circumstances which would prevent the recipient from repaying the debt within the contractual obligations of the note may be considered.
- B. To qualify for any of the deferments, recipients must notify UAPB of their claim to the deferment on a Request for Deferment form which will be supplied by UAPB upon request. The recipient must complete the Request for Deferment form and return it, along with supporting documentation, to UAPB. UAPB will notify the recipient within ten (10) working days of approval or disapproval of any application for a deferment.

### IV. Cancellation of Scholarship

UAPB will cancel a recipient's repayment obligations if it determines:

- A. On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. UAPB reserves the right to require a second opinion by an UAPB approved physician; or
- B. On the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient has died.

V. Prepayment of Loan

There shall be no penalty for prepayment or repayment of all or any portion of the principal.

VI. Grace Period

There will exist a nine-month grace period following graduation before the recipient must either take employment in an Arkansas public school district in a geographical area of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education or begin repayment of the scholarship.

VII. Failure to Repay

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

## RULE 6 - INSTITUTIONAL RESPONSIBILITIES

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- I. The University of Arkansas at Pine Bluff shall:
  - A. Be the administering agency of the program.
  - B. Deposit all funds received from the repayment of scholarship awards by program participants in the funds that provides funding for the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program.
  - C. Make an annual report to the General Assembly that:
    - 1. Contains a complete enumeration of the program's activities, scholarships granted, names of persons to whom granted, and the institutions attended by those receiving the scholarships, the teaching location of applicants who have received their education and become licensed teachers within this state as a result of the scholarship.
    - 2. Accounts for receipts and expenditures for salaries and expenses incurred.
    - 3. Distinguishes between those recipients who have breached their contracts but with UAPB's permission who have paid their financial obligations in full, and those recipients who have breached their contracts and remain financially indebted to the state.

- B. Institutional Verification

The institution shall provide certification to UAPB each semester after registration, giving the names of the program scholarship recipients who are officially enrolled as full-time students. This information is reported on a verification roster. The certifying official is responsible for completing the verification roster two times a year for those schools on the semester system and three times a year for those schools on the trimester system. The verification roster will be mailed to the financial aid director at the time of registration for each term. The signed verification roster should be returned to UAPB by November 1 for the fall term, March 15 for the winter and/or spring term, and May 1 of the spring term for institutions on the trimester system.

The verification roster is an alphabetical listing by institution of all persons receiving an Arkansas Geographical Critical Needs Minority Teacher Scholarship for a given academic semester or trimester. Students who are not enrolled in the current term or making satisfactory progress according to the rules and regulations of Arkansas Geographical Critical Needs Minority Teacher Scholarships shall not receive scholarship

benefits in that term.

C. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after written receipt of funds. Any outstanding funds not disbursed must be returned to the University of Arkansas at Pine Bluff.

D. Refund Policy

It is the institution's responsibility to notify UAPB of the names of any persons owing a refund, the date of the withdrawal, and the refund amount. This information should be placed on the institution's verification roster before returning it to UAPB.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by UAPB on any current or former loan recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program. The University of Arkansas at Pine Bluff will periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

## RULE 7 - SCHOLARSHIP RECIPIENT'S RESPONSIBILITY

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### I. Recipient's Responsibility

It is the recipient's responsibility to notify the University of Arkansas at Pine Bluff of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Change in institution;

Change in full-time status (below twelve college semester credit hours or its equivalent per semester or trimester);

Change in course of study; and/or

Change in employment.

Failure to notify the University of Arkansas at Pine Bluff of a change in status will affect future eligibility or collection status.

## RULE 8 - COLLECTION OF LOAN

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### I. Collection of Loan

Accounts will be retained by UAPB in the School of Education until the individual is no longer eligible for forgiveness or deferment due to the recipient's failure to remain employed in the teaching field for the specified time period. At that time, the scholarship will be converted to a loan and the account will be turned over to a vendor for servicing. UAPB will notify the student by mail of this action and include a loan amortization schedule with the notification letter. The account will remain with the vendor until repaid or 120 days past due. Upon determination that a loan recipient is 120 days delinquent, UAPB will mail both the recipient and the co-signer a first letter of notification ten (10) days after the installment payment is due. If payment is not received within 60 days from the original payment due date, a second letter of notification will be sent to the loan recipient and the co-signer declaring the account delinquent and requesting that it be immediately brought up to date. If no response is received by 90 days from the original payment due, the third and final letter of notification will be sent to the recipient and co-signer informing them that the account will officially be in default if outstanding payments are not received within 30 days.

### II. Skip Tracing Mechanisms

If letters are returned as undeliverable, the Department of Finance and Administration's Motor Vehicle Division can be used to perform skip tracing activities. Motor Vehicle Division's records are updated in March and September each year. To get this information, mail name, current address, and social security number on University of Arkansas at Pine Bluff letterhead to:

**Department of Finance and Administration**  
**Motor Vehicle Division**  
**P. O. Box 1272**  
**Little Rock, AR 72202**  
**ATTENTION: Correspondence Desk**

A response from the Motor Vehicle Division should be received within ten (10) working days. Additionally, UAPB will use these steps to locate recipients and/or co-signers if communications are returned as undelivered:

1. Contact references listed on the recipient's application;
2. Utilize telephone directory or check with directory assistance in the area of the recipient and/or co-signer's last known address;
3. Contact institutional offices (alumni office, admissions office, registrar's



office, fraternity or sorority, and the department that the recipient majored in) at the campus where the recipient last attended;

4. Contact creditors, such as credit card companies, credit bureaus, or GSL lender;
5. Contact recipient's field of study professional organization, union, or licensing board;
6. Contact post office;
7. Contact utility companies; and,
8. Contact Chamber of Commerce.

## II. Credit Reporting Agencies

Defaulted recipients and/or co-signers will be reported to the following credit reporting agencies:

1. CSC Credit Reporting Services, Inc.
2. T R W Credit Data
3. Trans Union Credit Reporting

Forms for reporting defaulted loan recipients and/or co-signers are located in the collections file. UAPB will also respond promptly to any inquiries it receives from credit reporting agencies concerning delinquent or defaulted loan recipients and/or co-signers.

## IV. State Income Tax Set-Off

By the authority of Act 345 of 1993, UAPB is a claimant agency for the set-off of debts against state tax refunds. To access the Set-Off Section of the State Tax Administration Office, UAPB must submit name, address, social security number, and amount of debt via computer magnetic tape by December 1 to intercept taxes for the next year.

## V. Litigation

No sooner than 30 days after sending the third letter of notification, UAPB shall institute a civil suit against the recipient and co-signer for repayment of the scholarship. Small Claims Courts will be used to satisfy debts of accounts up to \$3,000.00. If over \$3,000.00, UAPB must use Circuit Court. If the account is

\$3,000.01 or above, UAPB may choose to use Small Claims Courts and waive the difference because of the expense involved in going to Circuit Court. If UAPB chooses to waive the difference, it may not, at a later date, attempt to collect the difference. Forms to take the recipient and/or co-signer to Small Claims Court are requested from the recipient's and/or co-signer's county of residence.

#### VI. Write-Offs

Arkansas Geographical Critical Needs Minority Teacher Scholarships may be written off as uncollectible if UAPB shows due diligence to satisfy the collection of the debt, and documents in the recipient's file that:

- A. the cost of litigation would exceed the likely recovery if litigation were commenced; or
- B. the recipient and/or co-signer does not have the means to satisfy a judgment on the debt, or a substantial portion thereof.

