

Johnny Key
Secretary

Dr. Jim Carr
AHECB Chair

Dr. Maria Markham
Director

**ARKANSAS HIGHER EDUCATION
COORDINATING BOARD**

REGULAR QUARTERLY MEETING

APRIL 24, 2020



Arkansas Division of Higher Education

423 Main Street, Suite 400 | Little Rock, AR 72201 | (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

Arkansas Division of Higher Education

SCHEDULE

Friday, April 24, 2020

Call to Order at 10:00 a.m.

Committee Meetings

Convene Coordinating Board Meeting

Coordinating Board Meeting will convene at the end of the
Academic Committee meeting.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

Friday, April 24, 2020

Arkansas Division of Higher Education

AGENDA

I. EXECUTIVE

- *1. Approve Minutes of the January 31, 2020 Regular Meeting and March 19, 2020 Special Meeting
- 2. Director's Report (Dr. Maria Markham)
- *3. Arkansas Concurrent Challenge Scholarship (Mr. Nick Fuller)
- *4. Advanced Placement Credit Policy (Mr. Fuller)
- *5. Documented Immigrant Tuition Policy (Mr. Fuller)
- *6. Productivity Funding Policies (Mr. Fuller)

II. FINANCE

- *7. Distribution of Mineral Lease Funds (Mr. Fuller)

III. ADEMIC

- *8. New Program: Arkansas Northeastern College
Certificate of Proficiency in Medication Assistant (Dr. Jessie Walker)
- *9. New Program: Arkansas State University - Beebe
Associate of Applied Science in Nursing (Dr. Walker)
- *10. New Program: University of Arkansas, Fayetteville
Master of Applied Business Analytics (Dr. Walker)
- *11. New Program: University of Arkansas, Fayetteville
Master of Professional Accounting (Dr. Walker)
- *12. New Program: University of Arkansas, Fayetteville
Master of Science in Environmental Dynamics (Dr. Walker)

- *13. New Program: University of Arkansas, Fayetteville
Master of Science in Finance (Dr. Walker)
- *14. New Program: University of Arkansas, Fayetteville
Master of Science in Operations Analytics (Dr. Walker)
- *15. New Program: University of Arkansas, Fayetteville
Master of Science in Supply Chain Management (Dr. Walker)
- *16. New Program: University of Arkansas, Fayetteville
Master of Arts in Art Education with Concentrations in (1) Schools and (2)
Community and Museums (Dr. Walker)
- *17. New Programs: University of Arkansas at Monticello
Master of Arts in English (Dr. Walker)
- *18. New Programs: University of Arkansas at Monticello
Master of Fine Arts in Debate and Communications (Dr. Walker)
- *19. New Programs: University of Arkansas Community College at Morrilton
Certificate of Proficiency in Diesel Technology
Technical Certificate in Diesel Technology
Associated of Applied Science in Diesel Technology (Dr. Walker)
- *20. Institutional Certification Advisory Committee: Resolutions (Dr. Walker)
- 21. Letters of Notification (Dr. Walker)
- 22. Letters of Intent (Dr. Walker)

FINANCE COMMITTEE

Arkansas Higher Education Coordinating Board

**Arkansas Division of Higher Education
423 Main Street
Little Rock, AR 72201**

Friday, April 24, 2020

Finance Committee

Keven Anderson, Chair
Al Brodell
Bill Clary

Chris Gilliam
Chad Hooten
Greg Revels
Dr. Jim Carr, Ex officio

AGENDA

- *7. Distribution of Mineral Lease Funds (Mr. Nick Fuller)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE

Arkansas Higher Education Coordinating Board

Arkansas Division of Higher Education
423 Main Street
Little Rock, AR 72201

Friday, January 31, 2020

Academic Committee

Lori Griffin, Chair
Dr. Olin Cook

Andy McNeill
Dr. Michael Stanton
Dr. Jim Carr, Ex officio

CONSENT AGENDA

- *8. New Program: Arkansas Northeastern College
Certificate of Proficiency in Medication Assistant (Dr. Jessie Walker)
- *9. New Program: Arkansas State University - Beebe
Associate of Applied Science in Nursing (Dr. Walker)
- *10. New Program: University of Arkansas, Fayetteville
Master of Applied Business Analytics (Dr. Walker)
- *11. New Program: University of Arkansas, Fayetteville
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- *13. New Program: University of Arkansas, Fayetteville
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- *14. New Program: University of Arkansas, Fayetteville
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- *15. New Program: University of Arkansas, Fayetteville
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Master of Arts in Art Education with Concentrations in (1) Schools and (2)
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- *18. New Programs: University of Arkansas at Monticello
Master of Fine Arts in Debate and Communications (Dr. Walker)
- *19. New Programs: University of Arkansas Community College at Morrilton
Certificate of Proficiency in Diesel Technology
Technical Certificate in Diesel Technology
Associated of Applied Science in Diesel Technology (Dr. Walker)
- *20. Institutional Certification Advisory Committee: Resolutions (Dr. Walker)
- 21. Letters of Notification (Dr. Walker)
- 22. Letters of Intent (Dr. Walker)

*Numbers refer to main agenda.

Agenda Item No. 1
Higher Education Coordinating Board
April 24, 2020

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
January 31, 2020**

Minutes of Meeting

The January 31, 2020, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Division of Higher Education in Little Rock. Chair Jim Carr called the meeting to order at 10:00 a.m., with all members present.

Coordinating Board present:

Dr. Jim Carr, Chair
Al Brodell, Vice Chair
Chris Gilliam, Secretary
Keven Anderson
Bill Clary
Dr. Olin Cook
Lori Griffin
Chad Hooten
Andy McNeill
Greg Revels
Dr. Michael Stanton

Coordinating Board absent:

Division staff present:

Dr. Maria Markham, Director
Nick Fuller, Deputy Director
Dr. Jessie Walker, Senior Associate Director for Academic Affairs/Research & Analytics
Ann Clemmer, Senior Associate Director for Governmental Relations
Sonia Hazelwood, Associate Director for Research and Analytics
Alisha Lewis, Associate Director of Communications
Alana Boles, Program Director for Private and Out-of-State Education
Chandra Robinson, Program Coordinator for Institutional Finance
Micah Gilbert, Network Support Specialist
Nichole Abernathy, Executive Assistant

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

Chair Carr began by welcoming new AHECB members Bill Clary of Conway, Chad Hooten of Little Rock and Andy McNeill of Russellville, to their first AHECB meeting.

Agenda Item No. 1
Approval of Minutes

? moved to approve Agenda Item No. 1. ? seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Report of Nominating Committee

The Nominating Committee (Chair Dr. Michael Stanton, Chris Gilliam and Lori Griffin) recommended the following slate of Board officers for 2020-2021.

President – Dr. Jim Carr
Vice President – Al Brodell
Secretary/Treasurer – Chris Gilliam
Finance Committee Chair – Keven Anderson
Academic Committee Chair – Lori Griffin

Dr. Michael Stanton moved to accept the 2020-2021 nominations. Lori Griffin seconded the motion and the Board unanimously approved.

Agenda Item No. 3
State Board of Higher Education Foundation
Election of Supervisory Committee

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

President – Chris Gilliam
Vice President – Lori Griffin
Secretary/Treasurer – Dr. Olin Cook

The terms for these members have lapsed, requiring a re-election or new appointments.

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

Chris Gilliam – President
Lori Griffin – Vice President
Dr. Olin Cook – Secretary/Treasurer

Lori Griffin moved to approve Agenda Item No. 3. Greg Revels seconded the motion and the Board unanimously approved.

Agenda Item No. 4
Reimbursement of Expenses for
Members of the AHECB and ICAC

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

RESOLVED, That the Arkansas Higher Education Coordinating Board, by a majority vote of its total membership, authorizes expense reimbursement for each board member and member of the ICAC for performing official board duties.

FURTHER RESOLVED, That the expense reimbursement shall not exceed the rate established for state employees by state travel regulations.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Division of Higher Education to send a copy of this resolution to the Department of Finance and Administration to notify that agency of compliance with Act 1211 of 1995.

Al Brodell moved to approve Agenda Item No. 4. Andy McNeill seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Director's Report

ADHE Staff Changes

Quinton Morgan, new Financial Aid Program Specialist, previously served as the Assistant Director of Financial Aid at the University of Arkansas at Monticello (UAM).

Rachel Lewis, new DHE Senior Technology Analyst, previously served as a Research Analyst in the Institutional Research Department at ASU-Beebe.

Institutional Leadership Changes

Lisa Willenberg is chancellor of the University of Arkansas Community College at Morrilton. Willenberg has worked at UACCM for 27 years, previously serving as vice chancellor for finance and operations, general accountant and vice chancellor.

Dr. Peggy Doss is the new chancellor of the University of Arkansas at Monticello. Dr. Doss has served as provost and vice chancellor for academic affairs and as dean of the university's College of Education for 10 years.

Dr. Bentley Wallace will become president of South Arkansas Community College, on February 1, 2020. Dr. Wallace has previously served as the dean of the School of Technical and Professional Studies and vice chancellor for economic development at the University of Arkansas-Pulaski Technical College, and director of business and transportation technology at ASU-Newport.

Closing the Gap at UA Cossatot

Dr. Steve Cole, Chancellor of UA Cossatot, presented information on the institution's ADHE Closing the Gap Award. Cole stated that UA Cossatot recognized that students were spending approximately \$1,400 per year for textbooks at the college's bookstore, leased by a third party. Once the contract with the third party was up for renewal in spring 2015, they saw an opportunity to eliminate an outside vendor and instead find alternative sources to costly textbooks by establishing an internal textbook rental and open educational resource (OER) program that minimizes textbook expenses for students, said Cole. Within the program's first four years, UA Cossatot has saved its students over \$1.5 million in textbook expenses.

Agenda Item No. 6
Annual Enrollment Report

Sonia Hazelwood presented summary and detailed information about annual student enrollment. She noted the total enrollment for the 2019 Fall term in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities and nursing schools) was 156,491 students; representing a 1-year decrease of 1.6 percent.

Of the 156,491 students enrolled in fall 2019, 1,203 students enrolled at more than one institution. This is only 1.2 percent of the total fall 2019 enrollment. The number of students attending more than one institution has been declining similar to overall enrollment. The largest number of students attending more than one institution was 3,110 in fall 2011.

Agenda Item No. 7
Annual Report on Institutional Certification

Alana Boles presented an update on the number of Arkansas residents pursuing academic degrees offered by out-of-state and for-profit institutions certified to operate in Arkansas under Arkansas Code Annotated §6-61-301.

Boles reported that in 2018-19, 16 Arkansas campuses, 21 institutions with programs delivered only through distance technology, 10 institutions offering programs both on Arkansas campuses and through distance technology and 6 institutions offering programs only on an Arkansas campus were certified under ICAC rules.

There were no questions.

Agenda Item No. 8
Operating Recommendations for 2020-21

A.C.A. §6-61-234 (Act 148 of 2017) directs the Arkansas Higher Education Coordinating Board (AHECB) to adopt policies developed by the Arkansas Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

The operating recommendations are based upon the productivity funding formula policies approved by the AHECB in October 2017 as well as requests submitted by the non-formula entities.

The two-year college and university productivity funding models have been calculated using academic year 2015 through academic year 2018 student data as well as academic year 2014 through academic year 2017 expenditure data reported to and published by the Integrated Postsecondary Education Data System (IPEDS). The productivity funding model calculations represent a total productivity increase of 1.52% for two-year colleges and universities, which supports the recommendation for state funding of those institutions of higher education of \$642,302,315 in 2020-21. The total funding recommendation for the non-formula entities is \$237,092,289 in 2020-21.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2020-21 fiscal year as included in Tables 1A, 1B, 1C, 1D and 1E.

FURTHER RESOLVED, That the Director of the Arkansas Division of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2020-21 operating recommendations of the Arkansas Higher Education Coordinating Board.

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

Keven Anderson asked if the universities total change in funding of \$6.3 million and the \$2.2 million total change in two-year college funding equaled the total productivity funding model calculations increase of 1.52%.

Nick Fuller said that if you are looking at strictly year over year, the numbers are not going to match.

Greg Revels moved to recommend the approval of Agenda Item No.8 to the full Board for consideration. Al Brodell seconded and the Committee approved.

Agenda Item No. 9
Personal Services Recommendations

A.C.A. §6-61-209 requires the Arkansas Higher Education Coordinating Board to present a consolidated budget request from the state-supported colleges and universities to the General Assembly and the Governor prior to each regular session of the General Assembly. As part of this process, the quantity of positions, titles, and line-item maximum salaries for all non-classified administrative, academic, and auxiliary positions at each Arkansas public institution of higher education have been reviewed, and changes are recommended.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2020-21 fiscal year as recommended by staff.

FURTHER RESOLVED, That the Director of the Arkansas Division of Higher Education is authorized to make technical corrections consistent with Coordinating Board action.

FURTHER RESOLVED, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2020-21 fiscal year.

There were no questions.

Al Brodell moved to recommend the approval of Agenda Item No.9 to the full Board for consideration. Bill Clary seconded and the Committee approved.

Agenda Item No. 10
Annual Higher Education Financial Condition Report

Nick Fuller presented the Annual Higher Education Financial Condition Report. The purpose of this report is to describe the financial condition as well as the difficulties and challenges experienced by Arkansas's Public Institutions of Higher Education.

Greg Revels voiced concern in the drop in the comparison of Arkansas faculty salaries to other SREB states.

Agenda Item No. 11
Economic Feasibility of Loan Issue
for the University of Arkansas at Little Rock

The University of Arkansas at Little Rock (UALR) requests approval of the economic feasibility of plans to secure a loan not to exceed \$1.0 million with a term of up to ten (10) years at an annual interest rate not to exceed 0.00 percent. Proceeds from the loan will be used for educational and general (E&G) purposes. The University of

Arkansas Board of Trustees is scheduled to consider approval of this financing at its meeting on January 30, 2020.

The loan is being sought from the Arkansas Sustainable Building Design Revolving Loan Fund, which is managed by the Division of Building Authority (DBA). This fund was established with funds provided by the federal government under the American Reinvestment and Recovery Act of 2009.

The educational and general loan will be \$1.0 million with an annual debt service of \$100,000 and a term of up to ten (10) years. Proceeds from the loan will be used to replace two aged and failing chillers and the associated cooling tower and pumps, which meet the revolving loan fund energy savings requirements. Coordinating Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to E&G debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas at Little Rock to secure a loan not to exceed \$1.0 million with a term of up to ten (10) years at an expected annual interest rate not to exceed 0.00 percent to replace two aged and failing chillers and the associated cooling tower and pumps which meet the revolving loan fund energy savings requirements. Replacements will increase energy efficiency through increased insulation and solar reflectance.

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

Steve McClellan, UALR Vice Chancellor for Finance and Administration provided additional information for this request.

Al Brodell moved to recommend the approval of Agenda Item No.11 to the full Board for consideration. Greg Revels seconded and the Committee approved.

Agenda Item. No. 12
Economic Feasibility of Loan Issue
Arkansas School for Mathematics, Sciences and the Arts

The Arkansas School for Mathematics, Sciences and the Arts (ASMSA) requests approval of the economic feasibility of plans to secure a loan not to exceed \$1.0 million with a term of ten (10) years at an annual interest rate not to exceed 2.5 percent. Proceeds from the loan will be used for educational & general (E&G) purposes. The University of Arkansas Board of Trustees is scheduled to consider approval of this financing at its meeting on January 30, 2020.

The E&G loan issue will not exceed \$1.0 million with an annual debt service of approximately \$122,499 and a term of ten (10) years. Proceeds from the loan will be used to renovate current structures into expanded student residences and shared community spaces, which will allow ASMSA to accommodate approximately 24 additional students. The debt service on the loan will be supported by state general revenue pursuant to Act 338 of 2019 - Section 8, item no. 06 (loans/reimbursement).

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the Arkansas School for Mathematics, Sciences and the Arts to secure a loan not to exceed \$1.0 million with a term of ten (10) years at an estimated interest rate not to exceed 2.5 percent to renovate current structures into expanded student residences and shared community spaces.

FURTHER RESOLVED, That the Director of the Division of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Arkansas System and the Director of the Arkansas School for Mathematics, Sciences and the Arts of the Coordinating Board's resolution.

Al Brodell moved to recommend the approval of Agenda Item No.12 to the full Board for consideration. Greg Revels seconded and the Committee approved.

Agenda Item No. 13
Economic Feasibility for the Issuance of a Line of Credit
Henderson State University

Henderson State University (HSU) requests approval of the economic feasibility of plans to obtain a line of credit loan not to exceed \$3 million. Proceeds from the revolving line of credit will be provide overdraft protection of payroll drafts in the case that the monthly allotment of State General Revenue funds has not yet been received in the payroll account. Henderson State University Board of Trustees approved this financing at its meeting on December 19, 2019.

This line of credit would not be a term loan, but rather a mechanism to ensure coverage of payroll until the monthly allotment of State General Revenue funds is received. If funds are not sufficient in the Payroll account and the payroll is being paid that day, the line of credit would provide the necessary funds to ensure payment of payroll. It is anticipated that the State funds would be received within two days of the end-of-the-month payroll run date, thereby providing sufficient funds for repayment of the line of credit. Coordinating Board policy regarding debt service for educational and general projects provides that a maximum of 25 percent of net tuition and fee revenue may be pledged to educational and general debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Henderson State University to obtain a line of credit loan not to exceed \$3 million to bridge the timing

difference between the occurrence of payroll drafts and the receipt of State General Revenue funds.

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

Dr. Charles Welch, ASU System President, provided additional information for this request.

Greg Revels moved to recommend the approval of Agenda Item No.13 to the full Board for consideration. Al Brodell seconded and the Committee approved.

Agenda Item No. 14
Bachelor of Science in Applied Statistics with Options in
Actuarial Science or Data Science
Arkansas Tech University

The proposed 120 credit hour Bachelor of Science in Applied Statistics with options in Actuarial Science or Data Science is designed for students who want to acquire strong quantitative analytical skills. Graduates of the proposed degree will be able to manage data, produce informative visualizations of data, and have fundamental statistical principles. The curriculum is tailored for professional who may be working with data and statistics in any industry including natural resources, environmental agencies, non-profit organizations, healthcare, insurance, business and finance, or other industries where the analysis of data research results is required. The Applied Statistics degree includes courses in mathematical theory, statistical modeling, computer programming, economics, and business analytics.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Applied Statistics with Options in Actuarial Science or Data Science (CIP 27.0599; 120 credit hours) offered by Arkansas Tech University, effective Summer 2020.

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

Dr. Barbara Johnson, ATU Vice President for Academic Affairs, provided additional information about the program.

There were no questions.

Agenda Item No. 15

Certificate of Proficiency in Riflesmithing, Certificate of Proficiency in Shotgunsmithing, Certificate of Proficiency in Pistolsmithing, Technical Certificate in Gunsmithing – Long Gun Emphasis and Associate of Applied Science in Gunsmithing
Black River Technical College

The proposed Certificate of Proficiencies in Riflesmithing, Shotgunsmithing and Pistolsmithing provide pathways toward a Technical Certificate and/or Associate of Applied Science in Gunsmithing. These proposed programs will prepare individuals to apply technical knowledge and skills to make, repair, maintain, and modify firearms according to blueprints or customer specifications, using specialized hand tools and machines. The proposed programs were specifically designed to address the needs of industry leaders across the state. BRTC has collaborated with the Arkansas Economic Development Commission in the formulation and development of these proposed programs. Currently, there are no programs in the state of Arkansas that offer gunsmithing programs; however, guns and ammunition provide an important contribution to Arkansas's economy. Hiring will begin the Fall 2019 and into the Spring 2020. CZ-USA will join a number of custom firearms-makers, air-gun suppliers and ammunition companies that already call Arkansas home: in Fort Smith - Umarex USA and Walther Arms; Rogers – Daisy Outdoor Products; and Berryville – Wilson Combat and Nighthawk Custom.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency Riflesmithing; Certificate of Proficiency in Shotgunsmithing; Certificate of Proficiency in Pistolsmithing; Technical Certificate in Gunsmithing Technology – Rifle Emphasis; and the Associate of Applied Science in Gunsmithing Technology (CIP 47.0402; CP in Riflesmithing - 10 credit hours; CP Shotgunsmithing – 10 credit hours; CP in Pistolsmithing – 10 credit hours; TC in Gunsmithing Technology – Rifle Emphasis – 34 credit hours; and AAS in Gunsmithing Technology 60 – 64 credit hours) offered by Black River Technical College, effective Fall 2020.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Division of Higher Education to inform the President and Chair of the Board of Trustees of Black River Technical College of the approval.

Dr. Brad Baine, BRTC Vice President of Academic Affairs, provided additional information on the program.

Agenda Item No. 16

Certificate of Proficiency in Lodging, Certificate of Proficiency in Restaurant Operations, Certificate of Proficiency in Beverages and Bar Operations, Technical Certificate in Hospitality Management, and Associate of Applied Science in Hospitality Management
Southeast Arkansas College

The proposed 60 credit hour Associate of Applied Science in Hospitality Management will prepare students for entry-level positions in the hospitality management industry as well as enhance the skills of individuals employed in lodging, gaming, entertainment venues, and restaurants. The proposed program provides specialized knowledge in various management techniques and skills. The proposed AAS degree incorporates stop-out points so that students can obtain the following credentials: Technical Certificate in Hospitality Management (36 credit hours); and three Certificates of Proficiency in Lodging (9 credit hours), Restaurant Operations (18 credit hours); and Beverages and Bar Operations (9 credit hours).

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Lodging; Certificate of Proficiency in Restaurant Operations; Certificate of Proficiency in Beverages and Bar Operations; Technical Certificate in Hospitality Administration; and the Associate of Applied Science in Hospitality Management (CIP 52.0901; CP in Lodging - 9 credit hours; CP in Restaurant Operations – 18 credit hours; CP in Beverages and Bar Operations - 9 credit hours; TC in Hospitality Administration – 36 credit hours; and AAS in Hospitality Management - 60 credit hours) offered by Southeast Arkansas College, effective Fall 2020.

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

Steve Bloomberg, President of Southeast Arkansas College, provided additional information.

Agenda Item No. 17

Certificate of Proficiency in Cyber Security Management, Technical Certificate in Cyber Security management, and Associate of Applied Science in Cyber Security Management
Southeast Arkansas College

The proposed Associate of Applied Science in Cyber Security Management and is a 60 credit hour program that will prepare students for positions in business and industry to prevent the threat from attacks on information systems. Students will focus on the methods used to attack computer information systems and learn the skills to protect and counter such attacks. The proposed degree curriculum plan includes courses in computer programming, criminal justices and forensic investigation methods of approaching cybersecurity and networking. Graduates of the proposed programs will

be able to monitor, secure, and analyze data networks, and cybersecurity operation centers. Students will acquire a broad understanding of how to detect, protect, and analyze computer network threats and skills needed for an entry-level position in cybersecurity. The proposed AAS degree incorporates stop-out points so that students can obtain the following credentials: Technical Certificate in Computer Programming and a Certificate of Proficiency in Security/Forensics.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Security/Forensics (CIP 11.1003; 15 credit hours); Technical Certificate in Computer Programming (CIP 11.0201; 27 credit hours); and Associate of Applied Science in Cybersecurity Management Technology (CIP 11.1003; 60 credit hours) offered by Southeast Arkansas College, effective Fall 2020.

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

Gina Teel, SEARK Chief Academic Officer, provided additional information.

There were no questions.

Agenda Item No. 18
Educational Specialist (EdS) in Digital Age Teaching and Learning
University of Central Arkansas

The proposed Educational Specialist (EdS) in Digital Age Teaching and Learning is a 30 credit hour, 100% online post-Master's degree program. The proposed program will prepare educators to transform face-to-face learning through active student-centered pedagogy that is enhanced through mobile technology. The proposed program is geared toward the education professional who wants to go beyond his/her Master's degree with a focus on how to transform the face-to-face classroom into an environment where students have increased voice and choice in their learning. Students are provided learning opportunities with ensured equitably and accessibility for all. The goal of this proposed program is to give teachers an opportunity to advance in their skills and leadership without necessarily preparing for an administrative or support role in his/her district. The proposed program focuses on expanding pedagogical approaches in the classroom and engagement in face-to-face contexts, and in such a way that the technology is a means to effect transformational learning. The program does not lead to licensure in the state of Arkansas.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Educational Specialist (EdS) in Digital Age Teaching and Learning (CIP 13.0607; 30 credit hours; 100% online) offered by the University of Central Arkansas, effective Spring 2020.

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

Agenda Item No. 19
Institutional Certification Advisory Committee

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 3 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2023.

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

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

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

Academy of Art University, San Francisco, California

The Chicago School of Professional Psychology, Los Angeles, California

University of Southern California, Los Angeles, California

Vista College, Richardson, Texas

New Institutions – Distance Technology

Saybrook University, Pasadena, California

TEACH-NOW Graduate School of Education, Washington, D.C.

The Santa Barbara and Ventura College of Law, Ventura, California

University of St. Augustine for Health Sciences, San Marcos, California

Dr. Michael Stanton moved to recommend the approval of Agenda Items No.14 - 19 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Items No. 20 & 21
Letters of Notification and Letters of Intent

The Director of the Arkansas Division of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from out-of-state institutions to offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 20-1 through 20-43 and in the Letters of Intent on pages 21-1 through 21-7 of the agenda book.

