Asa Hutchinson
Governor

Maria Markham, Ph.D.
Director

Dr. Jim Carr
AHECB Chair

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

APRIL 19, 2019

Arkansas Department of Higher Education
423 Main Street, Suite 400 | Little Rock, AR 72201 | (501) 371-2000

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

Arkansas Department of Higher Education

SCHEDULE

Friday, April 19, 2019

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 19, 2019

Arkansas Department of Higher Education

AGENDA

I. EXECUTIVE

*1. Approve Minutes of the January 25, 2019 Regular Meeting

2. Director's Report (Dr. Maria Markham)

3. Annual Report on Credentials Awarded (Ms. Sonia Hazelwood)

4. Annual Report on Student Retention and Graduation (Ms. Hazelwood)

5. Annual Report on Retention and Graduation of Intercollegiate Athletes (Ms. Hazelwood)

6. Annual Report First-Year Student Remediation for Fall 2018 (Dr. Jessie Walker)

7. Annual Report on Productivity of Recently Approved Programs (Dr. Walker)

II. FINANCE

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

*9. Economic Feasibility of Bond for University of Central Arkansas (Mr. Fuller)

III. ACADEMIC

*10. New Programs: Phillips Community College of the University of Arkansas
Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Construction Technology (Dr. Walker)

*11. New Program: Southern Arkansas University
Bachelor of Science in Cyber Criminology (Dr. Walker)

*12. Role and Scope Change: Southern Arkansas University
Doctoral Degree – Doctor of Education in Rural and Diverse Educational Leadership (Dr. Walker)

*Action item

*13. Role and Scope Change: Henderson State University
Doctorate of Instructional Leadership (Dr. Walker)

14. New Program: Henderson State University
Post MSN Doctor of Nursing Practice (Dr. Walker)

*15. New Program: University of Arkansas, Fayetteville
Master of Education in Educational Equity (Dr. Walker)

*16. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)

17. Letters of Notification (Ms. Lillian Williams)

18. Letters of Intent (Ms. Williams)

*Action item

FINANCE COMMITTEE

Arkansas Higher Education Coordinating Board

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

Friday, April 19, 2019

Finance Committee

Keven Anderson, Chair	Greg Revels
Al Brodell	Sam Sicard
Chris Gilliam	Dr. Jim Carr, Ex officio

AGENDA

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

*9. Economic Feasibility of Bond for University of Central Arkansas (Mr. Fuller)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE

Arkansas Higher Education Coordinating Board

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

Friday, April 19, 2019

Academic Committee

Lori Griffin, Chair
Dr. Charles Allen
Dr. Olin Cook
Sherrel Johnson
Dr. Michael Stanton
Dr. Jim Carr, Ex officio

CONSENT AGENDA

*10. New Programs: Phillips Community College of the University of Arkansas
Certificate of Proficiency, Technical Certificate, and Associate of Applied Science in Construction Technology (Dr. Walker)

*11. New Program: Southern Arkansas University
Bachelor of Science in Cyber Criminology (Dr. Walker)

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*16. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)

17. Letters of Notification (Ms. Lillian Williams)

18. Letters of Intent (Ms. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
January 25, 2019

Minutes of Meeting

The January 25, 2019, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Department of Higher Education in Little Rock. Chair Charles Allen called the meeting to order at 10:00 a.m. with a quorum present.

Coordinating Board present:
Dr. Charles Allen, Chair
Dr. Jim Carr, Vice Chair
Al Brodell
Chris Gilliam
Lori Griffin
Greg Revels
Dr. Michael Stanton

Coordinating Board absent:
Sam Sicard, Secretary
Keven Anderson
Dr. Olin Cook
Sherrel Johnson

Department staff present:
Dr. Maria Markham, 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
Jeanne Jones, Program Specialist for Academic Affairs
Alana Boles, Program Director for Private and Out-of-State Education
Micah Gilbert, Network Support Specialist
Nichole Abernathy, Executive Assistant

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

Agenda Item No. 1
Approval of Minutes

Dr. Jim Carr moved to approve Agenda Item No. 1. Dr. Michael Stanton seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Report of Nominating Committee

The Nominating Committee (Chair Charles Allen, Dr. Michael Stanton and Dr. Olin Cook) recommended the following slate of Board officers for 2019-2020.

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

Greg Revels moved to accept the 2019-2020 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

Dr. Jim Carr moved to approve Agenda Item No. 3. Dr. Michael Stanton 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 Department 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.

Greg Revels moved to approve Agenda Item No. 4. Chris Gilliam seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Director's Report

ADHE Staff Changes

Nick Fuller presented the Director's Report in Dr. Markham's absence. Fuller began by announcing new ADHE employee Rich Sanders. Sanders began on January 7 as IT Senior Project Manager.

Institutional Leadership Changes

The University of Arkansas Community College at Morrilton (UACCM) Chancellor Dr. Larry Davis will retire at the end of January, after almost nine years of service.

Diana Arn, Vice President for Academic Services at UACCM, has been named Interim Chancellor, effective January 31. Arn, a U.S. Army veteran, enters the role with 32 years of experience at UACCM.

Legislative Update

Ann Clemmer presented a legislative update and began by highlighting a few higher education bills. She noted an amendment to the board composition bill has been proposed. The amendment will change the requirements regarding prior service on a two- or four-year board. Clemmer noted that a complete legislative summary would be available on the ADHE website, following the session.

Greg Revels asked if ADHE staff drafted the highlighted bills. Clemmer said, yes.

Public Service Commission

Ted Thomas, Chairman of the Arkansas Public Service Commission, presented information on their upcoming Diversity Summit scheduled for February 25, 2019 at the

Mosaic Templars Cultural Center in Little Rock. Geared towards higher education professionals, utility executives, regional transmission operators, policy makers, state and local officials and national diversity experts, the summit will focus on opportunities and careers in energy.

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 2018 Fall term in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities and nursing schools) was 160,615 students; representing a 1-year decrease of 1.6 percent.

Of these 160,615 students, 19,078 were high school students (11.9 percent), 121,792 were undergraduate students (75.8 percent) and 19,745 were graduate/doctoral/first professional students (12.3 percent).

Dr. Michael Stanton asked what nursing school programs were included in the report. Hazelwood explained that Baptist Health College in Little Rock and Jefferson Regional School of Nursing in Pine Bluff are the only nursing schools that report to ADHE, outside of our public institutions nursing programs.

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 2017-18, 15 Arkansas campuses, 22 institutions with programs delivered only through distance technology, 11 institutions offering programs both on Arkansas campuses and through distance technology and 4 institutions offering programs only on an Arkansas campus were certified under ICAC rules.

There were no questions.

Agenda Item No. 8
Program Viability Report

Dr. Walker presented a summary report on academic programs reviewed by the institutions for program viability purposes. Walker reported that since January 2018, 90 programs have been deemed non-viable.

There were no questions.

Agenda Item No. 9
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.

Dr. Jim Carr asked if all ranks and positions were included in the faculty salaries. In addition, did any particular position make a significant increase?

Nick Fuller said it should include an average of all faculty across the board. He was unsure if any particular position made a significant increase.

Agenda Item No. 10
Economic Feasibility of Loan Issue
for the Arkansas Research and Education Optical Network

Arkansas Research and Education Optical Network (AREON) requests approval of the economic feasibility of plans to secure a loan not to exceed $619,416.98 with a term of seven (7) years at an annual interest rate not to exceed 2.74 percent. Proceeds from the loan will be used for educational & general (E&G) purposes. Arkansas Research and Education Optical Network Board of Trustees approved this financing at its meeting on May 14, 2018.

The E&G loan issue will not exceed $619,416.98 with an annual debt service of approximately $98,448 and a term of seven (7) years. Proceeds from the loan will be used to replace the optical equipment acquired during phase I of the AREON network build out which is almost 10 years old. This equipment has been discontinued by the manufacturer and is no longer supported. The debt service on the loan issue will be supported by E&G revenues derived from membership fee revenue. Coordinating Board policy regarding debt service provides fee revenue should be no less than 120 percent of the estimated total annual debt service.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Research and Education Optical Network to secure a loan not to exceed $619,416.98 with a term of seven (7) years at an estimated interest rate not to exceed 2.74 percent to replace the optical equipment acquired during phase I of the AREON network build out.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Arkansas Research and Education Optical Network of the Coordinating Board's resolution.

Greg Revels moved to recommend the approval of Agenda Item No.10 to the full Board for consideration. Dr. Charles Allen seconded and the Committee approved.

Agenda Item. No. 11
Master of Education in Education
University of Arkansas – Fort Smith

The proposed 30-credit hour Master of Education in Education (M.Ed.) with emphases in Curriculum and Instruction or English targets current classroom teachers in the workforce who desire professional advancement and recent undergraduates seeking advanced knowledge and further academic preparation prior to entering the workforce. The proposed program will include twelve credit hours of core courses and 18 credit hours of coursework relevant to the emphasis area. The School of Education will have procedural and policy oversight of the program(s) with English be housed in the College of Communication, Languages, Arts and Social Sciences (CLASS). The Curriculum and Instruction emphasis will be offered through the School of Education in the College of Science, Technology, Engineering, and Mathematics (STEM). The proposed M.Ed. program is based on the five-core propositions of the National Board for Professional Teaching Standards thereby providing candidates with an understanding of the expectations of a master teacher. The proposed program will focus on the development of research based knowledge in the areas of theory, teaching strategies, research, and a broad knowledge base of various curricula. The proposed M.Ed. program will be supported by current UAFS bachelor's degrees with teacher licensure in seven areas: Elementary Education (K-6), Middle Childhood Education (4-8), English (7-12), Biology (7-12), History (7-12), Mathematics (7-12), Spanish (K-12), and Music (K-12).

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Education in Education with emphases in Curriculum and Instruction and English (CIP 13.0101; 30 credit hours; 60% online) offered by the University of Arkansas – Fort Smith, effective Fall 2019.

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 Interim Chancellor of the University of Arkansas – Fort Smith of the approval.

Lori Griffin moved to recommend the approval of Agenda Item No.11 to the full Board for consideration. Dr. Charles Allen seconded and the Committee approved.

Agenda Item No. 12
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 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2022.

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.

Ashford University, San Diego, California
Pepperdine University, Malibu, California
University of Southern California, Los Angeles, California

Initial Program Certification – Arkansas Locations

Arkansas Colleges of Health Education, Fort Smith, Arkansas
Saint Louis University, St. Louis, Missouri

Lori Griffin moved to recommend the approval of Agenda Item No.12 to the full Board for consideration. Dr. Charles Allen seconded and the Committee approved.

Agenda Items No. 13 & 14
Letters of Notification and Letters of Intent

The Director of the Arkansas Department 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 13-1 through 13-20 and in the Letters of Intent on pages 14-1 through 14-7 of the agenda book.

Report of the Committees

Al Brodell presented the report of the Finance Committee and moved approval of Agenda Item 10. Chris Gilliam seconded and the board approved.

Dr. Jim Carr presented the report of the Academic Committee and moved approval of Agenda Items 11 – 12. Lori Griffin seconded and the board approved.

Remarks by Presidents and Chancellors

Chair Allen announced that the Arkansas Department of Higher Education would host the next Arkansas Higher Education Coordinating Board meeting at their offices on April 19, 2019 at 10:00 a.m., in the first floor boardroom.

Dr. Charles Allen thanked everyone for coming before handing over the gavel to newly appointed board chair, Dr. Jim Carr.

Dr. Carr thanked Dr. Allen for his service as Coordinating Board chair and presented him with a plaque of appreciation.

With no further comments, the meeting adjourned at 11:02 a.m.

_____
Nichole Abernathy

APPROVED:

_____
Sam Sicard, Secretary

Agenda Item No. 2
Higher Education Coordinating Board
April 19, 2019

REPORT OF THE DIRECTOR

AGB Institute for Leadership & Governance

On January 22-25, Dr. Maria Markham attended the AGB Institute for Leadership and Governance in Higher Education. Held in Washington, DC, the institute is a collaborative venture of the Association of Governing Boards of Universities and Colleges (AGB), AGB Search, the Rockefeller Institute of Government (SUNY), and the University at Albany (SUNY) School of Education.

The Institute engages select leaders in forums with top higher education leaders to discuss leadership and governance challenges facing institutions of higher learning. Together they share their perspectives on essential skills needed to confront the relentlessly evolving higher education environment.

Dr. Markham Appointed to ECS

Governor Asa Hutchinson has appointed Director Maria Markham to the Education Commission of the States (ECS). Markham joins the Governor, Terri Hardy (President, TNH Educational consulting, Inc.), Calvin Johnson (Board Member, AETN Foundation), and Johnny Key (Commissioner of Education, Arkansas Department of Education) as ECS commissioners charged with providing leadership for Education Commission of the States' initiatives as well as Arkansas' education agendas.

The Education Commission of the States gathers and analyzes data concerning education needs and resources as well as encourages research in all aspects of education. The Commission was established over 50 years ago as an interstate compact on education policy.

Arkansas Regional Transfer Workshop

On February 6, 2019, ADHE staff joined institutional representatives from across the state during the Arkansas Regional Transfer Workshop at Southeast Arkansas College (SEARK). The meeting was geared towards developing a shared understanding of challenges and opportunities related to the implementation of ACTS Quantitative Literacy recommendations, working towards a regional agreement to support the transfer and applicability of QL mathematics credits, and, exploring the key metrics and regional data related to student transfer and QL pathways.

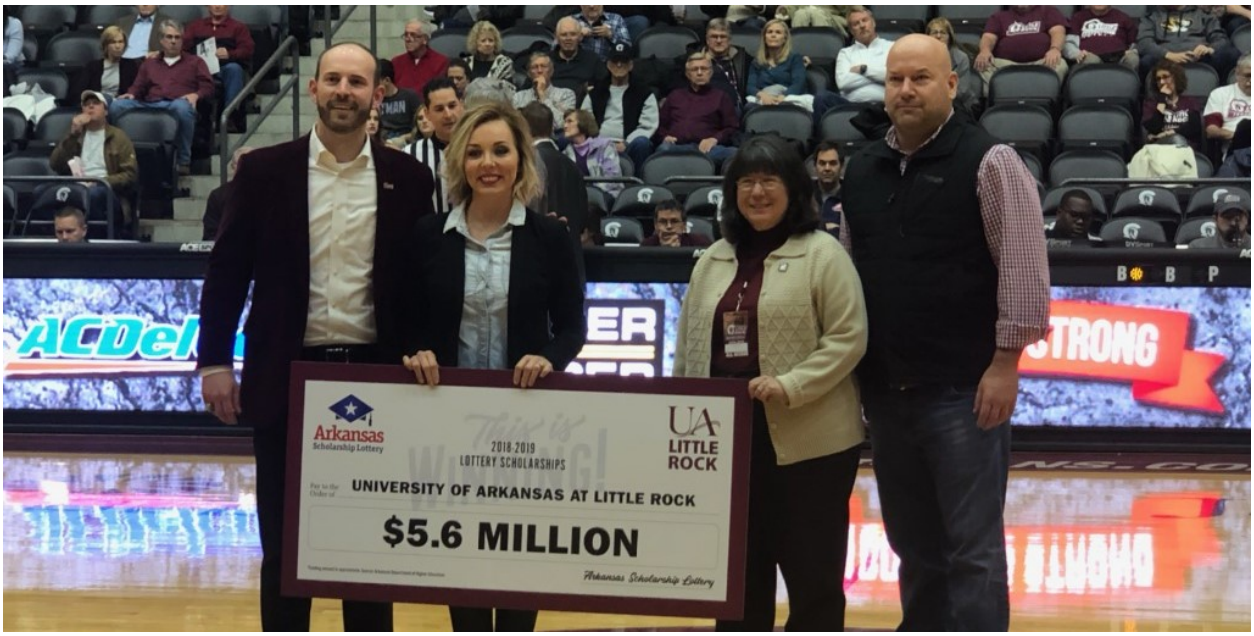
Arkansas STEM Summit

Co-sponsored by AdvancED Arkansas, Arkansas STEM Coalition and the Arkansas Out-of- School Network, the 2019 STEM Innovation Summit was held at the Doubletree Hotel in Little Rock, Arkansas on February 21-22. The summit focused on “Securing our Students’ Global Future through STEM”.

The STEM Coalition is a statewide partnership of leaders from the corporate, education, government and community sectors which plans, encourages, coordinates and advocates policies, strategies, and programs supportive of excellence in science, technology, engineering, and mathematics (STEM) teaching and learning in order to expand the economy of Arkansas and produce higher paying jobs.

Arkansas Lottery Scholarship Recognition

At the University of Arkansas at Little Rock basketball game against Texas State University, Dr. Maria Markham, Chasse Conque, Dr. Christy Drale and Arkansas Scholarship Lottery Director Bishop Woosley, took to the court to recognize the more than $5.6 million in Arkansas Academic Challenge Scholarships that have been provided to the University of Arkansas at Little Rock.



Read Across America

Director Markham joined other state leaders to celebrate Read Across America. Markham read "Are You My Mother" to first graders and "Fox in Sox" to the third grade at William Jefferson Clinton Elementary.

Academic Affairs Officers Meet to Discuss Academic Policies

On February 28, Dr. Jessie Walker and ADHE staff members welcomed Academic Affairs Officers (AAO) to discuss numerous issues including proposed legislation and new support for transfer and articulation. Dr. Nathan Smith, Director of the Division of Economic Policy with the Arkansas Development Finance Authority, presented resources to support program development. The AAO quarterly meeting assembles a comprehensive list of the most effective policies, programs and practices that can be employed on our campuses to foster greater student success.

Governor Signs Act 179

On March 4, Governor Asa Hutchinson signed Act 179 of 2019, the revised funding method for secondary vocational area centers. Effective the 2020-2021 school year, secondary vocational area center aid will be determined by a tiered funding structure that will take into account the different funding needs and costs of individual programs of study or the workforce needs of the State of Arkansas.

Postsecondary Success Learning Event

Hosted by the Bill and Melinda Gates Foundation, Dr. Markham participated in a series of webinars and in-person learning events where participants learned more about the foundation's strategy for supporting transformation and the process for selecting intermediaries, as well as networked with other participants. The first Learning Event was held in Austin, Texas, March 5-7.

Training Class for Career Development Facilitators

Using funds and staff from the Carl D. Perkins Career and Technical program, ADHE has begun the fifth training class of career development specialists. The training is provided by Monieca West of ADHE at no charge to high school career coaches, college career advisors and selected WIOA partners. The program includes 120 hours of course work delivered over a seven-month period and prepares participants to obtain national certification as a Certified Careers Services Provider. With the completion of Class V, ninety-three career specialists have been trained. Training topics include theory, ethics in practice, use of technology and assessments, employability skills and resources, creating relationships, diversity and multiculturalism, working with groups and a capstone project. The current class includes twelve college career coaches who work with area high school students, four that work with college level students and twelve from community partners such as the Arkansas Department of Workforce Services, Goodwill of Arkansas and the American Indian Center of Arkansas. Applications for Class VI will open in summer 2019. For more information contact monieca.west@adhe.edu.

ADHE Staffing

There have been no changes.

Activities of the Director

January 22-25	AGB Symposium, Washington, DC
January 28	NGTAP Meeting with Military Department
January 28	Presidents and Chancellor Meeting
January 28	Hot Springs Chamber of Commerce Legislative Reception
January 29	Special Language
January 30	Education Commission of the States (ECS) Conference Call
January 30	Arkansas Student Advocates Meeting
February 4	2-Year College Productivity Funding Group

February 4	Leadership Coordinating Council at ADE
February 5	AEDC/Workforce Challenge Meeting
February 5	Education Committee Meeting
February 5	Arkansas Student Advocacy Meeting
February 7	Speaker, UCA Graduate Lecture
February 7	CPI Funding Meeting
February 7	HSU Meeting
February 8	Commercialization Presentation Meeting at AEDC
February 8	Speaker, Arkansas Association of Students (AAS) Annual Meeting
February 12	Education Committee Meeting
February 12	AGB Webinar
February 14	Education Committee Meeting
February 15	Senior Staff Meeting
February 16	UALR Lottery Check Presentation
February 19	Education Committee Meeting
February 21	Education Committee Meeting
February 25	Education Committee Meeting
February 25	CPI Discussion with Presidents and Chancellors
February 26	Education Committee Meeting
February 27	Education Committee Meeting
February 27	CPI Funding Meeting
February 28	ABG Data Analytics Webinar
February 28	Spring CAO Meeting
February 28	Education Committee
February 28	NWACC Leadership Team Meeting
March 4	Speaker, ACT Council Lunch
March 4	Education Committee
March 4	Act 179 Bill Signing
March 5	Education Committee
March 5-6	Postsecondary Success RFP Learning Event, Austin, TX
March 7	Education Committee
March 8	ASU Board Meeting
March 11	Education Committee Meeting
March 12	Education Committee Meeting
March 12	Department of Career Education Board Meeting
March 13	Political Animals
March 13	Education Committee Meeting
March 14	Education Committee Meeting
March 14	Presenter, Perkins Certificates
March 15	State Chamber Meeting

March 21	AGB Webomar
March 25	AdvancedED Meeting
March 25	Presidents and Chancellors Meeting
March 26	Education Committee Meeting
March 27	Education Committee Meeting
March 28	Education Committee Meeting
March 29	NPC/HSU Meeting
April 2	Education Committee Meeting
April 2	Executive Council Meeting
April 2	College Board Annual Visit
April 3	Transfer Meeting
April 3	Education Committee Meeting
April 4-5	SHEEO Executive Committee Spring Meeting, Boulder, CO
April 8	Commercialization Presentation Meeting
April 9	Education Committee Meeting
April 10	Education Committee Meeting
April 10 – 12	Reagan Institute in Washington, DC
April 12	International Education Meeting at Hendrix
April 14 – 16	AGB National Conference on Trusteeship, Orlando, FL
April 19	AHECB Meeting at ADHE

ANNUAL REPORT OF CREDENTIALS AWARDED

Every year colleges and universities submit a Graduated Student File to the Arkansas Higher Education Information System (SIS). This file contains a record for every certificate and degree awarded to students by the institution between July 1st and June 30th of each year. This year's annual report includes AY2018 credentials awarded between July 1, 2017 and June 30, 2018.

Statewide Trends

The last five academic years show a steady growth of credentials with 44,571 credentials awarded to all institutions in AY 2018. Total AY 2018 credentials for all institutions increased 1.2% over AY 2017 and showed a 7.8% increase since AY 2014. The 4-year universities had the largest one-year increase showing a 5.3% increase over total credentials awarded in AY 2017. Both the 2-year colleges and the private/independent institutions showed decreases comparing AY 2018 to AY 2017. The 2-year colleges had a 4.2% decline, while the private institutions showed a one-year decrease of 3.6%.

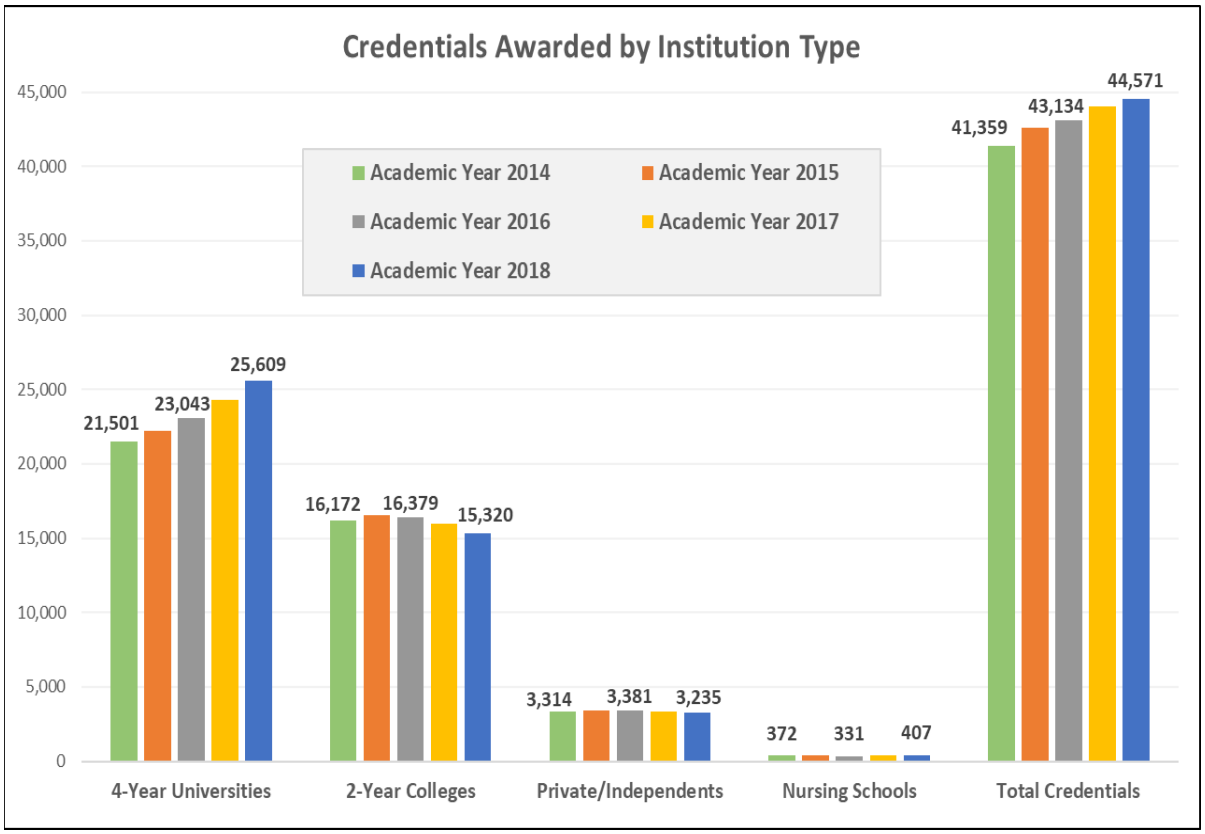


Chart 3.1: Five-Year History of Credentials Awarded by Institution Type

When looking at the five-year trends by credential type, all undergraduate levels reported an increase in awards over AY 2017, except for Technical Certificates, which had a 5.9% decrease. The undergraduate trends are reported below in Chart 3.2.

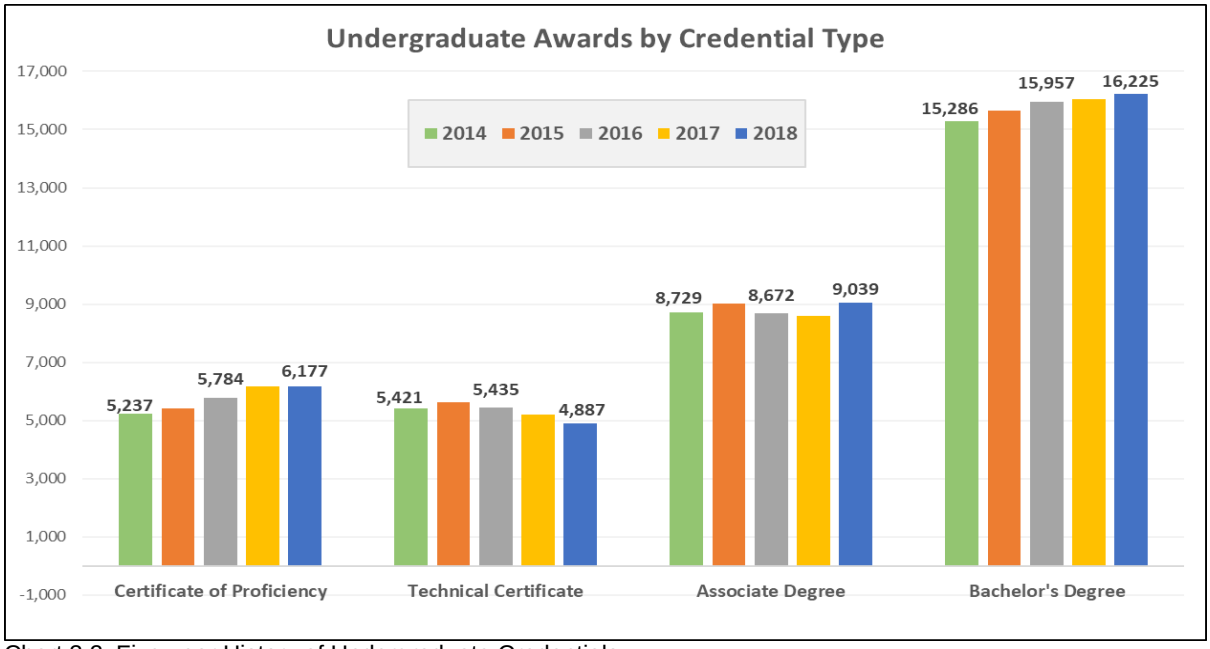


Chart 3.2: Five-year History of Undergraduate Credentials

For the graduate level credentials, Post-Bacc Certificates showed a one-year increase of 77.4%. Both Post-Masters/Specialist and Doctoral-Research degrees reported a 15% increase from AY 2017 to AY 2018.

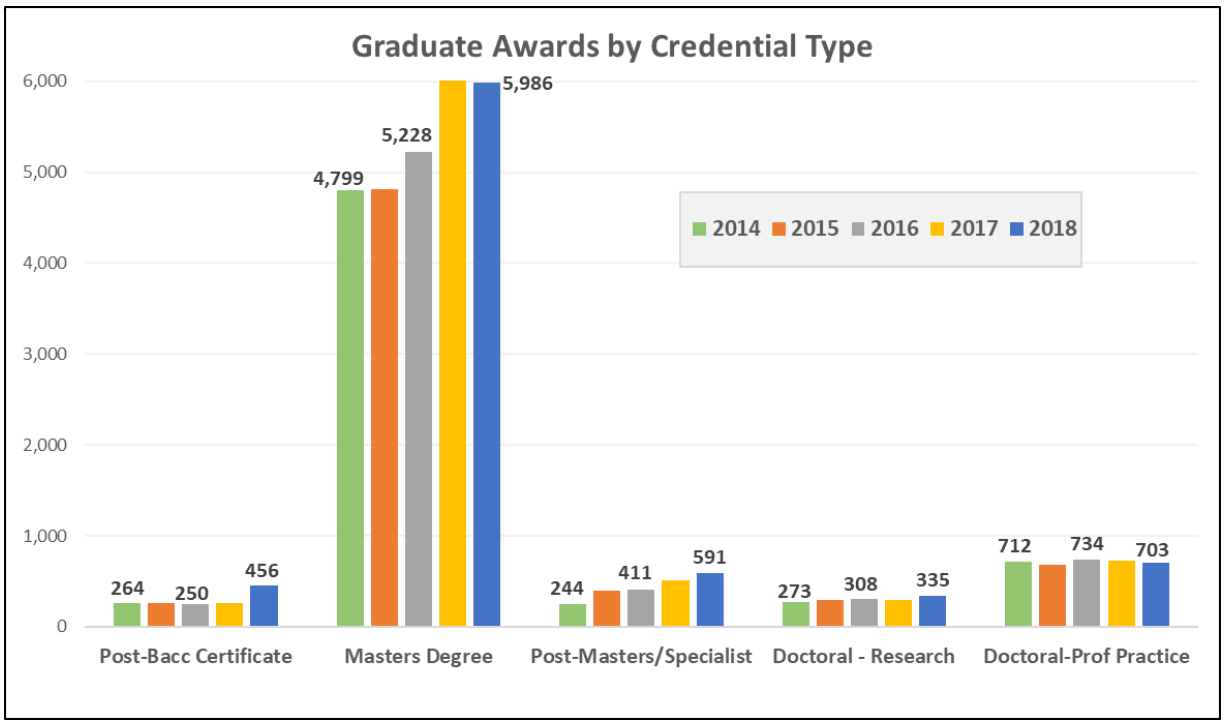


Chart 3.3: Five-year History of Graduate Credentials

Gender percentages tend to fluctuate very little from year to year. Female students comprise between 58% - 60% of students receiving credentials each year. The 2-year colleges experienced a 3.5% decline in the number of credentials awarded to female students, and the private institutions reported a modest decrease of less than 2.0%. The 4-year institutions had a 6.5% increase in credentials awarded to female students in AY 2018 over AY 2017. The nursing schools credentials awarded to female students increased slightly at 1.2%. The most significant five-year change belongs to the 4-year universities, which reported a 16.4% increase in credentials awarded to female students. See chart 3.4 for a five-year trend of credentials awarded to female students.

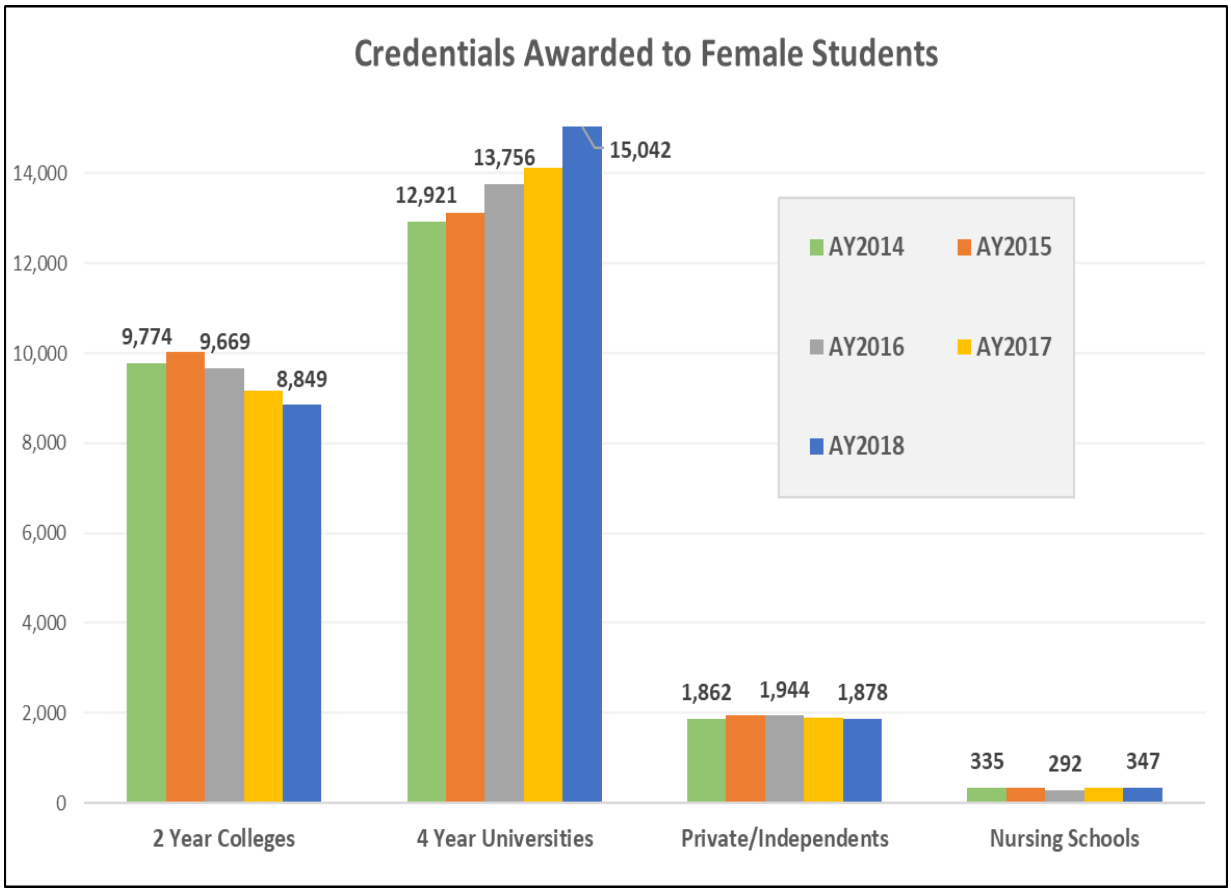


Chart 3.4: Five-year History of Credentials Awarded to Female Students

The 2-year colleges showed a 5.2% decrease in awards to male students from AY 2017 to AY 2018. The 4-year universities reported a one-year 3.7% increase. The private institutions declined 6.2% from AY 2017 to AY 2018, and the nursing schools saw an increase of 23 awards to male students, which translates to an increase of 62.2%. The most significant five-year increase for the male students was 23.2 at the 4-year universities. Chart 3.5 provides a look at the history of credentials awarded to male students.

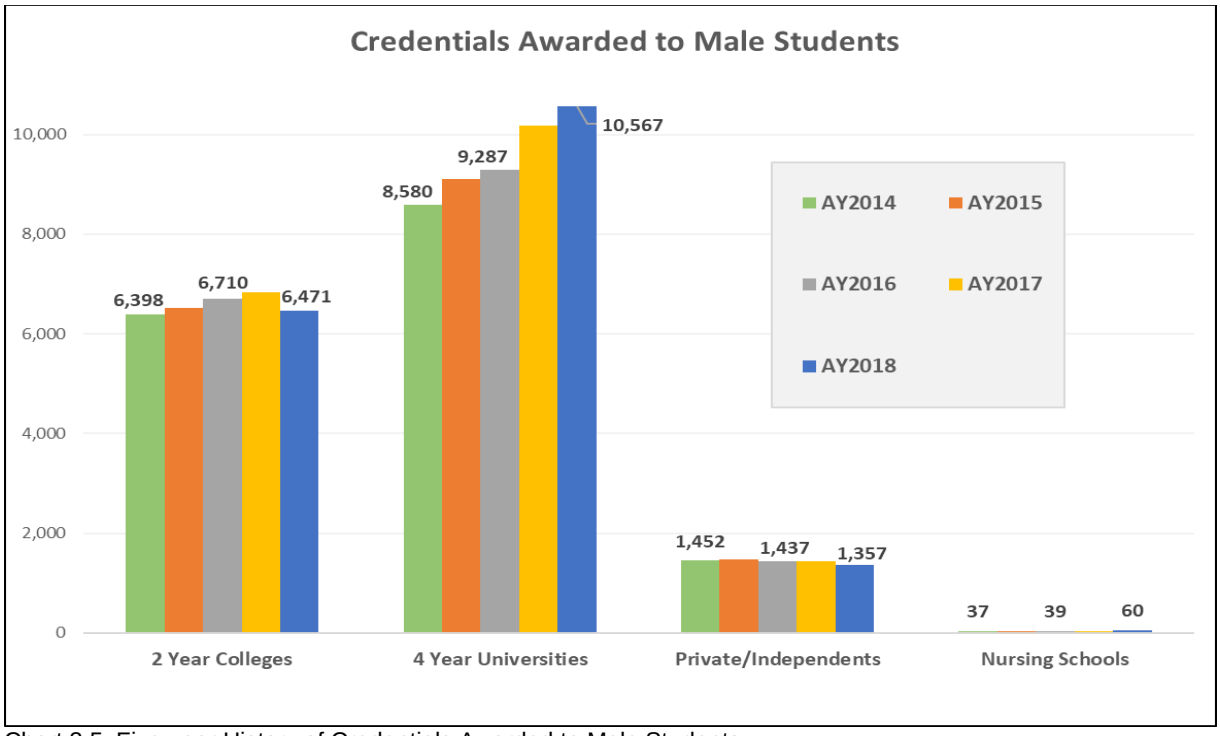


Chart 3.5: Five-year History of Credentials Awarded to Male Students

When looking at race and ethnicity, all races showed a one-year percent increase except for black students; however, their decline was less than 1%. The number of Hispanic students receiving credentials in AY 2018 increased 17.2% over AY 2017. International student credentials decreased from AY 2017 to AY 2018 by almost 6% statewide. Five-year trends showed considerable increases for all races, except Black students reported a 6.8% decline.

Race/Ethnicity	Academic Year					1-Year Change	5-Year Change
	2014	2015	2016	2017	2018		
More than two races	1,042	933	1,359	1,381	1,479	7.1%	41.9%
American Indian	327	334	331	314	363	15.6%	11.0%
Asian	558	621	619	591	688	16.4%	23.3%
Black	6,371	6,393	6,416	5,981	5,938	-0.7%	-6.8%
Hispanic	1,497	1,757	1,959	2,057	2,410	17.2%	61.0%
Native Hawaiian	33	32	30	34	42	23.5%	27.3%
International - Non-U.S.	1,204	1,265	1,483	1,883	1,771	-5.9%	47.1%
White	29,960	30,879	30,630	30,381	31,200	2.7%	4.1%

Table 3.6: Five-year History by race/ethnicity

Credential Trends by Institution

The following charts provide a five-year history of credentials awarded by institution. The institutions are separated into multiple graphs to allow for better trend analyses.

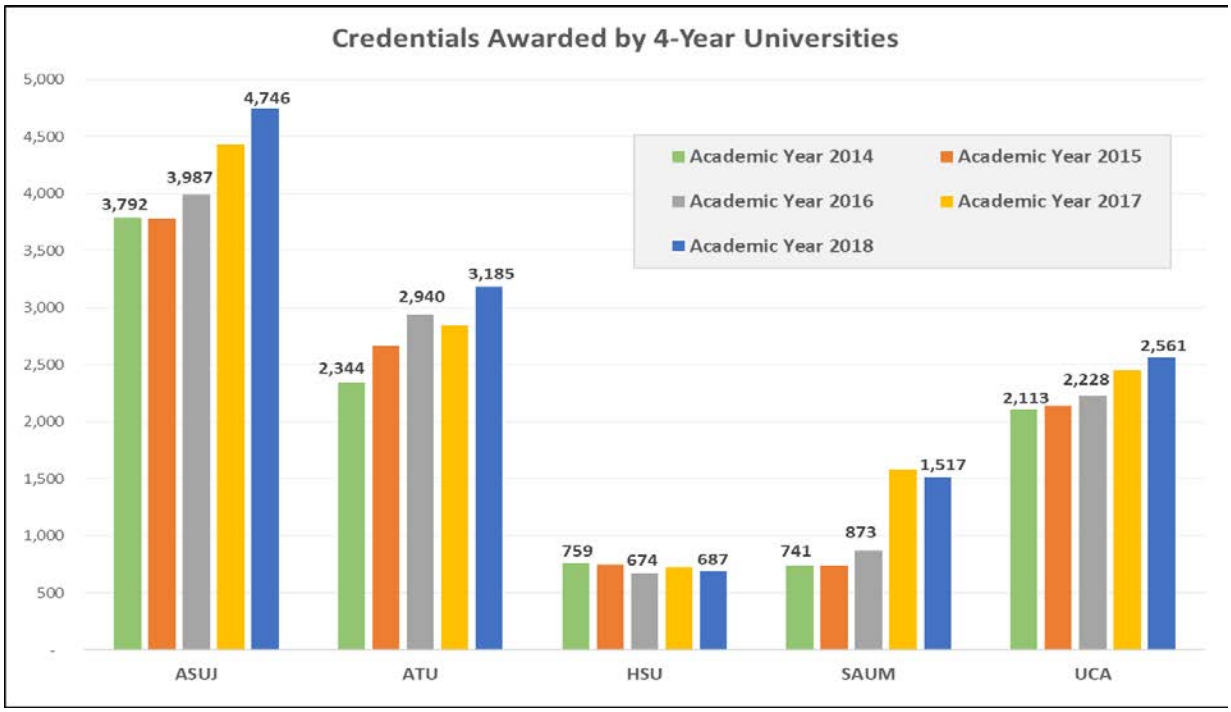


Chart 3.7: Five-year History of Credentials Awarded by 4-Year Universities

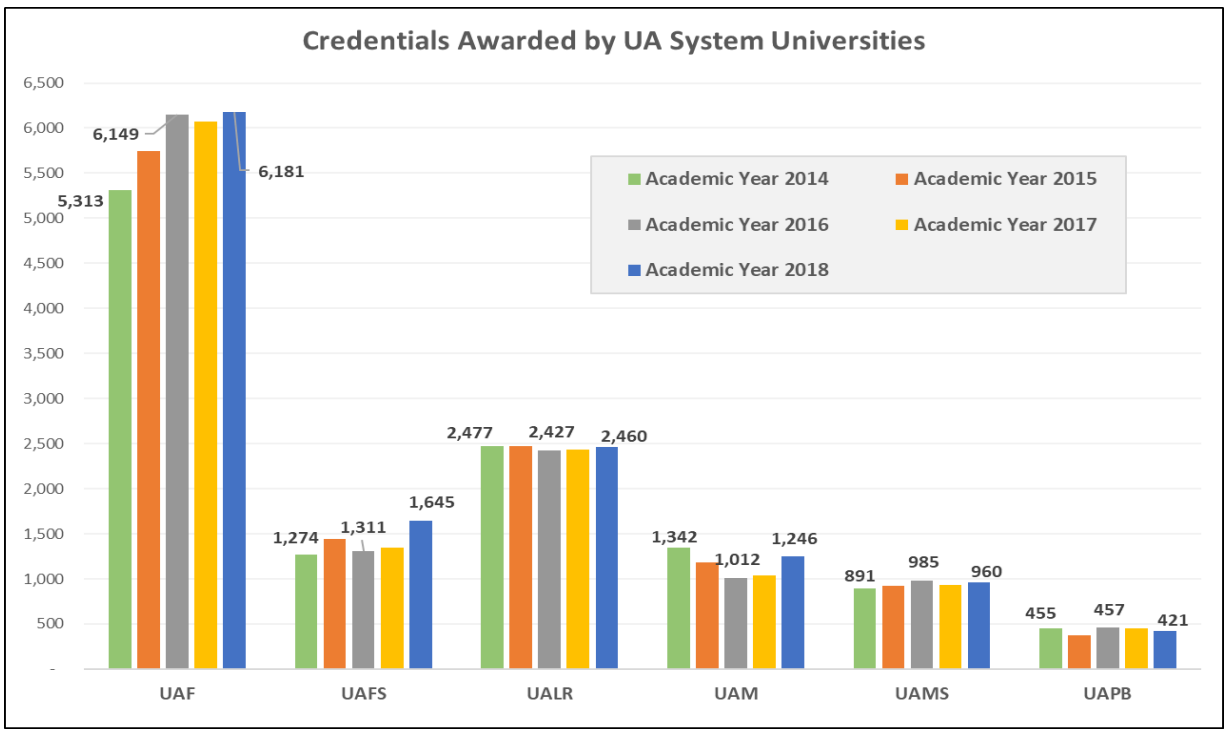


Chart 3.8: Five-year History of Credentials Awarded by UA System 4-Year Universities

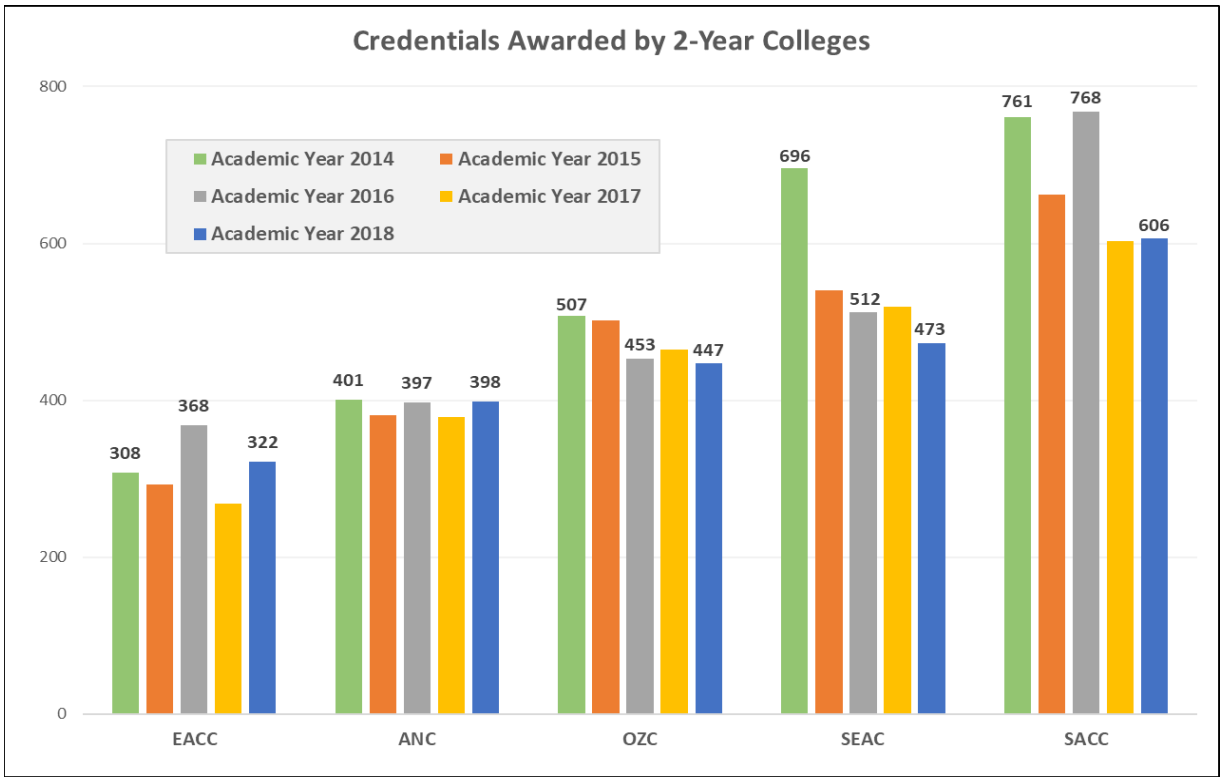


Chart 3.9: Five-year History of Credentials Awarded by 2-Year Colleges

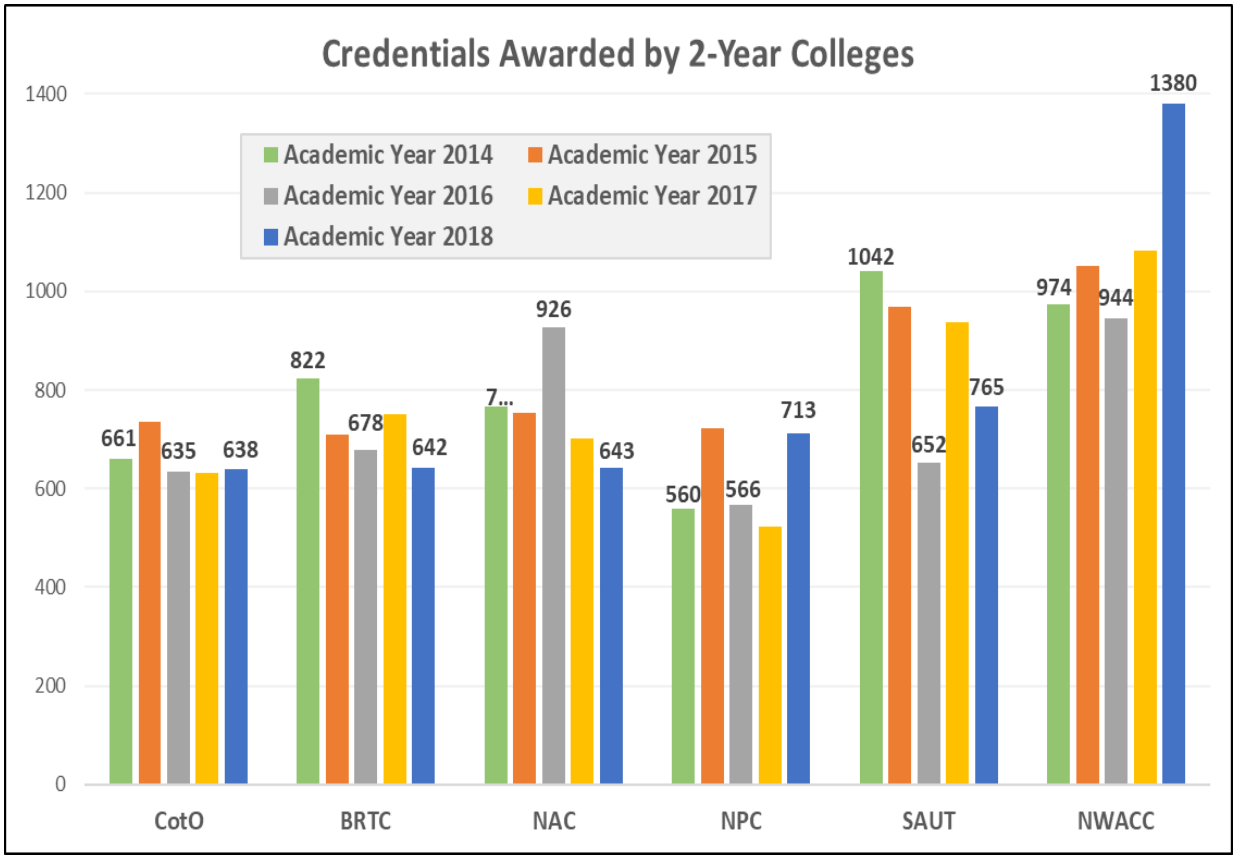


Chart 3.10: Five-year History of Credentials Awarded by 2-Year Colleges

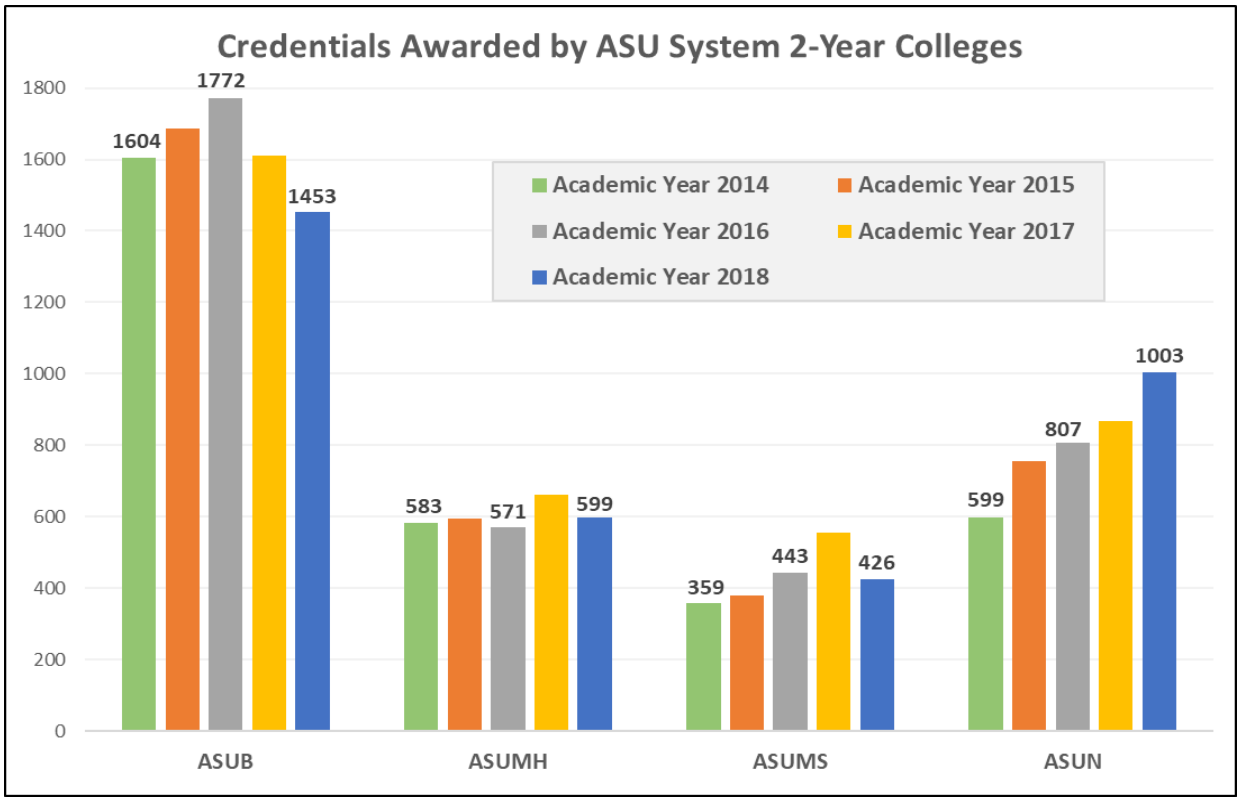


Chart 3.11: Five-year History of Credentials Awarded by ASU System 2-Year Colleges

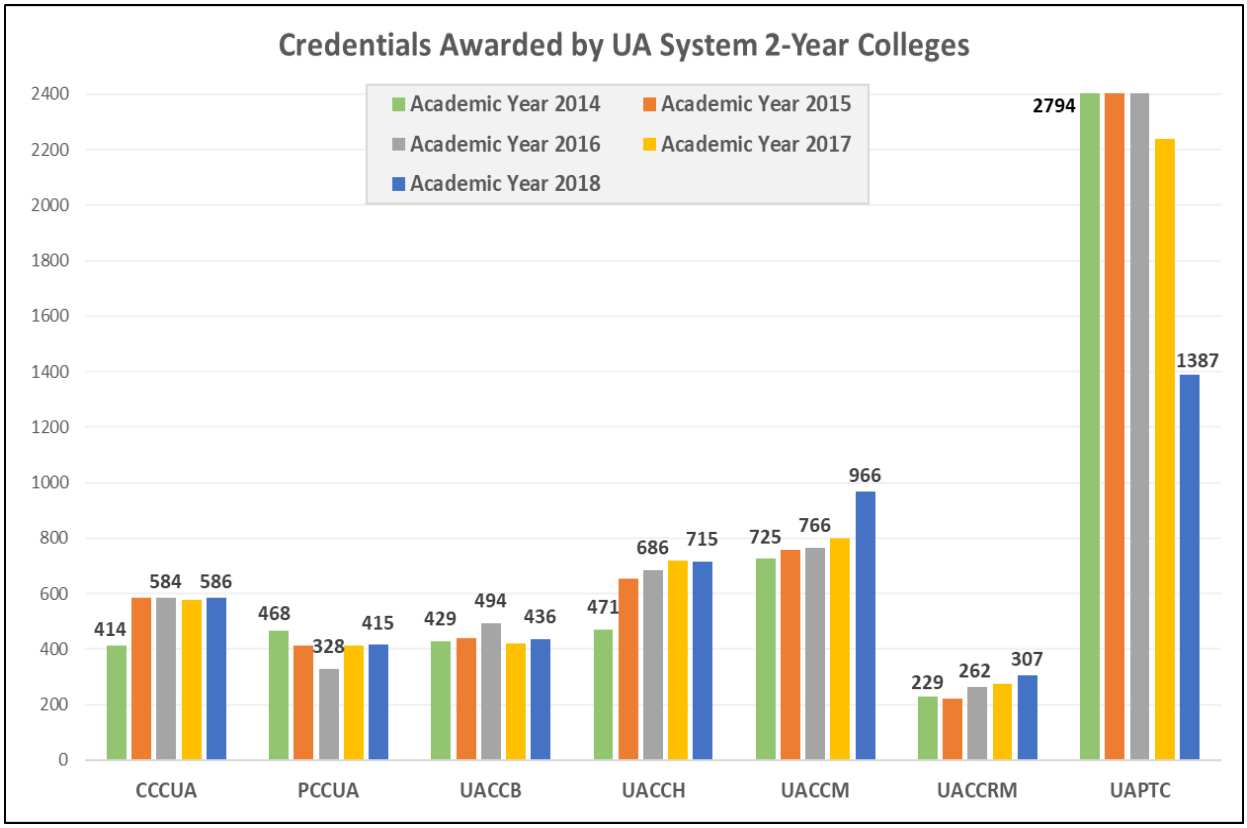


Chart 3.12: Five-year History of Credentials Awarded by UA System 2-Year Colleges

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

Statewide student retention and graduation rates for students entering Arkansas higher education institutions are presented in this report for both public 4-Year and 2-Year institutions, and private/independent institutions. ADHE's Student Information System (SIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation and Act 267 of 1989.

Statewide Retention

The retention calculations are based on fall-to-fall comparisons of students in the IPEDS cohort of first-time entering, full-time, and credential-seeking students from the fall term only for all institution types. The following represents the percentage of each cohort who returned in the next fall term for the five most recent cohorts for all Arkansas Higher Education Sectors.

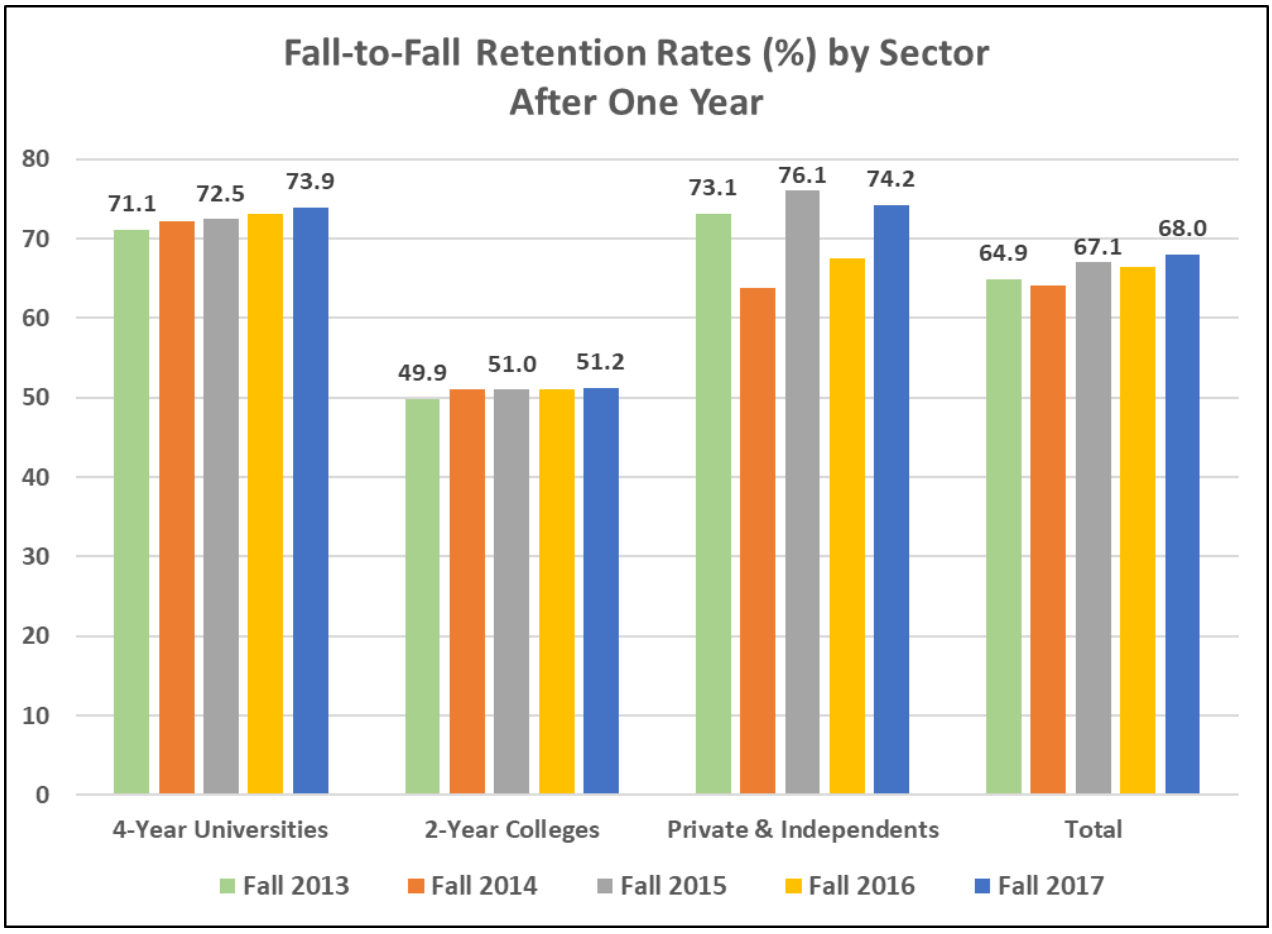


Chart 4.1: Student Retention Rates by Sector

When looking at all sectors together, the state's fall-to-fall retention rate of 68.0% for the Fall 2017 cohort has increased 3.1% over the Fall 2013 rate of 64.9%. The 4-Year public institutions have consistently reported a slight increase in the fall-to-fall retention rate for the last five cohorts. Most recently, 73.9% of the Fall 2017 first-time in college cohort returned for their second year in Fall 2018.

The 2-Year college fall-to-fall retention rates remain consistent at around 50% - 51% for each cohort. The Private/Independent institutions retention rates vary more than those of the public institutions. The private institution Fall 2015 cohort produced a 76.1% retention rate, which is the highest fall-to-fall retention rate on record. Private institutions also reported the highest Fall 2017 cohort retention rate of 74.2%, which is slightly higher than the 4-Year public institutions rate of 73.9%.

Female students return for their second year at a higher retention rate than male students in all sectors. Both male and female student retention has shown modest improvements for the past three cohorts at the 4-Year institutions. The Fall 2017 male student cohort returned in Fall 2018 with a 70.5% retention rate, while 76.7% of the Fall 2017 female student cohort returned in their second year.

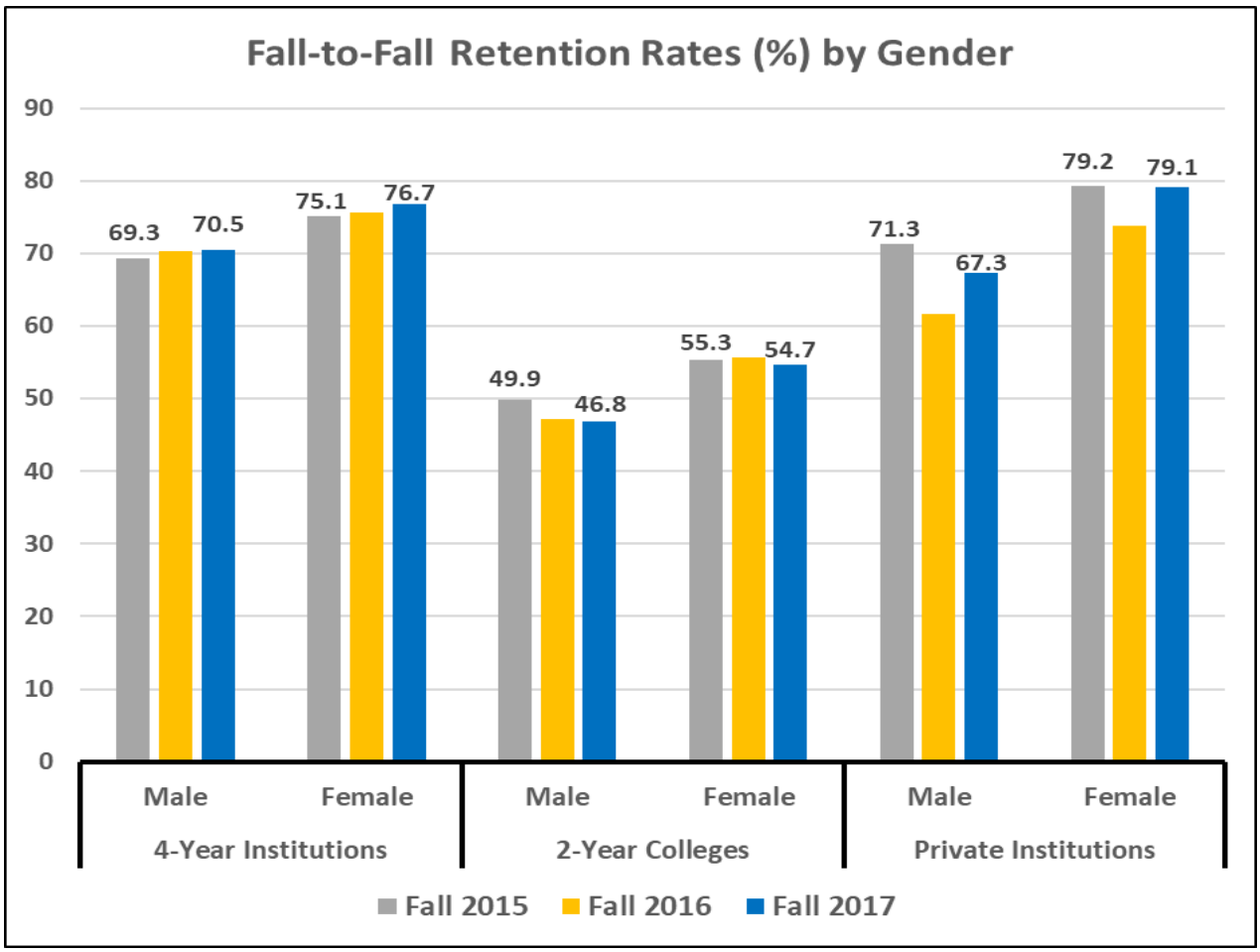


Chart 4.2: Student Retention Rates by Gender

For the 2-Year college cohorts, the male students' retention rate has decreased 3% when comparing the Fall 2015 cohort to the Fall 2017 cohort. Females also showed a decline, but it was less than 1%.

Female students at our private institutions, claim the highest fall-to-fall retention rate of 79% for both the Fall 2015 cohort and the Fall 2017 cohort. The Fall 2015 male student cohort rate was 71.3%, but the Fall 2015 rate fell to 61.6%, but the Fall 2017 male cohort recovered some for a retention rate of 67.3%.

Chart 4.3 below provides fall-to-fall retention rates for the four race/ethnicity categories with the largest student cohorts. Hispanic student cohorts reported an increased retention rate for both the 4-Year institutions and the Private institutions comparing the Fall 2016 and Fall 2017 cohorts. Specifically, the Private institutions reported a 15% improvement in the fall-to-fall retention rate of Hispanic students as the Fall 2017 rate jumped to 78.8% over the Fall 2016 cohort rate of 63.7%.

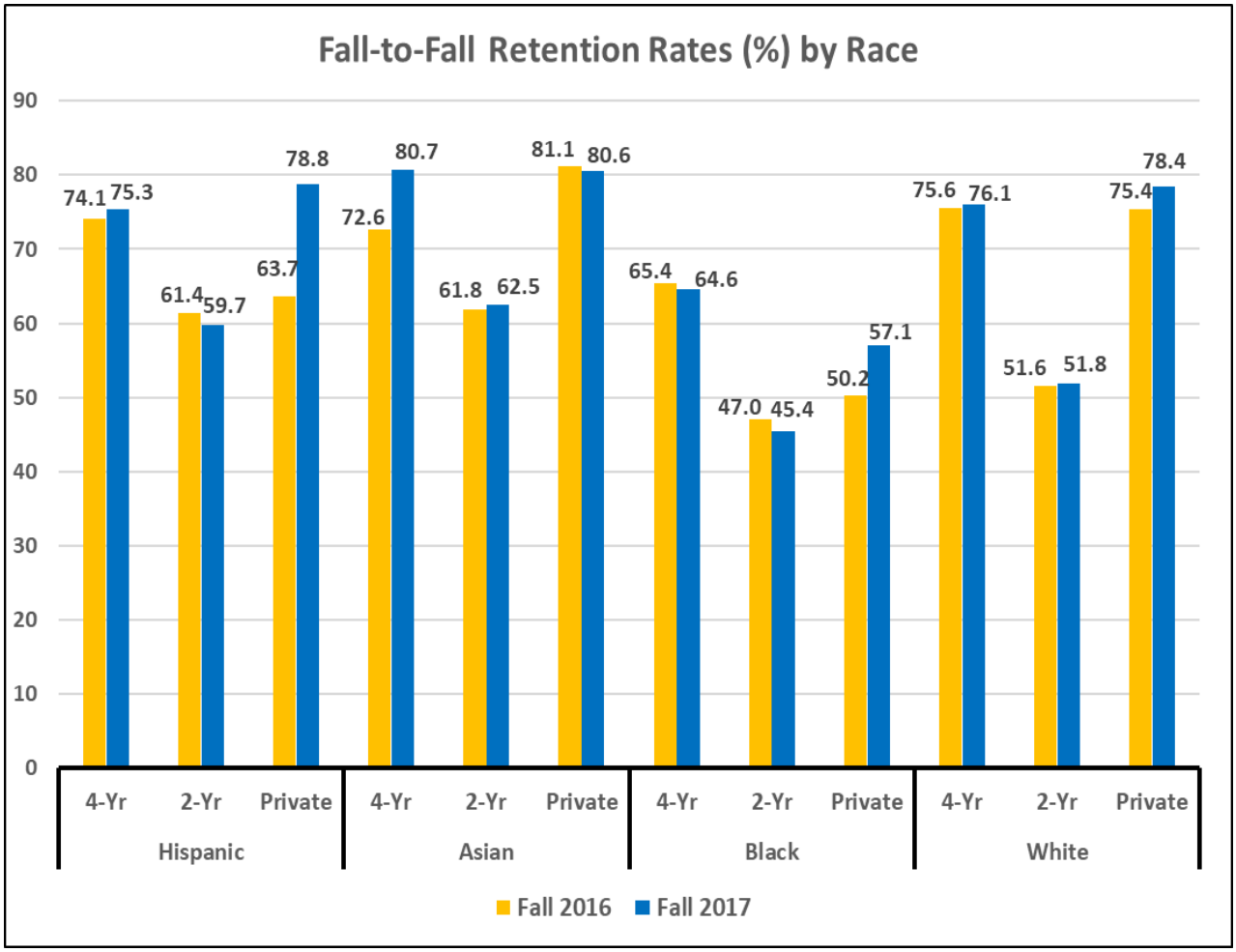


Chart 4.3: Student Retention Rates by Race/Ethnicity

The 4-Year institutions reported a significant improvement in fall-to-fall retention rates for Asian students when comparing Fall 2016 to Fall 2017. The Fall 2017 cohort returned for their second year at 80.7% which is more than 8% higher than the Fall 2016 fall-to-fall retention rate of 72.6% for the Asian student cohort.

