# 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

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# 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)

*Action item

*Action item

# 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.**

<u>Finance Committee</u>
Greg Revels, Chair            Sherrel Johnson
Dr. Charles Allen            Sam Sicard
Chris Gilliam                Jim von Gremp
                             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**

<u>Academic Committee</u>
Dr. Olin Cook, Chair                     Ben Pickard
Dr. Jim Carr                             Dr. Michael Stanton
Florine Milligan                         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.

**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:                          Coordinating Board absent:
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

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.

<div align="center">

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

</div>

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.

<div align="center">Report of the Committees</div>

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.

<div align="center">Remarks by Presidents and Chancellors</div>

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

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
# <u>Credentials Awarded</u>

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% |
| **Summary** | **38,940** | **38,065** | **38,858** | **40,849** | **41,807** | **2.3%** | **7.4%** |

## Credentials Awarded: AY2011-AY2015
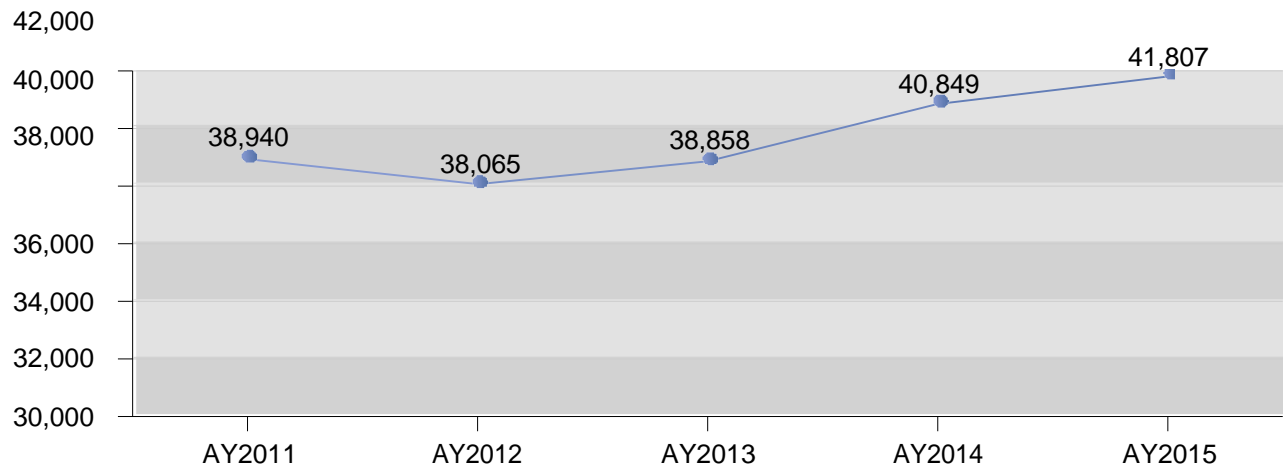


## Credentials Awarded by Institution Type: AY2011-AY2015
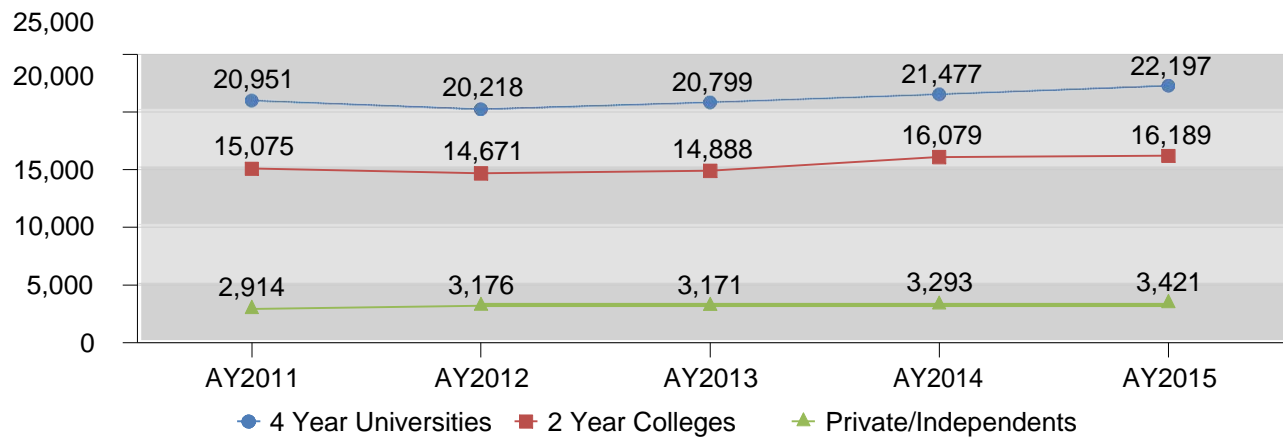
The growth of specific credential types are summarized below:

| 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% |
| **Overall - Summary** | **38,940** | **38,065** | **38,858** | **40,849** | **41,807** | **2.3%** | **7.4%** |
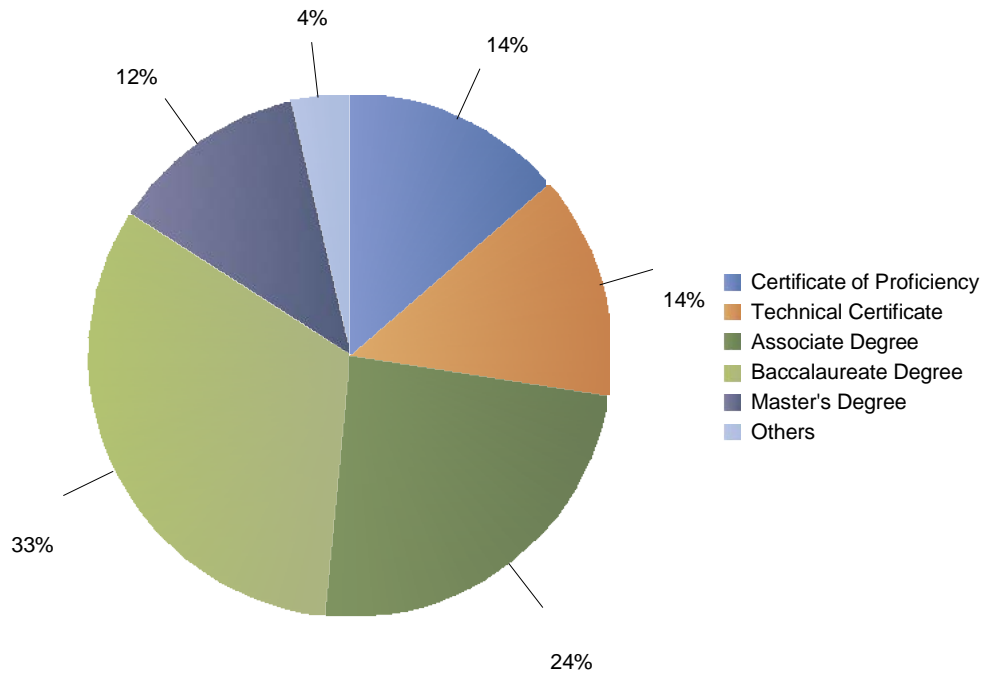
The below table illustrates that more female students completed credentials than male students; however, over the past five years the number of credentials awarded to males has grown faster than awards to females.  This change can be correlated to a slower decline in male enrollment than female enrollment 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.

| | |
|---|---|
| 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 |

Agenda Item No. 4
Higher Education Coordinating Board
April 22, 2016


**ANNUAL REPORT ON
STUDENT RETENTION AND GRADUATION**
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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 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 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 5th AY |
| | 150% | 6 Academic Years + July/August in the 7th AY |
| | 250% | 10 Academic Years + July/August in the 11th AY |
| 2-Year Colleges | 100% | 2 Academic Years + July/August in the 3rd AY |
| | 150% | 3 Academic Years + July/August in the 4th AY |
| | 250% | 5 Academic Years + July/August in the 6th AY |
| Private/Independents | 100% | 4 Academic Years + July/August in the 5th AY |
| | 150% | 6 Academic Years + July/August in the 7th AY |
| | 250% | 10 Academic Years + July/August in the 11th 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 for the Last 5 Years
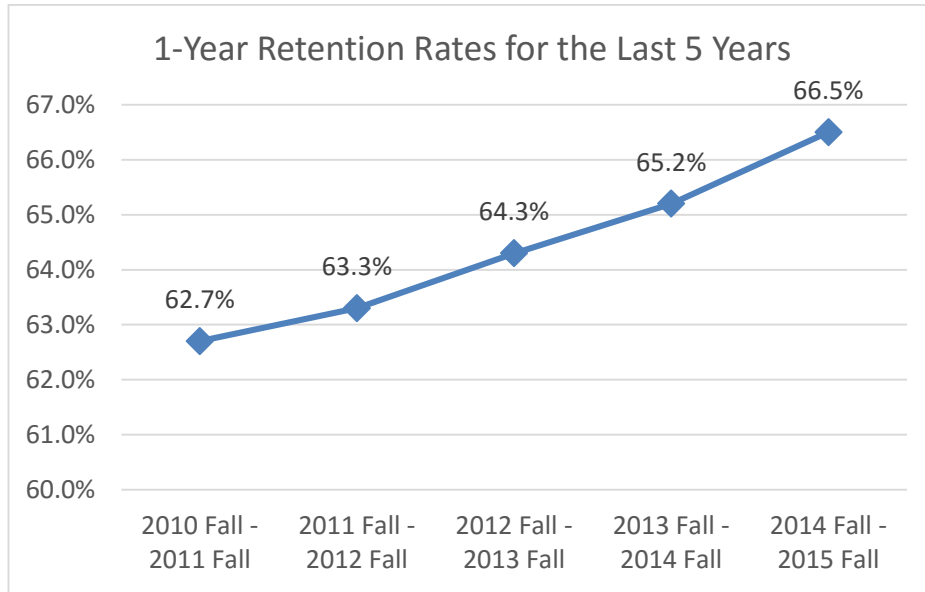
| 1-Year Retention Rates | | | | | |
|---|---|---|---|---|---|
| Inst. Type | 2010 Fall - 2011 Fall | 2011 Fall - 2012 Fall | 2012 Fall - 2013 Fall | 2013 Fall - 2014 Fall | 2014 Fall - 2015 Fall |
| 4-Year Universities | 68.2% | 68.8% | 70.2% | 71.1% | 72.2% |
| 2-Year Colleges | 50.1% | 48.7% | 49.1% | 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.

### 1-Year Retention Rates by Gender: 2014 Fall to 2015 Fall

| | Males | Females |
|---|---|---|
| 4-Year Universities | 69.0% | 74.8% |
| 2-Year Colleges | 45.7% | 55.2% |
| Private/Independents | 66.7% | 77.1% |
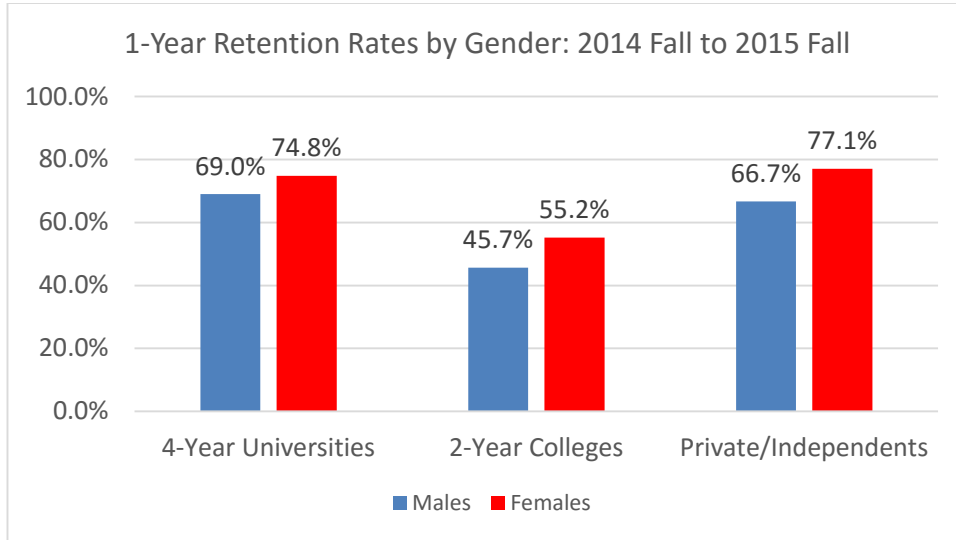
Asian students are retained at higher rates than any other race/ethnicity.

