

Johnny Key
Secretary

Al Brodell
AHECB Chair

Dr. Maria Markham
Director

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

APRIL 23, 2021



Arkansas Division of Higher Education

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

Arkansas Division of Higher Education

SCHEDULE

Friday, April 23, 2021

Call to Order at 10:00 a.m.

Committee Meetings

Convene Coordinating Board Meeting

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

Friday, April 23, 2021

Arkansas Division of Higher Education

AGENDA

I. EXECUTIVE

- *1. Approve Minutes of the January 29, 2021 Regular Meeting
2. Director's Report (Dr. Maria Markham)
3. Annual Report on Student Retention and Graduation (Ms. Sonia Hazelwood)
4. Annual Report on Retention and Graduation of Intercollegiate Athletes (Ms. Hazelwood)
5. Annual Report on First-Year Student Remediation for Fall 2020 (Dr. Jessie Walker)
6. Annual Report on Productivity of Recently Approved Programs (Dr. Walker)

II. FINANCE

7. Maintenance Review (Mr. Fuller)
- *8. Review of Revised Certification of Intercollegiate Athletic Budget (Mr. Nick Fuller)
- *9. Distribution of Mineral Lease Funds (Mr. Fuller)
- *10. Economic Feasibility of Loan for the University of Arkansas Community College at Hope-Texarkana (Mr. Fuller)

III. ACADEMIC

- *11. New Programs: Technical Certificate and Certificate of Proficiency in Marine Technology Arkansas State University – Beebe (Dr. Walker)
- *12. New Program: Associate of Applied Science in Information Technology Systems East Arkansas Community College (Dr. Walker)

- *13. New Program: Associate of Applied Science in Health Sciences
Northwest Arkansas Community College (Dr. Walker)
- *14. New Program: Associate of Applied Science in General Technology
Northwest Arkansas Community College (Dr. Walker)
- *15. New Program: Technical Certificate in Bicycle Assembly and Repair Technician
Northwest Arkansas Community College (Dr. Walker)
- *16. New Program: Master in Nursing Science-Case Management
University of Arkansas for Medical Sciences (Dr. Walker)
- *17. New Program: Accelerated Bachelor of Science in Nursing
University of Arkansas for Medical Sciences (Dr. Walker)
- *18. New Programs: Associate of Applied Science in Network Engineering Technology
Technical Certificate in Network Engineering Technology
Certificate of Proficiency in Supporting Technology
University of Arkansas at Fort Smith (Dr. Walker)
- *19. New Programs: Associate of Applied Science in Computer Integrated Machining
Technical Certificate in Computer Integrated Machining
Certificate of Proficiency in Machining Technology
Certificate of Proficiency in Computer Numerical Control Machining
University of Arkansas at Fort Smith (Dr. Walker)
- *20. New Program: Master of Design in Design for Collaborative Futures
University of Arkansas, Fayetteville (Dr. Walker)
- *21. Institutional Certification Advisory Committee: Resolutions (Dr. Walker)
- 22. Letters of Notification (Dr. Walker)
- 23. Letters of Intent (Dr. Walker)

FINANCE COMMITTEE

Arkansas Higher Education Coordinating Board

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

Friday, April 23, 2021

Finance Committee
Greg Revels, Chair
Keven Anderson

Chad Hooten
Dr. Kyle Miller
Al Brodell, Ex officio

AGENDA

7. Maintenance Review (Mr. Nick Fuller)
- *8. Review of Revised Certification of Intercollegiate Athletic Budget (Mr. Fuller)
- *9. Distribution of Mineral Lease Funds (Mr. Fuller)
- *10. Economic Feasibility of Loan for the University of Arkansas Community College at Hope-Texarkana (Mr. Fuller)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE

Arkansas Higher Education Coordinating Board

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

Friday, April 23, 2021

Academic Committee

Lori Griffin, Chair
Graycen Bigger
Dr. Jim Carr

Dr. Jerry Cash
Andy McNeill
Dr. Michael Stanton
Al Brodell, Ex officio

CONSENT AGENDA

- *11. New Programs: Technical Certificate and Certificate of Proficiency in Marine Technology
Arkansas State University – Beebe (Dr. Jessie Walker)
- *12. New Program: Associate of Applied Science in Information Technology Systems
East Arkansas Community College (Dr. Walker)
- *13. New Program: Associate of Applied Science in Health Sciences
Northwest Arkansas Community College (Dr. Walker)
- *14. New Program: Associate of Applied Science in General Technology
Northwest Arkansas Community College (Dr. Walker)
- *15. New Program: Technical Certificate in Bicycle Assembly and Repair Technician
Northwest Arkansas Community College (Dr. Walker)
- *16. New Program: Master in Nursing Science-Case Management
University of Arkansas for Medical Sciences (Dr. Walker)
- *17. New Program: Accelerated Bachelor of Science in Nursing
University of Arkansas for Medical Sciences (Dr. Walker)
- *18. New Programs: Associate of Applied Science in Network Engineering Technology
Technical Certificate in Network Engineering Technology
Certificate of Proficiency in Supporting Technology
University of Arkansas at Fort Smith (Dr. Walker)

- *19. New Programs: Associate of Applied Science in Computer Integrated Machining
Technical Certificate in Computer Integrated Machining
Certificate of Proficiency in Machining Technology
Certificate of Proficiency in Computer Numerical Control Machining
University of Arkansas at Fort Smith (Dr. Walker)
- *20. New Program: Master of Design in Design for Collaborative Futures
University of Arkansas, Fayetteville (Dr. Walker)
- *21. Institutional Certification Advisory Committee: Resolutions (Dr. Walker)
- 22. Letters of Notification (Dr. Walker)
- 23. Letters of Intent (Dr. Walker)

*Numbers refer to main agenda.

Agenda Item No. 1
Higher Education Coordinating Board
April 23, 2021

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
January 29, 2021

Minutes of Meeting

The January 29, 2021, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held via Zoom and hosted by the Arkansas Division of Higher Education in Little Rock. Chair Jim Carr called the meeting to order at 10:00 a.m., with a quorum present.

Coordinating Board present:

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

Coordinating Board absent:

Chris Gilliam, Secretary

Presidents, chancellors, institutional representatives, members of the press, ADHE staff and guests were also present on the Zoom.

Chair Carr began by thanking everyone for participating in the virtual meeting.

Agenda Item No. 1
Approval of Minutes

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

Agenda Item No. 2
Report of Nominating Committee

The Nominating Committee (Chair Dr. Michael Stanton, Chris Gilliam, Lori Griffin and Chad Hooten) recommended the following slate of Board officers for 2021-2022.

President – Al Brodell
Vice President – Keven Anderson
Secretary/Treasurer – Lori Griffin
Finance Committee Chair – Greg Revels
Academic Committee Chair – Lori Griffin

Andy McNeill moved to accept the 2021-2022 nominations. Greg Revels 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 terms of the current members have lapsed, requiring a re-election or new appointments.

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

Chad Hooten – President
Bill Clary – Vice President
Andy McNeill – Secretary/Treasurer

Keven Anderson moved to approve Agenda Item No. 3. Al Brodell seconded the motion and the Board unanimously approved.

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

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

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

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

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Division of Higher Education to send a copy of this resolution to the

Department of Finance and Administration to notify that agency of compliance with Act 1211 of 1995.

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

Agenda Item No. 5
Director's Report

ADHE Staff Changes

Tiffany Donovan, Operational Assistant, began on November 16. Donovan previously worked for ADE's Division of Elementary and Secondary Education.

LaShonia Williams, Financial Aid Student Applications Specialist, began on November 30. Williams previously worked as a Health Services Specialist for the Department of Health.

Sarah Ward, Outreach and Communications Officer for AmeriCorps, began on January 11, 2021.

Ann Clemmer has shifted to the private sector. Her last day at ADHE was January 6, 2021. Ann has over 30 years of higher education service.

Institutional Leadership Changes

Ike Wheeler is serving as interim chancellor of ASU-Newport. Wheeler has worked at ASUN for over 23 years, currently serving as vice chancellor for leadership and community engagement.

Dr. Johnny Moore will become the next chancellor of ASUN on February 8, 2021. Moore has spent the last four years as president of Pierpont Community & Technical College in Fairmont, W.Va. and served as president and CEO of Philander Smith College in Little Rock from 2012-2014.

Higher Education COVID-19 Response

ADHE has taken on a leadership role to coordinate the immediate responses to the pandemic. Higher Education has developed a robust COVID testing response by using the federal CARES funds that were allocated to the institutions to purchase fifteen Abbott ID PCR machines for campuses around the state. This allows institutions to do rapid tests for symptomatic students. ADHE has developed a testing partnership with Baptist Health, which helps quickly identify students and faculty that are positive. ADHE is also coordinating the contact tracing with a partnership with UAMS, as well as the purchasing and disbursement of personal protection equipment (PPE) for the institutions. The institutions have been supplied with over \$13 million in PPE. ADHE is working closely with the Department of Health to get vaccinations in the hands of the

institutions as quickly as possible. As of January 29, 2021, Arkansas institutions have vaccinated over 5,500 higher education employees.

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) was signed on December 27, 2020 and will provide \$191 million to Arkansas institutions in a second Education Stabilization Fund to prevent, prepare for and respond to the coronavirus. Of the \$191 million, \$58 million will go directly to students.

Al Brodell asked what feedback, if any, did ADHE receive from the institutions regarding social distancing, PPE, contact tracing, vaccinations and their immediate needs. Markham said the current efforts are meeting the institutions immediate needs.

Dr. Terisa Riley, Chancellor of the University of Arkansas at Fort Smith (UAFS) said they have partnered with a local pharmacy to conduct drive-through vaccination clinics. Their first clinic was with health sciences students and faculty. Next, the students will give the vaccinations to the UAFS employees.

Legislative Update

Markham announced that ADHE currently has nine agency bills and eight of them have been filed and are making their way through committees. Of the nine bills, six are minor modifications of existing scholarship programs. The financial transparency bill was prompted by the difficulties at Henderson State University and it provides the agency with additional financial transparency which will increase financial oversight. ADHE staff are currently working on a needs based scholarship bill.

Keven Anderson asked if ADHE does an all-encompassing review of programs to determine if there is overlap and duplication. Markham said that information can be found in the draft of the five-year strategic plan, which will be presented to the board during the next regular meeting. She noted that Dr. Jessie Walker addresses program demand and duplication while preparing new program proposals, as well as during the program viability report.

Anderson recommended ADHE bring in outside experts to conduct an evaluation or study of existing programs to determine where they overlap and to make recommendations. Markham said ADHE has the internal capacity to conduct the review and will provide the data at the April AHECB meeting.

Regional Workforce Grants

Since the October AHECB meeting, ADHE has awarded more than \$7 million in Regional Workforce Grants (\$2.5 million for computer programming, \$3.4 million for healthcare and \$1.4 million for transportation programs).

Agenda Item No. 6
Review of Audit Report

In accordance with A.C.A. §10-4-418, the Director of the Division of Higher Education will report on the 2019 audit findings, comments and recommendations to the Higher Education Coordinating Board at its next regular scheduled meeting.

Dr. Markham noted there was one audit finding in the yearly audit report. It was based on the subsidiary ledgers for ADHE's financial aid loan programs not balancing with the main ledgers. This is a repeat finding from previous years. ADHE is looking at moving to a different third party servicing company for these loans that will help get these ledgers back in balance. ADHE has also updated the record keeping procedures surrounding these loans to ensure they are properly tracking balances and students who have met requirements to have their loans forgiven.

There were no questions.

Agenda Item No. 7
Annual Enrollment Report

Sonia Hazelwood presented summary and detailed information about annual student enrollment. She noted the total unduplicated enrollment for the fall 2020 term in all sectors of Arkansas higher education, including public universities, public colleges, private/independent colleges and universities, and nursing schools was 147,339 students; representing a 1-year decline of 5.6 percent.

The last time Arkansas higher education reported an increase in fall term enrollment was the fall 2011 term. Fall 2011 total unduplicated enrollment of 173,887 represents the largest fall term enrollment ever. Although the declines from year to year range from .5 to 5.6 percent, Arkansas higher education currently has over 26,000 fewer students compared to the fall 2011 term.

Of the 147,339 students enrolled in fall 2020, 1,446 students enrolled at more than one institution. This is only one percent of the total fall 2020 enrollment. The largest number of students attending more than one institution in the fall term was 3,110 in fall 2011, which was 1.8 percent of the total 173,887 students enrolled.

There were no questions.

Agenda Item No. 8
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 2019-20, 16 Arkansas campuses, 25 institutions with programs delivered only through distance technology, 8 institutions offering programs both on

Arkansas campuses and through distance technology and 5 institutions offering programs only on an Arkansas campus were certified under ICAC rules.

There were no questions.

Agenda Item No. 9
Annual Higher Education Financial Condition Report

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

Bill Clary asked if there were any financial issues that stood out in the report. Aside from Henderson State University's issue that is currently being resolved, there are no other issues, said Fuller.

Keven Anderson voiced concern regarding institution's future enrollment numbers and financial consequences due to COVID-19. Nick Fuller said the data will be available after this fiscal year and then we will know what adjustments will need to be implemented long term.

Anderson said institutions might need to look at repurposing their existing resources, particularly facilities and programs. He also suggested taking a hard look at some of the institutions finances.

Agenda Item No. 10
Maintenance Report

The AHECB policy for maintenance of new facilities passed October 29, 2010, states that a report on the amount transferred to plant funds would be presented annually at the October Board meeting. This policy was proposed to ensure that in the future, all newly constructed or purchased facilities would have a source of funding for maintenance of the new facility. Institutions seeking approval of a loan or a bond issue for the construction or purchase of a new facility must provide for the maintenance of that facility by transferring annually to plant funds an amount as recommended by the Association of Physical Plant Administrators of Universities and Colleges (APPA). This is currently \$2.50 per gross square foot for an educational and general facility or \$1.25 per gross square foot for an auxiliary facility. A lower rate per gross square foot for a specific building/facility can be approved with appropriate justification.

It is the expectation that the institution provides for the long-term maintenance of the facility for which the funds were accrued. Funds may be utilized for facility renovation and upkeep including upgrade or replacement of equipment and furnishings of the designated building. These funds will be transferred to the plant fund annually, shall begin in the fiscal year following the completion and occupancy of the facility, and will continue as long as the building is in use. The funds can also be used for critical and deferred maintenance of the institution. This report includes the status of the FY2018-19 and FY2019-20 maintenance transfers.

Al Brodell asked if the maintenance fee policy applied to all facilities. Fuller said all new facilities constructed or purchased since October 29, 2010.

Brodell asked how institutions handle repairs that fall outside the purview of the new facilities maintenance policy. Fuller said some institutions are looking at sustainable building loans as well as other non-traditional ways to attain funding.

Brodell asked if ADHE believes the \$2.50 per gross square foot for an educational and general facility or \$1.25 per gross square foot for an auxiliary facility is sufficient to sustain the maintenance. He also questioned if any thought had been given to redefining the definition of maintenance. Fuller said he would present the definition of maintenance and the current rates at the next Coordinating Board meeting. This would allow the board to discuss potential changes to the policy.

Agenda Item. No. 11
Economic Feasibility of Loan Issue
University of Arkansas Community College at Hope-Texarkana

The University of Arkansas Community College at Hope-Texarkana (UACCH-T) economic feasibility of loan issue was moved to the April 23, 2021, AHECB meeting agenda.

Agenda Item No. 12
Economic Feasibility of Bond Issue
University of Arkansas for Medical Sciences

The University of Arkansas for Medical Sciences (UAMS) requests approval of the economic feasibility of plans to issue bonds not to exceed \$168.0 million with a maximum term of thirty (30) years at an annual interest rate not to exceed 4.50 percent. Proceeds from the bond issue will be used for auxiliary purposes. The University of Arkansas Board of Trustees approved this financing at its meeting on December 15, 2020.

The auxiliary issue will be up to \$168.0 million with an estimated annual debt service of \$9,307,925 and a term of up to thirty (30) years. Proceeds from the bond issue will be used for certain facilities on or for the University of Arkansas for Medical Sciences campus ("UAMS"), including, but not limited to, the following: (a) the acquisition, construction, furnishing and equipping of the Radiation Oncology Center, a portion of which will consist of the Proton Therapy Center that is anticipated to be utilized by a limited liability company, of which UAMS will be a member, and may be leased in connection therewith or in connection with a future financing; (b) the acquisition, construction furnishing, and equipping of a surgical annex; and (c) the acquisition, construction, improvement, renovation, equipping and/or furnishing of other capital improvements and infrastructure and the acquisition of various equipment for UAMS (collectively, the "Project"). Coordinating Board policy regarding debt service for auxiliary projects provides that annual auxiliary revenues should be no less than 120 percent of total annual auxiliary debt service.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas acting for and on behalf of the University of Arkansas for Medical Sciences to issue bonds up to \$168.0 million with a term of thirty (30) years at a maximum annual interest rate of 4.50 percent for various facilities projects on and for the campus.

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

There were no questions.

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

Agenda Item No. 13
Economic Feasibility of Loan
Henderson State University

Henderson State University (HSU) of the Arkansas State University System requests approval of the economic feasibility of plans to secure a loan not to exceed \$1.0 million with a term of ten (10) year at an annual interest rate not to exceed 0.00 percent. Proceeds from loan will be used for educational and general (E&G) purposes and auxiliary purposes. Henderson State University Board of Trustees approved this financing at its meeting on December 10, 2020.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Henderson State University to secure a loan not to exceed \$1.0 million with a term of ten (10) years at an annual interest rate not to exceed 0.00 percent to replace the roof on the two-story portion of Huie Library, to replace a failing chiller in the Newberry residence hall and to replace some 1988 HVAC units on top of Wells Gym.

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

Greg Revels asked if the proposed new debt service was \$25,000. Fuller said that is correct.

Revels asked if ADHE was monitoring HSU to see if they are on course to better financial standing. Fuller said staff are monitoring their finances.

Dr. Charles Welch, President of the Arkansas State University System, said that they are monitoring HSU's finances daily and have developed short and long term plans to deal with both the debt and accounts payable. This is a multi-year turn around, said Welch.

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

Agenda Item No. 14
Bachelor of Science in Occupational
and Environmental Safety and Health
Arkansas State University – Jonesboro

The proposed Bachelor of Science in Occupational and Environmental Safety and Health will be an interdisciplinary degree program to prepare occupational and environmental health professionals to effectively meet the needs of both private and public sector employers in the fields of manufacturing, industry, hospital settings, and the fields of oil and gas. Upon completion of the program, graduates will be prepared to complete certification examinations required for career advancement. The program will be 120 credit hours.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Occupational and Environmental Safety and Health (CIP 51.226; 120 credit hours) offered by Arkansas State University - Jonesboro, effective Fall 2021.

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

Dr. Karen Wheeler, Senior Associate Vice Chancellor for Academic Affairs, provided additional information on the program.

There were no questions.

Agenda Item No. 15
 Associate of Applied Science in Computer Programming
 Technical Certificate in Computer Programming
 Certificate of Proficiency in Computer Programming
 Certificate of proficiency in Database Programming
 Arkansas State University Mid-South

The proposed 16 credit hour Certificate of Proficiency; 33 credit hours Technical Certificate; and 60 credit hour Associate of Applied Science in Computer Programming, programs will prepare students for careers in computer programming, and application development. While the 16 credit hour Certificate of Proficiency in Data Programming will offer a balanced set of courses that focus on client, server, and database programming skills. These programs will place emphasis on object-oriented programming applications, configuration of servers, creation, navigation of databases, and reusable software components. The programs will integrate industry certifications in software engineering, cloud development, front and back end development, and database development.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Computer Programming, Technical Certificate in Computer Programming, Associate of Applied Science in Computer Programming (CIP 11.0201 CP-16 credit hours; CIP 11.0299; TC-33 credit hours; AAS-60 credit hours) and Certificate of Proficiency in Database Programming (CIP 11.0202; 16 credit hours) offered by the Arkansas State University Mid-South, effective Summer 2021.

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 System and the Chancellor of the Arkansas State University Mid-South of the approval.

Jeffrey Gray, Vice Chancellor for Learning and Instruction, provided additional information.

Chair Jim Carr asked if this program was aided with any institutional resources. Gray explained that the program will almost entirely be supported by grant funds.

There were no questions.

Agenda Item No. 16
 Certificate of Proficiency and Technical Certificate
 in Precision Machining Technology
 Ozarka College

The proposed 15 credit hour programs will provide qualified individuals the skills and training for entry-level positions in the field of precision machining and manufacturing. Both certificates and associated curriculum have been developed as a direct response to the needs local industries within Ozarka College service

area. Also, the programs will address the imminent need for training for a facility that will be bringing over 200 jobs to the Sharp County area, which is expected to significantly impact the local economy.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency and Technical Certificate in Precision Machining (CIP 48.000; CP-15 credit hours; CIP 48.0503; TC-15 credit hours) offered by Ozarka College, effective Fall 2021.

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 Ozarka College of the approval.

Dr. Chris Lorch, Associate Vice president of Academics, provided additional information.

Chair Carr asked if Emerson is making any contributions toward this program. Dr. Lorch said they are currently not making any contributions.

Chad Hooten asked if the Ash Flat facility was being used to train students. Dr. Lorch said that students will be trained at the Ash Flat facility as soon as equipment is moved in.

Hooten asked if 200 jobs were expected. Dr. Lorch said yes, Emerson will need welders, machine operators, general assemblers as well as general maintenance.

Hooten said this will be great for Sharp County.

Agenda Item No. 17
Master of Education (M.Ed.) in Computer Science
University of Arkansas at Pine Bluff

The Master's degree in Computer Science Education builds on the existing M.S. Degree in Computer Science and Technology and the master level education courses required for teacher certification. The M.Ed. degree program will use a combination of courses from the existing M.S. degree in Computer Science and Technology (18 hours) and the core education requirements for the M.Ed. (18 hours). Specifically, the curriculum will require 36 hours: 15 core education hours, 18 hours of specialization courses in computer science, and a 3-hour educational foundation elective.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Education in Computer Science (CIP 13.1321; 36 credit hours) offered by the University of Arkansas at Pine Bluff, effective Fall 2021.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Division of Higher Education to inform the President and

Chair of the Board of Trustees of the University of Arkansas System and the Chancellor of the University of Arkansas at Pine Bluff of the approval.

Dr. Robert Carr, Provost and Vice Chancellor for Academic Affairs, provided additional information.

There were no questions.

Agenda Item No. 18
Associate of Science in Manufacturing
Arkansas Tech University

The proposed 64 credit hour Associate of Science (AS) in Manufacturing will prepare students with an understanding of the processes, problems, and overall environment of the manufacturing industry. The program consists of courses common to the first two years of the institution's Bachelor of Science in Mechanical Engineering program. There is no new incurred cost for new faculty because it will be administered by the Department Head for Mechanical Engineering. It is anticipated that the renovations for the new lab and lab equipment for the program will be covered by funds held by the Arkansas Tech Foundation. This degree also would provide an option for students to continue in their educational journey to pursue a Bachelor of Science in Mechanical Engineering.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Science in Manufacturing (CIP 15.0613; 64 credit hours) offered by Arkansas Tech University, effective Fall 2021.

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 Tech University of the approval.

Dr. John Krohn, Professor of Mechanical Engineering, provided additional information.

There were no questions.

Agenda Item No. 19
Associate of Applied Science in Supply Chain Management
Southeast Arkansas College

The proposed 61 credit hour Associate of Applied Science in Supply Chain Management with a Transportation option will prepare students for careers in supply chain management and entry-level employment. Students will receive a fundamental introduction to the field of Supply Chain Management in conjunction with basic business technology success skills, ranging from acquisitions to receiving and handling, through the internal allocation of resources to operations units, to the handling and delivery of output. This program includes instruction in acquisitions and purchasing, inventory control, resource estimation and allocation, and budgeting. The

AAS will include stackable credentials, Certificate of Proficiency in Commercial Drivers Licensing, a Technical Certificate in Supply Chain Management Transportation Option.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Supply Chain Management (CIP 52.0203; 61 credit hours) offered by Southeast Arkansas College, effective Spring 2021.

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

Lyric Seymore, Dean of Technical Studies, provided additional information.

There were no questions.

Agenda Item No. 20
Institutional Certification Advisory Committee

ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2024.

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

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

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

Brandman University, Irvine, California
National University, La Jolla, California
University of Southern California, Los Angeles, California

There were no questions.

Dr. Michael Stanton moved to recommend the approval of Agenda Items No.14 - 20 to the full Board for consideration. Chad Hooten seconded and the Committee approved.

Agenda Items No. 21 & 22
Letters of Notification and Letters of Intent

The Director of the Arkansas Division of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from out-of-state institutions to offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 21-1 through 21-33 and in the Letters of Intent on pages 22-1 through 22-6 of the agenda book.

Report of the Committees

Keven Anderson presented the report of the Finance Committee and moved approval of Agenda Items 12 – 13. Al Brodell seconded and the board approved.

Lori Griffin presented the report of the Academic Committee and moved approval of Agenda Items 14 – 20. Keven Anderson seconded and the board approved.

AHECB Resolution

During the October 30, 2020 Regular AHECB Meeting, the board unanimously voted to send former AHECB member Dr. Olin Cook a resolution thanking him for years of service to higher education in Arkansas. The following resolution was recorded.

**RESOLUTION OF APPRECIATION TO DR. OLIN COOK FOR SERVICE
TO THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD**

WHEREAS, Dr. Cook joined the Arkansas Higher Education Coordinating Board (AHECB) in 2008 and has advanced the mission and agenda of the Board through his twelve years of service and steadfast advocacy and commitment; and

WHEREAS, Dr. Cook displayed able leadership as Chair of the Coordinating Board from 2012 to 2013; and

WHEREAS, during his term as chair, the AHECB approved the implementation of the Arkansas Common Course Numbering System as well as approved numerous policy amendments; and

WHEREAS, Dr. Cook’s contributions as an intelligent, hard-working, dedicated, and consistent source of advice are unparalleled and will be greatly missed by the Higher Education Coordinating Board; and

WHEREAS, Dr. Cook’s tireless efforts to engage presidents, chancellors, students, faculty, staff, families, business leaders, elected officials, and countless others — set a high standard for action;

NOW THEREFORE BE IT RESOLVED, that the Arkansas Higher Education Coordinating Board and the Division of Higher Education highly commend and thank Dr. Olin Cook for his leadership, vision and for the example he has set in higher education in Arkansas.

BE IT FURTHER RESOLVED, that this statement of appreciation be conveyed to Dr. Olin Cook, with a copy to be included in the official minutes of the January 29, 2021, meeting of the Coordinating Board.

AHECB Member Appointment Certificates

Although they already serve on the Higher Education Coordinating Board, Chair Carr presented the AHECB members with official appointment certificates to show his appreciation for their continued dedication and service to higher education in Arkansas.

Remarks by Presidents/Chancellors and Guest

Chair Carr stated that it has been his distinct pleasure to serve as the AHECB chair for the past two years. The staff at the Division of Higher Education are excellent. Dr. Markham has done a fine job of assembling an incredible group of professionals. There is no doubt Mr. Brodell will serve the board well as chair and do a fine.

This has been a challenging year for everyone. As I depart the role of chair, I would like to leave you with a few final thoughts and challenges, said Dr. Carr. There are three issues that I believe will remain front and center for Arkansas. The issue of accessibility, our need for improvement, and our lack of preparation. In closing, Chair Carr thanked each campus for serving the incredible students of Arkansas.

“Dr. Carr, thank you for your service as Chair of the Coordinating Board. Your service has been well documented. Thank you again,” said Dr. Robert Carr.

“Thank you for your service and for the challenge you have put before us to be imminent. We appreciate you,” said Dr. Terisa Riley.

“We are obliged to you Dr. Carr. Thank you for your leadership,” said Dr. John Hogan.

“Thank you, Dr. Carr. You are truly one of the most genuine, kind individuals I've ever had the opportunity of knowing! I appreciate your care and concern for the future of Arkansas! You are one in a million,” said Lori Griffin.

“Thank you for your kind words and high bar, Dr. Carr. We hope we make you proud,” said Dr. Cathie Cline.

“Thank you, Dr. Carr,” said Dr. Steven Bloomberg and Dr. Terry Martin.

On behalf of the Coordinating Board, in-coming Chair Al Brodell thanked Dr. Carr for his leadership over the years.

The Arkansas Division of Higher Education will host the next Arkansas Higher Education Coordinating Board via Zoom on April 23, 2021, at 10:00 a.m.

With no further comments, the meeting adjourned at 12:22 p.m.

Nichole Abernathy

APPROVED:

Lori Griffin, Secretary

REPORT OF THE DIRECTOR

Academic Affairs Officers Meet to Discuss Academic Policies

On February 18, ADHE staff members welcomed Academic Affairs Officers (AAO) via Zoom to discuss numerous issues including higher education legislation, the Concurrent End of Year Report, Regional Workforce Grants and the Workforce Challenge Scholarship. The AAO quarterly meetings assemble a comprehensive list of the most effective policies, programs and practices that can be employed on our campuses to foster greater student success.

Governor Signs Higher Education Legislation

During the month of February, Governor Asa Hutchinson signed several higher education bills. Among them were Senate Bill 35, which amends the law concerning tuition benefits for soldiers and airmen of the Arkansas National Guard by allowing a temporary waiver of the completion of the initial active duty training requirement. Senate Bill 125 amends provisions of the Arkansas Code concerning the applicability and additional eligibility requirements of the Arkansas Academic Challenge Scholarship Program - Part 2.

Carl D. Perkins CTE Update

On March 2, Perkins provided a workshop for all colleges on Cultural Competence/Implicit Bias. Additional customized workshops focusing specifically on Hispanic and other at-risk students will be held with Northwest Arkansas Community College, National Park College, and the University of Arkansas Cossatot.

Four colleges were selected for the WomenTech Training Bootcamp in early April. These workshops will aid in recruiting the underrepresented gender into specific non-traditional programs chosen by each college. These workshops are also customized for their data and focus area: Southern Arkansas University Tech, welding; Arkansas State University - Newport, Agricultural Technology; Arkansas Northeastern College, Computer Information Systems; and North Arkansas College, manufacturing.

Engage Arkansas Celebrates AmeriCorps Week

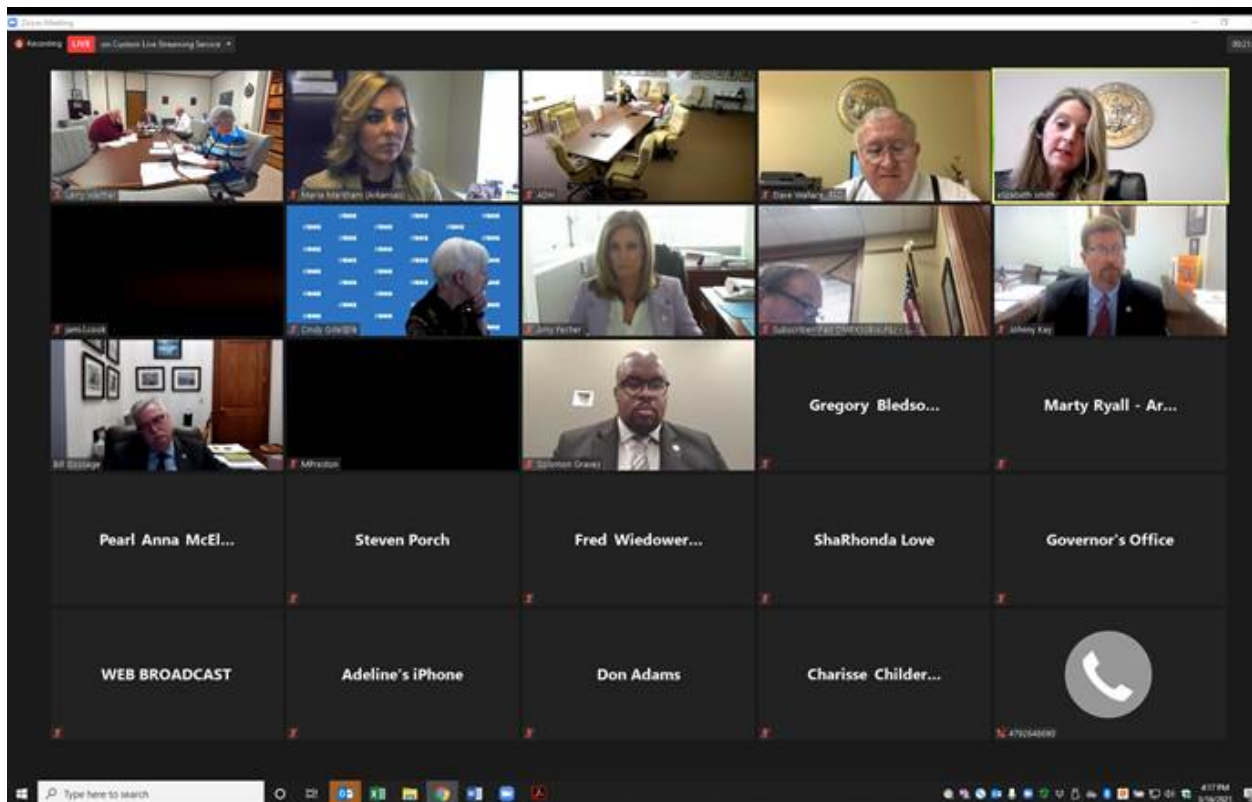
Each year, community members, along with AmeriCorps members across the country, join with local organizations to celebrate AmeriCorps and national service members in their communities. This year, EngageAR is celebrating national service members through their "Faces of Service" social media campaign on Facebook and Instagram. EngageAR has invested \$6,305 in 7 service projects across the state for this year's AmeriCorps Week Celebration.

Personal Protective Equipment

On March 11 – 12, Dr. Markham and staff sorted over 100 pallets of Personal Protective Equipment (PPE) at a warehouse in Little Rock where representatives from each institution came to pick up their supplies. The PPE, purchased as part of the Arkansas CARES Act funds, is part of the last bulk order of supplies purchased for the higher education institutions. Personal protective equipment such as masks, face shields, gloves and thermometers were pre-approved for purchase. Equipment purchased due to the coronavirus pandemic, but not on the list were submitted to the committee for reimbursement.

CARES Act Steering Committee

Director Markham joined members of the CARES Act Steering Committee on March 16, to discuss extensions with the current deadline for unexpended approved CARES Act funds. The CARES Act Steering Committee was created to study and analyze the relief available to the State of Arkansas, its citizens, and businesses under the CARES Act, identify and prioritize the needs of the State of Arkansas, its citizens and businesses for the application of available relief, identify the most efficient practices and procedures to obtain and apply available relief and to make recommendations to the Governor on best uses of the CARES Act funding.



Data and Transparency Panel

On March 29, Dr. Markham met with representatives from numerous state agencies for the quarterly meeting of the Data and Transparency Panel. Created by Act 912 of 2017, the panel is tasked with performing a feasibility and cost study for a statewide data warehouse program, determining and recommending procedures for the implementation of a statewide data warehouse, and evaluating and identifying data that may be provided to the public in accordance with data standards and specifications.



Activities of the Director

- January 29 AHECB Quarterly Meeting at ADHE
College/University Contact Tracing Planning Session
ADE/ADHE Metrics Meeting
General Session Briefing
- February 1 Weekly Computer Science Meeting
Senate Education Committee
Legislative Bill Review Meeting
Presidents/Chancellors legislative Meeting
- February 2 House Education Committee
OSD Grant Meeting
Higher Education Planning Session
- February 3 BW/ADE Division Planning Meeting
Senate Education Committee
- February 5 College/University Contact Tracing Planning Session
General Session Briefing
Higher Education Operations Team Meeting
- February 8 Scholarship Application Project Meeting
Commercialization Committee Meeting
Senate Education Committee
- February 9 House Education Committee
Senator Chesterfield Meeting
Higher Education Planning Session

February 10	General Session Briefing ADE Update Meeting
February 11	Senate Education Committee SHEEO Public Investment in Higher Education Series
February 12	SHEEO SREB Data Grant Meeting College/University Contact Tracing Planning Session Lottery Meeting
February 16	General Session Briefing OSD Grant Meeting
February 17	DHE Leadership Meeting BW/ADE Division Planning Meeting
February 18	CAO/CSAO Spring 2021 Meeting SHEEO Public Investment in Higher Education Series
February 19	General Session Briefing
February 22	Senate Education Committee
February 23	House Education Committee Higher Education Planning Session BLR Meeting
February 24	ADE Update Meeting DHE Staff Meeting
February 25	House Education Committee SHEEO Public Investment in Higher Education Series
February 26	General Session Briefing Productivity Funding Workgroup College/University Contact Tracing Planning Session General Session Briefing
March 1	Senate Education Committee Presidents/Chancellors Legislative Meeting
March 2	House Education Committee OSD Grant Meeting Higher Education Planning Session
March 3	Senate Education Committee
March 4	SREB Dual Enrollment Advisory Panel SHEEO Public Investment in Higher Education Series
March 5	BW/ADE Division Planning Meeting College/University Contact Tracing Planning Session General Session Briefing Higher Education Operations Team Meeting
March 8	Senate Education Committee
March 9	JBC Personnel Meeting

- March 10
 - Career Education and Workforce Development Board Meeting
 - Higher Education Planning Session
 - ADE Update Meeting
 - Senate Education Committee
- March 11
 - SHEEO Public Investment in Higher Education Series
- March 12
 - College/University Contact Tracing Planning Session
 - General Session Briefing
 - Higher Education Operations Team Meeting
- March 15
 - Senate Education Committee
 - Presidents/Chancellors Legislative Meeting
- March 16
 - OSD Grant Meeting
 - Higher Education Planning Session
- March 17
 - Senate Education Committee
- March 18
 - SHEEO Public Investment in Higher Education Series
- March 19
 - College/University Contact Tracing Planning Session
 - General Session Briefing
 - Higher Education Operations Team Meeting
- March 22
 - Senate Education Committee
- March 23
 - Higher Education Access and Strategy Meeting by CollegeBoard
 - Higher Education Planning Session
- March 24
 - ADE Update Meeting
 - Senate Education Committee
- March 25
 - SHEEO Public Investment in Higher Education Series
- March 26
 - BW/ADE Division Planning Meeting
 - College/University Contact Tracing Planning Session
 - General Session Briefing
 - Higher Education Operations Team Meeting
- March 29
 - Senate Education Committee
 - Presidents/Chancellors Legislative Meeting
- March 30
 - OSD Grant Meeting
 - Higher Education Planning Session
- March 31
 - Senate Education Committee
- April 1
 - SHEEO Public Investment in Higher Education Series
- April 2
 - College/University Contact Tracing Planning Session
 - General Session Briefing
 - Higher Education Operations Team Meeting
- April 5
 - Senate Education Committee
- April 6
 - Presidents Council Meeting
 - Higher Education Planning Session
- April 7
 - Senate Education Committee

April 8	House Education Committee
April 9	College/University Contact Tracing Planning Session General Session Briefing Higher Education Operations Team Meeting
April 12	AEDC Commercialization Committee Meeting Senate Education Committee Presidents/Chancellors Legislative Meeting
April 13	OSD Grant Meeting Higher Education Planning Session
April 14	Senate Education Committee
April 16	College/University Contact Tracing Planning Session Higher Education Operations Team Meeting
April 20	Higher Education Planning Session
April 21	ADE Update Meeting
April 23	AHECB Meeting via Zoom

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION

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

Statewide Retention

The retention calculations are based on students in the fall term cohort of first-time entering, full-time, and credential-seeking students who returned the fall term of the next academic year. The methodology used for this report has been modified beginning this year to more closely align with IPEDS methodology. For 4-Year universities, only those students seeking a Bachelor's degree are included. For 2-Year colleges, students who completed a credential by the next fall are included as part of the retention rate.

The following represents the overall retention rate of each cohort for the five most recent cohorts for both Arkansas Public Higher Education Sectors. When looking at both public sectors together, the state's fall-to-fall retention rate of 70.6% for the Fall 2019 cohort has increased 2.1% over the Fall 2015 retention rate of 68.5%, due to the increased retention rate of our 4-Year institutions. The 2-Year college retention rate comes in around 58% for each of the reported cohorts.

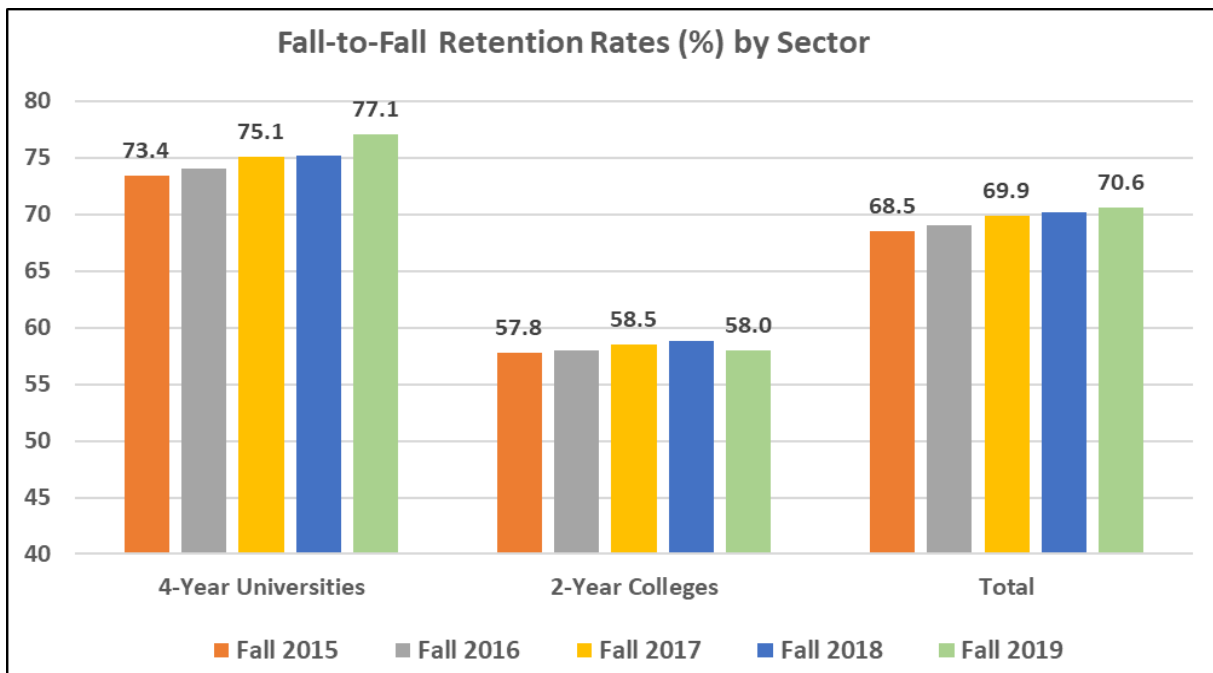


Chart 3.1: Student Retention Rates by Sector

Both male and female cohorts reported slight increases in their retention rates for our 4-year public institutions. For the 2-Year college cohorts, the male students' retention rate has increased only 0.7% when comparing the Fall 2017 cohort to the Fall 2019 cohort, and females showed a retention rate decline of 1.5%.

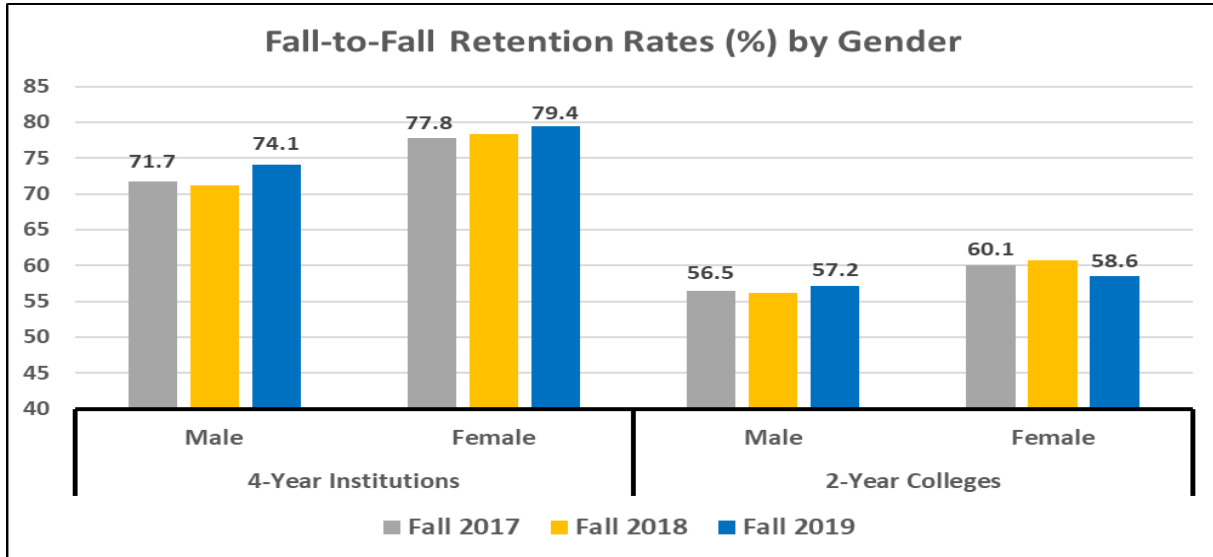


Chart 3.2: Student Retention Rates by Gender

Chart 3.3 below provides fall-to-fall retention rates for the four race/ethnicity categories with the largest student cohorts. The Hispanic, Black, and White student cohorts reported an increased retention rate for the 4-year institutions comparing the Fall 2018 and Fall 2019 cohorts. For the 2-year colleges, retention rates declined for all race categories.

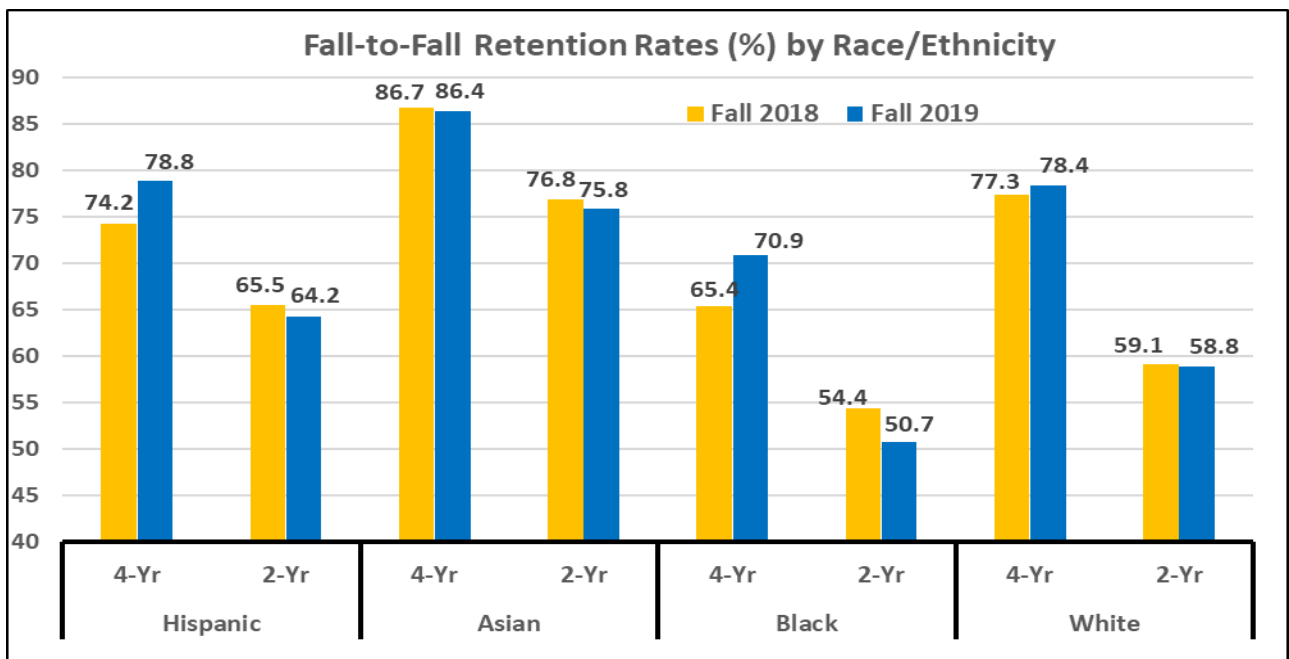


Chart 3.3: Student Retention Rates by Race/Ethnicity

The graph below provides fall-to-fall retention rates for students who are between 25 and 54 years old, which qualifies them to receive additional weighting in the Productivity Funding Model. The 4-Year institutions experienced an increase in the Fall 2019 cohort when comparing to the Fall 2018 cohort. 2-Year colleges experienced a decline in the Fall 2019 cohort at 58.9% when comparing to the Fall 2018 cohort at 63.9%.

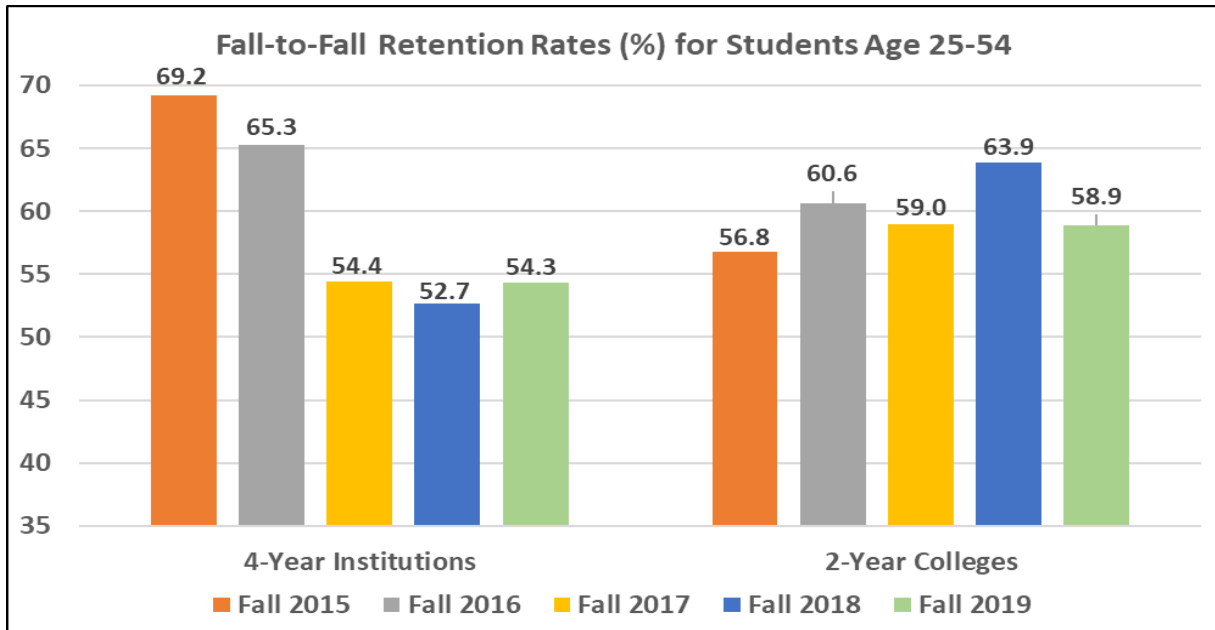


Chart 3.4: Student Retention Rates by Productivity Adult Age Range

Chart 3.5 provides fall-to-fall retention rates for students enrolled in remediation.

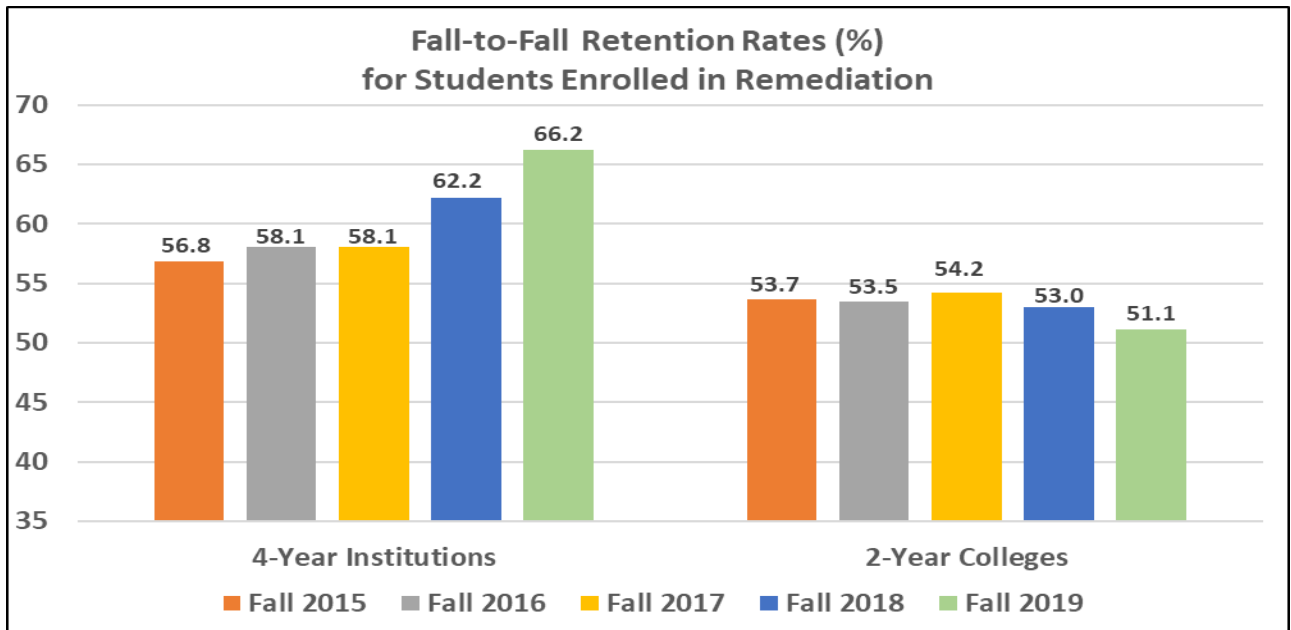


Chart 3.5: Student Retention Rates by Remediated Students

Retention Rates by Institution

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

Eight 4-year universities reported an increase in the fall-to-fall retention rate when comparing the Fall 2015 cohort to the Fall 2019 cohort. ASUJ, UCA, SAUM, UAF, UAM, UAPB, UALR, and UAFS experienced improved retention rates from 2.3% to 22.6%.