Report of the Committees

Chair Carr presented the report of the Finance Committee and moved approval of Agenda Items 8, 9, and 11 – 13. Al Brodell seconded and the board approved.

Lori Griffin presented the report of the Academic Committee and moved approval of Agenda Items 14 – 19. Al Brodell seconded and the board approved.

Remarks by Presidents and Chancellors

Chair Carr announced that the Arkansas Division of Higher Education would host the next Arkansas Higher Education Coordinating Board meeting at their offices on April 24, 2020 at 10:00 a.m., in the first floor boardroom.

With no further comments, the meeting adjourned at 12:04 p.m.

Nichole Abernathy

APPROVED:

Chris Gilliam, Secretary

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting
March 19, 2020**

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting on Thursday, March 19, 2020, via conference call hosted at the Arkansas Department of Higher Education. Chair Dr. Jim Carr called the meeting to order at 9:00 a.m., with a quorum present.

Coordinating Board present:

Dr. Jim Carr, Chair
Al Brodell, Vice Chair
Chris Gilliam, Secretary
Keven Anderson
Lori Griffin
Chad Hooten
Andy McNeill
Dr. Michael Stanton

Coordinating Board absent:

Bill Clary
Dr. Olin Cook
Greg Revels

Department staff present:

Dr. Maria Markham, Director
Nick Fuller, Deputy Director
Dr. Jessie Walker, Senior Associate Director for Academic Affairs/Research & Analytics
Ann Clemmer, Senior Associate Director for Governmental Relations
Sonia Hazelwood, Associate Director for Research and Analytics
Alisha Lewis, Associate Director of Communications
Beth Stewart, Senior Research Specialist
Lillian Williams, Program Specialist for Academic Affairs
Nichole Abernathy, Executive Assistant

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

Chairman Carr welcomed presidents and chancellors to the special board meeting and thanked everyone for attending.

Agenda Item No. 1
Economic Feasibility of Loan Issue
East Arkansas Community College

East Arkansas Community College (EACC) requests approval of the economic feasibility of plans to secure a loan not to exceed \$2.7 million with a term of up to

twenty (20) years at an annual interest rate not to exceed 2.5 percent. Proceeds from the loan will be used for educational and general (E&G) purposes. East Arkansas Community College Board of Trustees approved this financing at its meeting on February 20, 2020.

The E&G loan issue will be up to \$2.7 million with an annual debt service of \$231,415 and a term of up to twenty (20) years. Proceeds from the loan will be used to finance an Energy Performance Project under the guidelines of the Arkansas Energy Performance Contracting (AEPC) Program overseen by the Arkansas Energy Office. The project includes full interior and exterior campus lighting retrofit to LED for all College facilities, new campus lighting and energy management controls for all College facilities, weatherization and building envelop improvements to multiple facilities, and replacement of 33 obsolete heating/air conditioning systems. As required by the AEPC Program, these improvements will generate annual savings guaranteed by the Energy Service Company, which will exceed the total project cost (construction, equipment and financing). Coordinating Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of net tuition and fee revenue less unrestricted E&G scholarship expenditures may be pledged to E&G debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for East Arkansas Community College to secure a loan not to exceed \$2.7 million with a term of up to twenty (20) years at an expected annual interest rate not to exceed 2.5 percent to finance an Energy Performance Project under the guidelines of the Arkansas Energy Performance Contracting (AEPC) Program overseen by the Arkansas Energy Office. As required by the AEPC Program, these improvements will generate annual savings guaranteed by the Energy Service Company.

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

Keven Anderson asked what the projected payback is on this energy saving project.

Richard Stipe, EACC Vice Chancellor for Finance and Administration, said it is approximately a 16-year average payout.

Chair Carr said he was surprised by the 16 to 20 year savings prediction.

Mr. Stipe said that because EACC utilizes an electric coop, the savings are stretched out with a lower rate.

Chad Hooten moved to approve Agenda Item No. 1. Al Brodell seconded the motion and the Board unanimously approved.

With no further comments, the meeting adjourned at 9:10 a.m.

APPROVED:

Nichole Abernathy

Chris Gilliam, Secretary

REPORT OF THE DIRECTOR

Academic Affairs Officers Meet to Discuss Academic Policies

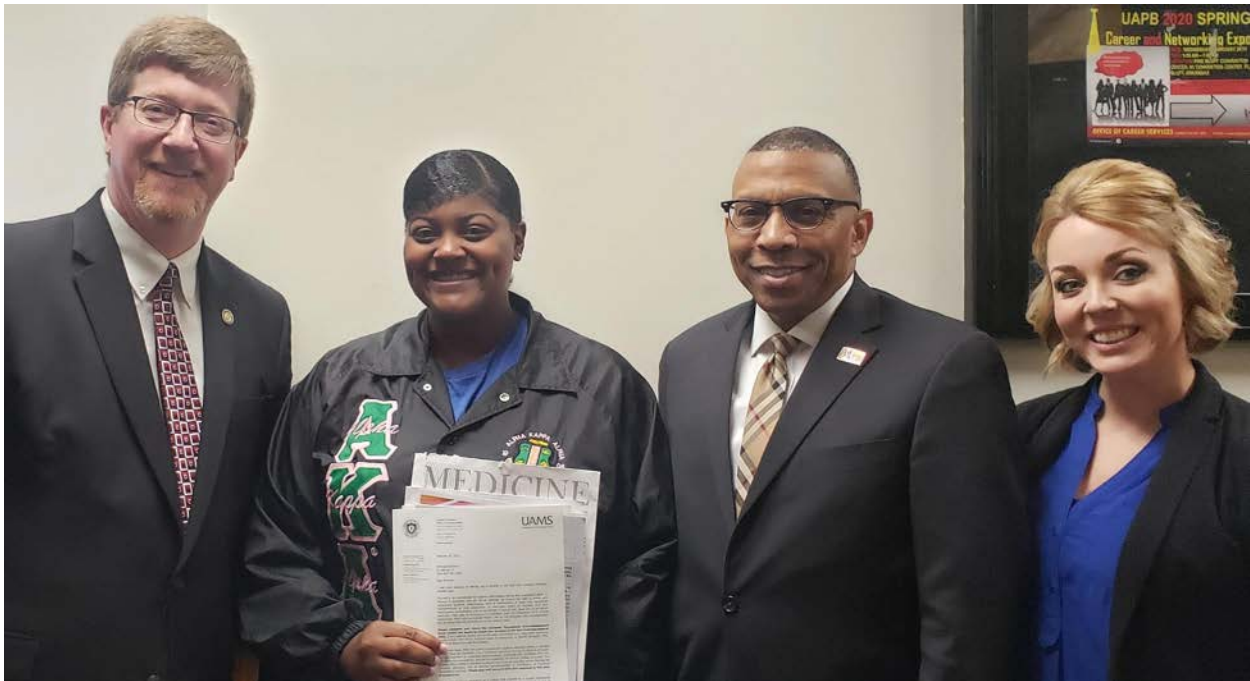
On February 20, ADHE staff members welcomed Academic Affairs Officers (AAO) to discuss numerous issues including statewide data science efforts, scaling math pathways, mental health/opioid resources for institutions, as well as updates to the workforce analysis process. The AAO quarterly meetings assemble a comprehensive list of the most effective policies, programs and practices that can be employed on our campuses to foster greater student success.

Tech for Tech

On February 24, at Arkansas Tech University, Director Markham joined Arkansas's industry leaders and education professionals as they discussed emerging technical trends impacting current and future workforce needs.

UAPB Campus Visit

On February 25, as part of his tour of Arkansas public higher education institutions, Secretary of Education Johnny Key joined Higher Education Director Maria Markham and the University of Arkansas at Pine Bluff (UAPB) Chancellor Laurence Alexander as they congratulated UAPB student Antonia Bannister on her acceptance to the University of Arkansas for Medical Sciences (UAMS).



Regional Workforce Grants – Educator Preparation

The General Assembly found that for Arkansas to compete with an aggressive and effective 21 century economic development strategy, we must start by properly evaluating and addressing the workforce education needs of our state. The Regional Workforce Grant Program seeks to create a statewide, comprehensive structure enabling students in Arkansas universities, community colleges and secondary centers to participate in career and technical education programs developed with input from area employers.

With input from Secretary Johnny Key, Director Markham, Dr. Ivy Pfeffer, Sharlee Crowson and Dr. Jessie Walker, ADHE hosted a Regional Workforce Grants Educator Preparation kick-off meeting on February 27.



Engage Arkansas Celebrates AmeriCorps Week

Engage Arkansas joined thousands of Americans across the country to celebrate the valuable contributions of the AmeriCorps members who pledge to “get things done” for our nation as part of the annual AmeriCorps Week.

The weeklong AmeriCorps Week celebration also honored the contributions and support of thousands of local organizations that make AmeriCorps programs possible. In Arkansas, 3,200 AmeriCorps members are serving.



Arkansas Scholarship Lottery Recognitions

Director Markham and institutional representatives have taken to the campuses to recognize the millions in state-funded scholarships, which have been provided to Arkansas students since 2015.



ADHE Staffing

There have been no changes.

Activities of the Director

- January 31 AHECB Quarterly Meeting at ADHE
- February 4 Arkansas Business Interview
- February 6 Regional Workforce Education Prep Follow-up Meeting
- February 10 Cabinet Meeting
- February 10 Data and Transparency Panel Meeting
- February 10 Commercialization Presentation Meeting
- February 10 Accelerator Meeting
- February 12 Higher Learning Commission Conference Call
- February 14 YOUiversal Common Application Meeting
- February 18 ALC PEER Meeting
- February 18 ALC Personnel Meeting
- February 18 Data Sciences Meeting
- February 19 ALC Administrative Rules
- February 20 Academic Affairs Officers Meeting
- February 20 ALC Lottery Oversight Meeting
- February 20 ALC Higher Education Subcommittee
- February 21 ALC Meeting
- February 21 Apprenticeship Conference Call

February 24	Tech for Tech at ATU
February 25	Private Career Education Follow-up Meeting
February 25	University of Arkansas at Pine Bluff Campus Visit
February 25	Southeast Arkansas College Campus Visit
February 26	Career Pathways Initiative Conference Call
February 27	Regional Workforce Grants – Educator Preparation Meeting
February 27	FAFSA First Webinar
February 27	Meeting at Governor’s Office
February 28	Legislative Audit
February 28	Honors College Projects Webinar
March 2	Workforce Challenge Request
March 2	Arkansas Community Colleges Conference Call
March 3	IT Strategies Meeting
March 3	Northwest Technical Institute Conference Call
March 4	Joint Budget Committee – Pre-Fiscal Session Budget Hearings
March 4	National Park College Leadership Class
March 4	Institutions of Higher Education Budget Hearings
March 5	Joint Budget Committee
March 6	Arkansas State University – Beebe Vanguard Days
March 9	Cabinet Meeting
March 10	AP Meeting at ADE
March 10	Career Education and Workforce Development Board Meeting
March 11	AmeriCorps Week Proclamation in the Governor’s Conference Room
March 12	RWG Meeting
March 16	ACTE Postsecondary Division
March 17	Dual Enrollment Advisory Panel Webinar
March 17	529 Board Meeting
March 18	ALC PEER Meeting
March 18	ALC Personnel Meeting
March 18	ALC Review
March 19	Special AHECB Meeting via Conference Call
March 19	ALC Meeting
March 20	Concurrent Challenge Meeting at SEARK
March 20	ASTA Board Meeting
March 20	Project Proposal Meeting at ADHE
March 26	Higher Learning Commission Webinar
March 26	DoL ETA Grant Onboarding Conference Call
March 30	All Divisions Team Meeting at ADE
April 2-3	SHEEO Executive Committee Meeting via Conference Call
April 6	Non-Credit Workforce Discussion

April 7	Presidents Council Meeting
April 13	Commercialization Committee Meeting
April 14	AR Center for Data Sciences Meeting at UAPTC
April 24	AHECB Meeting at ADHE



Financial Aid

Arkansas Concurrent Challenge Scholarship Program

Policy Statement

These rules shall be known as the Arkansas Department of Education, Division of Higher Education Rules Governing the Arkansas Concurrent Challenge Scholarship Program. This policy addresses the student eligibility criteria, method for recipient selection, continuing eligibility requirements and procedures for making payments to an approved institution of higher education, and other administrative procedures necessary for operation of the program.

Applicable Arkansas Code

Act 456 of 2019

Applicability

This rule is applicable to students who are eligible for a scholarship under the Arkansas Concurrent Challenge Scholarship Program.

Definitions

- 1) “Approved institution of higher education” an institution of higher education that:
 - a. Is approved by the Division of Higher Education to participate in the Arkansas Concurrent Challenge Scholarship Program;
 - b. Offers at least a fifty percent (50%) discount on the tuition and mandatory fees of an endorsed concurrent enrollment course or certificate program to a student who is enrolled in an endorsed concurrent enrollment course or certificate program, unless other opportunities are provided that lower the tuition and mandatory fees below fifty percent (50%); and
 - c. Is a:
 - i. State-supported two-year or four-year college or university; or
 - ii. Private, nonprofit two-year or four-year college or university that has its primary headquarters located in Arkansas and that is eligible to receive Title IV federal student aid funds
- 2) “Eligible course” means any endorsed concurrent enrollment course or certificate program.

- 3) “Certificate program” means a program that is offered or made available to a student by an approved institution of higher education that leads to the obtainment of a certification or license. This definition does not include a program operated or sponsored by a third party.
- 4) “Endorsed concurrent enrollment course” means a college-level course offered by an approved institution of higher education in Arkansas that upon completion would qualify for academic credit in both the approved institution of higher education and a public high school that:
 - a. Is in one (1) of the four (4) core areas of math, English, science, and social studies;
 - b. Meets the requirements of § 6-16-1204(b); and
 - c. Is listed in the Arkansas Course Transfer System of the Division of Higher Education; This definition does not include programs operated or sponsored by a third party;
- 5) “Student” means a person who has junior or senior status and who is enrolled at a:
 - a. Public high school in Arkansas;
 - b. Private high school in Arkansas; or
 - c. Home school, as defined in § 6-15-501 et seq.;
- 6) “Student success plan” means a plan developed by school personnel in collaboration with parents and the student that is reviewed annually. The plan shall, at a minimum:
 - a. Guide the student along pathways to graduation;
 - b. Address accelerated learning opportunities;
 - c. Address academic deficits and interventions; and
 - d. Include college and career planning components;
- 7) “Third party” means a person or entity that does not receive disbursement directly from the Division for this program, including a subcontractor of the institution.

Eligibility

- 1) A student is eligible to receive an Arkansas Concurrent Challenge Scholarship for an academic semester or academic year during which the student is enrolled in an endorsed concurrent enrollment course or certificate program if the student:
 - a. Is an Arkansas resident or, if the student is less than twenty-one (21) years of age, either the student or one (1) parent of the student is an Arkansas resident; and
 - b. Provides proof that a completed student success plan has been submitted to the student’s high school or home school.
- 2) The student success plan for a student who is enrolled in an endorsed concurrent enrollment course or certificate program shall:
 - a. Be prepared in consultation with school personnel, the student, and the student's parent or legal guardian or a college advisor.
 - b. Include an endorsed concurrent enrollment course or certificate program that is relevant to the student's success plan and include measures that ensure the successful

- completion of the endorsed concurrent enrollment course or certificate program in which the student is enrolled.
- c. A student whose enrollment in a vocational center is reimbursable under § 6-51-305 is not eligible for a scholarship under this program.
 - d. Students must meet all established requirements for endorsed concurrent enrollment courses set by the Division of Higher Education.

Continuing Eligibility

- 1) A student is eligible to continue to receive the Arkansas Concurrent Challenge Scholarship if the student successfully completes an endorsed concurrent credit course or certificate program course and receives a minimum letter grade of "C" or the equivalent.
- 2) A student who fails to complete an endorsed concurrent credit course or certificate program course with a minimum letter grade of "C" or the equivalent may retain eligibility and enroll in only one (1) endorsed concurrent credit course or certificate program course for the semester immediately following the semester in which the student failed to successfully complete an endorsed concurrent credit course or certificate program course.
 - a. If a student fails to complete an endorsed concurrent credit course or certificate program course a second time, the student shall be ineligible to reapply or receive the scholarship again. This also applies to a student that drops out of an endorsed concurrent credit course or certificate program course before the end of the semester.

Amount of Awards

- 1) If funds are available, the Division of Higher Education shall award Arkansas Concurrent Challenge Scholarships to all students eligible for the scholarship for the fall and spring terms.
- 2) The maximum scholarship award a student may receive in an academic year shall be the lesser of:
 - a. Five hundred dollars (\$500)
 - i. Eligible students shall be awarded one-hundred and twenty-five dollars (\$125) for each eligible course the student is enrolled, up to two (2) eligible courses per semester; or
 - b. The actual tuition and mandatory fees cost to the student for up to two (2) eligible courses per semester.
- 3) A scholarship granted under this section may be awarded in addition to any funds received for the enrollment in an endorsed concurrent enrollment course under § 6-16-1204(e)(3).
- 4) Unless a student's high school or community-based program provides financial assistance for the cost of tuition and mandatory fees for an endorsed concurrent credit course or certificate program course, the remaining cost of tuition and mandatory fees for an endorsed concurrent enrollment course or certificate program is the responsibility of the eligible student who is enrolled in the endorsed concurrent credit course or certificate

program course.

- 5) The division shall distribute scholarships from the funds available in an equal amount to every approved institution of higher education that has enrolled a student eligible to receive this scholarship.

Institutional Responsibilities.

Approved institution of higher education responsibilities.

- 1) Administrative agreement.

The chief executive officer of the approved institution of higher education is responsible for appointing one (1) representative from the financial aid office to act as administrator of the Arkansas Concurrent Challenge Scholarship Program and to receive all communications, forms, etc. This representative is responsible for verification, data, and compliance with these rules. The approved institution of higher education shall comply with all rules order to maintain the status of an approved institution of higher education.

- 2) Disbursement records.

The approved institution of higher education shall maintain information on the student indicating disbursement of scholarship funds.

- 3) Verification.

The approved institution of higher education shall provide certification of 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 an approved institution of higher education of all students receiving the award for a given academic term. The certifying official is responsible for completing the verification rosters each semester.

- 4) Deadlines for disbursement of funds.

The deadline for disbursement of funds is no later than ten (10) days after receipt of funds. Any outstanding funds not disbursed by this date must be returned to the division. For those students whose applications are received by the division too late to allow disbursement by this dates, disbursement will be made within ten (10) working days of receipt of the verification roster and electronic transfer of funds to the approved institution of higher education.

- 5) Due diligence.

The approved institution of higher education will exercise due diligence in providing complete, accurate, and timely information as requested by the division on any

scholarship recipient or former scholarship recipient. In addition, the approved institution of higher education will exercise due diligence in complying with these rules. The division may periodically review the approved institution of higher education's records concerning this scholarship program to ensure the comply with due diligence requirements.

6) Course eligibility.

The approved institution of higher education is responsible for verifying that the endorsed concurrent credit courses and certificate program courses meet the requirements set in Arkansas Code § 6-16-1202 and policies of the division.

High school and home school responsibilities

- 1) The high school or home school shall provide certification of eligibility for a student to enroll in an endorsed concurrent enrollment course or certificate program. A high school or home school shall verify the completion of the student's student success plan before certifying that a student is eligible for the scholarship.

ADVANCED PLACEMENT CREDIT POLICY

The Arkansas Higher Education Coordinating Board has established a set of guidelines by which institutions must award course credit for advanced placement exams. This policy should be implemented by institutions for entering freshman in the Fall 2018 semester.

I. Course Credit. Under this policy, institutions should award course credit to students who score a three (3) or higher on any Advanced Placement (AP) exam. Credit awarded for any AP exam must be applied to the student transcript and, where appropriate, reduce the total number of required degree hours accordingly by either directly satisfying degree or elective requirements. In order to increase transferability, ACTS courses have been assigned to relevant exams.

These courses are outlined in the following section of this policy. This list is maintained by the Division of Higher Education and will be reviewed every five years.

II. Advanced Placement ACTS Courses. The following table maps AP exams to corresponding ACTS courses. AP exams without a corresponding ACTS course listed below should be awarded at the discretion of the institution.

AP EXAM	ACTS COURSE
Art History	ARTA1003 Art Appreciation
Biology	BIOL1004 Biology for Non-Majors
Calculus AB	MATH2405 Calculus I
Calculus BC	MATH2505 Calculus II
Chemistry	CHEM1004 Chemistry for General Education
Computer Science A	CPSI1003 Introduction to Computers
Computer Science Principles	CPSI1003 Introduction to Computers
English Language and Composition	ENG1013 Composition I
Environmental Science	GEOL1124 Environmental Geology
European History	HIST1213 Western Civilization I <i>or</i> HIST1223 Western Civilization II
French Language and Culture	FREN2013 French III
German Language and Culture	GERM2013 German III
Human Geography	GEOG1113 Human Geography
Macroeconomics	ECON2103 Principles of Macroeconomics
Microeconomics	ECON2203 Principles of Microeconomics
Music Theory	MUSC1003 Music Appreciation
Physics 1	PHYS2014 Algebra/Trigonometry-Based Physics I

Physics 2	PHYS2024 Algebra/Trigonometry-Based Physics II
Psychology	PSYC1103 General Psychology
Spanish Language and Culture	SPAN2013 Spanish III
Statistics	MATH2103 Introduction to Statistics
United States Government and Politics	PLSC2003 American National Government
United States History	HIST2113 United States History I <i>or</i> HIST2123 United States History II
World History	HIST1113 World Civilizations I <i>or</i> HIST1123 World Civilizations II

III. Limitations

1. **Additional Credit. (a)** Institutions will be limited to awarding minimum credit for one corresponding ACTS course listed in the table above to students who score a three (3) on the exam. If in the best interest of the student, institutions may award a higher-level course for a score of three (3).

(b) Institutions may choose to award additional credit for those students who score a four (4) or five (5) on an exam. While transfer institutions are encouraged to accept any additional AP credit awarded, the transfer institution will not be obligated to honor additional credit given beyond the requirement.

(c) Institutions may award additional credit for prerequisite courses when credit is awarded for a higher level sequenced course.
2. **AP Exam Scores Below Three (3).** In order to maintain consistency and high academic standards in the state, no course credit may be awarded for an AP exam score below a three (3).
3. **Courses Not Offered.** An institution is not required to award credit for an AP exam if the institution does not offer the corresponding ACTS course.
4. **Policy Review.** Policy effectiveness based on placement and student success may be reviewed annually by ADHE.

**POLICY ON TUITION AND FEES FOR
NONTRADITIONAL DOCUMENTED IMMIGRANTS**

Background

Act 844 of 2019 amended Arkansas Code Ann. § 6-60-215 to give a state-supported institution of higher education the discretion to classify students with nontraditional documented immigration status as in-state for purposes of tuition and fees under limited circumstances. Under the Act, a student may be classified in-state for purposes of tuition and fees if the student satisfies one (1) of the following requirements:

- (a) The student personally holds or is the child of a person who holds a Federal Form I-766 United States Citizenship and Immigration Services-issued Employment Authorization Document, known popularly as a work permit;
- (b) The student has verified that he or she is a resident legally present in Arkansas and has immigrated from the Republic of the Marshall Islands; or
- (c)(i) The student's request for an exemption under Deferred Action for Childhood Arrivals has been approved by the United States Department of Homeland Security. (ii) The student's exemption shall not be expired, or shall have been renewed.

In addition, the student must satisfy the following requirements:

- (a) Resided in this state for at least three (3) years at the time the student applies for admission to a state-supported institution of higher education; and
- (b) Either: (i) Graduated from a public or private high school in this state; or (ii) Received a high school equivalency diploma in this state.

Resolution

In accordance with A.C.A. §6-60-215, all state-supported institutions of higher education wishing to provide in-state tuition to nontraditional documented immigrants under Arkansas Code Ann. § 6-60-215 shall establish a policy in accordance with the Act and submit the policy to the Division of Higher Education.

PRODUCTIVITY FUNDING MODEL POLICY TWO-YEAR COLLEGES

Background

Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code § 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board to adopt policies developed by the Department Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

Productivity-based funding is a mechanism to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals. At the same time, such models encourage accountability to students and policymakers by focusing on the success of students through the achievement of their educational goals. The new funding model is built around a set of shared principles developed by institutions and aligned with goals and objectives for post-secondary attainment in our state.

A set of guiding principles, which is described below, is important to orient the design of a new funding model for public higher education institutions. These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to post-secondary attainment goals, while creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Guiding Principles

Student-centered:

The model should place at its center students and student's needs including both access to and completion of meaningful and quality post-secondary learning.

Outcomes:

The model should focus on completion, and particularly on completions of underserved and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.

Collaboration:

The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.

Supporting institutional mission:

The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

Formula structure:

The model should maintain clarity and simplicity.

Flexibility:

The model should be adaptable in the face of a dynamic institutional and external environment.

Stability and transition:

The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a productivity-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

In addition to incorporating the guiding principles above, measures adopted in the productivity-based funding model should acknowledge the following priorities:

- Differences in institutional missions are recognized and encouraged.
- Completion of students' educational goals should be the most important priority of every institution.
- Progression toward completion recognizes that funding must follow the student.
- Affordability is encouraged through on-time completion, limiting excess credits, and efficient resource allocation.
- Collaboration is rewarded by encouraging successful transfer of students and reducing barriers to student success.
- Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

The measures adopted relate to Effectiveness, Affordability and Efficiency. In addition, some adjustments to the model are necessary to respond to the unique missions of some institutions which cannot be captured in the productivity metrics.