### Most Recent 1-Year Retention Rates by Race/Ethnicity
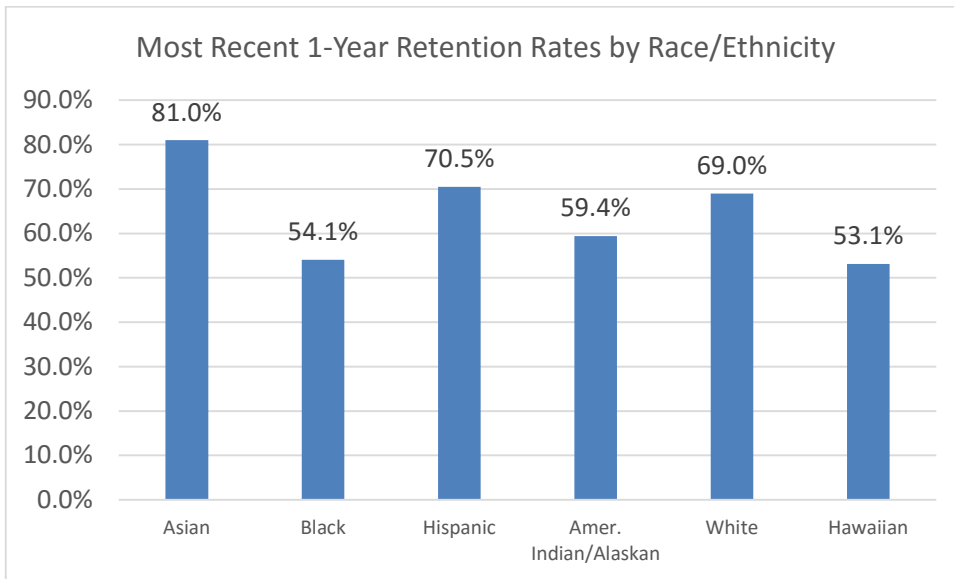
| Asian | Black | Hispanic | Amer. Indian/Alaskan | White | Hawaiian |
|---|---|---|---|---|---|
| 81.0% | 54.1% | 70.5% | 59.4% | 69.0% | 53.1% |

| 1-Year Retention Rates by Race: 2013 Fall to 2014 Fall | | | | | | |
|---|---|---|---|---|---|---|
| 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.

**1-Year Retention Rates by Age**
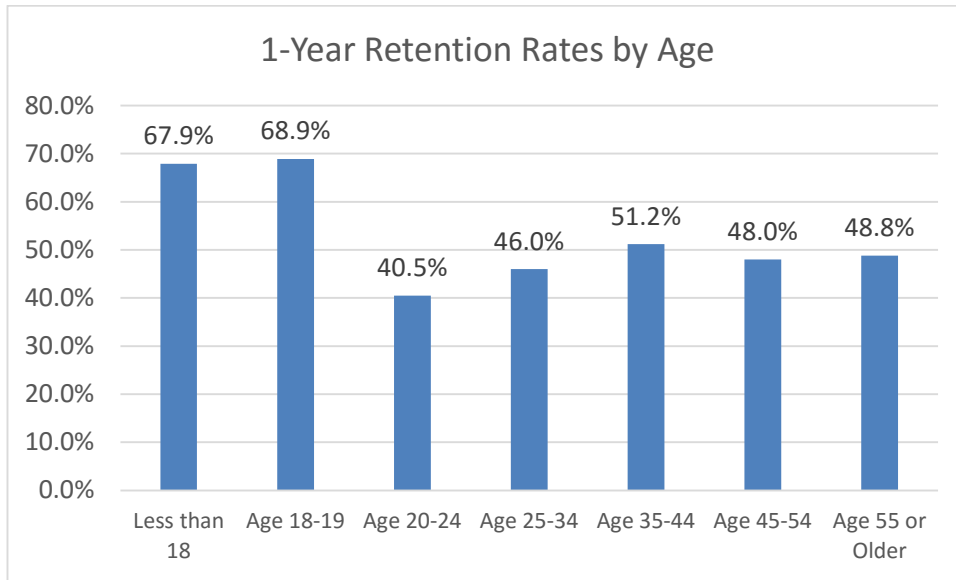
| Inst. Type | 1-Year Retention Rates by Age: 2014 Fall to 2015 Fall | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less Than 18 | Age 18-19 | Age 20-24 | Age 25-34 | Age 35-44 | Age 45-54 | Age 55 or Older |
| 4-Year Universities | 72.9% | 73.1% | 49.6% | 51.9% | 59.6% | 66.7% | 25.0% |
| 2-Year 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 Retention Rates of Remediated Students**
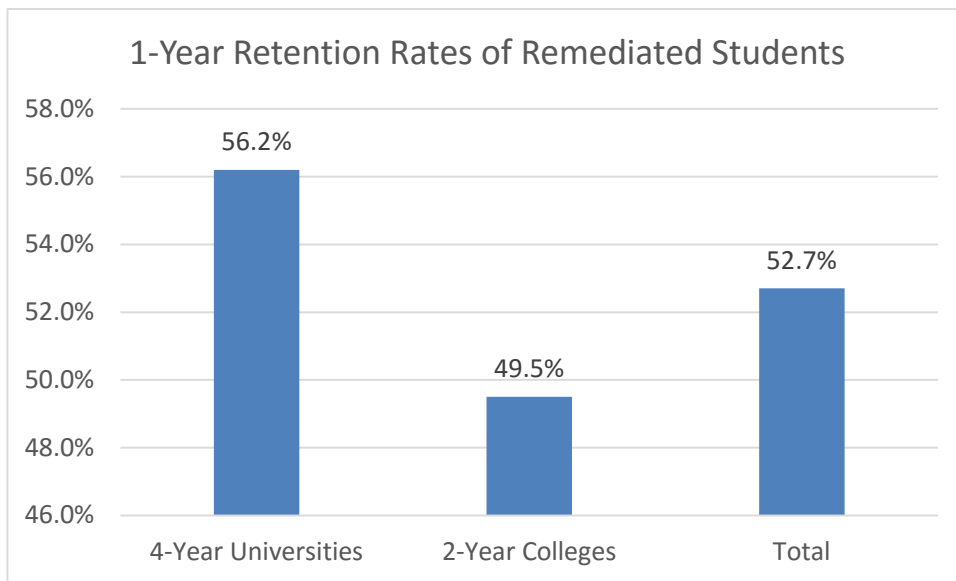
| 1-Year Remediation Rates of Remediation Students v. All Students | |
|---|---|
| 4-Year Universities | |
| All Students | 72.2% |
| Remediated Students | 56.2% |
| 2-Year Colleges | |
| All Students | 51.0% |
| Remediated Students | 49.5% |

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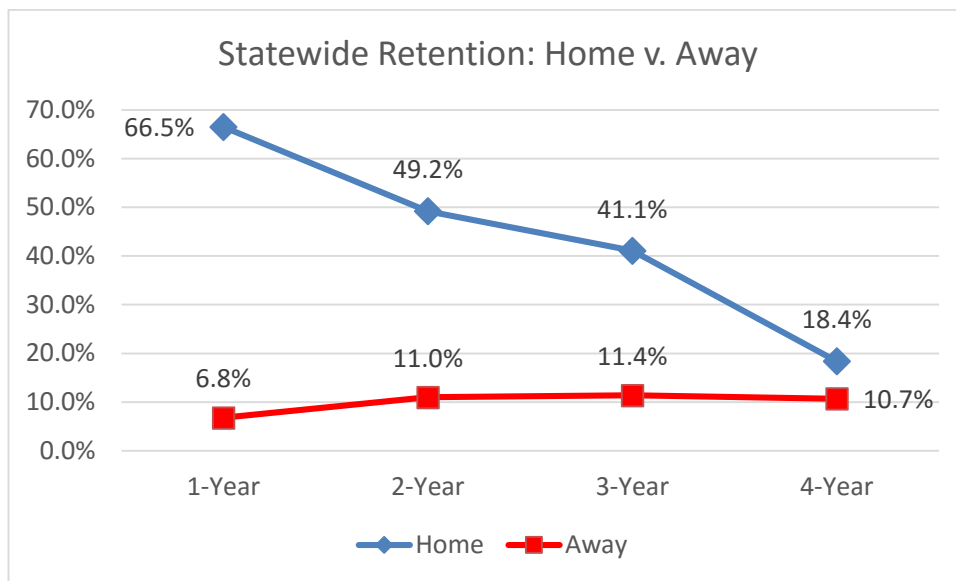
The below chart relates 1-year retention percentages of students retained at "home" and "away" institutions.



Statewide 1-Year Retention Rates by Institution Type: 2014 Fall to 2015 Fall
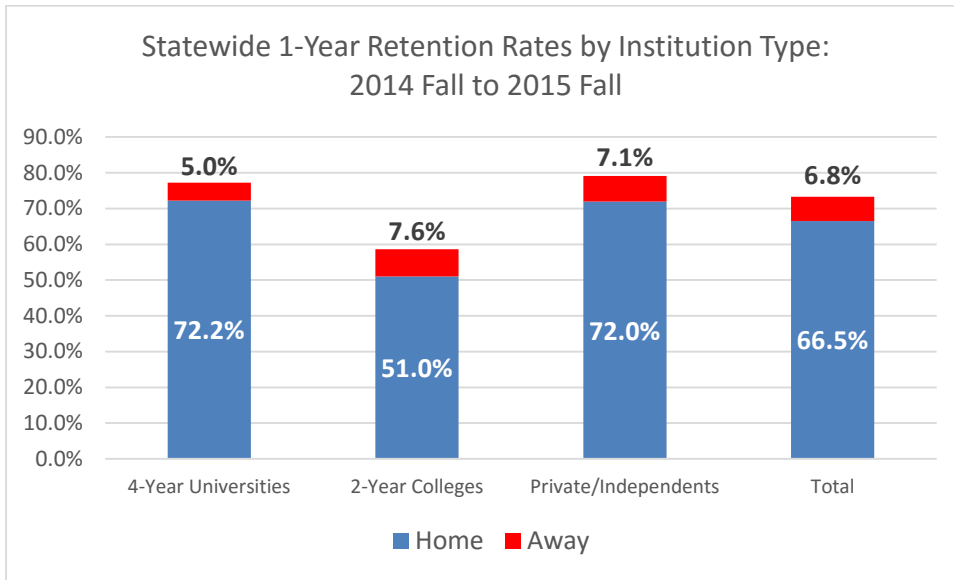
## ADHE ANNUAL GRADUATION RATES

### 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.
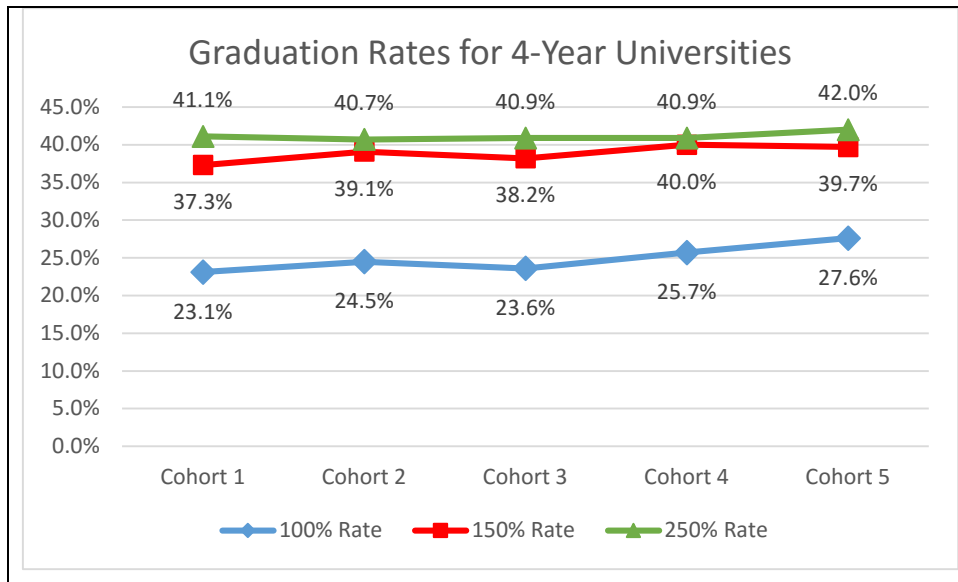


Graduation Rates for 4-Year Universities

| 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.
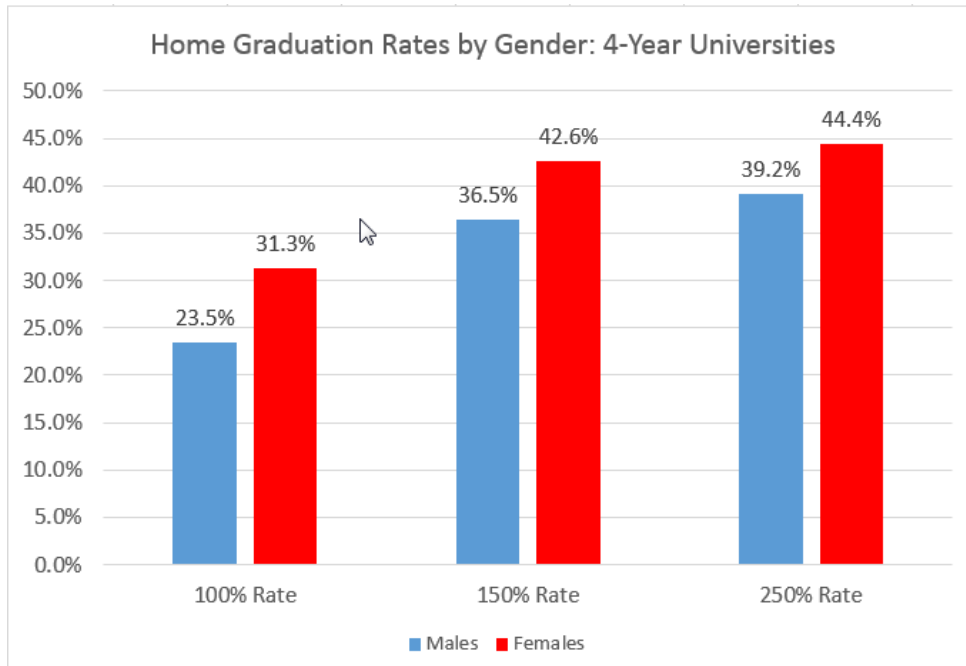


Asian students at 4-year universities graduate at the highest rate in all three timeframes: 100%, 150% and 250%. Hispanic student completion has increased by 12% (up from 32% in 2014) in the 250% rate. Black student completion and white student completion rates exhibit no statistically significant changes.