Chart 3.6 shows SAUM reported a 71.5% retention rate for the Fall 2019 cohort, which is a 4.6% improvement over the Fall 2018 retention rate of 66.9%. ASUJ reported 3.8% growth for the Fall 2019 cohort retention rate of 79.0%, compared to their Fall 2018 cohort retention rate of 75.2%. UCA’s Fall 2019 cohort produced a 78.8% retention rate, which is more than a 4% improvement over the Fall 2018 retention rate of 74.7%.

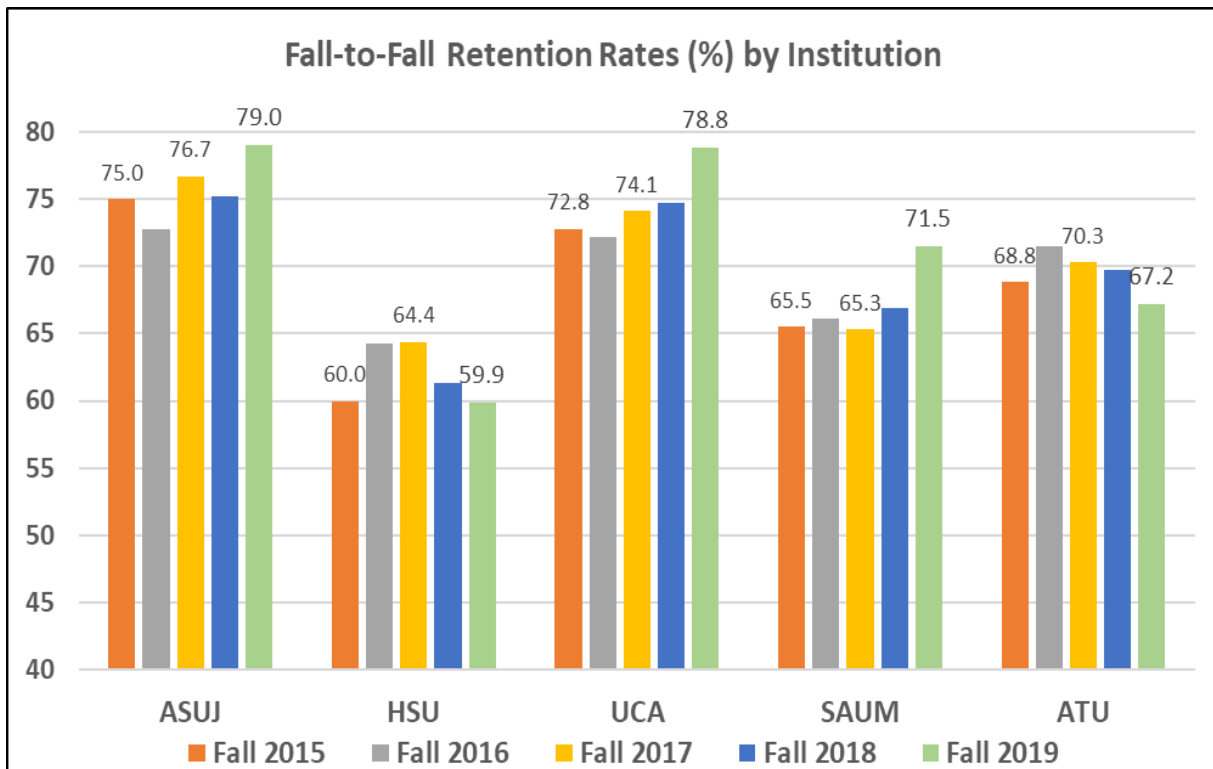


Chart 3.6: Student Retention Rates by Institution

Chart 3.7 provides fall-to-fall retention rate data for the University of Arkansas System institutions. UAM showed a 22.6% increase in their Fall 2019 fall-to-fall retention rate when compared to their Fall 2015 cohort rate of 52.2%.

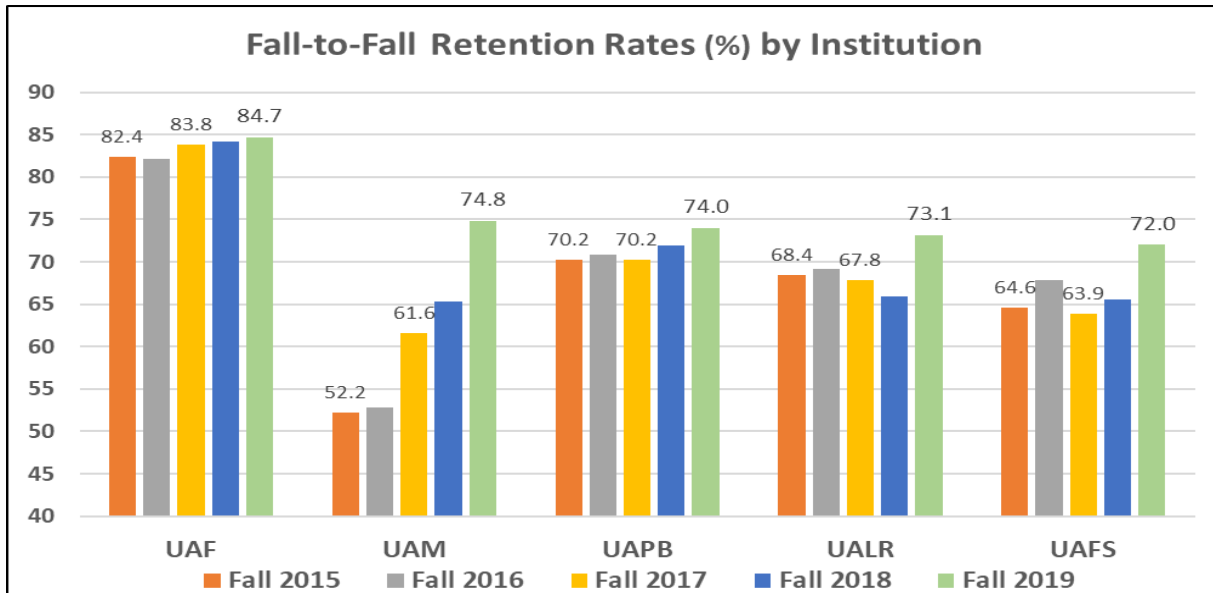


Chart 3.7: Student Retention Rates by Institution – UA System

SAUT reports the highest retention rate for the 2-Year colleges for Fall 2019 at 70.5%. EACC and OZC reported retention rate decreases for the Fall 2019 cohort compared to their Fall 2018 cohort. ANC's Fall 2019 retention rate increased to 60.8%.

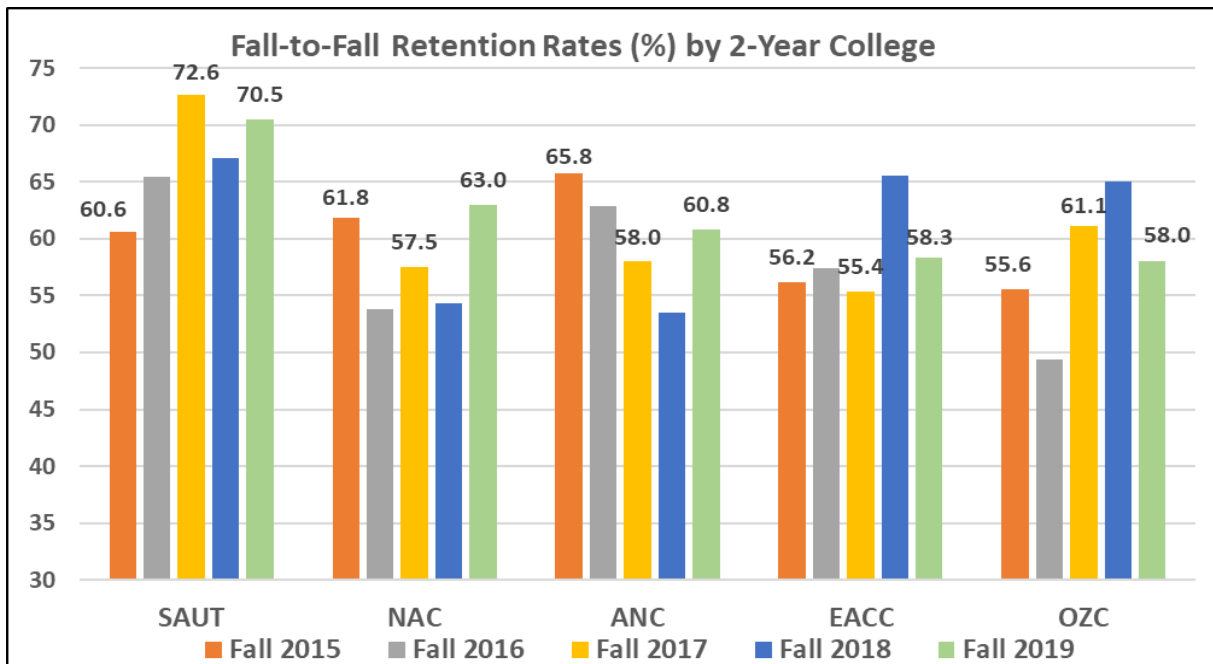


Chart 3.8: Student Retention Rates by Institution – 2-Year Colleges

Fall-to-Fall retention rates for the following 2-Year colleges show some rate variance between the cohorts. The Fall 2015 cohort for BRTC reported their highest retention rate of 63.3%, while their Fall 2019 cohort reported a much lower rate of 51.7%. SEAC’s Fall 2019 cohort posted their lowest retention rate of 41.2%.

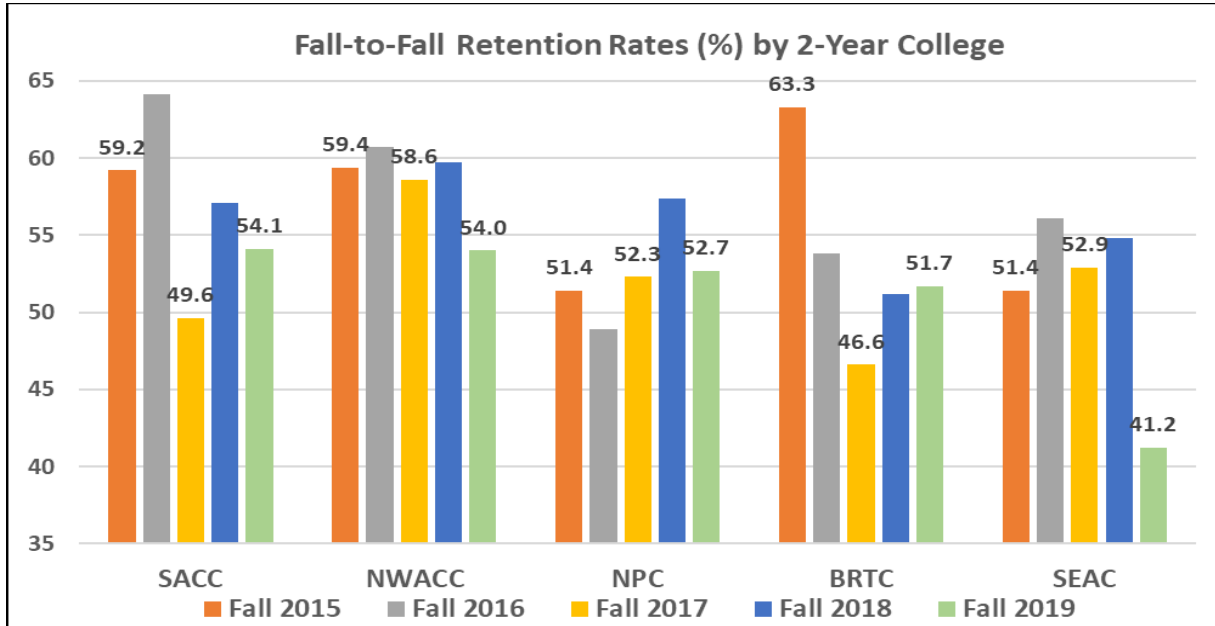


Chart 3.9: Student Retention Rates by Institution – 2-Year Colleges

The ASU System had two colleges report an increase in their fall-to-fall retention rates. ASUMS’s Fall 2019 cohort showed a 9.1% improvement over their Fall 2018 cohort while ASUTR reported a 9.2% increase in retention for the Fall 2019 cohort.

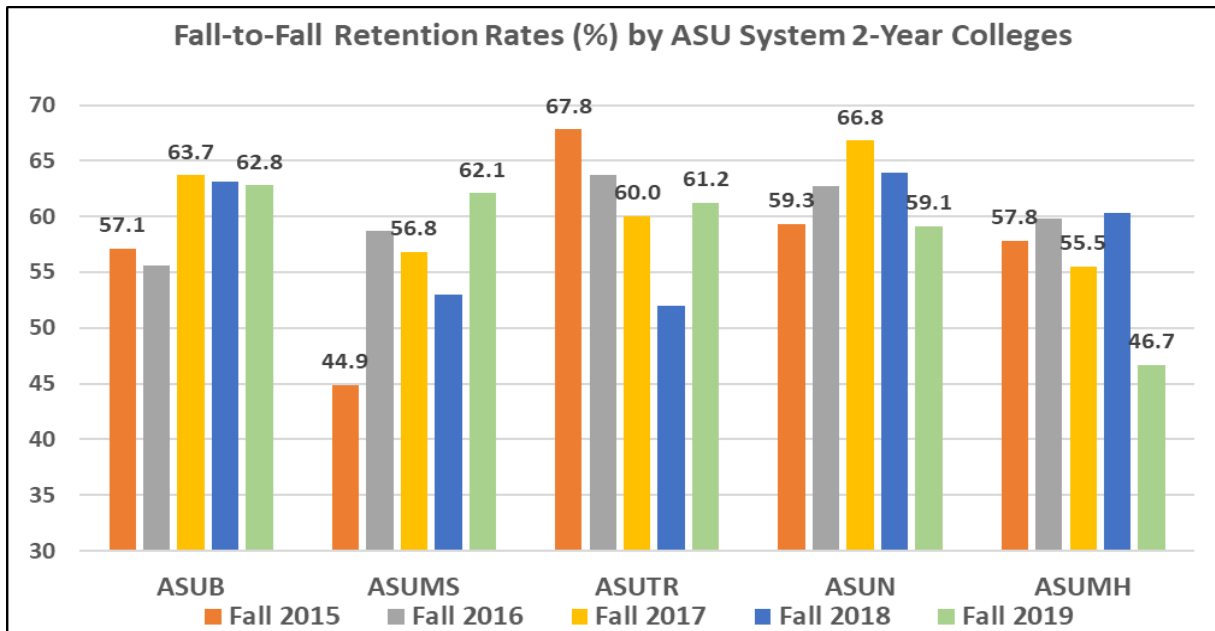


Chart 3.10: Student Retention Rates by Institution – ASU System 2-Year Colleges

The UA System had five colleges report an increase in their fall-to-fall retention rates. CCCUA showed a 14.2% improvement while UACCHT and UACCM reported increases of around 4%.

UACCB and PCCUA both reported declines for their Fall 2019 cohort over the Fall 2018 cohort. UACCB reported a 65.2% retention rate for the Fall 2019 cohort, which is a decline of 2.7% from their Fall 2018 cohort rate while PCCUA fell 4.4% to 63.4%

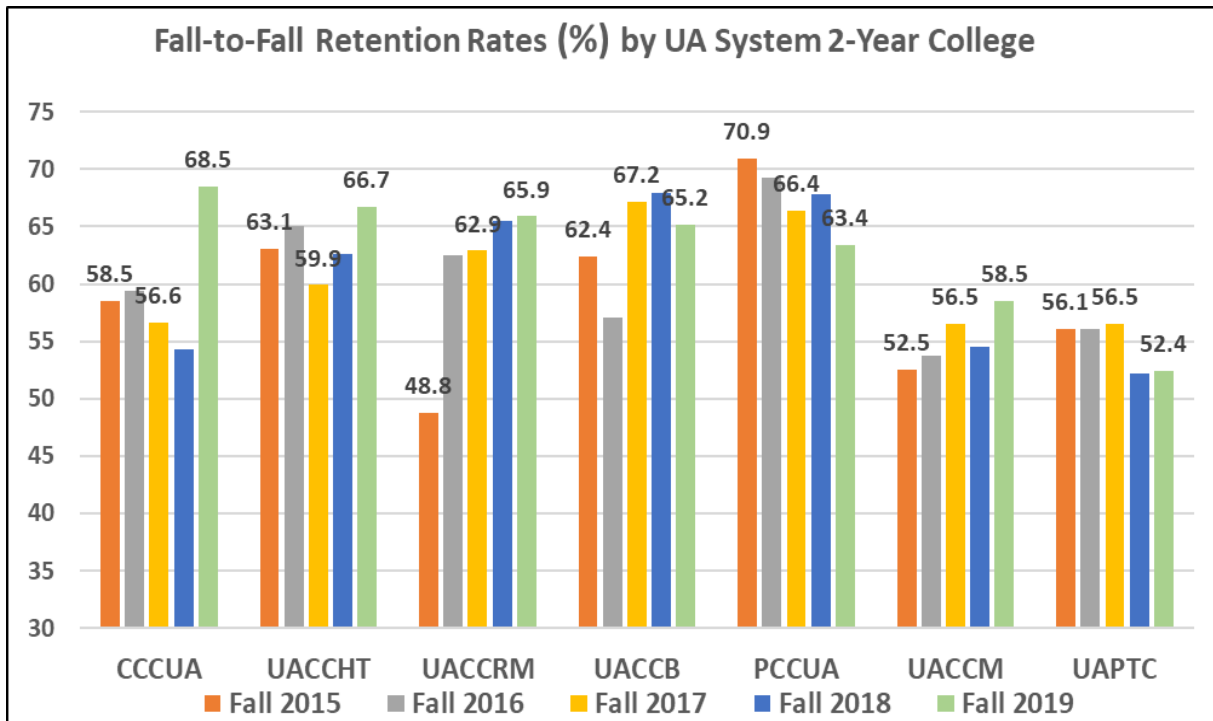


Chart 3.11: Student Retention Rates by Institution – UA System 2-Year Colleges

For our private/independent institutions, Harding University reported the highest Fall 2019 fall-to-fall retention rate of 85.9%, followed by John Brown University at 82.7% and Hendrix College at 81.7%.

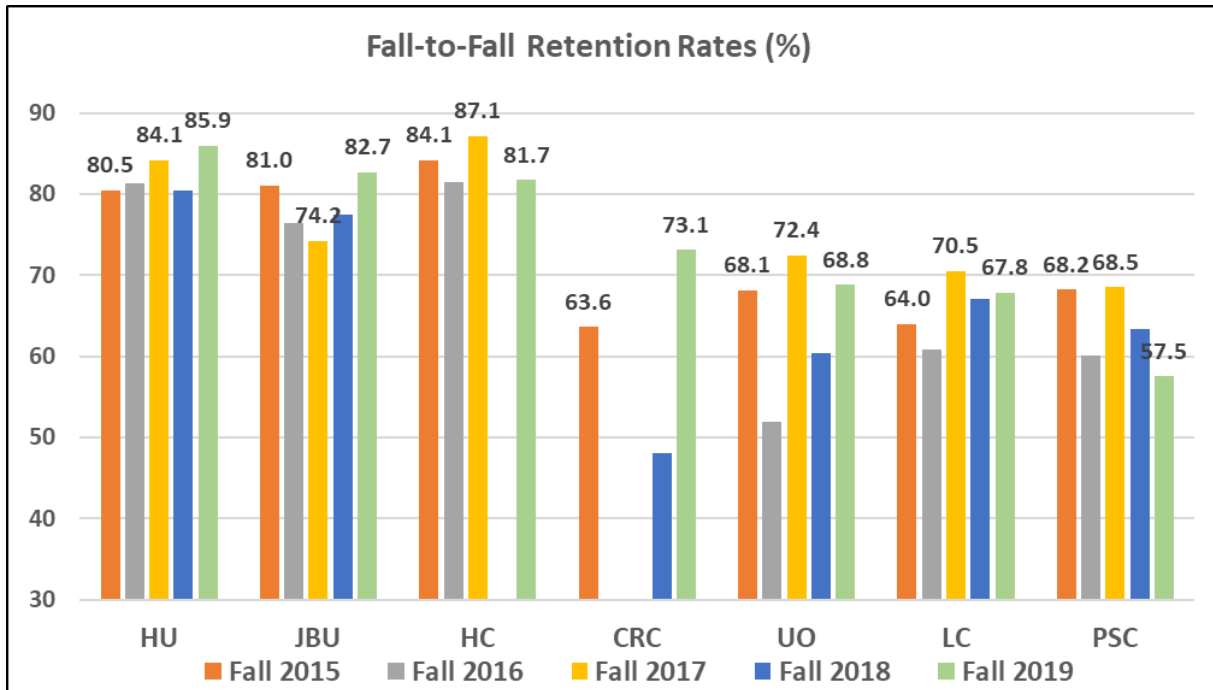


Chart 3.12: Student Retention Rates by Institution – Private Institutions

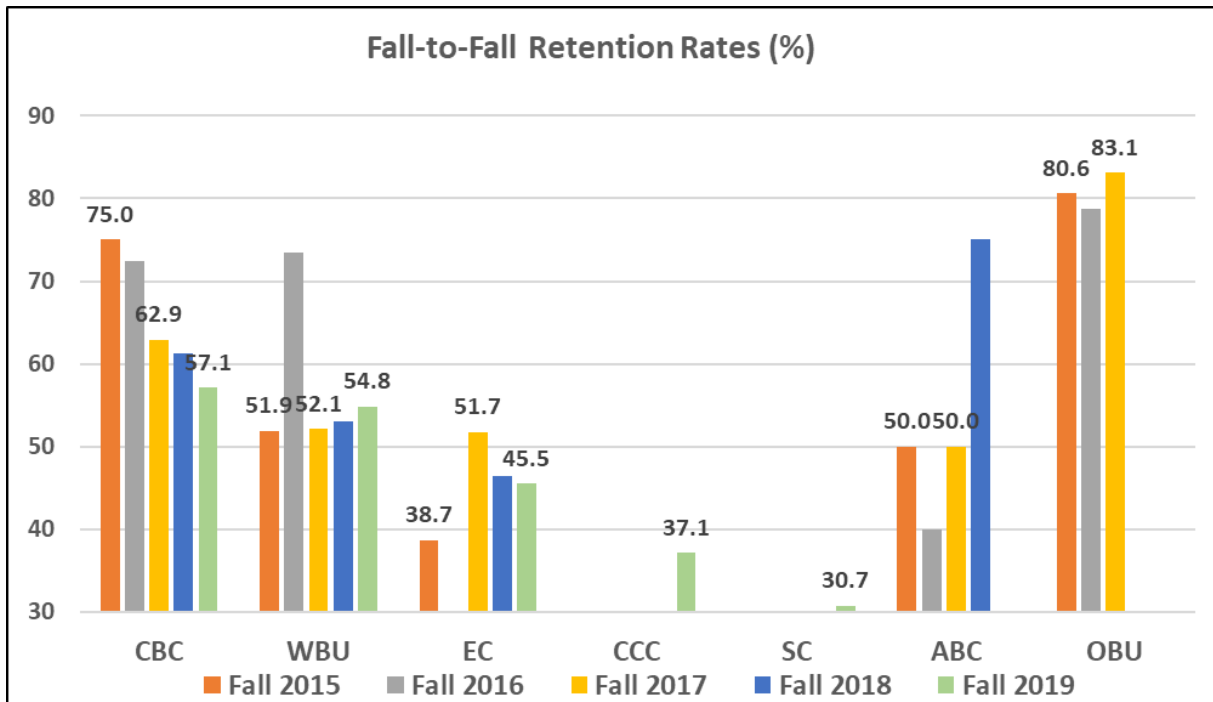


Chart 3.13: Student Retention Rates by Institution – Private Institutions

Statewide Graduation

Graduation rates for our 4-year public universities presented here are based on bachelor-seeking students who are first-time in college for the fall term of each cohort and attending full-time. Chart 3.14 below provides a three-year trend of graduation rates for both students graduating in four years which is considered on time (100% rate) and those graduating in six years (150% rate).

There have been small but steady increases in the 100% graduation rate for our bachelor-seeking students the past several years. The most recent cohort, students who entered in the Fall 2016, reported an on time graduation rate of 38.6%. Students graduating in six years have also shown small but steady increases. The most recent six-year cohort, Fall 2014, reported a 50.7% graduation rate.

The Fall 2014 bachelor-seeking cohort graduated 35.5% in four years (100% rate), but after the two additional years of study, 50.7% of this cohort had graduated with a bachelor's degree in six years.

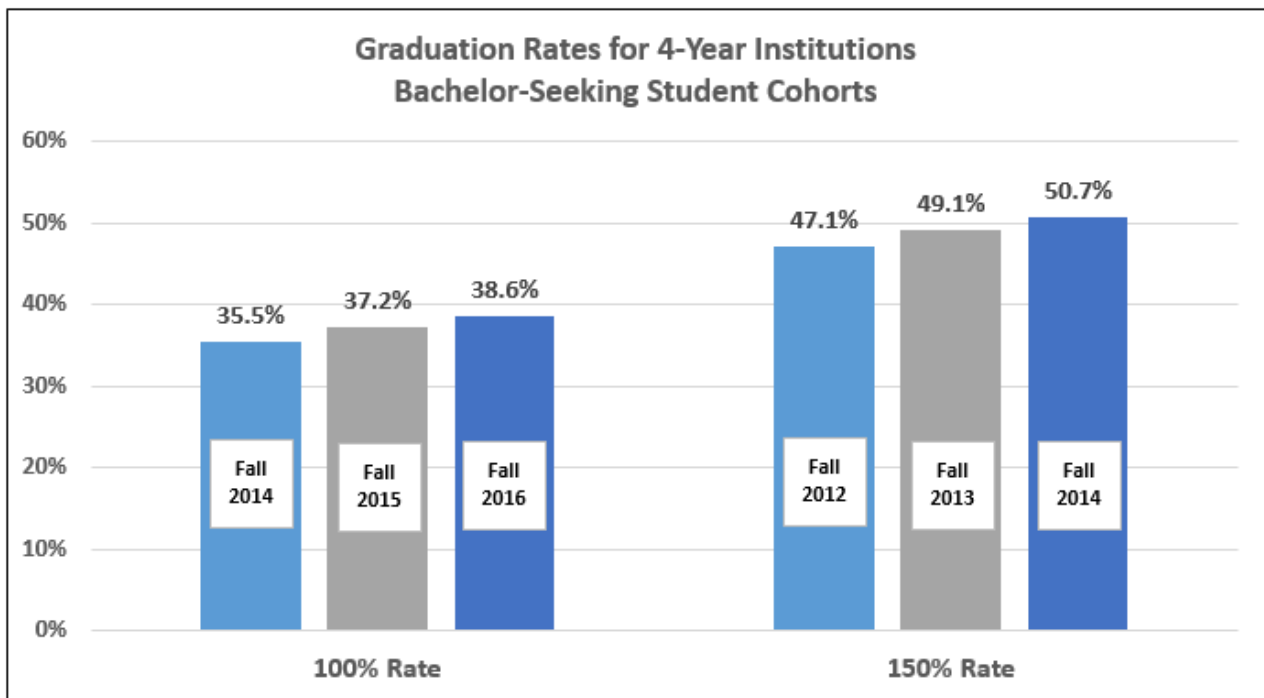


Chart 3.14: Graduation Rates - 4-Year Institution Trend

Charts 3.15 and 3.16 outline the on time (100%) graduation rate for all of our public 4-year universities. The University of Arkansas, Fayetteville consistently reports the highest on time graduation rates reporting a 53.3% on time graduation rate for the most recent Fall 2016 cohort. Arkansas State University and the University of Central Arkansas report graduation rates of 36.3% and 35.6% respectively for the Fall 2016 cohort.

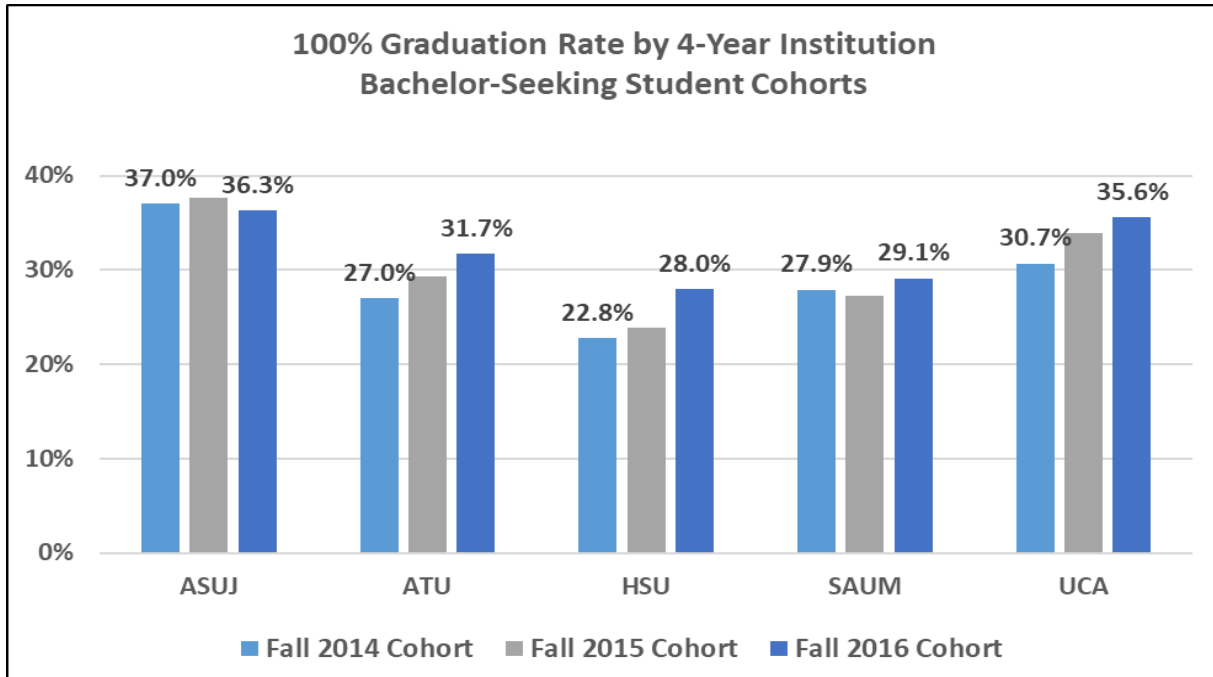


Chart 3.15: 100% Graduation Rates 4-Year institutions-1

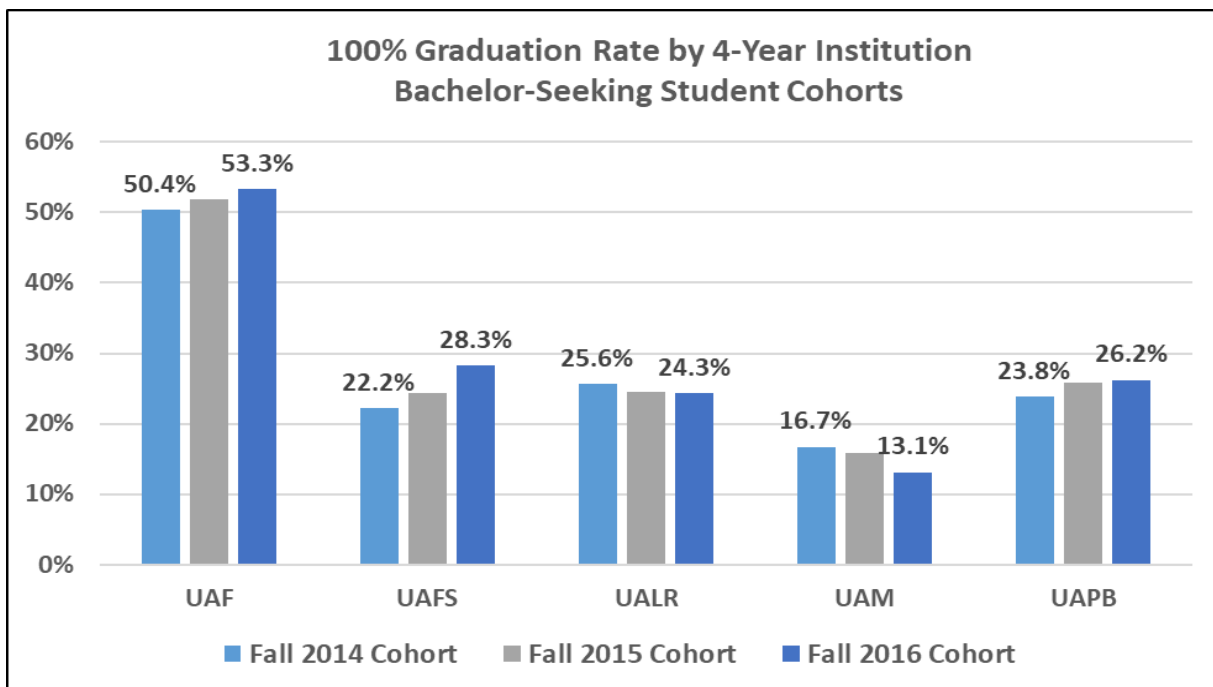


Chart 3.16: 100% Graduation Rates 4-Year institutions-2

Charts 3.17 and 3.18 below provides trend data for the six-year graduation rate (150%) for the public 4-year universities. Six 4-year universities reported an increase for the Fall 2014 cohort when compared to the Fall 2013 cohort.

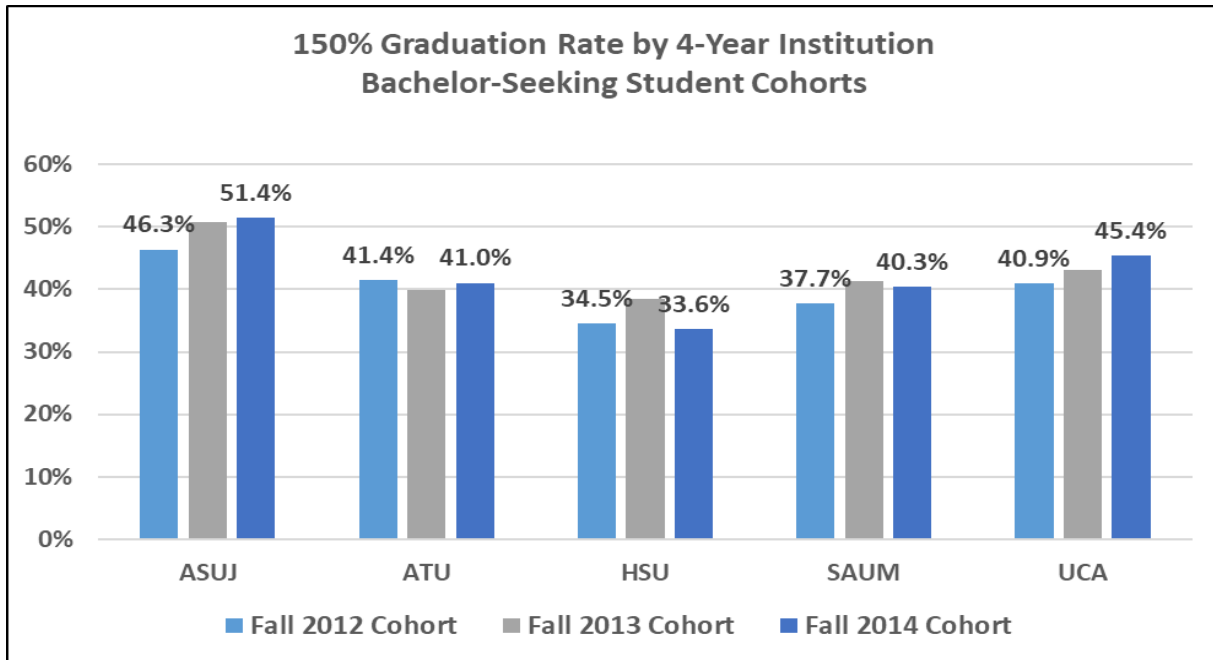


Chart 3.17: 150% Graduation Rates 4-Year institutions-1

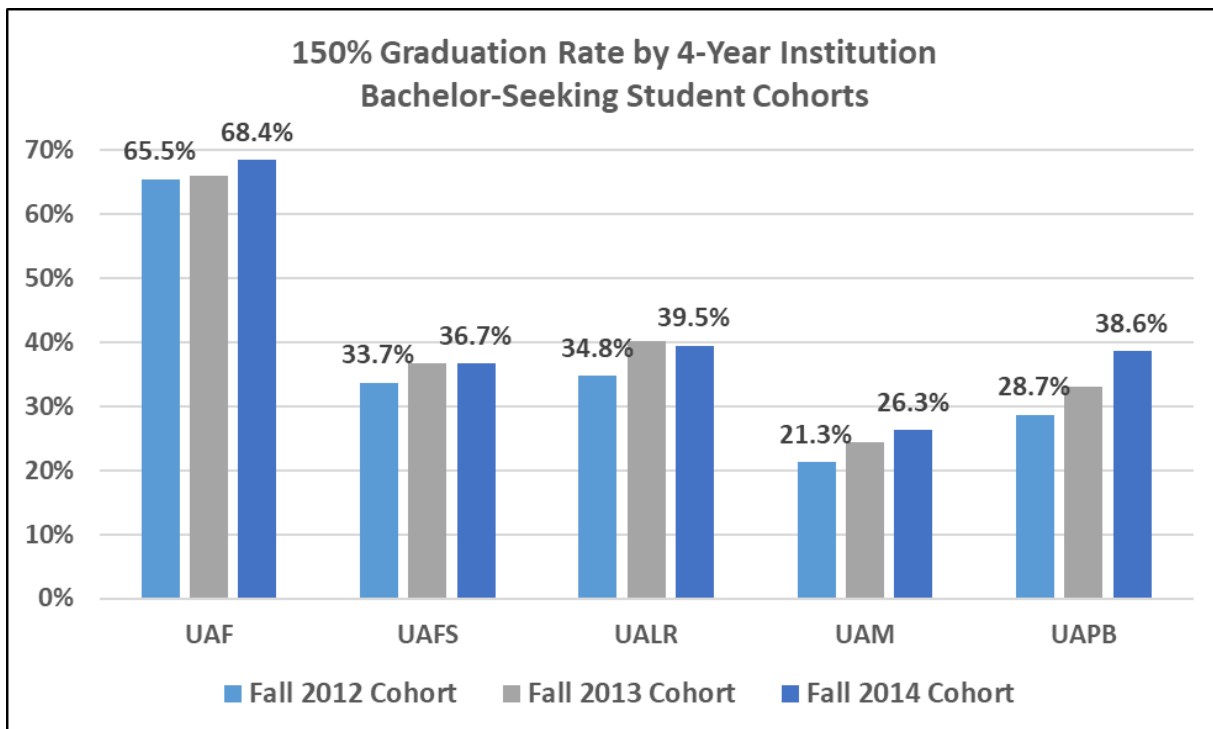


Chart 3.18: 150% Graduation Rates 4-Year institutions-2

Both male and female cohorts showed an improved six-year graduation rate. The Fall 2014 male cohort reported a 46.1% graduation rate, while the Fall 2014 female cohort reported 54.4% graduation rate.

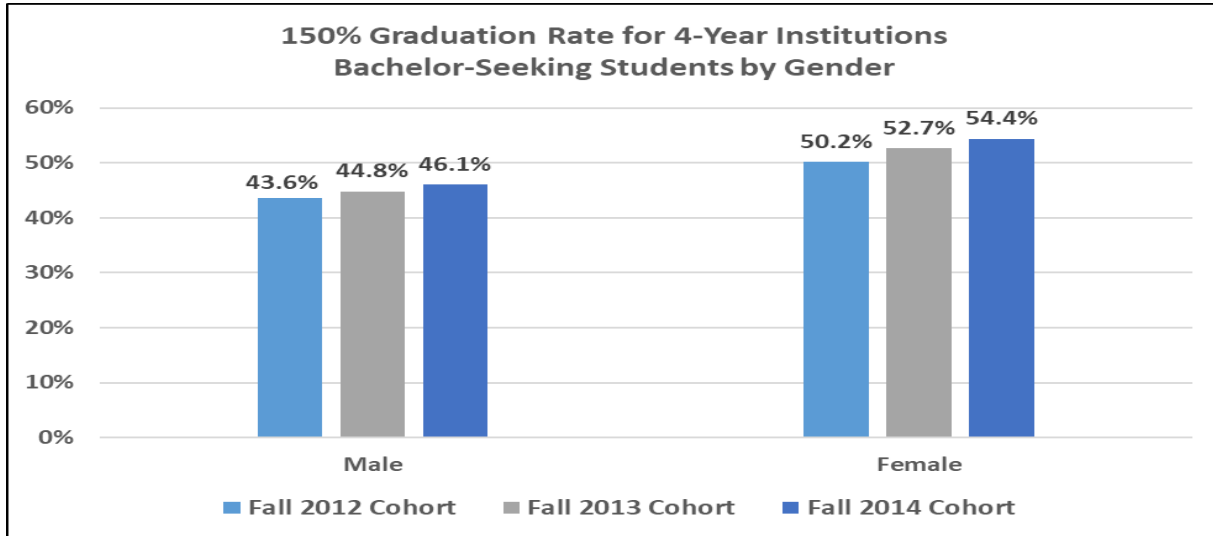


Chart 3.19: 150% Graduation Rates by Gender

Asian, Black, and White students showed six-year graduation rate improvements. Hispanic and White students both reported a graduation rate above 50% for the Fall 2014 Cohort, and Asian students reported a graduation rate above 60% for the Fall 2014 Cohort.

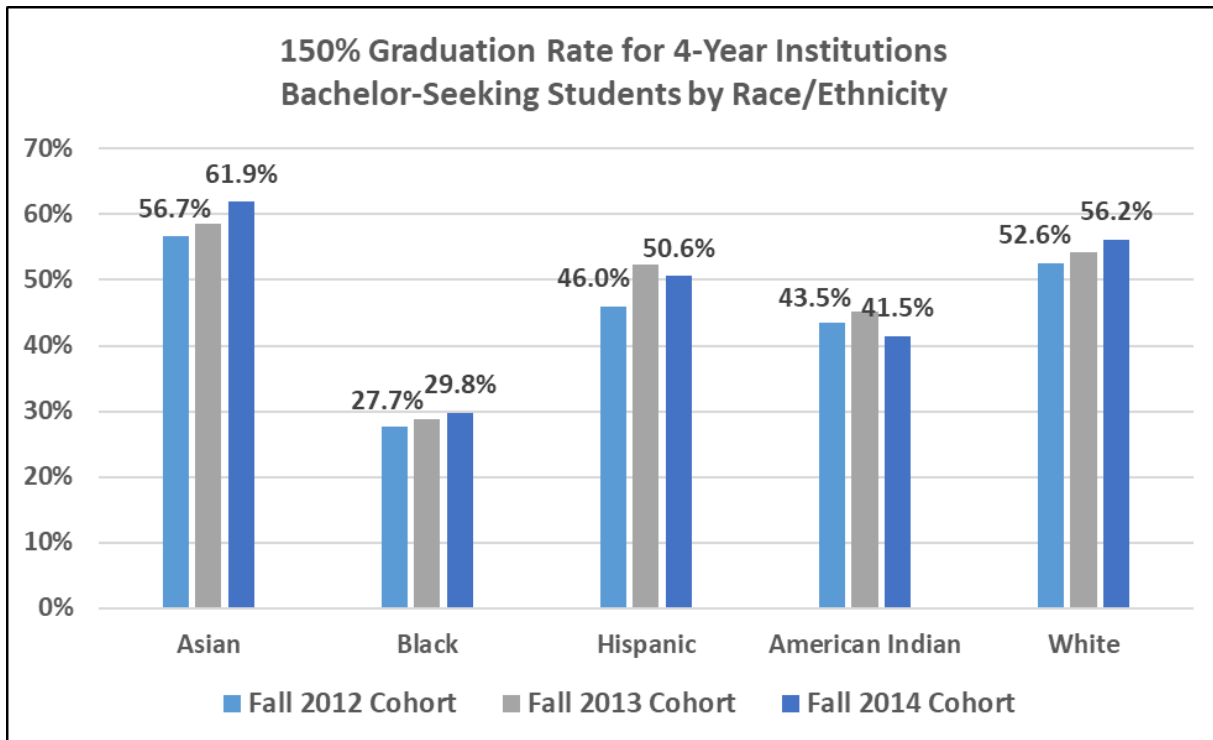


Chart 3.20: 150% Graduation Rates by Race/Ethnicity

2-Year College Graduation Rates

In order to provide a more consistent graduation rate for the 2-year colleges, calculations were made to Associate-seeking students only for three years (150%). Twelve 2-year colleges reported a higher three-year graduation rate.

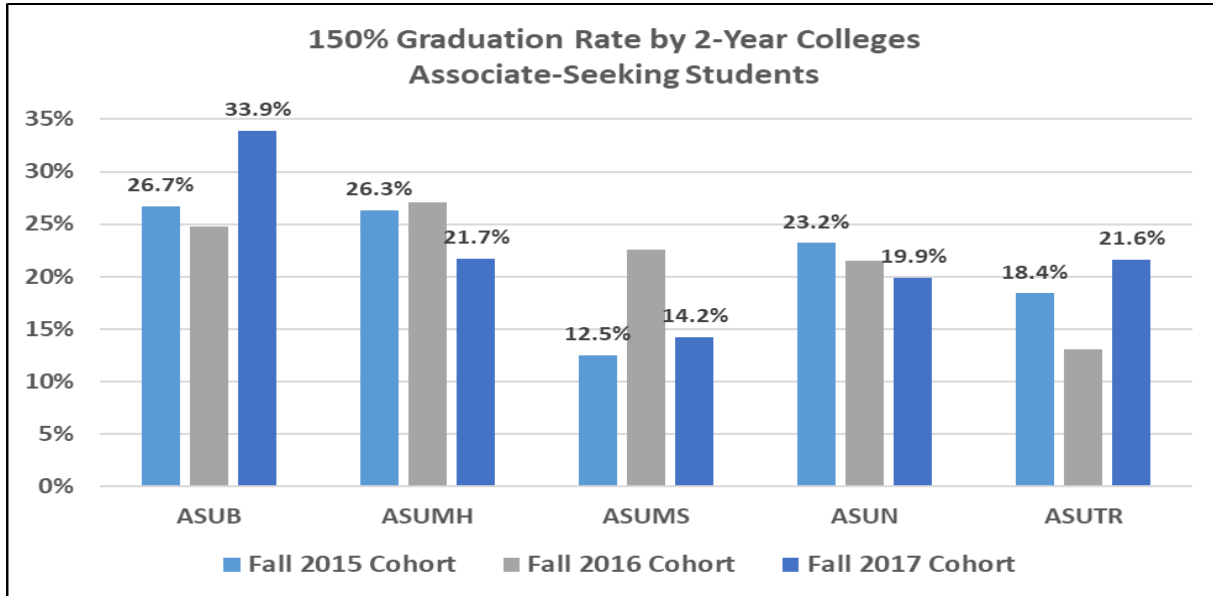


Chart 3.21 Graduation Rates 2-Year Associate Cohorts-1

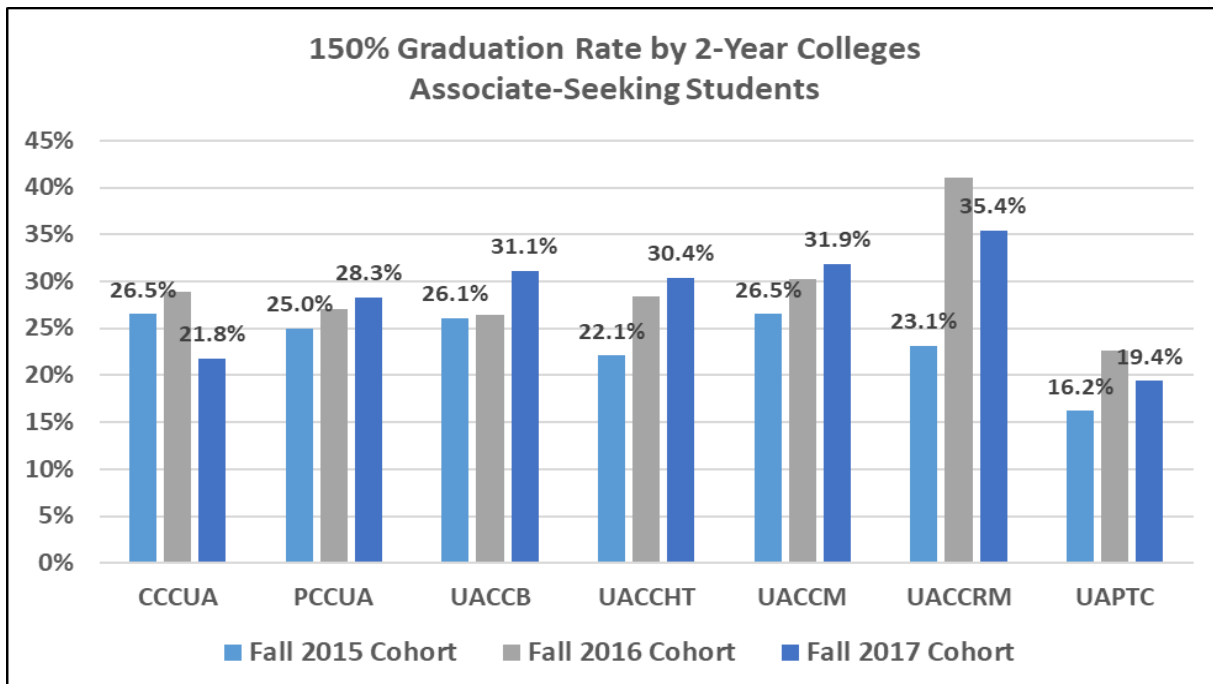


Chart 3.22 Graduation Rates 2-Year Associate Cohorts-2

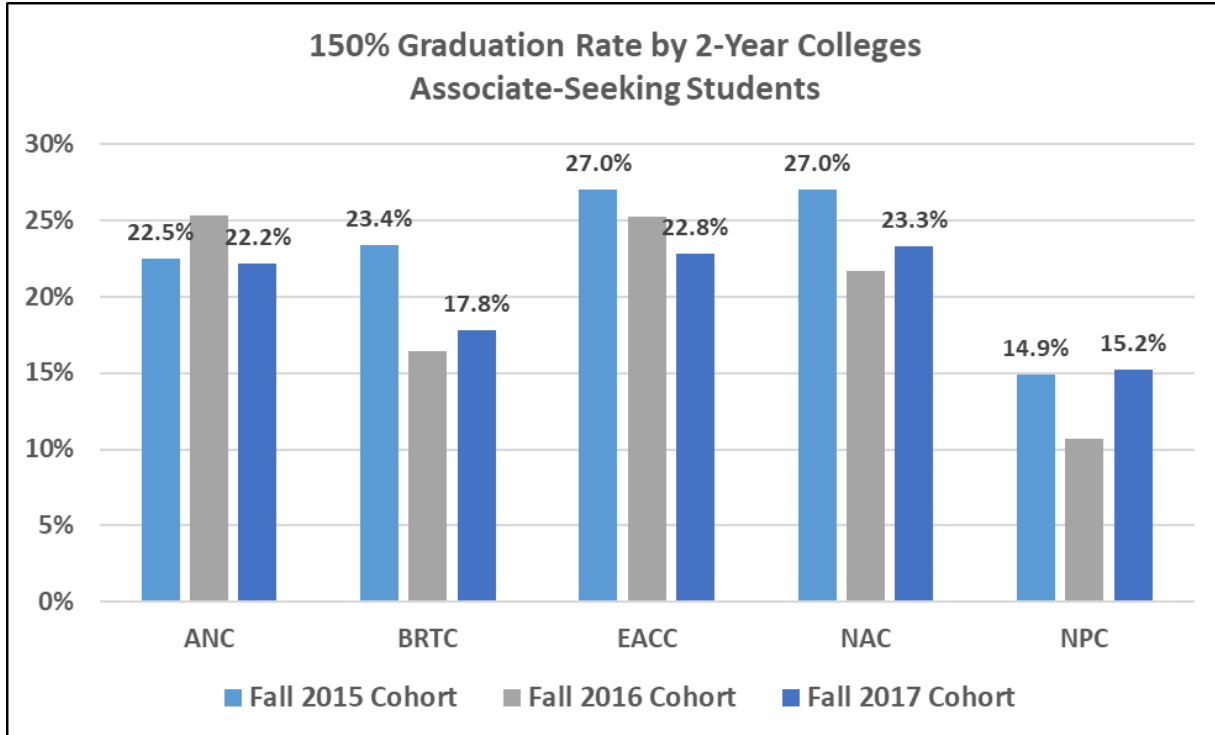


Chart 3.23 Graduation Rates 2-Year Associate Cohorts-3

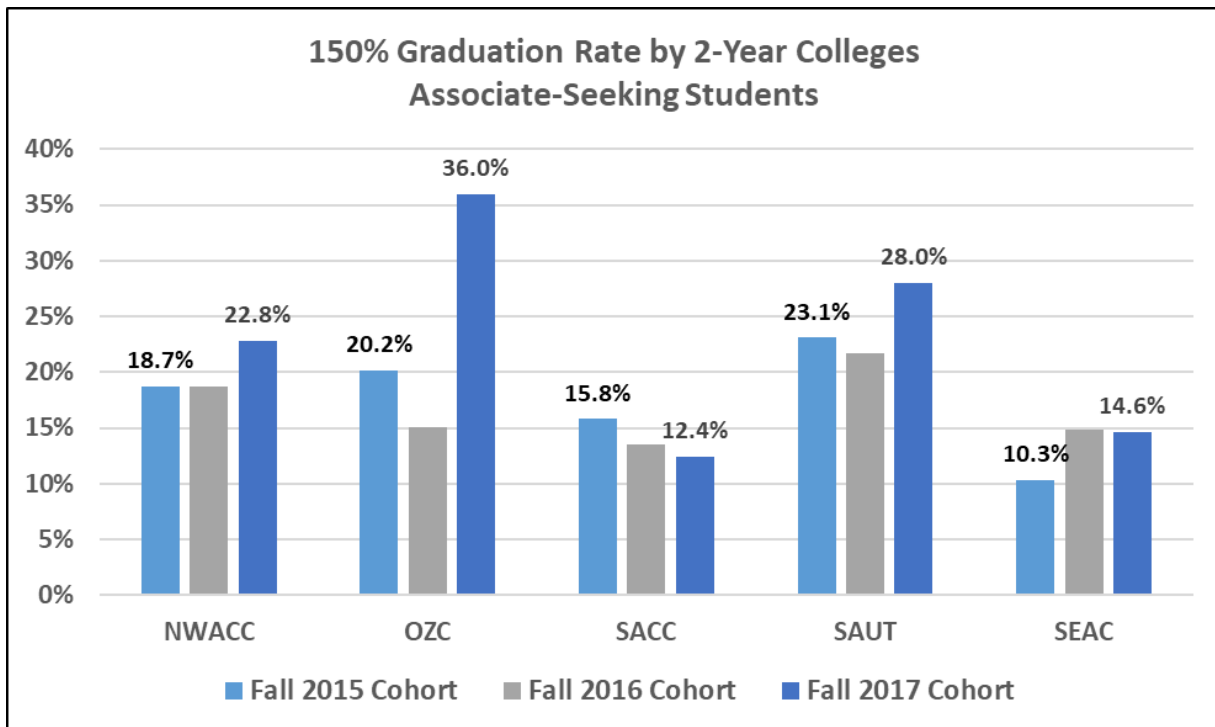


Chart 3.24 Graduation Rates 2-Year Associate Cohorts-4

The Fall 2017 male cohort reported a higher three-year graduation rate at 22.7% when compared to the Fall 2016 cohort's graduation rate of 19.7%. Female students reported a graduation rate of 25.5%.