Measures will be reviewed every five years to ensure that the model continues to respond to the needs and priorities of the state. A review more frequently than five years is impractical as institutions would not have opportunity to respond in a timely fashion. However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

Productivity Measures

Summary of Measures

The productivity funding formula consists of four categories: Effectiveness (~~80%~~ 90% of formula), Affordability (~~20%~~ 10% of formula), Adjustments, and Efficiency (+/-2% of formula). The metrics of the four categories are broken down below.

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success • 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Diseconomies of Scale 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary Ratio

At this time, Post-Completion Success metrics are not included in the formula but will be when adequate data is available. It has been determined that the non-credit workforce training/education metric will not be incorporated into the productivity funding model; however, the addition of this metric will continue to be evaluated in the future for the funding recommendations made for the 2019-2020 fiscal year, and thereafter. Other future technical modifications, such as an addition of an inflationary index and refining of existing metrics, will be considered in the future as necessary.

Each metric is calculated using a three-year average based on the most recent academic year data that is available. Institutions will receive points in the productivity model according to the requirements of each metric. Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories. Once the points for the effectiveness and affordability measures are totaled, adjustments based on diseconomies of scale will be applied. Finally, the efficiency category will be applied against the adjusted total. The final total of points will become the institution's Productivity Index.

Effectiveness Category

Credentials

The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet workforce needs of the state. The importance of credentials at each educational level are recognized. In

In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Credentials metric is weighted at forty five percent (40% ~~40%~~ 45%) of the ~~effectiveness category~~ formula. This metric includes the average of the number of credentials awarded over the most recent three academic years, with consideration given to credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas, as well as credentials that will help meet state workforce needs.

The Credentials metric includes the number of credentials earned in all degree levels: Certificate of Proficiency, Technical Certificate, Advanced Certificate, and Associate Degree. Designated weights are applied to each level of credential. All credentials earned in Science, Technology, Engineering and Math (STEM) and High Demand fields receive additional weights. Credentials earned by students who are underserved in the areas of race/ethnicity, income, academic preparedness and age will receive additional weight.

Weighting Specifications – Degree Level

Certificate of Proficiency	1.0
Technical Certificate	2.0
Advanced Certificate	2.0
Associate Degree	3.0

Weighting Specifications – Degree Type

STEM Credentials	3.0
High Demand Credentials	3.0 4.5
All Other Credentials	1.0

Weighting Specifications – Student Characteristics

	Undergrad Level
All Students	1.00
Underserved Race/Ethnicity	0.29
Underserved Income	0.29
Underserved Academic	0.29
Adult (25 to 54)	0.29

Progression

For programs requiring more than one semester to complete, progression toward a credential must be measured. A student's progression towards a degree will be recognized. In addition, the unique characteristics of students should be

measured to recognize the additional resource needs of institutions which serve students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Progression Metric is weighted at ~~thirty~~twenty percent (~~30%~~20%) of the ~~effectiveness category~~ formula. The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of 15 hours, 30 hours, and 45 hours over the most recent three academic years. Consideration is given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Weighting Specifications – Student Characteristics

All Students	1.00
Underserved Race	0.29
Underserved Income	0.29
Underserved Academic	0.29
Adult (25 to 54)	0.29

Transfer

Many students begin their post-secondary work at a community college before transferring to a university to complete a bachelor's degree. The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

The Transfer Metric is weighted at fifteen percent (15%) of the ~~effectiveness category~~ formula. The metric includes the average of the number of undergraduate students over the most recent three academic years who transfer successfully from a 2-year to a 4-year institution with an Associate degree or with at least 30 earned hours of Arkansas Course Transfer System (ACTS) courses in an effort to encourage student success and institutional collaboration. Students who have received an Associate degree will be assigned additional weighting.

Weighting Specifications – Transfer Students

30 Hours of ACTS courses	1.00
Associates	1.25

Gateway Course Success

Gateway courses in math, English and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success. This is particularly important for students who are underprepared for college-level course work. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve

these students. The designated characteristic for this metric includes underserved academic.

The Gateway Course Success Metric is weighted at ~~fifteen~~ ten percent (15% 10%) of the ~~effectiveness category~~ formula. The metric includes the average of the number of successfully completed gateway courses by academically prepared and academically underserved concurrent and undergraduate students over the most recent three academic years. The metric recognizes the completion of math, English and reading gateway courses by students with a grade of A, B, or C. Gateway courses completed by academically underserved students will receive additional weighting.

Weighting Specifications – Gateway Course Success

Placement in Remedial Course	3.00
No Placement in Remedial Course	1.00

Affordability Category

Time to Degree

Affordability of a credential is impacted by the length of time it takes a student to earn a credential. Measures should encourage students to complete credentials on time; generally, two years for an associate’s degree.

The Time to Degree metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the recommended timeframe for Associate degrees over the most recent three academic years. On time is defined as 24 months for Associate degrees. The metric also recognizes students who complete their degree within twenty-five percent (25%) of on-time completion (up to 30 months for Associate degrees) and within fifty percent (50%) of on-time completion (up to 36 months for Associate degrees). Allowances will be made for degree programs that require more than 24 months to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Time to Degree

On-Time Completion	1.0
Within 25% of On-Time Completion	0.875
Within 50% of On-Time Completion	0.4

Credits at Completion

Similar to time to degree, measuring the affordability of a credential also includes measuring the number of credit hours a student completes toward that credential. Students whose credit hour accumulation is at or near the minimum number

required for a credential pay less in tuition and fees; thus, making the credential more affordable.

The Credits at Completion metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the scheduled number of credits completed for Associate degrees over the most recent three academic years. On Schedule is defined as 60 credit hours for Associate degrees. The metric also recognizes students who complete their degree within ten percent (10%) of on schedule completion (up to 66 credit hours for Associate degrees) and within twenty-five percent (25%) of on schedule completion (up to 75 credit hours for Associate degrees). Allowances will be made for degree programs that require more than 60 credit hours to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Credits at Completion

On Schedule	1.00
Within 10% of On Schedule Completion	0.875
Within 25% of On Schedule Completion	0.4

Adjustments

Diseconomies of Scale

Some institutions in the state serve rural areas with insufficient populations to support large enrollments. Adjustments should be included to acknowledge this unique aspect of mission.

The diseconomies of scale adjustment will be recognized by adjusting the comparative year productivity index score of an institution that falls into a specified student enrollment size range. The range is based on the average three-year enrollment for two-year colleges.

Adjustment Specifications – Diseconomies of Scale

Enrollment Breaks	Adjustment
<u>Between 0.01% Below Average and 15% Below Average</u> <u>Less than 30% of Average</u>	<u>1%</u> <u>3%</u>
<u>Between 15.01% Below Average and 30% Below Average</u> <u>Less than 50% of Average</u>	<u>2%</u> <u>4%</u>
<u>30.01% Below Average or More</u> <u>Less than 70% of Average</u>	<u>3%</u> <u>5%</u>

Efficiency Category

Core Expense Ratio

This measure is intended to encourage resource allocations which maximize spending in areas that directly impact student success and achievement of institutional mission.

The Core Expenses Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on the core functions of an institution compared to the expenditures for institutional support and how the ratio compares to an institution’s Southern Regional Education Board (SREB) institution peer group.

The Core Expense Ratio is equal to the sum of Instruction Expenditures, Academic Support Expenditures, Student Services Expenditures, Public Service Expenditures and Research Expenditures on a per full-time equivalent (FTE) basis divided by the Institutional Support Expenditures per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Core Expense Ratio of each institution compared to the SREB Average Core Expense Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Core Expense Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Faculty to Administrator Salary Ratio

This measure is intended to encourage efficient use of administrative positions to support institutional mission.

The Faculty to Administrator Salary Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on faculty salaries

compared to the expenditures on institutional support salaries and how the ratio compares to an institution's Southern Regional Education Board (SREB) institution peer group.

The Faculty to Administrator Salary Ratio is equal to Instruction Salaries & Wages per FTE divided by the Institutional Support Salaries & Wages per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Faculty to Administrator Salary Ratio of each institution compared to the SREB Average Faculty to Administrator Salary Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Faculty to Administrator Salary Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

PRODUCTIVITY FUNDING MODEL POLICY UNIVERSITIES

Background

Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code § 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board to adopt policies developed by the ~~Department~~ Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education.

Productivity-based funding is a mechanism to align institutional funding with statewide priorities for higher education by incentivizing progress toward statewide goals. At the same time, such models encourage accountability to students and policymakers by focusing on the success of students through the achievement of their educational goals. The new funding model is built around a set of shared principles developed by institutions and aligned with goals and objectives for post-secondary attainment in our state.

A set of guiding principles, which is described below, is important to orient the design of a new funding model for public higher education institutions. These guiding principles allow the development of a productivity-based funding model which is student-centered and responsive to post-secondary attainment goals, while creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Guiding Principles

Student-centered:

The model should place at its center students and students' needs including both access to and completion of meaningful and quality post-secondary learning.

Outcomes:

The model should focus on completion, and particularly on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.

Collaboration:

The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.

Supporting institutional mission:

The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

Formula structure:

The model should maintain clarity and simplicity.

Flexibility:

The model should be adaptable in the face of a dynamic institutional and external environment.

Stability and transition:

The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a productivity-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

In addition to incorporating the guiding principles above, measures adopted in the productivity-based funding model should acknowledge the following priorities:

- Differences in institutional missions are recognized and encouraged.
- Completion of students' educational goals should be the most important priority of every institution.
- Progression toward completion recognizes that funding must follow the student.
- Affordability is encouraged through on-time completion, limiting excess credits, and efficient resource allocation.
- Collaboration is rewarded by encouraging successful transfer of students and reducing barriers to student success.
- Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged.

The measures adopted relate to Effectiveness, Affordability and Efficiency. In addition, some adjustments to the model are necessary to respond to the unique missions of some institutions which cannot be captured in the productivity metrics.

Measures will be reviewed every five years to ensure that the model continues to respond to the needs and priorities of the state. A review more frequently than five years is impractical as institutions would not have opportunity to respond in a timely fashion. However, if it is determined that the measures adopted have created unintended consequences, those measures will be reviewed immediately.

Productivity Measures

Summary of Measures

The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula). The metrics of the four categories are broken down below.

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none"> • Credentials • Progression • Transfer Success • Gateway Course Success 	<ul style="list-style-type: none"> • Time to Degree • Credits at Completion 	<ul style="list-style-type: none"> • Research (4-year only) 	<ul style="list-style-type: none"> • Core Expense Ratio • Faculty to Administrator Salary Ratio

At this time, Non-credit Workforce Training and Post-Completion Success metrics are not included in the formula but will be when adequate data is available. Other future technical modifications, such as an addition of an inflationary index and refining of existing metrics, will be considered in the future as necessary.

Each metric is calculated using a three-year average based on the most recent academic year data that is available. Institutions will receive points in the productivity model according to the requirements of each metric. Points for each institution will be totaled and applied according to the weighting assigned to each metric in the effectiveness and affordability categories. Once the points for the effectiveness and affordability measures are totaled, adjustments based on research activities be applied. Finally, the efficiency category will be applied against the adjusted total. The final total of points will become the institution’s Productivity Index.

Effectiveness Category

Credentials

The primary measure of effectiveness emphasizes students completing credentials that meet their educational goals and meet workforce needs of the state. The importance of credentials at each educational level are recognized. In addition, the unique characteristics of students are measured to recognize the additional resource needs of institutions which serve students’ needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Credentials metric is weighted at forty percent (40%) of the effectiveness category formula. This metric includes the average of the number of credentials awarded over the most recent three academic years, with consideration given to

credentials earned by students who contribute to closing the attainment gap of underserved populations in Arkansas, as well as credentials that will help meet state workforce needs.

The Credentials metric includes the number of credentials earned in all degree levels: Certificate of Proficiency, Technical Certificate, Associate Degree, Advanced Certificate, Bachelor’s Degree, Post-Baccalaureate Certificate, Master’s Degree, Post-Master’s Certificate, Specialist, and Doctoral Degree. Designated weights are applied to each level of credential. All credentials earned in Science, Technology, Engineering and Math (STEM) and High Demand fields receive additional weights. Credentials earned by students who are underserved in the areas of race/ethnicity, income, academic preparedness and age will receive additional weight. Degrees and certificates above the Bachelor’s level will only receive additional weight for underserved race/ethnicity.

Weighting Specifications – Degree Level

Certificate of Proficiency	0.5
Technical Certificate	1.0
Advanced Certificate, Post-Baccalaureate Certificate, Post-Master’s Certificate, Specialist, or Post-First Professional Certificate or Degree	1.0
Associate Degree	2.0
Bachelor Degree	4.0
Master Degree	5.0
Doctoral Degree	6.0

Weighting Specifications – Degree Type

STEM Credentials	3.0
High Demand Credentials	1.5
All Other Credentials	1.0

Weighting Specifications – Student Characteristics

	Undergrad Level	Graduate Level
All Students	1.00	1.00
Underserved Race/Ethnicity	0.29	0.29
Underserved Income	0.29	N/A
Underserved Academic	0.29	N/A
Adult (25 to 54)	0.29	N/A

Progression

For programs requiring more than one semester to complete, progression toward a credential must be measured. A student’s progression towards a degree will be recognized. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve

students' needs. Characteristics include underserved race and ethnicity, underserved income, age, and underserved academic.

The Progression Metric is weighted at thirty percent (30%) of the ~~effectiveness category~~ formula. The metric includes the average number of progression goals met by concurrent and undergraduate students at the accumulation of 15 hours, 30 hours, 45 hours, 60 hours, and 90 hours over the most recent three academic years. Consideration is given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

Weighting Specifications – Student Characteristics

All Students	1.00
Underserved Race	0.29
Underserved Income	0.29
Underserved Academic	0.29
Adult (25 to 54)	0.29

Transfer

Many students begin their post-secondary work at a community college before transferring to a university to complete a bachelor’s degree. The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

The Transfer Metric is weighted at fifteen percent (15%) of the ~~effectiveness category~~ formula. The metric includes the average of the number of undergraduate students over the most recent three academic years who earn a Bachelor’s degree that transferred from a 2-year to a 4-year institutions in an effort to encourage student success and institutional collaboration.

Weighting Specifications – Transfer Students

Completed Bachelor’s Degree	1.0
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Gateway Course Success

Gateway courses in math, English and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success. This is particularly important for students who are underprepared for college-level course work. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students. The designated characteristic for this metric includes underserved academic.

The Gateway Course Success Metric is weighted at fifteen percent (15%) of the ~~effectiveness category~~ formula. The metric includes the average of the number of successfully completed gateway courses by academically prepared and

academically underserved undergraduate students over the most recent three academic years. The metric recognizes the completion of math, English and reading gateway courses by students with a grade of A, B, or C. Gateway courses completed by academically underserved students will receive additional weighting.

Weighting Specifications – Gateway Course Success

Placement in Remedial Course	3.00
No Placement in Remedial Course	1.00

Affordability Category

Time to Degree

Affordability of a credential is impacted by the length of time it takes a student to earn a credential. Measures should encourage students to complete credentials on time; generally, two years for an associate’s degree and four years for a bachelor’s degree.

The Time to Degree metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the recommended timeframe for Associate and Bachelor’s degrees over the most recent three academic years. On time is defined as 24 months for Associate degrees and 48 months for Bachelor’s-degrees. The metric also recognizes students who complete their degree within twenty-five percent (25%) of on-time completion (up to 30 months for Associate degrees; up to 60 months for Bachelor degrees) and within fifty percent (50%) of on-time completion (up to 36 months for Associate degrees; up to 72 months for Bachelor degrees). Allowances will be made for degree programs that require more than 24 months for an Associate degree and 48 months for a Bachelor degree to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Time to Degree

On-Time Completion	1.0
Within 25% of On-Time Completion	0.875
Within 50% of On-Time Completion	0.4

Credits at Completion

Similar to time to degree, measuring the affordability of a credential also includes measuring the number of credit hours a student completes toward that credential. Students whose credit hour accumulation is at or near the minimum number required for a credential pay less in tuition and fees; thus, making the credential more affordable.

The Credits at Completion metric is weighted at fifty percent (50%) of the affordability category. The metric includes the average of the number of students who graduated within the scheduled number of credits completed for Associate and Bachelor's degrees over the most recent three academic years. On Schedule is defined as 60 credit hours for Associate degrees and 120 credit hours for Bachelor's degrees. The metric also recognizes students who complete their degree within ten percent (10%) of on schedule completion (up to 66 credit hours for Associate degrees; up to 132 credit hours for Bachelor's degrees) and within twenty-five percent (25%) of on schedule completion (up to 75 credit hours for Associate degrees; up to 150 credit hours for Bachelor's degrees). Allowances will be made for degree programs that require more than 60 credit hours for an Associate degree and 120 credit hours for a Bachelor degree to complete due to external accreditation, professional licensure requirements or statewide articulation agreements. ADHE will review and approve the request for allowances.

Weighting Specifications – Credits at Completion

On Schedule	1.00
Within 10% of On Schedule Completion	0.875
Within 25% of On Schedule Completion	0.4

Research Adjustment

Research

One unique mission of some public universities that is not adequately captured in productivity measures is research and should be included as an adjustment to appropriate institutions. Research is essential to the discovery of new knowledge, innovation, entrepreneurship, and societal, health, and economic development advancements.

The research adjustment will be recognized by adjusting the comparative year productivity index score of an institution by the three-year average percentage of expenditures on research. ~~This applies only to institutions with a research mission that spend more than 5% of all expenditures on research activities.~~

Weighting Specifications – Research Adjustment

<u>% of Actual Research Expenditures/Total Expenditures</u>	Adjustment %
For institutions whose research expenditures exceed 5% of total expenditures. (Based on 3-year average)	Actual % of Research Expenditures
<u>Above 10%</u>	<u>2%</u>
<u>From 5% up to 10%</u>	<u>1.5%</u>
<u>Below 5%</u>	<u>1%</u>

Efficiency Category

Core Expense Ratio

This measure is intended to encourage resource allocations which maximize spending in areas that directly impact student success and achievement of institutional mission.

The Core Expenses Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on the core functions of an institution compared to the expenditures for institutional support and how the ratio compares to an institution’s Southern Regional Education Board (SREB) institution peer group.

The Core Expense Ratio is equal to the sum of Instruction Expenditures, Academic Support Expenditures, Student Services Expenditures, Public Service Expenditures and Research Expenditures on a per full-time equivalent (FTE) basis divided by the Institutional Support Expenditures per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Core Expense Ratio of each institution compared to the SREB Average Core Expense Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Core Expense Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

Faculty to Administrator Salary Ratio

This measure is intended to encourage efficient use of administrative positions to support institutional mission.

The Faculty to Administrator Salary Ratio is weighted at fifty percent (50%) of the efficiency category. The ratio measures the expenditures on faculty salaries compared to the expenditures on institutional support salaries and how the ratio compares to an institution’s Southern Regional Education Board (SREB) institution peer group.

The Faculty to Administrator Salary Ratio is equal to Instruction Salaries & Wages per FTE divided by the Institutional Support Salaries & Wages per FTE. Data for these expenditure elements are reported to and published by the Integrated Postsecondary Education Data System (IPEDS).

The adjustment for each institution is calculated by finding the percentage deviation of the Faculty to Administrator Salary Ratio of each institution compared to the SREB Average Faculty to Administrator Salary Ratio for their peer group. The resulting percentage is assigned an efficiency adjustment as described in the chart below.

Weighting Specifications – Faculty to Administrator Salary Ratio

% Deviation of ration from SREB Peer Group	% Change to Productivity Index score
Below -20%	-2.0%
-15.01% to -20%	-1.5%
-10.01% to -15%	-1.0%
-5.01% to -10%	-0.5%
-5% to 5%	0.0%
5.01% to 10%	0.5%
10.01% to 15%	1.0%
15.01% to 20%	1.5%
Above 20%	2.0%

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Division of Higher Education. Act 873 of 2019 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

In accordance with A.C.A. §6-61-803 and A.C.A. §6-61-807, “There is created a program to be known as the Arkansas Research Development program which shall be administered by the Director of the Division of Higher Education. Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing scientists or research assistants, and for providing any other assistance to scientists in order to develop a continuing research capacity in this state which is recognized as exemplary.”

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

Higher Education Research Development Fund:

The current balance in the Higher Education Research Development Fund is \$133,015. The fiscal 2020 appropriation of \$1,000,000 is adequate for the authorization of distribution of up to \$350,000 requested by the Arkansas Research and Education Optical Network (ARE-ON) board of directors.

Recommendation:

The ARE-ON represents an essential tool for research and development in the publicly supported universities of Arkansas. It is recommended that up to \$350,000 requested by the ARE-ON board of directors be distributed to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

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

RESOLVED, That after review by the Legislative Council, the Director of the Arkansas Division of Higher Education is authorized to distribute up to \$350,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

**CERTIFICATE OF PROFICIENCY IN MEDICATION ASSISTANT
ARKANSAS NORTHEASTERN COLLEGE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Medication Assistant (CIP 51.3902; 7 credit hours) offered by Arkansas Northeastern College, effective Fall 2020.

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

Program Justification

The proposed seven (7) credit hour program will provide qualified individuals the skills and training to administer certain nonprescription and legend drugs in long-term care facilities under the supervision of a Licensed Nurse. The proposed program includes theory, lab and practicum. A qualified individual is one who has completed at least one continuous year of full-time experience as a certified nurse aide (CNA) in the state of Arkansas and is currently listed in good standing on the Arkansas certified nurse aid registry. Upon successful completion of the proposed program, the graduate will be eligible to sit for the Arkansas State Board of Nursing certification exam leading to designation as a Medication Assistant – Certified (MA-C). The MA-C certification allows the CNA to work in designated long-term care facilities in Arkansas. Additionally, graduates of the proposed program may choose to continue their education in ANC's Technical Certificate in Practical Nursing and/or the Associate of Applied Science in Nursing (RN) programs. These pathways will provide students with the opportunity for upward mobility.

The proposed Medication Assistant program was developed from requests of long-term care providers in ANC's service area in northeastern Arkansas. The providers want to relieve licensed nurses at their facilities of some medication duties thus allowing them more time to make patient assessments and provide a higher level of care that is in the RN's scope of practice. Some of the long term care facilities who support the proposed program are Heritage Square Healthcare in Blytheville; Harris Health and Rehab in Osceola; Gosnell Therapy and Living in Gosnell; Monnette Manor in Monnette; and Lakeside Nursing Center in Lake City, AR. These facilities will provide the clinical component for their employees to complete the MA-C program as well as provide tuition assistance. Graduates of the MA-C program could potentially increase their salary approximately \$4,000 per year.

The proposed program will be an umbrella of the existing Allied Health programs at ANC. The Allied Health building has more than adequate instructional space, including nursing labs and lecture halls, for program implementation. All classrooms and laboratories have state-of-the-art instructional delivery technology as well as instructional support technicians should a technical issue arise. ANC employs a full-time lead instructor in Nursing Assistant and Phlebotomy who will be reassigned to teach the proposed Medication Assistant program. The lead instructor has an associate degree in nursing along with ten years of experience in long-term care and five years in education of nursing assistants at ANC. A part-time adjunct instructor will be hired to assist in delivering the proposed program. Program implementation costs are projected to be \$12,000 for part-time adjunct instructor and \$8,000 for equipment and supplies.

Arkansas Institutions Offering Similar Program

Arkansas State University – Mountain Home

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 15 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

AH	16106	Medication Assistant
AH	16011	Medical Terminology

New courses

Program Admission Requirements:

- Perspective students must apply to Arkansas Northeastern College and meet all the admission criteria for the Medication Assistant (MA) Program and the College.
- Minimum age of 18 years.
- Have a high school diploma or successfully passed the general education development (GED) test.
- Be able to speak, read, write and understand English
- Maintained registration on the Arkansas certified nurse aide registry continuously for a minimum of one year. Persons with a criminal record, substance abuse problems, and or health problems that would interfere with safe practices may be ineligible for placement on the state registry and/or for employment.
- Completed at least one year continuous year of full-time experience as a certified nursing assistant (CNA).
- Currently employed at a designated long-term care facility in Arkansas.
- Submit to a criminal background check.
- Have a current (not expired) American Heart Association Basic Life Support for the Health Care Provider (CPR) certification (required).
- Provide proof of negative tuberculin skin test (TST) or negative chest x-ray if the skin test is positive.
- Meet the MA Functional Abilities to include being in good health and be able to lift 50 pounds throughout the entire class and clinical sessions.

**ASSOCIATE OF APPLIED SCIENCE IN NURSING
ARKANSAS STATE UNIVERSITY - BEEBE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Nursing (CIP 51.3801; 64 credit hours) offered by Arkansas State University – Beebe, effective Fall 2020.

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

Program Justification

The proposed 64 credit hour Associated of Applied Science in Nursing program is designed for Licensed Practical Nurses (LPN) and/or Paramedics to be trained as Registered Nurses (RN). The proposed eleven-month program consists of 34 pre-requisite credit hours and 30 RN course credit hours. The proposed program will include both face-to-face and online education as well as clinical practicum rotations.