| Home Graduation Rates by Ethnicity: 4-Year Universities | | | |
|---|---|---|---|
| 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.

| Home Graduation Rates by Age: 4-Year Universities | | | |
|---|---|---|---|
| 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.
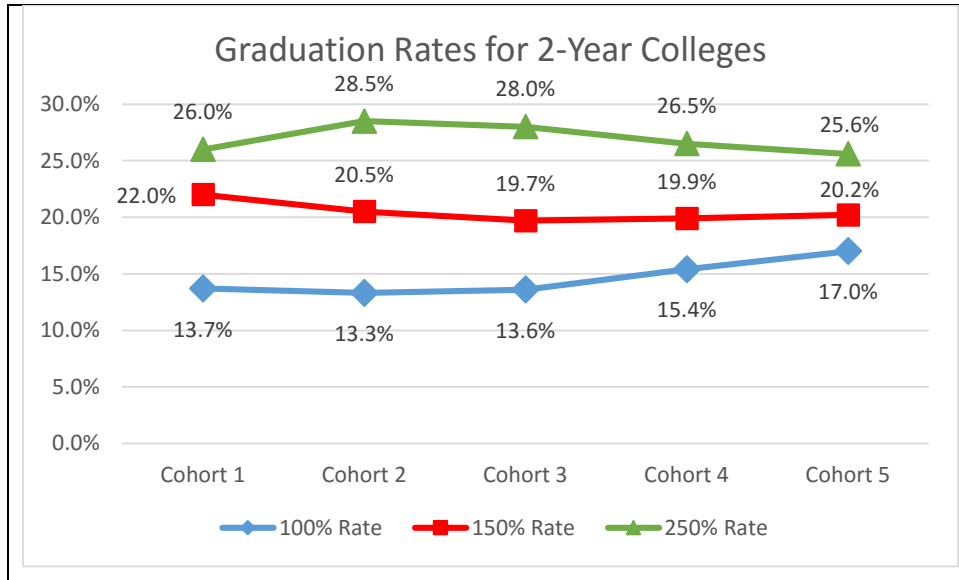
### Graduation Rates for 2-Year Colleges



| 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 |

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.

| 100% Rate: 2-Year Colleges | | | | | | |
|---|---|---|---|---|---|---|
| Cohort Year | 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% |

| 150% Rate: 2-Year Colleges | | | | | |
|---|---|---|---|---|---|
| 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% |
| 250% Rate: 2-Year Colleges | | | | | |
| 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.

| Home Graduation Rates for 2-Year Universities | | | |
|---|---|---|---|
| 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.
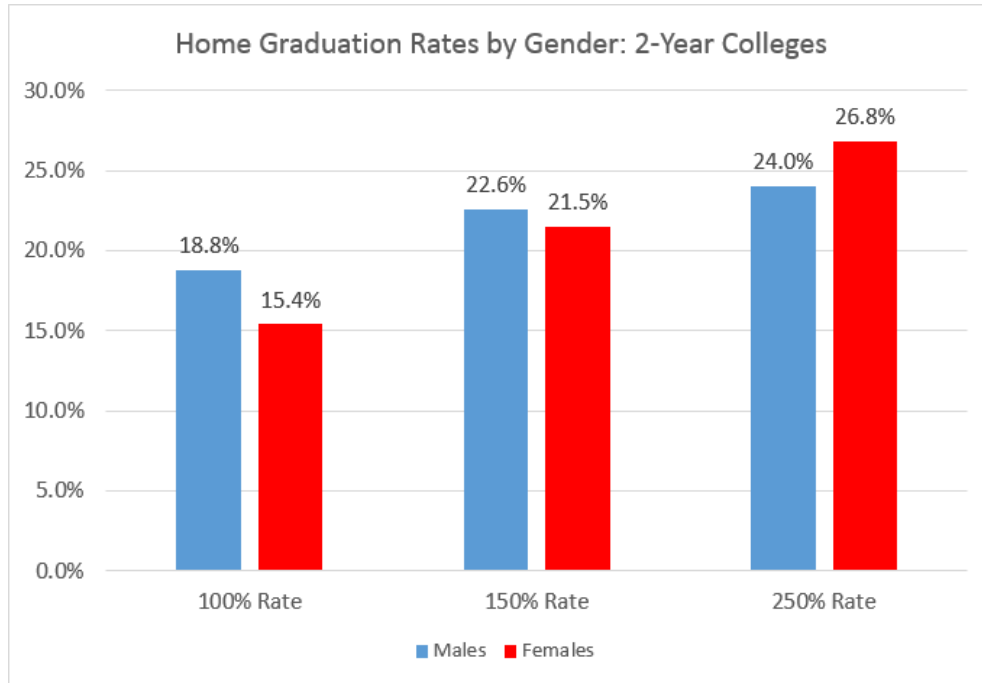


White students have the highest graduation rates at 2-Year Colleges for the 100%, 150%, and 250% rates.

| Home Graduation Rates for Race/Ethnicity: 2-Year  Colleges | | | |
|---|---|---|---|
| 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.

| Home Graduation Rates by Age: 2-Year Colleges | | | |
|---|---|---|---|
| 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.
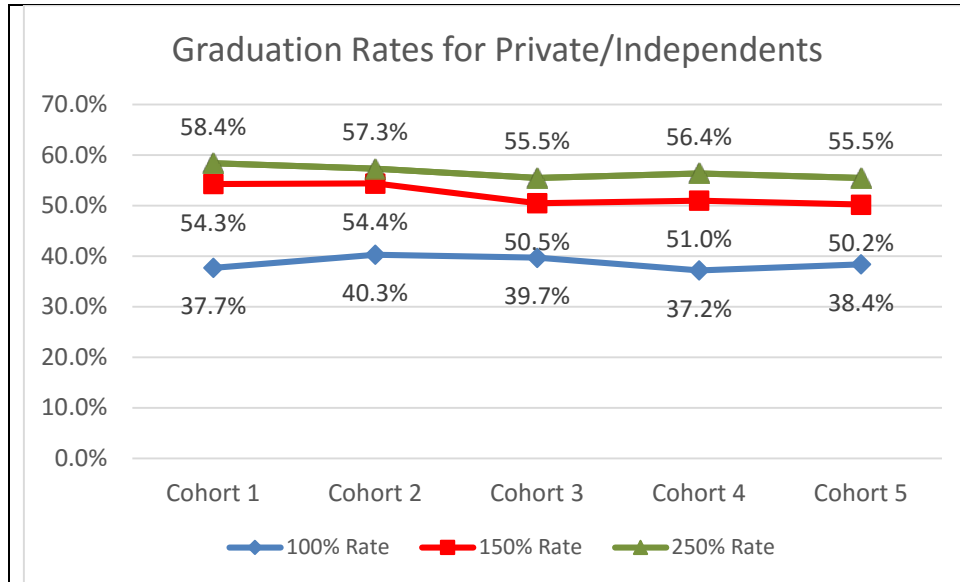


| 100% Rate | 150% Rate | 250% Rate |
|---|---|---|
| Cohort 1 = CY2008 | Cohort 1 = CY2006 | Cohort 1 = CY2002 |
| Cohort 2 = CY2009 | Cohort 2 = CY2007 | Cohort 2 = CY2003 |
| Cohort 3 = CY2010 | Cohort 3 = CY2008 | Cohort 3 = CY2004 |
| Cohort 4 = CY2011 | Cohort 4 = CY2009 | Cohort 4 = CY2005 |
|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

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.

| 100% Rate: Private/Independents | | | | | |
|---|---|---|---|---|---|
| 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% |
| 150% Rate: Private/Independents | | | | | |
| 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.



Home Graduation Rates by Gender: Private/Independents
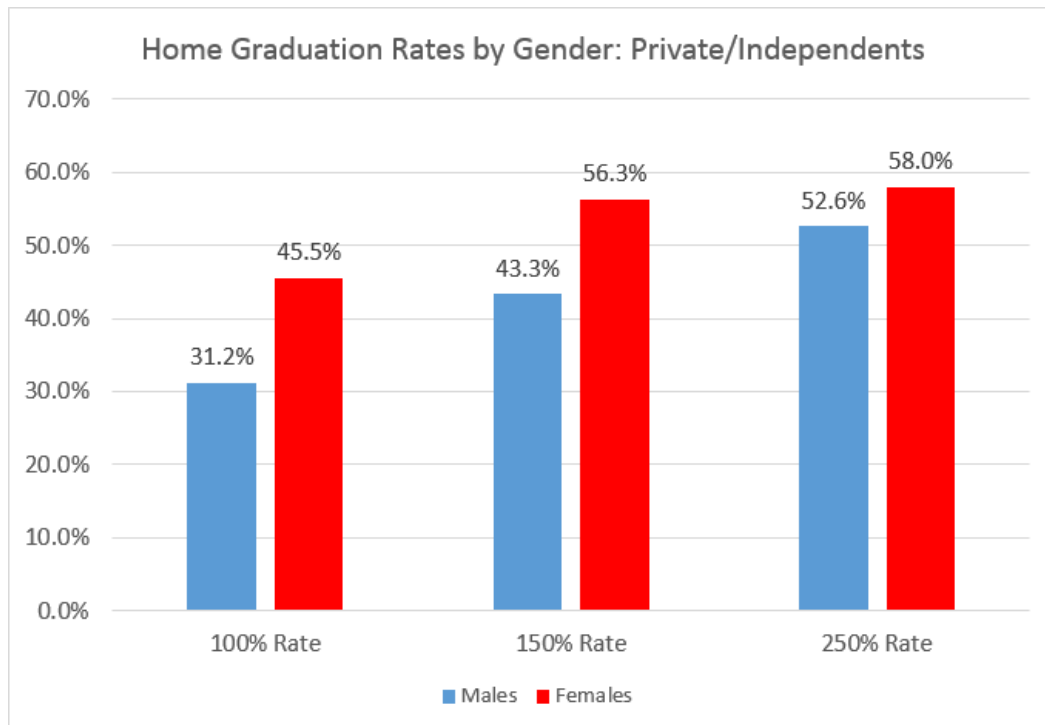
Asian student completion reflects the highest graduation rate for the 100% rate and Native American/Alaskan completion is the highest graduation rate for the 150%, white students exhibit the greatest completion for 250% rates.

| Home Graduation Rates by Race/Ethnicity: Private/Independents | | | |
|---|---|---|---|
| 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.

| Home Graduation Rates by Age: Private/Independents | | | |
|---|---|---|---|
| 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.

| Home Graduation Rates of Remediated Students v. Non-Remediated Students | | | | | | |
|---|---|---|---|---|---|---|
| | 100% Rate | | 150% Rate | | 250% Rate | |
| Inst. Type | Remed. Students | Non-Remed. Students | Remed. Students | Non-Remed. Students | Remed. Students | Non-Remed. Students |
| 4-Year Universities | 11.1% | 27.6% | 22.2% | 39.7% | 25.0% | 42.0% |
| 2-Year Colleges | 8.8% | 17.0% | 13.5% | 22.0% | 18.7% | 25.6% |

## 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.



ACT Scores for First Time Entering Students

GPA Scores for First Time Entering Students

| Category | AY2012 | AY2013 | AY2014 | AY2015 |
|---|---|---|---|---|
| 4-Year Universities | 3.11 | 3.19 | 3.23 | 3.26 |
| 2-Year Colleges | 2.35 | 2.4 | 2.71 | 2.74 |
| Private/Independents | 2.82 | 1.58 | 2.74 | 1.25 |
| Total | 2.8 | 2.74 | 2.98 | 2.84 |
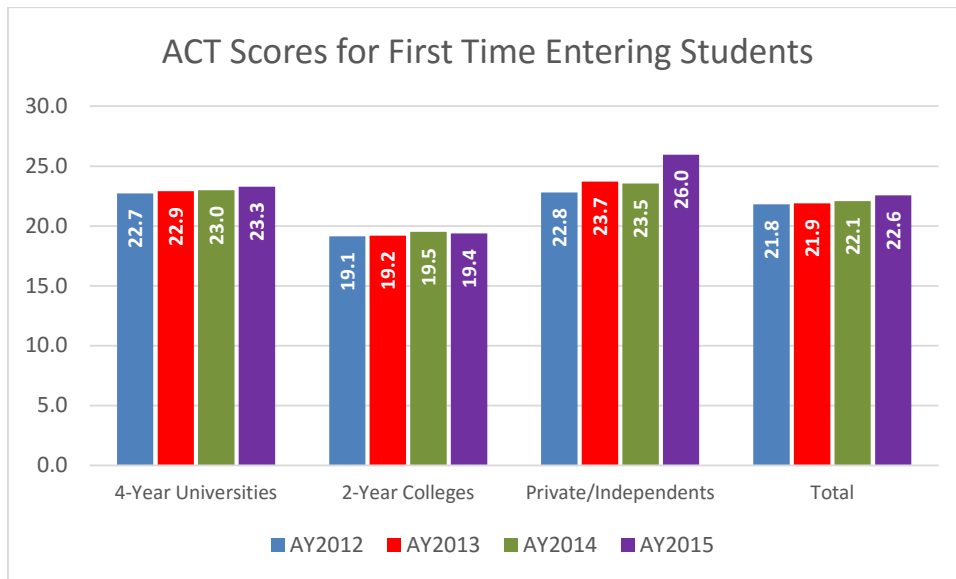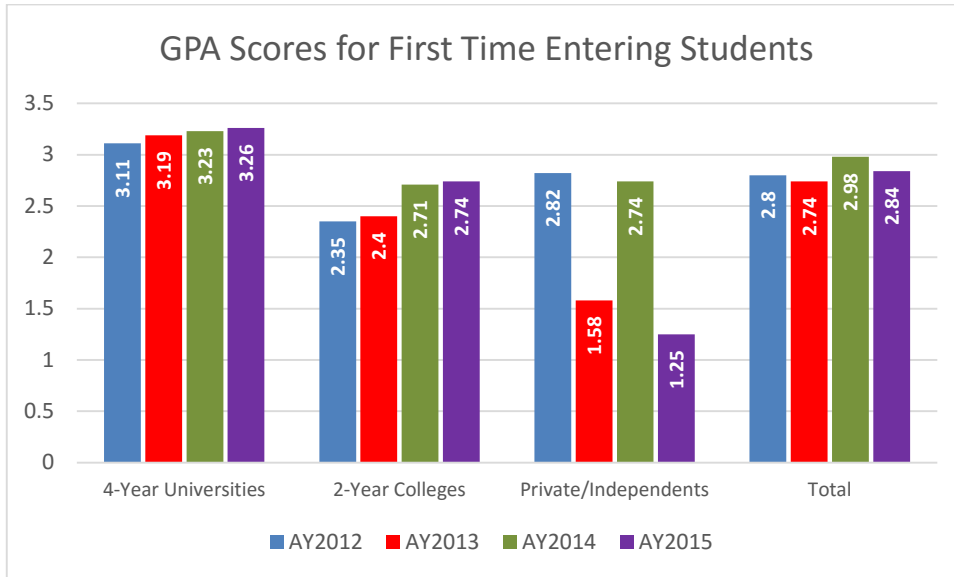
## IPEDS GRADUATION RATES