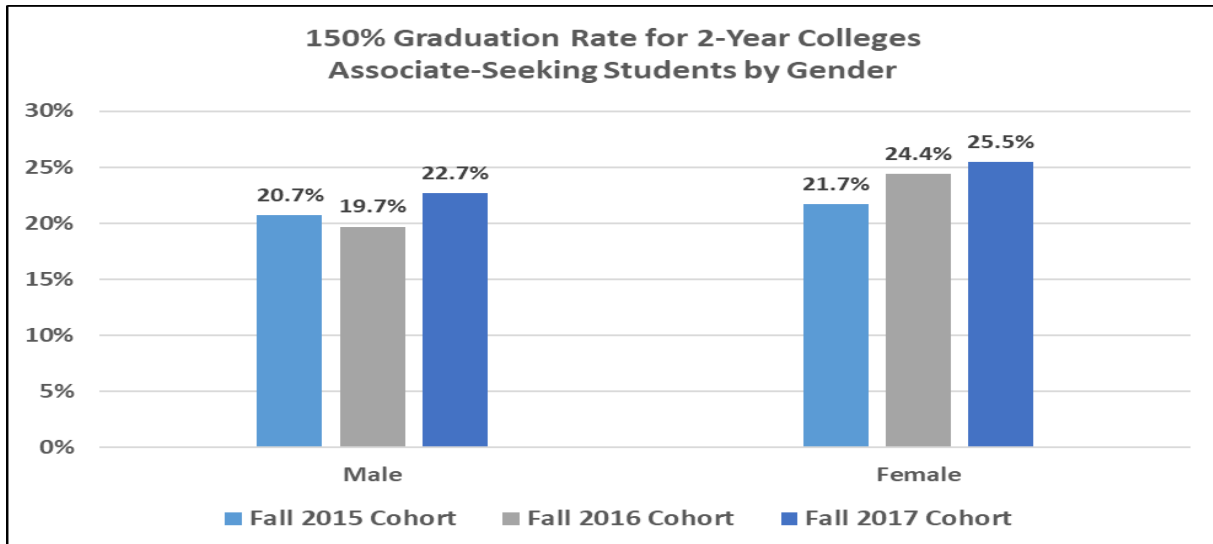


Chart 3.25: Graduation Rates 2-Year Colleges by Gender

The Asian cohort reported an impressive 12% increase in graduation rate for our 2-year colleges for the Fall 2017 cohort when compared to the Fall 2016 cohort.

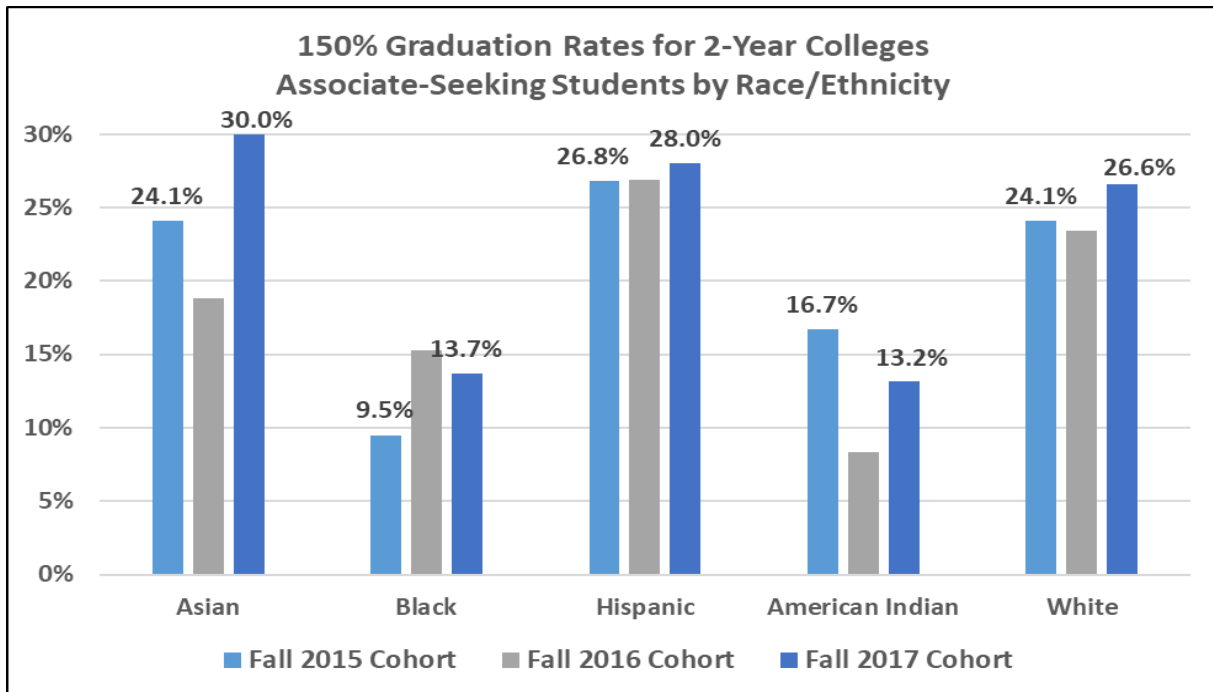


Chart 3.26: Graduation Rates 2-Year Colleges by Race/Ethnicity

Private/Independent Institutions

Graduation rates for our private/independent institutions are very consistent for the three most recent cohorts for both the 100% rate and the 150% rate.

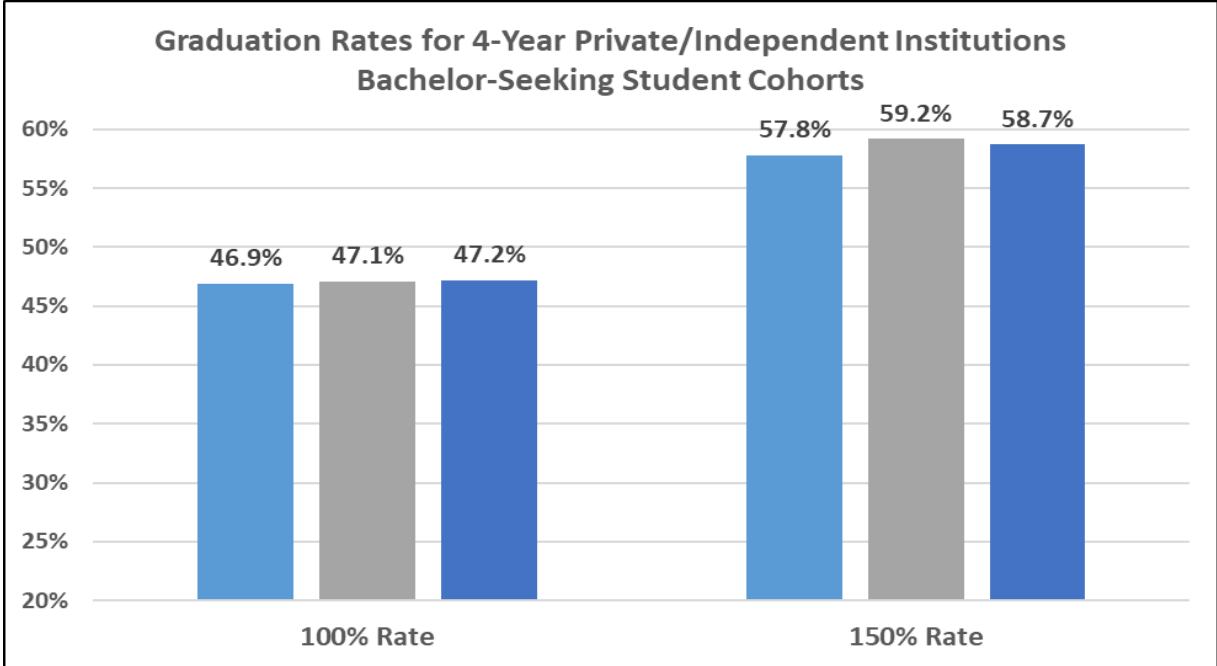


Chart 3.27: Graduation Rates Private Institutions

ANNUAL REPORT ON PARTICIPATION, RETENTION AND GRADUATION OF STUDENT-ATHLETES

This report complies with Act 267 of 1989 that requires reporting of retention and graduation rates for first-time in college students who participate in Arkansas intercollegiate athletics. This information is collected through institutional data submissions to the Arkansas Higher Education Information System (AHEIS) from all public colleges and universities with athletic programs. In addition to retention and graduation rates, this report provides data on all athletic participation by sport and scholarship status.

Methodology

The methodology used in this report closely follows the methodology used in the Annual Report on Student Retention and Graduation. The retention calculations are based on fall-to-fall comparisons of the student-athletes in the cohort of first-time in college, full-time, and credential-seeking students from the fall term only. A student is considered retained if they returned to the same institution in the fall term of the next academic year.

Graduation rate calculations use the same cohort of first-time in college, full-time, credential-seeking students from the fall term. The graduation rates presented here include a 100% rate representing those graduating with a Bachelor's degree in four years, which is considered graduating 'on time', and a 150% graduation rate representing student-athletes graduating with a Bachelor's degree in six years.

The methodology used herein is not meant to and does not correspond with the NCAA GSR (Graduation Success Rate) methodology each institution is required to report to the NCAA.

Participation Overview

In Academic Year 2019-20, 3,576 students participated in athletics at ten universities and seven 2-year colleges. This is the most student-athletes ever reported for an academic year. This is an increase of 239 student-athletes over the 2018-19 academic year, including 48 student-athletes reported by two 2-year colleges, Cossatot Community College of the U of A and South Arkansas Community College. This was the first year SouthArk reported student-athlete data to ADHE, and the first time for Cossatot Community College to report since Academic Year 2017.

Sports included in student-athlete reporting are Football, Men's Basketball, Women's Basketball, Baseball, Track/Cross Country, Golf, Swimming, Tennis, Volleyball, Soccer, Softball and an Other Sports category that includes student-athletes from all other sports. The number of student-athletes participating in football leads the way with 1,001 student-athletes reported for the 2019-20 academic year.

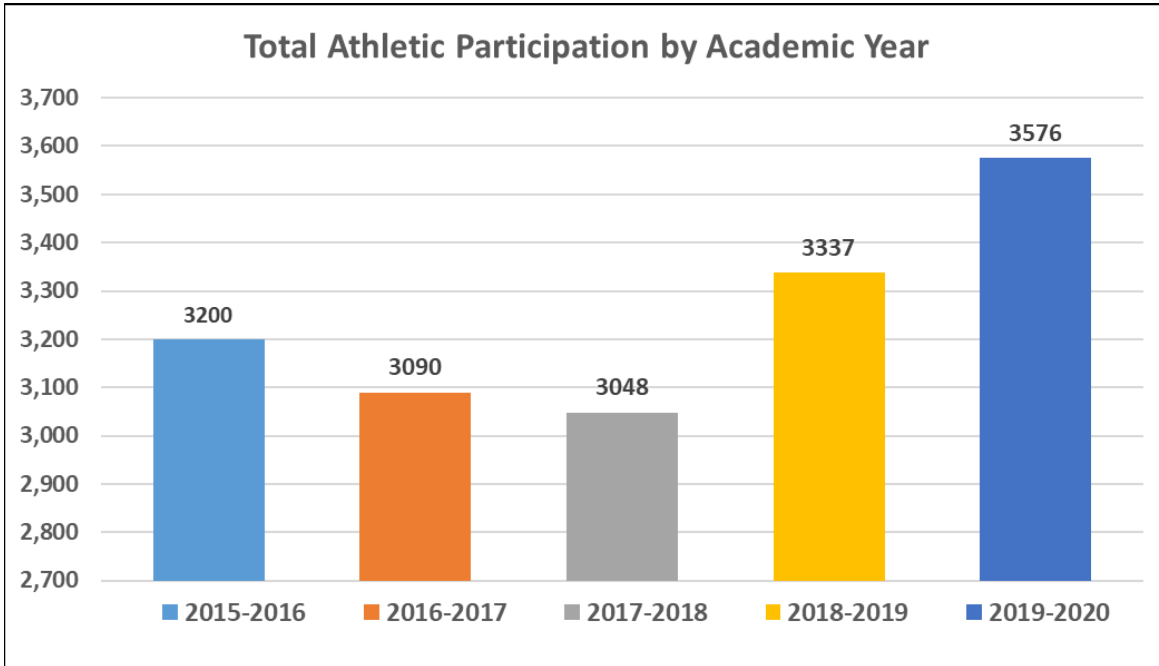


Chart 4.1: Athletic Participation by Academic Year

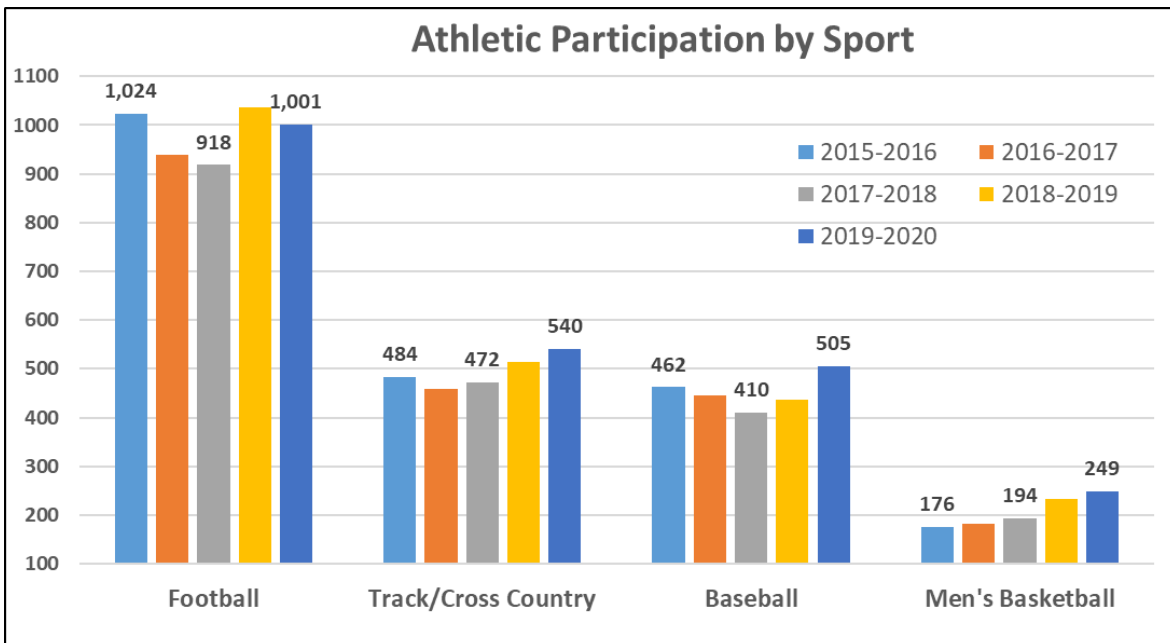


Chart 4.2: Athletes by Sport – Detailed

Considering the 2019-20 increase in student-athlete participation over 2018-19, only two sports reported a decline in participation. Football and Volleyball both experienced a small decline.

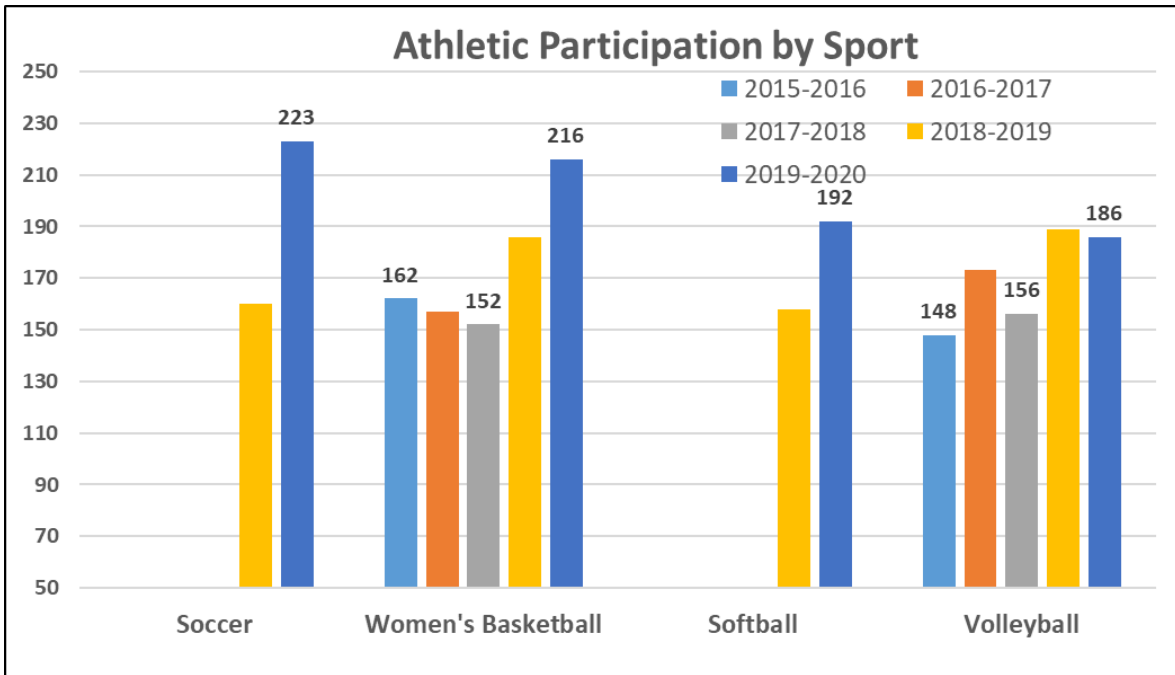


Chart 4.3: Athletes by Sport – Detailed

For the past 15 years, the Other Sports category participation ranged between 300 and 437 student-athletes. The addition of categories for Soccer and Softball resulted in a big shift in the number of student-athletes reported in the Other Sports category.

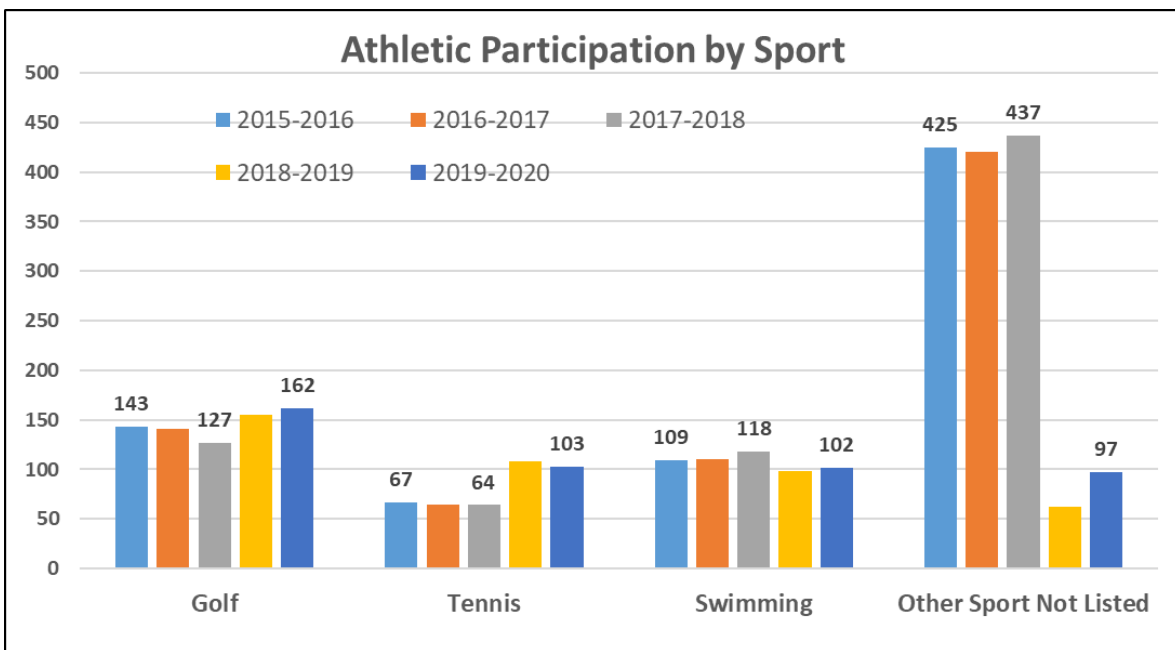


Chart 4.4: Athletes by Sport – Detailed

Many students receive scholarships to participate in athletics. The following graph illustrates the majority of students receive a partial scholarship, 2,440 of 3,576 student-athletes (68.2%), while only 370 (10.3%) receive a full scholarship.

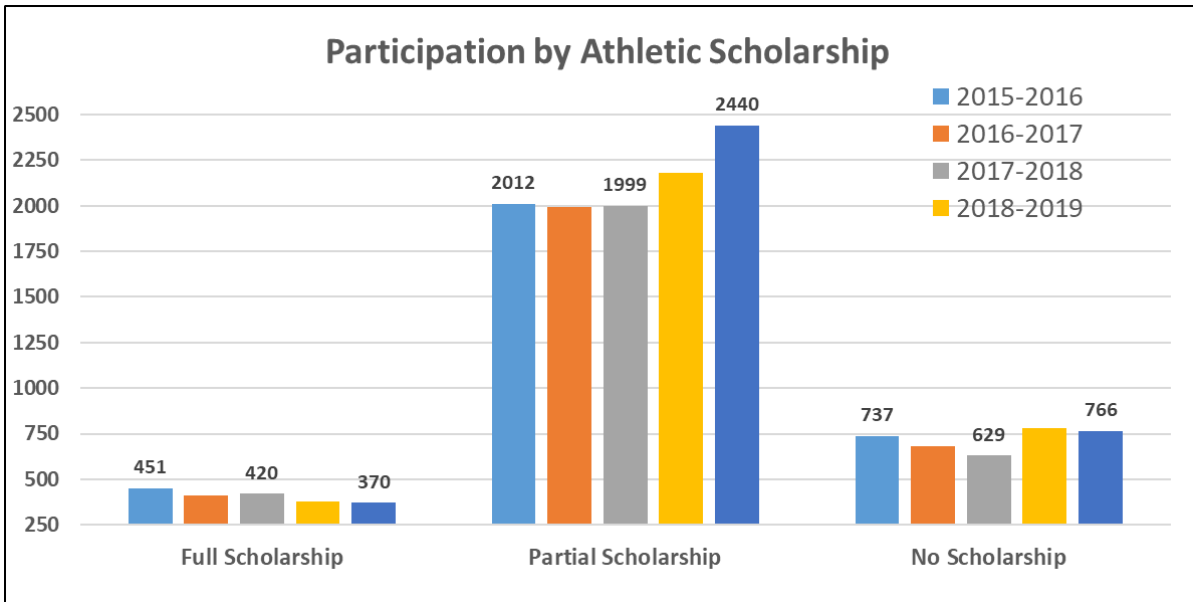


Chart 4.5: Athletes by Scholarship

The University of Arkansas, Fayetteville reported the most student-athletes with the University of Central Arkansas reporting the second largest number of athletes for the 2019-20 academic year.

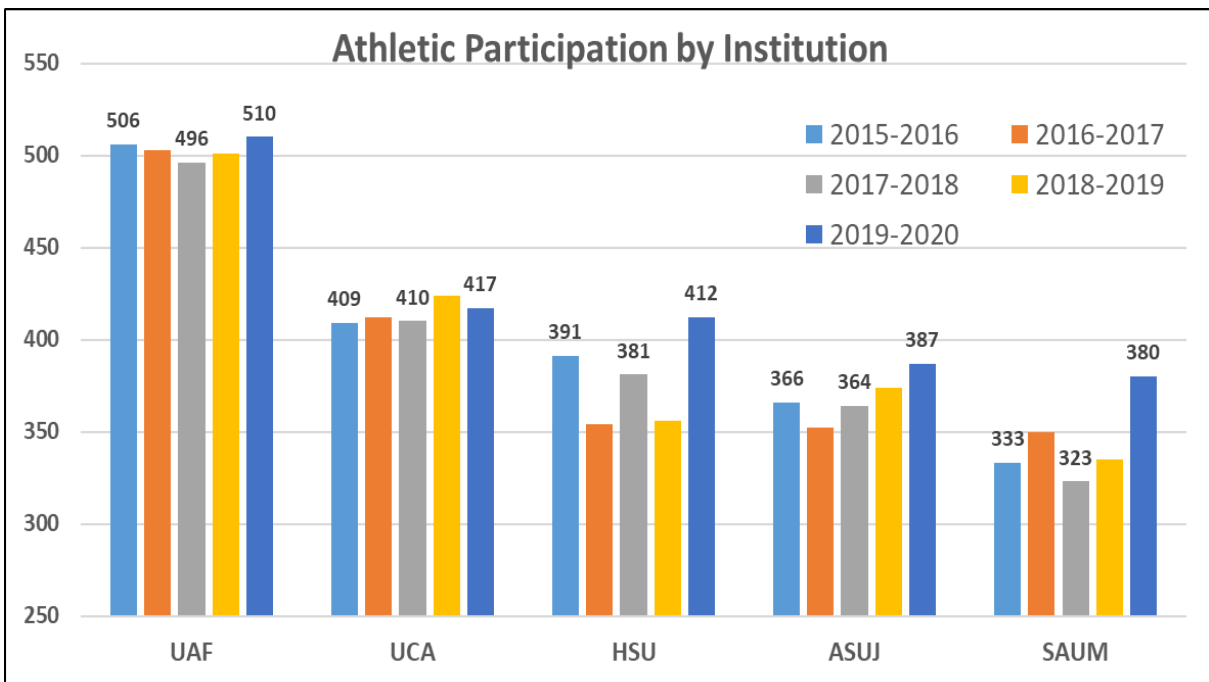


Chart 4.6: Athletes by Institution

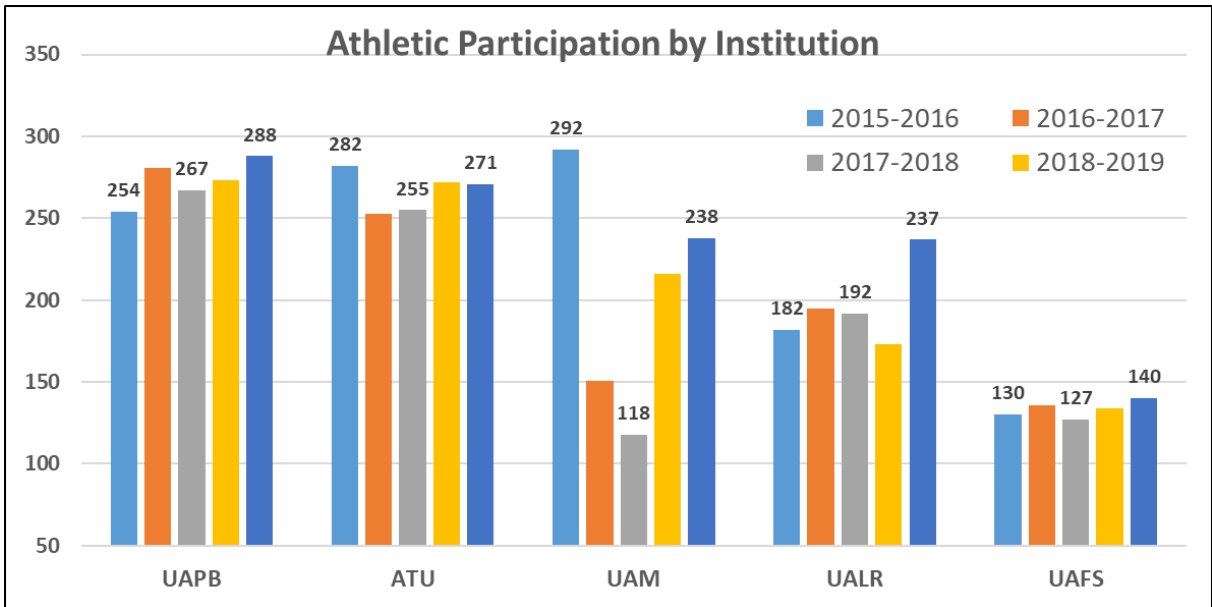


Chart 4.7: Athletes by Institution

STUDENT-ATHLETE FALL-TO-FALL RETENTION

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 support services many institutions provide. UCA returned 85.2% of their Fall 2019 student-athlete cohort in Fall 2020.

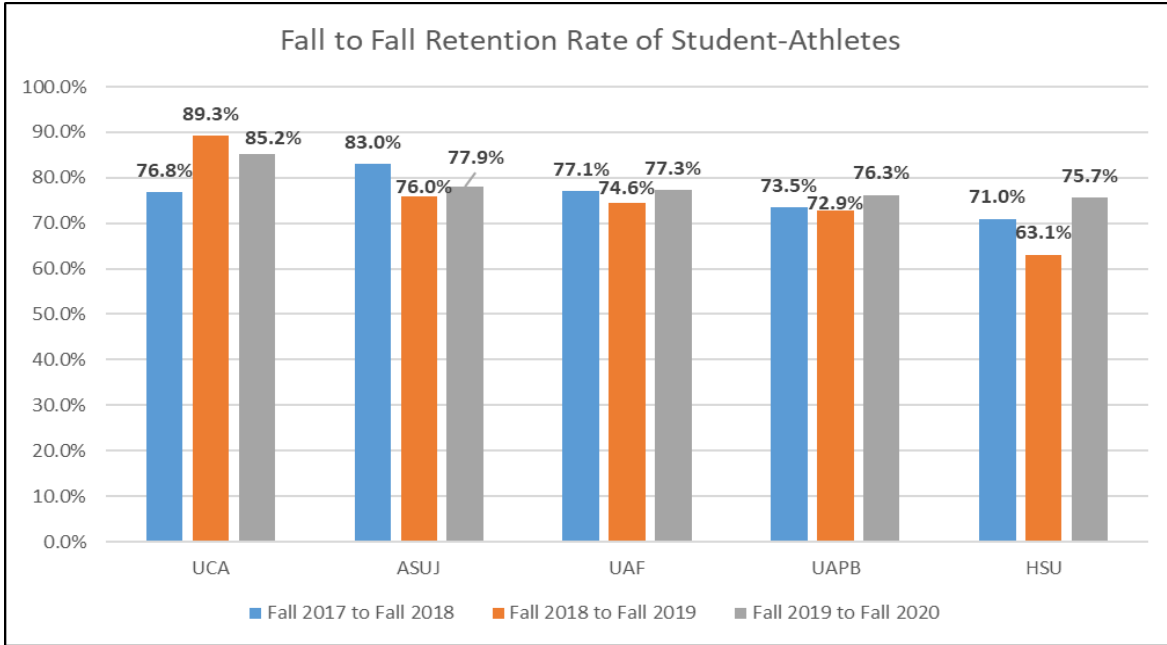


Chart 4.8: Retention Rate of Athletes by Institution

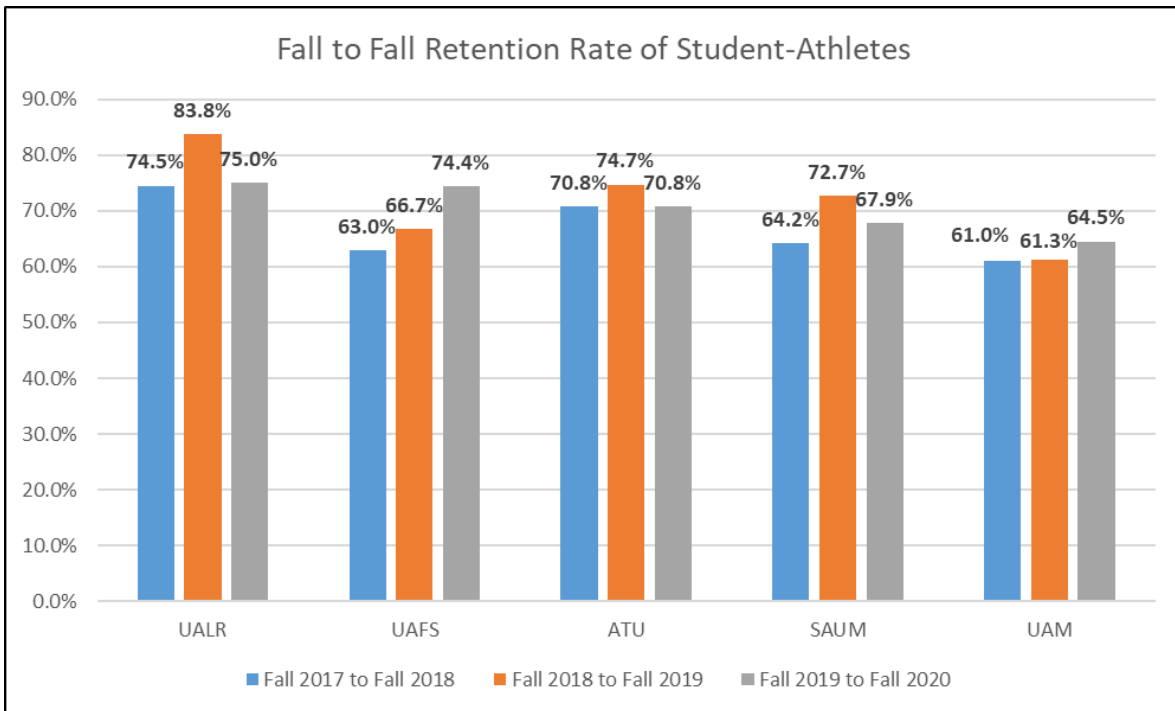


Chart 4.9: Retention Rate of Athletes by Institution

For our 2-year colleges, both ASU Mid-South and NorthArk have had athletic programs long enough for a retention trend calculation.

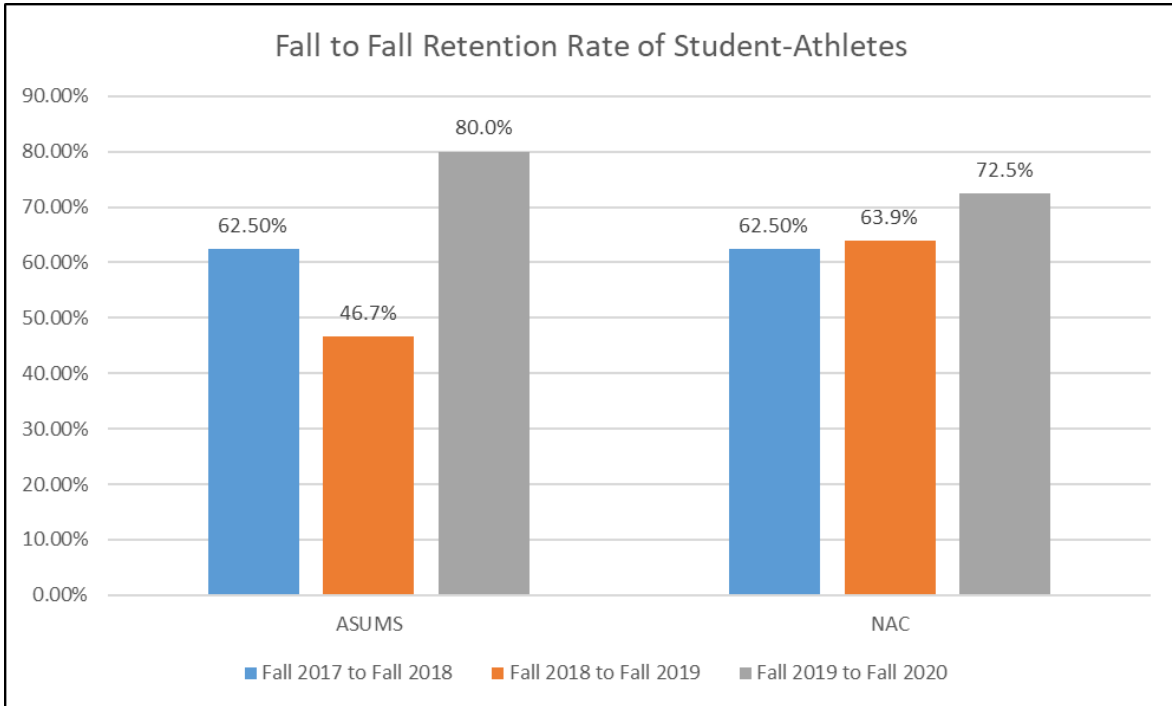


Chart 4.10: Retention Rate of Athletes by Institution

STUDENT-ATHLETE GRADUATION RATES

The graduation rate calculations for student-athletes are based on the same methodology as the other graduation report. First-time in college, student-athletes enrolled for the first time define the cohorts. The chart below shows the graduation rate progression for three cohorts for the 4-year universities. Due to the varying sizes of the entering student-athlete cohorts each year, graduation rates for athletes tend to fluctuate more than rates of non-athletes.

Graduating in four years is considered graduating on time for a Bachelor’s degree. Two of our 4-year institutions have on time graduation rates above 50%. ASUJ reported a 54.5% graduation rate for the most recent cohort, Fall 2016, while UCA reported a 51.4% on time graduation rate for the Fall 2016 entering cohort.

Three other 4-year institutions reported a student-athlete 4-year 100% graduation rate of 40% or higher including UAF, UALR, and UAPB.

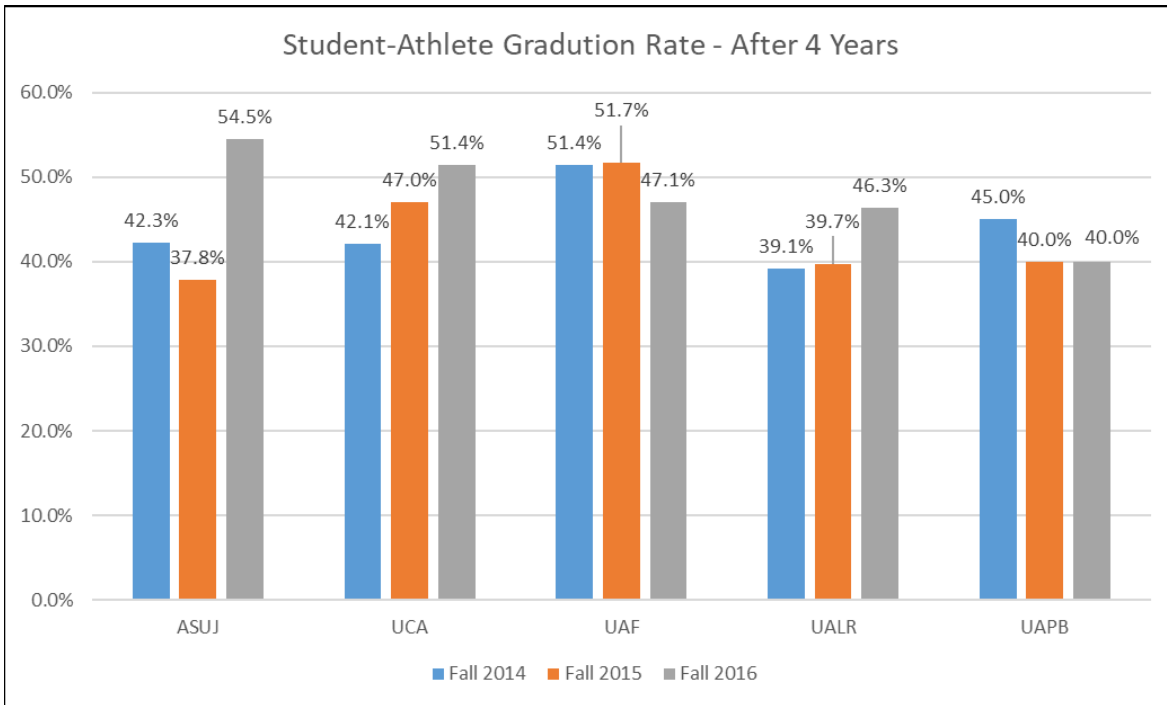


Chart 4.11: 100% Graduation Rates of Athletes by Institution-1

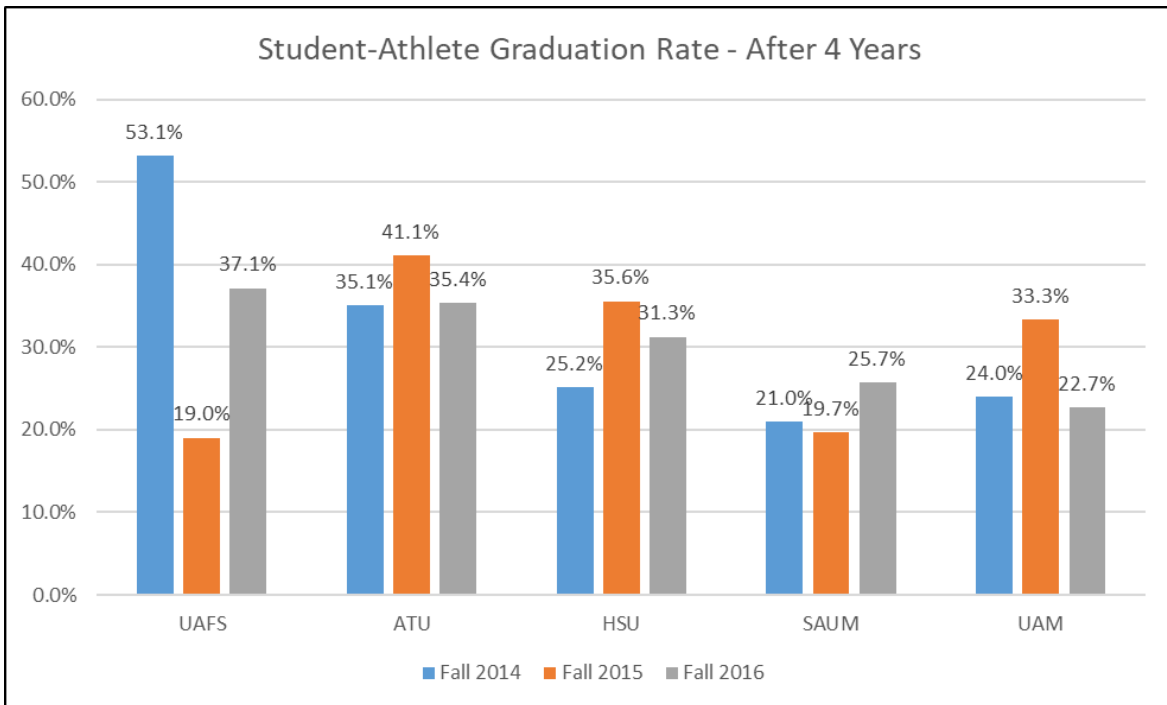


Chart 4.12: 100% Graduation Rates of Athletes by Institution-2

Five of our 4-year institutions reported a six-year graduation rate above 50% including UAF, UAFLS, UCA, UAPB, and ATU as seen in Chart 4.13.

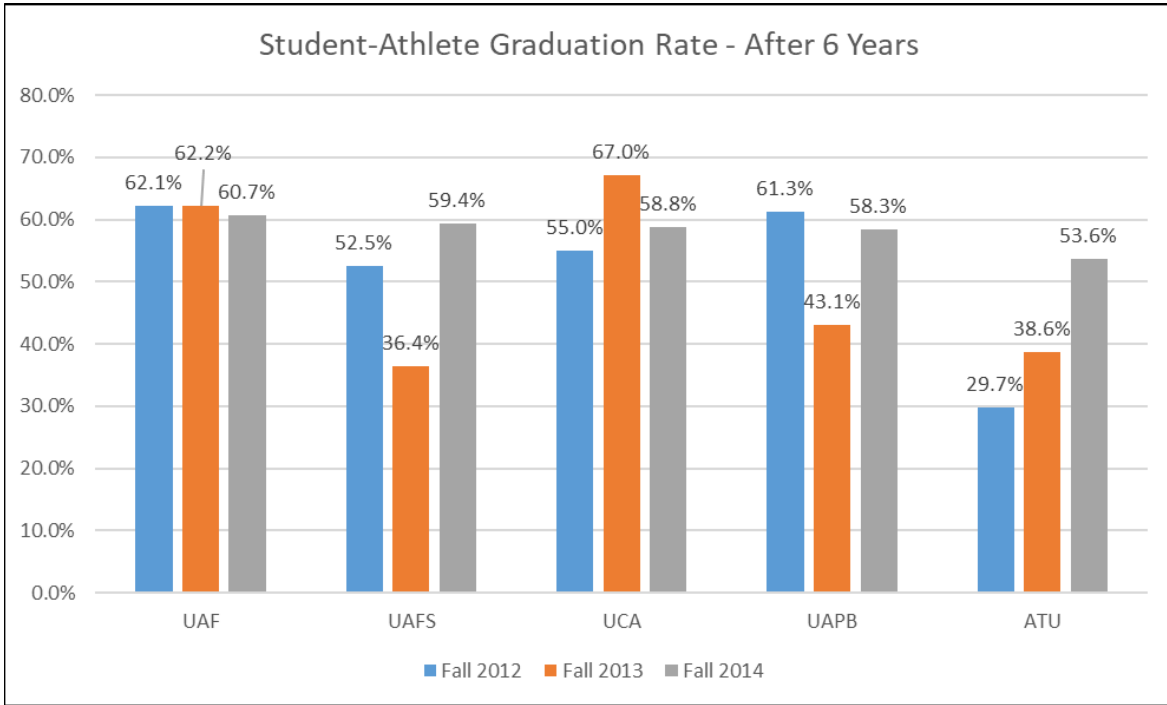


Chart 4.13: 150% Graduation Rates of Athletes by Institution-1

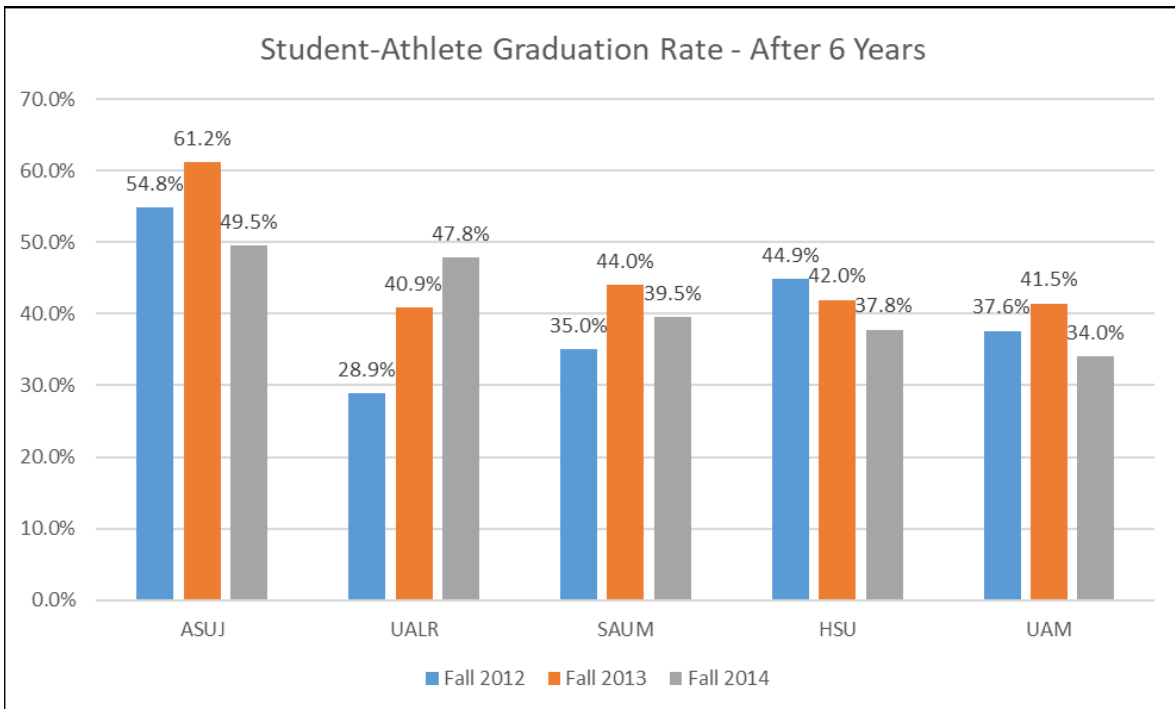


Chart 4.14: 150% Graduation Rates of Athletes by Institution-2

ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

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

In past years, remedial data was based on students who did not meet the cut-off score of 19 on the American College Testing (ACT) exam or the equivalent on other approved exams. In January 2016, the AHECB revised its policy to require all institutions to adopt appropriate placement measures supported by student success data. These placement measures are to be contained within an institutional placement plan that provide appropriate justification for student course placements and allow for follow-up evaluation of placement effectiveness.

COURSE PLACEMENT METHOD

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

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

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

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

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

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

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

Statewide Overview

In Fall 2020 (AY2021), 20,767 first-time entering, degree-seeking students enrolled in an Arkansas public institution of higher education. Of this population, 18,544 (89%) were classified as full-time students and 2,223 (11%) were classified as part-time students. With regard to gender, over half (58%) were female; 42% were male and less than 1% percent did not report. When examining the place of enrollment, 13,362 students (64%) enrolled at four-year institutions compared to 7,405 (36%) at two-year institutions.

Regarding the remediation count of all first-time entering students, 13,777 (66%) first time entering students did not take any remedial courses whereas 6,990 students (34%) were placed into one or more remedial courses.

Comparing Remediation Rates

Figure 5.1 displays the breakdown of first-time undergraduate student enrollment by the remediation rate calculations between two and four-year institutions. A brief explanation of these rate calculations is listed below:

1. Anytime Rates - rates in which the high school graduation date is ignored.
2. 1-Year Rates – rates in which the student graduated high school in the previous 1 year (Required by Interim Study of 2010)
3. 2-Year Rates - rates in which the student graduated high school in the previous 2 years (Required by Act 970 of 2009)

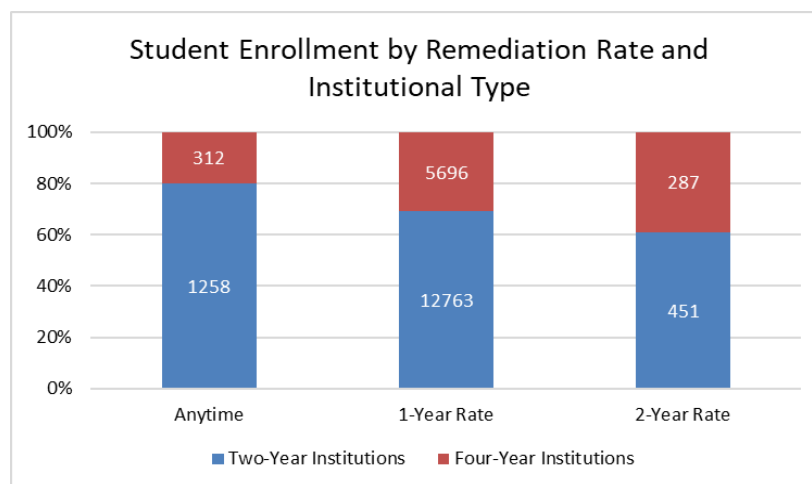


Figure 5.1. Breakdown of Student Enrollment

Anytime Rates. Anytime rates refer to students in which the high school graduation date is ignored. Students who did not graduate high school within the past one to two years and attended an institution of higher education as a first-time undergraduate are considered part of this population.

For Fall 2020, there were 1,570 students listed under the anytime rate, which composes 7.6% of the total first-year entering student population. In terms of gender makeup, 938 (60%) students were female and 626 (40%) students were male. When considering attendance status, 957 students (61%) were full-time whereas 796 students (39%) were part-time. Regarding institution type, 1,258 students (80%) enrolled at two-year institutions whereas 312 students (20%) enrolled at four-year institutions.

Figures 5.2 displays the student counts of those who did and did not take a remedial course. Within this specific population, 911 students (58%) did not take a remediation course upon enrolling whereas 659 students (42%) were required to take a remediation course.

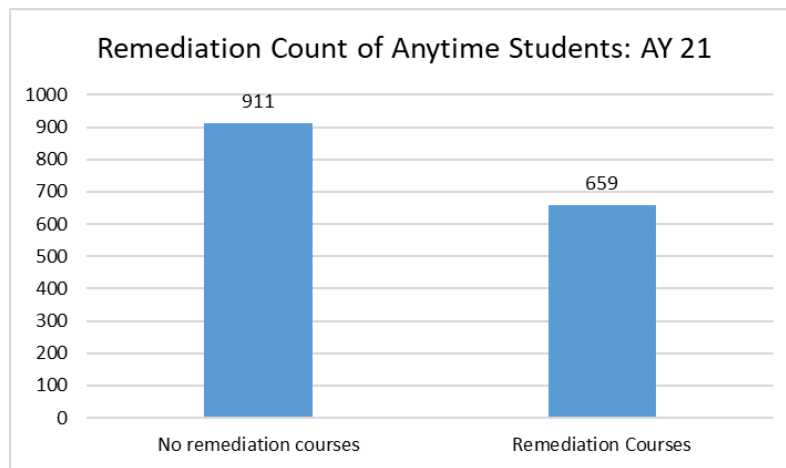


Figure 5.2 Student Remediation Count by Anytime Rate.