ASUB proposes to establish the program to meet the growing demand for RN's locally and statewide. Labor market data strongly supports this plan. ASUB routinely receives requests from prospective, current and former students in addition to local healthcare providers for a RN program. ASUB currently has both a Technical Certificate in Practical Nursing and an EMT/Paramedics programs which would provide natural feeders for the proposed RN program. Graduates of the proposed program can expect to earn \$40,000 annually. Some of the local employers who have jobs for these graduates are Unity Health, St. Michael Health System, Southridge Nursing & Rehab, Ozark Surgical Group, and Arkansas Blue Cross/Blue Shield. Many of these will give hiring preferences to these graduates and/or provide tuition assistance for their employees.

The staff of the proposed program will consist of a program director, an administrative specialist, and two faculty members. The program director and administrative specialist will share duties with the PN program. Two additional instructors with a minimum of BSN, MSN preferred, credentials will be hired. Additional support will be provided by the Director of Allied Health and the Academic Dean of Math and Sciences. The new proposed RN program will share the Beulah Bloodworth Building on the ASU-Beebe Searcy campus with the PN Program. There is adequate classroom, office, computer lab, skills lab and simulation lab space available for the proposed program. Additional simulators have been budgeted for implementation of the proposed RN program. ASUB's Abbingdon Library provides students access to research materials, internet and online-database access. The library staff are available to instruct and assist students. ASUB has been intentionally planning and budgeting for this program and has strategically allocated funds to support this program for several years. Reserve funds, tuition, and fees should cover the costs of program implementation for years one to three.

Arkansas Institutions Offering Similar Program

Arkansas State University Jonesboro
Arkansas Tech University – Ozark
Arkansas Northeastern College
Arkansas State University – Mountain Home
Arkansas State University – Newport
Black River Technical College
College of the Ouachitas
Cossatot Community College of the University of Arkansas
East Arkansas Community College
North Arkansas College

NorthWest Arkansas Community College
Ozarka College
Phillips Community College of the University of Arkansas
South Arkansas Community College
Southeast Arkansas College
Southern Arkansas University – Tech
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Arkansas Community College at Batesville
University of Arkansas Community College at Morrilton
University of Arkansas – Rich Mountain
University of Arkansas Hope-Texarkana

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 20 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Associate of Applied Science in Nursing – 64 credit hours

Pre-requisite General Education Courses – 34 credit hours

Semester I

ENG	1003	Freshman English I
MATH	1043	Quantitative Literacy
BIOL	1014	Principles of Biology
PSY	2013	Introduction to Psychology
CIS	1503	Microcomputer Applications I

Semester 2

ENG	1013	Freshman English II
BIOL	2104	Microbiology
ZOOL	2004	Human Anatomy & Physiology I
PSY	2533	Human Growth & Development

Summer

ZOOL	2014	Human Anatomy & Physiology II
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Major Courses – 30 credit hours

8 Week Term I

<i>NRSG</i>	<i>2006</i>	<i>Foundational Concepts of Nursing</i>
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8 Week Term II

<i>NRSG</i>	<i>2106</i>	<i>Nursing Concepts I</i>
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8 Week Term III

<i>NRSG</i>	<i>2206</i>	<i>Nursing Concepts II</i>
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8 Week Term IV

<i>NRSG</i>	<i>2306</i>	<i>Nursing Concepts III</i>
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8 Week Term V

<i>NRSG</i>	<i>2406</i>	<i>Nursing Concepts IV</i>
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New courses

**MASTER OF APPLIED BUSINESS ANALYTICS
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Applied Business Analytics (CIP 52.1301; 30 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 30 credit hour online Master of Applied Business Analytics (MABA) degree focuses on applied analytics for business. The proposed degree is designed to provide professional preparation for positions in business, government, and public service. The proposed program provides flexibility to meet the needs of students with various backgrounds and fosters lifelong learning and innovation. Students may choose from a variety of elective analytics courses in Business, Economic Analytics, Statistics, and Educational Statistics and Research Methods.

The proposed program will guide students through application modeling to practice using cutting-edge tools and providing a thorough training in descriptive, predictive, and prescriptive analytics. Graduates of the proposed program will be armed with a solid knowledge of business analytics and machine learning methods, optimization, and computing. These skills, combined with knowledge of business analytics modeling, will enable graduates to identify, assess, and seize the opportunity for data-driven value creation in the private and public sector. UAF had several meetings with executives from a number of firms, such as Dillard's, J.B. Hunt, Arkansas Blue Cross Blue Shield, Wal-Mart, Tyson Foods, ArcBest, etc. to ascertain a need for the proposed program. There was overwhelming support for graduates with the skills and training the proposed program will provide.

The proposed program will be housed in the Department of Information Systems in the Sam Walton College of Business. UAF has identified sixteen faculty with adequate skills for program implementation. The vast majority of the faculty identified have PhD's in appropriate areas. One PhD level faculty member will be hired who has credentials in information systems, analytics, or a related field; and, must have evidence of teaching ability, prior academic or industry experience in business analytics. Existing campus resources are adequate. Existing courses in Information Systems will be utilized.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 15 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements**Required Courses – 18 credit hours**

ISYS	5213	ERP Fundamentals
ISYS	5103	Data Analytics Fundamentals
ISYS	5503	Decision Support and Analytics
ISYS	5833	Data Management Systems
ISYS	5843	Seminar in Business Intelligence and Knowledge Management
ISYS	599V	Practicum Seminar

Electives – 12 credit hours

XXX9	Applied Analytics Electives
XXX3	General Elective

Program Admission Requirements

Students whose previous studies have fulfilled requirements of the common body of knowledge in business and analytics will be required to complete a minimum of 30 hours of graduate work. The required common body of knowledge for the Applied Business Analytics degree includes fundamental business and economics concepts as well as fundamental knowledge of statistics. The program considers work experience an integral part of the curriculum and recommends that students work/intern for up to one year in a position (or positions) which allow for the practical application of the theoretical principles taught in courses.

Student who hold non-immigrant status in the United States in the F-1 or J-1 categories are responsible for coordinating any necessary authorization for employment with the Office of International Students and Scholars (ISS). F-1 and J-1 students are strongly advised to discuss training options with the Master of Applied Business Analytics Program Director and the ISS office early in their program, and to make themselves aware of limitations and restrictions related to F-1 or J-1 employment authorization benefits.

**MASTER OF PROFESSIONAL ACCOUNTING
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Professional Accounting with Concentrations in Analytics & Assurance; Taxation, and/or Corporate Accounting (CIP 52.0301; 30 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 30 credit hour online Master of Professional Accounting (MPACC) provides students with rigorous preparation at the graduate level to achieve success in their chosen professional accounting career path. The MPACC foundation includes coursework related to accounting professionalism, analytic skillsets, and advanced financial accounting. Students choose to specialize in one of three concentrations: Analytics & Assurance, Taxation, and Corporate Accounting. All concentrations provide opportunity for professional internship credit and lead to qualifications for the Certified Public Accounting exam.

The proposed program materialized as a response to the shifting skillset and additional demands within the accounting profession. More Universities are adapting specialized content into their graduate accounting degrees. Whereas past accounting master's degrees tended to be general in nature, more specialized degree paths and skills are being sought by career entrants. Emerging technology is changing the core ways that accounting providing is providing services. As a result, new skills that involve data and analytics are needed. UAF has an Accounting Advisory Board and has meetings with executives from several firms: Wal-Mart, KPMG, and Ernst & Young who have emphasized the need for employees with analytical skills and training the proposed program will provide. These groups also provided guidance in the development of the curriculum for the proposed program. The proposed program's curriculum reinforces the value and need for internships for these professionals.

The proposed graduate program will be housed in the Accounting Department in the Sam Walton College of Business and will be supported by these existing programs: Graduate Certificate in Enterprise System, Master of Information Systems, and the Master of Accountancy. Nineteen existing faculty in Accounting, Finance, Supply Chain Management, and Information Systems will teach the courses. For the new Tax courses, the Accounting Department plans to re-organize faculty teaching to be able to fully staff these. Marketing and recruiting costs for the proposed program will be supported by the Walton College. Existing resources on campus will be used.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 10 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements**Core – 9 credit hours**

ACCT	5123	Corporate Governance and Professionalism
ACCT	5523	Advanced Accounting Information Systems
ACCT	5413	Advanced Financial Accounting

Assurance & Analytics Concentration – 21 credit hours

ACCT	535V	Professional Accounting Internship – Elective
ACCT	5953	Advanced Audit
ACCT	5463	Financial Statement Analysis
ACCT	5463	Fraud Detection & Prevention
	XXX9	Specialized Concentration Elective

Choose 3 Specialized Electives from the following:

ISYS	5503	Decision Support and Analytics
ISYS	5833	Data Management Systems
ISYS	5843	Seminar in Business Intelligence and Knowledge Management
ISYS	5213	ERP Fundamentals
ISYS	5223	ERP Configuration and Implementation
ISYS	5233	Seminar in ERP Development

Taxation Concentration - 21 credit hours

ACCT	535V	Professional Accounting Internship – Elective
ACCT	5873	Advanced Taxation
ACCT	5883	Tax Planning
ACCT	5893	Multi-jurisdictional Taxation
BLAW	5003	Commercial Transactions
ACCT	5863	Taxation of Flow-Through Entities
ACCT	5853	<i>State and Local Taxation</i>

Corporate Accounting Concentration – 21 credit hours

ACCT	535V	Professional Accounting Internship – Elective
ACCT	5873	Advanced Taxation
ACCT	5463	Financial Statement Analysis
ACCT	5463	Fraud Detection & Prevention
	XXX9	Specialized Concentration Elective

Choose 3 Specialized Electives from the following:

ACCT	5953	Advanced Audit
ACCT	5443	Asset Management
BLAW	5003	Commercial Transactions
FINN	5223	Financial Markets & Valuation
FINN	5303	Advanced Corporate Finance
BLAW	5003	Commercial Transactions
SCMT	5633	Introduction to Supply Chain Management

New courses

Program Admission Requirements

The application is a 2-step process. Each applicant must complete BOTH of the following:

1. Apply to the Graduate School: <https://application.uark.edu>
2. In addition to the graduate school application, submit the following materials to the School of Art using SlideRoom, web-based system:
<https://uarkart.slideroom.com>
 - a. A brief statement describing why you are interested in the Master of Arts degree in Art Education concentrations in School and/or Community and Museums (a few sentences).
 - b. A ½ page autobiographical statement outlining your education, experiences, achievements, and goals for graduate study in a one or both concentrations (Schools and/or Community Museums).
 - c. Resume/Curriculum Vitae.
 - d. Optional writing or research samples (maximum of 10 pages).
 - e. If you have a studio background, a portfolio of 10-20 images (up to 5 of which may be details if needed for large scale or 3-dimensional work) with the title, medium(s), dimensions, and date. If you are submitting video, provide a website link to sources such as vimeo or youtube (size limit 5 mb). SlideRoom has comprehensive instructions for resizing and submitting work online, <https://slideroom.zendesk.com/home>.
 - f. A PDF of unofficial transcripts from all previous colleges and universities attended.
 - g. Three names and contact information for references who will be submitting letters of recommendation. All letters should be from higher education faculty or professionals who are able to write about the applicant's academic and research ability and potential at the graduate level.
 - h. English Proficiency Test Scores (TOEFL, IELTS, or PTE), if necessary. (See Graduate School and International Studies admissions for more information: <https://international-admissions.uark.edu/index.php>.)

Application deadline is January 15 for Fall Admission only. The application portal on SlideRoom will close at midnight (Central time) on January 15. It is recommended that you submit your application at least two weeks prior to the deadline to allow your faculty recommenders time to upload their letters. NOTE: The GRE is not required for applicants to the Master of Arts program in Art Education at the School of Art at the University of Arkansas.

**MASTER OF SCIENCE IN ENVIRONMENTAL DYNAMICS
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Environmental Dynamics (CIP 03.0104; 36 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 36 credit hour Master of Science in Environmental Dynamics (ENDY) is a graduate program that prepares graduates to enter the workforce as leaders in the global effort to understand interactions between humans and the environment. The interdisciplinary approach affords students the opportunity to learn from nearly 100 affiliated faculty members. The Environmental Dynamics program's focus provides students with a deep-time perspective, which gives human-environmental interactions context, and sustainability/resilience, which gives them relevance. The proposed Master's program will include four foundational courses and an additional 12 hours of specialized coursework. The only curriculum change would be the addition of an ENDY 600V six thesis hours. The graduate would be required to successfully complete the thesis and defense. This will add flexibility to the program to allow students to enter with a bachelor's degree with a path through a Master's to the PhD.

UAF has several undergraduate programs that produce graduates each year that are a good fit for the proposed Master's degree: Biological Sciences, Crop, Soils and Environmental Science, Anthropology, Geosciences, Agricultural Economics, Architecture and various Engineering programs. Employment indicators show growth for environmental scientist, especially surrounding issues like climate change and fracking.

The proposed graduate program will be housed in the Environmental Dynamics Program in the Graduate School and International Education. UAF currently has a PhD in Environmental Dynamics. Existing resources are sufficient to add this program. There will not be a need for increases in faculty, library, or equipment. The faculty that are teaching the ENDY PhD program will teach the proposed Master's degree program.

Arkansas Institutions Offering Similar Program

Arkansas State University – M.S. Environmental Science

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 9 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Core Courses – 24 credit hours

ENDY	5053	Quaternary Environments
ENDY	6013	Environmental Dynamics
ENDY	5113	Global Change
ENDY	6033	Society and the Environment
<i>ENDY</i>	<i>600V</i>	<i>ENDY Thesis Research</i>

Additional Electives – 6 credit hours

XXX6	Graduate Level Electives
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Non-Thesis – 6 credit hours

XXX6	Non-Thesis student must take additional 6 credit hours for MS degree
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New courses

Program Admission Requirements

1. Hold a BA/BS degree
2. Meet all Graduate School Admission requirements

**MASTER OF SCIENCE IN FINANCE
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Finance with Concentrations in Energy Finance & Risk Management, Finance & Business Analytics, Finance & Digital Technology; and Finance & Supply Chain Management (CIP 52.0801; 30 credit hours; 50% online) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 30 credit hour online Master of Science in Finance is designed for early to mid-career students who seek advanced education in Finance. The proposed program prepares students to be effective financial management and provide students with cross-functional expertise and focus. In addition to the core courses in Finance, the proposed program includes courses from related disciplines which allow students to specialize in one of four areas: Energy Finance and Risk Management; Business Analytics; Digital Technology; and Supply Chain Management.

Several companies contacted the University of Arkansas about offering the proposed graduate program to address their need employees with comprehensive knowledge of finance and machine learning methods, optimization, and computing. These finance skills supplemented by “big-data” programming ability will enable graduates to identify, assess, and seize opportunities for data-driven creation. Companies that have singled out needs for these graduates are Exxon/Mobil, Stephens, Inc., Crews & Associates, Raymond James, Walmart Stores Corporation, Wells Fargo Securities, Koch Industries, and Phillips 66. Growth in regulatory complexity and the explosion of data availability has similarly increased the complexity of financial management function, creating huge demand for graduate level education in Finance. The proposed program will address the unfilled demand for new hires in the financial services industry, corporate finance, real estate, banking, energy, and wealth management/advising. The University also houses the Garrison Financial Institute. The Master of Science in Finance Advisory Committee will be a sub-set of the Garrison Institute. The Advisory Committee will meet annually.

The proposed graduate program will be housed in the Department of Finance in the Sam Walton College of Business and will be supported by these existing programs: Graduate Certificate in Enterprise System (Business Analytics Concentration), Master of Information Systems, Master of Accountancy, Master of Business Administration, and the Master of Arts in Economics. Nine existing faculty who have PhD’s in Finance or Economics will teach the courses. No new costs are required for program implementation. Except for one new course, all courses are already offered on a regular basis. The Dean’s Office has agreed to provide one additional tenure-track position in Fall 2020 to the Department of Finance to be utilized for the new proposed program. The proposed program will be initially funded using Walton College operational funds, and eventually, program revenues as they are generated. Marketing and recruiting costs for the proposed program will be supported by the Walton College. Existing resources on campus will be used.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 10 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements**Finance Core Courses – 21 credit hours**

FINN	5223	Financial Markets and Valuation
FINN	5303	Advanced Corporate Financial Management
<i>FINN</i>	<i>5313</i>	<i>Advanced Commercial Banking</i>
FINN	5333	Investment Theory and Management
FINN	541V	Shollmier Investment Project
ACCT	5223	MBA Accounting Analysis

Choose one of the following courses:

ACCT	5463	Financial Statement Analysis
ACCT	5523	Advanced Accounting Information Systems
ECON	5243	Managerial Economics
ISYS	5103	Data Analytics Fundamentals

Choose 3 courses within one of the following Concentrations – 9 credit hours**Energy Finance & Risk Management**

ACCT	5993	Energy Accounting
FINN	5173	Energy Finance & Risk Management
FINN	510V	Special Topics in Finance

Students are encouraged to take GARP's Energy Risk Professional (ERP) certification program (for which the Walton College of Business is already a Partner school).

Finance & Business Analytics

ISYS	5103	Data Analytics Fundamentals*
ISYS	5833	Data Management Systems
ISYS	5503	Decision Support and Analytics
ISYS	5843	Seminar in Business Intelligence and Knowledge Management

Finance & Digital Technology

ISYS	5103	Data Analytics Fundamentals*
ISYS	5173	Blockchain Fundamentals
ISYS	5133	Blockchain and E Business Development
ISYS	5453	Blockchain and Enterprise Data

Finance & Supply Chain Management

SCMT	5633	Introduction to Supply Chain Management
SCMT	5663	Retail and CPG Supply Chain Management
SCMT	5693	Predictive Supply Chain Analytics
SCMT	5683	Supply Chain Management in Global Business
SCMT	5623	Supply Chain Innovation and Technology

New courses

Program Admission Requirements

The Master of Science in Finance program is open to students who earned a Bachelor's or Master's degree from an accredited institution and can present evidence of their ability to do graduate work, including significant GPA, GMAT, or GRE test scores, and recommendations. International students must submit an acceptable TOEFL or IELTS scores or complete the Intensive English Language Program (Spring International Language Center) and demonstrate English proficiency. Other admissions criteria can be considered on a case-by-case basis.

**MASTER OF SCIENCE IN OPERATIONS ANALYTICS
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Operations Analytics (CIP 14.3701; 30 credit hours; 50% online) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 30 credit hour online Master of Science in Operations Analytics is a graduate program for engineering, science, and other non-engineering undergraduates. The proposed program provides an intensive program that will guide students through the theory and practice of the quantitative modeling of enterprise operations via descriptive, predictive, and prescriptive analytics. Students will develop knowledge of the principles and practices of analytics modeling methods, such as optimization, statistical modeling, machine learning, simulation, and computing methods, as they apply to the strategic, operational, and tactical control of operations.

Initially, Wal-Mart, J.B. Hunt, and AFB contacted the University about offering the proposed graduate program. UAF research revealed three operational groups that could benefit from the proposed graduate program: general and operational managers, operations research analysts, and management analysts. All three occupational groups represented positive job growth at the national, regional and state levels. Further data analysis revealed that these industries could benefit from the proposed degree: manufacturing, finance, and retail. Arkansas industries represented a higher representation in transportation and warehousing.

The proposed programs will be housed in the Department of Industrial Engineering in the College of Engineering. The current Master of Science in Industrial Engineering, Engineering Management, and Operations Management programs will support the proposed program. All existing tenure track and adjunct faculty with faculty status in the College of Engineering will be utilized as needed. No new or additional tenure track faculty are needed for the program. Adjunct faculty with a PhD in Industrial Engineering, Operations Research, Analytics, or related fields will be used. There are no faculty start-up costs associated with faculty or other administrative requirements. All current library resources, facilities, classrooms, equipment and technology will be used for the program. All administrative cost will be absorbed into the current structure of Industrial Engineering and Operations Management. Marketing and recruiting costs for the proposed program will be supported by the Department of Engineering.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 –10 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements**Required Courses – 12 credit hours**

OPAN	5003	<i>Introduction to Operations Analytics</i>
OPAN	5013	<i>Applied Predictive Analytics</i>
OPAN	5023	<i>Applied Prescriptive Analytics</i>
OPAN	5903	<i>Analytics Capstone (or)</i>
OPAN	5913	<i>Analytics Industrial Practicum</i>

Electives – 18 credit hours**Operations Analytics – choose 4 or 5 courses**

INEG	5313	Engineering Applications of Probability Theory
INEG	5323	Engineering Applications of Stochastic Processes
INEG	5683	Nonlinear Programming
INEG	5693	Heuristic Optimization
INEG	5443	Decision Models
OMGT	5443	Decision Models
INEG	5833	Introduction to Database Concepts for Industrial Engineers
INEG	5163	Introduction to Modern Statistical Techniques for Industrial Applications
OPAN	5713	<i>Simulation Analytics</i>

Engineering and Operations Management – choose 1 or 2 courses

EMGT	5033	Introduction to Engineering Management
EMGT	5053	Tradeoff Analytics for Engineering Management
EMGT	5603	Systems Thinking and Systems Engineering
OMGT	5373	Quality Management
OMGT	5013	Supply Chain Management for Operations Managers
OMGT	5783	Project Management for Operations Managers
OMGT	5983	Advanced Project Management
INEG	5423	Advanced Engineering Economy
INEG	5623	Analysis of Inventory Systems
INEG	5333	Design of Industrial Experiments
INEG	5263	Engineering Statistics
INEG	5803	Simulation

New courses

Program Admission Requirements**Pre-requisites to the Master of Science in Operations Analytics (MSOA)**

1. There are no pre-requisites for students with an undergraduate degree from an ABET-accredited industrial engineering program.
2. For students with a degree other than an ABET-accredited industrial engineering degree, a number of pre-requisite courses may be required. Students are expected to have completed mathematics courses through differential and integral calculus of several variable and vector calculus and linear algebra. Students are expected to have completed a calculus-based probability and statistics courses. In addition, students are expected to have completed a computer programming course. Specific University of Arkansas courses that meet these pre-requisites are available online through the INEG departmental web pages.

Accelerated Master of Science in Operations Analytics

High-achieving current undergraduate students seeking a BS degree at the University of Arkansas who choose to pursue graduate studies in Operations Analytics may participate in the accelerated MSOA program. Six credit hours of 5000 level OPAN course work can be taken as electives in the student's current undergraduate program; students may also count those six hours towards their MSOA degree. In addition, students may take another six credit hours of graduate degree credit as undergraduate students in order to apply them to their MSOA degree. These six additional hours of courses may not have been used towards the BS undergraduate degree and must meet MSOA degree requirements. The total of 12 credit hours of graduate courses taken as an undergraduate student must be taken during the final 12 month period of their undergraduate degree.

Once fully admitted to the MSOA program, students request that up to twelve hours of 5000 level or above courses taken in the final 12 month period of their undergraduate degree count toward their graduate degree, if these courses were taken on the University of Arkansas, Fayetteville campus. Students then take an additional 18 credit hours of approved OPAN graduate level courses in order to meet the MSOA degree requirements.

Undergraduate students interested in the accelerated MSOA degree should apply to the program prior to starting the second to last semester of their undergraduate program. To be eligible students must have a 3.5 cumulative GPA or higher and submit the normal application materials required by the Graduate School for the MSOA degree program. For students that have a cumulative GPA of 3.5 or higher, the submission of GRE scores is waived.

**MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Supply Chain Management with Concentrations in Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, Strategy and Human Resources (CIP 52.1301; 30 credit hours; 50% online) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed 30 credit hour online Master of Science in Supply Chain Management is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. Graduates will gain a greater understanding of the increasing complexity and breadth of the supply chain discipline. Students will have the opportunity to specialize in a concentration to complement their supply chain courses: Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, or Strategy and Human Resources.

Several companies contacted the Walton College about developing the proposed program, namely Wal-Mart, J.B. Hunt, Kellogg, ArcBest, Tyson Foods, and Tranplace to meet the needs of their companies. Additionally, UAF has an advisory committee through the Supply Chain Management Research Center comprised of over 30 employers who meet bi-annually to provide feedback and suggestions on the content of the program and career services. These companies and the advisory committee voiced concerns regarding the scarcity of eligible managers with supply chain education, especially beyond the bachelor's degree. Employers need managers who can adequately assess challenges, then integrate solutions, and manage long-term change. Further, Arkansas's growing economy is in need of managers and leaders trained in the full skill set of supply chain: functional, technical, and social.