The Private institutions reported the largest improvement for Black students. The fall-to-fall retention rate for the Fall 2017 cohort jumped to 57.1% over 50.2% reported for the Fall 2016 black student cohort.

The 4-Year and 2-Year public institutions' white student cohorts were retained at consistent rates for both the Fall 2016 and Fall 2017 cohorts. The 4-Year rate averages 76%, while the 2-Year rate reports 52%. There was a 3% increase for the Fall 2017 white student cohort at the Private institutions when compared to the Fall 2016 cohort.

The graph below provides fall-to-fall retention rates for students' age 25 to 54 years old, which qualifies them to receive additional weighting in the Productivity Funding Model. The 4-Year institutions have experienced a decline in the retention rate for the last three cohorts, dropping from a 61.0% rate for the Fall 2015 cohort to 55.8% rate for the most recent Fall 2017 cohort. 2-Year college students in this 25-54 age group cohort show a consistent fall-to-fall retention rate between 47% and 48%.

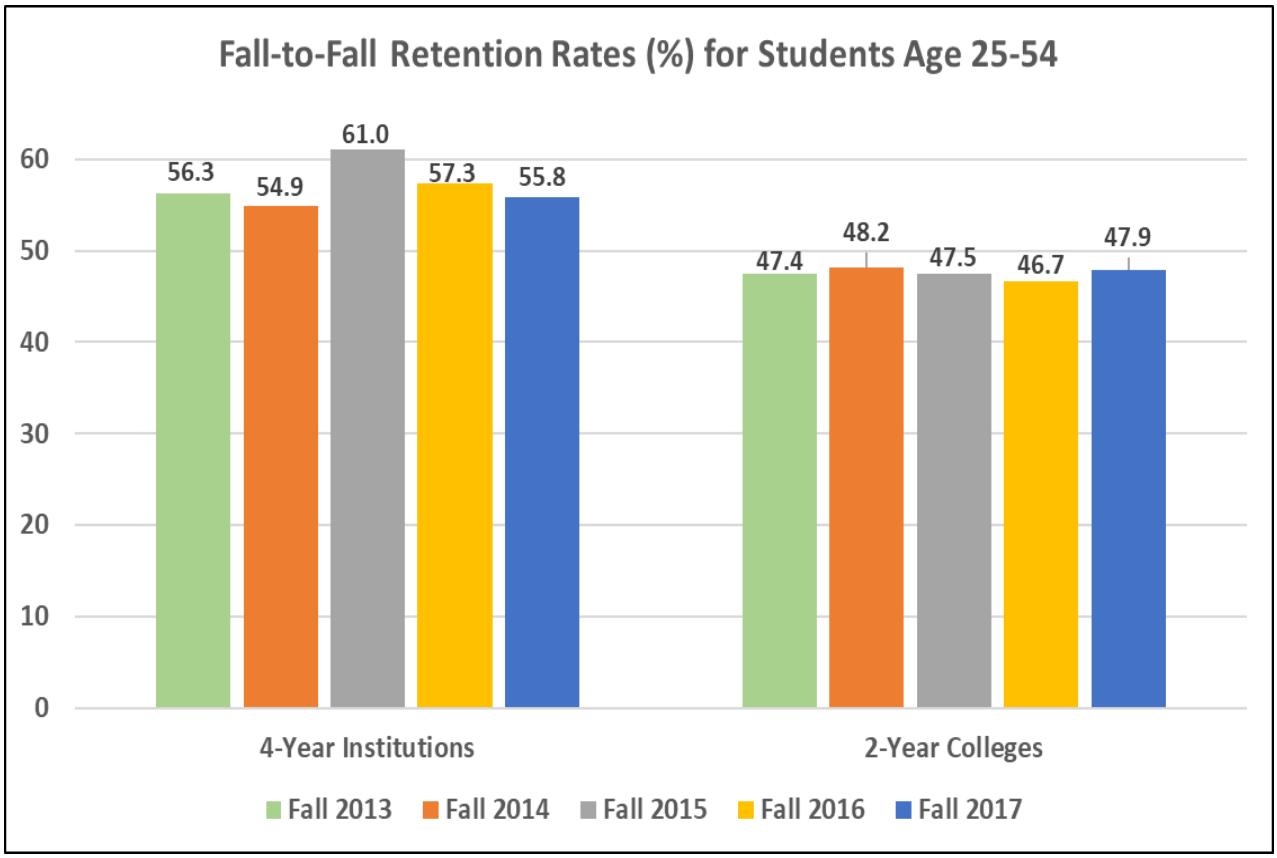


Chart 4.4: Student Retention Rates by Productivity Adult Age Range

As expected, fall-to-fall retention rates for students taking remedial coursework is considerably lower, between 17% and 18% lower, than the overall 4-Year student retention rates as seen in Chart 4.1. The retention rates for the 4-year institutions range between 54% for the Fall 2013 cohort, and 58% for the Fall 2106 cohort.

The retention rate for the remedial student cohort for the 2-Year colleges falls between 47% and 53%. The Fall 2017 cohort for the 2-Year colleges was 3.5% higher than their Fall 2016 remediated student cohort.

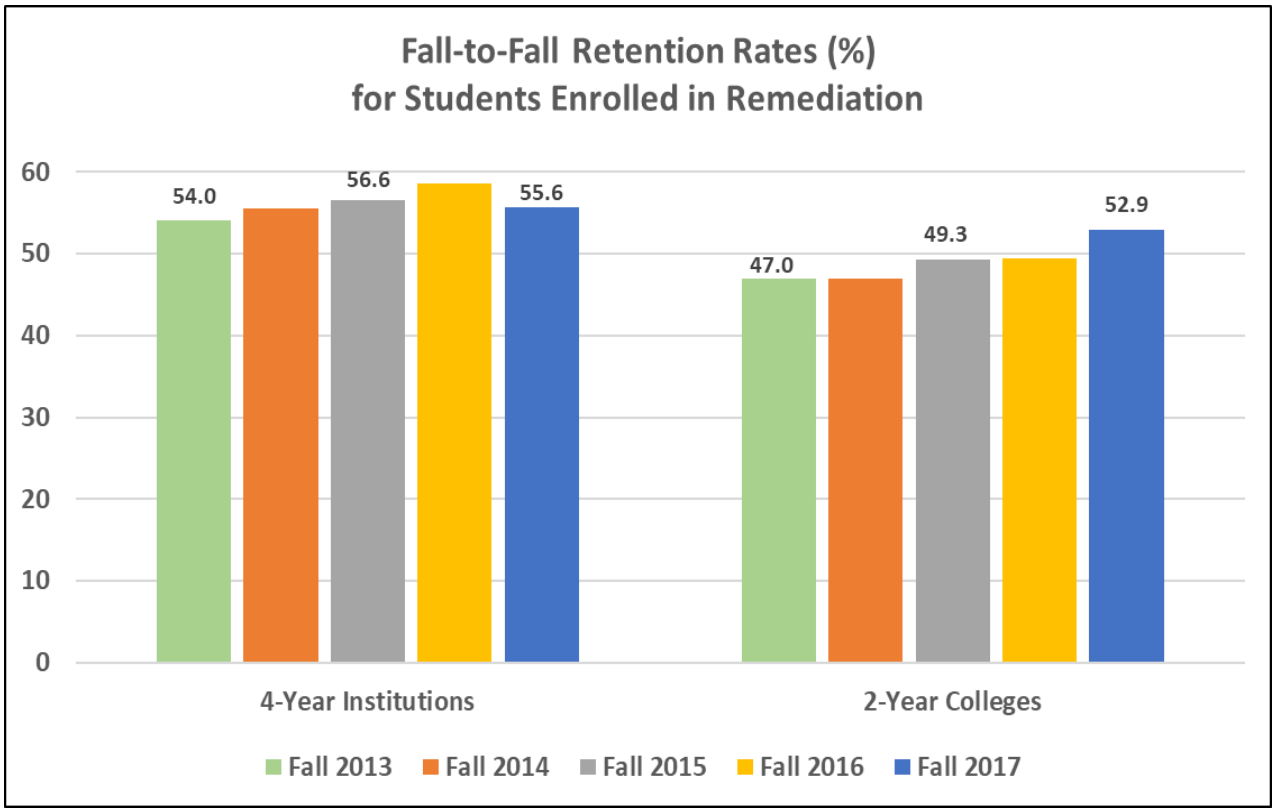


Chart 4.5: Student Retention Rates by Remediated Students

Retention Rates by Institution

In order to create charts that are readable and easier to understand, the fall-to-fall retention rates by institution are presented in several separate charts. The next several pages provide fall-to-fall retention rate information for each public and private college and university in the state.

Each 4-Year institution listed in Chart 4.6 below, reported an increase in the fall-to-fall retention rate when comparing the Fall 2013 cohort to the Fall 2017 cohort. ASUJ, ATU, and SAUM experienced improved retention rates between 2.4% and 2.8%. HSU and UCA reported increases in their retention rates of 4.7% and 4.2% respectively, when comparing their Fall 2013 cohort to their Fall 2017 cohort.

When comparing the most recent Fall 2017 cohort to the Fall 2016 cohort, ASUJ had the largest retention rate increase, from 72.8% to 76.4%, which is a 3.6% improvement. UCA also reported a 1.9% growth for the Fall 2017 cohort retention rate of 74.1%, compared to their Fall 2016 cohort retention rate of 69.9%.

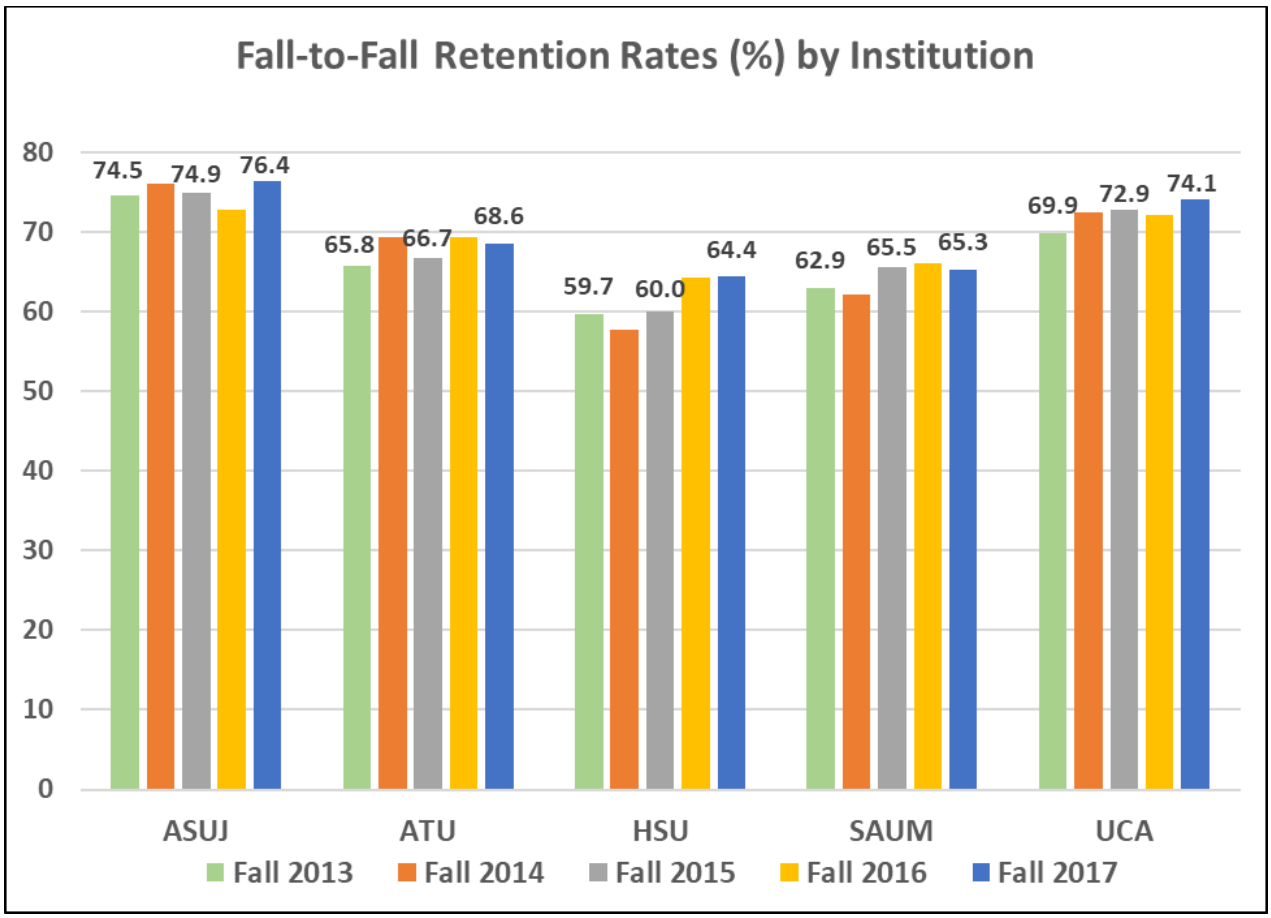


Chart 4.6: Student Retention Rates by Institution

Chart 4.7 provides fall-to-fall retention rate data for the University of Arkansas System institutions. UAF showed a .9% increase in their Fall 2017 fall-to-fall retention rate when compared to their Fall 2013 cohort rate of 82.8%.

UAFS experienced a 3.4% decrease when comparing their Fall 2016 retention cohort to their Fall 2017 cohort. UALR reported the only decline in retention rate when looking at Fall 2013 and Fall 2017 cohorts. UAM retention rates have improved each of the last four retention cohorts, and UAPB rates have remained constant for the last four years, reporting rates around 70%.

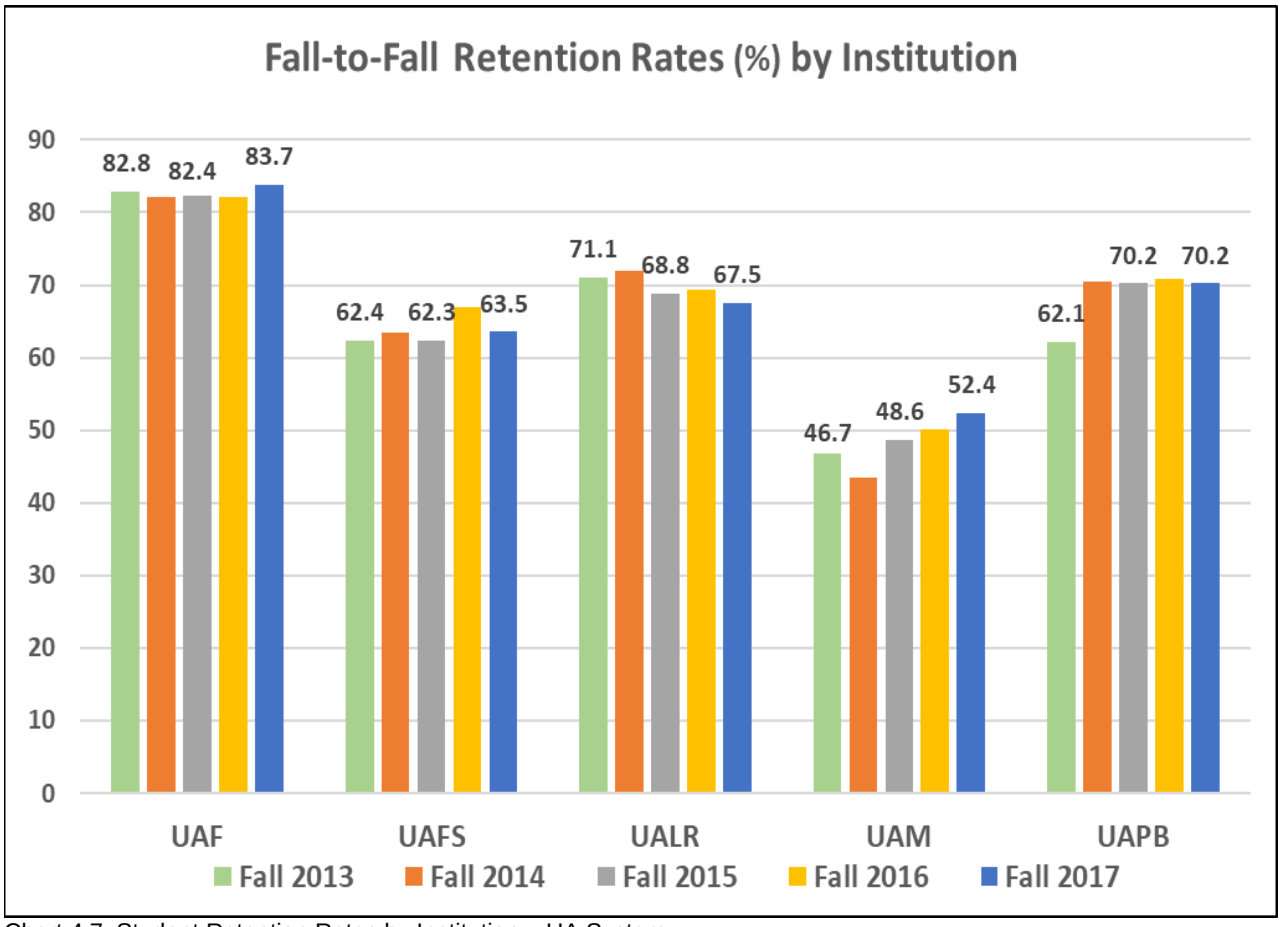


Chart 4.7: Student Retention Rates by Institution – UA System

Fall-to-Fall retention rates for the following 2-Year colleges show some rate variance between the cohorts. The Fall 2015 cohort for BRTC reported their highest retention rate of 51.4%, while their Fall 2017 cohort reported a much lower rate of 32.4%. EACC's Fall 2017 cohort posted their highest retention rate of 53.8%.

NPC's Fall 2013 retention rate was 56.3%, but later cohorts retention rates ranged between 43% and 47%. OZC's Fall 2017 cohort showed a 7% improvement over the Fall 2016 cohort rate of 39%.

SACC experienced a decline in retention rate for the Fall 2017 cohort, down from the 54% rate of the Fall 2016 cohort. SAUT also experienced a drop for their Fall 2017 cohort rate of 38.7%, when compared to their Fall 2016 cohort rate of 42%.

Retention rate calculations for 2-Year colleges are challenging since the IPEDS cohort includes all credential-seeking students. Students who completed a certificate program may not continue past their first year of attendance, but are including in the cohort.

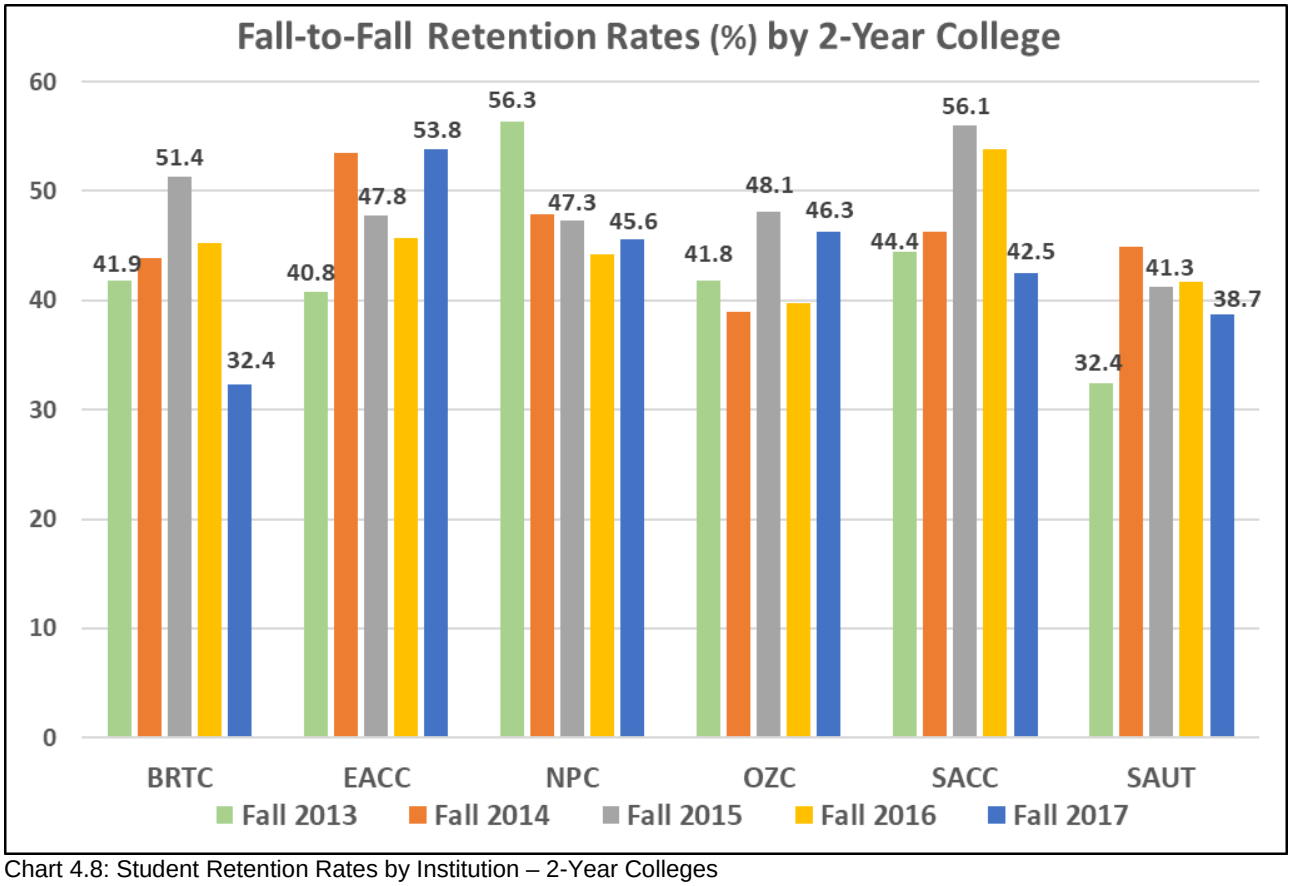


Chart 4.8: Student Retention Rates by Institution – 2-Year Colleges

NWACC reports the most consistent fall-to-fall retention rates, ranging from 55% for the Fall 2014 cohort and 60% for their Fall 2016 cohort. SEAC has shown improved retention rates for the last four cohorts.

NAC reported a 2.5% fall-to-fall retention rate increase for the Fall 2017 cohort compared to their Fall 2016 cohort. ANC's Fall 2017 retention rate held steady at 54.3%, and CotO's Fall 2017 cohort experienced a decline of about 7% when looking at the Fall 2016 cohort rate of 53%.

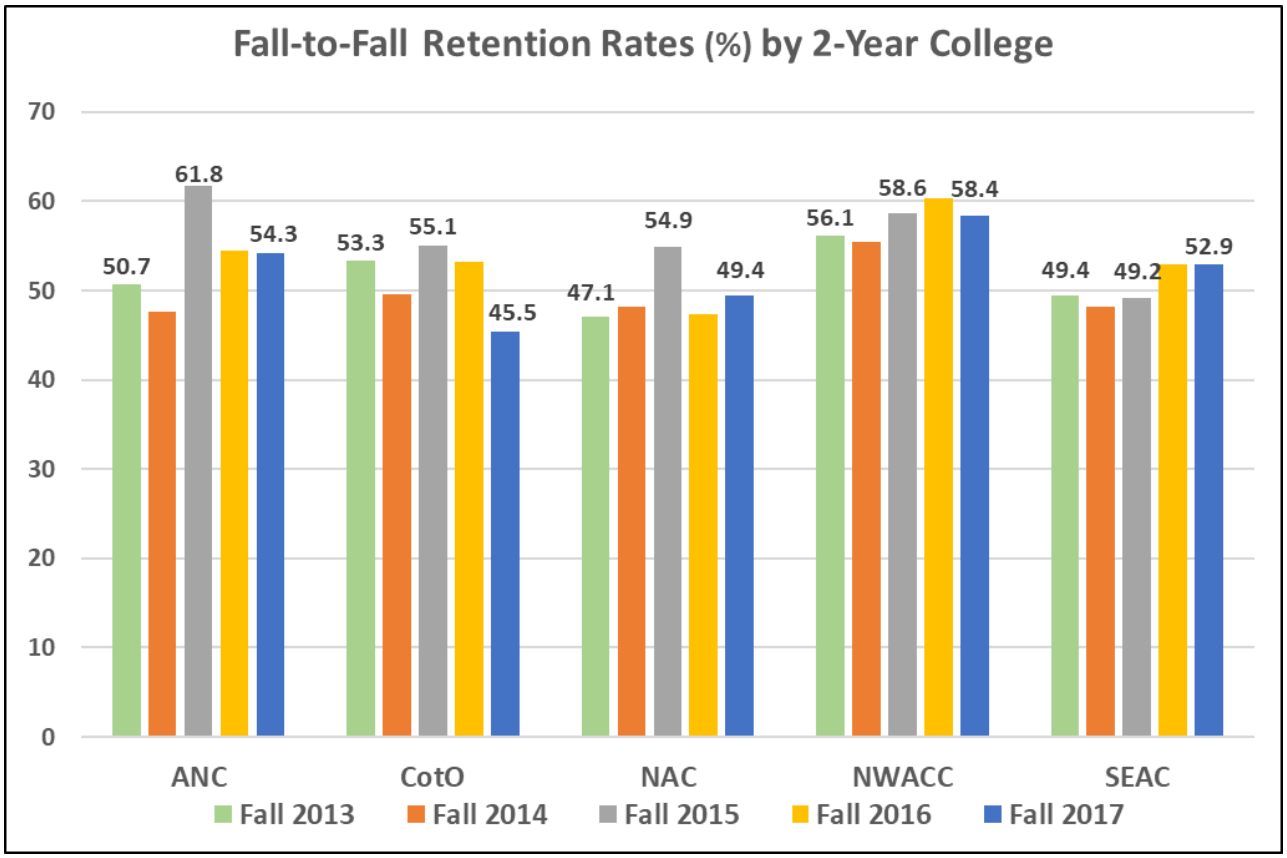


Chart 4.9: Student Retention Rates by Institution – 2-Year Colleges

The ASU System had two colleges report an increase in their fall-to-fall retention rates. ASUB's Fall 2017 cohort showed a 4% improvement over their Fall 2016 cohort. ASUN's Fall 2017 cohort indicated a slight 1% increase over the Fall 2016 cohort. ASUMH reported a decline of about 2% for the Fall 2017 cohort compared to the Fall 2016 cohort, and ASUMS reported an 8% decline in retention for the Fall 2017 cohort over the Fall 2016 cohort.

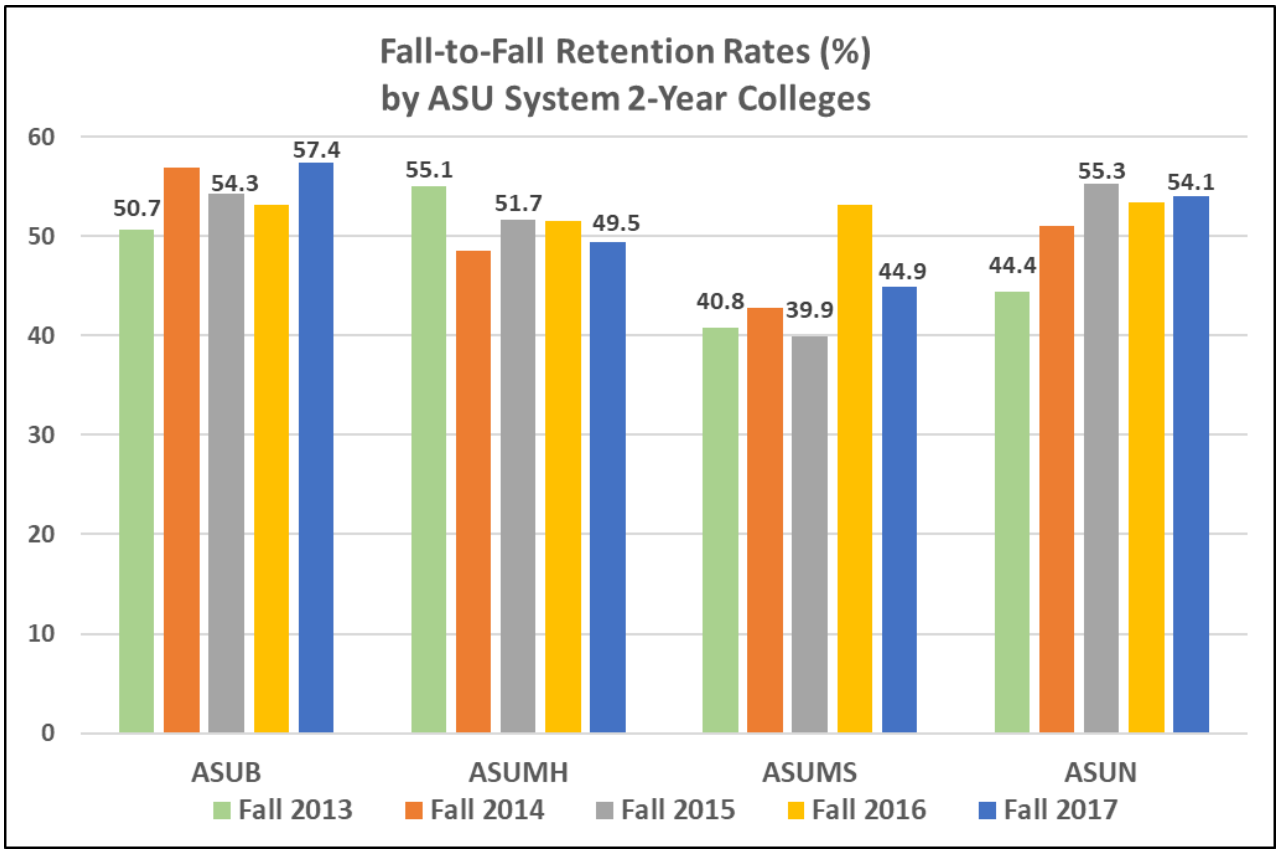


Chart 4.10: Student Retention Rates by Institution – ASU System 2-Year Colleges

The UA System had two colleges report an increase in their fall-to-fall retention rates. UACCB and UACCM both showed about a 4% improvement for their Fall 2017 cohort over their Fall 2016 cohort.

CCCUA, UACCH, UACCRM, and UAPTC all reported declines for their Fall 2017 cohort over the Fall 2016 cohort. PCCUA reported 57.8% retention rate for the Fall 2017 cohort, which is comparable to the Fall 2016 cohort rate.

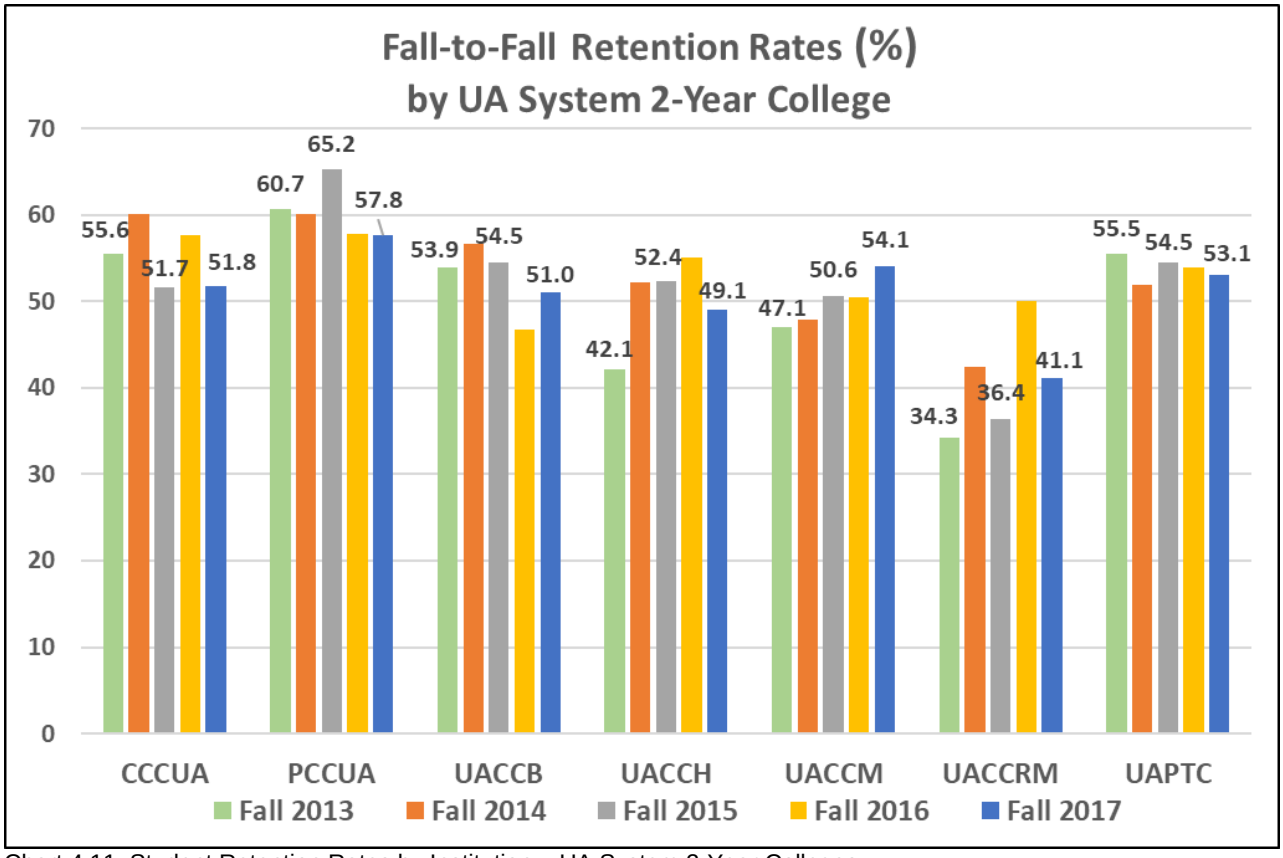


Chart 4.11: Student Retention Rates by Institution – UA System 2-Year Colleges

For our private/independent institutions, Hendrix College reported the highest Fall 2017 fall-to-fall retention rate of 87.1%, followed closely by Harding University at 84.2% and Ouachita Baptist University at 82.7%.

Lyon College reported an almost 10% improvement in retention rate for their Fall 2017 cohort rate of 70.5% over their Fall 2016 cohort rate of 61%.

University of the Ozarks reported the most significant increase of almost 20% for the Fall 2017 cohort rate of 72.4% over the Fall 2016 cohort rate of 52%.

Williams Baptist College reported the largest decrease in retention. Fall 2016 cohort reported a retention rate of 74%, while the most recent Fall 2017 cohort retention rate was 52.1%.

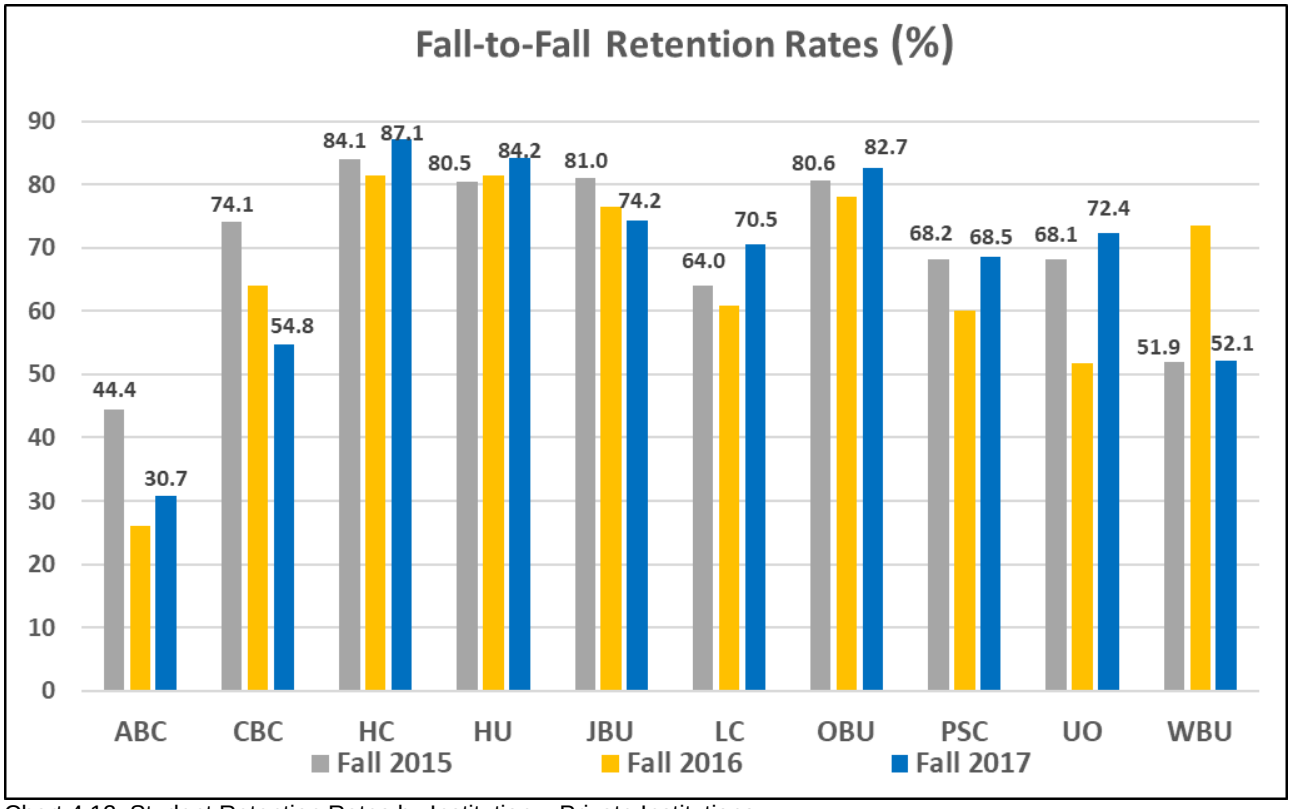


Chart 4.12: Student Retention Rates by Institution – Private Institutions

Statewide Graduation

The graduation rate for each institution is based on a cohort of first-time entering, credential-seeking students from the entire academic year, and includes all full-time and part-time students. In addition, the graduation rates use a 100%, 150%, and 250% time-to-degree for calculating graduation rates. For example, for the 4-Year University 100% rate, all credentials are counted if awarded within four academic years (plus the following summer graduates). The time-to-degree rates vary by institution type.

Institution Type	Graduation Rate	Time-to-Degree
4-Year Universities	100%	4 Academic Years + Summer Graduates in the 5th AY
&	150%	6 Academic Years + Summer Graduates in the 7th AY
Private/Independents	250%	10 Academic Years + Summer Graduates in the 11th AY
2-Year Colleges	100%	2 Academic Years + Summer Graduates in the 3rd AY
	150%	3 Academic Years + Summer Graduates in the 4th AY
	250%	5 Academic Years + Summer Graduates in the 6th AY

Table 4.13: Graduation Rate Definitions

For the 4-Year institutions, there has been steady increases in the 100% graduation rate for the past five cohort years. In AY 2011, the 100% rate was 25.8% and the most recent AY 2015 cohort graduation rate is 36.3%.

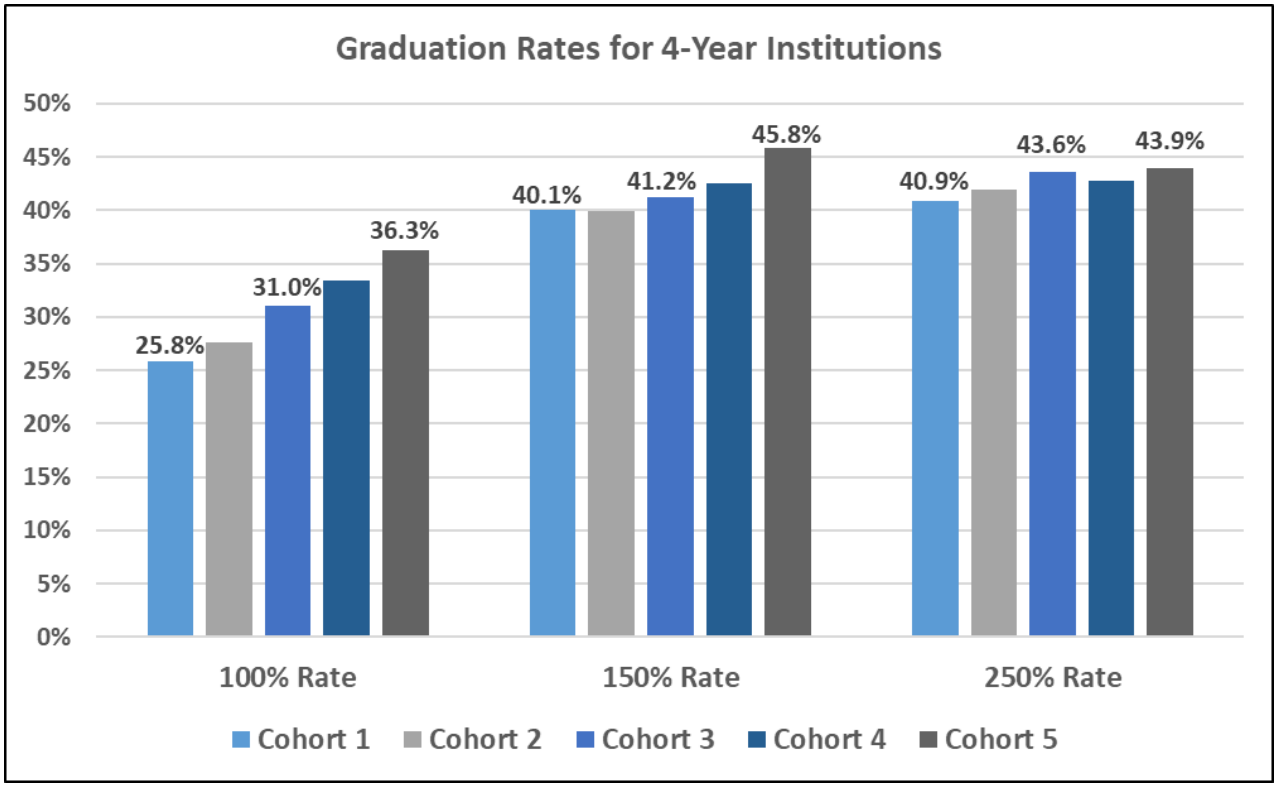


Chart 4.14: Graduation Rates - 4-Year Institutions

Graduation Rate - 4-Year Institution Cohorts		
100% Rate	**150% Rate**	**250% Rate**
Cohort 1 = AY2011	Cohort 1 = AY2009	Cohort 1 = AY2005
Cohort 2 = AY2012	Cohort 2 = AY2010	Cohort 2 = AY2006
Cohort 3 = AY2013	Cohort 3 = AY2011	Cohort 3 = AY2007
Cohort 4 = AY2014	Cohort 4 = AY2012	Cohort 4 = AY2008
Cohort 5 = AY2015	Cohort 5 = AY2013	Cohort 5 = AY2009

Table 4.15: Graduation Rate 4-Year institution Cohorts

The 150% rate for all 4-Year institutions has shown slight increases for the AY 2009 through AY 2012 cohorts. The AY 2013 cohort reported an almost 3% improved 150% graduation rate over the AY 2012 cohort.

The ADHE Annual Graduation Rates also provide information on students graduating at the home or at a transfer institution. Chart 4.16 shows that slightly more than 3% of all 4-Year institutions' entering 100% cohorts graduate from another institution after transferring.

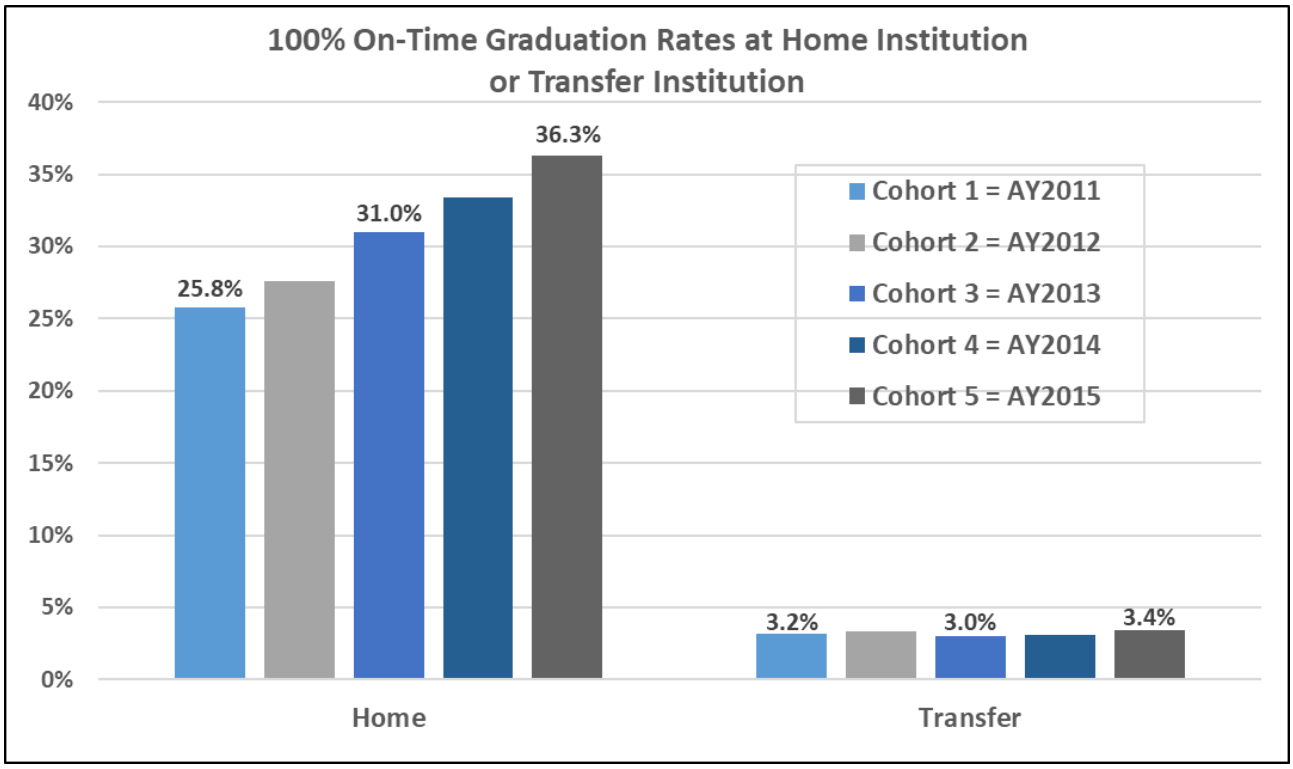


Chart 4.16: 100% Graduation Rate 4-Year institutions

Chart 4.17 below shows more than 6% of all 4-Year institutions' 150% cohorts graduate from another institution after transferring. The 250% graduation transfer rate jumps up to almost 9% for each of the AY 2005 through the AY 2009 cohorts.

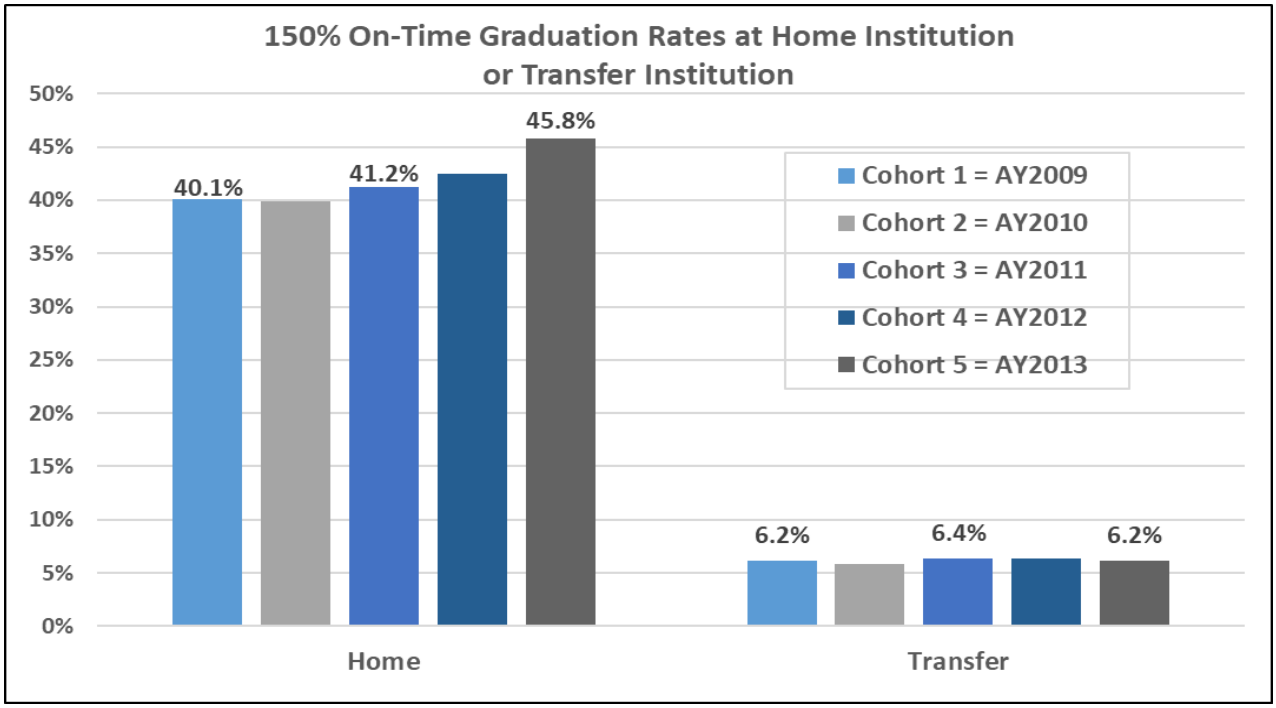


Chart 4.17: 150% Graduation Rate 4-Year institutions

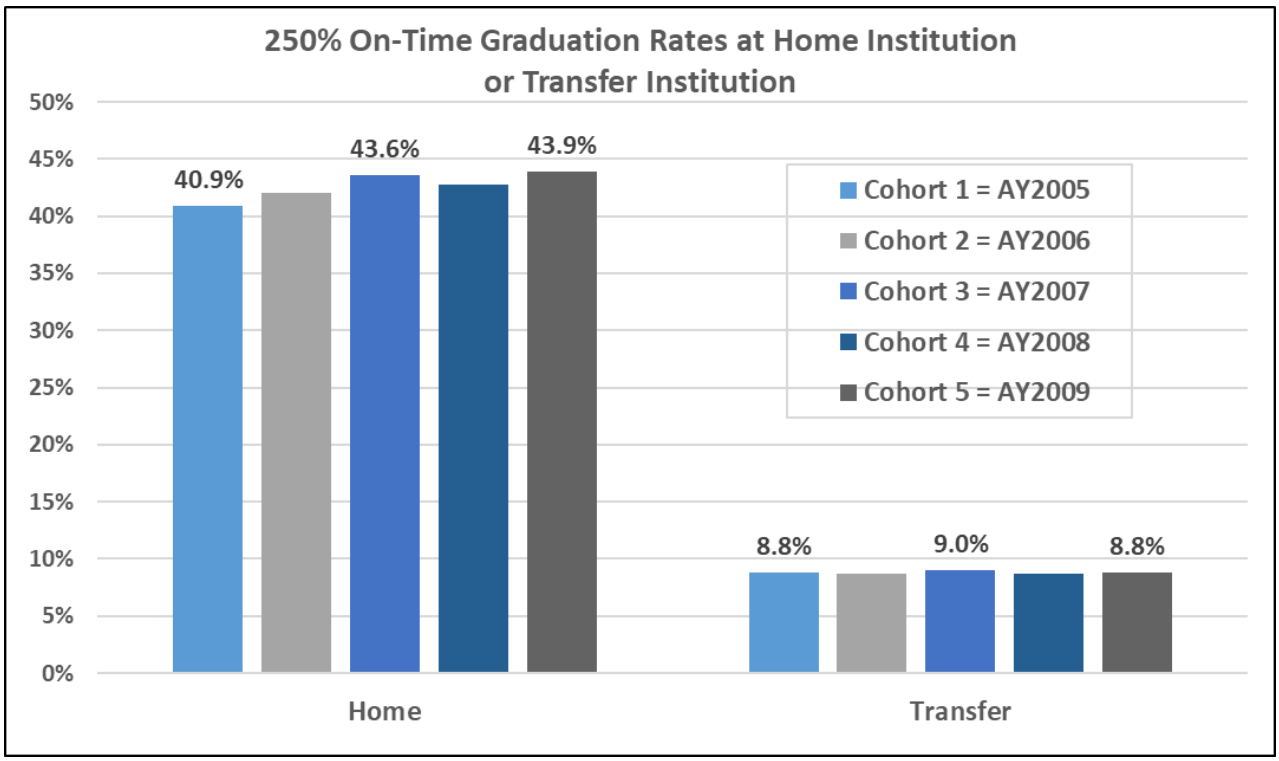


Chart 4.18: 250% Graduation Rate 4-Year institutions

All 4-Year institutions experienced an increased 100% graduation rate, comparing the two most recent cohorts, AY 2014 and AY 2015, except for HSU which showed a slight decrease. It is likely the focus on the Time-to-Degree and Credits at Completion Metrics of the Productivity Funding Model are contributing to increased 100% graduation rates.

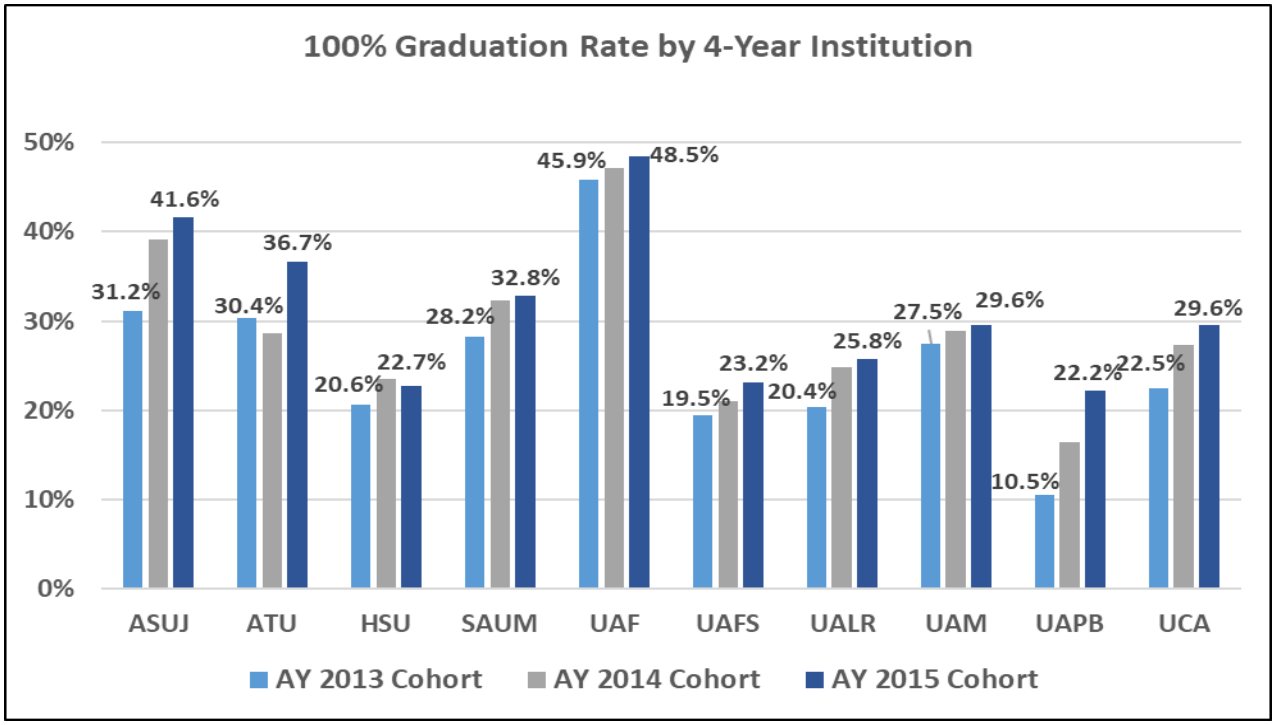


Chart 4.19: 100% Graduation Rate 4-Year institutions

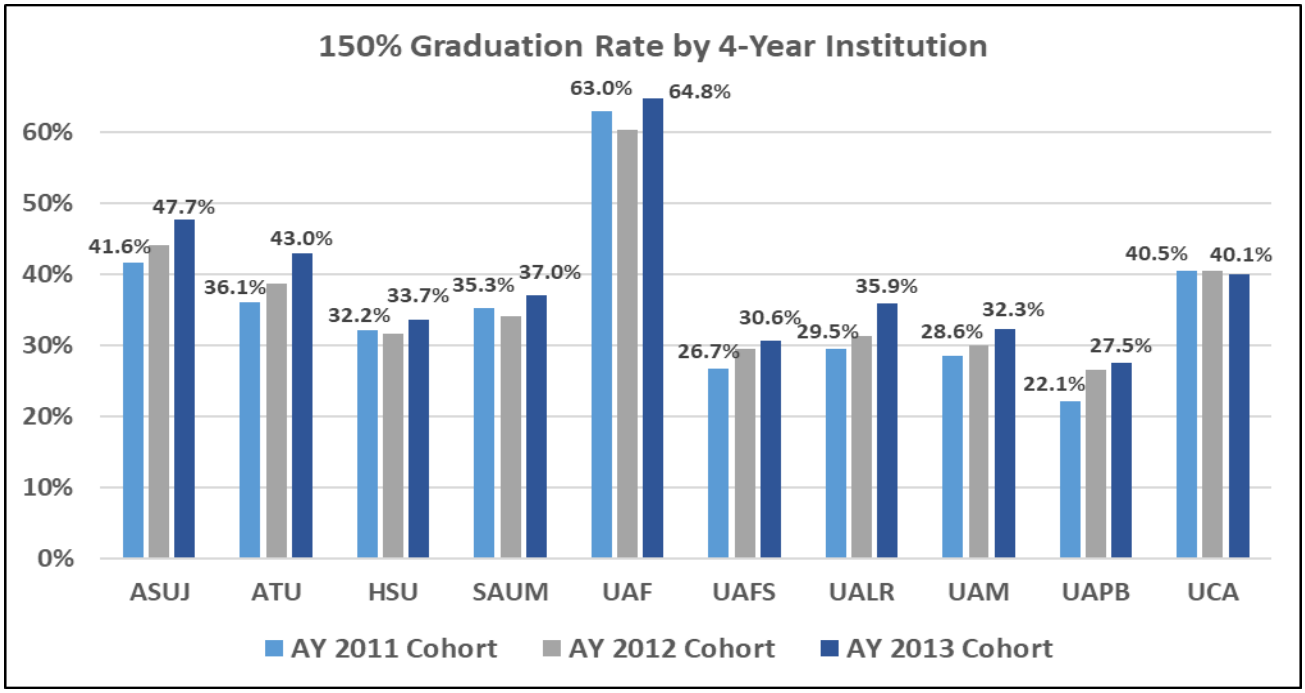


Chart 4.20: 150% Graduation Rate 4-Year institutions

For both the 100% Graduation Rate and the 150% Graduation Rate, both male and female cohorts report an increasing rate for all three cohorts.

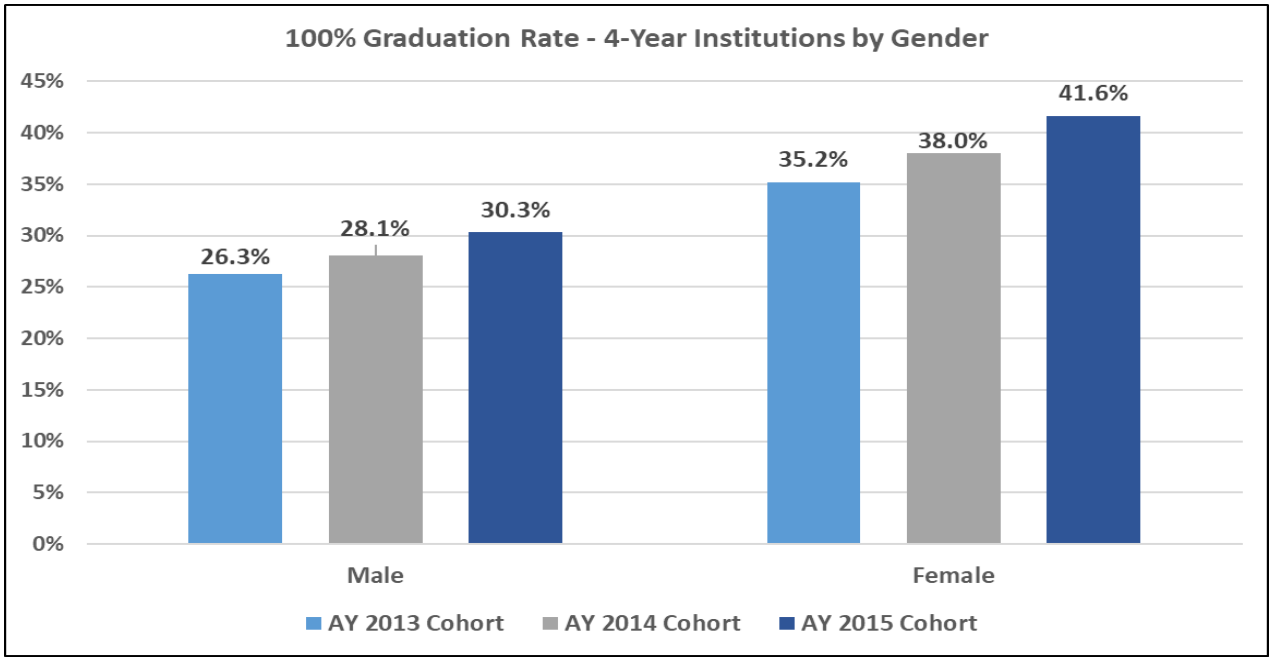


Chart 4.21: 100% Graduation Rate by Gender

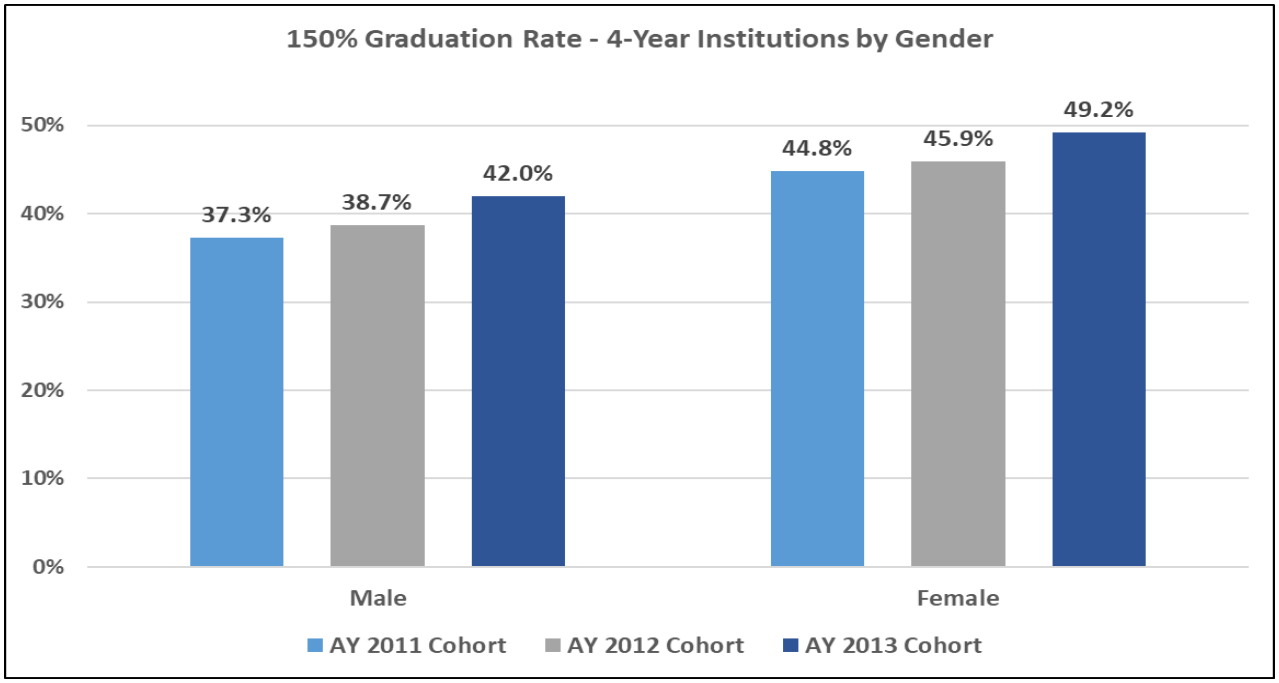


Chart 4.22: 150% Graduation Rate by Gender

2-Year College Graduation Rates

The Cohorts for the 2-Year Colleges are as follows:

Graduation Rate - 2-Year College Cohorts		
100% Rate	**150% Rate**	**250% Rate**
Cohort 1 = AY2013	Cohort 1 = AY2012	Cohort 1 = AY2010
Cohort 2 = AY2014	Cohort 2 = AY2013	Cohort 2 = AY2011
Cohort 3 = AY2015	Cohort 3 = AY2014	Cohort 3 = AY2012
Cohort 4 = AY2016	Cohort 4 = AY2015	Cohort 4 = AY2013
Cohort 5 = AY2017	Cohort 5 = AY2016	Cohort 5 = AY2014

Table 4.23: Graduation Rate 2-Year Cohorts

The graduation rates for 2-year colleges are increasing in the 100%, 150% and 250% rates. The most recent cohort completed at 21.2% in the 100% time frame—noted as the highest rate in the 5 years examined.

The 150% graduation rate for the 2-year colleges has increased with each year's cohort, with the most recent cohort reporting a 27.9% graduation rate for the AY 2016 cohort. The 250% graduation rate was 29.1% for the 2-year colleges AY 2014 cohort.

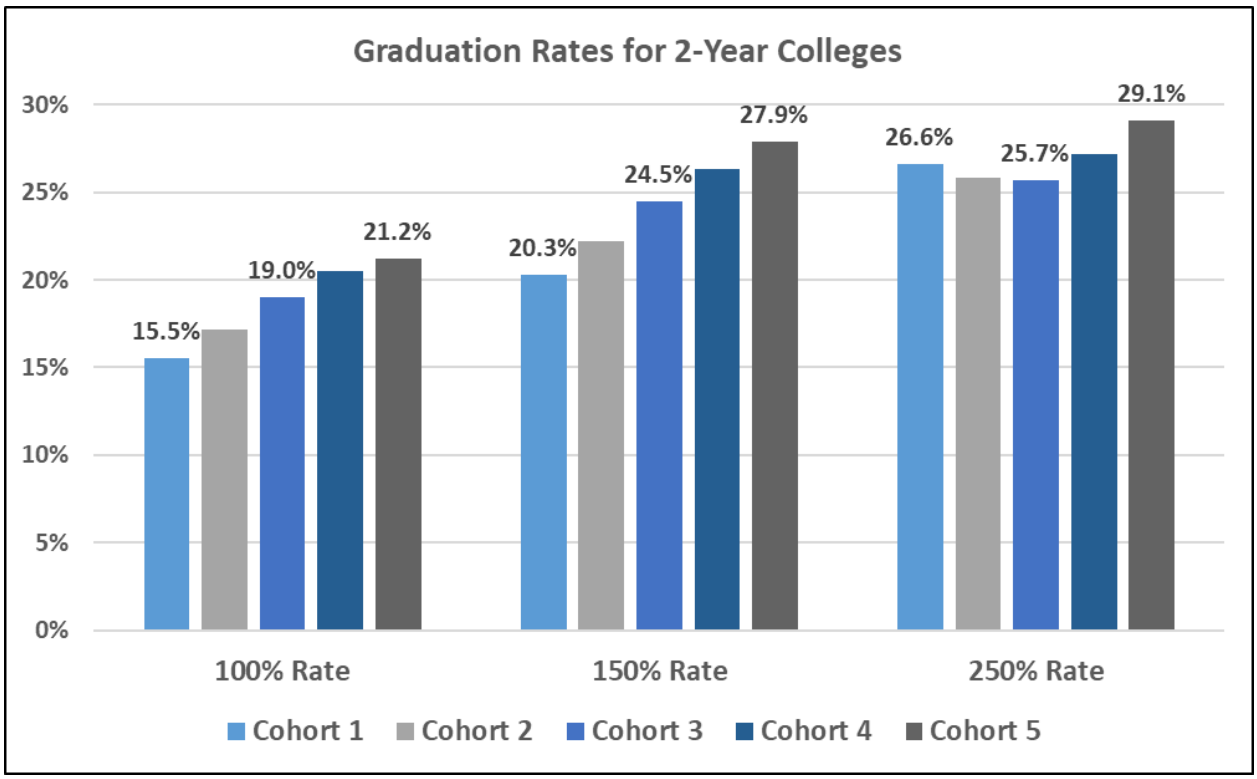


Chart 4.24: Graduation Rate 2-Year Cohorts

Only two of the 2-year colleges reported a 100% graduation rate above 30% for the AY 2017 cohort. ASUN had the greatest graduation rate of 38.9% and SAUT reported a 100% graduation rate of 32.9%. UACCB and ASUMH both have 100% graduation rates above 25%. UACCB rate was 28.9% and ASUMH claimed a 26.4% graduation rate.

The annual report provides information on students graduating at home or a transfer institution. The 100% graduation transfer rate is insignificant as seen in the chart below.