Figure 5.3 displays the anytime remediation rates when broken down by institutional type. Among the first-year entering students at two-year institutions, 44% of the students went through remediation versus 34% of the first-year population at the four-year institutions.

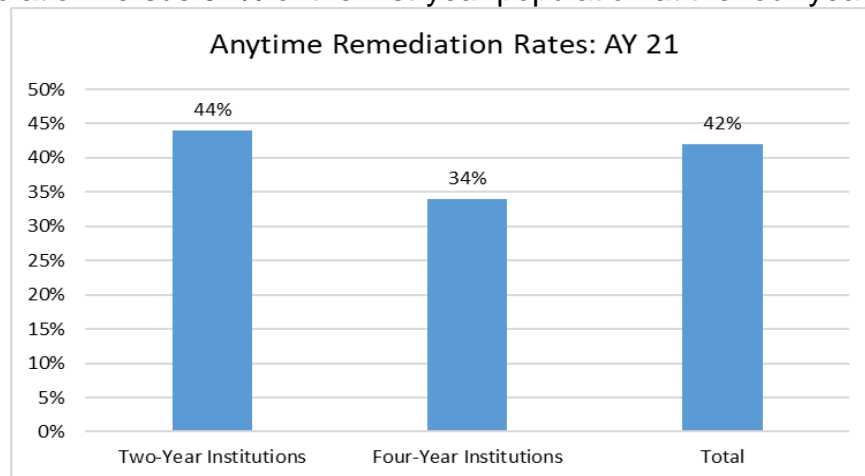


Figure 5.3. Anytime Remediation Rates

The majority of students who took remediation courses at the two and four year institutions enrolled in single subject areas. Math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 5.4.

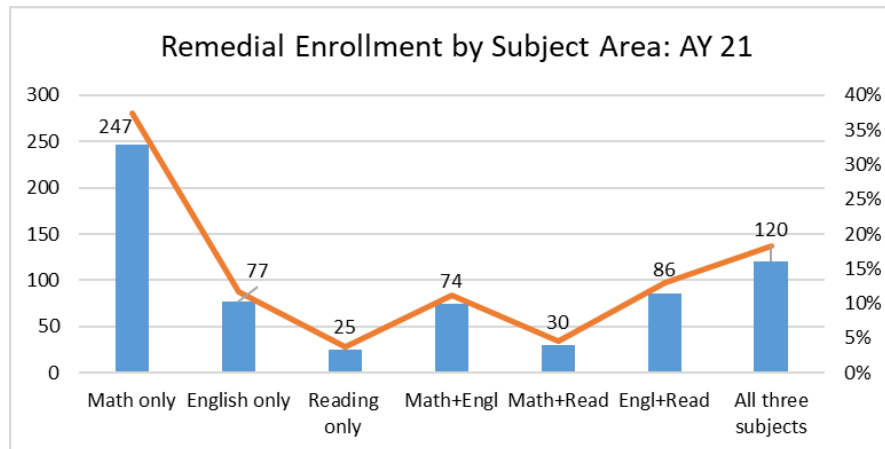


Figure 5.4 Remedial Enrollment of Anytime Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 5.5. For example, of the 247 students who enrolled in a “Math only” remediation course, 27% of those students were female.

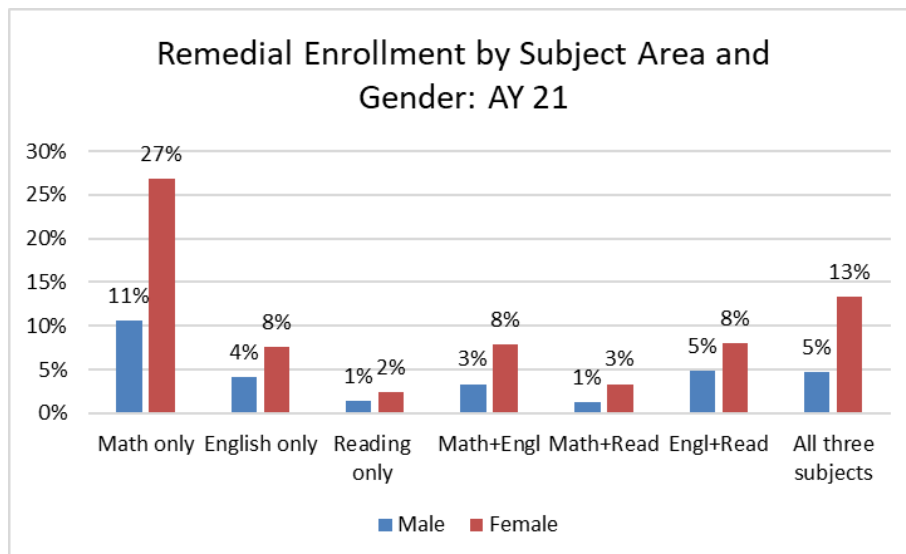


Figure 5.5. Remedial Enrollment by Subject Area and Gender

In Figure 5.6, the remediation rates for are broken down by ethnicity and institutional type. Students who classify as Black, Hawaiian, and two or more races have remediation rates above 50 percent at two-year institutions. The remaining groups have remediation rates at 40 percent. At the four-year institutions, students who classify as Hawaiian or American Indian have remediation rates above 50 percent. Black students are the group with a remediation rate at 40 percent whereas the remaining groups are at 30 or below. Notably, Hispanic students have a 28% remediation rate.

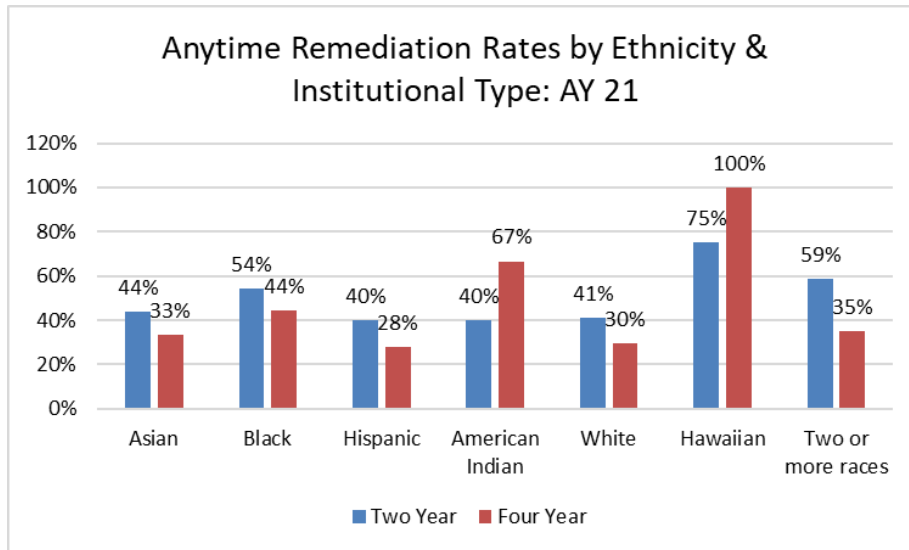


Figure 5.6. Anytime Remediation Rates by Ethnicity & Institutional Type

1 Year Rates. Students who graduated within the previous year (2020) and enrolled as a first-time entering undergraduate are listed under the 1-Year Rate. For Fall 2020, there were 18,459 students listed under the 1-Year rate, which composes 89% of the total first-year entering student population. In terms of gender makeup, 10,669 (58%) students were female, 7,760 (42%) students were male, and 30 (less than 1%) did not report gender. When considering attendance status, 17,042 students (92%) were considered full-time whereas 1,417 students (8%) were part-time. Regarding institution type, 5,696 students (31%) enrolled at two-year institutions whereas 12,763 students (69%) enrolled at four-year institutions.

Figure 5.7 displays the student counts of those who did and did not take a remedial course. Within this specific population, 12,444 students (67%) did not take a remediation course upon enrolling whereas 6,015 students (33%) were required to take a remediation course.

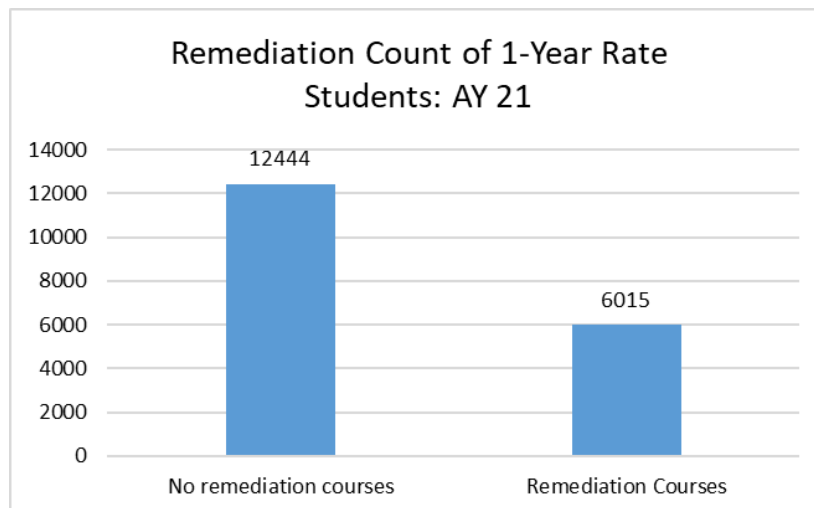


Figure 5.7 Student Remediation Count by 1-Year Rate

Figure 5.8 displays the 1-Year remediation rates when broken down by institutional type. Among the first-year entering students at two-year institutions, 45% of the students went through remediation versus 27% of the first-year population at the four-year institutions.

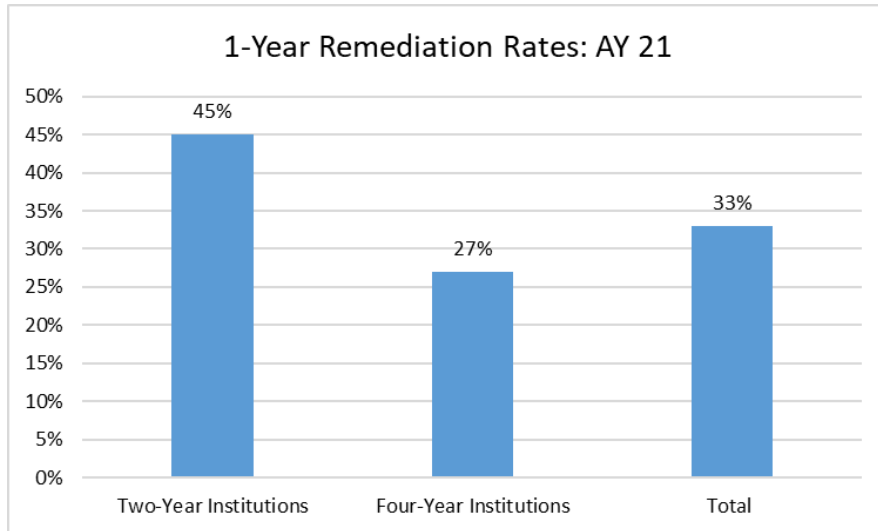


Figure 5.8. 1-Year Remediation Rates

Similar to the anytime population, the majority of students in remediation courses enrolled primarily in a single subject area. Again, math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 5.9.

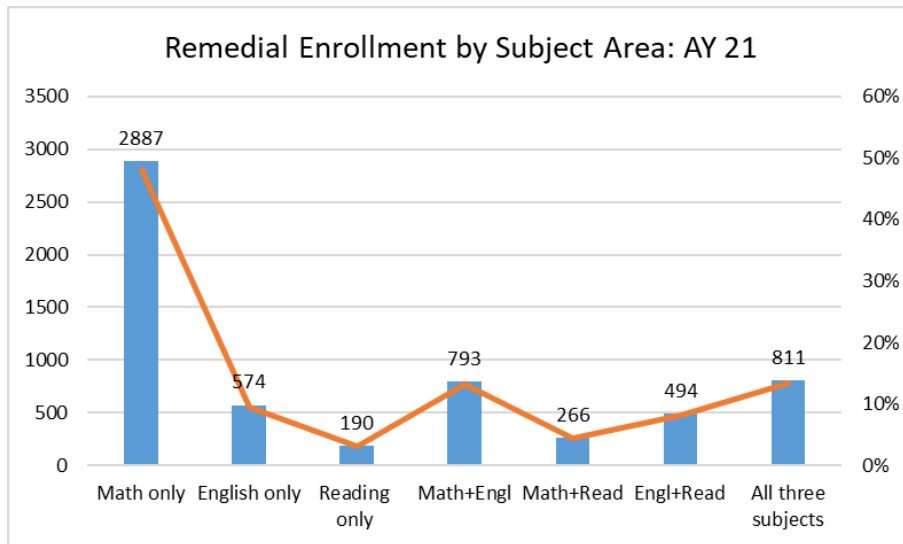


Figure 5.9 Remedial Enrollment of Anytime Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 5.10. For example, of the 2,887 students who enrolled in a “Math only” remediation course, 31% of those students were female.

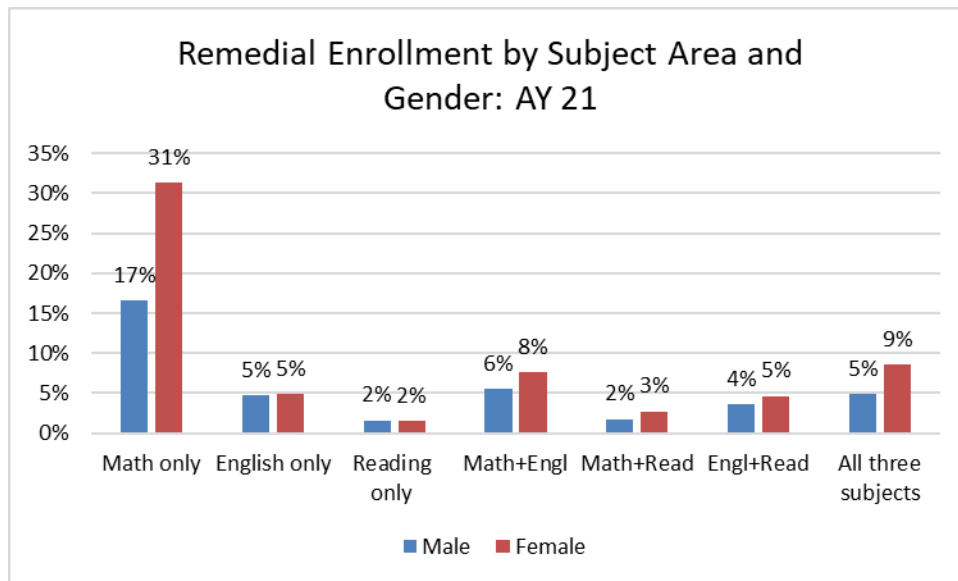


Figure 5.10. Remedial Enrollment by Subject Area and Gender

In Figure 5.11, the remediation rates are broken down by ethnicity and institutional type. Students who classify as Asian, Black, Hispanic, and American Indian have remediation rates above 50 percent at two-year institutions. At the four-year institutions, black students are the sole group with a remediation rate close to 60 percent. The remaining groups are under 40 percent. Hispanic students have a 32% remediation rate while notably Asian and white students have a remediation rate under 20% percent.

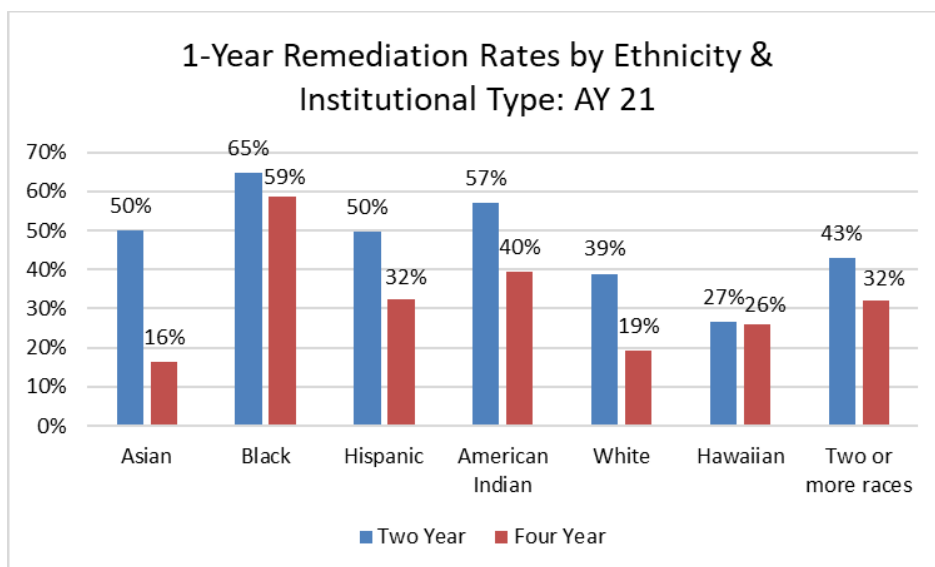


Figure 5.11. Anytime Remediation Rates by Ethnicity & Institutional Type

2 Year Rates. Students who graduated high school within the previous 2 years (2019) and enrolled as a first-time entering undergraduate are considered under the 2-Year Rates. For Fall 2020, there were 738 students listed under the 2-Year rate, which composes 4% of the total first-year entering student population. In terms of gender makeup, 377 (51%) students were female and 359 (49%) students were male. When

considering attendance status, 545 students (74%) were considered full-time whereas 193 students (26%) were part-time. Regarding institution type, 451 students (61%) enrolled at two-year institutions whereas 287 students (39%) enrolled at four-year institutions.

Figure 5.12 displays the student counts of those who did and did not take a remedial course. Within this specific population, 422 students (57%) did not take a remediation course upon enrolling whereas 316 students (43%) were required to take a remediation course.

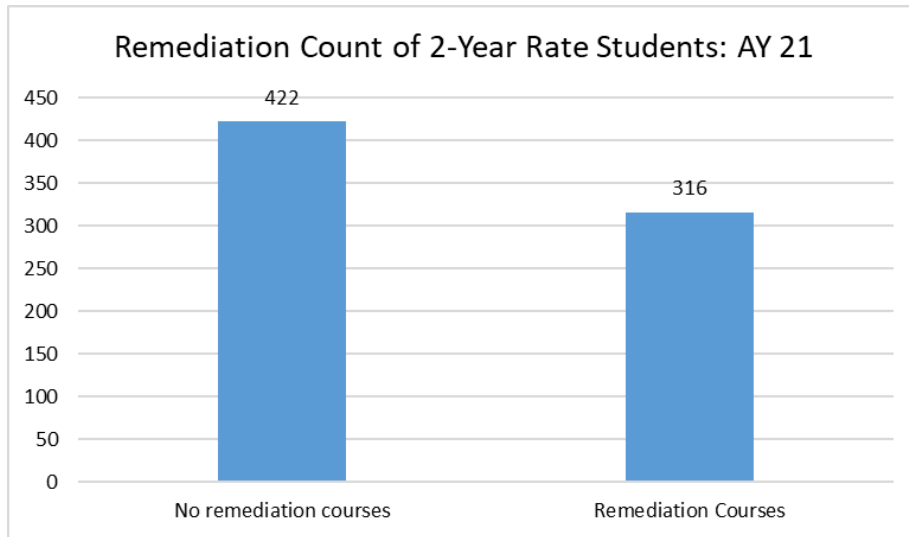


Figure 5.12 Student Remediation Count by 2-Year Rate

Figure 5.13 displays the 2-Year remediation rates when broken down by institutional type. Among the first-year entering students at two-year institutions, 44% of the students went through remediation versus 41% of the first-year population at the four-year institutions.

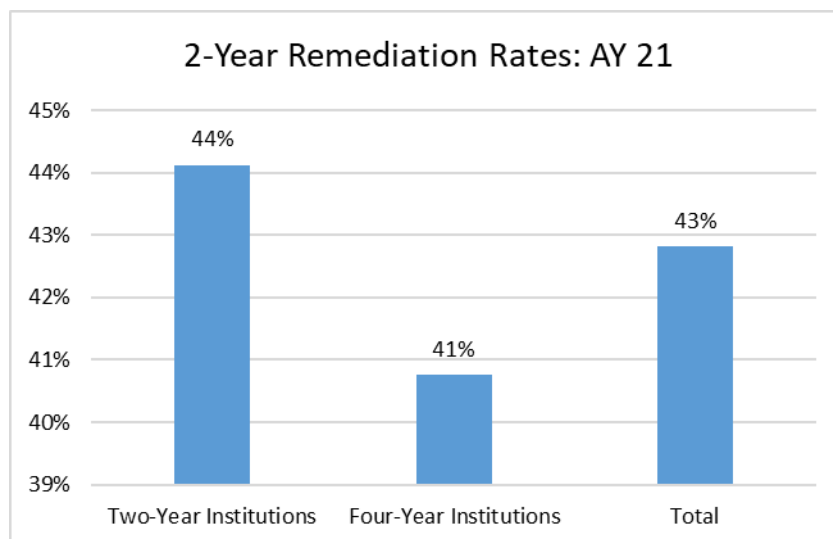


Figure 5.13. 2-Year Remediation Rates

The majority of students in remediation courses enrolled primarily in a single subject area. As with the prior two groups, math (“math only”) encompassed a notable share of the total remediation enrollments with anytime students as shown in Figure 5.14.

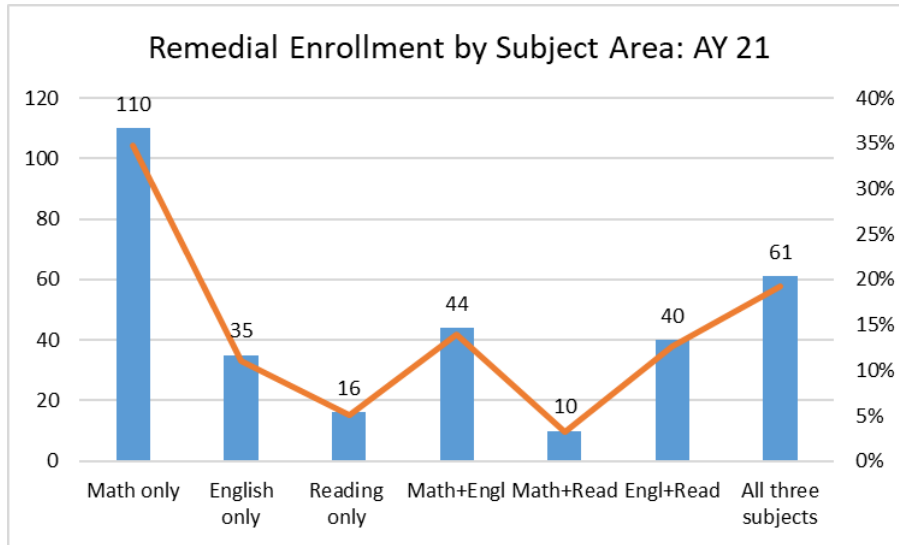


Figure 5.14 Remedial Enrollment of 2-Year Rate Students by Subject Area

When examined by gender, it appears that females compose a greater percentage of remediation enrollments than males as shown in Figure 5.15. For example, of the 110 students who enrolled in a “Math only” remediation course, 22% of those students were female.

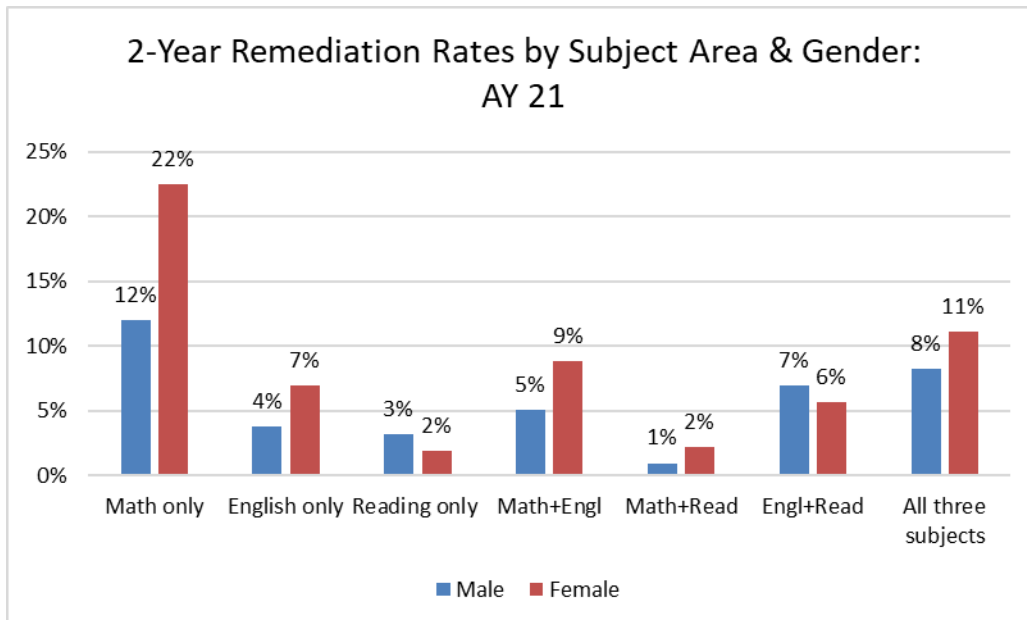


Figure 5.15. Remedial Enrollment by Subject Area and Gender

In Figure 5.16, the remediation rates for are broken down by ethnicity and institutional type. Students who classify as Asian, Black, Hawaiian, and American Indian have remediation rates above 50 percent at two-year institutions. At the four-year institutions, black students are the sole group with a remediation rate close to 70 percent. The remaining groups are at 50 percent or below.

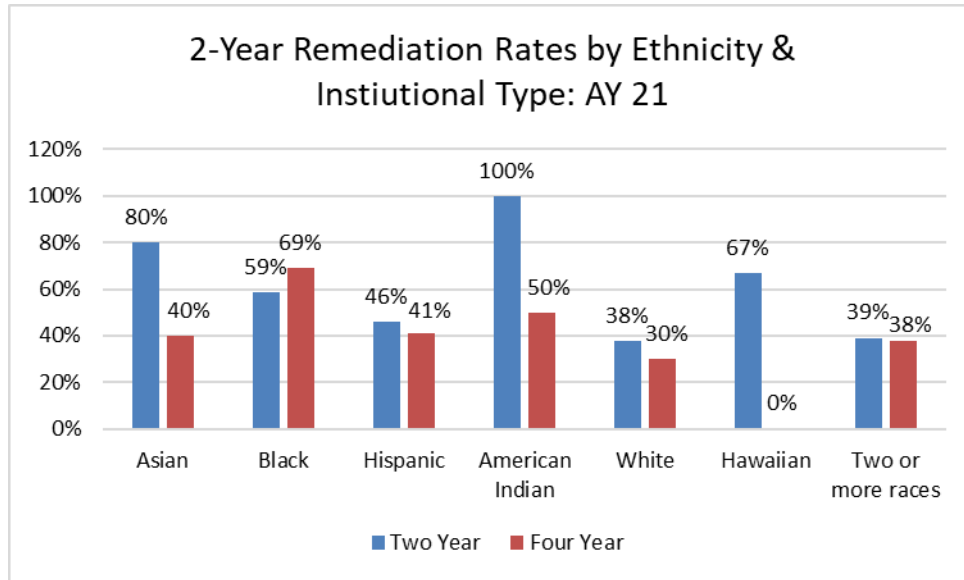


Figure 5.16. Anytime Remediation Rates by Ethnicity & Institutional Type

Act 970 of 2009. To fulfill the obligation of this Act, the remediation rates of graduates who graduated in 2020 (1-Year Rate) with a GPA (grade point average) of 3.00 or higher were calculated. For Fall 2020, there were 14,747 students listed under these conditions. Figure 5.17 displays the counts of students who did and did not take a remedial course. Within this specific population, 10,975 students (75%) did not take a remediation course upon enrolling whereas 3,772 students (25%) were required to take a remediation course.

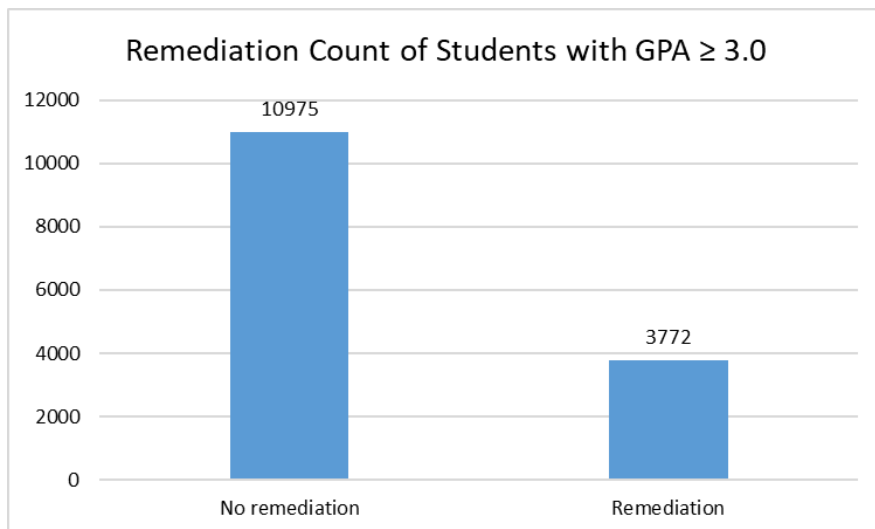


Figure 5.17 Student Remediation Count by 1-Year Rate and GPA

Institutional Placement Plans

In AY 19, institutional placement plans were added to the First-Year Student Remediation Report as an additional resource for the Board to view the tools and strategies each institution utilizes to place, advise, and support first-year students while examining institutional remediation and gateway course success data in one document. Institutional placement plans from both two and four-year institutions are included in the appendix below.

Appendices

Appendix A Assessment of Institutional Placement Plans



Viable Metrics

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

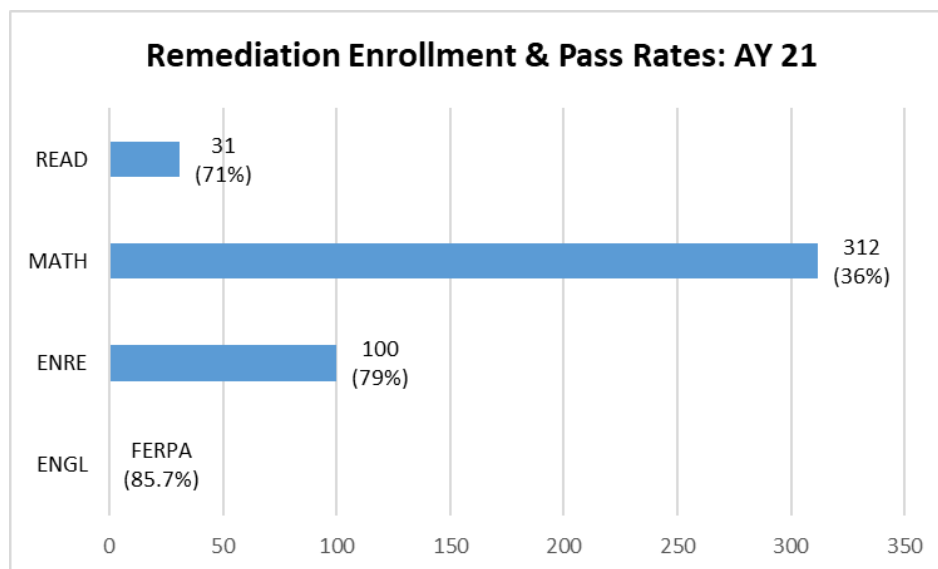
Advising

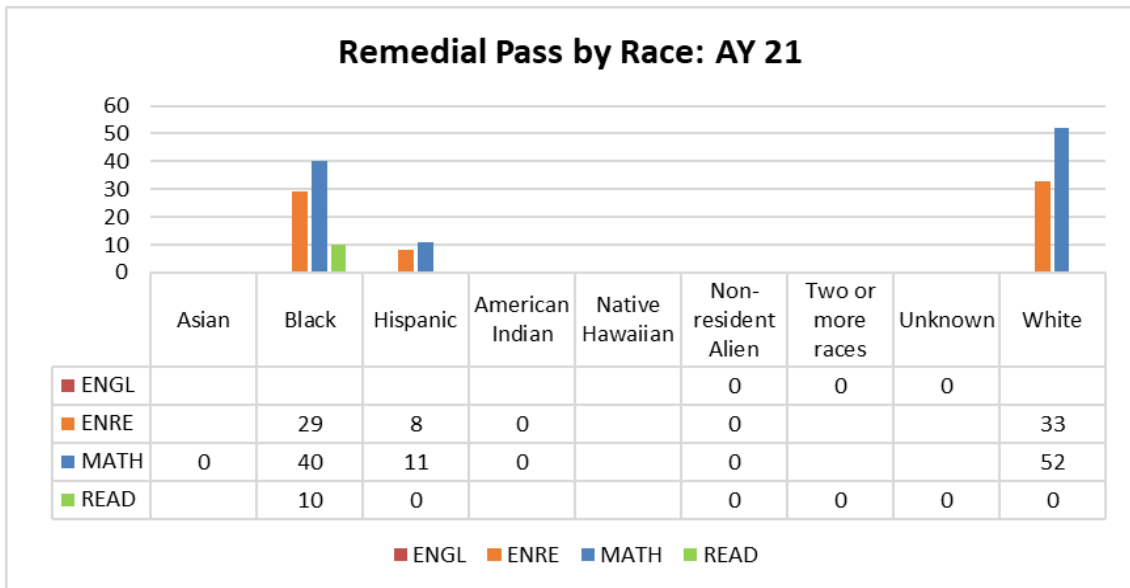
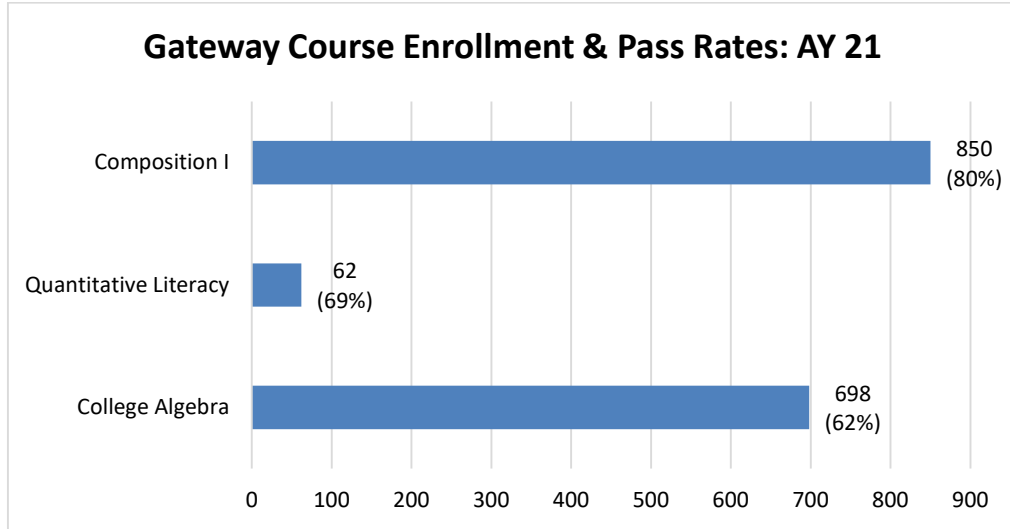
- All first-time, first year students are initially advised through New Student Registration program, which occurs throughout the summer.
- All students have mandatory academic advising and must meet with their academic advisor every semester in order to register for the next term.
- Placement testing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

Support Strategies Offered to Students

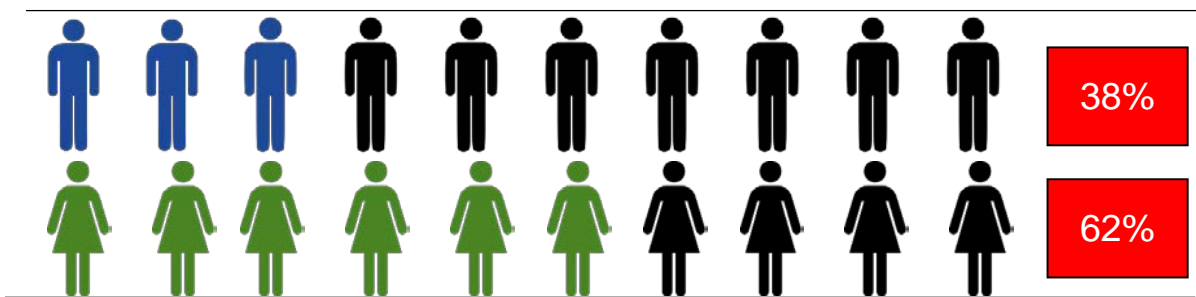
Math Lab	Tutoring Services
Early alert system	Staff mentors
Academic coaches	First-Year Experience (FYS)

Outcomes





*0 indicates FERPA.



Gender Breakdown of Students who Passed Remediation Courses: AY 21

Total population: 219



Viable Metrics

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

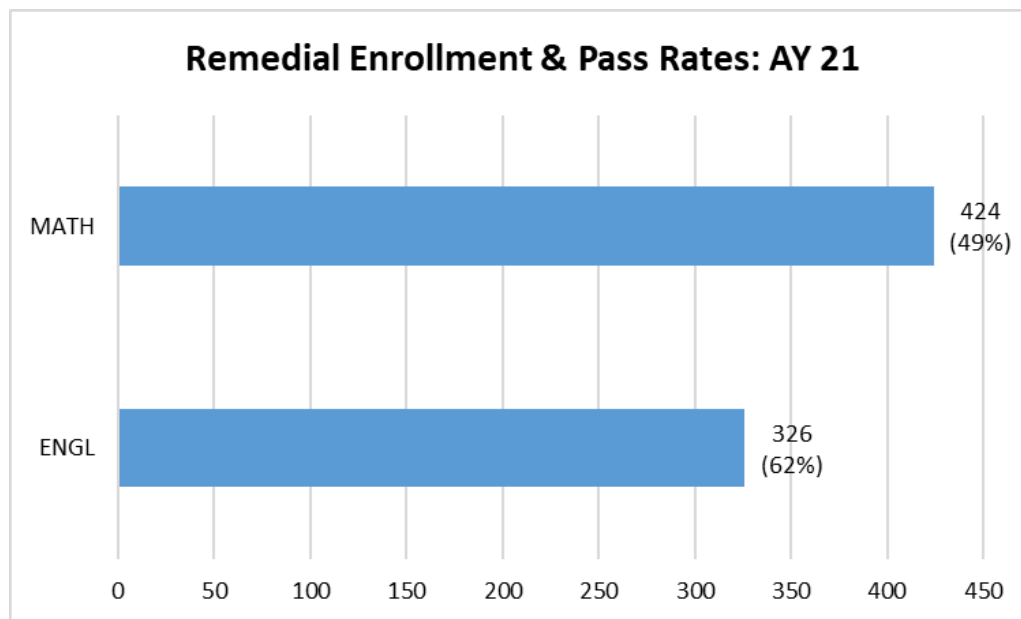
Advising

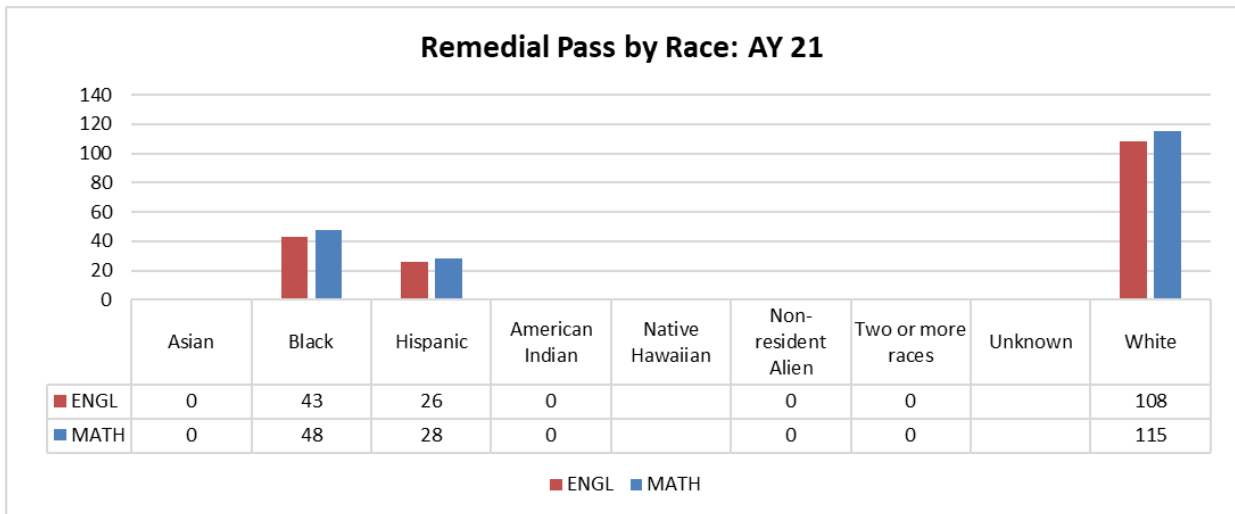
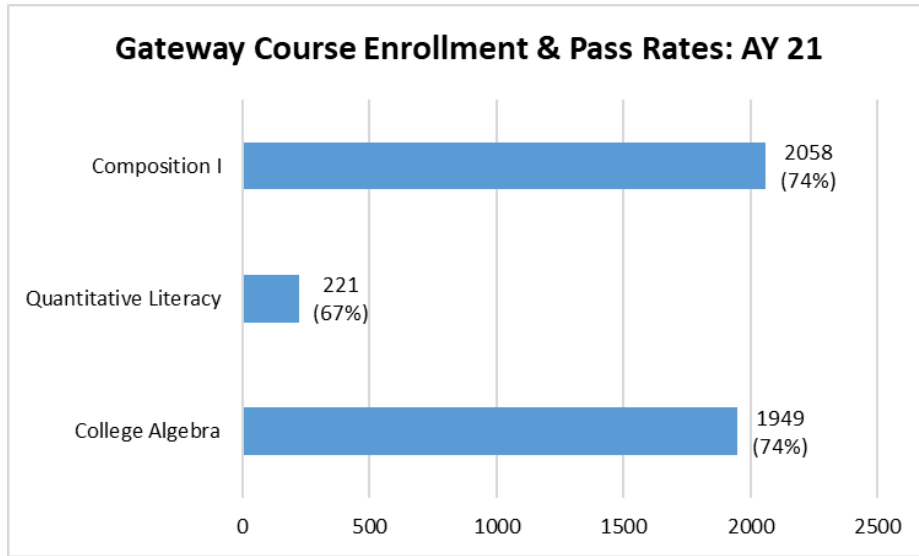
- Arkansas Tech University uses professional advisors in the Academic Advising Center until the student has earned 60 credit hours.
- At the acquisition of 60 credit hours, the student is assigned an advisor in the major department.

Support Strategies Offered to Students

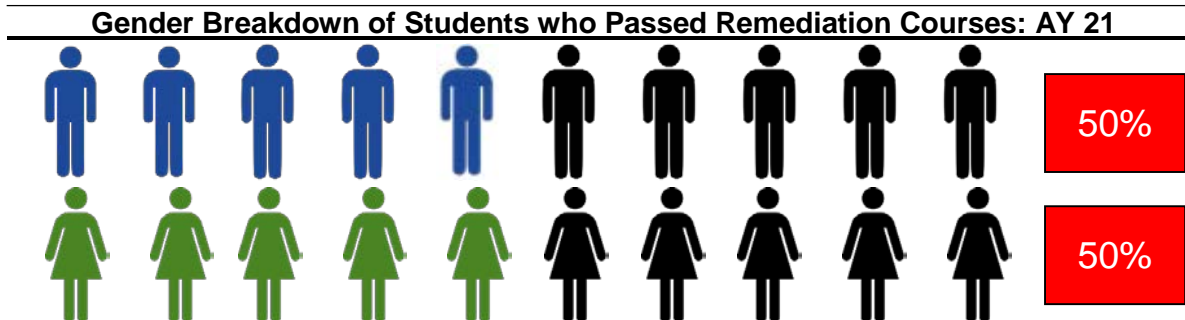
Academic advisors	Faculty mentors
Early alert system	Staff mentors
Attendance reporting	First-Year Experience course
Supplemental Instruction	Mid-term Grade reporting
Tutoring Services	

Outcomes





*0 indicates FERPA



Total population: 1735



Viable Metrics

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

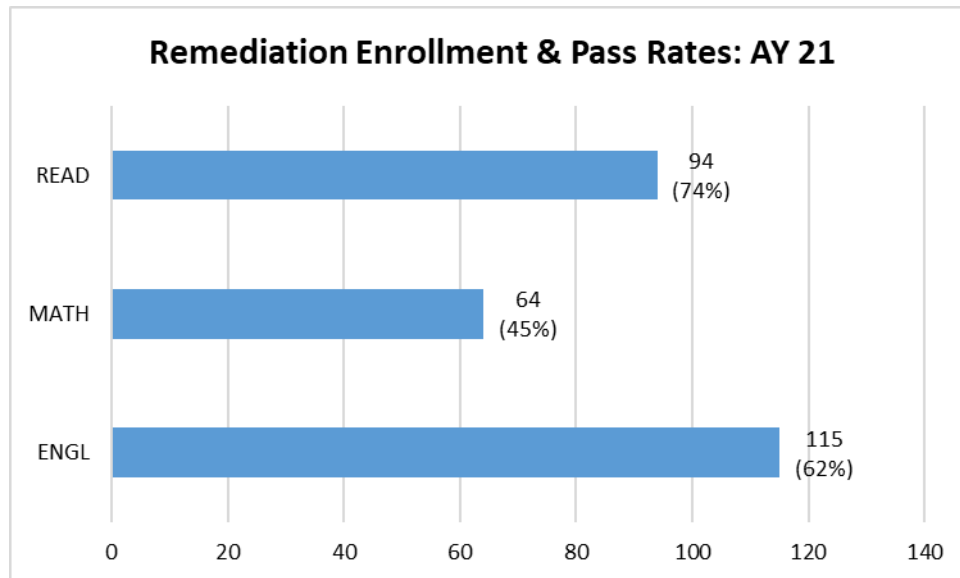
Advising

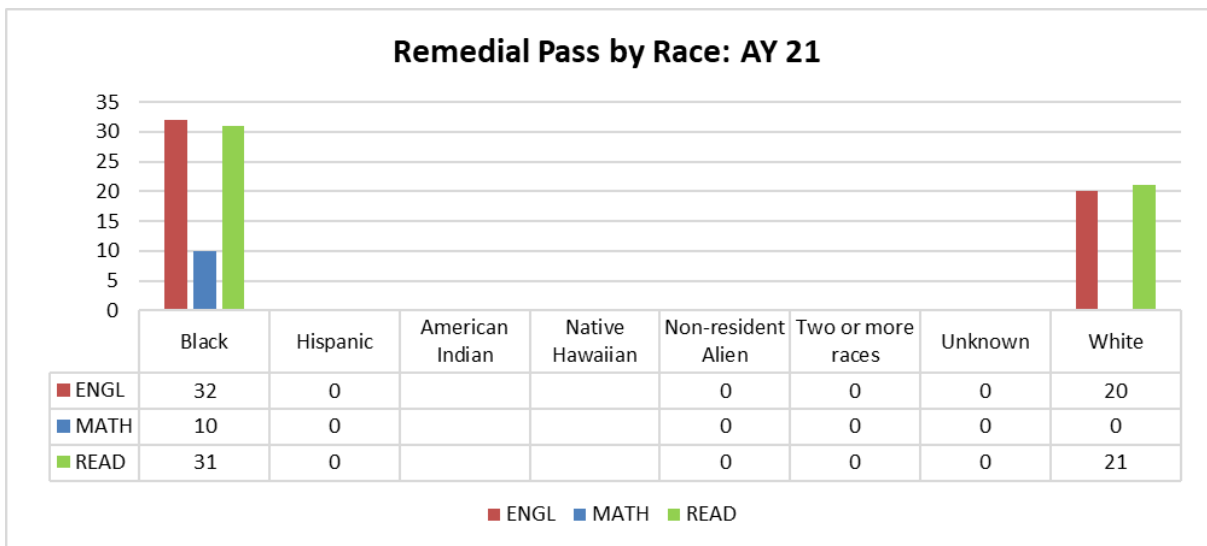
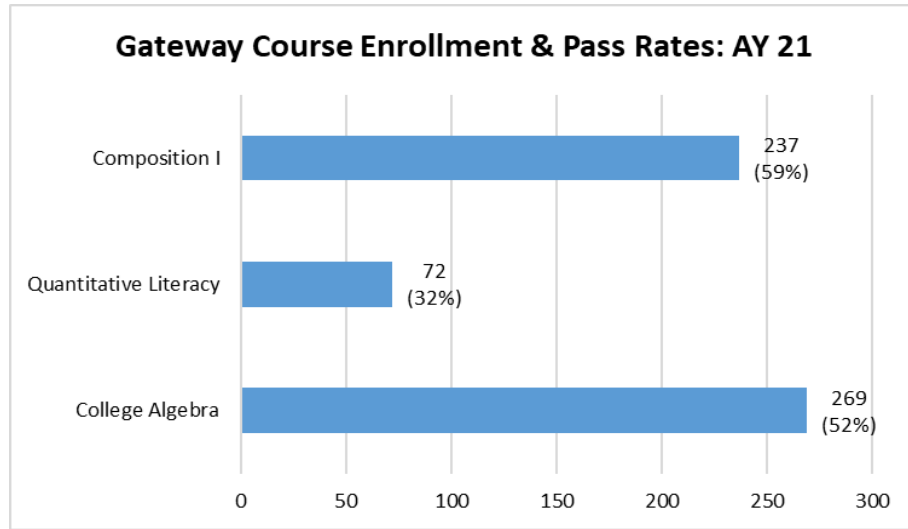
- In 2014, HSU created an Academic Advising Center that houses professional advisors.
- All first-time freshmen that enter HSU are assigned both a faculty advisor and a professional advisor.
- The student will meet with their professional advisor to set their schedule the first 2 years of their coursework. Once the student enters their third year, they will transition over to their faculty advisor.
- Students who have an ACT Composite score of 16, 17, 18 or 19 will be conditionally admitted and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the HSU Academic Advising Center.
- The Academic Advising Center also works with students conditionally admitted throughour RISE program.