The proposed programs will be housed in the Department of Supply Chain Management in the Sam Walton College of Business. Six existing faculty in Department of Supply Chain Management and three existing faculty in Department of Information Systems have been identified for program implementation. All faculty have PhD's in Operations, Logistics, Supply Chain Management or Information Systems. One additional faculty member has been hired who has a PhD in Manufacturing and Technology Management. Existing campus resources are more than adequate for program implementation. Existing courses in Supply Chain Management and Information Systems will be utilized. The proposed program will be initially funded using Walton College operational funds and, eventually, program revenues as they are generated will be utilized. Start-up marketing and recruiting costs will initially be supported by the Walton College.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 15 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Supply Chain Management Core Courses – 21 credit hours

SCMT	5633	Introduction to Supply Chain Management
SCMT	5663	Retail and CPG Supply Chain Management
SCMT	5693	Predictive Supply Chain Analytics
SCMT	5683	Supply Chain Management in Global Business
SCMT	5623	Supply Chain Innovation and Technology
ISYS	5363	Business Analytics

Choose one of the following courses:

ISYS	5213	ERP Fundamentals
ISYS	5103	Data Analytics Fundamentals

Choose 3 courses within one of the following Concentrations – 9 credit hours

Business Analytics

ISYS	5103	Data Analytics Fundamentals*
ISYS	5503	Decision Support and Analytics
ISYS	5843	Seminar in Business Intelligence & Knowledge Management
ISYS	5833	Data Management Systems

Enterprise Resource Planning

ISYS	5103	Data Analytics Fundamentals*
ISYS	5213	ERP Fundamentals
ISYS	5223	ERP Configuration and Implementation
ISYS		Seminar in ERP Development

Blockchain Enterprise Systems

ISYS	5213	ERP Fundamentals*
ISYS	5173	Blockchain Fundamentals
ISYS	5133	Blockchain and E Business Development
ISYS	5453	Blockchain and Enterprise Data

Finance

FINN	5223	Financial Markets & Valuation
FINN	5303	Advanced Corporate Financial Management

Choose one of the following:

FINN	5333	Investment Theory and Management
FINN	5773	Energy Finance and Risk Management
ACCT	5223	MBA Accounting Analysis
ECON	5243	Managerial Economics

Retail

MKTG	5223	Marketing
MKTG	5563	Retail Strategy
MKTG	5523	Marketing Analytics
MKTG	5553	New Product Development and Strategy
MKTG	5433	Consumer and Market Research

Strategy and Human Resources

MGMT	5223	Business Leadership and Ethics
MGMT	5313	Strategic Management
MGMT	4953	Organizational Rewards and Compensation
MGMT	4263	Organizational Change and Development

*ISYS 5213 or ISYS 5103 that is taken for the Supply Chain Management Core will not count towards the nine hours required for the following concentrations: Business Analytics, Enterprise Resource Planning, or Blockchain Enterprise Systems

New courses

Program Admission Requirements

The Master of Science in Supply Chain Management program is open to students who have earned a bachelor's degree from an accredited institution and who can present evidence of their ability to do graduate work. "Evidence of ability" means superior grade point average, an acceptable test score on the Graduate Management Admissions Test (GMAT) or Graduate Record Exam (GRE), and recommendations with respect to ability for successful pursuit of graduate-level work. International applicants and resident aliens must submit an acceptable TOEFL or IELTS score, or complete the Intensive English Language Program (Spring International Language Center) and receive an English proficiency recommendation for admission. Other admission criteria can be considered on a case by case basis.

**MASTER OF ARTS IN ART EDUCATION
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in Art Education with Concentrations in Schools and Community & Museums (CIP 13.1302; 33 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Program Justification

The proposed Master of Arts in Art Education is a 33 credit hour program with concentrations in Schools or Community and Museums. Both concentrations offer a broad range of courses on art and pedagogical theories, visual culture studies, and research methodologies. The Schools Concentration will take core research and pedagogy courses as well as electives to build their expertise in an area of interest. The Community and Museums Concentration will include the same core courses as well as electives and internship opportunities at local, national, or international museum and community venues. The program content will comply with the National Art Education Association (NAEA) and the National Association of Schools of Art and Design (NASAD) standards. The proposed master's degree will prepare students to advance their professional roles as artists, teachers, researcher, and leaders in various venues, such as schools, museums, community organizations, and institutions.

There is a need to establish a MA degree in Art Education considering that there is no stand-alone MA in Art Education degree in Arkansas. In addition to the \$120 million endowment to build MA and PhD programs, there is an expectation by the Walton Family Charitable Foundation Trust Foundation to establish a MA degree in Art Education with a strong emphasis on diversity, inclusion, community, and interdisciplinary scholarship. This degree will advance students' knowledge and professional application in an increasingly diverse, inclusive, and interdisciplinary world serving as a vehicle for community and university cross-disciplinary collaboration including, but not limited to: African American Studies; Curriculum and Instruction; Gender Studies; History; Human Development and Family Studies; Political Science; Psychology; Social Work; Sociology; and World Languages, Literature & Culture.

The proposed program will be housed in the School of Art in the Fulbright College of Arts and Sciences. Three faculty have been identified in the School of Art for program implementation. One new Endowed Professor in Art Education with a terminal degree in Art Education or a related field will be hired to begin teaching Fall 2020. Three new endowed faculty members will be hired over the next three consecutive years beginning in 2020. These four positions will be supported by the Walton Family Charitable Support Foundation Endowment (WFCSF). One adjunct faculty from Crystal Bridges Museum of American Art will be hired to teach occasional special topics. Additionally, library resources will be supported by the endowment funds to purchase books, journals, and other resources. Students will have access to Crystal Bridges Museum and the Mullin's Library. The current Fine Arts building will be renovated within the next five years to enhance studio offerings and to upgrade the facilities.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 6 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Core – 15 credit hours

ARED	5003	Research Methodologies in Art Education
ARED	6003	Foundations and Histories of Art Education
ARED	5013	Diversity and Pedagogy
ARED	698V	6 hours Graduate Thesis

Schools Concentration – 18 credit hours

12 graduate credit hours in Art Education

6 graduate credit hours outside Art Education

Community and Museums – 18 credit hours

9 graduate credit hours in Art Education

6 graduate credit hours outside Art Education

ARED	686V	Internship
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Optional Courses in Art Education:

ARED	6013	Community-Based Art Education
ARED	6023	Destabilizing Queer Theory
ARED	6033	Transnational Feminist Perspectives in Art and Education
ARED	6043	Art, Play, & Aesthetics in Childhood
ARED	6053	Inverse Inclusion as Disability Studies
ARED	695V	Special Topics in Art Education

New courses

Program Admission Requirements

The application is a 2-step process. Each applicant must complete BOTH of the following:

1. Apply to the Graduate School: <https://application.uark.edu>
2. In addition to the graduate school application, submit the following materials to the School of Art using SlideRoom, web-based system: <https://uarkart.slideroom.com>
 - a. A brief statement describing why you are interested in the Master of Arts degree in Art Education concentrations in School and/or Community and Museums (a few sentences).
 - b. A ½ page autobiographical statement outlining your education, experiences, achievements, and goals for graduate study in a one or both concentrations (Schools and/or Community Museums).
 - c. Resume/Curriculum Vitae.
 - d. Optional writing or research samples (maximum of 10 pages).
 - e. If you have a studio background, a portfolio of 10-20 images (up to 5 of which may be details if needed for large scale or 3-dimensional work) with the title, medium(s), dimensions, and date. If you are submitting video, provide a website link to sources such as vimeo or youtube (size limit 5 mb). SlideRoom has comprehensive instructions for resizing and submitting work online, <https://slideroom.zendesk.com/home>.
 - f. A PDF of unofficial transcripts from all previous colleges and universities attended.
 - g. Three names and contact information for references who will be submitting letters of recommendation. All letters should be from higher education faculty or professionals who are able to write about the applicant's academic and research ability and potential at the graduate level.
 - h. English Proficiency Test Scores (TOEFL, IELTS, or PTE), if necessary. (See Graduate School and International Studies admissions for more information: <https://international-admissions.uark.edu/index.php>.)

Application deadline is January 15 for Fall Admission only. The application portal on SlideRoom will close at midnight (Central time) on January 15. It is recommended that you submit your application at least two weeks prior to the deadline to allow your faculty recommenders time to upload their letters. NOTE: The GRE is not required for applicants to the Master of Arts program in Art Education at the School of Art at the University of Arkansas.

**MASTER OF ARTS IN ENGLISH
UNIVERSITY OF ARKANSAS AT MONTICELLO**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Arts in English (CIP 23.1405; 36 credit hours; 100% online) with concentrations in Literature, Children's and Adolescent Literature, Rhetoric and Writing, and Creative Writing offered by the University of Arkansas at Monticello, effective Fall 2020.

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

Program Justification

The proposed 36 credit hour Master of Arts in English will be an online graduate program that offers concentrations in Literature, Children's and Adolescent Literature, Rhetoric and Writing, and Creative Writing. The curriculum consists of 18 credit hours of core courses and 18 credit hours in one of the four proposed concentration areas. The proposed graduate program will provide students the opportunity to hone their in writing and grammar, critical thinking, communication, organization, and research, thereby preparing them to succeed in the medical, marketing, business, legal, and high-tech industries.

UAM began to assess the need for a MA in English several years ago. Research indicated that other Arkansas institutions offered a MA in English; however, the proposed program is unique in that it proposes a concentration in Children's and Adolescent Literature. This expertise would be advantageous to public school teachers who are being asked to raise standards in education.

The proposed program will be implemented without any new full-time faculty. The UAM has adequate library, technology, equipment, and facilities in place for program implementation. UAM has, for the past several years, successfully offered online programs in the School of Education, a fully online Master of Fine Arts in the School of Arts and Humanities, and low-residency Master of Music.

Arkansas Institutions Offering Similar Program

Arkansas State University - Jonesboro
Arkansas Tech University
University of Arkansas, Fayetteville
University of Central Arkansas

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 10 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Core Requirements – 18 credit hours

ENGL	5003	Introduction to Graduate Study and Critical Methods
ENGL	5293	Composition Pedagogy
ENGL	5123	The English Language and the Teacher
ENGL	5133	Literacy Theory
ENGL	5XX6	Upper level English Literature courses

Choose one concentration from below:

Literature Concentration – 18 credit hours

ENGL	5923	Seminar in Teaching English: Literature
<i>ENGL</i>	<i>5XXV</i>	<i>MA Thesis (6 credit hours)</i>
ENGL	5XX6	Upper level English Literature courses
	5XX3	Non-Literature Elective

Children’s and Adolescent Literature Concentration – 18 credit hours

ENGL	5153	Special Topics (9 credit hours) Ex: History of Children’s and Adolescent Literature, Picture Books and the Art of Illustration, Adolescent Literature
ENGL	5923	Seminar in Teaching English: Literature
<i>ENGL</i>	<i>5XXV</i>	<i>MA Thesis (6 credit hours)</i>

Creative Writing Concentration – 18 credit hours

ENGL	517V	Writer’s Workshop (one in genre, one out)
ENGL	5923	Seminar in Teaching English: Literature
<i>ENGL</i>	<i>5XXV</i>	<i>MA Thesis (6 credit hours)</i>
	XXX3	Elective

Writing and Rhetoric Concentration – 18 credit hours

ENGL	5153	Special Topics (9 credit hours) Ex: Visual Rhetoric (Magazine Edit and Design may be substituted), Professional Writing and Public Rhetoric, History and Theory of Composition)
<i>ENGL</i>	<i>5XX3</i>	<i>Reading Theory for College English Teacher</i>
<i>ENGL</i>	<i>5XXV</i>	<i>MA Thesis (6 credit hours)</i>

New courses

Program Admission Requirements

- Official bachelor’s transcript from an accredited institution;
- Undergraduate grade point average of 3.0 or higher;
- Two letters of recommendation from writers, editors, or educators qualified to judge the applicant’s potential for success;
- Writing sample: minimum of ten pages indicating ability to write at a graduate level;
- Statement of goals.

**MASTER OF FINE ARTS IN DEBATE AND COMMUNICATION
UNIVERSITY OF ARKANSAS AT MONTICELLO**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Fine Arts in Debate and Communication (CIP 13.1339; 48 credit hours; 100% online) offered by the University of Arkansas at Monticello, effective Fall 2020.

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

Program Justification

The proposed 48 credit hour online Master of Fine Arts in Debate and Communication will offer a performative focus on the coaching of competitive debate, a co-curricular activity offered by many high schools, colleges and universities across the United States and internationally.

UAM researched the need for the proposed Master's program several years ago. The research revealed a need for a terminal degree with a focus on coaching competitive debate. The proposed MFA is unique in its requirement that all applicants be currently employed coaching competitive debate at the middle school, high school or college/university level. UAM conducted a survey of members of the National Speech and Debate Association, major listservs and social media groups servicing debate coaches to ascertain a need for the proposed program. A majority indicated an interest in an online MFA program in debate. Many also indicated their employer provided salary increases for the completion of an advanced degree.

The proposed program will be implemented without any new full-time faculty. Current faculty have adequate credentials for program implementation. The UAM has adequate library, technology, equipment, and facilities in place for program implementation. UAM has, for the past several years, successfully offered online programs in the School of Education, a fully online Master of Fine Arts in the School of Arts and Humanities, and low-residency Master of Music. The School of Arts and Humanities has classrooms and faculty offices in four buildings. Approximately 75 percent of the classrooms contain "Smart Room" technology.

Arkansas Institutions Offering Similar Program

None

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 20 students

Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

COMM 5XX3 *Proseminar*

Coaching Requirement – 15 credit hours

COMM 5XX3 *Forensics Pedagogy*

COMM 5XX3 *Advanced Argumentation & Debate*

Choose 3 courses from the following:

COMM 5XX3 *Advanced Policy Debate Coaching*

COMM 5XX3 *Advanced Value Debate Coaching*

COMM 5XX3 *Advanced Public Debate Coaching*

COMM 5XX3 *Advanced Parliamentary Debate Coaching*

Administration Requirement - 9 credit hours

COMM 5XX3 *Debate Team Management*

COMM 5XX3 *Debate Team Administration*

COMM 5XX3 *Professional Behavior*

Research Requirement – 9 credit hours

COMM 5XX3 *Research Methods for Forensics*

Choose 2 courses from the following:

COMM 5XX3 *Quantitative Research Methods*

COMM 5XX3 *Qualitative Research Methods*

COMM 5XX3 *Critical & Textual Research Methods*

Electives – 6 credit hours

XXX6 6 hours of graduate courses outside COMM

Thesis Requirement – 6 credit hours

COMM 5XXV *Comprehensive Exams*

COMM 5XXV *Prospectus*

COMM 5XXV *Thesis*

New courses

Program Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university;
- Have an undergraduate or graduate degree in Communication or a closely related field;
- Be currently employed by a secondary or postsecondary educational institution with duties that include being the primary or secondary coach for a competitive debate program;
- Submit a writing sample demonstrative of the applicant's potential for success in a graduate program.
- Submit a curriculum vitae detailing the applicant's previous education, academic achievements, and experience and accomplishments as an educator and debate coach.
- Submit a two to three page personal essay addressing the following:
 - Applicant's background in competitive debate coach;
 - Applicant's goals and expectations for their graduate education;

- How applicant's work, family, or other obligations will accommodate devoting 20 to 25 hours per week to coursework and to the completion of other program requirements; and,
- Reasons why an online MFA program suits the applicant's level of experience and goals for future development as a debate coach.

**CERTIFICATE OF PROFICIENCY IN DIESEL TECHNOLOGY
TECHNICAL CERTIFICATE IN DIESEL TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE IN DIESEL TECHNOLOGY
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT MORRILTON**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Diesel Technology, Technical Certificate in Diesel Technology, and the Associate of Applied Science in Diesel Technology (CIP 47.0605; CP – 15 credit hours; TC – 30 credit hours; AAS – 60 credit hours) offered by the University of Arkansas Community College at Morrilton, effective Fall 2020.

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

Program Justification

The proposed 15 credit hour Certificate of Proficiency; 30 credit hours Technical Certificate; and 60 credit hour Associate of Applied Science in Diesel Technology programs will prepare students for careers in the diesel industry. Students will obtain skills to perform diagnosis, repair, and service diesel engines. The proposed programs will include approximately 850 hours of on-the-job training, through internships, with an approved employer in the diesel industry. After successful completion of the program, students should be able to enter the workplace and fill high demand positions in the diesel industry.

UACCM began exploring the feasibility for diesel programs in several years ago. In 2019, a Diesel Technology Advisory Committee was formed. The Advisory Committee was comprised of employers from the manufacturing, transportation, and trucking. The Advisory Committee met three times and discussed the feasibility and need for diesel technicians. The group concluded that their needs were for medium and heavy duty diesel mechanics. Because of the cost involved for the purchase of equipment for diesel technician training, UACCM acknowledged that for the program to be implemented industry support would have to be obtained. An agreement was signed with the industry leaders. Industry was also instrumental in formulating the curriculum and internships.

UACCM will hire a program director for the proposed program who has at least an Associate's degree; and has current licensure, credentials and/or certification in diesel technology. Additional costs associated with program implementation are estimated to be \$200,000 for equipment and lab renovation. Costs are expected to be obtained from tuition/fees and incentive funding from the Productivity Funding Formula anticipated for FY21. Equipment donations are anticipated from industry partners.

Arkansas Institutions Offering Similar Program

Arkansas State University – Beebe
 Arkansas State University – Mid South
 Arkansas State University – Newport
 Cossatot Community College of the University of Arkansas
 East Arkansas Community College
 Ozarka College
 Phillips Community College of the University of Arkansas
 University of Arkansas Hope - Texarkana
 University of Arkansas – Pulaski Technical College
 University of Arkansas at Monticello – College of Technology, McGehee
 University of Arkansas – Fort Smith

Program Viability

Projected Annual Enrollment beginning Fall 2020 – 18 students
 Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Certificate of Proficiency in Diesel Technology – 15 credit hours

CIS	1013	Introduction to Computers
AST	1023	Automotive Electrical System
<i>DIES</i>	<i>1002</i>	<i>Career Readiness/Intern Search/Preparation</i>
<i>DIES</i>	<i>1003</i>	<i>Preventative Maintenance and Inspection</i>
<i>DIES</i>	<i>1203</i>	<i>Gas & Diesel Engine Systems</i>
TECH	1101	OSHA Basics

Technical Certificate in Diesel Technology – 30 credit hours

General Education – 9 credit hours

CIS	1013	Introduction to Computers
ENG	1013	Composition I
MATH	1253	Applied Technical Math

Technical Courses – 21 credit hours

AST	1023	Automotive Electrical System
<i>DIES</i>	<i>1002</i>	<i>Career Readiness/Intern Search/Preparation</i>
<i>DIES</i>	<i>1003</i>	<i>Preventative Maintenance and Inspection</i>
<i>DIES</i>	<i>1203</i>	<i>Gas & Diesel Engine Systems</i>
<i>DIES</i>	<i>1303</i>	<i>Diesel Electronics Systems</i>
<i>DIES</i>	<i>2903L</i>	<i>Diesel Internship I</i>
TECH	1101	OSHA Basics
TECH	2003	Hydraulics & Pneumatics

Associate of Applied Science in Diesel Technology - 60 credit hours

General Education – 15 credit hours

CIS	1013	Introduction to Computers
ENG	1013	Composition I
ENG	1023	Composition II
MATH	1253	Applied Technical Math
	XXX3	Social Science (choose from ECON, HIST, PSCI, PSY, SOC)

Technical Courses – 45 credit hours

AST	1023	Automotive Electrical System
<i>DIES</i>	<i>1002</i>	<i>Career Readiness/Intern Search/Preparation</i>
<i>DIES</i>	<i>1003</i>	<i>Preventative Maintenance and Inspection</i>
<i>DIES</i>	<i>1203</i>	<i>Gas & Diesel Engine Systems</i>
<i>DIES</i>	<i>1303</i>	<i>Diesel Electronics Systems</i>
<i>DIES</i>	<i>2103</i>	<i>Diesel Drive Train, Suspension & Steering</i>
<i>DIES</i>	<i>2303</i>	<i>Diesel Brakes</i>
<i>DIES</i>	<i>2403</i>	<i>Heating, Ventilation & A/C Systems</i>
<i>DIES</i>	<i>2903L</i>	<i>Diesel Internship I</i>
<i>DIES</i>	<i>2906L</i>	<i>Diesel Internship II</i>
<i>DIES</i>	<i>2908L</i>	<i>Diesel Internship III</i>
TECH	1101	OSHA Basics
TECH	2003	Hydraulics & Pneumatics
WLD	1001L	Basic Welding

New courses

Student Qualifications:

Prospective students must be:

1. 18 years of age (or older) by the time of the first internship.
2. High School Graduate of equivalent.
3. Able to meet UACCM's admission and academic requirements
http://www.uaccm.edu/Future_Student/Admission_Requirements.htm.
4. Sponsored by a company, fleet, or OEM partner employing diesel technicians.
5. Possess a valid driver's license and maintain an employable driving record.
6. Willing to take a drug test if requested by company, fleet, or OEM partner sponsor.

Note: this is a common requirement for employment.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2023.

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

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

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

The Chicago School of Professional Psychology, Los Angeles, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – Regional: Western Association of Schools and Colleges

Doctor of Education in Educational Psychology and Technology

Community Care College, Tulsa, Oklahoma
State Authorization: Oklahoma Board of Private Vocational Schools
Institutional Accreditation – National: Accrediting Commission of Career Schools and Colleges

Diploma in Medical Assistant-Hybrid Program

Rasmussen College, Bloomington, Minnesota

State Authorization: Minnesota Office of Higher Education

Institutional Accreditation – Regional: Higher Learning Commission

Certificate in Accounting
Certificate in Business Management
Certificate in Early Childhood Education (Non-Licensure)
Certificate in Medical Billing and Coding
Certificate in Pharmacy Technician
Diploma in Early Childhood Education (Non-Licensure)
Associate of Science in Accounting
Associate of Science in Business Management
Associate of Science in Early Childhood Education (Non-Licensure)
Associate of Science in Graphic Design
Associate of Science in Health Information Technician
Associate of Science in Human Resources and Organizational Leadership
Associate of Science in Human Services
Associate of Science in Paralegal
Bachelor of Science in Accounting
Bachelor of Science in Business Management
Bachelor of Science in Early Childhood Education (Non-Licensure)
Bachelor of Science in Graphic Design
Bachelor of Science in Health Information Management
Bachelor of Science in Human Resources and Organizational Leadership
Bachelor of Science in Human Services
Bachelor of Science in Nursing (Non-Licensure)
Master of Human Resources Management

Saybrook University, Pasadena, California

State Authorization: California Bureau for Private Postsecondary Education (Exempt)

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Master of Arts in Leadership/National Outdoor Leadership School
Master of Science in Mind-Body Medicine
Doctor of Philosophy in Applied Psychophysiology
Doctor of Philosophy in Integrative and Functional Nutrition
Doctor of Philosophy in Managing Organizational Systems
Doctor of Philosophy in Mind-Body Medicine
Doctor of Philosophy in Psychology
Doctor of Philosophy in Transformative Social Change

University of Southern California, Los Angeles, California

State Authorization: California Secretary of State

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Master of Communication Management
Master of Science in Geriatric Dentistry

University of St. Augustine for Health Sciences, San Marcos, California

State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – Regional: Western Association of Schools and Colleges
Programmatic Accreditation – Occupational Therapy: Accreditation Council for
Occupational Therapy Education

Master of Occupational Therapy
Doctor of Education (Non-Licensure)
Doctor of Occupational Therapy

New Institutions – Distance Technology

Los Angeles Film School, Hollywood, California

State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – National: Accrediting Commission of Career Schools and
Colleges

Associate of Science in Music Production
Bachelor of Science in Animation
Bachelor of Science in Entertainment Business
Bachelor of Science in Digital Filmmaking
Bachelor of Science in Graphic Design
Bachelor of Science in Music Production
Bachelor of Science in Writing for Film and Television

Arkansas Institutions – Initial Certification

Blue Cliff College, Alexandria, Louisiana

Campus in Fayetteville
State Authorization: Louisiana Board of Regents
Institutional Accreditation – National: Accrediting Commission of Career Schools and
Colleges

Diploma in Massage Therapy

LETTERS OF NOTIFICATION

Arkansas Colleges & Universities Summary (pages 2-35):

Twenty-three (23) Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

4	Associate Degree for Transfer and Bachelor's Degree Completion
30	Curriculum Revision
10	Existing Program Offered by Distance Technology
2	Existing Program Offered at Off-Campus Location
7	Inactive Program
6	Name Change of Existing Program/Concentration/Option/Organizational Unit
20	New Certificate/Degree Program
3	New Option/Emphasis/Concentration/Minor
17	Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
1	Substantive Change
3	Establishment of New Administrative Unit
2	Removal of Existing Program Offered at Off-Campus Location
1	Institutional Merger
2	CIP Code Change
2	Program Reactivation
1	Deletion of Off-Campus Site
16	Reconfiguration of Existing Certificate/Degree Program
<u>3</u>	Revision of Existing Education Program
130	

Institutional Certification Advisory Committee Summary (pages 36-42):

Eight (8) out-of-state, religious and/or for-profit institutions submitted applications that include program recertifications, decertifications, and institutional changes.