Proof of due diligence collections activities must be submitted to the administrator of the Department of Finance and Administration and approved by the administrator before Arkansas Geographical Critical Needs Minority Teacher Scholarship accounts may be written off as uncollectible.

#### VII. Nonpayment Penalties

Scholarship recipients who fail to meet their repayment obligations may have added to their total obligation any costs for collection of the debt.

## RULE 9 - PROGRAM DEFINITIONS

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The following definitions are used in the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program:

Academic Year	A measure of the academic work to be accomplished by the recipient. The academic year is defined as two semesters, two trimesters, or three quarters.
Approved Institution	An Arkansas postsecondary public or private college or university school that is currently accredited by a nationally recognized accrediting agency or association that has a teacher education program or a regionally accredited two-year Arkansas institution where those courses are directly creditable toward teacher education in a baccalaureate institution. The institution must not discriminate against applicants, or employees on the basis of race, color, religion, sex, age, handicap, or national origin, consistent with the provisions of applicable state and federal laws. The institution must have a signed administrative agreement with ADHE.
Award Year	The award year begins on July 1 of one calendar year and ends on June 30 of the next calendar year.
Cancellation	<p>UAPB shall cancel a recipient's repayment obligation if it determines:</p> <p>On the basis of a sworn affidavit of a licensed physician, that the recipient is unable to teach on a full-time basis because of an impairment that is expected to continue indefinitely or result in death. UAPB reserves the right to require a second opinion by an UAPB approved physician; or on the basis of a death certificate or other evidence of death, that is conclusive under state law, that the recipient is deceased.</p>
Default	Failure to repay the Arkansas Geographical Critical Needs Minority Teacher Scholarship in accordance with the terms of the promissory note provided that this failure persists for 180 days for monthly payments.
Deferment	This is a postponement of repayments and the accrual

of interest. UAPB shall not consider that the recipient has violated the repayment schedule if he or she does not meet the payments during the time he or she is in deferment status.

Delta Region

The following 42 counties of Arkansas are designated as being in the Delta Region: Arkansas, Ashley, Baxter, Bradley, Calhoun, Chicot, Clay, Cleveland, Craighead, Crittenden, Cross, Dallas, Desha, Drew, Fulton, Grant, Greene, Independence, Izard, Jackson, Jefferson, Lawrence, Lee, Lincoln, Lonoke, Marion, Mississippi, Monroe, Ouachita, Phillips, Poinsett, Prairie, Pulaski, Randolph, St. Francis, Searcy, Sharp, Stone, Union, Van Buren, White, and Woodruff. (Information obtained from the Delta Foundation in Mississippi.)

Due Diligence

This process refers to those steps UAPB takes to collect Arkansas Geographical Critical Needs Minority Teacher Scholarship funds when a recipient enters repayment status. It includes: billing the recipient, sending overdue notices, conducting address searches if the recipient cannot be located, reporting the account to credit bureaus, collection, and litigation. Due diligence also includes keeping the recipient informed of all changes in the Arkansas Geographical Critical Needs Minority Teacher Scholarship that affect his or her rights and responsibilities and responding promptly to the recipient's inquiries.

Full-time Student

A student enrolled for a minimum of 12 semester credit hours or the equivalent.

Grace Period

A nine-month period of time following graduation and before the recipient must either take employment in a public school in Arkansas or begin repayment of the scholarship.

Minority

Persons who are Black Americans, Hispanic Americans, Asian Americans, and Native Americans which group includes all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

Part-time Student

A student enrolled in at least 6 semester credit hours of

the equivalent, but less than 12 semester credit hours or the equivalent.

Permanent Resident Alien

An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.

Promissory Note

The promissory note is a legal document obligating the recipient to repay the loan if he or she does not teach one year for each year of scholarship assistance received. The recipient must be licensed to teach in a public school district in a geographical area of the state where there is a critical shortage of teachers, or in the Delta, as designated by the Department of Education. The recipient's rights and responsibilities will be stated on the promissory note.

Satisfactory Academic Progress

Satisfactory academic progress is maintained if the recipient has a minimum 2.75 on a 4.0 scale if attending an approved two-year institution or 3.0 on a 4.0 scale if attending an approved four-year institution.

Skip Tracing

A process for locating a recipient that is in repayment status. UAPB's efforts may include contacting relatives, friends, references, and other individuals or entities in the recipient's file.

Teach on a Full-time Basis

Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency at which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.

U.S. Citizen or National

The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory - Palau. The term "national" includes citizens of

American Samoa or Swain's Island.

## **RULES HIGHER EDUCATION OPPORTUNITIES GRANT**

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The Arkansas Higher Education Opportunities Grant (GO! Opportunities Grant) was created in 2007. The grant is a need-based grant program that allows disadvantaged students to qualify for up to \$1,000 annually in scholarship assistance to attend one of the state's approved higher education institutions. The grant award amounts are \$1,000 a year for full-time students and \$500 a year for part-time students. The grant is renewable for up to a total award amount of \$4,000 provided the student meets the continuing eligibility standards established by the Arkansas Department of Higher Education.

The Higher Education Opportunities Grant Program (Go! Opportunities Grant) serves as a key investment opportunity and brings Arkansas another step closer to meeting the goal of making a postsecondary education attainable for disadvantaged students who may not have a chance to pursue a degree otherwise. Much effort is going into working with lower income students as well as current adult workers, many of whom have found themselves in a cycle of underemployment. A full range of initiatives are being undertaken with an eye toward providing educational opportunities for individuals that will result in long-term economic gains for the state as a whole.

Act 1213 of 2009 expanded the Higher Education Opportunities Grant Program (Go! Opportunities Grant) to provide need-based financial aid for all college-going individuals from low income families. Act 1213 made the following changes to the Higher Education Opportunities Grant Program (Go! Opportunities Grant):

- The applicant shall be a bona fide resident of the state as defined by the Department of Higher Education for a minimum of twelve (12) months immediately before the date on which the student applies;
- The applicant shall be enrolled in an approved institution of higher education as a full-time or part-time student;
- The applicant must be enrolled in a program of study that leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, qualified certificate programs and nursing school diplomas, which require concurrent college enrollment;
- An applicant whose number in the household, as reported on the Free Application for Federal Student Aid, is one (1) shall have a family adjusted gross income (AGI) not exceeding \$25,000 per year, as reported on the Free Application for Federal Student Aid (FAFSA) at the time of application for the program, plus an additional \$5,000 of AGI per year for each number in the household up to ten (10) additional household members.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the Higher Education Opportunities Grant Program. The hearing will be held on July 31, 2009, in conjunction with a meeting of the Arkansas Higher

Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the Higher Education Opportunities Grant Program, to be administered jointly by the Arkansas Department of Higher Education and approved Arkansas Institutions of Higher Education.

**FURTHER RESOLVED**, That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or her designee is authorized to promulgate these rules and regulations and to implement them for the 2009-10 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or her designee is authorized to make technical changes and corrections when necessary in the program rules for the Higher Education Opportunities Grant Program.



HIGHER EDUCATION OPPORTUNITIES GRANT  
PROGRAM  
RULES AND REGULATIONS

RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Higher Education Opportunities Grant Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting grant recipients pursuant to the provisions of Act 1030 of 2007, Act 1213 of 2009, Act 21 of 2015, and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Act 1030 of 2007, Act 1213 of 2009, Act 21 of 2015, and subsequent legislation.