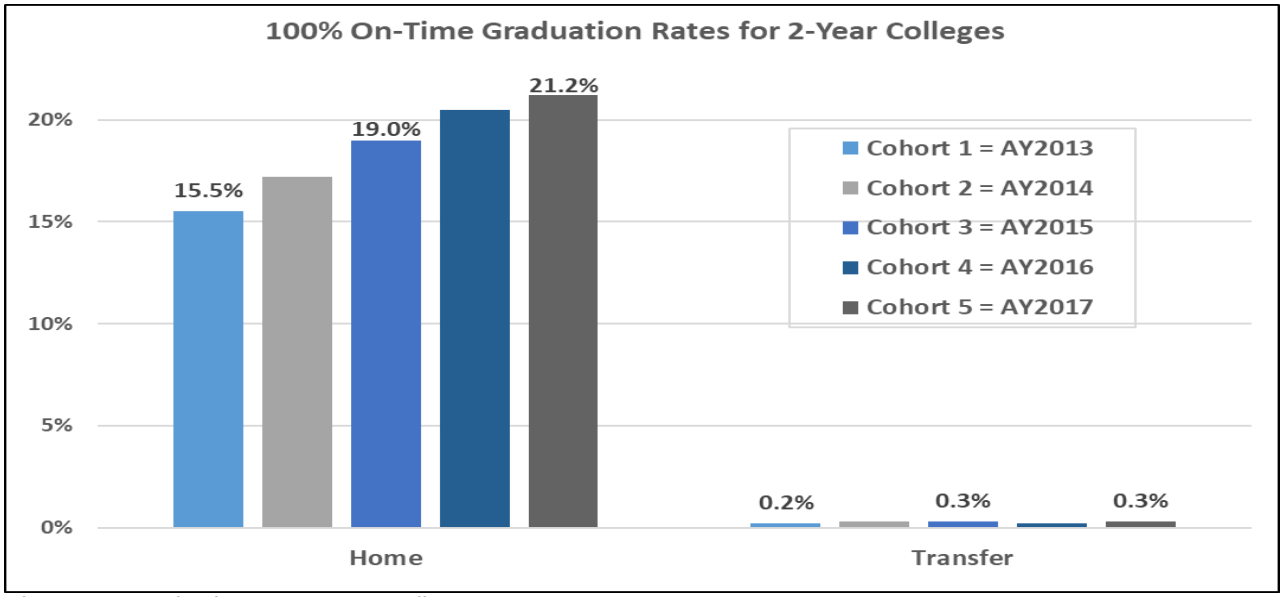


Chart 4.25: Graduation Rate 2-Year Colleges

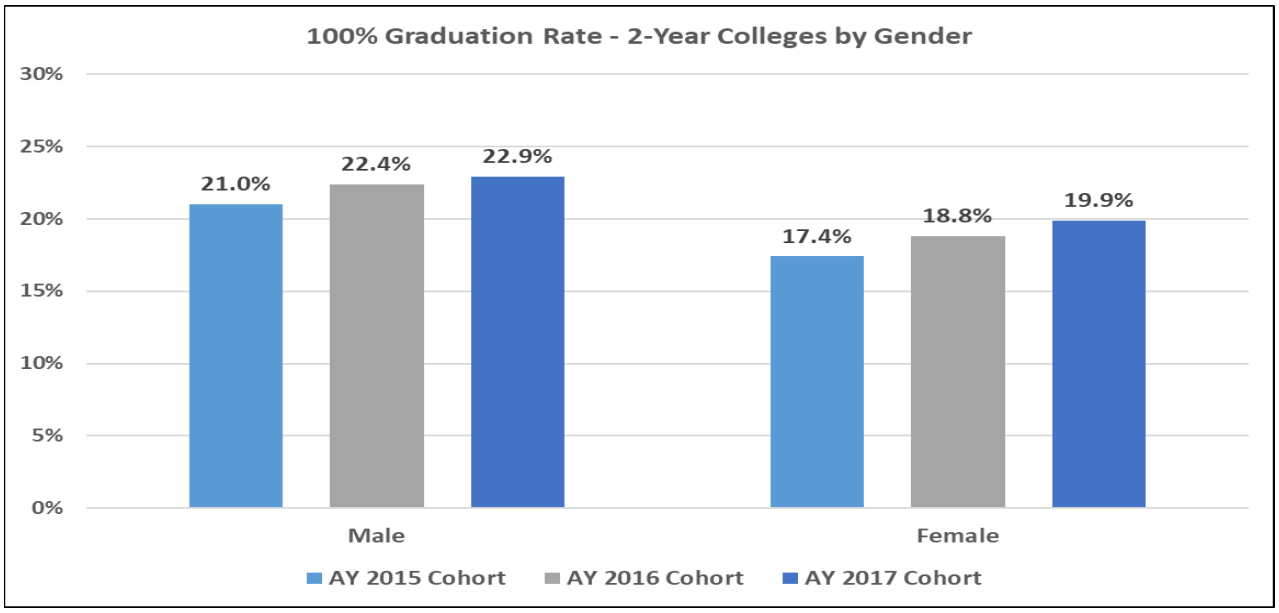


Chart 4.26: Graduation Rate 2-Year Colleges by Gender

More institution specific data for the 2-Year Colleges will be provided at the AHECB meeting.

Private/Independent Institutions

The 100% and 150% graduation rates remains relatively steady; however, 250% rates exhibit a 3% decline at the Private/Independent Institutions.

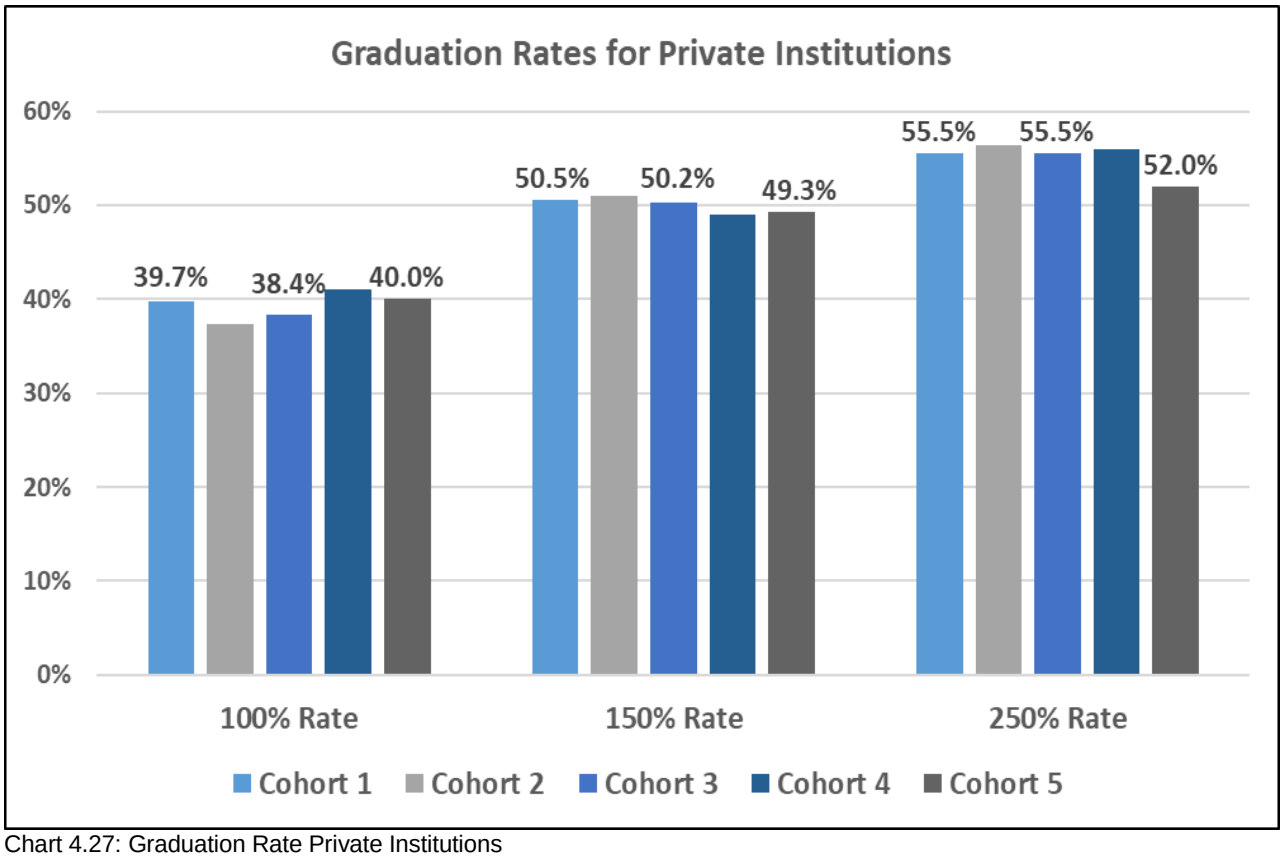


Chart 4.27: Graduation Rate Private Institutions

The private institution 100% Graduation Rate for all cohorts range between 35% and 40%, which was reported for the AY 2014 cohort.

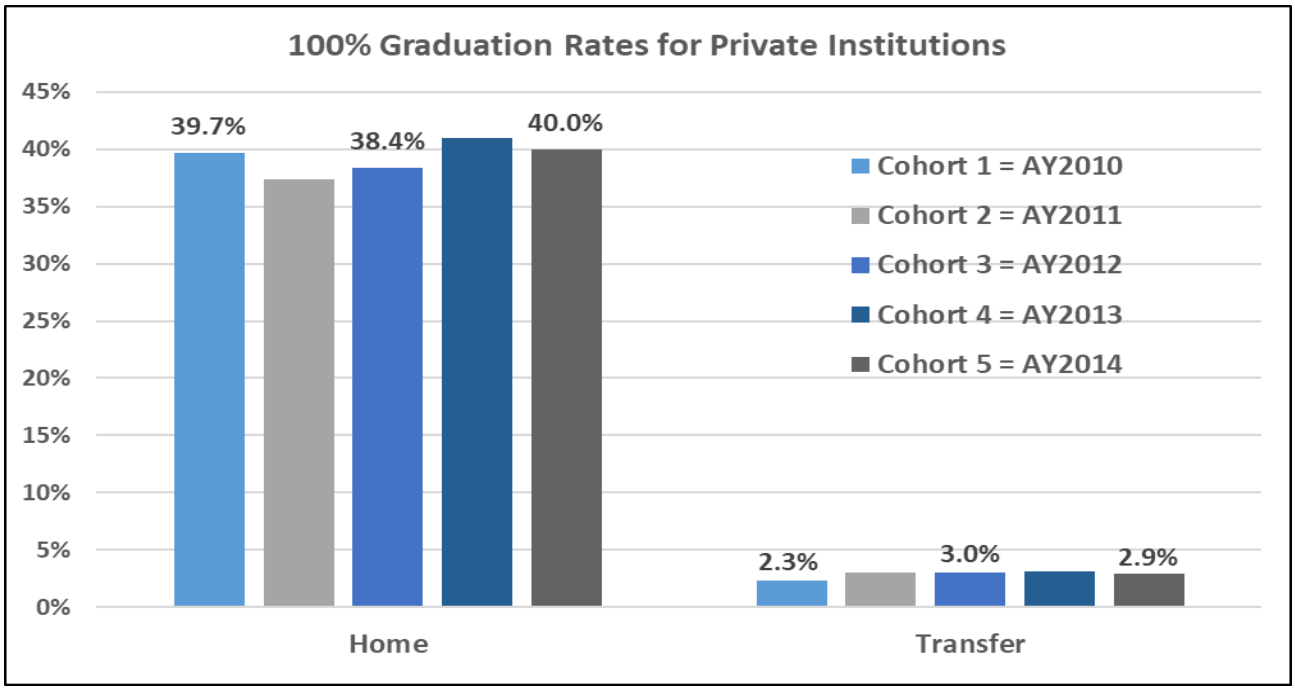


Chart 4.28: 100% Graduation Rate Private Institutions

The 150% Graduation Rate for the Private institutions remains steady at 50%.

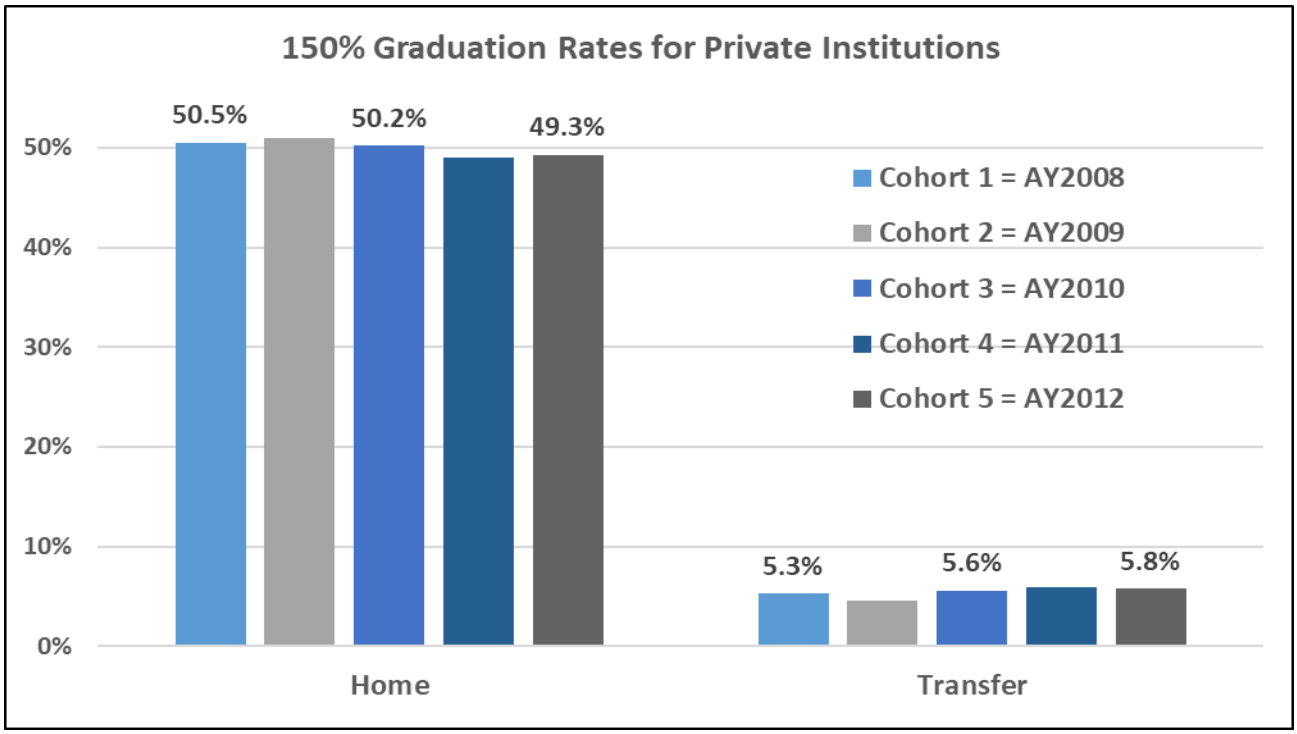


Chart 4.29: 150% Graduation Rate Private Institutions

ANNUAL REPORT ON RETENTION AND GRADUATION OF INTERCOLLEGIATE ATHLETES

This report complies with Act 267 of 1989 that requires reporting retention and graduation rates for first-time in college students who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System (SIS) for first-time, credential-seeking student athletes participating in football, basketball (men and women's), baseball, cross country/track and other sports programs. Information related to initial athletic scholarship status is also included. ADHE receives data from all public institutions with any athletic programs.

Methodology

The methodology used closely follows the methodology used in the Annual Report on Student Retention and Graduation. Institutions with athletic programs submit data to SIS that identify whether or not the athlete was first-time entering, what sport they participated in, and their athletic scholarship status. The retention calculations are based on fall-to-fall comparisons of the student-athletes in the IPEDS cohort of first-time entering, full-time, and credential-seeking students from the fall term only for all institution types.

Graduation rates use a cohort of first-time entering, credential-seeking students from the entire academic year and include all full- and part-time students. The graduation rates use a 100%, 150%, and 250% rate for counting graduates. Such time rate in years is used for counting all credentials. For example, for the 4-Year Universities 100% rate, all credentials are counted if awarded within four academic years (plus summer graduates). The time rates vary by institution type:

Institution Type	Graduation Rate	Time-to-Degree
4-Year Universities	100%	4 Academic Years + Summer Graduates in the 5th AY
&	150%	6 Academic Years + Summer Graduates in the 7th AY
Private/Independents	250%	10 Academic Years + Summer Graduates in the 11th AY
2-Year Colleges	100%	2 Academic Years + Summer Graduates in the 3rd AY
	150%	3 Academic Years + Summer Graduates in the 4th AY
	250%	5 Academic Years + Summer Graduates in the 6th AY

Table 5-1: Graduation Rate Definitions

NOTE: The methodology used herein does not correspond with the NCAA GSR (Graduation Success Rate) methodology.

Graduation Rate - 4-Year Institution Cohorts		
100% Rate	**150% Rate**	**250% Rate**
Cohort 1 = AY2011	Cohort 1 = AY2009	Cohort 1 = AY2005
Cohort 2 = AY2012	Cohort 2 = AY2010	Cohort 2 = AY2006
Cohort 3 = AY2013	Cohort 3 = AY2011	Cohort 3 = AY2007
Cohort 4 = AY2014	Cohort 4 = AY2012	Cohort 4 = AY2008
Cohort 5 = AY2015	Cohort 5 = AY2013	Cohort 5 = AY2009

Table 5.2: 4-Year cohorts

Graduation Rate - 2-Year College Cohorts		
100% Rate	**150% Rate**	**250% Rate**
Cohort 1 = AY2013	Cohort 1 = AY2012	Cohort 1 = AY2010
Cohort 2 = AY2014	Cohort 2 = AY2013	Cohort 2 = AY2011
Cohort 3 = AY2015	Cohort 3 = AY2014	Cohort 3 = AY2012
Cohort 4 = AY2016	Cohort 4 = AY2015	Cohort 4 = AY2013
Cohort 5 = AY2017	Cohort 5 = AY2016	Cohort 5 = AY2014

Table 5.3: 2-Year cohorts

OVERVIEW OF ATHLETICS

In Academic Year 2018, 3,048 students participated in athletics at twelve colleges. In AY2015 there were 3,233 students participating in athletics.

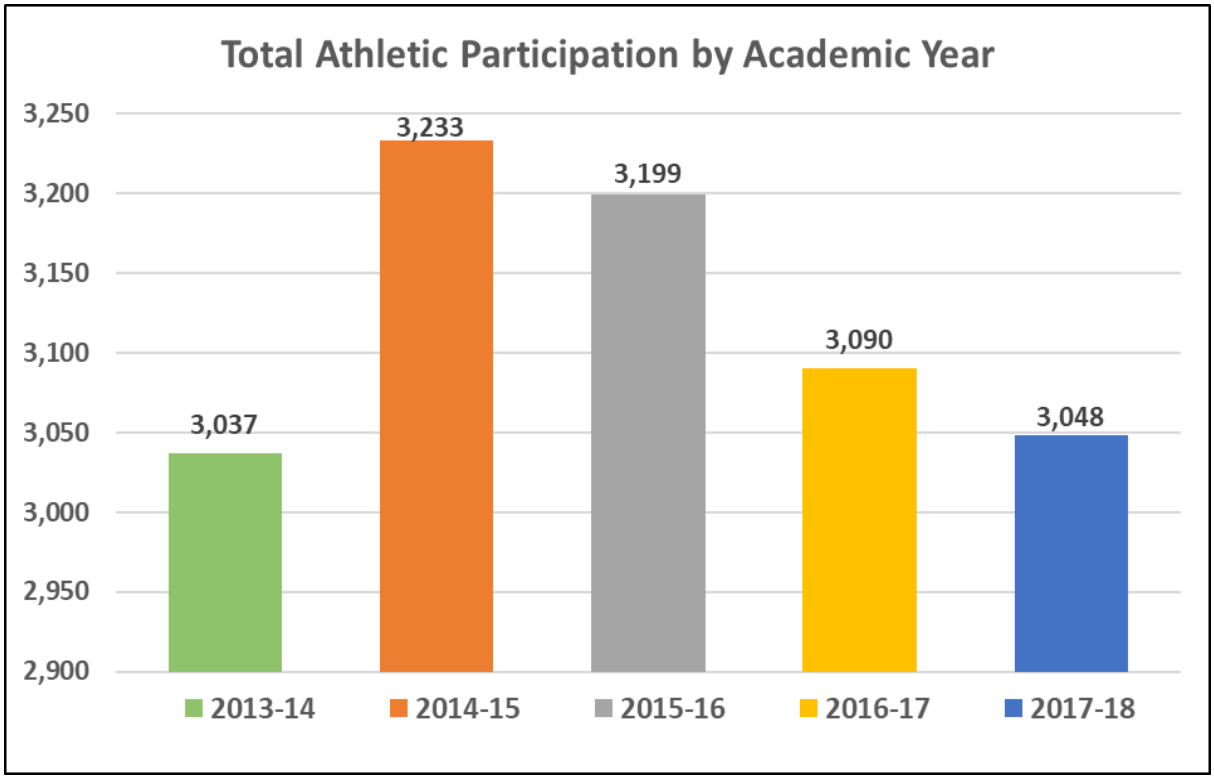


Chart 5.4: Athletic Participation by Academic Year

Ten sports categories are included in the athletics reporting: Football, Men's Basketball, Women's Basketball, Baseball, Track, Golf, Swimming, Tennis, Volleyball, and Other Sports. In terms of the number of participants, Football has the most participants followed by Track, Baseball, and Other.

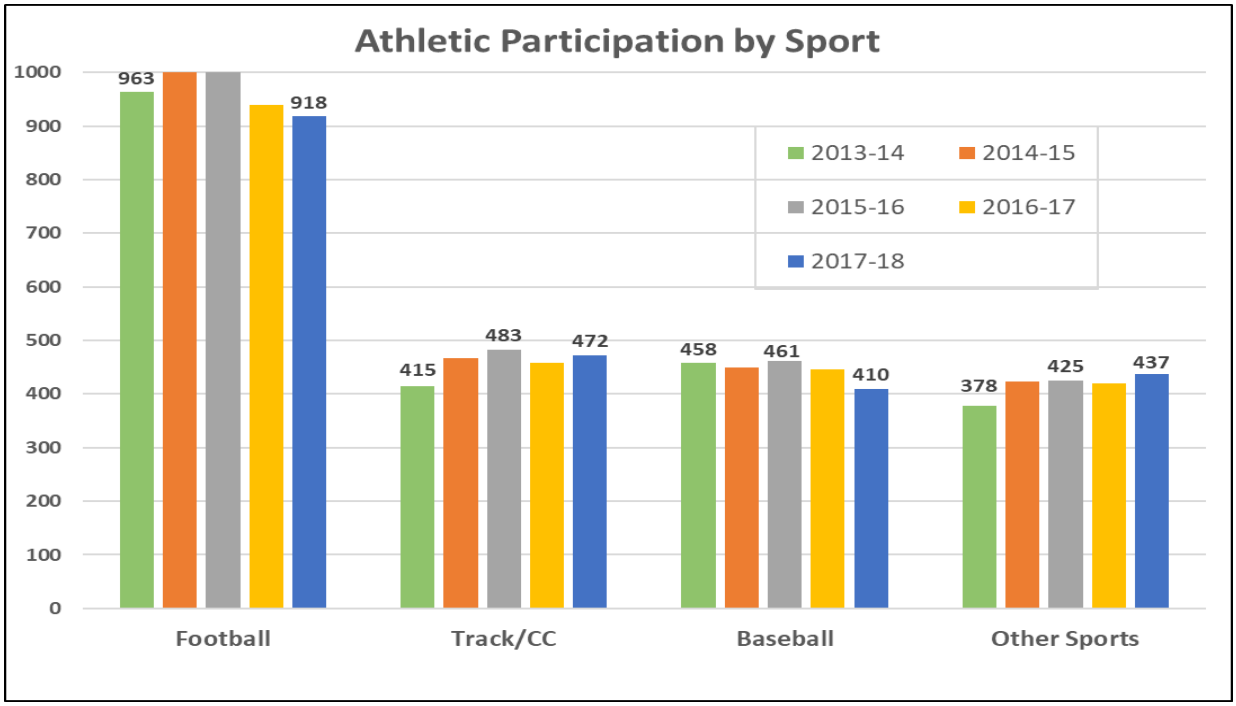


Chart 5.5: Athletes by Sport – Detailed

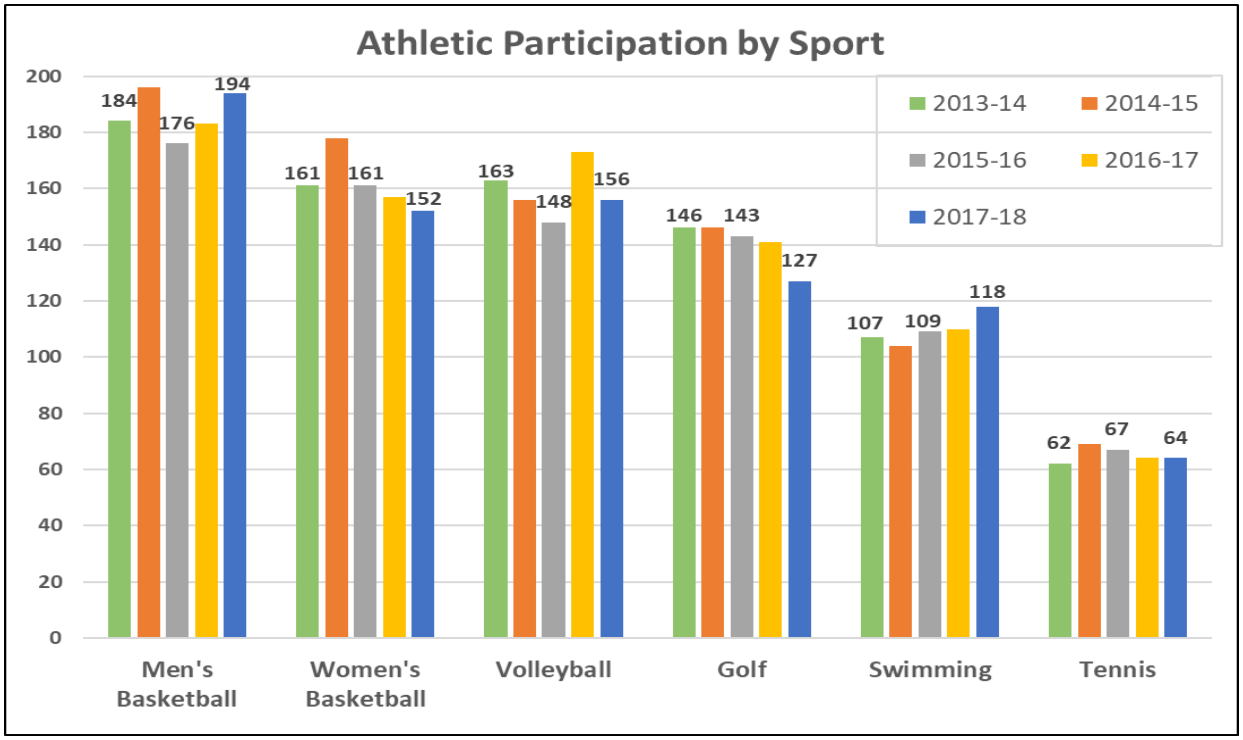


Chart 5.6: Athletes by Sport – Detailed

Many students receive scholarships to participate in athletics. The following graph illustrates that the majority of students participating in athletics receive a partial scholarship, 66%, and only 14% receive a full scholarship.

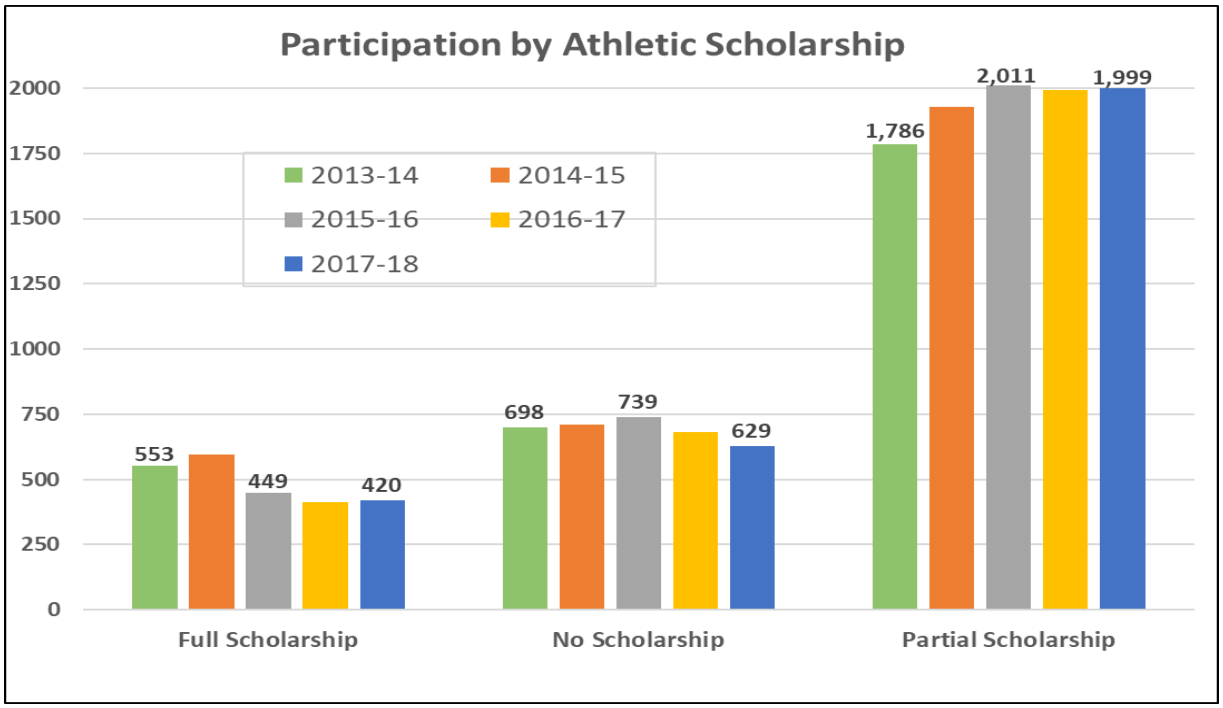


Chart 5.7: Athletes by Scholarship

The chart below shows that UAF has the most student athletes with UCA having the second largest number of athletes.

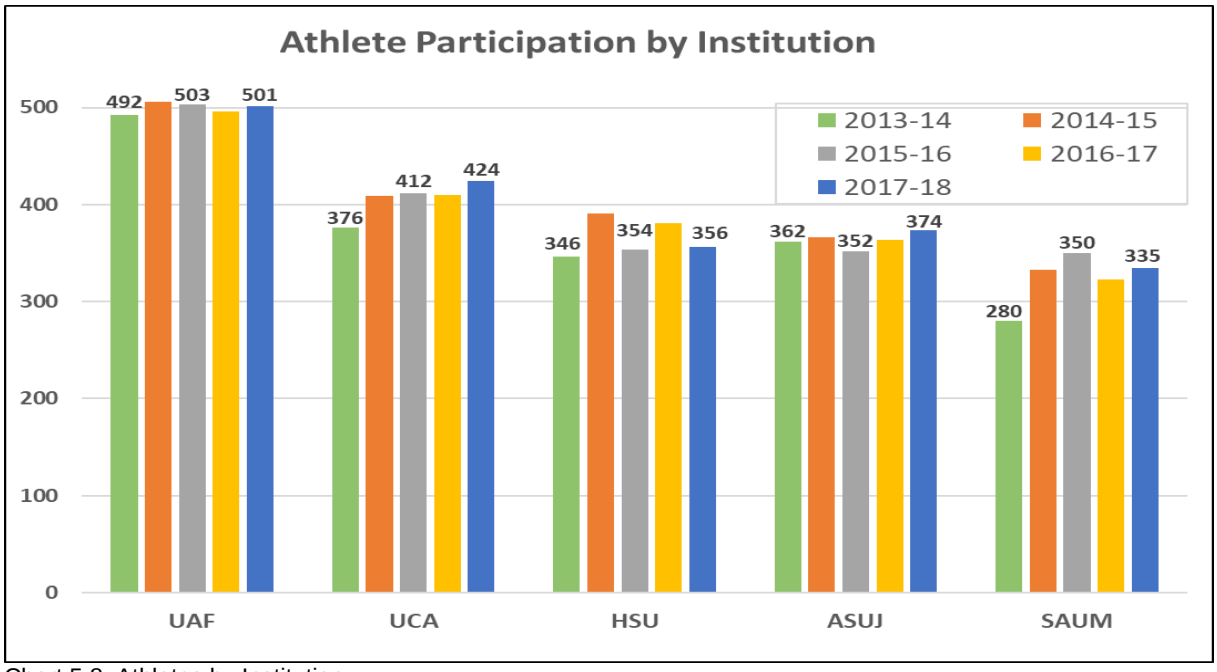


Chart 5.8: Athletes by Institution

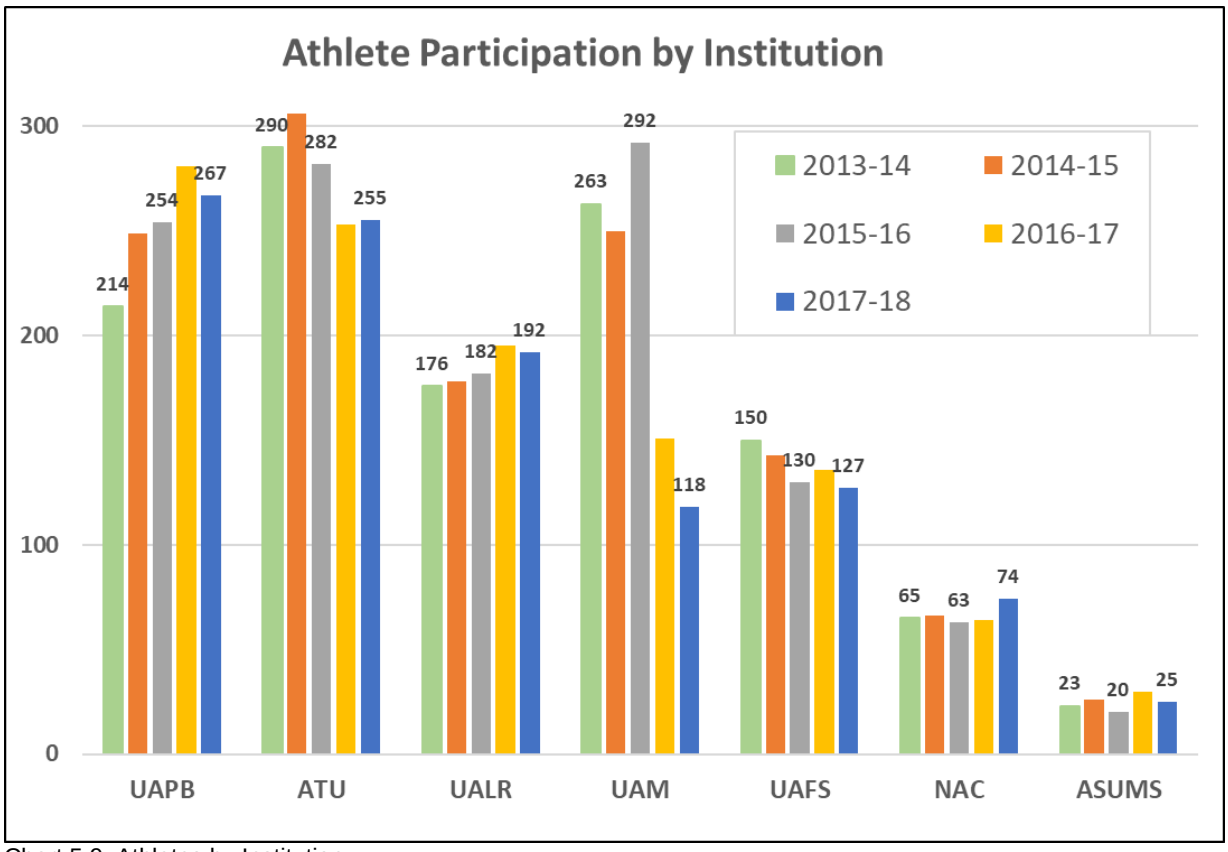


Chart 5.9: Athletes by Institution

ATHLETIC FALL-TO-FALL RETENTION RATES

Statewide
Athletes are retained at higher rates than non-athlete students due to the commitment to and interest in participating in college athletics; also, a correlation may be made between participation and the impact of ancillary support services that many institutions provide to athletes.

The next two graph shows the retention rates for student athletes for the last five cohort years. ASUJ returned 83% of their Fall 2017 athlete cohort, while UCA returned 76.8%.

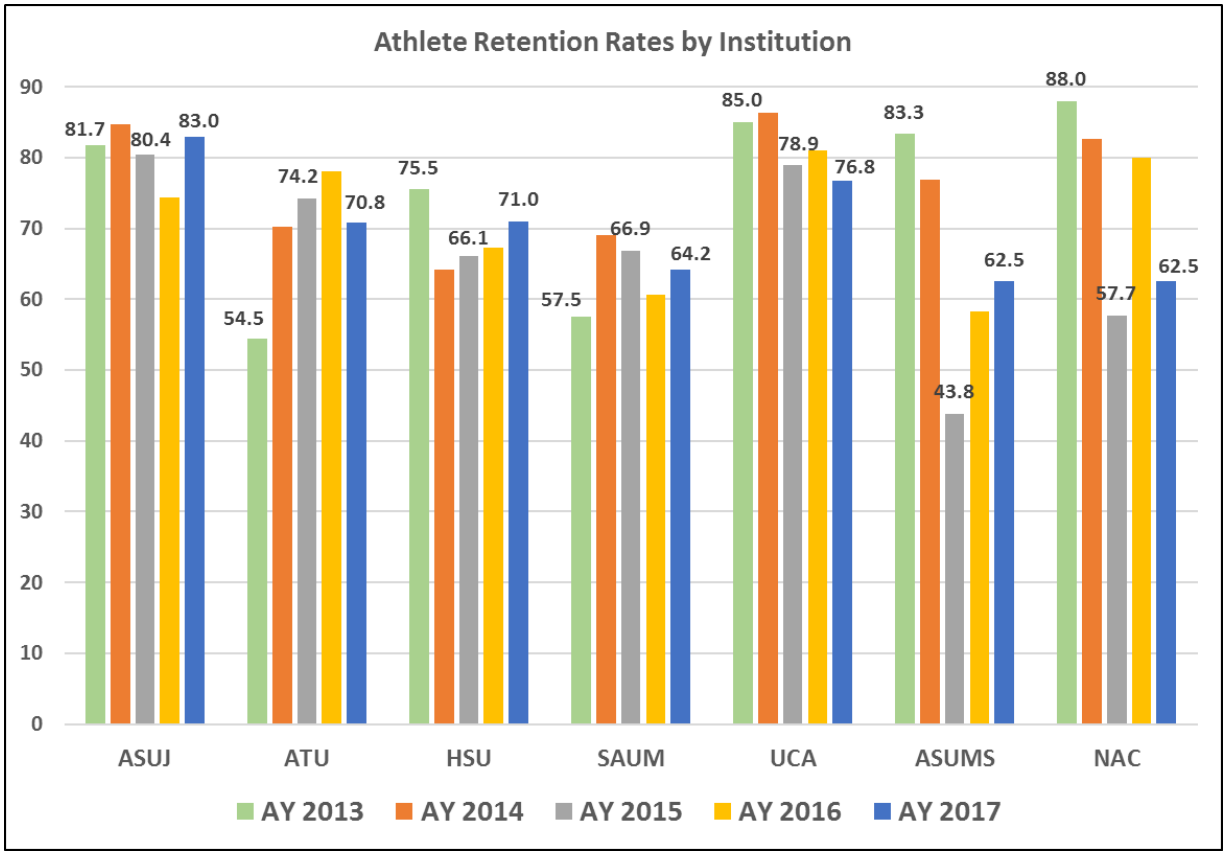


Table 5.10: Retention Rate of Athletes by Institution

UAF Fall 2017 athlete retention rate declined to 77.1% when compared to the Fall 2016 athlete cohort rate of 84%.UAM's 2017 cohort also returned at a lower rate than the Fall 2016 cohort, dropping about 8%.

UALR experienced an athlete retention rate of 74.5% for the Fall 2017 cohort, which is about a 13% improvement over the Fall 2015 rate of 60.9%.

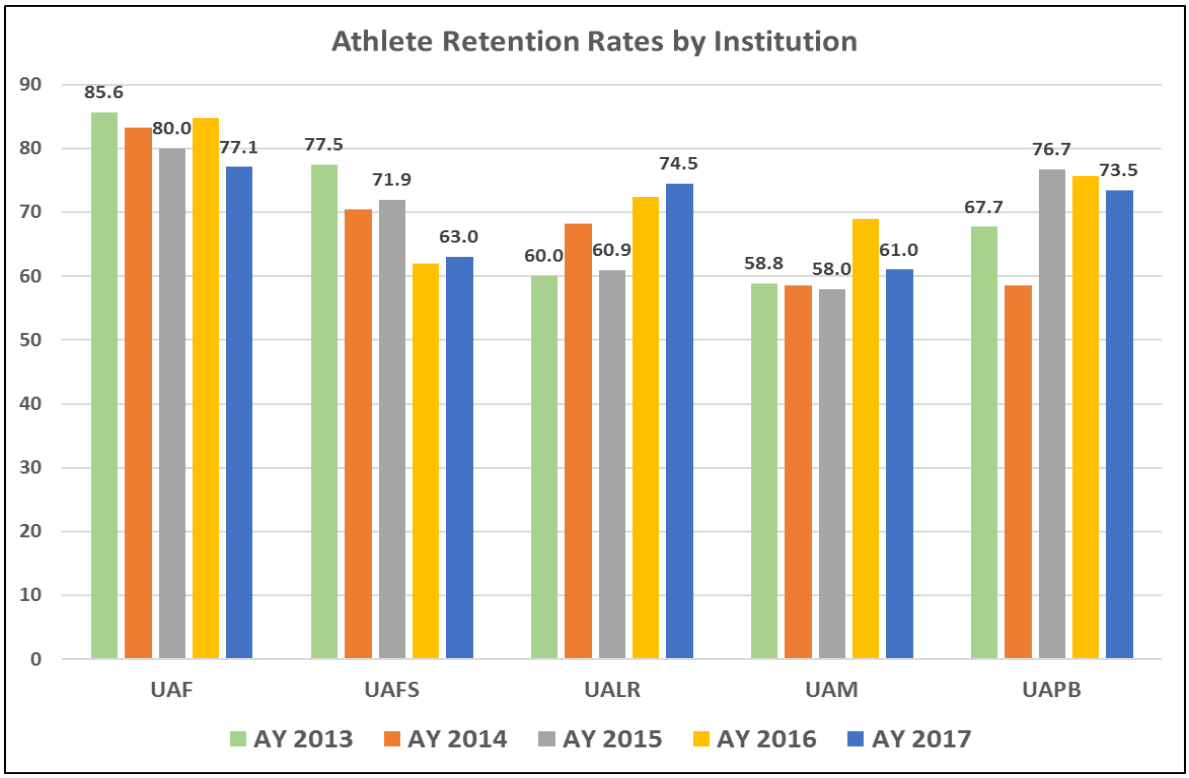


Table 5.11: Retention Rate of Athletes by Institution

ADHE ATHLETIC ANNUAL GRADUATION RATES

Statewide Overview

The graduation rate calculations for student athletes are based on the same methodology as the other graduation report. First-time in college, athletic students enrolled for the first time during the academic year define the cohort. The 100% graduation rate reports a 48.5% rate for UAF, a 41.6% graduation rate for ASUJ, a 36.7% graduation rate for ATU, and a 32.8% rate for SAUM.

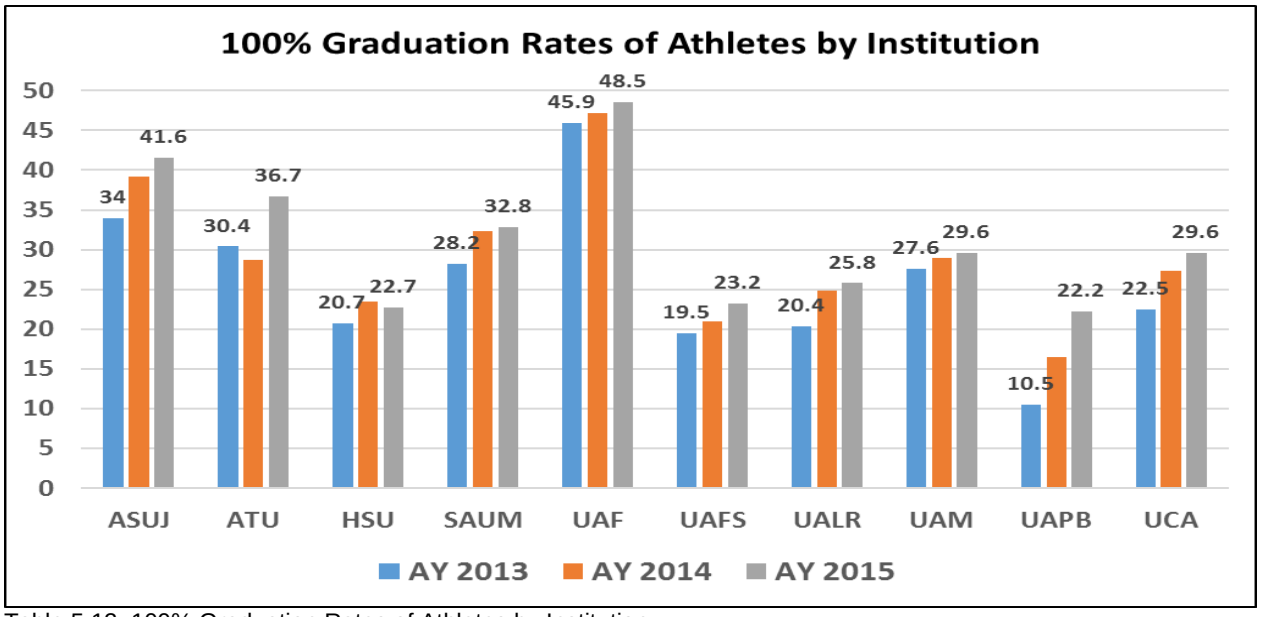


Table 5.12: 100% Graduation Rates of Athletes by Institution

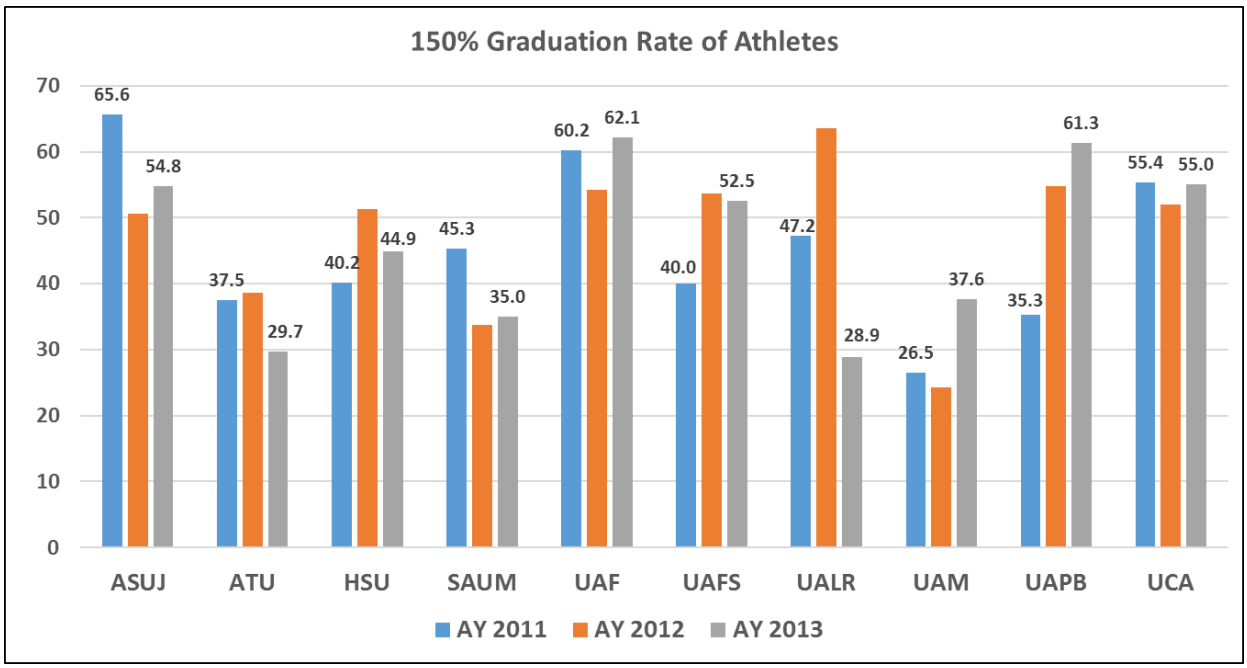


Table 5.13: 150% Graduation Rates of Athletes by Institution

ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

In accordance with A.C.A. §6-61-110, the Arkansas Department of Higher Education (ADHE) address the placement standards necessary for enrollment of students into mathematics, English composition, and reading based on appropriate indicators of potential student success rates.

In past years, remedial data was based on students who did not meet the cut-off subscores of 19 on the ACT exam or the equivalent on other approved exams. However, due to the January 2016 revision of the AHECB placement policy, all institutions are required to adopt appropriate placement measures supported by student success data. These placement measures are contained within institutional placement plans that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness.

COURSE PLACEMENT METHOD

The placement status of a student is now determined by the institution based on its ADHE approved placement policy. Beginning in 2018, remedial reporting is based on a student's actual enrollment in a remedial course and not just on test scores. Each institution established a matrix of assessment measures to evaluate the preparedness or readiness of students for gateway courses in English, math, and reading.

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities and social sciences. Therefore, institutions shall establish a matrix of assessment measures to evaluate the preparedness or readiness of students in each of the humanities and social science courses in ACTS.

Measures for establishing readiness of students may include one or more of the following for each gateway course area:

- ACT exam
- Other standardized and normed exams
- High school academic performance
- Assessment of student motivation to succeed
- Writing samples (English)
- Other measures supported by sufficient analysis of predicted student success

ACT benchmarks establish a 22 as a reading or math cutoff score for student success in social science or college algebra courses at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. Institutions are allowed to use more than one measure if the ACT

or ACT-equivalent is below 22 to ensure that students are placed at the appropriate course level.

ACT benchmarks establish an 18 as a cutoff score for student success in English composition at a 75 percent or greater rate. However, other measures can provide equally important data regarding student preparedness and likelihood of success. As such, institutions are encouraged to use more than one measure if the ACT or ACT-equivalent is below 18 to ensure that students are placed at the appropriate course level.

Statewide Overview

In Fall 2018 (AY2019), Arkansas's public institutions enrolled 20,943 first-time entering, degree-seeking students. Of those students, 7,388 were placed into one or more remedial courses. Of the remediated students, 3,413 (46 percent) were enrolled at four-year universities, and 3,975 (54 percent) were at two-year colleges.

Anytime Remediation Rates

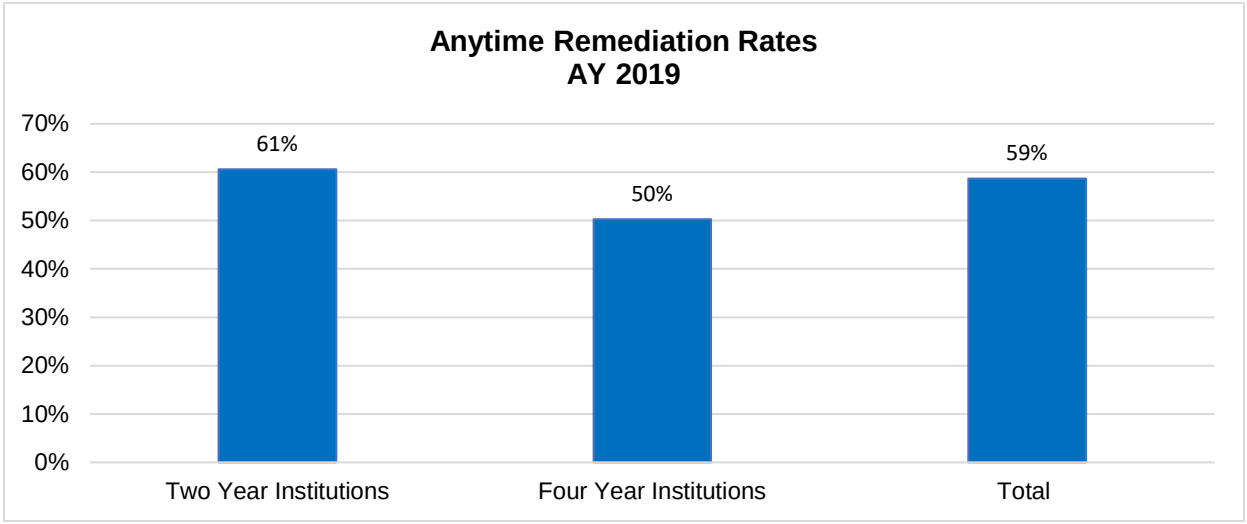


Figure 6.1: Anytime Remediation Rate by Institution Type

Remediation Rates by Subject Area

Math is consistently the subject with the highest remediation rate regardless of institution type while reading is consistently the lowest remediated subject area.

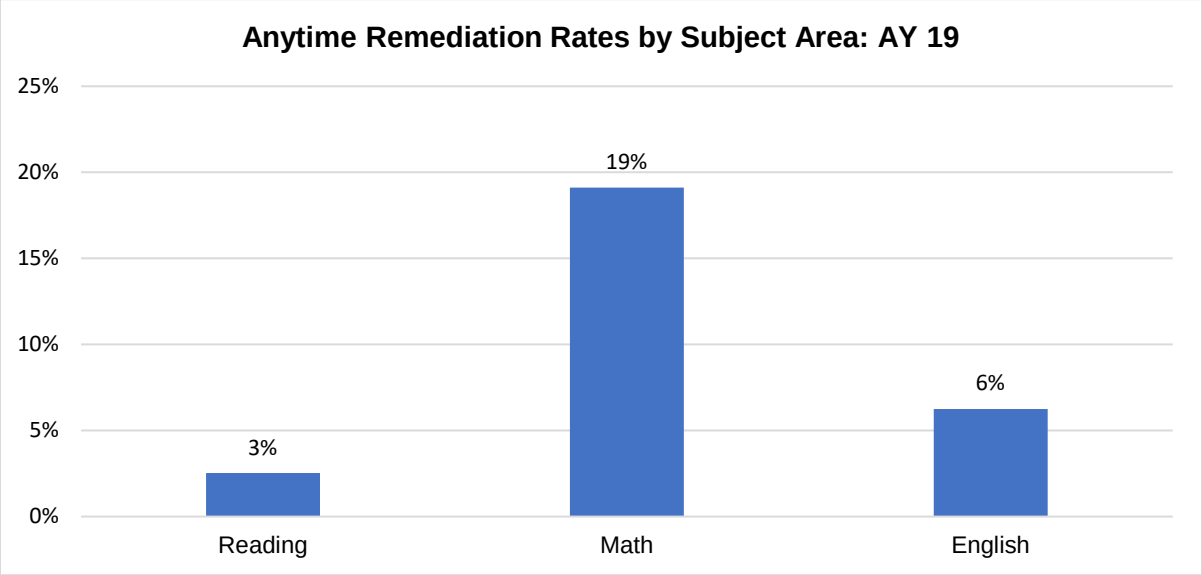


Figure 6.2: Anytime Remediation Rates by Subject

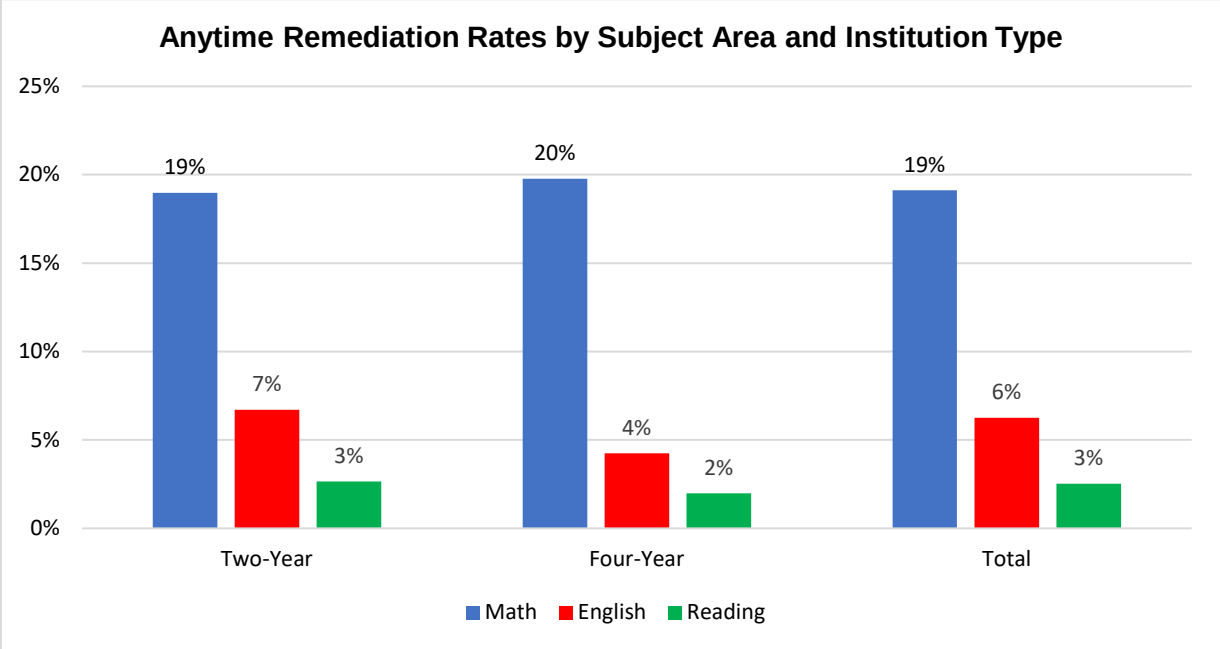


Figure 6.3: Remediation Rates by Subject and Institution Type

Remediation Rates by Demographics

Gender: Remediation rates are slightly higher for females than males overall.

Figure 6.4: Remediation Rates by Gender

Most students require remediation in one subject only, but some also require remediation in two to three subject areas.

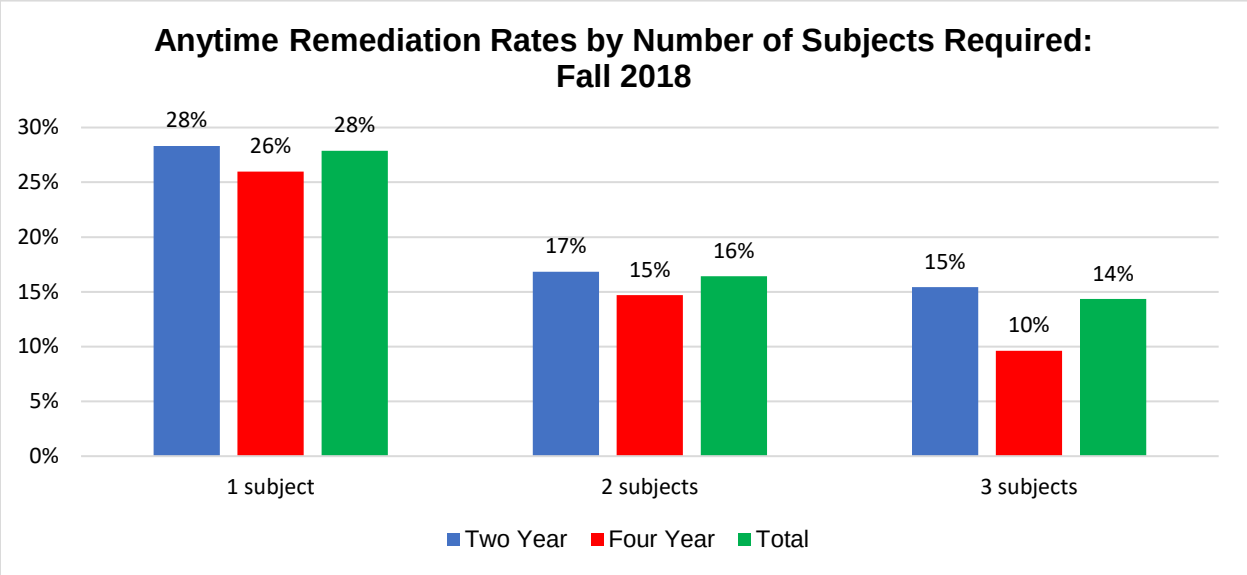


Figure 6.5: Remediation Rates by Number of Subjects Required

Race/Ethnicity: Regarding remediation rates by race and ethnicity, students of the Asian, black, and white races have the lowest remediation rates at 4-Year universities. (Note that the race/ethnicities are actually defined as Asian Only, Black Only, Hispanic Any, Native American/Alaskan Native Only, White Only, and Hawaiian and Pacific Islander Only.)

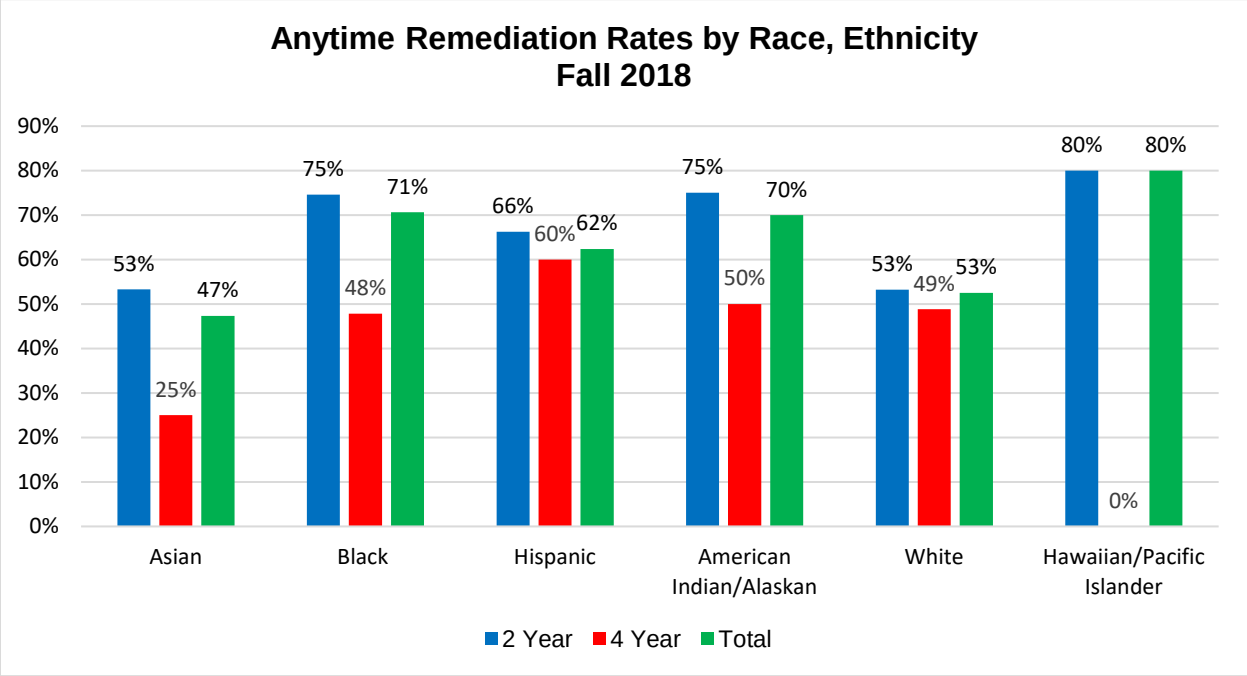


Figure 6.6: Anytime Remediation Rates by Race/Ethnicity and Institution Type

Attachments

Attachment 6-1 Assessment of Institution Placement Plans

ARKANSAS STATE UNIVERSITY

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
High School GPA (Overall)	GPA	English
High School GPA (By Subject Area)	Senior English course	English
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	Reading
HS GPA (By Subject Area)	Two or more social science or literature courses	Reading
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Math
ACT (Overall score)	Standardized exam	Math
HS GPA (Overall)	GPA	Math
HS GPA (By Subject Area)	Algebra II or higher level math	Math

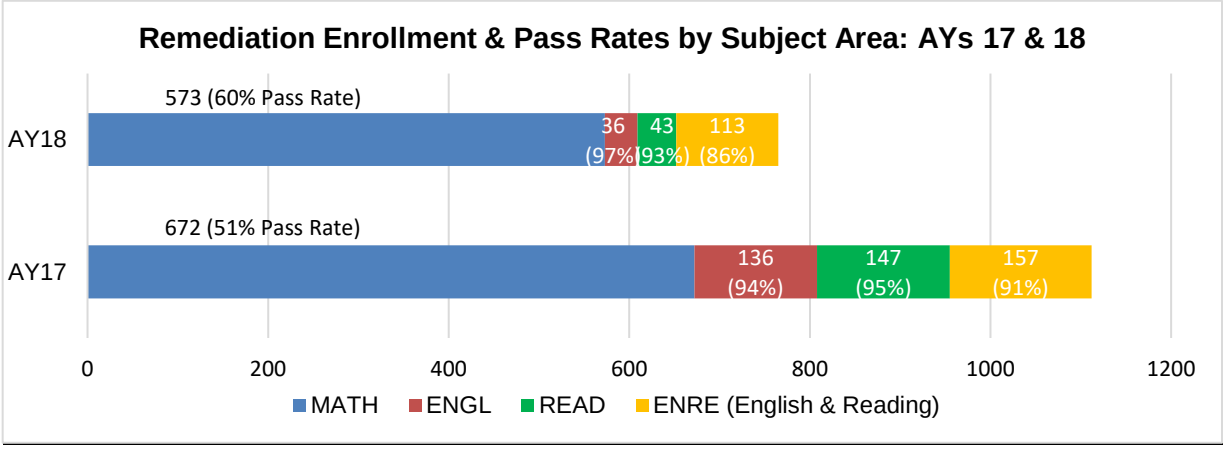
Advising

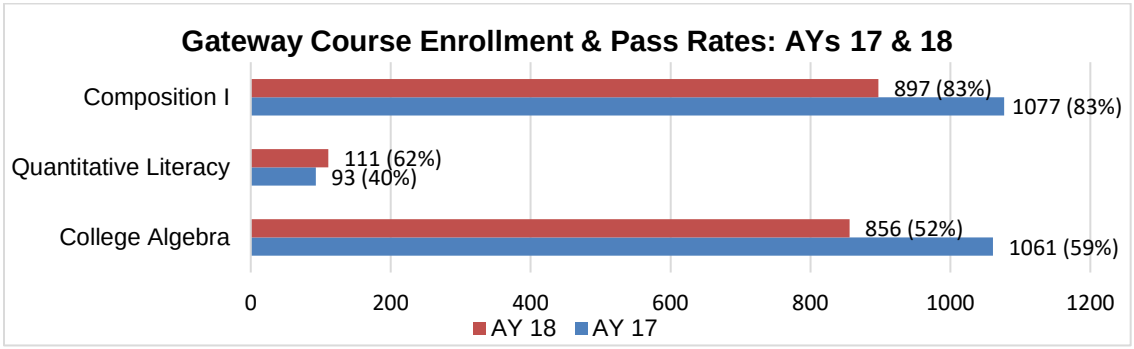
- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing occurs for students who do not have an ACT or equivalent score.
- Students conditionally admitted to A-State (ACT of 19-21 and high school GPA of 2.30) are admitted through Transition Studies (TS) Program.

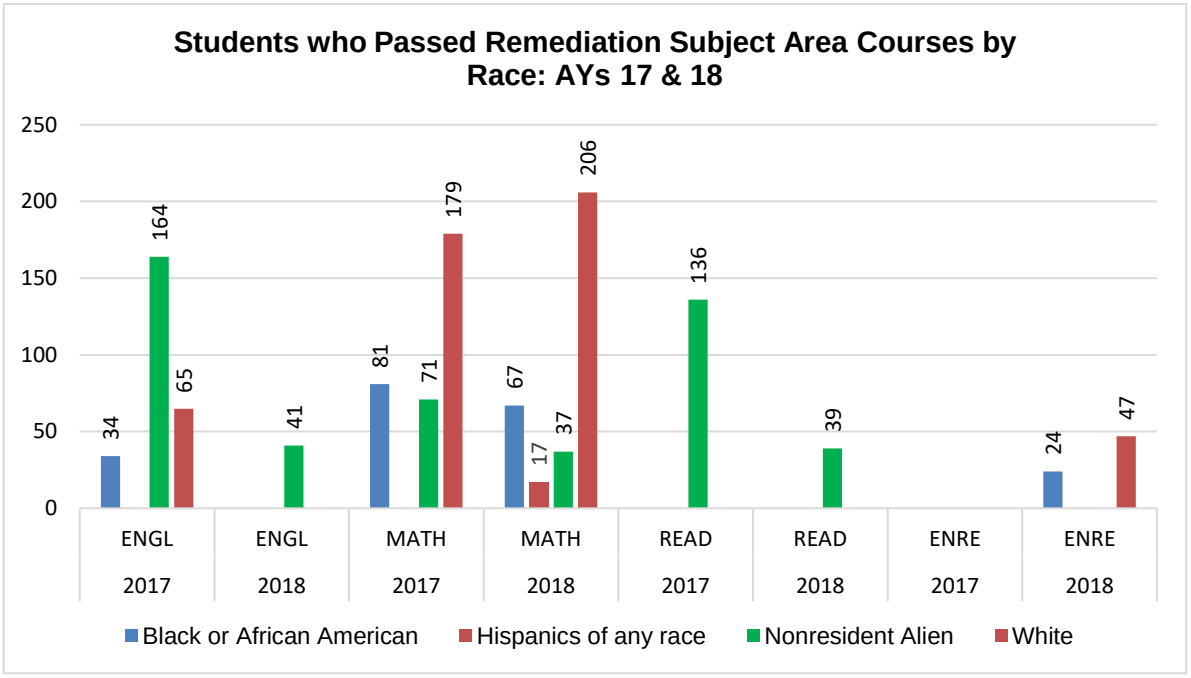
Support Strategies Offered to Students

Math Lab	Tutoring Services
Early alert system	Staff mentors
Academic coaches	First-Year Experience (FYS)

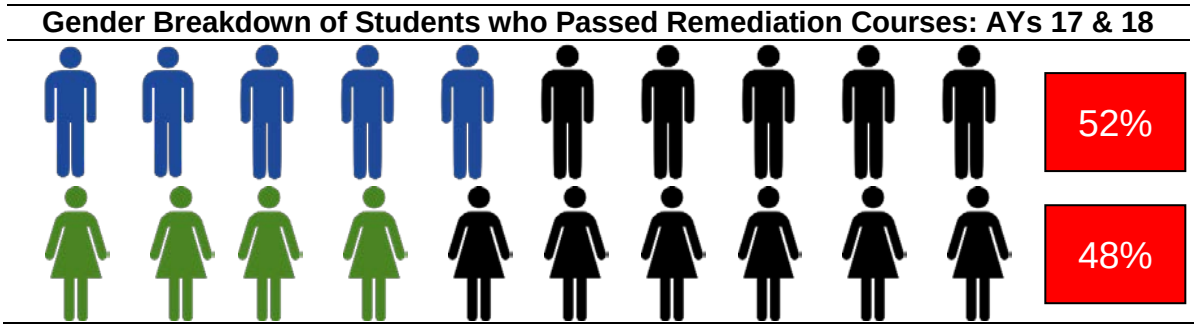
Outcomes







Note: Counts 10 or less were not included.



Total population: 1275

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All

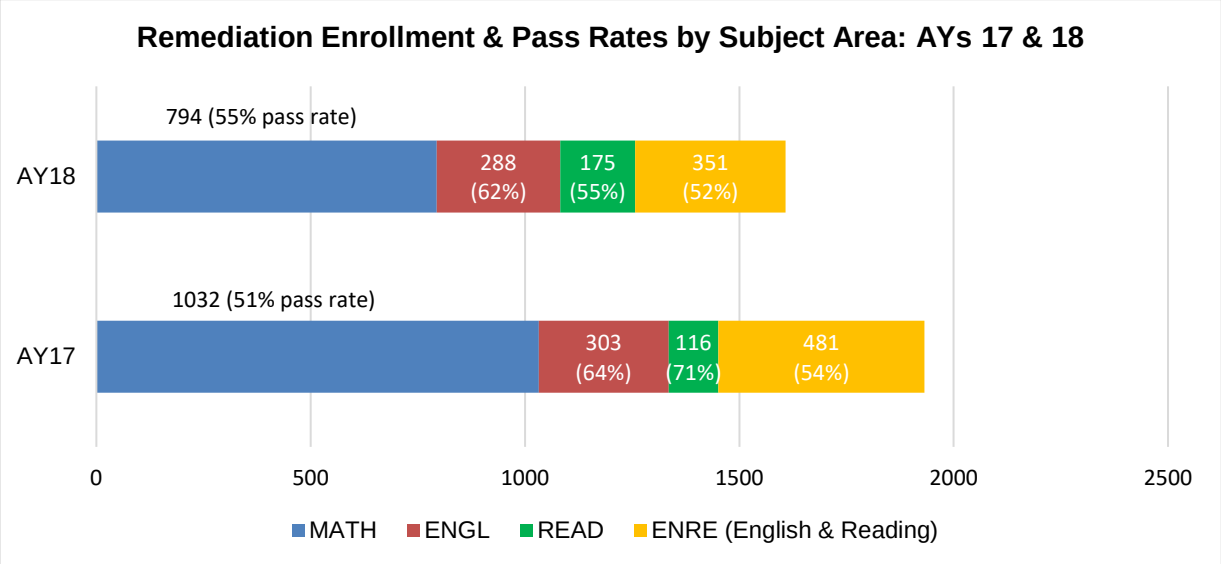
Advising

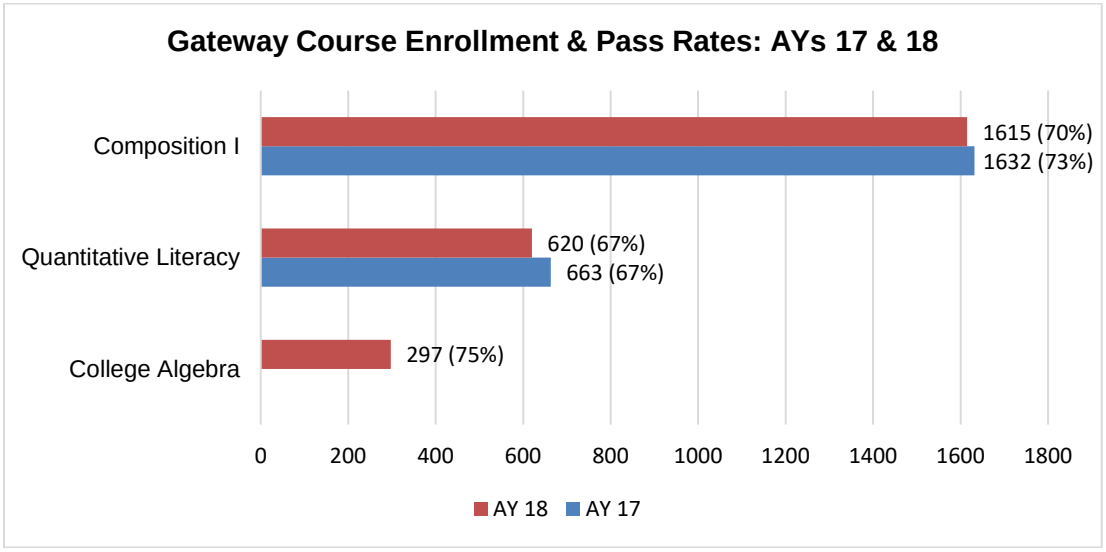
- Arkansas Tech University uses professional advisors in the Academic Advising Center until the student has earned 60 credit hours.
- At the acquisition of 60 credit hours, the student is assigned an advisor in the major department.