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.

| | |
|---|---|
| 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 5th AY |
| | 150% | 6 Academic Years + July/August in the 7th AY |
| | 250% | 10 Academic Years + July/August in the 11th AY |
| 2-Year Colleges | 100% | 2 Academic Years + July/August in the 3rd AY |
| | 150% | 3 Academic Years + July/August in the 4th AY |
| | 250% | 5 Academic Years + July/August in the 6th AY |
| Private/Independents | 100% | 4 Academic Years + July/August in the 5th AY |
| | 150% | 6 Academic Years + July/August in the 7th AY |
| | 250% | 10 Academic Years + July/August in the 11th 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.



Participation by Sport: AY2015

| Sport | Participants |
|---|---|
| Football | 1039 |
| Men's Basketball | 196 |
| Women's Basketball | 177 |
| Baseball | 450 |
| Track/Cross Country | 466 |
| Golf | 146 |
| Swimming | 104 |
| Tennis | 69 |
| Volleyball | 156 |
| Other | 423 |
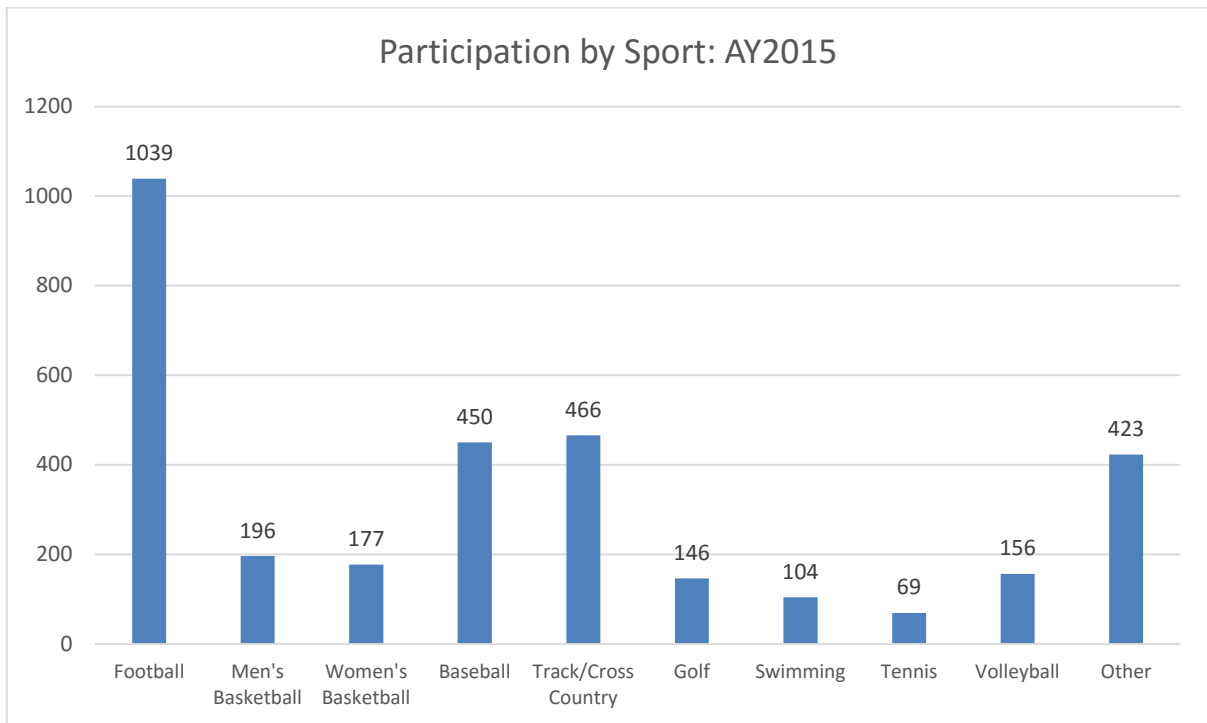
Many students receive scholarships to participate in athletics.  The below graph illustrates that the majority of students participating in athletics receive a partial scholarship (59.6 percent) and a small portion (18.4 percent) receive a full scholarship.
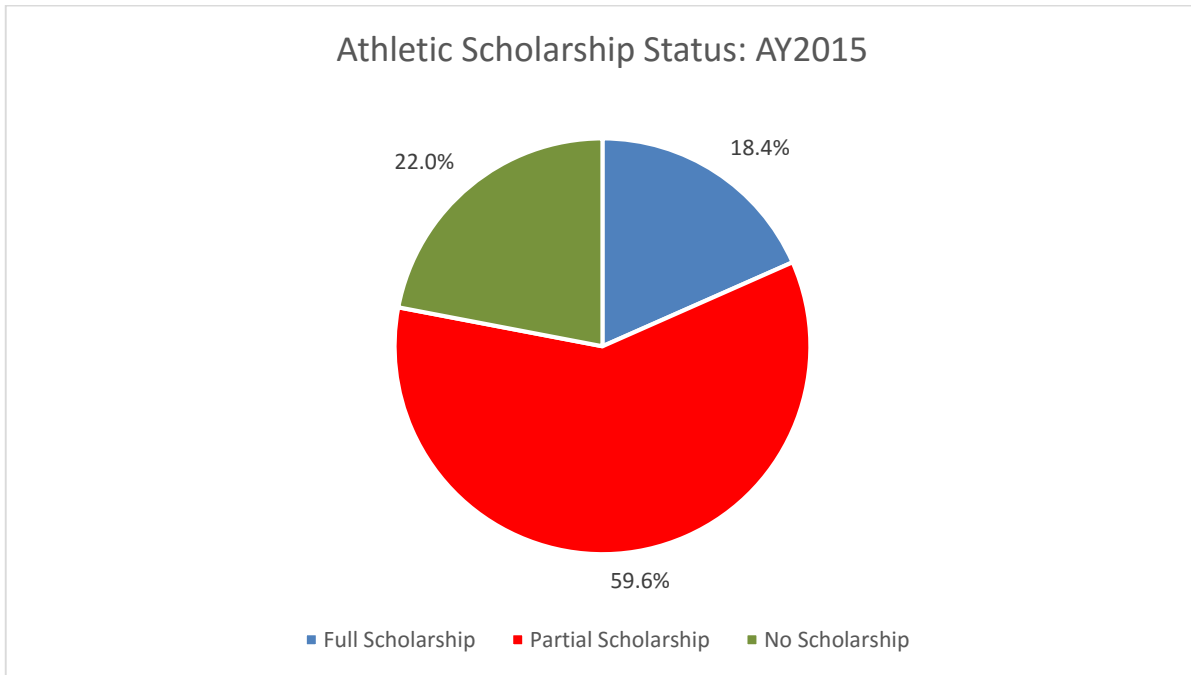


The below chart shows that UAF has the most student athletes.
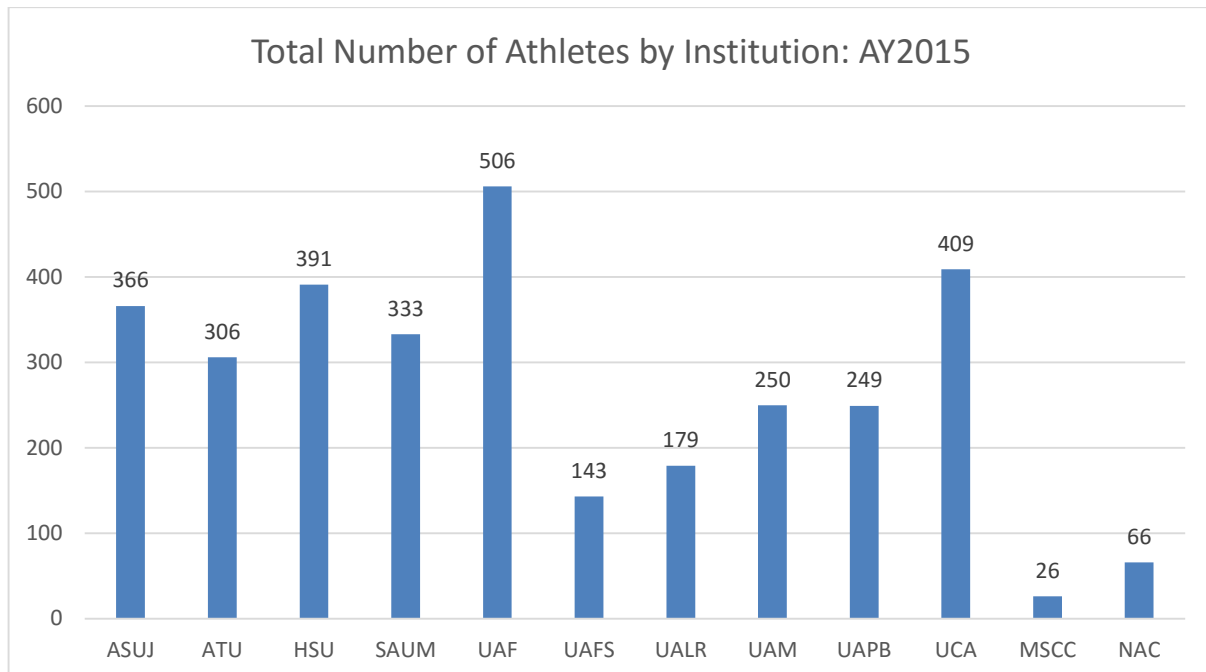
## ATHLETIC FALL-TO-FALL RETENTION RATES

**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.
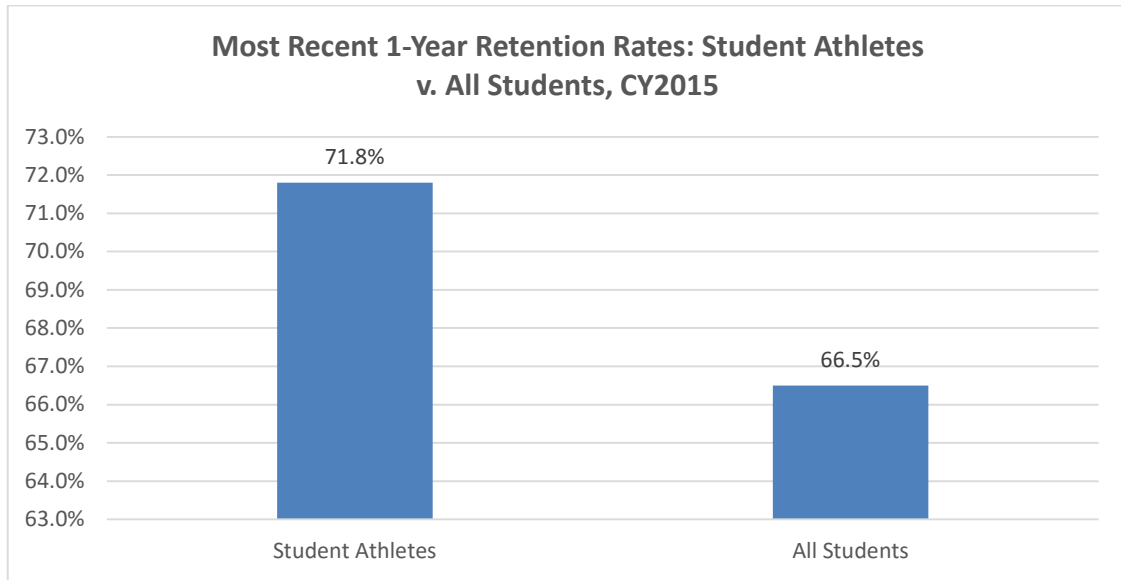


The next graph shows the 1-year retention rates for student athletes for the last five years (fall-to-fall).

| 1-Year Fall-to-Fall Retention Rates for Athletes | | | | | |
|---|---|---|---|---|---|
| | 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.

| 1-Year Retention Rates of All Student Athletes, Remediated Student Athletes, and Non-Remediated Student Athletes: 2013 Fall to 2014 Fall | | | | | |
|---|---|---|---|---|---|
| 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% |

