

*Asa Hutchinson*  
Governor

*Brett Powell, Ed.D.*  
Director

*Bob Crafton*  
AHECB Chairman

# ARKANSAS HIGHER EDUCATION COORDINATING BOARD

## REGULAR QUARTERLY MEETING

APRIL 22, 2016



---

**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**

**National Park College  
Frederick M. Dierks Center for Nursing and Health Sciences  
101 College Drive  
Hot Springs National Park, AR 71913**

# **SCHEDULE**

---

**Friday, April 22, 2016**

**Call to Order at 8:30 a.m.**

**Pledge of Allegiance**

**Moment of Silence**

**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 22, 2016

National Park College

## AGENDA

### I. EXECUTIVE

- \*1. Approve Minutes of the January 29, 2016 Regular Meeting and February 16, 2016 Special Meeting
2. Agency Updates (Dr. Brett Powell)
3. Annual Report on Credentials Awarded (Dr. Marla Strecker)
4. Annual Report on Student Retention and Graduation (Dr. Strecker)
5. Annual Report on Retention and Graduation of Intercollegiate Athletes (Dr. Strecker)
6. Annual Report on Productivity of Recently Approved Programs (Ms. Ann Clemmer)

### II. FINANCE

- \*7. Funding Formulas for the 2017-19 Biennium (Ms. Tara Smith)
- \*8. Performance Funding Outcomes (Ms. Smith)
- \*9. Distribution of Mineral Lease Funds (Ms. Smith)

### III. ACADEMIC

- \*10. New Program: Phillips Community College of the University of Arkansas Associate of Applied Science in Criminal Justice (Ms. Clemmer)
- \*11. New Program: Cossatot Community College of the University of Arkansas Associate of Applied Science in Physical Therapy Assistant (Ms. Clemmer)

- \*12. New Program: NorthWest Arkansas Community College  
Associate of Fine Arts in Arts (Ms. Clemmer)
- \*13. New Program: University of Arkansas, Fayetteville  
Bachelor of Fine Arts in Graphic Design (Ms. Clemmer)
- \*14. New Program: Arkansas Tech University  
Bachelor of Science in Computer Science Education (Ms. Clemmer)
- \*15. New Program: University of Arkansas – Fort Smith  
Bachelor of Science in Electrical Engineering Technology (Ms. Clemmer)
- \*16. New Program: Arkansas State University  
Master of Science in Media Management (Ms. Clemmer)
- \*17. New Program: University of Central Arkansas  
Doctor of Occupational Therapy (Ms. Clemmer)
- \*18. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 19. Letters of Notification (Ms. Lillian Williams)
- 20. Letters of Intent (Ms. Williams)

**FINANCE COMMITTEE**  
Arkansas Higher Education Coordinating Board  
National Park College  
Frederick M. Dierks Center for Nursing and Health Sciences  
Eisele Auditorium  
Friday, April 22, 2016  
8:30 a.m.

Finance Committee

Greg Revels, Chair  
Dr. Charles Allen  
Chris Gilliam

Sherrel Johnson  
Sam Sicard  
Jim von Grep  
Bob Crafton, Ex officio

**AGENDA**

- \*7. Funding Formulas for the 2017-19 Biennium (Ms. Tara Smith)
- \*8. Performance Funding Outcomes (Ms. Smith)
- \*9. Distribution of Mineral Lease Funds (Ms. Smith)

\*Numbers refer to main agenda.

**ACADEMIC COMMITTEE**  
**Arkansas Higher Education Coordinating Board**  
**National Park College**  
**Frederick M. Dierks Center for Nursing and Health Sciences**  
**Eisele Auditorium**  
**Friday, April 22, 2016**

Academic Committee

Dr. Olin Cook, Chair

Dr. Jim Carr

Florine Milligan

Ben Pickard

Dr. Michael Stanton

Bob Crafton, Ex officio

**CONSENT AGENDA**

- \*10. New Program: Phillips Community College of the University of Arkansas  
Associate of Applied Science in Criminal Justice (Ms. Clemmer)
- \*11. New Program: Cossatot Community College of the University of Arkansas  
Associate of Applied Science in Physical Therapy Assistant (Ms. Clemmer)
- \*12. New Program: NorthWest Arkansas Community College  
Associate of Fine Arts in Arts (Ms. Clemmer)
- \*13. New Program: University of Arkansas, Fayetteville  
Bachelor of Fine Arts in Graphic Design (Ms. Clemmer)
- \*14. New Program: Arkansas Tech University  
Bachelor of Science in Computer Science Education (Ms. Clemmer)
- \*15. New Program: University of Arkansas – Fort Smith  
Bachelor of Science in Electrical Engineering Technology (Ms. Clemmer)
- \*16. New Program: Arkansas State University  
Master of Science in Media Management (Ms. Clemmer)
- \*17. New Program: University of Central Arkansas  
Doctor of Occupational Therapy (Ms. Clemmer)
- \*18. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 19. Letters of Notification (Ms. Lillian Williams)
- 20. Letters of Intent (Ms. Williams)

\*Numbers refer to main agenda.

Agenda Item No. 1  
Higher Education Coordinating Board  
April 22, 2016

**ARKANSAS HIGHER EDUCATION COORDINATING BOARD  
Regular Quarterly Meeting  
January 29, 2016**

**Minutes of Meeting**

The January 29, 2016, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Department of Higher Education (ADHE) in Little Rock, Arkansas. Chairman Crafton called the meeting to order at 8:30 a.m. with all members present.

Coordinating Board present:

Bob Crafton, Chair  
Sherrel Johnson, Secretary  
Dr. Charles Allen  
Dr. Jim Carr  
Dr. Olin Cook  
Chris Gilliam  
Florine Milligan  
Ben Pickard  
Greg Revels  
Sam Sicard  
Dr. Michael Stanton

Coordinating Board absent:

Department staff present:

Dr. Brett Powell, Director  
Harold Criswell, Senior Associate Director of Administration and Finance  
Ann Clemmer, Senior Associate Director for Academic Affairs  
Tara Smith, Senior Associate Director for Institutional Finance  
Chandra Robinson, Program Specialist for Institutional Finance  
Jake Eddington, Program Specialist for Institutional Finance  
Lillian Williams, Program Specialist for Academic Affairs  
Angela Lasiter, Program Specialist for Academic Affairs  
Alana Boles, Program Specialist for Academic Affairs  
Nichole Abernathy, Executive Assistant

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

Chairman Crafton began the meeting by asking for a moment of silence for all of the U.S. Troops overseas. He then asked everyone to stand for the Pledge of Allegiance.

Agenda Item No. 1  
Approval of Minutes

Dr. Olin Cook moved to approve Agenda Item No. 1. Florine Milligan seconded the motion and the Board unanimously approved.

Agenda Item No. 2  
Report of Nominating Committee

The Nominating Committee (Chair, Ben Pickard, Dr. Charles Allen and Chris Gilliam) recommended the following slate of Board officers for 2016-17 (Chris Gilliam as Secretary, Sherrel Johnson as Vice Chair and Bob Crafton as Chair).

Ben Pickard moved to accept the 2016-2017 nominations. Dr. Jim Carr 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 – Bob Crafton  
Vice President – Sarah Argue  
Secretary/Treasurer – Dr. Charles Allen

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

The following resolution is presented for Board consideration:

**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:

Bob Crafton – President  
Dr. Charles Allen – Vice President  
Dr. Jim Carr – Secretary/Treasurer

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



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

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

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

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

**FURTHER RESOLVED**, That the Coordinating Board instructs the Director of the 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.

Florine Milligan moved to approve Agenda Item No. 4. Dr. Olin Cook seconded the motion and the Board unanimously approved.

Agenda Item No. 5  
Agency Updates

*ADHE Staff Changes*

Dr. Powell began by announcing that Research and Technology Program Specialist Sharon Butler, would be retiring on February 29 and Academic Affairs Program Specialist Delores Logan, retired on November 13 after 35 years with the agency. Senior Associate Director for Research and Technology Dr. Tim Atkinson, transferred to UAMS and Dr. Marla Strecker, formerly with SAU will be the new Senior Associate Director for Research and Technology starting on February 1.

*Institutional Leadership Changes*

Dr. Karla Hughes began on January 15 as the new Chancellor for the University of Arkansas at Monticello. Dr. Joseph Steinmetz began on January 1 as the new Chancellor for the University of Arkansas, Fayetteville. Dr. Barry Ballard began on January 15 as the Interim President for the College of the Ouachitas. Dr. Karla Fisher began on January 18 as Chancellor for Arkansas State University – Beebe. After over 50 years with Arkansas State University – Beebe, Dr. Eugene McKay retired as Chancellor on January 15.

*Higher Ed Insights*

Director Powell introduced his new blog, Higher Ed Insights, where he discusses the status of Higher Education in Arkansas and how it relates to Arkansans, the workforce and economy. Powell said that Arkansas Business has indicated that they will publish the monthly blog in their education report as the blog becomes available.

*Closing the Gap 2020 Work Groups*

Powell provided an in-depth overview of the Master Plan working groups. Most of the groups are working towards a short term implementation strategies report that will be ready by the end of April. Then they will work on a more comprehensive report.

Sherrel Johnson asked if there is an umbrella group that will pull all of the recommendations together into one implementation report. Powell said yes, that is the Steering Committee that consists of the chairs of each Master Plan group.

*Realignment Task Force*

The Realignment Task Force is tasked to study the advantages and disadvantages of realigning state-supported institutions of higher education, identifying current redundancies that exist with the current structure of higher education in Arkansas and determining what mechanisms are currently available or could be available to provide cost savings to state-supported institutions of higher education.

At the last task force meeting, Powell provided some context to the group regarding expense data, governance structures across states, revenue and affordability, activity in other states and consortia and governance.

*Agency Projects*

Powell announced that ADHE is making their policies more accessible and a change has been made in the way policies are adopted.

ADHE is trying to determine if CTE courses are transferable across institutions, said Powell. Staff have examined three programs across institutions to determine if there is commonality in what we expect in student learning outcomes. If there is, can we align courses so there is a better opportunity for students to transfer between institutions, said Powell.

Guided Pathways is about making students aware of opportunities and connecting those opportunities together so from high school to short term certificate programs, associate degrees and bachelor's degrees, there are connections between those programs. There is an SREB initiative and they are looking at what's in code and what's in policy that might need a review to make sure that we are adopting these principles, said Powell.

*The Prior Learning Assessment*

Next, Powell discussed the possibility of ADE data sharing. The US Department of Financial Aid adopted what they call a prior, prior year approach to students applying for federal financial aid. This means that students can use older income tax information when applying for financial aid. Students that previously applied for aid in the spring, can now apply in October. Our desire is to also move our deadlines back to October to be in line with the new federal deadlines. For us to do that, we need better information, said Powell. The question is, can we get information about students from the Arkansas Department of Education (ADE). If we can get our data connected to their data we can get better quality data and get it earlier, said Powell.

*New Mathways Project*

The New Mathways Project is ongoing with a small number of institutions and we are trying to scale it up state-wide, said Powell. The goal is to determine the appropriate math requirements for each academic discipline. Powell said, this project is not about dumbing down math requirements, but the alignment of math requirements to match with what a student's needs are.

*Interstate Passport Initiative*

The Interstate Passport Initiative is about improving student's ability to transfer across state. The more we can improve student's ability to transfer, the more likely they are to finish on time, said Powell. This is about aligning the general education core. If a student completes the general education core in Arkansas, they receive a Passport that they can take to any state to finish their education. Or, hopefully, a student transfers here from another state, said Powell.

*Mapping Credentials to Careers*

Mapping Credentials to Careers is about helping students understand where their educational goals meet with their career goals. Information about available jobs, job growth and wages is provide by the US Department of Labor Career's website. Also listed are the typical education, work experience and on-the-job training needed for the particular job you are interested in.

*Upcoming Dates*

The Realignment Task Force will meet on February 24, the Fiscal Session begins on April 13, the next meeting of the Coordinating Board is April 22 at National Park College, and the ADHE will host a potential Board Retreat in early June.

Florine Milligan asked if the Mapping Credentials to Careers would be shared with the high school level so they can be better prepared when they go to college.

Powell said this is the starting point and directly impacted by higher education. Over time we will have a more developed picture for others that are interested.

Agenda Item No. 6  
Academic Challenge Scholarship  
Governor's Distinguished Scholarship Rules and Regulations

In compliance with Act 1258 of 2015, amendments to the Academic Challenge Scholarship Program and Governor's Distinguished Awards rules and regulations were presented for the Arkansas Higher Education Coordinating Board (AHECB) review. The approved amendments will go to the Governor and Arkansas Lottery Committee (ALC) Administrative Rules and Regulations Committee.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the review of the rules and regulations presented in this agenda item for the Arkansas Academic Challenge Scholarship Program and the Governor's Distinguished Program.

**FURTHER RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to provide the rules and regulations presented in this agenda item to the Governor and Arkansas Lottery Committee (ALC) Administrative Rules and Regulations Committee.

Sherrel Johnson asked if education was considered critical workforce. Dr. Powell said ADHE will find out what the critical workforce need areas are and let the board know.

Dr. Jim Carr expressed disappointment in the funding amounts. He stated that money is more important in starting than finishing college. However, we are giving the smallest amount to our freshman.

Chairman Crafton asked what the rationale was behind the funding amount, specifically freshman receiving the least amount. Powell said the debate during the session was over the affordability of the program. Proceeds have declined each year since it began, which is the history of lotteries across states. As proceeds have declined there have been a number of changes to keep the awards in line with the available revenue. We are looking at roughly \$72 to \$74 million in available revenues and the scholarship awards were going to exceed that by \$4 to \$5 million. Therefore, the real effort was to make sure the scholarship remained affordable, said Powell. The data we gathered for legislators to make decisions about this, showed us where we could make the most impact on students. A lot of that discussion was on students that don't persist beyond the first year. If they don't persist beyond the first year, some view that as scholarship money used on a student that's not going to complete a degree. So the thinking was, if we know this is likely to happen, can we minimize the amount of scholarship money for that

student. Eventually that \$1,000 was moved from year one to year two. Students who do persist, keep the same level of scholarship over a four year period.

Dr. Olin Cook moved to approve Agenda Item No. 6. Dr. Jim Carr seconded the motion and the Board unanimously approved.

#### Agenda Item No. 7 2015 Fall and 2015 Annual Enrollment Report

Tara Smith presented summary and detailed information about annual student enrollment. She noted the total, on-schedule enrollment for the 2015 Fall term in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities and nursing schools) was 167,293 students; representing a 1-year decrease of 0.8 percent.

Of these 167,293 students, 17,808 were high school students (10.6 percent), 129,857 were undergraduate students (79.5 percent) and 18,268 were graduate students (10.8 percent).

#### Agenda Item No. 8 Annual Report on First-Year Student Remediation for Fall 2015

Ann Clemmer presented summary and detailed information about annual student enrollment. In Fall 2015, Arkansas's public institutions enrolled 22,138 first-time degree seeking students. 22,064 of those students were tested for placement purposes. Of the 22,064 students who were tested, 8,760 students (39.7 percent) were assigned to one or more remedial courses while the balance was placed in college-level coursework. This represents a decrease in the remediation rate of 1.7 percentage points from Fall 2014. Note that this is the lowest remediation rate in the 5 fall terms and the total remediation rate has dropped every year since the 2010 Fall term. Of the 8,760 students assigned to remediation, 4,237 (48.4 percent) were in the four-year sector and 4,523 (51.6 percent) were in the two-year sector.

Sherrel Johnson asked what percentage of students attempting remediation classes for the first time pass and what percentage try again. Clemmer said that 50 percent of remediated students don't pass their first attempt. Unfortunately, of the half that pass the remediated course, half don't make it through their gateway course.

Greg Revels asked why the overall remediation rate was down to 39.7 percent. Clemmer said they are taking co-requisite courses along with remediation courses. When this happens, the student is no longer counted as a remediation student.

Powell added that if it is a typical co-requisite three (3) hour math core, a student is enrolled in four (4) hours; however, they only receive three (3) hours of credit. The

additional hour is the additional help the student needs to catch up on the topics that are being covered in more detail. Basically, it gets students into credit bearing classes faster and it gets them the additional assistance they need to get through the course, said Powell.

Chair of the remediation committee Paul Beran said that what is important to remember about the decrease in the remediation number is, as educators, we are figuring out how to move from a very traditional way of managing people coming into our environment to non-traditional, innovative ways to manage them. If a student has a relatively low need for remediation, the most significant thing we can do is move them into an arena where they are in a blended class, where they can get additional help while taking their regular college course, said Beran. That cuts down the amount of time and money students have to spend. The concern is that there is some distortion of the statistics in terms of who really needs remediation. The reality is, what we are counting is mainstreaming more students at a faster rate. That is exactly what we need to be doing, because the two biggest impediments to graduation are time and money, said Beran.

Revels voiced concern regarding the consistency in the remediation rate since students in co-requisite courses aren't counted in the remediation rate.

Powell said there is more than one way to measure the likelihood of student success. The more we recognize this and the more opportunities we have for students to demonstrate they can be successful, the more likely we are to get them in the right courses where their need is. Yes, the data we are using does leave out a substantial part that we really need to know such as, are students in co-requisite remedial courses more successful. I've seen data that show they are, said Powell. Unfortunately, that's not the data we present. We are trying to change the way we look at this and the amount of data we collect to demonstrate student success from it.

Agenda Item No. 9  
New Policy: Student Placement Into  
General Education Core Courses

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

**RESOLVED**, That all institutions must adopt appropriate placement measures which are supported by student success data.

**FURTHER RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the policy on Student Placement into General Education Core Courses.

Dr. Jim Carr asked if there were any common standards to measure proficiency. Clemmer said that there are a few and an objective examination to take into consideration. This will not be set state-wide and will vary a little by institution with the idea that whatever the institution does, the student should have a 75 percent chance of making a C or better on their course, said Clemmer.

Dr. Carr commented that as a twelve year employee of ACT, he is glad that institutions will now be looking at more than just the ACT score. The ACT score is not the best predictor of student success in college, its high school grades, he said.

Florine Milligan said that she has found that a lot of students have unnecessarily been put in remediation courses because of the timing of the ACT test.

Director Powell clarified that a 19 on the ACT is still the standard for students placing in remediation or not. The policy is just suggesting that there be other considerations also.

Florine Milligan moved to approve Agenda Item No. 9. Greg Revels seconded the motion and the Board unanimously approved.

#### Agenda Item No. 10 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 2014-15, 14 Arkansas campuses, 62 institutions with programs delivered only through distance technology, 9 institutions offering programs both on Arkansas campuses and delivered through distance technology and 1 institution offering programs only on an Arkansas campus, were certified under ICAC rules.

There were no questions.

#### Agenda Item No. 11 Annual Higher Education Financial Condition Report

Tara Smith presented the Annual Higher Education Financial Condition Report. The purpose of this report was to describe the financial condition as well as the difficulties and challenges experienced by Arkansas's Public Institutions of Higher Education. These difficulties and challenges have been brought on by a number of competing, and often conflicting demands: fluctuations in enrollments; lagging, and even declining, state support; increasing public and political pressure to hold

tuition down; underprepared students; and students who come to college with the expectations of new amenities and programs from the institutions.

Smith provided five-year data of the universities scholarship expenditures for the purpose of observing trends in expenditures in light of the legislation placing a cap on such expenditures. Although there is a general downward trend from 11.7 percent of tuition and fees to 8.4 percent, a few universities have actually increased their level of expenditures. During the same time period, the state-funded Academic Challenge Scholarship was greatly expanded due to a large influx of funding made available by the Arkansas Scholarship Lottery. Some might have assumed that we would see a decrease in spending, however this was not the case, said Smith.

Greg Revels questioned if the Arkansas Lottery Scholarship allowed Arkansas institutions the flexibility to offer more out-of-state students scholarships. Tara Smith said she doesn't believe so.

Ben Pickard asked if Smith anticipated the increased requirements impacting next year's scholarship amount. Smith said that is very possible.

Dr. Jim Carr questioned the rationale for removing the Pell Grant recipients from the average scholarship calculations. Smith said that Arkansas Code requires a limitation on institutional scholarships. However, they did not want institutions to move away from providing scholarships to students that are in need.

Pickard asked if any institution exceeded the twenty percent. Smith said that she would calculate that and let the board know the results.

Pickard personally thanked ADHE staff for all of the information in the Financial Condition Report. Smith thanked the institutions for supplying the information.

Pickard said that an out-of-state waiver is very similar to a scholarship. Over \$43 million is given to out-of-state students in scholarships than in-state students. At Fayetteville alone, the difference in out-of-state scholarships verse in-state scholarships is over \$66 million. Pickard asked to see out-of-state students separated out in future graduation reports.

Smith said that out-of-state tuition waivers are a recruitment effort. In a lot of cases had the institutions not attracted out-of-state students and provided those small discounts, it would have resulted in lost revenues.

Sam Sicard asked if bordering states provide the same kind of reciprocity to Arkansas students. Smith said because of their aggressive recruitment practices they routinely go after Arkansas students.

Dr. Powell said that the basic philosophy for tracking students is the ability to get them from matriculation to graduation. It's not necessarily about the success of



graduating Arkansas students. With that said, separating out Arkansas students is probably a good statistic to look at, said Powell.

Greg Revels commented that both the past and current Governors are interested in increasing the graduation rates in Arkansas for Arkansans not just doubling the number of degrees for Texans.

Powell said the next logical question is how many of those out-of-state students remain in Arkansas after graduation. That is part of the equation when you are talking about the economy of the state. The more we can improve upon the educational attainment level of Arkansans the more we can attract good living wage jobs to our state. Whether these are Texans or Kansans that come to Arkansas and get an education and stay here, or, whether they are Arkansas students that receive an education here and stay here, either way that improves our economy of the state.

Pickard said that while it is the overall economy that we are looking at, Arkansas families are paying. If we are providing this much in tuition waivers, it has to be coming from somewhere.

Smith agreed that we don't want to do anything at the detriment of our Arkansas students.

Next, Pickard discussed Concurrent Enrollment scholarships. He said that any discount that is given for a concurrent enrollment student is a form of a scholarship. This has been a concern for over thirty years. It would really benefit the institutions if presidents and chancellors could get together to come up with a universal way to deal with concurrent enrollment, said Pickard.

Powell said that ADHE has asked ACT to conduct a research study later this year on the success of students coming out of concurrent courses. They will look at how the course was delivered, the school district the student came from and the institution that the student eventually enrolled in and determine if there are any significant differences in the success rates of those students based on any of those factors.

Powell also said that in his personal opinion, concurrent courses should be free to the student because there is significant benefit to the student; however, there has to be some source of revenue to cover the price of the courses. What we have to figure out is, is there a way that we can cover the costs without asking students to pay for it.

President of Arkansas Tech University Dr. Robin Bowen said that she had the same question when she came to ATU. She wanted to know how the students who took concurrent courses compared to other students. Bowen asked that they look at students that took English I or English II to see if they did as well. She found that overall they had higher GPAs and were more likely to finish college.

Pickard asked Bowen how ATU paid for their concurrent students since they didn't give them scholarships. Senior Vice President of Administration and Finance David Moseley explained that ATU charges tuition to all concurrently enrolled students. ATU then allows the high school to bill them the costs of the education provided to those students.

Pickard said basically it's a swap out. There is no fee. Moseley said that is correct. Any fees or additional costs are absorbed by ATU.

Agenda Item No. 12  
Economic Feasibility of Bond Issue for  
University of Arkansas Community College at Morrilton

University of Arkansas Community College at Morrilton requests approval of the economic feasibility of plans to issue bonds not to exceed \$10.0 million with a term of thirty (30) years at an annual interest rate not to exceed 5.5 percent. Proceeds from the bond issue will be used for educational and general purposes. The University of Arkansas Board of Trustees approved this financing at its meeting on November 20, 2015.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas Community College at Morrilton to issue bonds in an amount not to exceed \$10.0 million with a term of thirty (30) years at an estimated interest rate not to exceed 5.5 percent to construct a Workforce Training Center (WTC) allowing UACCM to increase the capacity of several technical training programs including Welding, Automotive Technology, HVAC, Industrial Maintenance and add options that industry partners have suggested including Diesel Engine Technology.

**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 the University of Arkansas and the Chancellor of the University of Arkansas Community College at Morrilton of the Coordinating Board's resolution.

There were no questions.

Sherrel Johnson moved to recommend the approval of Agenda Item No. 12 to the full Board. Chris Gilliam seconded and the Committee approved.

Agenda Item No. 13  
Associate in Science in Agriculture  
Black River Technical College

The Associate of Science (AS) in Agriculture is designed to equip students with broad knowledge of the increasingly important area of agriculture. The proposed AS in Agriculture emphasizes the application of business and scientific principles to the problems and issues of agriculture related to animal, plant, and oils and agribusiness. Several employers have indicated a need for employees with an associate's degree in Agriculture to work as first-line supervisors in the Agriculture, Forestry, and/or Fishing industry. The Associate's degree is designed to provide the graduate with a well-rounded general education, agriculture and management curriculum for employment. Additionally, the AS in Agriculture degree is transferrable to baccalaureate programs at four-year institutions.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Science in Agriculture (CIP 01.0000; 60 credit hours) offered by Black River Technical College, effective Fall 2016.

**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 Black River Technical College of the approval.

There were no questions.

Agenda Item No. 14  
Technical Certificate in Diesel Technology  
Certificate of Proficiency in Commercial Vehicle Operation  
University of Arkansas at Monticello

The Technical Certificate (TC) in Diesel Technology is 39 credit hours and provides students with knowledge and laboratory experiences in the diagnosis, repair, service and maintenance of diesel equipment. Students will also receive training in preventive maintenance and the importance of high-quality workmanship. The seventeen (17) credit hour Certificate of Proficiency (CP) will serve the needs and goals of individuals seeking employment as technicians in public schools transportation departments, diesel repair shops, automotive dealerships, freightliner dealerships, and international trucking companies. The TC and CP will prepare students for the option to sit for an Arkansas Commercial Driver's License. The University of Arkansas at Monticello, College of Technology at McGehee (UAMCTM) currently offers a TC in Heavy Equipment Operation and Automotive Technology that will complement the proposed programs.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Commercial Vehicle Operator and the Technical Certificate in Diesel Technology (CP: CIP 49.0205; 17 credit hours; TC: CIP 47.0605; 39 credit hours, respectively) offered by the University of

Arkansas at Monticello, College of Technology at McGehee, effective Fall 2016.

**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, the Chancellor of the University of Arkansas at Monticello, and the Vice Chancellor of the University of Arkansas at Monticello, College of Technology at McGehee of the approval.

There were no questions.

Agenda Item No. 15  
Bachelor of Arts in Game and Interactive Media Design  
Arkansas Tech University

The Bachelor of Arts (BA) in Game and Interactive Media Design is a 120 semester credit hour degree program that provides students with the courses in graphic design and computer science. Graduates are prepared for work in the video game and entertainment industries as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. The degree culminates in a two-part senior project in which the student creates a fully developed game or interactive media project. The student also accumulates a portfolio of work to aid them in seeking employment after graduation.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Game & Interactive Media Design (CIP 50.0411; 120 credit hours) offered by Arkansas Tech University, effective Fall 2016.

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

Ben Pickard asked if there was a representative from Southern Arkansas University that could talk about the success of their similar program, the BFA Game, Animation, and Simulation. Provost and Vice President for Academic Affairs Dr. Ben Johnson said that their program is relatively new. It was the only one in the region and it exceeded their enrollment expectations. The fairly demanding program has become increasingly popular, said Johnson.

Pickard asked if ATU had any idea how much it would cost to establish the program. Associate Vice President for Academic Affairs David Underwood said initially they need a game and interactive media professor. Someone that can cross over between art and computer science. ATU is anticipating a

salary around \$70,000 a year, said Underwood. Another position they are proposing is to help offset the work load for existing faculty members. ATU believes they can create their initial lab for about \$100,000, said Underwood.

Dr. Olin Cook said he believes this program is a good example of what is going on in the world today.

Agenda Item No. 16  
Bachelor of Science in Geoscience  
University of Arkansas – Fort Smith

The 120 semester credit hour Bachelor of Science (BS) in Geoscience is designed to prepare undergraduate students for entry-level positions in the engineering, environmental, or petroleum industries, or for entry into graduate-level geology degree programs. There is a demand for geoscientists in the local workforce. Employers of entry-level geoscientists in and around Fort Smith include oil and gas, engineering, environmental consulting, government agencies and laboratories, and public schools. To gauge the support of local employers for the proposed program, an employer needs survey was conducted with oil and gas companies, exploration companies, school districts, and others. Respondents indicated that a bachelor's degree is sufficient for entry into the profession, and some would provide tuition assistance or reimbursement for employees to obtain a graduate degree. The respondents also indicated that they expect to hire 20 to 30 geoscientists in the next two to five years. Additionally, these employers offer starting salaries from \$36,500 to \$100,000 (energy exploration companies).

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Geoscience (CIP 40.0601; 120 credit hours) offered by the University of Arkansas – Fort Smith, effective Fall 2016.

**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 – Fort Smith of the approval.

Chairman Crafton asked if the intensive summer field camp was included in the required 120 semester credit hours. And, if so, how many hours did it consist of.

Chancellor of the University at Fort Smith Paul Beran said that the camp is included in the 120 credit hours.

Dr. Jim Carr asked what other institution offers a Geoscience program in the state. Clemmer said similar programs are offered at ATU, UAF and UALR.

Agenda Item No. 17  
Bachelor of Science in Education Studies (Non-Licensure)  
University of Arkansas at Monticello

The online Bachelor of Science in Education Studies is a 120 credit hour non-licensure degree program designed to meet the educational needs of public school paraprofessionals and other individuals who have full-time employment that prevents attendance in a traditional education degree program. The proposed non-licensure degree will prepare individuals with the necessary knowledge of content and pedagogical skills for post-baccalaureate admission to alternative licensure route programs leading to teacher licensure such as the UAM Master of Arts in Teaching Degree. The proposed program will also provide an option for students who desire to pursue an education-related or early childhood/adolescent services career that does not require teaching licensure.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Education Studies (Non-Licensure) (CIP 13.0101; 120 credit hours; 100% online) offered by the University of Arkansas at Monticello, effective Fall 2016.

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

Chairman Crafton asked who would fall under the paraprofessional category in the classroom. Clemmer said a teacher's aide or an aide in a special education classroom would.

Agenda Item No. 18  
Institutional Certification Advisory Committee

**Initial Program Certification-Distance Technology**

**RESOLVED**, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1-3 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2019.

**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 Arkansas Code §6-61-301.

American University, Washington, D.C.  
Boston University, Boston, Massachusetts  
Georgetown University, Washington, D.C.  
Johns Hopkins University, Baltimore, Maryland  
Northeastern University, Boston, Massachusetts  
Ultimate Medical Academy, Tampa, Florida  
University of Cincinnati, Cincinnati, Ohio  
Waldorf College, Forest City, Iowa

**New Institutions – Distance Technology**

Empire State College, State University of New York, Saratoga Springs, New York  
Pepperdine University, Malibu, California

Greg Revels moved to recommend the approval of Agenda Items No. 13 - 18 to the full Board. Florine Milligan seconded and the Committee approved.

Agenda Items No. 19 & 20  
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 19-1 through 19-76 and in the Letters of Intent on pages 20-1 through 20-12 of the agenda book.

Report of the Committees

Greg Revels presented the report of the Finance Committee and moved approval of Agenda Item 12. Chris Gilliam seconded the motion and the Board approved.

Dr. Olin Cook presented the report of the Academic Committee and moved approval of Agenda Items 13 – 18. Ben Pickard seconded the motion and the Board approved.

Remarks by Presidents and Chancellors

The next Coordinating Board meeting would be hosted by the National Park College in Hot Springs on April 22, 2016.

With no further comments, the meeting adjourned at 12:08 p.m.

---

Nichole Abernathy

APPROVED:

---

Chris Gilliam, Secretary



**ARKANSAS HIGHER EDUCATION COORDINATING BOARD  
Special Meeting via Conference Call  
February 16, 2016**

**Minutes of Meeting**

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Tuesday, February 16, 2016. The purpose of the meeting was to consider the economic feasibility of bond issue for the University of Arkansas, Fayetteville. The meeting convened at 3:30 p.m. with a quorum present.

Coordinating Board present:

Bob Crafton, Chair  
Sherrel Johnson, Vice Chair  
Dr. Jim Carr  
Dr. Olin Cook  
Florine Milligan  
Ben Pickard  
Greg Revels  
Dr. Michael Stanton

Coordinating Board absent:

Dr. Charles Allen  
Chris Gilliam  
Sam Sicard

Department staff present:

Dr. Brett Powell, Director  
Harold Criswell, Senior Associate Director of Administration and Finance  
Tara Smith, Senior Associate Director for Institutional Finance  
Chandra Robinson, Program Specialist for Institutional Finance  
Lisa Smith, Communications/Outreach Coordinator  
Nichole Abernathy, Executive Assistant

Presidents, chancellors, other institutional representatives, and guests were also present.

Chairman Crafton thanked the Coordinating Board members and guests for participating on the call. Because there weren't enough Finance Committee members for a quorum, the Board went into a committee of the whole.

Nichole Abernathy conducted a roll call to confirm that there was a quorum.

Agenda Item No. 1  
Economic Feasibility of Bond Issue  
University of Arkansas, Fayetteville

The University of Arkansas, Fayetteville requested approval of the economic feasibility of plans to issue bonds not to exceed \$30.0 million with a term of thirty (30) years at an annual interest rate not to exceed 5.50 percent. Proceeds from the bond issue will be used for educational and general (E&G) and auxiliary

purposes. The University of Arkansas Board of Trustees approved this financing at its meeting on February 15, 2016.

The current APPA recommendation is \$1.25 per gross square foot for auxiliary facilities. The two auxiliary projects provide new square footage for the University. The Sigma Alpha Epsilon Fraternity project will add approximately 5,668 sq. ft., and the Pat Walker Health Center project will add approximately 20,000 sq.ft. Therefore, based on an estimate of 25,668 new square footage (as the projects are completed over the next few years), \$32,085 will be transferred annually beginning in the fiscal year after the projects are placed into service.

**RESOLVED**, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds in an amount not to exceed \$30 million with a term of thirty (30) years at an estimated interest rate not to exceed 5.50 percent for educational and general to fund the initial stage of the construction of an approximately 20,000 sq. ft. library storage facility; continue the renovation of and addition of approximately 3,500 sq. ft. to Kimpel Hall, fund the initial stage of the construction of an approximately 25,000 sq. ft. Civil Engineering Research and Education Center, complete the renovation of Discovery Hall, construct five new campus entrance signs, pay for the initial design of the new University Recreation Intramural Sports Playing Fields, and to fund other capital improvements and infrastructure and various equipment for educational and general purposes if proceeds are available; and for auxiliary purposes to renovate and construct an addition of approximately 5,668 sq. ft. to the Sigma Alpha Epsilon Fraternity; to fund the initial stage of construction of an approximately 20,000 sq. ft. addition to the Pat Walker Health Center; and other capital improvements and infrastructure and various equipment for auxiliary purposes if proceeds are available.

**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 Arkansas and the Chancellor of the University of Arkansas, Fayetteville of the Coordinating Board's resolution.

Chairman Crafton asked if the bond would only fund the initial stage or the entire stage of construction for the Civil Engineering Research and Education Center.

Dr. Joseph Steinmetz, Chancellor for the University of Arkansas, Fayetteville (UAF), explained that the bond would fund the design stage of the Civil Engineering Research and Education Center.

Chairman Crafton asked if UAF would request additional economic feasibilities in the future to finish the center.

Dr. Steinmetz said that is correct.

Ben Pickard asked what the average student fees are used to cover this project.

Dr. Steinmetz said that last year a \$2 addition, per credit hour was added for the facilities fee. Going forward, no additional fees are needed for this project.

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

Nichole Abernathy conducted a final roll call, reaffirming the quorum.

Next, at the request of the Coordinating Board, Dr. Brett Powell provided an update on the status of possible changes to concurrent enrollment policies and need based requirements to the Academic Challenge Scholarship.

Dr. Powell began by saying the Concurrent Credit Advisory Committee met that morning to begin considering what concurrent strategies should look like for the state. The plan is to organize the meetings around several topics; which students should be enrolled in concurrent courses; what courses should be offered; how should the courses be offered; how should they be paid for; and, how are we going to determine if we have an effective concurrent credit program.

We tentatively set a goal of mid-fall to have this complete, just in case there are any considerations that might lead to changes in the way institutions are funded, said Powell.

We are still gathering information about the best practical approaches to need-based aid, said Powell. We are the fourth lowest in the country in the amount of state-based aid that is awarded on the basis of a student's financial need. Six (6) percent of Arkansas aid is based on need and ninety-four percent is based on merit. Across the nation, seventy-five percent of state financial aid is based on need. We are definitely in the minority, said Powell.

For the past five years that we have had the Lottery Scholarship, if you compare the characteristics of students who retain the scholarship until the end of the year with students who lose the scholarship after year one, they are very consistent across those five years. When you look at the characteristics of students who retain the scholarship in year two with those who lose the scholarship, the difference in ACT scores, college GPAs, and number of credit hours of those students are virtually identical in five years. Family income is the one factor where there is the most difference and widest gap. In my opinion this is another indicator why we should consider family income more when it comes to awarding financial aid, said Powell.

Ben Pickard asked if there was a goal for the need-based aid to be implemented in the future.

Powell said that the goal that we have is in the Closing the Gap Master Plan and that is to move to 25 percent of state funding based on need. The timing of that will depend on when we can get legislation enacted. Since the lottery began, there have been four changes to the structure of the Academic Challenge Scholarship (ACS). That lack of consistency is problematic. Families don't know from year to year what to expect, said Powell.

Pickard asked if the ADHE staff could provide information detailing the number of students that receive both the ACS and Pell Grant. Powell said he would provide that information to the Coordinating Board.

Pickard asked if there would be any legislative changes to board policies regarding concurrent courses and faculty qualifications.

Powell said that ADHE couldn't do anything against HLC requirements. If it is in policy, we need some enforcement process. We have to balance it with the fact that we're not an audit agency. We don't go into an institution's classrooms to make sure they are teaching the things that they say they are teaching. We have to also consider that academic quality is a purview of the institution and they have their own policies that they are trying to enforce.

Powell said that all of the institutions should have adopted a Memorandum of Understanding (MOU) with the school districts they work with. It is up to the institutions to make sure that their faculty carry out the standards in their MOU.

Pickard questioned whether or not all of the institutions met the faculty qualifications in their MOUs.

Dr. Jim Carr reminded the Coordinating Board that while only six (6) percent of Arkansas's financial aid is based on financial need, almost one hundred (100) percent of federal assistance is based on financial need.

Chairman Crafton thanked everyone for participating in the special meeting and announced that the next regular meeting would be April 22, 2016, at National Park College in Hot Springs.

With no further comments, the meeting adjourned at 3:58 p.m.

---

Nichole Abernathy

APPROVED:

---

Chris Gilliam, Secretary

Agenda Item No. 2  
Higher Education Coordinating Board  
April 22, 2016

## **AGENCY UPDATES**

---

Arkansas Department of Higher Education agency updates will be presented by Dr. Brett Powell. This agenda item will include updates on new employees, legislation, and current events.

## **Annual Report** **Credentials Awarded**

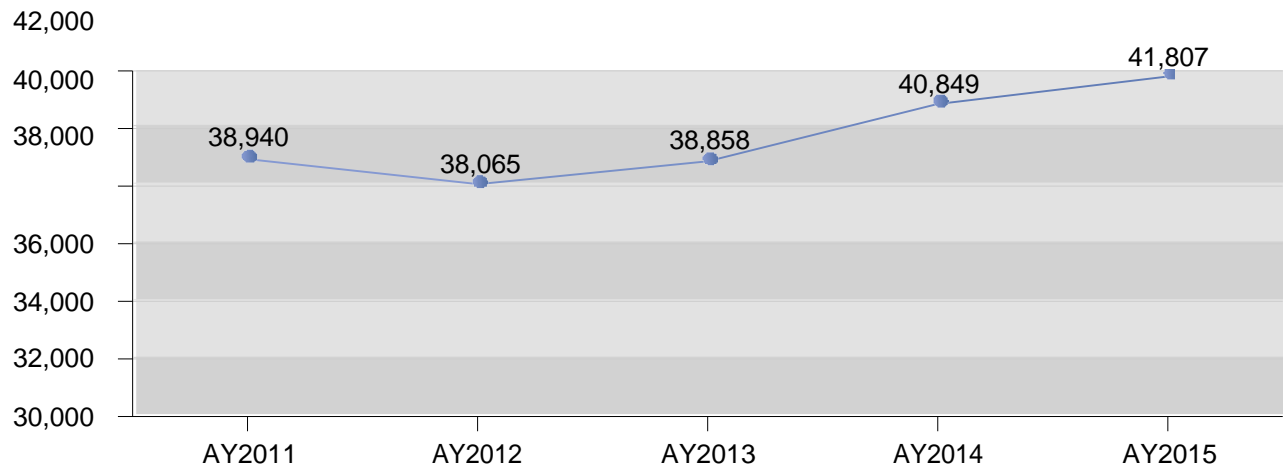
Credentials are organized by degree level. Beginning in Academic Year (AY) 2010, Integrated Post-secondary Education Data System (IPEDS) required changes in the use of degree levels. This report reflects the IPEDS categories. Degree levels are as follows.

Code	Degree Levels
01	Certificate of Proficiency
02	Technical Certificate
03	Associate Degree
04	Advanced Certificate
05	Baccalaureate Degree
06	Post-Baccalaureate Certificate
07	Master's Degree
08	Post-Master's Certificate, Specialist, or Post-First Professional Certificate or Degree
17	Doctoral Degree -- Research/Scholarship
18	Doctoral Degree -- Professional Practice
19	Doctoral Degree -- Other

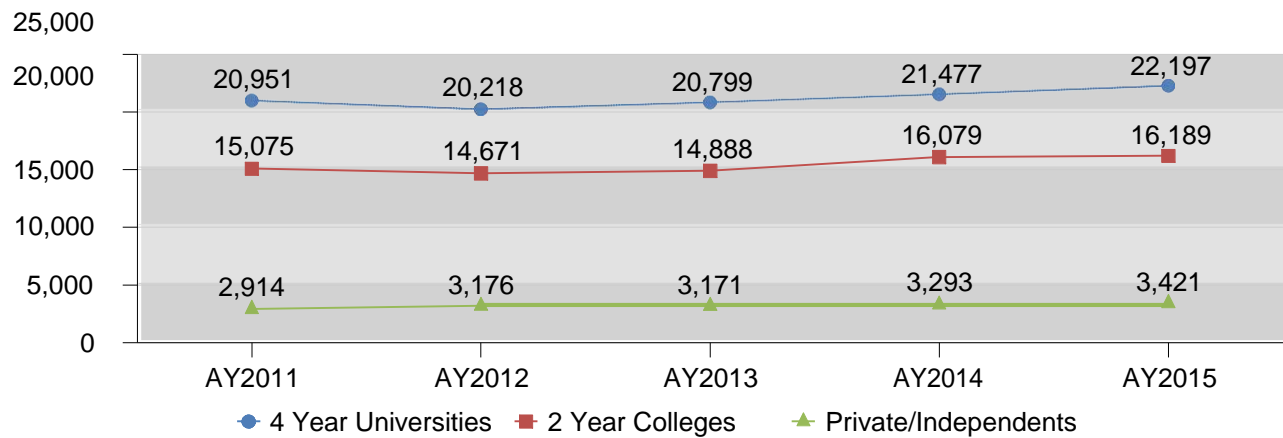
The last five academic years show a steady growth of credentials with over 41,000 credentials awarded in AY2015. The greatest 5-year percentage increase was exhibited by the private/independent institutions with 17.4% representing an increase of 507 credentials.

Credentials Awarded	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
4 Year Universities	20,951	20,218	20,799	21,477	22,197	3.4%	5.9%
2 Year Colleges	15,075	14,671	14,888	16,079	16,189	0.7%	7.4%
Private/Independents	2,914	3,176	3,171	3,293	3,421	3.9%	17.4%
<b>Summary</b>	<b>38,940</b>	<b>38,065</b>	<b>38,858</b>	<b>40,849</b>	<b>41,807</b>	<b>2.3%</b>	<b>7.4%</b>

### Credentials Awarded: AY2011-AY2015

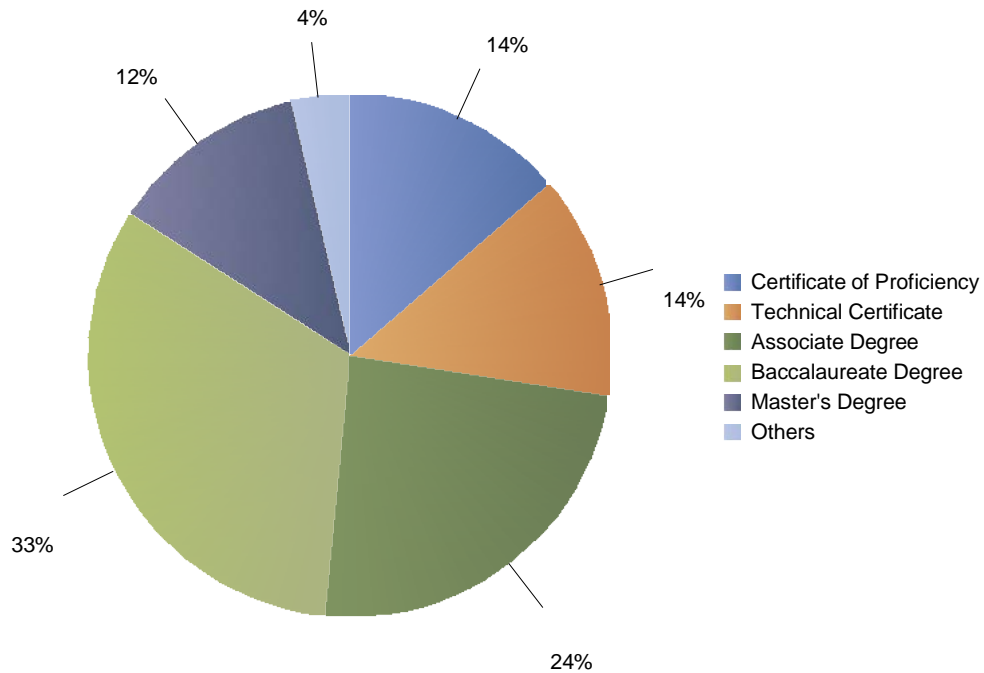


### Credentials Awarded by Institution Type: AY2011-AY2015



The growth of specific credential types are summarized below:

Degree Level	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Certificate of Proficiency	4,931	4,590	4,888	5,184	5,260	1.5%	6.7%
Technical Certificate	4,820	4,658	4,872	5,415	5,514	1.8%	14.4%
Associate Degree	10,193	8,286	8,319	8,691	8,917	2.6%	-12.5%
Advanced Certificate	20	26	28	22	33	50.0%	65.0%
Baccalaureate Degree	13,093	13,976	14,137	15,252	15,648	2.6%	19.5%
Post-Baccalaureate Certificate	275	251	291	263	261	-0.8%	-5.1%
Master's Degree	4,699	5,256	5,163	4,793	4,808	0.3%	2.3%
Post-Masters, Specialist, Post-First Prof Deg/Cert	96	109	180	244	394	61.5%	310.4%
Doctoral Degree - Research/Scholarship	237	258	291	273	293	7.3%	23.6%
Doctoral Degree - Professional Practice	576	655	689	712	679	-4.6%	17.9%
<b>Overall - Summary</b>	<b>38,940</b>	<b>38,065</b>	<b>38,858</b>	<b>40,849</b>	<b>41,807</b>	<b>2.3%</b>	<b>7.4%</b>





The below table illustrates that more female students completed credentials than male students; however, over the past five years the number of credentials awarded to males has grown faster than awards to females. This change can be correlated to a slower decline in male enrollment than female enrollment during the same five-year period.

Institution Type	Gender	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
2 Year Colleges	Male	5,747	5,495	5,714	6,381	6,317	-1.0%	9.9%
	Female	9,328	9,176	9,174	9,698	9,872	1.8%	5.8%
4 Year Universities	Male	8,402	7,920	8,254	8,571	9,101	6.2%	8.3%
	Female	12,549	12,298	12,545	12,906	13,096	1.5%	4.4%
Nursing Schools	Male	51	47	51	37	38	2.7%	-25.5%
	Female	333	293	350	335	341	1.8%	2.4%
Private/Independents	Male	1,254	1,404	1,386	1,444	1,473	2.0%	17.5%
	Female	1,660	1,772	1,785	1,849	1,948	5.4%	17.3%
Total	Male	15,454	14,866	15,405	16,433	16,929	3.0%	9.5%
	Female	23,870	23,539	23,854	24,788	25,257	1.9%	5.8%

The following table provides counts of credentials awarded by Race/Ethnicity. Note that Hispanic student attainment of credentials continues to grow correlating with the increase in Hispanic student enrollment.

**Total**

Race/Ethnicity	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Asian Only	466	463	601	564	646	14.5%	38.6%
Black Only	5,637	5,480	5,673	6,241	6,312	1.1%	12.0%
Hispanic Any	989	1,028	1,271	1,497	1,753	17.1%	77.2%
Amer. Indian/Alaskan Only	367	328	311	336	333	-0.9%	-9.3%
White Only	28,362	27,420	28,771	29,862	30,633	2.6%	8.0%
Hawaiian/PI Only	25	38	29	38	35	-7.9%	40.0%

\*All counts of 10 or less are not shown due to FERPA regulations.

**4-Year Universities**

Race/Ethnicity	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Asian Only	335	332	386	365	464	27.1%	38.5%
Black Only	2,690	2,674	2,620	2,743	2,763	0.7%	2.7%
Hispanic Any	485	503	625	705	825	17.0%	70.1%
Amer. Indian/Alaskan Only	216	180	188	202	217	7.4%	0.5%
White Only	15,777	15,067	15,488	15,926	16,251	2.0%	3.0%
Hawaiian/PI Only		19	18	15	17	13.3%	88.9%

**2-Year Colleges**

Race/Ethnicity	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Asian Only	97	94	156	150	139	-7.3%	43.3%
Black Only	2,606	2,470	2,699	3,174	3,068	-3.3%	17.7%
Hispanic Any	436	459	569	691	801	15.9%	83.7%
Amer. Indian/Alaskan Only	105	103	101	110	92	-16.4%	-12.4%
White Only	9,990	9,871	10,862	11,344	11,529	1.6%	15.4%
Hawaiian/PI Only	15	17	11	20	17	-15.0%	13.3%

**Private/Independents**

Race/Ethnicity	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Asian Only	28	36	47	39	39	0.0%	39.3%
Black Only	273	332	347	319	398	24.8%	45.8%
Hispanic Any	60	60	74	94	120	27.7%	100.0%
Amer. Indian/Alaskan Only	45	45	22	24	23	-4.2%	-48.9%
White Only	2,299	2,458	2,402	2,566	2,569	0.1%	11.7%
Hawaiian/Pacific Islander Only						-66.7%	N/A

**Nursing Schools**

Race/Ethnicity	AY2011	AY2012	AY2013	AY2014	AY2015	1-Year Growth	5-Year Growth
Asian Only			12			-60.0%	-33.3%
Black Only	68				83	1,560.0%	22.1%
Hispanic Any						0.0%	-12.5%
Amer. Indian/Alaskan Only						N/A	0.0%
White Only	296	24	19	26	284	992.3%	-4.1%
Hawaiian/Pacific Islander Only						N/A	-100.0%

\*All counts of 10 or less are not shown due to FERPA regulations.

The following table provides a listing of credentials awarded by institutions over the last five academic years.

**4 Year Universities**

Institution (abbrev)	AY2011	AY2012	AY2013	AY2014	AY2015
ASUJ	3,522	3,993	3,991	3,776	3,775
ATU	1,990	2,074	2,609	2,344	2,666
HSU	699	767	789	758	751
SAUM	581	699	718	741	744
UAF	4,361	4,588	4,839	5,310	5,740
UAFS	1,302	1,177	1,304	1,276	1,438
UALR	2,264	2,338	2,381	2,475	2,461
UAM	931	1,055	838	1,338	1,181
UAMS	907	873	890	891	924
UAPB	403	498	429	455	377
UCA	3,991	2,156	2,011	2,113	2,140

**2 Year Colleges**

Institution (abbrev)	AY2011	AY2012	AY2013	AY2014	AY2015
ANC	491	433	435	401	381
ASUB	1,137	1,235	1,450	1,591	1,672
ASUMH	553	554	488	579	596
ASUMS	194	279	276	359	379
ASUN	565	725	556	597	631
BRTC	428	520	687	822	708
CCCUA	271	286	329	409	584
CotO	641	642	604	656	734
EACC	312	388	362	308	293
NAC	490	674	707	764	754
NPCC	630	679	653	566	744
NWACC	923	1,106	1,245	969	1,048
OZC	375	407	528	503	495
PCCUA	467	302	318	468	413
PTC	3,718	2,288	1,975	2,794	2,761
RMCC	197	252	317	228	222
SACC	454	626	797	735	654
SAUT	742	721	794	1,040	897
SEARK	595	708	596	696	397
UACCB	571	474	487	398	419
UACCH	534	463	565	471	651

Institution (abbrev)	AY2011	AY2012	AY2013	AY2014	AY2015
UACCM	787	909	719	725	756

**Private/Independents**

Institution (abbrev)	AY2011	AY2012	AY2013	AY2014	AY2015
ABC	74	100	123	126	143
CBC	110	131	128	129	128
CRC	18	21	26	14	18
HC	299	319	326	324	297
HU	1,181	1,260	1,237	1,309	1,354
JBU	584	608	615	598	684
LC	95	98	119	103	122
OBU	257	314	294	354	338
PSC	98	118	122	103	111
SC	0	0	0	0	21
UO	99	106	69	123	117
WBC	99	101	112	110	88

**Nursing Schools**

Institution (abbrev)	AY2011	AY2012	AY2013	AY2014	AY2015
BSN	363	312	374	340	345
JSN	21	28	27	32	34

The following table compares the growth of credentials awarded and enrollment over the last five academic years.