RULE 2 – GRANT ELIGIBILITY CRITERIA

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I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Higher Education Opportunities Grant:

- A. The applicant must be a citizen of the United States or a permanent resident alien.
- B. The applicant shall be a bona fide resident of the state as defined by the Department of Higher Education for a minimum of twelve (12) months immediately before the date on which the student applies.
- C. The applicant shall be enrolled in an approved institution of higher education as a full-time or part-time student, as defined by the Department of Higher Education.
- D. The applicant must be enrolled in a program of study that leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs, associate degree programs, qualified certificate programs and nursing school diplomas, which require concurrent college enrollment.

E. Applicants must certify that they are drug-free and must pledge in writing on the application form to refrain from the use or abuse of illegal substances. This pledge includes alcohol for applicants under twenty-one years of age.

F. Applicants must demonstrate financial need as defined below:

1. An applicant whose number in the household, as reported on the Free Application for Federal Student Aid, is one (1) shall have a family adjusted gross income (AGI) not exceeding \$25,000 per year, as reported on the Free Application for Federal Student Aid (FAFSA) at the time of application for the program, plus an additional \$5,000 of AGI per year for each number in the household up to ten (10) additional household members.
2. The Department of Higher Education may increase the income requirements using the Federal Consumer Price Index, if sufficient funds become available.
3. The Department of Higher Education may exercise professional judgment in determining family income levels when special circumstances exist that can be documented.

## II. Continued Eligibility

If sufficient funds are available, the grant shall be awarded for one academic year and renewed annually if the recipient maintains a 2.0 cumulative grade point average on a 4.0 scale, maintains satisfactory academic progress and demonstrates financial need.

## RULE 3 – APPLICATION PROCESS

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### I. Application

Students must submit an application for the Higher Education Opportunities Grant Program to the Arkansas Department of Higher Education. The Arkansas Department of Higher Education will provide an application on the Department's financial aid website. The Arkansas Department of Higher Education will also provide application forms to any individual upon request. The applicant must complete the Higher Education Opportunities Grant application to be considered for the grant. The applicant must also complete the Free Application for Federal Student Aid (FAFSA).

## II. Submission of Application and Application Deadline

Any interested student planning to enroll in an eligible public or private college or university in Arkansas may apply.

The Arkansas Department of Higher Education shall establish the deadline for receipt of applications each year. The deadline date shall be clearly printed on the application.

All applications and supporting documentation must be received by the Arkansas Department of Higher Education by the established deadline date in order to be considered. It is the responsibility of the individual applicant to ensure that the application is received by the Arkansas Department of Higher Education by the deadline date.

\*If any deadline date occurs on a weekend or holiday, the deadline will be extended to the following business day.

## III. Amount of Grant

The amount of the annual grant awarded to each recipient shall be as follows:

- A. A full-time recipient shall be awarded in the amount of one thousand dollars (\$1,000) per academic year;
- B. A part-time recipient shall be awarded in the amount of five hundred dollars (\$500) per academic year.

## IV. Award Notification and Prioritization of Awards

During times of funding shortages under the Higher Education Opportunities Grant Program, the Department of Higher Education shall first award those students who received an award in the previous academic year. If sufficient funds are not available to renew the Higher Education Opportunities Grants of prior years' recipients, the available funds will be pro-rated among those recipients.

New applicants will receive the second funding priority. Should sufficient funds be unavailable to award all new applicants, awards will be prioritized beginning with the neediest students first.

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, the actual amount the student is eligible to receive, and the student's first institutional choice as indicated on the application form. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions, as detailed in Rule 4, of the Higher Education Opportunities Grant.

V. Eligible Award Notification

Students who are determined to be eligible for participation in the Higher Education Opportunities Grant Program but who have not indicated which Arkansas institution of higher education they will attend shall be classified as eligible. The Arkansas Department of Higher Education shall notify the students of their status as eligible. The notice provides instructions for receiving an award and defines the recipient's responsibilities.

VI. Ineligible and Incomplete Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility. They will also be given instructions on how to correct any information on the application they believe to be incorrect. Applicants who fail to submit complete applications, or who fail to supply the required documentation to process the application, will be classified as Incomplete. The Arkansas Department of Higher Education shall notify these students of their status. The Incomplete notice provides a list of the incomplete items and the actions necessary for completion.

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## RULE 4 – GRANT PAYMENT POLICIES

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I. Limits of Payment

A. Payment of Grants

The Arkansas Department of Higher Education shall disburse grant funds to the approved institution of the student's choice. The Arkansas Department of Higher Education shall send funds to the institution via electronic funds transfer or state warrant. After verification of full-time or part-time enrollment, the institution will disburse the grant funds to the student according to the institution's disbursement procedures. The grant fund payment will correspond to academic terms or equivalent time periods at the eligible institution not to include summer terms. The Higher Education Opportunities Grant will be disbursed in equal disbursements during the fall and spring term. In no instance may the entire amount of the grant disbursement for an educational year be paid to or on behalf of such student in advance nor may a student receive grant payments at more than one (1) institution for the same academic term.

B. Transfer of Grants to Another Approved Institution

A recipient who has received a Higher Education Opportunities Grant may transfer the grant to another approved Arkansas institution of higher education, provided that:

1. The student notifies the Arkansas Department of Higher Education, in writing, of the change of status by October 1 for the fall term and by February 1 for the spring term;
2. When transferring institutions between the fall and spring terms, the student must submit a transcript to ADHE, which certifies that the student has maintained a 2.0 GPA at the institution the student is leaving.

#### C. Renewal of Grant

The grant recipient shall receive a grant for one (1) academic year, renewable for up to a total cumulative award amount of \$4,000, provided the recipient maintains at least a 2.0 cumulative grade point average on a 4.0 scale, maintains satisfactory academic progress and demonstrates financial need.

A student may not use these funds for educational purposes beyond the baccalaureate degree.

#### D. Cancellation of the Grant

1. The award will be terminated for any of the following reasons:
  - a. Failure to maintain at least a 2.0 cumulative grade point average on a 4.00 scale.
  - b. Failure to maintain satisfactory academic progress.
  - c. Failure to demonstrate financial need.
2. The recipient is responsible for notifying, in writing, the Arkansas Department of Higher Education of any change in status (i.e. transfer to another eligible institution in Arkansas, change in name, etc.) before appropriate deadline dates. Failure to provide written notification may result in the cancellation of the grant for that term.

#### E. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term without loss of grant credit. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled in an approved institution.

#### F. Repayment of Grant

If the recipient of a grant withdraws, drops out, or is expelled on or after the first day of class of a payment period, the institution will determine whether the student received an overpayment of financial aid funds for non-institutional expenses. Overpayment is the difference between the amount received as cash disbursements and the amount incurred for non-institutional costs during the portion of the payment period that the student was actually enrolled. It is the institution's responsibility to contact students and recover overpayments.

#### G. Refunds

The Higher Education Opportunities Grant Program is entitled to a refund of the grant amount, for that semester, if the recipient of a grant withdraws, drops out, or is expelled on or after his or her first day of class of the payment period and the situation falls under the refund policy of the institution. The institution shall pay the refund to the Arkansas Department of Higher Education.