Support Strategies Offered to Students

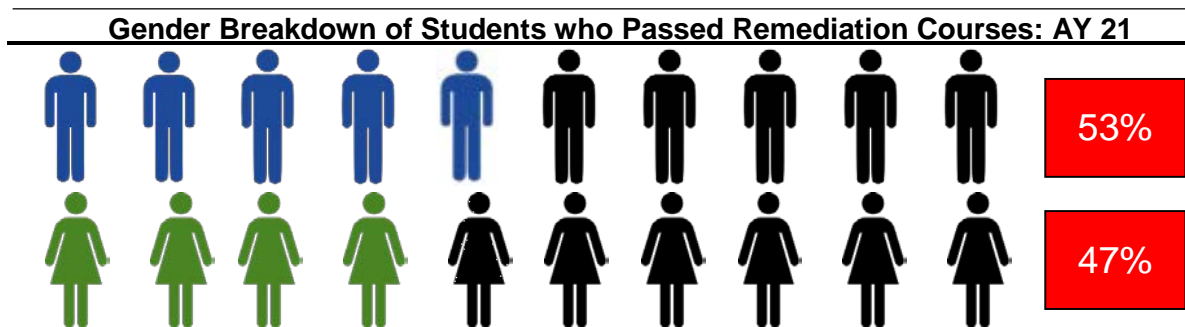
Early alert system	Advising Center
Writing Center	Math Lab

Outcomes





*0 indicates FERPA



Total population: 169



Viable Metrics

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

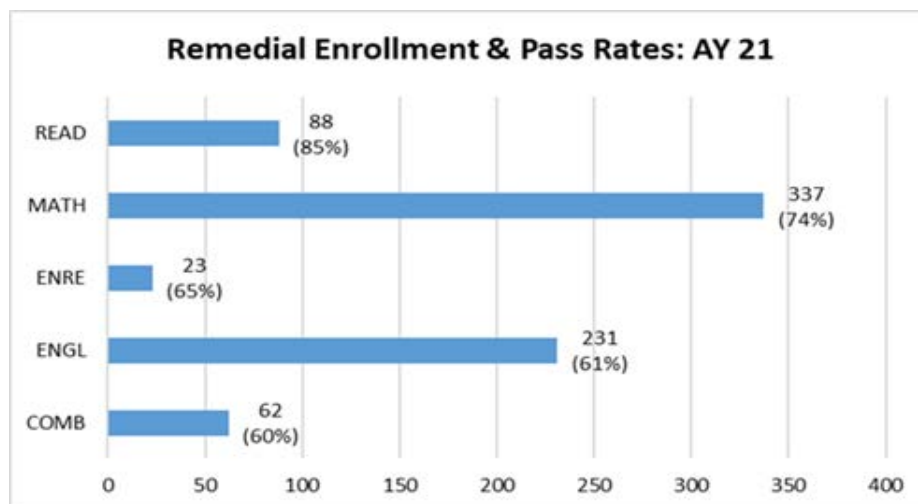
Advising

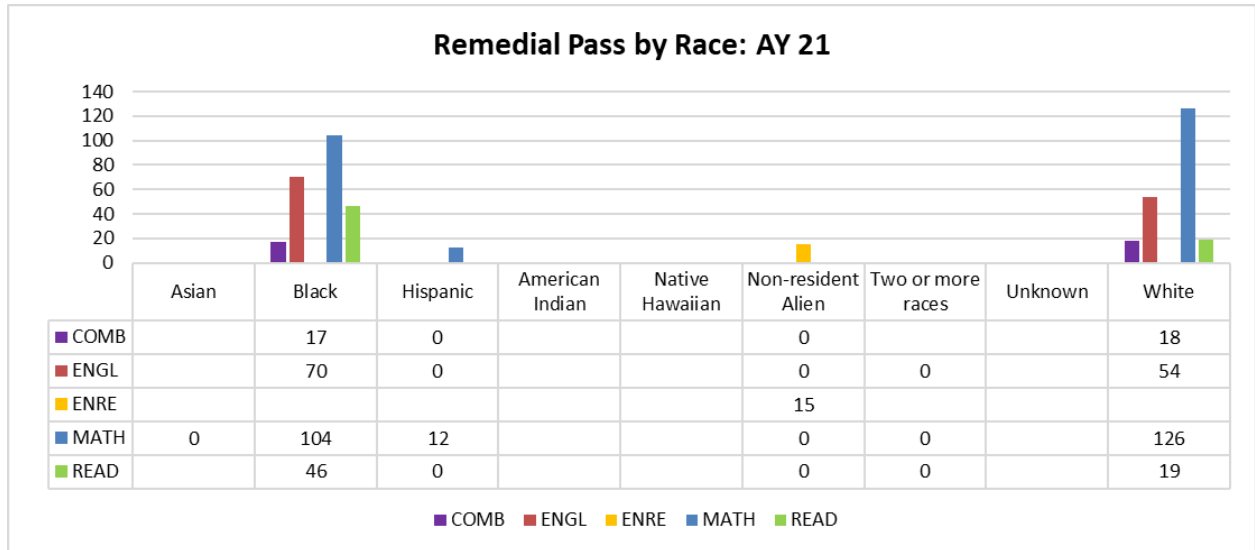
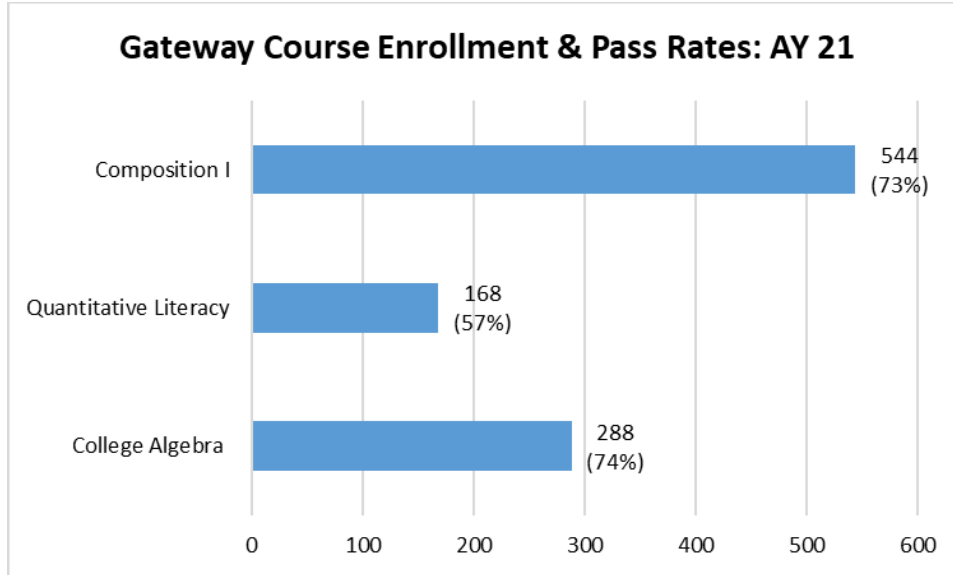
- Student transcripts are reviewed for previous college coursework, if applicable.
- If the student has not had past college English coursework, high school transcripts and placement scores are used to place the student.
- Students who do not have a high school transcript available are placed based on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

Support Strategies Offered to Students

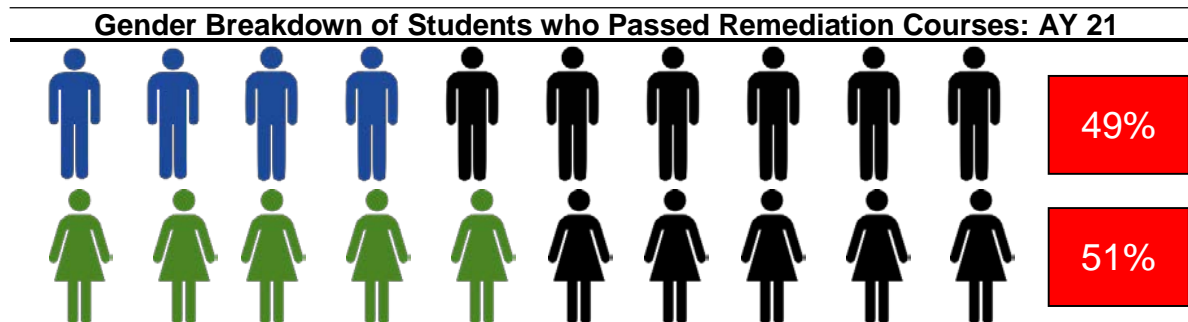
Early alert system	Peer mentor
Attendance reporting	Writing Center
Academic advisors	Math Lab
Tutoring Services	

Outcomes





*0 indicates FERPA.



Total population: 519



Viabale Metrics

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

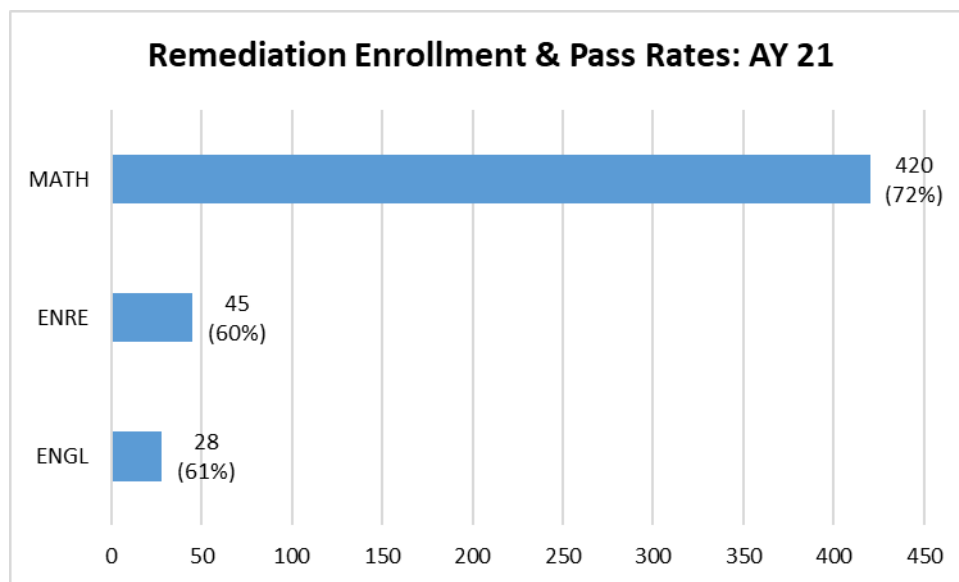
Advising

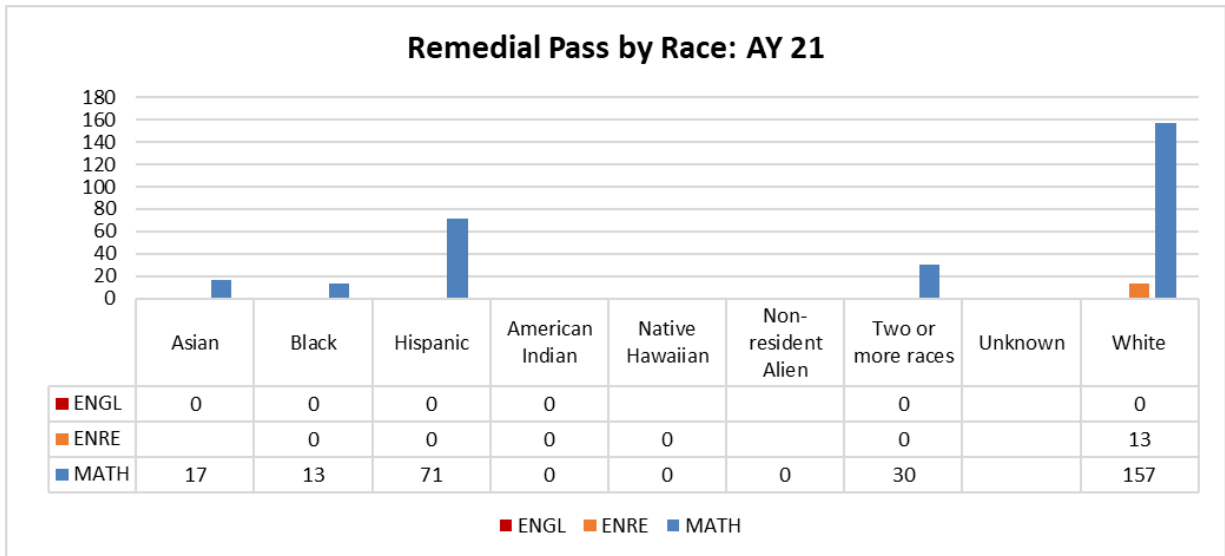
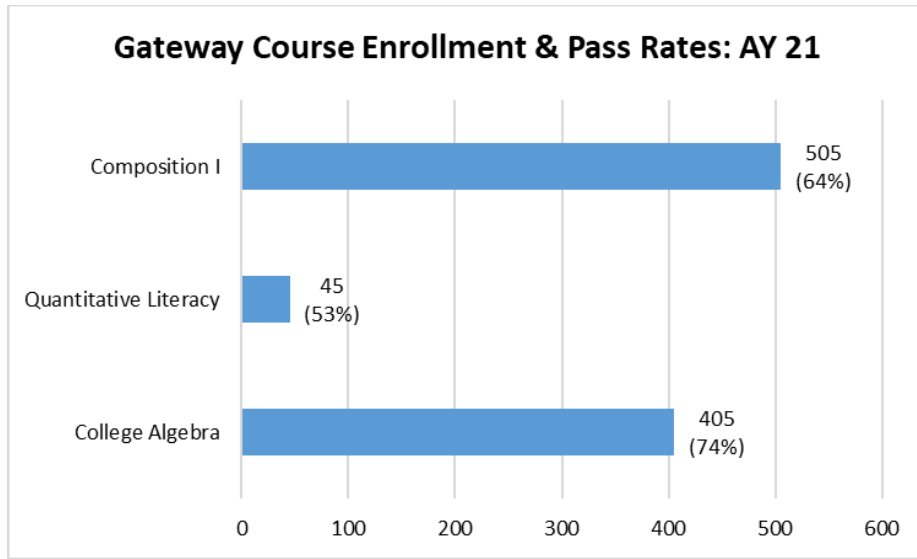
- All degree-seeking students are advised in the college of their major by either an advising coordinator or faculty member.
- Undeclared students as well as some associate degree-seeking students are advised in the central advising office by professional advisors.
- Students testing below the developmental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

Support Strategies Offered to Students

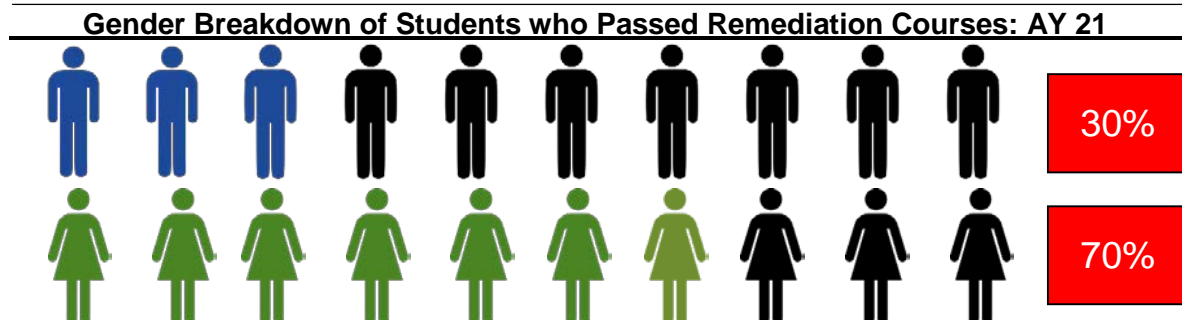
New Student Orientation	Academic workshops
Early alert system	Math Lab
Target Success Program	Writing Center
Tutoring Services	

Outcomes





*0 indicates FERPA



Total population: 348



Viable Metrics

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

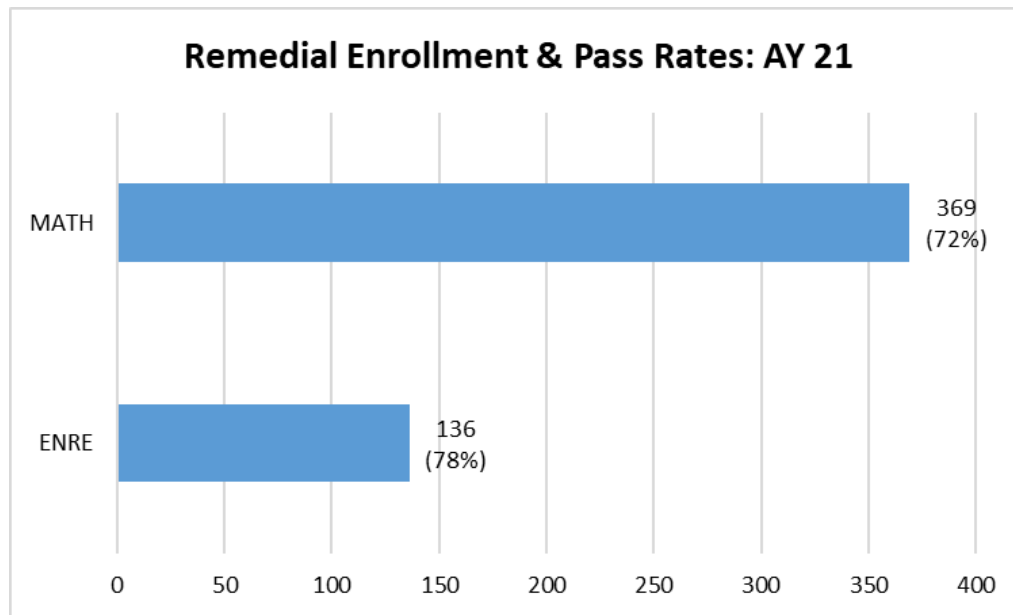
Advising

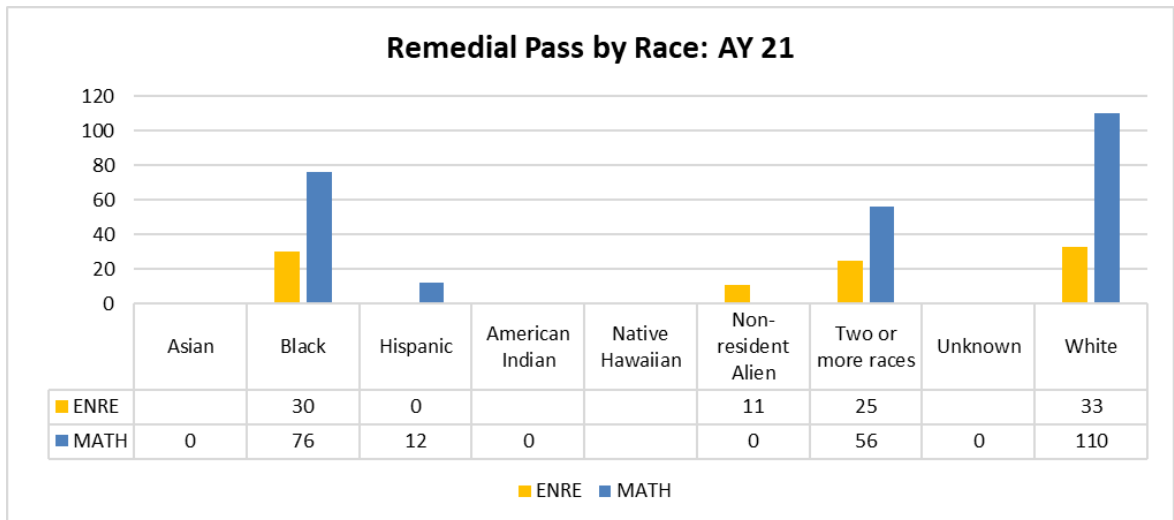
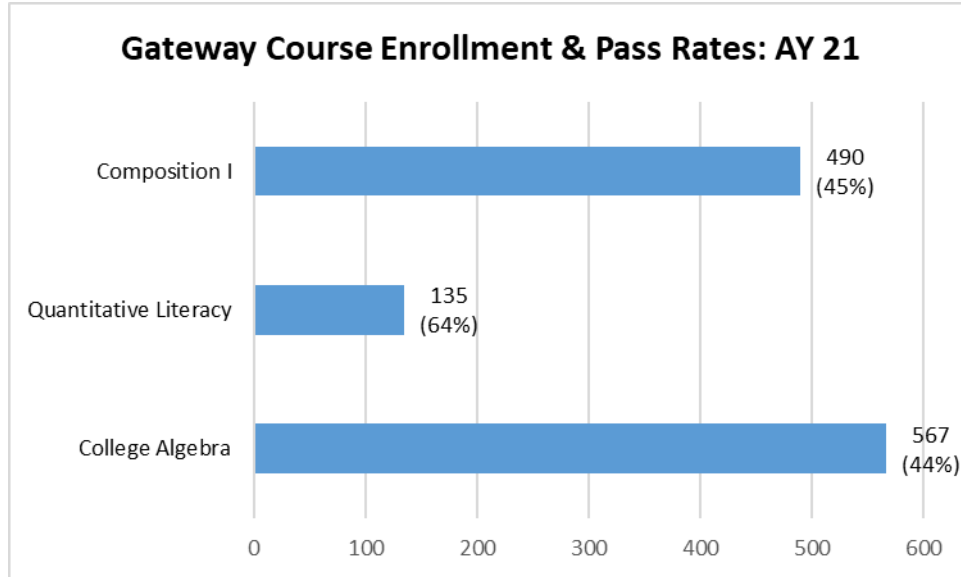
- All students must be advised each semester in order to register for classes.
- Beginning with the incoming freshman class of Fall 2018, the institution will move to a model of centralized advising of all freshman.
- New freshmen are advised for fall classes during summer orientation by professional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

Support Strategies Offered to Students

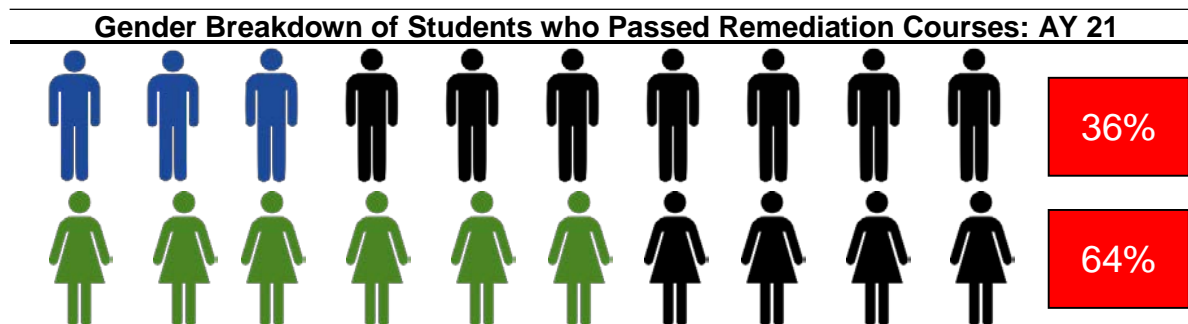
Academic advisors	Math Lab
Learning Communities	Academic coaches
Writing Center	

Outcomes





*0 indicates FERPA.



Total population: 372



Viable Metrics

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

Advising

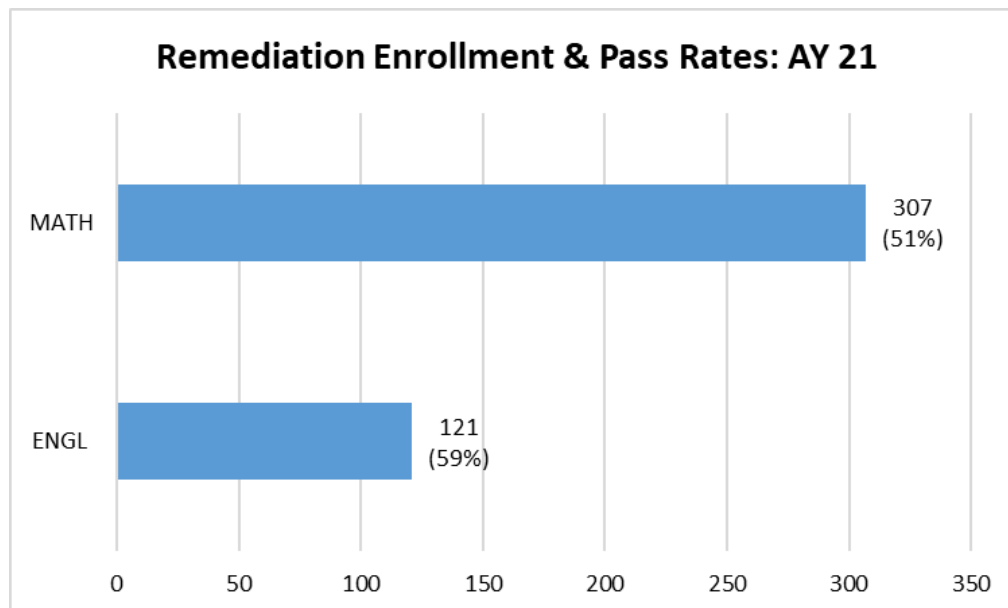
- Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study.
- The Institution uses faculty advisors for students who have declared a specific major and professional advisors for conditional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

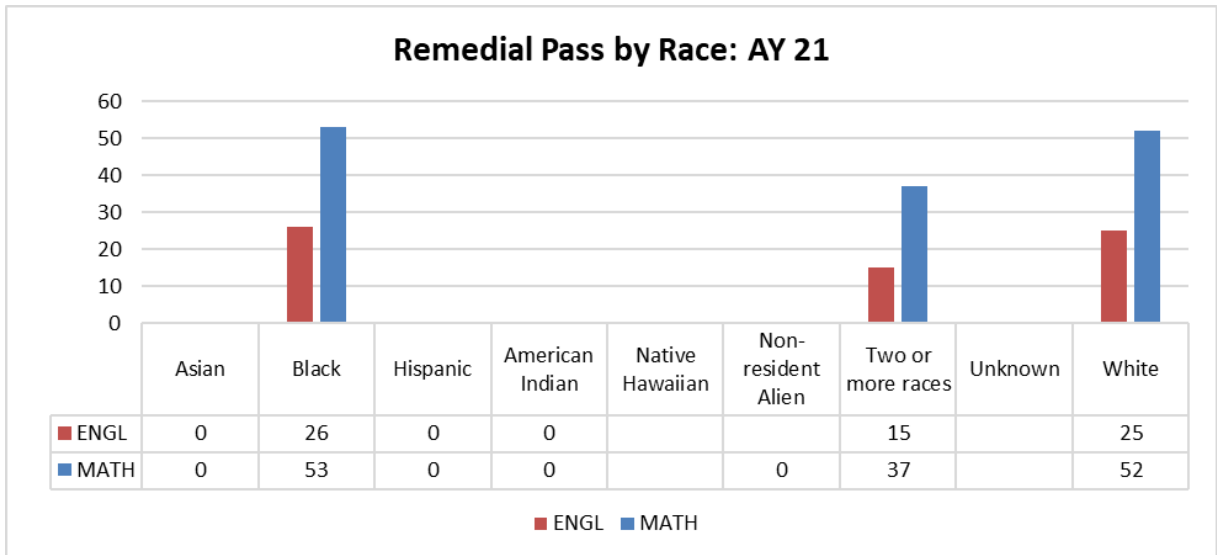
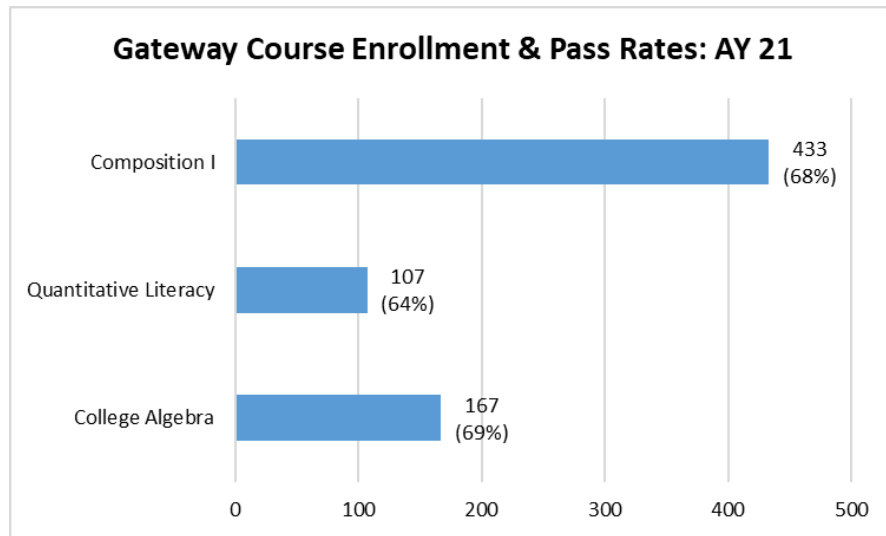
Support Strategies Offered to Students

Early alert system
Writing Center

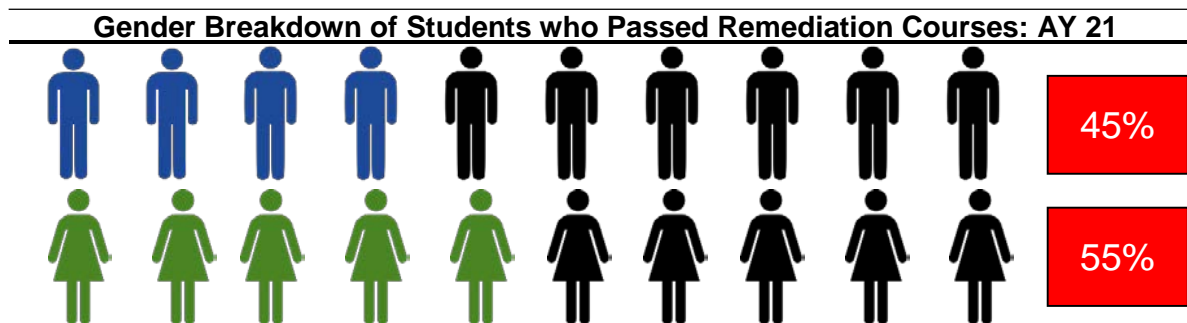
Tutoring Services
Academic workshops

Outcomes





*0 indicates FERPA.



Total population: 229



Viabie Metrics

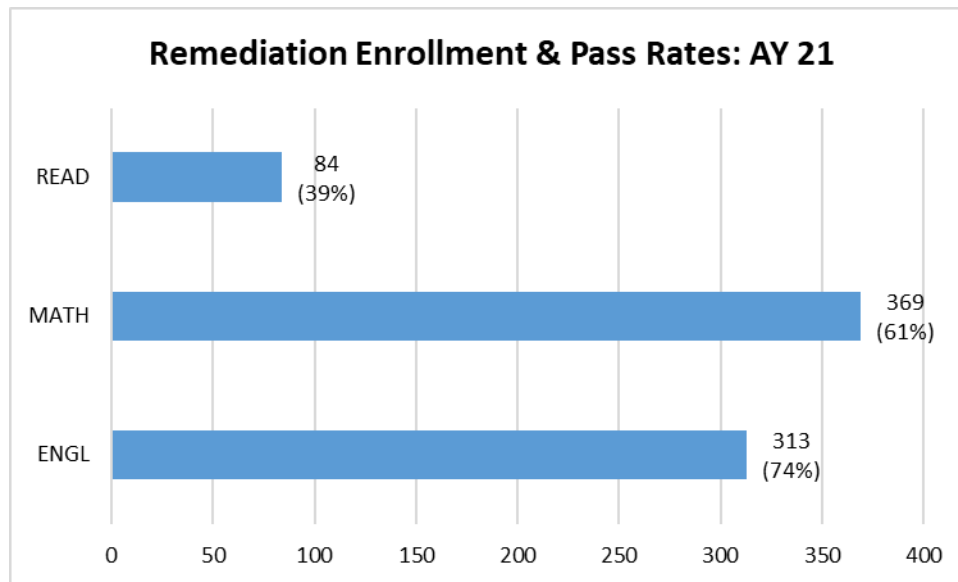
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	Reading
ACCUPLACER (College Math)	Standardized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

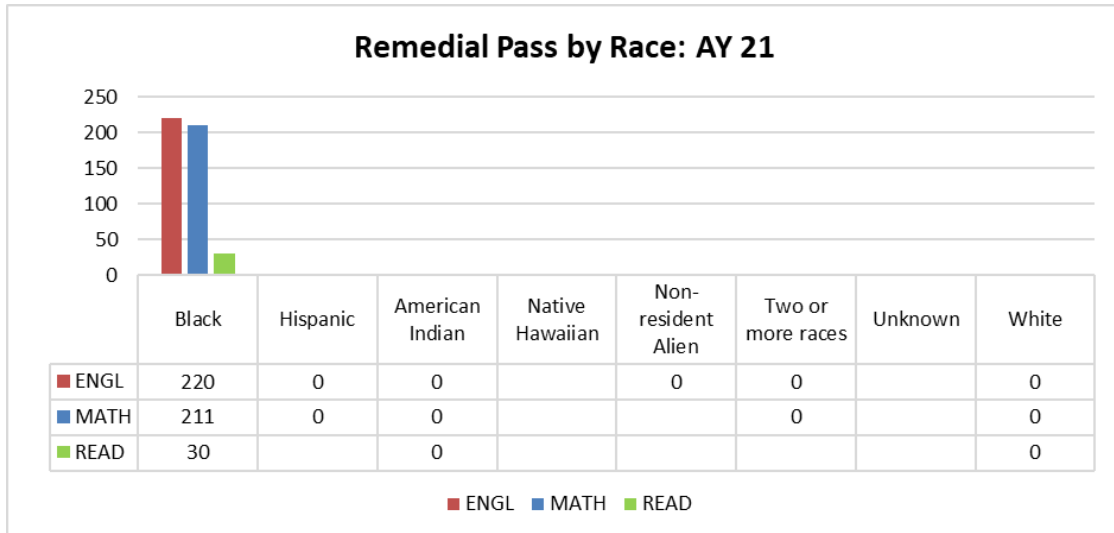
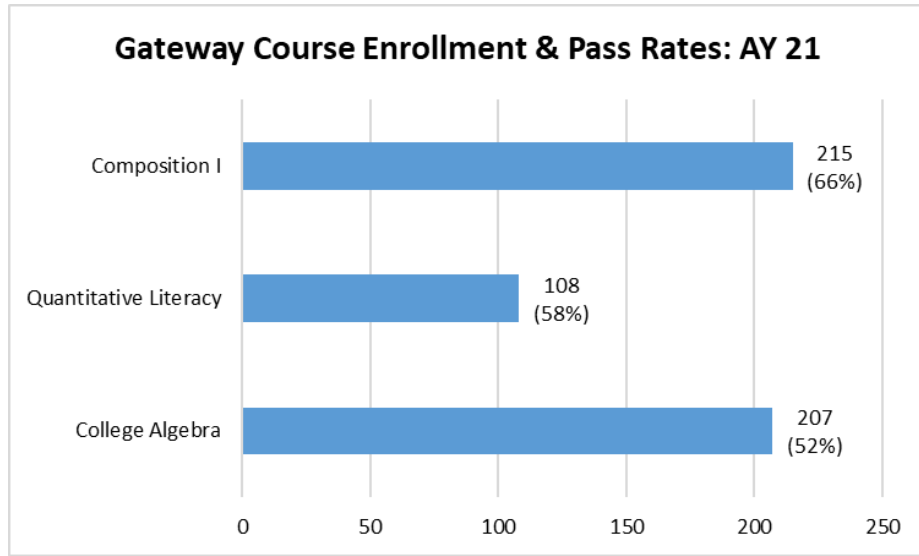
Advising

Support Strategies Offered to Students

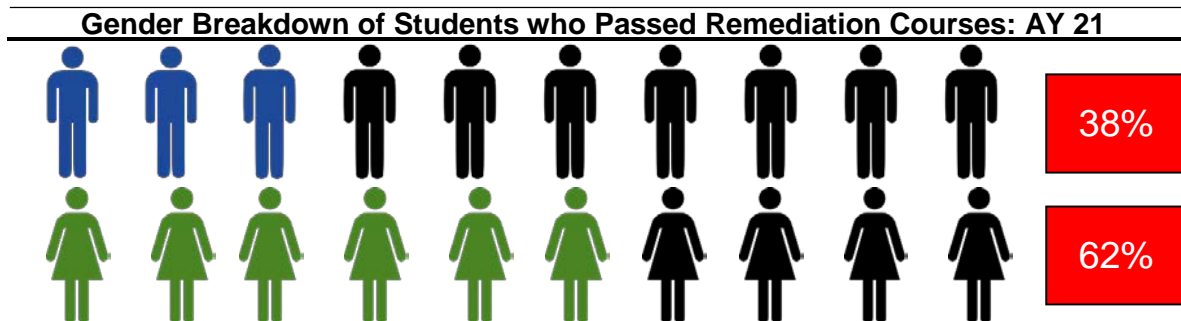
Summer programs	Tutoring Services
Living/Learning Centers	Early alert system
Faculty mentors	Academic Advisors

Outcomes





*0 indicates FERPA



Total population: 490



Viabale Metrics

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

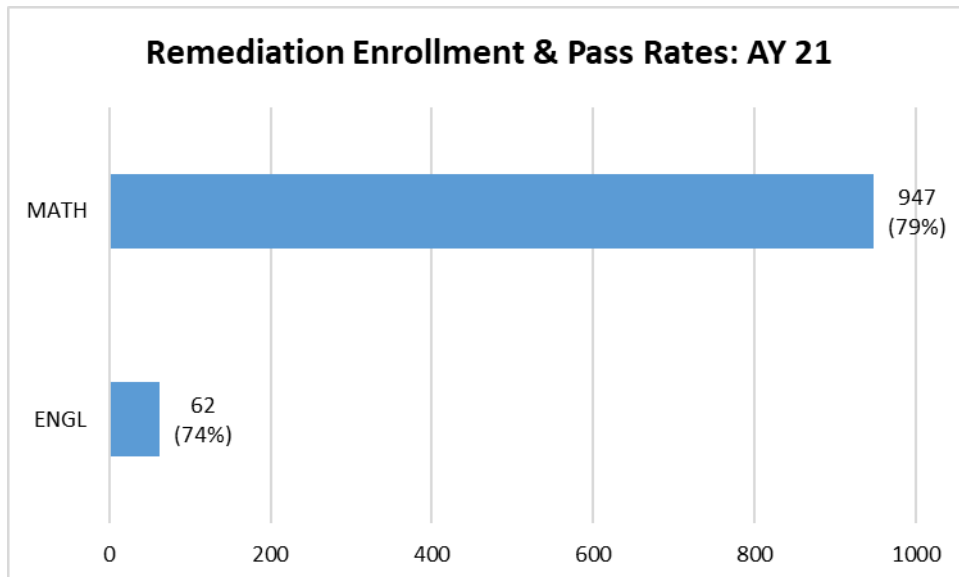
Advising

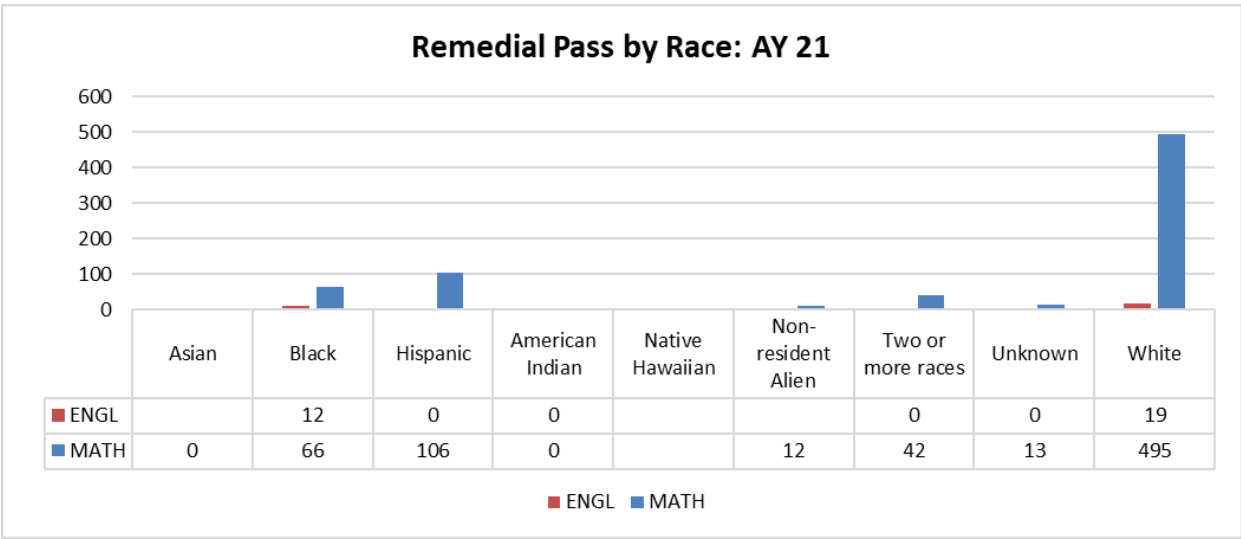
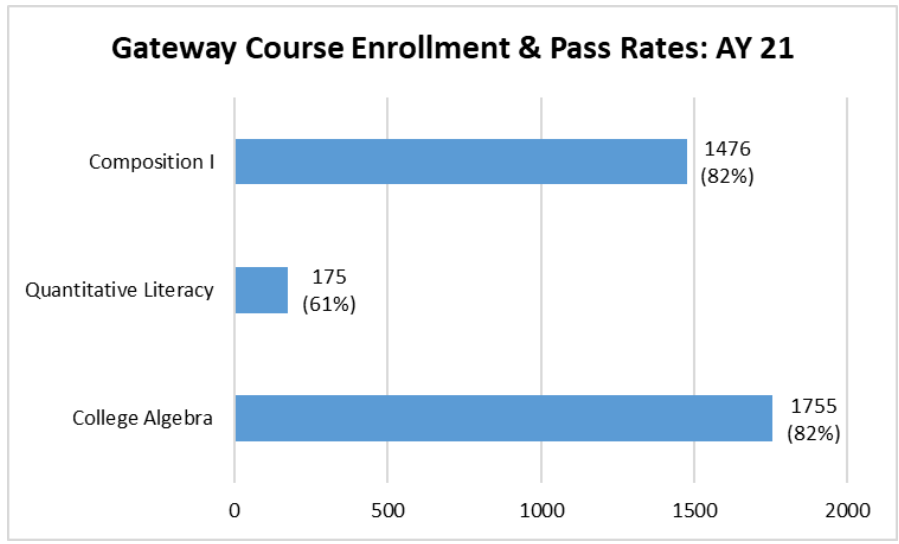
- Students in need of remediation will be pre-enrolled into the appropriate course(s) by the Registrar’s Office or appropriate Advising Center prior to the start of the student’s first semester.
- Academic advisors will be asked to review student course placement during orientation or before the start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

Support Strategies Offered to Students

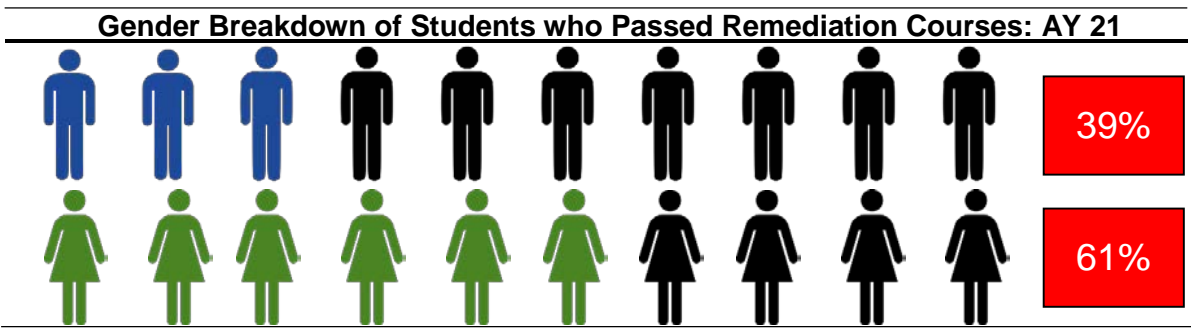
- Supplemental Instruction
- Mid-term Grade reporting
- Math Lab

Outcomes





*0 indicates FERPA.



Total population: 795



Viable Metrics

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

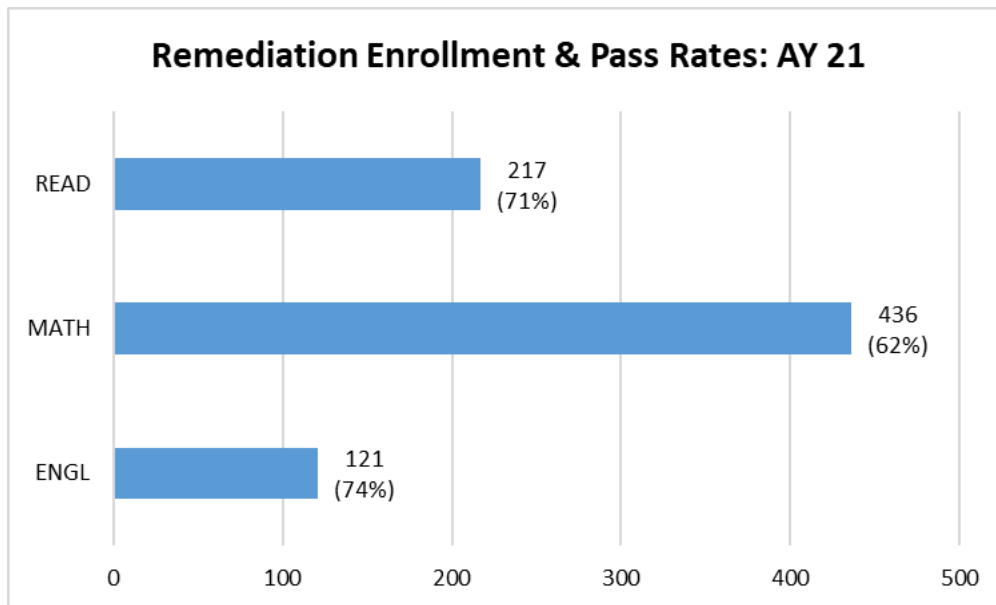
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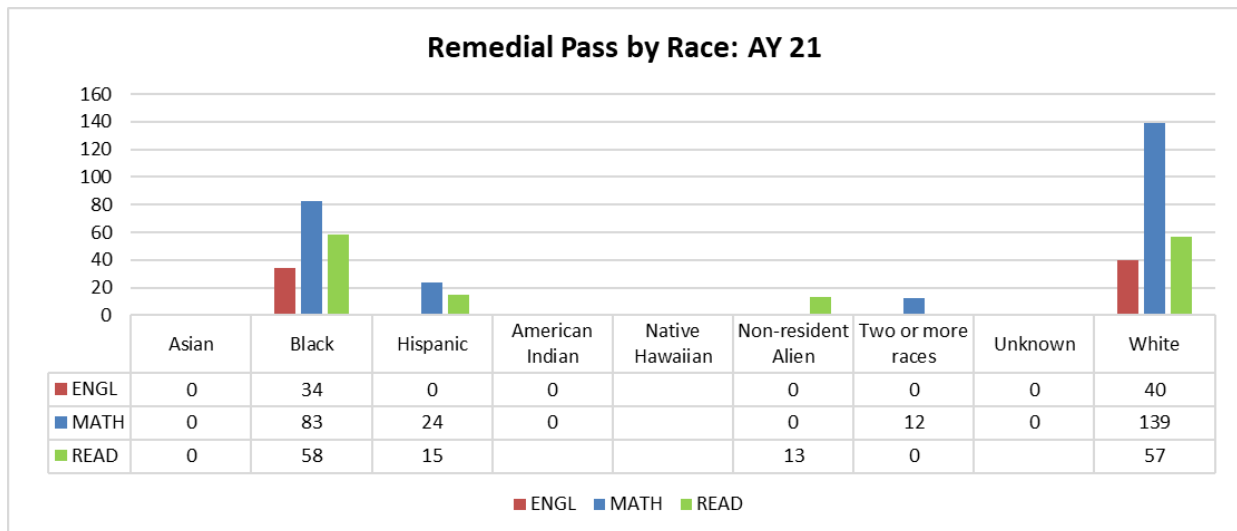
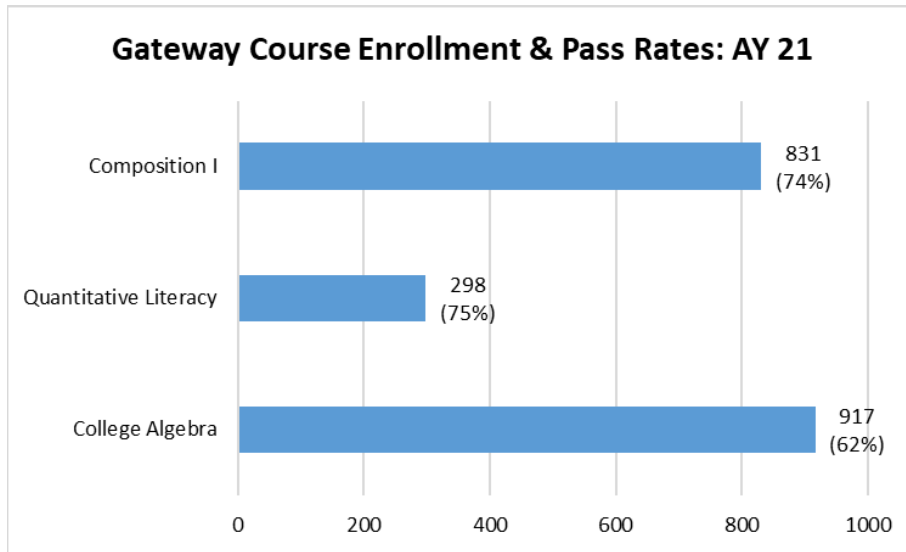
- Students who are required to complete transitional courses are conditionally admitted to the university.
- All students will be assigned an advisor in UCA's Academic Advising Center, and advisors will regularly practice intrusive advising with these students, which includes mandatory individual and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

Support Strategies Offered to Students

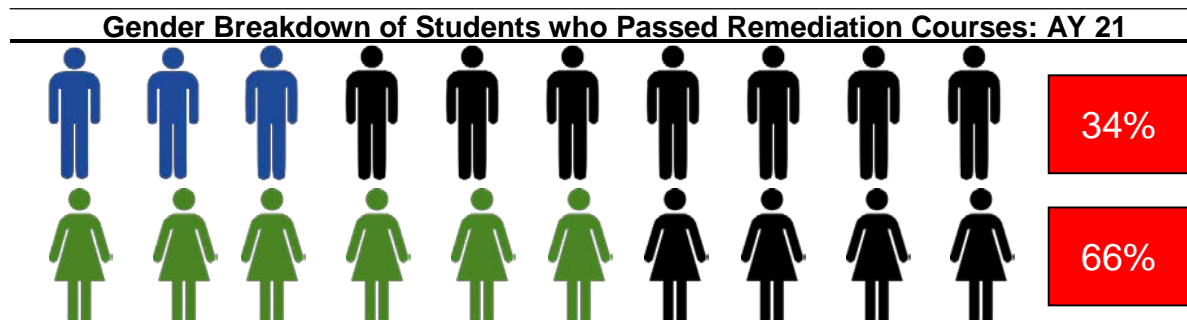
Summer programs	Tutoring Services
Writing Center	Freshman seminar (Journeys to Success)

Outcomes





*0 indicates FERPA.



Total population: 513



Viable Metrics

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

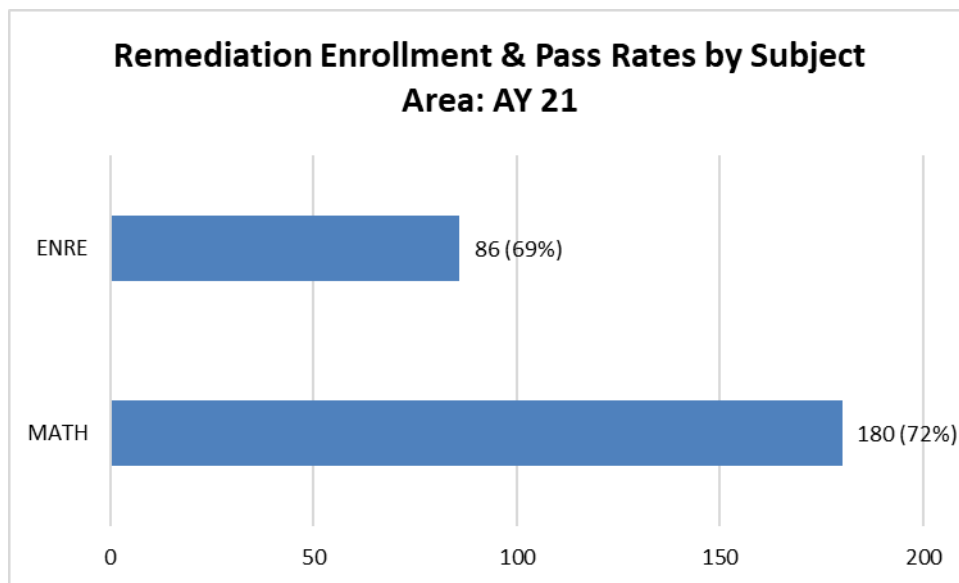
Advising

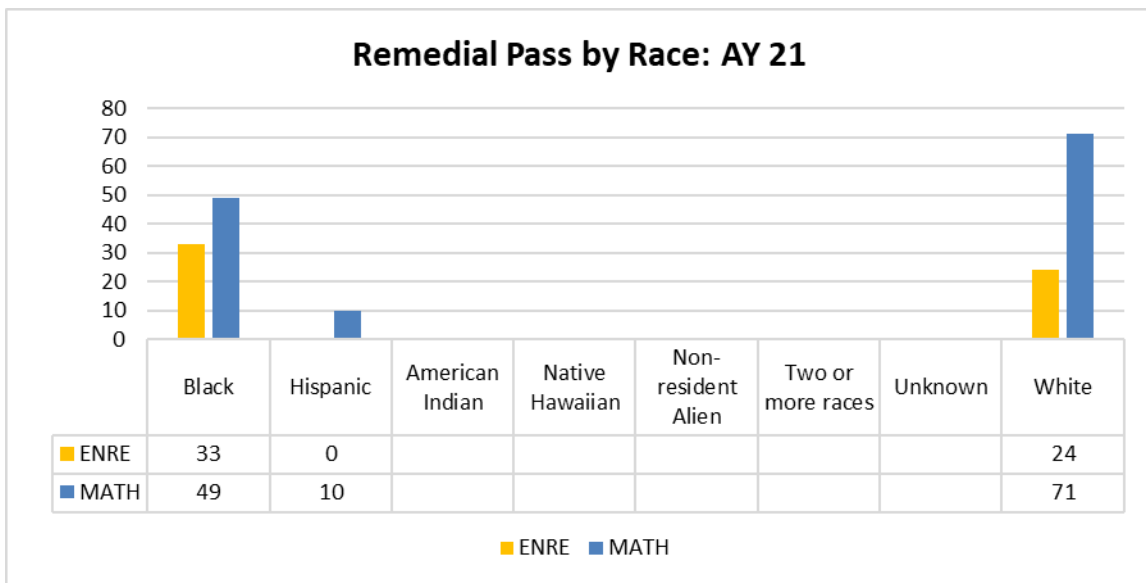
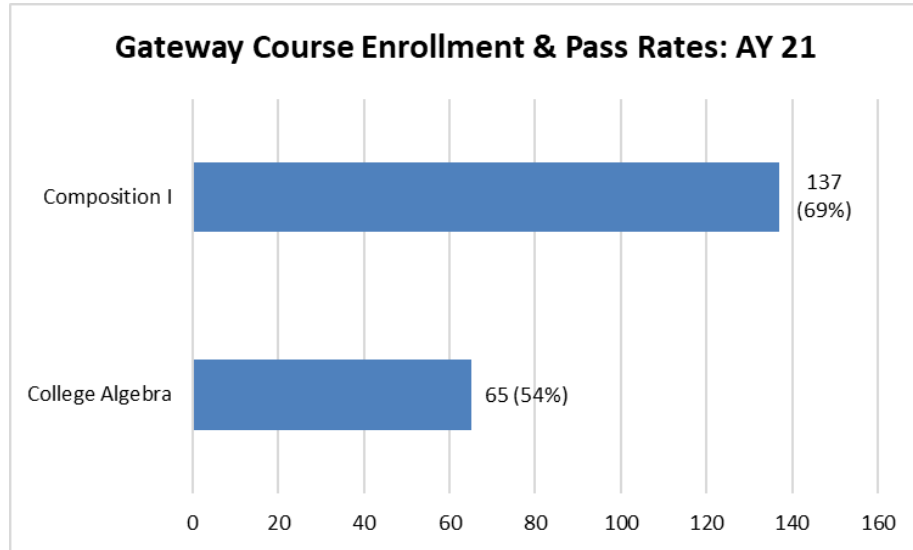
- The Academic and Career Enrichment (ACE) Center includes advising and career services, testing, mentoring, and tutoring programs. Three fulltime advisors are housed in the center and all new students and students returning after a period of separation are assigned to them for career and academic advisement.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

Support Strategies Offered to Students

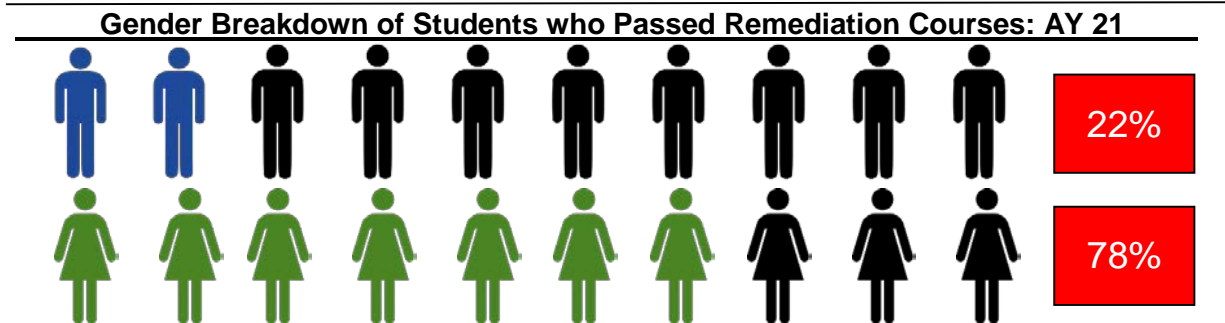
Early alert system	Peer mentors
Tutoring Services	Academic advisors
Supplemental Instruction	First-year Experience course

Outcomes





*0 indicates FERPA.