16	Recertifications of programs
1	Institutional change
2	Letters of Exemption from Certification (Programs offering church-related training)
6	New Certificates
<u>4</u>	Program Changes/New Programs
29	

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the January 2020 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

ARKANSAS COLLEGES AND UNIVERSITIES

Arkansas Northeastern College – Page 5

Removal of Existing Program Offered at Off-Campus Location

Arkansas State University – Beebe – Pages 5-8

Curriculum Revision

Name Change of Existing Program/Concentration/Option/Organizational Unit

Arkansas State University – Jonesboro – Pages 8-9

New Certificate/Degree Program

Existing Program Offered at Off-Campus Location

Existing Program Offered by Distance Technology

Arkansas Tech University – Page 9

Name Change of Existing Program/Concentration/Option/Organizational Unit

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Black River Technical College – Page 9

Existing Program Offered by Distance Technology

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

College of the Ouachitas – Page 10

Institutional Merger

Cossatot Community College of the University of Arkansas – Page 10

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Henderson State University – Page 10

New Certificate/Degree Program

National Park College – Pages 10-18

Associate Degree for Transfer and Bachelor's Degree Completion

NorthWest Arkansas Community College – Page 19

Curriculum Revision

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Ozarka College – Page 19

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

South Arkansas Community College – Pages 19-20

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Southern Arkansas University – Page 20

New Option/Emphasis/Concentration/Minor

University of Arkansas, Fayetteville – Pages 20-21

Curriculum Revision

CIP Code Change

New Certificate/Degree Program

Establish New Administrative Unit

Existing Program Offered by Distance Technology

Revision of Existing Education Program

University of Arkansas at Fort Smith – Pages 21-23

New Certificate/Degree Program

Curriculum Revision

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Arkansas at Little Rock – Pages 23-24

Name Change of Existing Program/Concentration/Option/Organizational Unit

Curriculum Revision

Inactive Program

Substantive Change Request (Information Only Item)

Revision of Existing Education Program

University of Arkansas – Pulaski Technical College – Pages 25-26

New Certificate/Degree Program

Curriculum Revision

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Name Change of Existing Program/Concentration/Option/Organizational Unit

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Arkansas at Monticello – Pages 26-28

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

New Option/Emphasis/Concentration/Minor

Curriculum Revision

Inactive Program

Revision of Existing Education Program

University of Arkansas at Pine Bluff – Page 29

Existing Program by Distance Technology

University of Arkansas Community College at Batesville – Pages 29-33

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Associate Degree for Transfer and Bachelor's Degree Completion

University of Arkansas Community College at Morrilton - Pages 33-35

Program Reactivation

Curriculum Revision

Existing Program by Distance Technology

Deletion of Off-Campus Site

University of Arkansas Community College Hope-Texarkana - Page 35

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Central Arkansas – Page 35

New Certificate/Degree Program

Establishment of New Administrative Unit

Deletion of Existing Administrative Unit

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

ARKANSAS COLLEGES AND UNIVERSITIES

LON DESCRIPTIONS

Arkansas Northeastern College

Removal of Existing Program Offered at Off-Campus Location

Certificate of Proficiency in Nursing Assistant (DC 4750; CIP 51.3902; Spring 2020) no longer offered at Paragould

Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; Spring 2020) no longer offered at Paragould

Arkansas State University Beebe

Curriculum Revision

Certificate of Proficiency in Wildlife Enforcement (DC 0108; CIP 43.0107; 9 credit hours; Fall 2020)

Deleted Course

CRIM 1113 Ethical Dilemmas

Added Course

CRIM 2113 Critical Thinking in Criminal Justice

Technical Certificate in Wildlife Enforcement (DC 3430; CIP 43.0107; 33 credit hours; Fall 2020)

Deleted Course

CRIM 1113 Ethical Dilemmas

Added Course

CRIM 2113 Critical Thinking in Criminal Justice

Certificate of Proficiency in Law Enforcement (DC 0385; CIP 430103; 9 credit hours; Fall 2020)

Deleted Courses

CRIM 1023 Introduction to Criminal Justice
 CRIM 2253 Criminal Investigations
 CRIM 2263 Criminal Evidence and Procedures

Added Courses

CRIM 1113 Ethical Dilemmas
 CRIM 2313 Contemporary Issues in Criminal Justice

Technical Certificate in Law Enforcement (DC 1388; CIP 43.0107; 30 credit hours; Fall 2020)

Deleted Courses

CRIM 1023 Introduction to Criminal Justice
 CRIM 2253 Criminal Investigations
 CRIM 2263 Criminal Evidence and Procedures

Added Courses

CRIM 1103 Victimology
 CRIM 1113 Ethical Dilemmas

CRIM 2313 Contemporary Issues in Criminal Justice

Certificate of Proficiency in Criminal Investigation Science (DC 0490; CIP 43.0103; 9 credit hours; Fall 2020)

Deleted Course

CRIM 2263 Criminal Evidence and Procedures

Added Course

CRIM 1123 Criminal Profiling

Technical Certificate in Criminal Investigation Science (DC 1382; CIP 43.0106; 30 credit hours; Fall 2020)

Deleted Course

CRIM 1013 Introduction to Law Enforcement

Added Course

CRIM 1123 Criminal Profiling

Certificate of Proficiency in Computer Fundamentals (DC 3501; CIP 15.1202; 12 credit hours; Fall 2020)

Deleted Course

CST 1354 Computer Forensics Essentials

Added Course

CST 1124 Microcomputer Operating Systems

Technical Certificate in Computer Systems & Networking Technology (DC 4502; CIP 15.1202; 30 credit hours; Fall 2020)

Deleted Course

CST 1354 Computer Forensics Essentials

Added Courses

CST 1234 Database Technology (or)
 CST 1354 Computer Forensics Essentials (or)
 CST 1154 Computer Coding

Associate of Applied Science in Computer Systems & Networking Technology (DC 0363; CIP 15.1202; Fall 2020)

Deleted Course

CST 1354 Computer Forensics Essentials

Added Courses

Choose three of the following:

CST 1234 Database Technology (or)
 CST 1354 Computer Forensics Essentials (or)
 CST 1154 Computer Coding (or)
 CST 2484 System Virtualization (or)
 CST 2194 Microcomputer Installation and Troubleshooting

CST 2474 Microcomputer Installation & Troubleshooting with Internship

Certificate of Proficiency in Computerized Machining Technology (DC 1482; CIP 48.0501; 12 credit hours; Fall 2020)

Deleted Courses

CMT 2023 Metrology
 MATH 1013 Technical Mathematics A or higher

Technical Certificate in Computerized Machining Technology (DC 4892; CIP 48.0501; 32 credit hours; Fall 2020)

Deleted Course

CMT 2023 Metrology

Added Course

CMT 2022 Metrology I

Associate of Applied Science in Computerized Machining Technology (DC 0625; CIP 48.0501; Fall 2020)

Deleted Course

CMT 2023 Metrology
 XXX6 Technical Electives from Computerized Machining Technology, Welding, Industrial Technology, and/or Computer Aided Drafting and Design

Added Course

CMT 2022 Metrology I
 XXX7 Technical Electives from Computerized Machining Technology, Welding, Industrial Technology, and/or Computer Aided Drafting and Design

Certificate of Proficiency in Diesel Technology (DC 1476; CIP 47.0605; 12 credit hours; Fall 2020)

Deleted Course

DST 1104 Diesel Engine Technology

Added Courses

DST 1103 Diesel Engine Technology I
 DST 2303 Truck Preventative Maintenance

Technical Certificate in Diesel Technology (DC 4467; CIP 47.0605; 35 credit hours; Fall 2020)

Deleted Courses

DST 1104 Diesel Engine Technology
 DST 1214 Medium/Heavy Duty Truck Electronics
 DST 2204 Brake Systems
 CMT 2023 Metrology

Added Courses

DST 1103 Diesel Engine Technology I
 DST 1213 Medium/Heavy Duty Truck Electronics
 DST 2203 Medium/Heavy Duty Brakes
 DST 2213 Diesel Engine Technology II

DST	2403	Medium/Heavy Duty Drivetrains
CMT	2022	Metrology

Name Change of Existing Program/Concentration/Option/Organizational Unit

Certificate of Proficiency in Health Information Assistant (DC 4740; CIP 51.0707) changed to Certificate of Proficiency in Health Information Technology (Fall 2020)

Technical Certificate in Health Information Assistant (DC 4745; CIP 51.0707) changed to Technical Certificate in Health Information Technology (Fall 2020)

Name Change and Curriculum Revision

Certificate of Proficiency in Community Corrections (DC 4866; CIP 43.0102) to Certificate of Proficiency in Community Policing (9 credit hours; Fall 2020)

Deleted Course

CRIM	1013	Introduction to Law Enforcement
CRIM	2023	Probation, Parole, and Community Corrections
CRIM	2263	Criminal Evidence and Procedures

Added Course

CRIM	1163	Multiculturalism in Criminal Justice
CRIM	2043	Community Relations in the Administration of Justice
CRIM	2313	Contemporary Issues in Criminal Justice

Technical Certificate in Community Corrections (DC 4865; CIP 43.0102) to Technical Certificate in Community Policing (30 credit hours; Fall 2020)

Deleted Course

CRIM	1013	Introduction to Law Enforcement
CRIM	1023	Introduction to Criminal Justice
CRIM	2263	Criminal Evidence and Procedures

Added Course

CRIM	1163	Multiculturalism in Criminal Justice
CRIM	2043	Community Relations in the Administration of Justice
CRIM	2313	Contemporary Issues in Criminal Justice

Arkansas State University – Jonesboro

New Certificate/Degree Program

Certificate of Proficiency in Jazz Studies (CIP 50.0910; 13 credit hours; Spring 2020)

<i>MUS</i>	<i>1701</i>	<i>Improvisation I</i>
<i>MUS</i>	<i>2701</i>	<i>Improvisation II</i>
<i>MUS</i>	<i>3381</i>	<i>Jazz Ensemble (4 semesters)</i>
<i>MUS</i>	<i>3371</i>	<i>Small Ensemble (2 semester)</i>
<i>MUS</i>	<i>4322</i>	<i>History of Jazz</i>

Select two or more courses from the following (3 credit hours):

<i>MUED</i>	<i>4202</i>	<i>Methods and Materials for Teaching Jazz Band</i>
<i>MUS</i>	<i>2721</i>	<i>Jazz Piano I</i>
<i>MUS</i>	<i>2731</i>	<i>Jazz Piano II</i>
<i>MUS</i>	<i>3702</i>	<i>Jazz Theory I</i>

<i>MUS</i>	3712	<i>Jazz Theory II</i>
<i>MUS</i>	4701	<i>Improvisation III</i>
<i>MUS</i>	4712	<i>Jazz Arranging I</i>
<i>MUS</i>	4722	<i>Jazz Arranging II</i>
<i>MUS</i>	4732	<i>Jazz Styles and Analysis</i>

New courses

Certificate of Proficiency in Bone Densitometry (CIP 51.0907; 15 credit hours; Spring 2020)

<i>RS</i>	4713	<i>Bone Density Image Production</i>
<i>RS</i>	4723	<i>Bone Density Procedures</i>
<i>RS</i>	4573	Imaging in Women's Health Clinical Education (or)
<i>RS</i>	436V	Independent Study in Radiologic Sciences
<i>RAD</i>	3103	Introduction to Radiology
<i>RAD</i>	3203	Radiographic Procedures II

New courses

Existing Program Offered at Off-Campus Location

Bachelor of Science in Marketing (DC 2860; CIP 52.1401) offered at Arkansas State University Queretaro Campus (ASU-Q)

Bachelor of Science in Global Supply Chain Management (DC 5506; CIP 52.0203) offered at Arkansas State University Queretaro Campus (ASU-Q)

Existing Program Offered by Distance Technology

Graduate Certificate in Nursing Administration (DC 7082; CIP 51.3802; 100% online; Spring 2020)

Arkansas Tech University

Name Change of Existing Program/Concentration/Option/Organizational Unit

Associate of Applied Science in Cardiovascular Technology (Ozark Campus) (DC 0971; CIP 51.0901) changed to Associate of Applied Science in Cardiac Sonography (Ozark Campus) (Spring 2020)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Bachelor of Science in Physical Science & Earth Science (DC 9010; CIP 13.1316; Spring 2020)

Master of Science in Engineering in Engineering (DC 6520; CIP 14.0101; Spring 2020)

Black River Technical College

Existing Program Offered by Distance Technology

Associate of General Studies in General Studies (DC 0900; CIP 24.0102; 60 credit hours; 100% online; Spring 2020)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0107; Spring 2020)

**College of the Ouachitas
Institutional Merger**

College of the Ouachitas merges with the Arkansas State University System to become Arkansas State University – Three Rivers (January 1, 2020)

**Cossatot Community College of the University of Arkansas
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or
Organizational Unit**

Certificate of Proficiency in Radio Broadcasting (DC 1091; CIP 09.0701; Spring 2020)

Technical Certificate in Radio Broadcasting (DC 2091; CIP 09.0701; Spring 2020)

Associate of Applied Science in Business Management (DC 0280; CIP 52.0101; Spring 2020)

**Henderson State University
New Certificate/Degree Program**

Graduate Certificate in English (CIP 23.0101; 18 credit hours; Spring 2020)

Choose one of the following courses:

- ENG 5143 Introduction to the Theory & Practice of Tutoring & Teaching Writing
- ENG 5163 Modern Grammar
- ENG 5453 Advanced Composition

For the remaining 15 credit hours, student can take any graduate level English course

Graduate Certificate in History (CIP 54.0101; 18 credit hours; Spring 2020)

- XXX3 Graduate level American History
- XXX3 Graduate level European History
- XXX3 Graduate level World History

For the remaining 9 credit hours, student can take any graduate level History course

**National Park College
Associate Degree for Transfer and Bachelor’s Degree Completion**

Associate Science in Liberal Arts & Sciences (DC 3970; CIP 24.0101) to the Bachelor of Science in Strategic Communication (DC 5091; CIP 09.0999; Fall 2020) at Arkansas State University

General Education – 35 credit hours

- ENG 1113 English Composition I
- ENG 1123 English Composition II
- SPCH 1103 Fundamentals of Public Speaking
- MATH 1123 College Algebra (or)
- MATH 1213 Quantitative Literacy
- XXX6 Fine Arts & Humanities
- XXX6 History Government
- XXX3 Social Sciences
- XXX8 Lab Sciences with lab

NPC Required Courses – 1 credit hour

- ORT 0000 LMS Student Orientation
- PE XXX1 Any 1-hour PE course

ASLAS to BS in Strategic Communications – Directed Electives – 24 credit hours

BUS	1143	Introduction to Marketing
ECON	2213	Microeconomics
MATH	1293	Introduction to Statistics

Select 3 courses from the following:

ANTH	1113	General Anthropology
ECON	2203	Macroeconomics
PSYC	1103	General Psychology
SOC	1103	Introduction to Sociology

Select 2 courses based on NPC competency and/or prerequisite standards from the following:

SPAN	1103	Beginning Spanish I
SPAN	1113	Beginning Spanish II
SPAN	2113	Intermediate Spanish I
SPAN	2123	Intermediate Spanish II
FREN	1103	Beginning French I
FREN	1113	Beginning French II
FREN	2203	Intermediate French I
FREN	2213	Intermediate French II

ASUJ BS in Strategic Communication – 60 credit hours**Major Requirements – 33 credit hours**

STCM	3133	Interactive Advertising
STCM	4003	Account Planning & Management
STCM	4333	Social Media Measurement
STCM	2143	Strategic Writing I
STCM	3043	Principles of Strategic Communication
STCM	3143	Strategic Writing II
STCM	3553	Strategic Visual Communication
STCM	4073	Strategic Communication Law and Ethics
STCM	4213	Social Media in Strategic Communication
STCM	4753	Strategic Communication Case Studies (or)
STCM	4763	Strategic Communication Campaigns (not offered online)
STCM	4773	Internship

Media/Communications – 9 credit hours**Electives – 18 credit hours (must include 6 credit hours of upper-level hours)****NPC/ASUJ Transfer Agreement****Purpose**

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts & Sciences at NPC to the Bachelor of Science in Strategic Communication at Arkansas State University-Jonesboro (ASUJ). Through collaborate efforts, ASUJ and NPC will provide clarity regarding the degree requirements herein, and afford students the opportunity to earn a high-quality degree from both institutions in the most efficient manner possible.

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to the Bachelor of Science in Strategic Communication at ASUJ in either the on-campus or A-State Online program with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to ASUJ as well as specific admission to the ASUJ Bachelor of Science in Strategic Communication program.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NPC.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at ASUJ.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all the courses specified within the Associate of Science in Liberal Arts & Sciences at NPC, before entering ASUJ, must work with an academic advisor to ensure timely complete of degree program requirements.
- Current and updated copies of catalogs/curricular requirements for the ASUJ Bachelor of Science in Strategic Communication program will be available to NPC online. Catalogs/Curricular requirements are available for both the on-campus and A-State Online programs.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to ASUJ.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis. Both ASUJ and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- ASUJ and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- ASUJ and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, published catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles changes.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to ASUJ, in accordance with the terms of this Agreement, will be allowed to complete their approved course of student under the terms contained therein.

- This Agreement shall become effective at the time that the Arkansas Division of Higher Education has been notified and approval has been granted.

Associate Science in Liberal Arts & Sciences (DC 3970; CIP 24.0101) to the Bachelor of Arts in English (DC 1420; CIP 23.0101; Fall 2020) at Arkansas State University

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra (or)
MATH	1213	Quantitative Literacy
	XXX6	Fine Arts & Humanities
	XXX6	History Government
	XXX3	Social Sciences
	XXX8	Lab Sciences with lab

NPC Required Courses – 1 credit hour

ORT	0000	LMS Student Orientation
PE	XXX1	Any 1-hour PE course

ASLAS to BA in English – Directed Electives – 24 credit hours

ENG	2273	World Literature I (or)
ENG	2283	World Literature II
ENG	2223	American Literature I
ENG	2233	American Literature II
ENG	2393	Creative Writing

Select 2 courses based on NPC competency and/or prerequisite standards from the following:

SPAN	1103	Beginning Spanish I
SPAN	1113	Beginning Spanish II
SPAN	2113	Intermediate Spanish I
SPAN	2123	Intermediate Spanish II
FREN	1103	Beginning French I
FREN	1113	Beginning French II
FREN	2203	Intermediate French I
FREN	2213	Intermediate French II

ASUJ BA in English – 60 credit hours

ENG	2103	Introduction to Poetry and Drama
ENG	2113	Introduction to Fiction
ENG	4800	Senior Project
ENG	3223	British Literature to 1800 (or)
ENG	3263	British Literature since 1800
ENG	3103	Introduction to Contemporary Literary Theory

British Literature – 9 credit hours

Choose 3 courses from the following:

ENG	3223	British Literature to 1800
ENG	3263	British Literature since 1800
ENG	3233	Shakespeare
ENG	3243	British Drams to 1800
ENG	3293	British Novel
ENG	4183	Renaissance Drama Excluding Shakespeare

ENG	4213	Medieval Literature
ENG	4223	Milton
ENG	4233	Sixteenth-Century Literature
ENG	4243	Seventeenth-Century Literature
ENG	4253	Restoration and Neoclassical Literature
ENG	4263	Romantic Literature
ENG	4273	Victorian Literature
ENG	4283	Modern British Literature

American Literature – 3 credit hours

Choose 1 course from the following:

ENG	3373	Regional American Literature
ENG	3393	American Novel
ENG	4333	American Romanticism
ENG	4353	American Realism and Naturalism
ENG	4373	Modern American Literature

Multicultural Literature – 3 credit hours

Choose 1 course from the following:

ENG	3633	Native American Verbal Art
ENG	3643	African-American Folklore
ENG	4363	African-American Literature
ENG	4383	Multi-Ethnic American Literature
ENG	4453	Women Writers

Global Literature – 3 credit hours

Choose 1 course from the following:

ENG	3453	World Literature
ENG	3473	Contemporary Literature

Upper-Level Writing – 3 credit hours

Choose 1 course from the following:

ENG	3003	Advanced Composition
ENG	3053	Introduction to Digital Writing
ENG	4483	Special Topics in Writing Studies
ENG	4703	Persuasive Writing

Upper-Level English Elective (Optional Concentration in Writing) – 3 credit hours

ENG	3003	Advanced Composition
ENG	3023	Creative Writing
ENG	4023	Advanced Creative Writing

Electives – 24 credit hours (BA majors are encouraged to develop a strong outside area of concentration)**NPC/ASUJ Transfer Agreement****Purpose**

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts & Sciences at NPC to the Bachelor of Arts in English at Arkansas State University-Jonesboro (ASUJ). Through collaborate efforts, ASUJ and NPC will provide clarity regarding the degree requirements herein, and afford students the opportunity to earn a high-quality degree from both institutions in the most efficient manner possible.

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to the Bachelor of Arts in English at ASUJ with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to ASUJ as well as specific admission to the ASUJ Bachelor of Arts in English program.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NPC.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at ASUJ.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all the courses specified within the Associate of Science in Liberal Arts & Sciences at NPC, before entering ASUJ, must work with an academic advisor to ensure timely complete of degree program requirements.
- Current and updated copies of catalogs/curricular requirements for the ASUJ Bachelor of Arts in English program will be available to NPC online.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to ASUJ.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of ASUJ.

Course Substitutions and Requirements

It is agreed that ENG 2223 American Literature I and ENG 2233 American Literature II will transfer in as electives, but will satisfy the requirements that students must take either ENG 3323 American Literature to 1865 or ENG 3363 American Literature since 1865.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis. Both ASUJ and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- ASUJ and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- ASUJ and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, published catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles changes.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to ASUJ, in accordance with the terms of this Agreement, will be allowed to complete their approved course of student under the terms contained therein.
- This Agreement shall become effective at the time that the Arkansas Division of Higher Education has been notified and approval has been granted.

Associate Science in Liberal Arts & Sciences (DC 3970; CIP 24.0101) to the Bachelor of Arts in Communication Studies (DC 1830; CIP 09.0100; Fall 2020) at Arkansas State University

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra (or)
MATH	1213	Quantitative Literacy
	XXX6	Fine Arts & Humanities
	XXX6	History Government
	XXX3	Social Sciences
	XXX8	Lab Sciences with lab

NPC Required Courses – 1 credit hour

ORT	0000	LMS Student Orientation
PE	XXX1	Any 1-hour PE course

ASLAS to BA in Communication Studies – Directed Electives – 24 credit hours

ECON	2213	Microeconomics
PHIL	1123	Introduction to Philosophy
SOC	2203	Social Problems

Select 3 courses from the following:

ANTH	1113	General Anthropology
ECON	2203	Macroeconomics
PSYC	1103	General Psychology
SOC	1103	Introduction to Sociology

Select 2 courses based on NPC competency and/or prerequisite standards from the following:

SPAN	1103	Beginning Spanish I
SPAN	1113	Beginning Spanish II
SPAN	2113	Intermediate Spanish I
SPAN	2123	Intermediate Spanish II
FREN	1103	Beginning French I
FREN	1113	Beginning French II
FREN	2203	Intermediate French I
FREN	2213	Intermediate French II

ASUJ BA in Communication Studies – 60 credit hours

Major Requirements – 15 credit hours

COMS	2243	Principles of Argumentation
COMS	2313	Communication Theory
COMS	2373	Introduction to Interpersonal Communication
COMS	3363	Communication Research Methods (or)
COMS	3433	Communication Criticism
COMS	4533	Communication Studies Capstone

Communication Studies Elective – 21 credit hours (18 must be upper-level courses)

AD	3023	Principles of Advertising
COMS	2253	Introduction to Health Communication
COMS	3203	Business and Professional Communication
COMS	3243	Principles of Persuasion
COMS	3253	Principles of Listening
COMS	3373	Gender Communication
COMS	4203	Small Group Communication
COMS	4243	Interpersonal Communication
COMS	4253	Intercultural Communication
COMS	4263	Organizational Communication
COMS	4313	Special Problems
COMS	4323	Communication in Personal Relationships
COMS	4373	Conflict Resolution
COMS	4383	Computer Mediated Communication
COMS	4403	Health Communication
COMS	4423	Narratives in Health and Healing
PR	3303	Principles of Public Relations
PR	4603	Crisis Communication

Elective – 24 credit hours (at least 21 credit hours must be upper-level courses)

NPC/ASUJ Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts & Sciences at NPC to the Bachelor of Arts in Communication Studies at Arkansas State University-Jonesboro (ASUJ). Through collaborate efforts, ASUJ and NPC will provide clarity regarding the degree requirements herein, and afford students the opportunity to earn a high-quality degree from both institutions in the most efficient manner possible.

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to the Bachelor of Arts in Communication Studies at ASUJ with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to ASUJ as well as specific admission to the ASUJ Bachelor of Arts in Communication Studies program.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NPC.

- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at ASUJ.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all the courses specified within the Associate of Science in Liberal Arts & Sciences at NPC, before entering ASUJ, must work with an academic advisor to ensure timely complete of degree program requirements.
- Current and updated copies of catalogs/curricular requirements for the ASUJ Bachelor of Arts in Communication Studies will be available to NPC online. Catalogs/Curricular requirements are available for both the on-campus and A-State Online programs.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to ASUJ.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis. Both ASUJ and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- ASUJ and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- ASUJ and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, published catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles changes.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to ASUJ, in accordance with the terms of this Agreement, will be allowed to complete their approved course of student under the terms contained therein.
- This Agreement shall become effective at the time that the Arkansas Division of Higher Education has been notified and approval has been granted.