#### H. Overpayment

If the award of a Higher Education Opportunities Grant results in an overpayment to the student according to the state law governing the anti-stacking of scholarships, the institution shall follow the ADHE policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

#### I. Withdrawal Policy

A recipient shall be continuously enrolled unless the Arkansas Department of Higher Education has approved a leave of absence/scholarship hold. The department shall allow a student to withdraw from the Higher Education Opportunities Grant for no more than twenty-four (24) months due to:

1. A medical condition of the recipient or a member of the recipient's immediate family that, on the basis of a physician's good-faith judgment, necessitates the student or the student's immediate family member to be hospitalized or receive outpatient or home-based medical care or recuperation until released by the attending physician;
2. A personal or family emergency that requires the student to:
  - a. Attend the funeral of an immediate family member;
  - or
  - b. Visit a relative of the student if the relative has a medical condition in which death is possible or imminent;

3. Military service under § 6-61-112;
4. A commitment for twelve (12) to twenty-four (24) months of:
  - a. Service in a national or international humanitarian project sponsored by a nonprofit corporation organized with a charitable or educational purpose;
  - b. The student's commitment shall be expressed in a written agreement with the nonprofit organization including the terms of completion for the student's service on the related project;
  - c. The department shall release a scholarship hold if the department determines that the student did not complete the commitment under the written agreement; or
5. Any other reason approved by the Arkansas Department of Higher Education

The recipient must submit a written petition for withdrawal. The petition shall give the reason for withdrawal and be supported by documentation. In the absence of extraordinary circumstances, the award will be revoked if the recipient fails to enroll full-time in an eligible institution in Arkansas, and the Arkansas Department of Higher Education receives neither notification of transfer of the scholarship to another eligible institution, nor a petition for withdrawal by the recipient by October 1 for the fall term and February 1 for the winter and/or spring terms. At the discretion of the Department of Higher Education, the award will not be revoked if it is determined by ADHE that extraordinary circumstances prevented the student from notifying ADHE by the required dates.

## RULE 5 – INSTITUTIONAL RESPONSIBILITIES

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### I. College/University Responsibilities

#### A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for appointing one representative from the financial aid office to act as administrator of the Higher Education Opportunities Grant Program and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

#### B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of grant funds.

#### C. Institutional Verification

The institution shall provide certification of full-time or part-time enrollment, as of the close of business on the eleventh day of classes, by completing a Verification Roster each semester after registration. The Verification Roster is an alphabetical listing by institution of all persons receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each term. The Arkansas Department of Higher Education shall provide Verification Rosters to the Financial Aid Administrator for each term as needed. The Verification Rosters shall be returned to the Arkansas Department of Higher Education by November 1 for the fall term and by April 1 for the spring term. The Arkansas Department of Higher Education shall also provide continuing eligibility rosters to the Financial Aid Administrator before the end of the spring term. The continuing eligibility rosters shall be returned to the Arkansas Department of Higher Education no later than June 15 to ensure that adequate time is provided to notify students of their status in the program.

#### D. Deadlines for Disbursement of Funds

The deadline for disbursement of funds is no later than 10 days after receipt of funds. Any outstanding funds not disbursed by these dates must be returned to the Arkansas Department of Higher Education. For those students whose applications are received by ADHE too late to allow disbursement by these dates, disbursement will be made within 10 working days of receipt of the verification roster and receipt of funds.



## E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Higher Education Opportunities Grant recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Higher Education Opportunities Grant Program. The Arkansas Department of Higher Education shall periodically review the institution's records concerning this program in an effort to exercise its due diligence requirements as a steward of state funds.

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## RULE 6 – GRANT RECIPIENT'S RESPONSIBILITIES

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It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. Changes in status will include:

- Change in name
- Change in permanent address
- Change in institution

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

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## RULE 7 – PROGRAM DEFINITIONS

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The following definitions are used in the Higher Education Opportunities Grant Program:

<i>ACADEMIC YEAR</i>	fall semester, spring semester, and first and second summer terms in that order.
<i>APPROVED INSTITUTION</i>	a public-supported or private, non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to receive Title IV Federal student aid funds

OR

Only under conditions set forth in A.C.A. 6-82-1007, a public or private nursing school located in Arkansas that is approved by the State Board of Nursing and which does not discriminate against employees on the basis of race, color, religion, sex, age, handicap or national origin,

consistent with the provisions of applicable state and federal law.

<i>CITIZEN</i>	a person who is a U.S. citizen or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien card to the application.
<i>ELIGIBLE APPLICANT</i>	any applicant who meets the eligibility criteria established in Rule 2.
<i>FULL-TIME STUDENT</i>	twelve college credit hours or its equivalent per semester for the first semester and fifteen (15) credit hours or the equivalent thereafter.
<i>INDEPENDENT STUDENT</i>	a student who meets the conditions to be deemed as independent for federal financial aid purposes.
<i>LEGAL GUARDIAN</i>	a person who by court order has been appointed to act in the place of an individual's parent.
<i>PART-TIME STUDENT</i>	six college credit hours or its equivalent per semester for students
<i>PROFESSIONAL JUDGMENT</i>	Authority of ADHE professional staff that allows for the special consideration of applications or renewal requests when situations exist that prohibit the student from meeting the exact guidelines as stated, when specific documentation provided by the student, high school, or approved institution shows that the student meets the objectives or purpose of the program.
<i>QUALIFIED CERTIFICATE PROGRAM</i>	<i>A program that is:</i> <i>(A) Offered by an approved institution of higher education;</i> <i>(B) Shorter in duration than an associate degree for which credit hours awarded that are creditable towards an associate degree; and</i> <i>(C) Recognized by the United States Department of Education for financial aid purposes.</i>
<i>TUITION</i>	charges levied for attendance at an eligible institution of higher education including mandatory fees charged to all full-time or part-time students by the approved institution.

## **RULES AND REGULATIONS THE WASHINGTON CENTER SCHOLARSHIP**

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Act 1046 of 2007 establishes a new program to award scholarships of up to \$6,000 to students who are accepted to The Washington Center for Internships and Academic Seminars located in Washington, D.C. The Washington Center (TWC) is an independent nonprofit organization serving hundreds of colleges and universities in the United States and other countries by providing selected students challenging opportunities to work and learn in Washington, D.C. for academic credit. Students must be enrolled in an accredited college or university as a second semester sophomore or above, maintain a grade point average of at least 2.75 on a 4.0 scale, receive academic credit from the student's college or university for participation in the internship program and receive the endorsement of the student's campus liaison or faculty sponsor in order to be considered for acceptance from TWC.

The program is made up of three components: the internship, academic coursework, and the leadership forum. Students are placed, according to their interests, in substantive, supervised internships in governmental, international, for-profit or nonprofit organizations. They also participate in thematically organized programs (for example, the Congressional Leadership Program, the Science and Policy Program, or the Advocacy, Service and Arts Program), take an academic course, and attend and take part in a range of events including the Presidential Lecture Series, Congressional Speaker Series, Embassy Visit Program, briefings, tours, workshops and other activities.

The rules and regulations set the following parameters for The Washington Center Scholarship Program:

- For Arkansas residents and US citizens or permanent resident aliens;
- For students enrolled in an eligible Arkansas institution that will grant academic credit for participation in The Washington Center Internship Program located in Washington, D.C.;
- For students who meet The Washington Center admission requirements;
- For students enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs and associate degree programs.

ADHE has appropriation authority to spend \$120,000 in the first and second year for The Washington Center Scholarship Program for the current biennium.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and

regulations that will govern The Washington Center Scholarship Program. The hearing will be held on August 3, 2007, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for The Washington Center Scholarship Program, to be administered jointly by the Arkansas Department of Higher Education, approved Arkansas Institutions of Higher Education and The Washington Center.