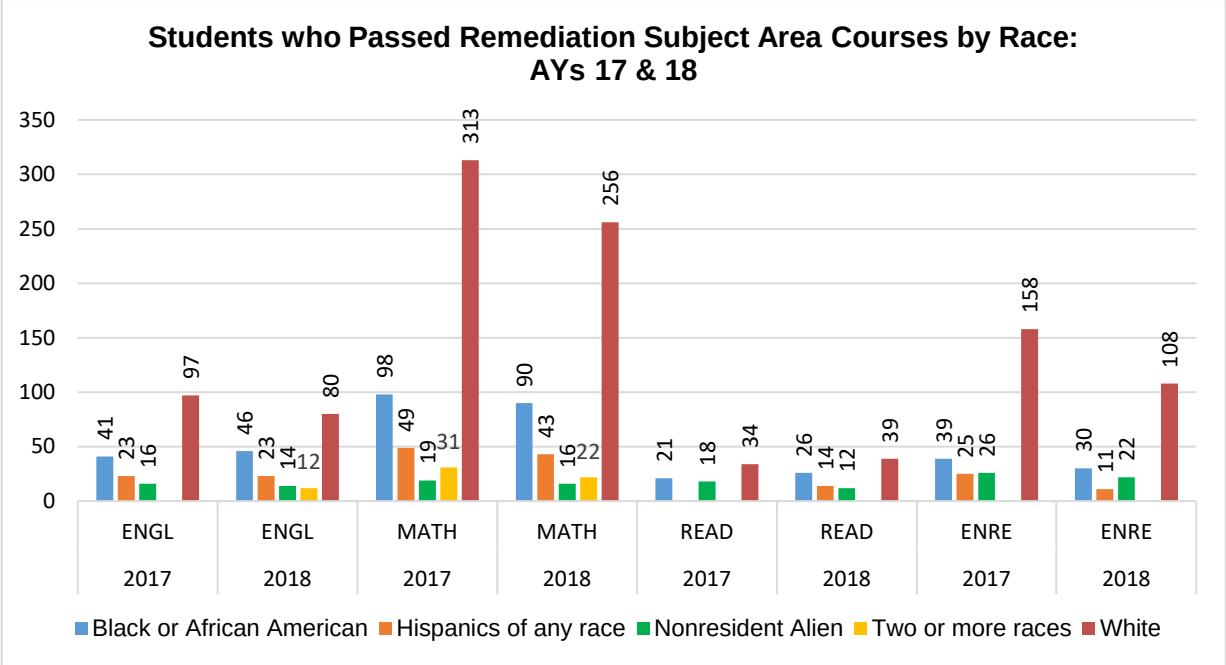
Support Strategies Offered to Students

Academic advisors
Early alert system
Attendance reporting
Supplemental Instruction
Tutoring Services
Faculty mentors
Staff mentors
First-Year Experience course
Mid-term Grade reporting

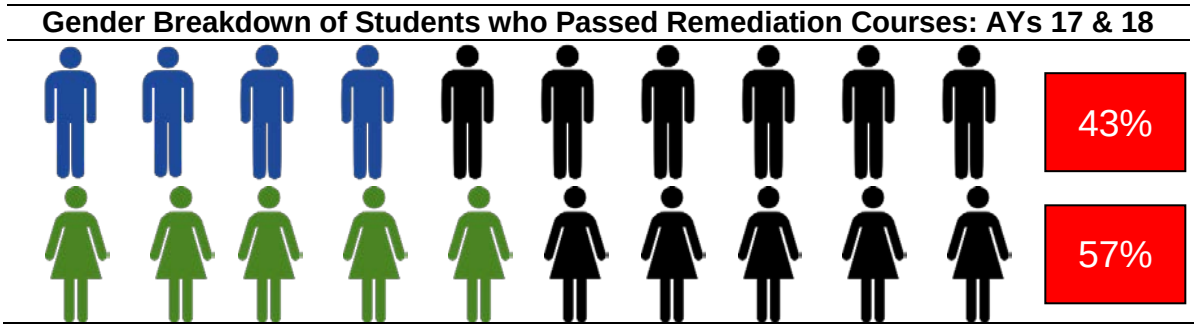
Outcomes







Note: Counts 10 or less were not included.



Total population: 1953

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall score)	Standardized exam	All
High School GPA (Overall)	GPA	All

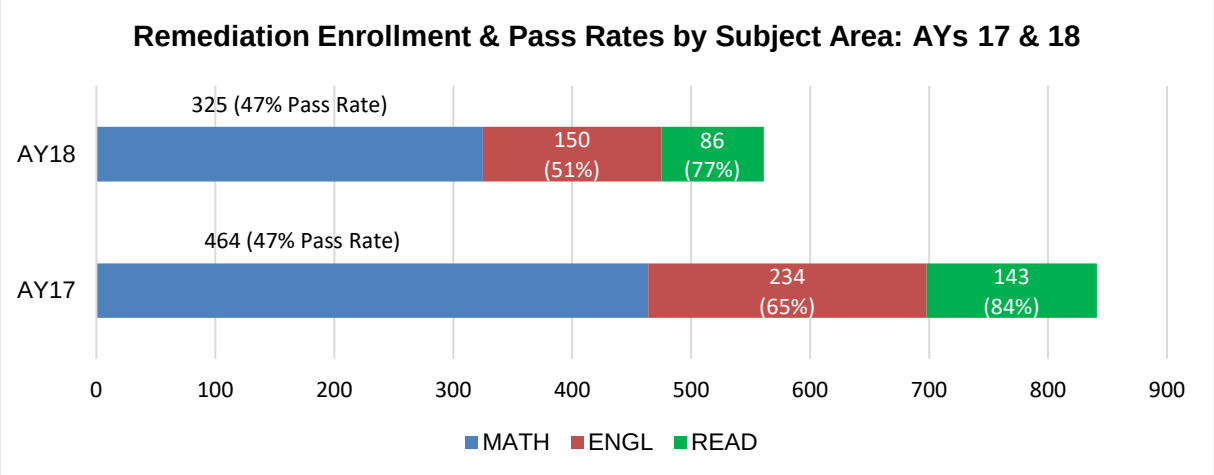
Advising

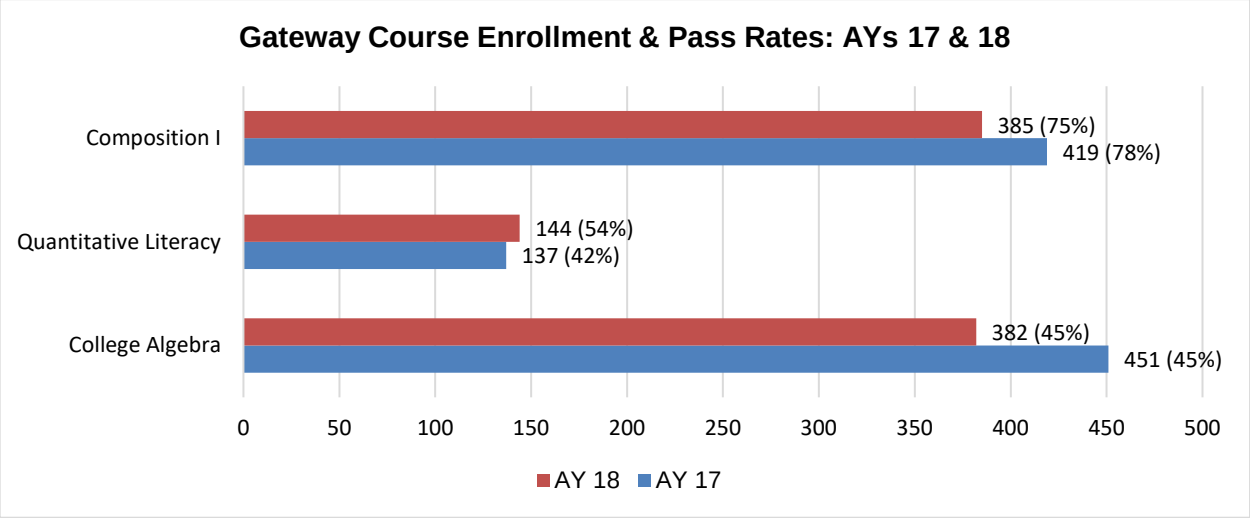
- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. Once the student enters their third year, they will transition over to their faculty advisor.
- Students who have an ACT Composite score of 16, 17, 18 or 19 will be conditionally admitted and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the HSU Academic Advising Center. A caveat to this is if the student has an ACT Composite score of 19 and a high school GPA of 3.25 or higher they are considered unconditionally admitted and do not have to participate in the RISE program
- The Academic Advising Center also works with students conditionally admitted through our RISE program. RISE students must meet with their professional advisor and sign an admission contract outlining the requirements necessary to complete the RISE program.

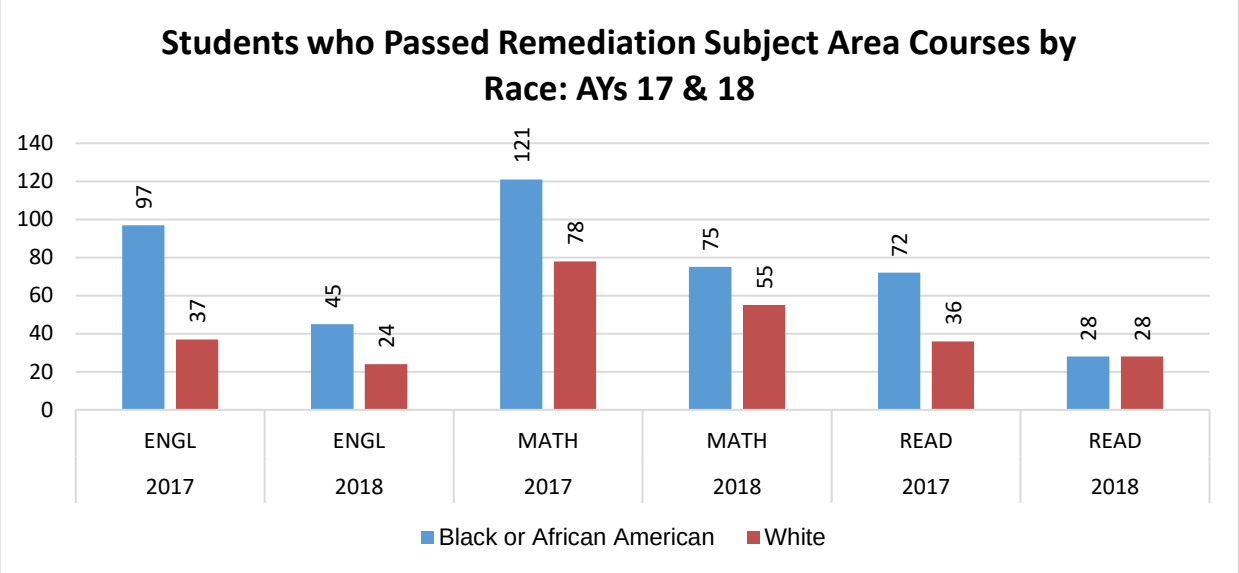
Support Strategies Offered to Students

Early alert system
Advising Center Tutoring
Writing Center
Math Department Tutoring

Outcomes







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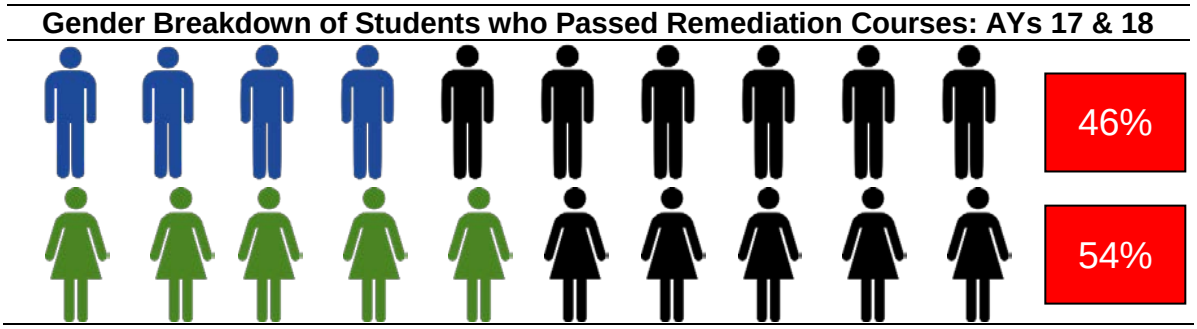


Total population: 788

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
High School GPA (Overall)	GPA	All
ACT (English)	Standardized Exam	English
ACT (Math)	Standardized Exam	Math
ACT (Reading)	Standardized Exam	Reading
COMPASS	Standardized Exam	All
ASSET	Standardized Exam	All
Departmental Placement Test	Standardized Exam	Math
Next-Gen ACCUPLACER (Reading)	Standardized Exam	Reading
Next-Gen ACCUPLACER (Writing)	Standardized Exam	English
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized Exam	Math
ACCUPLACER (Reading Comprehension)	Standardized Exam	Reading
ACCUPLACER (Sentence Skills)	Standardized Exam	English
ACCUPLACER (College Level Math)	Standardized Exam	Math
SAT (Reading)	Standardized Exam	Reading
SAT (Writing & Language)	Standardized Exam	English
SAT (Reading)	Standardized Exam	Math

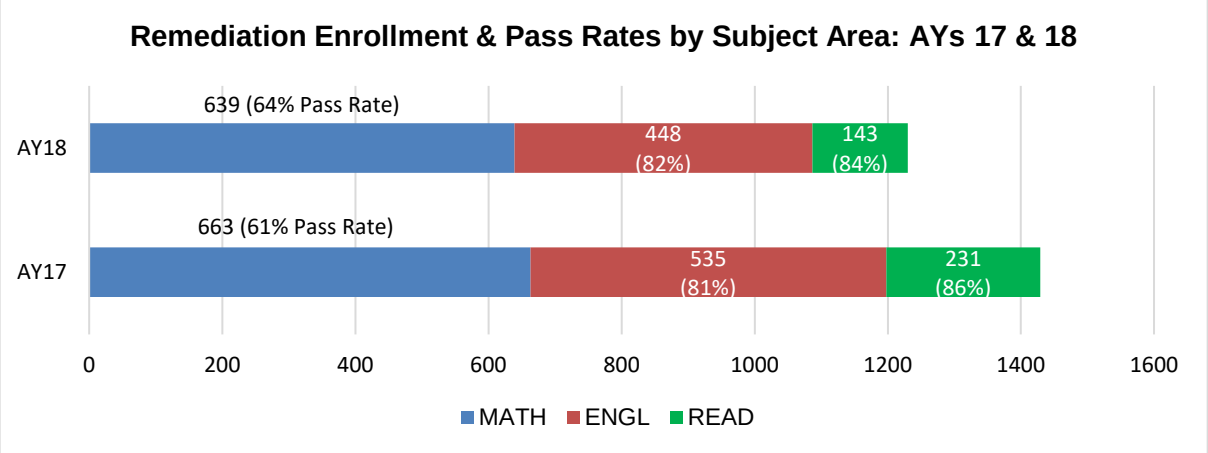
Advising

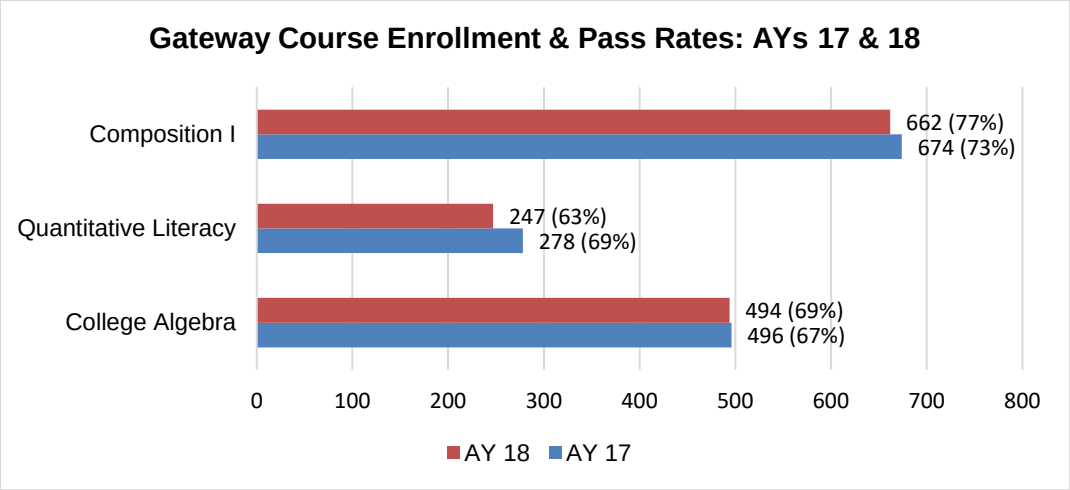
- Student transcripts are reviewed for previous college coursework, if applicable.
- If the student has not had past college English coursework, high school transcripts and placement scores are used to place the student.
- Students who do not have a high school transcript available are placed based on ACT or other placement scores.
- Students are always placed at the highest level they are eligible for when reviewing available data (i.e. SAU uses the highest placement score available).
- In the summer, student records are reviewed again to check if high school transcripts have come in (if not originally available) so that placement can be determined using a combination of high school GPA and placement scores (ideally, we want both measures available).

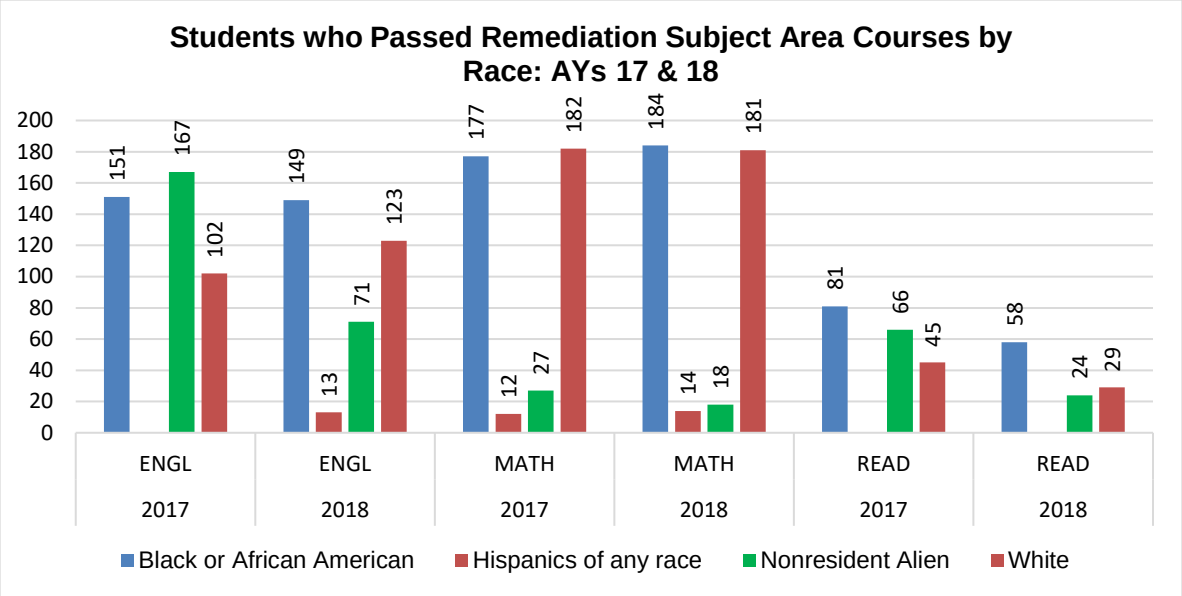
Support Strategies Offered to Students

Early alert system
Attendance reporting
Academic advisors
Tutoring Services
Peer mentor
Writing Center
Math Lab

Outcomes







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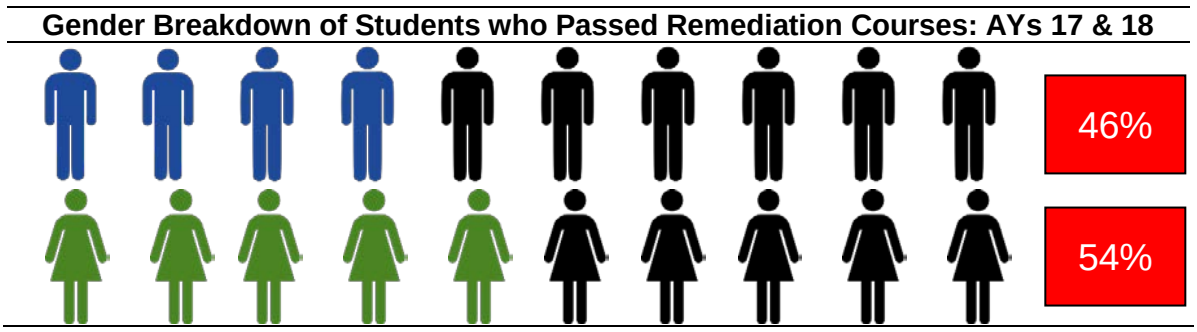


Total population: 1933

UAFS University of Arkansas Fort Smith

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	English Math
ACCUPLACER (Overall score)	Standardized exam	English Math
SAT (overall score)	Standardized exam	English Math
High School GPA (Overall)	GPA	English Reading

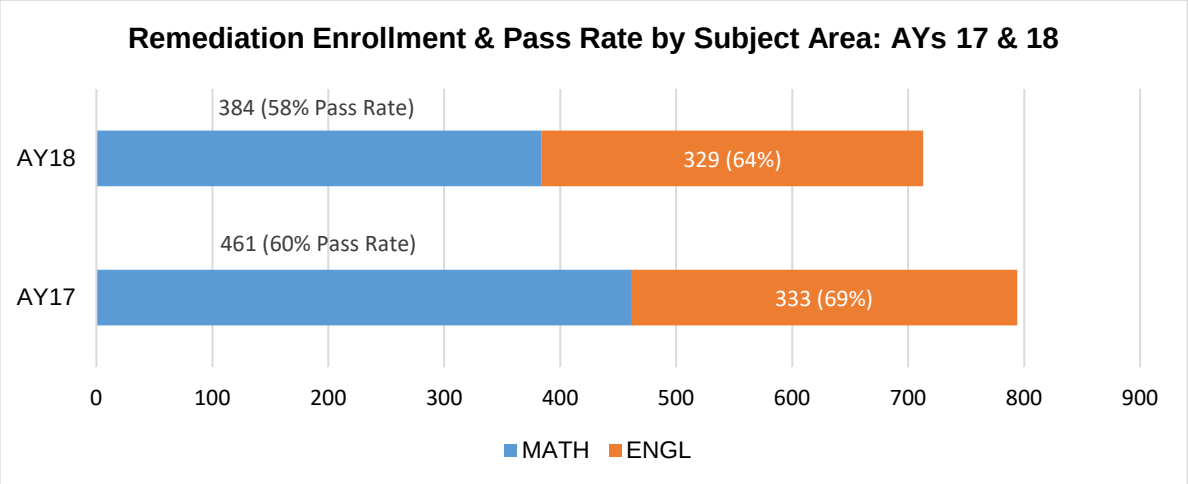
Advising

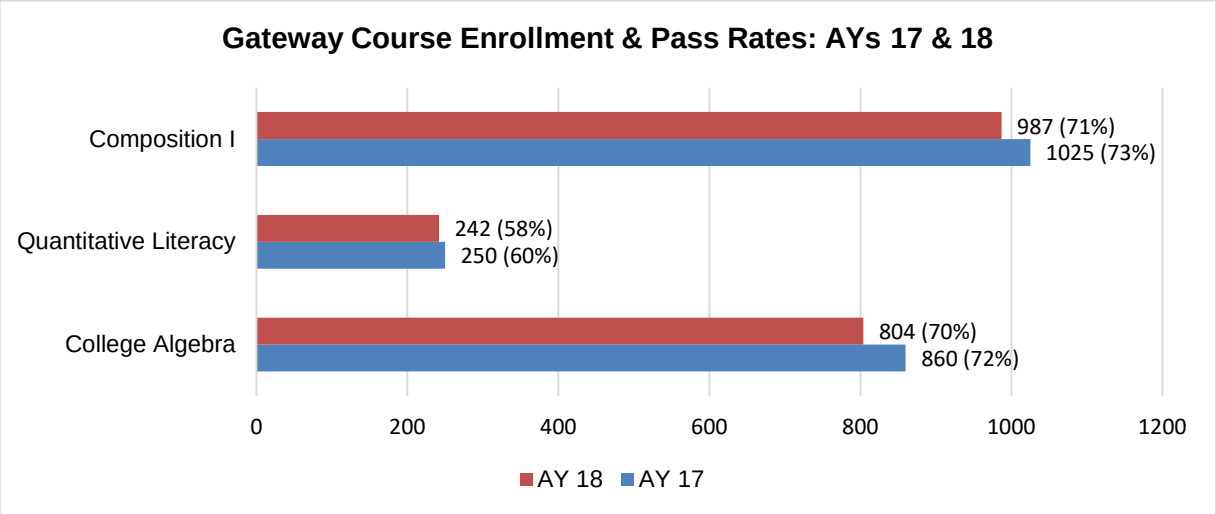
- All degree-seeking students are advised in the college of their major by either an advising coordinator or faculty member.
- Undeclared students as well as some associate degree-seeking students are advised in the central advising office by professional advisors.
- Students testing below the developmental level in any discipline are not being admitted. These students are given resources available to encourage and assist them in getting their scores up to the developmental level so they can be eligible to declare a major.
- Students in developmental courses are required to meet with their advisor each semester to discuss their progress and courses to be taking the following semester, as well as if the student is eligible to continue. These students are registered manually with their advisor.
- Starting in Fall 2019, all freshman will be advised by professional advisors in the ROAR First Year Advising Center.

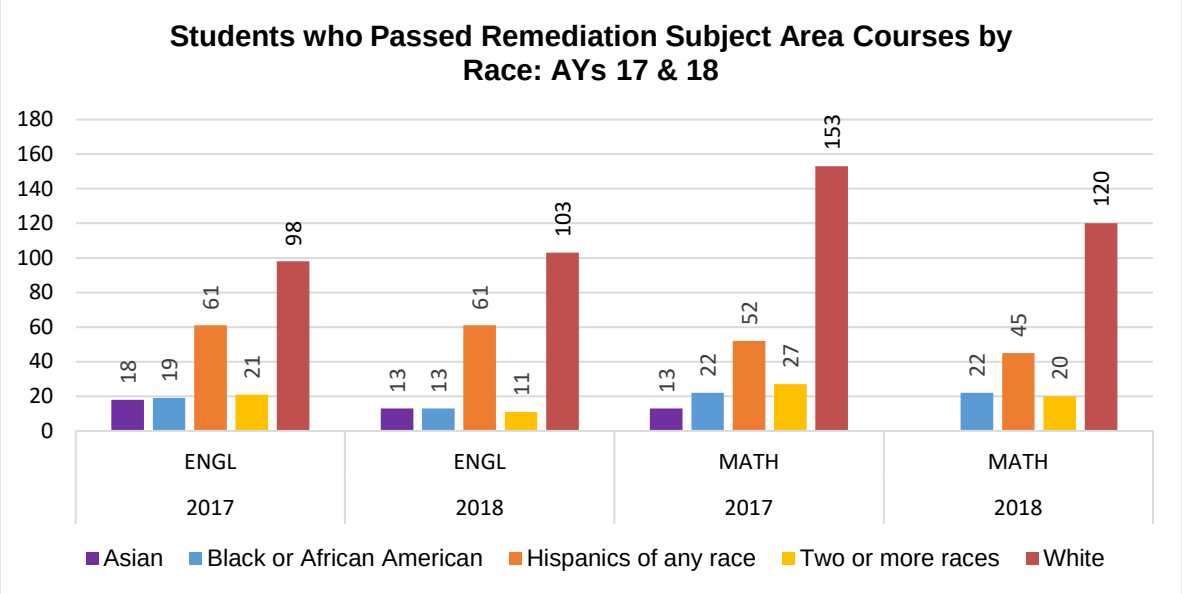
Support Strategies Offered to Students

New Student Orientation
Early alert system
Target Success Program
Tutoring Services
Academic workshops
Math Lab
Writing Center

Outcomes







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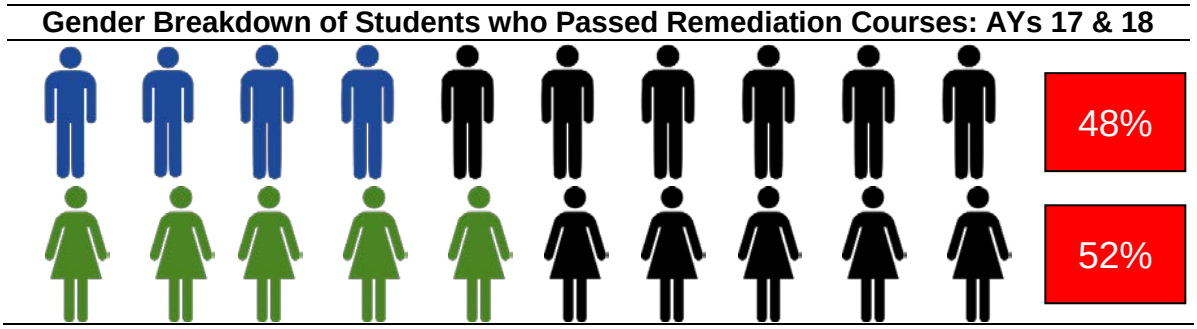


Total population: 938

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All

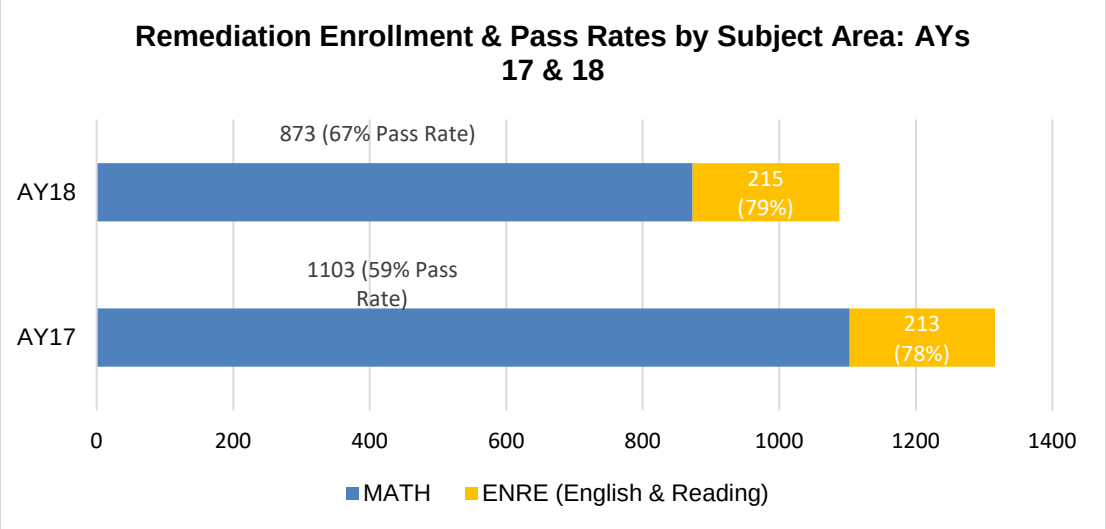
Advising

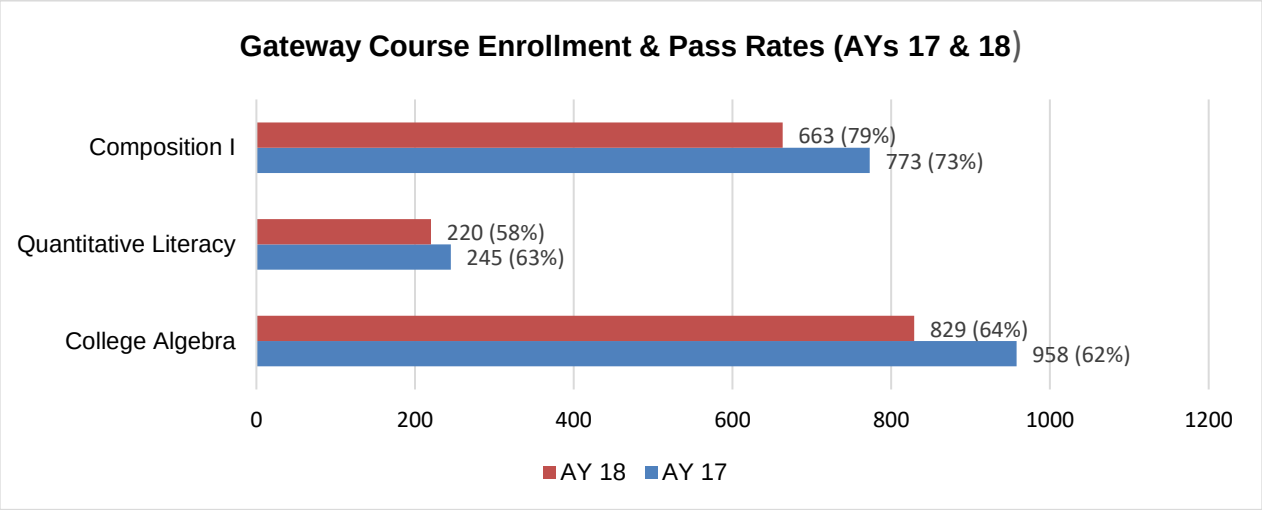
- All students must be advised each semester in order to register for classes.
- Beginning with the incoming freshman class of Fall 2018, the institution will move to a model of centralized advising of all freshman.
- New freshmen are advised for fall classes during summer orientation by professional advisors in one of two offices and continue to be advised in these offices until they earn approximately 45 credit hours.
- After reaching approximately 45 hours, students will be advised in academic college centers or academic departments**.**

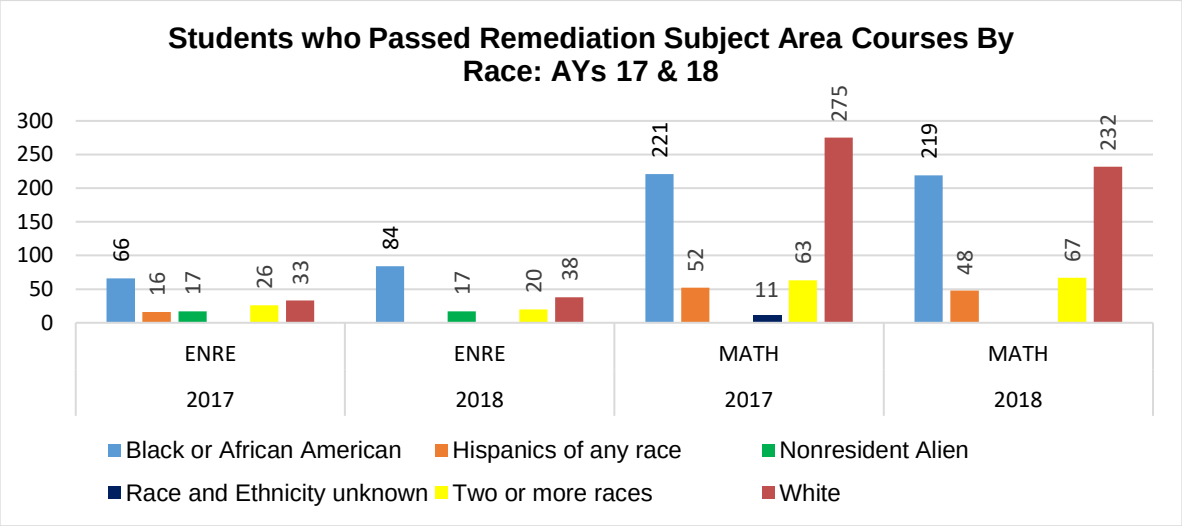
Support Strategies Offered to Students

Academic advisors
Learning Communities
Writing Center
Math Lab
Academic coaches

Outcomes







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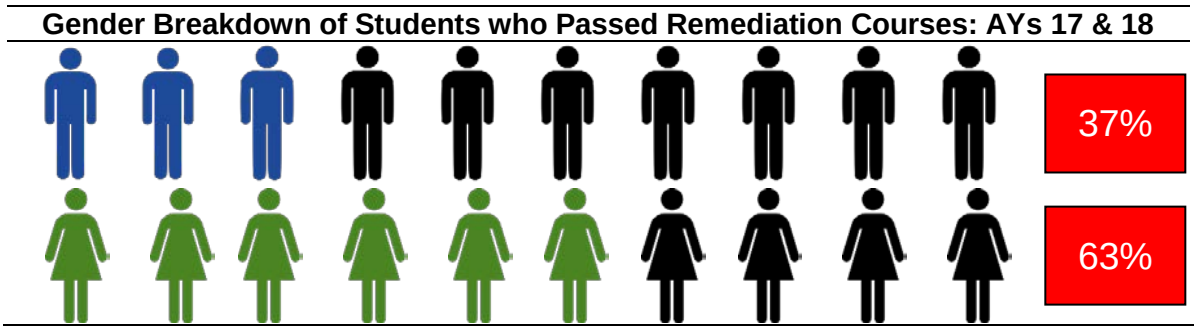


Total population: 1566

UAM
The University of Arkansas at Monticello
Monticello · Crossett · McGehee

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
HS GPA (Overall)	GPA	All

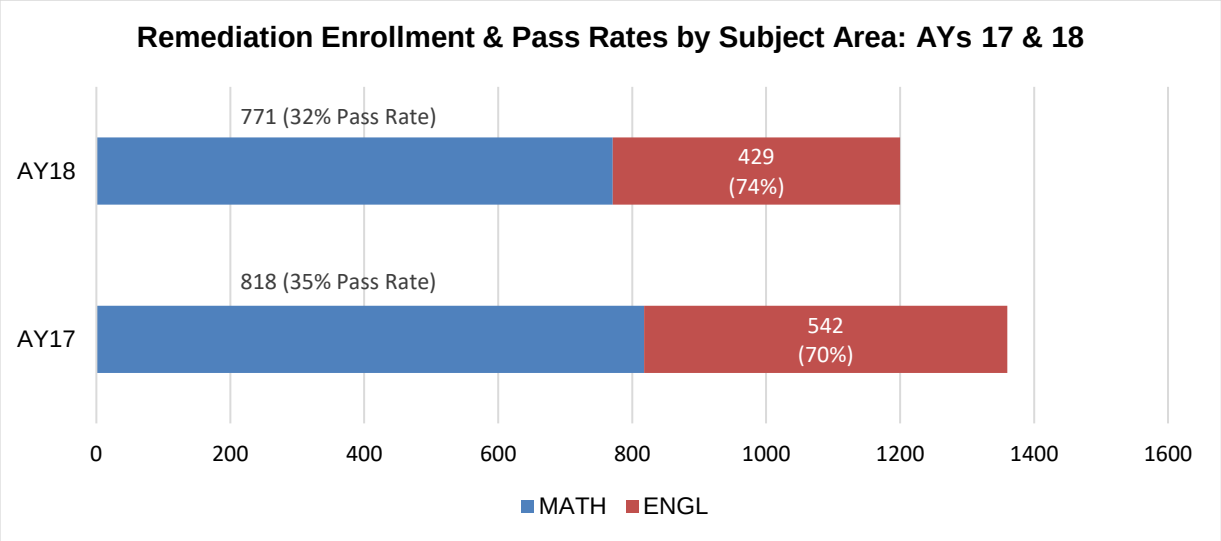
Advising

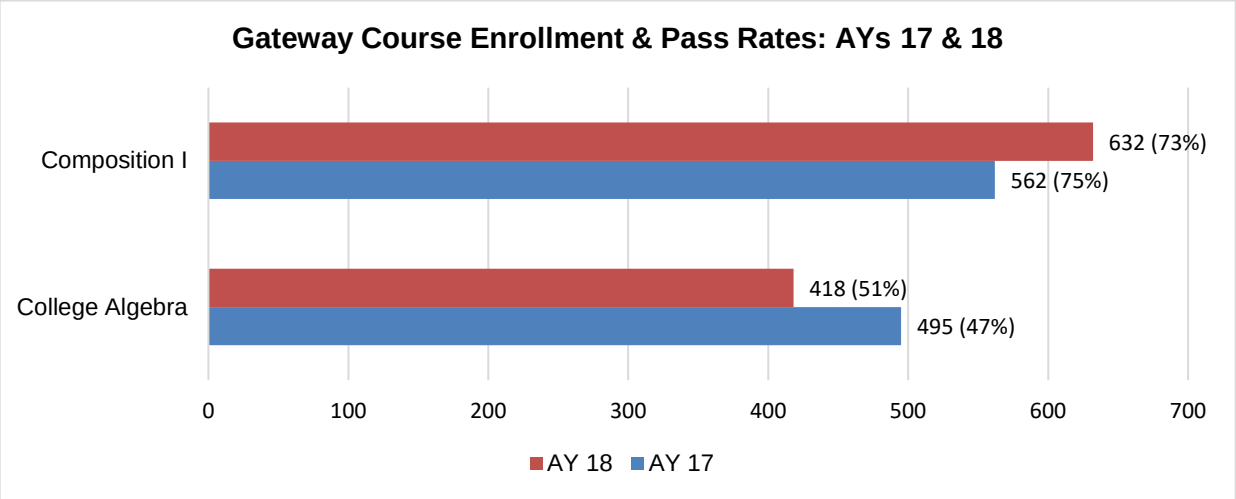
- Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study.
- The Institution uses faculty advisors for students who have declared a specific major and professional advisors for conditional prep and general studies students.
- All students are required to speak to an academic advisor before enrolling for the first time.
- Students are welcome to email, call or meet with their academic advisors.
- The Director of Academic Advising also takes a direct role in the advising process.
- The Director ensures that every student is assigned an advisor in a timely manner, advises general studies students, provides training for all professional and faculty advisors, develops new programming to prepare students for college and is responsible for any specialized projects associated with academic advising

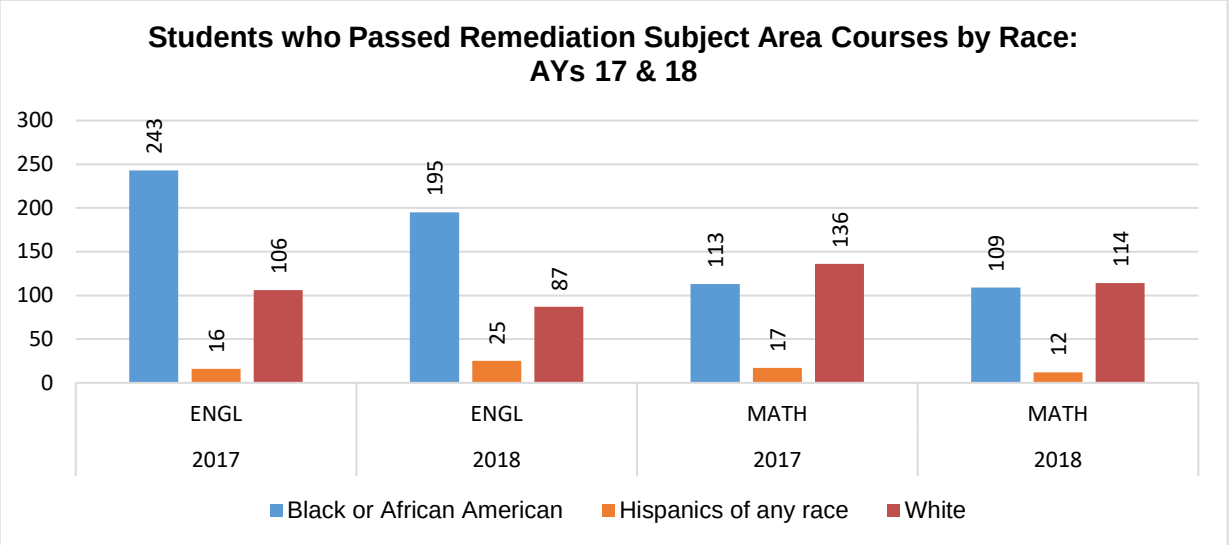
Support Strategies Offered to Students

Early alert system
Writing Center
Peer mentor
Tutoring Services
Academic workshops

Outcomes







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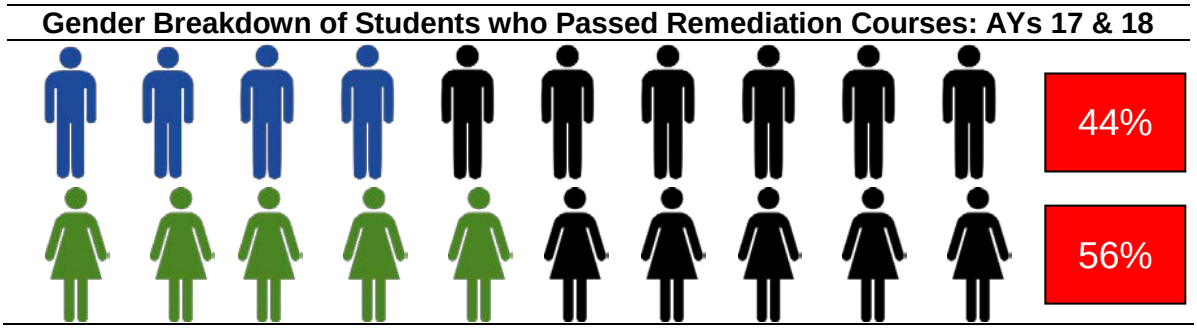


Total population: 1223

Viable Metrics

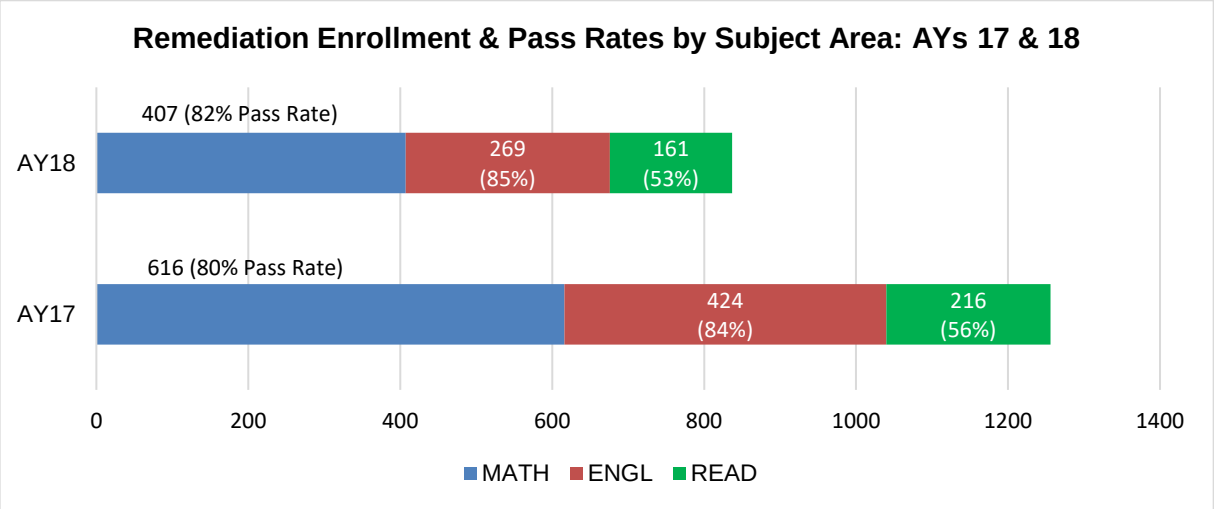
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	Reading
ACCUPLACER (College Math)	Standardized exam	Math

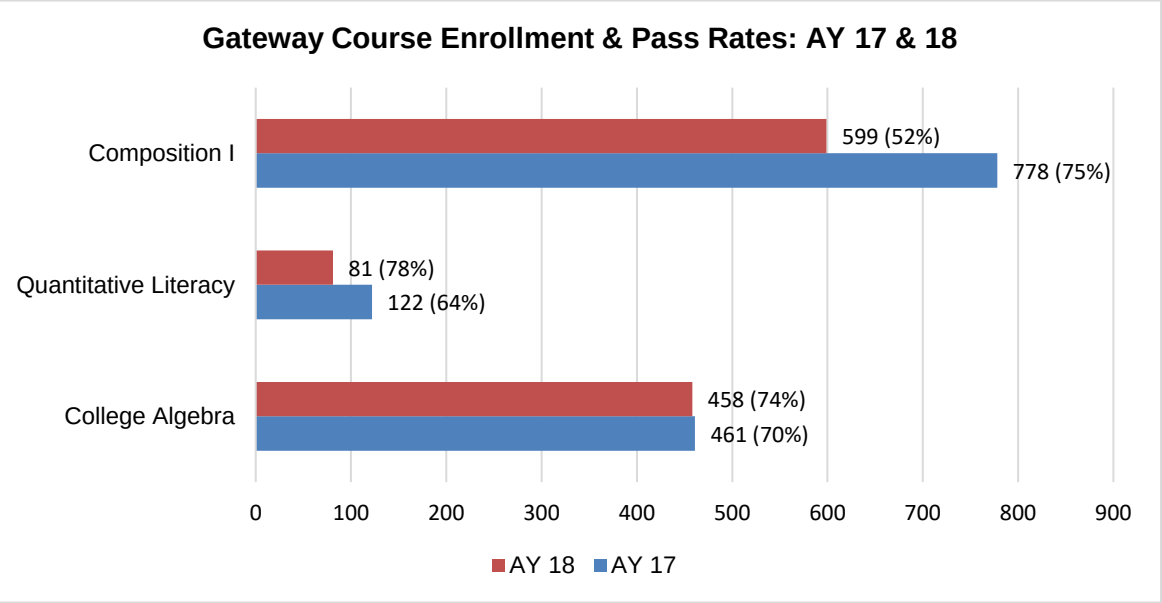
Advising

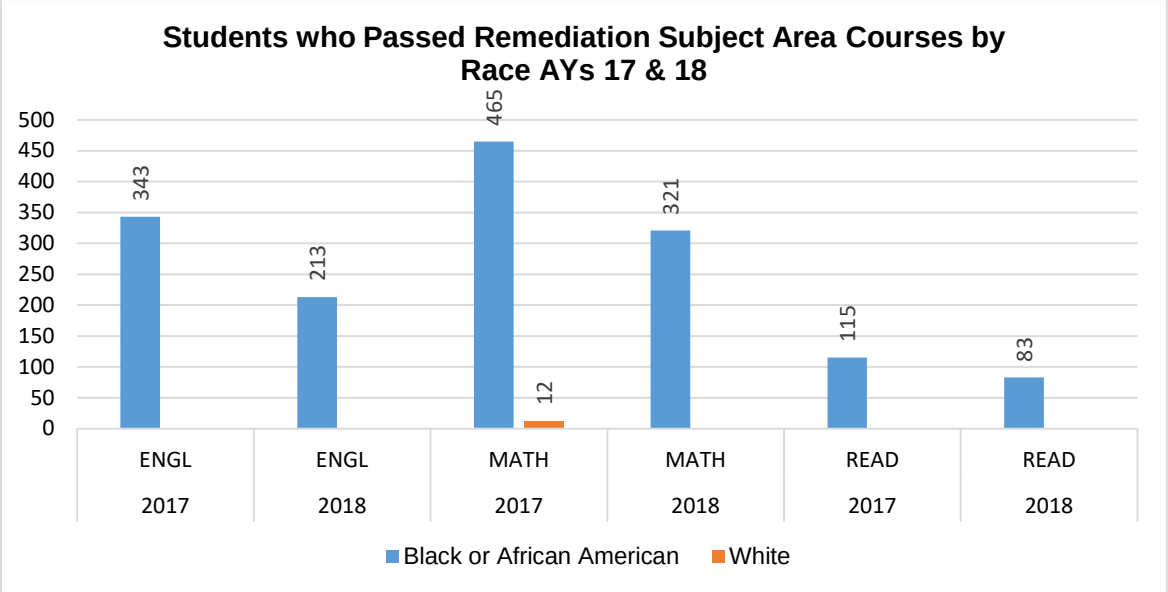
Support Strategies Offered to Students

Summer programs
Living/Learning Centers
Faculty mentors
Tutoring Services
Early alert system

Outcomes







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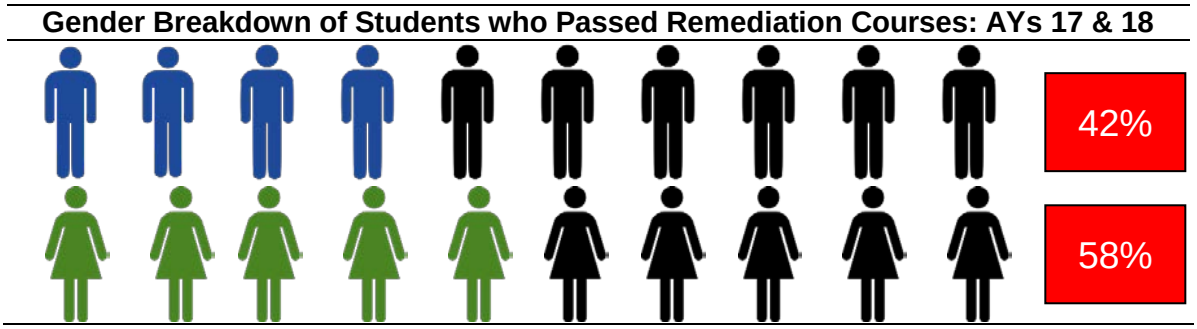


Total population: 1619

UNIVERSITY OF ARKANSAS

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
SAT (Writing & Language)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
SAT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	Reading
ACT (Math)	Standardized exam	Math
SAT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math

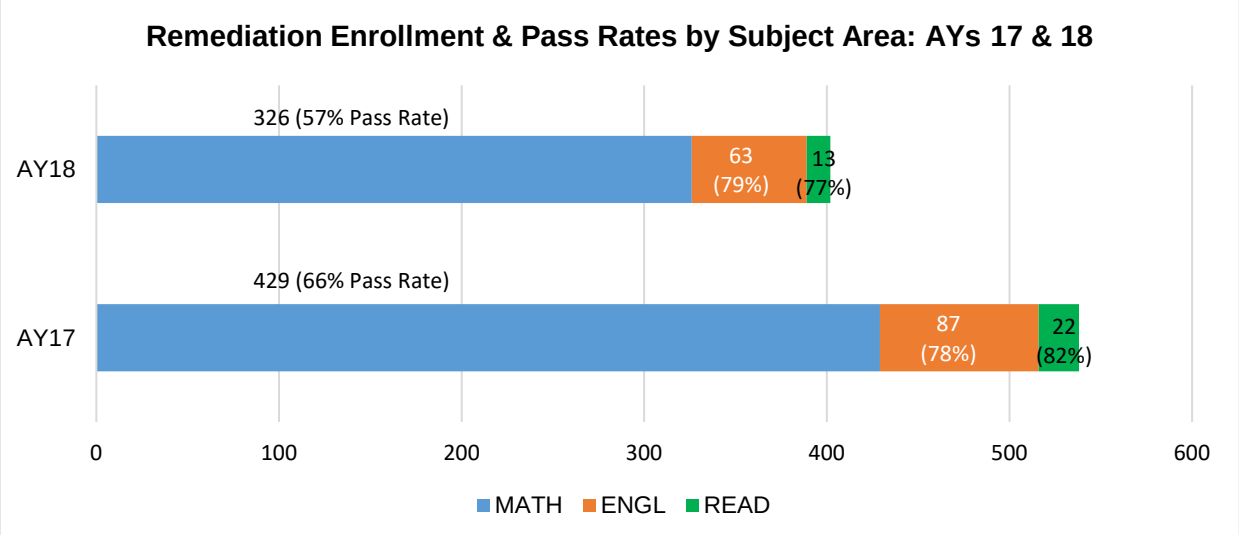
Advising

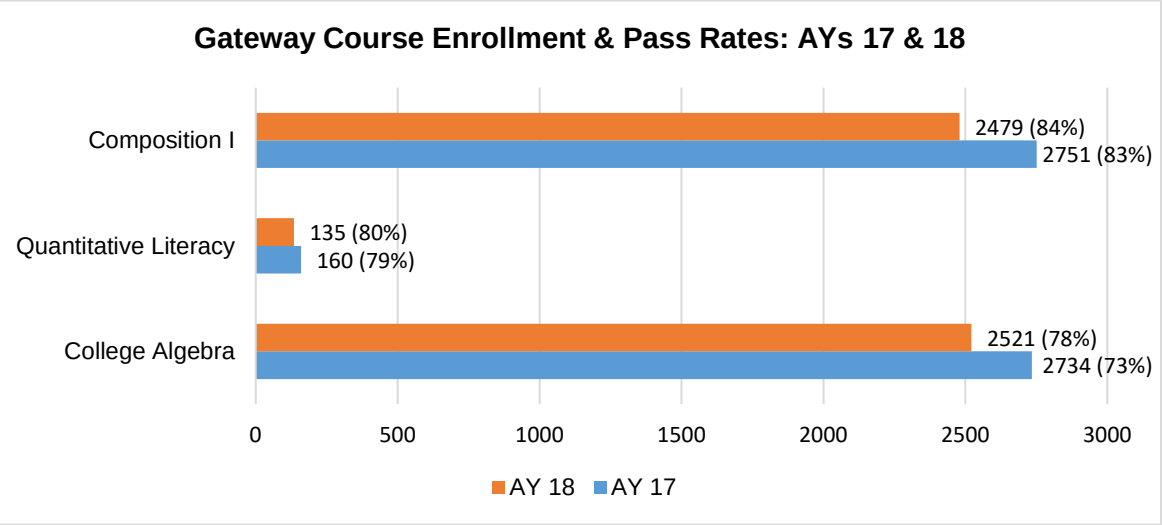
- Students in need of remediation will be pre-enrolled into the appropriate course(s) by the Registrar's Office or appropriate Advising Center prior to the start of the student's first semester.
- Academic advisors will be asked to review student course placement during orientation or before the start of the semester.

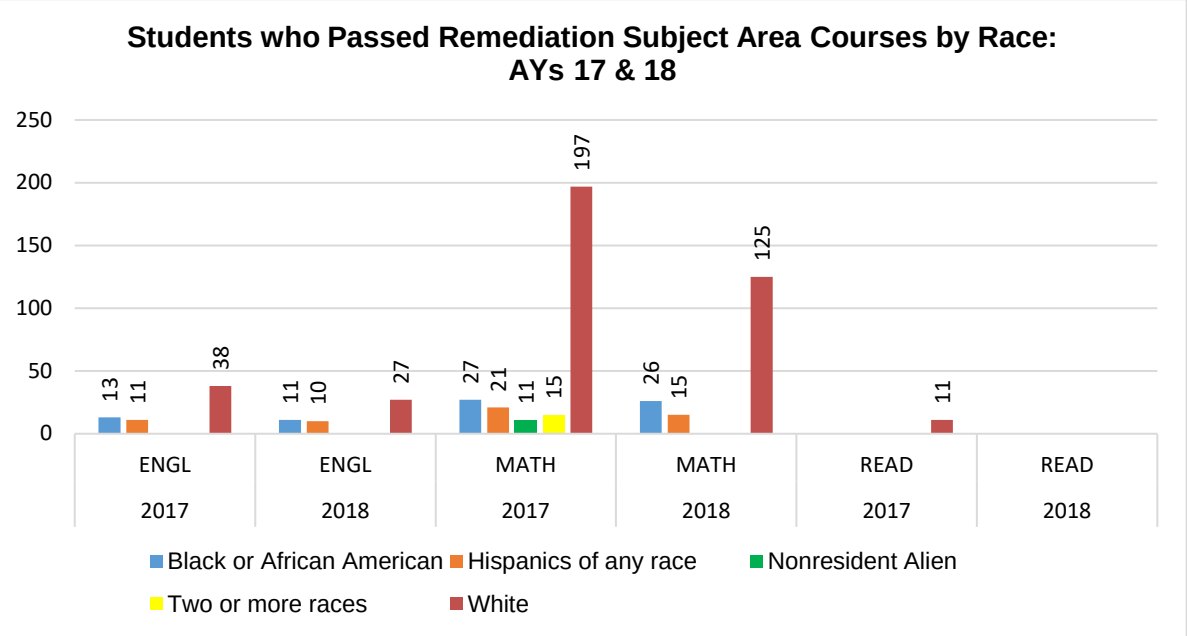
Support Strategies Offered to Students

Supplemental Instruction
Mid-term Grade reporting
Math Lab

Outcomes







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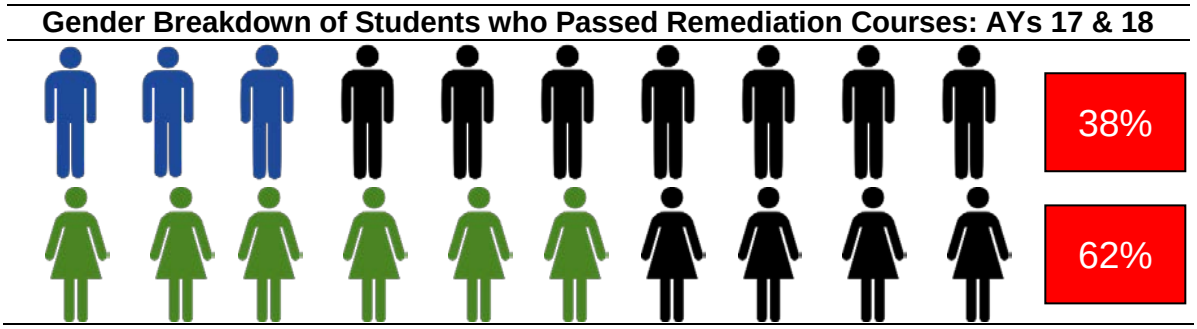


Total population: 606

UNIVERSITY OF CENTRAL ARKANSAS

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
Other	Completed transitional or college-level coursework	All

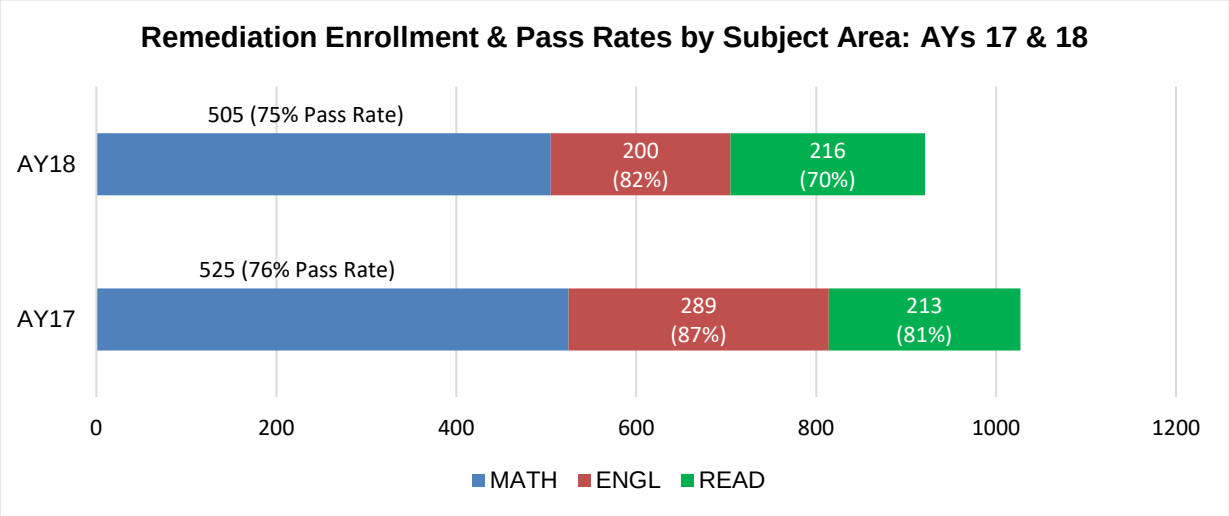
Advising

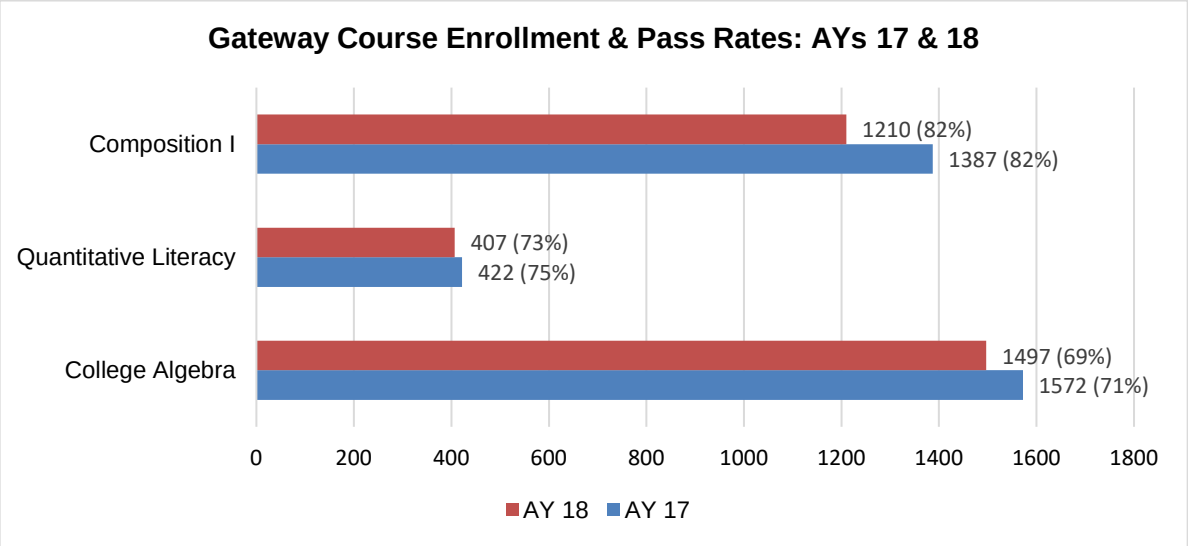
- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and group advising sessions, review of the Academic Map (program of study) for a student's intended major, and monitoring of mid-term grades.
- Conditionally admitted students will have a registration hold placed on their account that prevents them from self-registering for classes until all transitional work has been completed.
- All entering undergraduate UCA students will be required to attend academic registration, including one-on-one advising sessions, with an optional two-day student orientation program (SOAR). All entering students are encouraged to participate in the orientation activities during Welcome Week before the first day of classes in August.