**NorthWest Arkansas Community College
Curriculum Revision**

Technical Certificate in Pre-Health Care Studies (DC 0104; CIP 51.0000; 29-35 credit hours; Spring 2020)

Added Course

EMTA	1102	Cardiac Dysrhythmias
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Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Certificate of Proficiency in Environmental Management & Regulatory Science (DC 1301; CIP 03.0104; Spring 2020)

Ozarka College

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Technical Certificate in Paramedic (DC 4520; CIP 51.0904) reconfigured to create the Associate of Applied Science in Paramedic (CIP 51.0904; 60 credit hours; Fall 2020)

General Education Requirements – 19 credit hours

MA	14003	Mathematical Applications for Applied Health (or) higher
AH	16084	Body Structure & Function (or)
BI	24003	Anatomy & Physiology I (and)
BI	24011	Anatomy & Physiology I Lab (or)
BI	24023	Anatomy & Physiology II (and)
BI	24031	Anatomy & Physiology II Lab
EN	12003	English Composition I
EN	12013	English Composition II
PY	23003	General Psychology
CS	11033	Computer Applications

Paramedic Requirements – 41 credit hours

EM	18017	Preparatory for Paramedics with Lab
EM	18047	Medical Emergencies for Paramedics I with Lab
EM	18054	Medical Emergencies for Paramedics II with Lab
EM	18062	Medical Emergencies Clinical
EM	18074	Trauma for Paramedics with Lab
EM	18103	Special Considerations for Paramedics with Lab
EM	18124	Paramedic Operations Management with Lab
EM	18092	Paramedic Clinical I
EM	18132	Paramedic Clinical II
EM	18146	Paramedic Field Internship

South Arkansas Community College

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Associate of Arts in General Education (DC 0050; CIP 24.0102) reconfigured to create the Associate of General Students (AGS) in General Studies (CIP 24.0102; 60 credit hours; Fall 2020)

General Education – 15 credit hours

ENGL	1013	Composition I
ENGL	1023	Composition II
CSCI	1003	Computer and Information Processing

MATH	1023	College Algebra (or)
MATH	1113	Math Reasoning (Qualitative Literacy) (or)
MATH	1073	Technical Mathematics
	XXX3	Social Science

Combination of ACTS courses and/or CTE courses – 45 credit hours

Southern Arkansas University

New Option/Emphasis/Concentration/Minor

Emphasis in Pre-Art Therapy in the Bachelor of Fine Arts in Art & Design (DC 1251; CIP 50.0702; Fall 2020)

Emphasis in Pre-Art Therapy 12 credit hours

PSYC	4133	Counseling Theories and Basic Skills
ART	2203	Introduction to Art Therapy
ART	3163	Processes and Materials of Art Psychotherapy
ART	4213	Art Therapy Research Seminar

University of Arkansas, Fayetteville

Curriculum Revision

Bachelor of Arts in Arabic (DC 5485; CIP 16.1101; 120 credit hours; Fall 2020)

Bachelor of Arts in English (DC 1420; CIP 23.0101; 120 credit hours; Fall 2020)

CIP Code Change

Doctor of Philosophy in Environmental Dynamics (DC 7500; CIP 40.0699) changed to (CIP 03.0104; Spring 2020)

CIP Code Change & New Concentration

Bachelor of Science in Biomedical Engineering in Biomedical Engineering (DC 6500; CIP 14.0301) changed to (CIP 14.0501; Fall 2020)

Concentration in Healthcare Entrepreneurship

Biomedical Engineering Graduate Core – 5 credit hours

BMEG	5103	Design and Analysis of Experiments in Biomedical Research
BMEG	5801	Graduate Seminar I
BMEG	5811	Graduate Seminar II

Healthcare Entrepreneurship Concentration – 15 credit hours

MGMT	5213	Business Foundations for Entrepreneurs
MGMT	5323	New Venture Development I
MGMT	5313	Strategic Management
MGMT	5413	New Venture Development II

Choose one course from the following:

PBHL	5213	Evaluation of Public Health Programs
PBHL	5533	Theories of Social and Behavioral Determinants of Health
PBHL	5563	Public Health: Practices and Planning

Biomedical Engineering – 10 credit hours

BMEG	XX10	10 credit hours of graduate level classes in Biomedical Engineering
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New Certificate/Degree Program

Graduate Certificate in Nursing Education (CIP 51.3817; 12 credit hours; Spring 2020)

- NURS 5073 Curriculum Design and Development in Nursing Education
- NURS 5083 Methods of Assessment and Evaluation in Nursing Education
- NURS 5093 Instructional Design and Delivery in Nursing Education
- NURS 5343 Specialty Development: Teaching Practicum

Post Master’s Certificate in Adult Gerontology Acute Care Nurse Practitioner (CIP 51.3821; 12 credit hours; Spring 2020)

- NURS 5666 Complex Problems in Acute Care for Adult Gerontology Populations*
- NURS 5676 Complex Problems in Acute Care for Adult Gerontology Populations Practicum*

New courses

Establishment of New Administrative Unit

Department of Strategy, Entrepreneurship and Venture Innovation (Department Code; Spring 2020)

Candace Dixon-Horne Radio Broadcast Center (Department Code; Spring 2020)

Existing Program Offered by Distance Technology

Bachelor of Science in Human Environmental Sciences in Human Development & Family Sciences (DC 4200; CIP 19.0701; 100% online; Fall 2020)

Master of Education in Teaching English to Speakers of Other Languages (DC 1401; CIP 13.1401; Spring 2020; 100% online)

Graduate Certificate in Teaching English to Speakers of Other Languages (DC 0401; CIP 13.1401; Spring 2020; 100% online)

Revision of Existing Education Program

EdS in Curriculum & Instruction (DC 5190; CIP 13.0301; 33 credit hours; 100% online; Fall 2020)

Revised Degree Plan on File at ADHE

University of Arkansas – Fort Smith

New Certificate/Degree Program

Certificate of Proficiency in Accounting Fundamentals (CIP 52.0304; 9 credit hours; Fall 2020)

- ACCT 3003 Intermediate Accounting I
- ACCT 3023 Cost Accounting
- ACCT 4013 Tax Accounting I

Certificate of Proficiency in Public Accounting Standards & Practices (CIP 52.0301; 18 credit hours; Fall 2020)

- ACCT 3013 Intermediate Accounting II
- ACCT 4023 Advanced Accounting
- ACCT 4053 Auditing
- ACCT 4113 Tax Accounting II

ACCT	3123	Governmental and Not-for-Profit Accounting
ACCT	4153	Forensic Accounting (or)
ACCT	467V	Internship in Accounting

Certificate of Proficiency in Consumer Marketing (CIP 52.1401; 9 credit hours; Fall 2020)

MKTG	3033	Integrated Marketing Communications
MKTG	3123	Consumer Behavior
MKTG	3133	Marketing Research

Certificate of Proficiency in Corporate Finance (CIP 52.0801; 9 credit hours; Fall 2020)

FIN	3733	Financial Statement Analysis
FIN	4313	Capital Budgeting
FIN	4743	Advanced Financial Management

Certificate of Proficiency in Digital Marketing (CIP 52.1404; 9 credit hours; Fall 2020)

MKTG	3043	E Business Marketing
<i>MKTG</i>	<i>4133</i>	<i>Social Media Marketing</i>
<i>MKTG</i>	<i>4143</i>	<i>Digital Marketing</i>

Certificate of Proficiency in Economic Analysis (CIP 52.0601; 9 credit hours; Fall 2020)

ECON	3313	Microeconomic Analysis
ECON	3353	Macroeconomic Analysis
ECON	4343	Managerial Economics

Certificate of Proficiency in Entrepreneurship (CIP 52.0703; 9 credit hours; Fall 2020)

MGMT	3033	New Venture Creation
<i>MGMT</i>	<i>4063</i>	<i>Launching a Small Online Business</i>
MGMT	4163	Small Business Management

Certificate of Proficiency in Human Resource Management (CIP 52.1001; 9 credit hours; Fall 2020)

LAW	4023	Legal Issues in Human Resources Management
<i>MGMT</i>	<i>4153</i>	<i>Strategic Compensation</i>
<i>MGMT</i>	<i>4183</i>	<i>Human Resources Staffing</i>

Certificate of Proficiency in International Business (CIP 52.1101; 9 credit hours; Fall 2020)

MGMT	3203	Cross Cultural Relations
MGMT	4203	International Management
MKTG	4203	International Marketing

Certificate of Proficiency in International Financial Economics (CIP 45.0605; 9 credit hours; Fall 2020)

ECON	4203	International Economics
FIN	3813	Money, Banking and Financial Markets
FIN	4203	International Finance

Certificate of Proficiency in Investment Securities (CIP 52.0807; 9 credit hours; Fall 2020)

FIN	3723	Investments
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FIN	4733	Principles of Portfolio Management
FIN	4773	Derivative Securities and Markets

New Courses

Curriculum Revision

Bachelor of Arts in Rhetoric & Writing (DC 1701; CIP 23.1303; Spring 2020)

Added Course

RHET	3413	Publication Staff
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Deleted Course

RHET	3401	Publication Staff
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Modified Course

RHET	4143	Writing for Publication
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Bachelor of Science in Electrical Engineering Technology (DC 5510; CIP 15.0303; Spring 2020)

Deleted Courses

PRFS	3143	Economic Analysis in the Workplace
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Added Courses

FIN	1521	Personal Finance Applications
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Bachelor of Business Administration in Business Administration (DC 2320; CIP 52.0201; Spring 2020)

Revision to Degree Plan

ECON	2803	Principles of Macroeconomics
		Moved from Business Core to General Education Core

Bachelor of Social Work in Social Work (DC 1770; CIP 44.0701; Spring 2020)

Curriculum Revisions on File at ADHE

Bachelor of Science in Mathematics (DC 2780; 27.0101; 120 credit hours; Fall 2020)

Curriculum Revisions on File at ADHE

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Certificate of Proficiency in Professional Sales (DC 1521; CIP 52.1804; Spring 2020)

University of Arkansas Little Rock

Name Change of Existing Program/Concentration/Option/Organizational Unit

Bachelor of Science in Electrical and Computer Systems Engineering (DC 5146; CIP 14.4201) changed to Bachelor of Science in Electrical and Computer Engineering (Spring 2020)

Curriculum Revision

Bachelor of Business Administration in Finance (DC 1960; CIP 52.0801; Fall 2020)

Added Courses

FINC	4350	Financial Modeling
FINC	4397	Seminar in Finance
FINC	4392	Real Estate Valuation
BINS	4352	Big Data Analytics Tools
BINS	4351	Data Analysis & Reporting

Deleted Courses

FINC	4330	International Finance (or)
FINC	4362	Derivatives
ECON	4320	International Economics

Associate of Engineering Technology in Electronic & Computer Engineering Technology (DC 1050; CIP 15.0303; 63 credit hours; Fall 2020)

Deleted Course

CPSC	1175	Computer Science Laboratory
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Bachelor of Science in Electronics & Computer Engineering Technology (DC 2390; CIP 15.1201; 121 credit hours; Fall 2020)

Deleted Course

CPSC	1175	Computer Science Laboratory
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Inactive Program

Certificate of Proficiency in Shepherd Program in Poverty Studies (DC 1440; CIP 44.0599; Spring 2020)

Bachelor of Science in E-Commerce (DC 5507; CIP 52.0208; Spring 2020)

Substantive Change Request

Information Only Item

Bachelor of Arts in Mass Communication (DC 2865; CIP 09.0401) and the Master of Arts in Mass Communication (DC 5380; CIP 09.0401)

School of Mass Communication Early Entry Program (MA) program will identify undergraduate students in UA Little Rock's School of Mass Communication who have the potential to be successful in the graduate school at both the Master's and Doctoral levels. Students may apply and be accepted into the MA program while completing their baccalaureate degree.

Revision of Existing Education Program

Bachelor of Science in K-12 Health & Physical Education (DC 5715; CIP 13.1314; 120 credit hours; Fall 2020)

Revised Degree Plan on File at ADHE

**University of Arkansas – Pulaski Technical College
New Certificate/Degree Program**

Certificate of Proficiency in Resort Management (CIP 52.0901; 15 credit hours; Fall 2020)

HOS	1301	Introduction to Hospitality
HOS	2331	Gaming Operations
HOS	2332	Gaming Device Management
HOS	2333	Gaming Regulation, Law and Security
HOS	2334	Resort and Gaming Revenue Management

Technical Certificate in Resort Management (CIP 52.0901; 30 credit hours; Fall 2020)

ENGL	1311	English Composition I
MATH	1300	Mathematical Reasoning (or)
MATH	1302	College Algebra
BUS	1603	Introduction to Business
CUL	1301	Applied Foodservice Sanitation
HOS	1301	Introduction to Hospitality
HOS	2331	Gaming Operations
HOS	2332	Gaming Device Management
HOS	2333	Gaming Regulation, Law and Security
HOS	2334	Resort and Gaming Revenue Management
HOS	2335	Native American Gaming Culture and Management

Curriculum Revision

Technical Certificate in Cosmetology (DC 4420; CIP 12.0401; 38 credit hours; Fall 2020)

COSM	1113	Principles of Haircare
COSM	1213	Art & Science of Nails and Skin
COSM	2112	Final Phase Practicum
COSM	1306	Special Projects
COST	2106	Cosmetology Applications

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Technical Certificate in Cosmetology (DC 4420; CIP 12.0401) reconfigured to create the

Certificate of Proficiency in Hair Care (CIP 12.0401; 13 credit hours; Fall 2020)

COSM	1113	Principles of Haircare
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Technical Certificate in Nail Technology (DC 4315; CIP 12.0410) reconfigured to create the

Certificate Proficiency in Nail Care & Skin Care (CIP 12.0410; 13 credit hours; Fall 2020)

COSM	1213	Art and Science of Nails and Skin
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Name Change of Existing Program/Concentration/Option/Organizational Unit & Curriculum Revision

Associate of Science in Emergency Medical Sciences – Paramedic (DC 0470; CIP 51.0904; 78 credit hours) changed to Associate of Applied Science in Emergency Medical Sciences (60 credit hours; Spring 2020)

General Education – 24 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
MATH	1302	College Algebra (or equivalent)

CIS	1103	Computer Concepts
	X3XX	Social Sciences
	X8XX	Sciences with Lab
Emergency Medical Sciences – 36 credit hours		
EMS	2301	Foundations of the Paramedic
EMS	1420	Medical Emergencies I
EMS	1320	Pharmacology
EMS	1301	Patient Assessment
EMS	1321	Clinical Experiences I
EMS	1340	Trauma Management
EMS	1334	Lifespan Development
EMS	2350	EMS Operations
EMS	2310	Medical Emergencies II
EMS	1322	Clinical Experiences II
EMS	2159	Paramedic Competencies
EMS	2431	Paramedic Field Internship

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Certificate of Proficiency in Wine Studies & Service (DC 1837; CIP 12.0599; Spring 2020)

Certificate of Proficiency in Professional Studies of Spirits & Mixology (DC 1836; CIP 12.0599; Spring 2020)

University of Arkansas at Monticello

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Technical Certificate in Hospitality Services (DC 2665; CIP 52.0901) reconfigured to create the Associate of Applied Science in Hospitality & Tourism Management (CIP 52.0901; 60 credit hours; Fall 2020)

General Education - 26 credit hours

BUS	2003	Tech Business English
CFA	1103	Tech Computer Fundamentals
CIS	1013	Introduction to Computer-Based Systems or higher level computer course
COM	1102	Employability Skills/Ethics
MAT	1203	Tech Mathematics
ENGL	1013	Composition I
ENGL	1023	Composition II
MAT	2213	Advanced Industrial Math or higher level mathematics course

Choose one of the following:

PSCI	2213	American National Government
HIST	2213	American History I
HIST	2223	American History II
PSY	1013	Introduction to Psychology
SOC	2213	Introduction to Psychology

Hospitality – 34 credit hours

HTM	2073	Hospitality Management
<i>HTM</i>	<i>2XX2</i>	<i>Catering and Events Management</i>

HTM	2XX3	Advanced Tourism
HTM	2XX3	Recreation, Leisure & Gaming
HOSP	1022	Safety and Sanitation
HOSP	1013	Hospitality, Travel & Tourism
HOSP	1033	Customer Service Relations
HOSP	1094	Culinary Fundamentals
HOSP	1063	Principles of Lodging Operations
HOSP	1103	Culinary Preparation and Presentation
HOSP	1113	Principles of Baking
HOSP	1082	Internship in Hospitality Services

New courses

New Option/Emphasis/Concentration/Minor

Concentration in Programming in the Bachelor of Science in Computer Information Systems (DC 2400; CIP 52.1201; 18 credit hours; Fall 2020)

CIS	3423	COBOL
CIS	3443	Object-Oriented Programming Languages
CIS	3553	Advanced COBOL
CIS	XXX6	Choose 6 credit hours of CIS 3000-4000 Level electives

Choose one course from the following:

CIS	3453	World Wide Web Programming
CIS	3463	Programming Mobile Applications

Concentration in Cybersecurity in Bachelor of Science in Computer Information Systems (DC 2400; CIP 52.1201; 18 credit hours; Fall 2020)

CIS	3XX3	Cyberlaw
CIS	3XX3	Computer Forensics
CIS	3XX3	Linux Operating Systems
CIS	4253	Cybersecurity
CIS	4263	Ethics in Information Technology

Choose one of the following courses:

CIS	3423	COBOL
CIS	3443	Object-Oriented Programming Languages

Curriculum Revision

Bachelor of Applied Science in Applied Science (DC 5877; CIP 30.9999; Fall 2020)

Modification to curriculum; no change in credit hours

General Education Core

MATH	1003	Survey of Math (or)
MATH	1103	Survey of Math with Review

Academic and Professional Core

Choose one of the following:

MKT	3403	Principles of Marketing
COMM	3453	Persuasion
MGMT	3463	Leadership
MGMT	3473	Principles of Management

SOC	3453	Race and Ethnic Relations
COMM	3413	Intercultural Communication
COMM	3483	Communication in Small Groups
COMM	3533	Communication in Organizations
CIS	4263	Ethics in Information Technology
	XXX3	Any 3000- or 4000-level course
SPED	3413	Teaching and Assessing Students with Exceptional Needs
GB	3443	Special Topic
GB	4363	Topics in E-Commerce
MGMT	3463	Leadership
MGMT	4643	Production/Operations Management
MGMT	4663	Organization Behavior and Theory
MGMT	4673	Global Organizational Behavior and Theory
MKT	3403	Principles of Marketing
MKT	3443	Selling and Sales Administration
MKT	3453	Marketing Communication
MKT	3463	Consumer Behavior
MKT	3483	Channels of Distribution
MKT	3513	International Marketing
MKT	4473	Special Topic

Inactive Program

Certificate of Proficiency in Cisco Network Associate (DC 0029; CIP 11.0101; Spring 2020)

Certificate of Proficiency in Computer Repair & Networking (DC 1472; CIP 47.0104; Spring 2020)

Technical Certificate in Computer Maintenance & Networking (DC 4502; CIP 15.1202; Spring 2020)

Bachelor of Science in Health & Physical Education (DC 2705; CIP 13.1314; Spring 2020)

Graduate Certificate in District Level Administration (DC 6554; CIP 13.0401; Spring 2020)

Revision of Existing Education Program

Bachelor of Arts in Middle Level Education (DC 2908; CIP 13.1203; Fall 2020)

Revised Degree Plan on File at ADHE

**University of Arkansas at Pine Bluff
Existing Program Offered by Distance Technology**

Master of Arts in Teaching (DC 6705; CIP 13.1299; 36 credit hours; 100% online; Fall 2020)

**University of Arkansas Community College at Batesville
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program**

Associate of Science in Agriculture Technology (DC 0250; CIP 01.0000) reconfigured to create the Associate of Science in Agriculture Business (CIP 01.0101; 60 credit hours; Fall 2020) and the Technical Certificate in Agriculture Business (CIP 01.0101; 30 credit hours; Fall 2020)

Associate of Science in Agriculture Business – 60 credit hours

General Education – 35 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra (or higher level math course)
BIO	1003	Biology for Majors
BIO	1001	Biology for Majors Lab
CHM	1103	College Chemistry I
CHM	1101	College Chemistry I Lab
	XXX3	Fine Arts
	XXX3	Humanities
	XXX9	Social Sciences

Agriculture Business Core – 25 credit hours

ACC	1013	Principles of Accounting I
ACC	1023	Principles of Accounting II
AGR	1901	Agriculture Laboratory
AGR	1903	Making Connections in Agriculture
AGR	1923	Introduction to Agriculture Business
BUS	2033	Legal Environment of Business
BUS	2053	Business Statistics
ECN	2013	Macroeconomics
AGR	2913	Introduction to Plant Science (or)
AGR	1933	Introduction to Animal Science (or)
AGR	2923	Soils

Technical Certificate in Agriculture Business – 30 credit hours

ENG	1103	English Composition I
SPC	1003	Oral Communication
MTH	1023	College Algebra (or higher level math course)
ACC	1013	Principles of Accounting I
ACC	1023	Principles of Accounting II
AGR	1903	Making Connections in Agriculture
AGR	1923	Introduction to Agriculture Business
BUS	2033	Legal Environment of Business
BUS	2053	Business Statistics
ECN	2013	Macroeconomics

Associate of Applied Science in Industrial Technology (DC 0580; CIP 47.0101) reconfigured to create the Technical Certificate in Construction Technology (CIP 46.0000; 31 credit hours; Fall 2020); the Certificate of Proficiency in Carpentry (CIP 46.0201; 12 credit hours; Fall 2020); the Certificate of Proficiency in Masonry (CIP 46.0101; 12 credit hours; Fall 2020); and the Certificate of Proficiency in Drywall Installation and Finishing (CIP 46.0404; 12 credit hours; Fall 2020)

Technical Certificate in Construction Technology – 31 credit hours

ENG	1004	Writing for the Workplace
MTH	1003	Technical Math
IND	1013	Technical Methods
IND	2003	Industrial Safety
CST	1016	<i>Masonry I</i>
CST	1026	<i>Carpentry I</i>
CST	1036	<i>Drywall Installation and Finishing</i>

Certificate of Proficiency in Carpentry – 12 credit hours

IND	1013	Technical Methods
IND	2003	Industrial Safety
CST	1026	<i>Carpentry I</i>

Certificate of Proficiency in Masonry – 12 credit hours

IND	1013	Technical Methods
IND	2003	Industrial Safety
CST	1016	<i>Masonry I</i>

Certificate of Proficiency in Drywall Installation and Finishing – 12 credit hours

IND	1013	Technical Methods
IND	2003	Industrial Safety
CST	1036	<i>Drywall Installation and Finishing</i>

New courses

Associate Degree for Transfer and Bachelor's Degree Completion

Associate Science in Agriculture Business (CIP 01.0101; 60 credit hours) to the Bachelor of Science in Agriculture in Agriculture Business (Emphasis in Agriculture Economics & Finance or the Emphasis in Marketing & Marketing) (DC 3350; CIP 01.0102; Fall 2020) at Arkansas State University

Associate of Science in Agriculture Business – 60 credit hours

General Education – 35 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra (or higher level math course)
BIO	1003	Biology for Majors
BIO	1001	Biology for Majors Lab
CHM	1103	College Chemistry I
CHM	1101	College Chemistry I Lab
XXX3		Fine Arts

XXX3 Humanities
 XXX9 Social Sciences

Agriculture Business Core – 25 credit hours

ACC	1013	Principles of Accounting I
ACC	1023	Principles of Accounting II
AGR	1901	Agriculture Laboratory
AGR	1903	Making Connections in Agriculture
AGR	1923	Introduction to Agriculture Business
BUS	2033	Legal Environment of Business
BUS	2053	Business Statistics
ECN	2013	Macroeconomics
AGR	2913	Introduction to Plant Science (or)
AGR	1933	Introduction to Animal Science (or)
AGR	2923	Soils

ASUJ BSA in Agriculture Business – Emphasis in Agriculture Economics & Finance – 60 credit hours

CIT	1503	Microcomputer Applications
MGMT	3153	Organizational Behavior
MTH	2143	Business Calculus
AGEC	4073	Agriculture Business Management
AGEC	4053	Agricultural Finance
MKTG	3013	Marketing
ECON	3323	Money and Banking
ECON	3313	Microeconomics Analysis
FIN	3713	Business Finance
AGEC	4083	Agricultural Policy
AGRI	3813	Agricultural Biosystems I
CIT	3013	Management Information Systems
CIT	3523	Operations Management
FIN	3763	Financial Institutions and Markets
AGRI	3823	Agricultural Biosystems II
AGRI	4723	Ag Connections (or)
AGRI	420V	Internship in Agriculture
ECON	3353	Macroeconomics Analysis
AGEC	3053	Commodity Futures Markets
PSSC	2813	Soils (or)
AGST	2003	Introduction to Ag Systems
ECON	2323	Principles of Microeconomics

ASUJ BSA in Agriculture Business – Emphasis in Marketing & Management – 60 credit hours

CIT	1503	Microcomputer Applications
MGMT	3153	Organizational Behavior
AGEC	4073	Agriculture Business Management
AGEC	4053	Agricultural Finance (or)
FIN	3713	Business Finance
AGEC	3013	Agriculture Business Marketing

MKTG	3013	Marketing
AGEC	4083	Agricultural Policy
AGRI	3813	Agricultural Biosystems I
AGRI	3823	Agricultural Biosystems II
AGRI	4723	Ag Connections (or)
AGRI	420V	Internship in Agriculture
AGEC	3053	Commodity Futures Markets
PSSC	2813	Soils (or)
AGST	2003	Introduction to Ag Systems
ECON	2323	Principles of Microeconomics
AGEC	4113	Livestock & Poultry
AGEC	3003	Ag Marketing
AGEC	4123	Land Economics & Farm Appraisal
AGEC	3063	Ag Sales & Services
AGEC	4023	International Commodity Markets
	XXX6	Upper Level Electives

UACCB/ASUJ Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Agriculture Business at the University of Arkansas Community College at Batesville (UACCB) to the Bachelor of Science in Agriculture in Agriculture Business, Emphasis in Agriculture Economics & Finance or Emphasis in Marketing & Management at Arkansas State University-Jonesboro (A-State). Through collaborate efforts, A-State and UACCB will provide clarity regarding the degree requirements herein, and afford students the opportunity to earn a high-quality degree from both institutions in the most efficient manner possible.