**FURTHER RESOLVED**, That by the adoption of these rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his/her designee is authorized to promulgate these rules and regulations and to implement them for the 2007-08 academic year.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education or his/her designee is authorized to make technical changes and corrections when necessary in the program rules for The Washington Center Scholarship Program.

THE WASHINGTON CENTER SCHOLARSHIP  
PROGRAM  
RULES AND REGULATIONS

RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer The Washington Center Scholarship Program within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
- II. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting scholarship recipients pursuant to the provisions of Act 1046 of 2007 and subsequent legislation, and program rules and regulations.
- III. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Act 1046 of 2007 and subsequent legislation.

RULE 2 – SCHOLARSHIP ELIGIBILITY CRITERIA

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An applicant must meet the following requirements to be eligible to receive The Washington Center Scholarship:

- A. The applicant must be a citizen of the United States or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien card to the application.
- B. The applicant must be a bona fide Arkansas resident, as defined by the Arkansas Department of Higher Education, for at least six (6) months prior to the application deadline.
- C. The applicant must be enrolled in an approved Arkansas institution that will grant academic credit for participation in The Washington Center Internship Program located in Washington D.C.
- D. The applicant must meet The Washington Center (TWC) admission requirements and be selected by TWC to participate in their internship program.

- E. The applicant must be enrolled in a program of study, which leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate degree programs and associate degree programs.

### RULE 3 – APPLICATION PROCESS

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#### I. Application

Students must submit an application to The Washington Center for Internships and Academic Seminars and be accepted for participation in The Washington Center's internship program. The application and program information can be obtained from The Washington Center at [www.twc.edu](http://www.twc.edu) or by calling (800) 486-8921. Students can also contact the campus coordinator at the institution he/she attends.

#### II. Submission of Application and Application Deadline

Students must submit an application to The Washington Center (TWC) by the established deadline dates. The student is responsible for submitting the application and all supporting documentation to TWC in a timely manner. TWC will provide a list of all eligible applicants to the Arkansas Department of Higher Education.

#### III. Amount of Scholarship

The amount of the scholarship for each recipient will be up to \$6,000 for one-time participation in The Washington Center internship program.

#### IV. Award Notification and Prioritization of Awards

The Washington Center will select the students that are eligible to participate in the internship program for each applicable academic period. Of those selected students, ADHE will determine the number of students to be awarded the scholarship based on the amount of funds available. In the event there are more eligible applicants than funds available, awards will be determined on a first-come, first-serve basis. Those not awarded will be given priority for participation in a subsequent term.

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, social security number, and the scholarship amount the student is eligible to receive. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions.

The Department shall have the authority to exercise professional judgment in the determination of awards when special circumstances exist.

## RULE 4 – SCHOLARSHIP PAYMENT POLICIES

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### I. Limits of Payment

#### A. Payment of Scholarship

The Arkansas Department of Higher Education shall disburse scholarship funds to The Washington Center (TWC) located in Washington, D.C. Scholarship funds will be disbursed upon receipt of invoice from TWC. Invoices from TWC will be accepted by ADHE no later than ten (10) days after the beginning of each term. The Arkansas Department of Higher Education shall send funds to TWC via electronic funds transfer or state warrant.

#### B. Refunds

The Washington Scholarship Program may be entitled to a refund of the scholarship amount if the recipient of the scholarship withdraws, drops out, is expelled, or does not meet the terms of the internship program outlined by The Washington Center (TWC) during the payment period. If this situation occurs, the student will owe funds to TWC who in turn shall return the refund to the Arkansas Department of Higher Education.

#### C. Overpayment

The Arkansas Department of Higher Education will report the amount of the scholarship each student receives to the Arkansas institution where the student is enrolled. If the award of a Washington Scholarship results in an overpayment to the student according to the state law governing the stacking of scholarships, the institution shall follow the ADHE policy in reducing the student's financial package to prevent the student from receiving funds above the federally recognized cost of attendance.

## RULE 5 – SCHOLARSHIP RECIPIENT’S RESPONSIBILITIES

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It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. Changes in status will include, but not limited to, the following:

- Change in name
- Change in permanent address
- Change in institution

Failure to notify the Arkansas Department of Higher Education of a change of status may affect future eligibility.

## RULE 6 – PROGRAM DEFINITIONS

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### *APPROVED INSTITUTION*

A public-supported or private non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to receive Title IV Federal student aid funds and will grant academic credit for participation in The Washington Center Internship Program located in Washington, D.C.

### *PROFESSIONAL JUDGMENT*

Authority of ADHE professional staff that allows for the special consideration of applications when extraordinary circumstances occur beyond the applicant’s control that may prohibit the student from meeting the exact guidelines as stated. The student must provide documentation, as required by ADHE, to demonstrate that circumstances were beyond the student’s control.

### *THE WASHINGTON CENTER*

The Washington Center for Internships and Academic Seminars is an educational nonprofit organization that provides selected students’ opportunities to work and learn for academic credit. The Washington Center is located at 1333 16<sup>th</sup> Street, NW, Washington, D.C. 20036.



## **STATE TEACHER EDUCATION PROGRAM (STEP) RULES AND REGULATIONS**

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This agenda item presents the amended rules and regulations for the State Teacher Education Program (STEP) that are necessary to comply with Act 1215 of 2009. The creation of STEP resulted from the consolidation of three (3) financial aid programs that have been administered by the Arkansas Department of Higher Education (ADHE). Those programs include the State Teacher Assistance Resource (STAR) Program, Minority Teacher Scholars Program (MTSP) and the Minority Masters Fellows (MMF) Program. The STAR, MTSP and MMF programs provided money to college students who were pursuing a teaching license. Upon completion of the student's degree program, he or she was required to render teaching services in the state of Arkansas. If the recipient did not provide teaching services in this state, he or she was required to repay the money received. After careful evaluation of these programs, the 2009 General Assembly determined the need to consolidate the STAR, MTSP & MMF programs in order to make sure the funds were being used effectively. The program was restructures in that it will assist teachers, who are teaching in specified shortage areas in the state, with federal student loan repayment.

STEP will assist with repayment of federal student loans for up to three (3) years for eligible teachers who teach in a geographic and/or subject shortage area. The ADHE will work with the Arkansas Department of Education (ADE) to determine teacher shortage areas.

The amendment to the STEP rules and regulations align the award amount language with the language that is included in Act 1215 of 2009. The amendment also provides clarification on what is considered an approved teacher education program for which a teacher must have graduated from after April 2004 in order to be eligible. This action will ensure that rules and regulations comply with Act 1215 of 2009.

In compliance with the Administrative Procedures Act of 1979, a public hearing was announced in a newspaper of general circulation to discuss the rules and regulations that will govern the State Teacher Education Program (STEP). The hearing will be held on April 30, 2010, in conjunction with a meeting of the Arkansas Higher Education Coordinating Board.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the rules and regulations presented in this agenda item for the State Teacher Education Program, to be administered by the Arkansas Department of Higher Education.

**FURTHER RESOLVED,** That by the adoption of the rules and regulations presented in this agenda item, the Director of the Arkansas Department of Higher Education or his designee is authorized to promulgate these rules and regulations and to implement them for the 2009-2010 academic year.

**FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education or his designee is authorized to make technical changes and corrections when necessary in the program rules for the State Teacher Education Program.

**STATE TEACHER EDUCATION PROGRAM (STEP)  
RULES AND REGULATIONS**

**RULE 1 – ORGANIZATION AND STRUCTURE**

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the State Teacher Education Program (STEP), hereafter known as STEP, within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee.
  