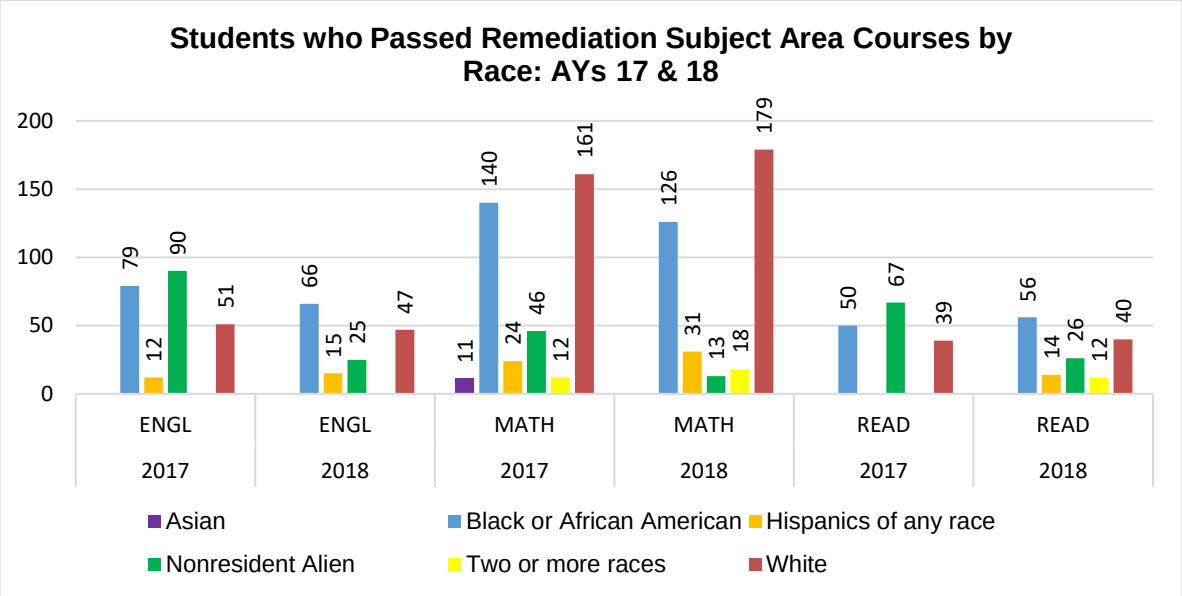
Support Strategies Offered to Students

Summer programs	Tutoring Services
Writing Center	Freshman seminar (Journeys to Success)

Outcomes







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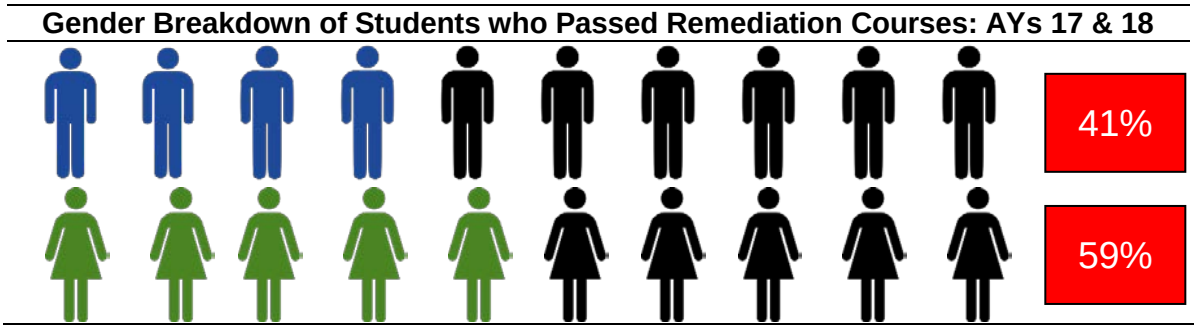


Total population: 1519

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Grit test	Motivational Assessment	All
Other	Institutional Assessments	All
HS GPA (Overall)	GPA	All

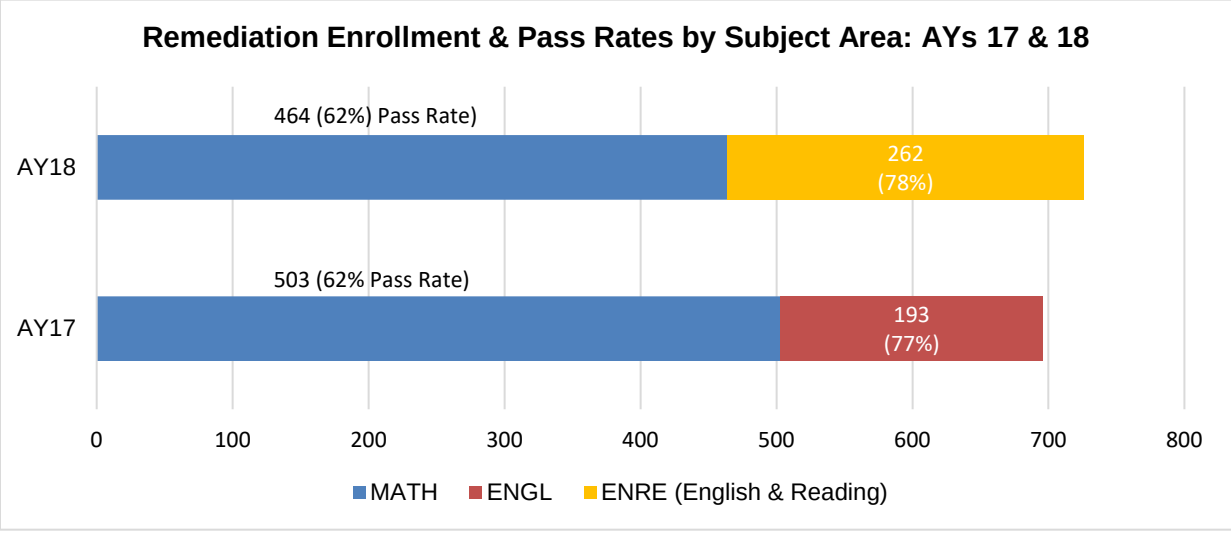
Advising

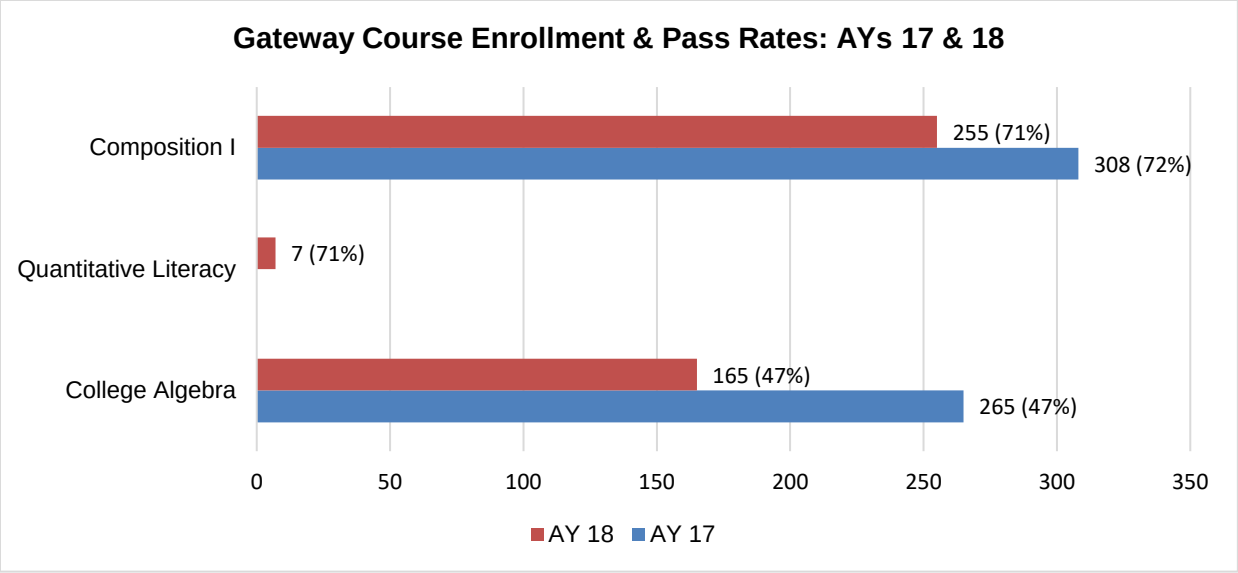
- The Academic and Career Enrichment (ACE) Center includes advising and career services, testing, mentoring, and tutoring programs. Three fulltime advisors are housed in the center and all new students and students returning after a period of separation are assigned to them for career and academic advisement.
- Each advisor has an area of specialization: transfer degrees, CTE programs or nursing/allied health programs.
- Students receive intensive advising and counseling regarding their career goals and educational plans. These three advisors continue to serve as the advisor for these students until they have successfully completed 12 hours of college work with a GPA of 2.00. At that time, the students are assigned to a faculty advisor in their field of study.

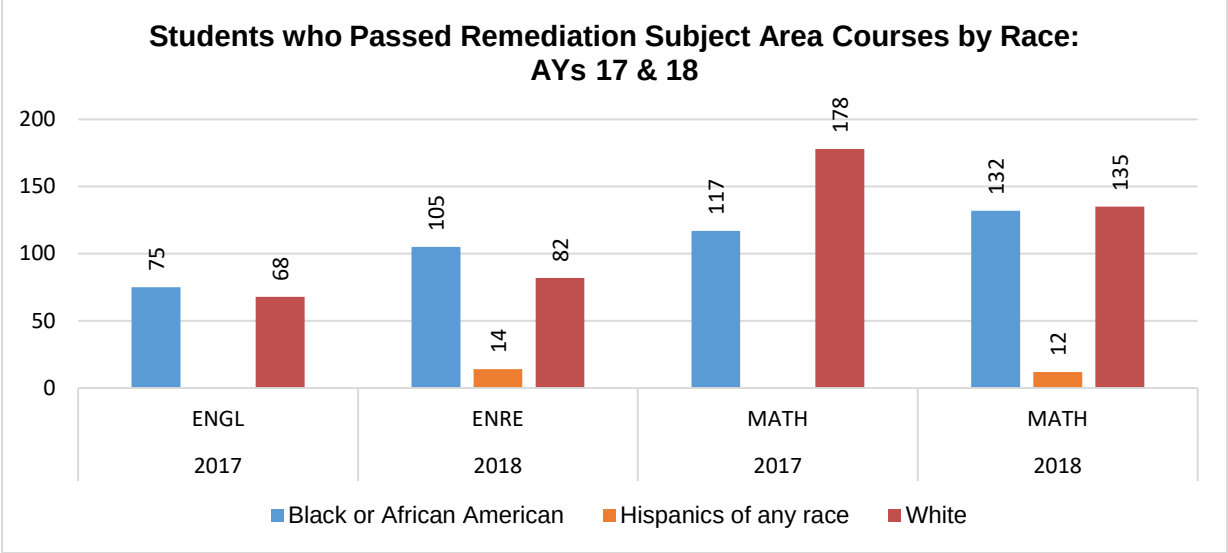
Support Strategies Offered to Students

Early alert system	Peer mentors
Tutoring Services	Academic advisors
Supplemental Instruction	First-year Experience course

Outcomes







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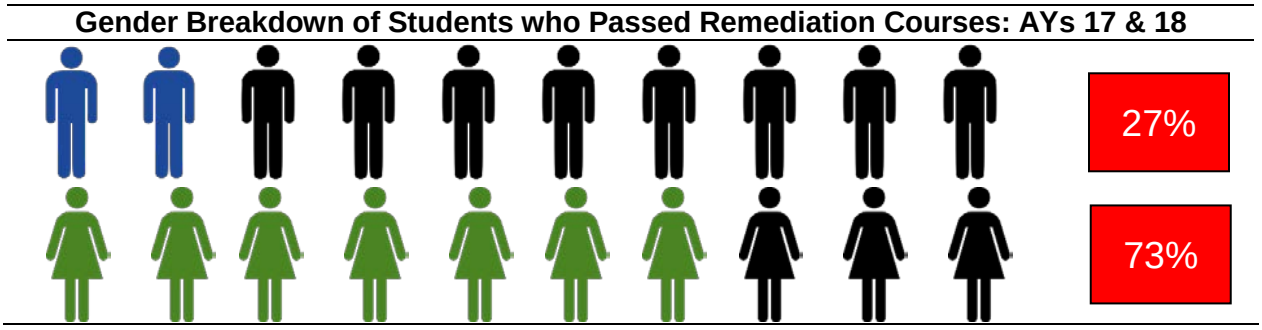


Total population: 942

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	Reading
ACT (Math)	Standardized exam	Math

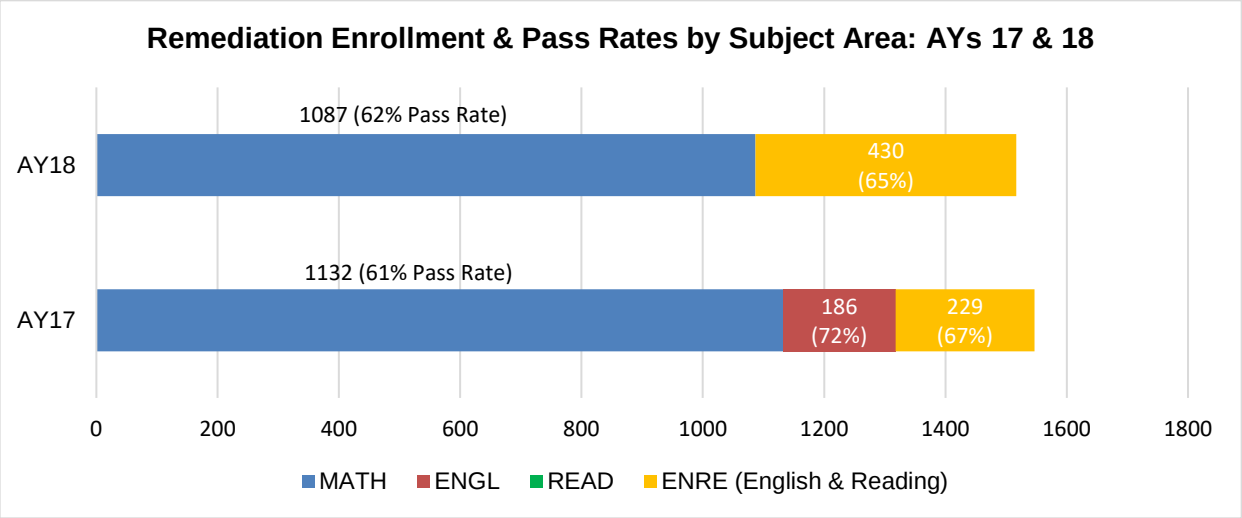
Advising

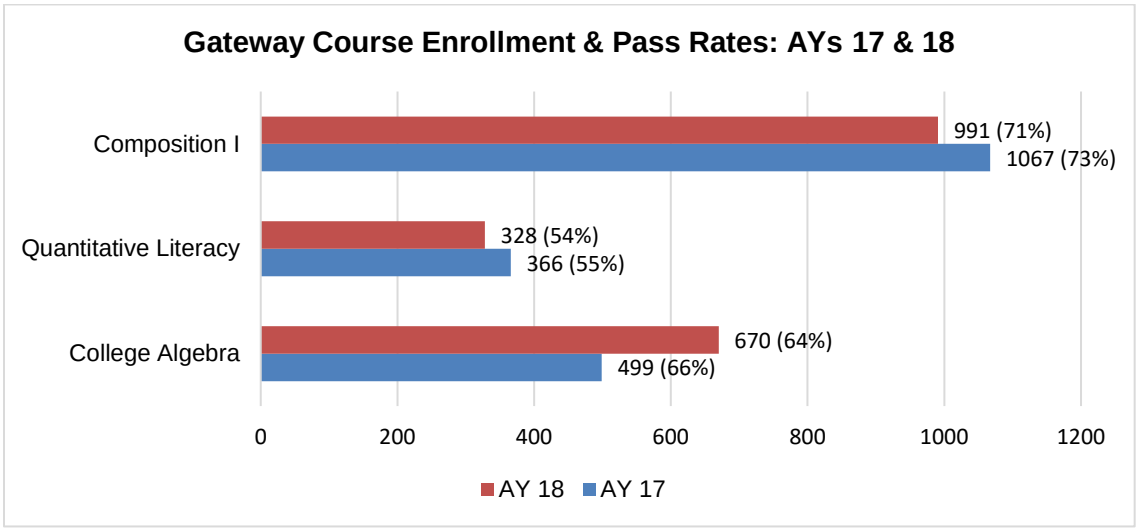
- ASUB primarily employs a faculty advising model in which all degree seeking students (new and transfer) are assigned a faculty member to serve as their advisor.
- As part of the Arkansas Guided Pathways initiative ASUB created four-semester plans of study for all of its degrees that outline the courses that should be taken and in what order those classes should be taken.
- Upon meeting with a student the advisor will work with the student to determine what course of study the student is interested in pursuing. The advisor then creates an individualized plan of study based upon the degree plan the student indicated and the standardized test scores the student has on file.
- All advisors are equipped with the University's Placement Guide which indicates what courses (English and Math) a student is eligible to enroll in.

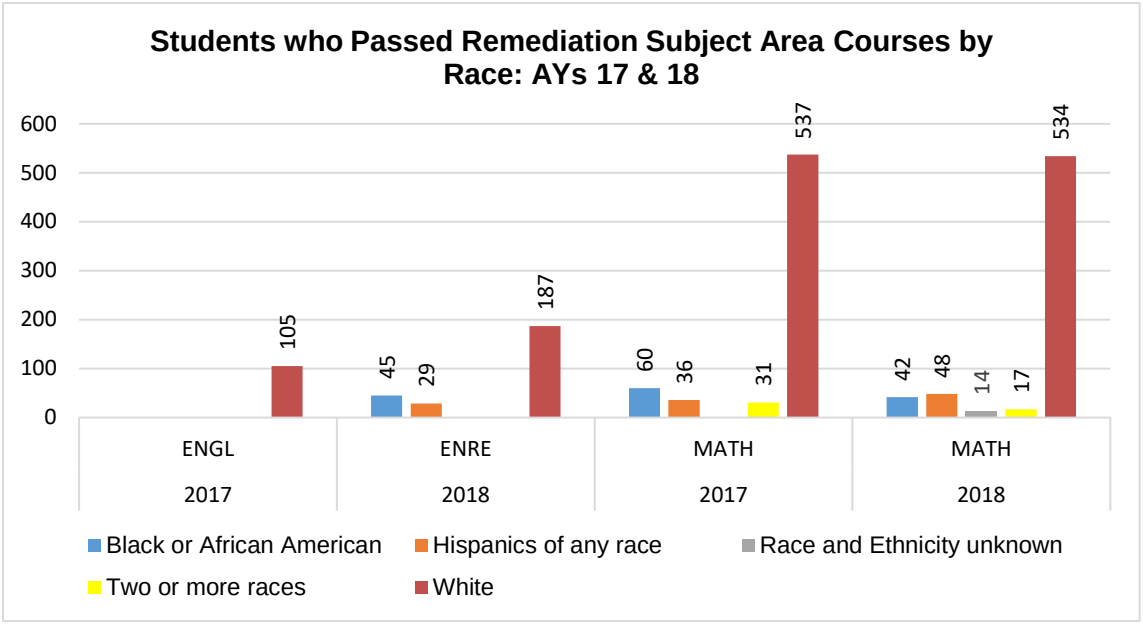
Support Strategies Offered to Students

Tutoring Services
Early alert system
Attendance reporting

Outcomes







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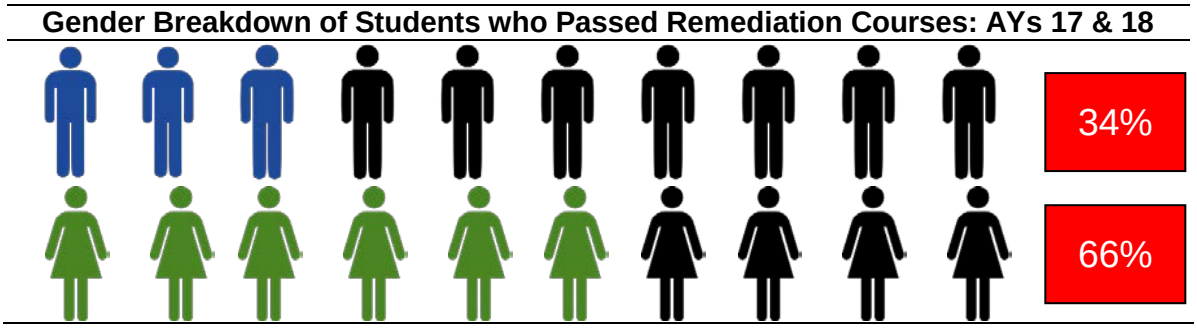


Total population: 1923

ARKANSAS STATE UNIVERSITY
MID-SOUTH

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
COMPASS	Standardized exam	All
Other	Years Since Last Class	All
Other	High School Grades	All

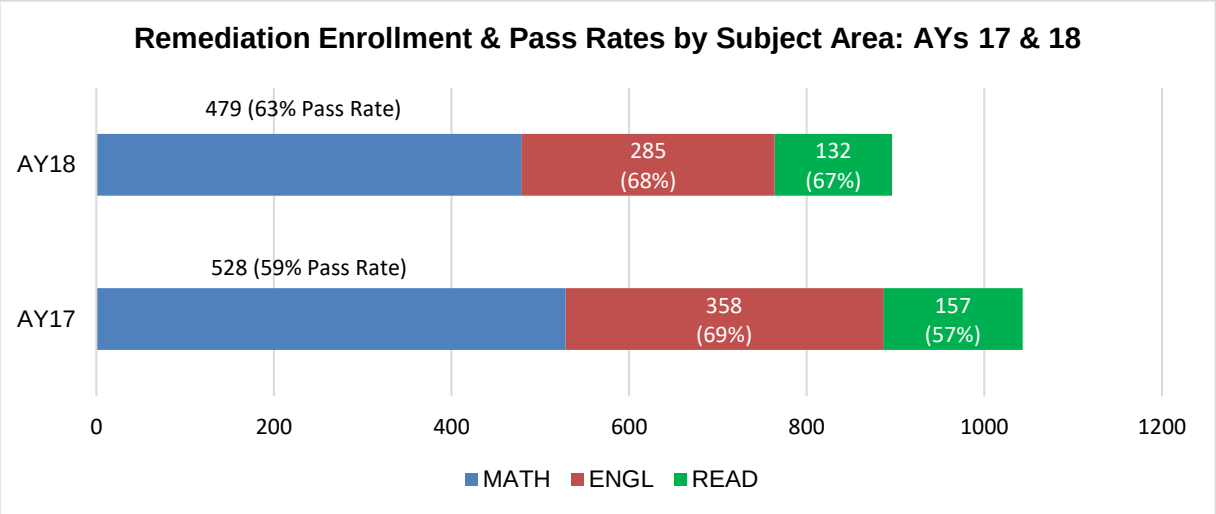
Advising

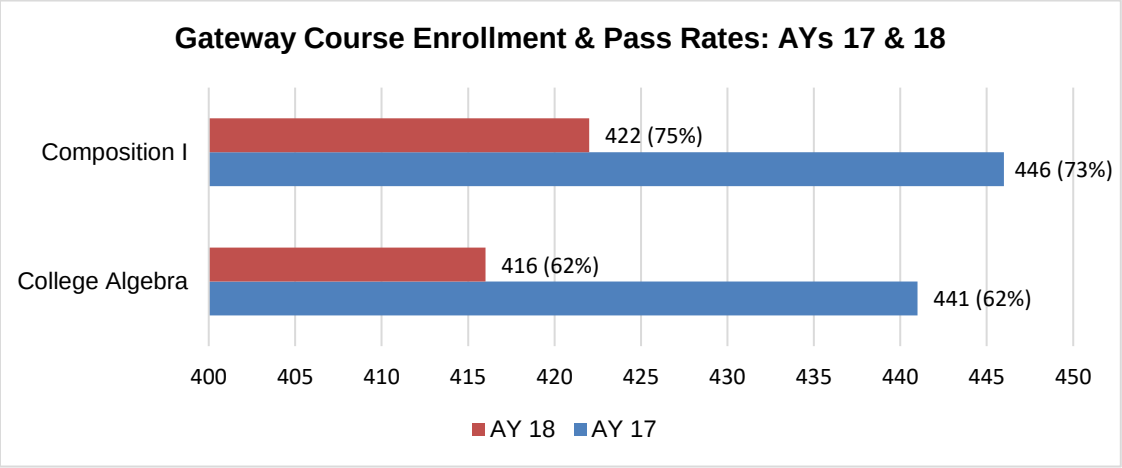
- Placement may be determined by scores earned on the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Computerized Placement Assessment and Support System (COMPASS), the Assessment of Skills for Successful Entry (ASSET), or the ACCUPLACER Next Generation test.
- Students with placement test scores more than three years old may be required to retest.

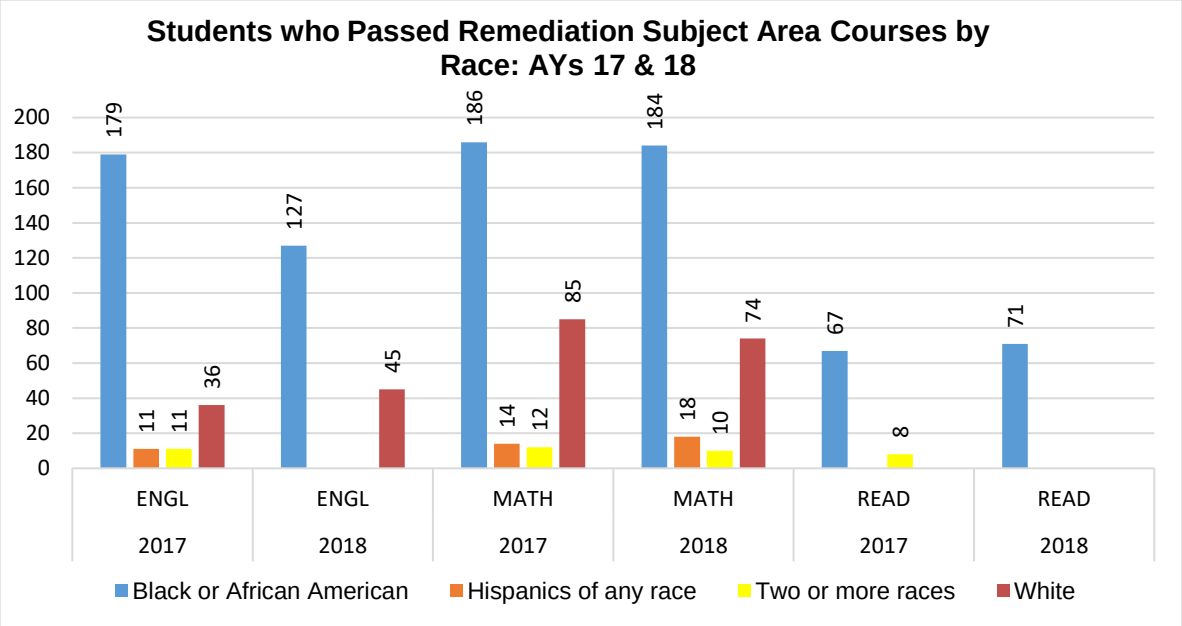
Support Strategies Offered to Students

Early alert system	Academic advisors
Attendance reporting	Other
Tutoring Services	Mid-term Grade reporting
Supplemental Instruction	Academic coaches
First-Year Experience course	Academic workshops

Outcomes







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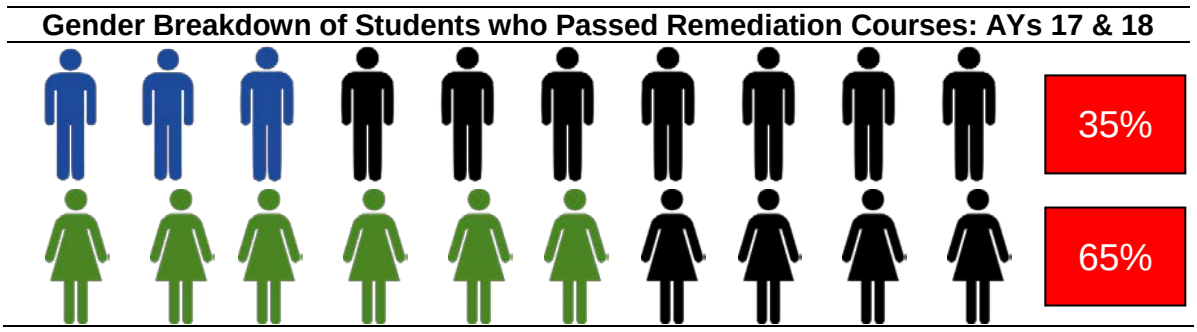


Total population: 1229

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All

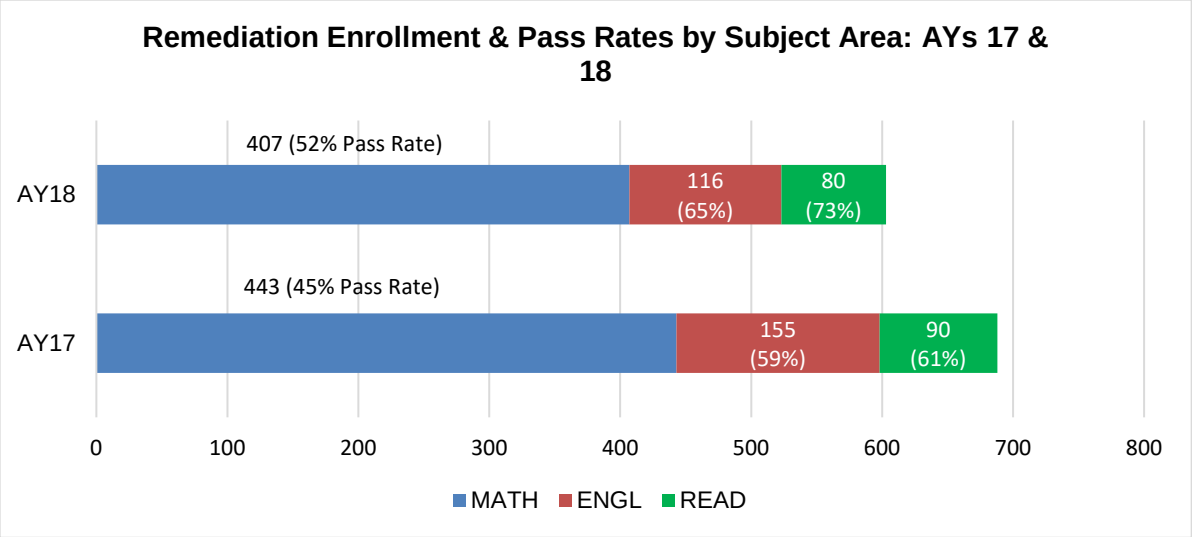
Advising

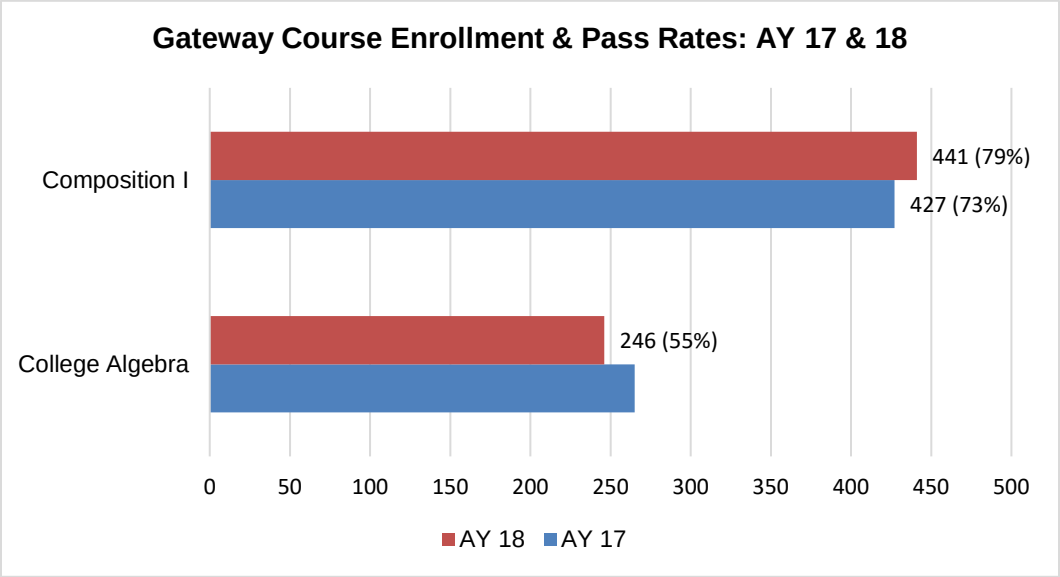
- Faculty advisers offer themselves as mentors and support students as they struggle to survive the routine traumas of the first 2 years at college: discovering that other students may be as, or more, capable than they are; coping with sudden illness; managing heavy academic burdens; and dealing with personal identity issues.
- The Student Retention Specialist offers mentoring, support, career guidance, and academic counseling to students.

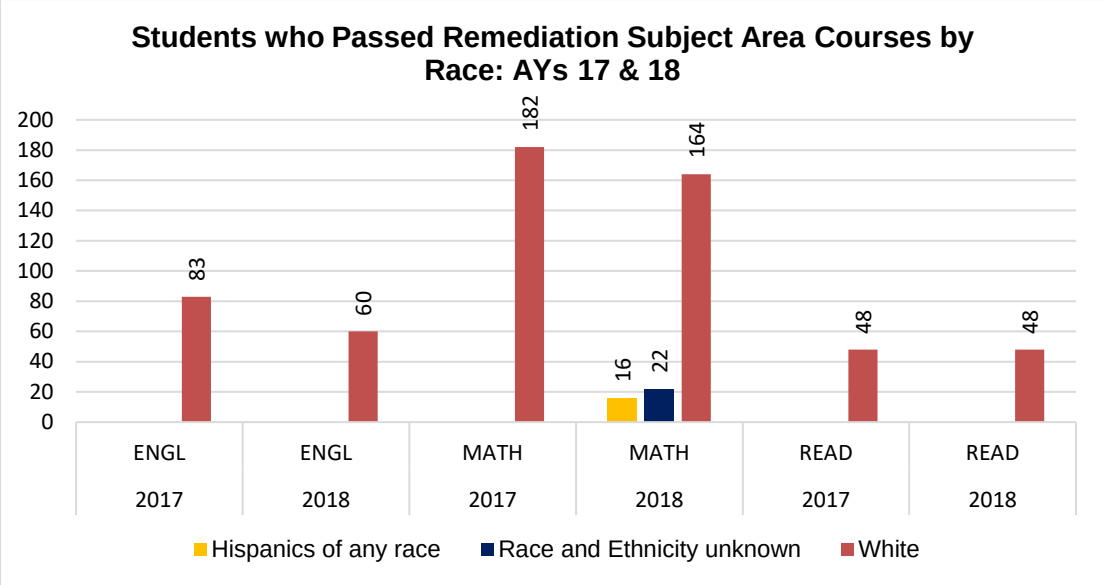
Support Strategies Offered to Students

Faculty advisors
Early alert system
Tutoring Services
Writing Center

Outcomes







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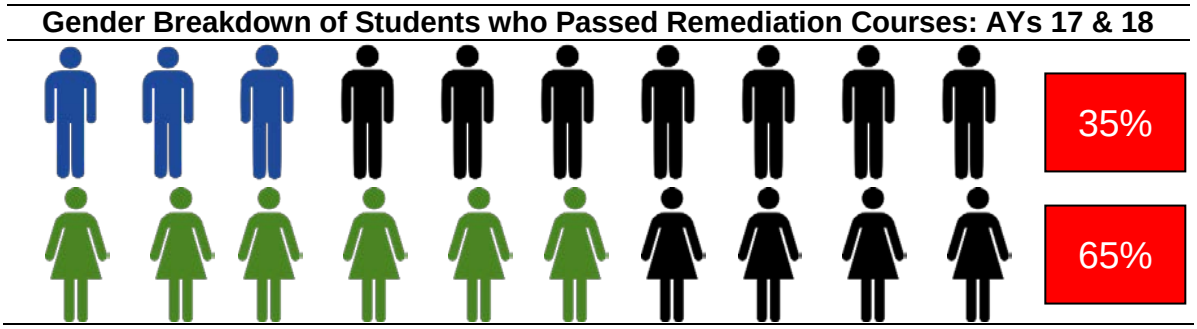


Total population: 687

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
ACT (Math)	Standardized exam	Math
ACT (English)	Standardized exam	English

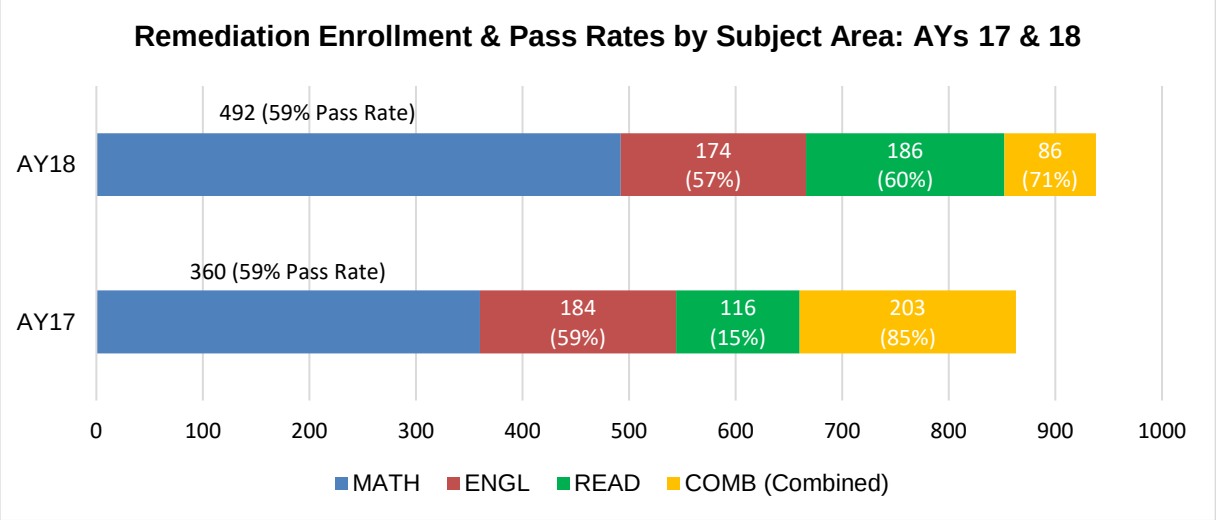
Advising

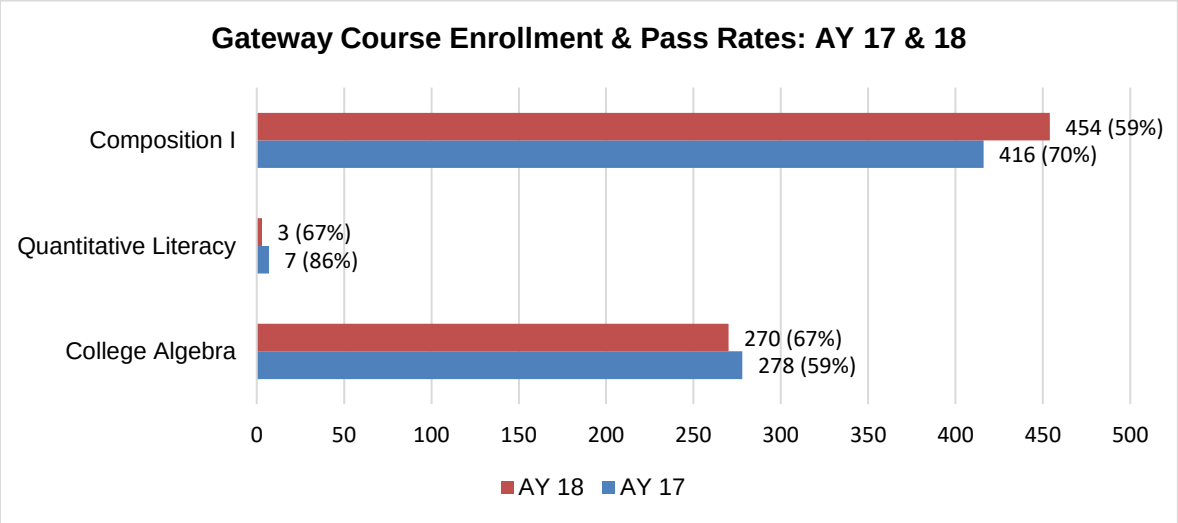
- First-time entering students meet with a Student Services advisor during the registration process. At the time of advising, the Student Services advisor discusses a degree plan with the student.
- During the advisement/registration program, the student will be given a form that lists all developmental courses the student is required to take in their first 30 credit hours.
- Once a student is enrolled, he/she is assigned a faculty member as an Academic Advisor. During the semester, each Academic Advisor is to contact each student assigned at least once to ensure the student is staying on track and to answer any questions.

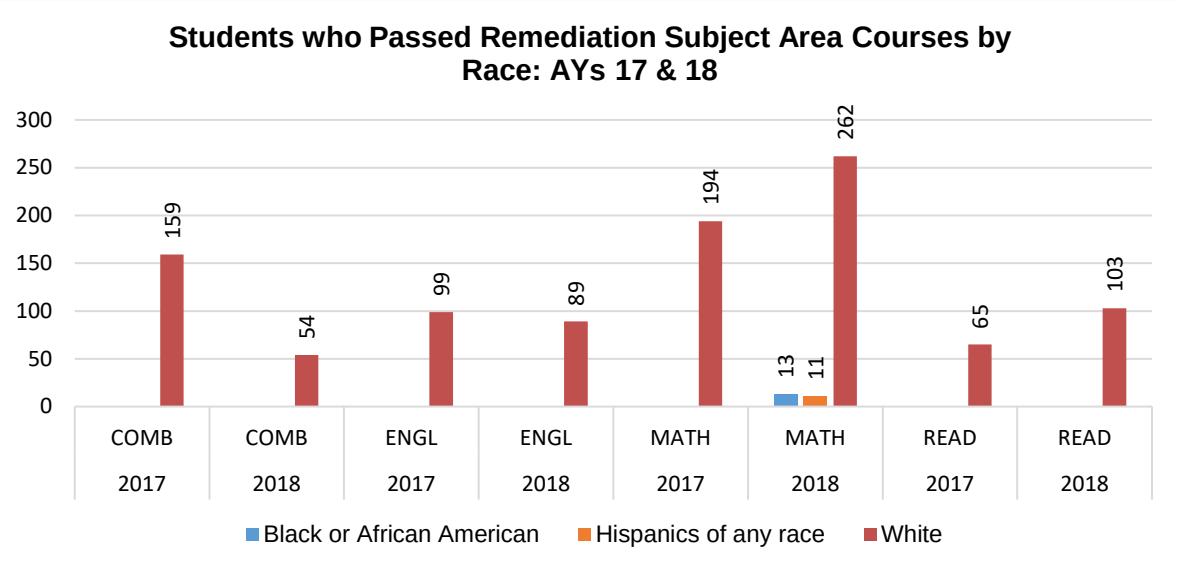
Support Strategies Offered to Students

Early alert system
First-Year Experience course
Tutoring Services

Outcomes







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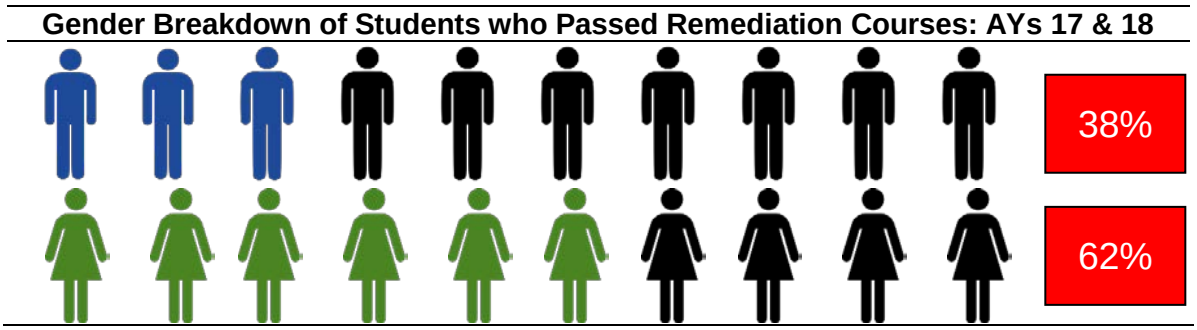


Total population: 1126

Viable Metrics

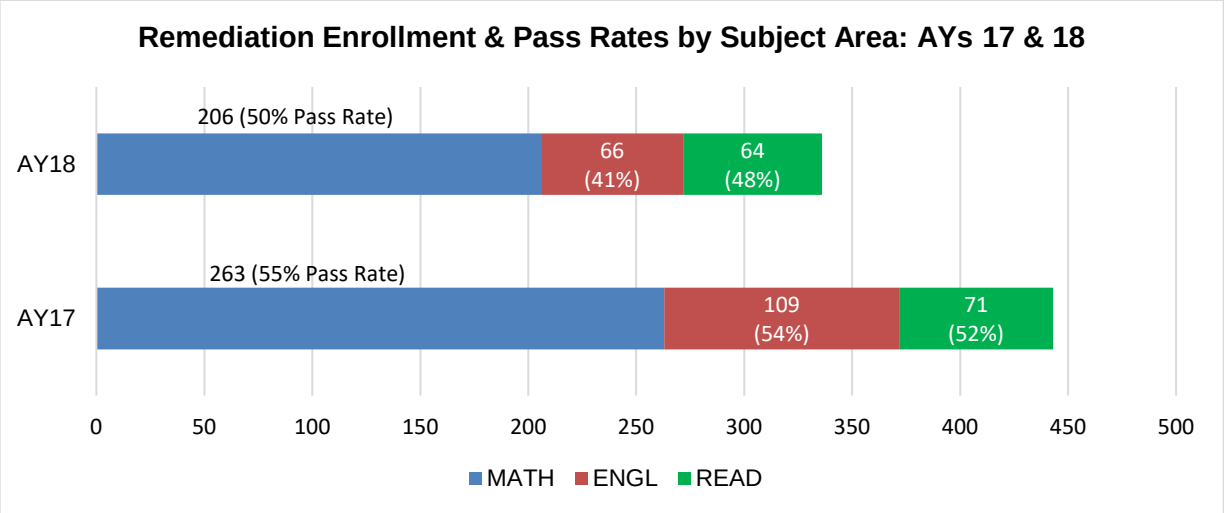
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Other	Prior Learning	All
Other	Prior Work experience	All

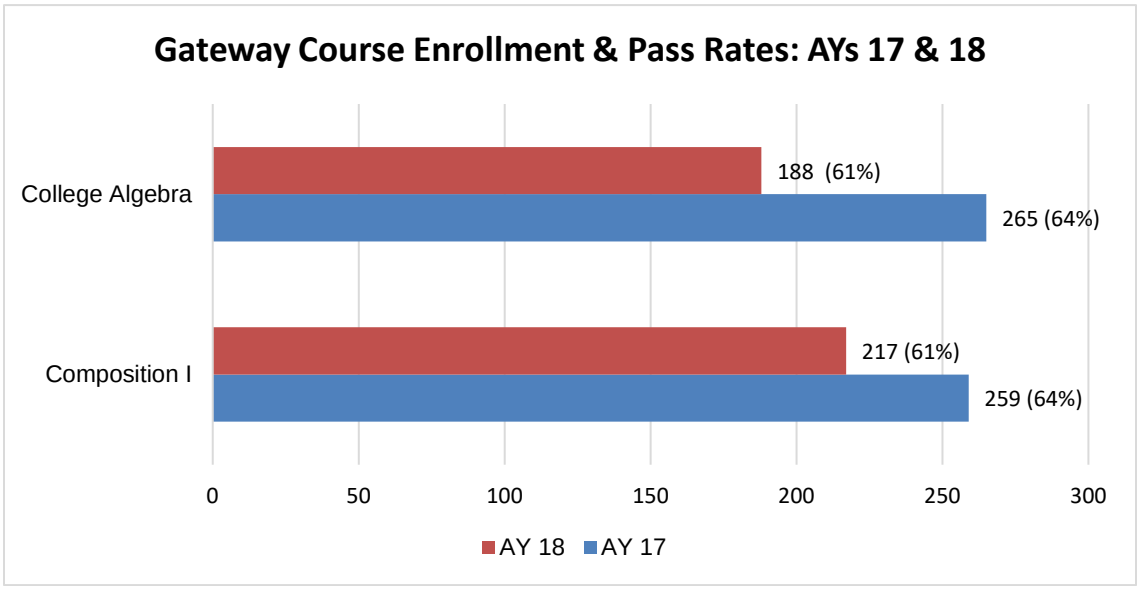
Advising

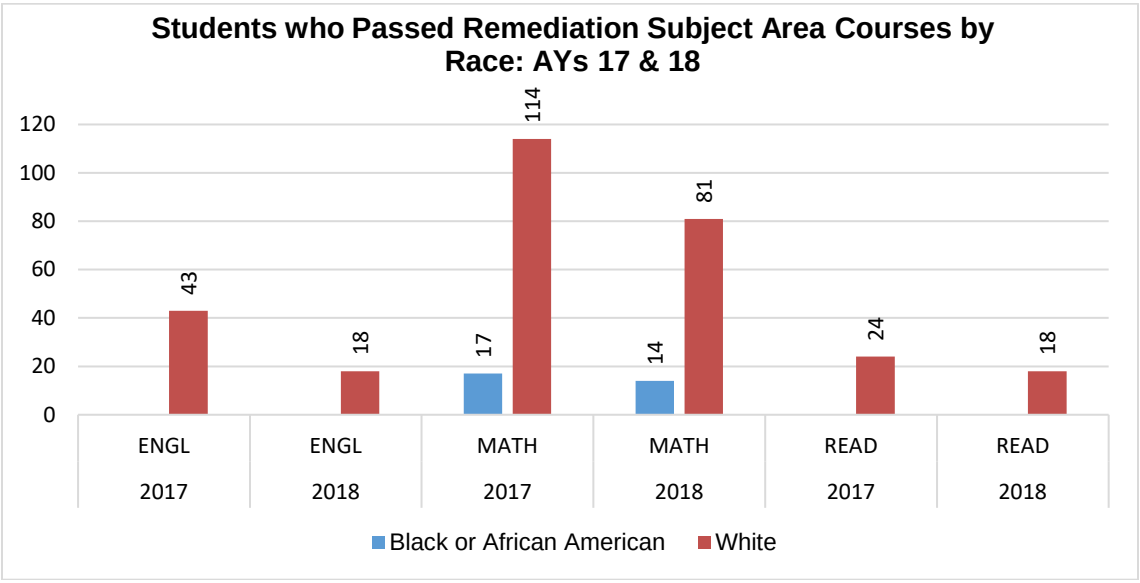
Support Strategies Offered to Students

First-Year Experience course
Early alert system
Student Support Services
Career Counseling
Math Lab

Outcomes







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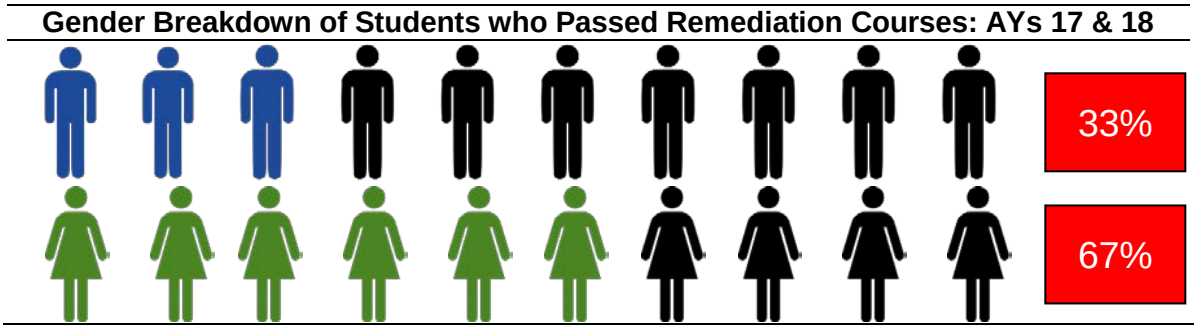


Total population: 402

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
SAT (overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All

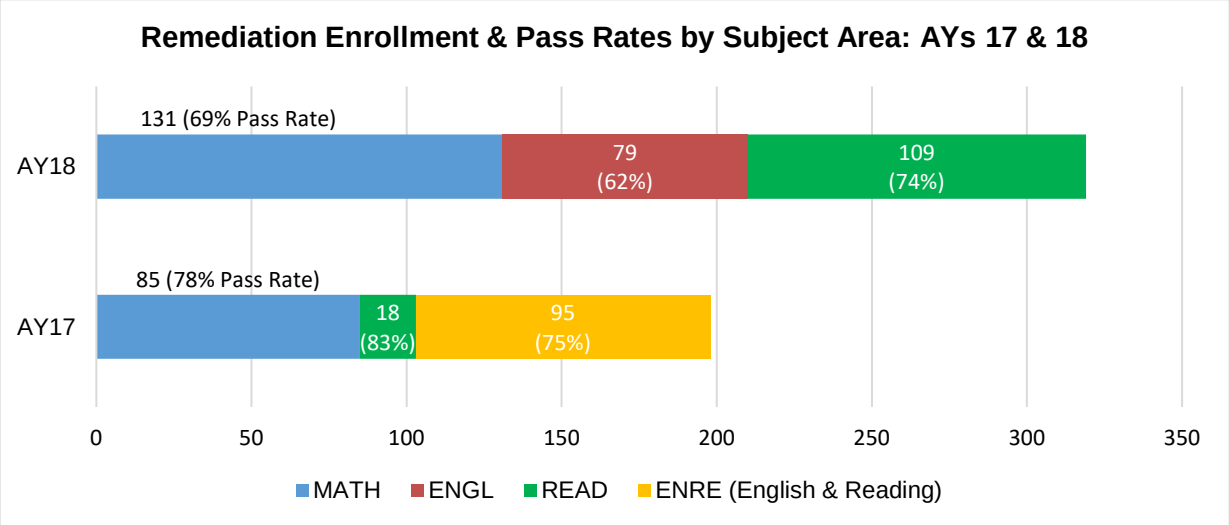
Advising

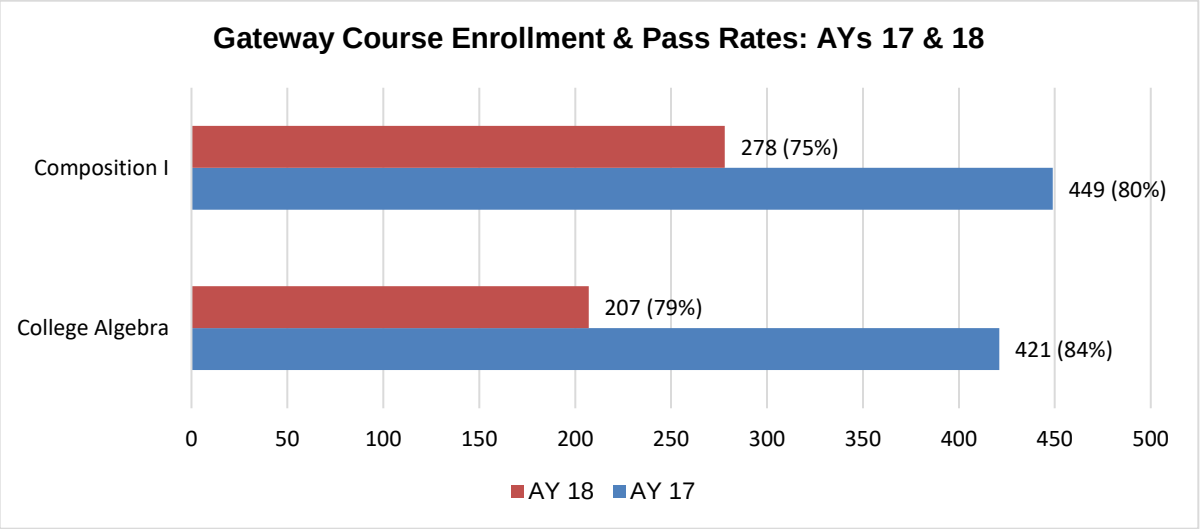
- At initial enrollment, students are advised through Student Services.
- Students are then assigned a personal academic advisor specific to their area of study. The student and advisor will work together to design a customized degree plan.
- The advisor will register the student for classes, and serve as a mentor throughout enrollment.

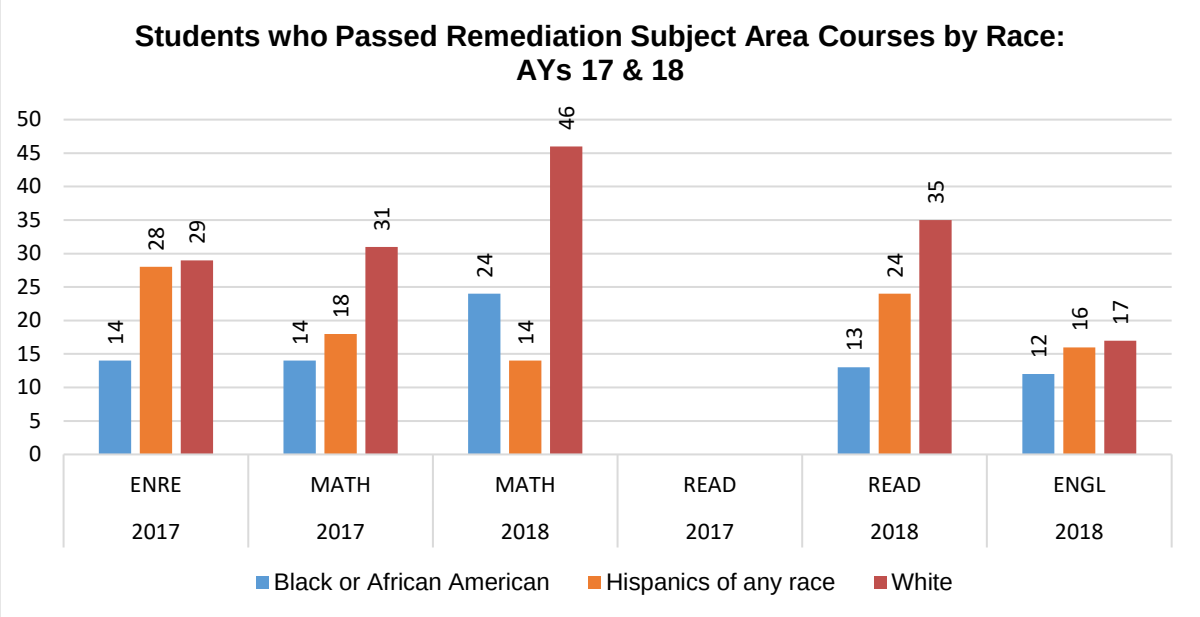
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







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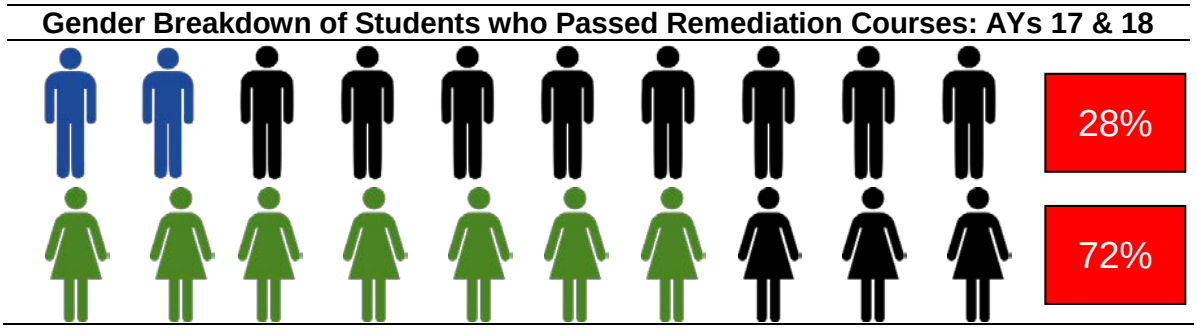


Total population: 373

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	Prior high school or college coursework	All
Other	Student age at admission or re-entry	All
Other	Student intake survey	All
Other	Secondary Career Center Coursework	All

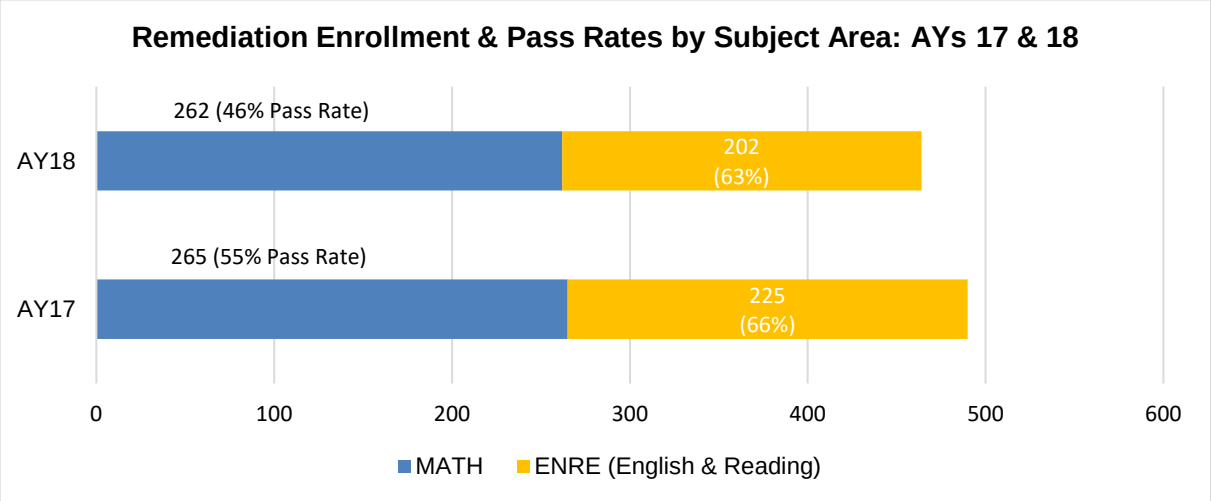
Advising

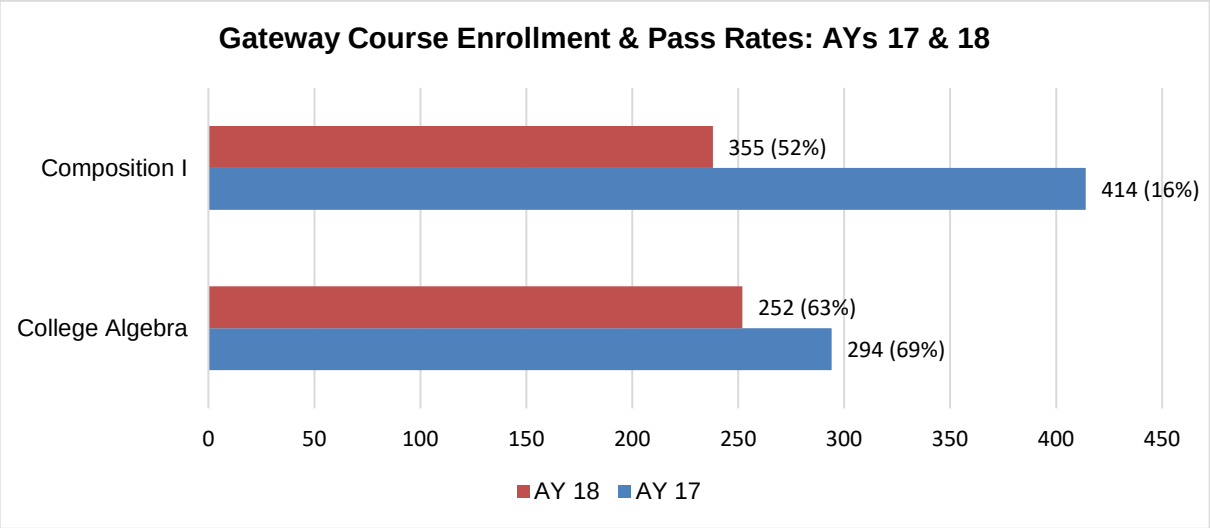
- First-time entering students are required to receive in-depth advising from professional advisors housed in the Student Support Services Complex at EACC, as are undecided and non-degree seeking students.
- Students who are returning and have declared a major are assigned to a faculty advisor within the chosen field of study.
- Students who place into Developmental Education have dedicated faculty advisors assigned to them, which provides for intensive advising for students needing additional academic support.
- Students who qualify for program participation, including Student Support Services, Career Pathways, or Working Students Success Network, are assigned a program-specific advisor who supplements advising alongside the advisor or assigned faculty member.
- Upon completing the admissions process, first-time entering students and students with placement scores older than five years are given an entrance assessment to determine the most appropriate course placement.

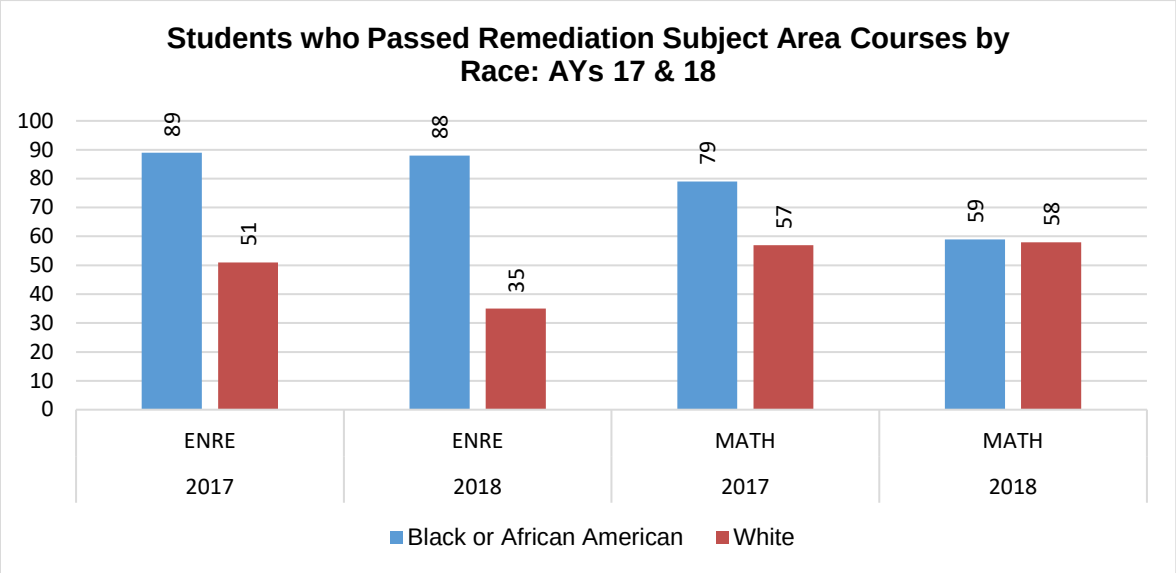
Support Strategies Offered to Students

Early alert system
Tutoring services
Working Student Success Network
Career Pathways Initiative

Outcomes







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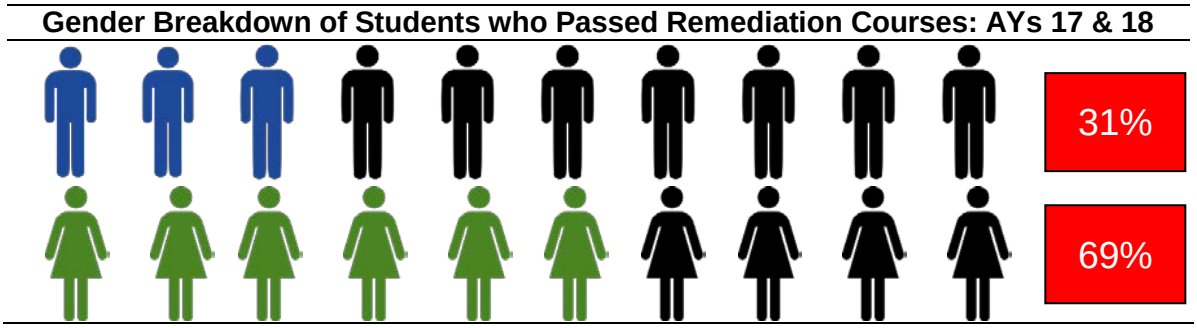


Total population: 540

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	All
ACT (Math)	Standardized exam	Math
ACCUPLACER (College Math)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
HS GPA (Overall)	GPA	All
Other	Time out of high school	All
Other	High School Course Success	All
Other	Ask the student what they think they can accomplish	All

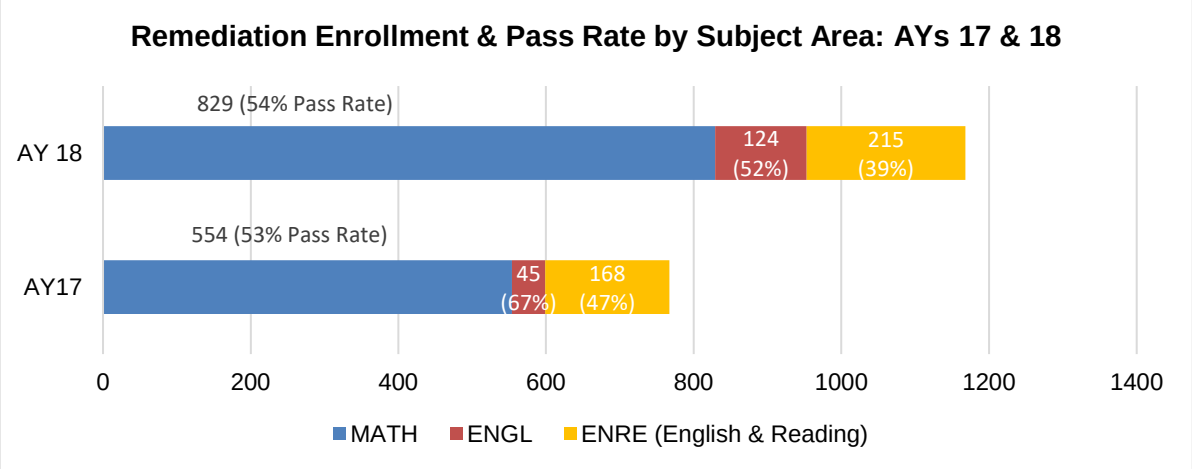
Advising

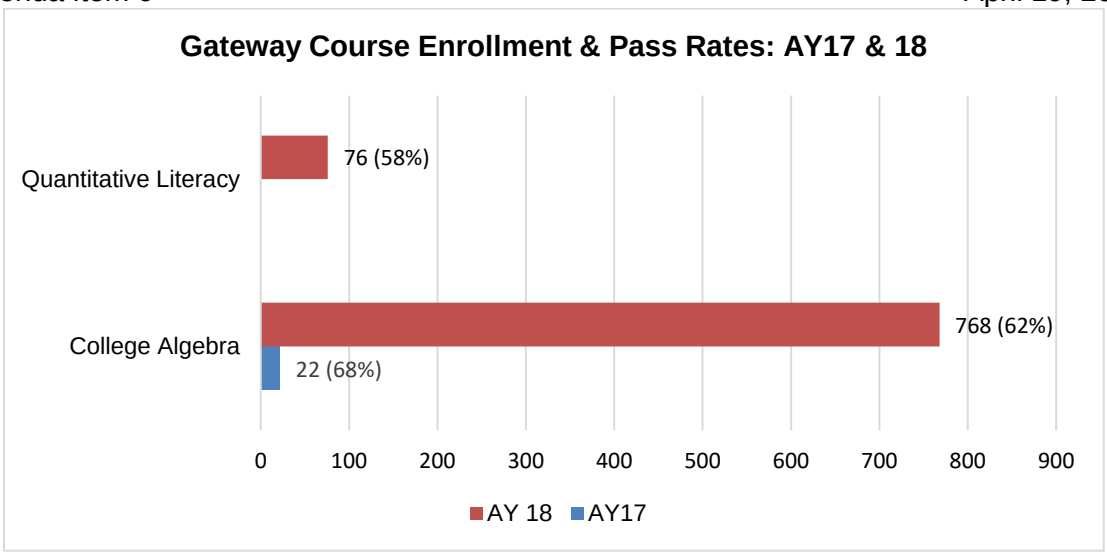
- Students with borderline scores, like those in the Decide category, should be placed in the higher level courses with consideration for the following factors about placement:
  - **Time out of high school** - How long since high school? Students who are more recent high school graduates or GED takers have a higher likelihood of being successful in college level courses.
  - **High School GPA** - What was the high school GPA? A GPA of 3.25 or higher reflects a student who is more likely to be successful.
  - **HS Course Success** - What kind of grades did the student get in a particular sequence of classes? For example, a student with borderline test scores in Math that had a B or higher in high school Algebra II and Trigonometry, is probably ready for College Algebra. It is easier to move students down to Foundations II than up to College Algebra once the semester as begun.
  - **Asking the student** - What does the student think they can accomplish? Studies show that students who are confident in their ability have a higher likelihood of success that those who are not confident.