Agreement

It is agreed that any student who has earned the Associate of Science in Agriculture Business at UACCB will be admitted to the Bachelor of Science in Agriculture in Agriculture Business, Emphasis in Agriculture Economics & Finance or Emphasis in Marketing & Management at A-State subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to A-State as well as specific admission to the A-State Bachelor of Science in Agriculture in Agriculture Business, Emphasis in Agriculture Economics & Finance or Emphasis in Marketing & Management program.
- The student will have earned the Associate of Science in Agriculture Business at UACCB.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at A-State.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all the courses specified within the Associate of Science in Agriculture Business degree plan at UACCB, before entering A-State,

must work with an academic advisor to ensure timely complete of degree program requirements.

- Current and updated copies of catalogs/curricular requirements for the A-State Bachelor of Science in Agriculture in Agriculture Business, Emphasis in Agriculture Economics & Finance or Emphasis in Marketing & Management program will be available to UACCB online. Catalogs/Curricular requirements are available for both the on-campus and A-State Online programs.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to A-State.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of A-State.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis. Both A-State and UACCB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- A-State and UACCB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at UACCB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- A-State and UACCB will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, published catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles changes.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to A-State, in accordance with the terms of this Agreement, will be allowed to complete their approved course of student under the terms contained therein.
- This Agreement shall become effective at the time that the Arkansas Division of Higher Education has been notified and approval has been granted.

**University of Arkansas Community College at Morrilton
Program Reactivation**

Certificate of Proficiency in Dietary Management (DC 0470; CIP 51.3104; Spring 2020)

DIET	1002	Food Safety & Sanitation
DIET	1011L	Field Experience I
DIET	1012	Managing Food Service Programs
DIET	2032L	Field Experience II

DIET	1023	Diet Therapy
DIET	1031L	Field Experience III
DIET	1113	Food Service Administration
NUTR	1503	Nutrition

Certificate of Proficiency in Nursing Assistant (DC 4750; CIP 51.3902; 8 credit hours; Fall 2020)

NUR	1004	Nursing Assistant
BIOL	2004	Human Anatomy & Physiology I

Curriculum Revision

Certificate of Proficiency in Emergency Medical Technician Basic (DC 0015; CIP 51.0904; 8 credit hours; Fall 2020)

Deleted Courses

BIOL	1004	Fundamentals of Biology
BIOL	2004	Human Anatomy & Physiology I

Technical Certificate in Practical Nursing (DC 4660; CIP 51.3901; Fall 2020) remove “also at Clinton”

Deleted Courses

NUTR	1503	Nutrition
NUR	1102	Geriatrics
NUR	1104	Basic Nursing I
NUR	1204	Med-Surg Nursing I
NUR	1213	Basic Nursing II
NUR	2002	Pharmacology
NUR	2001	Mental Health
NUR	2203	Basic Nursing III
NUR	2204	Med-Surg Nursing II

Added Courses

NUR	1004	Nursing Assistant
NUR	1001	Professional Ethical Issues
NUR	1207	Med-Surg Nursing I
NUR	2202	Mental Health
NUR	2207	Med-Surg Nursing II

Existing Program Offered by Distance Technology

Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 100% online; Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101; 66% online; Fall 2020)

Associate of Science in Education (DC 3540; CIP 13.1203; 62% online; Fall 2020)

Associate of Applied Science in Computer Information Systems Technology (DC 0363; CIP 11.0101; 60% online; Fall 2020)

Deletion of Off-Campus Site

Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; Spring 2020) remove “also at Clinton”

University of Arkansas Community College Hope-Texarkana

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Certificate of Proficiency in Supply Chain Management (DC 1520; CIP 52.0203; Spring 2020)

Technical Certificate in Supply Chain Management (DC 2520; CIP 52.0203; Spring 2020)

Associate of Applied Science in Supply Chain Management (DC 3520; CIP 52.0203; Spring 2020)

University of Central Arkansas

New Certificate/Degree Program

Certificate of Proficiency in Health Coaching (CIP 51.1504; 14 credit hours; Fall 2020)

H ED	1320	Essentials of Health & Wellness (or)
EXSS	1320	Foundations of Wellness
H ED	2201	First Aid
H ED	3325	Disease Management for Health Promotion
H ED	4398	Health Coaching I
H ED	4399	Health Coaching II

Establishment of New Administrative Unit

College of Arts, Humanities, and Social Sciences CAHSS (Department Code; Spring 2020)

Deletion of Existing Administrative Unit

College of Fine Arts & Communication (Department Code 0960; Spring 2020)

College of Liberal Arts (Department Code 3560; Spring 2020)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Doctor of Philosophy in Communication Sciences & Disorders (DC 7510; CIP 51.0204; Spring 2020)

Post Master’s Certificate in School-Based Leadership-Adult Education Program Administration (DC 6942; CIP 13.0499; Spring 2020)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Recertifications

Baptist Health College Little Rock, Little Rock, Arkansas

Associate of Applied Science in Histotechnology
Associate of Applied Science in Surgical Technology

Carrington College, Sacramento, California

Certificate of Achievement in Medical Administrative Assistant
Certificate of Achievement in Medical Billing and Coding
Associate of Applied Science in Medical Administrative Assistant Degree Completion
Associate of Applied Science in Medical Billing and Coding Degree Completion
Associate of Applied Science in Health Studies Degree Completion

The Chicago School of Professional Psychology, Los Angeles, California

Doctor of Philosophy in Business Psychology
Doctor of Philosophy in International Psychology
Doctor of Philosophy in Organizational Leadership

Likewise College, Searcy, Arkansas

Associate of Arts in Entrepreneurship
Associate of Arts in Humanities

Northcentral University, La Jolla, California

Doctor of Education with Specializations in Global Training and Development, Leadership in Higher Education, Organizational Leadership, Sport and Athletic Management (Non-Licensure)
Doctor of Philosophy in Education with Specializations in Global Training and Development, Leadership in Higher Education, Organizational Leadership, Sport and Athletic Management (Non-Licensure)

Pepperdine University, Malibu, California

Master of Business Administration

Strayer University, Washington, D.C.

Campus in Little Rock
Bachelor of Science in Accounting
Bachelor of Science in Information Systems
Master of Public Administration
Master of Science in Accounting
Master of Science in Health Services Administration

Vincennes University, Vincennes, Indiana

Campus in Van Buren
Associate of Science in General Studies

Webster University, St. Louis, Missouri
 Campus in Little Rock
 Master of Business Administration
 Master of Arts in Health Administration
 Master of Arts in Human Resource Management
 Master of Arts in Management and Leadership
 Master of Science in Cybersecurity

Institutional Changes

Jefferson Regional Medical Center School of Nursing, Pine Bluff, Arkansas
 Tuition for program changed from \$13,435 to \$13,634

Letter of Exemption from Certification – New –Church-Related Training

Boston Mountain Baptist Bible College, Alma, Arkansas

Certificate of Bible	Certificate of Ministry
Certificate of Religious Education	Certificate of Theology
Associate of Bible	Associate of Ministry
Associate of Religious Education	Associate of Theology
Graduate of Bible	Graduate of Ministry
Graduate of Religious Education	Graduate of Theology
Bachelor of Bible	Bachelor of Ministry
Bachelor of Religious Education	Bachelor of Theology
Master of Bible	Master of Ministry
Master of Religious Education	Master of Theology
Doctor of Bible	Doctor of Ministry
Doctor of Religious Education	Doctor of Theology

Letter of Exemption from Certification – Renewal –Church-Related Training

Anchor Theological Seminary & Bible Institute, McAllen, Texas
 Offering programs in Paragould, Arkansas and Texarkana, Arkansas

Associate in Bible Studies	Bachelor of Biblical Studies
Bachelor of Religious Education	Bachelor of Theology
Master of Biblical Studies	Master of Religious Education
Master of Theology	Doctor of Theology
Doctor of Christian Philosophy	

Ouachita Hills College, Amity, Arkansas

Associate of Christian Business Management	Associate of Personal Evangelism
Associate of Christian Life Science	Bachelor of Theology
Bachelor of Christian Business Management	Bachelor of Biblical Studies
Bachelor of Elementary Christian Education	
Bachelor of Secondary Christian Education	
Bachelor of Christian Human Resource Management	

Virginia Beach Theological Seminary, Virginia Beach, Virginia
 Offering a program by distance technology
 Master of Biblical Studies

Program Changes/Additions

Jefferson Regional Medical Center School of Nursing, Pine Bluff, Arkansas

Changes to Associate of Applied Science in Nursing

- N101 Foundations of Nursing changed to
- N100 Foundations of Nursing Practice
- N201 Medical Surgical Nursing and
- N202 Mental Health Nursing changed to
- N104 Adult Health I and N106 Pharmacology I
- N203 Maternal Newborn Nursing changed to
- N200 Maternal/Child Nursing Care
- N204 Nursing of Children changed to
- N202 Transition to Professional Nursing Practice
- N301 Critical Care/Pharmacology changed to
- N204 Adult Health II
- N302 Leadership/Transitions Changed to
- N206 Pharmacology II

Course Added:

- N208 NCLEX Prep

Saybrook University, Pasadena, California

Biofeedback and Neurofeedback Certificate

- APH 5622 Basic Training and Education in Biofeedback
- APH 5627 Intermediate Biofeedback OR
- APH 5101 Psychophysiological Recording, Assessment, and Interventions
- APH 5595 Advanced Biofeedback Practicum OR
- APH 5571 Heart Rate Variability Biofeedback
- APH 5271 EEG Biofeedback: Assessment and Intervention
- APH 5251 Neuropsychophysiology
- APH 5561 Quantitative Electroencephalogram as an Assessment Tool OR
- APH 5281 Advanced EEG Biofeedback: Theoretical and Critical Considerations

Clinical and Applied Hypnosis Certificate

- APH 5594 Advanced Hypnosis Practicum
- APH 5620 Basic Training and Education in Hypnosis
- APH 5625 Intermediate Training and Education in Hypnosis
- MBM 5511 Graduate Colloquium

Complex Trauma and Healing Process Certificate

- PSY 3171 Perspectives and Foundations of Traumatic Stress
- PSY 3172 Trauma: Mind, Body, and Spiritual Dynamics
- PSY 3177 Traumatic Stress within Cultures and Self
- PSY 8950 Certificate Integrative Seminar
- PSY 3178 The Psychology of Trauma in Working with First Responders

PSY	3179	Traumatic Experiences in Relationships
TSC	7115	Refugee Trauma and Resiliency

Creativity Studies Certificate

CS	4500	Dimensions of Creativity
CS	4510	Perspectives in Creativity
CS	8151	Practicum/Project
CS	8950	Integrative Paper/Seminar
CS	3010	Arts-Based Inquiry
CS	4520	Art and Healing
CS	6606	Introduction to Expressive Arts
CS	7067	Organizational Creativity
CSIH	3160	Personal Mythology and Dreamwork
CS	4525	Poetry and Holistic Health

Foundations of Existential-Humanistic Practice Certificate

EHP	2040	Existential Psychotherapies
EHP	6150	Existential Psychotherapies II
EHP	2047	Existential Psychotherapies III
EHTP	2045	Existential-Humanistic Therapy: Experiential I
EHTP	2046	Existential-Humanistic Therapy: Experiential II

Integrative and Functional Nutrition Certificate

IFN	5520	Nutritional Science
IFN	5670	Foundations of Integrative and Functional Nutrition
IFN	5688	Advanced Nutritional Biochemistry- Macronutrients
IFN	5689	Advanced Nutritional Biochemistry-Micronutrients
IFN	5681	Systems Biology I
IFN	5611	Therapeutic Diets and Menu Planning
IFN	5673	Integrative Approaches to the Digestive System
IFN	5676	Dietary Supplements and Herbal Medicine
IFN	5677	Integrative and Functional Nutrition: Therapeutics
IFN	5672	Systems Biology II
IFN	5694	Nutrition-Focused Physical Exam
IFN	5900	Integrative Approaches to Chronic Disease
IFN	5705	Psychobiology of Eating
IFN	5661	Nutritional Foundations of Mental Health
IFN	5663	Sports and Exercise Nutrition

Integrative Wellness Coaching Certificate

COA	5628	Evidence-Based Coaching
COA	5632	Intermediate Coaching
COA	5593	Advanced Coaching Practicum

Mind-Body Medicine Certificate

MBM	5710	Mind-Body Therapies and Practices
APH	5640	Scientific Approaches to the Mind-Body Connection
MBM	5524	Contemporary Neuroscience-Psychology and the Brain

- MBM 5510 Imagery for Health
- MBM 5655 Mindfulness, Meditation and Health
- MBM 5616 Movement Modalities for Wellness
- MBM 5635 Spirituality and Health

Multiculturalism and Social Justice Certificate

- PSY 6010 The Psychology of Multiculturalism in North America
- PSY 6570/
- TSC 6570 Race, Class, and Gender in American Society

Choose three:

- CSIH 4590 Psychology, Religion, and Spirituality in their Cultural Contexts
- CSIH 3220 The African Diaspora: African American Cultural History and Psychology
- TSC 6520 Gender and Society
- TSC 6620 Psychology of Disability, Rehabilitation, and Empowerment

Stress Management Education Certificate

- APH 5051 Fundamentals of Psychophysiology
- APH 5201 Principles and Theories of Stress Management
- COA 5628 Evidenced-Based Coaching
- APH 5701 Field Experience

Choose one:

- APH 5451 Optimal Functioning in the Sports, Educational, and Business Environments
- MBM 5510 Imagery for Health
- APH 5620 Basic Training and Education in Hypnosis
- APH 5622 Basic Training and Education in Biofeedback
- IFN 5661 Nutritional Foundations of Mental Health
- MBM 5655 Mindfulness, Meditation and Health

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Recertifications

California State University Northridge, Northridge, California

- Bachelor of Arts in Liberal Studies Degree Completion
- Bachelor of Arts in Public Sector Management
- Master of Arts in Educational Administration
- Master of Public Administration
- Master of Public Health
- Master of Science in Assistive Technology Studies and Human Services
- Master of Science in Communication Disorders: Speech-Language Pathology
- Master of Science in Tourism, Hospitality and Recreation Management
- Master of Social Work

University of Southern California, Los Angeles, California

- Master of Arts in Teaching
- Doctor of Education in Organizational Change and Leadership

Doctor of Social Work

Webster University, St. Louis, Missouri

Little Rock Air Force Base Campus

Master of Arts in Human Resources Development

Master of Arts in Information Technology Management

Master of Business Administration

Master of Public Administration

Institutional Changes

Embry-Riddle Aeronautical University, Daytona Beach, Florida

Little Rock Air Force Base location is closing. All 69 students will shift to online programs.

Letter of Exemption from Certification – New –Church-Related Training

Bridges Christian College, New Orleans, Louisiana

Offered Programs by Distance Technology

Certificate in Biblical Studies

Bachelor of Arts in Biblical Studies

Batesville Baptist Institute Seminary, Batesville, Arkansas

Associate in English Bible

Bachelor of Bible Languages

Bachelor of English Bible

Bachelor of Theology

Master of Bible Languages

Doctor of Theology

Doctor of Bible Languages

Master of Theology

Program Changes/Additions

Baptist Health College Little Rock, Little Rock, Arkansas

Radiography Certificate

Minor changes to amount of clinical hours required

DeVry University, Naperville, Illinois

Associate of Applied Science in Business

New Tracks

Budgeting and Forecasting

BUSN 278 Budgeting and Forecasting

MATH 221 Statistics for Decision-Making

ACCT 303 Intermediate Accounting

ACCT 360 Managerial Accounting

Healthcare Business

HIT 111 Basic Medical Terminology

HIT 120 Introduction to Health Services and Information Systems

HSM 310 Introduction to Health Services Management

BUSN 258 Customer Relations

University of Southern California, Los Angeles, California

Business Law Certificate

LAW 633 Business Principles in Law

LAW 603 Business Organizations

LAW 710 Contract Drafting and Strategy
LAW 658 Mergers and Acquisitions
LAW 749 Securities Regulation

Compliance Certificate
LAW 603 Business Organizations
LAW 710 Contract Drafting and Strategy
LAW 574 Health Care Compliance
LAW 559 Human Resources Law and Compliance
LAW 598 Regulatory Compliance

Entertainment Law and Industry Certificate
LAW 603 Business Organizations
LAW 710 Contract Drafting and Strategy
LAW 522 Entertainment Law and Industry
LAW 527 Intellectual Property: Copyright
LAW 551 Intellectual Property: Trademark

Financial Compliance Certificate
LAW 603 Business Organizations
LAW 710 Contract Drafting and Strategy
LAW 613 Corporate Governance
LAW 640 Financial Institution Regulation
LAW 670 Global Regulatory Compliance
LAW 598 Regulatory Compliance

Health Care Compliance Certificate
LAW 710 Contract Drafting and Strategy
LAW 574 Health Care Compliance
LAW 663 Health Care Law, Business, and Finance
LAW 811 Health Law and Policy
LAW 664 Patient Privacy Law
LAW 598 Regulatory Compliance

Human Resources Law and Compliance Certificate
LAW 710 Contract Drafting and Strategy
LAW 609 Contemporary Issues in Human Resource Compliance
LAW 635 Employment Discrimination Law
LAW 826 Employment Dispute Mediation
LAW 559 Human Resource Compliance
LAW 598 Regulatory Compliance

Webster University, St. Louis, Missouri

Little Rock Campus, Little Rock Air Force Base Campus, Northwest Arkansas Campus
Master of Business Administration
Reorganization of Courses

LETTERS OF INTENT

The following notifications were received through April 1, 2020.

Arkansas State University – Jonesboro

New Off Campus Center – A-State University Center @ Arkansas State University –
Three Rivers, Malvern, AR

New Off Campus Center – A-State University Center @ Arkansas State University-
Newport, Newport, AR

New Off Campus Center – A-State University Center @ Black River Technical College,
Pocahontas, AR

Southeast Arkansas College

Associate of Applied Science in Clinical Laboratory Technology

University of Arkansas, Fayetteville

Master of Science in Construction Management

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Academy of Art University, San Francisco, California,

Initial Certification – Distance Technology

Associate of Arts in Fashion

Associate of Arts in Fashion Marketing

Associate of Arts in Fashion Styling

Bachelor of Fine Arts in Fashion

Bachelor of Fine Arts in Fashion Marketing

Bachelor of Fine Arts in Fashion Styling

Master of Arts in Fashion Marketing

Master of Fine Arts in Fashion

Master of Fine Arts in Fashion Marketing

Adler University, Chicago, Illinois

Initial Certification – Distance Technology

Master of Arts in Clinical Mental Health Counseling

Ashford University, San Diego, California

Initial Certification – Distance Technology

Master of Arts in Counseling

Recertification – Distance Technology

Master of Arts in Health Care Administration

Master of Arts in Human Services

Master of Arts in Organizational Development and Leadership

Master of Arts in Organizational Management
Master of Arts in Psychology
Master of Business Administration
Master of Public Administration
Doctor of Psychology

Berklee College of Music, Boston, Massachusetts

Initial Certification – Distance Technology
Bachelor of Professional Studies in Electronic Music Production and Sound Design
Bachelor of Professional Studies in Guitar
Bachelor of Professional Studies in Interdisciplinary Music Studies
Bachelor of Professional Studies in Music Business
Bachelor of Professional Studies in Music Composition for Film, TV, and Games
Bachelor of Professional Studies in Music Production
Bachelor of Professional Studies in Songwriting

California Baptist University, Riverside, California

Initial Certification – Distance Technology
Bachelor of Arts in Business Administration
Bachelor of Arts in English
Bachelor of Arts in Graphic Design and Digital Media
Bachelor of Arts in Liberal Studies
Bachelor of Arts in Organizational Leadership
Bachelor of Arts in Psychology
Bachelor of Arts in Public Administration
Bachelor of Arts in Public Relations
Bachelor of Arts in Sociology
Bachelor of Arts in Sport, Recreation and Fitness Management
Bachelor of Science in Accounting
Bachelor of Science in Computer Information Technology
Bachelor of Science in Criminal Justice
Bachelor of Science in Kinesiology
Bachelor of Science in Marketing
Bachelor of Science in Public Health
Master of Arts in Communication
Master of Arts in Leadership
Master of Arts in Public Relations
Master of Business Administration, Specializations in Accounting and General
Management
Master of Public Administration
Master of Public Health
Master of Science in Accounting
Master of Science in Kinesiology
Doctor of Business Administration
Doctor of Public Administration

California State University-Chico, Chico, California

Initial Certification – Distance Technology

Bachelor of Arts in Liberal Studies
Bachelor of Arts in Social Science
Bachelor of Arts in Sociology
RN to Bachelor of Science in Nursing
Career and Life Planning Certification Program
Master of Science in Agricultural Education
Master of Science in Nursing

Central Christian College of Kansas, McPherson, Kansas

Initial Certification – Distance Technology
Associate of Arts in Aviation
Bachelor of Aviation

The Chicago School of Professional Psychology, Los Angeles, California

Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Applied Forensic Psychology Certificate
Applied Industrial/Organizational Psychology Certificate
Child and Adolescent Psychology Certificate
Consumer Psychology Certificate
Leadership for Healthcare Professionals Certificate
Organizational Effectiveness Certificate
Workplace Diversity Certificate
Behavior Analyst Post-Master's Respecialization Certificate

Clarks Summit University, Clarks Summit, Pennsylvania

Initial Certification – Distance Technology
Associate of Arts
Bachelor of Arts
Bachelor of Science
Bachelor of Science in Counseling
Master of Arts
Master of Arts in Literature
Master of Education

Coastline College, Fountain Valley, California

Initial Certification – Distance Technology
Associate of Arts in Art
Associate of Art in Liberal Studies: Communication
Associate of Arts in Process Technology
Associate of Science in Business Administration

Drury University, Springfield, Missouri

Initial Certification – Conway Campus
Bachelor of Science in Organizational Communication and Development

Everest University, Tampa, Florida

Initial Certification – Distance Technology

Associate of Science in Medical Insurance Billing and Coding
Bachelor of Science in Applied Management
Bachelor of Science in Paralegal

Northcentral University, La Jolla, California

Initial Certification – Distance Technology
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Treatment of Addictions
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Sex Therapy
Post-Baccalaureate Certificate in Education, social, Emotional Learning
Post-Masters Certificate in Psychology, Industrial/Organizational Psychology
Post-Masters Certificate in Education, Social, Emotional Learning
Recertification – Distance Technology

Pepperdine University, Malibu, California

Initial Certification – Distance Technology
Master of Science in Applied Analytics

San Diego State University, San Diego, California

Initial Certification – Distance Technology
Civil Site Work Construction Workforce Partnership Certificate
Construction Estimating Workforce Partnership Certificate
Construction Practices Workforce Partnership Certificate
Construction Project Management Certificate
Construction Supervision Certificate
Bachelor of Science in Business Administration
Master of Arts in Educational Leadership
Master of Public Administration
Master of Science in Meeting and Event Management
Master of Science in Regulatory Affairs

Saybrook University, Pasadena, California

Initial Certification – Distance Technology
Master of Arts in Counseling

Sonoran Desert Institute, Tempe, Arizona

Initial Certification – Distance Technology
Advanced Gunsmithing Certificate
Associate of Science in Firearms Technology

South University, Savannah, Georgia

Recertification – Distance Technology
Associate of Science in Accounting
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Associate of Science in Information Technology
Bachelor of Science in Accounting
Bachelor of Science in Information Technology to Master of Science in Information Systems

Bachelor of Science in Legal Studies
Bachelor of Science in Public Relations
Graduate Certificate in Human Resource Management
Graduate Certificate in Information Systems
Master of Public Health
Master of Healthcare Administration
Master of Science in Health Informatics
Master of Science in Human Resource Management
Master of Science in Information Systems and Technology
Master of Science in Information Systems
Master of Science in Leadership
RN to Master of Science in Nursing
Doctor of Business Administration

TEACH-NOW Graduate School of Education, Washington, D.C.

Initial Certification – Distance Technology

Teacher Preparation Certificate Program for Teacher Licensure: English for Speakers of Other Languages

Teacher Preparation Certificate Program for Teacher Licensure: Foreign Languages

Teacher Preparation Certificate Program for Teacher Licensure: Biology/Life Science

Teacher Preparation Certificate Program for Teacher Licensure: Chemistry

Teacher Preparation Certificate Program for Teacher Licensure: Computer Science

Teacher Preparation Certificate Program for Teacher Licensure: English Language Arts

Teacher Preparation Certificate Program for Teacher Licensure: Mathematics-Secondary

Teacher Preparation Certificate Program for Teacher Licensure: Physical Science

Teacher Preparation Certificate Program for Teacher Licensure: Social Studies-Secondary

Trident University International, Cypress, California

Initial Certification – Distance Technology

Associate of Science in Professional Studies

University of California Berkeley, Berkeley, California

Initial Certification – Distance Technology

Master of Information and Data Science

University of California Davis, Davis, California

Initial Certification – Distance Technology

Master of Business Administration

University of Southern California, Los Angeles, California

Initial Certification – Distance Technology

Executive Master of Urban Planning

Master in Long Term Care Administration

Master of Science in Food Industry Leadership

Master of Science in Human Resource Management

Walden University, Minneapolis, Minnesota

Recertification – Distance Technology

Bachelor of Science in Business Administration
Master of Business Administration
Master of Public Administration
Master of Science in Software Engineering
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

Webster University, St. Louis, Missouri

Initial Certification – Little Rock Metro Campus
Graduate Certificate in Cybersecurity – Threat Detection
Master of Arts in Education and Innovation