- II. When functioning under Act 1215 of 2009, and any subsequent legislation, ADHE shall follow provisions of the Administrative Procedures Act.

**RULE 2 - ELIGIBILITY CRITERIA**

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- I. Eligibility Criteria
  - A. Applicants must be bona fide Arkansas residents, as defined by the Arkansas Department of Higher Education, for at least twelve (12) months prior to the application deadline.
  
  - B. Applicants must be a citizen of the United States or a lawful permanent resident.
  
  - C. Applicants must have graduated from a teacher education program after April 2004.
  
  - D. Applicants must have outstanding federal student loans.
  
  - E. Applicants must hold a valid Arkansas teacher's license.
  
  - F. Applicants must teach full-time at a public school district in Arkansas during the award year and meet one of the additional criteria:
    - a. Teach in a subject area with a teacher shortage, as identified by the Arkansas Department of Higher Education in consultation with the Arkansas Department of Education; or
    - b. Teach in a geographic area with a teacher shortage, as identified by the Arkansas Department of Higher Education in consultation with the Arkansas Department of Education;

## II. Continued Eligibility

Recipients shall re-apply for the STEP program annually and continue to meet the eligibility criteria set forth above. A recipient may receive an annual award for a maximum of three (3) years.

### **RULE 3 – SELECTION PROCESS**

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#### I. Applications

##### A. Solicitation of Applicants

1. Program information will be mailed to the following:
  - a. K-12 school administrators and other interested personnel,
  - b. Colleges/Schools/Departments of Education,
  - c. Financial Aid Directors/Officers,
  - d. Other college campus personnel, such as advisors, etc. who express an interest in disseminating information to prospective applicants,
  - e. Information is also available upon request from the Arkansas Department of Higher Education.
2. The Arkansas Department of Higher Education staff will disseminate program information through workshops, meetings, press releases, the Departmental newsletter, and other means deemed appropriate.

B. An online application will be available at the ADHE's website. The application deadline shall be stated on the application form each year. The ADHE shall have the authority to extend the deadline as needed to ensure a quality applicant pool so long as sufficient public notice is provided.

C. Upon receipt by ADHE, applications are reviewed to ensure that all pertinent data is included. Each applicant will receive confirmation of the receipt and completeness of the application. For those whose application is either incomplete or ineligible, a notification will be made identifying the reason for incompleteness or ineligibility. The applicant will then have the opportunity to provide the missing information or correct any inaccurate information. Before an applicant can be considered for an award, the

corrected/missing information must be received by the ADHE by the deadline indicated in the Incomplete/Ineligible Notice.

II. Selection and Notification of Recipients

- A. The ADHE shall review applicants and select recipients based on the eligibility criteria for the State Teacher Education Program (STEP).
- B. Selected recipients will receive award notices stating their eligibility for the program and the conditions of their award.

III. Ranking of Applicants

Priority for STEP Repayment grants is as follows:

1. First priority is Arkansas teachers teaching in both subject and geographic shortage areas.
2. Second priority is Arkansas teachers teaching in subject shortage areas.
3. Third priority is Arkansas teachers teaching in geographic shortage areas.

III. Disbursement of Award

The award will be disbursed in one (1) disbursement to the federal student loan holder indicated by the applicant. If the award amount is larger than the outstanding loan balance, the award amount will be reduced to the amount of the loan balance.

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**RULE 4 - LIMITATIONS OF LOAN REPAYMENT**

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I. The State Teacher Education Program (STEP) shall be used to provide:

- A. A loan repayment for federal student loans in the amount of three thousand dollars (\$3,000) per year for each year a licensed teacher, who graduated from a teacher education program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers OR in a subject matter area designated as having a critical shortage of teachers. Total term of federal student loan repayment shall not exceed three years.
- B. An additional loan repayment for federal student loans in the amount of one thousand dollars (\$1,000) per year for each year a licensed minority teacher, who graduated from a teacher education

program after April 2004, teaches in a public school located in a geographical area of the state designated as having a critical shortage of teachers and/or in a subject matter area designated as having a critical shortage of teachers in Arkansas. Total term of federal student loan repayment shall not exceed three years.

For guidance purposes, the terms African-American, Hispanic, Asian-American, and Native-American are based on the Race/Ethnic classifications utilized by the Integrated Postsecondary Education Data System (IPEDS) as follows:

- i. African-American = Black/Non-Hispanic: a person having origins in any other black racial groups of Africa
- ii. Hispanic: a person of Mexican, Puerto Rican, Central or South American or other Spanish culture or origin, regardless of race.
- iii. Asian-American = Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast
- iv. Native American = American Indian or Alaska Native: a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

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## RULE 5 - RECIPIENT'S RESPONSIBILITY

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### I. Recipient's Responsibility

It is the recipient's responsibility to notify the Arkansas Department of Higher Education of any change in status within 21 days. This will include:

Change in name;

Change in residence;

Failure to notify the Arkansas Department of Higher Education of a change in status will affect future eligibility or collection status.

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## RULE 6 - PROGRAM DEFINITIONS

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The following definitions are used in the State Teacher Education Program:

Arkansas Resident	to be considered an Arkansas resident by ADHE, an applicant must be an Arkansas resident for twelve (12) months prior to the application deadline for the financial aid program. Further, the recipient may be asked to provide evidence of a permanent connection with the State of Arkansas. ADHE will look to one or more of the following to determine residency in those cases: <ul style="list-style-type: none"><li>(A) Valid Arkansas Driver's License;</li><li>(B) Proof of payment for Arkansas personal and/or real taxes for previous year;</li><li>(C) Proof of Arkansas vehicle registration;</li><li>(D) Proof of Arkansas voter registration; and</li><li>(E) Other forms of proof of Arkansas residency.</li></ul>
Award Year	The award year begins on July 1 of one calendar year, and extends to June 30 of the next calendar year.
Geographical Areas of the State Designated as Having Critical	Any Arkansas school district designated by the Arkansas Department of Higher

Shortages of Teachers	Education as having critical teacher shortages.
Lawful Permanent Resident	An individual who can provide documentation from the Immigration and Naturalization Service (INS) that he or she is in the U.S. for other than a temporary purpose with the intention of becoming a citizen or permanent resident. Valid documentation is an I-551, I-151, I-181, I-94, or passport stamped with the notation "Processed for I-551, Temporary Evidence of Lawful Admission for Permanent Residence". A completed Form G-641 can also be used to document permanent resident status.
Subject Matter Designated as Critical Needs in the State of Arkansas	Annually the Arkansas Department of Education certifies subject matter shortage areas based upon the results of surveys obtained from school districts in the state of Arkansas.
Teach on a Full-time Basis	Teach the same number of hours required of teachers who have full-time contracts, as determined by the institution or agency in which an individual is teaching, for a minimum of one academic term, as defined by the institution or agency in which an individual is teaching.
Teacher Education Program	A program of study that has been completed at a college or university and results in the receipt of an initial Arkansas teaching license or an additional licensure area to an existing Arkansas teaching license.
U.S. Citizen	The term "U.S. citizen" includes persons born or who have become naturalized citizens of the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, the Northern Mariana Islands, and Trust Territory- Palau. The term "national" includes citizens of American Samoa or Swain's Island.