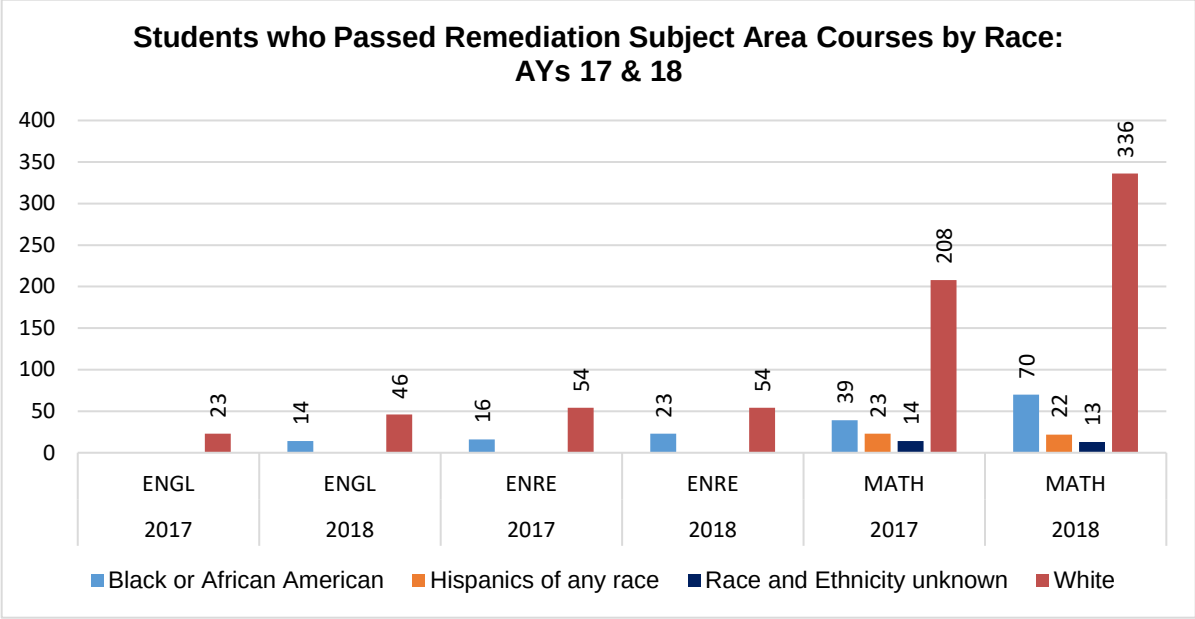
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







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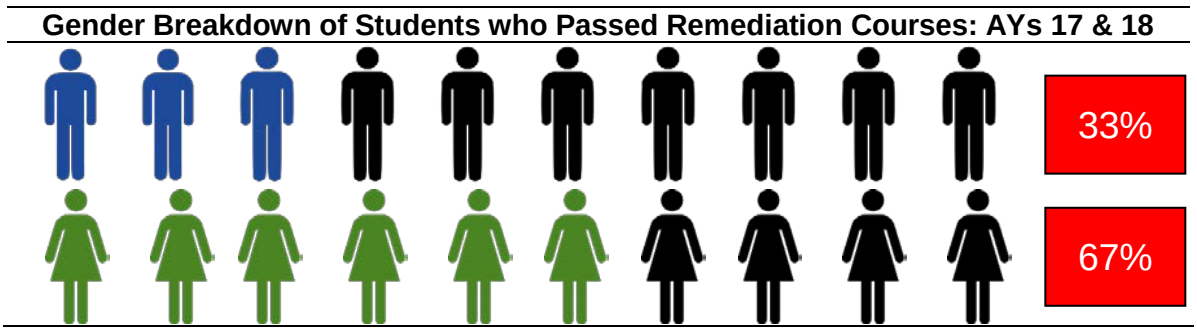


Total population: 996

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	
ACCUPLACER (Overall Score)	Standardized exam	
COMPASS	Standardized exam	
High School GPA (Overall)	GPA	
High School GPA (By Subject Area)	GPA	
Other	Student Opinion/Motivation	

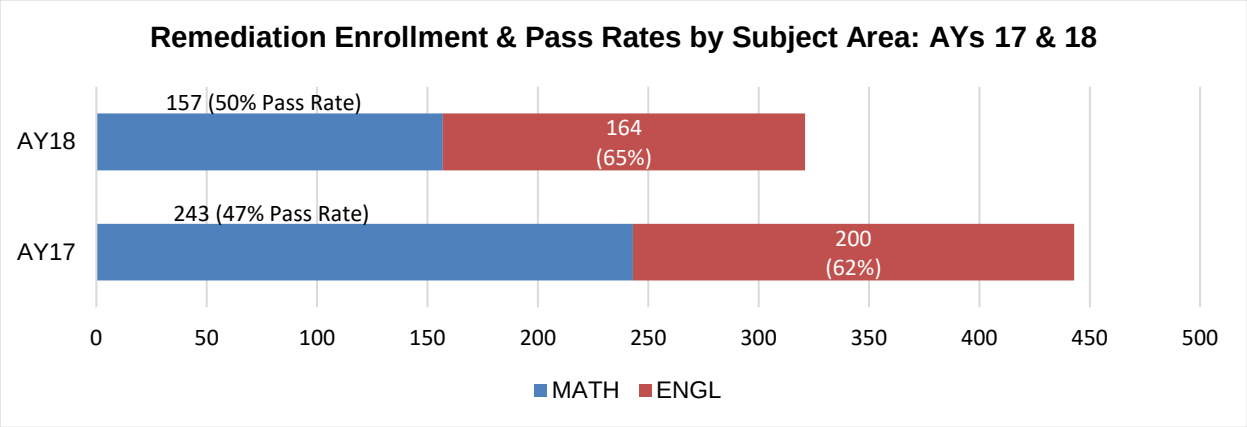
Advising

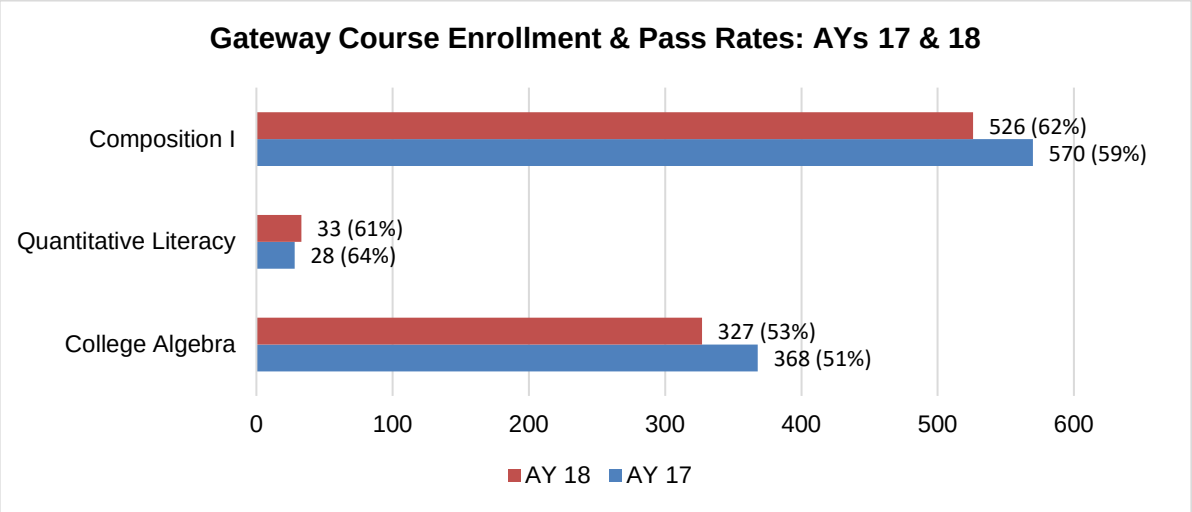
- North Arkansas College has implemented assigned advisors.
- All new or non-continuous students see an institutional advisor when they enroll in their first semester. Students are then assigned to an institutional or faculty advisor based on their major.
- Students are required to meet with an advisor to schedule classes for the next semester until the student has 30 college credit hours excluding college preparatory hours.

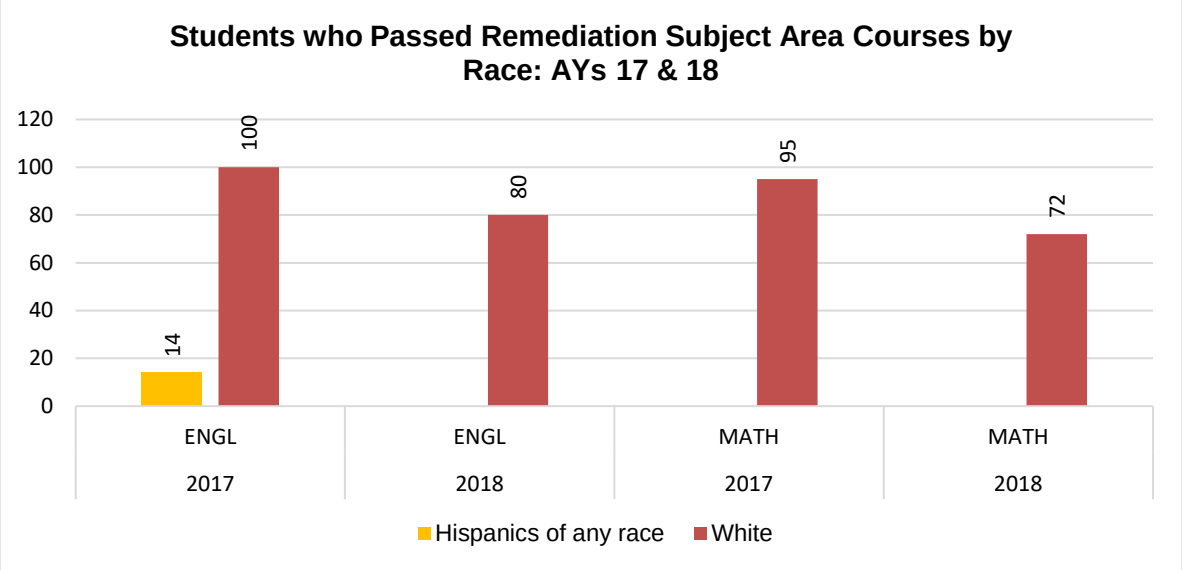
Support Strategies Offered to Students

Academic coaches
Early alert system
Working Students Success Network

Outcomes







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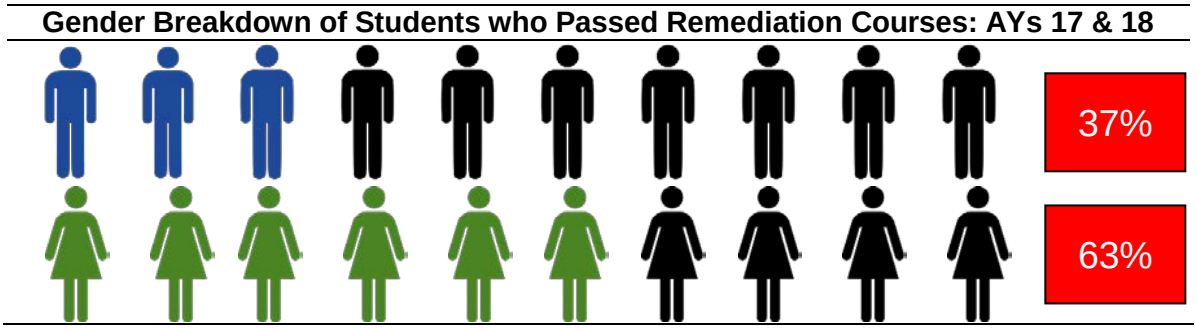


Total population: 421

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area

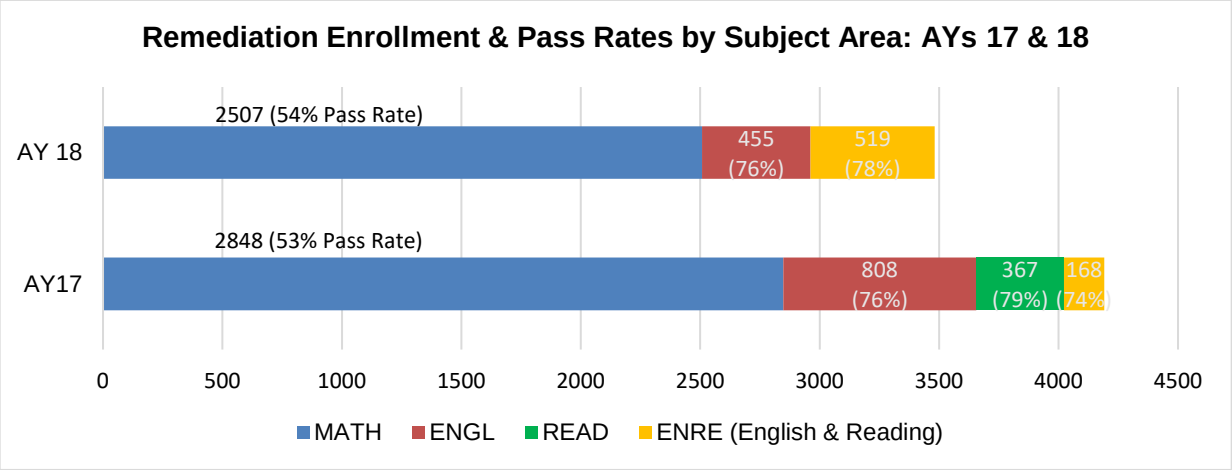
Advising

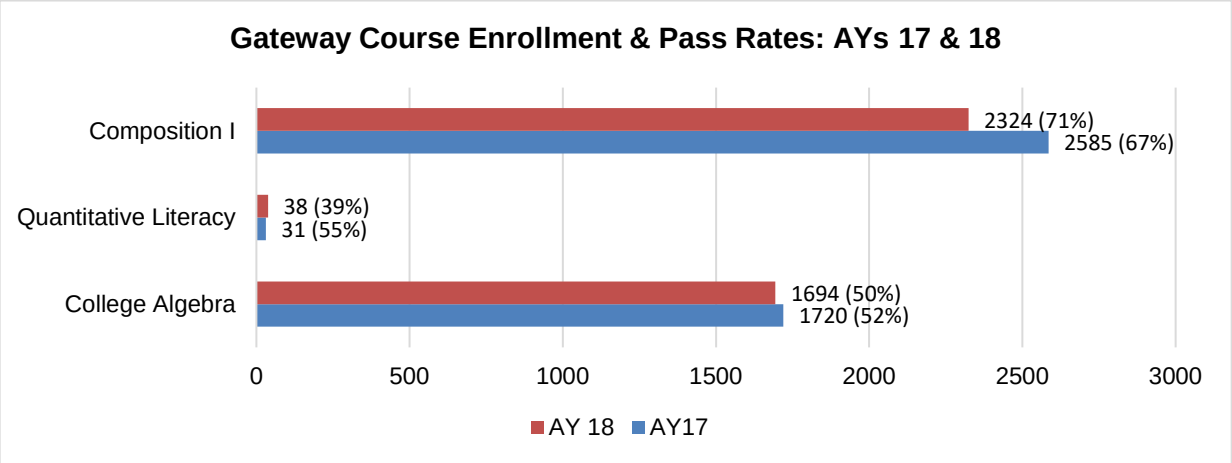
- The plan directs students into a "case-management," holistic model that is managed by the college's student support division.
- A student with a demonstrated deficiency in reading, writing, or mathematics (based on Accuplacer or ACT scores) is subject to restricted registration in accordance with the academic plan and course outlines approved by the college's administration.

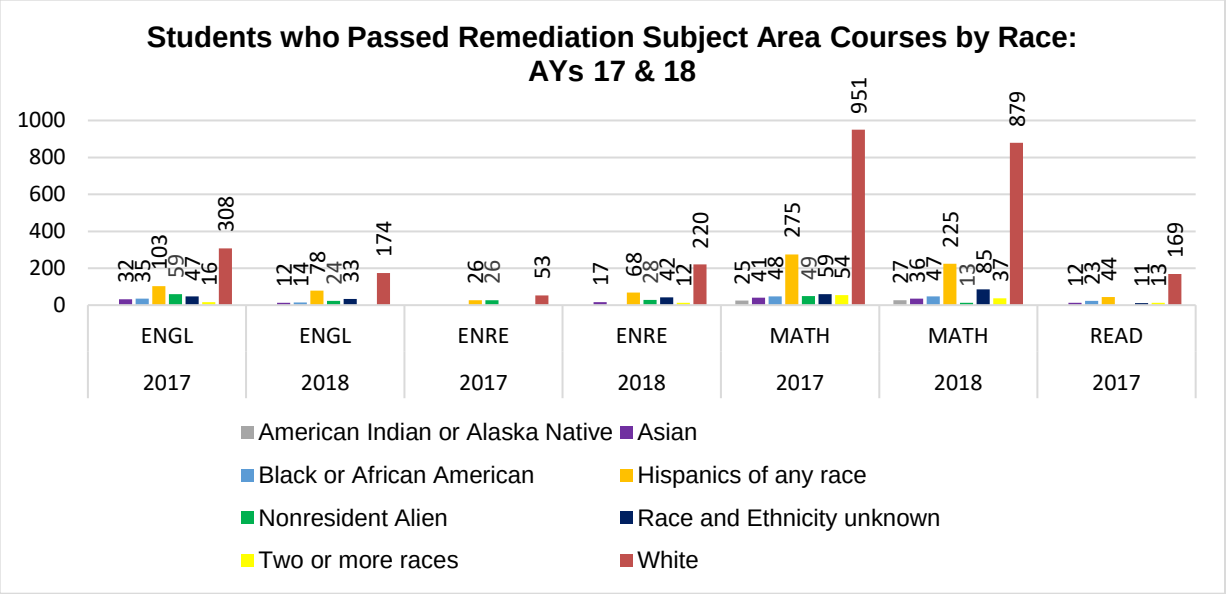
Support Strategies Offered to Students

Academic advisors	Math Lab
Early alert system	Writing Center
First-Year Experience course	Tutoring Services

Outcomes







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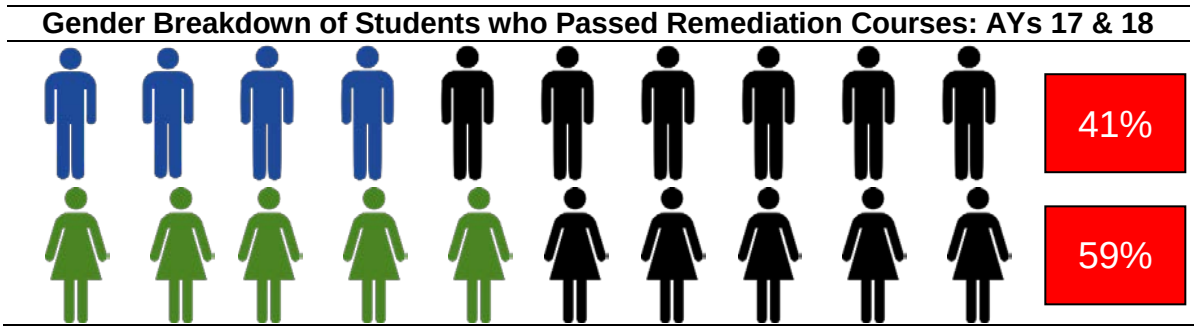


Total population: 4948

Viable Metrics

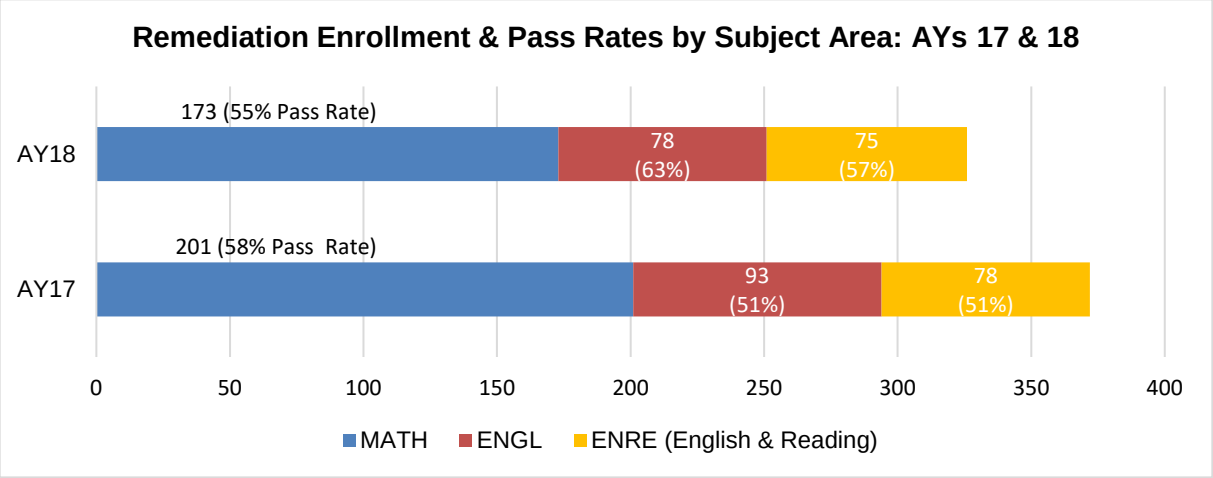
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	Math English
SAT (overall score)	Standardized exam	Math English
COMPASS	Standardized exam	Math English
ACCUPLACER (Overall Score)		Math English
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	Math English
High School GPA (Overall)	GPA	Math English
Other	Age at entry	Math English

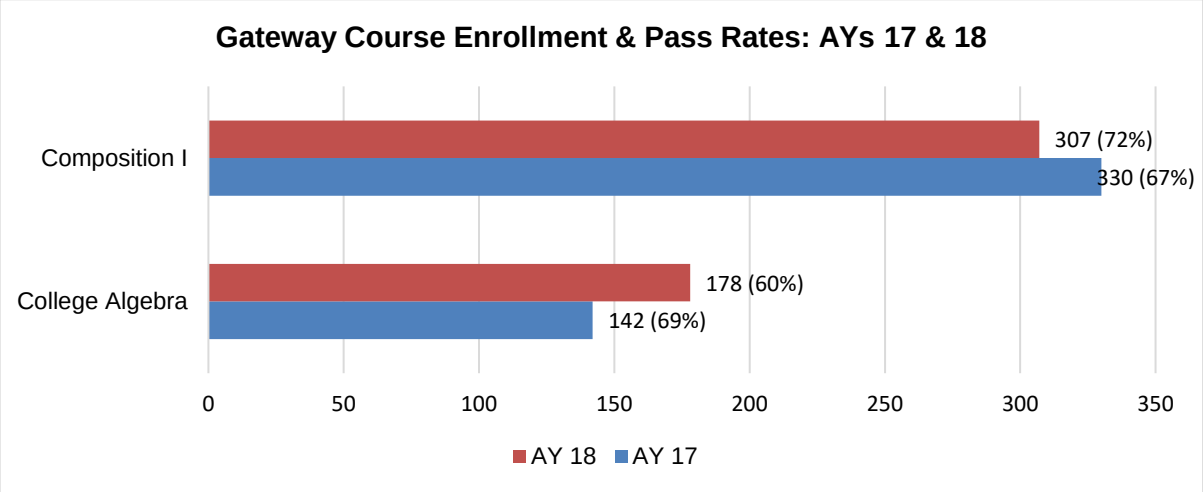
Advising

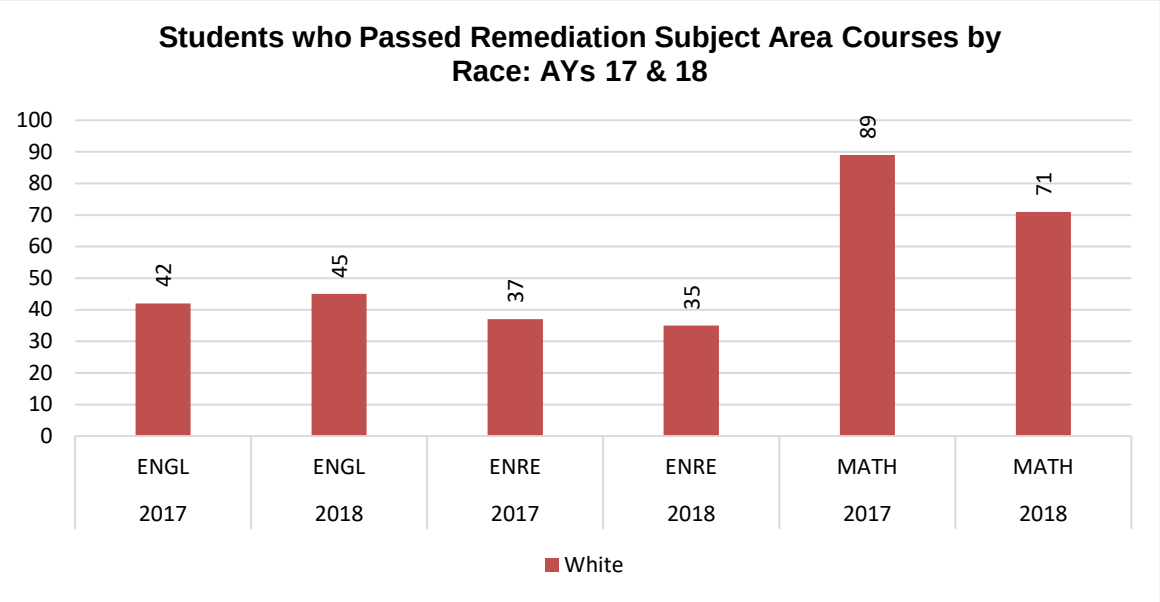
Support Strategies Offered to Students

Early alert system
Attendance reporting
Tutoring Services
Math Lab

Outcomes







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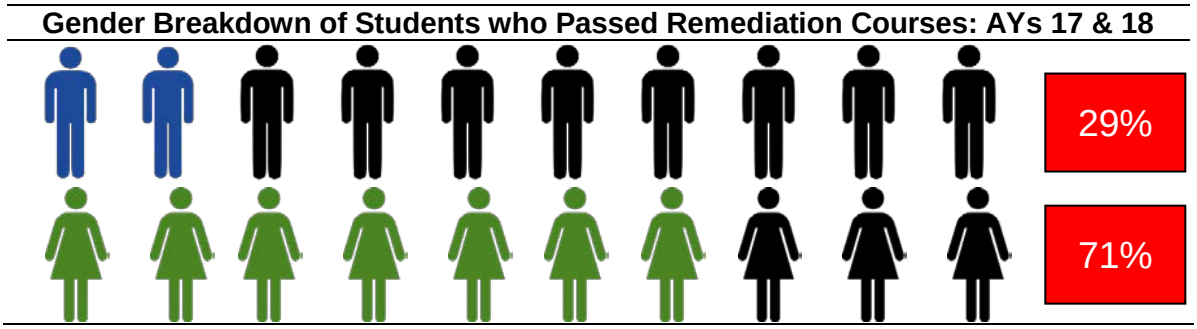


Total population: 354

UofA PHILLIPS COMMUNITY COLLEGE

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
Next-Gen ACCUPLACER (Writing)	Standardized exam	English
ACT (Math)	Standardized exam	Math
Next-Gen ACCUPLACER (Quantitative Reasoning, Algebra, & Statistics)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
Next-Gen ACCUPLACER (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

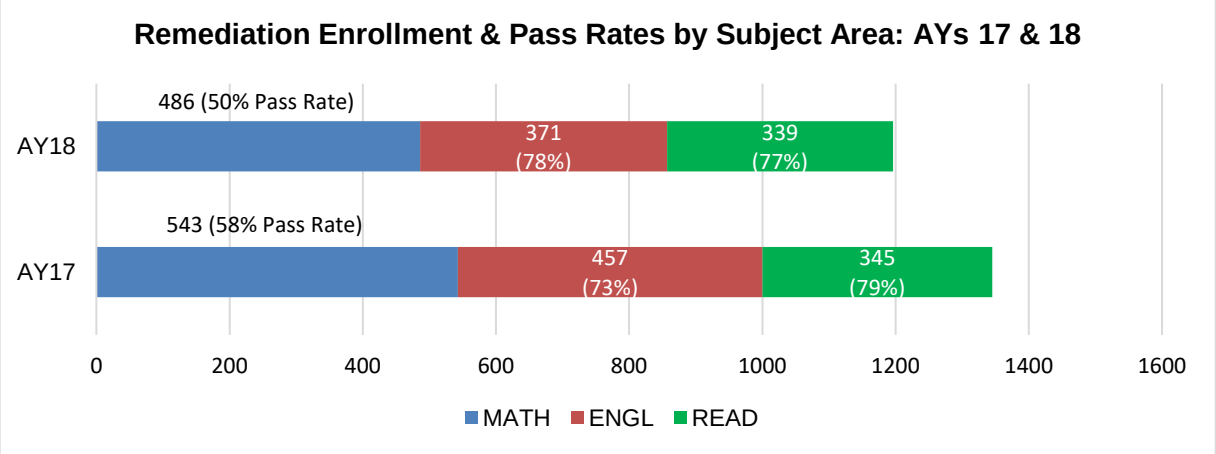
Advising

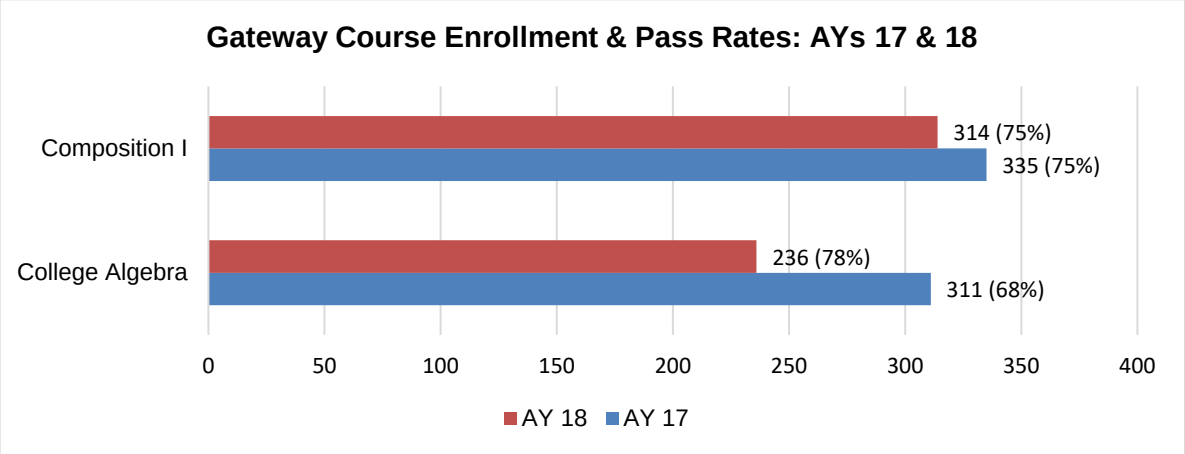
- Once students come to the PCCUA One Stop Center, the advisor role becomes most prominent in the student experience.
- Efforts at this first phase are focused on Planning for Success which include Next Gen Accuplacer Preparation, testing and placement, the assignment of an advisor, referral for disabilities or other services if needed (Student Support Services, Career Pathways, and the Working Family Center, other).
- The next phase, Enrolling for Success, is also monitored by an advisor and includes the completion of an Individual Career Plan (ICP) and the use of the appropriate Guided Pathway, Enrollment in Student Success I & II, financial and career coaching, income support screening, developmental education placement if needed, developmental education fast track (co-requisites) if desired, and ongoing focused advising.
- The third phase, Sustaining Success, requires advisor assistance to help the student with retention and completion and includes monitoring of class attendance and grades, continued career exploration if needed, selecting a major as early as possible, early assessment and early intervention monitoring, tutoring referral or learning lab referral if needed, monitoring supplemental instruction lab participation and continued focused advising.

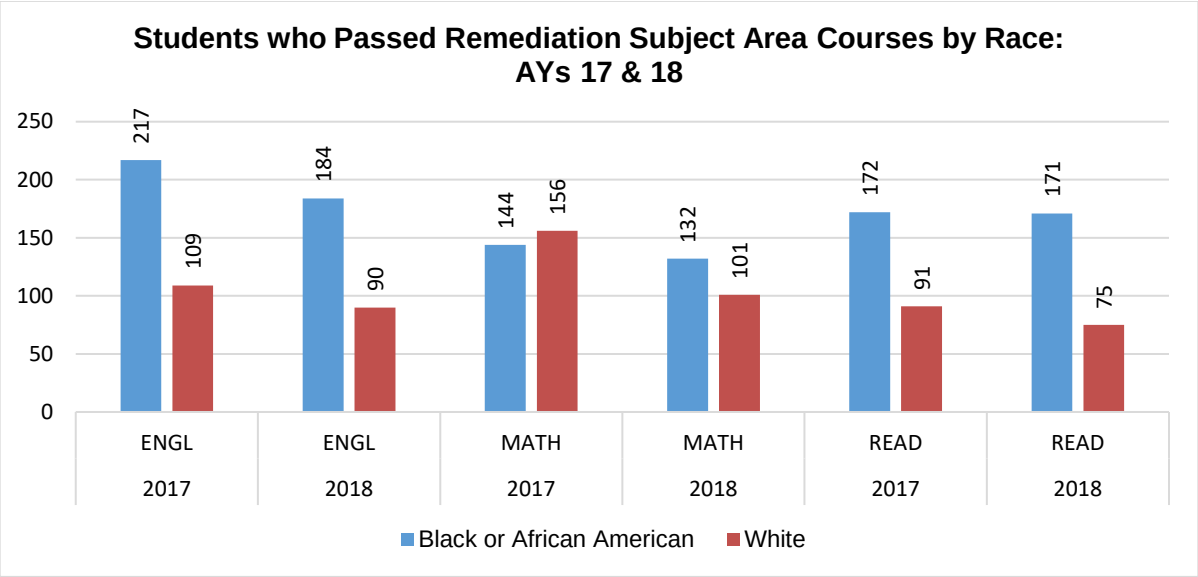
Support Strategies Offered to Students

Academic advisors
Academic workshops
Academic coaches
Early alert system
First-Year Experience course
Math Lab
Writing Center
Tutoring Services
Individual Career Plans

Outcomes







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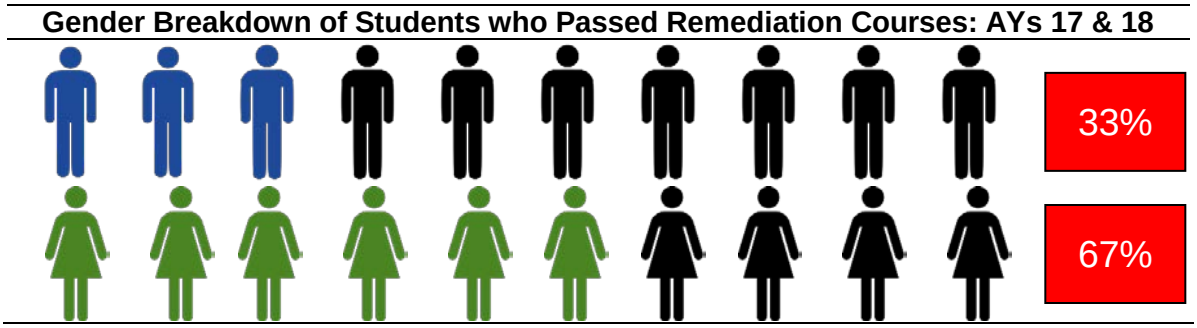


Total population: 1706

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
ASSET	Standardized exam	All

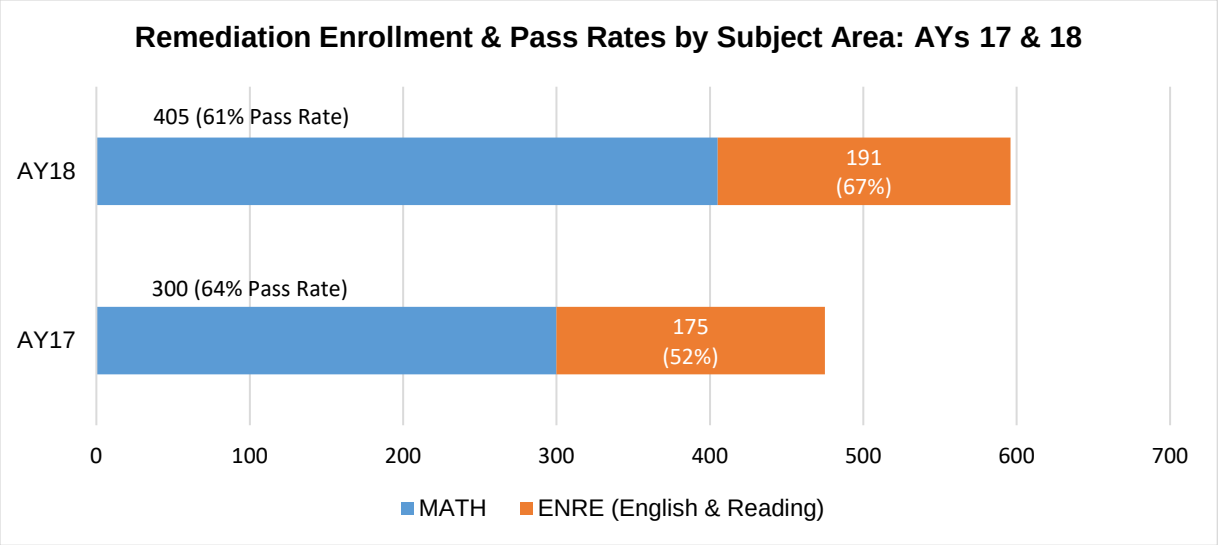
Advising

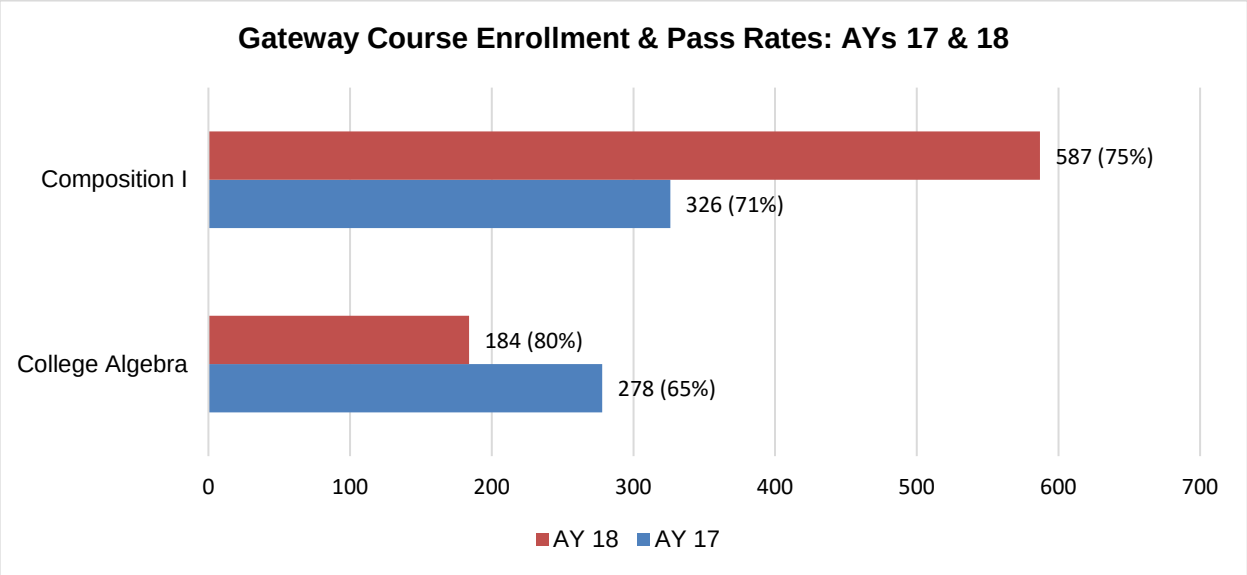
- SouthArk strives to employ a transitional model of advising by blending a variety of styles, depending on the evaluation of student needs.
- Appreciative advising concepts, along with proactive/intrusive advising are woven into student success courses, which are taught primarily during students' freshmen year.

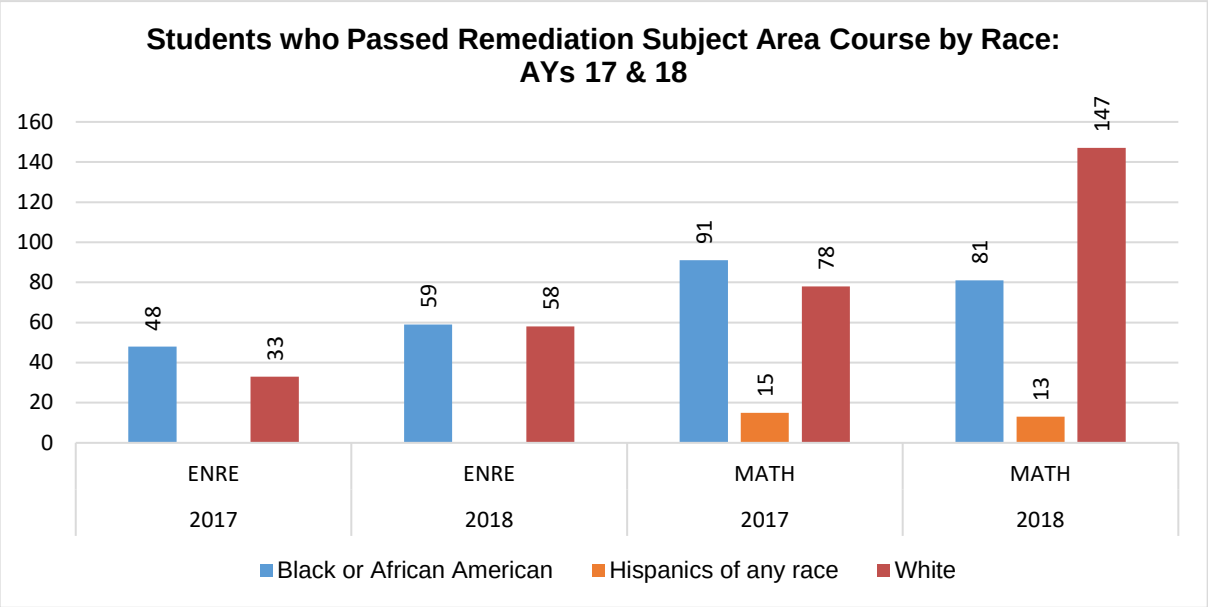
Support Strategies Offered to Students

Early alert system Tutoring Services

Outcomes







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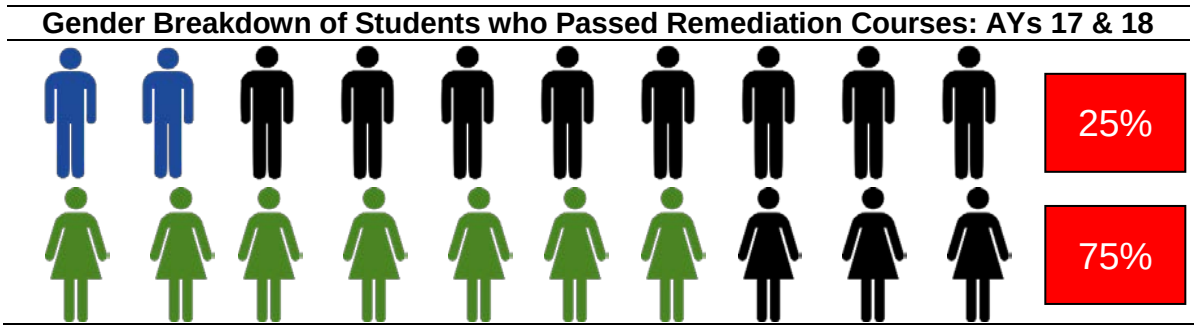


Total population: 656

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACT (Reading)	Standardized exam	Reading
COMPASS	Standardized exam	All
ACT (Reading)	Standardized exam	All
ASSET	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
High School GPA (Overall)	GPA	All
Other	HS Course Completion & Remedial Course Completion	All

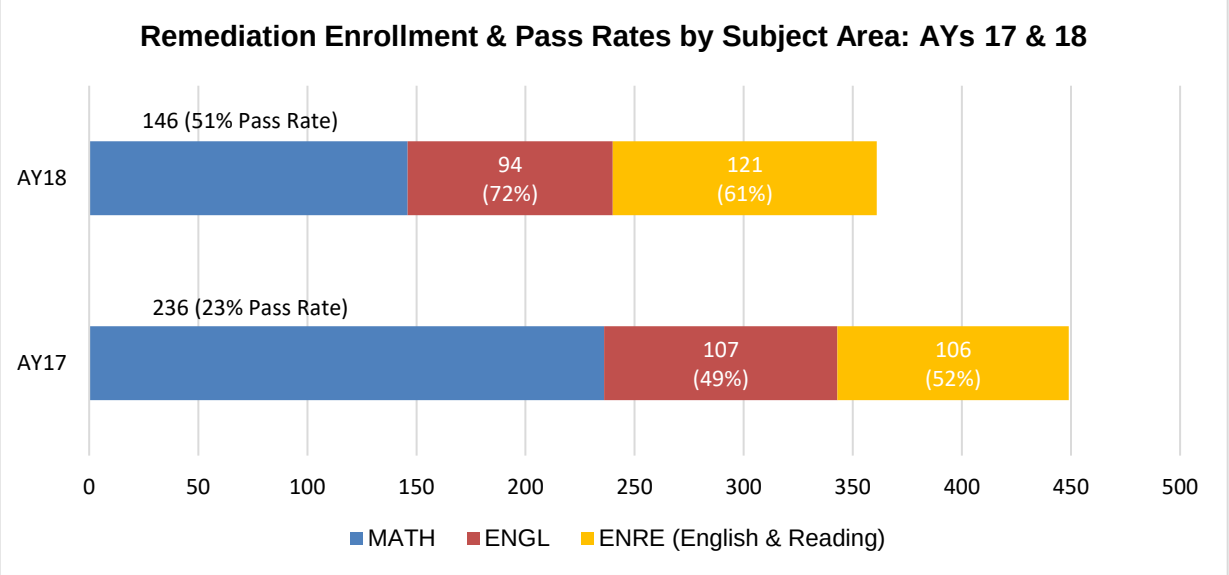
Advising

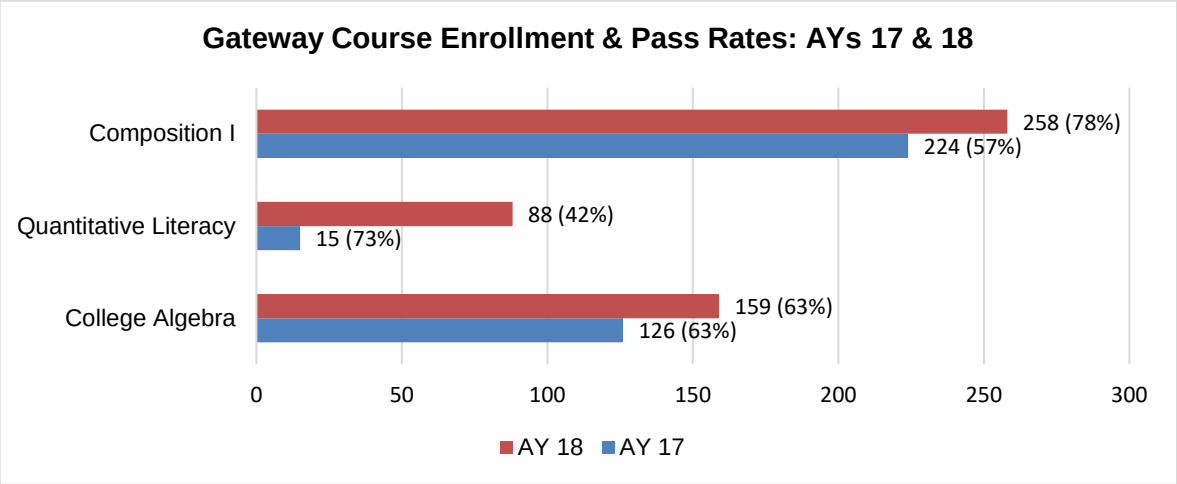
- Students are required to submit placement scores (ACT, ASSET, Compass, ACCUPLACER, or SAT) taken within the last five years.
- Advisors use the placement flowchart to determine placement in English and Math courses, including developmental education courses.
- SAU Tech accepts the highest score among multiple test sessions for each subtest.

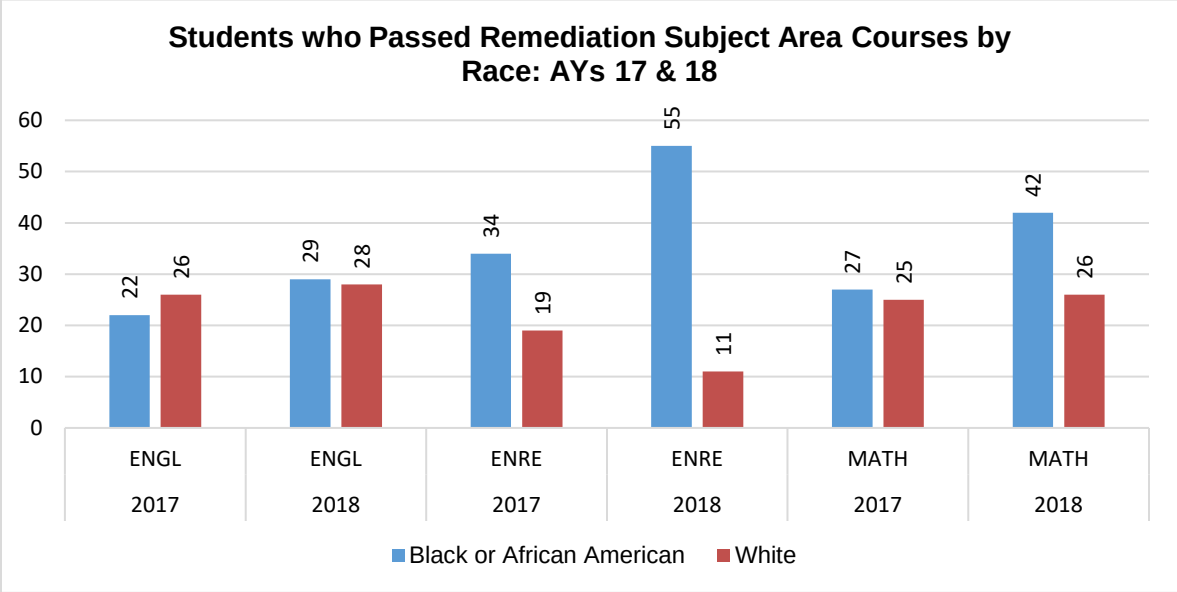
Support Strategies Offered to Students

Early alert system
Attendance reporting
First-Year Experience course
Tutoring Services

Outcomes







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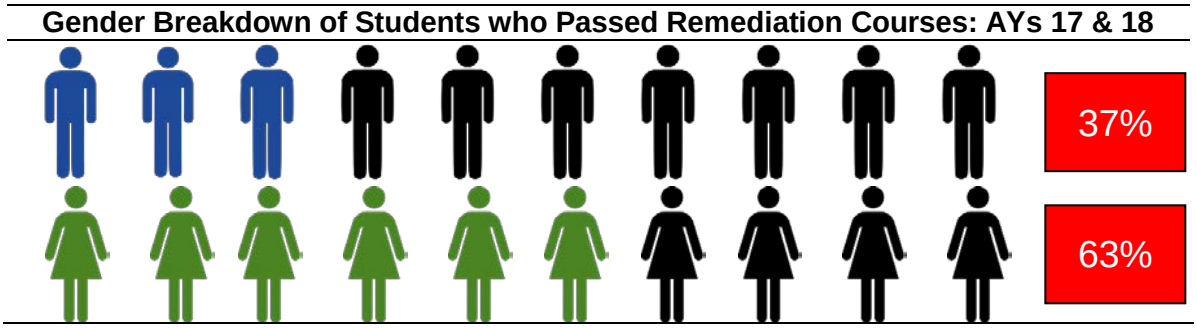


Total population: 377

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	HS Courses Completed by Subject Area	All

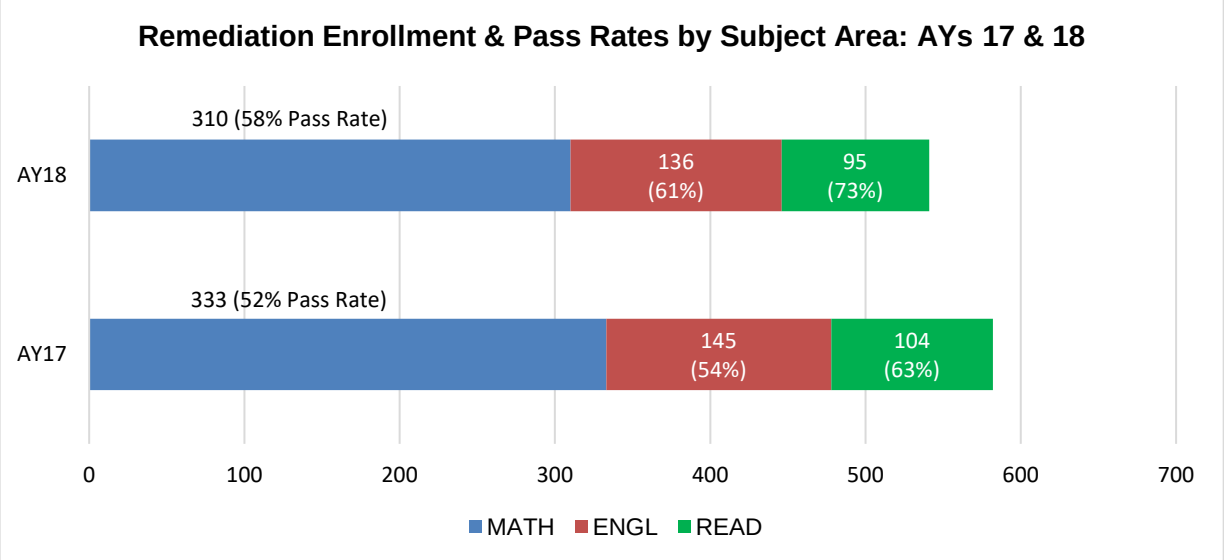
Advising

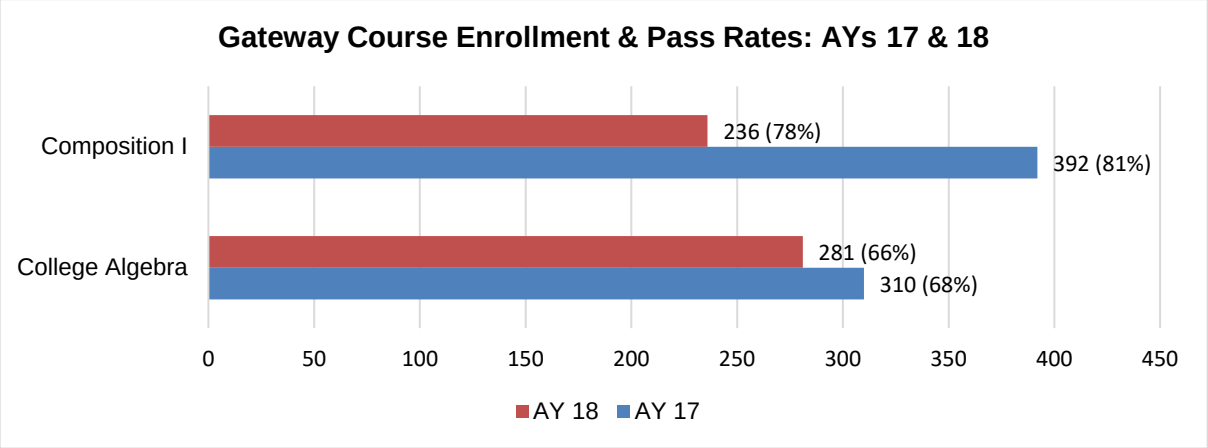
- Using the ACT scale of 0 to 36 with 19 as the college ready point and our existing developmental placement scores we established equivalencies for Accuplacer.
- Once Accuplacer scores were established work began to determine what measures, beyond nationally normed entrance exams, would be used.
- The consensus was that for this first year we would focus on those students testing one developmental level below college ready.
- Focusing on this subset of students, the new placement plan looks at the students' overall high school GPA. If the overall high school GPA is 3.25 or higher, then the students' high school transcript will be evaluated to determine if they took Algebra II (432000) or higher for mathematics and English 12 (413000) or higher for English and other college-level coursework. If the student scored a B or higher in those courses, then they would be eligible to move into the respective college level coursework.

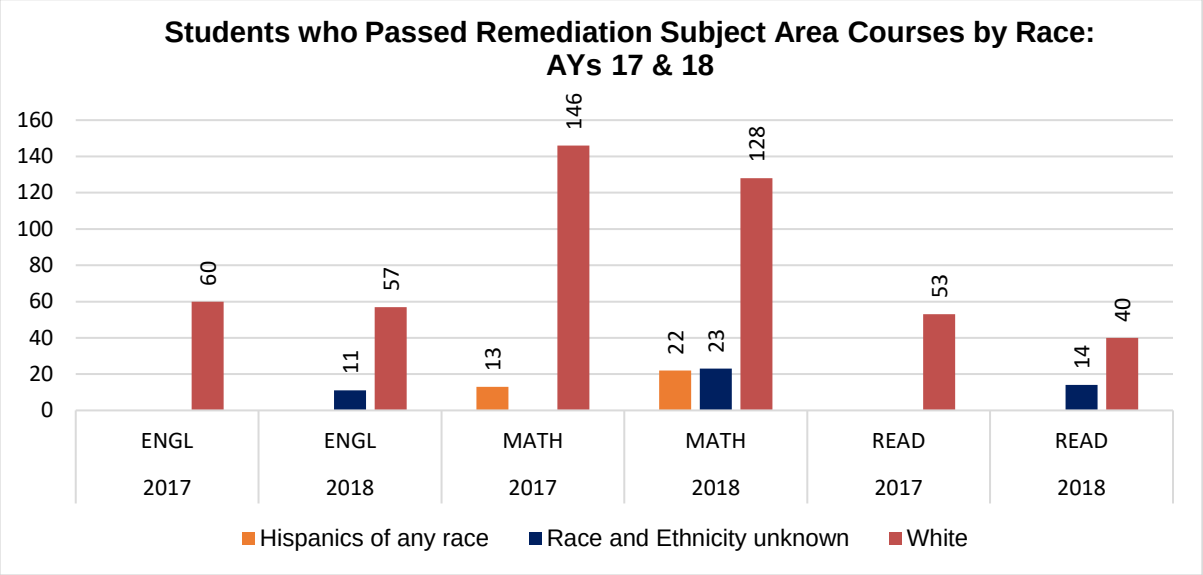
Support Strategies Offered to Students

Academic advisors	Writing Center
Early alert system	Career Pathways Initiative

Outcomes







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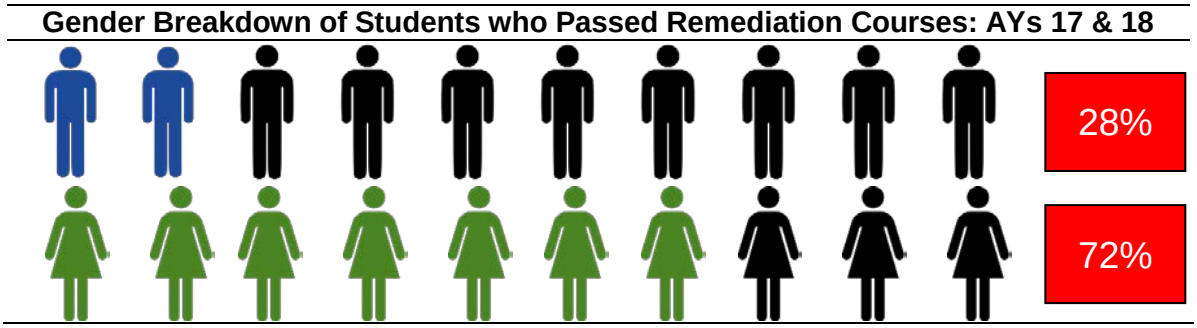


Total population: 645

UofA HOPE • TEXARKANA
A University of Arkansas System College

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

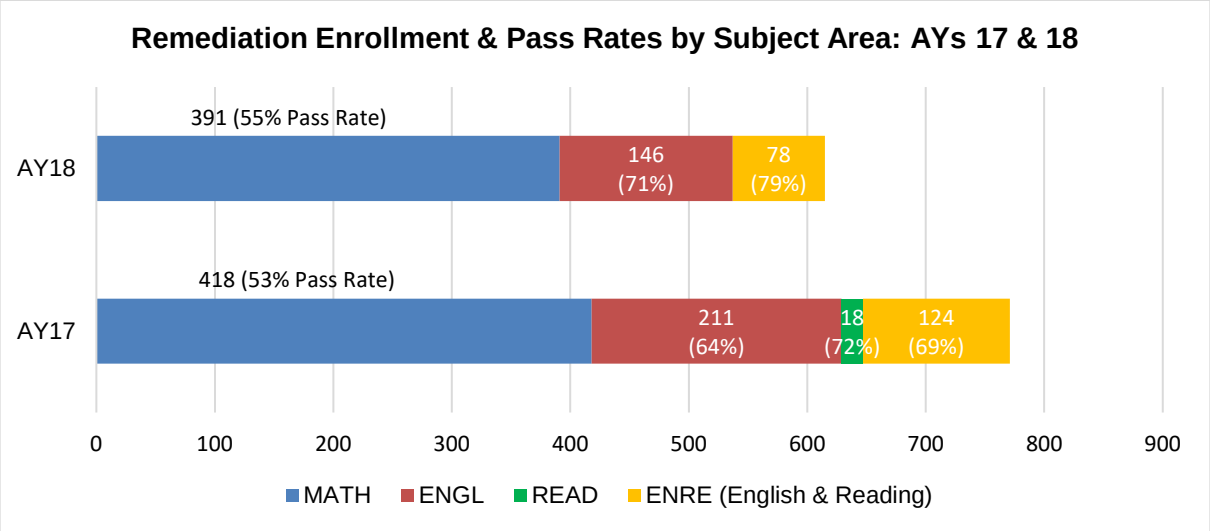
Advising

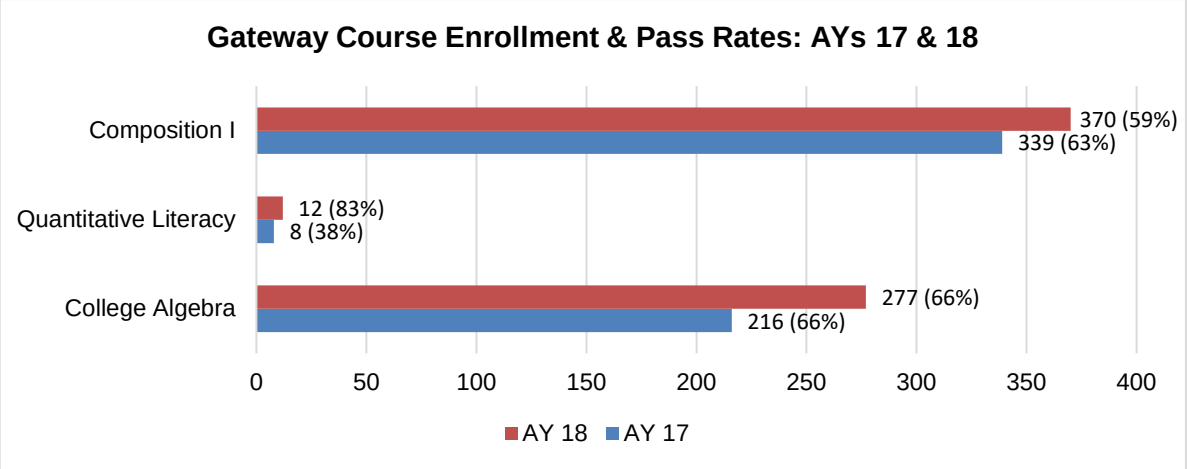
- UAHT is currently working under a hybrid-advising model where both the advising center and faculty advisors are providing service. Previously advisors were assigned a faculty member in the area most closely related to the student's proposed major field of study.
- Currently, UAHT is in the early stage of developing an intrusive/appreciative advising model utilizing a new advising center.
- Individualized student coaching will be provided by professional advising coaches, under the leadership of the Director of Advising.
- The center will support one stop, holistic advising that takes into account academic indicators, as well as cultural, financial, and non-cognitive factors impacting placement, success, persistence and completion. UAHT is in year one of its four-year implementation process.

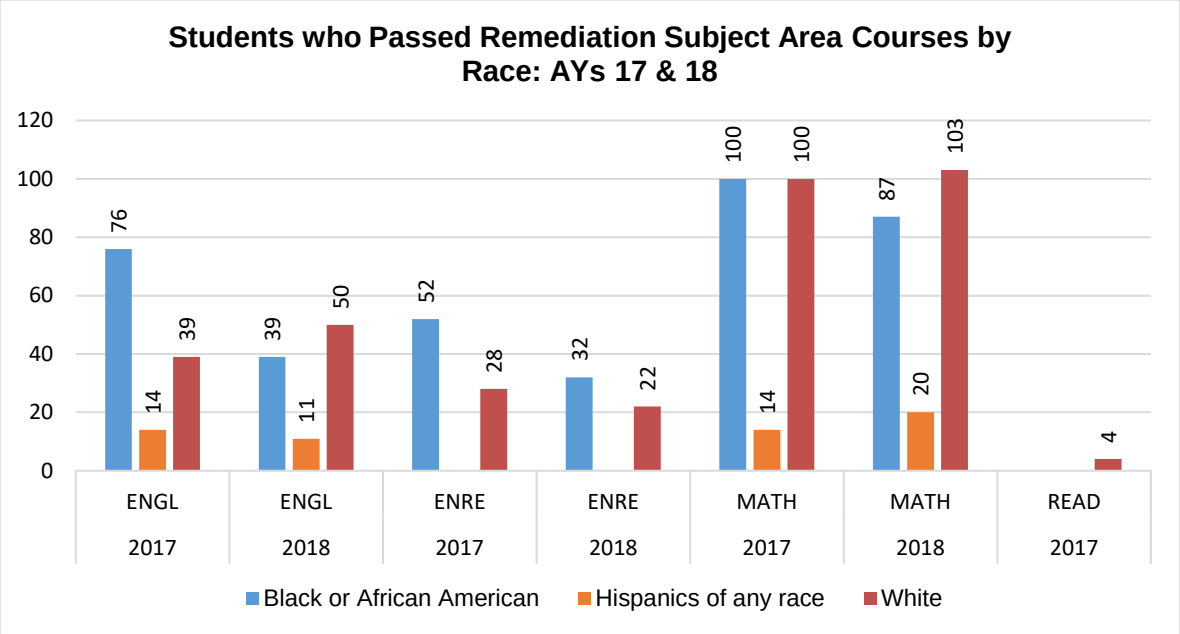
Support Strategies Offered to Students

Academic Advisors
Tutoring Services
Attendance reporting
Early alert system
Mid-term grade reporting
Career Center
Career Pathways Initiative

Outcomes







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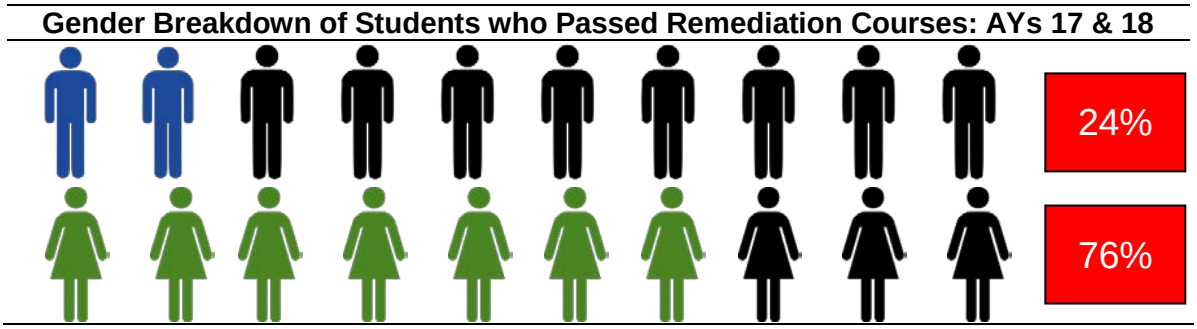


Total population: 835

Viable Metrics

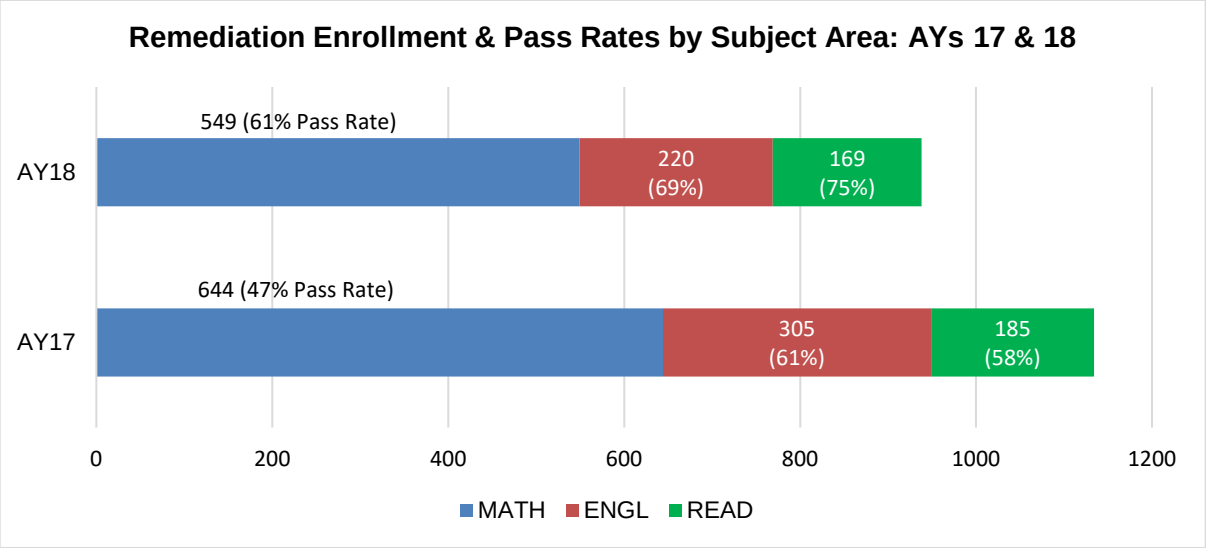
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All

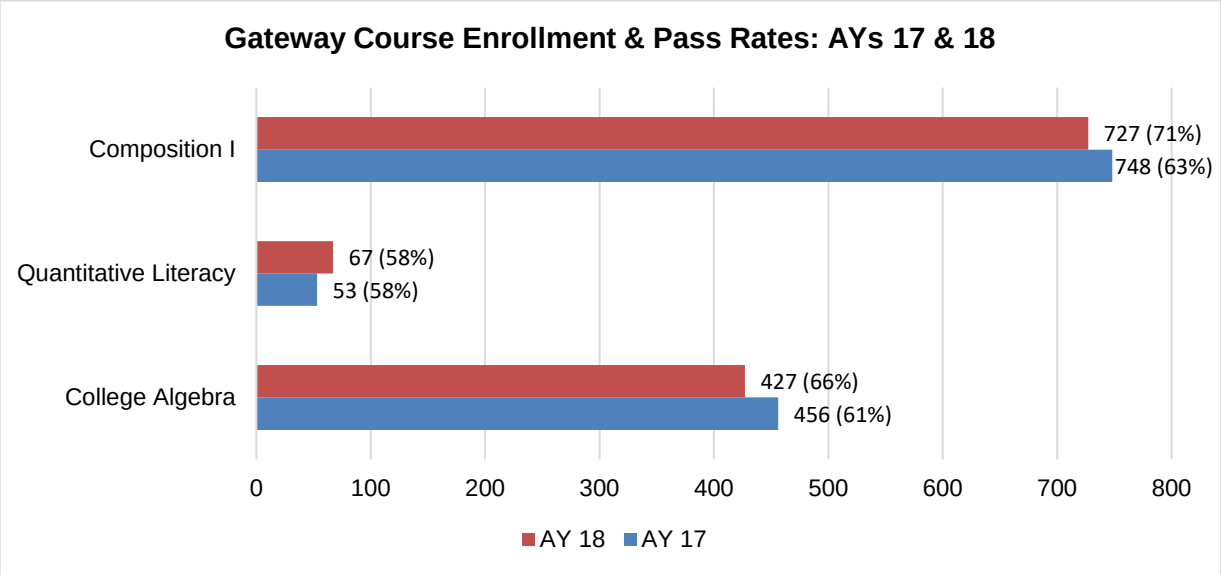
Advising

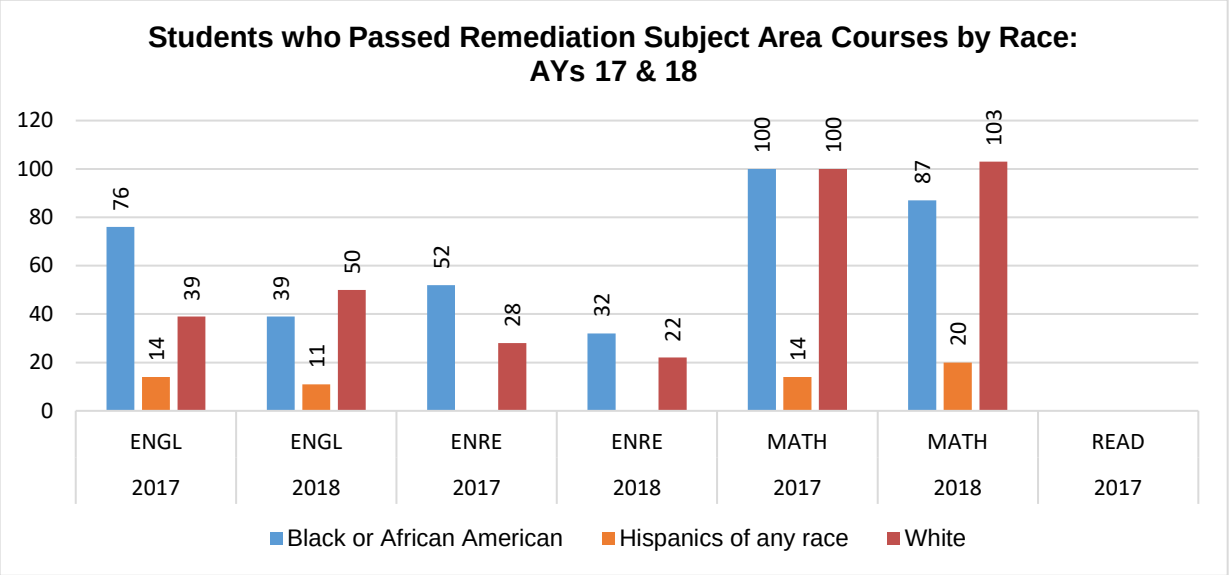
Support Strategies Offered to Students

Tutoring Services
Early alert system
Attendance reporting

Outcomes







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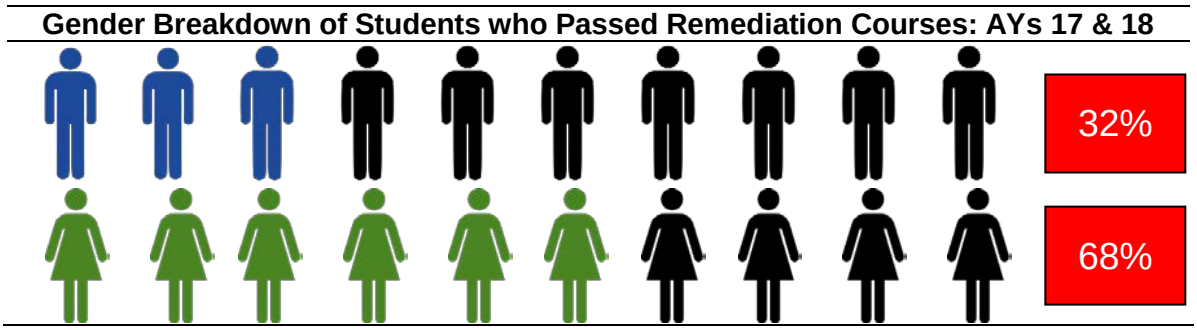