Total population: 189



Viable Metrics

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

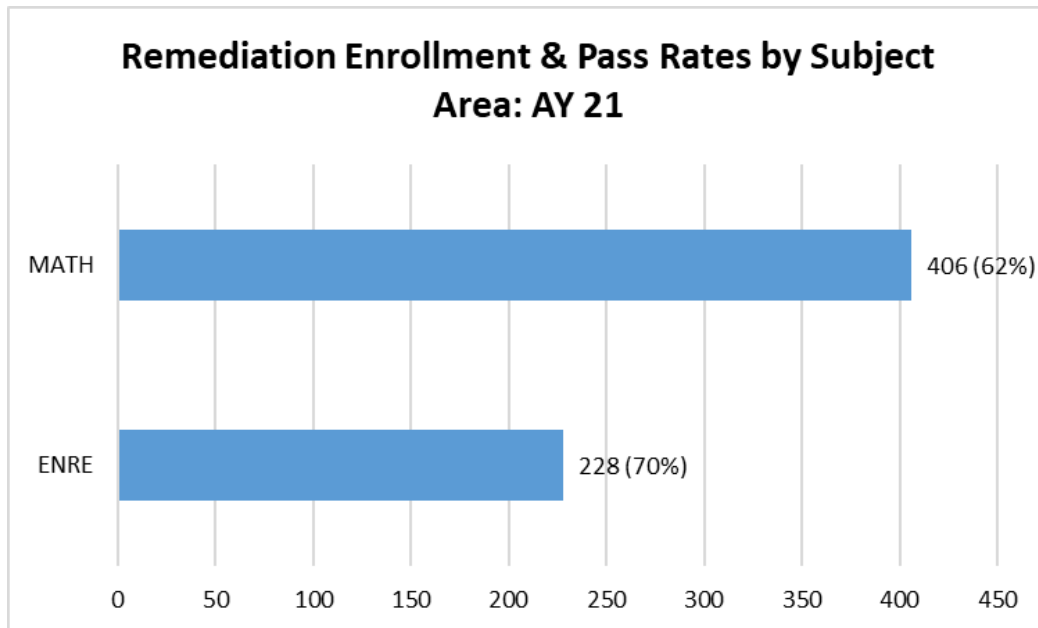
Advising

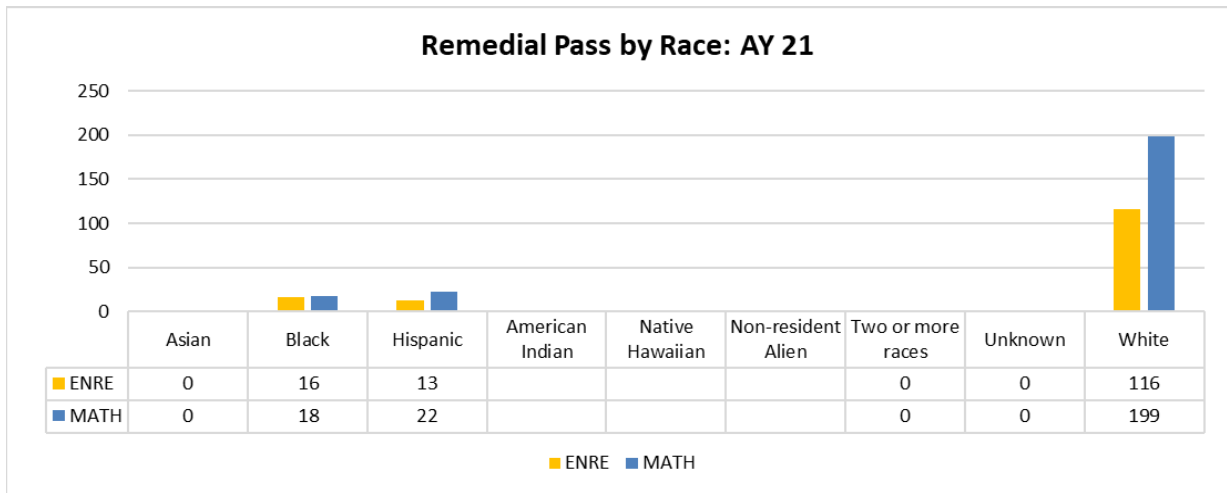
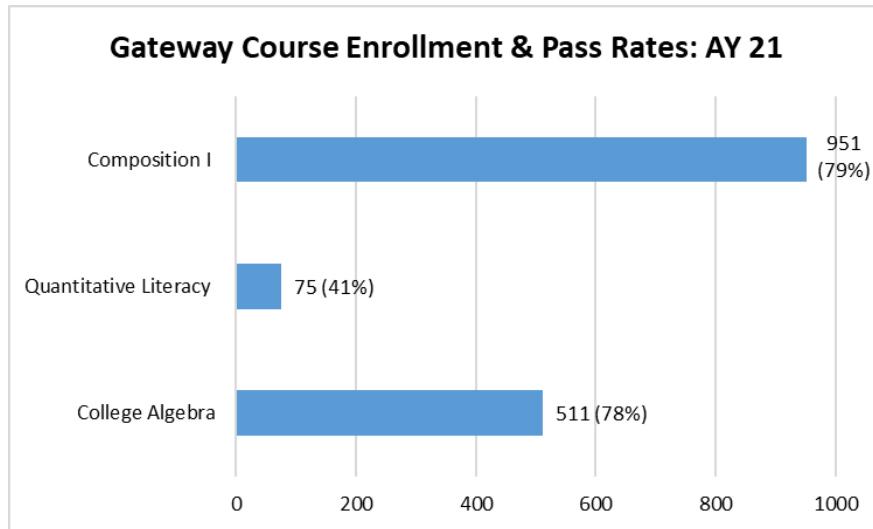
- ASUB primarily employs a faculty advising model in which all degree seeking students (new and transfer) are assigned a faculty member to serve as their advisor.
- As part of the Arkansas Guided Pathways initiative ASUB created four-semester plans of study for all of its degrees that outline the courses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

Support Strategies Offered to Students

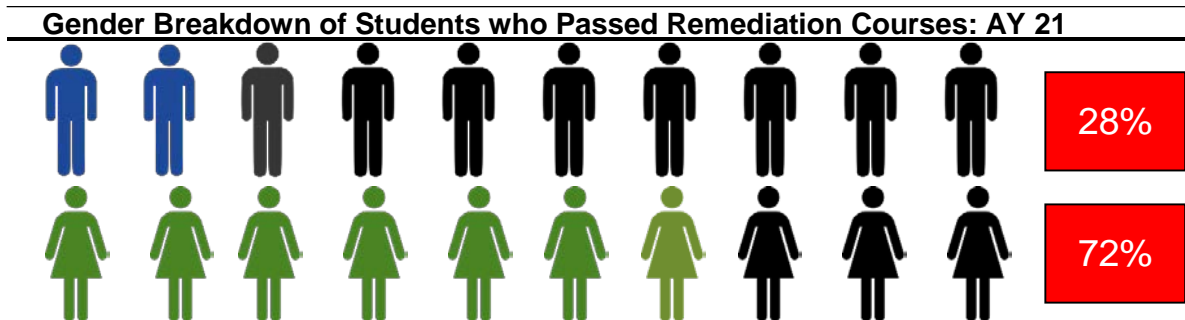
- Tutoring Services
- Early alert system
- Attendance reporting

Outcomes





*0 indicates FERPA



Total population: 409



Viable Metrics

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

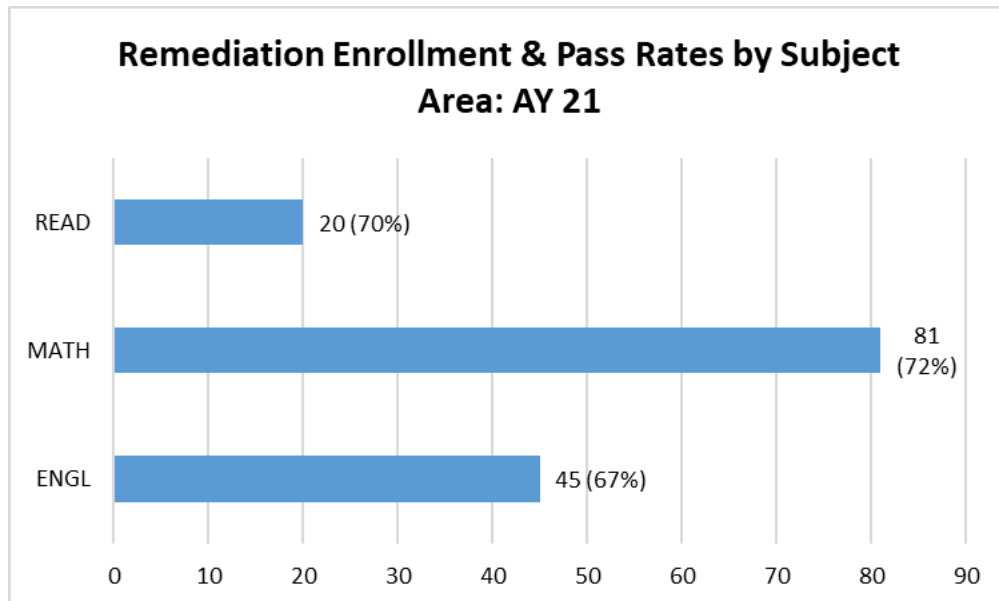
Advising

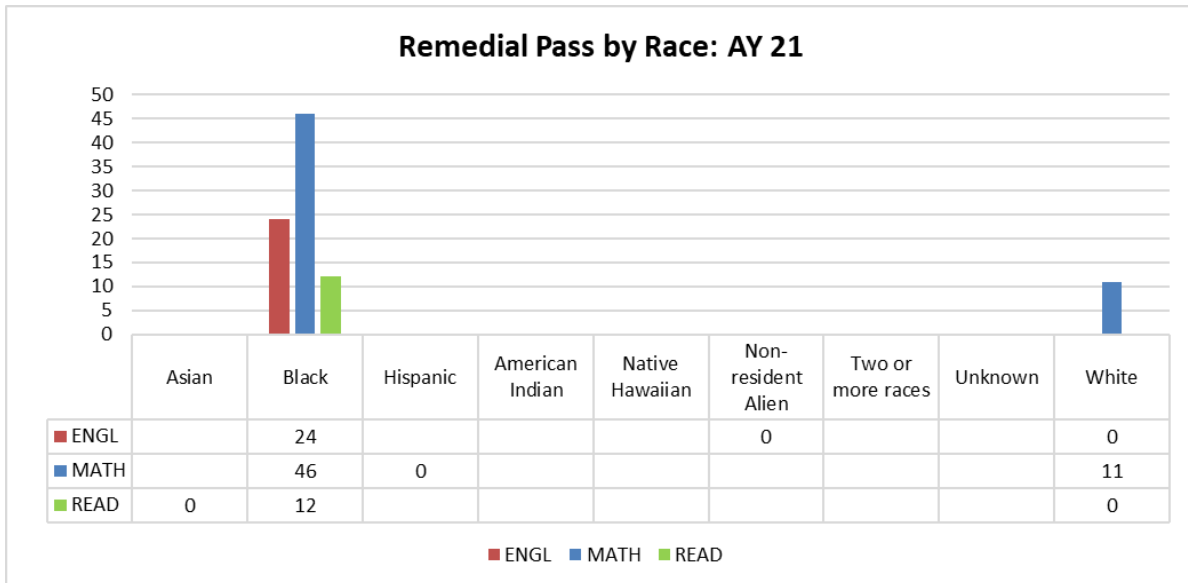
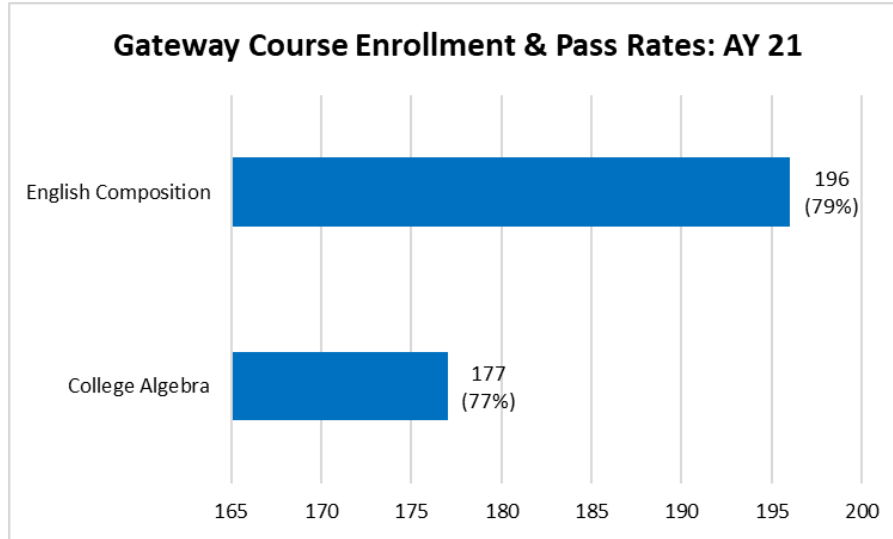
- Placement may be determined by scores earned on the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Computerized Placement Assessment and Support System (COMPASS), the Assessment of Skills for Successful Entry (ASSET), or the ACCUPLACER Next Generation test.
- Students with placement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

Support Strategies Offered to Students

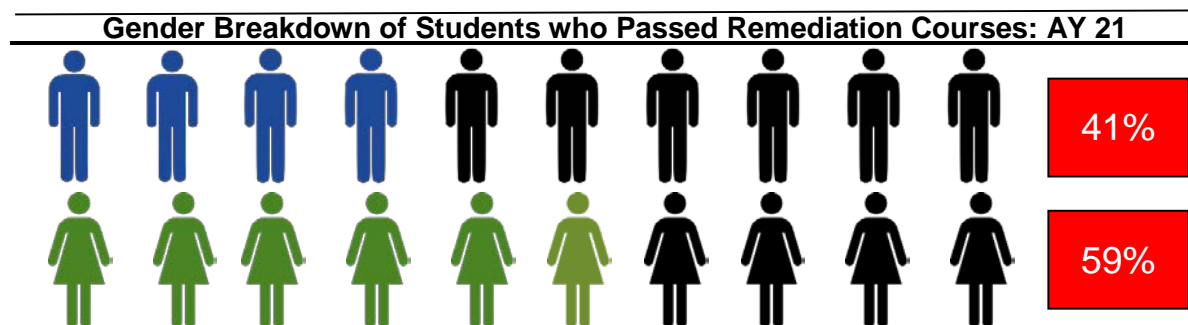
Early alert system	Academic advisors
Attendance reporting	Other
Tutoring Services	Mid-term Grade reporting
Supplemental Instruction	Academic coaches
First-Year Experience course	Academic workshops

Outcomes





*0 indicates FERPA.



Total population: 102



Viable Metrics

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

Advising

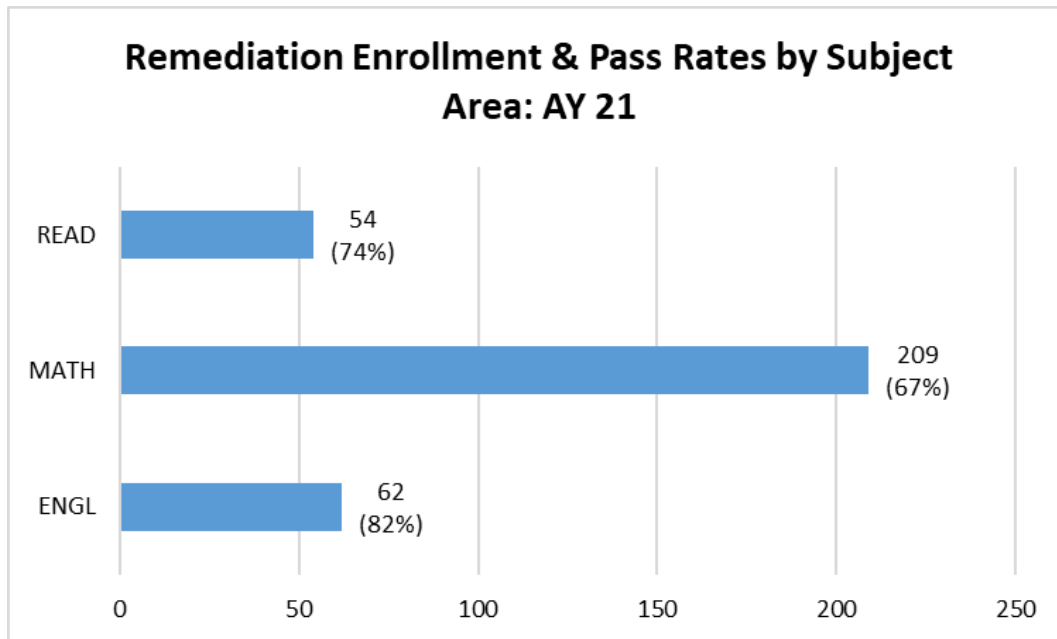
- Each faculty member has several discipline specific advisees.
- Faculty advisers offer themselves as mentors and support students as they struggle to survive the routine traumas of the first 2 years at college.
- A newly hired "Student Retention Specialist" offers Mentoring, support, career guidance, and academic counseling to students. The specialist focuses on retention through an early alert system and advises students who need intervention.

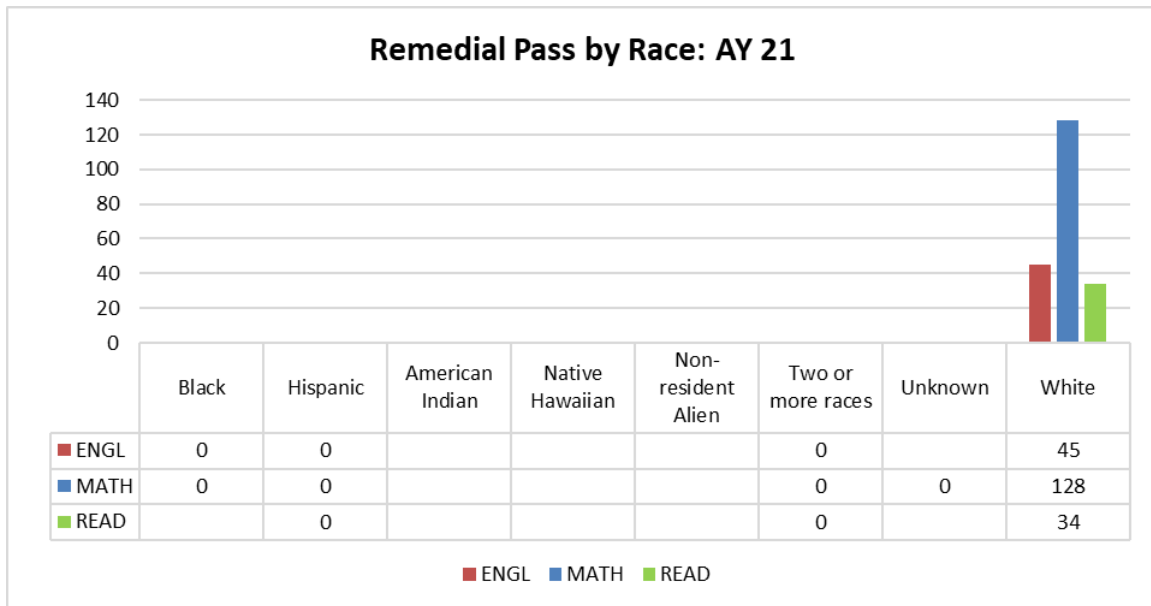
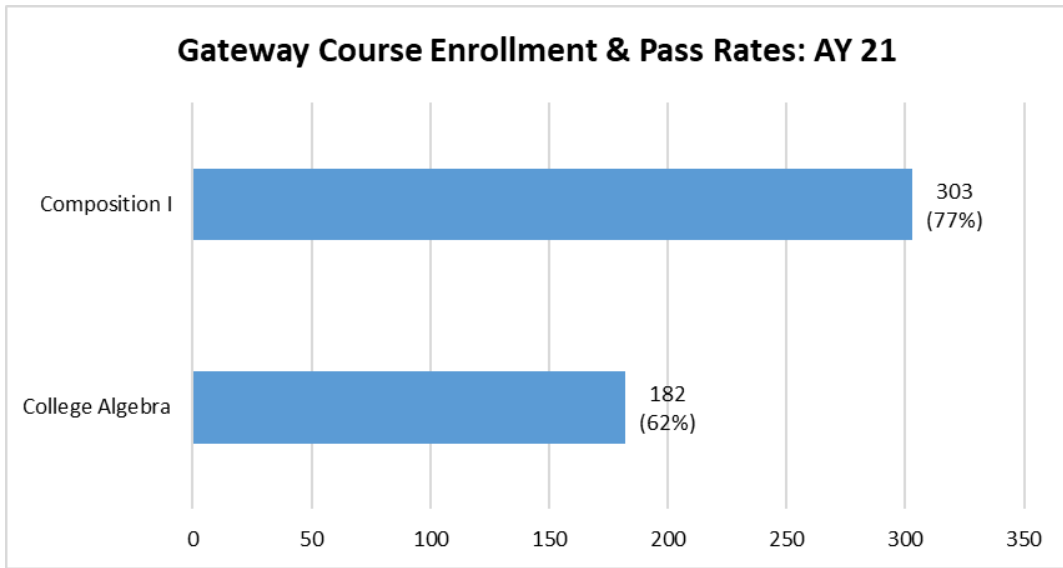
Support Strategies Offered to Students

Tutoring Services

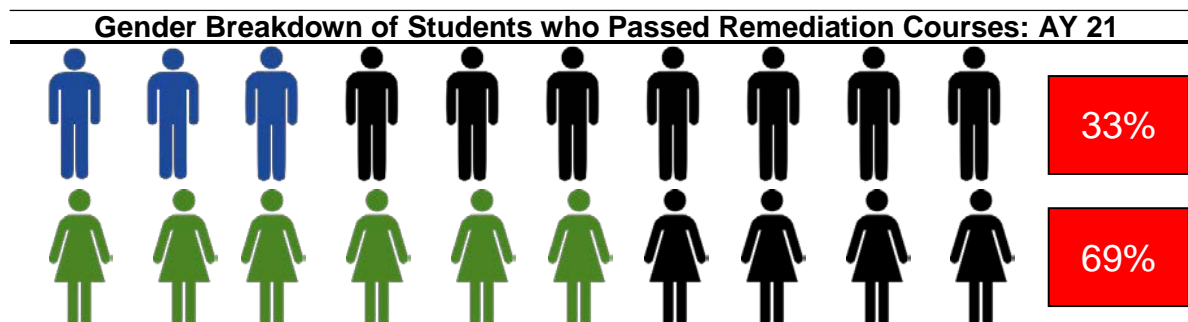
Writing Lab

Outcomes





*0 indicates FERPA.



Total population: 232



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
ACT (English)	Standardized exam	English
ACT (Reading)	Standardized exam	English
ACCUPLACER (Sentence Skills)	Standardized exam	English
ACCUPLACER (Reading Comprehension)	Standardized exam	English
COMPASS	Standardized exam	English
ACT (Math)	Standardized exam	Math
ACCUPLACER (Elementary Algebra)	Standardized exam	Math
COMPASS	Standardized exam	Math
Other	ACT Engage	All

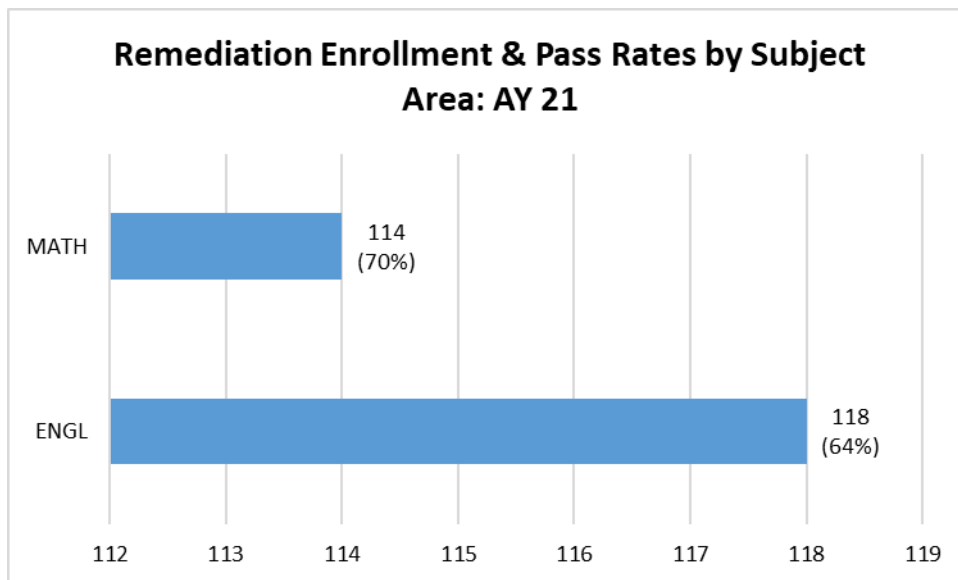
Advising

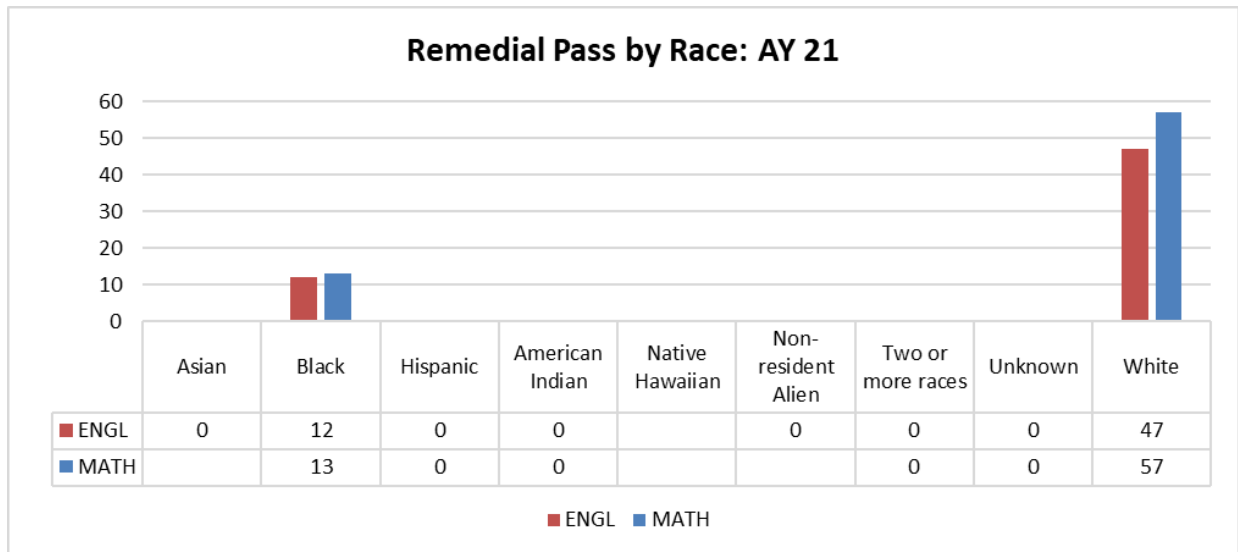
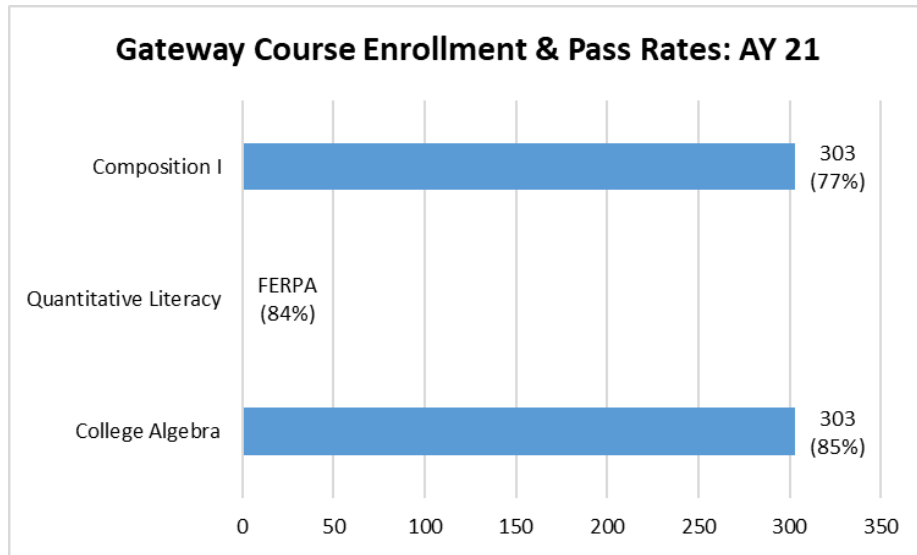
- Students who are first time, full-time, award seeking whose assessment scores place them in two or more remedial courses are conditionally admitted to the College.
- Students admitted under this policy enroll in College and Life Skills to learn strategies and acquire skills essential to becoming a successful college student and a lifelong learner.

Support Strategies Offered to Students

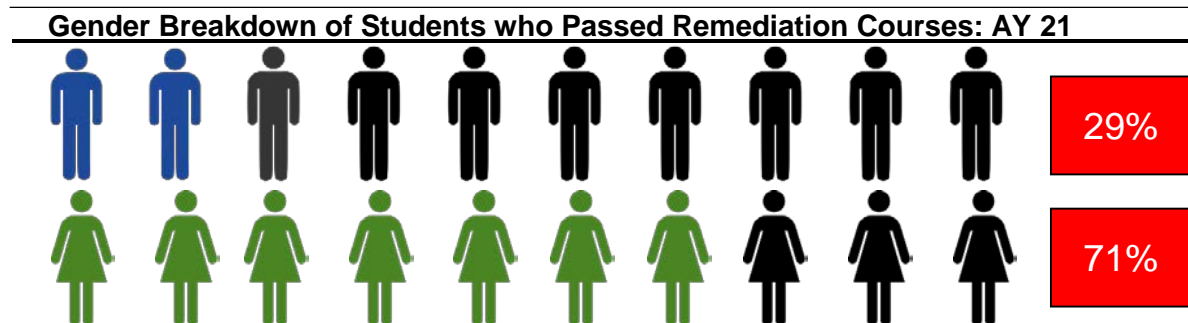
- Tutoring Services
- Career Pathways Initiative
- Early alert

Outcomes





*0 indicates FERPA.



Total population: 155



Viable Metrics

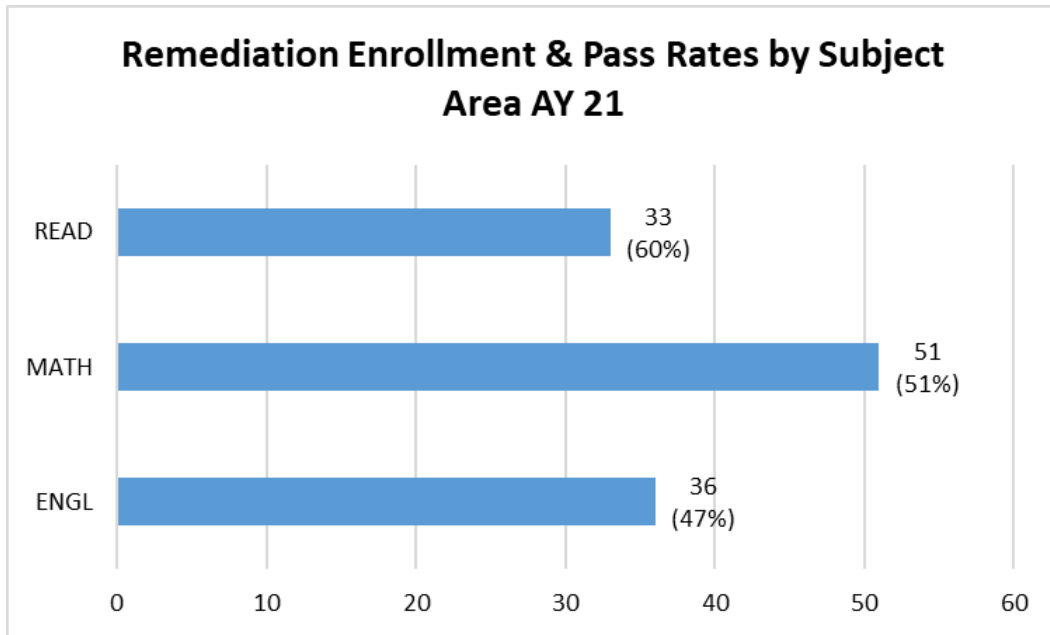
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	All
Other	Prior Learning	All
Other	Prior Work experience	All

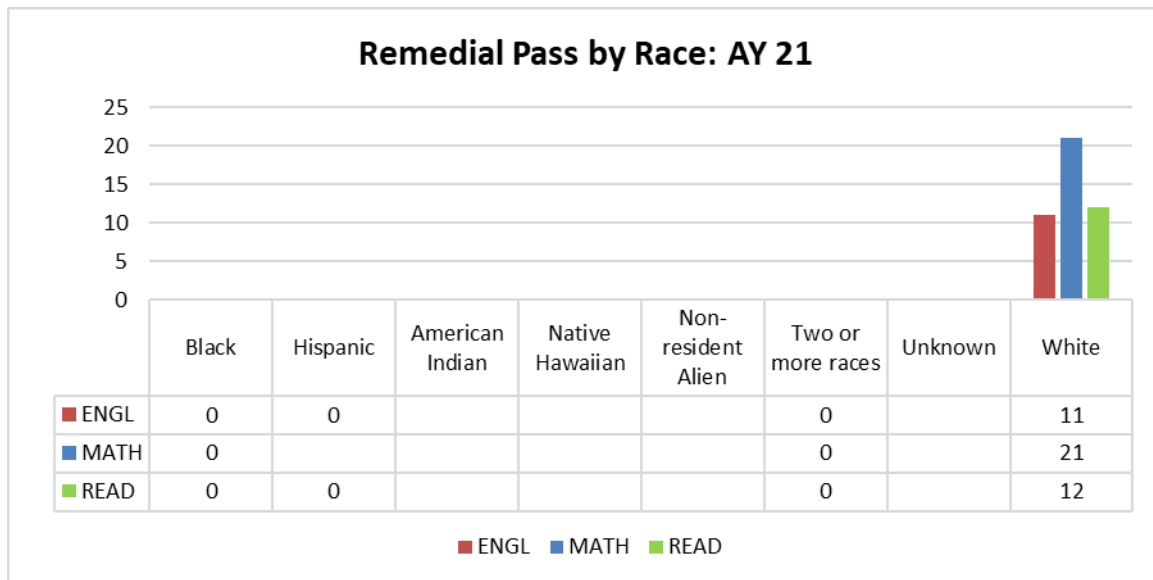
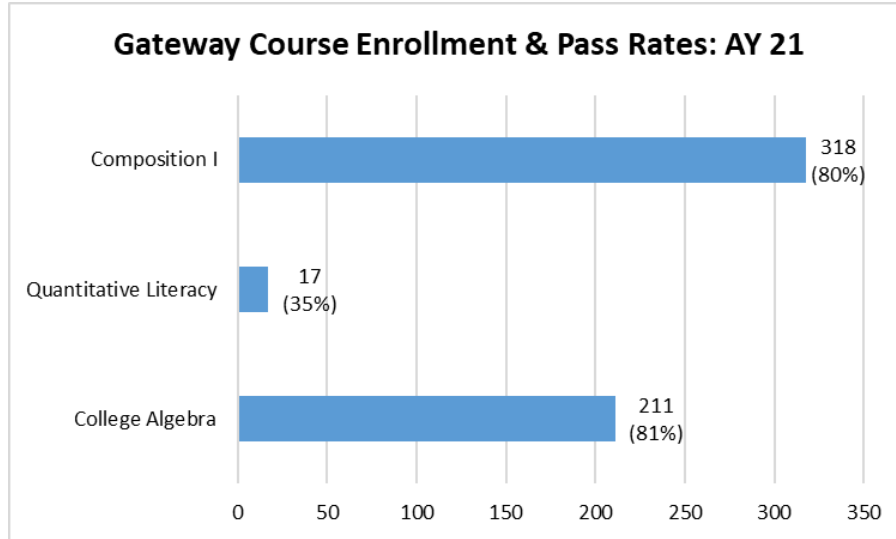
Advising

Support Strategies Offered to Students

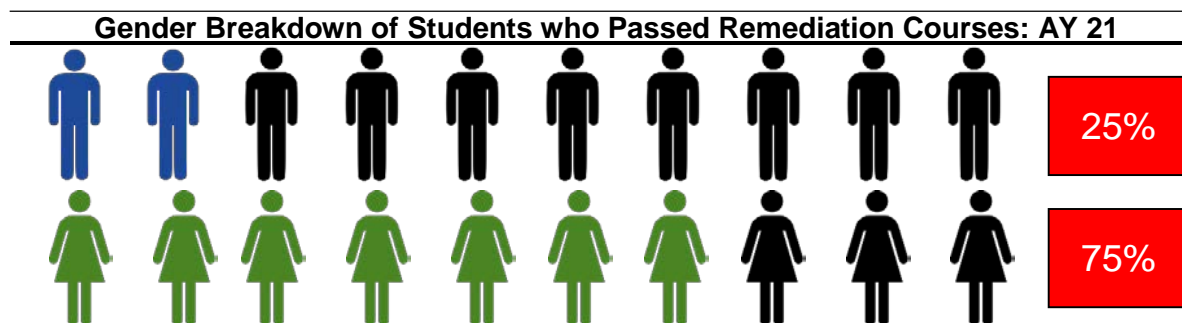
First-Year Experience course	Career Counseling
Early alert system	Math Lab
Student Support Services	

Outcomes





*0 indicates FERPA.



Total population: 63



Viable Metrics

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

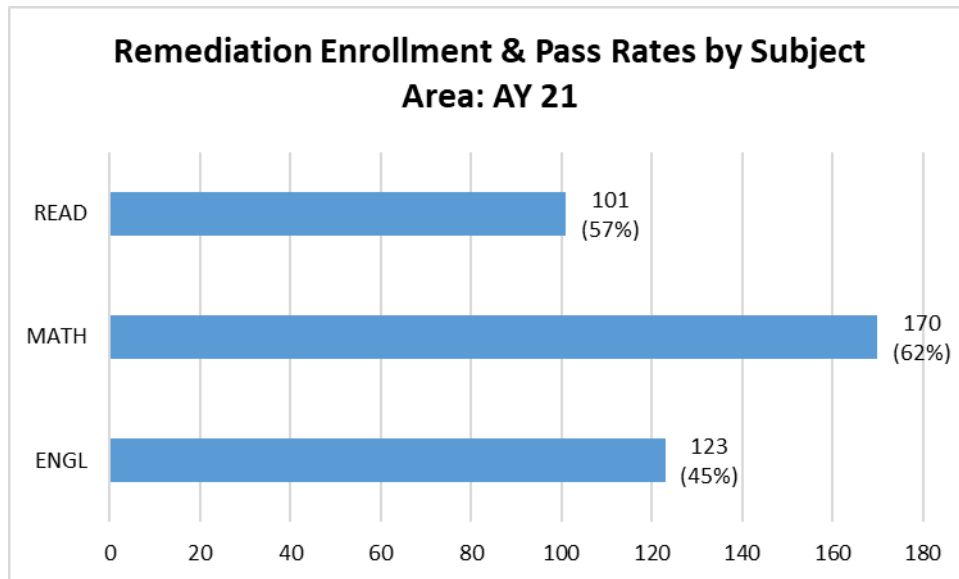
Advising

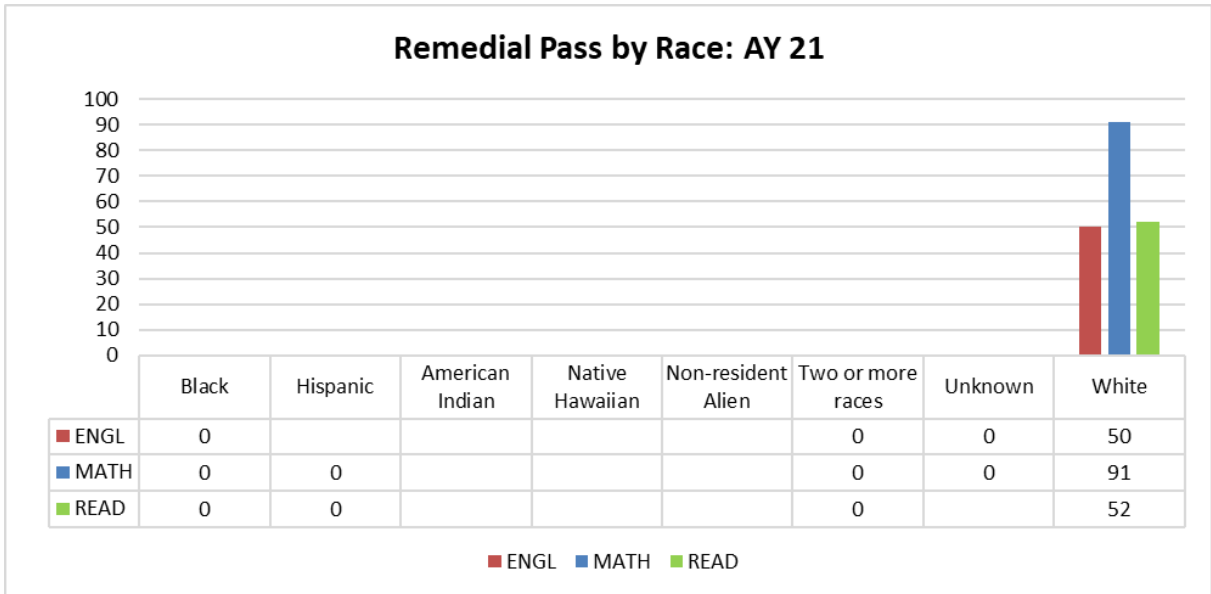
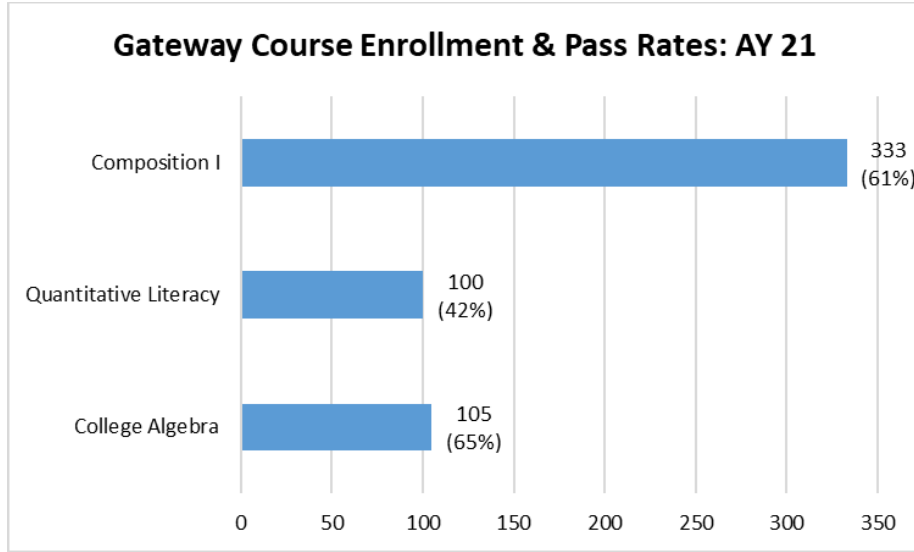
- First-time entering students meet with a Student Services advisor during the registration process. At the time of advising, the Student Services advisor discusses a degree plan with the student.
- During the advisement/registration program, the student will be given a form that lists all developmental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

Support Strategies Offered to Students

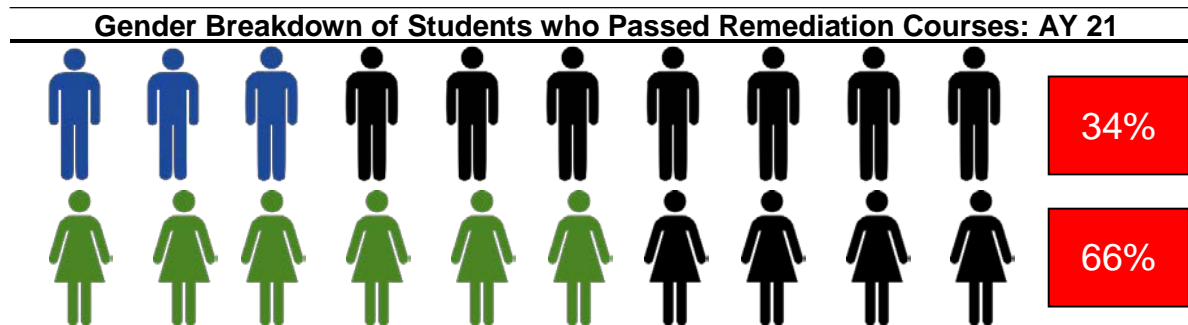
- Early alert system
- First-Year Experience course

Outcomes





*0 indicates FERPA.



Total population: 219



Viable Metrics

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

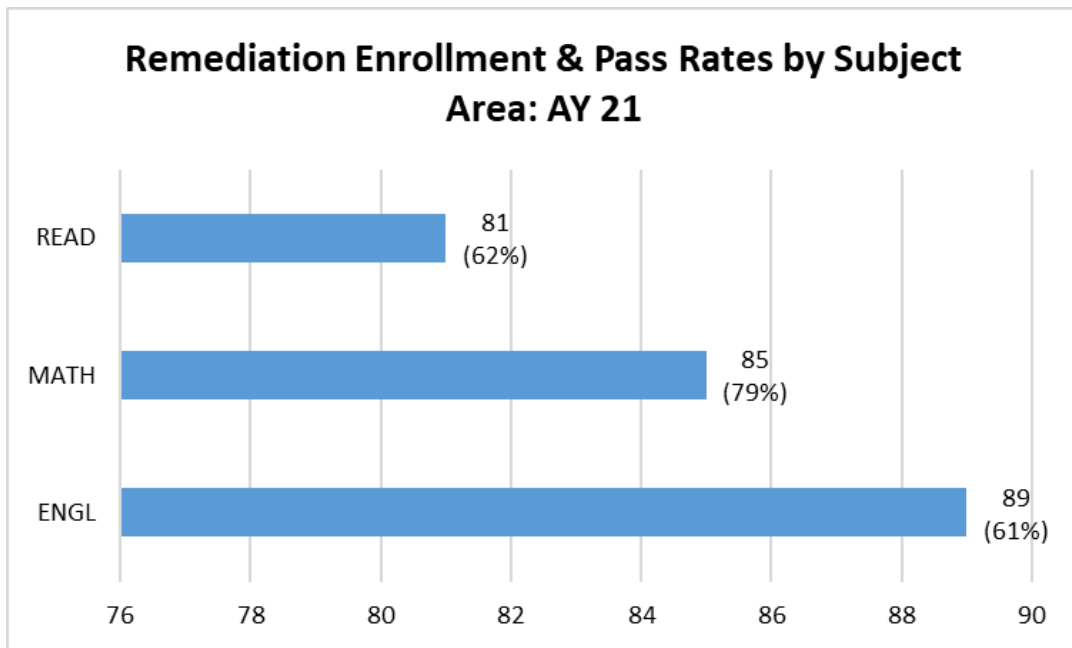
Advising

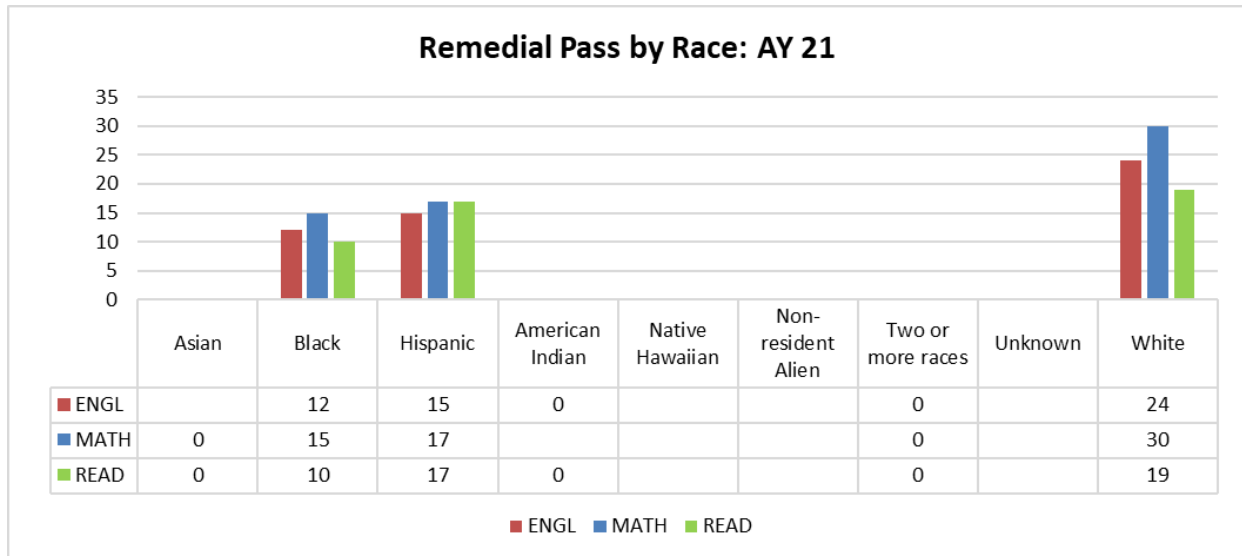
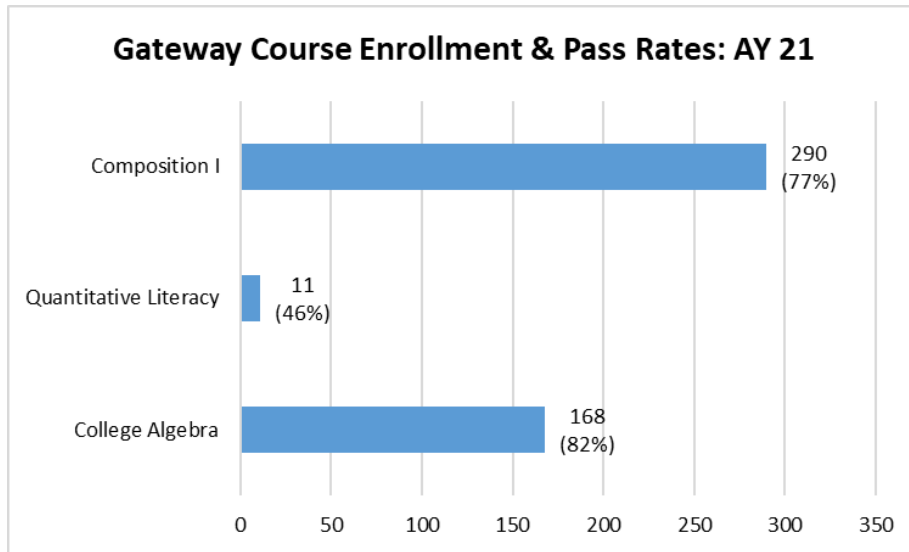
- At initial enrollment, students are advised through Student Services.
- Students are then assigned a personal academic advisor specific to their area of study. The student and advisor will work together to design a customized degree plan.
- The advisor will register the student for classes, and serve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

Support Strategies Offered to Students

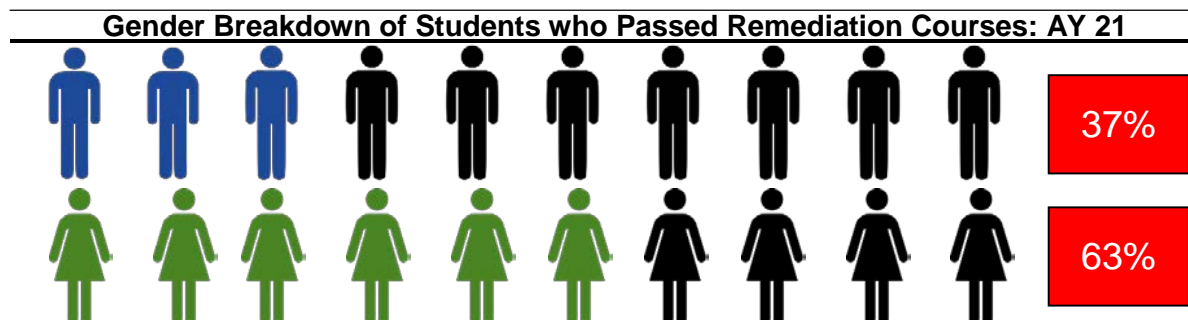
Early alert system	Tutoring Services
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Outcomes





*0 indicates FERPA.