## Retention Rates for Student Athletes: 1-5 Year Rates



**All Student Athletes**
- 1-Year: 71.8%
- 2-Year: 56.6%
- 3-Year: 48.8%
- 4-Year: 24.8%
- 5-Year: 8.5%

**Remediated Student Athletes**
- 1-Year: 67.1%
- 2-Year: 44.9%
- 3-Year: 38.5%
- 4-Year: 23.4%
- 5-Year: 6.3%

**Non-Remediated Student Athletes**
- 1-Year: 75.0%
- 2-Year: 64.1%
- 3-Year: 57.2%
- 4-Year: 25.9%
- 5-Year: 12.5%

Legend:
- 1-Year: 2014 Fall to 2015 Fall
- 2-Year: 2013 Fall to 2015 Fall
- 3-Year: 2012 Fall to 2015 Fall
- 4-Year: 2011 Fall to 2015 Fall
- 5-Year: 2010 Fall to 2015 Fall

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.)
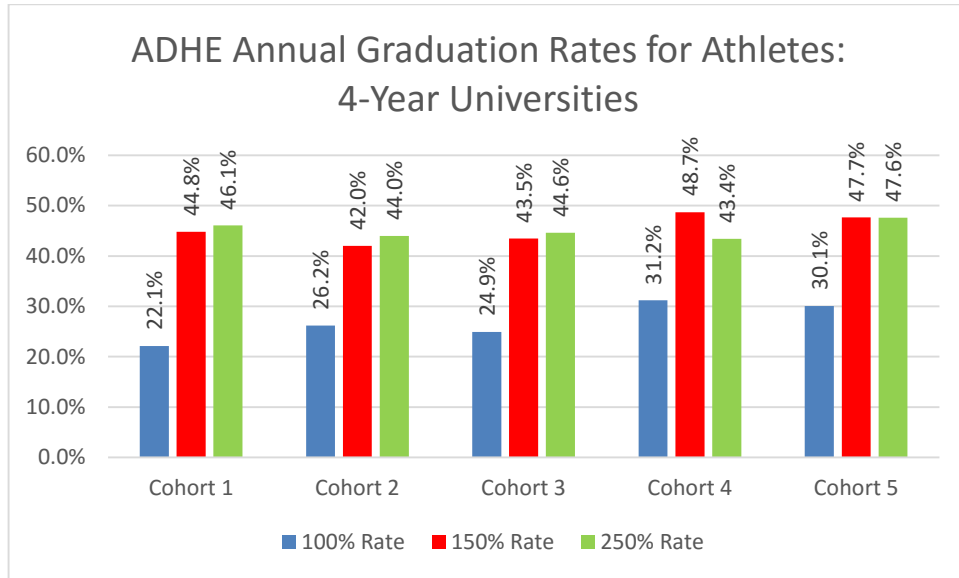
## ADHE Annual Graduation Rates for Athletes: 4-Year Universities



| 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.

| Comparison of Graduation Rates for Athletes v. All Students: 4-Year Universities | | | | | | | | | |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Athletes | | | All Students | | | Difference | | |
| Cohort | 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.

| ADHE Annual Graduation Rates for Athletes: 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.

| 100% Rate CY2011 | | | 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% |
| 150% Rate CY2009 | | | 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% |
| 250% Rate CY2005 | | | 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.
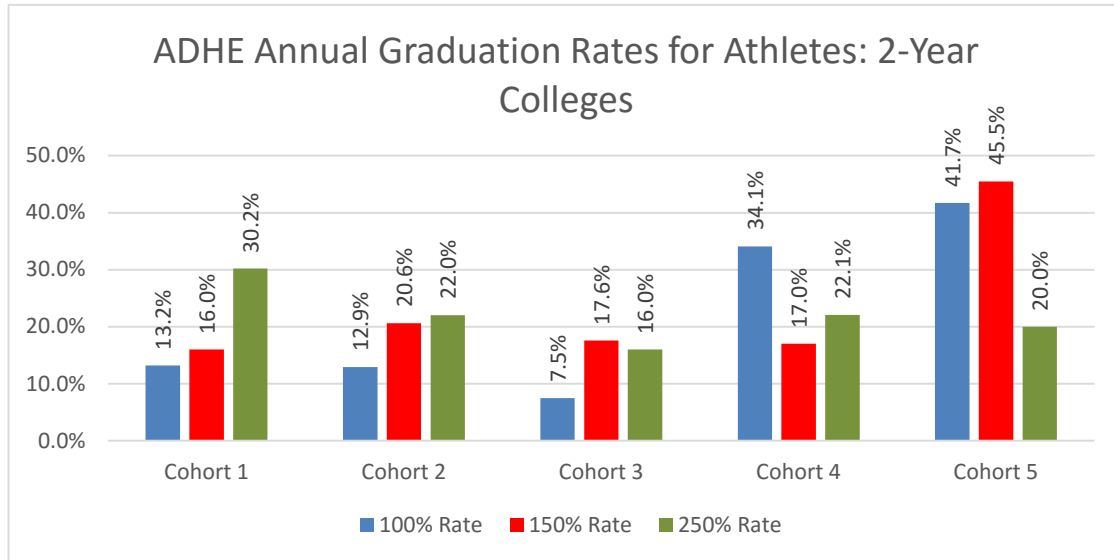
## ADHE Annual Graduation Rates for Athletes: 2-Year Colleges



| 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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Athletes | | | All Students | | | Difference | | |
| Cohort | 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.

| ADHE Annual Graduation Rates for Athletes: 2-Year Colleges | | | |
|---|---|---|---|
| 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.

| 100% Rate CY2014 | | | 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% |
| **150% Rate CY2013** | | | 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% |
| **250% Rate CY2012** | | | 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.

| ADHE Annual Graduation Rates for Athletes by Sport | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Football** | 100% Rate | 150% Rate | 250% Rate | **Men's Basketball** | 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% |
| **Women's Basketball** | 100% Rate | 150% Rate | 250% Rate | **Baseball** | 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% |
| **Track** | 100% Rate | 150% Rate | 250% Rate | **All Others** | 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).

**Anytime Remediation Rates of Student Athletes**

| | 4-Year Universities | 2-Year Colleges | Total |
|---|---|---|---|
| Fall 2010 | 41.6% | 75.3% | 44.9% |
| Fall 2011 | 40.1% | 77.1% | 42.3% |
| Fall 2012 | 43.9% | 73.7% | 45.3% |
| Fall 2013 | 37.3% | 67.6% | 38.6% |
| Fall 2014 | 39.8% | 73.9% | 41.4% |

**Anytime Remediation Rates of Student Athletes v. All Students**

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 |
|---|---|---|---|---|---|
| Student Athletes | 44.9% | 42.3% | 45.3% | 38.6% | 41.4% |
| All Students | 52.6% | 49.4% | 47.8% | 43.2% | 43.2% |

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

## Anytime Remediation Rates by Sport: 2014 Fall

| Sport | Rate |
|-------|------|
| Football | 54.0% |
| Men's Basketball | 48.1% |
| Women's Basketball | 48.3% |
| Baseball | 32.1% |
| Track | 39.2% |
| All Others | 27.8% |
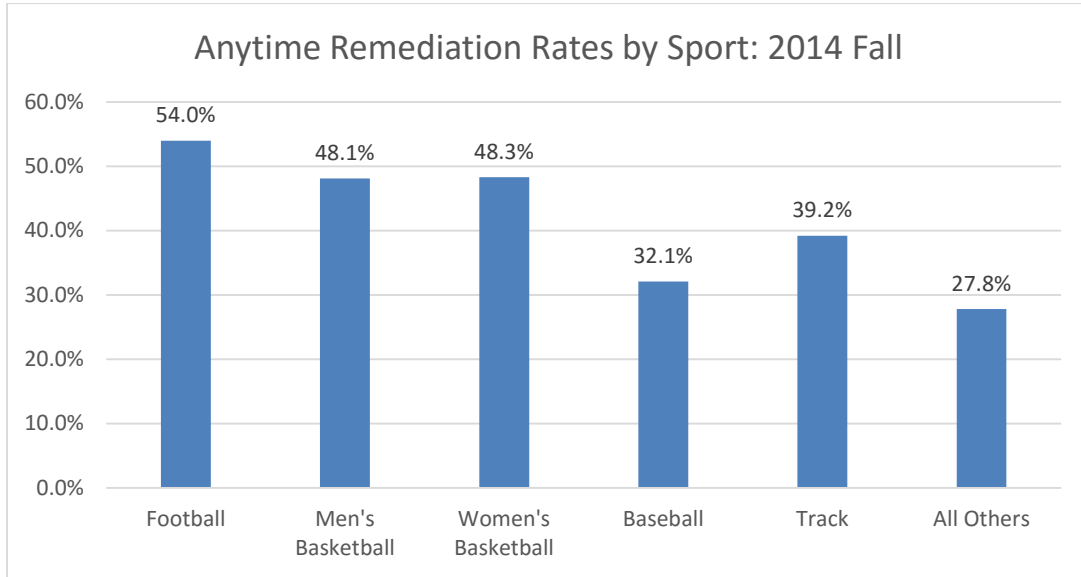
As shown above, All Other Sports, Baseball, and Track have the lowest remediation rates for AY2015 (the 2014 Fall term).

**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.

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.

| AHECB Program Viability Standards | |
|---|---|
| *Number of Graduates Over a Three-Year Period* | |
| 01 Certificate of Proficiency<br>02 Technical Certificate<br>03 Associate Degree (AAS Only) | 12 |
| 03 Associate Degree (AA, AS, and AAT) | 18 |
| | |
| *Number of Graduates Over a Three-Year Period* | 12 |
| 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.

| Active and On-Track Programs | | | |
|---|---|---|---|
| **New Programs** | **Certificate and Associate** | **Bachelor's, Graduate, Professional** | **Total** |
| 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**



35 Programs Met Productivity Standards

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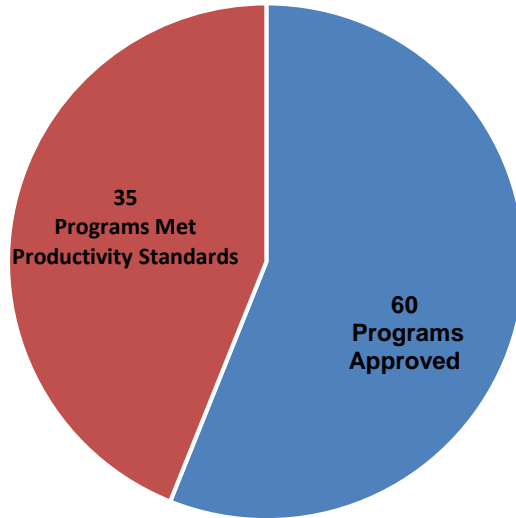
**Productivity of New Bachelor and Graduate Programs Approved Academic Year 2010**



23 Programs Met Productivity Standards

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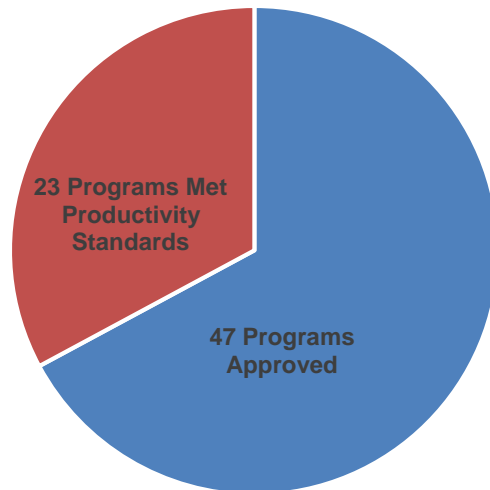
## Degree Productivity for Programs Approved in Academic Year 2012
## Associate Degrees and Below

| 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
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**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.