SIS Institution Type	Enrollments	Credentials
4 Year	2.4%	5.9%
2 Year	-15.5%	7.4%
Private	-0.5%	17.4%
Nursing	-9.5%	-1.3%

Copies of the following attachments may be found at [www.adhe.edu](http://www.adhe.edu).

Attachment 3-A	Credentials Awarded, Last Five (5) Years
Attachment 3-B	Credentials Awarded by Gender
Attachment 3-C	Credentials Awarded by Race/Ethnicity
Attachment 3-D	Credentials Awarded by Degree Code, Public Institutions Only
Attachment 3-E	Credentials Awarded by CIP Code, All Institutions

## ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

---

Statewide retention and graduation information for students entering Arkansas public higher education is presented in this report for both public and private institutions. ADHE’s Student Information System (SIS) enables multi-year student retention and graduation tracking in compliance with Student-Right-to-Know legislation as well as Act 267 of 1989. SIS tracks student enrollments and completions for multiple years at their originating or native campus, as well as in other public and independent institutions within the state.

### Methodology

The retention calculations herein are based on fall-to-fall comparisons of the 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 graduation rates reported herein have been re-designed. The graduation rate uses 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 new graduation rates use a 100%, 150%, and 250% time rate for counting graduates. Such time rate in years is used for counting all credentials. For example, for the 4-Year University 100% rate, all credentials are counted if awarded within four academic years (plus two months). The time rates vary by institution type as shown below.

Institution Type	Rate	Time
4-Year Universities	100%	4 Academic Years + July/August in the 5 <sup>th</sup> AY
	150%	6 Academic Years + July/August in the 7 <sup>th</sup> AY
	250%	10 Academic Years + July/August in the 11 <sup>th</sup> AY
2-Year Colleges	100%	2 Academic Years + July/August in the 3 <sup>rd</sup> AY
	150%	3 Academic Years + July/August in the 4 <sup>th</sup> AY
	250%	5 Academic Years + July/August in the 6 <sup>th</sup> AY
Private/Independents	100%	4 Academic Years + July/August in the 5 <sup>th</sup> AY
	150%	6 Academic Years + July/August in the 7 <sup>th</sup> AY
	250%	10 Academic Years + July/August in the 11 <sup>th</sup> AY
AY = Academic Year		

The Cohort Years for both the 4-Year Universities and Private/Independent Institutions are as follows:

- 100% Rate: Cohort Year 2008 running through AY2011
- 100% Rate: Cohort Year 2009 running through AY2012
- 100% Rate: Cohort Year 2010 running through AY2013

- 100% Rate: Cohort Year 2011 running through AY2014
- 100% Rate: Cohort Year 2012 running through AY2015
- 150% Rate: Cohort Year 2006 running through AY2011
- 150% Rate: Cohort Year 2007 running through AY2012
- 150% Rate: Cohort Year 2008 running through AY2013
- 150% Rate: Cohort Year 2009 running through AY2014
- 150% Rate: Cohort Year 2010 running through AY2015
- 250% Rate: Cohort Year 2002 running through AY2011
- 250% Rate: Cohort Year 2003 running through AY2012
- 250% Rate: Cohort Year 2004 running through AY2013
- 250% Rate: Cohort Year 2005 running through AY2014
- 250% Rate: Cohort Year 2006 running through AY2015

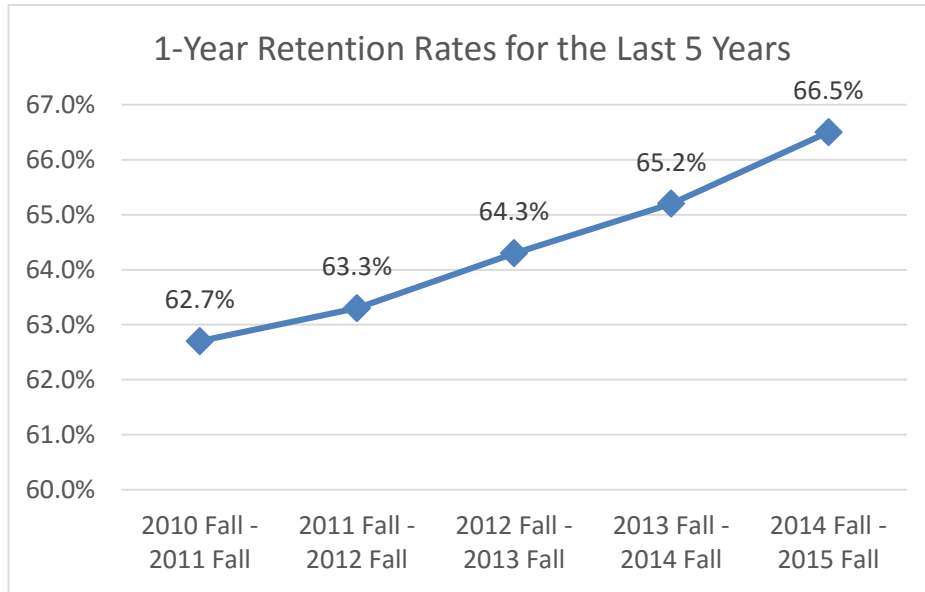
The Cohort Years graduation rates for the 2-Year Colleges are as follows:

- 100% Rate: Cohort Year 2010 running through AY2011
- 100% Rate: Cohort Year 2011 running through AY2012
- 100% Rate: Cohort Year 2012 running through AY2013
- 100% Rate: Cohort Year 2013 running through AY2014
- 100% Rate: Cohort Year 2014 running through AY2015
- 150% Rate: Cohort Year 2009 running through AY2011
- 150% Rate: Cohort Year 2010 running through AY2012
- 150% Rate: Cohort Year 2011 running through AY2013
- 150% Rate: Cohort Year 2012 running through AY2014
- 150% Rate: Cohort Year 2013 running through AY2015
- 250% Rate: Cohort Year 2007 running through AY2011
- 250% Rate: Cohort Year 2008 running through AY2012
- 250% Rate: Cohort Year 2009 running through AY2013
- 250% Rate: Cohort Year 2010 running through AY2014
- 250% Rate: Cohort Year 2011 running through AY2015

### RETENTION RATES

#### Statewide Retention

The following represents the one-year retention rates for five cohorts. The cohort of students is defined as students that are first-time entering, full-time, and seeking a degree or certificate. (This is the same as the IPEDS cohort.)



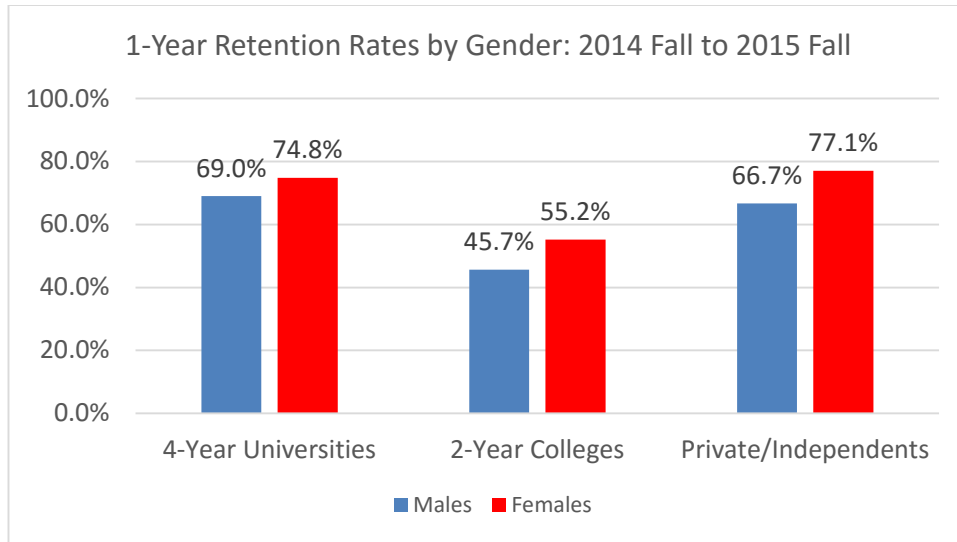
1-Year Retention Rates					
Inst. Type	2010 Fall - 2011 Fall	2011 Fall - 2012 Fall	2012 Fall - 2013 Fall	2013 Fall - 2014 Fall	2014 Fall - 2015 Fall
4-Year Universities	68.2%	68.8%	70.2%	71.1%	72.2%
2-Year Colleges	50.1%	48.7%	49.1%	49.9%	51.0%
Private/Independent	70.2%	73.1%	73.8%	75.2%	72.0%
Total	62.7%	63.3%	64.3%	65.2%	66.5%

As shown above, the Private/Independent Institutions and the 4-Year Universities have substantially higher retention rates of entering cohort students, higher than the 2-Year Colleges. This is generally due to the lower rates of full-time enrollment and the higher rates of remediation at the 2-Year Colleges.

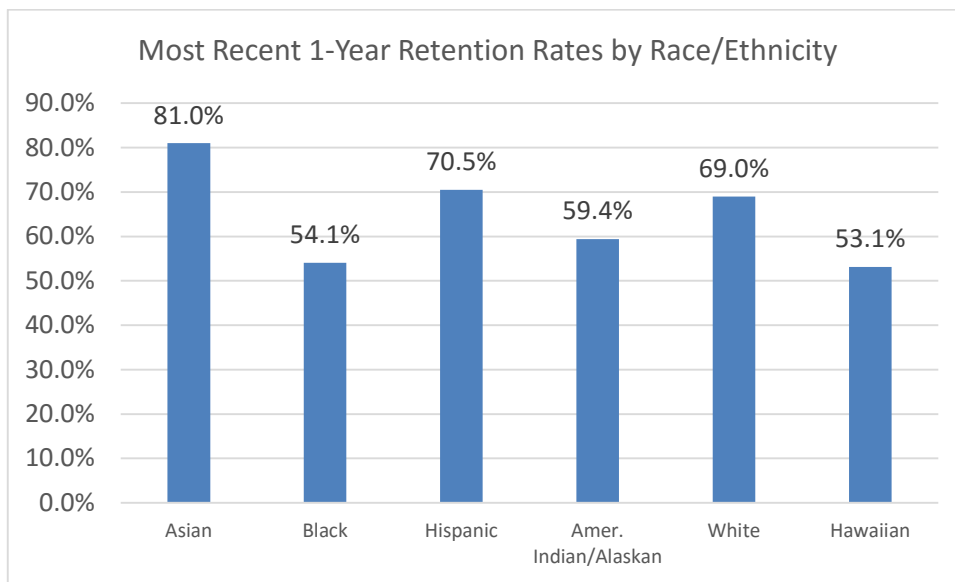


**Retention Demographics**

Females are retained at higher rates than males at all institution types.



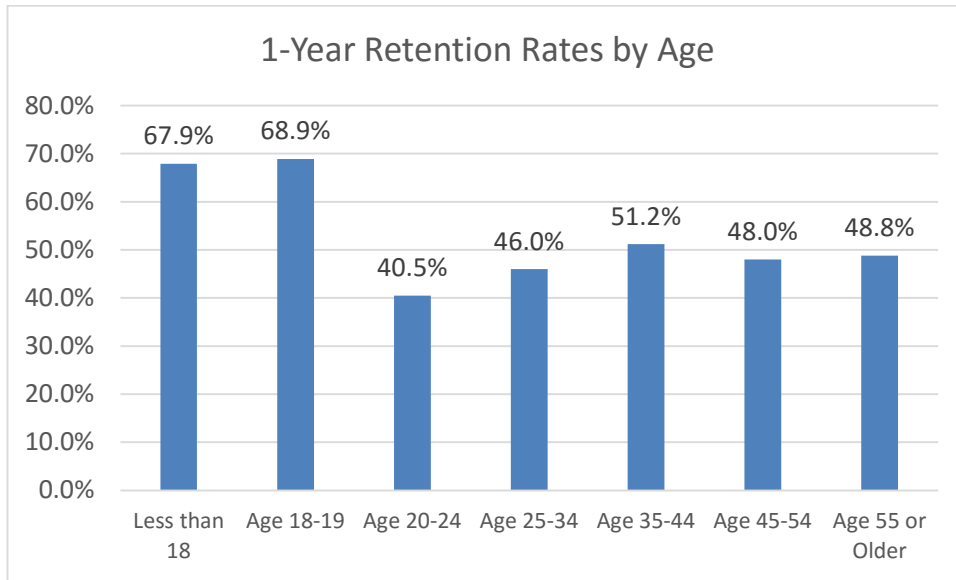
Asian students are retained at higher rates than any other race/ethnicity.



Inst. Type	Asian Only	Black Only	Hispanic Any	Amer. Indian/Alaskan	White Only	Hawaiian Only
4-Year Universities	83.5%	61.2%	74.3%	64.5%	74.7%	70.6%
2-Year Colleges	70.8%	43.3%	63.3%	39.5%	51.8%	35.7%
Private/ Independents	80.5%	48.3%	70.4%	68.0%	78.4%	0.0%
Total	81.0%	54.1%	70.5%	59.4%	69.0%	53.1%

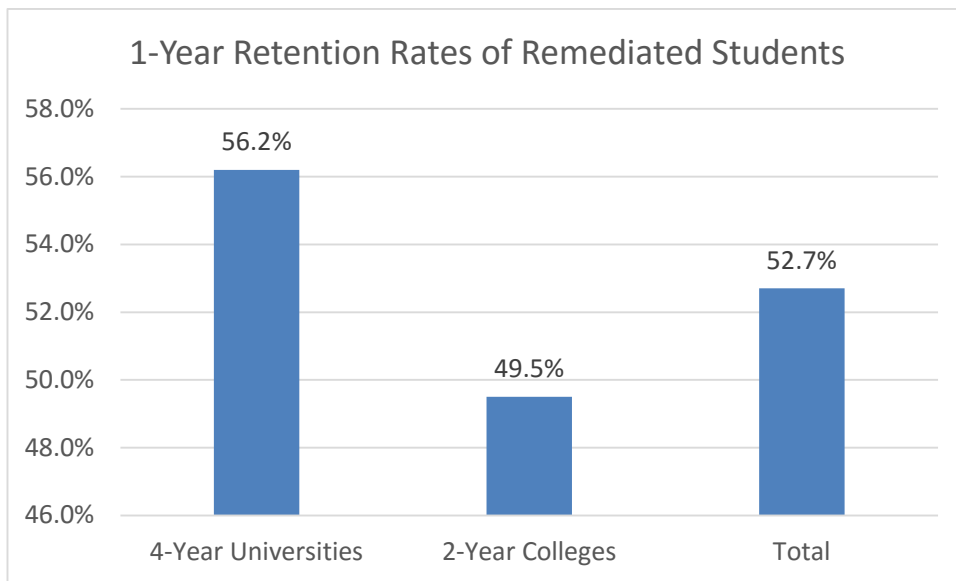
The following table illustrates fall-to-fall retention by age group. The group with the best retention rate is Age 18-19 followed by Age Less Than 18. It is interesting

to note that young students and older students are retained at higher rates whereas the middle groups have lower rates, especially the group Age 20-24.



Inst. Type	Less Than 18	Age 18-19	Age 20-24	Age 25-34	Age 35-44	Age 45-54	Age 55 or Older
4-Year Universities	72.9%	73.1%	49.6%	51.9%	59.6%	66.7%	25.0%
2-Year Colleges	52.3%	53.7%	35.1%	47.7%	50.3%	47.1%	47.4%
Private/ Independents	75.8%	74.5%	44.9%	23.0%	36.4%	37.5%	62.5%
Total	67.9%	68.9%	40.5%	46.0%	51.2%	48.0%	48.8%

The following graph illustrates the retention rates of remediated students. Remediation rates are applicable to public institutions only.



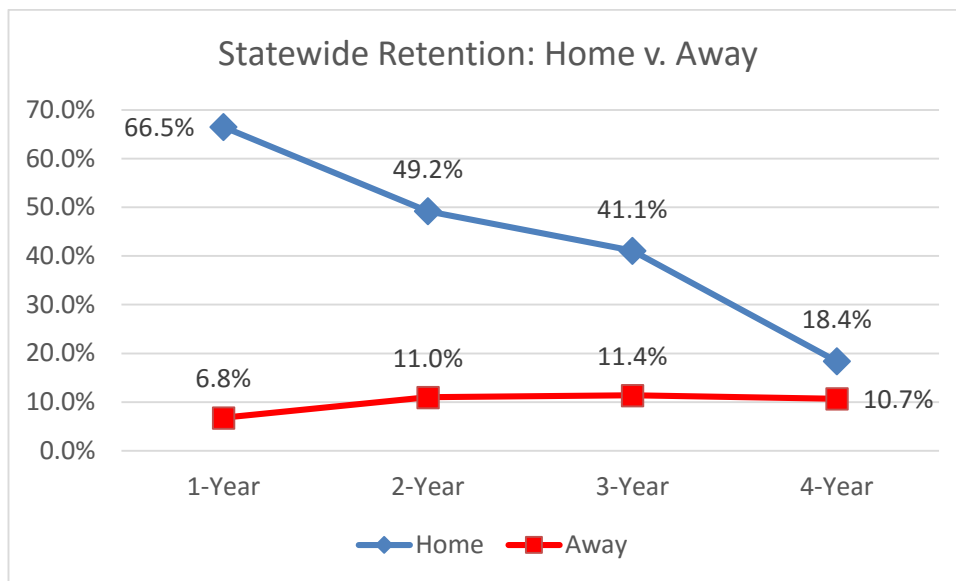
1-Year Remediation Rates of Remediation Students v. All Students	
4-Year Universities	
All Students	72.2%
Remediated Students	56.2%
2-Year Colleges	
All Students	51.0%
Remediated Students	49.5%

The above table shows that Remediated Students are retained at substantially lower rates than All Students at 4-Year Universities. However, such rates are similar at 2-Year Colleges, which is due to the high rates of remediation at 2-Year Colleges.

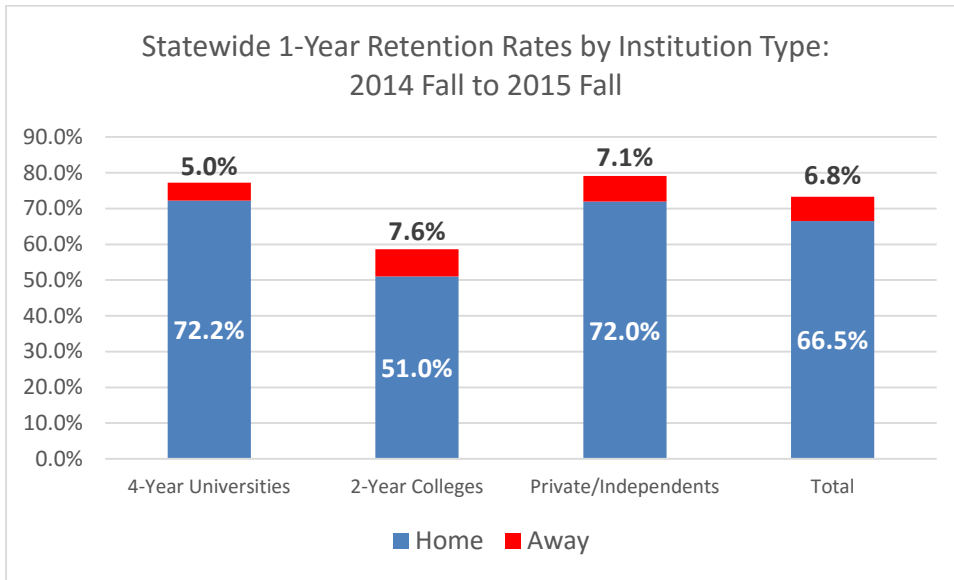
**Statewide Retention**

The above information identifies students being retained at their “home” institution, i.e., the institution that they started at. But retention can also be looked at from the perspective of “was the student retained in college?” This can be identified as students transferring to other institutions in Arkansas. Unfortunately, the SISDB (Student Information System Database) can only track students in Arkansas.

The following table shows that while “home” institution retention drops from 66.5 percent to 18.4 percent over a 4-year period, the “away” retention increases from 6.8 percent to 10.7 percent. This indicates that a significant number of students are retained in college, but at a different institution.



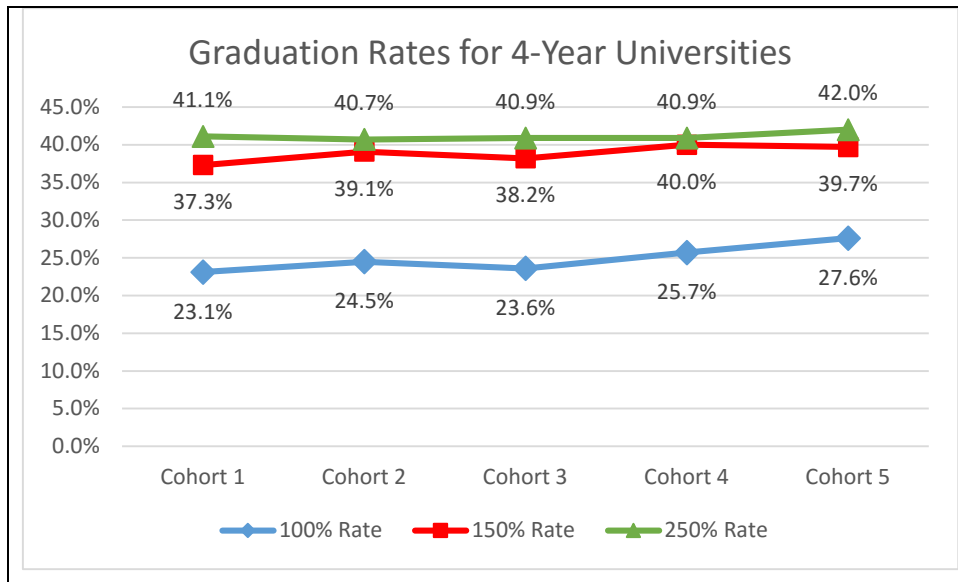
The below chart relates 1-year retention percentages of students retained at “home” and “away” institutions.



### ADHE ANNUAL GRADUATION RATES

#### 4-Year University Graduation Rates

The ADHE calculated graduation rates of first-time entering freshmen for each of the cohorts for 4-year universities are illustrated below.



100% Rate	150% Rate	250% Rate
Cohort 1 = CY2008	Cohort 1 = CY2006	Cohort 1 = CY2002
Cohort 2 = CY2009	Cohort 2 = CY2007	Cohort 2 = CY2003
Cohort 3 = CY2010	Cohort 3 = CY2008	Cohort 3 = CY2004
Cohort 4 = CY2011	Cohort 4 = CY2009	Cohort 4 = CY2005
Cohort 5 = CY2012	Cohort 5 = CY2010	Cohort 5 = CY2006

According to the above graph, the 100% (4 years) and 150% (6 years) graduation rates for public 4-Year Universities have been steadily increasing with the exception of a dip for Cohort Year 4. The 250% rate (10 years) has been relatively steady but shows a slight decline since Cohort Year 1.

The new ADHE Annual Graduation Rates also provide information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is indicated by either graduating or being still enrolled at any Arkansas institution.

100% Rate: 4-Year Universities						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2008	23.1%	2.8%	26.6%	14.3%	33.2%	66.8%
CY2009	24.5%	2.8%	25.9%	13.5%	33.2%	66.8%
CY2010	23.6%	2.5%	26.5%	12.0%	35.4%	64.6%
CY2011	25.7%	3.1%	25.2%	11.4%	34.5%	65.5%
CY2012	27.6%	3.2%	24%	10.9%	34.2%	65.8%

150% Rate: 4-Year Universities						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2006	37.3%	5.9%	7.1%	10.9%	38.8%	61.2%
CY2007	39.1%	6.4%	7.0%	10.6%	36.9%	63.1%
CY2008	38.2%	6.1%	6.7%	10.2%	38.8%	61.2%
CY2009	40.0%	6.2%	5.9%	10.2%	37.8%	62.2%
CY2010	39.7%	5.8%	5.5%	8.5%	40.5%	59.5%

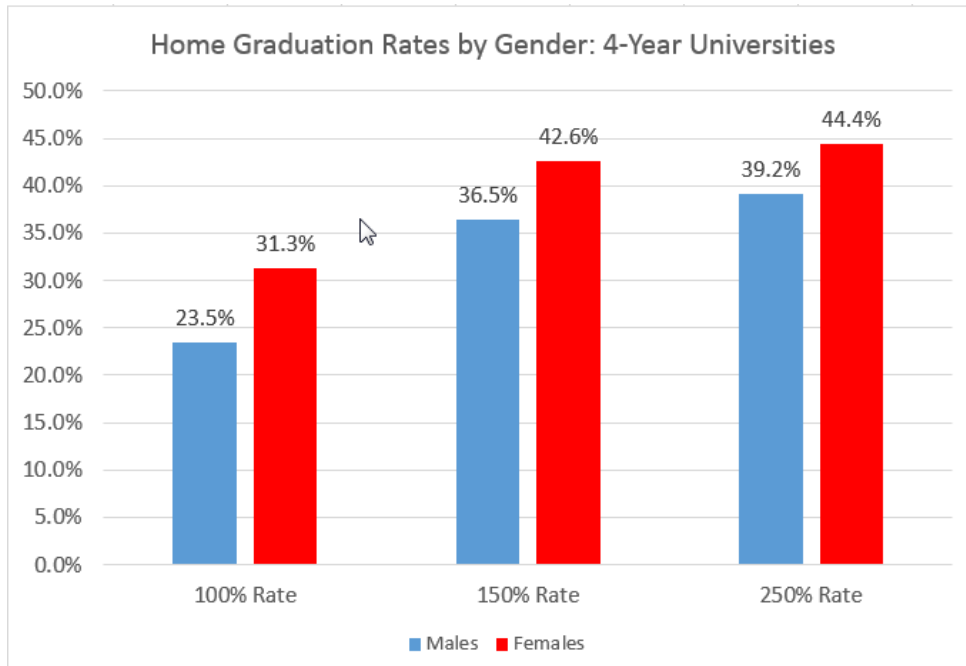
250% Rate: 4-Year Universities						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2002	41.1%	9.0%	2.5%	6.0%	41.4%	58.6%
CY2003	40.7%	9.2%	2.3%	5.9%	41.9%	58.1%
CY2004	40.9%	8.7%	1.8%	5.4%	43.1%	56.9%
CY2005	40.9%	8.8%	1.7%	5.1%	43.5%	56.5%
CY2006	42.0%	8.7%	1.5%	4.6%	43.2%	56.8%

The most recent ADHE Annual Graduation Rates for the 4-Year Universities are shown below.

4-Year Universities			
Institution	100% Rate	150% Rate	250% Rate
ASUJ	30.6%	36.4%	39.6%
ATU	26.3%	42.0%	46.2%
HSU	19.3%	32.4%	31.6%
SAUM	25.0%	31.7%	32.4%
UAF	40.6%	61.0%	62.0%
UAFS	17.9%	23.5%	28.2%
UALR	17.9%	27.7%	26.4%
UAM	26.9%	32.6%	33.5%
UAMS			
UAPB	8.2%	24.6%	26.6%
UCA	21.9%	43.5%	45.6%
Total	27.6%	39.7%	42.0%

Note that UAMS does not show a graduation rate as they do not admit first-time entering students.

Females graduate at higher rates than males at 4-Year Universities.



Asian students at 4-year universities graduate at the highest rate in all three timeframes: 100%, 150% and 250%. Hispanic student completion has increased by 12% (up from 32% in 2014) in the 250% rate. Black student completion and white student completion rates exhibit no statistically significant changes.

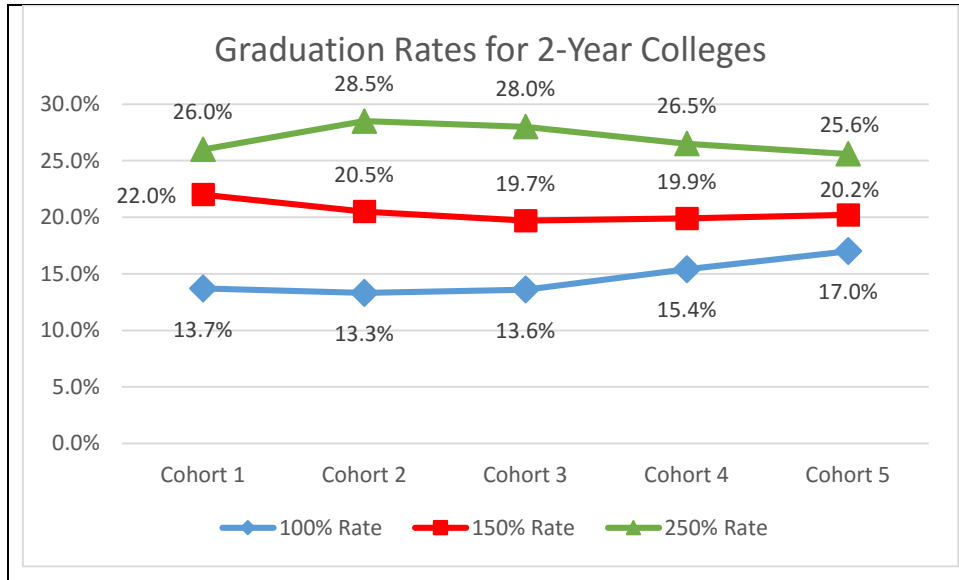
Race/Ethnicity	100% Rate	150% Rate	250% Rate
Asians	36.5%	47.2%	50.6%
Blacks	12.9%	23.9%	25.6%
Hispanics	22.5%	36.2%	44.9%
Amer. Indian/Alaskans	22.3%	34.3%	38.5%
Whites	32.7%	45.3%	46.6%
Hawaiians/PI	18.2%	30.0%	N/A

The Age 45-54 group has the highest graduation rates for the 100% and 150% rates whereas the Age 18-19 has the highest graduation rates for the 250% rate. Interestingly, the lower and higher age groups have higher graduation rates where the middle age groups (Age 20-24 and Age 25-34) have lower graduation rates. Of note, the 20-24 age group increased by 4% in the 150% completion rate.

Age	100% Rate	150% Rate	250% Rate
Less Than 18	25.8%	39.7%	43.3%
Age 18-19	29.6%	42.5%	45.2%
Age 20-24	11.3%	17.4%	20.4%
Age 25-34	20.1%	28.4%	21.5%
Age 35-44	28.8%	34.5%	33.0%
Age 45-54	37.9%	51.9%	35.9%
Age 55 or Older	26.9%	33.3%	9.8%

**2-Year College Graduation Rates**

The ADHE Annual Graduation Rates of first-time freshmen for each of the cohorts for 2-Year Colleges are illustrated below.



100% Rate	150% Rate	250% Rate
Cohort 1 = CY2010	Cohort 1 = CY2009	Cohort 1 = CY2007
Cohort 2 = CY2011	Cohort 2 = CY2010	Cohort 2 = CY2008
Cohort 3 = CY2012	Cohort 3 = CY2011	Cohort 3 = CY2009
Cohort 4 = CY2013	Cohort 4 = CY2012	Cohort 4 = CY2010
Cohort 5 = CY2014	Cohort 5 = CY2013	Cohort 5 = CY2011

The graduation rates for 2-year colleges are increasing in the 100% rates, but exhibit a slight decline in the 150% and 250% completion rates. The most recent cohort completed at 17% in the 100% timeframe—noted as the highest rate in the 5 years examined.

The new ADHE Annual Graduation Rates also provide information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is indicated by either graduating or being still enrolled at any Arkansas institution.

Cohort Year	100% Rate: 2-Year Colleges					
	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2010	13.7%	0.2%	46.1%	7.2%	32.8%	67.2%
CY2011	13.3%	0.3%	44.9%	6.7%	34.9%	65.1%
CY2012	13.6%	0.2%	43.5%	6.0%	36.7%	63.3%
CY2013	15.4%	0.2%	41.4%	6.1%	37.0%	63.0%
CY2014	17.0%	0.2%	39.3%	6.8%	36.7%	63.3%

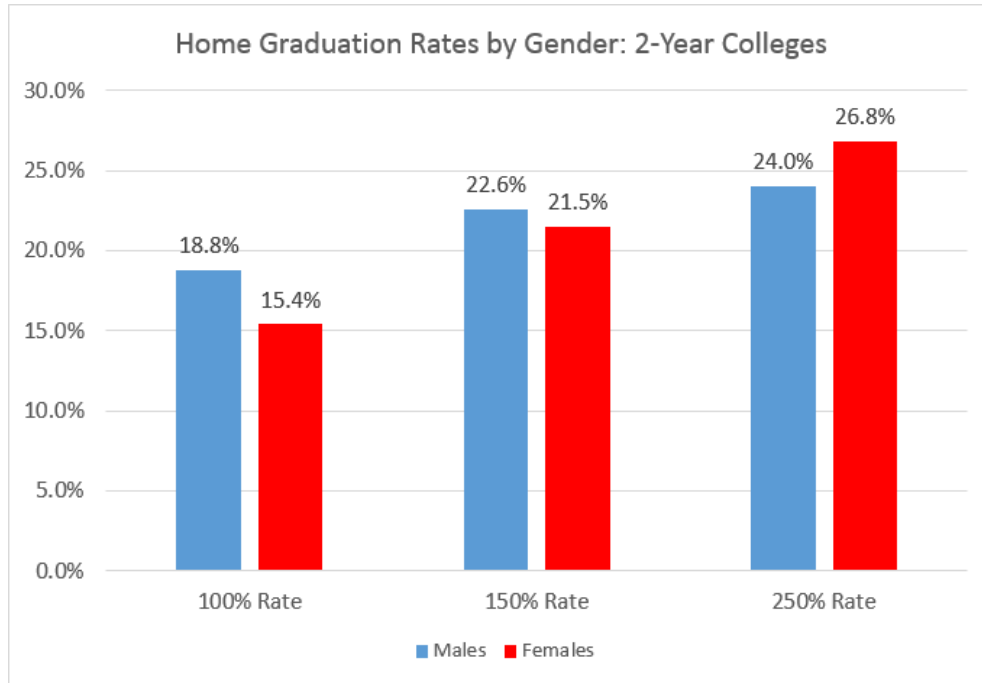
<b>150% Rate: 2-Year Colleges</b>						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2009	22.0%	0.7%	23.9%	11.2%	42.2%	57.8%
CY2010	20.5%	0.5%	23.0%	11.4%	44.6%	55.4%
CY2011	19.7%	0.6%	22.3%	10.5%	46.9%	53.1%
CY2012	19.9%	0.6%	20.5%	9.3%	49.7%	50.3%
CY2013	20.2%	0.6%	20.3%	9.2%	49.6%	50.4%
<b>250% Rate: 2-Year Colleges</b>						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2007	26.0%	3.2%	9.8%	12.0%	48.9%	51.1%
CY2008	28.5%	2.5%	8.7%	12.0%	48.4%	51.6%
CY2009	28.0%	2.4%	8.4%	11.7%	49.5%	50.5%
CY2010	26.5%	2.4%	7.1%	10.8%	53.3%	46.7%
CY2011	25.6%	2.5%	6.8%	10.0%	55.1%	44.9%

The ADHE Annual Graduation Rates for the 2-Year Colleges are below.

<b>Home Graduation Rates for 2-Year Universities</b>			
Institution	100% Rate	150% Rate	250% Rate
ANC	24.7%	27.1%	23.6%
ASUB	24.9%	31.6%	36.7%
ASUMH	29.9%	37.7%	45.8%
ASUN	25.2%	10.4%	33.0%
BRTC	22.5%	41.0%	28.2%
CCCUA	27.7%	32.5%	28.1%
CotO	22.4%	31.8%	32.0%
EACC	19.4%	28.7%	19.5%
MSCC/ASUMS	4.4%	18.9%	12.4%
NAC	20.3%	25.8%	29.4%
NPCC	9.9%	19.7%	20.0%
NWACC	4.8%	8.4%	15.2%
OZC	24.8%	30.3%	29.2%
PCCUA	23.3%	19.3%	26.4%
PTC	10.5%	11.1%	19.4%
RMCC	22.9%	31.9%	31.4%
SACC	18.6%	27.9%	28.9%
SAUT	41.0%	46.6%	43.1%
SEAC	13.3%	21.1%	27.4%
UACCB	33.0%	31.0%	32.3%
UACCH	18.1%	24.1%	28.8%
UACCM	16.3%	23.1%	30.0%
Total	17.0%	22.0%	25.6%



For the 100% and 150% rates, males graduate at higher rates than females. For the 250% rate, females graduate at higher rates than males.



White students have the highest graduation rates at 2-Year Colleges for the 100%, 150%, and 250% rates.

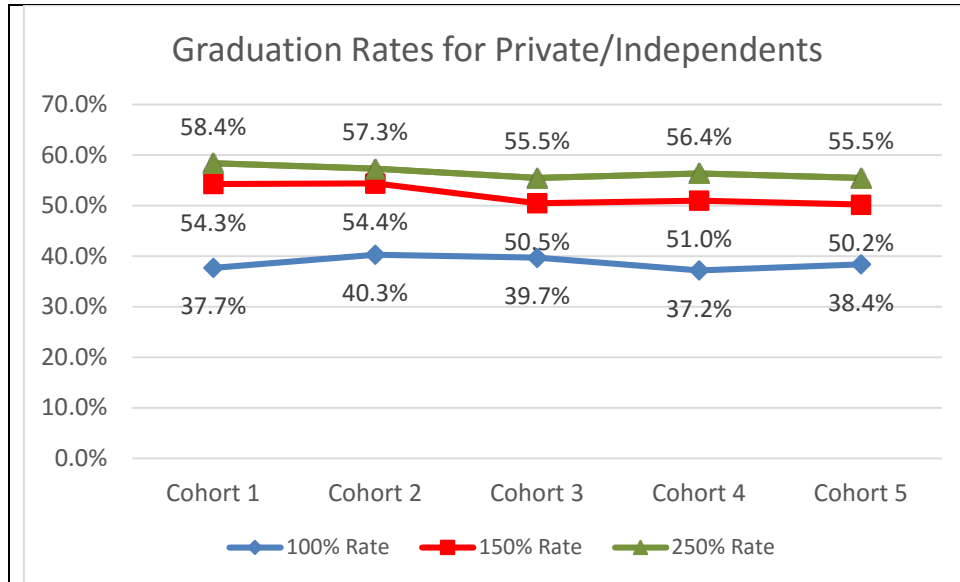
Race/Ethnicity	100% Rate	150% Rate	250% Rate
Asians	14.9%	21.4%	25.8%
Blacks	10.1%	11.7%	16.7%
Hispanics	11.8%	17.7%	25.3%
Amer. Indian/Alaskans	16.5%	17.6%	14.4%
Whites	20.1%	26.7%	28.7%
Hawaiians/PI	16.7%	10.5%	25.0%

Age 45-54 is the age group with the highest graduation rate for 100% and 250% rates and was equal to the Age 35-44 group in the 150% rate. The Age 20-24 group has the lowest graduation rate for all three time frames.

Age	100% Rate	150% Rate	250% Rate
Less Than 18	14.4%	23.2%	27.0%
Age 18-19	13.0%	22.2%	24.8%
Age 20-24	10.8%	14.3%	20.5%
Age 25-34	13.5%	23.6%	26.3%
Age 35-44	17.5%	29.1%	33.0%
Age 45-54	22.6%	29.1%	36.4%
Age 55 or Older	20.1%	26.1%	30.8%

**Private/Independent Institutions**

This is the second year that graduation rates of private/independent institutions have been reported. The ADHE Annual Graduation Rates of first-time freshmen for each of the cohorts for Private/Independent Institutions are illustrated below.



<u>100% Rate</u>	<u>150% Rate</u>	<u>250% Rate</u>
Cohort 1 = CY2008	Cohort 1 = CY2006	Cohort 1 = CY2002
Cohort 2 = CY2009	Cohort 2 = CY2007	Cohort 2 = CY2003
Cohort 3 = CY2010	Cohort 3 = CY2008	Cohort 3 = CY2004
Cohort 4 = CY2011	Cohort 4 = CY2009	Cohort 4 = CY2005
Cohort 5 = CY2012	Cohort 5 = CY2010	Cohort 5 = CY2006

The 100% graduation rate remains steady; however, 150% and 250% student completion rates exhibit a decline at Private/Independent Institutions.

The new ADHE Annual Graduation Rate also provides information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is defined as either graduating or still being enrolled at any Arkansas institution.

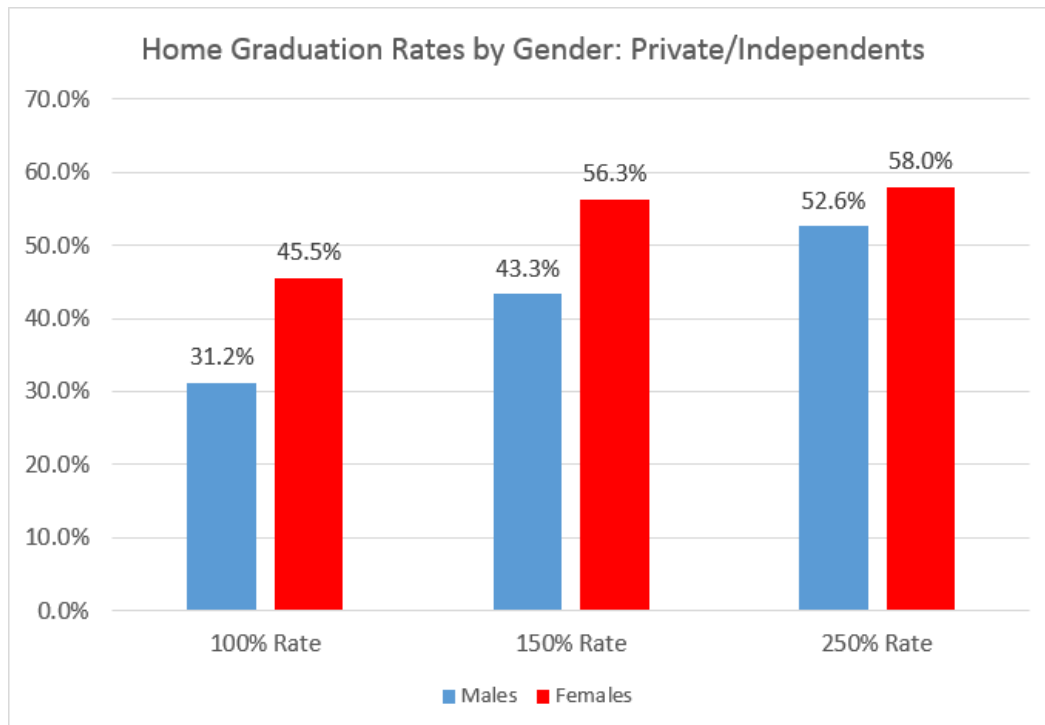
<b>100% Rate: Private/Independents</b>						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2008	37.7%	2.2%	18.6%	14.3%	27.2%	72.8%
CY2009	40.3%	2.0%	17.0%	12.4%	28.2%	71.8%
CY2010	39.7%	2.3%	16.0%	13.1%	28.9%	71.1%
CY2011	37.2%	3.0%	15.9%	12.2%	31.7%	68.3%
CY2012	38.4%	3.0%	15.7%	12.1%	30.8%	69.2%
<b>150% Rate: Private/Independents</b>						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2006	54.3%	5.0%	1.8%	10.3%	28.7%	71.3%
CY2007	54.4%	5.2%	2.2%	10.2%	28.1%	71.9%
CY2008	50.5%	5.3%	1.7%	8.8%	33.6%	66.4%
CY2009	51.0%	4.6%	1.9%	8.6%	34.0%	66.0%
CY2010	50.2%	5.6%	1.5%	9.6%	33.0%	67.0%

250% Rate: Private/Independents						
Cohort Year	Graduation Rate		Still Enrolled		Dropped Out	Success
	Home	Transfer	Home	Transfer		
CY2002	58.4%	6.6%	0.4%	4.3%	30.3%	69.7%
CY2003	57.3%	7.4%	0.2%	4.2%	31.1%	68.9%
CY2004	55.5%	7.9%	0.3%	4.3%	32.0%	68.0%
CY2005	56.4%	6.8%	0.2%	3.8%	32.9%	67.1%
CY2006	55.5%	6.7%	0.3%	3.7%	33.7%	66.3%

The most recent ADHE Annual Graduation Rates for the Private/Independent Institutions are shown below.

Home Graduation Rates for Private/Independents			
Institution	100% Rate	150% Rate	250% Rate
ABC	9.8%	11.4%	8.1%
CBC	11.3%	27.6%	29.8%
CRC	18.5%	17.5%	20.8%
HC	60.2%	67.2%	73.9%
HU	42.4%	58.7%	62.4%
JBU	58.3%	56.0%	65.3%
LC	46.5%	34.4%	49.5%
OBU	54.5%	63.2%	61.6%
PSC	16.1%	38.4%	32.5%
UO	28.9%	34.9%	44.7%
WBC	29.7%	40.0%	29.7%
Total	38.4%	50.2%	55.5%

Females at Private/Independent Institutions graduate at higher rates than males.



Asian student completion reflects the highest graduation rate for the 100% rate and Native American/Alaskan completion is the highest graduation rate for the 150%, white students exhibit the greatest completion for 250% rates.

<b>Home Graduation Rates by Race/Ethnicity: Private/Independents</b>			
Race/Ethnicity	100% Rate	150% Rate	250% Rate
Asians	60.0%	48.3%	57.1%
Blacks	11.6%	25.9%	25.2%
Hispanics	37.1%	37.8%	56.9%
Amer. Indian/Alaskans	50.0%	60.9%	38.1%
Whites	49.0%	57.7%	60.5%
Hawaiians/PI	N/A	N/A	N/A-

Students in the age group of 45-54 have the highest graduation rate for the 100% and students 18-19 have the highest 150% rates; whereas, Less Than 18 exhibits the highest completion within the 250% timeframe.

<b>Home Graduation Rates by Age: Private/Independents</b>			
Age	100% Rate	150% Rate	250% Rate
Less Than 18	35.3%	50.8%	59.0%
Age 18-19	41.2%	51.8%	57.2%
Age 20-24	13.3%	20.2%	17.4%
Age 25-34	4.1%	20.0%	11.4%
Age 35-44	30.0%	11.1%	0.0%
Age 45-54	50.0%	16.7%	50.0%
Age 55 or Older	25.0%	0.00%	50.0%

**Graduation Rates of Remediated Students**

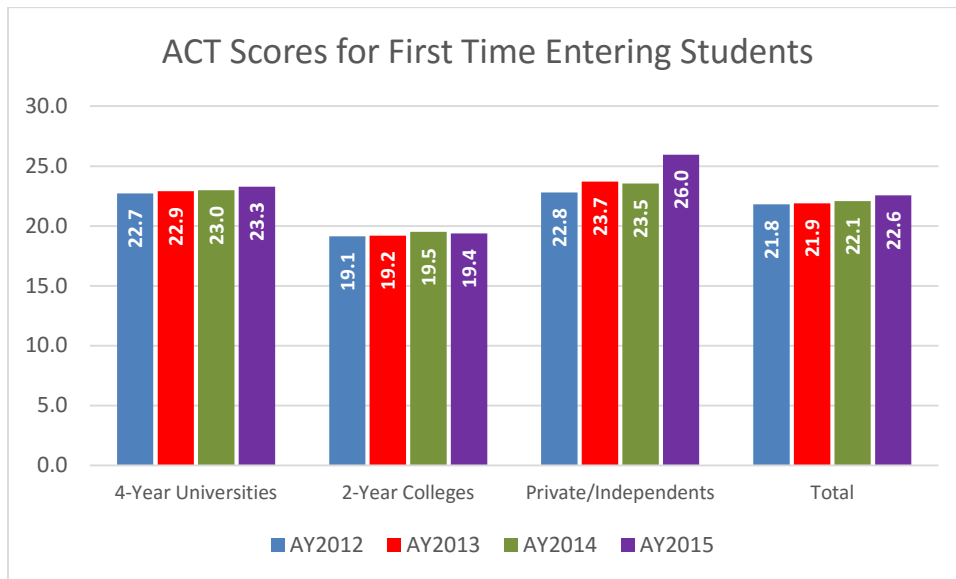
The below graph provides graduation rates of remediated and non-remediated students at both 4-Year Universities and 2-Year Colleges.

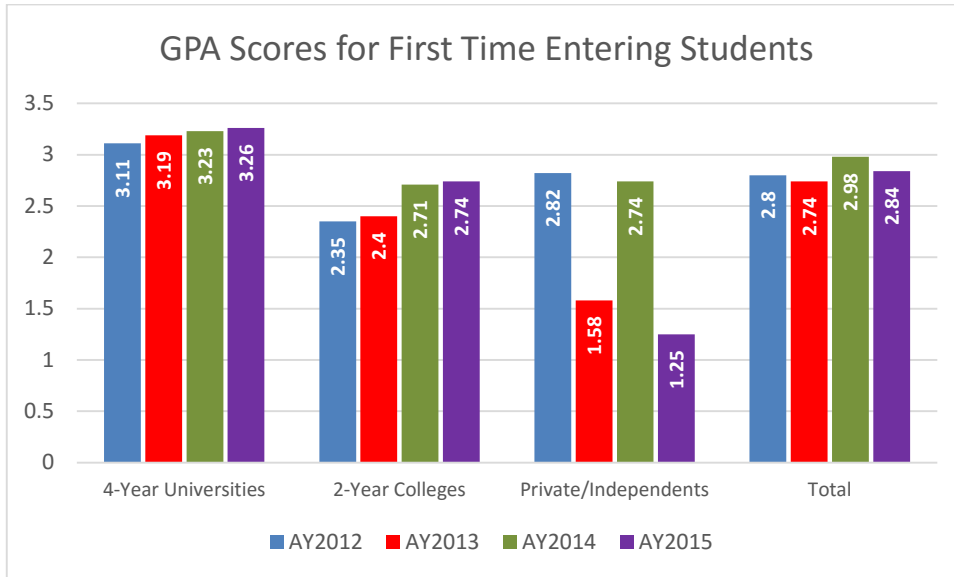
<b>Home Graduation Rates of Remediated Students v. Non-Remediated Students</b>						
Inst. Type	100% Rate		150% Rate		250% Rate	
	Remed. Students	Non-Remed. Students	Remed. Students	Non-Remed. Students	Remed. Students	Non-Remed. Students
4-Year Universities	11.1%	37.2%	22.2%	52.7%	25.0%	55.4%
2-Year Colleges	8.8%	28.9%	13.5%	35.9%	18.7%	37.2%

### ACT Scores and High School GPA

ACT scores and high school GPA (Grade Point Average) are being provided to assist in explaining why some students succeed where others do not. There are many factors that affect the performance of a student in college, including socio-economic factors, academic background, psycho-social factors, and many others. No one factor or group of factors has shown to be the sole determinant of college success. The SISDB (Student Information System Database) as maintained by the Arkansas Department of Higher Education contains information on such factors in two main areas: socio-economic (the demographic factors of gender, race/ethnicity, and age) and academic background (ACT scores and remediation status). The academic background factors shown below may explain many differences in graduation rates.

For example, in the table below, graduation rates of remediated students are compared to ACT scores and high school GPA. In both examples (4-Year Universities and 2-Year Colleges), the remediated students have lower ACT scores and high school GPA than the non-remediated students or all students and also have lower graduation rates.





### IPEDS GRADUATION RATES

IPEDS defines the graduation rate survey and graduation rates as follows.

**Graduation Rates (GR):** This annual component of IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.

**Graduation Rate:** The rate required for disclosure and/or reporting purposes under the Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.

(Source: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>)

The IPEDS graduation rates as provided to ADHE by each institution are in the below table.