Total population: 171



Viable Metrics

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

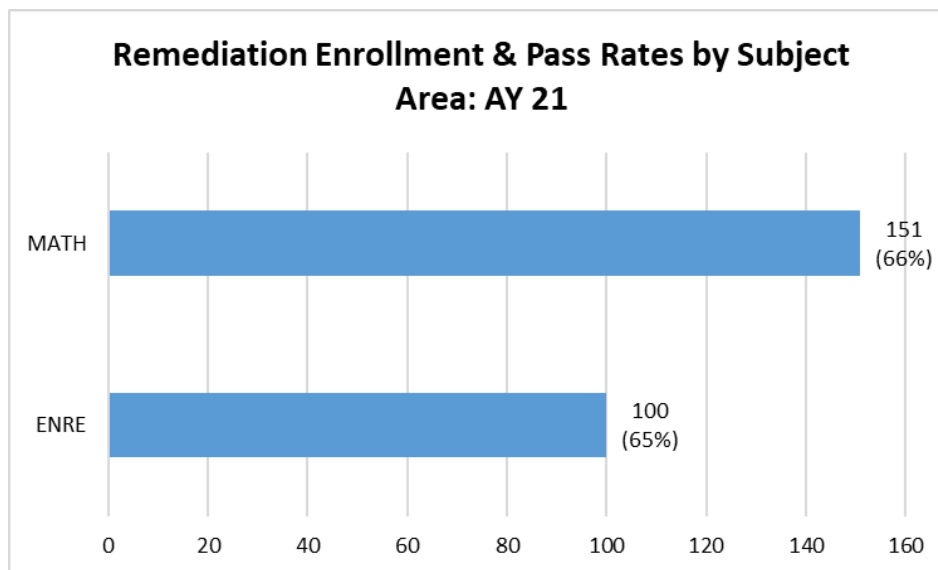
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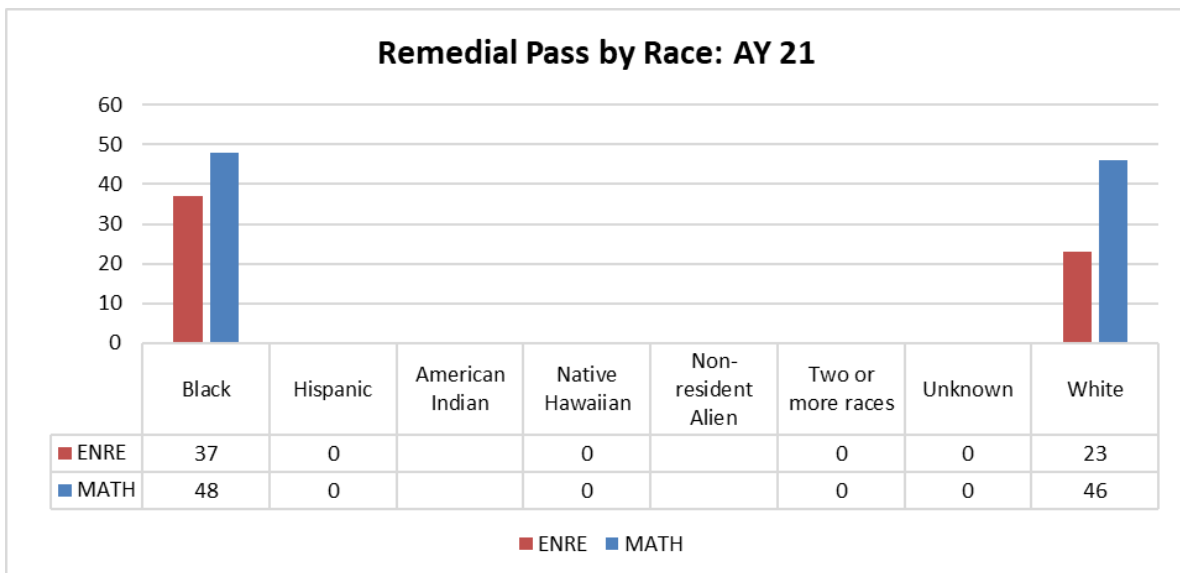
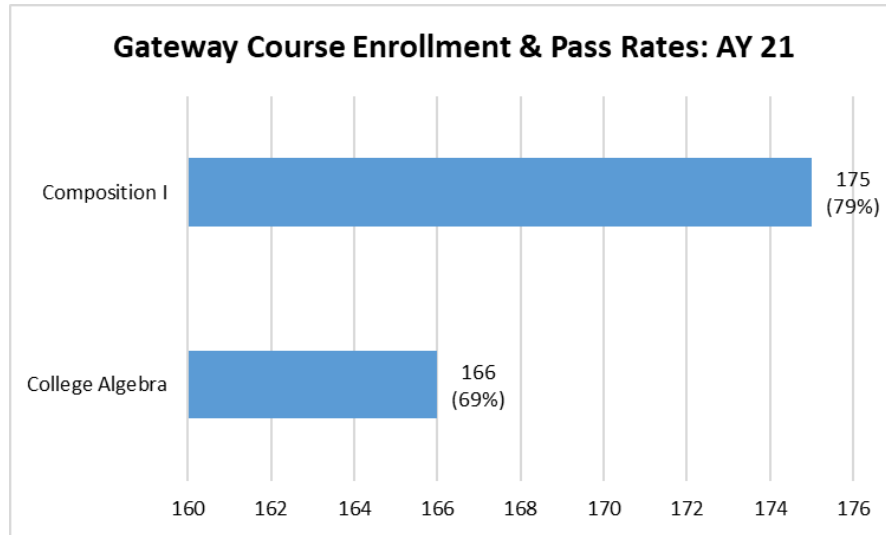
- First-time entering students are required to receive in-depth advising from professional advisors housed in the Student Support Services Complex at EACC, as are undecided and non-degree seeking students.
- Students who are returning and have declared a major are assigned to a faculty advisor within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

Support Strategies Offered to Students

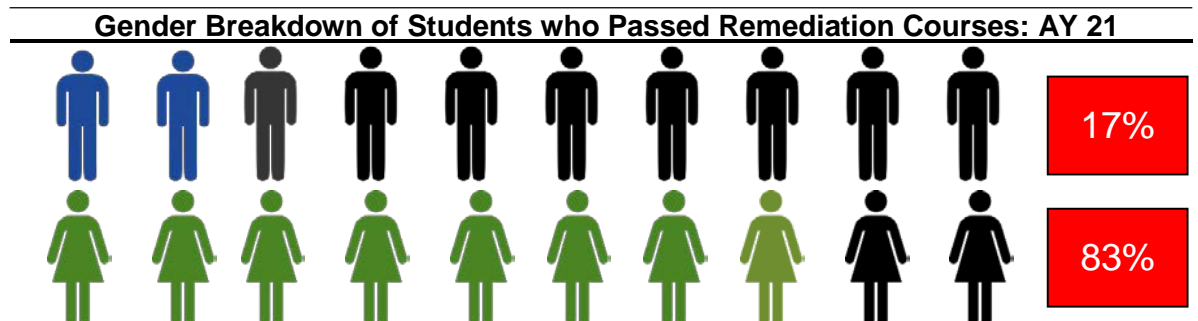
Early alert system	Working Student Success Network
Tutoring services	Career Pathways Initiative

Outcomes





*0 indicates FERPA.



Total population: 165



Viable Metrics

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

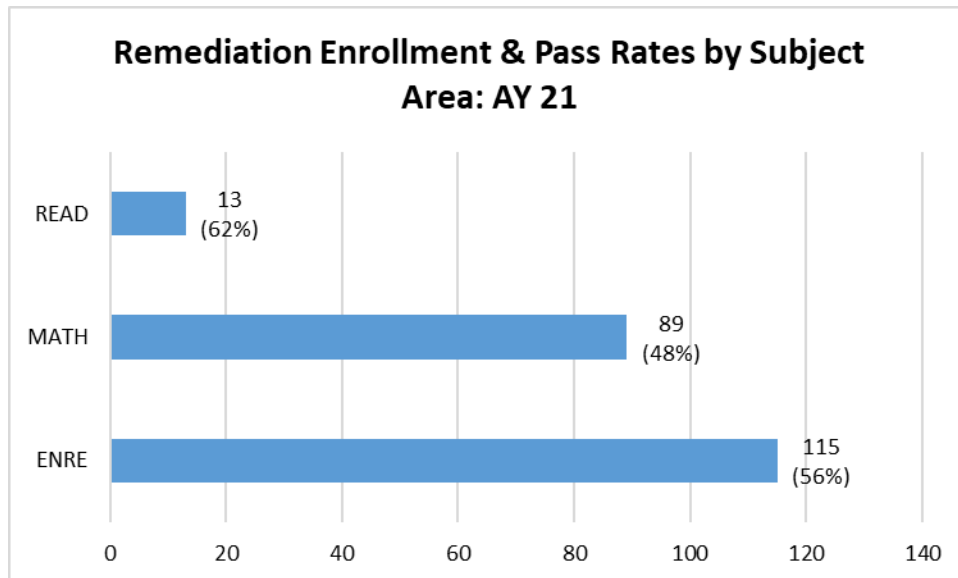
Advising

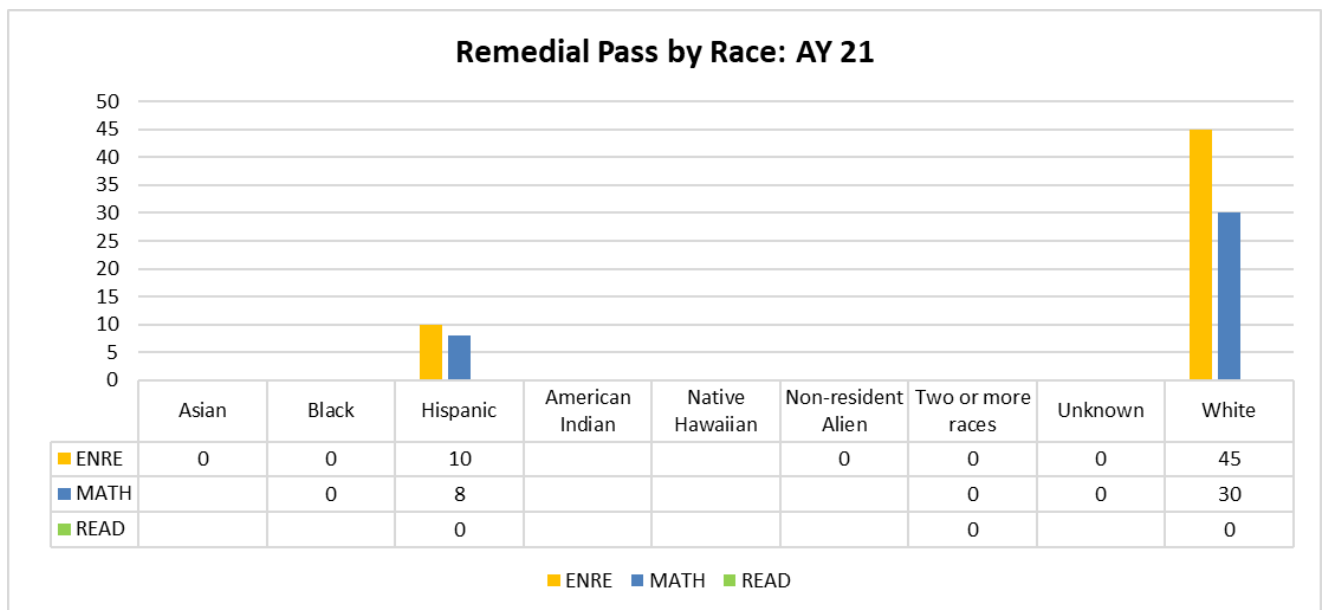
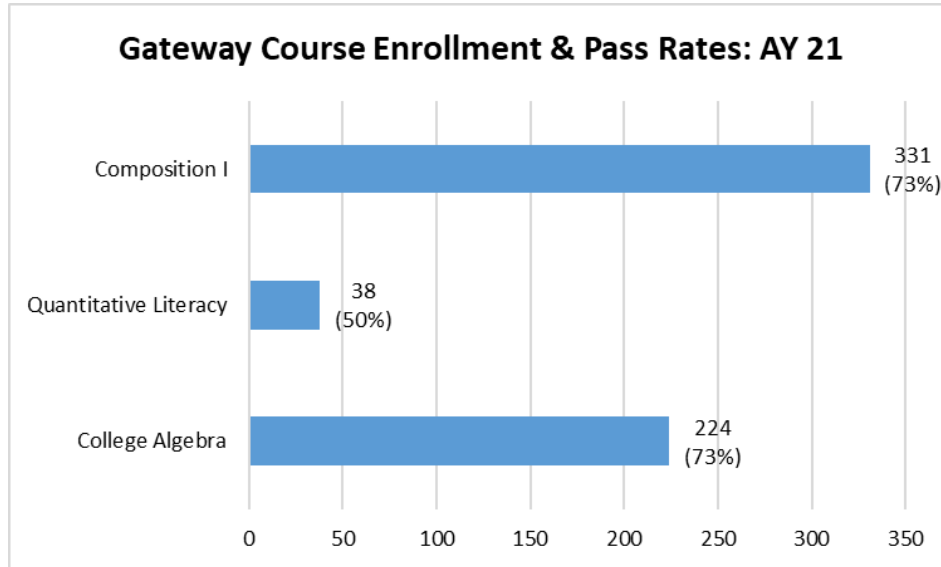
- North Arkansas College has implemented assigned advisors.
- All new or non-continuous students see an institutional advisor when they enroll in their first semester. Students are then assigned to an institutional or faculty advisor based on their major.
- Students are required to meet with an advisor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

Support Strategies Offered to Students

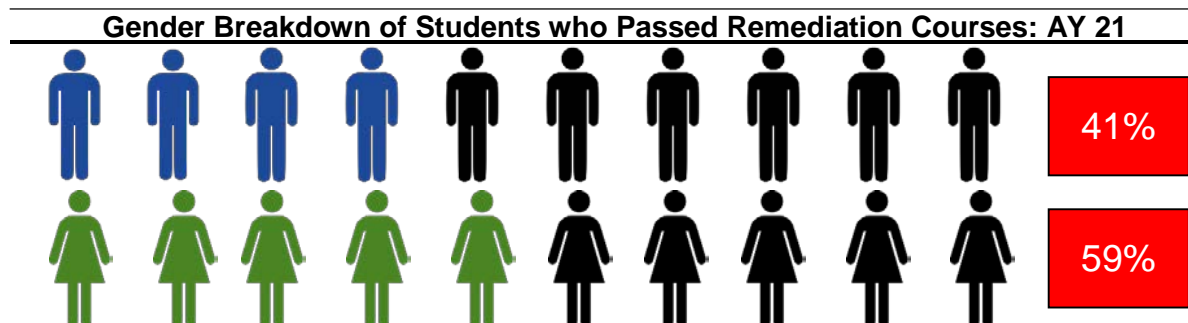
Academic coaches Early alert system

Outcomes





*0 indicates FERPA.



Total population: 115



Viable Metrics

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

Advising

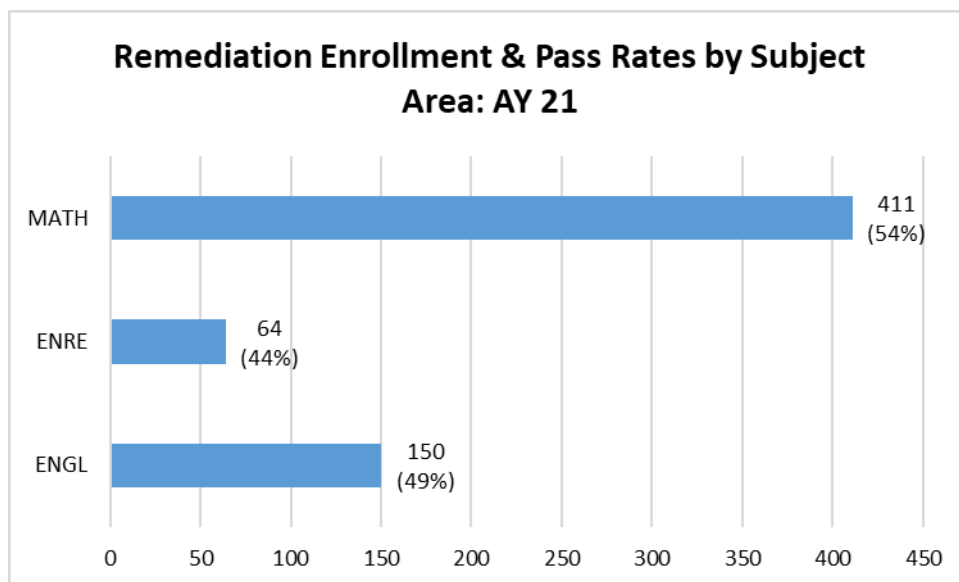
- Students with borderline scores, like those in the Decide category, should be placed in the higher level courses with consideration for the following factors about placement:
 - **Time out of high school** - How long since high school? Students who are more recent high school graduates or GED takers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

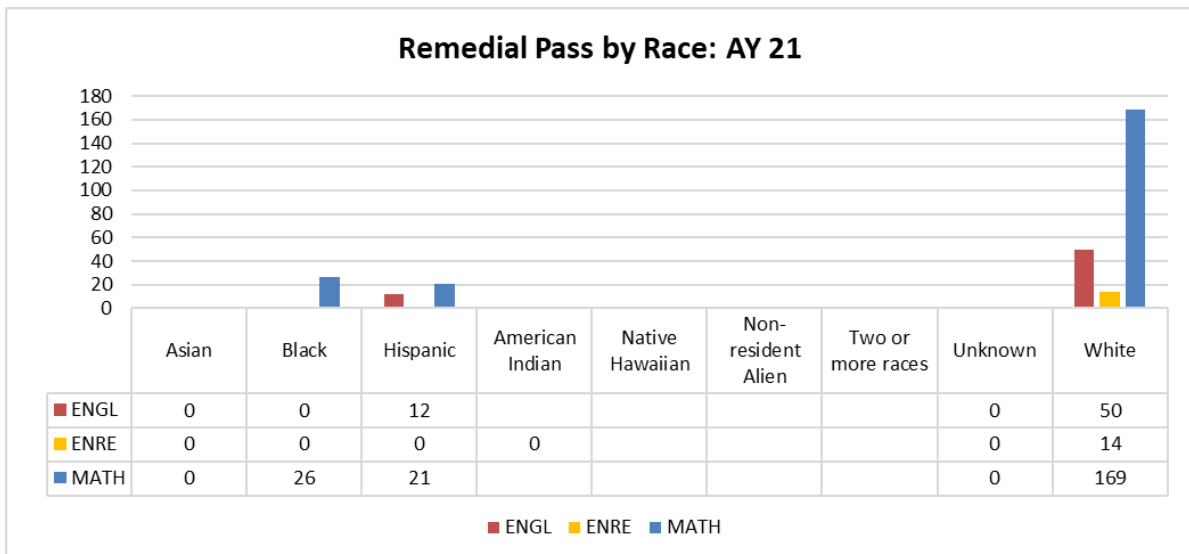
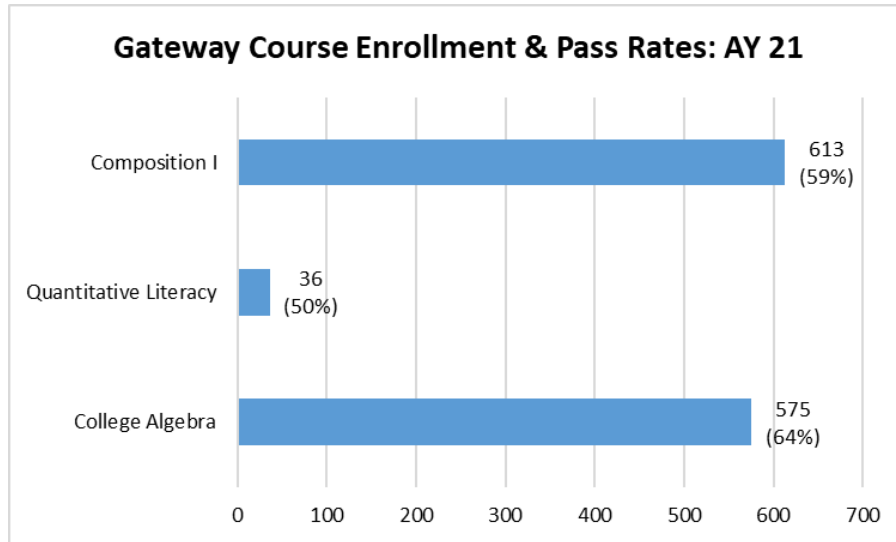
Support Strategies Offered to Students

Early alert system

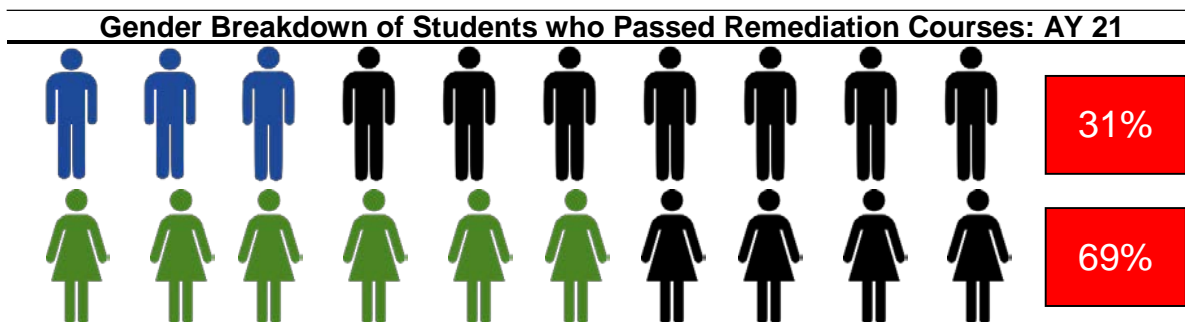
Tutoring Services

Outcomes





*0 indicates FERPA.



Total population: 319



Viable Metrics

Indicator	Indicator Description	Gateway Subject Area
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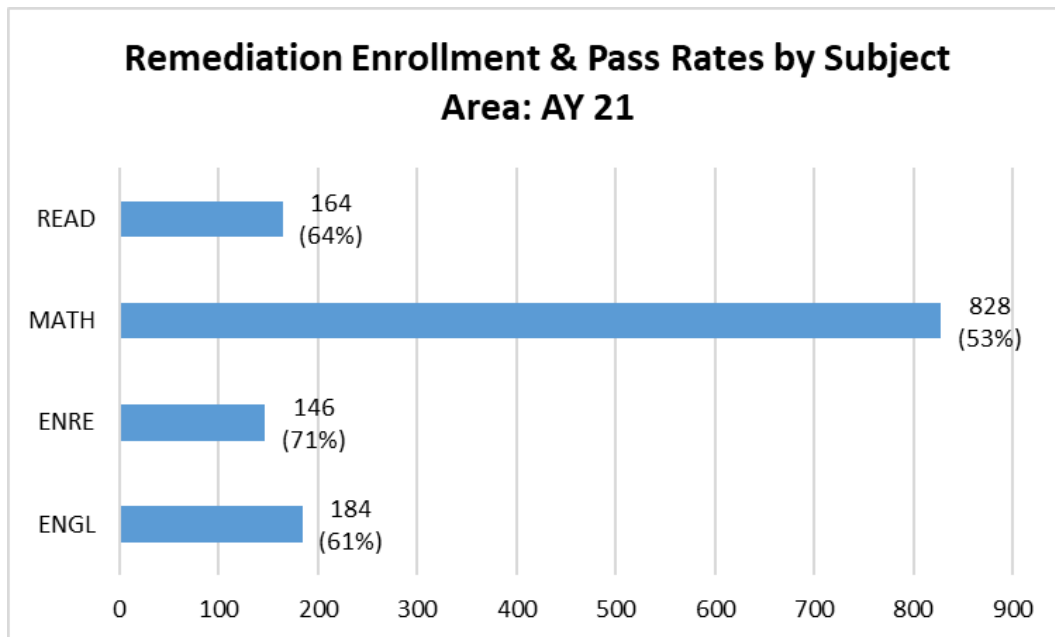
Advising

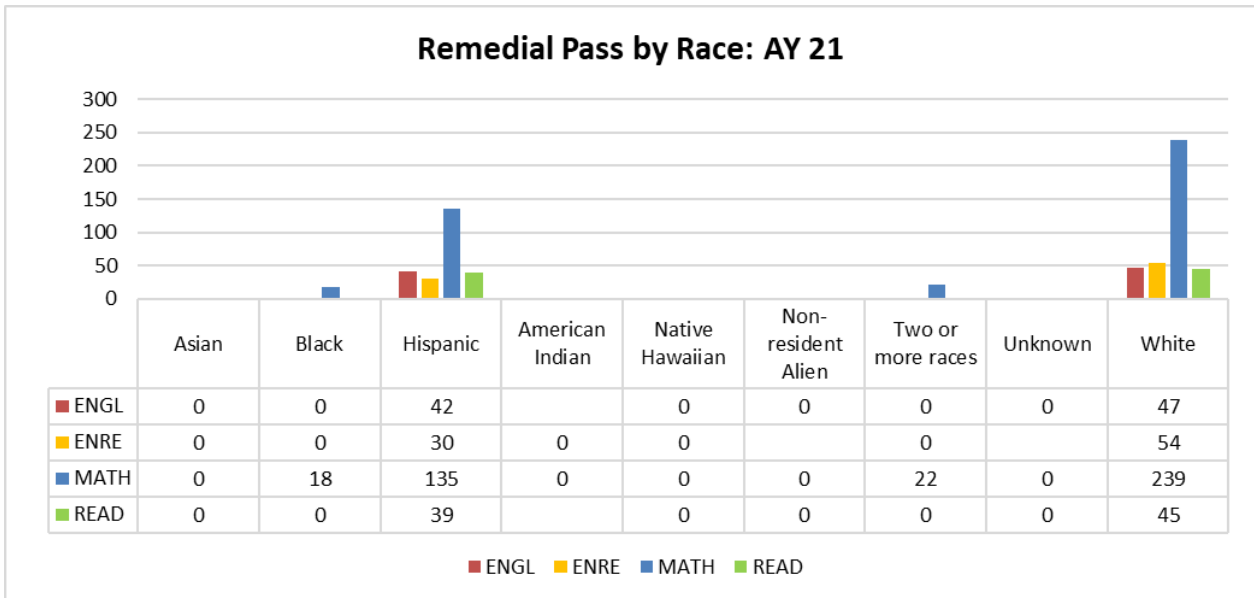
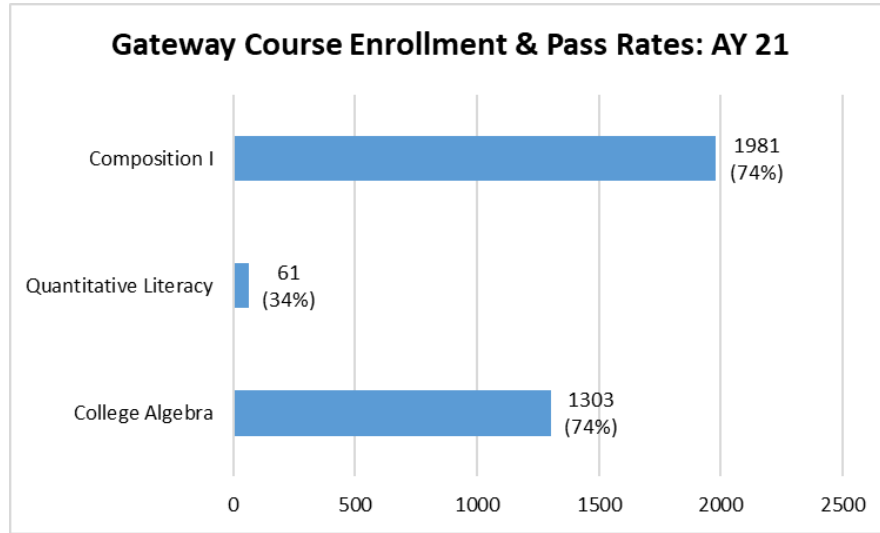
- The plan directs students into a “case-management,” holistic model that is managed by the college’s student support division.
- A student with a demonstrated deficiency in reading, writing, or mathematics (based on Accuplacer or ACT scores) is subject to restricted registration in accordance with the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

Support Strategies Offered to Students

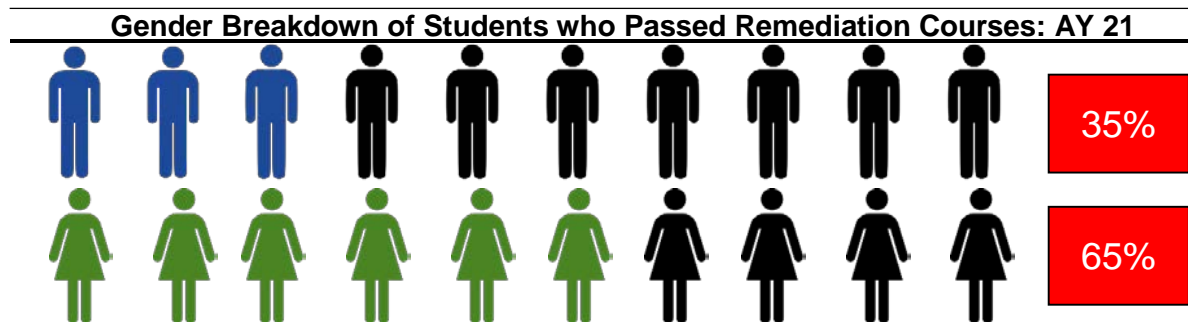
Academic advisors	Math Lab
Early alert system	Writing Center
First-Year Experience course	Tutoring Services

Outcomes





*0 indicates FERPA.



Total population: 749



Viable Metrics

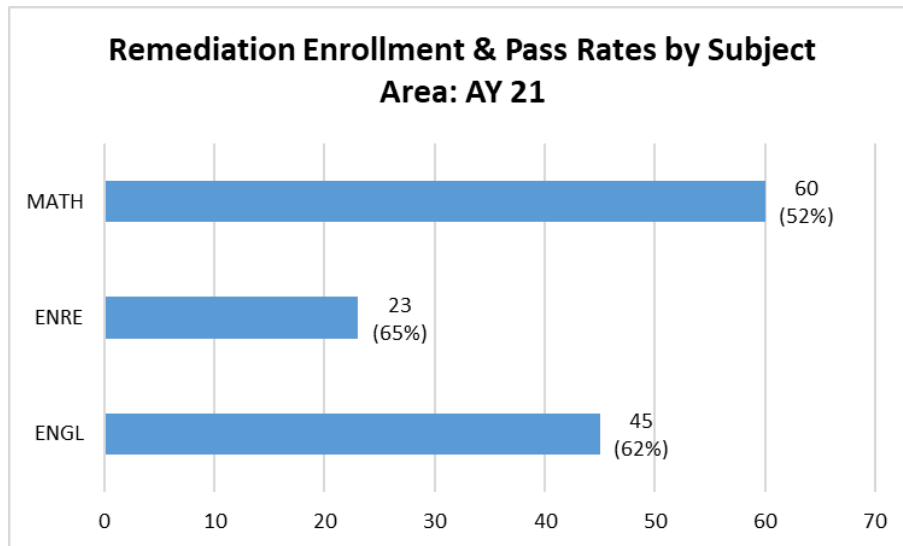
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	Math English
SAT (overall score)	Standardized exam	Math English
COMPASS	Standardized exam	Math English
ACCUPLACER (Overall Score)		Math English
Next-Gen ACCUPLACER (Overall Score)	Standardized exam	Math
High School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

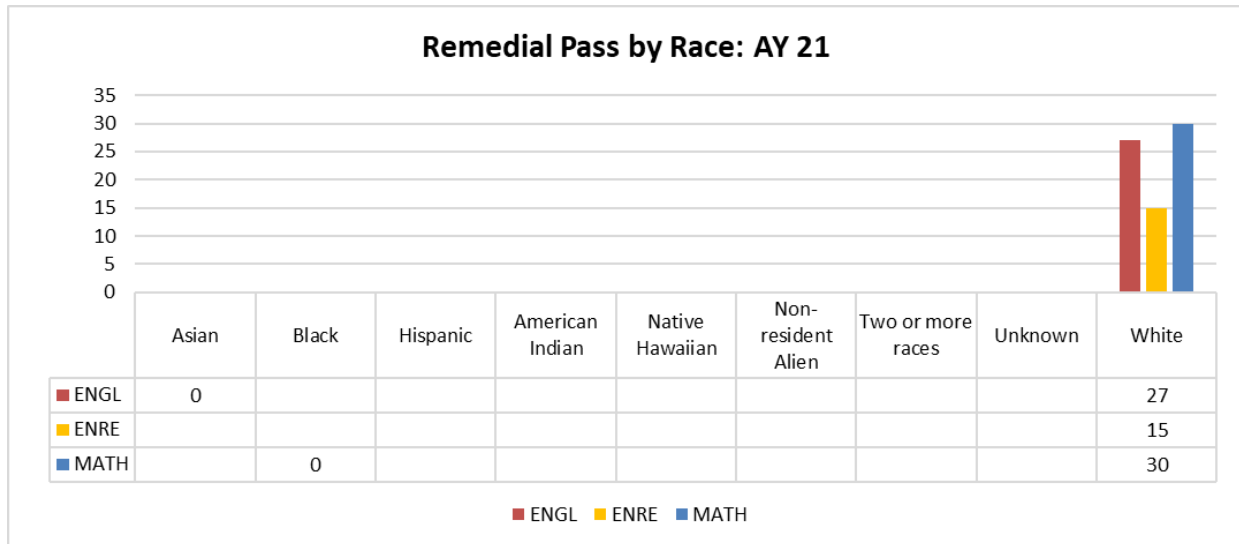
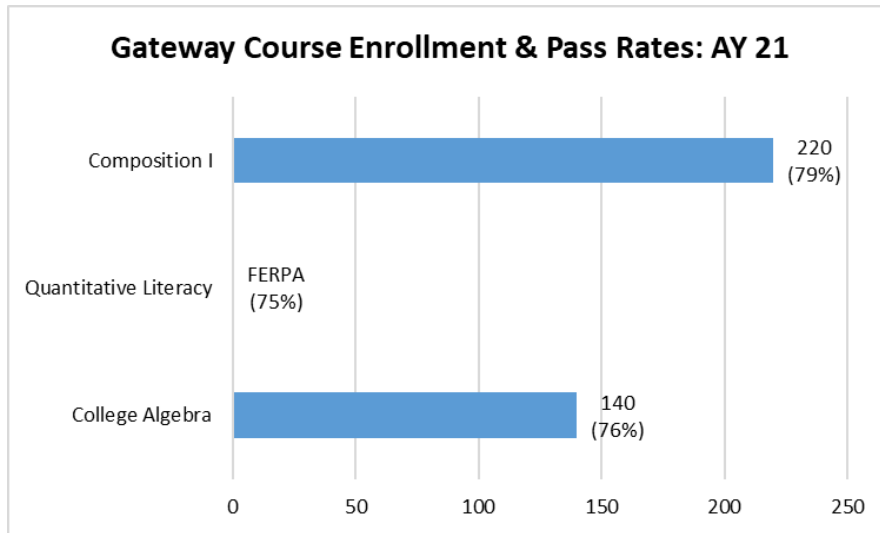
Advising

Support Strategies Offered to Students

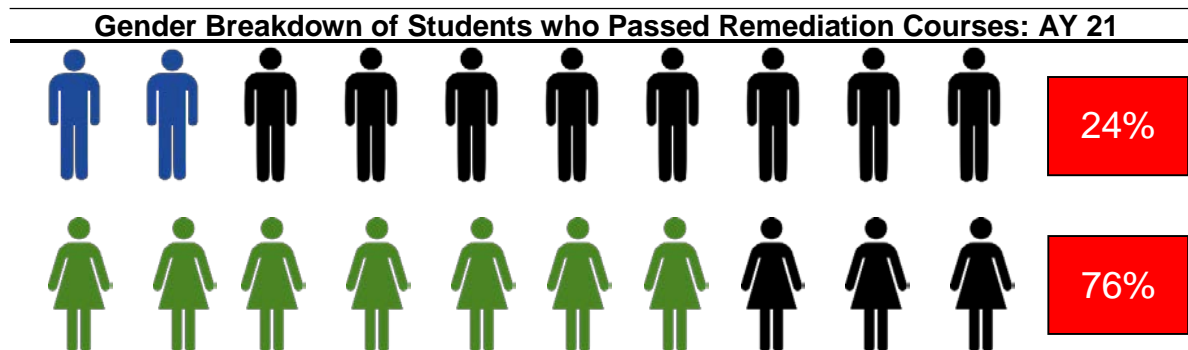
Early alert system	Tutoring Services
Attendance reporting	Math Lab

Outcomes





*0 indicates FERPA



Total population: 74



Viable Metrics

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

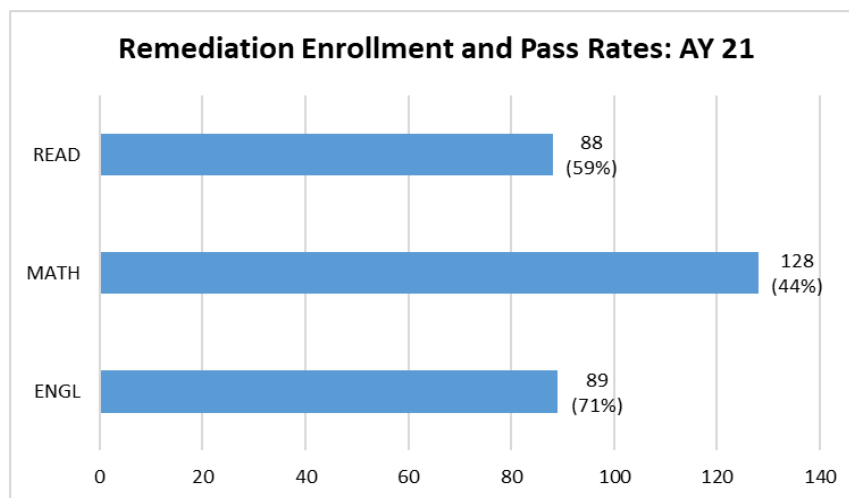
Advising

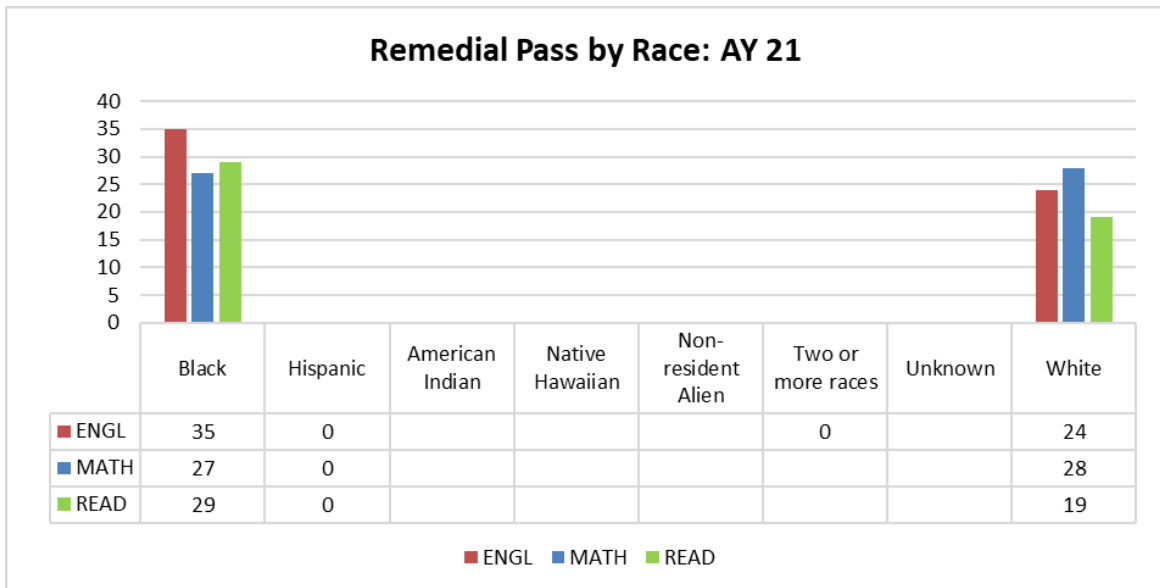
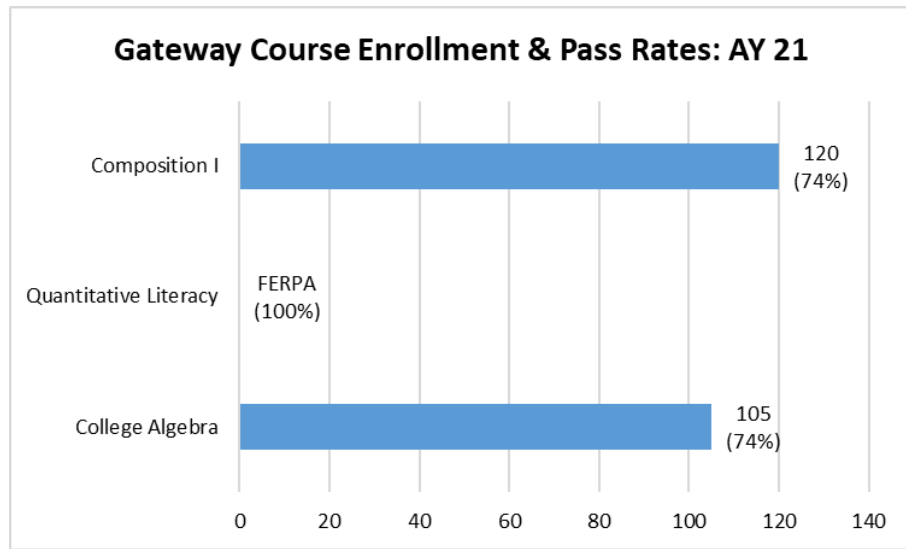
- Once students come to the PCCUA One Stop Center, the advisor role becomes most prominent in the student experience.
- Efforts at this first phase are focused on Planning for Success which include Next Gen Accuplacer Preparation, testing and placement, the assignment of an advisor, referral for disabilities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

Support Strategies Offered to Students

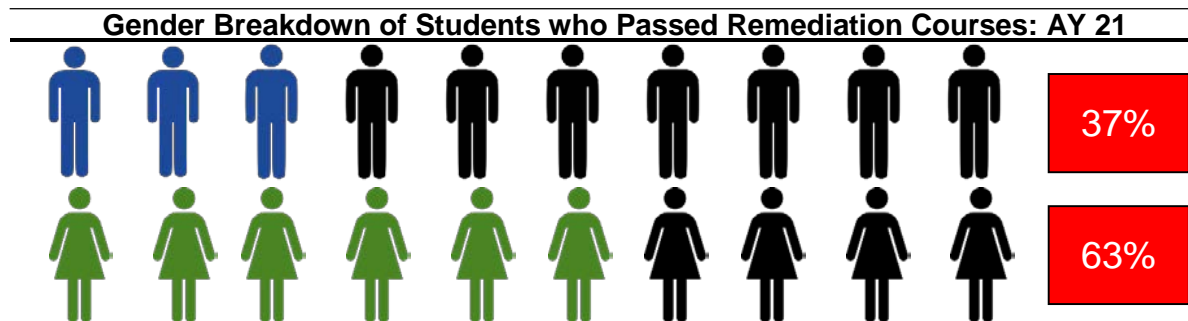
- | | |
|------------------------------|-------------------------|
| Academic advisors | Math Lab |
| Academic workshops | Writing Center |
| Academic coaches | Tutoring Services |
| Early alert system | Individual Career Plans |
| First-Year Experience course | |

Outcomes





*0 indicates FERPA.



Total population: 171



Viable Metrics

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

Advising

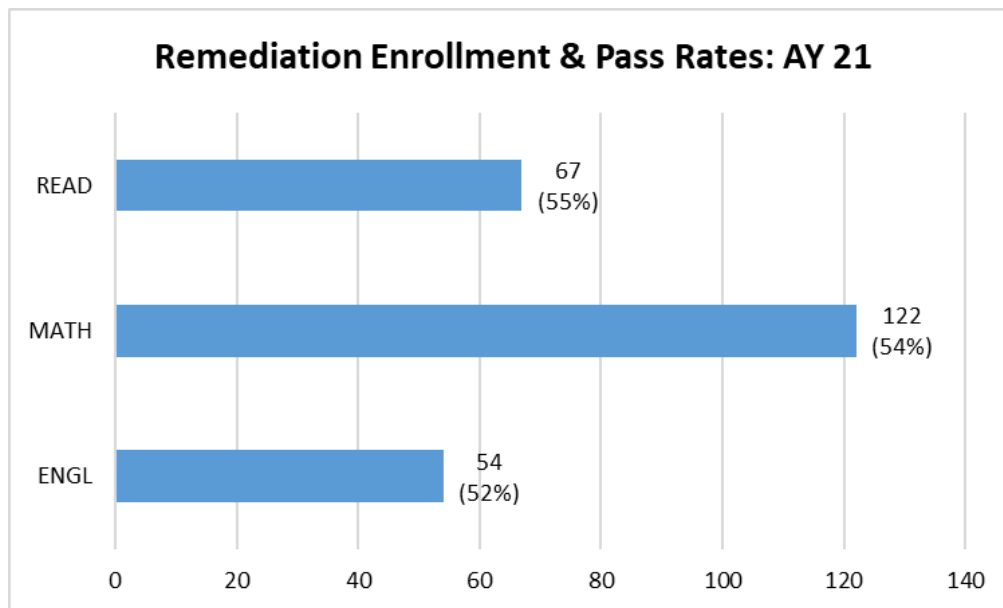
- SouthArk strives to employ a transitional model of advising by blending a variety of styles, depending on the evaluation of student needs.
- Appreciative advising concepts, along with proactive/intrusive advising are woven into student success courses, which are taught primarily during students' freshmen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

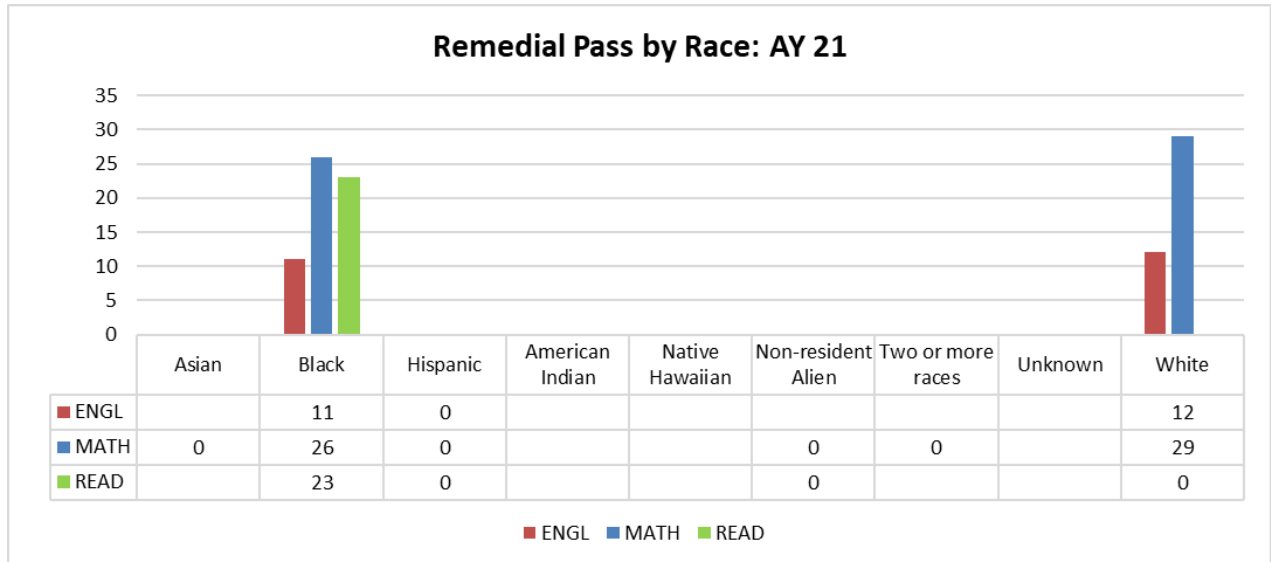
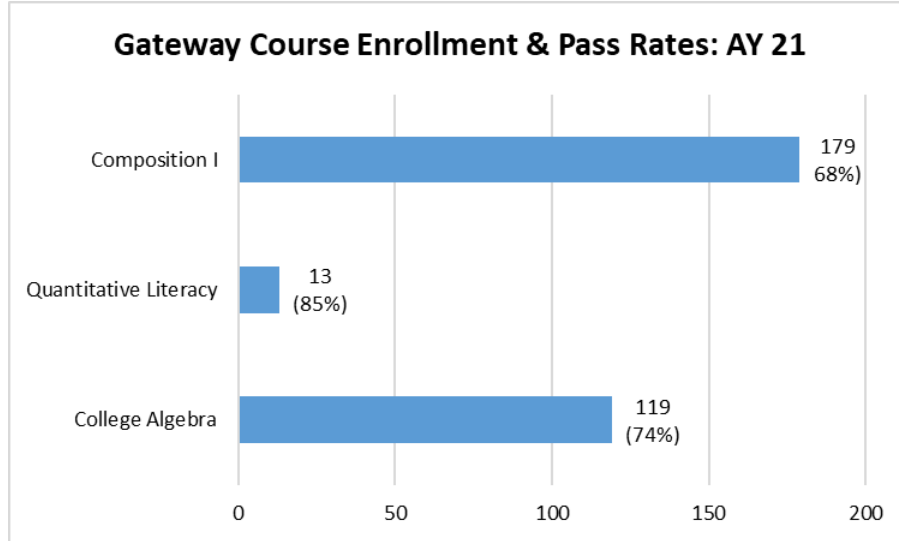
Support Strategies Offered to Students

Early alert system

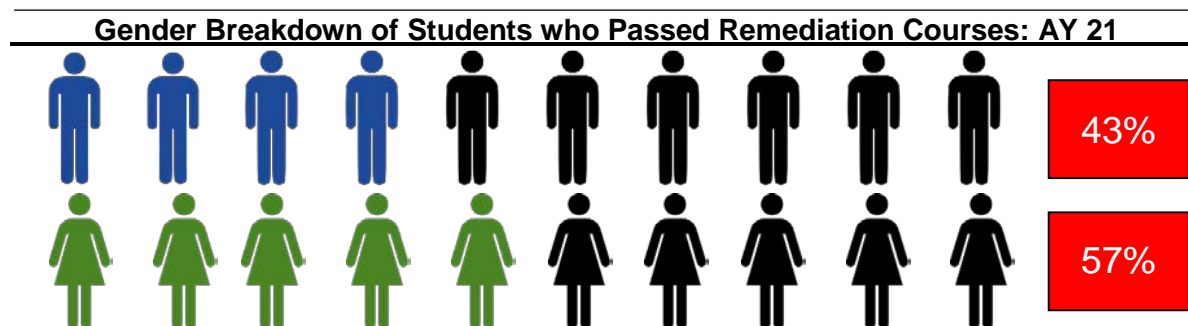
Tutoring Services

Outcomes





*0 indicates FERPA.



Total population: 131



Viable Metrics

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

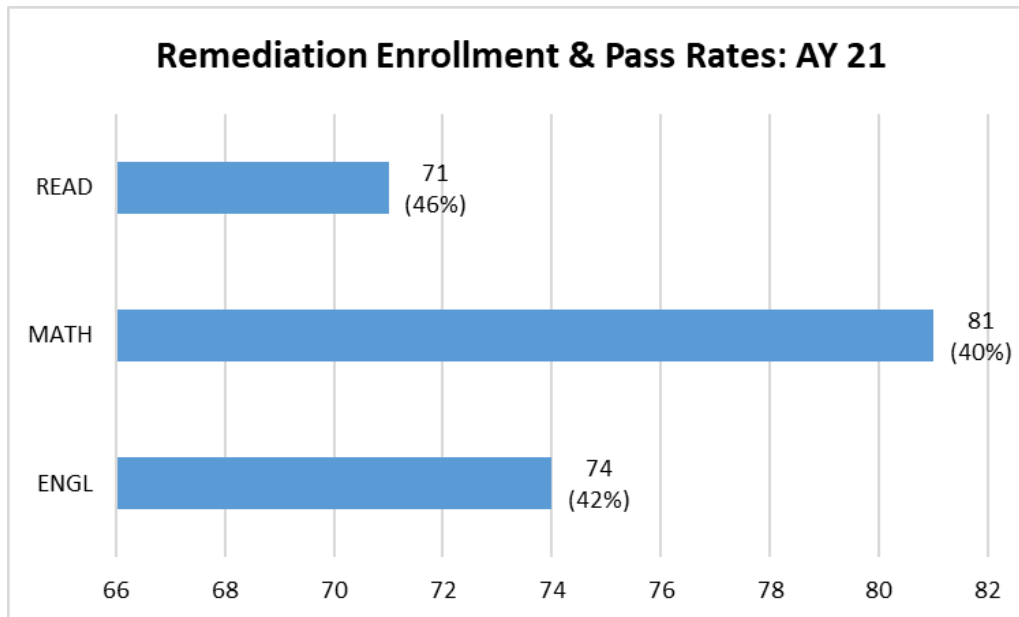
Advising

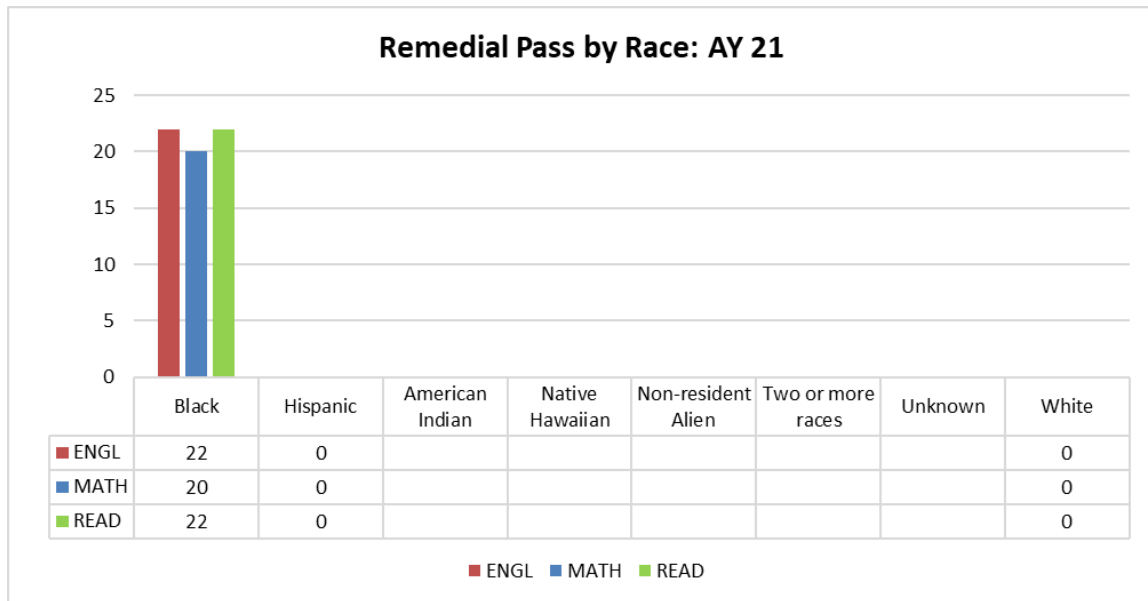
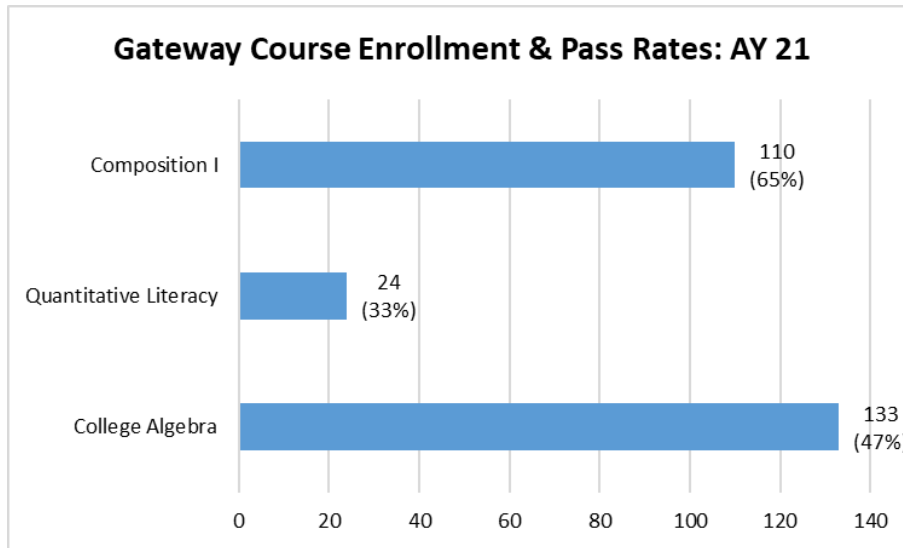
Support Strategies Offered to Students

Early alert system
 Academic advisors
 Tutoring Services

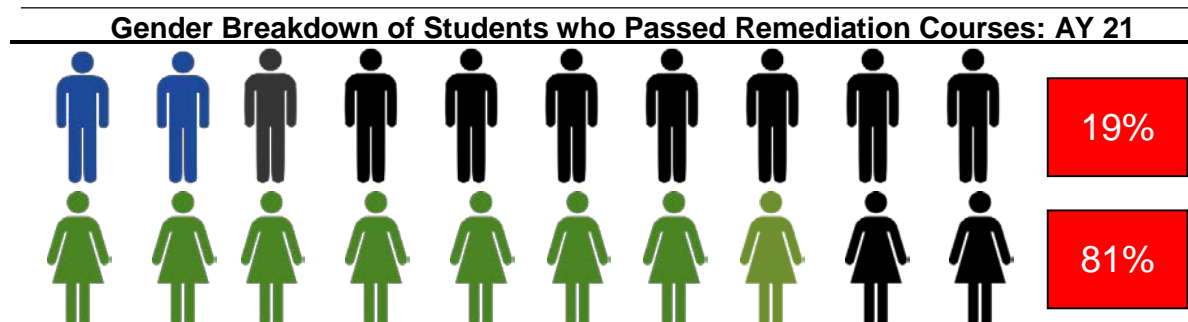
SEARK College Career Pathways
 First-Year Experience course

Outcomes





*0 indicates FERPA.