Total population: 1209

Viable Metrics

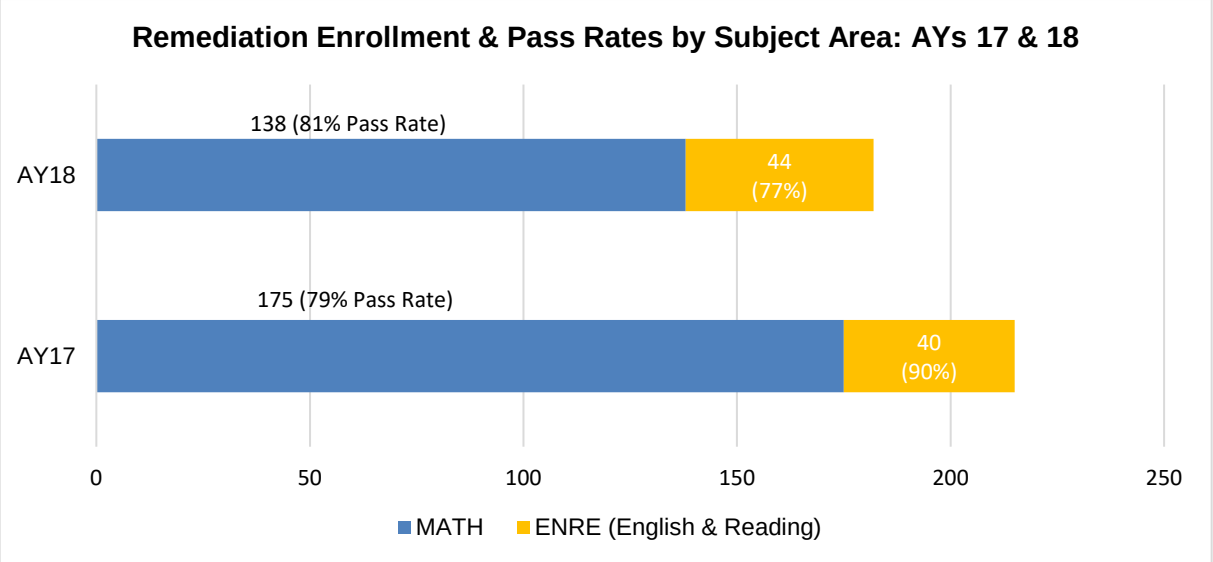
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	Age at entry	All
Other	Faculty Interview Rubric	All
Other	Technical program student aptitude	All

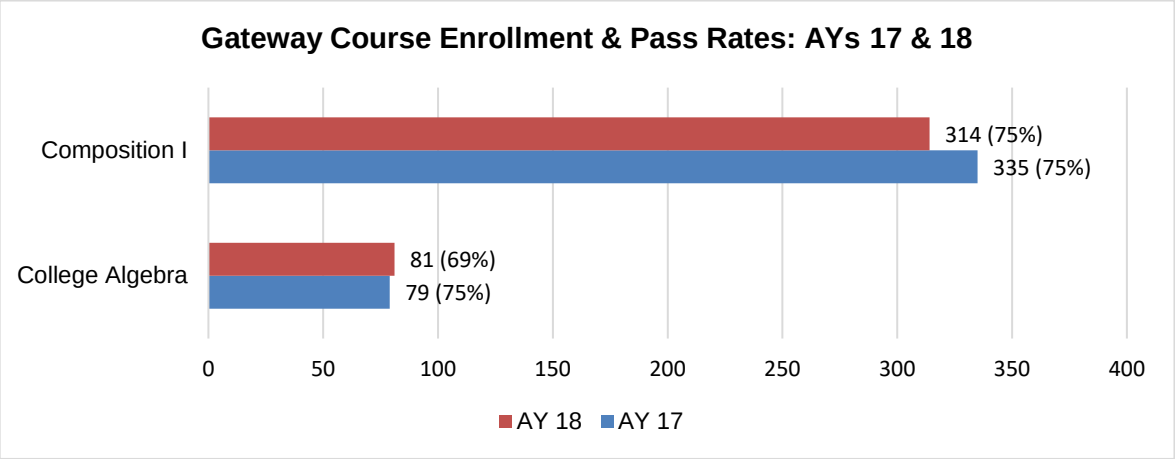
Advising

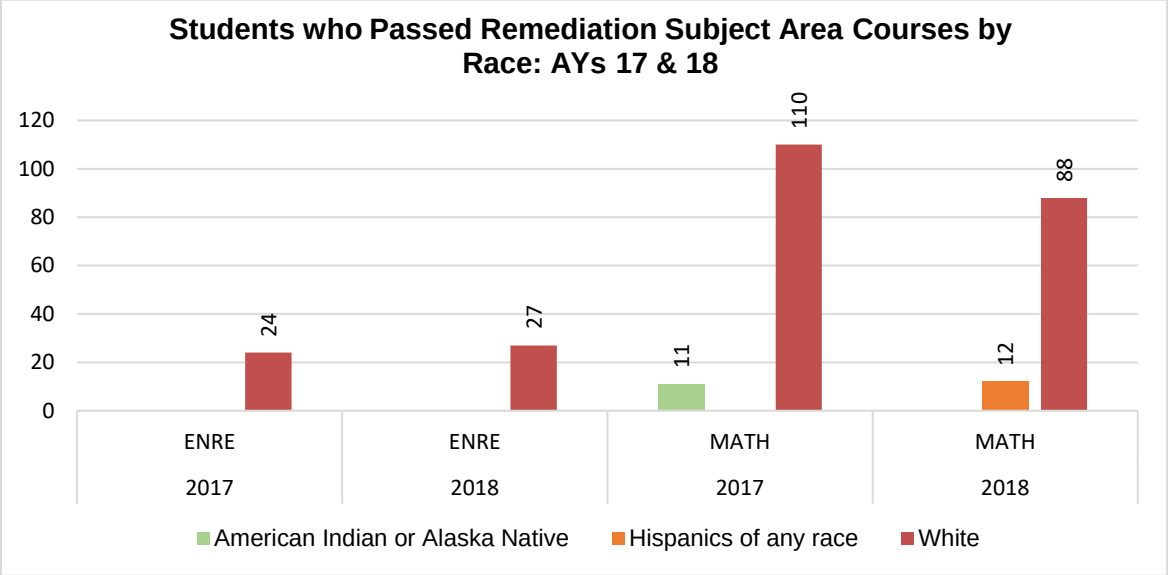
Support Strategies Offered to Students

Attendance reporting	Writing Center
Tutoring Services	Mid-term Grade reporting

Outcomes







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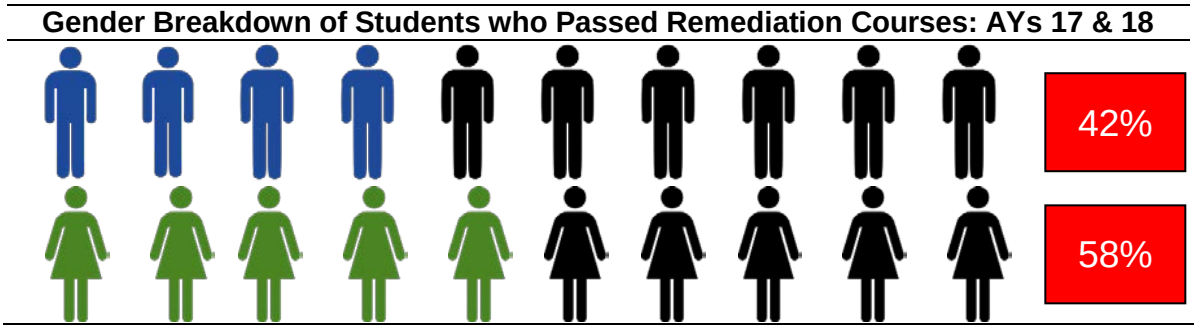


Total population: 320

UNIVERSITY OF ARKANSAS
PULASKI TECH

Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
SAT (overall score)	Standardized exam	All

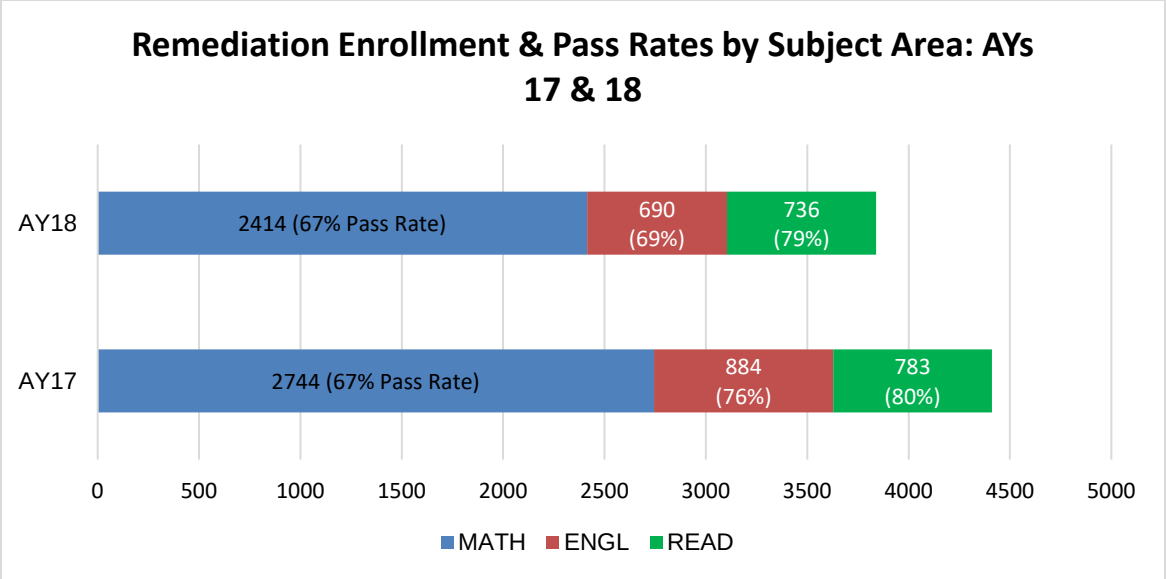
Advising

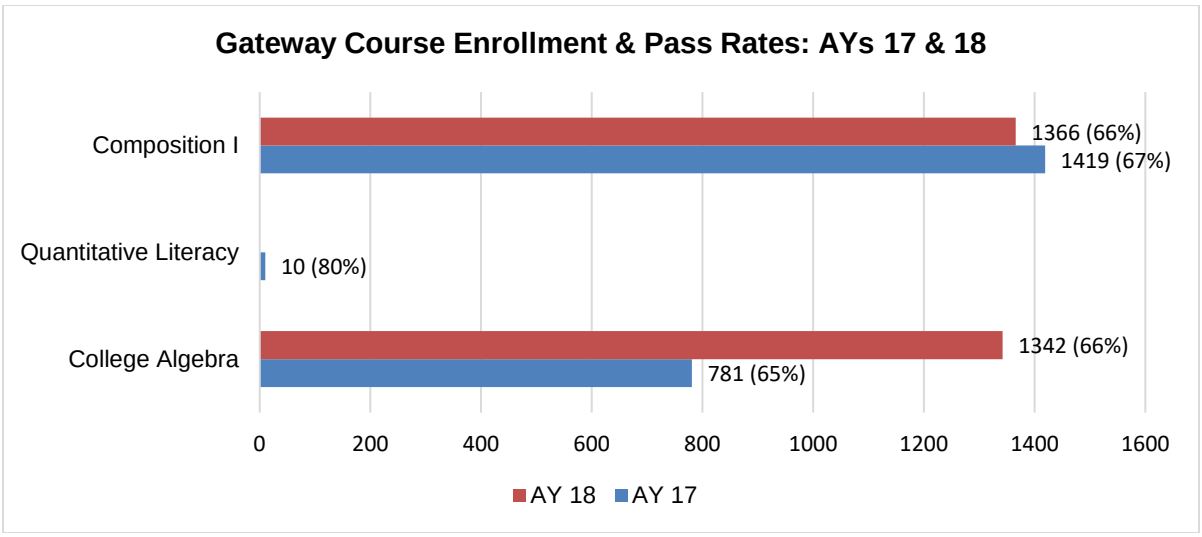
Support Strategies Offered to Students

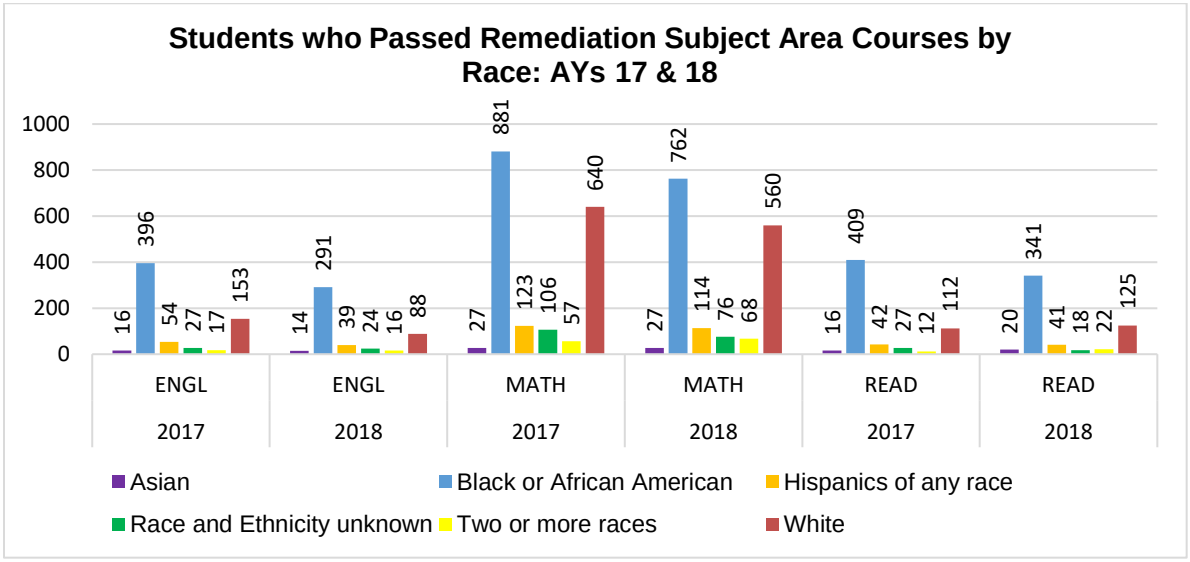
Attendance reporting

Tutoring (Individual)

Outcomes







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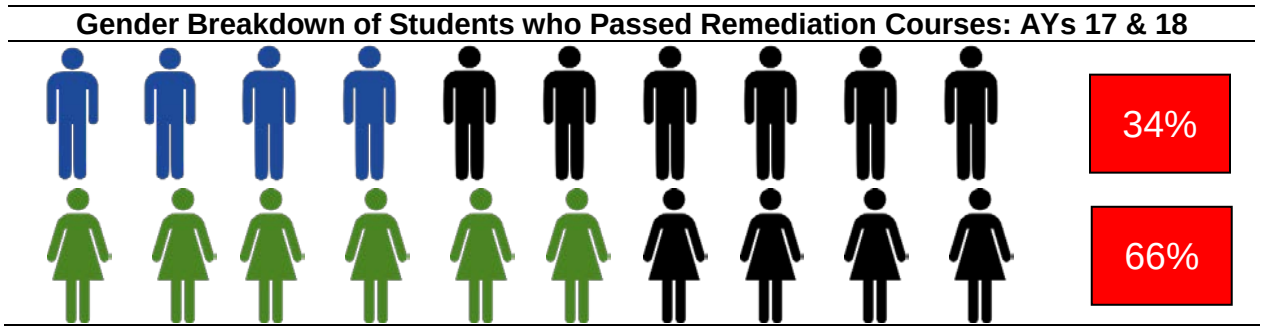


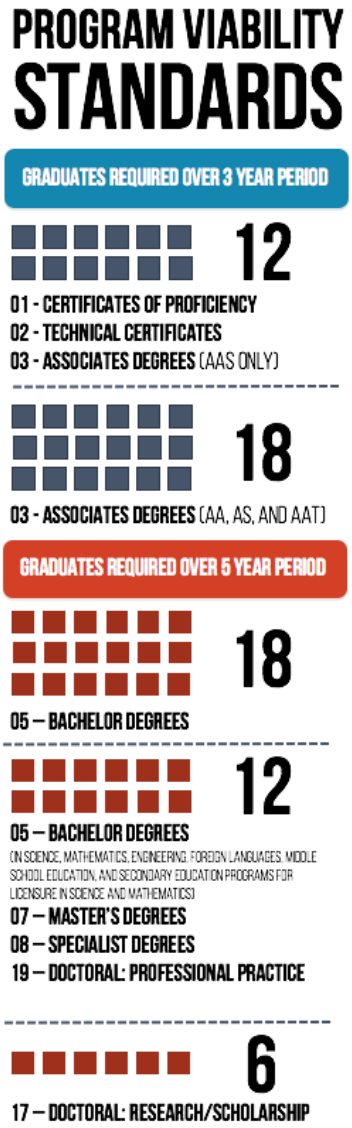
Total population: 5819

Agenda Item No. 7
Higher Education Coordinating Board
April 19, 2019

ANNUAL REPORT ON PRODUCTIVITY OF RECENTLY APPROVED PROGRAMS

Background:

Arkansas Code §6-61-214 requires the Arkansas Higher Education Coordinating Board (AHECB) to establish standards for the academic programs offered by Arkansas colleges and universities and to create a **seven to ten year review** cycle for all existing academic programs. The existing academic program review policies (AHECB Policy 5.12) were adopted in 1995 and 1998.



In April 2008, the AHECB directed ADHE staff in cooperation with the public colleges and universities to revise the existing program review process to ensure quality academic programs that support Arkansas's economic development goals, and to identify and remove non-viable programs from state general revenue funding.

The goal for the review that follows is to identify certificate and degree programs not currently meeting productivity standards.

Because programs need time to develop and produce graduates, productivity for certificate and associate programs is measured **three years** after approval, while baccalaureate and graduate programs are measured **five years** after approval.

This agenda item summarizes degree productivity for:

• Associate and Certificate programs approved between July 1, 2014 and June 30, 2015 (Academic Year 2015).

• Baccalaureate and Graduate programs approved between July 1, 2012 and June 30, 2013 (Academic Year 2013); and,

The new programs listed on the following pages will be required to meet the AHECB Viability Standards explained in figure 7.1.

Figure 7.1 This figure illustrates the viability standards for new programs set by the AHECB.

85

NEW CERTIFICATES & ASSOCIATE DEGREES
(Approved in AY 2015)

27

NEW BACHELOR, GRADUATE & PROFESSIONAL DEGREES
(Approved in AY 2013)

The following table and charts summarize the total number of new certificate and degree programs approved in Academic Year 2015 and Academic Year 2013, and the number of those programs on-track to meet viability standards.

Figure 7.2: Number of New Programs Analyzed

Active and On-Track Programs			
New Programs	**Certificate and Associate**	**Bachelor's, Graduate, Professional**	**Total**
Active Programs	85	27	112
Programs On-Track to Meet Standard	58	17	51
Percent On-Track	68%	63%	46%

Table 7.1: Analysis of Overall Success of New Programs

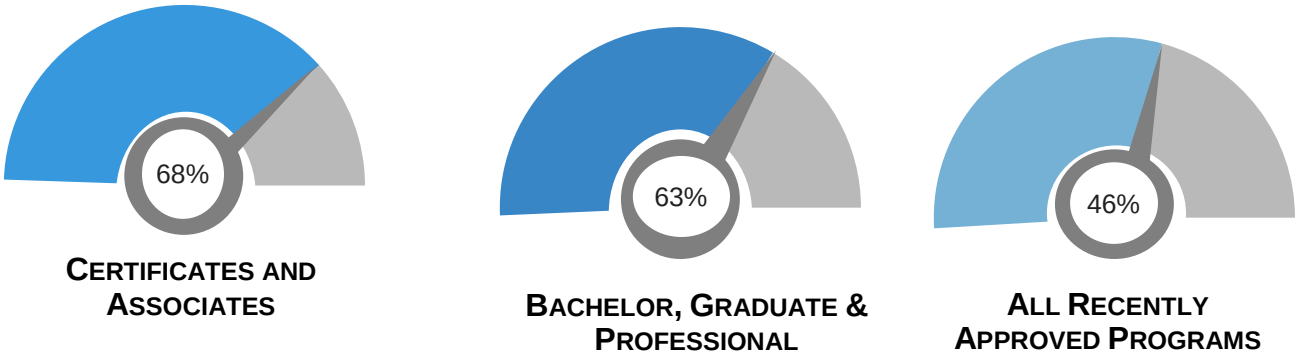


Figure 7.3:. Program Viability by Degree Type

Degree Productivity for Programs Approved in Academic Year 2015
Associate Degrees and Below

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
ATU	CP	15.0399	Industrial Control Systems	2014-10-31	20	10	11	41	Y
ATU	CP	52.0401	Office Support Specialist	2015-01-30	52	47	18	117	Y
ATU	CP	51.0716	Medical Transcription	2015-01-30	9	4	1	14	Y
UAF	CP	45.0702	Geospatial Technologies	2014-01-31	1	1	2	4	N
UAFS	CP	47.0105	Robotics	2014-01-31	0	0	17	17	Y
UAFS	CP	52.1804	Professional Sales	2014-07-25	4	1	0	5	N
UAFS	CP	52.0402	Office Management	2014-10-31	3	2	10	15	Y
UAFS	CP	52.0402	Medical Office Professional	2014-10-31	0	4	11	15	Y
UALR	CP	52.1301	Business Analytics	2014-10-31	0	0	0	0	N
ANC	CP	46	Construction Technology	2014-07-25	47	9	8	64	Y
ASUB	CP	47.0101	Multi-Skills Technology	2014-07-25	34	7	7	48	Y
ASUMH	CP	47.0201	Heating, Ventilation & Air Conditioning	2014-01-31	0	14	11	25	Y
ASUMH	CP	47.0604	Automotive Systems Repair	2014-01-31	7	20	18	45	Y
ASUMS	CP	12.0507	Food Service Management	2014-01-31	33	33	22	88	Y
ASUMS	CP	15.0403	Mechatronics Level I	2014-10-31	2	11	7	20	Y
ASUMS	CP	15.0403	Mechatronics Level II	2014-10-31	0	3	5	8	N
ASUMS	CP	15.0403	Mechatronics Level III	2014-10-31	2	1	1	4	N
ASUMS	CP	15.0403	Mechatronics Level IV	2014-10-31	0	0	0	0	N
ASUMS	CP	15.0699	Process Technology	2014-10-31	3	10	5	18	Y
ASUMS	CP	48.051	CNC Operations & Programming	2014-10-31	10	11	4	25	Y
CCCUA	CP	47.0201	Heating, Ventilation & Air Conditioning	2015-07-25	0	0	0	0	N
CCCUA	CP	48.0599	Pipe Welding (SMAW-Stainless Steel)	2014-04-25	9	10	6	25	Y
CCCUA	CP	48.0599	Pipe Welding-SMAW	2014-04-25	8	11	9	28	Y
CCCUA	CP	48.0599	Pipe Welding-GTAW	2014-04-25	5	14	6	25	Y
CCCUA	CP	48.0599	Pipe Welding-GMAW/FCAW	2014-04-25	9	10	12	31	Y
CCCUA	CP	47.0106	Hydraulics/Pneumatics	2015-07-25	0	13	15	28	Y
CCCUA	CP	47.0302	Lubrication	2015-07-25	0	0	0	0	N
CCCUA	CP	47.0104	Mechanical Devices	2015-07-25	2	3	11	16	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
CCCUA	CP	12.0501	Programmable Controls	2015-07-25	8	4	18	30	Y
CCCUA	CP	12.0501	Industrial Motors & Controls	2015-07-25	3	5	19	27	Y
CotO	CP	48.0501	CNC Machining & Fabrication	2014-07-25	5	6	6	17	Y
CotO	CP	15.0405	Industrial Robotics	2014-07-25	7	2	4	13	Y
EACC	CP	46	Construction Technology	2014-07-25	0	0	0	0	N
NAC	CP	11.0901	Network/Systems Administration	2014-07-25	6	4	7	17	Y
NAC	CP	48.0501	Manufacturing Technology	2014-07-25	9	4	4	17	Y
NWACC	CP	43.0107	Justice Studies	2015-01-30	0	0	0	0	N
OZC	CP	12.0599	Hospitality Management	2014-04-25	4	2	0	6	N
SACC	CP	15.0612	Industrial Technology: Mechatronics	2018-01-30	9	16	4	29	Y
SACC	CP	48.0508	Advanced Pipe Welding	2015-01-30	0	4	0	4	N
SEAC	CP	51.0713	Medical Coding	2015-01-30	0	0	0	0	N
UACCH	CP	52.0203	Supply Chain Management	2014-07-25	3	5	1	9	Y
UACCRM	CP	12.0413	Cosmetology Instructor	2014-10-31	3	0	3	6	N
UACCRM	CP	51.0707	Health Information Billing & Coding	2014-07-25	14	13	16	43	Y
UAFS	TC	52.0402	Office Management	2014-10-31	1	3	6	10	Y
UAFS	TC	52.0402	Medical Office Professional	2014-10-31	0	3	9	12	Y
ASUB	TC	47.0101	Multi-Skills Technology	2014-07-25	9	5	2	16	Y
ASUMH	TC	52.0901	Hospitality Management	2014-07-25	2	2	3	7	N
ASUMH	TC	47.0604	Automotive Systems Repair	2014-01-31	5	10	4	19	Y
ASUMH	TC	52.0301	Accounting & Finance	2014-04-25	3	3	9	15	Y
ASUMH	TC	47.0201	Heating, Ventilation & Air Conditioning	2014-01-31	1	4	7	12	Y
BRTC	TC	11.0801	Web Design	2014-04-25	0	0	0	0	N
CCCUA	TC	48.0599	Pipe Welding	2014-04-25	4	13	5	22	Y
CCCUA	TC	47.0303	Industrial Technology	2014-05-25	7	7	11	25	Y
NAC	TC	48.0501	Manufacturing Technology	2014-07-25	4	6	6	16	Y
NPC	TC	47.0303	Industrial Technology	2014-07-25	0	4	14	18	Y
SACC	TC	15.0612	Industrial Technology: Mechatronics	2018-01-30	0	0	7	7	N
SAUT	TC	52.0203	Supply Chain Management	2014-07-25	0	0	0	0	N
UACCB	TC	12.0401	Cosmetology	2014-04-25	15	23	15	53	Y
UACCH	TC	52.0203	Supply Chain Management	2014-07-25	2	6	1	9	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
UACCRM	TC	51.0707	Health Information Billing & Coding	2014-07-25	13	8	11	32	Y
ASUJ	AAS	51.0803	Occupational Therapy Assistant	2014-07-25	0	30	29	59	Y
UAPB	AA	24.0101	General Education	2015-01-30	23	7	9	39	Y
ASUB	AS	24.0102	Liberal Arts & Sciences	2015-01-30	166	181	179	526	Y
ASUB	AS	13.1203	Education	2014-11-05	40	49	35	124	Y
ASUMH	AAS	47.9999	Workforce Technology	2014-04-25	7	25	30	62	Y
ASUMH	AS	13.1203	Education	2014-11-05	16	18	22	56	Y
ASUN	AGS	24.0102	General Studies	2014-07-25	11	22	39	72	Y
ASUN	AS	13.1203	Education	2014-11-05	0	4	6	10	Y
BRTC	AAS	52.0302	Accounting	2014-10-31	1	0	1	2	N
BRTC	AAS	52.0401	Legal Administrative Systems	2014-10-31	0	0	1	1	N
BRTC	AAS	52.0201	Business Administration	2014-10-31	1	7	3	11	Y
BRTC	AAS	52.0701	Entrepreneurship	2014-10-31	0	0	0	0	N
BRTC	AAS	11.1099	Computer Information Technology	2014-10-31	4	6	2	12	Y
BRTC	AAS	51.0707	Medical Office Administration	2014-10-31	2	2	1	5	N
BRTC	AAS	52.1299	Business Technology Applications	2014-10-31	0	0	0	0	N
CCCUA	AS	43.0104	Criminal Justice	2014-01-31	4	5	6	15	Y
CCCUA	AS	42.0101	Psychology	2014-01-31	11	6	11	28	Y
NAC	AAS	43.0103	Criminal Justice	2014-10-31	1	2	6	9	Y
NAC	AS	45.0401	Criminal Justice	2014-07-25	1	3	3	7	N
NAC	AS	14.0101	Pre-Engineering	2014-07-25	0	0	3	3	N
NWACC	AS	52.0201	Business Administration	2014-01-31	53	87	97	237	Y
SACC	AAS	15.0612	Industrial Technology: Mechatronics	2018-01-30	0	0	3	3	N
UACCH	AAS	52.0203	Supply Chain Management	2014-07-25	0	3	3	6	N
UACCM	AS	24.0101	Liberal Arts	2015-01-30	60	14	3	77	Y
UACCRM	AAS	52.1206	Business & Information Technology	2014-07-25	5	7	14	26	Y

Table 7.2: New Program Viability Detail – Associates and Below

Degree Productivity for Programs Approved in Academic Year 2013
Bachelor Degrees and Above

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
ASUJ	BS	51.3101	Nutritional Science	2011-02-04	10	8	8	26	Y
ASUJ	BS	43.0302	Disaster Preparedness & Emergency Management	2012-10-26	8	4	17	29	Y
ASUJ	BS	52.0203	Global Supply Chain Management	2012-10-26	15	6	13	34	Y
ATU	BSBA	52.1399	Business Data Analytics	2012-04-27	11	10	14	35	Y
HSU	BS	19.0706	Early Childhood Development	2012-01-26	0	0	0	0	N
UAF	BSBME	14.0501	Biomedical Engineering	2012-01-26	56	33	49	138	Y
UAF	BSN	51.3801	Nursing	1992-04-01	272	297	317	886	Y
UALR	BS	51.2299	Health, Human Performance & Sport Management	2012-07-27	80	62	56	198	Y
UALR	BS	14.3301	Architectural & Construction Engineering	2012-07-27	0	1	0	1	N
UAMS	BS	51.0904	Emergency Medical Sciences	2013-02-01	4	2	1	7	N
UCA	BBA	52.0701	Innovation & Entrepreneurship	2012-01-26	11	13	21	45	Y
UAF	GC	13.1202	STEM Education for Early Childhood (K-4)	2012-04-27	0	0	0	0	N
UAF	GC	52.1301	Enterprise Systems	2012-04-27	20	13	39	72	Y
UAF	GC	30.3301	Sustainability	2012-04-27	5	2	8	15	Y
UAF	GC	52.0206	Cross Sector Alliances: Public, Private, & Non-Profit	2012-01-26	3	0	3	6	N
UAF	GC	13.1013	Applied Behavior Analysis	2012-04-27	2	2	4	8	N
UAMS	GC	30.0101	Regulatory Science	2012-04-27	0	0	8	8	N
UCA	GC	13.1001	Gifted & Talented Education	2012-07-27	0	10	3	13	Y
ASUJ	MSE	14.0101	Engineering	2012-04-27	3	8	7	18	Y
UALR	MA	26.0101	Biology	2012-10-26	0	0	1	1	N
UALR	MS	15.1001	Construction Management	2012-07-27	8	15	18	41	Y
UAMS	MPAS	51.0912	Physician Assistant Studies	2011-10-28	26	28	32	86	Y
UAPB	MS	11.0101	Computer Science & Technology	2012-07-27	18	11	14	43	Y
UCA	MS	51.0204	Speech-Language Pathology	1988-04-01	36	25	42	103	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
UCA	MS	13.0499	School Leadership, Management, & Administration	2001-04-01	14	12	12	38	Y
UAF	PMC	13.1013	Applied Behavior Analysis	2012-04-27	2	2	4	8	N
UCA	PMC	13.0411	District-Level Administration	2012-07-27	1	4	1	6	N

Table 7.3: New Program Viability Detail – Bachelor's and Above

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 197 of 2018 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 Department of Higher Education. Funds may be made available for administration of the Arkansas Development Research Program, for purchasing state-of-the-art equipment, for minor renovations of laboratory space, for publication of findings, for employing 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 Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

Higher Education Research Development Fund:
The current balance in the Higher Education Research Development Fund is $45,607. The fiscal 2019 appropriation of $1,000,000 is adequate for the authorization of distribution of up to $750,000 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 $750,000 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 Department of Higher Education is authorized to distribute up to $750,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

ECONOMIC FEASIBILITY OF BOND ISSUES
UNIVERSITY OF CENTRAL ARKANSAS

The University of Central Arkansas requests approval of the economic feasibility of plans to issue bonds not to exceed $20 million with a maximum term of thirty (30) years at an estimated annual interest rate not to exceed 5.00 percent. Proceeds from the bond issue will be used for education and general (E&G) purposes. The University of Central Arkansas Board of Trustees approved this financing at its meeting on February 15, 2019.

The E&G issue will be up to $20 million with an annual debt service of $1,294,136 and a term of thirty (30) years. Proceeds from this bond issue will be used to proceed with the planning, design, and construction of an approximately 114,000 sq. ft., $45 million Fine & Performing Arts Building. Twenty-five ($25) million in gifts will provide additional funding for the building. The debt service on the bond issue will be supported by tuition and fee revenue as well as an annual increase to the college fee for the College of Fine Arts and Communication beginning fall 2022 and an increase to the Fine & Performing Arts Fee beginning fall 2022, which will be sufficient to support the additional debt service. Coordinating Board policy regarding debt service for E&G projects provides that a maximum of 25 percent of tuition and fee revenue, may be pledged to E&G debt service.

Relevant data follows:

Educational & General Issue (E&G)

Budgeted 2018-2019 Tuition and Fee Revenue	$	62,862,640
Maximum Allowable Debt Service ($62,862,640 X 25%)	$	15,715,660
Existing Debt Service	$	6,255,705
Proposed New Debt Service	$	1,294,136
Amount Remaining for Additional Debt Service	$	8,165,819

The above data demonstrates that the University of Central Arkansas has sufficient tuition and fee revenue to support an E&G bond issue of up to $20 million with a term of thirty (30) years at an estimated annual interest rate not to exceed 5.00 percent.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October 2010. The University of Central Arkansas will sustain a building maintenance fund to be supported by tuition and fee revenue for the E&G facility. These funds will be held in a separate account for the maintenance of the new facility by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges recommendation. The current APPA recommendation is $2.50 per gross square foot for E&G facilities. The projects of the E&G issue provide additional square footage to the campus of 114,000 sq. ft. for the Fine & Performing Arts facility. Therefore,

based on an estimate of 114,000 new square footage for the projects (as it is completed over the next few years); $285,000 will be transferred annually for maintenance beginning in the fiscal year after the projects are placed into service.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Central Arkansas to issue bonds in an amount not to exceed $20 million with a term of thirty (30) years at an estimated interest rate not to exceed 5.00 percent for E&G purposes to proceed with the planning, design, and construction of an approximately 114,000 sq. ft., $45 million Fine & Performing Arts Building. Twenty-five ($25) million in gifts will provide additional funding for the building.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of University of Central Arkansas and the President of the University of Central Arkansas of the Coordinating Board's resolution.

CERTIFICATE OF PROFICIENCY IN CONSTRUCTION TECHNOLOGY
TECHNICAL CERTIFICATE IN CONSTRUCTION TECHNOLOGY
ASSOCIATE OF APPLIED SCIENCE IN CONSTRUCTION TECHNOLOGY
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Construction Technology (CIP 46.000; 20 credit hours); Technical Certificate in Construction Technology (CIP 46.000; 30 credit hours); and the Associate of Applied Science in Construction Technology (CIP 46.000; 60 credit hours) offered by Phillips Community College of the University of Arkansas, effective Summer 2019.

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 Phillips Community College of the University of Arkansas of the approval.

Program Justification
The proposed construction technology programs will prepare students to gain technical knowledge and skills to work with building, inspecting, and maintenance of structures, roads, metal frames, and various other aspects of the construction industry. PCCUA currently offers specialized tracks in general construction, HVAC, and welding that will complement the proposed programs. Students will also gain knowledge in the operation of construction tools and equipment. Students will have the opportunity to work with masonry, carpentry, electrical and power transmission installation, building/construction finishing, management, inspection and other construction-related applications, properties of concrete, differential leveling, handling and placing, and slab on-grade. Graduates of the proposed programs who can weld, work with sheet metal, and demonstrate carpentry skills generally make higher wages and are more likely to advance to supervisory and/or management positions within the construction industry. The long-term goal of the proposed programs is to align with apprenticeship programs which match training and work placement offering students the opportunity to advance into construction journeyman and higher positions.

Members of the PCCUA Advisory Councils in DeWitt, Helena, and Stuttgart have expressed a need for workers in construction crafts. Survey data received from several employers indicated a need for graduates of the proposed programs and jobs are available. Some of the responding to the Employer Needs Survey were: Adams Fertilizer Equipment Manufacturing, BPS, Inc., Carter Building Supply, Greg Ward Construction, Helena Industries, Helena Construction Company, Hoskyns Enterprise, Inc., Pierce & Company General Contractor, NORAC, inc., Solfeuls, USA LLC, Charles Turner Construction, and United Initiators. Workforce data indicates an expected growth of 12% for construction laborers. Eastern Arkansas is expected to see an increase in construction jobs at the rate of 7.5%. Hourly salaries for graduates range from $16 to $25.

Three current faculty with appropriate credentials have been identified for program implementation. One full-time and two part-time faculty with credentials/experience in the construction industry will be hired by Fall 2019. Current instructional facilities are available on the Stuttgart, Helena and DeWitt campus for program implementation.

Arkansas Institutions Offering Similar Program
Arkansas Northeastern College
College of the Ouachitas
East Arkansas Community College
North Arkansas College
NorthWest Arkansas Community College
University of Arkansas – Pulaski Technical College

Program Viability
Projected Annual Enrollment beginning Fall 2019 – 10 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

Certificate of Proficiency in Construction Technology – 20 credit hours

IT	113	Industrial Safety and Sanitation
IT	133	Industrial Electricity
IT	163	Basics of Blueprints & Ind. Measurements
IT	223	Principles of HVAC
WG	115	Introduction to Welding
CC	103	Construction I

Technical Certificate in Construction Technology – 30 credit hours

General Education – 7 credit hours

EH	1013	Basic Writing I
SS	111	Student Success II
MS	143	Technical Math (or higher)

Mandatory Skills – 23 credit hours

IT	113	Industrial Safety and Sanitation
IT	133	Industrial Electricity
IT	163	Basics of Blueprints & Ind. Measurements
IT	223	Principles of HVAC
WG	115	Introduction to Welding
CC	103	Construction I
CC	113	Construction II

Associate of Applied Science in Construction Technology – 60 credit hours

General Education – 19 credit hours

EH	113	Composition I
EH	123	Composition II
SS	111	Student Success II
MS	143	Technical Math
PSY	213	General Psychology (or)
SY	213	Fundamentals of Sociology
CT	113	Introduction to Computer Information Systems
BAN	263	Business Communication (or)
SP	243	Fundamentals of Speech

Mandatory Skills – 33 credit hours

IT	113	Industrial Safety and Sanitation
IT	133	Industrial Electricity
IT	163	Basics of Blueprints & Ind. Measurements
IT	223	Principles of HVAC
WG	115	Introduction to Welding
CC	103	Construction I
CC	113	Construction II
WG	125	Arc Welding I
WG	145	Inert Gas Welding I

Electives – 8 credit hours

WG	135	Arc Welding II

WG	165	Inert Gas Welding II
WG	1152	Introduction to Welding II

Choose 3 credit hours from the following:

PEAC	142	Fitness Concepts
PE	223	Health and Safety
PE	243	First Aid
PEAC	131	Physical Conditioning

BACHELOR OF SCIENCE IN CYBER CRIMINOLOGY
SOUTHERN ARKANSAS UNIVERSITY

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Cyber Criminology (CIP 45.0401; 120 credit hours) offered by Southern Arkansas University, effective Fall 2019.

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 Southern Arkansas University of the approval.

Program Justification
The proposed Bachelor of Science in Cyber Criminology is a 120 credit hour program designed for students who desire to pursue careers in cybercrimes. The proposed program emphasizes the use of computer science skills to investigate and study crime. The program further underscores theoretical human behaviors and victimization patterns that relate to cybercrimes. Cyber Criminology is a multidisciplinary field that includes research from social science areas including criminology, victimology, and computer science. Cyber Criminology utilizes computer science to study and understand cybercrime from the perspective of the social sciences. Graduates of the proposed program may obtain positions in government agencies, law enforcement agencies, private protection agencies, financial institutions, health corporations, and other businesses as investigators, information security analysts, digital forensic analysts, and security team members. The proposed program will be supported by SAU's existing Bachelors of Science in Computer Science and Criminal Justice.

Southern Arkansas University (SAU) serves a rural region with strong community connections to law enforcement, private industry, health care services, and education. SAU communicated with alumni who work in cyber security and the FBI to ascertain a need for employees with computer science skills and understanding of criminal behavioral patterns. Prospective employers who responded to requests for a need for the proposed program and who have jobs for graduates were: the State of Arkansas: Jail Standards Office, the Arkansas State Police, Walmart, Federal Bureau of Investigations, Miller County Sheriff's Office, Fayetteville Police Department, Raytheon, and Four R Marketing, LLC. Prospective positions would be as investigators, cybersecurity risk specialists, cyber security analysts, crime analysts, detectives, information system security officers, etc. Salaries for these graduates range from $45 – 65,000 annually.

Current faculty in the Computer Science and Criminal Justice are adequate for program implementation. Instructional facilities and library resources are adequate for program implementation. Initial program resource needs will be met by existing Computer Science and Behavioral and Social Sciences Departments and University resources.

Arkansas Institutions Offering Similar Program
None

Program Viability
Projected Annual Enrollment beginning Fall 2019 – 15 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements

General Education – 35 credit hours

ENGL	1113	Composition I
ENGL	1123	Composition II
MATH	1023	College Algebra (or)
MATH	1045	Pre-Calculus Mathematics (or)
MATH	1525	Calculus I
BIOL	XXX4	Biological Science/Lab
	XXX4	CHEM/GEOL/PHYS
	XXX3	Social Science
	XXX6	HIST/PSCI
	XXX9	Humanities/Arts

Criminal Justice Core – 33 credit hours

CRJU	*2XX3*	*Introduction to Cyber Criminology*
CRJU	3023	Criminal Evidence & Procedures
CRJU	3153	Research Methods
CRJU	3183	Statistics
CRJU	4053	Criminology
CRJU	4143	Victimology
CRJU	3103	Ethics
CRJU	3043	Criminal Law
CRJU	4093/93	Advanced Topics
CRJU	*4XX3*	*Senior Integrated Project I*
CRJU	*4XX3*	*Senior Integrated Project II*

Computer Science Core – 41 credit hours

CSCI	2103	Computer Science I
CSCI	*2XX1*	*Computer Science I Lab*
CSCI	2113	Computer Science II
CSCI	*2XX1*	*Computer Science II Lab*
CSCI	3213	Computer Networking
CSCI	3243	Network Security
CSCI	4223	Cyber Forensics
CSCI	4333	Cyber Defense
CSCI	4133	Operating Systems
CSCI	3203	Assembler & Machine Org.
CSCI	3703	Computer Architecture
CSCI	3103	Data Structure & Algorithm
CSCI	4213	Privacy Engineering
CSCI	3133	UNIX/LINUX
CSCI	3153	Mobile App Development

Electives – 11 credit hours

New Courses

ROLE AND SCOPE CHANGE
DOCTOR OF EDUCATION IN RURAL AND DIVERSE EDUCATIONAL LEADERSHIP
SOUTHERN ARKANSAS UNIVERSITY

Role and Scope Review Process

Arkansas Higher Education Coordinating Board (AHECB) Policy 5.20 outlines the process institutions must follow in order to request a change in the degree level approved by the AHECB, and the process to be followed during the review and consideration of that request. The process for AHECB consideration and action was amended by the Coordinating Board at its meeting on April 25, 2014. The new process follows:

a. After the role and scope/program proposal review has been completed, Arkansas Department of Higher Education (ADHE) staff will present the recommendation on the institutional role and scope designation and the proposed degree program to the Coordinating Board for information and discussion purposes only at its next regularly scheduled quarterly meeting.

b. AHECB members will vote on the recommended role and scope designation and proposed degree program that required the role and scope change at the following regularly scheduled meeting.

Role and Scope Change Review

In May 2018, a review team visited Southern Arkansas University (SAU) campus to evaluate the institution's request for a change in role and scope from an institution offering degrees up to the specialist degree to one that also offers doctoral degrees.
The reviewers' requested additional information from SAU related to institutional readiness and identified topics for further consideration by the SAU faculty and administrators. Over a 12-month period, SAU addressed the areas identified by the reviewers and the reviewers' final report was favorable to the SAU request.

SAU Review Team Members
Dr. Richard Shrubb
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Provost and Senior Vice President for Academic Affairs
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Dr. Bill McHenry
Chairperson of Department of Counseling and College Student Development
Associate Professor of Counseling
Saint Edward's University

Doctoral Proposal Review

ADHE employed three review team members to review the SAU program proposal for Doctor of Education (Ed.D.) in Rural and Diverse Educational Leadership. On May 16-18, 2018, the three-member review team conducted a site visit to the campus of Southern Arkansas University in Magnolia. The team met with SAU administrators, faculty, program partners and students. After reviewing the program proposal, and updated information provided by SAU, the team found the proposed program non-duplicative of other programs that either focus broadly on Educational Leadership in general or more narrowly on the region. The overall consensus of the team was that the proposed Ed.D. in Rural and Diverse Education identified not only a gap in the geographic region that the program seeks to serve, but also a void in the curriculum offered throughout education leadership programs in Arkansas. An analysis of regional educational data indicated that the proposed program would attract students from the southern region of Arkansas, as well as neighboring states Texas and Louisiana. SAU was asked to address the following items before moving forward with the proposed program:

1. Develop graduate college/program policies that clearly articulate timeline requirements for Ed.D candidates to select members of their dissertation committee.
2. Develop graduate, program policies around program admissions requirements that communicate well-defined expectations to students, faculty and the overall institution.
3. Develop internal policies to expand faculty research capabilities to support the proposed program.
4. Expand workforce analysis undertaken to ensure the proposed program will not over saturate the local market within several years to confirm program longevity.

SAU was given the opportunity to address these concerns after the team visit. SAU provide documentation that these items were addressed by new graduate college policies and program level changes within the college of education.

Program Justification

SAU states that the proposed Ed.D. program is designed to address shortages in the production of doctorally prepared educational and community leaders in our region. The program will be 100% online, with some required campus visits for students - orientation, and dissertation defense. The program is designed to be cohort-based, with the academic semester including fall, spring, and summer terms.

SAU program will be designed to focus on understanding the challenges and opportunities facing educators/leaders in rural and diverse environments. It will take an integrative approach to educational leadership, recognizing that educators in rural and diverse communities must possess a full understanding of the variety

of factors that shape the learning context in rural schools and colleges, including economic factors, public health issues, and the impact of local, regional, and state government policies and regulations.

The proposed Ed.D. builds upon the existing master's and specialist degrees in the Department of Counseling and Professional Studies at SAU.

The degree program consists of 45 hours of coursework: 18 hours of foundational courses, taken by all students; 15 hours of elective courses, generally aligned either with career tracks in K-12 educational leadership or higher education/community leadership (students may select courses in both areas based on their individual career needs); and 12 dissertation hours, including a three-hour course assisting students in dealing with issues of research design and methodology. Doctoral sections will be created for various masters-level courses that are offered by programs in other colleges. The program is structured to allow students to take six hours each semester. Thereby, allowing candidates to complete their degree in three years with comprehensive examinations being administered during the summer between Year 2 and Year 3.

The University currently utilizes Blackboard courseware for online delivery of instruction as well as compressed interactive video. No additional distance delivery costs are anticipated with the addition of the Ed.D. degree.

The need for this role and scope change has grown out of work with the University's constituents, formal systemic analysis of regional needs from employers and students.

Arkansas Institutions Offering Similar Program
Arkansas State University
Arkansas Tech University
Harding University
University of Arkansas – Fayetteville
University of Arkansas at Little Rock

Program Viability
Required Graduates by Summer 2025–6 students total, based on AHECB viability standard

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope change for Southern Arkansas University to offer the Doctor of Education (Ed.D.) in Rural and Diverse Educational Leadership (CIP 13.0401, 45 semester credit hours beyond the Educational Specialist), effective August 2019. Program continuation contingent on Higher Learning Commission accreditation/recognition of doctoral degrees at SAU.

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 Southern Arkansas University of the conditions of the role and scope approval for the offering of doctoral degree programs.

Degree Requirements

Course	Course Title
Foundation Courses	
EDFN 7xx3	Intermediate Research Methods and Design
EDFN 7xx3	Intermediate Statistics
EDFN 7xx3	Culturally Responsive School and Community Relations
EDFN 7xx3	Leadership in Diverse and Rural Communities
EDFN 7xx3	Qualitative Research Methods
EDFN 7xx3	Organizational Development, Evaluation, and Theory
Required 15 hours – Select from the Following:	
EDAS 7xx3	Educational Leadership Seminar
EDAS 7xx3	School Finance
EDAS 7xx3	The Superintendency
EDAS 7xx3	Administration and Assessment of Curricular Programs
EDAS 7xx3	Management of Human Resources
HECL 7xx3	Advanced Leadership and Dev in Diverse and Rural Communities
HECL 7xx3	Fiscal Management of Educational and Community Agencies
HECL 7xx3	Technology and Data for Leadership and Decision Making
HECL 7xx3	Planning Programs for Adults Learners
HECL 7xx3	Contemporary Issues in Leadership
Dissertation	
DIS 7xx3	Advanced Research Methods and Design
DIS 7xx3	Dissertation
DIS 7xx3	Dissertation
DIS 7xx3	Dissertation
Total hours:	45

Doctoral Program Admission Requirements
Students should be currently or previously involved in an education-related field. Students will not be admitted on a conditional basis.

The following factors will be considered:
1. Applicant must provide evidence Graduate Record Examination (GRE) score of 300 or above (verbal plus quantitative scores).
2. Completion of official Graduate College application and submission of $50 application fee.
3. Official transcripts providing evidence of a completed master's degree from an accredited university with a minimum grade point average of 3.00 on a 4.00 scale.
4. Official reports from either the Miller's Analogies Test or the Graduate Record Exam.
5. Successful completion of writing requirements such as research papers, term papers, studies, or articles.
6. Statement of purpose that includes information on academic background, professional career goals, and reason for pursuing the doctoral degree.
7. Two letters of recommendation addressing the applicant's professional and academic background.

ROLE AND SCOPE CHANGE
DOCTOR OF EDUCATION IN INSTRUCTIONAL LEADERSHIP
HENDERSON STATE UNIVERSITY

Role and Scope Review Process

Arkansas Higher Education Coordinating Board (AHECB) Policy 5.20 outlines the process institutions must follow in order to request a change in the degree level approved by the AHECB, and the process to be followed during the review and consideration of that request. The process for AHECB consideration and action was amended by the Coordinating Board at its meeting on April 25, 2014. The new process follows:

a. After the role and scope/program proposal review has been completed, Arkansas Department of Higher Education (ADHE) staff will present the recommendation on the institutional role and scope designation and the proposed degree program to the Coordinating Board <u>for information and discussion purposes only</u> at its next regularly scheduled quarterly meeting.

b. AHECB members will vote on the recommended role and scope designation and proposed degree program that required the role and scope change at the following regularly scheduled meeting.

Role and Scope Change Review

In August 2018, a review team visited the HSU campus to evaluate the institution's request for a change in role and scope from an institution offering degrees up to the specialist degree to one that also offers doctoral degrees. The reviewers' requested additional information from HSU related to institutional readiness and identified topics for further consideration by HSU's faculty and administrators. Over an 8-month period, HSU addressed the areas identified by the reviewers.

<u>HSU Review Team Members</u>
Dr. Bill McHenry
Associate Professor
Chairperson-Department of Counseling
St. Edward's University

Dr. Ruth Ray Jackson
Associate Vice President for Academic Affairs
Langston University

Dr. Mick Arnold
Professor
Graduate Studies in Education
Southwest Baptist University

Doctoral Proposal Review

ADHE employed three review team members to review the HSU program proposal for Doctor of Education (Ed.D) in Instructional Leadership. August 1-2, 2018 the three-member review team conducted a site visit to the campus of Henderson State University, Arkadelphia. The team met with HSU's administrators, faculty, program partners and students. The review team found the program as conceived was designed, with a clear pipeline of potential students identified, through the existing Ed.S. feeder programs. Also, the team noted Henderson State University rural location provides an ideal location for an online program of this nature to reach a distinct population.

Although, the review team did recommend HSU administrators, faculty consider developing addition strategies to differentiate the program from other similar online programs within the state and region. The review team recommended the institutions address the following items:

1. Develop a formal marketing and recruiting plan for the new graduate program
2. Develop a matrix that identifies which faculty will teach which courses over the next three-five years. Also, develop remote faculty recruitment strategies to support the program.

HSU was given the opportunity to address these concerns after the team visit. HSU provided documentation that these items were addressed by new graduate college policies, program level changes within the college of education, and provide evidence new resources provided by the institution.

Program Justification

HSU states that the Doctor of Education (Ed.D) in Instructional Leadership is a natural extension of its two existing educational specialist degrees-curriculum leadership and district-level educational leadership. The program is also designed to expand existing skills of professionals within the specialist programs-statistical techniques, research methods including both quantitative, qualitative, culturally responsive leadership, ethics, diversity, and current issues and trends. The program will be 100% online, 64 credit hours, students that matriculate from the existing Ed.S. programs will require 34 additional credit hours including dissertation seminars, and seven additional courses. Students with building level leadership who desire to seek the doctorate in instructional leadership will have the option of pursuing district level licensure in leadership or curriculum in route to the terminal degree.

HSU will hire a program administrator to lead the program with experience in advising doctoral students with a focus on dissertation and research development once the program is approved.

Students will enter the program in cohorts of 12~15 students. There will be no more than three cohorts of students served at any given time by this model.

Arkansas Institutions Offering Similar Program
Arkansas State University-Jonesboro
University of Arkansas, Fayetteville
University of Arkansas at Little Rock
University of Central Arkansas
Arkansas Tech University

Program Viability
Required Graduates by Summer 2025–6 students total, based on AHECB viability standard

ADHE Executive Staff Recommendation
RESOLVED, That the Arkansas Higher Education Coordinating Board approves the role and scope change for Henderson State University to offer the Doctorate of Instructional Leadership (CIP 13.0401, 64 semester credit hours beyond the Educational Specialist) effective August 2019. Program continuation contingent on Higher Learning Commission accreditation/recognition of doctoral degrees at HSU.

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 Henderson State University of the conditions of the role and scope approval for the offering of doctoral degree programs.

Doctoral Program

Curriculum	Ed.S. DLL	Ed.S. Curr	Ed.D. from MSE BLL	Ed.D. from Ed.S DLL	Ed.D. from Ed.S. Curriculum
7113 Executive Leadership *	3	3	3	3	3
7233 Advanced Research Methods*	3	3	3	3	3
7363 Governance and Politics*	3	3	3	3	3
7723 Technology for District Administrators*	3	3	3	3	3
7593 Fiscal Resources and Accountability *	3	3	3	3	3
7123 Organizational Management*	3		3	3	
7483 Human Resources and Accountability*	3		3	3	
7613 Mentorship in Educational Leadership*	3		3	3	
7643 CPA Internship in Curriculum and Instruction*		3			3
7273 Program Improvement and Design*		3			3
7633 Curriculum Alignment and Assessment*	elec	3	elec	elec	3
7713 Technology for Communication*	elec		elec	elec	
7703 Integrating Technology *	elec	3	elec	elec	3
7473 Leadership for Curriculum and Instruction*	elec	3	elec	elec	3
	30	30	30	30	30
New Curriculum					
*Statistical Techniques in Education**			3	3	3
*Educational Research Methods **			3	3	3
*Quantitative Methods in Education**			3	3	3
*Qualitative Methods in Education**			3	3	3
*Culturally Responsive Leadership**			3	3	3
*Leadership and Ethics in a Diverse Society**			3	3	3
*Current Issues and Trends for Educational Practictioners**			3	3	3
Dissertation Hours			10	10	10
Internship (217 hours)			Use 7613	Use 7613	Use 7643
Doctoral Seminars			3	3	3
			64	64	64

Admission Requirements

Students should be currently or previously involved in an Ed.S. or M.S.E. programs. Admission recommendations will be made by the Graduate School and Teachers College. The following factors will be considered:

1. Completion of official Graduate College application and submission of $50 application fee.
2. Official transcripts providing evidence of a completed Master of Science in Education (MSE) or Educational Specialist (Ed.S.) degrees from an accredited university with a minimum grade point average of 3.00 on a 4.00 scale.
3. Official report -Graduate Record Exam (GRE).
4. Successful completion of writing requirements such as research papers, term papers, studies, or articles.
5. Three letters of recommendations addressing the applicants' professional and academic background along with assessment of the candidates' potential for scholarly work.

POST MSN DOCTOR OF NURSING PRACTICE
HENDERSON STATE UNIVERSITY

Henderson State University has proposed a Post MSN Doctor of Nursing Practice degree program which is designed to focus on prepare individuals with graduate nursing degrees in family nurse practitioner, nursing administration or APRNs (Certified Nurse Midwife, Certified Nurse Practitioner, Certified Registered Nurse Anesthetists, and Clinical Nurse Specialists) for leadership roles in the field of nursing. The program would be 36 credit hours and 100% online.

Upon recommendation of an external review team, HSU has agreed to delay the implementation of the proposed Post MSN Doctor of Nursing Practice for at least two year until Fall 2020 so that sufficient data can be assessed from the recently approved Master of Science in Nursing. Further, the Department of Nursing should double the size of its cohorts from 24 to 48 students at the undergraduate level. This increased enrollment would help address a significant nursing shortage in the community and provide a pipeline of future students for both the MSN and DNP programs.

The ADHE Executive Staff recommendation on the Post MSN DNP request for Henderson State University is presented for information and discussion purposes only.

MASTER OF EDUCATION IN EDUCATIONAL EQUITY
UNIVERSITY OF ARKANSAS, FAYETTEVILLE

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Education in Educational Equity (CIP 13.1206; 33 credit hours) offered by the University of Arkansas, Fayetteville, effective Summer 2019.

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 33-hour Master of Education (MEd.) in Educational Equity targets early career educators who are committed to increasing effectiveness in their classrooms and meeting the educational needs of students in high-poverty districts. Participants will work full-time as lead teachers in high-needs districts while enrolled in the proposed program. The overall goal of the program is to increase the effectiveness and support of these early career teachers while they lead classrooms in struggling, high-poverty schools in Arkansas. Aligned to the U.S. Department of Education's directives that allow states to create outcomes-based training programs, the proposed program's design leverages innovative best practices and is responsive to the needs identified by local school districts. Additionally, the proposed program will help address the severe teacher shortage, as well as the need for additional professional development, in Arkansas' highest-need districts by combining a strong set of coursework, coaching, content-area support, and practical pedagogical resources. The proposed two-year program design may attract educators from outside the state of Arkansas who face similar teacher shortages in high-poverty areas.

Degree candidates enter the proposed program during the summer as a cohort. The proposed degree will be completed in two years (four regular semester and two summers) by completing two courses each term through web-based distance technology, one in-person course during the first summer, and two courses (one in-person courses and one course either in-person or online) during the second summer. By working full-time, candidates will be provided with real-time opportunity and mentor support to implement instructional strategies.

To identify specific needs for the proposed program, a survey was disseminated among more than ten high-needs districts in Arkansas. Results indicated strong demand for the proposed program. Further, many districts mentioned the potential for this proposed degree to help alleviate the teacher shortage that often prevents them from obtaining highly-qualified teachers. Every district surveyed either had teaching positions open currently or anticipated that there would vacancies in the coming year. Some anticipated as many as 25-50 teaching vacancies in the coming year. Many of those surveyed indicated that they would give hiring preference to individuals with the proposed degree and, if able, would provide tuition assistance for employees who enrolled in the program. Some of the responding Arkansas school districts were: Blytheville, Clarendon, Crossett, Dermott, Exalt Academy of Southwest Little Rock, Helena/West Helena, Hope, KIPP Delta Public Schools, Osceola, Palestine-Wheatley, Scholar/Made Achievement Place, Strong-Huttig, and Texarkana Arkansas. Salaries ranged from $31,800 (Strong-Huttig) to $41,000 (Exalt Academic of Southwest Little Rock).

No new full-time faculty are required for program implementation. Courses in the proposed program will be taught by current faculty and staff employed by the Academy for Education Equity with terminal degrees. Adjunct faculty may be hired as needed to teach individual courses. The proposed program is completely funded by an initial three-year, $10.2 million external grant from the Walton Family Foundation. The proposed program will be housed in the Department of Curriculum and Instruction within the College of Education & Health Professions. There are no additional library resources needed. Since the proposed program is web-based and students are not on campus, resources will be accessed through electronic means. The cost for all instructional resources will be covered by the grant.

Arkansas Institutions Offering Similar Program
None

Program Viability
Projected Annual Enrollment beginning Fall 2019 – 40 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements - 33 credit hours

EDEQ	*5003*	*Best Practices for Teaching in High-Needs Schools*
EDEQ	*5013*	*Classroom Management Mechanics and Content*
EDEQ	*5023*	*Collecting and Analyzing Student Data*
EDEQ	*5033*	*Teaching Specific Content in High-Needs Schools*
EDEQ	*5043*	*Reflecting and Planning Content Delivery*
EDEQ	*4053*	*Understanding and Exploring Community Context*

Electives – 15 credit hours

Choose the following or other advisory approved courses:

SPED	5173	Introduction to Dyslexia: Literacy Development & Structure of Language
SPED	5733	Inclusive Practices for Diverse Populations
EDFD	5683	Issues in Education Policy
EDFD	5373	Psychological Foundations of Teaching and Learning
EDLE	5033	Psychology of Learning

New Courses

Program Admission Requirements

Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirements.

- Two years of teaching experience (or) a Bachelor Degree in Education or a related field with one year teaching experience.
- Valid teaching licensure
- Applicants must complete program-specific admission requirements including an interview with program staff and providing at least two references.

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, 2022.

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.

<u>Adler University, Chicago, Illinois</u>
State Authorization: Illinois Board of Higher Education
Institutional Accreditation – Higher Learning Commission

Master of Arts in Applied Psychology
Master of Arts in Public Administration
Doctor of Philosophy in Industrial and Organizational Psychology

<u>Remington College, Lake Mary, Florida</u>
State Authorization: Florida Commission for Independent Education
Institutional Accreditation – National: Accrediting Commission for Career Colleges and Schools

Diploma in Computer-Aided Design and Drafting
Diploma in Medical Office Administration
Diploma in Pharmacy Technician
Associate of Occupational Studies in Database Management and Administration
Associate of Occupational Studies in Health Information Technology
Associate of Occupational Studies in Paralegal
Associate of Occupational Studies in Restaurant, Hospitality, and Retail Management
Bachelor of Applied Science in Criminal Justice
Bachelor of Applied Science in Health Information Management
Bachelor of Applied Science in Organizational Management

Initial Program Certification – Arkansas Locations

Arkansas Colleges of Health Education, Fort Smith, Arkansas
Fort Smith Campus
State Authorization: Arkansas Higher Education Coordinating Board
Institutional Accreditation – Regional: Higher Learning Commission (Pending)

Master of Physician Assistant Studies

Remington College, Little Rock, Arkansas
State Authorization: Arkansas Department of Higher Education
Institutional Accreditation – National: Accrediting Commission for Career Colleges and Schools

Associate of Occupational Studies in Database Management and Administration (Hybrid)

LETTERS OF NOTIFICATION

Arkansas Colleges & Universities Summary (pages 2-40):
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.

1	Associate Degree for Transfer and Bachelor's Degree Completion
31	Curriculum Revision
1	Establishment of New Administrative Unit
1	Establishment of Organizational Unit
4	Existing Program Offered by Distance Technology
2	Inactive Program
11	Name Change of Existing Program/Concentration/Option/Organizational Unit
27	New Certificate/Degree Program
9	New Option/Emphasis/Concentration/Minor
1	New Off-Campus Center
29	Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
27	Reconfiguration of Existing Certificate/Degree Program
2	Revision of Existing Education Program
146	

Institutional Certification Advisory Committee Summary (pages 41-43):
Nine (9) out-of-state, religious and/or for-profit institutions submitted applications that include program recertifications, requests for exemptions from certification, and institutional changes.