Most Recent IPEDS Graduation Rates									
6-Year Graduation Rates			Graduation & Transfer Rates		3-Year Graduation Rates			Graduation & Transfer Rates	
#	IT	Institution	GRS Rate	Transfer-Out Rate	#	IT	Institution	GRS Rate	Transfer-Out Rate
1	1	ASUJ	38%	18%	1	2	ANC	25%	9%
2	1	ATU	44%	17%	2	2	ASUB	31%	8%
3	1	HSU	34%	26%	3	2	ASUMH	35%	9%
4	1	SAUM	33%	19%	4	2	ASUN	34%	8%
5	1	UAF	62%	13%	5	2	BRTC	26%	8%
6	1	UAFS	23%	14%	6	2	CCCUA	27%	6%
7	1	UALR	28%	24%	7	2	CotO	22%	6%
8	1	UAM	27%	14%	8	2	EACC	17%	8%
9	1	UAMS			9	2	MSCC/ASUMS	8%	8%
10	1	UAPB	27%	16%	10	2	NAC	25%	7%
11	1	UCA	45%	25%	11	2	NPC	23%	8%
12	P	ABC	13%	23%	12	2	NWACC	12%	12%
13	P	CBC	28%	35%	13	2	OZC	26%	4%
14	P	CRC	18%	34%	14	2	PCCUA	13%	11%
15	P	HC	67%	7%	15	2	PTC	12%	9%
16	P	HU	59%	9%	16	2	RMCC	29%	6%
17	P	JBU	56%	9%	17	2	SACC	20%	8%
18	P	LC	34%	31%	18	2	SAUT	30%	11%
19	P	OBU	63%	13%	19	2	SEAC	7%	7%
20	P	PSC	38%	15%	20	2	UACCB	28%	8%
21	P	UO	35%	20%	21	2	UACCH	21%	7%
22	P	WBC	40%	32%	22	2	UACCM	24%	9%
4-Year Universities			41%	18%	2-Year Colleges			24%	9%
Private/Independents			51%	15%					

The ancillary attachments may be found online at [www.adhe.edu](http://www.adhe.edu).

- Attachment 4-A Fall-to-Fall Retention Rates for Cohort Students and Remediated Students
- Attachment 4-B Statewide Fall-to-Fall Retention Rates for Cohort Students
- Attachment 4-C Graduation and Success Rates
- Attachment 4-D Graduation and Success Rates BY GENDER
- Attachment 4-E Graduation and Success Rates BY RACE/ETHNICITY
- Attachment 4-F Graduation and Success Rates BY AGE
- Attachment 4-G Graduation and Success Rates for Remediated and Non-Remediated Students
- Attachment 4-H IPEDS GRS (Graduation Rate Survey)

## ANNUAL REPORT ON RETENTION AND GRADUATION OF INTERCOLLEGIATE ATHLETES

---

This report complies with Act 267 of 1989 which requires reporting retention and graduation rates for entering freshmen who participate in Arkansas intercollegiate athletics. This information is produced from data submissions through the Arkansas Higher Education Information System for first-time, credential-seeking student athletes participating in football, basketball (men’s and women’s), baseball, cross country/track programs and other sports programs. Information related to initial athletic scholarship status also is included. Public 4-Year Universities and 2-Year Colleges provide athletic data to ADHE whereas Private/Independent Institutions do not; therefore, this report covers public institutions only.

### Methodology

The methodology used herein closely follows the methodology used in the Annual Report on Student Retention and Graduation. The only factors different are the use of the athlete table and fields in the AHEIS/SISDB (Arkansas Higher Education Information System/Student Information System Database). These fields identify whether or not the athlete was first-time entering, what sport they participated in, and whether or not the student received an athletic scholarship.

The retention calculations herein are based on fall-to-fall comparisons of the students in the IPEDS cohort of fist-time entering, full-time, and credential-seeking students from the fall term only for all institution types.

The graduation rates reported herein have been re-designed. The graduation rates use a cohort of first-time entering, credential-seeking students from the entire academic year and include all full-time and part-time students. In addition, the new graduation rates use a 100%, 150%, and 250% time 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 two months). The time rates vary by institution type as shown below.

Institution Type	Rate	Time
4-Year Universities	100%	4 Academic Years + July/August in the 5 <sup>th</sup> AY
	150%	6 Academic Years + July/August in the 7 <sup>th</sup> AY
	250%	10 Academic Years + July/August in the 11 <sup>th</sup> AY
2-Year Colleges	100%	2 Academic Years + July/August in the 3 <sup>rd</sup> AY
	150%	3 Academic Years + July/August in the 4 <sup>th</sup> AY
	250%	5 Academic Years + July/August in the 6 <sup>th</sup> AY
Private/Independents	100%	4 Academic Years + July/August in the 5 <sup>th</sup> AY
	150%	6 Academic Years + July/August in the 7 <sup>th</sup> AY
	250%	10 Academic Years + July/August in the 11 <sup>th</sup> AY
AY = Academic Year		



The Cohort Years for both the 4-Year Universities are as follows:

- 100% Rate: Cohort Year 2008 running through AY2011
- 100% Rate: Cohort Year 2009 running through AY2012
- 100% Rate: Cohort Year 2010 running through AY2013
- 100% Rate: Cohort Year 2011 running through AY2014
- 100% Rate: Cohort Year 2012 running through AY2015
- 150% Rate: Cohort Year 2006 running through AY2011
- 150% Rate: Cohort Year 2007 running through AY2012
- 150% Rate: Cohort Year 2008 running through AY2013
- 150% Rate: Cohort Year 2009 running through AY2014
- 150% Rate: Cohort Year 2010 running through AY2015
- 250% Rate: Cohort Year 2002 running through AY2011
- 250% Rate: Cohort Year 2003 running through AY2012
- 250% Rate: Cohort Year 2004 running through AY2013
- 250% Rate: Cohort Year 2005 running through AY2014
- 250% Rate: Cohort Year 2006 running through AY2015

The Cohort Years graduation rates for the 2-Year Colleges are as follows:

- 100% Rate: Cohort Year 2010 running through AY2011
- 100% Rate: Cohort Year 2011 running through AY2012
- 100% Rate: Cohort Year 2012 running through AY2013
- 100% Rate: Cohort Year 2013 running through AY2014
- 100% Rate: Cohort Year 2014 running through AY2015
- 150% Rate: Cohort Year 2009 running through AY2011
- 150% Rate: Cohort Year 2010 running through AY2012
- 150% Rate: Cohort Year 2011 running through AY2013
- 150% Rate: Cohort Year 2012 running through AY2014
- 150% Rate: Cohort Year 2013 running through AY2015
- 250% Rate: Cohort Year 2007 running through AY2011
- 250% Rate: Cohort Year 2008 running through AY2012
- 250% Rate: Cohort Year 2009 running through AY2013
- 250% Rate: Cohort Year 2010 running through AY2014
- 250% Rate: Cohort Year 2011 running through AY2015

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

During the period of this review ten of the 4-Year Universities and two of the 2-Year Colleges participated in athletics.

1. ASUJ – Arkansas State University Jonesboro
2. ATU – Arkansas Tech University
3. HSU – Henderson State University
4. SAUM – Southern Arkansas University Magnolia

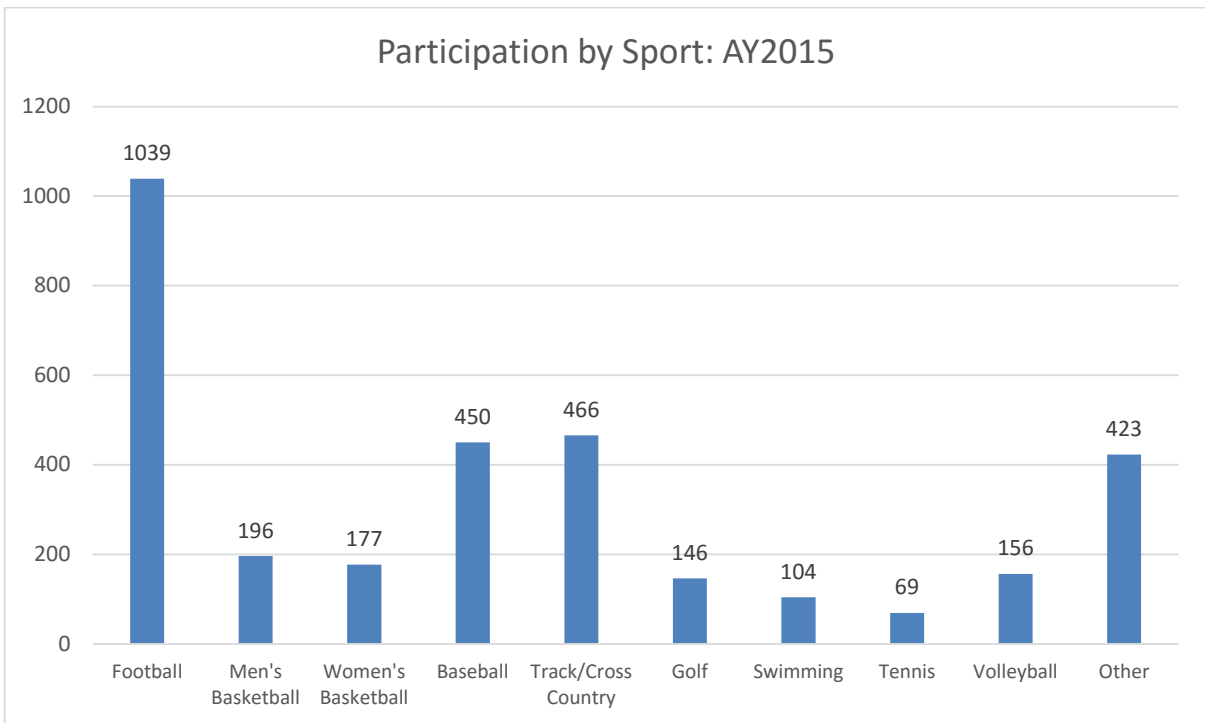
5. UAF – University of Arkansas, Fayetteville
6. UAFS – University of Arkansas - Fort Smith
7. UALR – University of Arkansas at Little Rock
8. UAM – University of Arkansas at Monticello
9. UAPB – University of Arkansas at Pine Bluff
10. UCA – University of Central Arkansas
11. MSCC [ASUMS] – Mid-South Community College [ASU Mid-South]
12. NAC – North Arkansas College

### OVERVIEW OF ATHLETICS

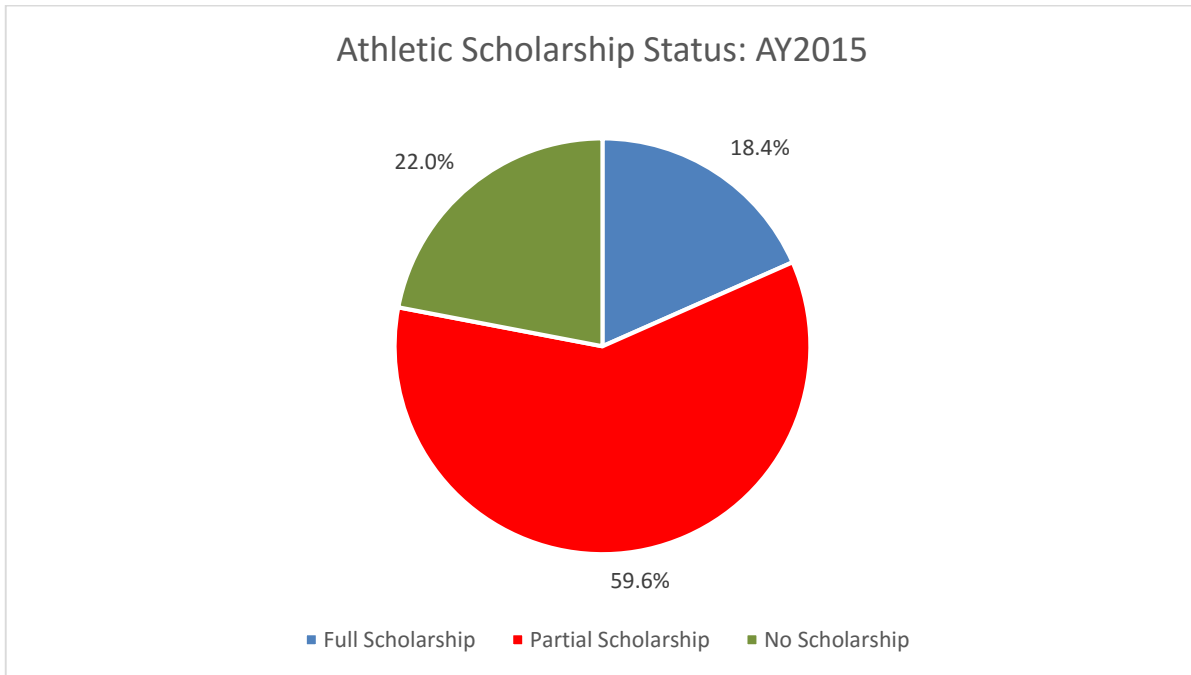
In Academic Year 2015, 3,226 students participated in athletics at the twelve institutions referenced above. In AY2014 there were 3,037 students participating in athletics.

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.

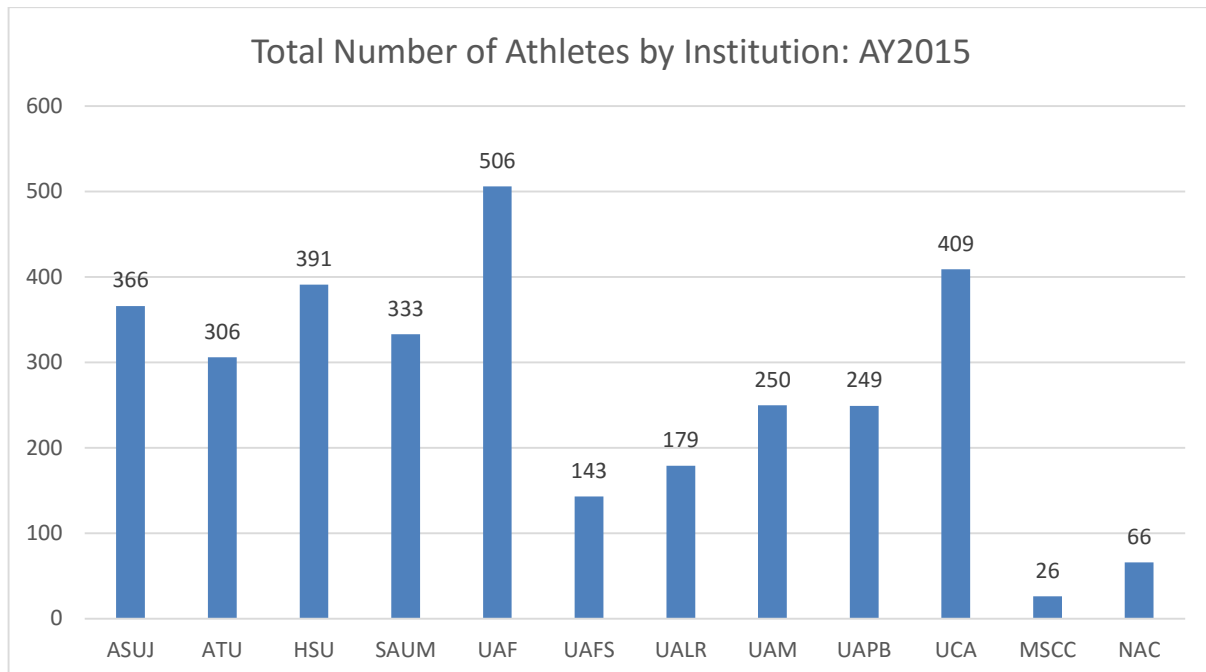
In terms of the number of participants, Football has the most participants followed by Track, Baseball, and Other.



Many students receive scholarships to participate in athletics. The below graph illustrates that the majority of students participating in athletics receive a partial scholarship (59.6 percent) and a small portion (18.4 percent) receive a full scholarship.



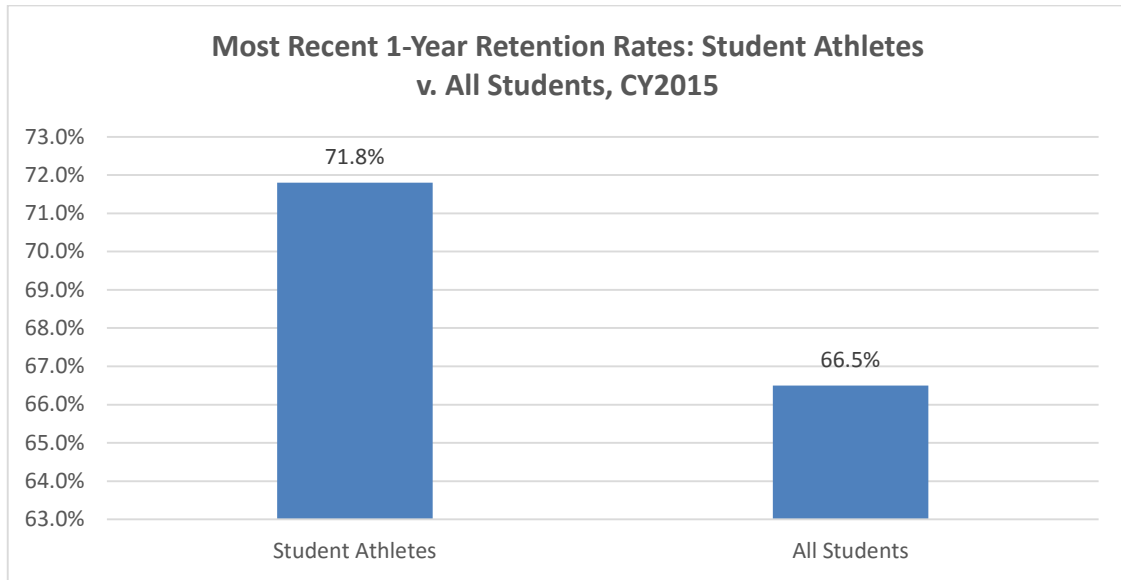
The below chart shows that UAF has the most student athletes.



**ATHLETIC FALL-TO-FALL RETENTION RATES**

**Statewide**

The below graph illustrates that fall-to-fall retention rates are higher for student athletes as compared to all students. 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 their athletes.

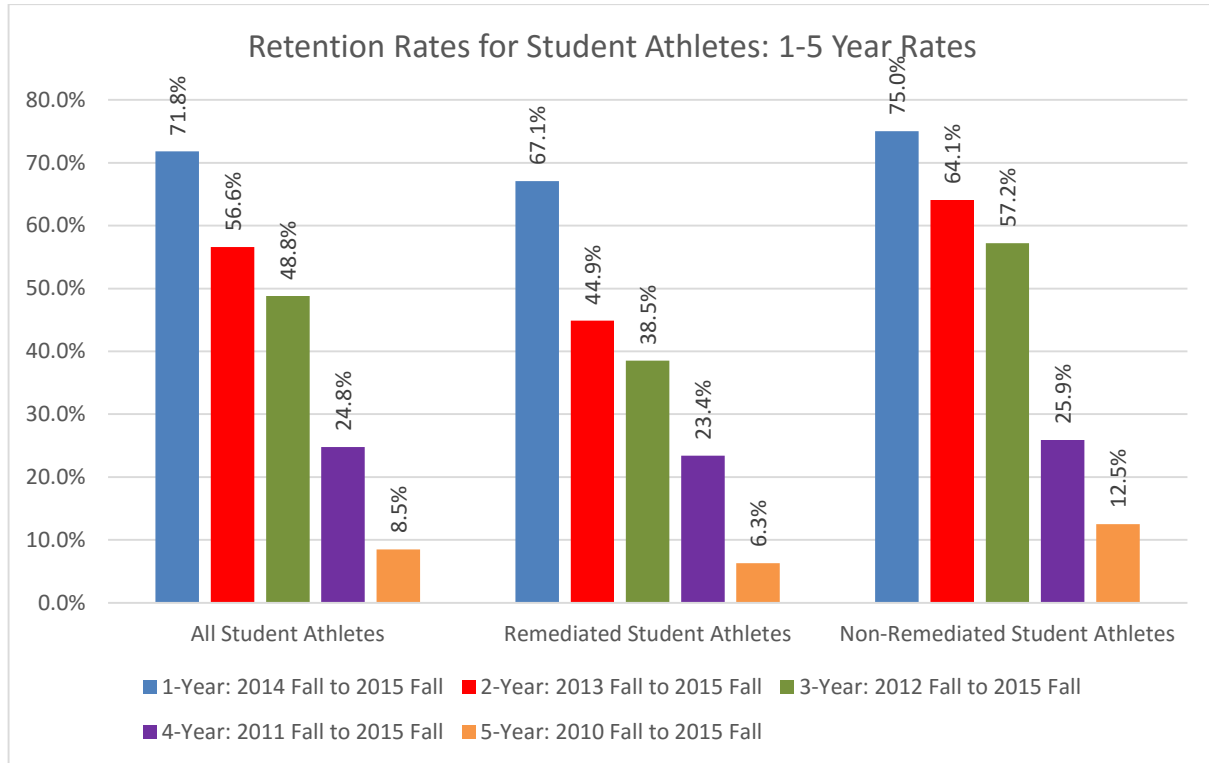


The next graph shows the 1-year retention rates for student athletes for the last five years (fall-to-fall).

	CY2011	CY2012	CY2013	CY2014	CY2015
Inst. Type	2010 Fall to 2011 Fall	2011 Fall to 2012 Fall	2012 Fall to 2013 Fall	2013 Fall to 2014 Fall	2014 Fall to 2015 Fall
4-Year Universities	72.0%	72.2%	71.9%	73.5%	72.7%
2-Year Colleges	53.8%	48.0%	86.0%	80.6%	53.3%
Total	70.2%	70.7%	72.6%	73.8%	71.8%

The following graph shows that student athletes that require remediation are retained at higher rates than all students that require remediation. This pattern is consistent with the retention rates of all students in the Annual Report on Student Retention and Graduation.

Athletes Only			All Students		
All Student Athletes	Remediated Student Athletes	Non-Remediated Student Athletes	All Students	All Remediated Students	All Non-Remediated Students
71.8%	67.1%	75.0%	64.3%	51.1%	73.1%



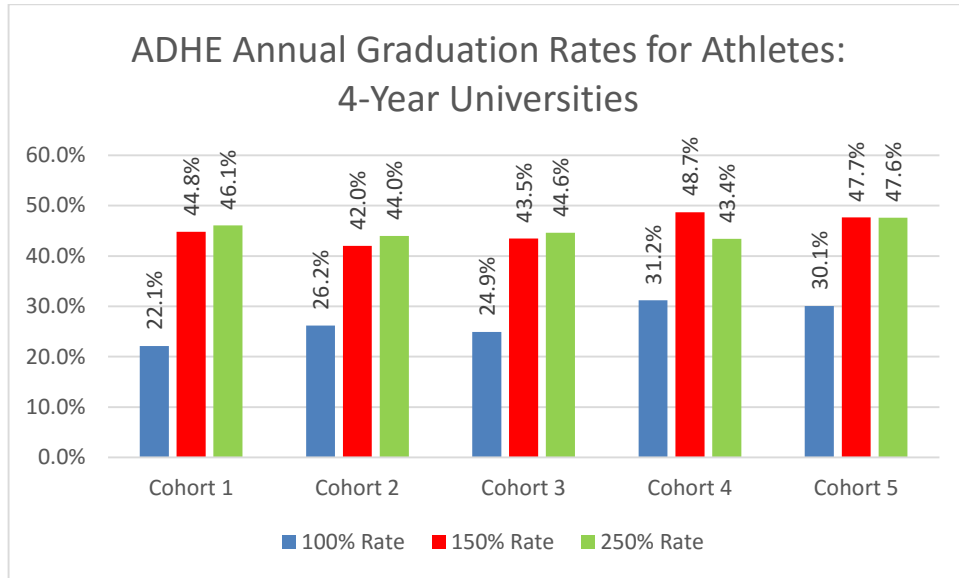
The above graph shows that non-remediated athletes are retained at higher rates than remediated athletes for all cohorts.

### ADHE ATHLETIC ANNUAL GRADUATION RATES

#### Statewide Overview

The graduation rate calculations for student athletes are based on the same methodology used in the Annual Report on Student Retention and Graduation. The only factors different are the use of the athlete table and fields in the AHEIS/SISDB (Arkansas Higher Education Information System/Student Information System Database). These fields identify whether or not the athlete was first-time entering, what sport they participated in, and whether or not the student received an athletic scholarship. The graduation rates reported herein are called the ADHE Athletic Annual Graduation Rates.

As the graph illustrates, the graduation rates are increasing for athletes for the 100% and 150% rates but declining for the 250% rate. (Note that each cohort is composed of a completely different group of student athletes and such graduation rates do not have to be consistent between the cohorts.)



100% Rate	150% Rate	250% Rate
Cohort 1 = CY2008	Cohort 1 = CY2006	Cohort 1 = CY2002
Cohort 2 = CY2009	Cohort 2 = CY2007	Cohort 2 = CY2003
Cohort 3 = CY2010	Cohort 3 = CY2008	Cohort 3 = CY2004
Cohort 4 = CY2011	Cohort 4 = CY2009	Cohort 4 = CY2005
Cohort 5 = CY2012	Cohort 5 = CY2010	Cohort 5 = CY2006

Per the below table, the graduation rates for athletes at 4-Year Universities are higher than that of all students in every case except for Cohort 2 for the 100% rate. As stated previously, higher rates for athletes may be due to the attraction of participating in college athletics and the support services that many institutions provide to their athletes.

Cohort	Athletes			All Students			Difference		
	100% Rate	150% Rate	250% Rate	100% Rate	150% Rate	250% Rate	100% Rate	150% Rate	250% Rate
Cohort 1	22.1%	44.8%	46.1%	23.1%	37.3%	41.1%	-1.0%	7.5%	5.0%
Cohort 2	26.2%	42.0%	44.0%	24.5%	39.1%	40.7%	1.7%	2.9%	3.3%
Cohort 3	24.9%	43.5%	44.6%	23.6%	38.2%	40.9%	1.4%	5.3%	3.6%
Cohort 4	31.2%	48.7%	43.4%	25.7%	40.0%	40.9%	5.5%	8.7%	2.4%
Cohort 5	30.1%	47.7%	47.6%	27.6%	39.7%	42.0%	2.5%	8.0%	5.6%

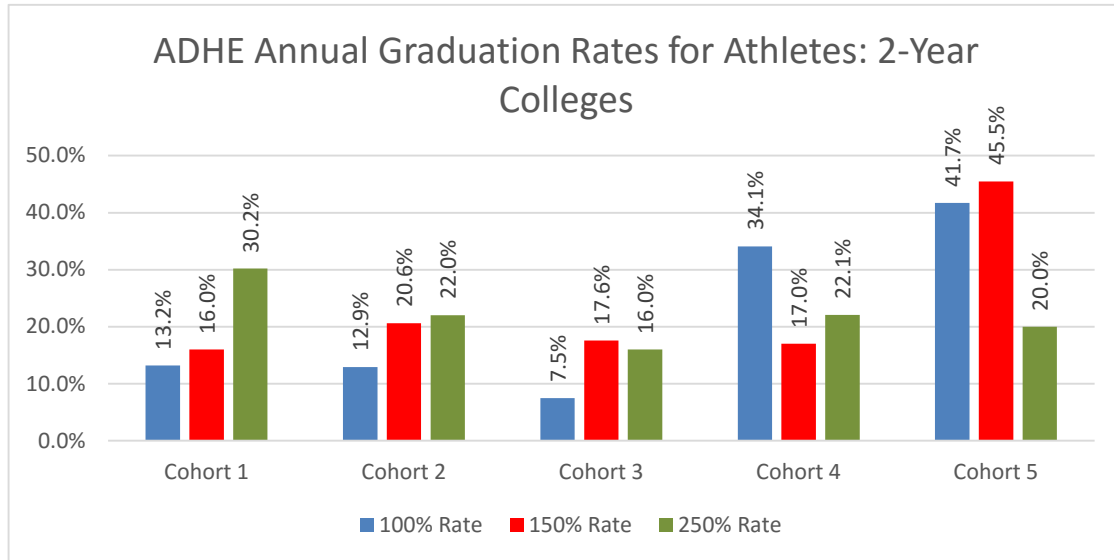
The below table provides the most recent graduation rates for athletes at 4-Year Universities.

Institution	100% Rate	150% Rate	250% Rate
ASUJ	32.1%	55.1%	50.0%
ATU	18.9%	42.4%	51.9%
HSU	35.4%	41.3%	35.6%
SAUM	25.3%	30.5%	25.0%
UAF	34.5%	56.3%	53.2%
UAFS	43.9%	48.6%	39.5%
UALR	48.9%	54.8%	47.1%
UAM	17.2%	38.8%	46.3%
UAMS	0.0%	0.0%	0.0%
UAPB	27.3%	36.4%	51.1%
UCA	27.4%	56.6%	53.9%
Total	30.1%	47.7%	47.6%

The new ADHE Athletic Annual Graduation Rates also provides information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is indicated by either graduating or being still enrolled at any Arkansas institution.

<b>100% Rate CY2011</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	1	ASUJ	32.1%	1.2%	30.9%	9.9%	25.9%	74.1%
2	1	ATU	18.9%	3.3%	23.3%	21.1%	33.3%	66.7%
3	1	HSU	35.4%	2.4%	28%	8.5%	25.6%	74.4%
4	1	SAUM	25.3%	3.6%	15.7%	9.6%	45.8%	54.2%
5	1	UAF	34.5%	2.0%	25.7%	4.1%	33.8%	66.2%
6	1	UAFS	43.9%	2.4%	24.4%	4.9%	24.4%	75.6%
7	1	UALR	48.9%	2.2%	17.8%	15.6%	15.6%	84.4%
8	1	UAM	17.2%	7.8%	12.5%	17.2%	45.3%	54.7%
9	1	UAMS	0.0%	0.0%	0%	0.0%	0.0%	0.0%
10	1	UAPB	27.3%	2.3%	34.1%	4.5%	31.8%	68.2%
11	1	UCA	27.4%	4.4%	29.2%	10.6%	28.3%	71.7%
4-Year Universities			30.1%	3.2%	24.5%	10.4%	31.9%	68.1%
<b>150% Rate CY2009</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	1	ASUJ	55.1%	3.4%	0%	3.4%	38.2%	61.8%
2	1	ATU	42.4%	6.8%	6.8%	10.2%	33.9%	66.1%
3	1	HSU	41.3%	9.3%	5.3%	1.3%	42.7%	57.3%
4	1	SAUM	30.5%	10.2%	1.7%	10.2%	47.5%	52.5%
5	1	UAF	56.3%	2.1%	1.4%	2.1%	38.0%	62.0%
6	1	UAFS	48.6%	2.7%	2.7%	8.1%	37.8%	62.2%
7	1	UALR	54.8%	6.5%	9.7%	16.1%	12.9%	87.1%
8	1	UAM	38.8%	6.1%	2%	12.2%	40.8%	59.2%
9	1	UAMS	0.0%	0.0%	0%	0.0%	0.0%	0.0%
10	1	UAPB	36.4%	3.0%	1.5%	3.0%	56.1%	43.9%
11	1	UCA	56.6%	5.1%	0%	9.1%	29.3%	70.7%
4-Year Universities			47.7%	5.1%	2.4%	6.2%	38.5%	61.5%
<b>250% Rate CY2005</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	1	ASUJ	50.0%	5.1%	0%	1.0%	43.9%	56.1%
2	1	ATU	51.9%	13.9%	0%	5.1%	29.1%	70.9%
3	1	HSU	35.6%	14.9%	0%	0.0%	49.4%	50.6%
4	1	SAUM	25.0%	2.8%	0%	5.6%	66.7%	33.3%
5	1	UAF	53.2%	5.0%	0.7%	1.4%	39.6%	60.4%
6	1	UAFS	39.5%	15.8%	0%	2.6%	42.1%	57.9%
7	1	UALR	47.1%	8.8%	0%	0.0%	44.1%	55.9%
8	1	UAM	46.3%	7.3%	0%	9.8%	36.6%	63.4%
9	1	UAMS	0.0%	0.0%	0%	0.0%	0.0%	0.0%
10	1	UAPB	51.1%	2.1%	0%	2.1%	44.7%	55.3%
11	1	UCA	53.9%	6.1%	0.9%	6.1%	33.0%	67.0%
4-Year Universities			47.6%	8.0%	0.3%	3.1%	41.0%	59.0%
NOTE: UAMS has no athletes.								

The graph below illustrates the athletic graduation rates for 2-Year Colleges. There is no discernable pattern for these graduation rates which is generally due to the small number of athletes at 2-Year Colleges.



100% Rate	150% Rate	250% Rate
Cohort 1 = CY2010	Cohort 1 = CY2009	Cohort 1 = CY2007
Cohort 2 = CY2011	Cohort 2 = CY2010	Cohort 2 = CY2008
Cohort 3 = CY2012	Cohort 3 = CY2011	Cohort 3 = CY2009
Cohort 4 = CY2013	Cohort 4 = CY2012	Cohort 4 = CY2010
Cohort 5 = CY2014	Cohort 5 = CY2013	Cohort 5 = CY2011

Per the below table, the graduation rates for athletes at 2-Year Colleges are generally lower than all students for the cohorts reviewed though there is notable improvement in 100% rate for the last two cohorts.

Comparison of Graduation Rates for Athletes v. All Students: 2-Year Colleges									
Cohort	Athletes			All Students			Difference		
	100% Rate	150% Rate	250% Rate	100% Rate	150% Rate	250% Rate	100% Rate	150% Rate	250% Rate
Cohort 1	13.2%	16.0%	30.2%	13.7%	22.0%	26.0%	-0.4%	-6.0%	4.2%
Cohort 2	12.9%	20.6%	22.0%	13.3%	20.5%	28.5%	-0.3%	0.1%	-6.4%
Cohort 3	7.5%	17.6%	16.0%	13.5%	19.7%	28.0%	-6.0%	-2.1%	-12.0%
Cohort 4	34.1%	17.0%	22.1%	15.3%	19.9%	26.5%	18.8%	-2.9%	-4.4%
Cohort 5	41.7%	45.5%	20.0%	17.0%	20.2%	25.6%	24.7%	25.3%	-5.6%



The below table provides the most recent graduation rates for athletes at 2-Year Colleges.

<b>ADHE Annual Graduation Rates for Athletes: 2-Year Colleges</b>			
Institution	100% Rate	150% Rate	250% Rate
MSCC/ASUMS	23.1%	27.8%	4.3%
NAC	52.2%	57.7%	25.8%
Total	41.7%	45.5%	20.0%

The new ADHE Annual Graduation Rates also provide information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is indicated by either graduating or being still enrolled at any Arkansas institution.

<b>100% Rate CY2014</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	2	MSCC/ASUMS	23.1%	0.0%	61.5%	23.1%	0.0%	107.7%
2	2	NAC	52.2%	0.0%	30.4%	8.7%	8.7%	91.3%
2-Year Colleges			41.7%	0.0%	41.7%	13.9%	2.8%	97.2%
<b>150% Rate CY2013</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	2	MSCC	27.8%	0.0%	16.7%	38.9%	16.7%	8.3%
2	2	NAC	57.7%	0.0%	11.5%	38.5%	0.0%	107.7%
2-Year Colleges			45.5%	0.0%	13.6%	38.6%	2.3%	97.7%
<b>250% Rate CY2012</b>			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	2	MSCC	4.3%	0.0%	4.3%	13.0%	78.3%	21.7%
2	2	NAC	25.8%	6.5%	0.0%	11.3%	56.5%	43.5%
2-Year Colleges			20.0%	4.7%	1.2%	11.8%	62.4%	37.6%

### Graduation Rates by Sport

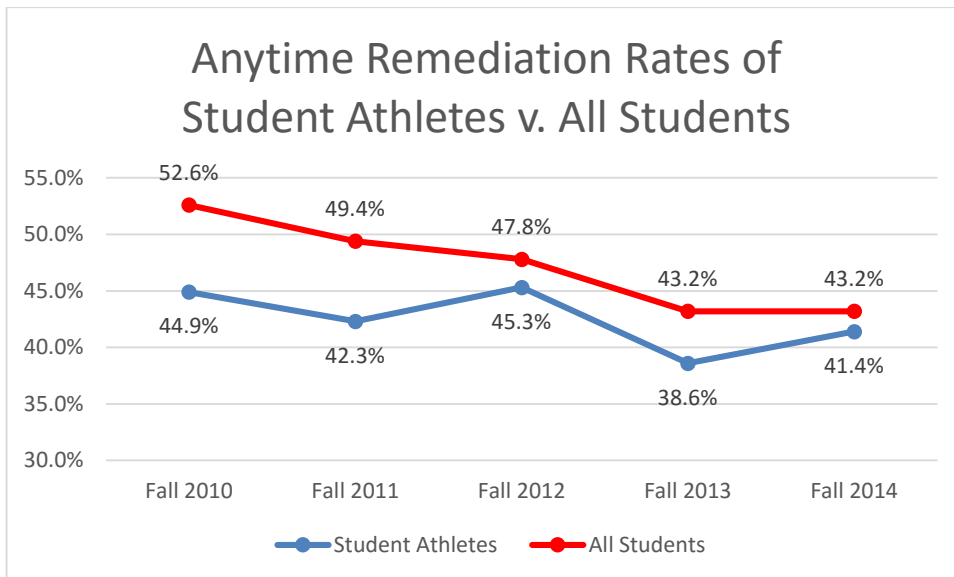
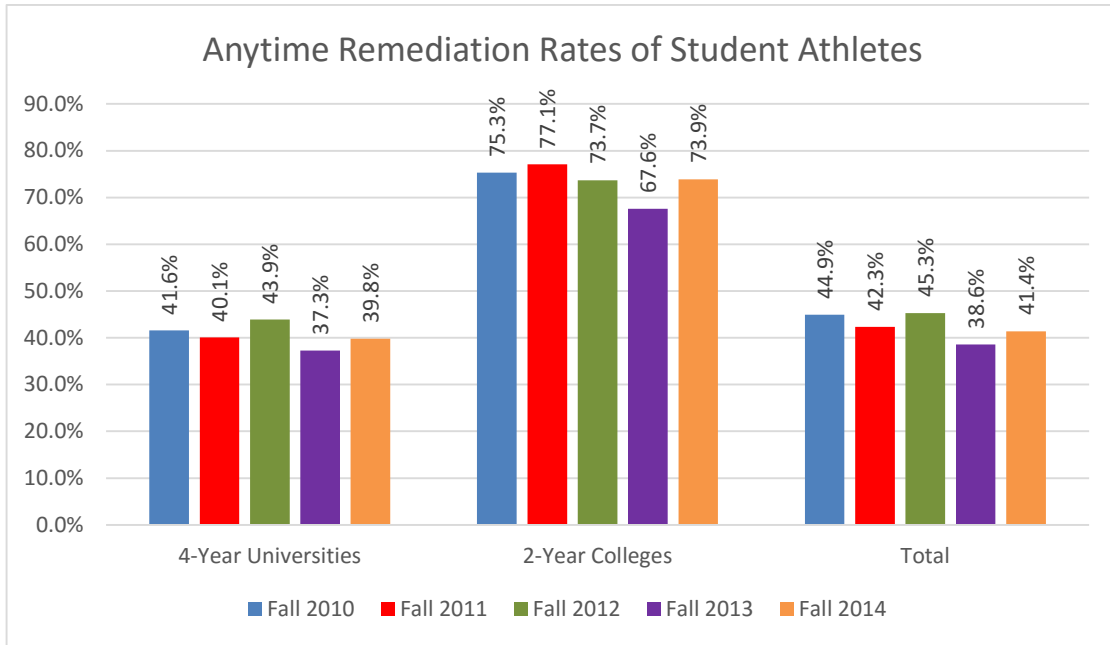
The table below provides graduation rates by sport.

<b>ADHE Annual Graduation Rates for Athletes by Sport</b>							
<b>Football</b>	100% Rate	150% Rate	250% Rate	<b>Men's Basketball</b>	100% Rate	150% Rate	250% Rate
4-Year Universities	19.3%	40.4%	38.7%	4-Year Universities	20.8%	36.0%	33.3%
2-Year Colleges				2-Year Colleges	37.5%	0.0%	20.0%
<b>Women's Basketball</b>	100% Rate	150% Rate	250% Rate	<b>Baseball</b>	100% Rate	150% Rate	250% Rate
4-Year Universities	43.2%	34.0%	47.1%	4-Year Universities	23.7%	40.4%	48.5%
2-Year Colleges	42.9%	66.7%	33.3%	2-Year Colleges	30.0%	36.0%	13.0%
<b>Track</b>	100% Rate	150% Rate	250% Rate	<b>All Others</b>	100% Rate	150% Rate	250% Rate
4-Year Universities	36.6%	57.7%	56.1%	4-Year Universities	40.0%	56.6%	55.5%
2-Year Colleges				2-Year Colleges	75.0%	77.8%	41.7%

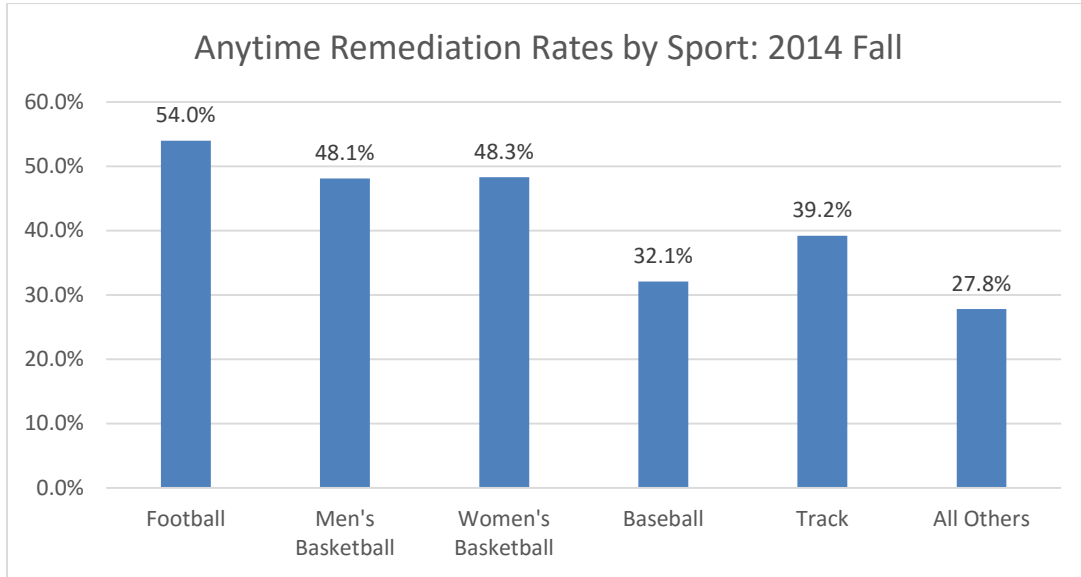
NOTE: 2-Year Colleges did not participate in Football or Track.

### Remediation Rates of Student Athletes

The methodology used for remediation rates of student athletes is the same as that used in the regular remediation report except that we are counting student athletes only. Because athletic information is collected in an annual file (not a term file), the most recent remediation rate that can be produced is for the 2014 Fall term (AY2015).



Overall, student athletes have lower Anytime Remediation Rates than All Students.



As shown above, All Other Sports, Baseball, and Track have the lowest remediation rates for AY2015 (the 2014 Fall term).

**Graduation Rates of Remediated Student Athletes**

The following graph compares the graduation rates between Remediated Student Athletes and Non-Remediated Student Athletes at both 4-Year Universities and 2-Year Colleges.

Comparison of ADHE Annual Graduation Rates between Remediated Athletes and Non-Remediated Athletes			
	100% Rate	150% Rate	250% Rate
Remediated Athletes			
4-Year Universities	16.1%	38.9%	37.9%
2-Year Colleges	26.1%	28.6%	8.5%
Non-Remediated Athletes			
4-Year Universities	40.0%	54.1%	56.8%
2-Year Colleges	69.2%	75.0%	46.2%
Difference			
4-Year Universities	23.9%	15.3%	18.9%
2-Year Colleges	43.1%	46.4%	37.7%

The following attachments can be found online at [www.adhe.edu](http://www.adhe.edu).

- Attachment 5-A Overview of Athletic Participation
- Attachment 5-B Retention Rates of All Cohort Athletes, Remediated Athletes, and Non-Remediated Athletes
- Attachment 5-C Graduation Rates of Athletes including by Sport

**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, 2012 and June 30, 2013 (Academic Year 2012).
- Baccalaureate and Graduate programs approved between July 1, 2010 and June 30, 2011 (Academic Year 2010); and,

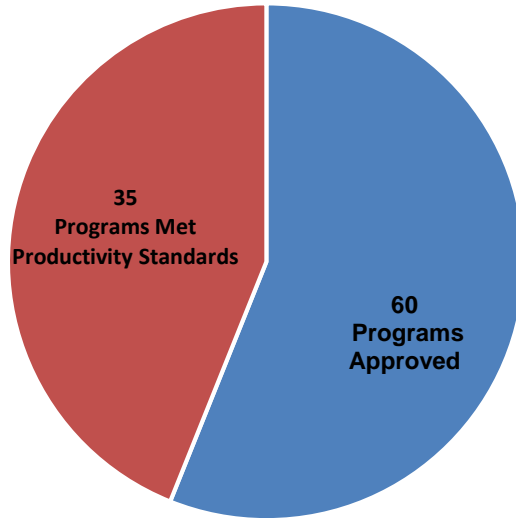
The new programs listed on the following pages will be required to meet the following AHECB Viability Standards.

<b>AHECB Program Viability Standards</b>	
<b><i>Number of Graduates Over a Three-Year Period</i></b>	
01 Certificate of Proficiency	12
02 Technical Certificate	
03 Associate Degree (AAS Only)	
03 Associate Degree (AA, AS, and AAT)	18
<b><i>Number of Graduates Over a Three-Year Period</i></b>	
07 Master’s Degree	12
08 Specialist	12
17 Doctoral: Research/Scholarship	6
18 Doctoral: Professional Practice	12

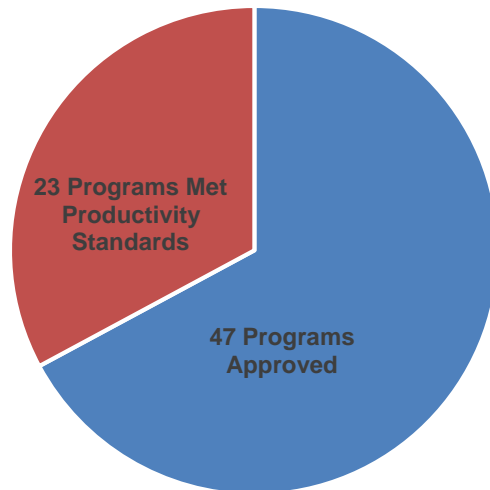
The following table and charts summarize the total number of new certificate and degree programs approved in Academic Year 2010 and Academic Year 2012, and the number of those programs on-track to meet viability standards.

<b>Active and On-Track Programs</b>			
<b>New Programs</b>	<b>Certificate and Associate</b>	<b>Bachelor's, Graduate, Professional</b>	<b>Total</b>
Active Programs	60	47	107
Program On-Track to Meet Standard	35	23	58
Percent On-Track	60%	53%	56.5%

**Productivity of Undergraduate Certificates and Associate Degrees  
Approved Academic Year 2012**



**Productivity of New Bachelor and Graduate Programs Approved  
Academic Year 2010**



### Degree Productivity for Programs Approved in Academic Year 2012 Associate Degrees and Below

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
ANC	CP	47.0608	General Aviation	04/27/12	10	10	5	25	Y
ASUJ	AAS	43.0302	Disaster Preparedness & Emergency Management	10/28/11	0	0	4	4	
ASUMH	AAS	48.0508	Welding Technology	02/04/11	0	6	7	13	Y
ASUN	TC	51.0909	Surgical Technology	07/01/10	0	11	18	29	Y
ATU	CP	52.1201	Computer Information Systems	01/26/12	34	0	17	51	Y
ATU	CP	43.0103	Law Enforcement	01/26/12	27	13	21	61	Y
ATU	CP	12.0500	Culinary Arts	01/26/12	8	0	11	19	Y
ATU	CP	15.0399	Drafting & Design	01/26/12	9	0	6	15	Y
ATU	CP	01.0309	Viticulture	01/26/12	2	0	0	2	
ATU	CP	47.0201	Facilities Management	01/26/12	6	0	13	19	Y
ATU	CP	47.0604	Automotive Service	01/26/12	38	1	25	64	Y
ATU	CP	51.0716	Allied Health	01/26/12	186	11	75	272	Y
ATU	CP	48.0508	Welding	01/26/12	36	0	12	48	Y
ATU	AAS	15.0612	Industrial Control Systems	01/26/12	5	6	8	19	Y
ATU	AAS	51.3801	Nursing	01/26/12	15	22	21	58	Y
ATU	AAS	51.0803	Occupational Therapy Assistant	02/04/11	0	16	18	34	Y
ATU	AGS	24.0102	General Studies	04/27/12	39	28	23	90	Y
ATU	AS	43.0104	Criminal Justice	02/06/04	36	34	36	106	Y
CCCUA	CP	48.0508	SMAW Welding	04/15/11	17	32	34	83	Y
CCCUA	CP	48.0508	MIG Welding	04/15/11	21	27	38	86	Y
CCCUA	CP	47.0603	Collision Repair	04/15/11	0	12	10	22	Y
EACC	CP	47.0605	Diesel Technology	07/29/11	10	4	8	22	Y
EACC	TC	47.0605	Diesel Technology	07/29/11	1	0	0	1	
EACC	AS	43.0104	Criminal Justice	10/28/11	0	1	2	3	
NPC	CP	43.9999	Homeland Security & Emergency Management	10/28/11	2	8	0	10	Y

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
NPC	TC	51.0805	Pharmacy Technology	07/25/08	2	0	0	2	
NPC	AAS	51.0805	Pharmacy Technology	07/25/08	5	3	2	10	Y
NWACC	CP	51.0000	Pre-Health Sciences	10/28/11	97	38	52	187	Y
NWACC	CP	19.0708	Child Advocacy Studies (CAST)	10/28/11	2	4	7	13	Y
NWACC	CP	51.3902	Nursing Assistant	10/28/11	2	2	3	7	
NWACC	TC	19.0708	Child Advocacy Studies (CAST)	10/28/11	0	2	1	3	
OZC	TC	47.0605	Diesel Service Technology	04/15/11	0	0	0	0	
OZC	AS	43.0104	Criminal Justice & Corrections	07/29/11	3	11	8	22	Y
OZC	AS	44.0000	Human Services	07/29/11	6	8	10	24	Y
PCCUA	CP	01.0205	Agricultural Mechanics & Equipment Technology	07/29/11	10	19	2	31	Y
PTC	TC	52.0701	Entrepreneurship	04/27/12	5	8	13	26	Y
PTC	AAS	12.0501	Baking & Pastry Arts	02/04/11	11	18	15	44	Y
RMCC	CP	09.0404	Radio/TV Production	10/28/11	6	1	1	8	
RMCC	CP	52.0799	Small Business Development	07/29/11	0	0	0	0	
RMCC	TC	52.0799	Small Business Development	07/29/11	0	0	0	0	
SACC	CP	51.0707	Medical Coding	02/04/11	6	11	0	17	Y
SACC	CP	51.0707	Medical Transcription	02/04/11	4	5	0	9	Y
SACC	TC	41.0301	Process Technology	04/15/11	3	8	12	23	Y
SACC	AAS	41.0301	Process Technology	04/15/11	0	9	10	19	Y
SAUT	TC	48.0508	Welding	10/29/10	15	24	17	56	Y
UAFS	CP	13.1203	Certificate for 5th & 6th Grade Licensure (P-4)	07/29/11	0	0	0	0	
UAFS	CP	13.1203	Certificate for 5th & 6th Grade Licensure (7-12)	07/29/11	0	0	0	0	
UAFS	CP	13.1311	Certificate for 8th Grade Algebra I Licensure/Endorsement	07/29/11	0	0	0	0	
UAFS	CP	13.1001	Certificate for Special Education P-4 Licensure/Endorsement	07/29/11	0	0	0	0	
UAFS	CP	13.1001	Certificate for Special Education 4-12 Licensure/Endorsement	07/29/11	0	0	0	0	



Institution	Award	CIP Code	Program Name	Approval Date	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
UAFS	CP	13.1401	Teaching English as a Second Language	10/28/12	1	1	5	7	
UAFS	CP	52.0213	Community Leadership	10/28/11	1	8	20	29	Y
UAFS	TC	13.1314	Certificate for 7-12 Coaching Endorsement	10/28/11	0	0	0	0	
UCA	CP	43.0106	Crime Scene Investigation	10/28/11	0	0	0	0	
UCA	CP	43.0103	Law Enforcement Administration	10/28/11	0	0	0	0	
UCA	TC	43.0106	Crime Scene Investigation	10/28/11	0	0	0	0	
UCA	TC	43.0103	Law Enforcement Administration	10/28/11	0	0	0	0	
UCA	AAS	43.0106	Crime Scene Investigation	10/28/11	0	0	0	0	
UCA	AAS	43.0103	Law Enforcement Administration	10/28/11	0	0	0	0	

### Bachelor Degrees and Above

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2011	Grads 2012	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
ASUJ	BA	16.0101	World Languages & Cultures	10/30/09	14	9	9	8	5	45	Y
ASUJ	BSE	13.1306	World Languages & Cultures	10/30/09	9	3	3	3	3	21	Y
ASUJ	GC	9.0905	Health Communications	10/29/10	2	2	0	2	1	7	
ASUJ	GC	51.1501	Addiction Studies	07/31/09	0	2	0	0	11	13	
ASUJ	GC	51.1508	Mental Health Counseling	04/30/10	0	1	0	1	1	3	

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2011	Grads 2012	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
ASUJ	MAT	13.1299	Teaching	07/01/10	0	20	14	30	6	70	Y
ASUJ	MS	31.0504	Sports Administration	10/30/09	0	16	10	12	16	54	Y
ASUJ	PSC	26.0101	Biotechnology	10/29/10	0	6	4	4	1	15	Y
ASUJ	PhD	13.0401	Educational Leadership	07/01/10	0	0	0	0	0	0	
ATU	BA	45.1001	Political Science	01/29/10	0	3	8	6	10	27	Y
ATU	BA	54.0105	Public History	04/30/10	0	0	1	5	2	8	
ATU	MAT	13.0101	Teaching	04/30/10	0	4	27	24	28	83	Y
ATU	MS	51.0706	Health Informatics	01/29/10	0	2	6	12	9	29	Y
HSU	GC	13.9999	Instructional Facilitator	01/29/10	0	0	5	1	0	6	
UAF	GC	13.9999	Preparing for the Professoriate	04/24/09	1	4	1	1	0	7	
UAF	GC	52.0201	Business	07/01/10	0	0	0	1	0	1	
UAF	MAT	51.0913	Athletic Training	05/24/10	12	15	15	13	18	73	Y
UAF	MS	31.0505	Kinesiology	04/30/10	10	19	7	8	16	60	Y
UAFS	BA	9.0100	Media Communications	07/01/10	0	0	3	16	14	33	Y
UAFS	BS	10.0304	Animation Technology	10/29/10	0	7	1	3	7	18	Y

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2011	Grads 2012	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
UALR	BA	50.0701	Art	02/04/11	19	8	7	9	15	58	Y
UALR	BFA	50.0301	Dance Performance	07/31/09	0	6	2	12	4	24	Y
UALR	BS	14.3301	Construction Engineering	04/30/10	0	0	3	2	4	9	
UALR	GC	13.1205	Secondary Education	07/01/10	0	0	0	0	0	0	
UALR	GC	13.1318	Literacy Intervention Specialist	02/04/11	0	0	0	0	0	0	
UALR	GC	15.9999	Technology Innovation	07/31/09	1	1	1	4	1	8	
UALR	GC	9.0499	Strategic Communication	07/31/09	0	0	0	0	0	0	
UALR	PBC	33.0104	Service Learning Scholars	04/24/09	0	0	0	0	0	0	
UALR	MEd	13.0301	Curriculum & Instruction	01/09/10	0	6	8	11	8	33	Y
UALR	PhD	43.0104	Criminal Justice	04/24/09	0	1	0	2	3	6	Y
UALR	PhD	11.0201	Integrated Computing	04/30/10	5	9	5	2	11	32	
UALR	PhD	43.0104	Criminal Justice	04/24/09	0	1	0	2	3	6	
UAM	BA	16.0101	Modern Languages	07/31/09	0	1	1	10	3	15	Y
UAMS	GC	26.9999	Occupational & Environmental Health	07/01/10	0	0	12	13	12	37	Y

Institution	Award	CIP Code	Program Name	Approval Date	Grads 2011	Grads 2012	Grads 2013	Grads 2014	Grads 2015	Totals	Program On Track to Meet Viability Standards
UAPB	MEd	13.1205	Secondary Education	10/30/09	7	5	4	6	0	22	Y
UCA	BA	16.0101	Modern Languages	10/30/10	0	2	3	7	6	18	Y
UCA	BA	16.0102	Linguistics	10/30/09	1	9	8	10	7	35	Y
UCA	BA	23.1302	Creative Writing	07/31/09	19	15	18	22	13	87	Y
UCA	BS/MS	11.0701	Computer Science/Applied Computing - Five-Year Degree Program	04/30/10	0	0	0	0	0	0	
UCA	PMC	42.2805	School Psychology	04/30/10	0	0	6	0	3	9	
UCA	PMC	51.3801	Clinical Nurse Leader	08/01/10	0	0	0	0	0	0	
UCA	PMC	51.3801	Adult Nurse Practitioner	08/01/10	0	1	0	0	0	1	
UCA	PMC	51.3801	Family Nurse Practitioner	08/01/10	1	1	1	1	6	10	Y
UCA	PMC	51.3801	Nurse Educator	08/01/10	1	0	0	0	0	1	

## **FUNDING FORMULAS FOR THE 2017-19 BIENNIUM**

---

### **Background**

The funding formula presented by the Arkansas Department of Higher Education (ADHE) in conformity with A.C.A. § 6-61-224 was developed in collaboration with the state's college and university presidents and chancellors. Each biennium the ADHE staff, in collaboration with the presidents and chancellors of the institutions, review and revise the funding models for the determination of the Arkansas Higher Education Coordinating Board (AHECB) appropriation recommendations for the institutions of higher education.