<u>**Performance Measures**</u>

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 $778 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)

|  | Undergraduate | Graduate | Doctoral |
|---|---|---|---|
| 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:

|                      | Percent to be added |
| FTE Enrollment       | to the Formula Need |
| -------------------- | ------------------- |
| 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

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**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.

| Mandatory (4 max points) | | |
|---|---|---|
| Credentials | Bachelor | 1.00 |
| | Total Credentials | 1.00 |
| STEM Credentials | | 1.00 |
| Progression | | 1.00 |
| **TOTAL** | | **4.00** |

| Compensatory (1 max point) | |
|---|---|
| Low-Income | 1.00 |

| Optional (6 max points) | |
|---|---|
| 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** |
| | **Total Mandatory Points (max = 4pts)** | **2.96** | **3.00** | **3.74** | **3.95** | **4.00** | **4.00** | **3.96** | **3.83** | **3.72** | **3.34** |
| | *Total Optional Points* | *3.00* | *7.00* | *5.00* | *7.00* | *8.00* | *6.00* | *7.00* | *5.00* | *2.00* | *5.00* |
| | **Total Optional Allowed (max = 6pts)** | **3.00** | **6.00** | **5.00** | **6.00** | **6.00** | **6.00** | **6.00** | **5.00** | **2.00** | **5.00** |
| | *Total Compensatory Points* | *0.45* | *0.44* | *0.54* | *0.50* | *0.24* | *0.51* | *0.39* | *0.61* | *0.72* | *0.41* |
| | **Total Compensatory Points Allowed** | **0.45** | **0.44** | **0.54** | **0.05** | **0.00** | **0.00** | **0.04** | **0.61** | **0.72** | **0.41** |
| | **Total (max = 10 pts)** | **6.41** | **9.44** | **9.28** | **10.00** | **10.00** | **10.00** | **10.00** | **9.44** | **6.44** | **8.75** |

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

| 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 (www.ice.gov/sevis/stemlist.htm). | 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. (http://nces.ed.gov/collegenavigator/) | 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.)

| Mandatory (6 max points) | | |
|---|---|---|
| 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 |
| **TOTAL Mandatory Points** | | **6.00** |
| *Compensatory (2)* | *Low-Income* | *1.00* |
| | *Underprepared* | *1.00* |

| Region/Mission (4 max points) | |
|---|---|
| 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 |

# College Performance Results - Year 4 (April 2016)

| Measure | MANDATORY POINTS | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1A | Course Completion - Remedial | -2.44% | 2.67% | -2.61% | 3.98% | 3.14% | 1.11% | -5.18% | -2.69% | 2.64% | -0.04% | 10.51% | -0.73% | -0.93% | -0.78% | -1.45% | 0.03% | 5.97% | -7.12% | -1.33% | 0.75% | -1.16% | -1.31% |
| 1B | Course Completion - Non-Remedial | 0.23% | 0.79% | -0.40% | 0.60% | 0.99% | 2.51% | 1.44% | 0.31% | 1.20% | 0.65% | 2.48% | 1.11% | 1.97% | 0.89% | 0.59% | 0.44% | -0.50% | 0.76% | 0.10% | 1.32% | 0.57% | 1.01% |
| 2 | Progression | -0.85% | -0.58% | -1.28% | 0.85% | 2.77% | 0.16% | 0.36% | -0.31% | 0.49% | 0.27% | -0.03% | -0.88% | 0.00% | -1.15% | -2.31% | 0.81% | 0.54% | 0.32% | 0.56% | 0.64% | -0.83% | 0.19% |
| 3A | Credentials - CPs | 5.83% | 12.16% | -8.78% | 20.08% | -12.19% | 36.11% | 20.99% | -0.49% | -6.32% | 21.83% | 2.41% | 2.86% | 17.85% | 11.11% | 9.29% | 4.97% | 10.16% | 4.53% | -7.48% | -9.71% | 3.57% | -28.39% |
| 3B | Credentials - TCs | -1.39% | 25.30% | 18.22% | 20.88% | 6.00% | 11.86% | 22.48% | 1.42% | -3.89% | -1.18% | 4.56% | -3.59% | 8.51% | -2.40% | 6.08% | 11.61% | 16.38% | 15.50% | -12.75% | -8.76% | 10.36% | 0.45% |
| 3C | Credentials - Associates | -16.49% | 1.35% | -2.77% | 5.99% | 4.85% | 7.22% | 10.00% | 5.87% | -2.08% | 10.10% | -2.30% | 3.38% | 5.23% | -2.67% | 5.70% | 2.77% | 6.02% | 4.89% | 3.27% | -5.01% | -1.11% | 1.43% |
| 3D | Credentials - Total (Rate) | 9.15% | 15.95% | 1.24% | 20.58% | -2.92% | 26.01% | 18.49% | 2.87% | 0.85% | 17.33% | 12.75% | 5.75% | 17.74% | 11.11% | 12.48% | 10.30% | 17.40% | 12.04% | 6.62% | 2.58% | 7.12% | 0.41% |
| 4A | *Compensatory - Low Income* | *49.30%* | *38.91%* | *67.80%* | *74.45%* | *53.05%* | *66.13%* | *55.21%* | *33.10%* | *55.87%* | *68.39%* | *68.22%* | *42.14%* | *78.83%* | *68.08%* | *67.08%* | *61.76%* | *63.60%* | *45.34%* | *68.68%* | *64.59%* | *64.91%* | *55.67%* |
| 4B | *Compensatory - Underprepared* | *29.79%* | *26.79%* | *20.54%* | *60.98%* | *43.25%* | *39.29%* | *41.53%* | *48.68%* | *36.93%* | *43.35%* | *59.02%* | *29.18%* | *26.38%* | *55.26%* | *52.50%* | *27.13%* | *57.10%* | *39.53%* | *62.81%* | *30.43%* | *45.83%* | *26.77%* |
| | **REGION/MISSION RESULTS** | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
| 5 | STEM Credentials | 16.50% | -1.05% | 19.64% | -18.13% | 2.44% | 0.00% | -88.89% | 23.76% | -35.42% | 1.54% | 26.13% | -1.44% | 66.67% | 0.57% | 12.37% | 23.81% | 66.67% | 1.73% | -24.38% | 0.00% | -25.82% | -12.38% |
| 6 | High Demand Credentials | -6.46% | -3.00% | -9.49% | 14.34% | -5.84% | 12.71% | 11.11% | -2.38% | -22.59% | 3.98% | -11.05% | -13.59% | 2.67% | -5.71% | -16.24% | -4.08% | 3.54% | 6.58% | -12.55% | -12.72% | -1.47% | -26.32% |
| 7 | Workforce Training | 15.99% | -14.62% | -3.99% | -51.71% | 37.34% | 5.55% | 22.65% | 10.84% | 0.12% | -4.29% | -0.58% | 8.78% | 47.94% | 10.09% | -66.61% | -5.04% | -27.70% | 22.25% | 18.62% | -3.24% | -4.36% | -10.28% |
| 8 | Transfer Students | -5.18% | -3.39% | -10.48% | -0.89% | 4.76% | -3.61% | 0.52% | -0.74% | -2.56% | -4.04% | 8.95% | -0.59% | -1.41% | -9.72% | 0.62% | -0.91% | -2.49% | -10.82% | -8.02% | -4.63% | -3.44% | 3.62% |
| 9 | Adult Credentials | -9.72% | 4.16% | -1.42% | 1.80% | -4.25% | 18.53% | 7.55% | 0.87% | -7.33% | 8.27% | -1.73% | 1.58% | 8.00% | -7.66% | 7.58% | 2.34% | 10.23% | 7.63% | -6.30% | -16.27% | 1.04% | -11.62% |
| 10 | Minority Credentials | -11.38% | 16.37% | 13.17% | 13.76% | 13.49% | 27.52% | 27.08% | 5.42% | -4.19% | 22.89% | 7.51% | 8.00% | 22.69% | 5.83% | 15.79% | 1.45% | 11.19% | 8.02% | -3.82% | 21.66% | 7.98% | -5.07% |
| 11 | Employment | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | **MANDATORY POINTS** | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
| 1A | Course Completion - Remedial | 0 | 0.5 | 0 | 0.5 | 0.5 | 0.5 | 0 | 0.5 | 0.5 | 0 | 0.5 | 0 | 0 | 0 | 0 | 0.5 | 0.5 | 0 | 0 | 0.5 | 0 | 0 |
| 1B | Course Completion - Non-Remedial | 0.5 | 0.5 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| 2 | Progression | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 3A | Credentials - CPs | 0.5 | 0.5 | 0 | 0.5 | 0 | 0.5 | 0.5 | 0 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0 | 0 | 0.5 | 0 |
| 3B | Credentials - TCs | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0 | 0 | 0.5 | 0 | 0.5 | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0 | 0 | 0.5 | 0.5 |
| 3C | Credentials - Associate | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 |
| 3D | Credentials - Total (Rate) | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 4A | *Compensatory - Low Income* | *0.49* | *0.39* | *0.68* | *0.74* | *0.53* | *0.66* | *0.55* | *0.33* | *0.56* | *0.68* | *0.68* | *0.42* | *0.79* | *0.68* | *0.67* | *0.62* | *0.64* | *0.45* | *0.69* | *0.65* | *0.65* | *0.56* |
| 4B | *Compensatory - Underprepared* | *0.30* | *0.27* | *0.21* | *0.61* | *0.43* | *0.39* | *0.42* | *0.49* | *0.37* | *0.43* | *0.59* | *0.29* | *0.26* | *0.55* | *0.52* | *0.27* | *0.57* | *0.40* | *0.63* | *0.30* | *0.46* | *0.27* |
| | **REGION/MISSION POINTS** | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
| 5 | STEM Credentials | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 |
| 6 | High Demand Credentials | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| 7 | Workforce Training | 2 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 |
| 8 | Transfer Students | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 9 | Adult Credentials | 0 | 2 | 0 | 2 | 0 | 2 | 2 | 2 | 0 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 0 |
| 10 | Minority Credentials | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 | 2 | 2 | 0 |
| 11 | Employment | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | **TOTAL POINTS** | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
| | Mandatory Points | 3 | 5 | 2.5 | 6 | 3.5 | 6 | 5.5 | 4 | 4 | 5 | 4 | 4 | 4.5 | 3 | 4.5 | 6 | 5.5 | 5.5 | 4.5 | 4 | 3.5 | 5 |
| | *Compensatory Points* | *0.79* | *0.66* | *0.88* | *1.35* | *0.96* | *1.05* | *0.97* | *0.82* | *0.93* | *1.12* | *1.27* | *0.71* | *1.05* | *1.23* | *1.20* | *0.89* | *1.21* | *0.85* | *1.31* | *0.95* | *1.11* | *0.82* |
| | Compensatory Points Allowed | 0.79 | 0.66 | 0.88 | 0.00 | 0.96 | 0.00 | 0.50 | 0.82 | 0.93 | 1.00 | 1.27 | 0.71 | 1.05 | 1.23 | 1.20 | 0.00 | 0.50 | 0.50 | 1.31 | 0.95 | 1.11 | 0.82 |
| | **Total Mandatory Points** | **3.79** | **5.66** | **3.38** | **6.00** | **4.46** | **6.00** | **6.00** | **4.82** | **4.93** | **6.00** | **5.27** | **4.71** | **5.55** | **4.23** | **5.70** | **6.00** | **6.00** | **6.00** | **5.81** | **4.95** | **4.61** | **5.82** |
| | *Total Region/Mission Points* | *4* | *4* | *4* | *6* | *8* | *8* | *10* | *8* | *2* | *8* | *6* | *6* | *10* | *6* | *8* | *6* | *8* | *10* | *2* | *2* | *4* | *2* |
| | **Total Region/Mission Points Allowed** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **2** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **2** | **2** | **4** | **2** |
| | **TOTAL** | **7.79** | **9.66** | **7.38** | **10.00** | **8.46** | **10.00** | **10.00** | **8.82** | **6.93** | **10.00** | **9.27** | **8.71** | **9.55** | **8.23** | **9.70** | **10.00** | **10.00** | **10.00** | **7.81** | **6.95** | **8.61** | **7.82** |