STUDENT UNDERGRADUATE RESEARCH FELLOWSHIP  
RULES AND REGULATIONS

RULE 1 – ORGANIZATION AND STRUCTURE

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- I. The Arkansas Department of Higher Education (ADHE) shall administer the Student Undergraduate Research Fellowship (SURF) within the policies set by the Arkansas Higher Education Coordinating Board. All formal communications shall be addressed to or signed by the Director of the Arkansas Department of Higher Education or his/her designee. The Student Undergraduate Research Fellowship Selection Panel shall select recipients for awards.
- II. The Student Undergraduate Research Fellowship Selection Panel shall consist of:
  - A. Faculty or administrators at an Arkansas public or private institution of higher education who have earned a Ph.D. or terminal degree in the discipline to be reviewed.
  - B. Other panel members will be considered who have earned a Ph.D. or terminal degree in the discipline to be reviewed and who have an affiliation with an Arkansas public or private institution of higher education or an education-related entity.
  - C. The Director of the Arkansas Department of Higher Education or his/her designee shall serve as presiding officer of the Student Undergraduate Research Fellowship Selection Panel and shall ensure that staff services for the Panel are provided.
- III. The focus of the Student Undergraduate Research Fellowship is the continued development of undergraduate academic research efforts at Arkansas's public and private institutions of higher education and to provide funding to encourage students to conduct in-depth research projects in specific fields of study under the tutelage of tenured or full-time faculty member. The program is designed to assist all students throughout the state.
- IV. The Director of the Arkansas Department of Higher Education has the final responsibility for selecting fellowship recipients pursuant to the provisions of Act 2124 of 2005 and subsequent legislation, and program rules and regulations.
- V. The Arkansas Department of Higher Education shall follow the provisions of the Administrative Procedures Act when functioning under Act 2124 of 2005 and subsequent legislation.

## RULE 2 – FELLOWSHIP ELIGIBILITY CRITERIA

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### I. Eligibility Criteria

An applicant must meet the following requirements to be eligible to receive the Student Undergraduate Research Fellowship:

- A. The applicant must be a citizen of the United States or a permanent resident alien.
- B. The applicant shall be enrolled in an approved Arkansas institution of higher education as a full-time student, as defined by the Department of Higher Education.
- C. The applicant must be enrolled in a program of study that leads to or is creditable towards a baccalaureate degree. These programs include baccalaureate and associate degree programs.
- D. The applicant must have completed at least 30 semester credit hours before funds are awarded.
- E. The applicant must have a minimum cumulative 3.25 grade point average.
- F. The applicant must have a tenured or full-time faculty member to serve as his/her mentor.

### II. Continued Eligibility

A student may compete for additional years, but cannot receive more than three years of funding.

## RULE 3 – APPLICATION PROCESS

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### I. Solicitation of Applicants

The Arkansas Department of Higher Education will disseminate the Student Undergraduate Research Fellowship announcement through workshops, meetings, press releases, ADHE newsletter, ADHE website and other means deemed appropriate.

Student Undergraduate Research Fellowship announcements will be emailed to:

- A. Presidents and Chancellors
- B. Chief Academic Officers
- C. Directors of Research and Sponsored Programs

- D. Previous SURF panel members and mentors
- E. Faculty, administrators, and other interested persons

## II. Application

Students must submit an application for the Student Undergraduate Research Fellowship to the Arkansas Department of Higher Education. The Arkansas Department of Higher Education will provide an application on the Department's website. The Arkansas Department of Higher Education will also provide application forms to any individual upon request. The applicant must complete the Student Undergraduate Research Fellowship application to be considered for the fellowship.

## III. Submission of Application and Application Deadline

Any interested student who has met the eligibility criteria listed in Rule 2 may apply.

The Arkansas Department of Higher Education shall establish the deadline for receipt of applications each year. The deadline date shall be clearly printed on the application and website.

All applications and supporting documentation must be postmarked by the established deadline date in order to be considered. It is the responsibility of the individual applicant to ensure that the application is postmarked by the deadline date.

\*If any deadline date occurs on a weekend or holiday, the deadline will be extended to the following business day.

## IV. Application Review Process

- A. The SURF Panel will read and score applications.
- B. SURF Panel members meet at ADHE or another centrally located location to make recommendations for SURF awards based upon the selection criteria listed in Rule 4. The SURF Panel is divided into two groups (STEM and non-STEM). Based upon appropriations, the STEM SURF Panel will award 60% of the funds to STEM applicants; the non-STEM SURF Panel will award 40% of the funds to non-STEM applicants. Should there not be enough qualified applicants in the STEM or Non-STEM group to make recommendations for awards, funds can be shifted from one group to another until all funds are exhausted.

V. Amount of Fellowship

The amount of the fellowship awarded to each recipient shall be as follows:

\$1,250 maximum award Student Stipend\*

\$ 750 maximum award Student Travel

\$ 750 maximum award Mentor Award

\$1,250 maximum award Institution Match

**\$4,000** Maximum SURF Award

*Student stipend-	Spring only	\$ 625 maximum award
	Spring & Summer	\$1,250 maximum award
	Spring & Fall	\$1,250 maximum award
	Spring, Summer & Fall	\$1,250 maximum award

VI. Award Notification

The Arkansas Department of Higher Education shall notify each eligible applicant of his/her award. The award notice includes the student's name, address, faculty mentor's name, institution, and the actual amount the student is eligible to receive. The award notice also explains the Arkansas Department of Higher Education's disbursement procedures and conditions, as detailed in Rule 5.

ADHE shall notify the Presidents/Chancellors, Chief Academic Officers, Offices of Research and Sponsored Programs, and the SURF Panel of SURF awardees.

VII. Ineligible Notification

The Arkansas Department of Higher Education shall notify applicants who are determined to be ineligible and provide the reason for ineligibility.

VIII. No Funds Left Notification

Once all applicants have accepted his/her SURF award and all funds are exhausted, the Arkansas Department of Higher Education shall notify the remaining eligible applicants that all funds have been awarded via a "no award" notice.

## RULE 4 – FELLOWSHIP SELECTION CRITERIA

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- I. All proposals will be reviewed by the Student Undergraduate Research Fellowship Panel that is selected by the Arkansas Department of Higher Education. The SURF Panel will use the following selection criteria for judging proposals.

Grading Criteria	Possible Points	Points Awarded
Student's performance and accomplishments (G.P.A., activities, community service, etc.).	<b>10</b>	
Appropriateness of courses completed for proposed research.	<b>10</b>	
Mentor's letter of support.	<b>10</b>	
Two letters of reference.	<b>10</b>	
Mentor has prior experience supervising students in the discipline. (New faculty should be considered, as well as faculty recently beginning involvement in research.)	<b>10</b>	
Appropriateness of proposed mentor's previous experience for the proposed project.	<b>10</b>	
Research/scholarly activity/productivity by the mentor.	<b>10</b>	
The proposed research project. *	<b>30</b>	
<b>TOTAL POINTS AWARDED</b>	<b>100</b>	

\*Criteria for the awarding of points vary with the area of the endeavor. Criteria may include:

- ✓ Feasibility of the project, i.e., is the project reasonable for the proposed student with the available facilities?
- ✓ Is the proposed research/scholarly activity of value to the field of study?
- ✓ Is the project of sufficient difficulty to challenge the student?
- ✓ Will the project teach the student skills that are transferable to other research endeavors/ scholarly activities?
- ✓ Other criteria deemed appropriate by SURF Panel.
- ✓ Is there some justifiable reason to give this proposal consideration because the candidate is from a group under-represented in the area of endeavor such as women and minorities in science, technology, engineering, or mathematics (STEM)?