The formula consists of a needs-based component and an outcome-centered component. The needs-based component recognizes the different funding needs for undergraduate and graduate instruction, as well as the different disciplines (e.g., healthcare, engineering, liberal arts, and economies of scale). The outcome-centered component is based in large part on student retention and graduation.

Funding of the public higher education system with its two and four-year institutions and specialized entities must be addressed in a manner that is fair and equitable, while recognizing differences in institutional missions and the varying costs of providing different academic programs and services. The two-year colleges, technical institutes and the universities have needs-based formulas that recognize the differences in student semester credit hour (SSCH) production by discipline with the more expensive programs generating higher funding levels; the university formula also recognizes differences by level (undergraduate, masters, and doctoral). The specialized entities (e.g. ADTEC, U of A – Division of Agriculture, UAMS, etc.) have as a funding basis an inflationary factor for a continuing level of support of existing programs and the justification of enhancement, expansion, or creation of programs.

This agenda item presents the needs-based formula elements for approval. At the July meeting of the AHECB, an agenda item will be presented that will detail the total amount generated by the needs-based and outcome-centered components formula for the universities, two-year colleges, technical institutes and the justification amounts for the non-formula entities.

### **Performance Measures**

Since the inception of funding formulas in Arkansas, all formulas have been based upon student semester credit hours (SSCH). A.C.A. § 6-61-224 now requires that over a period of five years, starting with FY2013-14, five (5) percent

each year of an institution’s base funding will be allocated pursuant to an outcome-centered funding formula, until twenty-five (25) percent of an institution’s base funding each year will be allocated according to performance. In addition, A.C.A. § 6-61-233 states that the implementation of the funding component of the outcome-centered formula shall not progress beyond the 2014-15 school year until such time as the Department of Higher Education determines that all institutions are funded at the minimum standard of equity defined as seventy-five percent (75%) of needed state funding, as determined by the needs-based component of the funding formula models.

The most important feature of the university performance funding system is the requirement that the number of degrees awarded by higher education institutions double by the year 2025, while maintaining academic integrity and quality. Although technical certificates and associate degrees are included, significant weighting is placed on increasing the number of bachelor’s degrees awarded. The performance funding measures of total credentials awarded, bachelor credentials awarded, STEM production and student progression will generate forty (40) percent of all performance funding with the remaining sixty (60) percent generated by optional measures selected by each institution.

Two-year colleges are open-door institutions that serve four major educational purposes: 1) technical skills education; 2) preparation for transfer to a four-year university; 3) remedial education and; 4) workforce training for business and industry. The two-year college performance funding model incorporates all four purposes. Considering the unique characteristics of two-year colleges, the group found it imperative to keep the model as simple as possible while also maintaining flexibility for individual colleges to account for regional missions and demographics.

**Two-Year Institutions**

There are no changes recommended for the two-year college model for the coming biennium other than an inflation adjustment to tuition rates, faculty salary and student services rate. The most recently published SREB faculty salary amount is inflated to the 2017-19 amounts using the Higher Education Price Index (HEPI). The components of the two-year funding model are as follows:

- **Full-Time Equivalent (FTE) Faculty:** Total number of FTE faculty needed is calculated by assigning each SSCH generated to one of four weighted categories.

General Education	22 students / 660 SSCH
Technical Education	16 students / 480 SSCH
Basic Skills	16 students / 480 SSCH
Allied Health	12 students / 360 SSCH

- **Faculty Salaries:** The total FTE faculty generated above is adjusted for part-time faculty and faculty salaries are calculated as illustrated below.
  - Institutions with  $\leq 3,000$  FTE students  
Of the total FTE faculty, seventy (70) percent are considered full-time and thirty (30) percent are considered part-time. The seventy (70) percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2017-19. The thirty (30) percent considered part-time are assigned a part-time salary equal to fifty (50) percent of the calculated full-time salary.
  - Institutions with  $\geq 3,000$  FTE students  
Of the total FTE faculty, fifty (50) percent are considered full-time and fifty (50) percent are considered part-time. The fifty (50) percent that are considered full-time are assigned a full-time salary equal to the projected SREB average for 2017-19. The fifty (50) percent considered part-time are assigned a part-time salary equal to fifty (50) percent of the calculated full-time salary.
- **Other Academic Support Categories:** The calculation for Academic Support is sixty (60) percent of Teaching Salaries and currently includes Departmental Operations, Libraries, Museums and Galleries, Organized Activities, Public Service, and Other Academic Support. In addition, \$35,000 is added for a staff salary in public service.
- **Student Services:** Student Services is calculated based on a variable rate per student using the mean of FTE students and headcount. The rates have been inflated to the 2017-19 level using the HEPI and are \$788 each for the first 750 students, \$560 each for the next 2,250 students and \$347 each for the remaining students above 3,000.
- **Physical Plant:** Physical Plant need is calculated using the space needs model which is an adaptation of the Florida Community College Space Model. Space needs are calculated in 10 areas: General Classrooms, Non-Vocational Labs, Vocational Labs, Library, Audio-Visual Facilities, Auditorium/Exhibition, Community/Workforce, Student Services, Office Space, and Support Services as described in the table on the following page.

SPACE NEEDS MODEL	
Space Type	Calculations
Classroom	13.5 square feet per FTE
Non-Vocational Lab	13.75 square feet per FTE
Vocational Lab	50 square feet per FTE + 15 square feet per FTE for CIP codes 46,47,48,49
Library	Less than 1,000 FTE: 2,100 square feet minimum plus 10 square feet per FTE; greater than 1,000 FTE: 12,100 square feet minimum plus 11 square feet per FTE
Audio-Visual Facilities	5% of Classroom space + Non-Vocational Labs + Vocational Labs
Auditorium/Exhibition	10,000 square feet minimum + 3 square feet per FTE over 2,000 FTE
Community/Workforce	20,000 square feet minimum + 5 square feet per FTE over 2,000 FTE
Student Services	7.5 square feet per FTE
Office Facilities	12.5 square feet per FTE
Support Services	5% of total square feet from all other space need areas

Funding rates for Physical Plant are based on actual Educational & General (E&G) square feet as reported in the 2016 Facilities Audit Program (FAP) compared to the model-determined need. When the actual E&G square footage exceeds the model determined space need by more than a hundred and fifty (150) percent, a rate of \$2.40 per square foot for any excess square footage will be applied. If the model determined need exceeds the actual E&G square feet, then a rate of \$5.40 per square foot will be applied to the actual square footage and \$2.40 per square foot for the additional space needed.

- **Institutional Support:** Institutional Support is calculated as a percent of the total Educational and General Expenditure Function Needs. The percentages for institutions introduce an economy of scale into the calculation of Institutional Support. The percentages are as follows:
  - 21 percent for institutions with fewer than 1,000 FTE students
  - 18 percent for institutions with 1,001 to 3,000 FTE students
  - 15 percent for institutions with greater than 3,000 FTE students
- **Staff Benefits:** Staff Benefits are calculated at thirty (30) percent of salaries. (This is in keeping with the average amount that the state funds its agencies for fringe benefits.)
- **Workforce Education:** Workforce Education is calculated at \$8.50 for the first 10,000 non-credit contact hours, \$7.50 for the next 10,000 non-credit contact hours, and \$6.50 for all non-credit contact hours over 20,000.

Funding categories for Scholarships and Fellowships, Equipment Replacement, and Mandatory Transfers for Debt Service are not included in this funding model. Equipment expenditures are reported in most expenditure categories and, therefore, represented in the cost rates. By law, debt service is paid from sources other than state general revenue.



**Technical Institutes**

Technical Institutes include the Ozark Campus of Arkansas Tech, and the Crossett and McGehee campuses of UA-Monticello. There are no changes for the technical institute model recommended for the coming biennium other than an inflation adjustment to tuition rates, faculty salary and student services rate. The most recently published SREB faculty salary amount is inflated to the 2017-19 amounts using the HEPI. The components of the model are as follows:

- **Full-Time Equivalent (FTE) Faculty:** Total number of FTE faculty needed is calculated by assigning SSCH generated to one of four weighted categories.

General Education	22 students / 660 SSCH
Technical Education	16 students / 480 SSCH
Basic Skills	16 students / 480 SSCH
Allied Health	12 students / 360 SSCH

- **Faculty Salaries:** The total FTE faculty generated above is multiplied by the average faculty salary for technical institutes in the SREB region.
- **Other Academic Support Categories:** The calculation for Academic Support is seventy-five (75) percent of Teaching Salaries and currently includes Departmental Operations, Libraries, Museums and Galleries, Organized Activities, Public Service, and Other Academic Support.
- **Student Services:** Student Services is calculated based on a variable rate per FTE. The rates are \$150,000 for the first 200 students and \$547 per FTE for all FTE over 200.
- **Physical Plant:** Physical Plant need is calculated using the space needs model which is an adaptation of the Florida Community College Space Model. Space needs are calculated in 10 areas: General Classrooms, Non-Vocational Labs, Vocational Labs, Library, Audio-Visual Facilities, Auditorium/Exhibition, Community/Workforce, Student Services, Office Space, and Support Services as described in the table on the following page.

SPACE NEEDS MODEL	
Space Type	Calculations
Classroom	13.5 square feet per FTE
Non-Vocational Lab	13.75 square feet per FTE
Vocational Lab	50 square feet per FTE + 15 square feet per FTE for CIP codes 46,47,48,49
Library	Less than 1,000 FTE: 2,100 square feet minimum plus 10 square feet per FTE; greater than 1,000 FTE: 12,100 square feet minimum plus 11 square feet per FTE
Audio-Visual Facilities	5% of Classroom space + Non-Vocational Labs + Vocational Labs
Auditorium/Exhibition	10,000 square feet minimum + 3 square feet per FTE over 2,000 FTE
Community/Workforce	20,000 square feet minimum + 5 square feet per FTE over 2,000 FTE
Student Services	7.5 square feet per FTE
Office Facilities	12.5 square feet per FTE
Support Services	5% of total square feet from all other space need areas

Funding rates for Physical Plant are based on actual Educational & General (E&G) square feet as reported in the 2016 Facilities Audit Program (FAP) compared to the model-determined need. The rates and calculations will be exactly like that of the two-year model.

- **Institutional Support:** Institutional Support is calculated as twenty-one (21) percent of the total Educational and General Expenditure Function Needs.
- **Staff Benefits:** Staff Benefits are calculated at thirty (30) percent of salaries.

**Universities**

This formula provides equal funding for similar levels and disciplines at each university (e.g., a freshman English course is funded at the same level at UAF as at HSU, and a college algebra course is funded at the same level at ASUJ as at UAM) and determines the minimum level of funding needed for each university.

There are no changes for the university model for the coming biennium other than an inflation adjustment to tuition rates and faculty salaries. The most recently published SREB faculty salary amount is inflated to the 2017-19 amounts using the HEPI. The components of the university funding model are as follows:

- **Full-Time Equivalent Faculty:**  
Faculty Load Factors (SSCH Required to Produce One FTE Faculty)

	<u>Undergraduate</u>	<u>Graduate</u>	<u>Doctoral</u>
Cost Category I	645	175	130
Cost Category II	480	250	145
Cost Category III	365	160	120
Cost Category IV	230	102	70

The total number of FTE faculty needed is determined by dividing the faculty load factors into the SSCH enrollment matrix for each institution's latest enrollment. This determines for Arkansas the number of FTE faculty needed at each of the three levels (undergraduate, graduate, and doctoral).

- **Faculty Salaries:** Each institution receives the same faculty salary amount per its SSCH in the four cost categories and at each level. Since the other expenditure function computations are a percentage of faculty salaries, all institutions receive the same funding recommendation for the same kind of SSCH. The most recently published SREB faculty salary for each level is inflated to the 2017-19 biennium.
- **Fringe Benefits:** Fringe benefits will be calculated at eight and one-half (8½) percent of salaries, which is in keeping with the current rate for social security, Medicare, unemployment and worker's compensation matching requirements.
- **Other Instructional Support:** Forty-five (45) percent of teaching salaries. The expenditures covered in this calculation are academic departments' operating expenses, staff benefits, and non-credit instruction.
- **Library:** Eleven (11) percent of the sum of teaching salaries and other instructional costs. The expenditures covered in this calculation are library staff salaries and benefits, operating expenses, collections acquisitions, and information technology.
- **General Institutional Support:** Fifty-four (54) percent of the sum of teaching salaries and other instructional support. The expenditures covered in this calculation are Other Academic Support, Student Services, and General Institutional Support.
- **Research:** Five (5) percent of the undergraduate teaching salaries, twenty-five (25) percent of the graduate teaching salaries, and fifty (50) percent of the doctoral level teaching salaries generated by the model are the percentages used for research funding. These proposed percentages for the research function were determined by the faculty release time for research mandated by accrediting agencies for graduate and doctoral programs. The goal of equal funding across disciplines and levels is maintained by this research formula.
- **Public Service:** Three (3) percent of teaching salaries.
- **Special Mission:** Needs-based funding models must recognize unique missions of institutions and provide non-enrollment driven funding for

institutions with special missions. The special missions recognized in the University of North Carolina System (UNCS) model were a historically minority/disadvantaged student mission and a declared undergraduate liberal arts mission. For Arkansas institutions the following special missions were used:

- **Historically Minority Mission** – An amount equal to fifteen (15) percent of the formula generated funding is added to UAPB in recognition of its historical minority/disadvantaged student mission, which is consistent with mission specific funding in North Carolina and other states.
- **Land Grant Mission** – Again, because the UNCS formula is driven by new, additional enrollment only, the UNCS formula does not recognize the research efforts driven by the federal status of a land-grant institution. An amount equal to ten (10) percent of the teaching salaries generated by the formula is added to the total funding need for UAF and UAPB.
- **Small School Diseconomy of Scale Adjustment:** Nationally, a small institution is defined as one with 3,000 FTE or less. The rates are as follows:

<u>FTE Enrollment</u>	<u>Percent to be added to the Formula Need</u>
0 to 2,000	10%
2,001 to 2,500	5.0%
2,501 to 3,000	2.1%
3,001 to 3,500	1.0%

- **Operation and Maintenance of Plant:** The Academic Space Needs Model classifies academic square footage needs in three space intensity categories and three levels. These space intensity categories are almost identical to the cost categories used in determining teaching salary needs. Category III, the most space intensive category, encompasses the SSCH found in the funding model cost categories III and IV.

The Academic Space Needs Model defines an institution’s square footage needs in five areas: Teaching, Library, Research, Office, and Academic Support. The Academic Space need is determined for the academic discipline and level of the institution’s SSCH produced. After the Academic Space needs are determined the Institutional Support square footage needs for student services, financial aid, counselors, computer staff, administrative personnel, etc., are determined as a percentage of the academic space.

Whether an institution has excess square footage or a shortage of square footage is determined by subtracting the projected space needs from the institution's actual square footage. Excess square footage or additional square footage needed, as determined by the space needs model, are funded at a lower rate than that used for existing square footage. This accomplishes two things; it discourages keeping unneeded square footage in the facilities inventory to get additional funding and it gives some relief to institutions who are experiencing higher maintenance costs as a result of the intensity of use of the facilities.

As in the two-year funding formula the categories of Scholarships and Fellowships, Equipment Replacement, and Mandatory Transfers for Debt Service are not included in this funding model. Equipment expenditures are reported in most expenditure categories and, therefore, represented in the cost rates.

### **Non-Formula**

The recommendation for new funds for non-formula entities will be developed using a nominal percentage for the continuing level of programs plus programmatic justification for enhancements and/or expansions.

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

**RESOLVED**, That the Arkansas Higher Education Coordinating Board adopts the funding policies described in this agenda item to be used by the institutions and Department in preparing appropriation requests for the 2017-19 biennium.

## PERFORMANCE FUNDING OUTCOMES

---

### **Background**

Act 1203 of 2011 repealed Arkansas Code § 6-61-223 and amended §6-61-224, §6-61-228, §6-61-229, and §6-61-230. The act directed the Department of Higher Education to develop an outcome-centered component of the funding formula for colleges and universities by December 31, 2011. The Department of Higher Education, in conjunction with the presidents, chancellors and key staff at the universities and colleges and the Executive Director and key staff at the Arkansas Community Colleges (ACC), developed the outcome-centered component of the funding formula that was approved by the Arkansas Higher Education Coordinating Board on December 2, 2011. The funding recommendations are now based on the need component of student enrollment and the output components of student success and other performance measures. The proportion of the funding recommendation begins with five percent based on outcome-centered measures in 2013-14, increasing by five percent each year to reach 25 percent in 2017-18. In addition, A.C.A. § 6-61-233 states that the implementation of the funding component of the outcome-centered formula shall not progress beyond the 2014-2015 school year until such time as the Department of Higher Education determines that all institutions are funded at the minimum standard of equity defined as seventy-five percent (75%) of needed state funding, as determined by the needs-based component of the funding formula models. The results for the fourth year of the performance based funding is attached to this agenda item.

**Performance Funding  
Methodology - Universities  
Year 4 (April 2016)**

\*Bachelor & Total Credentials measured against the goal of increasing 4.73% each year (Base Year = AY2010 )

\*All other measures comparing an average of the most recent 2 years to an average of the previous 3 years. (AY2011 through AY2015)

\*Total Possible Points = 10

\*Compensatory points for percentage of Pell receiving undergraduates may be added to the total points, but cannot increase the total points above 10.

<b>Mandatory (4 max points)</b>		
Credentials	Bachelor	1.00
	Total Credentials	1.00
STEM Credentials		1.00
Progression		1.00
<b>TOTAL</b>		<b>4.00</b>

<b>Compensatory (1 max point)</b>		
Low-Income		1.00

<b>Optional (6 max points)</b>	
Minority Credentials	1.00
Non-Traditional Credentials	1.00
Remedial Credentials	1.00
Transfer Students Credentials	1.00
High Demand Credentials	1.00
Course Completion	1.00
External Grants & Awards	1.00
Regional Economic Needs	1.00
Patents	1.00
Company Start-Ups	1.00

**University Performance Results - Year 4 (April 2016)**

Measure	MANDATORY RESULTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
1A	Bachelor Degrees	96%	119%	100%	95%	129%	144%	108%	83%	87%	76%
1B	All Credentials	118%	123%	74%	102%	117%	111%	96%	107%	85%	79%
2	STEM Credentials	88.77%	101.75%	120.44%	127.97%	123.44%	129.37%	122.56%	100.27%	126.21%	109.65%
3	Progression	102.48%	98.49%	101.17%	102.08%	100.32%	102.41%	102.42%	102.21%	104.31%	99.87%
	OPTIONAL RESULTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
4	Minority Credentials	40	87	28	33	227	54	74	88	-22	54
5	Non-Traditional Credentials (at graduation)	-124	261	-29	2	87	-22	58	15	-31	51
6	Remedial Credentials	1	102	19	0	69	6	37	73	-20	46
7	Transfer Students Credentials	-32	141	16	4	152	19	60	-4	-4	27
8	High Demand	-427	195	-41	46	705	14	53	-25	-28	-71
9	Course Completion - Courses where Credit was earned	0.03%	-0.30%	0.64%	1.34%	1.82%	2.36%	1.29%	3.37%	2.17%	0.87%
10	External Grants and Awards Expenditures	-\$6,566,031	\$409,189	\$804,605	\$993,006	\$2,625,961	-\$12,381	-\$5,306,530	-\$96,658	-\$806,475	-\$1,810,960
11	Regional Critical Need/Economic Development	-124	15	-58	31	194	62	64	7	1	-7
12	Patents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	Company Start-Ups	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	MANDATORY POINTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
1A	Bachelor Credentials (points earned are capped at 1)	0.96	1.00	1.00	0.95	1.00	1.00	1.00	0.83	0.87	0.76
1B	Total Credentials (points earned are capped at 1)	1.00	1.00	0.74	1.00	1.00	1.00	0.96	1.00	0.85	0.79
2	STEM Credentials	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
3	Progression	1.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.80
	OPTIONAL POINTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
4	Minority Credentials	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	1.00
5	Non-Traditional Credentials (at graduation)	0.00	1.00	0.00	1.00	1.00	0.00	1.00	1.00	0.00	1.00
6	Remedial Credentials	1.00	1.00	1.00	0.00	1.00	1.00	1.00	1.00	0.00	1.00
7	Transfer Students Credentials	0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	0.00	1.00
8	High Demand	0.00	1.00	0.00	1.00	1.00	1.00	1.00	0.00	0.00	0.00
9	Course Completion - Courses where Credit was earned	1.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
10	External Grants and Awards Expenditures	0.00	1.00	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00
11	Regional Critical Need/Economic Development	0.00	1.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00
12	Patents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	Company Start-Ups	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	COMPENSATORY POINTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
14	% of Low Income	0.45	0.44	0.54	0.50	0.24	0.51	0.39	0.61	0.72	0.41
	TOTAL POINTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
	<b>Total Mandatory Points (max = 4pts)</b>	<b>2.96</b>	<b>3.00</b>	<b>3.74</b>	<b>3.95</b>	<b>4.00</b>	<b>4.00</b>	<b>3.96</b>	<b>3.83</b>	<b>3.72</b>	<b>3.34</b>
	<i>Total Optional Points</i>	<i>3.00</i>	<i>7.00</i>	<i>5.00</i>	<i>7.00</i>	<i>8.00</i>	<i>6.00</i>	<i>7.00</i>	<i>5.00</i>	<i>2.00</i>	<i>5.00</i>
	<b>Total Optional Allowed (max = 6pts)</b>	<b>3.00</b>	<b>6.00</b>	<b>5.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>5.00</b>	<b>2.00</b>	<b>5.00</b>
	<i>Total Compensatory Points</i>	<i>0.45</i>	<i>0.44</i>	<i>0.54</i>	<i>0.50</i>	<i>0.24</i>	<i>0.51</i>	<i>0.39</i>	<i>0.61</i>	<i>0.72</i>	<i>0.41</i>
	<b>Total Compensatory Points Allowed</b>	<b>0.45</b>	<b>0.44</b>	<b>0.54</b>	<b>0.05</b>	<b>0.00</b>	<b>0.00</b>	<b>0.04</b>	<b>0.61</b>	<b>0.72</b>	<b>0.41</b>
	<b>Total (max = 10 pts)</b>	<b>6.41</b>	<b>9.44</b>	<b>9.28</b>	<b>10.00</b>	<b>10.00</b>	<b>10.00</b>	<b>10.00</b>	<b>9.44</b>	<b>6.44</b>	<b>8.75</b>

N/A = Data is not available



**University Performance Measures - Year 4 (April 2016)**

Measure	MANDATORY	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
1A	Bachelor Degrees - State goal 4.73% (Base Year AY10)	1,867	1,154	526	464	3,133	504	1,315	398	451	1,938
	Bachelor Degrees -Actual (2-Yr Average)	1,795	1,378	526	440	4,056	727	1,423	330	394	1,469
1B	All Credential (exclude CPs)- State Goal 4.73% (Base Year AY10)	3,216	1,909	1,025	728	4,740	1,054	2,564	946	492	2,707
	All Credential (exclude CPs) - Actual (2-YR Average)	3,779	2,347	755	743	5,527	1,174	2,467	1,014	416	2,127
2	STEM Credentials - 2 YR Average	239	223	55	61	1,448	151	364	62	96	178
	STEM Credentials - 3 YR Average	269	219	46	48	1,173	116	297	61	76	162
3	Progression - 2 YR Average	84.3%	78.9%	81.6%	82.6%	89.1%	76.1%	74.3%	72.0%	78.5%	84.2%
	Progression - 3 YR Average	82.3%	80.1%	80.7%	80.9%	88.8%	74.3%	72.6%	70.5%	75.3%	84.3%
Measure	OPTIONAL	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
4	Minority Credentials - 2 YR Average	640	305	181	204	881	278	721	289	386	388
	Minority Credentials - 3 YR Average	599	218	153	171	654	224	647	201	408	334
5	Non-Traditional Credentials (at graduation) - 2 YR Average	2,283	1,195	341	291	1,910	566	1,762	396	136	822
	Non-Traditional Credentials (at graduation) - 3 YR Average	2,406	934	369	288	1,823	588	1,704	381	167	771
6	Remedial Credentials - 2 YR Average	857	805	199	210	615	430	594	313	304	432
	Remedial Credentials - 3YR Average	856	702	180	210	546	424	556	240	324	386
7	Transfer Credentials (Receiving) - 2 YR Average	1,038	583	249	177	1,003	174	888	125	70	527
	Transfer Credentials (Receiving) - 3 YR Average	1,070	442	232	173	851	155	828	128	73	500
8	High Demand - 2 YR Average	2,602	1,586	566	547	4,057	758	1,728	478	301	1,377
	High Demand - 3 YR Average	3,029	1,391	606	501	3,352	744	1,675	503	328	1,448
9	Course Completion - Courses where Credit was earned - 2YR AVG.	89.62%	83.55%	86.19%	87.50%	89.76%	86.22%	83.96%	84.39%	84.25%	88.36%
	Course Completion - Courses where Credit was earned - 3YR AVG.	89.59%	83.85%	85.56%	86.15%	87.94%	83.86%	82.66%	81.02%	82.08%	87.61%
10	External Grants and Awards Expenditures - 2YR AVG.	\$23,603,543	\$2,411,586	\$4,238,337	\$3,929,417	\$82,038,008	\$4,809,247	\$26,267,424	\$1,676,826	\$20,161,761	\$6,388,008
	External Grants and Awards Expenditures - 3YR AVG.	\$30,169,573	\$2,002,397	\$3,433,731	\$2,936,412	\$79,412,047	\$4,821,628	\$31,573,954	\$1,773,484	\$20,968,235	\$8,198,968
11	Regional Critical Need/Economic Development - 2 YR Average	1,665	127	174	218	903	238	479	64	83	252
	Regional Critical Need/Economic Development - 3 YR Average	1,789	112	232	187	709	176	415	57	82	259
12	Patents - 2 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Patents - 3 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	New Company Start-ups - 2 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	New Company Start-ups - 3 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Measure	COMPENSATORY	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
14	% of Low Income	45%	44%	54%	50%	24%	51%	39%	61%	72%	41%

N/A = Data is not available

6.5

Mandatory Measures		
Measure	Definition	Detail
Bachelor Credentials	Number of bachelor's degrees earned by students for an academic year regardless of enrollment status.	To reach the goal of doubling the number of degrees, a goal of bachelor's awarded is calculated based on the current proportional share of degrees awarded statewide. The goal is increased annually from the base year of 2009-10 by 4.73% to provide the needed increase toward the overall state goal of doubling the number of degrees. Each institution's performance annually toward its own goal is calculated as a percent of the goal met. That percentage produces a point or partial point based on 100% of goal. The point earned is capped at 1.0.
Total Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status.	To reach the goal of doubling the number of degrees, a goal of all credentials awarded is calculated based on the current proportional share of degrees awarded statewide. The goal is increased annually from the base year of 2009-10 by 4.73% to provide the needed increase toward the overall state goal of doubling the number of degrees. Each institution's performance annually toward its own goal is calculated as a percent of the goal met. That percentage produces a point or partial point based on 100% of goal. The point earned is capped at 1.0.
STEM Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the STEM CIP Codes. The source identifying STEM CIP Codes is the 2011 version published by US Immigration and Customs Enforcement (ICE). The list may be found at the following website ( <a href="http://www.ice.gov/sevis/stemlist.htm">www.ice.gov/sevis/stemlist.htm</a> ).	If the average number of STEM credentials earned during the two most recent academic years is greater than the average of the three previous academic years then 1 point is awarded. Otherwise, if the two year average is 98.01% to 100% of previous three year average, .8 points are awarded; 96.01% to 98% of the average is .6 points, 94.01% to 96% of the average is .4 points; 92.01% to 94% is .2 points; 92% or below will result in 0 points.
Progression: University Version (New Arkansas Measure)	This measure utilizes a cohort of credential-seeking students enrolling in 6 or more hours during a fall semester. The cohort is then tracked through the next academic year to identify how many students in the cohort earned a total 18 or more credit hours through the two academic years (including remedial/developmental courses). The Progression Rate is expressed as a percentage and changes overtime are expressed as a difference in percentage points. If a student graduates during the allotted timeframe, then that student is counted as progressed.	In each Fall Term, ADHE will create a Tracking Group for each institution by identifying the students enrolled in 6 or more hours on the 11th class day. The percentage of those students who either earned 18 hours during the subsequent two academic years or completed a degree or technical certificate at the institution in which they were enrolled for tracking will be counted as having progressed. An increase in the comparison of the most recent 2-year average to the previous 3-year average generates 1 point. Otherwise, if the two year average is 99.91% to 100% of the previous three year average, .9 points are awarded; 99.81 to 99.9% of the average is .8 points, 99.71% to 99.8% of the average is .7 points; 99.61% to 99.7% is .6 points; 99.51% to 99.6% is .5 points; 99.41% to 99.5% is .4 points; 99.31% to 99.4% is .3 points; 99.21% to 99.3% is .2 points; 99.11% to 99.2% is .1 points; 99% or below will result in 0 points.
Optional Measures		
Measure	Definition	Detail
Course Completion	This is a Successful Course Completion Rate calculation which compares number of successful SSCH to all SSCH in all non-remedial courses. The Successful Course Completion Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points.	If the average percentage of successful course completions during the two most recent academic years is greater than the average percentage of successful course completions of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.

Measure	Definition	Detail
High Demand Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the High Demand CIP Codes. The 2011 version of the High Demand CIP Codes were obtained from ADWS (Arkansas Department of Workforce Services).	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Minority Student Credentials	Number of all credentials (technical certificates and above) earned to persons identified as Asian only, Black only, Hispanic any, American Indian/Alaska Native only, Hawaiian/Pacific Islander only or Two or More Races. (Unknowns, Non-Resident Aliens, White and Other graduates are not included.)	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Non-Traditional Student Credentials	Number of all credentials (technical certificates and above) earned by a non-traditional student in an academic year. Non-traditional students are defined as age 25 or older at the time of graduation.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Remedial Student Credentials	Number of all credentials (technical certificates and above) earned by a remedial student in an academic year. Remedial students are defined as students who were required to take at least one remedial course for completion.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Regional Economic Needs Programs Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in programs identified by the institution and approved by the Arkansas Higher Education Coordinating Board.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Transfer Student Credentials	Number of all credentials (technical certificates and above) earned by a student transferring from another Arkansas public institution of higher education.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Expenditure of Federal Awards	Increase in restricted federal expenditures excluding transfers and scholarships by fiscal year.	ADHE will use the restricted expenditures, excluding scholarship expenditures, from the institutional reporting on the 17 series to calculate a 3-year average of expenditures of funds from external sources. An average of the subsequent 2 years will be calculated from the same report. An increase in the comparison of the 3-year to 2-year average generates 1 point.
Patents	The number of U.S. patents (utility, plant or design) issued or reissued to an institution within the year. Certificates of plant variety protection issued by the USDA should be included.	Each institution will identify the number of U.S. patents issued on average of a 3-year period. An average of the subsequent 2 years will be calculated. An increase in the comparison of the 3-year to 2-year average generates 1 point.
New Company Start-ups	The number of new companies started during the years that were dependent on licensing an institution's technology for their formation.	Each institution will identify the number of new companies started on average of a 3-year period. An average of the subsequent 2 years will be calculated. An increase in the comparison of the 3-year to 2-year average generates 1 point.
Compensatory Measures		
Measure	Definition	Detail
Percentage of Pell Receiving Undergraduate Population	Percentage of all undergraduate students receiving Pell grants. ( <a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a> )	The points awarded will be the percentage of undergraduate students receiving PELL as defined by IPEDS rounded to 2 significant digits.

## Performance Funding Methodology - Colleges

Year 4 (April 2016)

\*Comparing an average of the most recent 3 years to an average of the most recent 5 years. (AY2011 through AY2015)

\*Total Possible Points = 10

\*Any increase is considered success.

\*Compensatory points for special populations (based on percentage of enrollment) may be added to mandatory total if less than 6.  
(ex= 50% of students are low-income equals .50 points.)

<b>Mandatory (6 max points)</b>		
Course Completion (1)	Remedial (rate)	0.50
	Non-remedial (rate)	0.50
Progression (1)	18 additional hours	1.00
Credentials (4)	Cert. of Proficiency	0.50
	Technical Cert.	0.50
	Associate Degree	1.00
	Total Credentials (rate)	2.00
<b>TOTAL Mandatory Points</b>		<b>6.00</b>
Compensatory (2)	Low-Income	1.00
	Underprepared	1.00

<b>Region/Mission (4 max points)</b>	
STEM	up to 2
High Demand	up to 2
Workforce Training	up to 2
Transfer	up to 2
Adult	up to 2
Minority	up to 2
Employment	up to 2

8-7





**Performance Funding  
Technical Specifications - Colleges**

<b>Mandatory Measures</b>		
<b>Measure</b>	<b>Definition</b>	<b>Detail</b>
Remedial Course Success	The rate of remedial courses completed relative to remedial courses attempted.	This is an SSCH calculation of all successful grades in remedial courses divided by the total remedial SSCH attempted. The remedial course success rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. Attempted hours based on 11th class day. Does not include Ds. The point earned for improvement is .50.
Non-remedial Course Success	The rate of non-remedial courses completed relative to non-remedial courses attempted.	This is an SSCH calculation of all successful grades in non-remedial courses divided by the total non-remedial attempted SSCH. The non-remedial course success rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. Does not include remedial courses. Attempted hours based on 11th class day. Includes Ds. The point earned for improvement is .50.
Progression	The rate of students that complete either 18 hours or a credential.	This measure utilizes a cohort of credential-seeking students enrolled in six or more hours during the fall or spring semester. This cohort is then tracked through the next two academic years to identify how many students in the cohort earned either 18 or more credit hours (including remedial courses) OR completed a credential (certificate of proficiency, technical certificate or any associate degree). The progression rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. The point earned for improvement is 1.00.
Certificates of Proficiency	The number of certificates of proficiency awarded.	This is an overall headcount of all certificates of proficiency awarded by institution. This includes all certificates of proficiency approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is .50.
Technical Certificates	The number of technical certificates awarded.	This is an overall headcount of all technical certificates awarded by institution. This includes all technical certificates approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is .50.
Associate Degrees	The number of associate degrees awarded.	This is an overall headcount of all associate degrees awarded by institution. This includes all associate degrees approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is 1.00.
Total Credentials	The rate of credentials awarded relative to enrollment.	This is a count of all credentials awarded by institution per 100 FTE. This includes all certificates of proficiency, technical certificates and associate degrees approved by ADHE. The total credentials rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. Students earning more than one credential are counted each time. The points earned for improvement are 2.00.
<b>Mandatory Compensatory Measures</b>		
<b>Measure</b>	<b>Definition</b>	<b>Detail</b>
Low-Income	The number of low-income students relative to enrollment.	This is a headcount of low-income students divided by overall credential-seeking headcount. Low-income is defined as receiving Pell. Up to one compensatory point will be added to total mandatory points based on percentage of students who receive Pell. (Ex: 50% of students receive Pell = .50 compensatory point.) Total mandatory points may not exceed six.
Under-prepared	The number of underprepared students relative to enrollment.	This is a headcount of underprepared students divided by overall credential-seeking headcount. Underprepared is defined as having an ACT of 15 or below, or equivalent score. Up to one compensatory point will be added to total mandatory points based on percentage of students who are underprepared. (Ex: 50% of students are underprepared = .50 compensatory point.) Total mandatory points may not exceed six.

8-10

Agenda Item No. 8

April 22, 2016

**Performance Funding  
Technical Specifications - Colleges**

Region/Mission Specific Measures		
Measure	Definition	Detail
STEM Credentials	The number of STEM credentials awarded.	This is an overall headcount of all certificates and degrees awarded by institution in the STEM CIP Codes. Based on most recent ICE list as published on www.ice.gov. Students earning more than one credential are counted each time. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
High Demand Credentials	The number of high demand credentials awarded.	This is an overall headcount of all certificates and degrees awarded by institution in the high demand CIP Codes. Based on most recent ADWS list as published on www.discoverarkansas.net. Students earning more than one credential are counted each time. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Workforce Training	The number of workforce training contact hours reported.	Workforce Education/Training is defined as any postsecondary (primarily non-credit) education or training activity (seminar, workshop, course, customized training, etc.) that is specifically used for developing/enhancing the skills of existing employees or members of any business or industry, and any training provided to individuals, whether employed or unemployed, that is designed to meet the employment needs of the student and/or employer by enhancing occupational, technical, and/or soft (communication, computational, and interpersonal) skills. Workforce training contact hours are reported by colleges annually. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Transfer	The number of students that transfer after completing a minimum of 12 hours.	This is an overall headcount of any student earning at least 12 hours at the "sending" institution that transfers to an Arkansas two-year college or four-year university. Includes remedial hours. The institution "sending" the student is counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Adult Credentials	The number of credentials awarded to adults.	This is an overall headcount of adult students who complete a certificate of proficiency, technical certificate or associate degree (as defined above). Adult is defined as age 25 or older at time of completion. All credentials completed are counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Minority Credentials	The number of credentials awarded to minorities.	This is an overall headcount of any credential completer reported as Asian, Black, Hispanic, American Indian/Alaska Native, or Hawaiian/Pacific Islander. Unknowns, Non-Resident Aliens, White and Other graduates are excluded. Graduate includes completion of certificate of proficiency, technical certificate, or associate degree (as defined above). All credentials completed are counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Employment	The number of credential completers that obtain employment.	*Working with Arkansas Department of Workforce Services on data. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.

8-11



## **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 104 of 2014 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 \$451,700. The fiscal 2016 appropriation of \$5,000,000 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.

**ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE  
PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Criminal Justice (CIP 43.0104; 60-61 credit hours) offered by Phillips Community College of the University of Arkansas, effective Fall 2016.

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

**Program Justification**

The Associate of Applied Science (AAS) in Criminal Justice is a 60-61 credit hour program that provides students with an in-depth study of criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Graduates will have the skills to work in a variety of law enforcement, corrections, and security occupations. Some of the employment opportunities are as police officers, deputy sheriffs, county detention officers, state troopers, probation/parole officers, correctional officers, loss prevention specialists, and airport security. Completers who would like a baccalaureate degree can apply to online baccalaureate degrees in Criminal Justice at the University of Arkansas Fort Smith and the University of Arkansas System eVersity.

A survey of employers in the service area of the three PCCUA campuses serving students in Eastern, Southwest, and Central Arkansas were supportive of the proposed degree. While many of their positions do not require an associate degree, employers indicated that the associate degree will provide a better qualified employee. One prospective employer stated that these graduates will be more familiar with the criminal justice system and will help to curb the attrition rate of employees. Because of the high attrition rate, many employers indicated a need for these employees over the next two to five years. Salaries for these graduates are in the mid \$20,000 range. Some of the employers who responded who will have jobs for these graduates are: Arkansas Community Corrections (Stuttgart, AR and other locations); Arkansas Department of Corrections (various locations in Arkansas); DeWitt Police Department; Dumas Police Department; Gillett Police Department; Helena-West Helena Police Department; Phillips County Sheriff Department; and Stuttgart Police Department.

The implementation of the proposed program will require the addition of six new courses, including an internship. Current faculty and one new instructor will be required; existing classroom and library resources are adequate for program implementation.

**Arkansas Institutions Offering Similar Program**

Most two-year colleges in Arkansas have an Associate of Applied Science and/or Associate of Science degree in Criminal Justice.

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 – 20 students

Required Graduates by Summer 2020- 12 students total, based on AHECB viability standard

**Program Requirements****Associate of Applied Science in Criminal Justice****Total Semester Credit Hours – 60-61**Semester I – 15 credit hours

EH	113	Composition I
SY	213	Fundamentals of Sociology
MS	123	College Algebra (or)
MS	143	College Mathematics
CJI	103	Law Enforcement
CJI	113	Introduction to Criminal Justice

Semester II – 15-16 credit hours

EH	123	Composition II
CT	114	Introduction to Computer Information Systems (or)
CT	153	Computer Operating Systems
PSY	213	General Psychology
CJI	143	Juvenile Justice
<i>CJI</i>	<i>233</i>	<i>Criminal Procedures and Evidence</i>

Semester III – 15 credit hours

<i>CJI</i>	<i>263</i>	<i>Criminology</i>
SP	243	Fundamentals of Speech
<i>CJI</i>	<i>243</i>	<i>Investigation and Courtroom Protocols</i>
<i>CJI</i>	<i>163</i>	<i>Correction Systems and Practices</i>
CJI	XX3	CJI Elective

Semester IV – 15 credit hours

BH	123	Theories and Treatments of Social Problems
PLS	213	American Federal Government
CJI	123	Advanced Law Enforcement
<i>CJI</i>	<i>213</i>	<i>Legal Aspects of Law Enforcement</i>
<i>CJI</i>	<i>273</i>	<i>CJI Internship (or)</i>
CJI	XX3	CJI Approved Elective

*Italics - new courses*

**ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPY ASSISTANT  
COSSATOT COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Physical Therapy Assistant (CIP 51.0806; 77 credit hours) offered by Cossatot Community College of the University of Arkansas, effective Spring 2017.

**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 Cossatot Community College of the University of Arkansas of the approval. Program continuation is contingent on CCCUA meeting and maintaining program accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE).

**Program Justification**

The proposed 77 credit hour Associate of Applied Science in Physical Therapy Assistant (PTA) program prepares students, under the supervision of a physical therapist, to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment, and observe and record patient progress. The program of study includes instruction in applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic neurology and orthopedics, physical therapy modalities, documentation skills, psychosocial aspects of health care, wound and injury care, electrotherapy, working with orthotics and prostheses, and personal and professional ethics. The proposed PTA program will be at the Little River Campus in Ashdown where Cossatot's Occupational Therapy Assistant program is located.

The proposed program of study and curriculum has been designed according to the requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association (APTA). After graduation, students are eligible to sit for the National Board for Certification in Physical Therapy. Upon successful examination results, the students will be a Certified Physical Therapist Assistant. Obtaining licensure after graduation from a CAPTE-accredited physical therapy education program is required for all physical therapy assistants to practice. The Arkansas State Board of Physical Therapy requires that applicants sit for and pass the appropriate National Physical Therapy Examination as a prerequisite for licensure. Cossatot will seek CAPTE accreditation.

The proposed PTA program will begin with a cohort in the Spring that consists of three academic semesters with students graduating in December. Clinical rotation sites have been secured at Wadley Regional Medical Center, Texarkana, TX; St. Michael's Rehab, Texarkana, TX; HealthSouth, Texarkana, TX; Synergy Care facilities in Texas and Louisiana; Reliant Rehab facilities in Arkansas and Texas; Little River Memorial Hospital, Ashdown, AR; Howard Memorial Hospital, Nashville, AR; and DeQueen Regional Medical Hospital. Negotiations are ongoing for additional clinical sites.

A program director has been hired who is a licensed physical therapist; has a Master's degree in Physical Therapy; and experience required by CAPTE. Upon approval of the proposed program, the program director will advertise and hire a full-time employee with appropriate license, credentials, and experience. During 2014-15, two large classrooms with audiovisual equipment for lecture; labs; full-service kitchen; and offices were renovated in anticipation of the proposed program.

**Arkansas Institutions Offering Similar Program**

Arkansas State University – Jonesboro  
Arkansas Tech University – Ozark Campus  
NorthWest Arkansas Community College  
South Arkansas Community College

**Program Viability**

Projected Annual Enrollment beginning Spring 2017 – 15 students

Required Graduates by Summer 2020- 12 students total, based on AHECB viability standard



**Program Requirements****Associate of Applied Science in Physical Therapy Assistant****Total Semester Credit Hours – 77**Core Requirements – 31 credit hours

SPD	1003	Success Strategies
ENGL	1113	Composition I
ENGL	1123	Composition II
MATH	1023	College Algebra
PSYC	2003	General Psychology
MED	1453	Medical Terminology
BIOL	2064	Anatomy and Physiology I
BIOL	2074	Anatomy and Physiology II
PTA	1112	<i>Introduction to PTA</i>
BUS	1003	Microcomputer Applications

Technical Core – 46 credit hours

PTA	2315	<i>Applied Physical/Lab</i>
PTA	2304	<i>Pathophysiology Condition</i>
PTA	2323	<i>Administration &amp; Management</i>
PTA	2314	<i>Movement Science</i>
PTA	2415	<i>Applied Physical Therapy/Lab</i>
PTA	2406	<i>Physical Therapy Procedures/Lab</i>
PTA	2424	<i>Clinical Practicum I</i>
PTA	2514	<i>Neuro &amp; Rehab for PTA's/Lab</i>
PTA	2528	<i>Clinical Practicum II</i>
PTA	2503	<i>PTA Seminar</i>

*Italics - new courses*

**Program Admission Requirements**

- Applicants will be ranked and selected according to required general education course GPA, pre-entrance exam scores, observation report, application narrative, and three letters of recommendation.
- Applicants must be high school graduates or have equivalency certification (GED), and take an entrance test.
- Students must complete the prerequisite general education courses prior to application for admission to the program.
- Student must receive all required immunizations prior to entering the program.
- Selected students must pass a criminal background check and random drug screen(s) throughout the year.
- Graduation from the program is dependent on successful completion of all coursework.

**ASSOCIATE OF FINE ARTS IN ARTS  
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Associate of Fine Arts in Arts with concentrations in Visual Art, Creative Writing, Music, and Theatre (CIP 50.0101; 61 credit hours) offered by NorthWest Arkansas Community College, effective Fall 2016.

**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 NorthWest Arkansas Community College of the approval.

**Program Justification**

The Associate of Fine Arts (AFA) in Arts with concentrations in Visual Art, Creative Writing, Music, and Theatre is a 61 credit hour program that allows students to take general education coursework while pursuing fine arts. The four concentrations will focus on separate areas of fine arts. The Visual Art concentration will provide students with classes in art to build a strong foundation as studio artists. The Creative Writing concentration will provide a strong background and knowledge-base in the appreciation of literature to give students a comprehensive starting point in creative writing. The writing core will consist of American, British, and World Literature surveys and Imaginative Writing I and II, other genre-specific writing courses and a capstone portfolio course that emphasizes publication. The Music concentration will offer students discipline-specific courses, including series of courses in music theory, ensembles, applied study, and music history/literature. The goal of the music concentration is to direct students through a solid foundation in academic music courses that would enhance their ability to begin working in private teaching studios and performance venues. The Theatre concentration provides students with courses in performance, production, and dramatic writing. The theatre concentration will prepare graduates to work in theatres and performing arts organizations, or as theatre professionals.

Students wishing to transfer to a four-year institution to pursue a baccalaureate in fine arts often need specialized courses during their first two years of an Associate's degree. The proposed AFA will afford these students the opportunity to take the required fine arts courses during their first two years of college; thereby, providing a more seamless transfer to a Bachelor of Fine Arts (BFA) or Bachelor of Arts (BA) program at a four-year institution. Survey results indicate that student interest in communication and arts classes has surged over the past decade at NWACC. Northwest Arkansas is experiencing momentum in the arts. Students who do not pursue a BFA or BA will have opportunities for employment at Crystal Bridges, the Bentonville Film Festival, the Scott Family Amazeum, Shiloh Museum of Ozark History, Walmart Museum, Trike Theatre, Arkansas Musicworks, Ben Jack's Arkansas Music, Vista Productions, Arkansas Music Pavilion, private studios, and other venues.

Current faculty and adjuncts are adequate to launch the program. All faculty and adjuncts have Masters or Doctorate degrees in their respective discipline. The proposed program will be housed in the Communication and Art Division. Current offices and studios are adequate to house the proposed AFA. The curriculum is designed with 16 credit hours of general education and each concentration is 45 credit hours that culminate in a professional experience or capstone project.