N/A = Data is not available

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

| Measure | MANDATORY RESULTS | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1A | Course Completion - Remedial - 3YR AVG | 52.76% | 52.94% | 53.48% | 54.49% | 57.56% | 59.54% | 33.10% | 59.97% | 54.66% | 51.96% | 61.84% | 53.62% | 45.36% | 56.72% | 53.99% | 64.80% | 67.54% | 35.14% | 55.02% | 58.84% | 42.32% | 58.56% |
|  | Course Completion - Remedial - 5YR AVG | 55.20% | 50.27% | 56.09% | 50.51% | 54.42% | 58.43% | 38.29% | 62.66% | 52.02% | 52.00% | 51.33% | 54.34% | 46.29% | 57.49% | 55.44% | 64.77% | 61.57% | 42.25% | 56.35% | 58.09% | 43.48% | 59.87% |
|  | % Change | -2.44% | 2.67% | -2.61% | 3.98% | 3.14% | 1.11% | -5.18% | -2.69% | 2.64% | -0.04% | 10.51% | -0.73% | -0.93% | -0.78% | -1.45% | 0.03% | 5.97% | -7.12% | -1.33% | 0.75% | -1.16% | -1.31% |
| 1B | Course Completion - Non-Remedial - 3YR AVG | 79.54% | 83.02% | 80.65% | 82.66% | 86.95% | 83.89% | 85.55% | 84.27% | 80.72% | 80.34% | 79.07% | 77.57% | 80.81% | 82.66% | 72.24% | 83.76% | 80.57% | 85.00% | 80.85% | 82.39% | 79.44% | 80.80% |
|  | Course Completion - Non-Remedial - 5YR AVG | 79.30% | 82.23% | 81.05% | 82.06% | 85.96% | 81.39% | 84.11% | 83.97% | 79.52% | 79.69% | 76.59% | 76.45% | 78.84% | 81.77% | 71.65% | 83.32% | 81.07% | 84.24% | 80.75% | 81.08% | 78.87% | 79.79% |
|  | % Change | 0.23% | 0.79% | -0.40% | 0.60% | 0.99% | 2.51% | 1.44% | 0.31% | 1.20% | 0.65% | 2.48% | 1.11% | 1.97% | 0.89% | 0.59% | 0.44% | -0.50% | 0.76% | 0.10% | 1.32% | 0.57% | 1.01% |
| 2 | Progression - 3YR AVG | 57.39% | 63.46% | 66.33% | 49.25% | 61.61% | 64.75% | 62.98% | 68.90% | 56.13% | 64.24% | 61.01% | 56.22% | 63.26% | 63.78% | 56.50% | 62.79% | 65.51% | 63.37% | 63.67% | 67.78% | 56.37% | 61.44% |
|  | Progression - 5YR AVG | 58.25% | 64.04% | 67.61% | 48.40% | 58.84% | 64.59% | 62.62% | 69.21% | 55.65% | 63.97% | 61.03% | 57.11% | 63.27% | 64.93% | 58.81% | 61.99% | 64.97% | 63.04% | 63.11% | 67.14% | 57.20% | 61.25% |
|  | % Change | -0.85% | -0.58% | -1.28% | 0.85% | 2.77% | 0.16% | 0.36% | -0.31% | 0.49% | 0.27% | -0.03% | -0.88% | 0.00% | -1.15% | -2.31% | 0.81% | 0.54% | 0.32% | 0.56% | 0.64% | -0.83% | 0.19% |
| 3A | Credentials - CPs - 3YR AVG | 169 | 415 | 197 | 171 | 193 | 242 | 163 | 322 | 29 | 205 | 34 | 197 | 183 | 187 | 300 | 93 | 284 | 399 | 180 | 164 | 174 | 132 |
|  | Credentials - CPs - 5YR AVG | 160 | 370 | 216 | 142 | 220 | 178 | 135 | 324 | 31 | 168 | 33 | 191 | 155 | 169 | 274 | 89 | 258 | 381 | 194 | 182 | 168 | 185 |
|  | % Change | 5.83% | 12.16% | -8.78% | 20.08% | -12.19% | 36.11% | 20.99% | -0.49% | -6.32% | 21.83% | 2.41% | 2.86% | 17.85% | 11.11% | 9.29% | 4.97% | 10.16% | 4.53% | -7.48% | -9.71% | 3.57% | -28.39% |
| 3B | Credentials - TCs - 3YR AVG | 81 | 515 | 122 | 22 | 265 | 215 | 126 | 195 | 179 | 212 | 211 | 79 | 111 | 57 | 960 | 49 | 275 | 380 | 186 | 67 | 227 | 195 |
|  | Credentials - TCs - 5YR AVG | 82 | 411 | 103 | 18 | 250 | 192 | 103 | 193 | 187 | 214 | 202 | 82 | 103 | 58 | 905 | 44 | 236 | 329 | 213 | 74 | 206 | 194 |
|  | % Change | -1.39% | 25.30% | 18.22% | 20.88% | 6.00% | 11.86% | 22.48% | 1.42% | -3.89% | -1.18% | 4.56% | -3.59% | 8.51% | -2.40% | 6.08% | 11.61% | 16.38% | 15.50% | -12.75% | -8.76% | 10.36% | 0.45% |
| 3C | Credentials - Associates - 3YR AVG | 156 | 652 | 239 | 145 | 184 | 282 | 153 | 150 | 113 | 326 | 410 | 815 | 215 | 155 | 937 | 114 | 171 | 157 | 198 | 204 | 161 | 406 |
|  | Credentials - Associates - 5 YR AVG | 187 | 643 | 246 | 137 | 176 | 263 | 139 | 142 | 115 | 296 | 420 | 788 | 204 | 160 | 887 | 111 | 162 | 150 | 191 | 214 | 163 | 401 |
|  | % Change | -16.49% | 1.35% | -2.77% | 5.99% | 4.85% | 7.22% | 10.00% | 5.87% | -2.08% | 10.10% | -2.30% | 3.38% | 5.23% | -2.67% | 5.70% | 2.77% | 6.02% | 4.89% | 3.27% | -5.01% | -1.11% | 1.43% |
| 3D | Credentials - Total (Rate) - 3YR AVG | 41 | 50 | 49 | 29 | 40 | 43 | 44 | 72 | 37 | 47 | 31 | 20 | 47 | 37 | 32 | 43 | 60 | 73 | 48 | 44 | 57 | 45.0 |
|  | Credentials - Total (Rate) - 5YR AVG | 37 | 43 | 48 | 24 | 41 | 34 | 37 | 70 | 36 | 40 | 28 | 19 | 40 | 33 | 29 | 39 | 51 | 66 | 45 | 43 | 53 | 44.8 |
|  | % Change | 9.15% | 15.95% | 1.24% | 20.58% | -2.92% | 26.01% | 18.49% | 2.87% | 0.85% | 17.33% | 12.75% | 5.75% | 17.74% | 11.11% | 12.48% | 10.30% | 17.40% | 12.04% | 6.62% | 2.58% | 7.12% | 0.41% |
| 4A | *Compensatory - Low Income* | 49% | 39% | 68% | 74% | 53% | 66% | 55% | 33% | 56% | 68% | 68% | 42% | 79% | 68% | 67% | 62% | 64% | 45% | 69% | 65% | 65% | 56% |
| 4B | *Compensatory - Underprepared* | 30% | 27% | 21% | 61% | 43% | 39% | 42% | 49% | 37% | 43% | 59% | 29% | 26% | 55% | 52% | 27% | 57% | 40% | 63% | 30% | 46% | 27% |

| Measure | REGION/MISSION RESULTS | ANC | ASUB | ASUMH | ASUMS | ASUN | BRTC | CCCUA | COTO | EACC | NAC | NPCC | NWACC | OZC | PCCUA | PTC | RMCC | SACC | SAUT | SEAC | UACCB | UACCH | UACCM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | STEM Credentials - 3YR AVG | 24 | 100 | 48 | 19 | 42 | - | 0.3 | 66 | 21 | 48 | 19 | 64 | 0.3 | 23 | 30 | 9 | 19 | 63 | 34 | - | 27 | 201 |
|  | STEM Credentials - 5YR AVG | 21 | 101 | 40 | 23 | 41 | - | 3 | 54 | 32 | 48 | 15 | 65 | 0.2 | 23 | 26 | 7 | 12 | 62 | 45 | - | 36 | 229 |
|  | % Change | 16.50% | -1.05% | 19.64% | -18.13% | 2.44% | 0.00% | -88.89% | 23.76% | -35.42% | 1.54% | 26.13% | -1.44% | 66.67% | 0.57% | 12.37% | 23.81% | 66.67% | 1.73% | -24.38% | 0.00% | -25.82% | -12.38% |
| 6 | High Demand Credentials - 3YR AVG | 310 | 714 | 368 | 224 | 445 | 469 | 291 | 516 | 137 | 446 | 343 | 491 | 339 | 255 | 814 | 141 | 482 | 685 | 372 | 343 | 321 | 290 |
|  | High Demand Credentials - 5YR AVG | 331 | 736 | 406 | 196 | 473 | 416 | 262 | 529 | 177 | 429 | 386 | 568 | 330 | 271 | 972 | 147 | 465 | 643 | 425 | 393 | 326 | 394 |
|  | % Change | -6.5% | -3.0% | -9.5% | 14.3% | -5.8% | 12.7% | 11.1% | -2.4% | -22.6% | 4.0% | -11.0% | -13.6% | 2.7% | -5.7% | -16.2% | -4.1% | 3.5% | 6.6% | -12.5% | -12.7% | -1.5% | -26.3% |
| 7 | Workforce Training - 3YR AVG | 67,800 | 25,856 | 16,503 | 3,702 | 50,419 | 65,631 | 9,914 | 8,383 | 21,555 | 29,236 | 29,595 | 74,761 | 10,166 | 2,797 | 120,595 | 4,608 | 43,657 | 35,661 | 25,325 | 9,437 | 19,933 | 5,665 |
|  | Workforce Training - 5YR AVG | 58,452 | 30,284 | 17,190 | 7,667 | 36,711 | 62,182 | 8,083 | 7,563 | 21,529 | 30,546 | 29,767 | 68,724 | 6,872 | 2,541 | 361,222 | 4,852 | 60,381 | 29,171 | 21,350 | 9,753 | 20,841 | 6,315 |
|  | % Change | 15.99% | -14.62% | -3.99% | -51.71% | 37.34% | 5.55% | 22.65% | 10.84% | 0.12% | -4.29% | -0.58% | 8.78% | 47.94% | 10.09% | -66.61% | -5.04% | -27.70% | 22.25% | 18.62% | -3.24% | -4.36% | -10.28% |
| 8 | Transfer Students - 3YR AVG | 172 | 558 | 166 | 119 | 117 | 215 | 102.3 | 98.7 | 139 | 171 | 342 | 618 | 126 | 147 | 916 | 79.7 | 115 | 117 | 179 | 168 | 105 | 263 |
|  | Transfer Students - 5YR AVG | 181 | 578 | 186 | 120 | 112 | 223 | 101.8 | 99.4 | 143 | 178 | 314 | 622 | 128 | 163 | 910 | 80.4 | 118 | 131 | 195 | 176 | 108 | 254 |
|  | % Change | -5.18% | -3.39% | -10.48% | -0.89% | 4.76% | -3.61% | 0.52% | -0.74% | -2.56% | -4.04% | 8.95% | -0.59% | -1.41% | -9.72% | 0.62% | -0.91% | -2.49% | -10.82% | -8.02% | -4.63% | -3.44% | 3.62% |
| 9 | Adult Credentials - 3YR AVG | 212 | 564 | 306 | 143 | 356 | 447 | 184 | 325 | 180 | 394 | 397 | 642 | 305 | 147 | 1,659 | 131 | 376 | 402 | 363 | 210 | 304 | 345 |
|  | Adult Credentials - 5YR AVG | 235 | 542 | 310 | 141 | 372 | 377 | 171 | 322 | 195 | 364 | 404 | 632 | 282 | 159 | 1,542 | 128 | 341 | 374 | 387 | 251 | 301 | 390 |
|  | % Change | -9.72% | 4.16% | -1.42% | 1.80% | -4.25% | 18.53% | 7.55% | 0.87% | -7.33% | 8.27% | -1.73% | 1.58% | 8.00% | -7.66% | 7.58% | 2.34% | 10.23% | 7.63% | -6.30% | -16.27% | 1.04% | -11.62% |
| 10 | Minority Credentials - 3YR AVG | 134 | 184 | 37 | 191 | 106 | 38 | 142 | 134 | 136 | 53 | 113 | 212 | 18 | 183 | 1,155 | 28.0 | 303 | 311 | 326 | 58 | 199 | 117 |
|  | Minority Credentials - 5YR AVG | 151 | 158 | 32 | 168 | 93 | 30 | 112 | 127 | 142 | 43 | 105 | 197 | 14 | 173 | 997 | 27.6 | 273 | 288 | 339 | 47 | 185 | 124 |
|  | % Change | -11.38% | 16.37% | 13.17% | 13.76% | 13.49% | 27.52% | 27.08% | 5.42% | -4.19% | 22.89% | 7.51% | 8.00% | 22.69% | 5.83% | 15.79% | 1.45% | 11.19% | 8.02% | -3.82% | 21.66% | 7.98% | -5.07% |
| 11 | Employment - 3YR AVG | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
|  | Employment - 5YR AVG | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
|  | % Change | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

N/A = Data is not available

| Mandatory Measures | | |
|---|---|---|
| **Measure** | **Definition** | **Detail** |
| 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. |
| Mandatory Compensatory Measures | | |
| **Measure** | **Definition** | **Detail** |
| 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. |

| | 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. |

## DISTRIBUTION OF MINERAL LEASE FUNDS
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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**
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**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 |
| *CJI* | *233* | *Criminal Procedures and Evidence* |

Semester III – 15 credit hours
| *CJI* | *263* | *Criminology* |
| SP | 243 | Fundamentals of Speech |
| *CJI* | *243* | *Investigation and Courtroom Protocols* |
| *CJI* | *163* | *Correction Systems and Practices* |
| 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 |
| *CJI* | *213* | *Legal Aspects of Law Enforcement* |
| *CJI* | *273* | *CJI Internship (or)* |
| CJI | XX3 | CJI Approved Elective |

*Italics - new courses*

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

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### 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**
<u>Core Requirements – 31 credit hours</u>
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  Introduction to PTA*
BUS    1003  Microcomputer Applications

<u>Technical Core – 46 credit hours</u>
*PTA    2315  Applied Physical/Lab*
*PTA    2304  Pathophysiology Condition*
*PTA    2323  Administration & Management*
*PTA    2314  Movement Science*
*PTA    2415  Applied Physical Therapy/Lab*
*PTA    2406  Physical Therapy Procedures/Lab*
*PTA    2424  Clinical Practicum I*
*PTA    2514  Neuro & Rehab for PTA's/Lab*
*PTA    2528  Clinical Practicum II*
*PTA    2503  PTA Seminar*

*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
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**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**
<u>**Concentration in Visual Art**</u>
<u>General Education Core Requirements – 16 credit hours</u>
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
<u>Visual Art Core – 30 credit hours (required)</u>
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      Color Theory (or)*
ART     2333      Color Studies
<u>Visual Art Electives – 12 credit hours</u>
Choose 4 courses from the following:
ART     2503      Ceramics I
*ART     XXX3      Ceramics II*
*ART     XXX3      Digital Illustration*
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      Printmaking II*
*ART     XXX3      Figure Drawing II*
ART     2203      Sculpture
<u>Professional Experience in Art – 3 credit hours (required)</u>
*ART     XXX3      Professional Practices in Fine Arts*

**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) |
| MUSSI | 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 |

**<u>Concentration in Theatre</u>**
<u>General Education Core Requirements – 16 credit hours</u>
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

<u>Theatre Core – 27 credit hours (required)</u>
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
<u>Theatre Electives – 15 credit hours</u>
Choose 5 courses from the following:
THTR     1253     Stage Management
*THTR     1323     Stagecraft: Costume/Makeup*
*THTR     2903     Musical Theatre Production*
*THTR     2233     History of Theatre I*
*THTR     2333     History of Theatre II*
*THTR     2133     Script Analysis*
*THTR     1233     New Play Development*
*THTR     2633     Directing I*
ENGL     2023     Imaginative Writing I
ENGL     2033     Imaginative Writing II
THTR     290V     Special Topics
THTR     2024     Playwriting II
<u>Professional Experience in Theatre – 3 credit hours (required)</u>
THTR     XXX3     Professional Practices in Theatre

*Italics - new courses*

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

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**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**

<u>Freshman Fall Semester – 15 credit hours</u>
ENGL  1013    Composition I
MATH  2013    College Algebra (or higher level mathematics)
ARTS  1919c   Studio Foundations I