The SURF Panel shall meet and make recommendation of students to be awarded a SURF fellowship based upon the above selection criteria. Recommendation of awards shall be made until all funds are exhausted. The SURF Panel shall also select alternates to be awarded in the event a student does not accept his/her SURF award.

The Director of the Arkansas Department of Higher Education has the final responsibility for selecting fellowship recipients.

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## RULE 5 – FELLOWSHIP PAYMENT POLICIES

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### I. Limits of Payment

#### A. Disbursement of Fellowships

The Arkansas Department of Higher Education shall disburse fellowship funds to the institution designated on the student's application. The Arkansas Department of Higher Education shall send funds to the Office of Research and Sponsored Programs (ORSP) or Financial Aid Office via electronic funds transfer or state warrant. Additionally, the ORSP or Financial Aid will be sent an Award Roster and Receipt Confirmation. The Award Roster lists the students to be awarded and the disbursement amounts. The Receipt Confirmation should be signed by the disbursement officer and returned to ADHE. The institution will disburse the grant funds to the student according to the institution's disbursement procedures.

#### B. Cancellation of the Fellowship

1. The award will be terminated for any of the following reasons:
  - a. Failure to maintain at least a 3.25 cumulative grade point average on a 4.00 scale.
  - b. Failure to maintain satisfactory academic progress as defined by the institution.
  - c. Failure to conduct the research for which the SURF fellowship was awarded.
2. The recipient is responsible for notifying, in writing, the Arkansas Department of Higher Education of any change in status (i.e. change of address, email, transfer of research to another mentor, etc.). Failure to provide written notification may result in the cancellation of the fellowship for that term.

#### C. Military Service

Recipients who are members of the Arkansas National Guard or Armed Forces Reserve units who are called to active duty for reasons other than regular unit training and are unable to complete the current term will be allowed to repeat the missed term. In addition, they will be placed in deferred status until six months after release from active duty, at which time they must be re-enrolled and continue research with the same mentor.

D. Refunds

The Arkansas Department of Higher Education is entitled to a refund of the fellowship amount, for that semester, if the recipient of a fellowship withdraws, drops out, is expelled, falls below the minimum standards detailed in Rule 2, or does not conduct the research for which the SURF award was made.

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RULE 6 – INSTITUTIONAL RESPONSIBILITIES

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I. College/University Responsibilities

A. Administrative Agreement

The chief executive officer of the eligible institution is responsible for designating one institutional representative to act as administrator of the Student Undergraduate Research Fellowship and to receive all communications, forms, etc. This representative is responsible for verification, data and compliance with all program rules and regulations. The institution must comply with all rules and regulations in order to maintain continued eligibility status.

The Authorizing Institutional Official ensures that by signing the SURF application that the applicant has met all conditions of the Fellowship Eligibility Criteria in Rule 2.

B. Disbursement Records

The institution shall maintain information on the student indicating disbursement of fellowship funds.

C. Institutional Verification

The institution shall provide certification of full-time enrollment, as of the close of business on the eleventh day of classes. The institution must comply with OMB Circular A21 (Cost Principles for Educational Institutions) and OMB Circular A110 (Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations) when managing SURF funds. Each institution shall establish a separate account for each student awarded a SURF fellowship.

Each Department\Division\Dean\Chair is responsible for ensuring that the student and mentor are conducting research as set forth in the Student Undergraduate Research Fellowship proposal submitted to the Arkansas Department of Higher Education.

D. Deadlines for Disbursement of Funds & Refunds

Funds shall be disbursed to students and mentors in accordance with the institution's disbursement procedures according to OMB Circular A21 and OMB Circular A110. Any outstanding funds not disbursed by the end of the semester must be returned to ADHE within 15 days of the semester's end.

The Arkansas Department of Higher Education is entitled to a refund of the fellowship amount, for that semester, if the recipient of a fellowship withdraws, drops out, is expelled or does not conduct the research for which the SURF award was made. The Institutional Representative is responsible for issuing a refund to ADHE within 15 days of the semester's end.

E. Due Diligence

The institution will exercise due diligence in providing complete, accurate, and timely information as requested by the Arkansas Department of Higher Education on any Student Undergraduate Research Fellowship recipient or former recipient. In addition, the institution will exercise due diligence in complying with all the rules and regulations of the Student Undergraduate Research Fellowship Program. The Arkansas Department of Higher Education shall periodically review the SURF program.

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RULE 7 – FELLOWSHIP RECIPIENT'S RESPONSIBILITIES

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- I. It is the recipient's responsibility to notify the Arkansas Department of Higher Education, in writing, of any change in status (i.e. change of address, email, transfer of research to another mentor, etc.). Failure to provide written notification may result in the cancellation of the fellowship for that term.

Change in the research project is not allowed for the Student Undergraduate Research Fellowship.

- II. Fellowship recipient is required to submit a one page abstract on the findings of his/her research upon completion of the project to the Arkansas Department of Higher Education as follows:

May 1	Spring term project completion
August 1	Summer term project completion
December 1	Fall term project completion

- III. Fellowship recipients are required to present the findings of his/her research at a state or national conference in his/her discipline or attend a meeting of experts in his/her discipline as directed by his/her mentor.

Failure by a fellowship recipient to comply with any of the above may result in forfeiture of his/her SURF fellowship funds.



## RULE 8 – PROGRAM DEFINITIONS

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The following definitions are used in the Student Undergraduate Research Fellowship Program:

<b>APPROVED INSTITUTION</b>	a public-supported or private, non-profit postsecondary institution with its primary headquarters located in Arkansas that is eligible to receive Title IV Federal student aid funds.
<b>CITIZEN</b>	a person who is a U.S. citizen or a permanent resident alien. If the recipient is not a U.S. citizen, but a permanent resident alien, the recipient must attach a copy of the permanent resident alien card to the application.
<b>ELIGIBLE APPLICANT</b>	any applicant who meets the eligibility criteria established in Rule 2.
<b>FELLOWSHIP</b>	an amount of money given to a student for a specified period of time that allows them to study and research a subject.
<b>FULL-TIME STUDENT</b>	12 semester credit hours or its equivalent per semester.
<b>INSTITUTIONAL MATCH</b>	amount of funds the institution must match the student's stipend.
<b>OMB Circular A110</b>	sets forth the uniform administrative requirements for grants and agreements with institutions of higher education, hospitals, and other non-profit organizations.
<b>OMB Circular A21</b>	sets forth the rules governing the eligibility and calculation of costs in support of sponsored research, development, training and other works produced in agreement with the United States Federal Government, but does not attempt to identify or dictate agency or institutional participation in those works.
<b>MENTOR</b>	tenured or full-time faculty member.
<b>MENTOR COST</b>	salary, fringe benefits, materials, supplies and travel costs awarded to the mentor associated with mentoring the student.
<b>SEMESTER</b>	Spring, Summer or Fall terms.
<b>STUDENT STIPEND</b>	an amount of money awarded to the student to conduct his/her research.

**STUDENT TRAVEL**

cost incurred by student to present the results of his/her research at a state or national conference or to attend a meeting of experts in his/her discipline.

**SURF PANEL**

shall consist of faculty or administrators of Arkansas public or private institution of higher education who have earned a Ph.D. or terminal degree in the discipline to be reviewed. Other reviewers will be considered who have earned a Ph.D. or terminal degree in the discipline to be reviewed and who have an affiliation with an Arkansas public or private institution of higher education or an education-related entity.