**Arkansas Institutions Offering Similar Program**

Arkansas State University – Beebe

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 –50 students

Required Graduates by Summer 2020- 12 students total, based on AHECB viability standard

**Program Requirements****Associate of Fine Arts in Arts****Total Semester Credit Hours – 61****Concentration in Visual Art****General Education Core Requirements – 16 credit hours**

Choose 2 courses for 6 credit hours from the following:

ENGL	1013	Composition I (and)
ENGL	1023	Composition II (or)
ENGL	1013H	Composition I, Honors (and)
ENGL	1023H	Composition II, Honors

MATH	1313	Quantitative Literacy or higher level mathematics course
	XXX4	Laboratory Science
	XXX3	Social Sciences

**Visual Art Core – 30 credit hours (required)**

ARHS	1013	Art Theory
ARHS	2913	Art History I
ARHS	2923	Art History II
ART	1303	Drawing I
ART	2003	Drawing II
ART	1333	2D Design (or)
ART	1313	Design I
ART	1323	3D Design
ART	2013	Figure Drawing I
ART	2313	Computer Applications for Fine Art
ART	XXX3	<i>Color Theory (or)</i>
ART	2333	Color Studies

**Visual Art Electives – 12 credit hours**

Choose 4 courses from the following:

ART	2503	Ceramics I
ART	XXX3	<i>Ceramics II</i>
ART	XXX3	<i>Digital Illustration</i>
ART	2803	Introduction to Photography
ART	2813	Advanced Photography
ART	2863	Digital Photography
ART	2833	Video Production/Editing
ART	2103	Painting I
ART	2113	Painting II
ART	2123	Watermedia I
ART	2133	Watermedia II
ART	2843	Printmaking I
ART	XXX3	<i>Printmaking II</i>
ART	XXX3	<i>Figure Drawing II</i>
ART	2203	Sculpture

**Professional Experience in Art – 3 credit hours (required)**

ART	XXX3	<i>Professional Practices in Fine Arts</i>
-----	------	--

**Concentration in Creative Writing****General Education Core Requirements – 16 credit hours**

Choose 2 courses for 6 credit hours from the following:

ENGL	1013	Composition I (and)
ENGL	1023	Composition II (or)
ENGL	1013H	Composition I, Honors (and)
ENGL	1023H	Composition II, Honors

MATH	1313	Quantitative Literacy or higher level mathematics course
	XXX4	Laboratory Science
	XXX3	Social Sciences

**Creative Writing Core – 27 credit hours (required)**

ENGL	2023	Imaginative Writing I
ENGL	2033	Imaginative Writing II
ENGL	2513	The Craft of Fiction
ENGL	2523	The Craft of Non-Fiction
ENGL	2533	The Craft of Poetry
DRAM	2023	Playwriting I
ENGL	2543	Publication/Editing
ENGL	2553	Business of Writing
ENGL	2423	Special Topics in Creative Writing

**Creative Writing Electives – 15 credit hours**

Choose 5 courses from the following:

ENGL	2113	Survey of British Literature I
ENGL	2123	Survey of British Literature II
ENGL	2213	Survey of World Literature I
ENGL	2213H	Survey of World Literature I, Honors
ENGL	2223	Survey of World Literature II
ENGL	2223H	Survey of World Literature II, Honors
ENGL	2313	Survey of American Literature I
ENGL	2323	Survey of American Literature II
ENGL	2413	Special Topics in English

**Capstone Portfolio Project - 3 credit hours (required)**

ENGL	2563	Creative Writing Capstone
------	------	---------------------------

**Concentration in Music****General Education Core Requirements – 16 credit hours**

Choose 2 courses for 6 credit hours from the following:

ENGL	1013	Composition I (and)
ENGL	1023	Composition II (or)
ENGL	1013H	Composition I, Honors (and)
ENGL	1023H	Composition II, Honors

MATH	1313	Quantitative Literacy or higher level mathematics course
	XXX4	Laboratory Science
	XXX3	Social Sciences

Music Core – 19 credit hours (required)

MUSI	1003	Music Appreciation
MUSI	1003H	Honors Music Appreciation
MUSI	1603	Music Theory I
MUSI	1621	Aural Skills I
MUSI	1613	Music Theory II
MUSI	1631	Aural Skills II
MUSI	1221	Beginning Piano Class (or)
MUSI	1001	Secondary Private Instrument I – Piano (twice)
MUSI	2001	Secondary Private Instrument II – Piano (twice)
MUSI	1321	Beginning Guitar Class (or)
MUAP	1001	Secondary Private Instrument I – Guitar
MUSI	1903	Studio Recording I

Music Directed Electives – 26 credit hours (required)

Choose 26 credit hours from MUSI or MUAP courses

MUSI	1101	Chamber Singers I (twice)
MUSI	1111	Chamber Singers II (twice)
		(or)
MUSI	2001	Orchestra I (twice)
MUSI	2111	Orchestra II
		(or)
MUSI	1301	Jazz Band I (twice)
MUSI	1351	Jazz Band II (twice)
		(or)
MUSI	1481	Chamber Wind I (twice)
MUSI	2481	Chamber Wind II (twice)
MUSI	1121	Italian & English Diction for Singers
MUSI	1431	German & French Diction for Singers
MUAP	1001	Secondary Private Instrument/Voice (twice)
MUAP	2001	Secondary Private Instrument/Voice II (twice)
MUSI	1643	Music Composition
MUSI	2542	Teaching Methods – Brass
MUSI	2552	Teaching Methods – Strings
MUSI	2532	Teaching Methods – Woodwinds
MUSI	1372	Teaching Methods – Percussion
MUSI	2013	Introduction to Music Education
MUSI	1033	Pop Music Composition
MUSI	1381	Basic Vocal Skills Class
MUSI	1653	Basic Musicianship
MUSI	1673	History of Rock 'n Roll
MUSI	2903	Musical Theatre Production
MUSI	1901	Musical Theatre Practicum
MUSI	2401	Stage Band for Musical Theatre

**Concentration in Theatre****General Education Core Requirements – 16 credit hours**

Choose 2 courses for 6 credit hours from the following:

ENGL	1013	Composition I (and)
ENGL	1023	Composition II (or)
ENGL	1013H	Composition I, Honors (and)
ENGL	1023H	Composition II, Honors
MATH	1313	Quantitative Literacy or higher level mathematics course
	XXX4	Laboratory Science
	XXX3	Social Sciences

**Theatre Core – 27 credit hours (required)**

THTR	1003	Introduction to Theatre (or)
THTR	1003H	Honors Introduction to Theatre
THTR	2023	Playwriting I
THTR	2033	Screenwriting I
THTR	1323	Stagecraft
THTR	1753	Theatre and Education
THTR	1653	Acting I
THTR	2683	Acting II
THTR	2723	Drama Practicum
THTR	2722	Drama Practicum
THTR	2721	Drama Practicum

**Theatre Electives – 15 credit hours**

Choose 5 courses from the following:

THTR	1253	Stage Management
<i>THTR</i>	<i>1323</i>	<i>Stagecraft: Costume/Makeup</i>
<i>THTR</i>	<i>2903</i>	<i>Musical Theatre Production</i>
<i>THTR</i>	<i>2233</i>	<i>History of Theatre I</i>
<i>THTR</i>	<i>2333</i>	<i>History of Theatre II</i>
<i>THTR</i>	<i>2133</i>	<i>Script Analysis</i>
<i>THTR</i>	<i>1233</i>	<i>New Play Development</i>
<i>THTR</i>	<i>2633</i>	<i>Directing I</i>
ENGL	2023	Imaginative Writing I
ENGL	2033	Imaginative Writing II
THTR	290V	Special Topics
THTR	2024	Playwriting II

**Professional Experience in Theatre – 3 credit hours (required)**

THTR	XXX3	Professional Practices in Theatre
------	------	-----------------------------------

*Italics - new courses*

**BACHELOR OF FINE ARTS IN GRAPHIC DESIGN  
UNIVERSITY OF ARKANSAS, FAYETTEVILLE**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Fine Arts in Graphic Design (CIP 50.0401; 120 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2016.

**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 Bachelor of Fine Arts in Graphic Design (also commonly known as Graphic Design, Visual Community Design, or Visual Communication) is a four year professional degree program that prepares students to be proficient makers and problem seekers and solvers across a wide range of media, working to identify appropriate solutions for audience and context. Students will be exposed to a rigorous curriculum covering research, theory, critical thinking, professional practices, and conceptual idea-making. The proposed degree will focus on typography, interactivity, branding and design research. Graduates will be competitive for jobs, ranging from in-house design teams, starting their own businesses, boutique design studios, marketing firms, and entry into masters programs. Graduates will be prepared to work as graphic designers who work closely with architects, anthropologists, computer scientists, and others.

With the proposed degree, UAF is moving to a studio-based model, in which students have collaborative work spaces, and dedicated work stations. One lab has been reconfigured into a studio space and two more labs will be converted over the next three years. UAF currently offers the Bachelor of Arts in Art and Bachelor of Fine Arts in Art. Graphic design students currently comprise a large portion of the Department of Art. Survey results indicated that many of these students will pursue the proposed BFA in Graphic Design.

There are no administrative costs associated with the proposed program. Current faculty is more than adequate for the proposed program. Over the next three years, Fulbright College will carefully evaluate student growth. If growth increases to the point where an additional faculty member is required, then the college will use salary savings to hire one additional full-time instructor beginning in the Fall of 2018. New faculty will have the minimum of a Masters of Fine Arts in Graphic Design, Visual Communication Design, or Visual Communication. Library, facilities, and equipment are more than adequate for the proposed program.

**Arkansas Institutions Offering Similar Program**

Arkansas State University – Jonesboro – Bachelor of Fine Arts in Graphic Design  
 Southern Arkansas University – Magnolia – Bachelor of Fine Arts in Arts & Design  
 Henderson State University - Bachelor of Fine Arts in Studio Art  
 University of Central Arkansas – Bachelor of Fine Arts in Studio Art  
 University of Arkansas at Little Rock – Bachelor of Arts in Art

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 – 60 students

Required Graduates by Summer 2022- 18 students total, based on AHECB viability standard

**Program Requirements****Bachelor of Fine Arts in Graphic Design****Total Semester Credit Hours – 120**Freshman Fall Semester – 15 credit hours

ENGL	1013	Composition I
MATH	2013	College Algebra (or higher level mathematics)
ARTS	1919c	Studio Foundations I

Freshman Spring Semester – 16 credit hours

ENGL	1023	Composition II
	XXX3	Social Science Requirement
ARTS	1929c	Studio Foundations II
UNIV	1001	University Perspectives

Sophomore Fall Semester – 16 credit hours

	XXX4	Science Requirement with Lab
ARHS	2913	Art History Survey I
	XXX3	Arts Elective
ARTS	2313	Digital Tools and Concepts
ARTS	3313	<i>Introduction to Typography</i>

Sophomore Spring Semester – 13 credit hours

	XXX4	Science Requirement with Lab
ARHS	4823	History of Graphic Design
	XXX3	Arts Elective
ARTS	3323	<i>Typographic Systems</i>

Junior Fall Semester – 15 credit hours

PHIL	2003	Introduction to Philosophy
ARHS	2923	Art History Survey II
	XXX3	Arts Elective
ARTS	3383	<i>User Experience</i>
ARTS	3393	<i>Identity Design</i>

Junior Spring Semester – 15 credit hours

	XXX3	Social Science Requirement
	XXX3	U.S. History Requirement
ARTS	4303	<i>Professional Development &amp; Seminar</i>
ARTS	4313	<i>Interactive Language</i>
	XXX3	Arts Elective

Senior Fall Semester – 15 credit hours

	XXX3	Social Science Requirement
ARHS	4933	Contemporary Art
ARTS	4323	<i>Technology in Context</i>
ARTS	4343	<i>Identity Systems</i>
ARTS	4353	<i>Human Centered Design</i>

Senior Spring Semester – 15 credit hours

	XXX3	Interdisciplinary Elective (outside of Art-other Fulbright, Architecture, Business, etc.)
ARHS	XXX3	Elective
ARTS	4363	<i>Design Co-op</i>
ARTS	4373	<i>Advanced Typography</i>
ARTS	4383	<i>Degree Project</i>

*Italics - new courses*

**BACHELOR OF SCIENCE IN COMPUTER SCIENCE EDUCATION  
ARKANSAS TECH UNIVERSITY**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Computer Science Education (CIP 13.1321; 120 credit hours) offered by Arkansas Tech University, effective Fall 2016.

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

**Program Justification**

The Bachelor of Science in Computer Science Education is a 120 credit hour program designed to provide future educators with computer science licensure for grades 4-12. The proposed program was developed in response to Governor Hutchinson's K12 Computer Science initiative whereby each high school in the state of Arkansas is required to offer at least one Computer Science course each year. This initiative should create a great demand for people who are qualified to teach Computer Science. The curriculum will provide students with the necessary content in computing principles and practices, as well as core courses from the Curriculum and Instruction Department to provide them the pedagogy. Furthermore, the curriculum is aligned to the Arkansas Computer Science competencies and the Arkansas Teaching Standards. The state competencies for Computer Science educators are quite extensive and the proposed degree will specialize in this material. During the advising process, students will be encouraged to pursue Mathematics as a second area of licensure, especially since Mathematics is typically a teacher shortage area. However, placing flexibility for electives in the degree plan will allow students to pursue other areas for licensure. Students must also meet specific requirements for admission in the College of Education. Students are encouraged to maintain contact with the Office of Teacher Education and Support Services at Arkansas Tech to gain accurate information, guidance, and support to educator preparation candidates as they matriculate through degreed programs that lead to Arkansas educator licensure. Graduates of the proposed program will be prepared to teach Computer Science courses in the public school system.

Current faculty and adjuncts, classroom, and library are adequate for program implementation. The proposed degree will be housed in the Department of Computer and Information Science in the College of Engineering and Applied Sciences and supported by Department of Curriculum and Instruction in the College of Education.

**Arkansas Institutions Offering Similar Program**

None

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 – 5 students

Required Graduates by Summer 2022- 18 students total, based on AHECB viability standard

**Program Requirements****Bachelor of Science in Computer Science Education****Total Semester Credit Hours – 120**Freshman Fall Semester – 14 credit hours

ENGL	1013	Composition I (or)
ENGL	1043	Honors Composition I
MATH	1113	College Algebra (or higher level mathematics)
TECH	1001	Orientation to the University
COMS	1403	Orientation to Computing, Information, and Technology
COMS	1411	Computer and Information Science Lab
COMS	1333	Web Publishing I

Freshman Spring Semester – 16 credit hours

ENGL	1023	Composition II (or)
ENGL	1053	Honors Composition II
	XXX3	Social Sciences
	XXX3	Arts/Humanities
COMS	2703	Computer Networks and Architecture
COMS	2700	Networking and Architecture Laboratory
COMS	2104	Foundations of Computer Programming I

Sophomore Fall Semester – 15 credit hours

	XXX4	Science/Lab
SPH	2173	Business and Professional Speaking (or)
SPH	2003	Public Speaking
COMS	2203	Foundations of Computer Programming II
COMS	2903	Discrete Structures for Technical Majors
SEED	2002	Education as a Profession

Sophomore Spring Semester – 16 credit hours

	XXX4	Science/Lab
	XXX3	U.S. History/Government
	XXX3	Social Sciences
COMS	2213	Data Structures
	XXX3	Elective

Junior Fall Semester – 16 credit hours

COMS	3903	Systems Software and Architecture
COMS	3053	Implications of Technology on Society
COMS	3233	Database Design and Implementation
SEED	3552	Child and Adolescent Development
SEED	3702	Introduction to Educational Technology
	XXX3	Elective

Junior Spring Semester – 15 credit hours

COMS	3243	Data Mining
------	------	-------------

COMS 3413 *App Development*  
SEED 4052 Educating Diverse and Exceptional Learners  
XXX3 Fine Arts/Humanities  
XXX3 Elective  
XXX1 Elective

Senior Fall Semester – 15 credit hours

COMS 4033 Systems Analysis and Design I  
COMS 4813 *Teaching Methods in Computer Science Education*  
SEED 4556 Classroom Application of Educational Psychology  
XXX3 Elective

Senior Spring Semester – 13 credit hours

COMS 4801 *Special Methods in Computer Science Education*  
SEED 4503 Seminar in Secondary Education  
SEED 4809 Teaching in the Elementary & Secondary School

*Italics - new courses*

Admission Requirements:

Requirements for admitting students into the program:

- An individual shall have earned a cumulative grade point average in non-remedial course work of no less than 2.7 (4.0 scale).
- Passing scores on ETS Praxis Core or other state-approved assessments.
- Letters of recommendation, demonstration of English proficiency, and prerequisite coursework, and any other institutional requirements.

Summary of admission procedures:

In order to enter the professional education program (Stage II), candidates must meet and interview with their content advisor and education advisor to ensure, in part, that the candidate has met the requirements to enter the program. After recommendation from the content advisor and the education advisor, the candidate may enter Stage II of the program. This process continues at Stage III (Internship) application.

**BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING TECHNOLOGY  
UNIVERSITY OF ARKANSAS – FORT SMITH**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Electrical Engineering Technology (CIP 15.0399; 120 credit hours) offered by the University of Arkansas – Fort Smith, effective Fall 2016.

**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 – Fort Smith of the approval.



**Program Justification**

The proposed Bachelor of Science in Electrical Engineering Technology is a complete degree that will prepare graduates of the University of Arkansas – Fort Smith (UAFS) Associate of Applied Science in Electronics Technology for successful careers in the fields of electronics, control systems, robotics, energy, power, microprocessors, communications, and alternative energy. Departmental permission can be granted to other students who desire to be admitted to the proposed program. Graduates of the proposed program will be engineering technologists who can bridge the gap between scientific advancement and practical application to electrical devices and systems. The Bachelor of Science in Electrical Engineering Technology will be attractive to electronics students who desire to increase their marketability and skills thus increasing their career prospects. The curriculum will consist of seven required and one elective course that emphasizes analysis and design of wireless systems, microprocessors, integrated circuits, and modern electronics software infrastructures.

The current Electronics Technology and Engineering faculty are fully qualified to teach the new courses. Through efficient scheduling and the use of an occasional adjunct instructor, the proposed degree can be offered without additional faculty. The proposed degree will be housed within the Electronics Technology Department in the College of Applied Science and Technology. Facilities, equipment, classroom space, and library resources are sufficient for program implementation. The Engineering Department also has a large laboratory on the first floor of the Baldor Technology Center that could be used for senior projects.

UAFS has an Electronics Technology and Engineering Advisory Committee that meets annually. Committee members are a representative of professionals from industry who are knowledgeable and have expertise in electronics and engineering. This group was instrumental in assisting the Electronics Technology Department on the present and future direction of electronics and engineering in industry.

A survey of prospective employers indicated a need for these graduates with over 70 positions currently available as engineers, electricians, maintenance electrician/technician, project managers, technical sales/management, test engineers, coordinators, and supervisors. Some of the employers responding to the survey with available jobs are Advanced Automation, Baldor Electric, D & N Machining, Georgia-Pacific, Gerdau, International Paper, Owens Corning, Rheem Air Conditioning, and Trane.

**Arkansas Institutions Offering Similar Program**

University of Arkansas at Little Rock

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 – 15 students

Required Graduates by Summer 2022- 18 students total, based on AHECB viability standard

**Program Requirements****Bachelor of Science in Electrical Engineering Technology****Total Semester Credit Hours – 120**Freshman Year - Fall Semester – 17 credit hours

ELEC	1233	Fundamentals of Electricity
ELEC	1242	Introduction to Electronics Technology
ELEC	1243	Introduction to Programming
ELEC	1863	Digital Fundamentals
ENGL	1203	Composition I (or)
ENGL	1233	Honors Composition
MATH	1403	College Algebra (or)
MATH	1404	College Algebra (Extended Format)

Freshman Year - Spring Semester – 15 credit hours

ENGL	1213	Composition II (or)
ENGL	2863	Advanced Composition
ELEC	1263	Industrial Electricity
ELEC	1353	Electrical Circuits and Components
ELEC	1393	Solid State
SPCH	1203	Introduction to Speech Communication

Sophomore Year - Fall Semester – 15 credit hours

ELEC	2243	Applied Industrial Electricity and Safety
ELEC	2403	Introduction to Robotics
ELEC	2513	PLC Applications
ELEC	2733	Advanced Electronic Circuits
MATH	2403	Survey of Calculus

Sophomore Year - Spring Semester – 15 credit hours

CGT	1302	Graphics for Engineers
ELEC	2753	Communication Systems
	XXX3	Fine Arts Requirement
PHYS	2803/01	College Physics I/Lab
	XXX3	Social Sciences Requirement

Junior Year - Fall Semester – 16 credit hours

PHYS	2823/31	College Physics II/Lab
<i>EET</i>	<i>3453</i>	<i>Microprocessor Applications</i>
<i>EET</i>	<i>3743</i>	<i>Discrete Electronics</i>
<i>EET</i>	<i>3303</i>	<i>Wireless Systems</i>
	XXX3	Upper Level Elective

Junior Year - Spring Semester – 15 credit hours

	XXX3	Humanities Requirement
PRFS	3143	Economic Analysis in the Workplace
EET	3953	Power Electronics

RHET 3603 Writing for the Workplace  
XXX3 Upper Level Elective

Senior Year - Fall Semester – 15 credit hours

PRFS 4133 Project Management  
ELEC 3933 Industrial Control Systems  
*EET 4003 Electronic System Design*  
XXX3 Upper Level Elective  
XXX3 History/Government Requirement

Senior Year - Spring Semester – 12 credit hours

*EET 4113 Senior Design*  
XXX6 Upper Level Electives  
XXX3 Social Science Requirement

*Italics - new courses*

**MASTER OF SCIENCE IN MEDIA MANAGEMENT  
ARKANSAS STATE UNIVERSITY - JONESBORO**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Media Management (CIP 09.0702; 30 credit hours; 100% online) offered by Arkansas State University-Jonesboro, effective Fall 2016.

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

**Program Justification**

The Master of Science in Media Management is a 30 credit hour online program designed for communication professionals who would like to obtain an advanced degree which focuses on the many facets of multi-platform delivery of information using interpersonal communication, group communication, mass communication, and online communication. The degree prepares graduates for opportunities in organizational communication, public relations, advertising, broadcasting, journalism, and web communication. “Graduates of the proposed program will be enhanced by acquiring sound management skills and philosophies to lead in tomorrow’s media with integrity, innovation, excellence and professionalism.” Additionally, the curriculum is designed to provide graduates with knowledge of the laws and regulations of society to operate ethically and legally in the ever-changing media world. Arkansas State University (ASU) will employ the services of an external marketing firm to advertise the proposed program. Students must be admitted to ASU’s Graduate School according to ASU policy.

The proposed program will be housed in the College of Media & Communication. Current faculty in this College is adequate to launch the program. As the program grows, additional faculty may be hired will hold terminal degrees and have teaching and/or practical experience in the subject area assigned to teach. Only one new graduate course, Media Management Applications CAPSTONE, will be necessary for the curriculum. The CAPSTONE course concludes with an on-campus meeting where individuals and group discussions are used to provide credible solutions to real-world situations. Library resources are judged to be sufficient at this time. There is no need for additional instructional facilities for the online program.

**Arkansas Institutions Offering Similar Program**

None

**Other Institutions Offering Similar Program**

Metropolitan College of New York – MBA in Media Management

Southern Illinois University – MS in Professional Media & Media Management

**Program Viability**

Projected Annual Enrollment beginning Fall 2016 – 20 students

Required Graduates by Summer 2022 - 8 students total, based on AHECB viability standard

**Program Requirements****Master of Science in Media Management****Total Semester Credit Hours – 30**Program Requirements – 24 credit hours

MCOM	6043	Theory of Mass Communication
JOUR	6253	Audience Marketing Analysis
JOUR	6243	Media Account Management
MCOM	6033	Media Regulation, Public Interest & the Law
RTV	6023	Advanced Studies in Media Management
JOUR	5213	Social Media in Strategic Communications
CMAC	6053	Quantitative Research Methods in Mass Communication
CMAC	6463	<i>Media Management Applications CAPSTONE</i>

**Select six credit hours from one of the following options:**Option 1 – Mass Media Management - 6 credit hours

JOUR	5113	Integrated Marketing Communication
MCOM	6423	Media Entrepreneurship
SCOM	6413	Organizational and Intercultural Communication

Option 2 – Public Administration – 6 credit hours

POSC	6543	Administrative Behavior
POSC	6563	Seminar in Public Administration
POSC	6593	Seminar in Human Resource Management
POSC	6613	Administrative Leadership
POSC	6623	Administrative Ethics
POSC	6633	Public Information Management

*Italics - new courses*

**Program Admission Requirements**

Acceptance into Arkansas State University's graduate school;  
 Have a minimum 3.0 cumulative GPA for any prior graduate courses or programs;  
 Have a minimum 3.0 cumulative undergraduate GPA (or 3.2 in the last 60 credit hours);  
 For conditional admission, academic proficiency must be established by a minimum cumulative undergraduate GPA of 2.75; and,  
 Prior graduate study work and professional experience can also influence admission.

Applicants are required to submit:

- Educational experience and record;
- Professional experience;
- Two letters of recommendation (one professional; one educational); and,
- Written statement of purpose.

**DOCTOR OF OCCUPATIONAL THERAPY  
UNIVERSITY OF CENTRAL ARKANSAS**

---

**ADHE Executive Staff Recommendation**

**RESOLVED**, That the Arkansas Higher Education Coordinating Board approves the Doctor of Occupational Therapy (CIP 51.2306; 109 credit hours) offered by the University of Central Arkansas, effective Fall 2017.

**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 Central Arkansas of the approval. Program continuation is contingent on the University of Central Arkansas obtaining and maintaining program accreditation with the Accreditation Council for Occupational Therapy Education (ACOTE).

**Program Justification**

The Doctor of Occupational Therapy (OTD) degree is comprised of 109 credit hours that will provide students with in-depth experience in clinical skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. The curriculum for the OTD degree is based on the accreditation standards of the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE has been notified that UCA intends to seek approval for the OTD program. The OTD degree program is designed to develop leaders, advocates, researchers, and skilled practitioners competent in providing occupational therapy services to individuals and populations who are limited by physical or psychosocial situations that comprise independence and wellness. Graduates will be prepared to practice in a variety of service-delivery models, and to develop productive interpersonal and therapeutic relationships with clients, families, communities, populations, organizations, and other health and human-services professionals.

The University of Central Arkansas has an entry-level Master of Science in Occupational Therapy program that has been accredited since 1974. The proposed program supports the mission and strategic plan of UCA. An employer needs survey was conducted in the Spring 2015 to prospective employers in Arkansas and surrounding states. Survey results from these employers indicated 34 current available positions with the expectation of having 52-74 additional openings over the next three to five years. Many employers stated they would give preference to hiring an individual with an OTD degree. The first cohort of 48 students will start the proposed OTD program in the Fall 2017.

Current faculty members are highly qualified to teach the curriculum. Seven of the nine have earned doctorates (two will complete doctorate degrees by 2017), all hold graduate faculty status, and several have specialized certifications or credentials. The depth and breadth of faculty expertise and qualifications are more than sufficient to teach all content in the proposed curriculum. Moreover, all but one faculty member has substantial experience as occupational therapy practitioners, ranging from 13 to 35 years. Adjunct faculty will continue to be used in the proposed OTD program to complement the faculty makeup. Four new full-time qualified faculty members will be hired for the proposed OTD degree program who hold appropriate qualifications, certifications, and licenses to teach the assigned courses.

**Arkansas Institutions Offering Similar Program**

Arkansas State University – Jonesboro

ASUJ has been granted candidacy status by the Accreditation Council for Occupational Therapy Education (ACOTE) which means they can admit students to their program.

ASUJ accepted their first class of 30 students in the Fall 2015.

Accredited OTD Programs

Belmont University, Nashville, TN

Creighton University, Omaha, NE

Nova Southeastern University, Tampa, FL



Pacific University, Forest Grove, OR  
The University of Toledo, Toledo, OH  
University of the Sciences, Philadelphia, PA  
Washington University, St. Louis, MO

**Program Viability**

Projected Annual Enrollment beginning Fall 2017 – 48 students

Required Graduates by Summer 2022- 4 students total, based on AHECB viability standard

**Program Requirements**

**Prerequisites**

<u>Course</u>	<u>Semester Credit Hours</u>
Anatomy & Physiology (2 semester sequence)	8
Human Development	3
Abnormal Psychology	3
Statistics (Psychological/Sociological preferred)	3
Physics	4
Sociology or Anthropology	3
Medical Terminology	<u>1</u>
Total Prerequisite credit hours	25

**Doctor of Occupational Therapy**

**Total Semester Credit Hours – 109**

Fall 1 – 15 credit hours

OTHY 6223	Professional Foundations
OTHY 6324	Art and Science of Occupation
<i>OTHY 6110</i>	<i>Doctoral Seminar I (Service Learning)</i>
OTHY 6503	Applied Anatomy and Kinesiology
OTHY 6317	Research

Spring 1 – 15 credit hours

OTHY 6404	Occupational Therapy Assessments
OTHY 6326	Conditions Influencing Occupational Performance
<i>OTHY 6120</i>	<i>Doctoral Seminar II (Problem and Solution-Based Learning)</i>
OTHY 6355	Applied Neuroscience
OTHY 6307	Theories in Occupational Therapy
OTHY 6102	Level I Fieldwork – Occupational Therapy Process

Summer 1 – 11 credit hours

OTHY 6321	Administration and Management
OTHY 6438	Evaluation and Intervention Planning
OTHY 6190	Formative Competency
<i>OTHY 7317</i>	<i>Applied Research I</i>

Fall 2 – 15 credit hours

OTHY 6510	Holistic Interventions – Birth to Young Adult
OTHY 6511	Holistic Interventions – Adult to End of Life
<i>OTHY 7318</i>	<i>Applied Research II</i>
OTHY 6103	Level I Fieldwork – Evaluation and Intervention
<i>OTHY 6104</i>	<i>Level II Fieldwork Seminar</i>

Spring 2 – 7 credit hours

OTHY 6V51	Level II Fieldwork – Rotation I
OTHY 6V71	Level II Fieldwork – Rotation II

Summer 2 – 11 credit hours

OTHY 6V71 Level II Fieldwork – Rotation II  
OTHY 6309 Population and Community Based Programming  
*OTHY 7319 Applied Research III*

Fall 3 – 12 credit hours

*OTHY 7311 Leadership and Communication in Healthcare*  
OTHY 6310 Occupational Therapy as an Educator  
*OTHY 7320 Contemporary Issues and Advocacy in Occupational Therapy*  
*OTHY 7310 Doctoral Seminar III – Planning and Development*

Spring 3 – 15 credit hours

*OTHY 7330 Occupational Therapy Practice for Children, Youth, and Families*  
*OTHY 7340 Occupational Therapy in Rehabilitation and Disability*  
*OTHY 7360 Advanced Occupational Therapy Practice in Mental Health*  
*OTHY 7220 Doctoral Seminar IV – Transition to Practice*  
*OTHY 7V50 Doctoral Residency*

Summer 3 – 8 credit hours

*OTHY 7V50 Doctoral Residency*

*Italics - new courses*

**Program Admission Requirements for Doctor of Occupational Therapy (OTD)**

Admission into the OTD program will be a competitive process. That process includes ranking candidates according to GPA from all courses completed. Top-ranked candidates will be invited to participate in an on-campus interview; numerical scores will be derived from the interview. The final ranking of candidates will be based on GRE scores, GPA, prerequisite GPA, interview scores, and volunteer ratings. The top-ranked 48 candidates will be offered positions in the program, with the next ten offered positions as alternates.

Applicants will be required to meet general admissions requirements for graduate study, including the following:

1. Hold an earned baccalaureate degree from an accredited institution.
2. Meet UCA Graduate School requirements for GPA on all completed graduate and undergraduate courses.
3. Present GRE General Test scores.
4. Present evidence of the completion of the required prerequisite courses with a grade of "C" or better.
5. Document volunteer experience under the supervision of a licensed occupational therapist (minimum of 20 hours) with confidential evaluation of student performance.

Criteria and process:

1. Completion of a baccalaureate degree by May of the year applying.
2. Completion of an online application through the Centralized Application Service for Occupational Therapy (OTCAS).
3. Submission of GRE revised General Test and GRE Analytical Writing (no minimum required).
4. Possession of a minimum cumulative 2.75 GPA based on a 4.0 scale; possess at least a 3.0 GPA on a 4.0 scale on the last 60 hours of course work.
5. Completion of an online supplemental application for the Department of Occupational Therapy.
6. For students who have not attended UCA, submission of a non-refundable application fee of \$50 directly to the Department of Occupational Therapy.
7. Completion of a minimum of 20 volunteer/observation experience under the supervision of one occupational therapist and submission of a performance rating from this experience.
8. Completion of the prerequisite course work with a grade of "C" or better in every course. Prerequisite coursework ten years old or older will not be accepted.

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE  
RESOLUTIONS**

---

**ADHE Executive Staff Recommendation**

**Initial Program Certification-Distance Technology**

**RESOLVED**, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1-4 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2019.

**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 Arkansas Code §6-61-301.

American University, Washington, D.C.

State Authorization: State Council of Higher Education for Virginia, Office of State Superintendent of Education for the District of Columbia  
Regional Accreditation: Middle States Higher Education Commission

Master of Business Administration  
Master of Science in Analytics

Northeastern University, Boston, Massachusetts

State Authorization: Incorporated by the Commonwealth of Massachusetts  
Institutional Accreditation-Regional: New England Association of Colleges and Schools

Doctor of Education (Non-Licensure)

University of Cincinnati, Cincinnati, Ohio

State Authorization: Ohio Board of Regents

Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Programmatic Accreditation: Joint Review Committee on Education in Radiologic Technology

Bachelor of Radiation Science Technology Degree Completion

University of Wisconsin-Stout, Menomonie, Wisconsin

State Authorization: Board of Regents of the University of Wisconsin System

Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Programmatic Accreditation: Council for the Accreditation of Educator

Preparation/National Council for Accreditation of Teacher Education, Wisconsin Department of Public Instruction

Bachelor of Science in Digital Marketing Technology

Bachelor of Science in Special Education

Master of Science in Construction Management

Master of Science in Manufacturing Engineering

Education Specialist in Education (Non-Licensure)

Doctor of Education in Career and Technical Education (Non-Licensure)

Western Governors University, Salt Lake City, Utah

State Authorization: Utah Department of Commerce, Division of Consumer Protection

Institutional Accreditation-Regional: Northwest Commission on Colleges and Universities

Programmatic Accreditation: National Council for Accreditation of Teacher Education, Utah State Office of Education, Commission on Collegiate Nursing Education

Bachelor of Arts in Science

Bachelor of Science in Health Informatics

Bachelor of Science in Information Technology

Bachelor of Science in Nursing (RN to BSN)

Post-Baccalaureate Teacher Preparation Certificate

Master of Arts in Mathematics Education

Master of Arts in Science Education

Master of Business Administration

Master of Education in Instructional Design

Master of Education in Learning and Technology (Non-Licensure)

Master of Science in Curriculum and Instruction

Master of Science in Information Security and Assurance

Master of Science in Nursing-Education

Master of Science in Nursing-Leadership and Management

**New Institution – Arkansas Campus**

Vincennes University, Vincennes, Indiana

State Authorization: Indiana Commission on Higher Education

Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools

Associate of Science in General Studies

**New Institutions – Distance Technology**

Berklee College of Music, Boston, Massachusetts

State Authorization: Massachusetts Department of Education

Institutional Accreditation-Regional: New England Association of Schools and Colleges

Bachelor of Professional Studies in Music Production

Graduate Certificate in Arranging

Graduate Certificate in Arranging and Orchestration

Graduate Certificate in Artist Management

Graduate Certificate in Electronic Music Production and Sound Design

Graduate Certificate in Guitar

Graduate Certificate in Guitar and Music Production

Graduate Certificate in Music Business

Graduate Certificate in Music Business and Technology

Graduate Certificate in Music Production and Technology

Graduate Certificate in Music Production using Pro Tools

Graduate Certificate in Orchestration for Film and TV

Graduate Certificate in Songwriting

Graduate Certificate in Songwriting and Guitar

Graduate Certificate in Songwriting and Music Business

Graduate Certificate in Theory, Harmony & Ear Training

Graduate Certificate in Writing and Producing Music

Bluff Cliff College, Alexandria, Louisiana

State Authorization: Louisiana Board of Regents

Institutional Accreditation-National: Accrediting Commission of Career Schools and Colleges

Associate of Occupational Studies in Health Information Management Billing and Coding

Associate of Occupational Studies in Clinical Administrative Medical Assisting

California University of Pennsylvania, California, Pennsylvania

State Authorization: Pennsylvania State System of Higher Education

Institutional Accreditation-Regional: Middle States Commission on Higher Education

Bachelor of Arts in Arabic Language and Cultures  
Bachelor of Arts in Jurisprudence  
Bachelor of Science in Sport Management Studies: Wellness and Fitness  
Master of Arts in Social Science  
Master of Business Administration  
Master of Education in Teacher Education (Non-Licensure)  
Master of Education in Technology Education (Non-Licensure)  
Master of Science in Exercise Science and Health Promotion  
Master of Science in Legal Studies  
Master of Science in Sport Management Studies

Syracuse University, Syracuse, New York

State Authorization: New York State Education Department

Institutional Accreditation-Regional: Middle States Commission on Higher Education

Master of Business Administration  
Master of Science in Communications  
Master of Science in Computer Engineering  
Master of Science in Computer Science  
Master of Science in Electrical Engineering  
Master of Science in Cybersecurity  
Master of Science in Professional Accounting



## LETTERS OF NOTIFICATION

---

### **Arkansas Colleges & Universities Summary (pages 2-88):**

Twenty-six (26) Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

- 13 New Certificate/Degree Program
- 4 Existing Program Offered by Distance Technology
- 10 New Option/Emphasis/Concentration/Minor
- 2 Curriculum Revision
- 3 Programs Pending Review by Arkansas Department of Education
- 1 Revision to an Approved Education Licensure Program
- 3 Inactive Programs
- 12 Program Deletion
- 1 Reorganization of Organizational Unit
- 9 Reconfiguration of Existing Certificate/Degree Program
- 9 Associate Degree for Transfer and Bachelor's Degree Completion
- 7 Name Change of Existing Program/Concentration/Option/Organizational Unit

### **Institutional Certification Advisory Committee Summary (pages 89-99):**

Eleven (11) out-of-state and/or for-profit institutions submitted applications that include recertifications of programs, new concentrations and other changes to programs, new and renewed requests for exemptions, and institutional changes.

- 1 Recertification of a program
- 3 Institutional changes
- 1 New Letters of Exemption from Certification (non-academic or church-related training)
- 1 Renewal Letter of Exemption from Certification (non-academic or church-related training)
- 1 Decertifications of programs
- 55 New certificates and courses
- 7 Degree content changes (18 semester credit hours or less)

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the January 2016 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

### **ARKANSAS COLLEGES AND UNIVERSITIES**

#### **Arkansas Northeastern College – Pages 5-7**

Associate Degree for Transfer and Bachelor's Degree Completion

#### **Arkansas State University – Beebe – Pages 7-10**

Associate Degree for Transfer and Bachelor's Degree Completion

#### **Arkansas State University – Jonesboro – Pages 10-12**

Deleted Emphasis

New Emphasis

Existing Degree Program Offered by Distance Technology

Existing Minor Offered by Distance Technology

Reconfiguration of Existing Degree Program

#### **Arkansas Tech University – Page 12**

Name Change of Existing Concentration

Existing Degree Offered by Distance Technology

#### **Arkansas Tech University – Ozark – Pages 12-13**

Deleted Option

Reconfiguration of Existing Degree Program

#### **Black River Technical College – Pages 13-18**

Associate Degree for Transfer and Bachelor's Degree Completion

#### **Cossatot Community College of the University of Arkansas – Page 18**

New Certificate Program

Deleted Option

Program Deletions

#### **East Arkansas Community College – Page 18**

New Certificate Program

#### **Henderson State University – Pages 18-24**

Name Change of Existing Option

New Certificate Program

New Option/Emphasis/Concentration/Minor

Reconfiguration of Existing Degree Program

#### **National Park Community College – Pages 24-28**

Associate Degree for Transfer and Bachelor's Degree Completion

Inactive Program

**North Arkansas College – Pages 28-35**

Reconfiguration of Existing Degree Program  
Associate Degree for Transfer and Bachelor's Degree Completion

**Northwest Arkansas Community College – Pages 35-38**

Name Change of Existing Organizational Unit  
Associate Degree for Transfer and Bachelor's Degree Completion  
Revision of Existing Degree Program

**Phillips Community College of the University of Arkansas – Page 38**

New Certificate Program

**Pulaski Technical College – Pages 38-53**

New Certificate Programs  
Inactive Option  
Program Deletions  
Associate Degree for Transfer and Bachelor's Degree Completion

**Rich Mountain Community College – Page 54**

New Certificate Program

**South Arkansas Community College – Pages 54-55**

New Certificate Program  
Curriculum Revisions  
Program Deletions

**Southern Arkansas University – Pages 55-56**

Name Change of Existing Degree Program  
Name Change of Existing Option  
New Option, Concentration, Emphasis  
Program Deletion  
Education Programs Pending Review by Arkansas Department of Education

**Southern Arkansas University – Tech – Pages 56-57**

New Certificate Programs  
New Emphasis

**University of Arkansas, Fayetteville – Pages 57-63**

New Certificate Program  
New Option, Concentration, Emphasis  
New Minor  
New Administration Unit  
Existing Degree Offered by Distance Technology  
Curriculum Revision  
Reconfiguration of Existing Degree Program  
Deleted Concentrations  
Program Deletions

**University of Arkansas – Fort Smith – Pages 63-67**

New Certificate Programs

Reconfiguration of Existing Degree Program for Transfer Purposes

Education Programs Pending Review by Arkansas Department of Education

**University of Arkansas at Little Rock – Pages 67-70**

New Certificate Programs

Establishment of New Administrative Unit

Existing Degree Offered by Distance Technology

Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit

Reorganization of Existing Organizational Units

Revisions to Approved Education Licensure Programs

Inactive Program

Deleted Track

**University of Arkansas at Pine Bluff – Pages 70-71**

Education Program Pending Review by Arkansas Department of Education

**University of Arkansas for Medical Sciences – Pages 71-73**

New Certificate Programs

New Emphasis

**University of Arkansas Community College at Batesville – Pages 73-78**

Reconfiguration of Existing Degree Program

Associate Degree for Transfer and Bachelor's Degree Completion

Program Deletion

**University of Arkansas Community College at Morrilton – Pages 79-86**

Associate Degree for Transfer and Bachelor's Degree Completion

**University of Central Arkansas – Pages 86-88**

Name Change of Existing Organizational Units

New Concentration

New Minor

New Track

New Graduate Certificates

Program Deletions

**ARKANSAS COLLEGES AND UNIVERSITIES****LON Descriptions****Arkansas Northeastern College****Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; 49 credit hours; Fall 2016) to the Bachelor of Science in Nursing (DC 4240; CIP 51.3801; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

EN	12003	English Composition I
EN	12013	English Composition II
SP	12103	Introduction to Speech Communication
MA	14043	College Algebra
BI	24003/11	Anatomy & Physiology I & Lab
CH	14023/31	General Chemistry I and Lab
PY	23003	General Psychology
	XXXX6	Fine Arts/Humanities
	XXXX6	Social Sciences

**Nursing Core – 14**

BI	24023/31	Anatomy & Physiology II & Lab
BI	24043/51	Microbiology and Lab
MA	14033	Introduction to Statistics
PY	23023	Developmental Psychology

**UCA Bachelor of Science in Nursing Online Nursing Course Requirements – 30 credit hours**

NURS	3201	Nurse as Educator
NURS	4220	Health Policy and Professional Issues
NURS	4245	RN Transitions
NURS	4315	Research and Evidence Based Practice
NURS	4335	Nursing Informatics
NURS	4340	Health and Physical Assessment
NURS	4345	Pathophysiology Clinical Applications
NURS	4510	Community Health Nursing
NURS	4515	Nursing Leadership and Management
	X2XX	Upper Division Approved Electives

**Articulation Credit Awarded Post-Completion of UCA Nursing Courses – 41 credit hours**

NURS	2305	Health Assessment
NURS	2505	Concepts for Professional Nursing
NURS	2310	Nursing Pharmacology
NURS	2510	Care of the Medical Surgical Patient
NURS	3501	Maternal Newborn Nursing
NURS	3510	Psychiatric Mental Health Nursing
NURS	3505	Children and Adolescent Nursing
NURS	3515	Chronic Health Nursing and Older Adult Wellness
NURS	4505	Complex Health

## **ANC/UCA Transfer Agreement**

### Purpose

The purpose of this Agreement is to assist licensed registered nurse (RN) graduates from Arkansas Northeast College (ANC) to complete a Bachelor of Science in Nursing (BSN) degree. Through collaborative efforts, the University of Central Arkansas (UCA) and ANC desire to offer, and make students aware of, a seamless online degree option to increase the number of BSN credentialed registered nurses in the state of Arkansas.

### Agreement

It is agreed that UCA shall have total ownership of the RN to BSN Program (hereinafter "Program"). The administration, management, and operation of the Program, including student admission and advising, shall be the responsibility of UCA. All Nursing ("NURS") courses included within the Program Curriculum will be taught by UCA faculty.

### Accreditation

- UCA is a member of and accredited by the Higher Learning Commission (HLC). The BSN program at UCA is accredited by the Commission on Collegiate Nursing Education. ANC is a member of and accredited by HLC. The ANC Registered Nursing Program is approved by the Arkansas State Board of Nursing.
- If the nursing accreditation and/or approval of either party is changed, the affected party must notify the other immediately. Upon notification, this Agreement will be re-evaluated by both parties to determine if it can continue or if it will need to be terminated.

### Admission Requirements

- The student will apply to the Program through UCA, which will have exclusive responsibility for Program admission and advising.
- UCA reserves the right to not select an applicant to the Program based upon a deficiency in one or more admission requirements.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students. Space availability will be solely determined by the UCA Nursing Department.

ANC graduates will be considered qualified applicants if they meet the following criteria:

- Applicant must be a licensed RN in the state of Arkansas, Missouri, or Tennessee with an unencumbered license.
- Applicant must have completed the prescribed 49 hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
- Applicant must present a letter from employer documenting working experience if over 12 months since graduation.
- Applicant must submit all admission application documentation as required by UCA.

### Transfer of Credits

- Program pre-admission course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and ANC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ANC 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.
- UCA and ANC 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**Arkansas State University – Beebe**

**Associate Degree for Transfer and Bachelor’s Degree Completion**

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Education in Family and Consumer Sciences (DC 4130; CIP 13.1308; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
ENG	2003	World Literature I (or)
ENG	2013	World Literature
MATH	1023	College Algebra (or)
MATH	1043	Quantitative Literacy
BIOL	1004	Biology for General Education
PHSC	1204	Physical Science
PSY	2013	Introduction to Psychology
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

**Family and Consumer Sciences Education Core – 25 credit hours**

BIOL	2013	Nutrition
EDU	1103	Child Growth
EDU	2013	Educational Technology

EDU	2023	Introduction to Teaching
FIN	1013	Personal Finance
MGMT	2043	Supervisory Management
PSY	2533	Human Growth and Development
	XXX3	Family Relations
	XXX1	General Elective

### **UCA Bachelor of Science in Education in Family and Consumer Sciences – 60 credit hours**

EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
FACS	1370	Interior and Apparel Construction
FACS	2360	Textiles
FACS	3318	Parenting Issues
FACS	3456	Methods in Teaching FACS
FACS	4350	Internship I (Practicum)
FACS	4355	Curriculum Development
FACS	4680	Internship II
FACS	4681	Internship II
IDSN	1390	Introduction to Interior Design
IDSN	3300	Home Planning
MSIT	4305	Classroom Management
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
NUTR	2310	Food Science
NUTR	2311	Meal Management

Choose one of the following:

FACS	3360	Consumer Problems in Clothing (or)
FACS	3361	Interior and Apparel Construction II

### **ASUB/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 Liberal Arts Sciences at Arkansas State University – Beebe (ASUB) to the Bachelor of Science in Education in Family and Consumer Sciences at the University of Central Arkansas (UCA).

#### Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at ASUB will be admitted to the Bachelor of Science in Education in Family and Consumer Sciences 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.
- The student must also meet specific requirements for admission into the UCA Teacher Education program. This includes proof of minimum ACT, Praxis Core Assessment, or SAT scores are required by the Arkansas Department of Education.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at ASUB, 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 in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at ASUB, as stipulated, 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 Family and Consumer Sciences Teacher Education program, or any of the professional education courses, including content track courses, required for the Bachelor of Science in Education in Family and Consumer Sciences.
- In accordance with UCA policy, the UCA Teacher Education program will, however, accept for transfer a maximum of 6 credit hours, for “D” grades toward any of the general education courses not required for admission into the Teacher Education program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

#### Required Course Development

In order to make this Agreement work in the best interest of students, allowing for the most efficient progression through the steps required to complete both degree programs, the following required course will need to be developed by ASUB under the following conditions:

##### XXX3 Family Relations

- This course will be developed to meet the UCA requirement for FACS 2351 – Family Relations.
- UCA will provide ASUB with a copy of the FACS 2351 course syllabus and other materials upon request.
- UCA will need to confirm that the developed syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by October 1, 2016.

#### Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and ASUB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ASUB 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 ASUB. 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 ASUB 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**Arkansas State University – Jonesboro**

**Deleted Emphasis**

Emphasis in Science/Research in the Bachelor of Science in Agriculture in the Major in Plant and Soil Science (DC 3470; CIP 01.1101)

Emphasis in Farm Management in the Bachelor of Science in Agriculture in Agricultural Business (DC 3350; CIP 01.0102)

Emphasis in Agricultural Economics in the Bachelor of Science in Agriculture in Agricultural Business (DC 3350; CIP 01.0102)

Emphasis in Agricultural Communication in the Bachelor of Science in Agriculture in Agricultural Business (DC 3350; CIP 01.0102)

**New Emphasis**

Emphasis in Emergency Medical Technician – Basic in the Associate of Applied Science in Disaster Preparedness & Emergency Management (DC 3490; CIP 43.0302; 12 credit hours; Summer 2016)

EMS	1041	Introduction to Emergency Medical Services
EMS	1057	Basic Emergency Medical Technician
EMS	1062	Emergency Medical Technician Clinical
EMS	1072	Emergency Medical Technician Field Experience

Emphasis in Global Studies in the Bachelor of Arts in World Languages and Cultures (DC 5161; CIP 16.0101; 33 credit hours; Fall 2016)

Three (3) credit hours of international experience (study abroad, internship abroad, or equivalent experience)

Nine (9) credit hours of upper-level cultural and literature courses taught in a language other than English from the following:

FR	3413	Introduction to French Literature
FR	3613	French Civilization
FR	3623	Contemporary France
FR	4413	Survey of French Literature I
FR	4423	Survey of French Literature II
FR	4503	Special Topics
FR	480V	Independent Study in French
SPAN	3413	Introduction to Historic Literature
SPAN	3503	Advanced Spanish Seminar
SPAN	3623	Culture and Civilization: The Americas
SPAN	3633	Culture and Civilization: Spain
SPAN	4413	Survey of Peninsular Spanish Literature
SPAN	4423	Contemporary Spanish Literature
SPAN	4443	Survey of Latin American Literature
SPAN	4503	Special Topics
SPAN	480V	Independent Study in Spanish

Twenty-one (21) hours of coursework chosen from the options below. No more than nine (9) hours may have the same prefix, and no more than nine (9) may be applied to another major.