2	Recertifications of programs
1	Institutional change
4	Letters of Exemption from Certification (Programs offering church-related training)
3	Letters of Exemption from Certification (Renewals – Programs offering church-related training)
10	

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the October 2018 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 State University – Jonesboro – Page 5
New Certificate/Degree Program
Establishment of Organizational Unit
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Arkansas State University Mid-South – Page 6
New Certificate/Degree Program
Inactivate Program

Arkansas State University Mountain Home – Pages 6-9
Name Change of Existing Program/Concentration/Option/Organizational Unit
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Arkansas State University – Newport – Pages 9-11
New Certificate/Degree Program
Curriculum Revision

Arkansas Tech University – Page 12
New Option, Concentration, Emphasis, or Minor
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Reconfiguration of Existing Certificate/Degree Program, Name and CIP Code Change
Reorganization of Existing Organizational Units

Black River Technical College – Page 12
Curriculum Revision

Cossatot Community College of the University of Arkansas – Page 12
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

National Park College – Pages 12-13
Name Change, CIP Code Change, Curriculum Revision

North Arkansas College – Pages 13-15
New Certificate/Degree Program
Curriculum Revision
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

NorthWest Arkansas Community College – Pages 13-15
Curriculum Revision

Southern Arkansas University – Page 15
Name Change of Existing Program/Concentration/Option/Organizational Unit
New Option, Concentration, Emphasis, or Minor
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Southern Arkansas University – Tech – Pages 15-17
New Option, Concentration, Emphasis, or Minor
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

University of Arkansas, Fayetteville – Pages 17-24
New Certificate/Degree Program
New Off-Campus Center
New Option, Concentration, Emphasis, or Minor
Name Change of Existing Program/Concentration/Option/Organizational Unit
Name Change of Option
Name Change and Curriculum Revision of Concentration
Curriculum Revision
Curriculum Revision of Concentration
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion of Concentration
Establishment of Administrative Unit
Existing Program Offered by Distance Technology
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Arkansas - Fort Smith – Pages 24-25
New Option, Concentration, Emphasis, or Minor
Curriculum Revision
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Arkansas at Little Rock – Page 25
Curriculum Revision
Existing Program Offered by Distance Technology

University of Arkansas at Monticello - Pages 25-30
Revision of Existing Education Program
Curriculum Revision
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

University of Arkansas at Pine Bluff – Pages 30-31
New Option, Concentration, Emphasis, or Minor

University of Arkansas for Medical Sciences – Page 31
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Arkansas Community College at Batesville – Pages 31-33
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Curriculum Revision
New Certificate/Degree Program

University of Arkansas Community College at Hope – Page 34
Curriculum Revision

University of Arkansas Community College at Morrilton – Pages 34-37
Associate Degree for Transfer and Bachelor's Degree Completion

University of Arkansas – Pulaski Technical College – Pages 37-39
New Certificate/Degree Program
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

University of Central Arkansas – Pages 39-40
Curriculum Revision
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

ARKANSAS COLLEGES AND UNIVERSITIES

LON DESCRIPTIONS

Arkansas State University – Jonesboro

New Certificate/Degree Program

Certificate of Proficiency in Corporate Media (CIP 09.0799; 12 credit hours; Fall 2019)

MDIA	*2223*	*Video Production I*
MDIA	*3223*	*Video Production II*
MDIA	4353	Corporate Media Production
MDIA	4483	Broadcast Graphics

New courses

Certificate of Proficiency in Graphic Communication (CIP 09.0799; 12 credit hours; Fall 2019)

GCOM	1813	Introduction to Digital Publishing
GCOM	2673	Digital PrePress Workflow
GCOM	3673	Desktop Publishing and Publication Design
GCOM	4643	Graphic Communications Management Seminar

Certificate of Proficiency in Media Ministry (CIP 09.0799; 12 credit hours; Fall 2019)

MDIA	*2223*	*Video Production I*
MDIA	3673	Seminar in Digital Media and Design
MDIA	*3443*	*Media Ministry*
MDIA	4483	Broadcast Graphics

New courses

Certificate of Proficiency in Sports Production (CIP 09.0799; 12 credit hours; Fall 2019)

MDIA	*2123*	*Audio Production I*
MDIA	*2223*	*Video Production I*
MDIA	3573	Sports Production
MDIA	4573	Sportscasting

New courses

Establishment of Organizational Unit

School of Media and Journalism (Department Code; Spring 2019)

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

Minor in Creative Media Production in the Bachelor of Science in Creative Media Production (DC 5907; CIP 09.0799; Fall 2019)

Minor in Graphic Communication in the Bachelor of Science in Creative Media Production (DC 5907; CIP 09.0799; Fall 2019)

Minor in Sports Media in the Bachelor of Science in Creative Media Production (DC 5907; CIP 09.0799; Fall 2019)

Arkansas State University Mid-South
New Certificate/Degree Program

Certificate of Proficiency in Business (CIP 52.0201; 18 credit hours; Fall 2019)

COMP	1113	Computer Fundamentals
BUSN	1423	Principles of Accounting I
ECON	2213	Macroeconomics
BUSN	1433	Principles of Accounting II
BUSN	2033	Legal Environment of Business
ECON	2223	Microeconomics

Technical Certificate in Business (CIP 52.0201; 30 credit hours; Fall 2019)

1st Year – 1st Semester – 15 credit hours

COMP	1113	Computer Fundamentals
BUSN	1423	Principles of Accounting I
ECON	2213	Macroeconomics
ENGL	1113	English Composition I
MATH	1113	College Algebra

1st Year – 2nd Semester – 15 credit hours

BUSN	1433	Principles of Accounting II
BUSN	2033	Legal Environment of Business
ECON	2223	Microeconomics
MATH	2133	Introduction to Statistics
ENGL	2303	Oral Communications (or)
BUSN	1143	Business Communications

Certificate of Proficiency in Accounting (CIP 52.0301; 6 credit hours; Fall 2019)

BUSN	1423	Principles of Accounting I
BUSN	1433	Principles of Accounting II

Certificate of Proficiency in Welding Fabrication/Fitter (CIP 48.0508; 16 credit hours; Fall 2019)

BUSN	1201	Career Preparation
TECH	1003	Introduction to Blueprint Reading
TECH	1013	Shop Essentials
WELD	1053	Fundamentals of Welding
WELD	2203	Introduction to Welding Fabrication
WELD	2214	Advanced Welding Fabrication

Inactivate Program

Certificate of Proficiency in Process Technology (DC 1646; CIP 15.0699; Summer 2019)

Certificate of Proficiency in Marine Technology (DC 1551; CIP 47.0616; Summer 2019)

Arkansas State University Mountain Home
Name Change of Existing Program/Concentration/Option/Organizational Unit

Associate of Applied Science in Information Systems Technology (DC 0320; CIP 11.0401) changed to Associate of Applied Science in Computer Technology and Networking (Fall 2019)

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

Associate of Applied Science in Workforce Technology (DC 4886; CIP 47.9999) reconfigured to create the Associate of Applied Science in Heating, Ventilation and Air Conditioning (HVAC) (CIP 47.0201; 60 credit hours; Fall 2019)

General Education – 18 credit hours

CIS	1053	Computer Essentials (or)
CIS	1203	Introduction to Computers
ENG	1003	Composition I
ENG	1013	Composition II
MATH	1103	Technical Math
SPCH	1203	Oral Communication
	XXX3	Social Science Elective

Heating, Ventilation and Air Conditioning (HVAC) – 42 credit hours

BUS	2103	Human Relations in Business
HVAC	1014	Principles of Air Conditioning and Refrigeration
HVAC	1024	Principles of Heating
HVAC	1034	Commercial Refrigeration
HVAC	1104	Introduction to Air Distribution Systems
HVAC	1204	Residential HVAC
HVAC	2004	HVAC Electrical Circuits
HVAC	2204	Commercial HVAC
HVAC	2404	Residential/Commercial Load Calculations
HVAC	2504	Advanced Troubleshooting in HVAC
TECH	1012	Employment Strategies
TECH	1021	Industrial Shop and Safety

Associate of Applied Science in Workforce Technology (DC 4886; CIP 47.9999) reconfigured to create the Associate of Applied Science in Mechatronics (CIP 15.0499; 60 credit hours; Fall 2019)

General Education – 18 credit hours

CIS	1053	Computer Essentials (or)
CIS	1203	Introduction to Computers
ENG	1003	Composition I
ENG	1013	Composition II
MATH	1113	Applied Math
SPCH	1203	Oral Communication
	XXX3	Social Science Elective

Mechatronics Emphasis – 42 credit hours

SPEC	XXX3	Special Topics in Mechatronics
TECH	1012	Employment Strategies
TECH	1021	Industrial Shop and Safety
TECH	1042	Computer Aided Design (CAD)
TECH	1504	DC Electronics
TECH	1512	Schematics and Mechanical Diagrams
TECH	1514	AC Electronics
TECH	2014	Digital Electronics
TECH	2134	Industrial Electronic Devices (or)
TECH	2144	Industrial Electricity

TECH	2154	Industrial Mechanical Systems
TECH	2314	Programmable Logic Controllers
TECH	2424	Hydraulic and Pneumatic Systems
TECH	2444	Robotic Technology

Associate of Applied Science in Workforce Technology (DC 4886; CIP 47.9999) reconfigured to create the Associate of Applied Science in Automotive Systems Repair (CIP 47.0604; 60 credit hours; Fall 2019)

General Education – 18 credit hours

CIS	1053	Computer Essentials (or)
CIS	1203	Introduction to Computers
ENG	1003	Composition I
ENG	1013	Composition II
MATH	1103	Technical Math
SPCH	1203	Oral Communication
	XXX3	Social Science Elective

Automotive Systems Repair – 42 credit hours

AUTO	1013	Introduction to Automotive Technology
AUTO	1023	Brakes and Braking Systems
AUTO	1033	Suspension and Steering
AUTO	1103	Engine Performance I
AUTO	1203	Automatic Transmission/Transaxle
AUTO	1303	Electrical Systems I
AUTO	1402	Automotive HVAC
AUTO	2103	Engine Performance II
AUTO	2203	Manual Transmission and Drive Axles
AUTO	2303	Electrical Systems II
AUTO	2403	Engine Rebuild
AUTO	2508	Automotive Lab
TECH	1012	Employment Strategies

Associate of Applied Science in Computer Technology and Networking (DC 0320; CIP 11.0401) and the Associate of Applied Science in Programming/Mobile Development (DC 1182; CIP 11.0202) reconfigured to create the Associate of Applied Science in Cybersecurity (CIP 11.1003; 60 credit hours; Fall 2019)

General Education – 18 credit hours

BUS	2563	Business Communications
CIS	2503	Microcomputer Business Applications
ENG	1003	Composition I
ENG	1013	Composition II
MATH	1113	Applied Math or higher
POSC	2103	U.S. Government

Business and Computer Core – 15 credit hours

CIS	1023	Programming Fundamentals/Logic
CIS	1203	Introduction to Computers
CIS	1513	Object Oriented Programming
CIS	2683	Cybersecurity Essentials
CIS	1103	Networking Concepts

Cybersecurity Content – 27 credit hours

CIS	1106	CICSO Networking I
CIS	1206	CISCO Networking II
CIS	2683	Computer Forensics
BUS	*2843*	*Project Management*
CIS	*2443*	*Linux*
CIS	*2913*	*Ethical Hacking*
CRJ	*2243*	*Cybersecurity Law and Ethics*

New Courses

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

Emphasis in Web Development in the Associate of Applied Science in Information Systems Technology (DC 0320; CIP 11.0401; Fall 2019)

Arkansas State University Newport

New Certificate/Degree Program

Certificate of Proficiency in Early Childhood Development (CIP 13.1210; 16 credit hours; Fall 2019)

EDU	2103	Child Growth and Development
ECH	2013	Foundations of Early Childhood Education
HLTH	2523	First Aid and Safety
ECH	*1303*	*Practicum I*
ECH	*1313*	*Practicum II*
UNIV	1001	College and Life Skills

New Courses

Technical Certificate in Early Childhood Development (CIP 13.1210; 31 credit hours; Fall 2019)

<u>General Education – 13 credit hours</u>

ENG	1003	Composition I
SPCH	1203	Oral Communication
MATH	1013	Mathematical Applications or higher
MIS	1033	Introduction to Computers
UNIV	1001	College and Life Skills

<u>Major Technical Discipline – 18 credit hours</u>

EDU	2103	Child Growth and Development
ECH	2013	Foundations of Early Childhood Education
HLTH	2523	First Aid and Safety
ECH	*1303*	*Practicum I*
ECH	*1313*	*Practicum II*
EDU	2043	Exceptional Student Regular Classroom

New Courses

Certificate of Proficiency in Manual Machining (CIP 15.0613; 13 credit hours; Fall 2019)

ADVM	1123	Materials, Measurements, & Safety
ADVM	1134	Job Planning, Benchwork, & Layout
ADVM	1223	Manual Milling
ADVM	1233	Manual Lathe

Certificate of Proficiency in Welding General (CIP 48.0508; 15 credit hours; Fall 2019)

General Education – 3 credit hours

ENG	1203	Workplace Essentials (or)
MATH	1013	Mathematical Applications

Major Technical Discipline – 12 credit hours

Option 1

WELD	1016	Manufacturing Welding
WELD	1036	Shielded Metal Arc Welding

Option 2

WELD	1203	Gas Metal Arc Welding
WELD	2203	Advanced Wire Welding
WELD	1303	Introduction to SMAW
WELD	2303	Advanced SMAW

Certificate of Proficiency in Industrial Maintenance – General (CIP 47.0303; 15 credit hours; Fall 2019)

MATH	1013	Mathematical Applications
ADVM	1123	Materials, Measurements, & Safety
TECH	1023	Industrial Mechanical Maintenance
TECH	1043	Principles of Industrial Hydraulics
TECH	1053	Basic Electrical Schematics & Motor Controls

Certificate of Proficiency in Industrial Maintenance – Electrical (CIP 47.0303; 9 credit hours; Fall 2019)

ADVM	1123	Materials, Measurements, & Safety
TECH	1023	Industrial Mechanical Maintenance
TECH	1053	Basic Electrical Schematics & Motor Controls

Curriculum Revision

Technical Certificate in Welding (DC 2480; CIP 48.0508; 30 credit hours; Fall 2019)

Deleted Courses

WELD	1603	Trade Skills
WELD	2413	Welding Fabrication
WELD	2513	Blueprint Reading

Added or Changed Courses

WELD	1016	Manufacturing Welding
WELD	1303	Introduction to SMAW
WELD	2303	Advanced SMAW

Technical Certificate in Diesel Technology (DC 4460; CIP 47.0605; 38 credit hours; Fall 2019)
Deleted Course

CDT	1107	Commercial Driver Training

Arkansas Tech University
New Option, Concentration, Emphasis, or Minor
Concentration in Business Data Analytics in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

BDA	6203	Business Information Analysis
BDA	*6323*	*Applied Predictive Analytics (cross-listed with MKT 6323)*
BDA	*6343*	*Advanced Analytics*
BDA	*6363*	*Analytics Strategy*

New Courses

Concentration in Digital Marketing in the Master of Business Administration (DC 5581; CIP 52.0201; 12 credit hours; 100% online; Summer 2019)

MKT	*6103*	*Digital Marketing Strategy*
MKT	*6323*	*Applied Predictive Analytics (cross-listed with BDA 6323)*
MKT	6093	Special Topics in Marketing

Choose 6 credit hours from the following:

MKT	*6113*	*Strategic Social Media Marketing*
MKT	*6153*	*Consumer Insights*
MKT	6093	Special Topics in Marketing

New Courses

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Bachelor of Science in Business Administration in Economics & Finance (DC 2460; CIP 52.0601) reconfigured to create the Bachelor of Science in Business Administration in Finance (CIP 52.0801; 120 credit hours; Fall 2019)
Required Finance Courses – 21 credit hours

FIN	*3023*	*Financial Institutions and Markets*
ECON	3093	Econometrics
FIN	3043	Investments
FIN	*4033*	*Financial Modeling*
FIN	*4023*	*Portfolio Management*
FIN	*4093*	*Advanced Financial Management*
ACCT	3003	Intermediate Accounting I

Choose 9 credit hours from the following:

FIN	2013	Personal Finance
FIN	*3033*	*Principles of Real Estate*
FIN	*4083*	*Financial Institution Management*
ECON	4093	International Economics and Finance
ECON	3073	Intermediate Microeconomics Theory
FIN	4053	Internship in Finance
ACCT	3013	Intermediate Accounting II
ACCT	3043	Federal Tax I
BDA	3053	Business Data Analysis

New courses

Reconfiguration of Existing Certificate/Degree Program, Name and CIP Code Change
Bachelor of Science in Medical Technology (DC 2890; CIP 51.1005) reconfigured and changed to Bachelor of Science in Medical Laboratory Science (CIP 51.0905; 120 credit hours; Summer 2019)

Deleted Courses

PHYS	2014	Physical Principles I
PHYS	2024	Physical Principles II

Added Courses

CHEM	3254	Fundamentals of Organic Chemistry
BIOL	3054	Microbiology

Reorganization of Existing Organizational Units
Department of Accounting and Economics (Department Code 0580) changed to Department of Accounting, Finance and Economics; Fall 2019

Black River Technical College
Curriculum Revision
Certificate of Proficiency in Phlebotomy (DC 4787; CIP 51.1009; 17 credit hours; Fall 2019)

Deleted Courses

MEDL	1033	Foundations of Human Anatomy & Physiology (or)
BIOL	2004	Human Anatomy & Physiology I with Lab (and)
BIOL	21414	Human Anatomy & Physiology II with Lab

Required Courses

BIOL	2004	Human Anatomy & Physiology I with Lab (and)
BIOL	21414	Human Anatomy & Physiology II with Lab

Cossatot Community College of the University of Arkansas
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Certificate of Proficiency in Lubrication (DC 4712; CIP 47.0302; Summer 2019)

Certificate of Proficiency in Heating, Ventilation & Air Conditioning (DC 0015; CIP 47.0201; Summer 2019)

Associate of Science in Physical Education, Wellness, & Leisure (DC 3860; CIP 13.1314; Summer 2019)

National Park College
Name Change, CIP Code Change, Curriculum Revision
Associate of Applied Science in Visual & Media Arts (DC 0312; CIP 50.0402) changed to Associate of Applied Science in Digital & Media Arts (CIP 50.0102; Summer 2019)

General Education – 15 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
MATH	1213	Quantitative Literacy (or)
MATH	1123	College Algebra
CIS	1023	Introduction to Computing (or)

CIS	1013	Information Systems I
	XXX3	Social Science Elective

Digital Arts Core – 45 credit hours

ART	1103	Design I
ART	1113	Drawing I
ART	1513	Digital Skills
ART	2213	Art History I
GRD	1103	Advertising Design (renamed from Advertising I
GRD	1203	Publication Design (renamed from In Design)
GRD	2023	Typography & Layout (renamed from Production & Layout I)
GRD	2043	Digital Illustration (renamed from Commercial Illustration)
GRD	2083	Interactive/Web Design (renamed from Designing for the Internet)
GRD	*2XX3*	*Motion Graphics*
GRD	*2XX6*	*Digital Arts Capstone*
PHOT	1143	Video Production (renamed from Video Production I)
PHOT	2223	Digital Photography
GRD	*XXX3*	*Introduction to Graphic Design*

New courses

North Arkansas College
New Certificate/Degree Program
Technical Certificate in Logistics and Supply Chain (CIP 52.0203; 30 credit hours; Fall 2019)
First Semester – 15 credit hours

MM	1203	Principles of Management
BA	1103	Business Math
MM	2003	Supply Chain Management
CIS	1103	Introduction to Information Technology
MM	1303	Human Relations

Second Semester – 15 credit hours

BA	1213	Financial Math
CIS	1333	Spreadsheet I
MM	2503	Transportation Management
ENGL	1013	English Composition I
MM	2543	Introduction to Project Management

Curriculum Revision
Certificate of Proficiency in Heating, Ventilation & Air Conditioning (DC 0015; CIP 47.0201; 16 credit hours; Fall 2019)
Reduction of course hours

HVAC	1113	HVAC Control and Wiring
HVAC	1112	HVAC Control and Wiring
HVAC	1123	Introduction to HVAC/R
HVAC	1122	Introduction to HVAC/R

Technical Certificate in Heating, Ventilation & Air Conditioning (DC 4310; CIP 47.0201; 42 credit hours; Fall 2019)

Reduction of course hours

HVAC	1113	HVAC Control and Wiring
HVAC	1112	HVAC Control and Wiring
HVAC	1123	Introduction to HVAC/R
HVAC	1122	Introduction to HVAC/R
HVAC	2213	Residential Air Distribution & Fabrication
HVAC	2222	Residential Air Distribution & Fabrication

Couse Name Change

HVAC	2402	International Mechanical Code
HVAC	2402	Arkansas Mechanical Code

Technical Certificate in Practical Nursing (DC 4660; CIP 51.3901; 42 credit hours; Fall 2019)

Deleted Courses

PN	2106	Clinical II
PN	2211	Nursing of Children
PN	2005	Clinical III F
PN	2108	Clinical III S

Added Courses

PN	2003	Clinical II
PN	2103	Clinical III
PN	2112	Nursing of Children
PN	2104	Clinical IV

Couse Name Change

PN	2111	Management and Leadership
PN	2111	Leadership and Management

Associate of Science in Pre-Engineering (DC 3140; CIP 14.0101; 61-62 credit hours; Fall 2019)

Course Name Change

BIOL	2014	General Biology
BIOL	2014	Microbiology

Added Course to Electives

MAT	2133	Introduction to Statistics

Associate of Science in Criminal Justice (DC 1372; CIP 45.0401; 62-63 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0103; 61 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Certificate of Proficiency in Building Performance Analyst (DC 1480; CIP 15.0503; Fall 2019)

NorthWest Arkansas Community College
Curriculum Revision
Associate of Applied Science in Early Childhood Education (DC 0437; CIP 13.1210; 60 to 61 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Southern Arkansas University
Name Change of Existing Program/Concentration/Option/Organizational Unit
Department of English & Foreign Language (Department Code 1310) changed to Department of Modern Languages

New Option, Concentration, Emphasis, or Minor
Option in Poultry Science in the Bachelor of Science in Agricultural Sciences (DC 2245; CIP 01.0101; Fall 2019)

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Bachelor of Arts in English (DC 1420; CIP 23.0101) and the Bachelor of Arts in Foreign Language (DC 1800; CIP 16.0905) reconfigured to create the Bachelor of Arts in Modern Languages (CIP 23.0101; 120 credit hours; Fall 2019) with tracks in English, English Education, Emphasis in Writing, Spanish, Spanish Education, Foreign Language, and Comparative Literature

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Bachelor of Arts in English (DC 1420; CIP 23.0101; Fall 2019)

Bachelor of Arts in Foreign Language (DC 1800; CIP 16.0905; Fall 2019)

Southern Arkansas University – Tech
New Option, Concentration, Emphasis, or Minor
Option in Public Health in the Associate of Applied Science in Health Sciences (DC 7265; CIP 51.0000; 61 credit hours; Fall 2019)
Semester I – 16 credit hours

ENGL	1113	Composition I
HIST	2013	U.S. History I (or)
HIST	2023	U.S. History II (or)
PSCI	2003	American Government National
MATH	1023	College Algebra
MIS	1003	Introduction to Computers
GSTD	1021	Student Success I
SPCH	1113	Principles of Speech

Semester II – 16 credit hours

AH	1143	Medical Terminology
ART	2013	Art Appreciation
ENGL	1123	Composition II
GSTD	1031	Student Success II
HIST	1003	World History I (or)
HIST	1123	World History II
HS	1403	Personal & Community Health

Semester III -15 credit hours

CHEM	1064	General Chemistry for Nursing with Lab (or)
CH	1114	General Chemistry I
BIOL	2063	Anatomy & Physiology I (and)
BIOL	2061	Anatomy & Physiology I Lab
PSYC	2003	General Psychology
PHIL	2403	Introduction to Philosophy
GSTD	1041	Student Success III

Semester IV – 14 credit hours

BI	2234	Microbiology with Lab
BIOL	2073	Anatomy & Physiology II (and)
BIOL	2071	Anatomy & Physiology II Lab
BI	1003	Nutrition and Diet
PSYC	2103	Developmental Psychology

Emphasis in Nondestructive Testing in the Associate of Applied Science in Industrial Sciences and Technology (DC 0350; CIP 15.0612; 60 credit hours; Fall 2019)

Semester I – 16 credit hours

ENGL	1113	Composition I
MD	1073	NCCER
MD	2603	Industrial Safety
MIS	1003	Introduction to Computers
GSTD	1021	Student Success I
NDT	1003	Radiation Safety

Semester II – 16 credit hours

CO	2213	Technical Writing
MATH	1023	College Algebra
MD	1403	Basic Blueprint Reading
GSTD	1031	Student Success II
EE	1003	Introduction to Basic Electricity
NDT	1013	Radiologic Testing Level I

Semester III -16 credit hours

EM	2924	Programmable Logic Controller 1
EN	1003	Introduction to Engineering
MD	1052	Introduction to Preventive Maintenance
GSTD	1041	Student Success III

NDT	2013	Radiographic Testing Level II
NDT	2033	Ultrasonic Testing I

Semester IV – 12 credit hours

CE	2403	Internship
CJ	1003	Introduction to Criminal Justice (or)
	XXX3	ECON, GEOG, HIST, PSCI, PSYC, or SOC
EN	2043	Robotic Applications
NDT	2023	Magnetic Particle/Liquid Penetrant Testing

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate of Applied Science in Industrial Sciences and Technology (DC 0350; CIP 15.0612; 60 credit hours; Fall 2019) reconfigured to create the Certificate of Proficiency in Nondestructive Testing (CIP 41.0204; 9 credit hours; Fall 2019)

NDT	*1003*	*Radiation Safety*
NDT	*1013*	*Radiographic Testing Level I*
NDT	*2013*	*Radiographic Testing Level II*

New courses

Associate of Applied Science in Industrial Sciences and Technology (DC 0350; CIP 15.0612; 60 credit hours; Fall 2019) reconfigured to create the Technical Certificate in Nondestructive Testing (CIP 41.0204; 30 credit hours; Fall 2019)

ENGL	1113	Composition I
MD	1073	NCCER
MD	2603	Industrial Safety
MIS	1003	Introduction to Computers
MATH	1063	College Math
NDT	*1003*	*Radiation Safety*
NDT	*1013*	*Radiographic Testing Level I*
NDT	*2013*	*Radiographic Testing Level II*
NDT	*2033*	*Ultrasonic Testing I*
NDT	*2023*	*Magnetic Particle/Liquid Penetrant Testing*

New courses

University of Arkansas, Fayetteville
New Certificate/Degree Program
Certificate of Proficiency in Brewing Science (CIP 01.1002; 15 credit hours; Fall 2019)

FDSC	*2723*	*Introduction to Brewing Science*
BIOL	*2723L*	*Laboratory in Microbial Fermentation*
	XXX3	Internship

Choose 6 credit hours from the following:

BIOL	2013	General Microbiology (or)
BIOL	3123	Prokaryote Biology
BIOL	2533	Cell Biology (or)
BIOL	2323	General Genetics

CHEM	2613	Organic Physiological Chemistry (or)
CHEM	3613	Organic Chemistry II
BENG	3113	Measurement and Control for Biological Systems
BENG	3733	Transport Phenomena in Biological Systems
CHEG	2133	Fluid Mechanics
CHEG	3144	Heat and Mass Transfer
FDSC	2523	Sanitation and Safety in Food Processing Operations
FDSC	2603	Science in the Kitchen
FDSC	3103	Principles of Food Processing
FDSC	4123	Food Microbiology

New Courses

Graduate Certificate in Special Education Transition Services (CIP 13.1001; 15 credit hours; Fall 2019)

SPED	6433	Legal Aspects of Special Education
SPED	5783	Professional and Family Partnerships
SPED	5763	Teaching Individuals with Severe Disabilities
SPED	*5713*	*Career Development and Transition for People with Disabilities*
SPED	532V	Practicum with Special Education

New Course

Graduate Certificate in Lean Six Sigma (CIP 15.1501; 12 credit hours; Fall 2010)

OMGT	5373	Quality Management
OMGT	5473	Lean Six Sigma
OMGT	5493	Advanced Lean Six Sigma
OMGT	5783	Project Management for Operations Managers

Graduate Certificate in Music Education for Special Needs Students (CIP 13.1312; 15 credit hours; Fall 2019)

SPED	5783	Professional and Family Partnerships
SPED	5733	Inclusive Practices for Diverse Populations
MUED	*5743*	*Characteristics of Special Needs Students in the Music Classrooms*
MUED	*5753*	*Teaching Music to Students with Special Needs*
MUED	*5763*	*Practicum in Teaching Music to Students with Special Needs*

New Courses

Graduate Certificate in Teaching English to Speakers of Other Languages (CIP 13.1401; 15 credit hours; Fall 2019)

CIED	5923	Second Language Acquisition
CIED	5933	Second Language Methodologies
CIED	5943	Teaching People of Other Cultures
CIED	5953	Second Language Assessment
CIED	599V	Special Topics (or)
CIED	6193	Teaching English Language Learners in the Content Areas

New Off-Campus Center
Walton College at 2nd and Main, 119 Main Street, Little Rock, AR, Effective Spring 2019
The space will support the Walton College as well as interdisciplinary for-credit and non-credit instructional efforts for undergraduate and graduate programming in Central Arkansas.

New Option, Concentration, Emphasis, or Minor
LPN to BSN option in the Bachelor of Science in Nursing in Nursing (DC 2940; CIP 51.3801; 100% online; Fall 2019)
Curriculum on File at ADHE

Name Change of Existing Program/Concentration/Option/Organizational Unit
Bachelor of Science in Education in Communication Disorders (DC 3730; CIP 51.0204) changed to Bachelor of Science in Communication Sciences and Disorders (Fall 2019)

Master of Science in Communication Disorders (DC 6160; CIP 51.0204) changed to Master of Science in Communication Sciences and Disorders (Fall 2019)

Graduate Certificate in STEM Education for Early Childhood (K-4) (DC 5780; CIP 13.1202) changed to Graduate Certificate in STEM Education for K-6 (Fall 2019)

Name Change of Option
Generic option in the Bachelor of Science in Nursing in Nursing (DC 2940; CIP 51.3801) changed to Pre-licensure option in the Bachelor of Science in Nursing in Nursing (Fall 2019)

Name Change and Curriculum Revision of Concentration
Concentration in Adult-Geriatric Acute Care Nurse Practitioner in the Doctor of Nursing Practice in Nursing Practice (DC 7393; CIP 51.3818) changed to Concentration in Adult-Gerontology Acute Care Nurse Practitioner (Fall 2019)
Additional Requirements

NURS	5463	Acute and Critical Illness in Adult and Gerontology Populations
NURS	5475	Adult-Geriatric (Acute/Critical) Clinical II
NURS	5434	Common Problems in Acute Care in Adult and Gerontology Populations
NURS	5332	Common Problems in Acute Care in Adult and Gerontology Populations Clinical Practicum
NURS	5443	Chronic Health Problems in Adult and Gerontology Populations
NURS	5454	Chronic Health Problems in Adult and Gerontology Populations Clinical Practicum

Curriculum Revision
Bachelor of Arts in German (DC 1480; CIP 16.0501; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Bachelor of Arts in French (DC 1450; CIP 16.0901; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Bachelor of Arts in Spanish (DC 1800; CIP 16.0905; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Bachelor of Science in Crop Science (DC 3370; CIP 11.1102; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Bachelor of Landscape Architecture in Landscape Architecture (DC 2090; CIP 04.0601; 145 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Doctor of Occupational Therapy in Occupational Therapy (DC 6355; CIP 51.2306; 115 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Curriculum Revision of Concentration
Concentration in Family Nurse Practitioner in the Doctor of Nursing Practice in Nursing Practice (DC 7393; CIP 51.3818; Fall 2019)

NURS	5483	Common Problems in Primary Care
NURS	5495	Common Problems in Primary Care Clinical Practicum
NURS	5543	Primary Care of Children
NURS	5683	Primary Care of Children Clinical Practicum
NURS	5873	Complex Problems in Primary Care
NURS	5884	Complex Problems in Primary Care Clinical Practicum

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Doctor of Philosophy in Plant Science (DC 7370; CIP 26.0305) reconfigured to create the Doctor of Philosophy in Agricultural, Food and Life Sciences (AFLSPH) (CIP 01.1101; 72 credit hours; Fall 2019) with concentrations in Agricultural Education, Communication and Technology; Entomology; Horticulture; and Plant Pathology

Bachelor of Science in Kinesiology (DC 3905; CIP 31.0501) reconfigured to create the Bachelor of Science in Exercise Science (CIP 31.0505; 120 credit hours; Fall 2019)
First Year Fall – 17–18 credit hours

ENGL	1013	Composition I
CHEM	1103	University Chemistry I
CHEM	1101L	University Chemistry I Lab
MATH	1203	College Algebra (or)
MATH	1213	Plane Trigonometry (or)
MATH	1284C	Pre-Calculus Mathematics (or)
MATH	2554	Calculus I
	XXX3	Fine Arts/Humanities
BIOL	1543	Principles of Biology
BIOL	1541L	Principles of Biology Lab

First Year Spring – 16-17 credit hours

ENGL	1023	Composition II
	XXX3	Fine Art/Humanities
CHEM	1123	University Chemistry II
CHEM	1121L	University Chemistry II Lab
COMM	1313	Public Speaking
MATH	1213	Plane Trigonometry (or)

MATH	1284C	Pre-Calculus Mathematics (or)
MATH	2554	Calculus I (or)
STAT	2303	Principles of Statistics (if math requirement met)

Second Year Fall – 16 credit hours

EXSC	2733	Introduction to Exercise Science
NUTR	1213	Fundamentals of Nutrition
HIST	2003	History of the American People to 1877 (or)
HIST	2013	History of the American People, 1877 to Present (or)
PLSC	2003	American National Government
PBHL	2663	Terminology for the Health Professions
BIOL	2443	Human Anatomy
BIOL	2441L	Human Anatomy Lab

Second Year Spring – 15 credit hours

PSYC	2003	General Psychology
STAT	2303	Principles of Statistics (or)
PSYC	2013	Introduction to Statistics for Psychologists (or)
SOCI	3303	Social Data and Analysis
BIOL	2213	Human Physiology
BIOL	2211L	Human Physiology Lab
	XXX3	Social Science Elective
	XXX2	General Elective

Third Year Fall – 16 credit hours

PHYSC	2013	College Physics I
PHYS	2011L	College Physics L
EXSC	3153	Exercise Physiology (or)
EXSC	3153H	Honors Exercise Physiology
EXSC	3353	Mechanics of Human Movement (or)
EXSC	3353H	Honors Mechanics of Human Movement
	XXX3	Literature Elective
	XXX3	Related Elective

Third year Spring – 16 credit hours

EXSC	3533	Laboratory Techniques (or)
EXSC	3533H	Honors Lab Techniques
CHEM	2613	Organic Physiological Chemistry
CHEM	2611L	Organic Physiological Chemistry Lab
	XXX3	Related Elective
	XXX3	Related Elective
PSYC	3023	Abnormal Psychology

Fourth Year Fall – 15 credit hours

EXSC	4323	Exercise Prescription
EXSC	4833	Exercise Applications for Special Populations (or)
EXSC	4833H	Honors Exercise Applications for Special Populations
	XXX3	Social Science Elective

	XXX3	Related Elective

Fourth Year Spring – 12 credit hours

EXSC	4903	Internship in Exercise Science (or)
KINS	405V	Independent Study (or)
KINS	405VH	Honors Independent Study (or)
KINS	498VH	Kinesiology Honors Thesis/Project
EXSC	4773	Performance and Drugs
	XXX3	Related Elective
	XXX3	Related Elective

Bachelor of Science in Kinesiology (DC 3905; CIP 31.0501) reconfigured to create the Bachelor of Science in Teaching K-12 Physical Education & Health (CIP 31.0501; 120 credit hours; Fall 2019)

First Year Fall – 16 credit hours

ENGL	1013	Composition I
	XXX3	Social Science
PHHL	1103	Personal Health and Safety
PHED	1003	The Physical Education Profession: An Overview
BIOL	1543	Principles of Biology
BIOL	1541L	Principles of Biology Lab

First Year Spring – 15 credit hours

ENGL	1023	Composition II
MATH	1203	College Algebra
COMM	1313	Public Speaking
	XXX3	U.S. History of American National Government
PHED	2023	Sport Skills

Second Year Fall – 16 credit hours

PHED	3223	Motor Development
PSYC	2003	General Psychology
BIOL	2443	Human Anatomy
BIOL	2441L	Human Anatomy Lab
	XXX3	Fine Arts or Humanities
	XXX3	General Elective

Second Year Spring – 15 credit hours

PHED	2373	Elementary Physical Education
	XXX3	Social Science (except PSYC 2003)
	XXX3	General Elective
	XXX3	General Elective
	XXX3	Fine Arts or Humanities

Third Year Fall – 15 credit hours

PHED	3003	Outdoor Education
PHED	3033	Educational Rhythms and Gymnastics
PHED	3203	Principles and Problems of Coaching

PHED	3903	Physical Education for Special Populations
PHED	3163	Exercise Physiology: Theory and Application

Third Year Spring – 15 credit hours

PHED	3043	Teaching Fitness
PHED	3623	Sport Sociology
EXSC	3365	Mechanics of Human Movement (or)
EXSC	3013	Functional Anatomy for Exercise Science
CIED	3033	Classroom Learning Theory
CNED	4003	Classroom Human Relations Skills (or)
CNED	3053	The Helping Relationship

Fourth Year Fall – 18 credit hours

PHED	3413	Administration in Physical Education
PHED	3573	The School Health Program
PHED	432V	Teaching Practicum
PHED	4703	Assessment in Physical Education
PHED	4743	Secondary Physical Education
	XXX3	General Elective

Fourth Year Spring – 12 credit hours

PHED	4023	Classroom Management
PHED	407V	Physical Education Teaching Internship (6 credit hours)
PHED	4733	Senior Seminar

Bachelor of Fine Arts in Art (DC 2020; CIP 50.0701) reconfigured to create the Bachelor of Fine Arts in Studio Arts (CIP 50.0702; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Bachelor of Fine Arts in Art (DC 2020; CIP 13.1302) reconfigured to create the Bachelor of Fine Arts in Art Education with Concentrations in K-12 Teaching and Community Practice (CIP 50.0702; 120 credit hours; Fall 2019)
Curriculum Revision on File at ADHE

Deletion of Concentration
Concentration in Adult-Geriatric Clinical Nurse Specialist in the Doctor of Nursing Practice in Nursing Practice (DC 7393; CIP 51.3818; Fall 2019)

Establishment of Administrative Unit
IDEALS (Inclusion, Diversity, Equity, Access, Leadership, & Strategy) Institute of the University of Arkansas (Department Code; Fall 2019)

Existing Program Offered by Distance Technology
Post Master's Certificate in Arkansas Curriculum/Program Administrator (DC 5550; CIP 13.0404; 15-18 credit hours; Fall 2019; 100% online)

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

Bachelor of Science in Kinesiology (DC 3905; CIP 31.0501; Fall 2019)

Bachelor of Science in Human Environmental Sciences in Human Environmental Sciences (DC 4170; CIP 19.0101; Fall 2019)

Bachelor of Fine Arts in Art (DC 2020; CIP 50.0701; Fall 2019)

Graduate Certificate in Business (DC 6520; CIP 52.0201; Fall 2019)

Doctor of Philosophy in Plant Science (DC 7370; CIP 26.0305; 2019)

Doctor of Philosophy in Entomology (DC 7250; CIP 26.0702; Fall 2019)

University of Arkansas – Fort Smith
New Option, Concentration, Emphasis, or Minor

Concentration in Biomedical Professions in the Bachelor of Science in Biology (DC 2300; CIP 26.0101; 120 credit hours; Fall 2019)
Concentration – 11 credit hours

BIOL	2203	Human Anatomy
BIOL	2301	Human Anatomy Lab
BIOL	2213	Human Physiology
BIOL	2211	Human Physiology Lab
CHEM	3403	Biochemistry I

Concentration in Biological Science in the Bachelor of Science in Biology (DC 2300; CIP 26.0101; 120 credit hours; Fall 2019)
Concentration – 11 credit hours

BIOL	2303	General Botany
BIOL	2301	General Botany Lab
BIOL	3403	Ecology
BIOL	3401	Ecology Lab
HIST	3053	History of Modern Science

Curriculum Revision

Bachelor of Science in Mathematics (DC 2870; CIP 27.0101; 120 credit hours; Fall 2019)
Deleted Courses

MATH	2702	Mathematics Technology
MATH	3205	Pure Mathematics
STAT	4503	Mathematical Statistics II

Modified Courses

MATH	3303	Discrete Mathematics
MATH	4703	Numerical Analysis

Added Course

MATH	3214	Differential Equations

Bachelor of Science in Graphic Design (DC 2670; CIP 50.0409; 120 credit hours; Fall 2019)
Modified Courses

GRDS	2253	Web Design I changed to
GRDS	2253	Interactive Design
GRDS	3243	Web Design II changed to
GRDS	3243	Interactive Development

Bachelor of Social Work in Social Work (DC 1770; CIP 44.0701; 120 credit hours; Fall 2019)
Added Course Electives

SOWK	3533	Photography and Social Work Practice
SOWK	390V	Social Work: Special Topics
SOWK	4633	Working with Veterans and Military Families

Minor in Art History
Deleted Course

ART	3953	Art Collecting and the Business of Art

Added Course

AHIS	XXX#	Any 3000 or 4000 level AHIS course

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

University of Arkansas at Little Rock
Curriculum Revision
Emphasis in Real Estate in the Bachelor of Business Administration in Finance (DC 1960; CIP 52.0801; 120 credit hours; Fall 2019)

Existing Program Offered by Distance Technology
Certificate of Proficiency in Business Analytics (DC 1520; CIP 52.1301; 18 credit hours; Fall 2019; 100% online)

Bachelor of Business Administration in Business Analytics (DC 5520; CIP 52.1301; 120 credit hours; Fall 2019; 100% online)

Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401; 120 credit hours; Fall 2019; 90% online)

University of Arkansas at Monticello
Revision of Existing Education Program
Bachelor of Arts in K-6 Elementary Education (DC 2441; CIP 13.1209; 125 credit hours; Fall 2019)

Curriculum Revision

Certificate of Proficiency in Manufacturing Principles (DC 4674; CIP 15.0612; 16 credit hours; Fall 2019)

Course Number Change

MANF	1013	Introduction to Manufacturing
IPT	1013	Introduction to Manufacturing
MANF	1022	Industrial Safety for Manufacturing
IPT	1022	Industrial Safety for Manufacturing

Deleted Courses

MANF	1043	Industrial Plant Processes
MANF	1032	Quality Management

Added Courses

CFA	1103	Technical Computer Fundamentals (or higher-level computer course)
COM	1203	Technical Communication (or higher-level composition course)
IPT	*1XX2*	*Professional Behaviors*

New course

Technical Certificate in Production Technology (DC 4647; CIP 15.0699; 31 credit hours; Fall 2019)

Course Number Change

MANF	1013	Introduction to Manufacturing
IPT	1013	Introduction to Manufacturing
MANF	1022	Industrial Safety for Manufacturing
IPT	1022	Industrial Safety for Manufacturing
MANF	1043	Industrial Plant Processes
IPT	1043	Industrial Plant Processes
MANF	1053	Electricity for Manufacturing
IPT	1053	Electricity for Manufacturing
MANF	1063	Manufacturing Equipment Maintenance & Operation
IPT	1063	Manufacturing Equipment Maintenance & Operation
MANF	1073	Print Reading, Tolerance & Precision Measurement
IPT	1073	Print Reading, Tolerance & Precision Measurement

Deleted Courses

MANF	1032	Quality Management
COM	1102	Employability Skills/Ethics

Added Courses

CFA	1103	Technical Computer Fundamentals (or higher-level computer course)
COM	1203	Technical Communication (or higher-level composition course)

IPT	*1XX2*	*Professional Behaviors*
IPT	*1XX3*	*Advanced Manufacturing Applications*

New Courses

Technical Certificate in Advanced Manufacturing Technology (DC 5719; CIP 15.0613; 23 credit hours; Fall 2019)

MANF	20234	Industrial Automation for Manufacturing
MANF	2013	Circuits & Controls for Manufacturing
MANF	2023	Fluid Control for Manufacturing
MANF	2042	DC Equipment & Controls
MANF	2053	Environmental Protection Systems
MANF	2063	Industrial Motors and Motor Control
MANF	2073	Programmable Logic Controls for Manufacturing
MANF	1032	Quality Management

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

Bachelor of Science in Computer Information Systems (DC 2400; CIP 52.1201) reconfigured to create the Associate of Science in Computer Information Systems (CIP 52.1201; 60 credit hours; Fall 2019)

Semester 1

ENGL	1013	Composition I
CIS	1013	Introduction to Computer-Based Systems
CIS	1193	PC Hardware/Software Maintenance
	XXX3	General Education Mathematics
	XXX3	General Education Communication

Semester 2

ENGL	1023	Composition II
CIS	2203	Programming Logic & Design
	XXX4	General Education Science/Lab
	XXX3	General Education U.S. History or Government
	XXX3	General Education Social Science

Semester 3

CIS	2223	Microcomputer Applications
CIS	198V	Special Topics
	XXX4	General Education Science/Lab
	XXX3	General Education Communication
	XXX1	Elective

Semester 4

ENGL	XXX3	General Education Humanities
GB	2043	Business Communications
	XXX3	General Education Social Science
	XXX3	CIS/ACCT.ECON/GB Elective
	XXX3	CIS/ACCT.ECON/GB Elective

Bachelor of Science in Natural Resources Management (DC 5030; CIP 03.0501) reconfigured to create the Associate of Science in Natural Resources Management (CIP 03.0501; 60 credit hours; Fall 2019)

Semester 1 – 13 credit hours

ENGL	1013	English Composition I
MATH	1043	College Algebra
BIOL	2143	Botany
BIOL	2171	Botany Lab (or)
BIOL	2153	Biology (or)
BIOL	2161	General Zoology/Lab

Semester 2 – 16 credit hours

ENGL	1023	English Composition II
CHEM	1103	General Chemistry I
CHEM	1121	General Chemistry I Lab
NRM	2023	Human Dimensions in Natural Resources
MATH	1033	Trigonometry
	XXX3	General Education Social Science

Semester 3 – 16 credit hours

COMM	XXX3	General Education Communication
	XXX3	General Education History/Political Science
NRM	2033	Soils
NRM	2031	Soils Laboratory
NRM	2014	Introduction to GIS/GPS/Remote Sensing
NRM	2052	Dendrology

Semester 4 – 15 credit hours

ENGL	2283	Survey of World Literature I (or)
ENGL	2293	Survey of World Literature II
ECON	2213	Principles of Microeconomics
NRM	2063	Natural Resources Communication
NRM	2073	Natural Resource Sampling and Monitoring
NRM	2093	Fire Management

Associate of Arts in General Education (DC 0110; CIP 24.0102) reconfigured to create the Bachelor of Arts in Liberal Arts (CIP 24.0101; 120 credit hours; Fall 2019)

General Education – 35 credit hours

ENGL	1013	Composition I
ENGL	1023	Composition II
MATH	XXX3	1000 level or above

Speech - Choose 3 credit hours from the following:

COMM	1023	Public Speaking (or)
COMM	2283	Business & Professional Speech (or)
COMM	2203	Interpersonal Communication

Fine Arts Appreciation – Choose 3 credit hours from the following:

ART	1053	Art Appreciation
MUS	1113	Music Appreciation
FA	1013	Fine Arts Appreciation
FA	1023	Film Appreciation

Humanities – Choose 3 credit hours from the following:

ENGL	2283	World Literature I
ENGL	2293	World Literature II

U.S. History – Government – Choose 3 credit hours from the following:

HIST	2213	American History I
HIST	2223	American History II
PSCI	2213	American National Government

Social Science – Choose 6 credit hours from two different disciplines from the following:

ANTH	2203	Cultural Anthropology
CJ	1013	Introduction to Criminal Justice
ECON	2203	Principles of Macroeconomics
ECON	2213	Principles of Microeconomics
GEOG	2213	Geography I
GEOG	2223	Geography II
HIST	1013	Survey of Civilization I
HIST	1023	Survey of Civilization II
PSY	1013	Introduction to Psychology
SOC	2213	Introduction to Sociology
SWK	1013	Introduction to Social Work

Basic Sciences – Choose 8 credit hours from two 3-hour lecture courses with associated 1-hour lab or 2 4-hour courses with integrated labs from the following:

BIOL	1063/ 1071	Introduction to Biology/Lab
BIOL	1083/ 1091	Principles of Biology II/Lab
ESCI	1063/ 1051	Elements of Geology I/Lab
ESCI	1073/ 1081	Earth and Atmosphere/Lab
CHEM	1023/ 1031	Introduction to Chemistry/Lab
PHYS	2203/ 2231	General Physics I/Lab
PHYS	2213/ 2231	University Physics/Lab

<u>Liberal Arts Core – 24 credit hours</u>

Gateways – Select 6 credit hours from the following:

COMM	3033	Communication Writing
ENGL	2323	Introduction to Literary Studies
ENGL	2223	Introduction to Creative Writing
COMM	2293	Introduction to Communication Studies
ART	1023	Design and Color
PHIL	2223	Introduction to Philosophy

Surveys - Select 6 credit hours from the following:

ART	3403	Art History I
ART	3413	Art History II

ENGL	3403	American Literature I
ENGL	3413	American Literature II
ENGL	3423	British Literature I
ENGL	3433	British Literature II
COMM	2223	Modern Media Literacy

Capstone - Select 6 credit hours from the following:

ART	4693	Senior Thesis
COMM	4653	Theories of Human Communication
COMM	4633	Senior Capstone in Speech
ENGL	4703	ePortfolio Seminar
ENGL	4763	Advanced Composition
ENGL	4913	Senior Project in Creative Writing
MODL	443V	Seminar in Foreign Language Studies
PHIL	4633	Special Topics in Philosophy

Foreign Language – 6 credit hours

Emphasis Area – 36 or more credit hours

The student in consultation with his/her academic advisor selects a minimum of 18 credit hours from two different subject areas in the School of Arts and Humanities. The subject areas are: Art, Communication, English, Foreign Language, and Philosophy. Courses taken to fulfill the Core requirements cannot be used in emphasis areas. Each emphasis area must include at least 9 credit hours of 3000-4000 level courses.

Elective – 25 credit hours or fewer at 3000-4000 level

University of Arkansas at Pine Bluff
New Option, Concentration, Emphasis, or Minor

Non-Licensure Track in Physical Education in the Master of Science in Education in Secondary Education (DC 5685; CIP 13.1205; 36 credit hours; Fall 2019)

General Core Requirements – 9 credit hours

GEDU	5315	Instructional Technology
GEDU	5301	History and Philosophy of Education
GEDU	5320	Applications of Statistics and Research in Education

Required Physical Education Courses – 21 credit hours

GPED	5310	Problems and Trends in Physical Education
GPED	53111	Administration and Organization of PE
GPED	5312	Research in Health and Physical Education
GPED	5317	Measurement and Evaluation of PE
GPED	5313	Psychology of Sport

Choose two courses from the following:

GPED	5314	School and Community Health Services
GPED	5315	Legal Aspects of Coaching
GPED	5316	Alcohol and Drug Education

Required Educational Foundation/Electives – 6 credit hours

Choose two courses from the following:

GSPE	5363	Behavior Management
GEDU	5324	Curriculum Development
GEDL	5302	Public School Law

GRDG	5340	Reading in the Content Area
GEDU	5322	Psychological Foundations of Teaching and Learning
GEDU	5364	Teaching Diverse Learners
GEDU	5336	Assessing Classroom Learning

University of Arkansas for Medical Sciences
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Master of Science in Microbiology & Immunology (DC 6340; CIP 26.0503; Spring 2019)

Post Baccalaureate Certificate in Community Engaged Public Health (DC 6275; CIP 51.2201; Spring 2019)

University of Arkansas Community College at Batesville
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate of Applied Science in Computer Information Systems (DC 0320; CIP 11.0101) reconfigured to create the Associate of Applied Science in Computer Technology (DC 0320; CIP 11.0101; 60 credit hours; Fall 2019)

<u>General Education – 15 credit hours</u>

ENG	1103	English Composition I
ENG	1203	English Composition II (or)
ENG	1004	Writing for the Workplace
MTH	1003	Technical Math (or)
MTH	1043	Quantitative Literacy (or)
MTH	1023	College Algebra (or any higher-level math course)
CIS	2223	Survey of Operating Systems
	XXX3	Social Sciences requirement

<u>CIS Technical Courses – 45 credit hours</u>

CIS	*1102*	*Survey of Technology*
CIS	*1103*	*Digital Media*
CIS	*1203*	*User Interface and Human Interaction*
CIS	*1901*	*Making Connections in Computer Technology*
CIS	*2023*	*Database Fundamentals*
CIS	*2102*	*Emerging Trends in Technology*
CIS	*2104*	*Computer Technology Capstone*
CIS	*2203*	*Computer Ethics*
CIS	*2153*	*Fundamentals of Programming*
CIS	2233	Cyber Security
CIS	*2243*	*Linux Operating System*
CIS	2253	Fundamentals of Web Development
CIS	*2503*	*Fundamentals of Networking*
CIS	*2603*	*Intermediate Web Development*
CIS	*2703*	*Server-side Web Development*
CIS	*2803*	*Survey of Programming Languages*

New courses

Technical Certificate in Computer Support Specialist (DC 4773; CIP 11.1006) reconfigured to create the Technical Certificate in Computer Technology (DC 4773; CIP 11.0103; 30 credit hours; Fall 2019)

General Education – 9 credit hours

ENG	1103	English Composition I (or)
ENG	1004	Writing for the Workplace
ENG	1203	English Composition II
MTH	1003	Technical Math (or any higher-level math course)

Computer Technology Core – 21 credit hours

CIS	*1102*	*Survey of Technology*
CIS	*1203*	*User Interface and Human Interaction*
CIS	*1901*	*Making Connections in Computer Technology*
CIS	*2023*	*Database Fundamentals*
CIS	*2223*	*Survey of Operating Systems*
CIS	2253	Fundamentals of Web Development
CIS	*2603*	*Intermediate Web Development*

New Courses

Technical Certificate in Software Applications (DC 4380; CIP 52.1201) reconfigured to create the Technical Certificate in Software Development (DC 4380; CIP 11.0201; 30 credit hours; Fall 2019)

General Education – 9 credit hours

ENG	1103	English Composition I (or)
ENG	1004	Writing for the Workplace
ENG	1203	English Composition II
MTH	1003	Technical Math (or any higher-level math course)

Computer Technology Core – 21 credit hours

CIS	*1102*	*Survey of Technology*
CIS	*1203*	*User Interface and Human Interaction*
CIS	*2023*	*Database Fundamentals*
CIS	*2153*	*Fundamentals of Programming*
CIS	2253	Fundamentals of Web Development
CIS	*2603*	*Intermediate Web Development*
CIS	*2703*	*Server-side Web Development*
CIS	*2803*	*Survey of Programming Languages*

New courses

Certificate of Proficiency in Web Page, Digital/Multimedia and Information Resources Design (DC 0170; CIP 11.0801) reconfigured to create the Certificate of Proficiency in Web Development (DC 0170; CIP 11.0801; 9 credit hours; Fall 2019)

CIS	2253	Fundamentals of Web Development
CIS	*2603*	*Intermediate Web Development*
CIS	*2703*	*Server-side Web Development*

New Courses

Certificate of Proficiency in Information Assurance (DC 4800; CIP 11.1003) reconfigured to create the Certificate of Proficiency in Security and Ethics (DC 4800; CIP 1003; 9 credit hours; Fall 2019)

CIS	*2203*	*Computer Ethics*
CIS	*2223*	*Survey of Operating Systems*
CIS	2233	Cyber Security

New Courses

Certificate of Proficiency in CIS/Networking (DC 4362; CIP 52.0101) reconfigured to create the Certificate of Proficiency in Network and System Administration (DC 4362; CIP 11.1001; 9 credit hours; Fall 2019)

CIS	2233	Cyber Security
CIS	*2243*	*Linux Operating System*
CIS	*2503*	*Fundamentals of Networking*

New Courses

Curriculum Revision

Associate of Arts in General Education (DC 0050; CIP 24.0101; 60 credit hours; 50% online; Fall 2019)

Deleted Course

PED	1003	Concepts of Physical Activity

Added Courses

COL	*1001*	*Foundations of Personal Finance*
COL	1003	Strategies for College Success

New Course

New Certificate/Degree Program

Certificate of Proficiency in Computer Programming (CIP 11.0201; 9 credit hours; Fall 2019)

CIS	*2023*	*Database Fundamentals*
CIS	*2153*	*Fundamentals of Programming*
CIS	*2603*	*Intermediate Web Development*

Certificate of Proficiency in Computer Technology (CIP 11.0103; 9 credit hours; Fall 2019)

CIS	*1102*	*Survey of Technology*
CIS	*1901*	*Making Connections in Computer Technology*
CIS	*2223*	*Survey of Operating Systems*
CIS	2253	Fundamentals of Web Development

New Courses

University of Arkansas Community College at Hope
Curriculum Revision
Certificate of General Studies in General Studies (DC 0910; CIP 24.0101; 31-38 credit hours; Summer 2019)
Deleted Course

CISS	1013	Introduction to Computers

University of Arkansas Community College at Morrilton
Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Education (DC 3540; CIP 13.1203; 60 credit hours) to the Bachelor of Science in Education in Special Education K-12 (DC 3210; CIP 13.1001; 122 credit hours) at the University of Central Arkansas
General Education – 35 credit hours

ENG	1013	Composition I
ENG	1023	Composition II
SPH	2303	Introduction to Oral Communications
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra (or MATH 1204)
BIOL	1004	Fundamentals of Biology
PHY	2004	Physical Science
	XXX3	Fine Arts
ENG	2213	World Literature I
ENG	2223	World Literature II
HIST	2003	U.S. History I (or)
HIST	2013	U.S. History II
HIST	1003	Western Civilization I (or)
HIST	1013	Western Civilization II
PSCI	2003	American Government

Education Core – 25 credit hours

EDUC	1203	Introduction to Education
EDUC	2113	Developmental and Learning Theories
EDUC	2203	Teaching Exceptional Learners
MATH	2103	Math for Teachers I
MATH	2113	Math for Teachers II
EDUC	2213	Integrated Curriculum and Assessment Planning
SCI	2024	Scientific Concepts for Elementary and Special Educators
	XXX3	Approved Elective

BSE in Special Education K-12 – 62 credit hours

ELSE	4301	Mathematics & Science for Diverse Leaners
ELSE	4302	Behavior Guidance for the Diverse Classroom
ELSE	4303	Current Issues & Trends in Special Education
ELSE	4305	Literacy Assessment & Intervention
ELSE	4306	Educational Programming for Middle & Secondary Learners with Mild Disabilities
ELSE	4307	Instructional Programming for Diverse Learners
ELSE	4308	Educational Programming for Students with Significant Disabilities
ELSE	4309	Positive Classroom Environment
ELSE	4310	Junior Block Practicum

ELSE	4311	Foundations of Reading
ELSE	4315	Workshop Approach to Teaching Writing in the K-12 Classroom
ELSE	4320	Elementary Reading Methods
ELSE	4324	Special Education Practicum: Elementary
ELSE	4325	Special Education Practicum: Secondary
ELSE	4331	Data-Driven Instructional Planning
ELSE	4603	Internship I
ELSE	4604	Internship II
EDUC	4210	Integration of Technology into Teaching & Learning
MSIT	4325	Disciplinary Literacy

UACCM/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Education at UACCM to the Bachelor of Science in Education in Special Education K-12 at UCA. Through collaborative efforts, UCA and UACCM desire to provide clarity regarding the degree requirements herein, thereby affording 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 Education at UACCM will be admitted to the Bachelor of Science in Education in Special Education K-12 at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA, as well as specific admission to the UCA Teacher Education program. This includes proof of minimum ACT, Praxis Core, or SAT scores as required by the Arkansas Department of Education.
- The student will have earned the Associate of Science in Education at UACCM, with at least a 2.70 cumulative grade point average, on or after the effective date of this agreement.
- 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 UCA.

Transfer of Credits

- Course requirements for this Agreement are displayed on the attached 2+2 Degree Plan Checklist: UACCM Associate of Science in Education to UCA Bachelor of Science in Education in Special Education K-12.
- A transfer student who has completed all the courses specified within the Associate of Science in Education degree plan at UACCM, as stipulated on the above-referenced degree plan checklist, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- Due to state licensure requirements, UCA will not be able to apply the transfer of “D” grade credit hours toward any of the general education courses required for admission into the Teacher Education program, or any of the professional education courses,

including content track courses, required for the Bachelor of Science in Education in Special Education K-12.

- In accordance with UCA policy, the UCA Teacher Education Program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for admission into the Teacher Education program, subject to the following conditions:
  i. The transfer of credits with "D" grades is available only to first-time entering transfer students at the time of admission to UCA.
  ii. The student must petition to receive credit for six hours of "D" grades of the student's choosing.
  iii. The student will select the appropriate six hours of "D" grades to transfer in to UCA after consultation with his/her appointed academic advisor.
  iv. Prerequisite rules shall apply to transfer of credits with "D" grades in the same manner as they would for credits earned at UCA.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officer 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 any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and UACCM agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and UACCM 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 UACCM, not be precede the academic year during which the agreement first took effect. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and UACCM will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university 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 change.
- This Agreement may be terminated by either party with at least 90-calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA Contract Rider pursuant to Board of Trustees Policy No. 416.

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student educational records. Each Party agrees to comply with FERPA.

University of Arkansas Pulaski Technical College
New Certificate/Degree Program

Certificate of Proficiency in Emergency Medical Technology (EMT) (CIP 51.0904; 6 credit hours; Spring 2019)

EMSC	*1602*	*Introduction to Emergency Medical Technology*

New Course

Certificate of Proficiency in Digital Media Production (CIP 09.0702; 12 credit hours; Spring 2019)

DMP	1301	Introduction to Digital Media Production
DMP	1304	Introduction to Computer Graphics
CIS	1133	Internet Technologies
DMP	2311	Animation

Certificate of Proficiency in Medical Office Technology (CIP 51.0710; 12 credit hours; Spring 2019)

BUS	1243	Business Communications
BUS	1253	Keyboarding II
BUS	2513	Administrative Office Practices
MET	1503	Medical Office Practice

Certificate of Proficiency in Hospitality and Bar Operations (CIP 12.0502; 15 credit hours; Spring 2019)

HOS	1301	Introduction to Hospitality
HOS	2306	Practicum
HOS	2313	Food & Beverage Management
HOS	2319	Professional Beverage & Mixology
HOS	2304	Dining Room Operations

Certificate of Proficiency in Dietary Management (CIP 12.0503; 18 credit hours; Fall 2019)

CUL	1301	Applied Foodservice Sanitation
CUL	1302	Food Production I (or)
HOS	2330	Food Production for HOS
HOS	2302	The Restaurant Industry
CUL	2307	Healthy Foods and Nutrition (or)
HLSC	2300	Nutrition
CUL	*2335*	*Nutrition for Dietary Managers*
CUL	*2340*	*Internship – Dietary Managers*

New Courses

Technical Certificate in Dietary Management (CIP 12.0503; 30 credit hours; Fall 2019)
General Education – 6 credit hours

ENGL	1311	English Composition I
MATH	1300	Mathematical Reasoning (or)
MATH	1302	College Algebra

Culinary Courses – 24 credit hours

CUL	1301	Applied Foodservice Sanitation
CUL	1302	Food Production I (or)
HOS	2330	Food Production for HOS
CUL	2307	Healthy Foods and Nutrition (or)
HLSC	2300	Nutrition
CUL	1350	Introduction to Food Science
CUL	*2335*	*Nutrition for Dietary Managers*
CUL	*2340*	*Internship – Dietary Managers*
HOS	1302	Product ID/Purchasing
HOS	2302	Restaurant Industry

New Courses

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate of Science in Surgical Technology (DC 1210; CIP 51.0909) reconfigured to create the Associate of Applied Science in Surgical Technology (CIP 51.0909; 60 credit hours; Fall 2019)
General Education – 30 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
MATH	1303	College Algebra
BIOL	1402	Human Anatomy & Physiology I
BIOL	1403	Human Anatomy & Physiology II
BIOL	2401	Microbiology
PSYC	2300	Psychology and the Human Experience
SOCI	2300	Introduction to Sociology
HIST	2311	U.S. History to 1877 (or)
HIST	2312	U.S. History since 1877 (or)
POLS	1310	American National Government

Surgery Technology – 30 credit hours

SURG	2211	Basic Operating Room Techniques Laboratory
SURG	2221	Pharmacology for the Surgical Technologist
SURG	2222	Perioperative Practice
SURG	2312	Medical Terminology
SURG	2313	Surgical Pathophysiology
SURG	2315	Clinical Practicum I
SURG	2510	Basic Operating Room Techniques
SURG	2520	Advanced Operating Room Techniques
SURG	2523	Clinical Practicum II

Associate of Science in Health Information Technology (DC 0670; CIP 51.0707) reconfigured to create the Associate of Applied Science in Health Information Technology (CIP 51.0707; 60 credit hours; Summer 2019)

General Education – 26 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
MATH	1303	College Algebra (or)
MATH	1300	Mathematical Reasoning
BIOL	1402	Human Anatomy & Physiology I
BIOL	1403	Human Anatomy & Physiology II
PSYC	2300	Psychology and the Human Experience (or)
SOCI	2300	Introduction to Sociology
SPCH	1300	Speech Communication
BUS	1403	Microcomputer Applications

HIT Core – 35 credit hours

HIMT	1101	Clinical Laboratory I
HIMT	1102	Clinical Laboratory II
HIMT	1301	Medical Terminology
HIMT	1304	Pathophysiology with Pharmacology
HIMT	1307	Applied Systems
HIMT	1308	Health Records Systems and Issues
HIMT	1309	Classification Systems
HIMT	2101	Clinical Practice
HIMT	2201	Legal and Ethical Issues
HIMT	2203	Preceptorship
HIMT	2301	Quality in Health Care
HIMT	2302	Expanded Coding
HIMT	2303	Data Management
HIMT	2304	Supervisory Management
HIMT	2305	Intermediate Coding & Reimbursement

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

Technical Certificate in Wine & Spirits Studies (DC 2836; CIP 12.0599; Summer 2019)

AS in Surgical Technology (DC 1210; CIP 51.0909; Summer 2019)

AS in Health Information Technology (DC 0670; CIP 51.0707; Summer 2019)

University of Central Arkansas

Curriculum Revision

Graduate Certificate in Special Education K-12 (DC 4980; CIP 13.1001; 21-24 credit hours; Fall 2019)

Deleted Course

ELSE	6347	Foundations of Dyslexia and the Language

Added Courses

ELSE	6348	Multisensory Approach to Language I
ELSE	6349	Multisensory Approach to Language II (required for students who enter the endorsement program without having completed the Science of Reading test)

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

Bachelor of Business Administration in Accounting (DC 1890; CIP 52.0301) reconfigured to create the Technical Certificate in Accounting (CIP 52.0301; 24 credit hours; Fall 2019)

ACCT	2310	Principles of Accounting I
ACCT	2311	Principles of Accounting II
ACCT	3311	Intermediate Accounting I
ACCT	3315	Cost Accounting
ACCT	3316	Individual Taxation
ACCT	3320	Accounting Information Systems

Select two courses from the following:

ACCT	3312	Intermediate Accounting II
ACCT	4317	Auditing
ACCT	3326	Fraud Investigation
ACCT	3328	Internship in Accounting
ACCT	4304	Government/Not-for-profit Accounting
ACCT	4312	Advanced Accounting
ACCT	4315	Advanced Cost
ACCT	4316	Advanced Tax
ACCT	4390	Special Topics in Accounting

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

Options in Post-Secondary Education and PK-12 Education in the EdS in Educational Leadership (DC 5120; CIP 13.411; Fall 2019)

Minor in Public Scholarship and Community Engagement (Spring 2019)

Option in Physical Therapy in the Bachelor of Science in Health Sciences (DC 2715; CIP 51.9999; Fall 2019)

BS/MS in Computer Science/Applied Computing – Five Year Degree Program (DC 7175; CIP 11.0701; Spring 2019)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program Recertification
Expires: December 31, 2022

Adler University, Chicago, Illinois
Master of Arts in Industrial and Organizational Psychology
Master of Arts in Psychology, Specialization in Military Psychology

Institutional Changes
Northcentral University, San Diego, California
Northcentral University's assets transferred and the institution becomes an affiliated non-profit institution of the National University System

Letter of Exemption from Certification – Church-Related Training
Calvary Chapel University, San Diego, California
Offering programs by distance technology
Certificate of Christian Education
Certificate of Biblical Studies
Associate of Arts in Biblical Studies
Associate of Arts in Christian Education
Bachelor of Arts in Biblical Studies
Bachelor of Arts in Christian Education
Master of Arts in Biblical Studies
Master of Arts in Christian Education
Doctor of Christian Education

Jackson Theological Seminary, North Little Rock, AR
Bachelor of Arts in Biblical Studies
Master of Divinity

West Coast Baptist College, Lancaster, California
Offering programs by distance technology
Bachelor of Religious Education with a concentration in Biblical Studies
Master of Religious Education with concentrations in Biblical Studies, Christian Education, and Church Music

Wheaton College, Wheaton, Illinois
Offering courses at Mosaix Global Network

MIN	558	Personal Leadership and Development in Ministry
MIN	559	Organizational Change and Leadership in Ministry

Letter of Exemption from Certification – Renewal – Church-Related Training
Central Arkansas Bible College**,** Jacksonville, Arkansas
Associate of Ministry
Bachelor of Ministry
Master of Renewal Theological Studies
Master of Biblical Studies

Master of Ministry
Master of Renewal Church History
Doctor of History of Renewal Theology
Doctor of Biblical Studies
Doctor of Ministry
Doctor of Church History
Doctor of Theological Studies
Junior Counseling Certificate
Certificate in Christian Prayer Counseling

Full Counsel Bible College, North Little Rock, Arkansas
Associate of Religious Arts
Bachelor of Pastoral Studies
Bachelor of Religious Arts
Master of Biblical Counseling
Master of Religious Arts
Master of Divinity
Doctor of Divinity
Doctor of Religious Philosophy

Mid-America Baptist Theological Seminary, Cordova, Tennessee
Offering programs by distance technology
Associate of Divinity
Associate of Christian Education
Bachelor of Arts in Christian Studies
Bachelor of Arts in Biblical Counseling
Master of Arts in Christian Education
Master of Arts in Theology
Master of Arts in Worship
Master of Divinity in Christian Education
Accelerated Master of Divinity in Biblical Counseling
Accelerated Master of Divinity in Christian Education
Accelerated Master of Divinity in Missiology and Intercultural Studies
Accelerated Master of Divinity in Pastoral Ministry
Master of Divinity in Biblical Counseling
Master of Divinity in Missiology and Intercultural Studies
Doctor of Philosophy in Christian Education
Master of Divinity in Pastoral Ministry
Doctor of Ministry in Biblical Counseling
Doctor of Ministry in Christian Education
Doctor of Ministry in Church Revitalization
Doctor of Ministry in Expository Preaching
Doctor of Ministry in Missions
Doctor of Ministry in Pastoral Ministry
Doctor of Philosophy in Old Testament
Doctor of Philosophy in New Testament
Doctor of Philosophy in Church History
Doctor of Philosophy in Missions

Doctor of Philosophy in Theology
Doctor of Philosophy in Practical Theology
Doctor of Philosophy in Biblical Counseling

Program Changes/Additions

Northcentral University, San Diego, California

New Specializations – Doctor of Philosophy in Marriage and Family Therapy

Culture Diversity and Social Justice in a Global Context

MFT	8702	A Systemic Evaluation of Global Concerns and Diversity
MFT	8703	Race, Politics, and Power in the United States
MFT	8704	Culturally Sensitive Care in MFT

Education and Supervision

MFT	8721	Constructing a Professional Identity
MFT	8722	Teaching Systemic Theories
MFT	8723	Analyzing Supervision Interventions
MFT	8724	Employing Technology in Supervision

Systemic Leadership

DMFT	8705	Systemic Leadership
MFT	8712	Leadership Development in Public and Non-Profit Community Organizations
MFT	8713	Public or Corporate Policy Making
MFT	8714	Leadership in Higher Education

Agenda Item No. 18
Higher Education Coordinating Board
April 19, 2019

LETTERS OF INTENT

The following notifications were received through April 1, 2019.

Arkansas State University – Mountain Home
Certificate of Proficiency in Construction Technology
Technical Certificate in Construction Technology

Arkansas State University – Newport
Certificate of Proficiency in Early Childhood Development
Technical Certificate in Early Childhood Development

Arkansas Tech University
Master of Arts in Leadership, Learning and Organizational Development
Graduate Certificate in Leadership, Learning, and Organizational Development

Black River Technical College
Certificate of Proficiency in Commercial Truck Driving

Henderson State University
Bachelor of Arts in Biology

Northwest Arkansas Community College
New Off Campus Instruction Center – Washington County Location, Springdale, AR

University of Arkansas, Fayetteville
Bachelor of Arts in Arabic Language and Literature
Master of Education in Community College Leadership

University of Arkansas at Pine Bluff
Bachelor of Science in Hospitality & Tourism Management
Bachelor of Science in Agricultural Engineering
Master of Education in Computer Science
Master of Education in Educational Leadership

University of Arkansas Rich Mountain
Certificate of Proficiency in Criminal Justice
Technical Certificate in Criminal Justice
Certificate of Proficiency in Phlebotomy

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Academy of Art University, San Francisco, California
Initial Certification – Distance Technology
Associate of Arts in Animation and Visual Effects
Associate of Arts in Fine Art
Associate of Arts in Graphic Design
Associate of Arts in Illustration
Associate of Arts in Interior Architecture and Design
Associate of Arts in Landscape Architecture
Associate of Arts in Motion Pictures and Television
Associate of Arts in Photography
Bachelor of Arts in Architecture
Bachelor of Fine Arts in Animation and Visual Effects
Bachelor of Fine Arts in Fine Art
Bachelor of Fine Arts in Game Development
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Interior Architecture and Design
Bachelor of Fine Arts in Landscape Architecture
Bachelor of Fine Arts in Motion Pictures and Television
Bachelor of Science in Game Development
Master of Architecture
Master of Arts in Animation and Visual Effects
Master of Arts in Architecture
Master of Arts in Fine Art
Master of Arts in Game Development
Master of Arts in Graphic Design
Master of Arts in Illustration
Master of Arts in Interior Architecture and Design
Master of Arts in Landscape Architecture
Master of Arts in Motion Pictures and Television
Master of Arts in Photography
Master of Fine Arts in Game Development
Master of Fine Arts in Graphic Design
Master of Fine Arts in Illustration
Master of Fine Arts in Interior Architecture and Design
Master of Fine Arts in Landscape Architecture
Master of Fine Arts in Motion Pictures and Television
Master of Fine Arts in Photography

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

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

Boston University, Boston, Massachusetts
Initial Certification – Distance Technology
Courses:
CASLC111 First Semester Chinese
CASLC 112 Second Semester Chinese
CASL J385 Intensive Kanji
CASLS111 First Semester Spanish
CASLS 112 Second Semester Chinese
COMFT554 Special Topics
GMSBT104 Medical Terminology 1
GMSBT106 Medical Terminology 2
GMSBT440 Genetics, Ethics, and the Law
GMSBT442 Issues in Assisted Reproduction
QSTSM101 Introduction to Management
SARPT634 Diagnostic Procedures for Rehab Professionals
METML632 History of Wine
METML636 Culture and Cuisine: Italy
EC 101 Introduction to Microeconomics
MA 113 Elementary Statistics
PS 101 General Psychology
SHAHF 771 Revenue Management Strategies
Certificate of Advanced Graduate Study in Music Education
Graduate Certificate in Applied Business Analytics
Graduate Certificate in Corporate Finance
Graduate Certificate in Cybercrime Investigation and Security
Graduate Certificate in Data Analytics
Graduate Certificate in Enterprise Risk Management and Compliance
Graduate Certificate in Financial Management
Graduate Certificate in Financial Markets and Institutions
Graduate Certificate in Financial Services Compliance
Graduate Certificate in Fundraising Management
Graduate Certificate in International Business Law
Graduate Certificate in International Finance
Graduate Certificate in Investment Analysis
Graduate Certificate in Supply Chain Management
Graduate Certificate in Visual and Digital Health Communication
Executive Master of Laws in International Business Law
Master of Education in Curriculum and Teaching

Master of Education in Higher Education Administration: Educational Leadership and Policy Studies
Master of Science in Applied Business Analytics
Master of Science in Enterprise Risk Management
Master of Science in Global Marketing Management
Master of Science in Health Care emergency Management
Master of Science in Insurance Management
Master of Science in Project Management
Master of Science in Software Development

California Baptist University, Riverside, California
Initial Certification – Distance Technology
Bachelor of Arts in Business Administration
Bachelor of Arts in Christian Ministries
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
Master of Science in Nursing
Career and Life Planning Certification Program

RN to Bachelor of Science in Nursing
Master of Science in Agricultural Education

Central Christian College of Kansas, McPherson, Kansas
Initial Certification – Distance Technology
Associate of Arts
Associate of Arts in Aviation
Associate of Arts in Criminal Justice
Bachelor of Aviation
Bachelor of Business Administration
Bachelor of Science in Business
Bachelor of Science in Criminal Justice
Bachelor of Science in Healthcare Administration
Bachelor of Science in Psychology

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
Doctor of Education in Educational Psychology and Technology

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

Pepperdine University, Malibu, California
Initial Certification – Distance Technology
Master of Science in Human Resources
Master of Science in Management Leadership

Remington College, Little Rock
Initial Certification – Little Rock Campus
Associate of Applied Science in Paralegal
Bachelor of Applied Science in Criminal Justice

South University, Savannah, Georgia
Initial Certification – Distance Technology
Bachelor of Science in Information Technology to Master of Science in Information Systems
Bachelor of Science in Public Relations
Graduate Certificate in Human Resource Management
Graduate Certificate in Information Systems
Master of Science in Health Informatics

Spartan College of Aeronautics and Technology, Tulsa, Oklahoma
Initial Certification – Distance Technology
Diploma in Aviation Maintenance Technology
Associate of Applied Science in Aviation Maintenance Technology
Bachelor of Science in Aviation Maintenance Technology

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 Saint Augustine for Health Sciences, San Marcos, California
Initial Certification – Distance Technology
Master of Health Administration
Master of Health Science
Master of Occupational Therapy
Master of Science in Nursing
Doctor of Education
Doctor of Health Science
Doctor of Occupational Therapy
Doctor of Physical Therapy

University of Southern California, Los Angeles, California
Initial Certification – Distance Technology
Executive Master of Urban Planning
Master of Education in School Counseling
Master in Long Term Care Administration
Master of Science in Human Resource Management

Webster University, St. Louis, Missouri
Initial Certification – Little Rock Metro Campus
Graduate Certificate in Cybersecurity – Threat Detection
Master of Arts in Education and Innovation