<u>Freshman Spring Semester – 16 credit hours</u>
ENGL  1023    Composition II
      XXX3    Social Science Requirement
ARTS  1929c   Studio Foundations II
UNIV  1001    University Perspectives

<u>Sophomore Fall Semester – 16 credit hours</u>
      XXX4    Science Requirement with Lab
ARHS  2913    Art History Survey I
      XXX3    Arts Elective
ARTS  2313    Digital Tools and Concepts
*ARTS  3313    Introduction to Typography*

<u>Sophomore Spring Semester – 13 credit hours</u>
      XXX4    Science Requirement with Lab
ARHS  4823    History of Graphic Design
      XXX3    Arts Elective
*ARTS  3323    Typographic Systems*

<u>Junior Fall Semester – 15 credit hours</u>
PHIL  2003    Introduction to Philosophy
ARHS  2923    Art History Survey II
      XXX3    Arts Elective
*ARTS  3383    User Experience*
*ARTS  3393    Identity Design*

<u>Junior Spring Semester – 15 credit hours</u>
      XXX3    Social Science Requirement
      XXX3    U.S. History Requirement
*ARTS  4303    Professional Development & Seminar*
*ARTS  4313    Interactive Language*
      XXX3    Arts Elective

<u>Senior Fall Semester – 15 credit hours</u>
      XXX3    Social Science Requirement
ARHS  4933    Contemporary Art
*ARTS  4323    Technology in Context*
*ARTS  4343    Identity Systems*
*ARTS  4353    Human Centered Design*

<u>Senior Spring Semester – 15 credit hours</u>
      XXX3    Interdisciplinary Elective (outside of Art-other Fulbright, Architecture, Business, etc.)
ARHS  XXX3    Elective
*ARTS*   *4363*   *Design Co-op*
*ARTS*   *4373*   *Advanced Typography*
*ARTS*   *4383*   *Degree Project*

*Italics - new courses*

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

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**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**
<u>Freshman Fall Semester – 14 credit hours</u>
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

<u>Freshman Spring Semester – 16 credit hours</u>
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

<u>Sophomore Fall Semester – 15 credit hours</u>
          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

<u>Sophomore Spring Semester – 16 credit hours</u>
          XXX4  Science/Lab
          XXX3  U.S. History/Government
          XXX3  Social Sciences
COMS  2213  Data Structures
          XXX3  Elective

<u>Junior Fall Semester – 16 credit hours</u>
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

<u>Junior Spring Semester – 15 credit hours</u>
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

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**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 completer 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 is 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 |
| *EET* | *3453* | *Microprocessor Applications* |
| *EET* | *3743* | *Discrete Electronics* |
| *EET* | *3303* | *Wireless Systems* |
| | 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

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**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**
<u>Program Requirements – 24 credit hours</u>

| | | |
|---|---|---|
| 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* | *Media Management Applications CAPSTONE* |

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

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

<u>Option 2 – Public Administration – 6 credit hours</u>

| | | |
|---|---|---|
| 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**
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**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**

| Course | Semester Credit Hours |
|---|---|
| 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 | 1 |
| 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 |
| *OTHY* | *6110* | *Doctoral Seminar I (Service Learning)* |
| 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 |
| *OTHY* | *6120* | *Doctoral Seminar II (Problem and Solution-Based Learning)* |
| 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 |
| *OTHY* | *7317* | *Applied Research I* |

Fall 2 – 15 credit hours

| OTHY | 6510 | Holistic Interventions – Birth to Young Adult |
|---|---|---|
| OTHY | 6511 | Holistic Interventions – Adult to End of Life |
| *OTHY* | *7318* | *Applied Research II* |
| OTHY | 6103 | Level I Fieldwork – Evaluation and Intervention |
| *OTHY* | *6104* | *Level II Fieldwork Seminar* |

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

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**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

<u>Syracuse University, Syracuse, New York</u>
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
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**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 | 19th 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)

**<u>Arkansas Tech University</u>**
**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)

**<u>Arkansas Tech University – Ozark</u>**
**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)
<u>Semester 1 – 15 credit hours</u>
| | | |
|---|---|---|
| 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 |

<u>Semester 2 – 15 credit hours</u>
| | | |
|---|---|---|
| ENGL | 1013 | Composition I |
| ICS | 1103 | Programming I |
| ICS | 2213 | Semiconductors II |
| ICS | 1153 | Networking I |
| ICS | 1303 | PC Maintenance I |

<u>Semester 3 – 15 credit hours</u>
| | | |
|---|---|---|
| ICS | 2133 | Introduction to Industrial Automation |
| ICS | 2143 | Industrial Automation |
| ICS | 2123 | Industrial Fluid Power |
| ICS | 1253 | Networking II |
| TMAT | 1203 | Technical Mathematics II |

<u>Semester 4 – 15 credit hours</u>
| | | |
|---|---|---|
| ENGL | 1023 | Composition II |
| ICS | 2203 | Computer System Components |
| ICS | 2113 | Introduction to Programmable Controllers |
| ICS | 2123 | Programmable Controllers |
| | XXX3 | Approved Social Science Elective |

## <u>Black River Technical College</u>
**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**

<u>Purpose</u>

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).

<u>Agreement</u>

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)

| | | |
|---|---|---|
| *CDL* | *1003* | *Commercial Driver Training* |

*New course*

## 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* | *Form and Theory: Poetry (or)* |
| *ENG* | *3XX3* | *Form and Theory: Fiction* |

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**
<u>Art Courses</u>
  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
<u>Anthropology Courses</u>
  ANT        2013        Introduction to Cultural Anthropology
  ANT        2023        Introduction to Physical Anthropology and Archeology
  ANT        3043        North American Indians
  ANT        3096        Archeological Field School
<u>History Courses</u>
  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 |
| *HIS* | *3XX3* | *Introduction to Public History* |

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**

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

**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 |
| *HIS* | *3XX3* | *Introduction to Public History* |

Other Courses

| FCS | 3353 | Historic Costume through the 19th Century |
|-----|------|-------------------------------------------|
| FCS | 3483 | History of Costumer: 19th 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**
<u>Purpose</u>
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).
<u>Purpose</u>
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* | *Privacy Compliant Systems Design* |
| 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* | *Welding Metallurgy* |
| *WELD* | *3XX3* | *Welding Automation and Robotics* |
| *WELD* | *3XX3* | *Computer Aided Weldment Design* |
| *WELD* | *4XX3* | *Design Projects in Welding* |
| *WELD* | *4XX3* | *Internship in Welding* |

*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)

**<u>Southern Arkansas University – Tech</u>**
**New Certificate Programs**
Certificate of Proficiency in Electronics & Instrumentation (CIP 47.0105; 12 credit hours; Fall 2016)

| | | |
|---|---|---|
| *IMEI* | *1003* | *NCCER E & I Level 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* | *NCCER HAVC 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)

| *HVAC* | *1003* | *NCCER HAVC I* |
|--------|--------|----------------|
| *HVAC* | *1013* | *NCCER HAVC II* |
| *IMEI* | *1003* | *NCCER E & I Level I* |
| *IMEI* | *1013* | *NCCER E & I Level II* |
| 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* | *Medical Office Administration* |
|------|--------|--------------------------------|
| *OS* | *XXX3* | *Medical Coding I* |
| *OS* | *XXX3* | *Medical Assisting* |
| *OS* | *XXX3* | *Human Resource Management* |
| *OS* | *XXX3* | *Medical Billing* |
| *OS* | *XXX3* | *Medical Coding II* |

*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)

| *HVAC* | *1003* | *NCCER HAVC I* |
|--------|--------|----------------|
| *HVAC* | *1013* | *NCCER HAVC II* |
| *HVAC* | *2003* | *NCCER HVAC III* |
| *HVAC* | *2013* | *NCCER HVAC IV* |
| *IMEI* | *1003* | *NCCER E & I Level I* |
| *IMEI* | *1013* | *NCCER E & I Level II* |
| *IMEI* | *2003* | *NCCER E & I Level III* |
| *IMEI* | *2013* | *NCCER E & I IV* |

*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* | *Geospatial Applications and Information Science* |
| *GEOS* | *5553* | *Spatial Analysis Using ArcGIS* |
| GEOS | 5083 | Geospatial Technologies Statistical Toolkit |

   *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)
   *THTR    2513     Drafting for the Theatre*
   THTR    3213     Costume Design
   THTR    3733     Lighting Design
   THTR    3903     Theatrical Makeup
   *THTR    4123     Rendering for the Theatre*
   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)
   *THTR    2483     Stage Movement*
   THTR    2683     Acting II
   THTR    3433     State Speech
   THTR    3653     Directing I
   *THTR    3663     Acting III*
   THTR    4063     Playwriting
   *THTR    4683     Acting IV-Shakespeare Performance*
 *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
   *FINN    4173     Energy Finance*
   *FINN    449V     Energy Accounting (or)*
   *FINN    594V     Energy Accounting*
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* | *Executive Leadership in Nursing* |
| *NURS* | *5423* | *Health System Operations* |
| *NURS* | *5553* | *Specialty Topics I: Nurse Executive Leader* |
| *NURS* | *5563* | *Specialty Topics II: Nurse Executive Leader* |
| 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)

<u>Generalist Concentration</u>

Portfolio Track – 30 credit hours

| | | |
|---|---|---|
| ENGL | 5203 | Introduction to Graduate Studies |
| *ENGL* | *5213* | *Portfolio Workshop* |
| | 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 |

<u>Specialist Concentration</u>

Portfolio Track – 30 credit hours

| | | |
|---|---|---|
| ENGL | 5203 | Introduction to Graduate Studies |
| *ENGL* | *5213* | *Portfolio Workshop* |
| | 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 Leaning |
| 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: 21st 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)

## <u>University of Arkansas – Fort Smith</u>
**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)

| | | |
|---|---|---|
| *EDAS* | *7312* | *Introduction to Comparative Leadership in Rural and Urban Schools* |
| 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 |
| *EDAS* | *7315* | *Leadership for Social Justice in Rural and Urban Schools* |
| EDAS | 8313 | Culturally Responsive School & Community |
| EDAS | 7310 | Data-Based Decision Making or School |
| *EDAS* | *7320* | *Leadership Coaching* |
| *EDAS* | *7380* | *Administrative Internship* |

*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 Leaners |

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 Leaners |

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* | *Instrumentation and Radiation Safety of Positron Emission Tomography* |
| *NMIS* | *4323* | *Clinical Procedures & Radiopharmacy of Positron Emission Tomography* |
| *NMIS* | *4518* | *Clinical Internship I – Positron Emission Tomography* |
| *NMIS* | *4525* | *Clinical Internship II – Positron Emission Tomography* |

*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*        *Histology and Investigative Pathology*

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**

<u>Purpose</u>

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).

<u>Agreement</u>

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.

<u>Admission Requirements</u>

- 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.

<u>Transfer of Credits</u>

- 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 <u>not</u> 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.

<u>Implementation and Review</u>

- 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 45.1101l 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 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 & 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
   *MATH    3391     Non-Parametric Statistics*
   *MATH    3392     Multivariate Analysis*
   *MATH    4391     Machine Learning*
   *MATH    4395     Practicum in Data Science*
*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

<u>University of New Haven, West Haven, Connecticut</u>
Master of Science in Sports Management

**Program changes/additions**
<u>Berklee College of Music, Boston, Massachusetts</u>
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

<u>DeVry University, Downers Grove, Illinois</u>
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 |

<u>Georgetown University, Washington, D.C.</u>

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

<u>Syracuse University, Syracuse, New York</u>
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
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The following notifications were received through April 1, 2016.

<u>Arkansas State University</u>
Certificate of Proficiency in Emergency Medical Technician – Basic
Technical Certificate in Paramedic
Associate of Applied Science in Paramedic
Graduate Certificate in Play Therapy

<u>University of Arkansas, Fayetteville</u>
Bachelor of Science in Human Development and Family Sciences, B-K
Doctor of Occupational Therapy

# INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

<u>Arcadia University, Glenside, Pennsylvania</u>
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

<u>Allied American University, Laguna Hills, California</u>
Initial Certification – Distance Technology
Certificate in Medical Coding
Certificate in Pharmacy Technician
Association 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

<u>American University, Washington, D.C.</u>
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

<u>Bryant and Stratton College, Orchard Park, New York</u>
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

<u>California Coast University, Santa Ana, California</u>
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

<u>Carrington College, Sacramento, California</u>
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

<u>The Chicago School of Professional Psychology, Los Angeles, California</u>
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

<u>The New School, New York, New York</u>
Initial Certification – Distance Technology
Master of Arts in Teaching English to Speakers of Other Languages

<u>New York Institute of Technology, Old Westbury, New York</u>
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

<u>The Pennsylvania State University, University Park, Pennsylvania</u>
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

<u>Post University, Waterbury, Connecticut</u>
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

<u>Upper Iowa University, Fayette, Iowa</u>
Initial Certification – Distance Technology
Master of Business Administration
Master of Education
Master of Public Administration
Master of Sports Administration

<u>Utica College, Utica, New York</u>
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

<u>Webster University, St. Louis, Missouri</u>
Initial Certification – Little Rock Metro Campus
Graduate Certificate in Cybersecurity- Threat Detection
Master of Science in Cybersecurity

<u>Western Governors University, Salt Lake City, Utah</u>
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

<u>Westminster College, Fulton, Missouri</u>
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

<u>Wilkes University, Wilkes-Barre, Pennsylvania</u>
Initial Certification – Distance Technology
Master of Science in Nursing
Doctor of Nursing Practice