ARTH	4443	19 <sup>th</sup> Century European Art
ARTH	430V	Studies in Art History
ARTH	4533	Renaissance Art History
ARTH	4563	Baroque and Rococo Art
COMS	4253	Intercultural Communication
ECON	4353	Economic Development
ECON	4363	Global Environmental Policies
ENG	3453	World Literature
ENG	3473	Contemporary Literature
ENG	3613	Introduction to Folklore
HIST	3013	Civilizations of Africa
HIST	3123	Latin America, The Colonial Period
HIST	3133	Latin America, The National Period
HIST	3223	Renaissance and Reformation Europe
HIST	3253	Modern Europe, 1750-1870
HIST	3273	The Age of Crisis: Europe, 1870 to Present
HIST	3283	Society and Thought in Europe
HIST	3303	The Modern History of the Middle East
HIST	4113	Imperial Russia
HIST	4123	Soviet Russia
HIST	4133	History of Ancient China
HIST	4143	The Rise of Modern China
HIST	4213	History of England 55 BC to AD 1689
HIST	4223	History of Great Britain, 1688 to 1982
HIST	4273	History of Mexico
HIST	4593	Special Topics in World History
INST	4503	Special Topics
INST	4803	Independent Study

PHIL	3623	Eastern Philosophy
PSY	3613	Cultural Psychology
SOC	4223	Urban Geography
SOC	4263	Terrorism as a Social Movement
SOC	4273	Population and Demography
INST	4603	Capstone Project in Global Studies
WLAN	4010	Learning Outcome Assessment

*New course*

### **Existing Degree Offered by Distance Technology**

Master of Science in Education in Reading (DC 6910; CIP 13.1315; 36 credit hours; Fall 2016; 100% online)

Master of Science in Early Childhood Services (DC 6200; CIP 19.0708; 30 credit hours; Fall 2016; 100% online)

Emphasis in Social Media Management in the Bachelor of Science in Strategic Communications (DC 5091; CIP 09.0999; 21 credit hours; Fall 2016; 100% online)

Emphasis in Vocational-Technical Administration in the Masters of Science in Agriculture (DC 6590; CIP 01.0102; Fall 2016; 100% online)

### **Existing Minor Offered by Distance Technology**

Minor in Criminology, Sociology, or Political Science (18 credit hours; Fall 2016; 100% online)

### **Reconfiguration of Existing Degree Program**

Associate of Science in General Education (DC 3241; CIP 24.0101; 60 credit hours) reconfigured to create the En Route Associate of Science in Liberal Arts and Sciences (CIP 24.0101; 60 credit hours; Summer 2016)

### **Arkansas Tech University**

#### **Name Change of Existing Concentration**

Concentration in Information Technology in the Bachelor of Professional Studies change to Concentration in Workforce Technology in the Bachelor of Professional Studies (DC 1871; CIP 30.9999; Summer 2016)

### **Existing Degree Offered by Distance Technology**

Bachelor of Arts in History (DC 1510; CIP 54.0101; 120 credit hours; Fall 2016; 100% online)

Bachelor of Science in Business Administration in Management & Marketing (DC 2320; CIP 52.0201; 120 credit hours; Fall 2016; 100% online)

### **Arkansas Tech University – Ozark**

#### **Deleted Option**

Option in Supply Chain in the Associate of Applied Science in Business Technology (DC 0307; CIP 52.0401; Fall 2016)

**Reconfiguration of Existing Degree Program**

Reconfiguration of the Associate of Applied Science in Industrial Control Systems (DC 0581; CIP 15.0612; 60 credit hours) reconfigured to create the Associate of Applied Science in Automation Technology (CIP 15.0612; 60 credit hours; Fall 2016)

**Semester 1 – 15 credit hours**

CIS	1113	Fundamentals of Computer Operations
ICS	1163	Fundamentals of Electricity I (DC Circuits)
ICS	1173	Fundamentals of Electricity II (AC Circuits)
ICS	1123	Semiconductors I
ICS	1143	Introduction to Digital Logic

**Semester 2 – 15 credit hours**

ENGL	1013	Composition I
ICS	1103	Programming I
ICS	2213	Semiconductors II
ICS	1153	Networking I
ICS	1303	PC Maintenance I

**Semester 3 – 15 credit hours**

ICS	2133	Introduction to Industrial Automation
ICS	2143	Industrial Automation
ICS	2123	Industrial Fluid Power
ICS	1253	Networking II
TMAT	1203	Technical Mathematics II

**Semester 4 – 15 credit hours**

ENGL	1023	Composition II
ICS	2203	Computer System Components
ICS	2113	Introduction to Programmable Controllers
ICS	2123	Programmable Controllers
	XXX3	Approved Social Science Elective

**Black River Technical College****Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Science in Liberal Arts and Sciences (DC 3970; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Education (DC 2690; CIP 51.1504; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications
MATH	1023	College Algebra
ZOOL	2004	Human Anatomy & Physiology I & Lab
GSP	1004	Physical Science & Lab or other Physical Science with Lab
	XXX6	Fine Arts/Humanities
	XXX6	Social & Behavioral Science
PSY	2513	Introduction to Psychology (or)
SOC	2213	Principles of Sociology

**Health Education Core – 25 credit hours**

BIOL	2104	Microbiology & Lab
HLTH	2513	Principles of Personal Health
HLTH	2523	First Aid & Safety
NRS	2203	Basic Human Nutrition
PSY	2003	Human Growth & Development
QM	2113	Business Statistics
ZOOL	2014	Human Anatomy & Physiology II & Lab
	XXX2	General Elective

**UCA Bachelor of Science in Health Education – 60 credit hours****Major Requirements – 27 credit hours**

H ED	3300	Health Education Methods and Materials
H ED	3301	Theoretical Bases of Health Education
H ED	3320	Epidemiological Research
H ED	4300	Community Health Programs
H ED	4320	Health Promotion Interventions
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4600	Health Education Internship

**Major Electives – 9 credit hours**

Choose three courses from the following:

H ED	2320	Mental Health
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4301	Health Education in the Medical Care Setting
H ED	4302	Health Education in the Worksite
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations

**Elective – 24 credit hours**

	X12X	Upper Division General Electives
	X12X	General Electives

Associate of Science in Liberal Arts and Sciences (DC 3970; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Sciences (Health Services Administration) (DC 2715; CIP 51.9999; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications
MATH	1023	College Algebra
ZOOL	2004	Human Anatomy & Physiology I & Lab
CHEM	1004	General Chemistry I & Lab
	XXX6	Fine Arts/Humanities
	XXX6	Social & Behavioral Science
PSY	2513	Introduction to Psychology

**Health Services Administration Core – 25 credit hours**

ACCT	2003	Introduction to Financial Accounting
ACCT	2013	Introduction to Managerial Accounting
BIOL	2104	Microbiology & Lab
CHEM	1033/31	Introduction to Organic and Biochemistry & Lab
ECON	2313	Macroeconomics
QM	2113	Business Statistics
ZOOL	2014	Human Anatomy & Physiology II & Lab
	XXX1	General Elective

**UCA Bachelor of Science in Health Sciences (Health Services Administration) – 60 credit hours****Major Requirements – 42 credit hours**

BIOL	4311	Pathophysiology
BIOL	4351	General Pharmacology
ECON	2321	Principles of Microeconomics
FINA	3330	Managing Finance and Capital
H ED	4301	Health Education in the Medical Care Setting
H ED	4370	Administration of Health Programs
H SC	3123	Medical Terminology
H SC	4600	Health Sciences Internship
MGMT	3340	Managing People and Work
MIS	2343	Desktop Decision Support Technologies
MKTG	3350	Principles of Marketing
PHYS	1410	College Physics 1
PHYS	1420	College Physics 2

**Major Electives – 6 credit hours**

Choose two courses from the following:

H ED	3300	Health Education Methods and Materials
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4300	Community Health Programs
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4331	Program Planning and Evaluation
H ED	4343	Health Strategies for Multicultural Populations
H ED	4370	Administration of Health Programs
H ED	4395	Contemporary Health Concerns: Women

**Electives – 12 credit hours**

X6XX	Upper Division General Elective
X6XX	General Electives

Associate of Science in Liberal Arts and Sciences (DC 3970; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Nutrition (DC 5192; CIP 19.0501; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications

MATH	1023	College Algebra
ZOOL	2004	Human Anatomy & Physiology I & Lab
CHEM	1004	General Chemistry I & Lab
	XXX6	Fine Arts/Humanities
	XXX6	Social & Behavioral Science
PSY	2513	Introduction to Psychology

**Nutrition Core – 25 credit hours**

BIOL	2104	Microbiology & Lab
CHEM	1033/31	Introduction to Organic & Biochemistry & Lab
HEC	1003	Food Science
HEC	2203	Nutrition in the Life Cycle
NRS	2203	Basic Human Nutrition
QM	2113	Business Statistics
ZOOL	2014	Human Anatomy & Physiology II & Lab
	XXX1	General Elective

**UCA Bachelor of Science in Nutrition – 60 credit hours**

FACS	2341	Lifespan Development
FACS	3311	Resource Management
FACS	3372	Personal & Family Finance
FACS	3456	Methods in Family & Consumer Sciences Education
NUTR	2311	Meal Management
NUTR	3350	Community Nutrition
NUTR	3370	Advanced Nutrition
NUTR	3380	Food Economics
NUTR	3390	Nutrition & Metabolism
NUTR	4301	Research in Family & Consumer Sciences/Nutrition
NUTR	4315	Sports Nutrition
NUTR	4321	Nutrition Services Administration
NUTR	4325	Medical Nutrition Therapy I
NUTR	4335	Nutrition Senior Seminar
NUTR	4351	Experimental Food Science
NUTR	4374	Medical Nutrition Therapy II
NUTR	4395	Nutrition Contemporary Issues
	X8XX	General Electives

**BRTC/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 Liberal Arts Sciences at Black River Technical College (BRTC) to the Bachelor of Science in Health Education; the Bachelor of Science in Health Sciences (Health Services Administration); or the Bachelor of Science in Nutrition at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at BRTC will be admitted to the Bachelor of Science in Health Education; the Bachelor of Science in Health Sciences (Health Services Administration); or the Bachelor of Science in Nutrition 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.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at BRTC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at BRTC, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and BRTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and BRTC 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 BRTC. 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 BRTC 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

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

**New Certificate Program**

Certificate of Proficiency in Repair of Plastics, Mechanical, and Electrical Components (CIP 47.0600; 11 credit hours; Fall 2016)

COL	1603	Repair of Plastics and Adhesives
COL	1608	Repair of Mechanical & Electrical Components

**Deleted Options**

Option in Forestry in the Associate of Science in Agriculture (DC 3010; CIP 01.0101; Fall 2016)

Option in Wildlife Management in the Associate of Science in Agriculture (DC 3010; CIP 01.0101; Fall 2016)

**Program Deletions**

Certificate of Proficiency in Framing (DC 1460; CIP 46.0201; Spring 2016)

Certificate of Proficiency in Drywall (DC 2461; CIP 46.0404; Spring 2016)

Certificate of Proficiency in Cabinetmaking (DC 2480; CIP 48.0703; Spring 2016)

Certificate of Proficiency in Culinary Arts (DC 1121; CIP 12.050; Spring 2016)

Technical Certificate in Culinary Arts (DC 4580; CIP 12.0500; Spring 2016)

Associate of Science in Aviation (DC 3290; CIP 49.0101; Spring 2016)

**East Arkansas Community College**

**New Certificate Program**

Certificate of Proficiency in Commercial Driver Training (CDL) (CIP 49.0205; 9 credit hours; Fall 2016)

<i>CDL</i>	<i>1003</i>	<i>Commercial Driver Training</i>
<i>New course</i>		

**Henderson State University**

**Name Change of Existing Option**

Emphasis in Sports Management in the Bachelor of Science in Recreation (DC 3120; CIP 31.0301; Fall 2016) changed to Emphasis in Sport Management in the Bachelor of Science in Recreation

**New Certificate Program**

Certificate of Proficiency in Creative Writing (CIP 23.0101; 12 credit hours; Fall 2016)

ENG	2503	Introduction to Creative Writing
ENG	3XX3	<i>Form and Theory: Poetry (or)</i>
ENG	3XX3	<i>Form and Theory: Fiction</i>

ENG 4983 Advanced Creative Writing

Choose one course from the following:

MMC 3493 Preproduction  
 THA 2413 Playwriting  
 MMC 4293 Creative Nonfiction  
 MMC 4223 Magazine and Feature Writing  
 XXX3 Any 4000 level literature course offered by the Department of English,  
 Foreign Languages, Philosophy

*New courses*

Certificate of Proficiency in Criminal Justice (CIP 43.0104; 12 credit hours; Fall 2016)

CRJ 2013 Introduction to the Criminal Justice System  
 CRJ 3513 Due Process and Criminal Procedure  
 CRJ 4023 Criminal Law and Criminal Offenses

Choose three credit hours from the following:

CRJ 2033 Introduction to Criminology  
 CRJ 2023 Criminal Evidence  
 CRJ 2043 Survey of Corrections  
 CRJ 2053 Police-Community Relations

Certificate of Proficiency in Museum Studies (CIP 54.0105; 12 credit hours; Fall 2016)

**Required Courses – 6 credit hours**

GEN 2XX3 *Introduction to Museum Studies*  
 GEN 4XX3 *Museum Exhibit Production*

**Elective Courses – 6 credit hours**

Art Courses

ART 3143 History of Art to the Renaissance  
 ART 4253 History of Art  
 ART 4703 History of Western Art – Renaissance to Present  
 ART 1793 Digital Skills for Artists  
 ART 3613 The Digital Image  
 ART 4343 Art Apprenticeship  
 ART 4783 History of Photography

Anthropology Courses

ANT 2013 Introduction to Cultural Anthropology  
 ANT 2023 Introduction to Physical Anthropology and Archeology  
 ANT 3043 North American Indians  
 ANT 3096 Archeological Field School

History Courses

HIS 3033 Colonial America  
 HIS 3073 Early National United States  
 HIS 3083 Civil War and Reconstruction  
 HIS 3133 Emergence of Modern America  
 HIS 3153 U.S. 1900 to 1945  
 HIS 3163 Recent America  
 HIS 3503 History Internship  
 HIS 4093 Vietnam and the United States

HIS	4213	The American West
HIS	4263	Arkansas and the Southwest
HIS	4293	The Old South
HIS	4333	American Women's History
HIS	4363	Special Topics in American History
<i>HIS</i>	<i>3XX3</i>	<i>Introduction to Public History</i>

Family/Consumer Science Courses

FCS	3353	Historic Costume through the 19 <sup>th</sup> Century
FCS	3483	History of Costumer: 19 <sup>th</sup> Century to Present

Mass Media and Communication Courses

MMC	4113	Advertising Principles and Practices
MMC	4193	Public Relations Techniques

Physical Science Courses

PHS	1053	Earth Systems and the Environment
PHS	1073	Meteorology
PHS	1133	Introduction to Physical Geology

*New courses*

**New Option/Emphasis/Concentration/Minor**

Minor in Museum Studies (CIP 54.0105; 18 credit hours; Fall 2016)

**Required Courses – 6 credit hours**

<i>GEN</i>	<i>2XX3</i>	<i>Introduction to Museum Studies</i>
<i>GEN</i>	<i>4XX3</i>	<i>Museum Exhibit Production</i>

**Elective Courses – 12 credit hours (no more than 6 credit hours from a single discipline)**

Art Courses

ART	3143	History of Art to the Renaissance
ART	4253	History of Art
ART	4703	History of Western Art – Renaissance to Present
ART	1793	Digital Skills for Artists
ART	3613	The Digital Image
ART	4343	Art Apprenticeship
ART	4783	History of Photography

Anthropology Courses

ANT	2013	Introduction to Cultural Anthropology
ANT	2023	Introduction to Physical Anthropology and Archeology
ANT	3043	North American Indians
ANT	3096	Archeological Field School

History Courses

HIS	3033	Colonial America
HIS	3073	Early National United States
HIS	3083	Civil War and Reconstruction
HIS	3133	Emergence of Modern America
HIS	3153	U.S. 1900 to 1945
HIS	3163	Recent America
HIS	3503	History Internship
HIS	4093	Vietnam and the United States
HIS	4213	The American West
HIS	4263	Arkansas and the Southwest

HIS	4293	The Old South
HIS	4333	American Women's History
HIS	4363	Special Topics in American History
<i>HIS</i>	<i>3XX3</i>	<i>Introduction to Public History</i>

Other Courses

FCS	3353	Historic Costume through the 19 <sup>th</sup> Century
FCS	3483	History of Costumer: 19 <sup>th</sup> Century to Present
LIB	3003	Library Research Methods
MMC	4113	Advertising Principles and Practices
MMC	4193	Public Relations Techniques
PHS	1053	Earth Systems and the Environment
PHS	1073	Meteorology
PHS	1133	Introduction to Physical Geology
REC	3143	Travel and Tourism
THA	2573	Principles of Stagecraft

**Reconfiguration of Existing Degree Program**

Bachelor of Science in Education in Physical Education, Wellness & Leisure K-12 (DC 3940; CIP 13.1314) and the Bachelor of Science in Athletic Training (DC 2205; CIP 51.0913) reconfigured to create the Bachelor of Science in Health and Human Performance (CIP 51.2299; 120 credit hours; Fall 2016)

Freshman Year Fall - 17 credit hours

ENG	1463	English A
BIO	1013/21	Introduction to Biology & Lab
MTH	1243	College Algebra
GEN	1031	Henderson Seminar
HPE	1350	Orientation to Physical Education
HPE	2083	Health & Physical Education Principles
	XXX3	Social Sciences

Freshman Year – Spring – 16 credit hours

ENG	1473	English B
CHM	1034	General Chemistry/Lab
HPE	2663	Motor Development & Skills Acquisition
	XXX3	Fine Arts/Humanities
	XXX3	Social Sciences

Sophomore Year – Fall – 16 credit hours

	XXX3	Humanities
COM	2013	Oral Communications
	XXX3	Social Sciences
HPE	2203	Essentials of Human Anatomy & Physiology I
HPE	2003	Teaching Team Sports
HPE	2021	Teaching Contemporary & Modern Dance

Sophomore Year – Spring – 15 credit hours

ATP	2043	Prevention & Treatment of Athletic Injuries
ATP	2243	Athletic Injury Management
HPE	3033	Psychology Ethics of Coaching Theory
HPE	2213	Essentials of Human Anatomy & Physiology II
HPE	2013	Teaching Individual Sport

Junior Year – Fall – 16 credit hours

HPE	3224	Kinesiology
HPE	4183	Methods of Teaching Healthy Dec I
HPE	4042	Coaching Team Sports
ATP	3063	Assessment of Upper Extremities
ATP	3161	Assessment of Upper Extremities Lab
FCS	3382	Sports Nutrition

Junior Year – Spring – 16 credit hours

HPE	4193	Methods of Teaching Healthy Dec 2
	XXX3	Non-Western Culture
HPE	4234	Exercise Physiology for Health & Physical Education
HPE	4052	Coaching Individual Sport
ATP	3073	Assessment of Lower Extremities
ATP	3171	Assessment of Lower Extremities Lab

Senior Year – Fall – 12 credit hours

HPE	3293	Measurement & Evaluation for Physical Education
HPE	4113	Practice of Teaching School Health Education
HPE	4072	Adapted Physical Education
ATP	3083	Therapeutic Modalities
ATP	3181	Therapeutic Modalities Lab

Senior Year – Spring – 12 credit hours

ATP	4093	Rehab/Therapy Exercise
ATP	4191	Rehab/Therapy Exercise Lab
	XXX3	ENG or MMC Writing Requirement
HPE	XXX2	Strength, Conditioning, or Exercise
PYS	2263	Developmental Psychology

Bachelor of Science in Radiography (DC 5790; CIP 51.0911) reconfigured to create the Associate of Science in Radiography (CIP 51.0911; 60 credit hours; Fall 2016) to Baptist Health College, Little Rock – School of Radiography.

Freshman (Fall Semester) – 14 credit hours

ENG	1463	English A
MTH	1243	College Algebra
HIS	1013	World Civilization to 1660 (or)
HIS	1023	World Civilization since 1660
BIOL	1013/21	Introduction to Biology/Lab
HPR	1011	Life Fit (or)
PE	XXX1	Physical Education

Freshman (Spring Semester) – 15 credit hours

ENG	1473	English B
PSY	1013	General Psychology
COM	2013	Oral Communication
CSC	2003	Introduction to Computers
	XXX3	Fine Art/Humanities Core Elective

Sophomore (Fall Semester) – 15 credit hours

BIO	2174	Anatomy & Physiology I
ENG	XXX3	World Literature I/II or Masters of Western Literature/Honors
	XXX4	Biology or Chemistry with Lab
PHY	2034	General Physics I with Lab

Sophomore (Spring Semester) – 16 credit hours

BIO	2184	Anatomy & Physiology II
ENG	XXX3	World Literature I/II or Masters of Western Literature/Honors
ENG	3313	University Writing
PHI	3113	Ethics
	XXX3	U.S. History to 1865 or U.S. History Since 1865 or American National Government

**Baptist Health College Little Rock-School of Radiography – 60 credit hours**Junior Year (Summer II Term) – 6 credit hours

RADG	3001	Introduction to Radiography
RADG	3104	Clinical Education I
RADG	3301	Image Analysis I

Junior Year (Fall Term) – 15 credit hour

SP	0001	Spiritual Perspectives in Healthcare
RADG	3101	Medical Terminology
RADG	3002	Image Processing
RADG	3102	Radiographic Procedures I (Contrast Media)
RADG	3201	Medical Ethics and Law
RADG	3003	Radiographic Procedures II
RADG	3204	Clinical Education II
RADG	3401	Radiation Production & Characteristics I

Junior Year (Spring Term) – 17 credit hours

RADG	3103	Patient Care in the Radiological Sciences
RADG	3303	Radiographic Procedures III (Routine/Pediatrics)
RADG	3004	Clinical Education III
RADG	3501	Image Analysis II
RADG	2402	Radiation Production & Characteristics II
RADG	3302	Digital/Film Image Acquisition & Display I
RADG	3601	Radiographic Procedures IV (Special Procedures)
RADG	3701	Imaging Equipment (CT, Ultrasound, Nuclear Medicine, MRI)

Senior Year (Summer II Term) – 10 credit hours

RADG	3410	Clinical Education IV
------	------	-----------------------

Senior Year (Fall Term) – 14 credit hours

RADG	4003	Digital/Film Image Acquisition & Display II
RADG	4102	Radiographic Pathology
RADG	4401	Introduction to Quality Assurance
RADG	3801	Image Analysis III
RADG	4103	Radiographic Procedures V

RADG 4504 Clinical Education V

Senior Year (Spring Term) – 16 credit hours

RADG 4201 Image Analysis IV  
 RADG 4002 Principles of Radiation Protection  
 RADG 4001 Principles of Radiation Biology  
 RADG 4609 Clinical Education VI  
 RADG 4203 Senior Seminars (Review)

**NOTE: HSU/Baptist Health College Little Rock Transfer Agreement on file**

**National Park College**

**Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Arts in General Education (DC 0050; CIP 24.0102) reconfigured to create the Associate of Science in Business Information Systems (CIP 52.1301; 65 credit hours; Fall 2016) to the Bachelor of Business Administration in Business Information Systems (DC 1940; CIP 52.1301; 120 credit hours; Fall 2016)

**General Education – 35 credit hours**

ENG 1113 English Composition I  
 ENG 1123 English Composition II  
 SPCH 1103 Fundamentals of Public Speaking  
 MATH 1123 College Algebra  
 BIOL 1114 General Biology  
 PHYS 1114 Physical Science  
 XXX6 Fine Arts/Humanities  
 XXX9 Social Sciences

**Business Core – 18 credit hours**

MATH 2213 Business Calculus  
 ACT 1103 Principles of Accounting I  
 ACT 1113 Principles of Accounting II  
 BUS 2203 Business Law I  
 ECON 2203 Principles of Macroeconomics  
 ECON 2213 Principles of Microeconomics

**Computer Information Systems Core – 12 credit hours**

CIS 1033 Programming 1  
 CIS 1043 Programming 2  
 CIS 1243 PC Hardware Maintenance 1  
 CIS 1233 Windows Operating Systems

**UALR Bachelor of Business Administration in Business Information Systems – 55 credit hours**

**Professional Business Courses – 31 credit hours**

BSAD 2010 Career Catalyst (or)  
 BSAD 4010 Career Catalyst  
 BSAD 3100 Business Professionalism  
 BINS 3305 Management Information Systems  
 BINS 3352 Data Analysis and Visualization  
 BINS 3380 Business Communication  
 ECON 2310 Business Statistics  
 ECON 3355 Quantitative Business Analysis



FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

### **Business Information Systems Requirements – 24 credit hours**

BINS	3307	Systems Development Methodologies
BINS	4310	Network Technologies
BINS	4314	Advanced Programming
BINS	4331	Management of Information Resources
BINS	4350	Business Database Management Systems
BINS	4351	Data Analysis and Reporting
BINS	4355	Information Systems Development Project
	X3XX	Business Information Elective

### **NPC/UALR Transfer Agreement**

#### Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Business Information Systems at National Park College (NPC) to the Bachelor of Business Administration in Business Information Systems at the University of Arkansas at Little Rock (UALR).

#### Agreement

It is agreed that any student who has earned the Associate of Science in Business Information Systems at NPC will be admitted to the Bachelor of Business Administration in Business Information Systems at UALR with full junior classification, subject to the provisions listed below.

#### Admission Requirements

- The student must complete the requirements necessary for general admission to UALR and the College of Business.
- The student will have earned the Associate of Science in Business Information Systems at NPC, with at least a 2.0 cumulative grade point average, on or after the effective date of this Agreement.

#### Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Business Information Systems degree plan at NPC, as stipulated, before entering UALR, 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 UALR.
- UALR will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UALR.

Implementation and Review

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

Miscellaneous

- This Agreement is effective upon executing 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 UALR, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

Associate of Science in Engineering (DC 3240; CIP 14.0101; 61 credit hours; Fall 2016) to the Bachelor of Science in Mechanical Engineering (DC 4230; CIP 14.1901; 125 credit hours; Fall 2016) at the University of Arkansas, Fayetteville

**General Education – 37 credit hours**

ENG	1113	English Composition I
ENG	1123	English Composition II
MATH	2214	Calculus I
CHEM	1204	General Chemistry I
CHEM	2204	General Chemistry II
PHYS	2114	University Physics I
ECON	2203	Macroeconomics
	XXX6	Fine Arts
	XXX6	Social Sciences

**Engineering Directed Electives – 24 credit hours**

EGR	1122	Introduction to Engineering
EGR	2123	Statistics
EGR	2213	Dynamics
MATH	2224	Calculus II
MATH	2254	Calculus III
MATH	2284	Differential Equations
PHYS	2124	University Physics II

**UAF Bachelor of Science in Mechanical Engineering – 64 credit hours**

Humanities – 3 credit hours

PHIL 3103 Ethics and the Profession

Electrical Engineering Courses – 6 credit hours

ELEG 3903 Electric Circuits and Machines

ELEG 3933 Circuits and Electronics

Mechanical Engineering Courses – 55 credit hours

MEEG 2103 Introduction to Machine Analysis

MEEG 2303 Engineering Materials

MEEG 2403 Thermodynamics

MEEG 2703 Computer Methods in Mechanical Engineering

MEEG 3013 Mechanics of Materials

MEEG 3113 Machine Dynamics and Controls

MEEG 3202L Mechanical Engineering Laboratory I

MEEG 3212L Mechanical Engineering Laboratory II

MEEG 3503 Mechanics of Fluids

MEEG 4104 Machine Element Design I

MEEG 4131 Creative Project Design I

MEEG 4132 Professional Engineering Practices

MEEG 4133 Creative Project Design II

MEEG 4202L Mechanical Engineering Laboratory II

MEEG 4413 Heat Transfer

MEEG 4483 Thermal Systems Analysis and Design

XX12 Upper Level Technical/Science Electives

**NPC/UAF Transfer Agreement**

A National Park College (NPC) student who holds an Associate of Science in Engineering (ASE) and has completed the courses required with at least a 2.0 cumulative grade point average will be accepted for transfer into the University of Arkansas, Fayetteville's (UAF) Bachelor of Science in Mechanical Engineering (BSME) program, subject to the following conditions:

1. The UAF operates under a selective admissions policy. Transferring students are subject to all procedures relative to this policy. These procedures are available on the UAF Admissions website.
2. All courses in the ASE completed with a grade of "C" or higher and required for the above-listed degree will be applied to that bachelor's degree.
3. NPC will make every effort to inform students of the transferability of the ASE degree to UAF. Statements about this cooperation agreement will also appear in the NPC catalog and on the NPC website.
4. Both institutions will notify the corresponding institution in a timely manner of substantial changes in their curricula.
5. The UAF College of Engineering will provide National Park College with current copies of catalogs/curricular requirements as they are available.
6. Information regarding transfer scholarships will be made available to students while attending National Park College.
7. This Agreement is governed by the laws of the State of Arkansas and is subject to applicable policies of the respective institutions.

**Inactive Program**

Technical Certificate in Phlebotomy (DC 4788; CIP 51.1009; Spring 2016)

**North Arkansas College**

**Reconfiguration of Existing Degree Program**

Associate of Arts in General Education (DC 0050; CIP 24.0101; 60 credit hours) reconfigured to create the Associate of Science in Education (CIP 13.0101; 60 credit hours; Fall 2016)

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
SPCH	2303	Public Speaking
MAT	1223	College Algebra
BIOL	1014	General Biology (and)
PHSC	1004	Fundamentals of Physical Science (or)
	1044	Introduction to Astronomy
	XXX6	Fine Arts/Humanities
PLSC	2003	American National Government
HIST	1113	World Civilization I
HIST	2233	Arkansas History

**Education Core – 25 credit hours**

EDUC	2213	Educational Technology
EDUC	1213	Education Profession
MAT	1243	Quantitative Literacy
MAT	2003	Number Systems for Elementary Teachers I
MAT	2013	Number Systems for Elementary Teachers II
MAT	2133	Introduction to Statistics
HIST	2233	History of Arkansas
GEOL	1014	General Geology

**Associate Degree for Transfer and Bachelor’s Degree Completion**

Associate of Science in Education (CIP 13.0101; 60 credit hours; Fall 2016) to Bachelor of Science in Elementary Education (DC 3771; CIP 13.1202; 120 credit hours; Fall 2016) at Arkansas Tech University

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
MAT	1223	College Algebra
SPCH	2303	Public Speaking
BIOL	1004	General Biology
PHSC	1004	Fundamentals of Physical Science
HIST	1113	World Civilizations I
HIST	2003	U. S. History I (or)
HIST	2013	U. S. History II
ART	1003	Art Appreciation
MUS	1003	Music Appreciation
PLSC	2003	American National Government

**Teacher Education Core – 25 credit hours**

EDUC	2213	Educational Technology
EDUC	1213	Education Profession
MAT	1243	Quantitative Literacy
MAT	2003	Number Systems for Elementary Teachers I
MAT	2013	Number Systems for Elementary Teachers II
MAT	2133	Introduction to Statistics
HIST	2233	History of Arkansas
GEOL	1014	General Geology

**ATU Bachelor of Science in Elementary Education – 60 credit hours**

SPED	3023	Development & Characteristics of Diverse Learners
ELED	3113	Human Development and Learning Theories
RDNG	3003	Teaching Literacy Foundations
SPED	3033	Foundations of Special Education
ELED	3123	Diagnosis and Assessment of Elementary Students
BIOL/		
PHSC	3243	Integrating the Three-Dimensions of Science
RDNG	3163	Integrated Language Arts
SPED	3153	Planning, Instruction, and Assessment for Students with Disabilities
ELED	3143	Teaching Methods K-6 Social Studies
PE	3593	Methods of Teaching Health and Physical Education for K-6 Teachers
BIOL/		
PHSC	3253	Teaching Methods for STEM
RDNG	4003	Literacy Assessment and Intervention
RDNG	4013	Child and Adolescent Literature
ELED	4033	Classroom and Behavior Management
ELED	3133	Integrated Curriculum
RDNG	4023	Disciplinary Reading and Writing
ELED	4912	Internship in Elementary Education

**NAC/ATU Transfer Agreement**

Ownership

Arkansas Tech University (ATU) shall have total ownership of the Elementary Education (Program). Administration, management, and operation of the Program shall be the responsibility of ATU.

Application and Admission

1. Students will apply to the Program through ATU, which has exclusive responsibility for admission to the Program. Students must meet all criteria required for all undergraduate applicants.
2. ATU reserves the right to refuse admission to any student as permitted by university policy or by law.

Transfer

1. Satisfactory completion of an Associate of Science (AS) in Education from Northark designed for transfer (including the minimum 35-hour state general education core) will be accepted as satisfying the ATU general education or core requirements. A student who holds an AS in Education degree with at least a 2.0 cumulative GPA may be accepted for transfer, subject to the following conditions:

- a. Remedial grades will not be computed in the cumulative grade point average for purposes of admission to ATU.
  - b. All courses taken to satisfy the AS in Education degree at Northark must have a grade of "C" or higher in courses required for State II (Professional Education Admission) in order for the credits to transfer to ATU for articulation to transfer into the Program.
  - c. Northark will make every effort to inform students of the transferability of the AS in Education degree to ATU. Statement about this partnership agreement will also appear in the Northark catalog and on the Northark website.
  - d. Successful application and admission to ATU.
  - e. Full payment of tuition and/or fees.
2. Both institutions will notify the corresponding institution in a timely manner of any substantial change in either institution's curriculum that might affect this agreement.
  3. Both institutions will provide each other with current copies of catalogs/curriculum requirements, as they are made available.
  4. Information regarding transfer scholarships will be made available to students while attending Northark.
  5. Once the student is admitted to ATU, the parties agree that the student's conduct will be regulated by the ATU Student Handbook.

#### Term and Termination

The initial terms of this Agreement shall begin July 1, 2016, and end June 30, 2017.

Thereafter, this Agreement will be automatically renewed for successive periods of one year each unless written notice of non-renewal is provided by one party to the other prior to each April 1. In order to protect the interest of ATU/Northark students, this Agreement may not be terminated prior to the end of a school year by any party. In the event of the termination of the Program, at the end of the school year, any particular class of students enrolled in the Program at the time of termination will be guaranteed the option to complete the Program and provisions will be made for the completion of the Program in the event that the Agreement is terminated during that particular class's program of study.

Termination of this Agreement for reasons other than non-renewal set forth above may occur as follows:

1. By written mutual agreement of the parties hereto;
2. Destruction or damage to ATU or Northark buildings or their content by fire, explosion, terrorism, or natural disaster;
3. The occurrence of any contingency or happenings or any other event or series of events or contingencies resulting in ATU or Northark being deprived of sufficient funds to enable it to operate successfully;
4. This Agreement is effective only under the condition that both institutions maintain current accreditation by a regional accrediting institution as recognized by the U. S. Department of Education. In the event that an institution loses its accreditation, this Agreement will terminate immediately; or
5. Changes in applicable law.

#### **Reconfiguration of Existing Degree Program**

Associate of Arts in General Education (DC 0050; CIP 24.0101; 60 credit hours: reconfigured to create the Associate of Science in Liberal Arts & Sciences (DC 24.0102; 60 credit hours; Fall 2016)

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
SPCH	2303	Public Speaking
MAT	1223	College Algebra or higher
BIOL	2214	Anatomy & Physiology I
CHEM	1214	Fundamentals of Chemistry
	XXX3	U.S. History/Government
	XXX3	Fine Arts/Humanities
	XXX6	Social & Behavioral Science

**Transfer Core – 25 credit hours****Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Education (DC 2690; CIP 51.1504; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
SPCH	2303	Public Speaking
MAT	1223	College Algebra or higher
BIOL	2214	Anatomy & Physiology I
CHEM	1214	Fundamentals of Chemistry
	XXX3	U.S. History/Government
	XXX3	Fine Arts/Humanities
	XXX6	Social & Behavioral Science

**Health Education Core – 25 credit hours**

HPER	1003	Personal Health and Safety
HPER	1013	First Aid
BIOL	2014	Microbiology
BIOL	2224	Anatomy and Physiology II
MAT	2133	Introduction to Statistics
	XXX8	General Elective

**UCA Bachelor of Science in Health Education – 60 credit hours****Major Requirements – 27 credit hours**

H ED	3300	Health Education Methods and Materials
H ED	3301	Theoretical Bases of Health Education
H ED	3320	Epidemiological Research
H ED	4300	Community Health Programs
H ED	4320	Health Promotion Interventions
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4600	Health Education Internship

**Major Elective – 9 credit hours**

Choose three courses from the following:

H ED	2320	Mental Health
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4301	Health Education in the Medical Care Setting
H ED	4302	Health Education in the Worksite
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations

**Electives – 24 credit hours**

X12X	Upper Division General Electives
X12X	General Electives

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Sciences (DC 2715; CIP 51.9999; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
SPCH	2303	Public Speaking
MAT	1223	College Algebra or higher
BIOL	2214	Anatomy & Physiology I
CHEM	1214	Fundamentals of Chemistry
	XXX3	U.S. History/Government
	XXX3	Fine Arts/Humanities
	XXX3	Social Sciences
PSYC	2003	General Psychology

**Health Sciences Core – 25 credit hours**

BA	2003	Accounting Principles I
BA	2013	Accounting Principles II
BIOL	2014	Microbiology
BIOL	2224	Anatomy and Physiology II
CIS	1333	Spreadsheet I
ECON	2313	Principles of Macroeconomics
ECON	2323	Principles of Microeconomics
	XXX2	General Elective

**UCA Bachelor of Science in Health Sciences – 60 credit hours**

BIOL	4311	Pathophysiology
BIOL	4351	General Pharmacology
CHEM	2450	Introduction to Organic and Biochemistry
FINA	3330	Managing Finance and Capital
H ED	4301	Health Education in the Medical Care Setting
H ED	4370	Administration of Health Programs
H SC	3123	Medical Terminology
H SC	4600	Health Sciences Internship



MGMT	3340	Managing People and Work
MKTG	3350	Principles of Marketing
PHYS	1410	College Physics I
PHYS	1420	College Physics 2

Choose one course from the following:

MATH	2311	Statistical Methods I
PHYS	2330	Psychological Statistics
SOC	2321	Social Statistics
QMTH	2330	Business Statistics

**Electives – 17 credit hours**

X6XX	Health Education Major Upper Division Electives
X6XX	Upper Division Electives
X5XX	General Electives

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Addiction Studies (Treatment) (DC5005; CIP 51.1501; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1013	English Composition I
ENGL	1023	English Composition II
ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
SPCH	2303	Public Speaking
MAT	1223	College Algebra (or)
MAT	1243	Quantitative Literacy
BIOL	2214	Anatomy & Physiology I
CHEM	1214	Fundamentals of Chemistry
	XXX3	U.S. History/Government
	XXX3	Fine Arts/Humanities
	XXX3	Social Sciences
PSYC	2003	General Psychology

**Addiction Studies Core – 25 credit hours**

BIOL	2014	Microbiology
BIOL	2224	Anatomy & Physiology II
MAT	2133	Introduction to Statistics
PSYC	2103	Human Growth and Development
	X11X	General Electives

**UCA Bachelor of Science in Addiction Studies (Treatment) – 60 credit hours**

H ED	2201	First Aid
H ED	2320	Mental Health
H ED	3315	Theory and Practice of Prevention
H ED	4312	Drug Education
H SC	2310	Addiction Counseling Theory and Practice
H SC	2320	Addiction Assessment, Intervention, and Treatment Planning
H SC	2330	Etiology and Epidemiology of Addiction
H SC	3310	Group Counseling Skills
H SC	3320	Legal and Ethical Issues in Addictions
H SC	3330	Family Systems and Addiction

H SC	4610	Practicum in Substance Abuse
PYSC	3330	Research Methods
PYSC	4300	Theories of Personality
PYSC	4320	Abnormal Psychology

**Electives – 16 credit hours**

X12X	Upper Division General Electives
X4XX	General Electives

**NAC/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 Liberal Arts Sciences at North Arkansas College (NAC) to the Bachelor of Science in Health Education; the Bachelor of Science in Health Sciences (Health Services Administration); or the Bachelor of Science in Addition Studies (Treatment) at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NAC will be admitted to the Bachelor of Science in Health Education; the Bachelor of Science in Health Sciences (Health Services Administration); or the Bachelor of Science in Addition Studies (Treatment) 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.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NAC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at NAC, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and NAC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.

- UCA and NAC 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 NAC. 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 NAC 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**Northwest Arkansas Community College**

**Name Change of Existing Organizational Unit**

Corporate & Continuing Education (Department Code 0165) changed to Workforce and Economic Development (Spring 2016)

**Associate Degree for Transfer and Bachelor’s Degree Completion**

Associate of Science in Liberal Arts and Sciences (DC 5005; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Addiction Studies (Treatment) (DC 5005; CIP 51.1501; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1013	Composition I
ENGL	1023	Composition II
COMM	1303	Public Speaking
MATH	1204	College Algebra (or)
MATH	1313	Quantitative Literacy
BIOL	2214	Anatomy and Physiology I
PHSC	2004	Introduction to Physical Science or other Physical Science with lab
	XXX6	Fine Arts/Humanities
	XXX3	U. S. History/Government
	XXX6	Social Sciences

**Addiction Studies Core – 25 credit hours**

BIOL	2224	Anatomy and Physiology II
BUTR	1003	Data Analysis and Interpretation
MBIO	2014	General Microbiology
PSYC	2003	General Psychology

PSYC 2103 Human Growth and Development  
 XXX8 General Electives

**UCA Bachelor of Science in Addition Studies (Treatment) – 60 credit hours**

H ED 2201 First Aid  
 H ED 2320 Mental Health  
 H ED 3315 Theory and Practice of Prevention  
 H ED 4312 Drug Education  
 H SC 2310 Addiction Counseling Theory and Practice  
 H SC 2320 Addiction Assessment, Intervention, and Treatment Planning  
 H SC 2330 Etiology and Epidemiology of Addiction  
 H SC 3310 Group Counseling Skills  
 H SC 3320 Legal and Ethical Issues in Addictions  
 H SC 3330 Family Systems and Addiction  
 H SC 4610 Practicum in Substance Abuse  
 PYSC 3330 Research Methods  
 PYSC 4300 Theories of Personality  
 PYSC 4320 Abnormal Psychology  
 X12X Upper Division General Electives  
 X4XX General Electives

**NWACC/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 Liberal Arts Sciences at NorthWest Arkansas Community College (NWACC) to the Bachelor of Science in Health Education; the Bachelor of Science in Addition Studies (Treatment) at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NWACC will be admitted to the Bachelor of Science in Addition Studies (Treatment) 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.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NWACC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at NWACC, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and NWACC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and NWACC 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 NWACC. 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 NWACC 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**Revision of Existing Degree Program**

Option in Accounting Technology in the Associate of Applied Science in Business Management (DC 0300; CIP 52.0201; 60 credit hours; Fall 2016)

Revised course

ACCT 2043 Computerized Accounting with Payroll

Deleted course

ACCT 2073 Payroll and Business Tax Accounting

New course

ACCT 2203 *Accounting Practicum*

Technical Certificate in Health Information Management (DC 3660; CIP 51.0707; 32 credit hours; Fall 2016)

Deleted course

HIM 1143 Introduction to Coding

New course

HIM 2433 *Healthcare Information Systems*

Associate of Applied Science in Health Information Management (DC 3670; CIP 51.0707; 60-61 credit hours; Fall 2016)

Deleted course

HIM 1143 Introduction to Coding

New course

*HIM 2433 Healthcare Information Systems*

*New courses*

**Phillips Community College of the University of Arkansas**

**New Certificate Program**

Certificate of Proficiency in CDL\Truck Driving (CIP 49.0205; 17 credit hours; Fall 2016)

XX4 Professional Truck Driving I  
 XX3 Professional Truck Driving II  
 XX2 Truck Maintenance & Road Safety  
 XX2 Road Regulations & Rules  
 XX6 Road Internship

*New courses*

**Pulaski Technical College**

**New Certificate Programs**

Certificate of Proficiency in Drafting and Design (CIP 15.1301; 21 credit hours; Fall 2016)

MTH 1203 Tech Math II  
 CIS 1103 Computer Concepts  
 DFT 1205 Introduction to Computer Aided Drafting  
 DFT 2205 Drawing and Specifications  
 DTF 1705 Basic BIM/REVIT (CAD) Drafting

*New course*

Certificate of Proficiency in Power Equipment (CIP 47.0606; 12 credit hours; Fall 2016)

POW 1404 Lawn and Garden Equipment Fundamentals  
 PW 1502 Drive Trains for Lawn and Garden Equipment  
 POW 1606 Chain Saw Drives

Certificate of Proficiency in Power Sports

POW 1604 Power Sport Pro-Maintenance & Repair  
 POW 1704 Power Sport Pro-Frames & Suspension  
 POW 1804 Power Sport Pro-Performance & Drive Trains

Certificate of Proficiency in Private Pilot (CIP 36.0119; 15 credit hours; Fall 2016)

AVN 1101 Introduction to Aeronautics Lab  
 AVN 1103 Fundamentals of Aeronautics I  
 AVN 1203 Fundamentals of Aeronautics II  
 AVN 1201 Private Pilot Certification  
 AVN 1301 Private Pilot Lab  
 AVN 2103 Aviation Weather  
 AVN 2203 Aviation Safety

**Technical Certificate in Private Pilot (CIP 36.0119; 24 credit hours; Fall 2016)**

ENGL	1311	English Composition I
SPCH	1300	Speech Communication
MATH	1302	College Algebra
AVN	1101	Introduction to Aeronautics Lab
AVN	1103	Fundamentals of Aeronautics I
AVN	1203	Fundamentals of Aeronautics II
AVN	1201	Private Pilot Certification
AVN	1301	Private Pilot Lab
AVN	2103	Aviation Weather
AVN	2203	Aviation Safety

**Inactive Option**

Option in Anesthesia Technology in the Associate of Applied Science in Allied Health (DC 3106; CIP 51.0000; Spring 2016)

**Program Deletions**

Technical Certification in Avionics Technology (DC 4515; CIP 47.0609; Fall 2016)

Certificate of Proficiency in Crime Scene Investigation (DC 0384; CIP 43.0106; Fall 2016)

Technical Certificate in Crime Scene Investigation (DC 0386; CIP 43.0106; Fall 2016)

Associate of Applied Science in Crime Scene Investigation (DC 0387; CIP 43.0106; Fall 2016)

Certificate of Proficiency in Law Enforcement Administration (DC 0388; CIP 43.0103; Fall 2016)

Technical Certificate in Law Enforcement Administration (DC 0389; CIP 43.0103; Fall 2016)

Associate of Applied Science in Law Enforcement Administration (DC 0391; CIP 43.0103; Fall 2016)

**Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Education (DC 2690; CIP 51.1504; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science or other Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X9XX	History/Government/Social Science

**Health Education Core – 25 credit hours**

BIOL	1402	Human Anatomy & Physiology I
BIOL	1403	Human Anatomy & Physiology II
BIOL	2401	Microbiology
HLSC	1300	Concepts of Lifetime Health and Wellness
MATH	2320	Introduction to Statistics and Probability
	X7XX	General Electives

**UCA Bachelor of Science in Health Education – 60 credit hours****Major Requirements – 29 credit hours**

H ED	2201	First Aid
H ED	3300	Health Education Methods and Materials
H ED	3301	Theoretical Bases of Health Education
H ED	3320	Epidemiological Research
H ED	4300	Community Health Programs
H ED	4320	Health Promotion Interventions
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4600	Health Education Internship

**Major Elective – 9 credit hours**

Choose three courses from the following:

H ED	2320	Mental Health
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4301	Health Education in the Medical Care Setting
H ED	4302	Health Education in the Worksite
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations

**Electives – 22 credit hours**

	X12X	Upper Division General Electives
	X10X	General Electives

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Sciences (Health Services Administration) (DC 2715; CIP 51.9999; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
CHEM	1403	Fundamental Chemistry I
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science



**Health Services Administration Core – 25 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BIOL	1402	Human Anatomy & Physiology I
BIOL	1403	Human Anatomy & Physiology II
HLSC	1300	Concepts of Lifetime Health and Wellness
MATH	2320	Introduction to Statistics and Probability
CHEM	1404	Fundamental Chemistry II
	X1XX	General Elective

**UCA Bachelor of Science in Health Sciences – 60 credit hours**

BIOL	4311	Pathophysiology
BIOL	4351	General Pharmacology
ECON	2320	Principles of Macroeconomics
ECON	2321	Principles of Microeconomics
FINA	3330	Managing Finance and Capital
H ED	4301	Health Education in the Medical Care Setting
H ED	4370	Administration of Health Programs
H SC	3123	Medical Terminology
H SC	4600	Health Sciences Internship
MGMT	3340	Managing People and Work
MIS	2343	Desktop Decision Support Technologies
MKTG	3350	Principles of Marketing
PHYS	1410	College Physics I
PHYS	1420	College Physics 2
	X6XX	Health Education Major Upper Division Electives
	X6XX	Upper Division Electives
	X3XX	General Elective

**PTC/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 Liberal Arts Sciences at Pulaski Technical College (PTC) to the Bachelor of Science in Health Education; or the Bachelor of Science in Health Sciences (Health Services Administration) at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at PTC will be admitted to the Bachelor of Science in Health Education; or the Bachelor of Science in Health Sciences (Health Services Administration 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.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at PTC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.

- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at PTC, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and PTC 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 PTC. 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 PTC 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

Associate of Science in Business (DC 0308; CIP 52.0101; 60 credit hours; Fall 2016) to the Bachelor of Business Administration in Accounting (DC 2200; CIP 52.0301; 120 credit hours); the Bachelor of Business Administration in Business Information Systems (DC 1940; CIP 52.1301; 120 credit hours); the Bachelor of Business Administration in Business Analytics (DC 5520; CIP 52.1301; 120 credit hours); the Bachelor of Business Administration in Economics (DC 1950; CIP 52.0601; 120 credit hours); the Bachelor of Business Administration in Finance (DC 1960; CIP 52.0801; 120 credit hours); the Bachelor of Business Administration in Management (DC 1990; CIP 52.0201; 120 credit hours); the Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401; 120 credit hours); or the Bachelor of Business Administration in International Business (DC 1985; CIP 52.1101; 120 credit hours) at the University of Arkansas at Little Rock

Associate of Science in Business to the Bachelor of Business Administration in Accounting

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science

**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Accounting – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management

MGMT 4380 Business Strategy (Capstone Course)  
 MKTG 3350 Principles of Marketing

**Accounting Major Requirements – 30 credit hours**

ACCT 3311 Intermediate Financial Accounting I  
 ACCT 3312 Intermediate Financial Accounting II  
 ACCT 3321 Federal Taxation I  
 ACCT 3330 Intermediate Cost Accounting & Managerial Accounting I  
 ACCT 3341 Accounting Information Systems  
 ACCT 3361 Accounting for Governments, Not-for-Profits, and Other Financial Issues  
 ACCT 4311 Accounting Issues (Capstone Course)  
 ACCT 4314 Advanced Financial Accounting  
 ACCT 4351 Auditing Theory and Practice I  
 ACCT 43XX Upper Level Accounting Elective

Associate of Science in Business to the Bachelor of Business Administration in Business Information Systems

**General Education – 38 credit hours**

ENGL 1311 English Composition I  
 ENGL 1312 English Composition II  
 SPCH 1300 Speech Communication  
 MATH 1302 College Algebra  
 MATH 1308 Business Calculus  
 BIOL 1401 Biological Science with Lab  
 PHYS 1401 Physical Science with Lab  
 ENGL 2337 World Literature from the Beginning to 1650 (or)  
 ENGL 2338 World Literature from 1650 to the Present  
 X3XX Humanities  
 X3XX History/Government  
 X6XX Social Science

**Business Core – 24 credit hours**

ACCT 2310 Principles of Accounting I  
 ACCT 2330 Principles of Accounting II  
 BUS 2633 Legal Environments of Business  
 MATH 2320 Introduction to Statistics & Probability  
 CIS 1403 Microcomputer Applications I  
 ECON 2322 Principles of Microeconomics  
 ECON 2323 Principles of Macroeconomics  
 BUS 2603 Introduction to Business

**UALR Bachelor of Business Administration in Business Information Systems – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD 2010 Career Catalyst (or)  
 BSAD 4010 Career Catalyst  
 BSAD 3100 Business Professionalism  
 BINS 3305 Management Information Systems  
 BINS 3352 Data Analysis and Visualization  
 BINS 3380 Business Communication  
 ECON 3355 Quantitative Business Analysis

FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Business Information Systems Major Requirements – 30 credit hours**

BINS	3307	Systems Development Methodologies
BINS	4310	Network Technologies
BINS	4312	Object-Oriented Programming
BINS	4314	Advanced Programming
BINS	4331	Management of Information Resources
BINS	4350	Business Database Management Systems
BINS	4351	Data Analysis and Reporting
BINS	4355	Information Systems Development Project
	X6XX	Business Information Electives

Associate of Science in Business to the Bachelor of Business Administration in Business Analytics

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science

**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Business Analytics – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization

BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Business Analytics Major Requirements – 30 credit hours**

BINS	4350	Business Database Management Systems
BINS	4351	Data Analysis and Reporting
BINS	4360	Business Analytics Project Development
FINC	4355	Predictive Data Analysis
MKTG	4310	Marketing Research
SPCH	3320	Advanced Public Speaking
	X6XX	Business Analytics Electives

Associate of Science in Business to the Bachelor of Business Administration in Economics

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science

**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Economics – 58 credit hours****Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication

ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Economics Major Requirements – 30 credit hours**

ECON	3315	Intermediate Microeconomics Analysis
ECON	3330	Intermediate Macroeconomics Theory
ECON	4350	Applied Econometrics (Capstone Course)
ECON	X15X	Upper Level Economics Electives
	X6XX	Unrestricted & Upper Level Electives

Associate of Science in Business to the Bachelor of Business Administration in Finance with options in Financial Services; and Real Estate

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science

**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Finance – 58 credit hours****Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance

MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Finance Major Requirements – 30 credit hours**

FINC	3340	Financial Markets and Institutions
FINC	3350	Investment Analysis
FINC	4330	International Finance (or)
FINC	4362	Derivatives
FINC	4395	Advanced Financial Management (Capstone Course)
FINC	X15X	Finance Upper Level Electives
	X3XX	Unrestricted Elective

**Finance – Financial Services Major Requirements – 30 credit hours**

FINC	3330	Principles of Insurance
FINC	3340	Financial Markets and Institutions
FINC	3350	Investment Analysis
FINC	4360	Risk Management
	X15X	Finance-Financial Services Upper Level Electives
	X3XX	Unrestricted Elective

**Finance – Real Estate Major Requirements – 30 credit hours**

FINC	3350	Investment Analysis
FINC	3370	Real Estate Principles
FINC	4371	Real Estate Finance and Investment
FINC	4372	Real Estate Valuing and Appraisal
MKTG	4378	Real Estate Law
FINC	3330	Principles of Insurances (or)
FINC	4377	Independent Study in Real Estate
	X9XX	Unrestricted Electives
	X3XX	Upper Level Electives

Associate of Science in Business to the Bachelor of Business Administration in Management with options in Human Resources; and Innovation and Entrepreneurship

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science



**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Management – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Management Major Requirements – 30 credit hours**

MGMT	3320	Human Resources Management
MGMT	3340	Managing People in Organizations
MGMT	3362	Venture Management & Decision Making
MGMT	4377	International Business Management
MGMT	X18X	Management Upper Level Electives

**Management – Human Resources Major Requirements – 30 credit hours**

MGMT	3320	Human Resources Management
MGMT	3340	Managing People in Organizations
MGMT	4341	Labor and Industrial Relations
MGMT	4360	Compensation Management
MGMT	4391	Employment Law
MGMT	4395	Applications in Human Resources Management
MGMT	X9XX	Management – Human Resources Upper Level Electives
	X3XX	Unrestricted Electives

**Management – Innovation and Entrepreneurship Major Requirements – 30 credit hours**

MGMT	3362	Venture Management & Decision Making
MGMT	4361	Business Planning & Product Introduction
MGMT	4365	Business Consulting
MGMT	4383	Entrepreneurial Perspectives
	X12X	Management – Innovation and Entrepreneurship Upper Level Electives
	X6XX	Choose 2 courses from 1 of these 5 competency areas: Financial, International Business, Retail, Technology & Innovation, or International Business

Associate of Science in Business to the Bachelor of Business Administration in Marketing with options in Advertising/Integrated Marketing Communication; and Professional Sales

**General Education – 38 credit hours**

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
MATH	1308	Business Calculus
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science with Lab
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	X3XX	Humanities
	X3XX	History/Government
	X6XX	Social Science

**Business Core – 24 credit hours**

ACCT	2310	Principles of Accounting I
ACCT	2330	Principles of Accounting II
BUS	1243	Business Communications (or)
BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in Marketing – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**Marketing Major Requirements – 30 credit hours**

ADVT	3300	Advertising: An IMC Approach
MKTG	3353	Professional Selling
MKTG	3385	Consumer Analysis and Behavior
MKTG	4310	Marketing Research
MKTG	4385	Marketing Management (Capstone Course)

**General Marketing Emphasis**

MKTG	3361	Physical Distribution
MKTG	4370	Business to Business Marketing

- X6XX MKTG or ADVT Upper Level Elective
- X3XX Marketing Elective

**Marketing – Advertising/Integrated Marketing Communication Major Requirements – 30 credit hours**

- ADVT 3300 Advertising: An IMC Approach
- MKTG 3353 Professional Selling
- MKTG 3385 Consumer Analysis and Behavior
- MKTG 4310 Marketing Research
- MKTG 4385 Marketing Management (Capstone Course)

**Marketing - Advertising/Integrated Marketing Communication Emphasis**

- ADVT 3310 Advertising: IMC Development
- ADVT 3340 Public Relations
- ADVT 4320 Advertising: IMC Implementation
- X3XX MKTG or ADVT Upper Level Elective
- X3XX Marketing Elective

**Marketing – Professional Sales Major Requirements – 30 credit hours**

- ADVT 3300 Advertising: An IMC Approach
- MKTG 3353 Professional Selling
- MKTG 3385 Consumer Analysis and Behavior
- MKTG 4310 Marketing Research
- MKTG 4385 Marketing Management (Capstone Course)

**Marketing - Professional Sales Emphasis**

- MKTG 4351 Sales Management
- MKTG 4355 Advanced Professional Selling
- MKTG 3361 Physical Distribution (or)
- MKTG 4370 Business to Business Marketing
- X3XX Professional Sales Elective
- X3XX Marketing Elective

Associate of Science in Business to the Bachelor of Business Administration in International Business

**General Education – 38 credit hours**

- ENGL 1311 English Composition I
- ENGL 1312 English Composition II
- SPCH 1300 Speech Communication
- MATH 1302 College Algebra
- MATH 1308 Business Calculus
- BIOL 1401 Biological Science with Lab
- PHYS 1401 Physical Science with Lab
- ENGL 2337 World Literature from the Beginning to 1650 (or)
- ENGL 2338 World Literature from 1650 to the Present
- X3XX Humanities
- X3XX History/Government
- X6XX Social Science

**Business Core – 24 credit hours**

- ACCT 2310 Principles of Accounting I
- ACCT 2330 Principles of Accounting II
- BUS 1243 Business Communications (or)

BUS	2603	Introduction to Business
BUS	2633	Legal Environments of Business
MATH	2320	Introduction to Statistics & Probability
CIS	1403	Microcomputer Applications I
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

**UALR Bachelor of Business Administration in International Business – 58 credit hours**

**Professional Business Courses – 28 credit hours**

BSAD	2010	Career Catalyst (or)
BSAD	4010	Career Catalyst
BSAD	3100	Business Professionalism
BINS	3305	Management Information Systems
BINS	3352	Data Analysis and Visualization
BINS	3380	Business Communication
ECON	3355	Quantitative Business Analysis
FINC	3310	Business Finance
MGMT	3300	Principles of Management
MGMT	3304	Operations Management
MGMT	4380	Business Strategy (Capstone Course)
MKTG	3350	Principles of Marketing

**International Business Major Requirements – 30 credit hours**

ECON	4320	International Economics
FINC	4330	International Finance
IBUS	4316	Field Study in International Business
MGMT	4377	International Business Management
MKTG	4320	International Marketing
	X3XX	International Business Elective
	X3XX	Cultural Awareness Elective
	X9XX	Second Language Proficiency

**PTC/UALR Transfer Agreement**

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Business at Pulaski Technical College (PTC) to the Bachelor of Business Administration in Accounting; the Bachelor of Business Administration in Business Information Systems; the Bachelor of Business Administration in Business Analytics; the Bachelor of Business Administration in Economics; the Bachelor of Business Administration in Finance; the Bachelor of Business Administration in Management; the Bachelor of Business Administration in Marketing; or the Bachelor of Business Administration in International Business at the University of Arkansas at Little Rock (UALR).

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Business at PTC to the Bachelor of Business Administration at UALR. Through collaborative efforts, UALR and PTC 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 Business at PTC will be admitted to the Bachelor of Business Administration at UALR with full junior classification, subject to the provisions listed below.

### Admission Requirements

- The student must complete the requirements necessary for general admission to UALR and the College of Business.
- The student will have earned the Associate of Science in Business at PTC, with at least a 2.0 cumulative grade point average, on or after the effective date of this Agreement.

### Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Business degree plan at PTC, as stipulated, before entering UALR, 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 UALR.
- UALR will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UALR.

### Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UALR and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UALR and PTC 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 PTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UALR and PTC 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 executing 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 UALR, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

**Rich Mountain Community College**

**New Certificate Program**

Certificate of Proficiency in Manicuring & Nail Tech (CIP 12.0410; 16 credit hours; Fall 2016)

COSM	1718	Manicuring/Nail Tech I
COSM	1818	Manicuring/Nail Tech II

**South Arkansas Community College**

**New Certificate Program**

Certificate of Proficiency in Community Paramedic (CIP 51.0904; 12 credit hours; Summer 2016)

EMT	2274	Community Paramedic Patient Clinical Care Practicum
EMT	2264	Pathophysiology and Disease Management for the Community Paramedic
EMT	2254	Community Paramedic Principles, Practices & Public Health

**Curriculum Revisions**

Certificate of Proficiency in Automotive Diagnostics (DC 0034; CIP 47.0604; 16 credit hours; Summer 2016)

Added Courses

AST	1104	Manual Drivetrain & Axles
AST	1804	Automatic Transmissions

Deleted Courses

AST	1604	Engine Performance I
AST	1614	Engine Performance II

Certificate of Proficiency in Basic Automotive Maintenance (DC 4350; CIP 47.0604; 16 credit hours; Summer 2016)

Added Course

AST	1604	Engine Performance
-----	------	--------------------

Revised Course

AST	1404	Automotive Electronics
-----	------	------------------------

Deleted Courses

AST	1404	Automotive Electronics I
AST	2404	Automotive Electronics II

Technical Certificate in Automotive Service Technology (DC 4355; CIP 47.0604; 35 credit hours; Summer 2016)

Added Courses

AST	1104	Manual Drivetrain & Axles
AST	1804	Automatic Transmissions
AST	1604	Engine Performance

Deleted Courses

AST	1404	Automotive Electronics I
AST	2404	Automotive Electronics II
AST	1604	Engine Performance I
AST	1614	Engine Performance II

Revised Course

AST	1404	Automotive Electronics
-----	------	------------------------

**Program Deletions**

Certificate of Proficiency in Computer Installation & Repair (DC 4741; CIP 47.0104; Spring 2016)

Certificate of Proficiency in Network Installation & Repair (DC 4740; CIP 47.0104; Spring 2016)

Technical Certificate in Computer & Network Installation & Repair Technology (DC 4742; CIP 47.0104; Spring 2016)

**Southern Arkansas University**

**Name Change of Existing Degree Program**

Bachelor of General Studies (DC 1870; CIP 24.0102; 120 credit hours) changed to Bachelor of University Studies (CIP 24.0102; 120 credit hours; Fall 2016)

**Name Change of Existing Option**

Option in Medical Technology in the Bachelor of Science in Chemistry (DC 2350; CIP 40.0501) changed to Option in Medical Laboratory Science in the Bachelor of Science in Chemistry

**New Option, Concentration, Emphasis**

Emphasis in Social Entrepreneurship in the Master of Business Administration (DC 5580; CIP 52.0201; 12 credit hours; Fall 2016)

SE 6XX3 Creativity, Innovation & Entrepreneurship

Choose 3 credit hours taught by MPA faculty from the list below:

Choose 6 credit hours of Social Entrepreneurship electives from the list below:

- ECON/SE 6043 Environmental Economics
- MGMT/SE 6053 International Business
- SCM/SE 6013 Project Management
- SCM/SE 6043 Sustainable SCM Practices
- PA/SE 6093 Community Development
- PA/SE 6243 Community Organizing
- PA/SE 6133 Non-Profit Fundraising
- PA/SE 6253 Social Activism
- PA/SE 6113 Professional Project

Emphasis in Social Entrepreneurship in the Master of Public Administration (DC 6020; CIP 44.0401; 12 credit hours; Fall 2016)

MGMT/SE 6033 Creativity, Innovation & Entrepreneurship

Choose 3 credit hours from the following:

- ECON/SE 6043 Environmental Economics
- MGMT/SE 6053 International Business
- SCM/SE 6013 Project Management
- SCM/SE 6043 Sustainable SCM Practices

Choose 6 credit hours from the following:

- PA/SE 6093 Community Development
- PA/SE 6243 Community Organizing
- PA/SE 6133 Non-Profit Fundraising
- PA/SE 6253 Social Activism
- PA/SE 6113 Professional Project

Option in Cyber Security and Privacy in the Master of Science in Computer & Information Sciences (DC 6170; CIP 11.0101; 12 credit hours; Fall 2016)

MCIS	6223	Vulnerability Analysis and Risk Assessment
MCIS	6233	Traceable Systems and Computer Forensics
MCIS	6XX3	<i>Privacy Compliant Systems Design</i>
MCIS	6243	Wireless and Mobile Security

*New course*

Option in Welding Engineering Technology in the Bachelor of Science in Physics, Engineering (DC 3040; CIP 40.0899; 15 credit hours; Fall 2016)

WELD	3XX3	<i>Welding Metallurgy</i>
WELD	3XX3	<i>Welding Automation and Robotics</i>
WELD	3XX3	<i>Computer Aided Weldment Design</i>
WELD	4XX3	<i>Design Projects in Welding</i>
WELD	4XX3	<i>Internship in Welding</i>

*New courses*

**Program Deletion**

Associate of Science in Nursing (DC 1160; CIP 51.3801; Fall 2016)

**Education Programs Pending Review by Arkansas Department of Education**

Bachelor of Science in Education in Middle School Education (DC 3915; CIP 13.1203; 120-122 credit hours; Fall 2016)

Candidates will choose two areas for licensure between math, science, language arts, and/or social studies

Emphasis in STEM (science, technology, engineering, and mathematics) in the Bachelor of Science in Education in Middle School Education (DC 3915; CIP 13.1203; 120 credit hours; Fall 2016)

Emphasis in STEM (science, technology, engineering, and mathematics) in the Bachelor of Science in Education in Elementary Education K-6 (DC 3750; CIP 131210; 125 credit hours; Fall 2016)

**Southern Arkansas University – Tech**

**New Certificate Programs**

Certificate of Proficiency in Electronics & Instrumentation (CIP 47.0105; 12 credit hours; Fall 2016)

IMEI	1003	<i>NCCER E &amp; I Level I</i>
MD	1403	Blueprint Reading
MD	2603	Industrial Safety
MIS	1003	Introduction to Computers

*New course*

Certificate of Proficiency in HVAC (CIP 47.0201; 12 credit hours; Fall 2016)

HVAC	1003	<i>NCCER HAVC I</i>
MD	1403	Blueprint Reading
MD	2603	Industrial Safety



MIS 1003 Introduction to Computers  
*New course*

Technical Certificate in HVAC/Electronics & Instrumentation (CIP 47.0201; 30 credit hours; Fall 2016)

<i>HVAC</i>	<i>1003</i>	<i>NCCER HAVC I</i>
<i>HVAC</i>	<i>1013</i>	<i>NCCER HAVC II</i>
<i>IMEI</i>	<i>1003</i>	<i>NCCER E &amp; I Level I</i>
<i>IMEI</i>	<i>1013</i>	<i>NCCER E &amp; I Level II</i>
MD	1403	Blueprint Reading
MD	2603	Industrial Safety
MD	1033	Machine Tools
MIS	1003	Introduction to Computers
ENGL	1113	Composition I
MATH	1003	Technical Math

*New courses*

**New Emphasis**

Emphasis in Medical Office Administration in the Associate of Applied Science in Office Management (DC 0740; CIP 52.0204; 18 credit hours; Fall 2016)

OS	XXX3	<i>Medical Office Administration</i>
OS	XXX3	<i>Medical Coding I</i>
OS	XXX3	<i>Medical Assisting</i>
OS	XXX3	<i>Human Resource Management</i>
OS	XXX3	<i>Medical Billing</i>
OS	XXX3	<i>Medical Coding II</i>

*New courses*

Emphasis in HVAC/Electronics & Instrumentation in the Associate of Applied Science in General Technology (DC 0840; CIP 47.0399; 24 credit hours; Fall 2016)

<i>HVAC</i>	<i>1003</i>	<i>NCCER HAVC I</i>
<i>HVAC</i>	<i>1013</i>	<i>NCCER HAVC II</i>
<i>HVAC</i>	<i>2003</i>	<i>NCCER HVAC III</i>
<i>HVAC</i>	<i>2013</i>	<i>NCCER HVAC IV</i>
<i>IMEI</i>	<i>1003</i>	<i>NCCER E &amp; I Level I</i>
<i>IMEI</i>	<i>1013</i>	<i>NCCER E &amp; I Level II</i>
<i>IMEI</i>	<i>2003</i>	<i>NCCER E &amp; I Level III</i>
<i>IMEI</i>	<i>2013</i>	<i>NCCER E &amp; I IV</i>

*New courses*

**University of Arkansas, Fayetteville**

**New Certificate Program**

Graduate Certificate in Geospatial Technologies (CIP 45.0702; 12-18\* credit hours; Fall 2016)

GEOS	5043	Geospatial Technologies Mathematical Toolkit
GEOS	5073	Geospatial Technologies Computational Toolkit
GEOS	5543	<i>Geospatial Applications and Information Science</i>
GEOS	5553	<i>Spatial Analysis Using ArcGIS</i>
GEOS	5083	<i>Geospatial Technologies Statistical Toolkit</i>

*GEOS 5593 Introduction to Geodatabases*

\*Three to six hours of required coursework for GEOS 5043 and GEOS 5073 could be waived through successful completion of proficiency exams.

*New courses*

**New Option, Concentration, Emphasis**

Concentration in Design and Technology in the Bachelor of Arts in Theatre (DC 1380; CIP 50.0501; 21 credit hours; Fall 2016)

<i>THTR</i>	<i>2513</i>	<i>Drafting for the Theatre</i>
THTR	3213	Costume Design
THTR	3733	Lighting Design
THTR	3903	Theatrical Makeup
<i>THTR</i>	<i>4123</i>	<i>Rendering for the Theatre</i>
THTR	4653	Scene Design
THTR	4833	Scene Painting

*New courses*

Concentration in Performance in the Bachelor of Arts in Theatre (DC 1380; CIP 50.0501; 21 credit hours; Fall 2016)

<i>THTR</i>	<i>2483</i>	<i>Stage Movement</i>
THTR	2683	Acting II
THTR	3433	State Speech
THTR	3653	Directing I
<i>THTR</i>	<i>3663</i>	<i>Acting III</i>
THTR	4063	Playwriting
<i>THTR</i>	<i>4683</i>	<i>Acting IV-Shakespeare Performance</i>

*New courses*

Concentration in Energy Finance in the Bachelor of Business Administration in Finance (DC 2580; CIP 52.0801; 12-16 credit hours; Fall 2016)

FINN	3103	Financial Modeling
<i>FINN</i>	<i>4173</i>	<i>Energy Finance</i>
<i>FINN</i>	<i>449V</i>	<i>Energy Accounting (or)</i>
<i>FINN</i>	<i>594V</i>	<i>Energy Accounting</i>

Choose six credit hours from the following:

FINN	3063	Investments
FINN	3603	Corporate Finance
FINN	4133	Advanced Investments
FINN	4233	Advanced Corporate Finance
FINN	3163	Fixed Income Securities I
FINN	3173	Fixed Income Securities II
FINN	4143	Portfolio Management I
FINN	4153	Portfolio Management II

*New courses*

Concentration in Nurse Executive Leader in the Master of Science in Nursing (DC 7080; CIP 51.3801; 19 credit hours; Fall 2016; 100% online)

NURS	5413	<i>Executive Leadership in Nursing</i>
NURS	5423	<i>Health System Operations</i>
NURS	5553	<i>Specialty Topics I: Nurse Executive Leader</i>
NURS	5563	<i>Specialty Topics II: Nurse Executive Leader</i>
HRWD	5233	Employment, Legal, and Ethical Issues
MBAD	5241	Ethical Decision Making
NURS	6233	Healthcare Economics and Finance

*New courses*

Generalist and Specialist Concentrations in the Master of Arts in English (DC 5310; CIP 23.0101; 30 credit hours; Fall 2016)

Generalist Concentration

Portfolio Track – 30 credit hours

ENGL	5203	Introduction to Graduate Studies
ENGL	5213	<i>Portfolio Workshop</i>
	XX15	2 courses in early eras and 3 courses in later eras of British/American and World Literature
	XXX9	Elective Courses

Thesis Track – 30 credit hours

ENGL	5203	Introduction to Graduate Studies
	XX15	2 courses in early eras and 3 courses in later eras of British/American and World Literature
	XXX6	Elective Courses
	XXX6	Thesis hours

Specialist Concentration

Portfolio Track – 30 credit hours

ENGL	5203	Introduction to Graduate Studies
ENGL	5213	<i>Portfolio Workshop</i>
	XX15	5 courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; or Rhetoric, Composition, and Literacy
	XXX9	Elective Courses

Thesis Track – 30 credit hours

ENGL	5203	Introduction to Graduate Studies
	XX15	5 courses in one of the following areas of specialization: Comparative Literature; Cultural Studies; Ethnic and Regional Literatures; Gender and Sexuality; Medieval Literature; Modern American Literature; or Rhetoric, Composition, and Literacy
	XXX6	Elective Courses
	XXX6	Thesis hours

Concentrations in Statistics, Business, Analytics, Operations Analytics; Computational Analytics; Educational Statistics & Psychometrics; Quantitative Social Science; and Biological Analytics in the Master of Science in Statistics & Analytics (DC 6530; CIP 27.0501; 9-12 credit hours; Fall 2016)

Statistics

STAT	5103	Introduction to Probability Theory
STAT	5113	Statistical Inference
STAT	5333	Analysis of Categorical Responses
STAT	639V	Statistical Computation

Business Analytics

ISYS	5113	IT Toolkit & Skills Seminar
ISYS	5833	Data Management Systems
ISYS	5843	Seminar in Business Intelligence & Knowledge Management

Operations Analytics

INEG	5613	Introduction to Optimization Theory
INEG	5803	Simulation
ISYS	5843	Seminar in Business Intelligence & Knowledge Management (or)
CSCE	5073	Data Mining

Computational Analytics

CSCE	4523	Database Management Systems
------	------	-----------------------------

Choose two courses from the following:

CSCE	5073	Data Mining
CSCE	5063	Machine Learning
CSCE	4613	Artificial Intelligence

Educational Statistics & Psychometrics

ESRM	6653	Measurement and Evaluation
ESRM	5653	Educational Assessment
ESRM	6753	Advanced Measurement
ESRM	6993	Seminar in Psychometrics or Evaluation

Quantitative Social Science

ISYS	5723	Advanced Multivariate Analysis
ECON	6623	Econometrics II
ECON	4753	Forecasting
ECON	6633	Econometrics III

Biological Analytics

CSCE	5013	Advanced Special Topics in Computer Science
CIOL	5153	Practical Programming for Biologists
ISYS	5723	Advanced Multivariate Analysis

**New Minor**

Minor in Agricultural Leadership in the Bachelor of Science in Agriculture in Agricultural Education, Communication & Technology (DC 3320; CIP 01.0801; 18 credit hours; Fall 2016)

AGED	2143	Introduction to Agricultural Communications
AGED	3153	Leadership Development in Agriculture
AGED	4153	Survey of Agricultural Leadership Theory

Choose nine credit hours from the following:

AGEC	3313	Agricultural Business Sales Management
AGED	3133	Teaching methods in Agricultural Education
AGED	3943	Professional Development in Agricultural Communications
AGED	4163	Leadership Theory Analysis through Film
AGED	4443	Principles of Technological Change
EXED	4183	Management of Volunteer Programs

**New Administrative Units**

Arkansas Security Research and Education (ASCENT) Institute

Center for the Interdisciplinary Study of Science and the Arts

The Institute for Advanced Data Analytics

**Existing Degree Offered by Distance Technology**

Bachelor of Arts in Communication (DC 1330; CIP 09.0101; 120 credit hours; Fall 2016; 100% online)

Minor for Non-Business students in the Bachelor of Science in Business Administration in General Business (DC 3580; CIP 52.0201; Fall 2016; 100% online)

**Curriculum Revision**

Bachelor of Science in Education in Educational Studies (DC 6740; CIP 13.0101; 120 credit hours; Fall 2016)

Added Courses

CIED	3023	Survey of Exceptionalities
CIED	4413	Acquiring a Second Language (or)
CIED	4403	Understanding a Second Language
EDST	3203	Multicultural Education Issues
EDST	3333	Children’s & Young Adult Literature in Educational Settings
EDST	4213	Religion, Education, & Religious Education
ENGL	2173	Literacy in America

Choose one course from the following:

CDIS	2253	Introduction to Communicative Disorders (or)
PBHL	2613	Foundations of Public Health (or)
PBHL	2663	Terminology for the Health Professions (or)
RESM	2853	Leisure and Society (or)
SCWK	2133	Introduction to Social Work

Choose one course from the following:

HRWD	3123	Career Development (or)
SCWK	3193	Human Diversity and Social Work (or)
SCWK	3233	Juvenile Delinquency (or)
SCWK	3633	Child Welfare: 21 <sup>st</sup> Century Perspectives

Note: The current curriculum has more general electives and College of Education and Health Professions higher electives than the revised curriculum. The proposed revision has expanded for students interested in a more broadly education centered degree focused on both the societal influences of education and aspects of formalized and in-formalized instruction.

### **Reconfiguration of Existing Degree Program**

Doctor of Philosophy (PhD) in Computer Science (DC 7195; CIP 11.0101; Fall 2016) reconfigured to create the concentration in Computer Science in the Doctor of Philosophy in Engineering (DC 7230; CIP 14.0101; Fall 2016)

Doctor of Philosophy in Kinesiology (DC 7295; CIP 31.0505; Fall 2016) reconfigured to create the Doctor of Philosophy in Health, Sport, and Exercise (CIP 51.0001; 54 credit hours; Fall 2016) with concentrations in Exercise Science; Kinesiology-Pedagogy; Health Behavior & Health Promotion; and Recreation and Sport Management

#### Concentration in Exercise Science

EXSC	6323	Biomechanics II
EXSC	6343	Physiology of Exercise II
EXSC	5513	Practicum in Laboratory Instrumentation
	XXX9	Cognate Area
	XX36	Electives

#### Concentration in Kinesiology-Pedagogy

PHED	6363	Supervision in Physical Education
KINS	674V	Internship
HHPR	689V	Directed Research
	XXX9	Cognate Area
	XX36	Electives

#### Concentration in Health Behavior & Health Promotion

CHLP	5533	Theories of Social and Behavioral Determinants of Health
CHLP	5573	Principles of Health Education
CHLP	5563	Public Health: Practices and Planning
CHLP	5613	Principles of Epidemiology
HHPR	699V	Seminar in Grant Writing
	XXX6	Cognate Area
	XX33	Electives

#### Concentration in Recreation & Sport Management

RESM	6133	Issues in RESM
HHPR	6233	Management in HHPR
RESM	612V	Directed Readings in RESM
	XXX9	Cognate Area
	XX36	Electives

### **Deleted Concentrations**

Concentration in Personal Financial Management in the Bachelor of Science in Business Administration in Finance (DC 2580; CIP 52.0801; Spring 2019)

Concentration in Rhetoric, Composition, and Literacy in Master of Arts in English (DC 5310; CIP 23.0101; Summer 2017)

**Program Deletions**

Doctor of Philosophy in Computer Science (DC 7195; CIP 11.0101; Fall 2016)

Doctor of Philosophy in Community Health Promotion (DC 7270; CIP 51.2207; Summer 2019)

Doctor of Education in Recreation and Sport Management (DC 4995; CIP 31.0301; Summer 2019)

**University of Arkansas – Fort Smith****New Certificate Programs**

Certificate of Proficiency in Early Childhood Education (CIP 13.1210; 13 credit hours; Fall 2016)

ECD	1003	Foundations of Early Childhood Education
ECD	1103	Child Growth and Development
ECED	1401	Early Childhood Field Experience I
ECTC	2903	Future Perspectives in Early Childhood
HLTH	2953	First Aid

Technical Certificate in Early Childhood Education (CIP 13.1210; 26 credit hours; Fall 2016)

ECD	1003	Foundations of Early Childhood Education
ECD	1103	Child Growth and Development
ECED	1401	Early Childhood Field Experience I
ECED	1411	Early Childhood Field Experience II
ECTC	2403	Math and Science for Early Childhood
ECTC	2503	Child Guidance
ECTC	2703	Preschool Curriculum (B-Pre-K)
ECTC	2803	Infant Toddler Curriculum
ECTC	2903	Future Perspectives in Early Childhood
HLTH	2953	First Aid

**Reconfiguration of Existing Degree Program for Transfer Purposes**

Associate of Arts (DC 0050; CIP 24.0101) reconfigured to create the Associate of Science in Engineering (CIP 14.0102; 67-68 credit hours; Summer 2016) to the Bachelor of Science in Mechanical Engineering (DC 4230; CIP 14.1901; 124 credit hours) or the Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 126 credit hours) at the University of Arkansas, Fayetteville

AS in Engineering with Electrical Engineering Concentration – 65 credit hours

**General Education – 37 credit hours**

ENGL	1203	Composition I
ENGL	1213	Composition II
MATH	2804	Calculus I
MATH	2854	Calculus II
CHEM	1403	College Chemistry
CHEM	1401	College Chemistry Lab
PHYS	2903	University Physics I
PHYS	2911	University Physics I Lab
	XXX3	History/Government Requirement

	XXX6	Fine Arts/Humanities Requirement
	XXX3	Social Science Requirement
SPCH	1203	Speech Communication*

**Electrical Engineering Core – 31 credit hours**

MATH	2904	Calculus III
ENGN	1111	Introduction to Engineering I
ENGN	1121	Introduction to Engineering II
PHYS	2923	University Physics II
PHYS	2931	University Physics II Lab
ELEG	2103	Electric Circuits I
ELEG	2101	Electric Circuits I Lab
ELEG	2903	Digital Systems I
ITC	1374	Programming for Engineers
ELEG	2113	Electric Circuits II
ELEG	2111	Electric Circuits II Lab
ELEG	2913	Digital Systems II
ECON	2803	Principles of Macroeconomics

\*65 hours transfer directly into the UAF BSEE. SPCH 1203 is a general education core requirement for UAFS.

**UAF Bachelor of Science in Electrical Engineering – 63 credit hours**

CHEM	1413	College Chemistry II
CHEM	1411	College Chemistry II Lab
MATH	3214	Differential Equations
ELEG	3124	Systems and Signals Analysis/Lab
ELEG	3214	Electronics/Lab
ELEG	3704	Applied Electromagnetics/Lab
ELEG	3924	Microprocessor Systems Design/Lab
ELEC	3143	Probability and Stochastic Process
ELEC	3224	Electronics II/Lab
ELEC	3304	Energy Systems/Lab
ELEC	4061	Electrical Engineering Design I
	XXX6	Electrical Engineering Technical Electives
	XXX3	Engineering Science Elective
	XXX3	Electrical Engineering Technology Upper-level Elective
	XXX6	Technical Upper-level Elective
	XXX3	Math/Science Technical Elective

**AS in Engineering with Mechanical Engineering Concentration – 64 credit hours****General Education – 37 credit hours**

ENGL	1203	Composition I
ENGL	1213	Composition II
MATH	2804	Calculus I
MATH	2854	Calculus II
CHEM	1403	College Chemistry
CHEM	1401	College Chemistry Lab
PHYS	2903	University Physics I
PHYS	2911	University Physics I Lab
	XXX3	History/Government Requirement



	XXX6	Fine Arts/Humanities Requirement
	XXX3	Social Science Requirement
SPCH	1203	Speech Communication*

**Mechanical Engineering Core – 30 credit hours**

MATH	2904	Calculus III
ENGN	1111	Introduction to Engineering I
ENGN	1121	Introduction to Engineering II
PHYS	2923	University Physics II
PHYS	2931	University Physics II Lab
ENGN	2753	Engineering Statics
MEEG	2303	Introduction to Materials
CGT	1302	Graphics for Engineers
ENGN	2763	Dynamics
ENGN	2803	Thermodynamics
MEEG	2103	Introduction to Machine Analysis
ECON	2803	Principles of Macroeconomics

\*65 hours transfer directly into the UAF BSEE. SPCH 1203 is a general education core requirement for UAFS.

**UAF Bachelor of Science in Mechanical Engineering – 63 credit hours**

CHEM	1413	College Chemistry II
CHEM	1411	College Chemistry II Lab
MATH	3214	Differential Equations
MEEG	2703	Numerical Methods I
MEEG	3013	Mechanics of Materials
MEEG	3503	Mechanics of Fluid
MEEG	3202	Mechanical Engineering Lab I
MEEG	3113	Machine Dynamics and Control
MEEG	4413	Heat Transfer
ELEG	3933	Engineering Electronics
MEEG	4104	Machine Element Design
MEEG	3212	Mechanical Engineering Lab II
	XXX3	Technical or Science Elective
MEEG	4132	Professional Engineering Practice
MEEG	4202	Mechanical Engineering Lab III
MEEG	4131	Creative Project I
MEEG	4483	Thermal Systems Analysis & Design
	XXX3	Mechanical Engineering Elective
MEEG	4133	Creative Project Design II
	XXX6	Technology or Science Electives

**NOTE: UAFS/UAF Transfer Agreement on File**

**Education Program Revisions to Meet New Teacher Licensure Requirements**

Bachelor of Science in Elementary Education K-6 (DC 2440; CIP 13.1210; 120 credit hours; Fall 2016)

Course Additions:

ELML	2013	Educational Technology and Digital Literacy
ELML	3102	Foundations of Clinical Practice
ELML	3202	Practicum I
ELML	3203	Assessment
ELML	3302	Learning Environments
ELML	4102	Practicum II
ELML	4303	STEM Curriculum, Instruction, and Assessment

Course Modifications:

EDUC	3013	Human Development and Learning
EDUC	4203	Social Studies Curriculum, Instruction, and Assessment
MATH	3843	Mathematics Curriculum, Instruction, and Assessment
READ	3303	Foundations of Teaching Reading and Writing
READ	3803	Literacy Assessment and Intervention
READ	3903	Disciplinary Literacy
SPED	4403	Assessment and Differentiation for Diverse Learners

Course Deletions:

EDUC	2013	Educational Technology and Digital Literacy
EDUC	3102	Foundations of Clinical Practice
EDUC	3202	Practicum I
EDUC	3203	Assessment
EDUC	3302	Learning Environments
EDUC	4102	Practicum II
EDUC	4303	STEM Curriculum, Instruction, and Assessment

Bachelor of Science in Middle Childhood Education 4-8 (DC 2910; CIP 13.1203; 120 credit hours; Fall 2016)

Course Additions:

ELML	2013	Educational Technology and Digital Literacy
ELML	3102	Foundations of Clinical Practice
ELML	3202	Practicum I
ELML	3203	Assessment
ELML	3302	Learning Environments
ELML	4102	Practicum II
ELML	4303	STEM Curriculum, Instruction, and Assessment
MLED	3563	Middle-School Concepts

Course Modifications:

EDUC	3013	Human Development and Learning
EDUC	4203	Social Studies Curriculum, Instruction, and Assessment
MATH	3803	Foundations of Algebra
MATH	3843	Mathematics Curriculum, Instruction, and Assessment
READ	3803	Literacy Assessment and Intervention
READ	3903	Disciplinary Literacy
SPED	4403	Assessment and Differentiation for Diverse Learners

Course Deletions:

EDUC	2013	Educational Technology and Digital Literacy
EDUC	3023	Adolescent Growth and Development
EDUC	3102	Foundations of Clinical Practice
EDUC	3202	Practicum I
EDUC	3203	Assessment
EDUC	3302	Learning Environments
EDUC	3563	Middle School Concepts
EDUC	4102	Practicum II
EDUC	4303	STEM Curriculum, Instruction, and Assessment

Bachelor of Science in Biology (DC 3700; CIP 13.1322; 120 credit hours; Fall 2016)  
 The BS in Biology with Life Science/Earth Science Teacher Licensure 7-12 was revised to remove the Earth Science aspect of the degree in response to a mandate from the Arkansas Department of Education (ADE). The degree underwent modifications to align the curriculum with the BS in Biology degree and meet new ADE guidelines.

**University of Arkansas at Little Rock**  
**New Certificate Programs**

Technical Certificate in Graphic Design (CIP 50.0102; 30 credit hours; Fall 2016)

ARST	1310	Basic Drawing
ARST	1315	2-Dimensional Design
ARST	2318	Computer Applications in Art
ARST	3340	Introduction to Graphic Design
ARST	3370	Introduction to Photography
ARST	3341	Typography
ARST	4340	Print Design
ARST	4341	Package Design

Choose 6 credit hours from the following:

ARST	3385	Vector Graphics
ARST	3386	Digital Imaging
ARST	4348	Web Design

Certificate in Workplace Spanish (CIP 16.0905; 15 credit hours; Fall 2016)

SPAN	2311	Intermediate Spanish I or equivalent proficiency
SPAN	2313	Intermediate Spanish II
SPAN	3313	Conversation and Presentation for Spanish (or)
SPAN	3314	Writing for Spanish
SPAN	3315	Translation Studies
	X3XX	Interdisciplinary Area Studies Course at 3000 or 4000 level

Graduate Certificate in Business and Professional Writing (CIP 23.1101; 12 credit hours; Fall 2016)

Required course – 3 credit hours

RHET	5306	Writing for Business and Government
------	------	-------------------------------------

Choose 9 credit hours from the following:

RHET	5304	Technical Style and Editing
RHET	5305	Document Design

RHET	5307	Writing Software Documentation
RHET	5325	Legal Writing, Reasoning, and Argument
RHET	5345	Topics in Persuasive Writing
RHET	5346	Topics in Technical Communications
RHET	5371	Writing for the Web
RHET	5372	Usability Testing and Design
RHET	5375	Grant Writing
RHET	7311	Rhetorical Theory
RHET	7313	Theory of Technical Communication
RHET	7320	Working with Writers

Graduate Certificate in Adult Education – Initial Licensure Plan (ILP) (CIP 13.1201; 18 credit hours; Fall 2016)

ADED	5301	Psychology of Adult Learning
ADED	5303	Teaching Adults
ADED	7301	Foundations of Adult Education
ADED	5304	Methods and Materials in Adult Education
ADED	7302	Organization and Administration in Adult Education (or)
ADED	7303	Program Planning in Adult Education
ADED	7307	Internship

Graduate Certificate in Adult Education – Additional Licensure Plan (ALP) (CIP 13.1201; 15 credit hours; Fall 2016)

ADED	5301	Psychology of Adult Learning
ADED	5303	Teaching Adults
ADED	7301	Foundations of Adult Education
ADED	5304	Methods and Materials in Adult Education
ADED	7302	Organization and Administration in Adult Education (or)
ADED	7303	Program Planning in Adult Education

### **Establishment of Administrative Unit**

Center for Online Literacy Education and Research (COLER)

### **Existing Degree Offered by Distance Technology**

Bachelor of Science in Education in Elementary Education (DC 3771; CIP 13.1202; 120 credit hours; Fall 2016; 100% online)

Bachelor of Arts in Professional & Technical Writing (DC 1700; CIP 23.1101; 120 credit hours; Fall 2016; 100% online)

Master of Arts in Mass Communication (DC 5380; 09.0102; 33 credit hours; Fall 2016; 100% online)

### **Name Change of Existing Certificate, Degree, Major, Option, or Organizational Unit**

Associate of Science in Computer Programming (DC 0980; CIP 11.0201; Spring 2016) changed to Associate of Computer Science in Computer Programming

Minor in Secondary Education changed to Minor in Education (Spring 2016)

Master of Education in Adult Education (DC 5610; CIP 13.1201; 36 credit hours; Spring 2016) changed to Master of Education in Adult and Professional Learning

Department of Art (Department Code 0760) changed to the Department of Art and Design (Fall 2016)

Department of Political Science (Department Code 2060); Department of Public Administration (Department Code 2110); the Center for Non-profit Organizations (Department Code 2000); and the Center for Public Collaboration (Department Code 1980) merged to create the School of Public Affairs.

Division of International & Second Language Studies (Department Code 1395) changed to Department of World Languages (Spring 2016)

Master of Education in Secondary Education (DC 5850; CIP 13.1205) changed to Master of Education in Education (CIP 13.1206; 36 credit hours; Spring 2016)

Graduate Certificate in Secondary Education (DC 6131; CIP 13.1205) changed to Graduate Certificate in Education (CIP 13.1206; 21 credit hours; Spring 2016)

**Reorganization of Existing Organizational Units**

Department of Health, Human Performance, and Sport Management (Department Code 1420) and the Department of Counseling, Adult, and Rehabilitation Education reorganized to create the School of Counseling, Human Performance, and Rehabilitation (Spring 2016)

**Revisions to Approved Education Licensure Programs**

Master of Education in Educational Administration (DC 5670; CIP 13.0401; 30 credit hours; Summer 2016) changed to Master of Education in Rural and Urban School Leadership (100% online)

<i>EDAS</i>	7312	<i>Introduction to Comparative Leadership in Rural and Urban Schools</i>
EDAS	7301	Instructional leadership & Curriculum Assessment for School Improvement
EDAS	7302	School Finance and Human Resource Allocation
EDAS	7303	Education Law and Ethics
EDAS	7304	Instructional Supervision and Evaluation for Academic Excellence
<i>EDAS</i>	7315	<i>Leadership for Social Justice in Rural and Urban Schools</i>
EDAS	8313	Culturally Responsive School & Community
EDAS	7310	Data-Based Decision Making or School
<i>EDAS</i>	7320	<i>Leadership Coaching</i>
<i>EDAS</i>	7380	<i>Administrative Internship</i>

*New courses*

Master of Education in Reading (DC 5825; CIP 13.1315; 36 credit hours; 100% online) changed to Master of Education in Reading (DC 5825; CIP 13.1315; 30 credit hours; Spring 2016; 100% online)

Deleted Courses

EDFN	7303	Introduction to Educational Research
READ	XXX3	Elective Course

**Inactive Program**

Master of Science in Integrated Sciences & Mathematics (DC 6295; CIP 30.0101; Spring 2016)

**Deleted Track**

Second Language Acquisition and Pedagogy Track in the Master of Arts in Second Languages (DC 5335; CIP 13.1401; Spring 2016)

**University of Arkansas at Pine Bluff**

**Programs Pending Review by Arkansas Department of Education**

Master of Education in Elementary Education (DC 5680; CIP 13.1202) reconfigured to create the Master of Education in Elementary Education, K-6 (36 credit hours; Fall 2016)

**Track 1 – For licensed teachers in early childhood education, elementary education or middle childhood education**

General Core – 12 credit hours

- GEDU 5336 Assessing Classroom Learning
- GEDU 5315 Instructional Technology
- GEDU 5320 Applications of Statistics and Research in Education
- GEDU 5364 Teaching Diverse Learners

Required Specialization Courses – 18 credit hours

- BEDU 5312 Developmental and Corrective Reading Processes
- GEDU 5372 School/Parent/Community Resources and Relations
- GSPE 5303 Characteristics of Individuals with Disabilities
- GEDU 5314 Teaching Mathematics
- GEDU 5355 Children’s Literature
- GEDU 5304 Methods/Materials of Science and Social Studies

Electives – 6 credit hours

Choose 6 credit hours from the following:

- GEDU 5306 Advanced Child Development and Learning
- GEDU 5301 History and Philosophy of Education
- GEDU 5322 Psychological Foundations of Teaching and Learning
- GSPE 5363 Behavior Management
- GEDU 5313 Curriculum Development
- GEDL 5303 Public School Law

**Track 2 – For those without a standard teaching license and seeking licensure in elementary education**

General Core – 12 credit hours

- GEDU 5336 Assessing Classroom Learning
- GEDU 5315 Instructional Technology
- GEDU 5320 Applications of Statistics and Research in Education
- GEDU 5364 Teaching Diverse Learners

Required Specialization Courses – 18 credit hours

- BEDU 5312 Developmental and Corrective Reading Processes
- GEDU 5372 School/Parent/Community Resources and Relations
- GSPE 5303 Characteristics of Individuals with Disabilities
- GEDU 5314 Teaching Mathematics
- GEDU 5355 Children’s Literature
- GEDU 5304 Methods/Materials of Science and Social Studies

## Electives – 6 credit hours

Choose 6 credit hours from the following:

GEDU	5306	Advanced Child Development and Learning
GEDU	5301	History and Philosophy of Education
GEDU	5322	Psychological Foundations of Teaching and Learning
GSPE	5363	Behavior Management
GEDU	5313	Curriculum Development
GEDL	5303	Public School Law

In addition to the above General Core, Required Specialization Courses, and Electives, the student must pass Praxis Core and Praxis II and the following undergraduate courses:

HIST	3300	Arkansas History
EDUC	4304	General Methods
RDNG	4310	Methods of Teaching Reading
SPED	2320	Speech and Language Acquisition
MATH	4340	Modern Mathematics I (or)
MATH	4341	Modern Mathematics II
EDUC	4600	Student Teaching: Clinical
ELED	4606	Student Teaching: Practicum

**University of Arkansas for Medical Sciences****New Certificate Programs**

Advanced Certificate in Computed Tomography (CIP 51.0905; 16 credit hours; Fall 2016)

RIS	4386	Physics of Computed Tomography
RIS	4387	Computed Tomographic Procedures
RIS	4588	CT Practicum
RAD	3213	Radiographic Sectional Anatomy
	X3XX	Elective

Advanced Certificate in Positron Emission Tomography (CIP 51.0905; 16 credit hours; Fall 2016)

NMIS	4343	<i>Instrumentation and Radiation Safety of Positron Emission Tomography</i>
NMIS	4323	<i>Clinical Procedures &amp; Radiopharmacy of Positron Emission Tomography</i>
NMIS	4518	<i>Clinical Internship I – Positron Emission Tomography</i>
NMIS	4525	<i>Clinical Internship II – Positron Emission Tomography</i>

New courses

**New Emphasis**

Core for Interdisciplinary Biomedical Sciences

5051	IBSD	GPIBS Seminar
PCOL	5211	Scientific Communications and Ethics
BIOC	5103	Biochemistry and Molecular Biology
NBDS	5093	Cell Biology
PHYO	5143	Gene Expression
IBSD	501V	Research

Emphasis in Microbiology and Immunology in the Doctor of Philosophy in Interdisciplinary Biomedical Sciences (DC 7295; CIP 30.0101; 16 credit hours; Fall 2016)

Year 1 - Spring

MBIM	5051	Seminar
MBIM	5023	Basic Principles of Microbiology
MBIM	5003	Immunology
MBIM	5201	Current Topics in Microbiology (or)
MBIM	5211	Immunology

Year 2 – Fall

MBIM	5051	Seminar
MBIM	5201	Current Topics in Microbiology (or)
MBIM	5211	Immunology
MBIM	6114	Microbiology and Immunology

Year 2 - Spring

MBIM	5051	Seminar
MBIM	5201	Current Topics in Microbiology (or)
MBIM	5211	Immunology
MBIM	6124	Advances in Microbiology and Immunology

Emphasis in Pharmacology, Toxicology and Experimental Therapeutics in the Doctor of Philosophy in Interdisciplinary Biomedical Sciences (DC 7295; CIP 30.0101; 12 credit hours; Fall 2016)

Year 1 – Spring

PCOL	5033	Principles and Methods of Pharmacology and Toxicology
PHYO	5013	General Physiology
PCOL	5201	Journal Club

Year 2 – Fall

PCOL	5051	Seminar
PCOL	5043	Graduate Pharmacology and Therapeutics
	XXX3	Elective
PCOL	5201	Journal Club
	XXXX	1 or 4 credit hour Research/Elective

Year 2 – Spring

PCOL	5051	Seminar
	XXX3	Elective (INTX 6653 Clinical Toxicology or PCOL 6203 Systems Therapeutics are highly encouraged)
	XXX3	Experimental Design and Statistics
PCOL	5201	Journal Club

Year 3 – Degree Completion

PCOL	5051	Seminar
------	------	---------

Emphasis in Pathobiology in the Doctor of Philosophy in Interdisciplinary Biomedical Sciences (DC 7295; CIP 30.0101; 12 credit hours; Fall 2016)

Year 1 – Spring

PHYO	5013	General Physiology
	XXX3	<i>Histology and Investigative Pathology</i>



Year 2 – Fall

PATH	5043	Pathological Basis of Disease
	XXX3	Elective*/Selective**

Year 2 – Spring

	XXX3	Elective*/Selective**
--	------	-----------------------

Year 3 – Degree Completion

IBSD	5051	Seminar
------	------	---------

\*Electives

MBIM	5003	Immunology
EPI	9863	Molecular Epidemiology
PHYO	5033	Cellular Endocrinology
NBDS	6103	Human Development
MBIM	6104	Molecular Cell Biology

\*\*Selective

BIOC	6122	Biology of Cancer
PHYO	6073	Basic Biology of Aging

Emphasis in Biochemistry and Molecular Biology in the Doctor of Philosophy in Interdisciplinary Biomedical Sciences (DC 7295; CIP 30.0101; 9 credit hours; Fall 2016)

\*\*Electives

MBIM	5003	Immunology
EPI	9863	Molecular Epidemiology
PHYO	5033	Cellular Endocrinology
NBDS	6103	Human Development
MBIM	6104	Molecular Cell Biology

Year 1 – Spring

BIOC	5031	Seminar
BIOC	5042	Biochemical Methods
BIOC	5203	Biological Chemistry
	XXX2	Elective and/or Research

Year 2 – Fall

BIOC	5031	Seminar
	XXX2	Special Topics in Biochemistry-Proteomics/Proteins
	XXX2	Special Topics in Biochemistry-Enzymes/Cancer Biology
	XXX2	Elective and/or Research

Year 3 – Completion

BIOC	5031	Seminar
------	------	---------

**University of Arkansas Community College at Batesville****Reconfiguration of Existing Degree Program**

Associate of Science in General Education (DC 1090; CIP 24.0101) reconfigured to create the Associate of Science in STEM (CIP 24.0102; 60 credit hours; Summer 2016)

**General Education – 35 credit hours**

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra or any higher level math course

Choose 8 credit hours from the following:

BIO	1103/01	Biology for Majors and Lab
CHM	1003/01	College Chemistry I and Lab
CHM	1123/21	College Chemistry II and Lab
PHS	2014	Physics for Health Sciences
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

**Electives – 25 credit hours not previously selected for general education requirements.**

Students should be aware of degree requirements at institutions to which they may transfer and should take a relevant selection of courses to be chosen with the approval of their advisor. STEM is an acronym for Science, Technology, Engineering, and Mathematics – this degree focuses on the fields of Science and Mathematics.

**Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Science in STEM (CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Addiction Studies (Treatment) (DC 5005; CIP 51.1501; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra (or)
MTH	1043	Quantitative Literacy
BIO	1103/01	Biology for Majors and Lab
CHM	1003/01	College Chemistry I and Lab
SOC	2003	Principles of Sociology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

**Addition Studies Core – 25 credit hours**

BIO	2003/01	Anatomy and Physiology I and Lab
BIO	2013/11	Anatomy and Physiology II and Lab
BIO	2203/01	Microbiology and Lab
MTH	2053	Statistics
PSY	1003	General Psychology
PSY	2013	Human Growth and Development
	XXX4	Electives

**UCA Bachelor of Science in Addiction Studies (Treatment) – 60 credit hours**

H ED	2201	First Aid
H ED	2320	Mental Health
H ED	3315	Theory and Practice of Prevention
H ED	4312	Drug Education
H SC	2310	Addiction Counseling Theory and Practice
H SC	2320	Addiction Assessment, Intervention, and Treatment Planning
H SC	2330	Etiology and Epidemiology of Addiction
H SC	3310	Group Counseling Skills
H SC	3320	Legal and Ethical Issues in Addictions
H SC	3330	Family Systems and Addiction
H SC	4610	Practicum in Substance Abuse

PYSC	3330	Research Methods
PYSC	4300	Theories of Personality
PYSC	4320	Abnormal Psychology
	X12X	Upper Division General Electives
	X4XX	General Electives

Associate of Science in STEM (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Sciences (Health Services Administration) (DC 2715; CIP 51.9999; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra
BIO	1103/01	Biology for Majors and Lab
CHM	1003/01	College Chemistry I and Lab
SOC	2003	Principles of Sociology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

**Health Services Administration Core – 25 credit hours**

ACC	1013	Principles of Accounting I
BIO	2003/01	Anatomy and Physiology I and Lab
BIO	2013/11	Anatomy and Physiology II and Lab
CHM	2113/11	Organic and Biochemistry and Lab
MTH	2053	Statistics
PHS	2014	Physics for Health Sciences
PSY	1003	General Psychology

**UCA Bachelor of Science in Health Sciences – 60 credit hours**

ACCT	2311	Principles of Accounting II
BIOL	4311	Pathophysiology
BIOL	4351	General Pharmacology
ECON	2320	Principles of Macroeconomics
ECON	2321	Principles of Microeconomics
FINA	3330	Managing Finance and Capital
H ED	4301	Health Education in the Medical Care Setting
H ED	4370	Administration of Health Programs
H SC	3123	Medical Terminology
H SC	4600	Health Sciences Internship
MGMT	3340	Managing People and Work
MIS	2343	Microcomputer Applications I
MKTG	3350	Principles of Marketing
PHYS	1420	College Physics 2
	X6XX	Health Education Major Upper Division Electives
	X6XX	Upper Division Electives
	X4XX	General Elective

Associate of Science in STEM (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Biology (DC 2300; CIP 26.0101; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra
BIO	1103/01	Biology for Majors and Lab
CHM	1003/01	College Chemistry I and Lab
SOC	2003	Principles of Sociology (or)
PSY	1003	General Psychology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

**Biology Foundation – 25 credit hours**

BIO	1113/11	General Botany and Lab
BIO	1123/21	Principles of Zoology and Lab
CHM	1123/21	College Chemistry II and Lab
MTH	1013	Trigonometry
MTH	2003	Calculus I
MTH	2053	Statistics
	XXX3	Elective

**UCA Bachelor of Science in Biology – 60 credit hours**

BIOL	2490	Genetics
BIOL	3402	Cell Biology
BIOL	3403	General Ecology
CHEM	2401	Organic Chemistry I
CHEM	3411	Organic Chemistry II
PHYS	1410	College Physics I
PHYS	1420	College Physics II
	X16X	Upper Division Biology with Lab Elective
	X12X	Upper Division Biology Elective
	X3XX	Upper Division Core Requirement
	X1XX	General Elective

Associate of Science in STEM (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Mathematics (Applied Mathematics) (DC 2870; CIP 27.0101; 120 credit hours; Fall 2016) at the University of Central Arkansas

**General Education – 35 credit hours**

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra
BIO	1103/01	Biology for Majors and Lab
PHS	2014	Physics for Health Sciences
SOC	2003	Principles of Sociology (or)
PSY	1003	General Psychology
	XXX6	Fine Arts/Humanities

XXX6 Social Sciences

**Mathematics Foundation & Ancillary BS requirements – 25 credit hours**

CHM 1003/01 College Chemistry I and Lab  
 CHM 1123/21 College Chemistry II and Lab  
 MTH 1013 Trigonometry  
 MTH 2005 Calculus I  
 MTH 2015 Calculus II  
 XXX4 Electives

**UCA Bachelor of Science in Mathematics (Applied Mathematics) – 60 credit hours**

MATH 2335 Transition to Advanced Mathematics  
 MATH 2441 Mathematical Computation  
 MATH 2471 Calculus III  
 MATH 3320 Linear Algebra  
 MATH 3331 Ordinary Differential Equations  
 MATH 4306 Modeling and Simulation  
 MATH 4371 Introduction to Probability  
 MATH 4372 Introduction to Statistical Inference

Choose one course from the following:

MATH 4315 Introduction to Partial Differential Equations  
 MATH 4340 Numerical Methods  
 MATH 4373 Regression Analysis

**Electives – 34 credit hours**

X6XX Math Major Elective (4000 Level)  
 X21X Upper Division Minor Field Courses  
 X6XX Minor Field Course  
 X1XX General Elective

**UACCB/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 STEM at the University of Arkansas Community College at Batesville (UACCB) to the Bachelor of Science in Addiction Studies (Treatment); Bachelor of Science in Health Sciences (Health Services Administration); Bachelor of Science in Biology; or the Bachelor of Science in Mathematics (Applied Mathematics) at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in STEM at UACCB will be admitted to the Bachelor of Science in Addiction Studies (Treatment); Bachelor of Science in Health Sciences (Health Services Administration); Bachelor of Science in Biology; or the Bachelor of Science in Mathematics (Applied Mathematics) 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.
- The student will have earned the Associate of Science in STEM at UACCB, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in STEM degree plan at UACCB, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and UACCB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and UACCB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at UACCB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A 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 UACCB will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**Program Deletion**

Associate of Science in General Education (DC 1090; CIP 24.0101; Summer 2016)

**University of Arkansas Community College at Morrilton****Associate Degree for Transfer and Bachelor's Degree Completion**

Associate of Science in Education (DC 1090; CIP 24.0101; 60-63 credit hours; Fall 2016) to the Bachelor of Science in Education in Family and Consumer Sciences (DC 4130; CIP 13.1308; 120 credit hours; Fall 2016) 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 Literary (or)
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology
CHEM	1004	Fundamentals of Chemistry (or)
PHY	2004	Physical Science
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences
	XXX3	U.S. History/Government

**Family and Consumer Sciences Education Core – 25 credit hours**

BUS	2373	Supervisory Management
EDUC	1203	Introduction to Education
EDUC	1303	Educational Technology
EDUC	2113	Developmental and Learning Theories
FIN	2013	Personal Finance
NUTR	1503	Nutrition
PSY	2023	Psychology of Human Development
SOC	2043	Marriage and the Family
	XXX1	General Elective

**UCA Bachelor of Science in Education in Family and Consumer Sciences – 60 credit hours**

EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
FACS	1370	Interior and Apparel Construction
FACS	3318	Parenting Issues
FACS	3456	Methods in Teaching FACS
FACS	4350	Internship I (Practicum)
FACS	4355	Curriculum Development
FACS	4680	Internship II
FACS	4681	Internship II
IDSN	1390	Introduction to Interior Design
IDSN	3300	Home Planning
MSIT	4305	Classroom Management
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
NUTR	2310	Food Science
NUTR	2311	Meal Management
FACS	3360	Consumer Problems in Clothing (or)
FACS	3361	Interior and Apparel Construction II

**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 the University of Arkansas Community College at Morrilton (UACCM) to the Bachelor of Science in Education in Family and Consumer Sciences at the University of Central Arkansas (UCA).

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 Family and Consumer Sciences 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.
- The student must also meet specific requirements for admission to the UCA Teacher Education Program. This includes proof of minimum ACT, Praxis Core Assessment, 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 in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at UACCM, as stipulated, 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 Family and Consumer Sciences Teacher Education program, or any of the professional education courses, including track courses, required for the Bachelor of Science in Education in Family and Consumer Sciences.
- 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 Family and Consumer Sciences Teacher Education program, subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with 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. 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Addiction Studies (Treatment) (DC 5005; CIP 51.1501; 120 credit hours; Fall 2016) 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 Literary (or)
MATH	1203	College Algebra
BIOL	2004	Human Anatomy and Physiology I
PHY	2004	Physical Science (or other Physical Science with Lab approved for UACCM core)
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences
	XXX3	U.S. History/Government

**Addiction Studies (Treatment) Core – 25 credit hours**

BIOL	2014	Human Anatomy and Physiology II
BIOL	2104	Microbiology
MATH	2003	Introduction to Statistics
PSY	2003	General Psychology
PSY	2023	Psychology of Human Development
	XXX8	General Electives

**UCA Bachelor of Science in Addiction Studies (Treatment) – 60 credit hours**

H ED	2201	First Aid
H ED	2320	Mental Health
H ED	3315	Theory and Practice of Prevention
H ED	4312	Drug Education
H SC	2310	Addiction Counseling Theory and Practice
H SC	2320	Addiction Assessment, Intervention, and Treatment Planning
H SC	2330	Etiology and Epidemiology of Addiction
H SC	3310	Group Counseling Skills
H SC	3320	Legal and Ethical Issues in Addictions
H SC	3330	Family Systems and Addiction
H SC	4610	Practicum in Substance Abuse
PSYC	3332	Research Methods
PSYC	4300	Theories of Personality
PSYC	4320	Abnormal Psychology
	X12X	Upper Division General Electives
	X4XX	General Electives

Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Arts in Sociology (DC 1780; CIP 45.1101I 120 credit hours) and the Bachelor of Science in Sociology (DC 3190; CIP 45.1780; 120 credit hours; Fall 2016) at the University of Central Arkansas

Associate of Science in Liberal Arts and Sciences to Bachelor of Arts in Sociology**General Education – 35 credit hours**

ENG	1013	Composition I
ENG	1023	Composition II
SPH	2303	Introduction to Oral Communications
MATH	1113	Quantitative Literary (or)
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology (or other Life Science with Lab approved for UACCM core)
PHY	2004	Physical Science (or other Physical Science with Lab approved for UACCM core)
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences
	XXX3	U.S. History/Government

**Sociology Foundation Courses & Foreign Language Requirement – 25 credit hours**

ANTH	2333	Introduction to Anthropology
SOC	2013	Introduction to Sociology
SOC	2023	Social Problems
SOC	2043	Marriage and the Family
SPAN	1023	Elementary Spanish I
	XX10	General Electives

**UCA Bachelor of Arts in Sociology – 60 credit hours**

Major Requirements – 12 credit hours

SOC	2321	Social Statistics
SOC	3320	Social Research Methods
SOC	4330	Social Theory

SOC 4360 Seminar  
 Foreign Language Requirements – 6 credit hours  
 SPAN 1320 Elementary Spanish II  
 SPAN 2300 Intermediate Spanish I

Major Electives – 9 credit hours

Choose 3 courses from the following:

SOC 2342 Sociology of Youth  
 SOC 2360 Self and Society  
 SOC 2361 Deviance and Society  
 SOC 2395 Special Topics  
 SOC 3310 Racial and Ethnic Relations  
 SOC 3321 Qualitative Research Methods  
 SOC 3330 Sociology of Sports  
 SOC 3340 Urban Sociology  
 SOC 3350 Marriages and Families  
 SOC 3361 Gender and Society  
 SOC 3381 Death and Dying  
 SOC 3395 Special Topics  
 SOC 3398 Travel Seminar  
 SOC 4300 Sociology and Religion  
 SOC 4301 Social Movements and Social Change  
 SOC 4310 Globalization and Development  
 SOC 4320 Sociology of Work  
 SOC 4325 Society through Film  
 SOC 4331 Social Gerontology  
 SOC 4341 Population  
 SOC 4342 Stratification  
 SOC 4370 Internship  
 SOC 4395 Special Topics

**Electives – 33 credit hours**

X24X Minor Field Electives (must be upper division courses)  
 X9XX General Elective (must be upper division courses)

Associate of Science in Liberal Arts and Sciences to Bachelor of Science in Sociology

**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  
 BIOL 1004 Fundamentals of Biology (or other Life Science with Lab approved for UACCM core)  
 PHY 2004 Physical Science (or other Physical Science with Lab approved for UACCM core)  
 XXX6 Fine Arts/Humanities  
 XXX6 Social Sciences  
 XXX3 U.S. History/Government

**Sociology Foundation Courses & Ancillary BS Requirement – 25 credit hours**

ANTH	2333	Introduction to Anthropology
BIOL	2004	Human Anatomy and Physiology I
BIOL	2014	Human Anatomy and Physiology II
SOC	2013	Introduction to Sociology
SOC	2023	Social Problems
SOC	2043	Marriage and the Family
	XXX5	General Electives

**UCA Bachelor of Science in Sociology – 60 credit hours**

## Major Requirements – 12 credit hours

SOC	2321	Social Statistics
SOC	3320	Social Research Methods
SOC	4330	Social Theory
SOC	4360	Seminar

## Major Electives – 12 credit hours

Choose 4 courses from the following:

SOC	2342	Sociology of Youth
SOC	2360	Self and Society
SOC	2361	Deviance and Society
SOC	2395	Special Topics
SOC	3310	Racial and Ethnic Relations
SOC	3321	Qualitative Research Methods
SOC	3330	Sociology of Sports
SOC	3340	Urban Sociology
SOC	3350	Marriages and Families
SOC	3361	Gender and Society
SOC	3381	Death and Dying
SOC	3395	Special Topics
SOC	3398	Travel Seminar
SOC	4300	Sociology and Religion
SOC	4301	Social Movements and Social Change
SOC	4310	Globalization and Development
SOC	4320	Sociology of Work
SOC	4325	Society through Film
SOC	4331	Social Gerontology
SOC	4341	Population
SOC	4342	Stratification
SOC	4370	Internship
SOC	4395	Special Topics

**Electives – 36 credit hours**

X24X	Minor Field Electives (must be upper division courses)
X12X	General Elective (must be upper division courses)

**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 Liberal Arts at the University of Arkansas Community College at Morrilton (UACCM) to the Bachelor of Arts in Sociology or the Bachelor of Science in Sociology at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts at UACCM will be admitted to the Bachelor of Arts Sociology or Bachelor of Science in Sociology 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.
- The student will have earned the Associate of Science in Liberal Arts at UACCM, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts degree plan at UACCM, as stipulated, 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.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- 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 Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with 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. 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 executing 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 University Contract Rider pursuant to Board of Trustees Policy No. 416.

**University of Central Arkansas**

**Name Change of Existing Organizational Units**

Department of Kinesiology & Physical Education (Department Code 1990) changed to Department of Exercise & Sport Science (Summer 2016)

Department of Nursing (Department Code 1850) changed to School of Nursing (Fall 2016)

Department of Sociology (Department Code 2100) changed to Department of Sociology, Criminology, and Anthropology (Summer 2016)

**New Concentration**

Concentration in Mandarin Chinese in the Bachelor of Arts in Modern Languages (DC 1470; CIP 16.0101; 34 credit hours; Fall 2016)

Linguistics Requirement – 6 credit hours

LING 2320 Introduction to Languages and Linguistics

LING/

WLAN 2350 World Languages

Chinese courses – 28 credit hours

CHIN 1410 Elementary Chinese I

CHIN 1420 Elementary Chinese II

CHIN 2310 Intermediate Chinese I

CHIN 2320 Intermediate Chinese II

CHIN 2330 Introduction to Business Chinese

CHIN 2340 Intensive Chinese Conversation Abroad

CHIN 3300 Advanced Chinese Grammar I

CHIN 3303 Advanced Chinese Grammar II

CHIN 3312 Culture and Society: Advanced Readings on Modern China

CHIN 3320 Advanced Readings in Chinese Literature

CHIN 3330 Advanced Business Chinese

CHIN 3340 Advanced Intensive Chinese Conversation Abroad

CHIN 3360 Practicum in Chinese: Teaching Chinese to Children

CHIN 3398 Travel Seminar to China

CHIN 4100 Independent Study in Chinese

CHIN 4200 Independent Study in Chinese

CHIN 4300 Independent Study in Chinese

CHIN 4350 Introduction to Chinese Linguistics

CHIN 4110 *Senior Capstone Project*

Students choose one of three tracks within the new concentration: Traditional Chinese Language, Chinese K-12 Teacher License; or Business Chinese

*New course*

### **New Minors**

Health Psychology (CIP 42.0101; 21 credit hours; Fall 2016)

Required prerequisite course – 3 credit hours

PSYC 1300 General Psychology

Required minor courses – 6 credit hours

PSYC 3370 Sport Psychology

Choose one course from the following:

KPED 4395 Sport in American Society (or)

SOC 3330 Sociology of Sports

Elective courses – Choose 12 credit hours from the following:

H ED 2320 Mental Health

H ED 4343 Health Strategies for Multicultural Populations

H ED 4395 Contemporary Health Concerns: Women

H ED 4396 Contemporary Health Concerns: men

KPED 4350 Obesity Prevention and Management

NUTR 1300 Nutrition in the Life Cycle

NUTR 4395 Nutrition Contemporary Issues

NUTR 4315 Sports Nutrition

PSYC 3306 Positive Psychology

PSYC 3360 Social Psychology

PSYC 3370 Sport Psychology

PSYC 4320 Abnormal Psychology

PSYC 4351 Behavior Modification

Teaching English to Speakers of Other Languages (TESOL) (CIP 16.0105; 21 credit hours; Fall 2016)

Required Courses – 15 credit hours

LING 2320 Introduction to Languages and Linguistics

LING 4320 Grammatical Structures of English

WLAN 4325 Second Language Acquisition

LING 3310 Issues in ESL

WLAN 4315 Methods of Teaching Second Languages

Elective courses – Choose 6 credit hours from the following:

CSD 2322 Applied Phonetics

LING/

WLAN 2350 World Languages

LING 4330 Educational Linguistics

WLAN 4330 Second Language Assessment

LING 4310 Practicum in Tutoring English as a Second Language (or)

WRTG 3315 Writing Center Practicum

### **New Track**

Data Science Track in the Bachelor of Science in Mathematics (DC 2870; CIP 27.0101; 22 credit hours; Fall 2016)

Data Science Track – 22 credit hours

MATH	2441	Mathematical Computation
MATH	3311	Statistical Methods
MATH	4373	Regression Analysis
<i>MATH</i>	<i>3391</i>	<i>Non-Parametric Statistics</i>
<i>MATH</i>	<i>3392</i>	<i>Multivariate Analysis</i>
<i>MATH</i>	<i>4391</i>	<i>Machine Learning</i>
<i>MATH</i>	<i>4395</i>	<i>Practicum in Data Science</i>

*New courses*

**New Graduate Certificates**

Graduate Certificate in Dyslexia Interventionist (CIP 13.1315; 15 credit hours; Fall 2016)

ELSE	6314	Diagnosis and Intervention of Reading Difficulties
ELSE	6343	Clinical Practicum in Reading
ELSE	6347	Foundations of Dyslexia and the Language
ELSE	6348	Multisensory Approach to Language I
ELSE	6349	Multisensory Approach to Language II

Graduate Certificate in Integrated Early Childhood Education (CIP 13.1001; 15 credit hours; Fall 2016)

ELSE	6300	Philosophical, Historical, and Legal Aspects of Special Education
ELSE	6309	Solution-Focused Learning
ELSE	6327	Educational Programming for Young Children
ELSE	6336	Advanced Studies in the Guidance and Management of Young Children
ELSE	6338	Instructional Strategies and Assessment of Young Children

**Program Deletion**

Graduate Certificate in Early Childhood Special Education Instructional Specialist, P-4 (DC 6970; CIP 13.1001; Summer 2016)

Graduate Certificate in Special Education Instructional Specialist, 4-12 (DC 6990; CIP 13.1001; Summer 2016)



**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE**

**Program Recertification**

**Expires: December 31, 2019**

Bryan University, Rogers Campus and by Distance Technology

Associate of Applied Science in Exercise Specialist

**Institutional Changes**

Ashford University, San Diego, California

Tuition changes from \$625 per credit hour to \$644 per credit hour

ITT Technical Institute, Little Rock Campus

Move to 10800 Financial Centre Parkway, #100 and #500, Little Rock in May 2016

Waldorf College, Forest City, Iowa

Name change to Waldorf University

Tuition changes from \$275 to \$285 per undergraduate credit hour; from \$350 to \$360 per graduate credit hour

**Letter of Exemption from Certification – New (non-academic or church-related training)**

Lexington Theological Seminary, Lexington, Kentucky

Offering programs by Distance Technology

Master of Divinity

Master of Theological Studies

Master of Pastoral Studies

Doctor of Ministry

**Letter of Exemption from Certification – Renewal (non-academic or church-related training)**

Ouachita Hills College, Amity, Arkansas

Associate of Christian Business Management

Associate of Personal Evangelism

Associate of Christian General Studies

Bachelor of Theology

Bachelor of Christian Business Management

Bachelor of Biblical Studies

Bachelor of Elementary Christian Education

Bachelor of Secondary Christian Education

**Program Decertification**

DeVry University, Downers Grove, Illinois

Bachelor of Science in Game and Simulation Programming

Master of Science in Electrical Engineering

Graduate Certificate in Wireless Communications

**Specializations**

Bachelor of Science in Business Administration: Security Management, Sustainability Management and Technical Communication Specializations

Bachelor of Science in Communications: Technical Communications Specialization

Bachelor of Science in Computer Information Systems: Business and Management, Enterprise Computing, and Health Information Systems Specializations

Bachelor of Science in Justice Administration: Emergency Management Specialization

- Bachelor of Science in Management: Security Management, Sustainability Management and Technical Communication Specializations
- Bachelor of Science in Technical Management: Security Management, Sustainability Management and Technical Communication Specializations
- Master of Business Administration: Security Management and Sustainability Management Specializations
- Master of Information Systems Management: Electronic Commerce, Global Outsourcing Management, and Wireless Specializations
- Master of Network and Communications Management: Electronic Commerce and Technology Applications Specializations

University of New Haven, West Haven, Connecticut  
 Master of Science in Sports Management

**Program changes/additions**

Berklee College of Music, Boston, Massachusetts

New Certificates

Certificate in Advanced Music Production

- OMPRD 355 Microphone Techniques
- OMPRD 365 Vocal Production
- OMPRD 420 Art of Mixing
- OMPRD 342 Audio Mastering Techniques
- OMPRD 475 Creative Music Production Skills

Certificate in Artist Management

- OMBUS 240 Music Business Trends and Strategies
- OMBUS 125 Music Marketing 101
- OMBUS 496 Music Licensing
- OMBUS 260 Concert Touring
- OMBUS 235 Artist Management

Certificate in Composing and Orchestrating for Film and TV

- OMPRD 273 Producing Music with Logic
- OCWPR 260 Film Scoring 101
- OCWPR 365 Orchestration I
- OCOMP 490 Music Composition for Film and TV 1
- OCOMP 491 Music Composition for Film and TV 2

Certificate in Electronic Music Production and Sound Design

- OLMSC 101 Electronic Music Production 101
- OLMSC 260 Sampling and Audio Production
- OMPRD 202 Sound Design for the Electronic Musician
- OCWPR 397 Composing and Producing Electronic Music 1
- OCWPR 398 Composing and Producing Electronic Music 2
- OSONG 310 Songwriting: Writing Hit Songs

## Certificate in Pro Tools

OMPRD	180	Pro Tools 101
OMPRD	221	Pro Tools 110
OMPRD	380	Mixing and Mastering with Pro Tools
OMPRD	425	Advanced Mixing and Mastering with Pro Tools

## Certificate in Bass

OBASS	130	Bass Performance 101
OBASS	231	Rock Bass
OBASS	333	R&B Bass
OBASS	332	Jazz Bass
OPERF	110	Basic Improvisation

## Certificate in General Music Studies

Choose 5 Elective Courses

## Certificate in Guitar

OGUIT	120	Guitar Chords 101
OGUIT	121	Guitar Scales 101
OGUIT	222	Blues Guitar
OGUIT	225	Classic Rock Guitar
OPERF	110	Basic Improvisation

## Certificate in Jazz Guitar

OGUIT	121	Guitar Scales 101
OGUIT	120	Guitar Chords 101
OGUIT	327	Jazz Guitar 101
OGUIT	320	Guitar Chords 201: Chord Melody and Inversions
OGUIT	427	Jazz Guitar 201: Advanced Jazz Guitar Improvisation

## Certificate in Producing Music for Film and Television

OMPRD	160	Music Production Analysis
OSONG	380	Songwriting for Film and TV
OCWPR	260	Film Scoring 101
OMPRD	389	Audio Post Production for Film and TV

## Certificate in Rock Guitar

OGUIT	121	Guitar Scales 101
OGUIT	120	Guitar Chords 101
OGUIT	225	Classic Rock Guitar
OGUIT	420	Guitar Improvisation Techniques
OGUIT	415	Steve Vai Guitar Techniques

## Certificate in Singer-Songwriter

OVIC	140	Voice Technique 101
OGUIT	120	Guitar Chords 101
OVOIC	241	Pop and Rock Vocals
OSONG	220	Lyric Writing: Tools and Strategies
OSONG	310	Songwriting: Writing Hit Songs

## Certificate in Songwriting

OSONG	220	Lyric Writing: Tools and Strategies
OSONG	316	Songwriting: Harmony
OSONG	221	Lyric Writing: Writing from the Title
OSONG	315	Songwriting: Melody
OSONG	222	Lyric Writing: Writing Lyrics to Music
OSONG	310	Songwriting: Writing Hit Songs

## Specialist Certificate in Ableton Live

OMPRD	280	Producing Music with Ableton Live
OMPRD	281	Performing with Ableton Live
OMPRD	381	Advanced Music Production with Ableton Live

## Specialist Certificate in Advanced Music Production

OMPRD	355	Microphone Techniques
OMPRD	365	Vocal Production
OMPRD	420	Art of Mixing

## Specialist Certificate in Composing and Producing Electronic Music

OMPRD	280	Producing Music with Ableton Live
OCWPR	397	Composing and Producing Electronic Music 1
OCWPR	398	Composing and Producing Electronic Music 2

## Specialist Certificate in Game Audio Design and Production

OLART	205	Game Design Principles
OMPRD	295	Introduction to Game Audio
OMPRD	345	Game Audio Production with Wise

## Specialist Certificate in Live Sound Production

OMPRD	162	Critical Listening 1
OMPRD	262	Advanced Audio Ear Training for Mix Engineers
OMPRD	287	Live Sound: Mixing and Recording

## Specialist Certificate in Logic

OLMSC	101	Electronic Music Production 101
OMPRD	273	Producing Music with Logic
OMPRD	420	Art of Mixing

## Specialist Certificate in Lyric Writing

- OSONG 220 Lyric Writing: Tools and Strategies
- OSONG 221 Lyric Writing: Writing from the Title
- OSONG 222 Lyric Writing: Writing Lyrics to Music

## Specialist Certificate in Music Business Leadership

- OMBUS 390 Music Industry Entrepreneurship
- OMBUS 475 Music Business Finance
- OMBUS 360 Music Business Leadership and Ethics

## Specialist Certificate in Music Marketing

- OMBUS 125 Music Marketing 101
- OMBUS 274 Online Music Marketing: Campaign Strategies, Social Media, and Digital Distribution
- OMBUS 320 International Music Marketing: Developing Your Music Career Abroad

## Specialist Certificate in Music Production

- OMPRD 160 Music Production Analysis
- OMPRD 162 Critical Listening 1
- OMPRD 210 Audio Basics for Recording

## Specialist Certificate in Orchestration for Film and TV

- OCWPR 365 Orchestration 1
- OCOMP 490 Music Composition for Film and TV 1
- OCOMP 491 Music Composition for Film and TV 2

## Specialist Certificate in Producing Music for Film and Games

- OMPRD 273 Producing Music with Logic
- OCWPR 260 Film Scoring 101
- OMPRD 295 Introduction to Game Audio

## Specialist Certificate in Pro Tools

- OMPRD 180 Pro Tools 101
- OMPRD 221 Pro Tools 110
- OMPRD 380 Mixing and Mastering with Pro Tools

## Specialist Certificate in Creative Writing for Musicians

- OLART 201 Creative Writing: Literature Studies for Musicians
- OLART 216 Creative Writing: Finding Your Voice
- OLART 215 Creative Writing: Poetry

## Specialist Certificate in Drums

- OPERC 160 Drum Set Fundamentals
- OPERC 261 Rock Drums
- OPERC 263 Funk/R&B Drums

## Specialist Certificate in General Music Studies

Choose 3 Elective Courses

## Specialist Certificate in Guitar Skills

OGUIT	120	Guitar Chords 101
OGUIT	121	Guitar Scales 101
OGUIT	223	Getting Your Guitar Sound

## Specialist Certificate in Improvisation

OEART	115	Basic Ear Training 1
OPERF	110	Basic Improvisation
OPERF	312	Gary Burton: Jazz Improvisation

## Specialist Certificate in Jazz Composition and Arranging

OCOMP	395	Jazz Composition
OHARM	412	Reharmonization Techniques
OCWPR	335	Jazz Arranging

## Specialist Certificate in Keyboard Skills

OPIAN	100	Berklee Keyboard Method
OPIAN	220	Blues and Rock Keyboard Techniques
OPERF	110	Basic Improvisation

## Specialist Certificate in Keyboard Styles

OPIAN	220	Blues and Rock Keyboard Techniques
OPIAN	230	Pop/Rock Keyboard
OPIAN	315	Jazz Piano

## Specialist Certificate in Music Theory

OHARM	101	Music Theory 101
OHARM	201	Music Theory 201: Harmony and Function
OHARM	301	Music Theory 301: Advanced Melody, Harmony, and Rhythm

## Specialist Certificate in Music Theory and Counterpoint

OHARM	101	Music Theory 101
OHARM	201	Music Theory 201: Harmony and Function
OCOMP	250	Counterpoint

## Specialist Certificate in Orchestrating and Producing Music for Film and Games

OCWPR	365	Orchestration I
OCWPR	260	Film Scoring 101
OMPRD	295	Introduction to Game Audio

## Specialist Certificate in Singer-Songwriter

OGUIT	120	Guitar Chords 101
OVOIC	140	Voice Technique 101
OSONG	316	Songwriting: Harmony

## Specialist Certificate in Songwriting

OSONG	316	Songwriting: Harmony
OSONG	315	Songwriting: Melody
OSONG	310	Songwriting: Writing Hit Songs

## Specialist Certificate in Theory and Harmony

OHARM	101	Music Theory 101
OHARM	110	Getting Inside Harmony 1
OHARM	211	Getting Inside Harmony 2

## Specialist Certificate in Visual Media

OLSOC	150	The Language of Film and TV
OLART	160	Introduction to Digital Cinematography
OLART	250	Music Video Editing with Final Cut Pro

## Specialist Certificate in Vocal Styles

OVOIC	242	Jazz Voice
OVOIC	242	R&B Vocals
OVOIC	241	Pop and Rock Vocals

## Specialist Certificate in Voice Technique and Musicianship

OHARM	101	Music Theory 101
OVOIC	140	Voice Technique 101
OEART	115	Basic Ear Training 1

DeVry University, Downers Grove, Illinois

## New Specialty Track

## Bachelor of Science in Computer Information Systems

## Software Programming

CEIS	200	Software Engineering I
CEIS	295	Data Structures and Algorithms
CEIS	320	Introduction to Mobile Device Programming
CEIS	390	Product, Project, and People Management
CEIS	400	Software Engineering II
CEIS	420	Programming Languages and Advances Techniques

## Degree Changes

## Associate of Applied Science in Accounting

*Courses Added:*

PHIL	247	Critical Reasoning
COLL	146	Professional Development for College and Career Success

*Courses Deleted:*

COLL	148	Critical Thinking and Problem Solving
------	-----	---------------------------------------

## Master of Accounting and Financial Management

*Courses Added:*

ACCT	503	Managerial Finance: Managerial Use and Analysis
FIN	510	Corporate Finance
ACCT	605	Master of Accounting and Financial Management Capstone

*Courses Deleted:*

ACCT	504	Accounting and Finance: Managerial Use and Analysis
ACCT	530	Accounting Ethics and Related Regulatory Issues
ACCT	555	External Auditing
ACCT	557	Intermediate Accounting III
ACCT	559	Advanced Financial Accounting and Reporting Issues
FIN	515	Managerial Finance
FIN	567	Options and Financial Futures Markets
FIN	590	Real Estate Finance
MGMT	597	Business Law: Strategic Considerations for Managers and Owners
SEC	571	Principles of Information Security and Privacy
SEC	575	Information Security Law and Ethics
SEC	581	Legal and Ethical Issues in Security Management
SEC	582	Security Risk Analysis and Planning
SEC	583	Security Administration and Operation
SEC	584	Forensic and Business Investigations Techniques
SEC	594	Global and Domestic Security Management

## Master of Business Administration

*Courses Added:*

ACCT	503	Financial Accounting: Managerial Use and Analysis
FIN	510	Corporate Finance
HRM	591	Strategic Human Resource Management
INTL	500	Global Perspectives for International Business
MGMT	601	Master of Business Administration Capstone Experience
MIS	540	Innovation Through Technology
MKTG	525	Strategic Marketing

*Courses Deleted:*

ACCT	504	Accounting and Finance: Managerial Use and Analysis
ACCT	505	Managerial Accounting
FIN	515	Managerial Finance
MGMT	600	Business Planning Seminar
MIS	535	Managerial Applications of Information Technology
MKTG	522	Marketing Management

## Master of Human Resources Management

*Courses Added:*

HRM	591	Strategic Human Resources Management
HRM	601	Human Resources Capstone



*Courses Deleted:*

ACCT	504	Accounting and Finance: Managerial Use and Analysis
HRM	590	Human Resource Management
MIS	535	Managerial Applications of Information Technology
MKTG	522	Marketing Management

## Master of Project Management

*Courses Added:*

ACCT	503	Managerial Finance: Managerial Use and Analysis
MGMT	501	Organizational Structures and Business Processes
PROJ	601	Project Management Capstone

*Courses Deleted:*

ACCT	504	Accounting and Finance: Managerial Use and Analysis
HRM	587	Managing Organizational Change
MKTG	522	Marketing Management

## Master of Public Administration

*Courses Added:*

ACCT	503	Financial Accounting: Managerial Use and Analysis
MIS	540	Innovation Through Technology
MKTG	525	Strategic Marketing
PA	601	Public Administration Capstone

*Courses Deleted:*

ECON	545	Business Economics
HRM	595	Negotiation Skills
MGMT	520	Legal, Political and Ethical Dimensions of Business
MGMT	530	Managerial Decision Making
MIS	535	Managerial Applications of Information Technology
PROJ	598	Contract and Procurement Management

Georgetown University, Washington, D.C.

## New Courses

ENGL	249	Literature and Technology
JUPS	123	Introduction to Justice and Peace
JUPS	202	Nonviolence Theory and Practice
PSYC	127	Drugs and Human Behavior
SOCI	001	Introduction to Sociology
SOCI	168	Social Entrepreneurship/Change
UNXP	030	Intersections: Social Justice
WGST	141	Introduction to Sexuality Studies

## New Certificates

Graduate Certificate in International Taxation

U.S. Taxation of Domestic Persons with Activities Outside of the U.S.

U.S. Taxation of Foreign Persons in the U.S.

Survey of Transfer Pricing

Tax Treaties

Advanced International Taxation

Graduate Certificate in State and Local Taxation  
 State and Local Taxation: Income and Franchise Taxes  
 State and Local Taxation: Other Business Taxes  
 State and Local Taxation: Sales and Use Taxes  
 Federal Limitations on State and Local Taxation  
 Special Topics in State and Local Taxation

Syracuse University, Syracuse, New York

New Certificates

Certificate of Advanced Studies in Designing Digital Instruction

- IDE 611 Technologies for Instructional Settings
- IDE 756 Design of Online Courses
- IDE 761 Strategies in Educational Project Management
- IDE 737 Advanced Instructional Design

*Choose one from the following:*

- IDE 764 Planned Change and Innovation
- IDE 771 Methods and Techniques for Teaching and Training Adults
- IDE 656 Computers as Critical Thinking Tools
- IDE 772 Educational Technology in International Settings

Certificate of Advanced Studies in Disability Studies

*Choose 15 credit hours from the following:*

- DSP 500 Selected Topics
- DSP 600 Selected Topics Disability Studies Program
- DSP 614/
- CFE 614 Critical Issues in Disability and Inclusion
- DSP 621/
- SPE 621 Sociology of Disability
- DSP 632 Disability, Technology, and New Media
- DSP 644/
- SPE 644 Significant Disabilities: Shifts in Paradigms and Practices
- DSP 652/
- IDE 652/
- SPE 652 Assistive Technologies for Integrating Students with Special Needs
- DSP 657 Deafness and Disability
- DSP 669/
- HTW 669 Disability, Food, and Health
- DSP 688/
- CRE 688/
- SPE 688 Social Policy and Disability
- DSP 723/
- COU 723 Psychological, Social, and Cultural Aspects of Disability
- DSP 724/
- CFE 723 Representation of Ability and Disability
- DSP 775/
- CFE 775 Gender, Sexuality, and Disability
  
- DSP 776/

CFE	776/	
WGS	776	Gender, Education, and Culture
DSP	900	Selected Topics
DSP	930/	
CFE	930	Sociology and Anthropology of Education: Seminar in Special Topics

## LETTERS OF INTENT

---

The following notifications were received through April 1, 2016.

### Arkansas State University

Certificate of Proficiency in Emergency Medical Technician – Basic  
Technical Certificate in Paramedic  
Associate of Applied Science in Paramedic  
Graduate Certificate in Play Therapy

### University of Arkansas, Fayetteville

Bachelor of Science in Human Development and Family Sciences, B-K  
Doctor of Occupational Therapy

## INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

### Arcadia University, Glenside, Pennsylvania

Initial Certification – Distance Technology  
Bachelor of Arts in Business Administration  
Master of Education in Instructional Technology  
Master of Education in Special Education  
Master of Fine Arts in Creative Writing  
Transitional Doctor of Physical Therapy

### Allied American University, Laguna Hills, California

Initial Certification – Distance Technology  
Certificate in Medical Coding  
Certificate in Pharmacy Technician  
Associate of Applied Science in Medical Office Management  
Associate of Arts in General Studies  
Associate of Science in Business Administration  
Associate of Science in Criminal Justice  
Bachelor of Arts in General Studies  
Bachelor of Science in Business Administration  
Bachelor of Science in Criminal Justice

### American University, Washington, D.C.

Initial Certification – Distance Technology  
Graduate Certificate in Non-Profit Monitoring and Evaluation  
Master of Arts in Nutrition Education  
Master of Arts in Public Administration  
Master of Arts in Strategic Communication

Master of Arts in Teaching  
Master of Arts in Teaching English as a Foreign Language  
Master of International Service

Argosy University, Orange, California

Initial Certification – Distance Technology  
Associate of Science in Health Information Technology  
Bachelor of Science in Business Administration  
Bachelor of Science in Health Informatics Information Management  
Master of Arts in Clinical Mental Health  
Master of Arts in Education in Curriculum and Instruction  
Master of Arts in Education in Education Administration  
Master of Arts in Education in Educational Leadership  
Master of Science in Accounting  
Recertification – Distance Technology  
Master of Science in Non-Profit Management

Arkansas College of Health Education, Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas

Initial Certification – Fort Smith Campus  
Doctor of Osteopathy

Baptist Health College Little Rock, Little Rock, Arkansas

Initial Certification – Little Rock Campus  
Associate of Applied Science in Histotechnology  
Associate of Applied Science in Surgical Technology

Bay Path University, Longmeadow, Massachusetts

Initial Certification – Little Rock Campus  
Food Science and Safety Certificate

Benedictine College, Atchison, Kansas

Initial Certification – Distance Technology  
Bachelor of Arts in Liberal Studies

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 Songwriting

Bethel University, McKenzie, Tennessee (SARA Institution)

Initial Certification – Distance Technology  
Master of Arts in Education

Bryant and Stratton College, Orchard Park, New York

Initial Certification – Distance Technology

Accounting Assistant Diploma

Business Assistant Diploma

Hospitality Assistant Diploma

Human and Social Services Diploma

Information Technology Diploma

Legal Office Assistant Diploma

Medical Office Assistant Diploma

Office Administrative Assistant Diploma

Associate of Applied Science in Health Services Administration

Associate of Applied Science in Health Services Assistant

Associate of Applied Science in Hospitality Management

Associate of Applied Science in Human and Social Services

Associate of Applied Science in Mobile Applications Development

Recertification – Distance Technology

Associate of Applied Science in Accounting

Associate of Applied Science in Business

Associate of Applied Science in Human Resource Specialist

Associate of Applied Science in Interactive Media Design

Associate of Applied Science in Medical Administrative Assistant

Associate of Applied Science in Medical Reimbursement and Coding

Associate of Applied Science in Networking Technology

Associate of Applied Science in Paralegal Studies

Associate of Applied Science in Security Technology

California Coast University, Santa Ana, California

Initial Certification – Distance Technology

Associate of Science in Criminal Justice

Associate of Science in Psychology

Bachelor of Science in Business Administration

Bachelor of Science in Criminal Justice

Bachelor of Science in Health Care Administration

Bachelor of Science in Management

Bachelor of Science in Psychology

Master of Business Administration

Master of Education in Curriculum Development

Carrington College, Sacramento, California

Initial Certification – Distance Technology

Certificate in Medical Administrative Assistant

Certificate in Medical Billing and Coding

Associate of Science in Health Studies

Associate of Science in Medical Administrative Assistant

Associate of Science in Medical Billing and Coding

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  
Post-Master's Certificate in Behavior Analyst Respecialization

Columbia International University, Columbia, South Carolina

Initial Certification – Distance Technology  
Master of Arts in Intercultural Studies  
Master of Business Administration

Columbia Southern University, Orange Beach, Alabama

Initial Certification – Distance Technology  
Bachelor of Science in Fire Science  
Doctor of Business Administration

Concordia College New York, Bronxville, New York

Initial Certification – Distance Technology  
Master of Science in Accounting  
Master of Science in Business Leadership

Concordia University Wisconsin, Mequon, Wisconsin

Initial Certification – Distance Technology  
Master of Science in Education, Teaching and Learning  
Master of Science in Curriculum and Instruction  
Master of Science in Educational Leadership  
Master of Science in Education, Counseling  
Master of Science in Education, Education Administration  
Master of Science in Education, Literacy  
Master of Science in Education, Special Education

DeVry University, Naperville, Illinois

Initial Certification – Distance Technology  
Undergraduate Certificate in Website Design  
Undergraduate Certificate in Website Development  
Recertification – Distance Technology  
Master of Accounting and Financial Management  
Master of Business Administration  
Master of Human Resources Management  
Master of Science in Educational Technology

Drexel University, Philadelphia, Pennsylvania

Initial Certification – Distance Technology  
Master of Business Administration

Master of Science in Library and Information Science  
Master of Science in Science of Instruction

Ecclesia College, Springdale, Arkansas

Initial Certification – Distance Technology  
Associate of Biblical Studies  
Associate of General Studies  
Bachelor of Arts in Leadership  
Bachelor of Biblical Studies  
Bachelor of Christian Leadership  
Bachelor of Science in Business Administration  
Bachelor of Science in Psychology and Counseling  
Certificate in English as a Second Language (Non-Licensure)

Ellis University, Oakbrook Terrace, Illinois

Initial Certification – Distance Technology  
Bachelor of Arts in Child Development

Empire State College, Saratoga Springs, New York

Initial Certification – Distance Technology  
Bachelor of Arts in Cultural Studies  
Bachelor of Arts in Public Affairs  
Bachelor of Arts in Social Science  
Bachelor of Science in Cultural Studies  
Bachelor of Science in Human Development  
Bachelor of Science in Public Affairs  
Bachelor of Science in Social Science  
Master of Arts in Policy Studies  
Master of Business Administration

Excelsior College, Albany, New York

Recertification – Distance Technology  
Associate of Applied Science in Nursing  
Associate of Science in Nursing

Georgetown University, Washington, D.C.

Initial Certification – Distance Technology  
Certificate in Project Management  
Certificate in Digital Marketing  
Certificate in International Business Management  
Certificate in Social Media Management  
Executive Master of Laws in Taxation  
Executive Master of Laws in Securities and Financial Regulation  
Master of Professional Studies in Emergency and Disaster Management  
Master of Professional Studies in Integrated Marketing Communications  
Master of Professional Studies in Project Management  
Master of Professional Studies in Regulatory Affairs  
Master of Studies in Law in Taxation



ITT Technical Institute, Carmel, Indiana

Initial Certification – Little Rock Campus

Associate of Applied Science in Computer and Electronic Systems Technology

Associate of Applied Science in Computer Systems Support and Administration

Bachelor of Science in Construction Engineering Technology

Kaplan University, Davenport, Iowa

Initial Certification – Distance Technology

Certificate in Child and Family Services

Certificate in Elder Care

Certificate in Medical Office Administration

Associate of Applied Science in Legal Support and Services

Associate of Applied Science in Public Safety and Security

Bachelor of Science in Corrections

Bachelor of Science in Cybersecurity

Bachelor of Science in Early Childhood Administration

Bachelor of Science in Finance

Bachelor of Science in Psychology in Addictions

Bachelor of Science in Psychology in Applied Behavior Analysis

Bachelor of Science in Industrial/Organizational Psychology

Master of Science in Cybersecurity Management

Master of Science in Human Services

Recertification – Distance Technology

Associate of Applied Science in Public Administration

Laboure College, Milton, Massachusetts

Initial Certification – Distance Technology

Interoperative Neuromonitoring Certificate

Medical Coding Certificate

Neuro Diagnostic Technology Certificate

Likewise College, Searcy, Arkansas

Institutional Planning and Development

Arkansas Department of Corrections-Tucker Unit Campus

Marquette University, Milwaukee, Wisconsin

Initial Certification – Distance Technology

Master of Science in Computing

Medtech Institute, Orlando, Florida

Initial Certification – Distance Technology

RN to Bachelor of Science in Nursing

National University, La Jolla, California

Initial Certification – Distance Technology

Master of Arts in Teaching

The New School, New York, New York

Initial Certification – Distance Technology

Master of Arts in Teaching English to Speakers of Other Languages

New York Institute of Technology, Old Westbury, New York

Initial Certification – Distance Technology

Master of Science in Adolescence Education: Specialist in Mathematics 7-12

Master of Science in Adolescence Education: Specialist in Science 7-12

Master of Science in Childhood Education

Master of Science in Clinical Nutrition

Master of Science in Instructional Technology

Master of Science in Energy Management

Certificate in School Leadership and Technology

The Pennsylvania State University, University Park, Pennsylvania

Initial Certification – Distance Technology

Bachelor of Arts in Letters, Arts, and Sciences

Bachelor of Science in Business

Bachelor of Science in Information Sciences and Technology

Bachelor of Science in Organizational Leadership

Bachelor of Science in Psychology

Master of Business Administration

Master of Engineering Management

Master of Geographic Information Systems

Master of Professional Studies in Homeland Security-Homeland Security Base Program

Master of Public Administration

Post University, Waterbury, Connecticut

Initial Certification – Distance Technology

Bachelor of Science in International Business Administration

Graduate Certificate in Finance

Recertification – Distance Technology

Certificate in Forensic Accounting

Certificate in Paralegal

Associate of Science in Accounting

Associate of Science in Early Childhood Education

Associate of Science in Legal Studies

Associate of Science in Management

Associate of Science in Marketing

Bachelor of Science in Accounting

Bachelor of Science in Business Administration

Bachelor of Science in Computer Information Systems

Bachelor of Science in Criminal Justice

Bachelor of Science in Child Studies

Bachelor of Science in Human Services

Bachelor of Science in Legal Studies

Bachelor of Science in Management

Bachelor of Science in Marketing

Bachelor of Science in Psychology  
Bachelor of Science in Sport Management  
Master of Business Administration  
Master of Public Administration  
Master of Science in Human Services

Quinnipiac University, Hamden, Connecticut

Initial Certification – Distance Technology  
Bachelor of Science in Health Science Studies  
Bachelor of Science in Nursing  
Master of Business Administration  
Master of Science in Business Analytics  
Master of Science in Instructional Design  
Master of Science in Interactive Media  
Master of Science in Organizational Leadership  
Master of Science in Teacher Leadership  
Doctor of Nursing Practice

Remington College, Little Rock

Initial Certification – Distance Technology  
Associate of Applied Science in Business Administration  
Associate of Applied Science in Criminal Justice

Simmons College, Boston, Massachusetts

Initial Certification – Distance Technology  
Master of Business Administration  
Health Care Master of Business Administration

South University, Savannah, Georgia

Initial Certification – Distance Technology  
Associate of Science in Paralegal Studies  
Bachelor of Science in Public Health  
Bachelor of Science in Public Relations

Strayer University, Washington, D.C.

Initial Certification – Distance Technology, Little Rock Campus  
Associate of Arts in Acquisition and Contract Management  
Associate of Arts in Business Administration  
Associate of Arts in Marketing  
Associate of Arts in Accounting  
Associate of Arts in Information Technology  
Associate of Arts in Information Systems  
Recertification – Distance Technology, Little Rock Campus  
Bachelor of Business Administration  
Bachelor of Science in Accounting  
Bachelor of Science in Information Systems  
Master of Business Administration  
Master of Public Administration

Master of Science in Accounting  
Master of Science in Health Services Administration

Syracuse University, Syracuse, New York

Initial Certification – Distance Technology  
Certificate of Advanced Studies in Data Science  
Certificate of Advanced Studies in Information Security Management  
Certificate of Advanced Studies in Information Systems and Telecommunications  
Management  
Certificate of Advanced Studies in School Library Media  
Certificate of Creative Leadership  
Certificate of Iroquois Linguistics for Language Learners  
Certificate of Knowledge Management  
Bachelor of Professional Studies in Creative Leadership  
Bachelor of Professional Studies in Knowledge Management  
Master of Science in Business Analytics  
Master of Science in Communications Management  
Master of Science in Engineering Management  
Master of Science in Information Management  
Master of Science in Library and Information Science  
Master of Science in Library and Information Science, School Media  
Master of Science in Supply Chain Management  
Master of Science in Telecommunications and Network Management  
Master of Social Science  
Doctor of Professional Studies in Information Management

Trident University International, Cypress, California

Initial Certification – Distance Technology  
Bachelor of Science in Leadership  
Bachelor of Science in Homeland Security  
Master of Arts in Education  
Master of Science in Emergency Disaster Management  
Master of Science in Homeland Security  
Master of Science in Information Technology Management  
Master of Science in Leadership  
Doctor of Education in Educational Leadership  
Doctor of Philosophy in Business Administration  
Doctor of Philosophy in Educational Leadership  
Doctor of Philosophy in Health Sciences

University of California Berkeley, Berkeley, California

Initial Certification – Distance Technology  
Master of Information and Data Science

University of Cincinnati, Cincinnati, Ohio

Initial Certification – Distance Technology  
Bachelor of Science in Health Science in Behavioral and Occupational Studies  
RT to Bachelor of Science in Respiratory Care Degree Completion

Bachelor of Science in Substance Abuse Counseling  
Master of Arts in Speech Language Pathology

University of Missouri-Kansas City, Kansas City, Missouri

Initial Certification – Distance Technology  
Certificate in Educational Foundations  
Bachelor of Liberal Arts  
Bachelor of Science in Dental Hygiene  
Bachelor of Science in Nursing  
Graduate Certificate in Community College Leadership  
Master of Arts in Curriculum and Instruction in Multicultural Education  
Master of Science in Dental Hygiene Education  
Master of Science in Nursing  
Post Master's Certificate in Nurse Educator  
Educational Specialist in Education Administration  
Doctor of Nursing Practice  
Doctor of Philosophy in Nursing

University of New Haven, West Haven, Connecticut

Initial Certification – Distance Technology  
Bachelor of Science in Professional Studies  
Recertification – Distance Technology  
Master of Science in Criminal Justice

University of the People, Pasadena, California

Initial Certification – Distance Technology  
Associate of Science in Business Administration  
Associate of Science in Computer Science  
Bachelor of Science in Business Administration  
Bachelor of Science in Computer Science

University of Southern California, Los Angeles, California

Initial Certification – Distance Technology  
Master of Public Health  
Doctor of Social Work

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Initial Certification – Distance Technology  
Undergraduate Certificate in Business and Technical Communications  
Bachelor of Arts in Communication  
Bachelor of Arts in Psychology  
Bachelor of Science in Biomedical Science  
Bachelor of Science in Information Technology  
Graduate Certificate in Business Analytics  
Graduate Certificate in Professional Writing and Communication  
Master of Arts in Language, Literature, and Translation  
Master of Library and Information Science  
Master of Science in Administrative Leadership

Upper Iowa University, Fayette, Iowa

Initial Certification – Distance Technology  
Master of Business Administration  
Master of Education  
Master of Public Administration  
Master of Sports Administration

Utica College, Utica, New York

Initial Certification – Distance Technology  
Bachelor of Science in Criminal Justice: Economic Crime Investigation  
Bachelor of Science in Cybersecurity  
Bachelor of Science in Nursing  
Master of Business Administration  
Master of Business Administration in Economic Crime and Fraud Management  
Master of Professional Studies in Cyber Policy and Risk Analysis  
Master of Science in Cybersecurity Intelligence, Forensics, and Cyber Operations  
Master of Science in Financial Crime and Compliance Management  
Master of Science in Health Care Administration  
Doctorate in Physical Therapy

Webster University, St. Louis, Missouri

Initial Certification – Little Rock Metro Campus  
Graduate Certificate in Cybersecurity- Threat Detection  
Master of Science in Cybersecurity

Western Governors University, Salt Lake City, Utah

Initial Certification – Distance Delivery  
Bachelor of Arts in Mathematics  
Bachelor of Science in Business-Healthcare Management  
Bachelor of Science in Data Management/Data Analytics  
Bachelor of Science in Information Technology-Network Administration  
Bachelor of Science in Information Technology-Security  
Bachelor of Science in Information Technology-Software  
Bachelor of Science in Software Development  
Master of Arts in Teaching, English  
Master of Arts in Teaching, Social Science  
Master of Science in Accounting  
Master of Science in Data Analytics  
Master of Science in Information Technology Management  
Master of Science in Integrated Healthcare Management  
Master of Science in Management and Leadership  
Endorsement Preparation Program in English Language Learning  
Endorsement Preparation Program in Educational Leadership

Westminster College, Fulton, Missouri

Initial Certification – Distance Delivery  
Courses:  
ACC 216 Principles of Managerial Accounting

BUS 220 Fundamental Management  
BUS 230 Personal Finance  
BUS 250 Principles of Marketing  
BUS 326 Human Resource Management  
BUS 330 Advertising  
CHM 105 Introduction to Chemistry  
CLA 215 Mythology  
CLS 100 College Learning Strategies  
ECN 110 Introduction to Economics  
ECN 211 Principles of Macroeconomics  
ECN 300 Introduction to Health Economics  
EDU 221 Educational Psychology  
EDU 230 Child Growth and Development  
EDU 231 Education of Exceptional Individual  
EDU 385 Diversity in Education  
GOG 101 Introduction to Geography  
HES 240 Introduction to Global Public Health  
HES 251 Introduction to Nutrition  
HIS 103 History of US to 1890  
HIS 200 Introduction to Museum Work  
HUM 277 Spanish Civilization  
MUS 205 Music in West World  
NSC 305 Survey History of Science  
PHL 101 Introduction to Philosophy  
POL 300 National Security Law  
REL 102 World Religions  
SEC 300 Issues in Homeland Security  
SPE/WGS 203 Interpersonal Communication  
WGS 210 Introduction to Women's Studies

Wilkes University, Wilkes-Barre, Pennsylvania  
Initial Certification – Distance Technology  
Master of Science in Nursing  
Doctor of Nursing Practice