Total population: 96



Viable Metrics

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

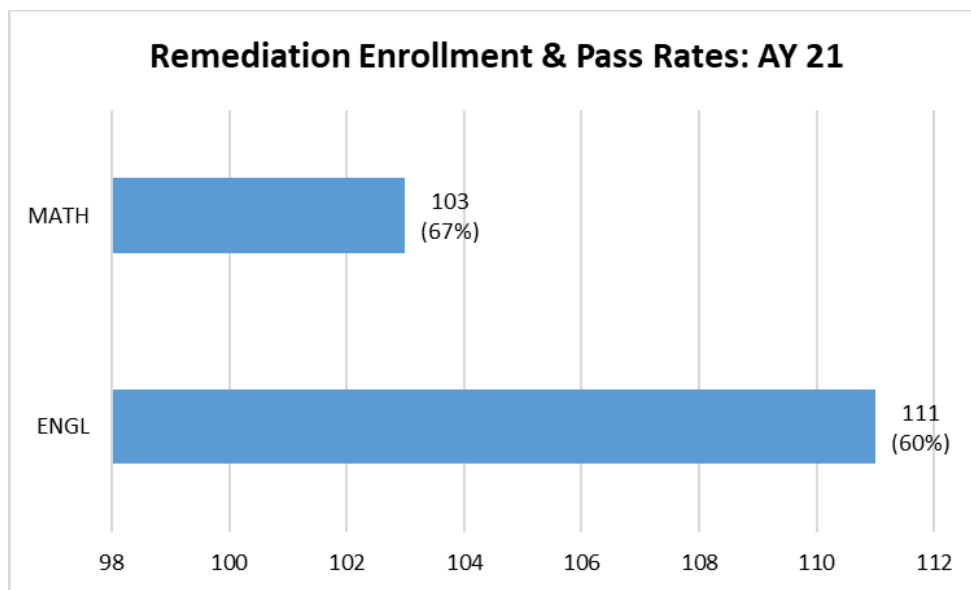
Advising

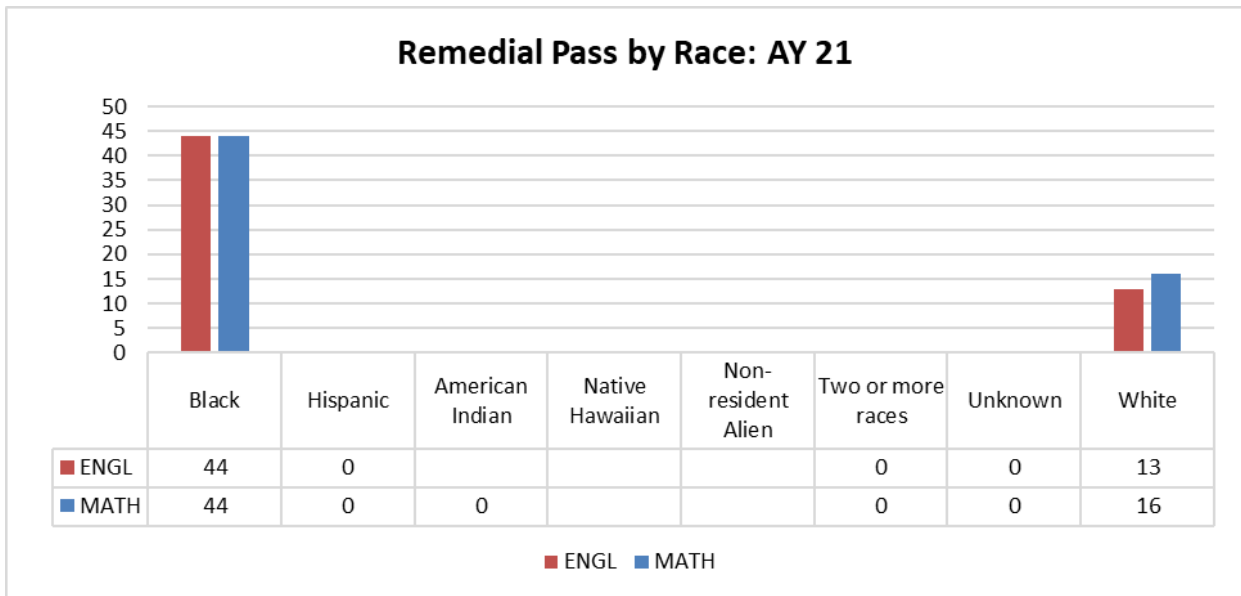
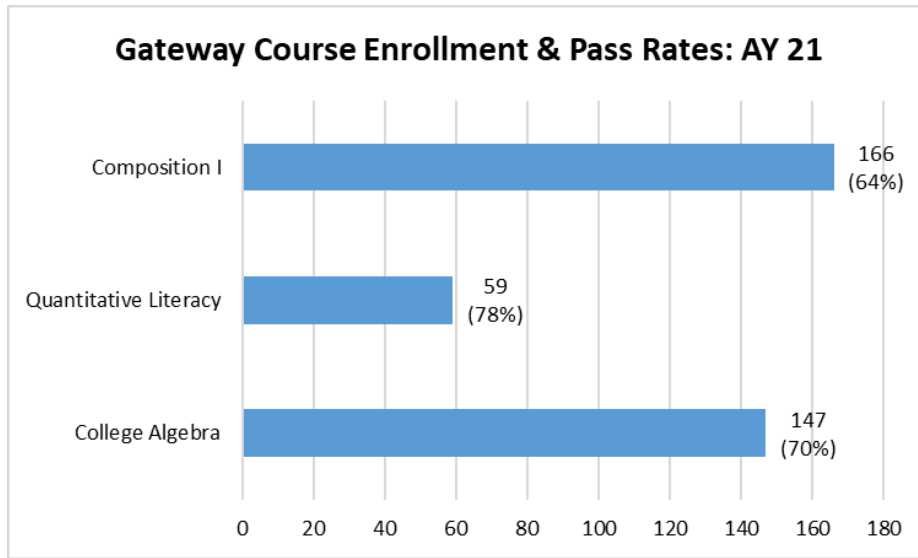
- Students are required to submit placement scores (ACT, ASSET, Compass, ACCUPLACER, or SAT) taken within the last five years.
- Advisors use the placement flowchart to determine placement in English and Math courses, including developmental education courses.
- SAU Tech accepts the highest score among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

Support Strategies Offered to Students

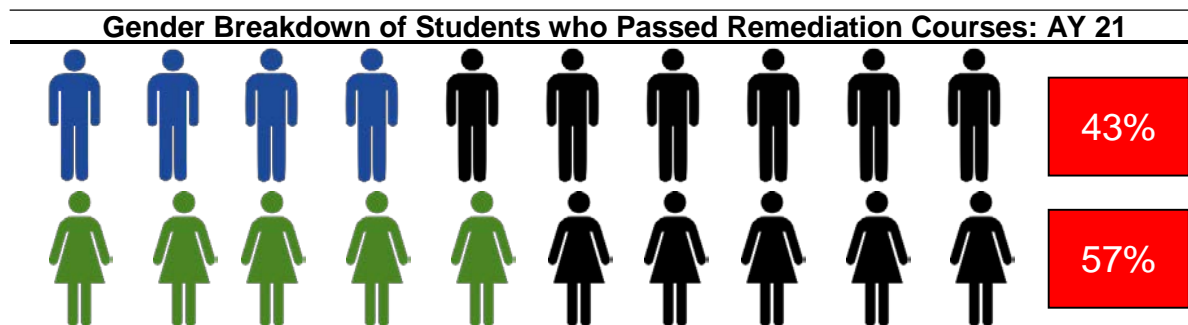
Early alert system	Attendance reporting
First-Year Experience course	Tutoring Services

Outcomes





*0 indicates FERPA.



Total population: 136



Viable Metrics

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

Advising

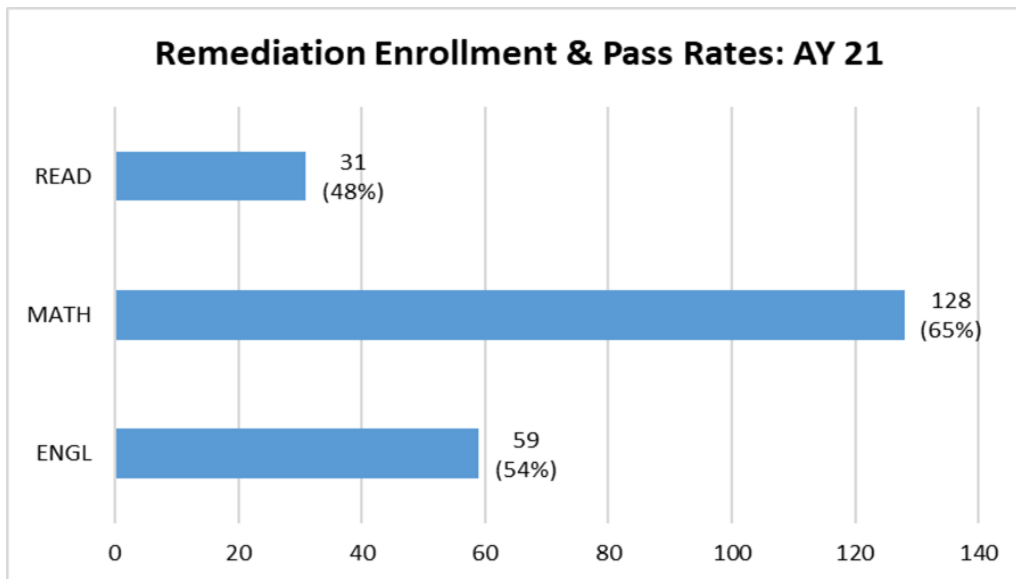
- Using the ACT scale of 0 to 36 with 19 as the college ready point and our existing developmental placement scores we established equivalencies for Accuplacer.
- Once Accuplacer scores were established work began to determine what measures, beyond nationally normed entrance exams, would be used.
- The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

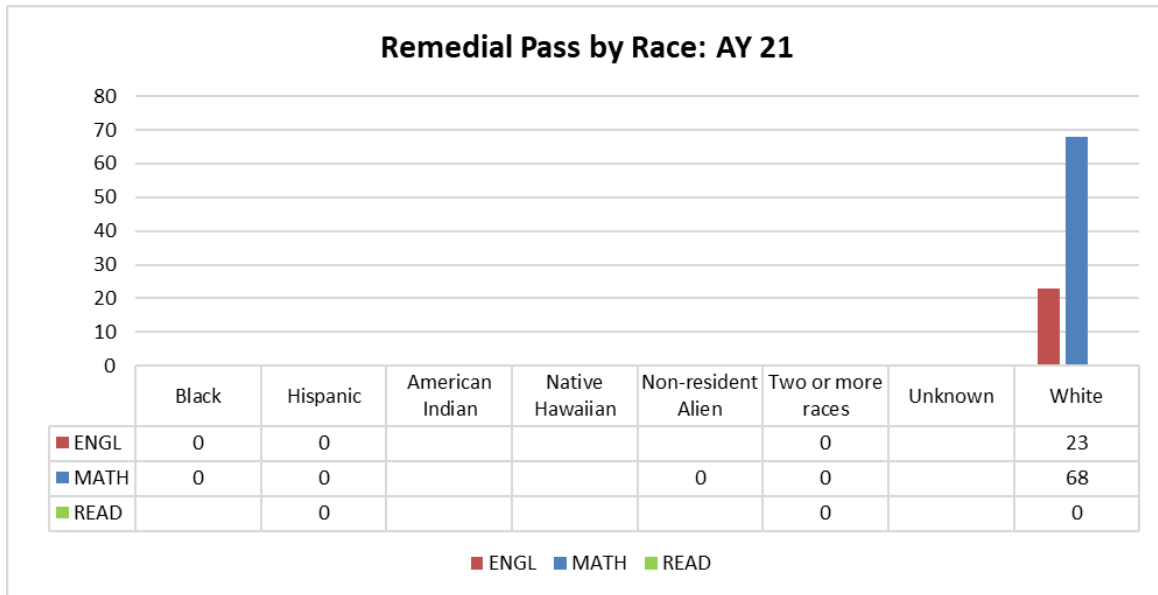
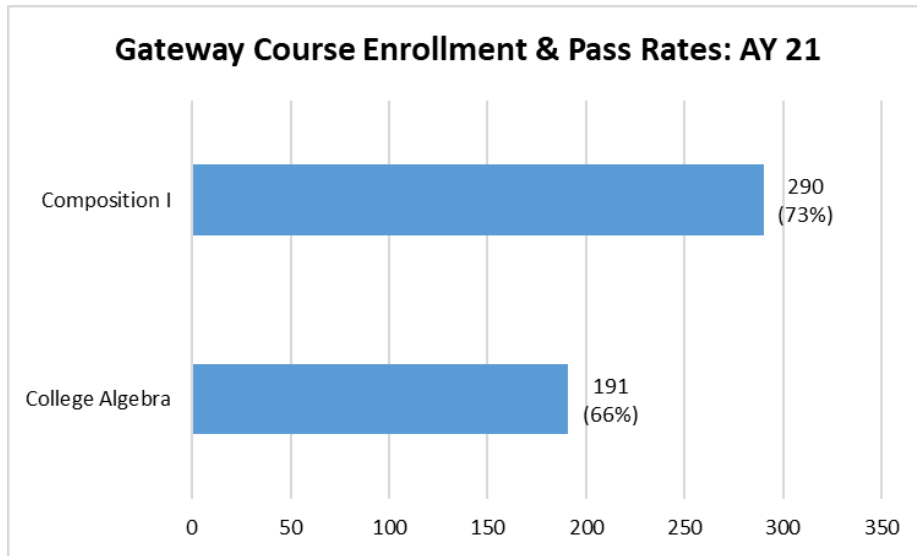
Support Strategies Offered to Students

Academic advisors
Early alert system

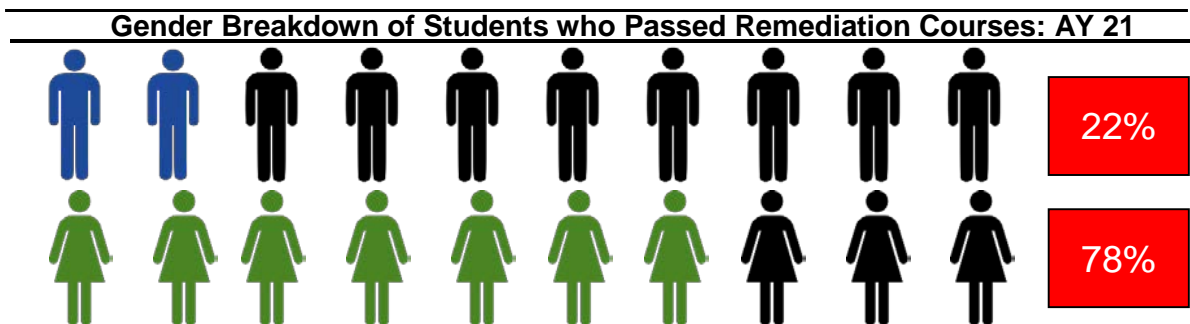
Writing Center
Career Pathways Initiative

Outcomes





*0 indicates FERPA.



Total population: 130



Viable Metrics

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

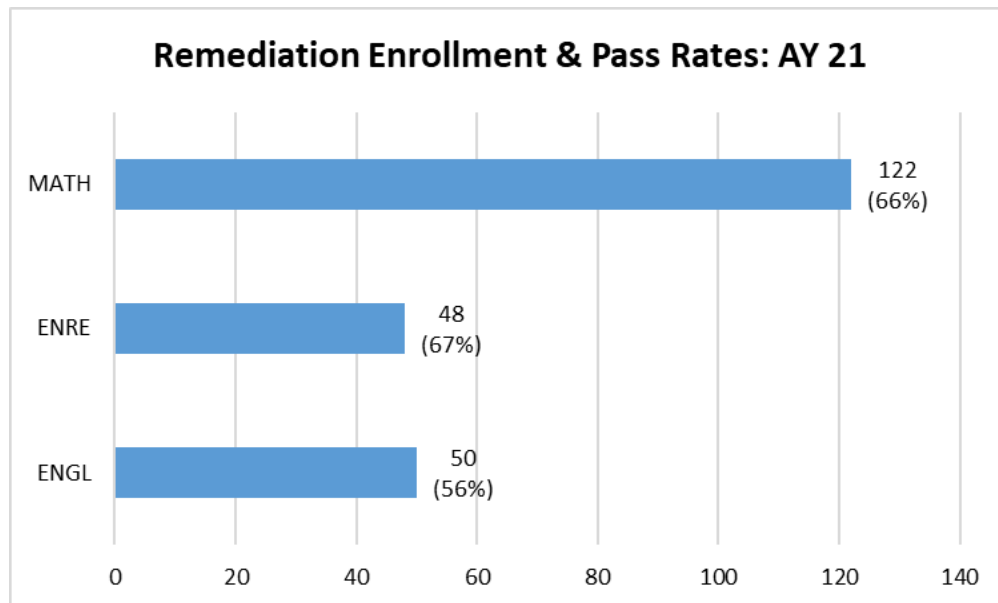
Advising

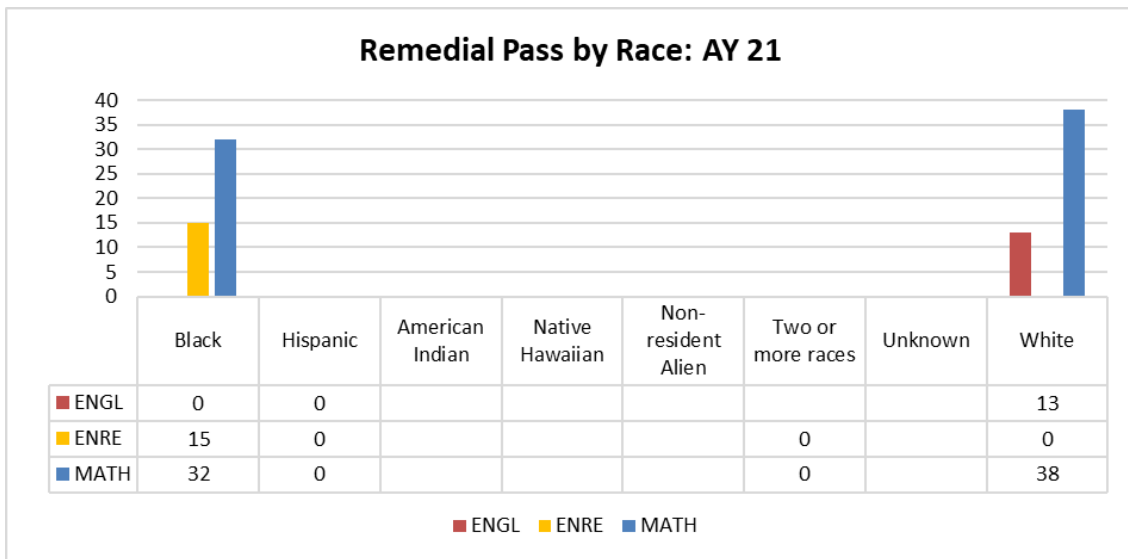
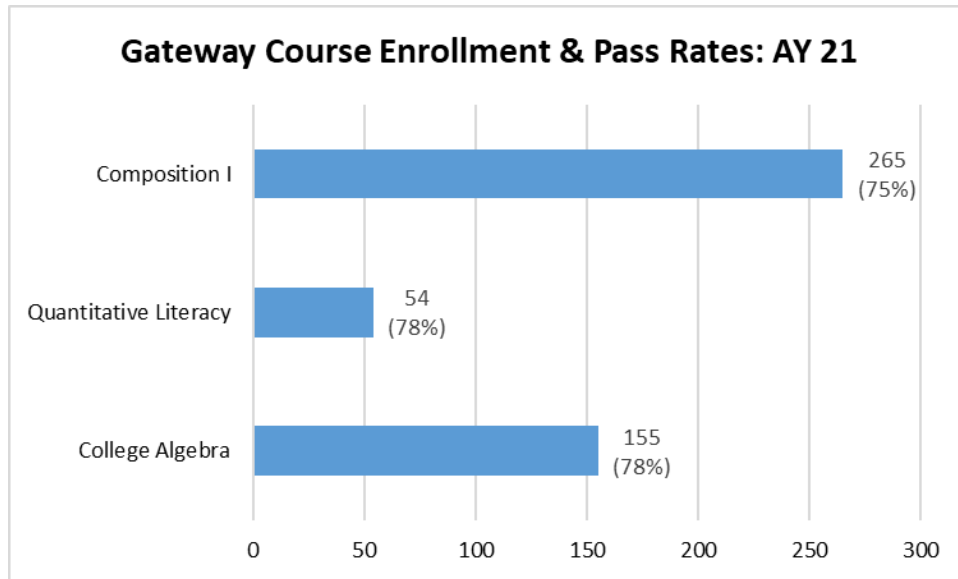
- UAHT is currently working under a hybrid-advising model where both the advising center and faculty advisors are providing service. Previously advisors were assigned a faculty member in the area most closely related to the student’s proposed major field of study.
- Currently, UAHT is in the early stage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

Support Strategies Offered to Students

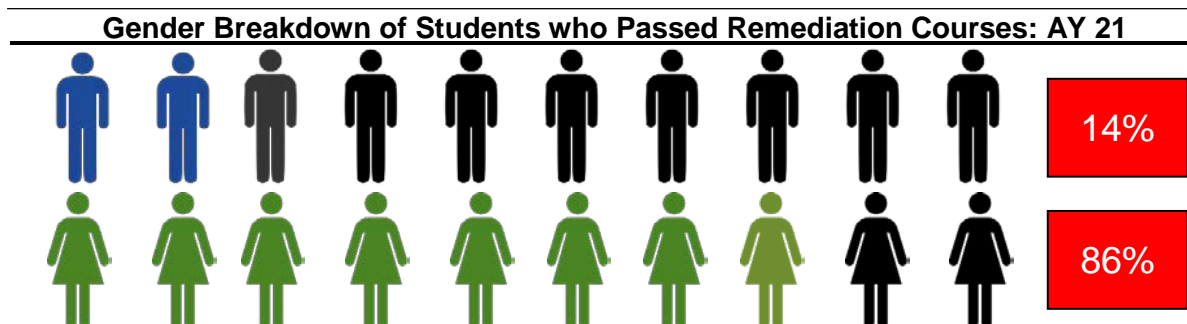
Academic Advisors	Mid-term grade reporting
Tutoring Services	Career Center
Attendance reporting	Career Pathways Initiative
Early alert system	

Outcomes

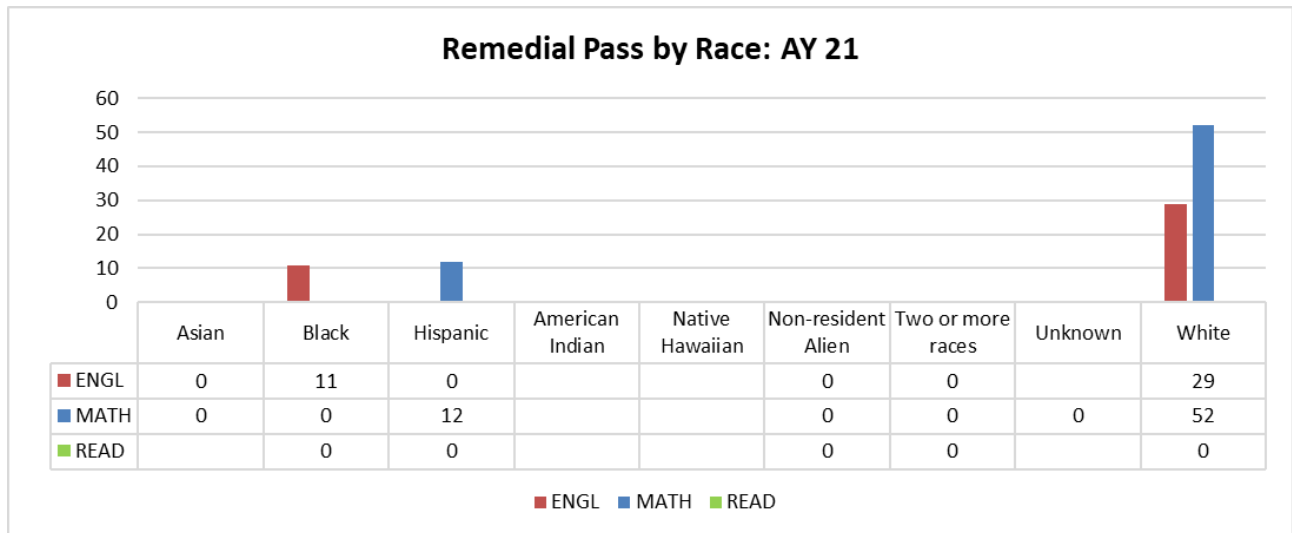
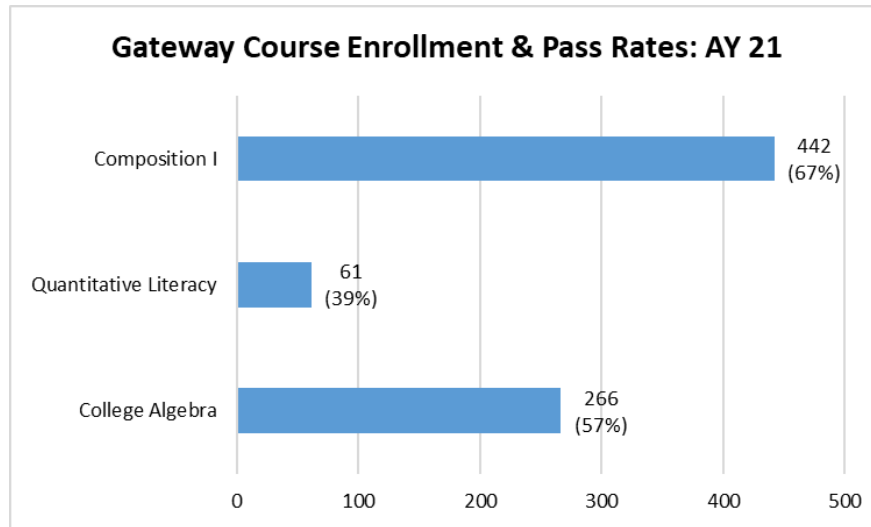




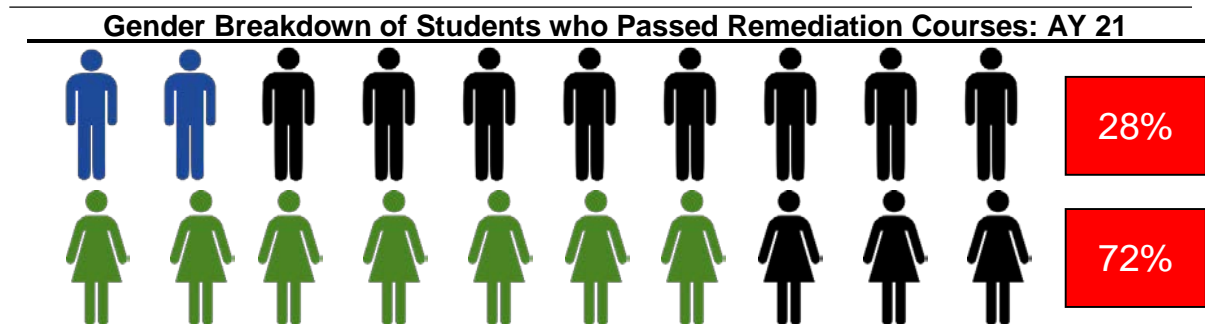
*0 indicates FERPA.



Total population: 140



*0 indicates FERPA.



Total population: 158



Viable Metrics

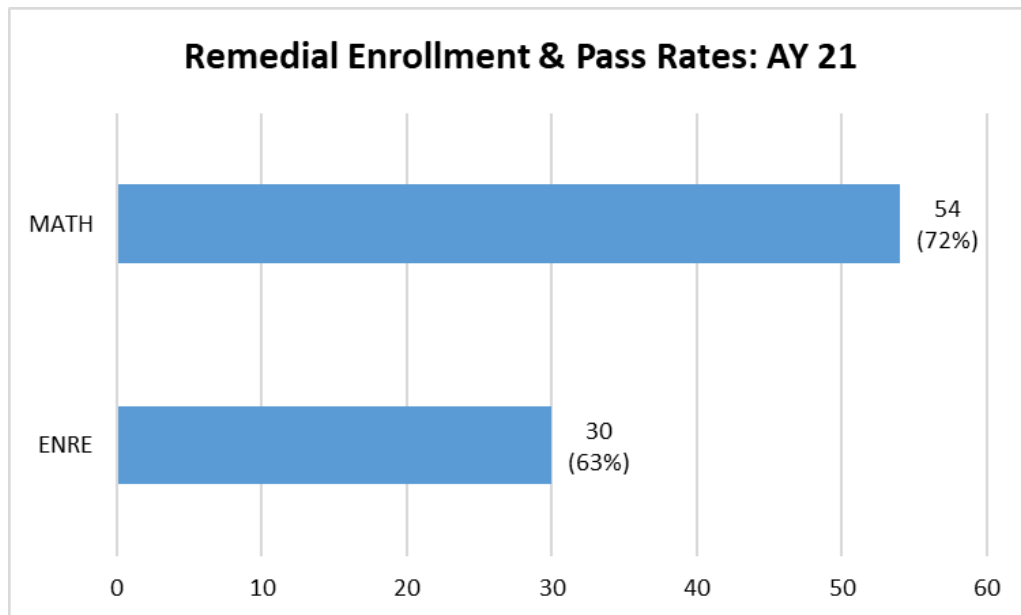
Indicator	Indicator Description	Gateway Subject Area
ACT (Overall Score)	Standardized exam	All
ACCUPLACER (Overall Score)	Standardized exam	All
SAT (Overall score)	Standardized exam	All
COMPASS	Standardized exam	All
HS GPA (Overall)	GPA	All
Other	Age at entry	All
Other	Faculty Interview Rubric	All
Other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

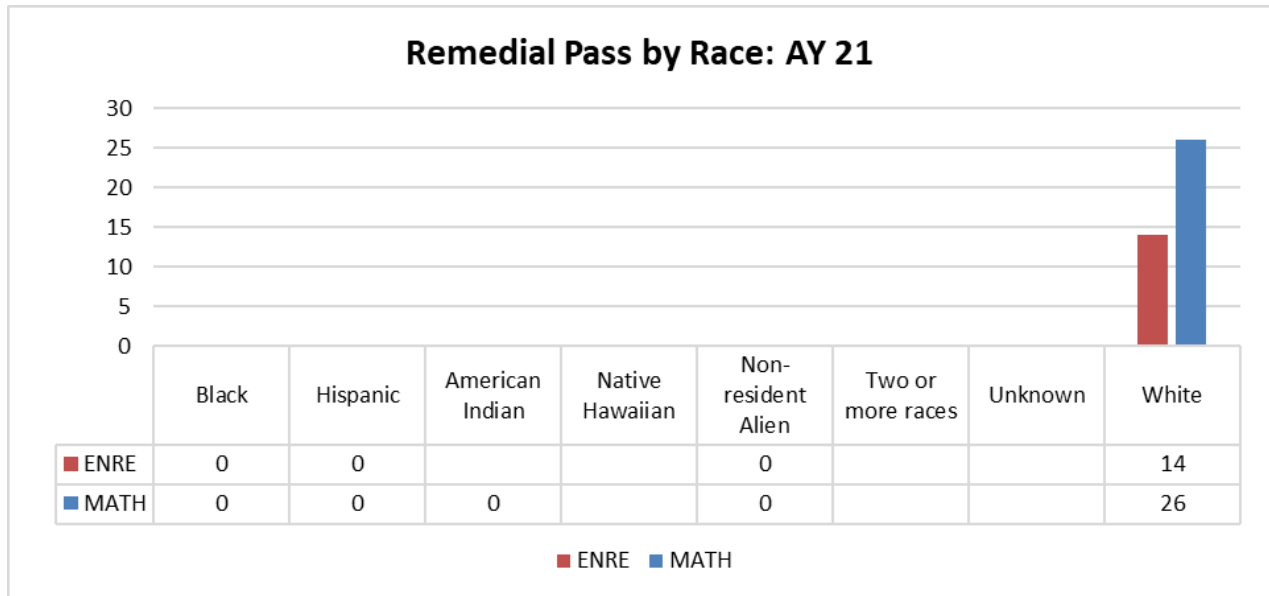
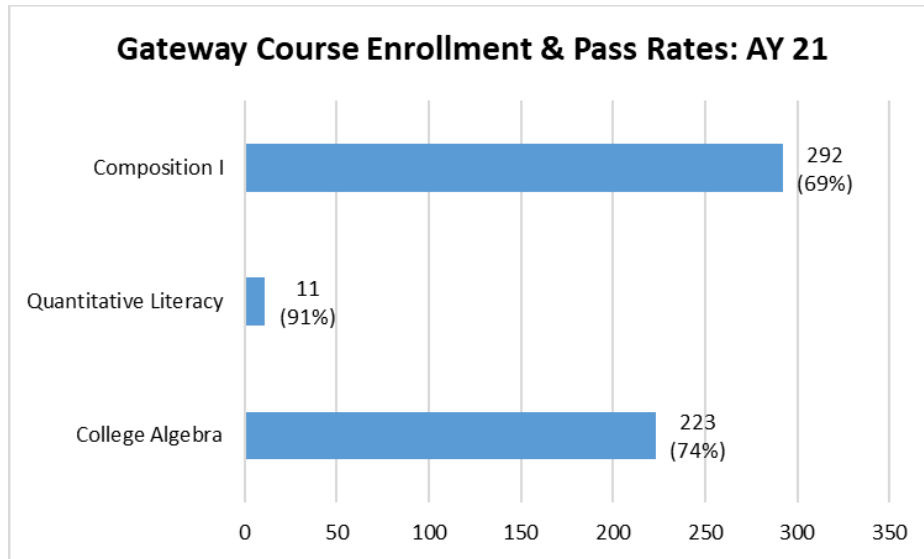
Advising

Support Strategies Offered to Students

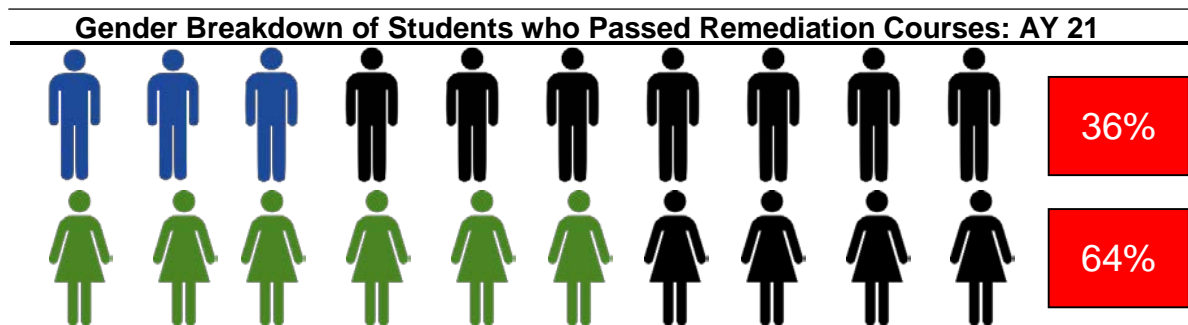
Attendance reporting	Writing Center
Tutoring Services	Mid-term Grade reporting

Outcomes





*0 indicates FERPA.



Total population: 58



Viable Metrics

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

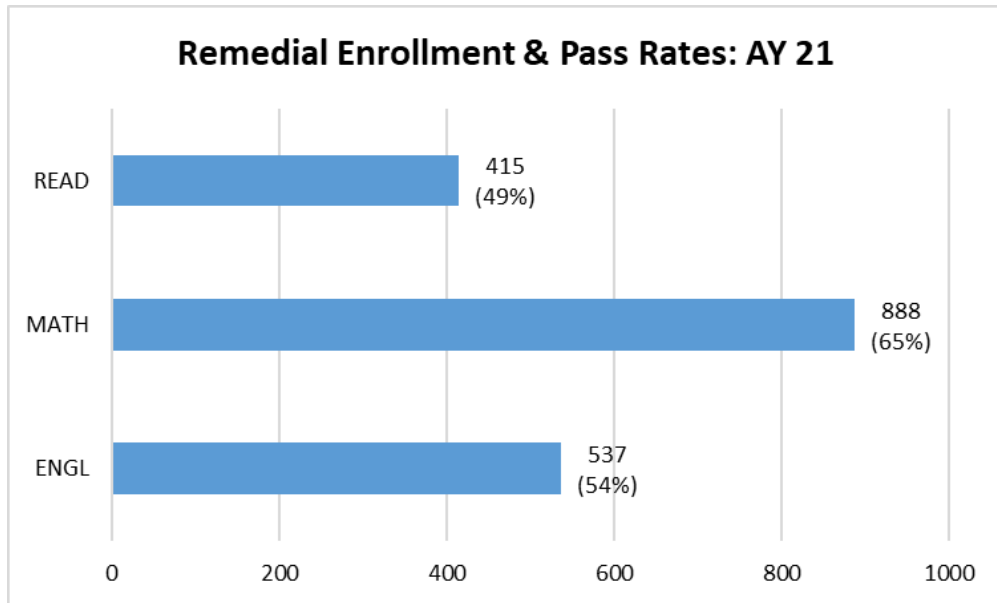
Advising

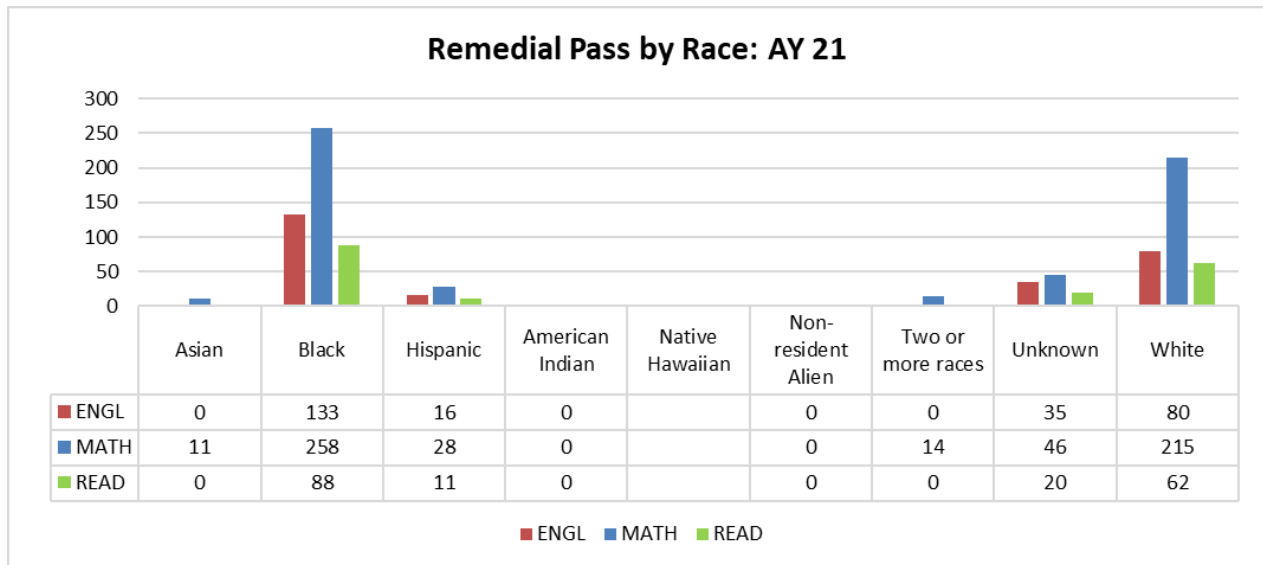
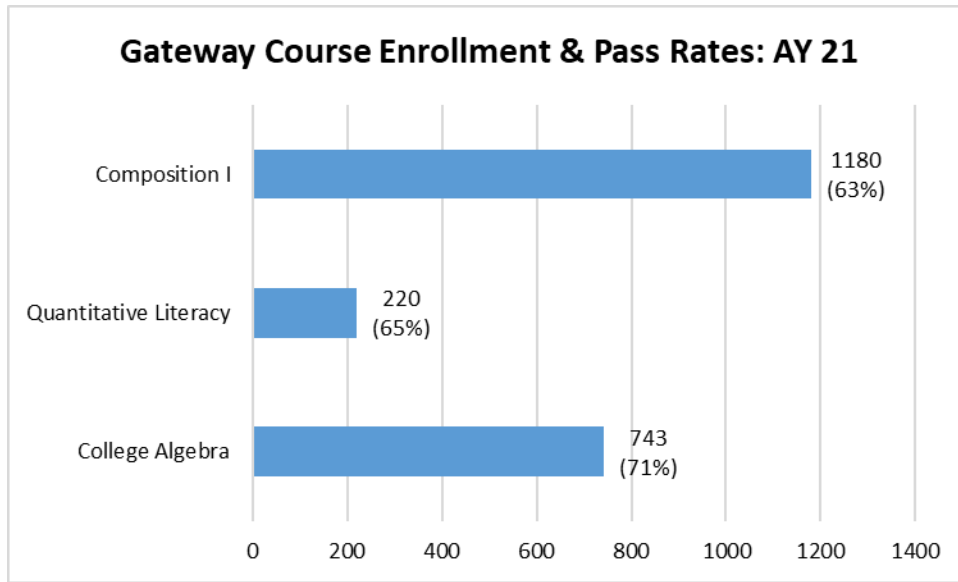
Support Strategies Offered to Students

Attendance reporting

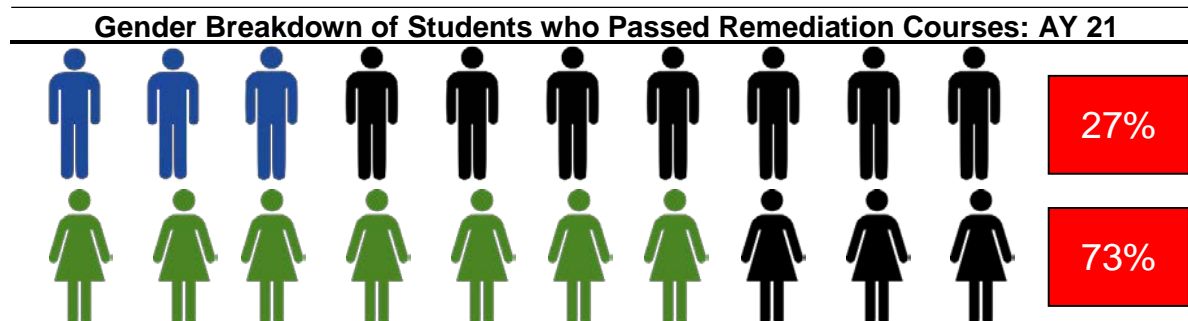
Tutoring (Individual)

Outcomes





*0 indicates FERPA.



Total population: 1072

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.

PROGRAM VIABILITY STANDARDS

GRADUATES REQUIRED OVER 3 YEAR PERIOD



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.

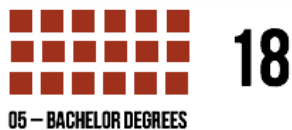
The goal for the review that follows is to identify certificate and degree programs not currently meeting productivity standards.

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.

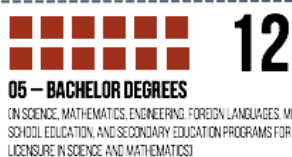


This agenda item summarizes degree productivity for:

GRADUATES REQUIRED OVER 5 YEAR PERIOD



- Associate and Certificate programs approved between July 1, 2016 and June 30, 2017 (Academic Year 2017).



- Baccalaureate and Graduate programs approved between July 1, 2014 and June 30, 2015 (Academic Year 2015); and,

The new programs listed on the following pages will be required to meet the AHECB Viability Standards explained in figure 6.1.



Figure 6.1 This figure illustrates the viability standards for new programs set by the AHECB.

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NEW CERTIFICATES & ASSOCIATE DEGREES
(Approved in AY 2017)

NEW BACHELOR, GRADUATE & PROFESSIONAL DEGREES
(Approved in AY 2015)

The following table and charts summarize the total number of new certificate and degree programs approved in Academic Year 2017 and Academic Year 2015, and the number of those programs on-track to meet viability standards.

Figure 6.2: Number of New Programs Analyzed

Active and On-Track Programs			
New Programs	Certificate and Associate	Bachelor's, Graduate, Professional	Total
Active Programs	165	34	199
Programs On-Track to Meet Standard	78	25	103
Percent On-Track	47%	74%	52%

Table 6.1: Analysis of Overall Success of New Programs

PERCENTAGE ON TRACK TO MEET STANDARDS

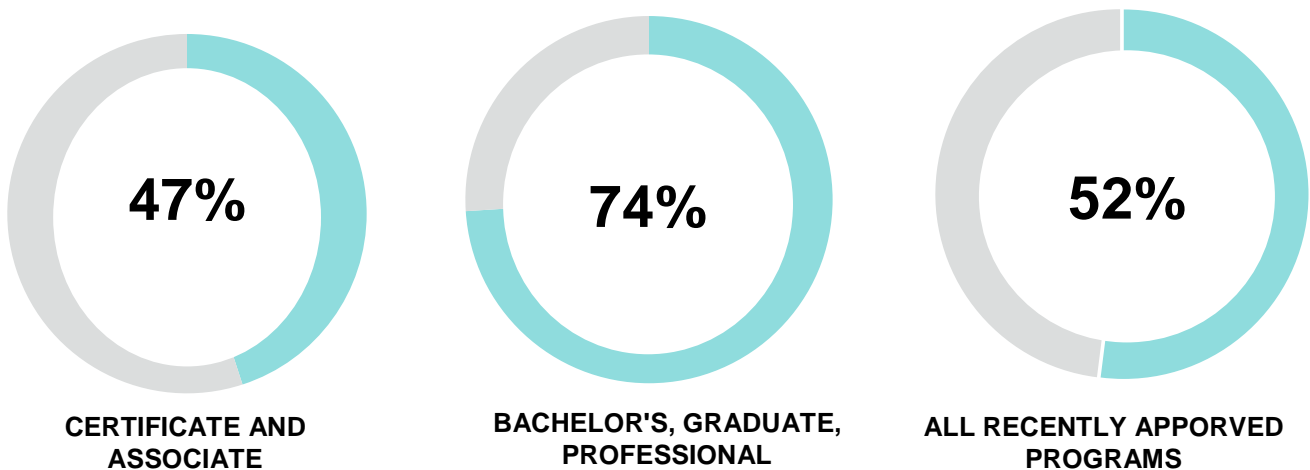


Figure 6.3: Program Viability by Degree Type

**Degree Productivity for Programs Approved in Academic Year 2017
Associate Degrees and Below**

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
ASUN	BC	47.0605	Truck Service and Maintenance	2016-10-28	24	5	10	39	Y
SAUT	BC	11.0501	Microsoft Operating Systems	2016-7-29	1	23	6	30	Y
ANC	CP	51.0899	Patient Care Technology	2016-7-29	0	0	0	0	N
ASUB	CP	11.0201	Computer Coding	2016-10-28	4	2	4	10	Y
ASUB	CP	51.0707	Health Information Technology	2017-4-21	17	20	14	51	Y
ASUMH	CP	48.0508	Gas Metal Arc Welding	2016-7-29	2	2	1	5	N
ASUMH	CP	48.0510	Machining	2017-4-21	0	0	3	3	N
ASUMH	CP	51.0904	Community Paramedic	2016-7-29	0	0	0	0	N
ASUMS	CP	48.0501	Machining Technology, Engineering Technician	2016-7-29	1	1	0	2	N
ASUN	CP	15.1202	Information Communication Technology	2016-10-28	8	17	3	28	Y
ASUN	CP	48.0510	CNC Operator	2016-10-28	0	6	2	8	N
ASUN	CP	47.0605	Truck Service and Maintenance	2016-10-28	24	5	0	29	Y
ASUTR	CP	46.0599	Plumbing Apprenticeship, Level I	2016-10-28	8	8	9	25	Y
ASUTR	CP	46.0599	Plumbing Apprenticeship, Level II	2016-10-28	0	0	0	0	N
ASUTR	CP	46.0599	Plumbing Apprenticeship, Level III	2016-10-28	0	0	0	0	N
ASUTR	CP	46.0599	Plumbing Apprenticeship, Level IV	2016-10-28	0	0	0	0	N
ASUTR	CP	46.0302	Electrical Apprenticeship, Level I	2016-10-28	24	20	59	103	Y
ASUTR	CP	46.0302	Electrical Apprenticeship, Level II	2016-10-28	0	0	23	23	Y
ASUTR	CP	46.0302	Electrical Apprenticeship, Level III	2016-10-28	0	0	0	0	N
ASUTR	CP	46.0302	Electrical Apprenticeship, Level IV	2016-10-28	0	0	0	0	N
BRTC	CP	01.0301	Agriculture	2016-1-29	0	0	0	0	N
BRTC	CP	52.0701	Entrepreneurship	2016-1-29	0	0	0	0	N
CCCUA	CP	47.0600	Repair of Plastics, Mechanical and Electrical Components	2016-4-22	0	2	0	2	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
CCCUA	CP	49.0205	Commercial Truck Driving (CDL)	2016-4-22	0	0	0	0	N
EACC	CP	01.0507	Animal Training	2016-10-28	0	2	0	2	N
EACC	CP	49.0205	Commercial Driver Training (CDL)	2016-4-22	0	15	27	42	Y
NAC	CP	51.0802	Clinical Medical Assistant	2016-10-28	4	0	8	12	Y
NAC	CP	51.0710	Administrative Medical Assistant	2016-10-28	3	4	4	11	Y
NAC	CP	47.9999	Workforce Technology	2016-10-28	13	46	32	91	Y
NPC	CP	43.0406	Crime Scene Investigation	2017-1-27	0	0	0	0	N
NPC	CP	43.0103	Law Enforcement Administration	2017-1-27	0	0	0	0	N
NWACC	CP	50.1099	Media	2016-10-28	0	0	0	0	N
OZC	CP	49.0102	Small Unmanned Aircraft Systems (sUAS)	2017-1-27	0	0	0	0	N
PCCUA	CP	11.1003	Cyber Security	2017-4-21	0	7	0	7	N
PCCUA	CP	49.0205	CDL/Truck Driving	2016-4-22	9	29	53	91	Y
SACC	CP	11.0801	Networking	2017-4-21	0	8	2	10	Y
SACC	CP	11.0801	Support Specialist	2017-4-21	9	7	0	16	Y
SACC	CP	51.0904	Community Paramedic	2016-4-22	0	0	0	0	N
SAUT	CP	51.0705	Medical Professions	2016-10-28	0	0	6	6	N
SAUT	CP	47.0201	HVAC	2016-4-22	3	7	6	16	Y
SAUT	CP	11.1003	Cybersecurity	2016-7-29	6	3	5	14	Y
SAUT	CP	15.0612	Production Technician	2016-7-29	2	7	0	9	Y
SAUT	CP	11.0901	Networking	2016-7-29	5	3	5	13	Y
SAUT	CP	11.0101	Cloud Computing	2016-7-29	5	12	8	25	Y
SAUT	CP	11.0501	Microsoft Operating Systems	2016-7-29	1	23	0	24	Y
SAUT	CP	11.1006	Computer Repair	2016-7-29	1	4	4	9	Y
SAUT	CP	15.0404	Electronics and Instrumentation	2016-4-22	2	8	3	13	Y
SEAC	CP	50.0411	Gaming and Interactive Media Design	2017-4-21	0	1	0	1	N
UACCB	CP	11.0801	Web Page, Digital/Multimedia and Information Resources Design	2017-1-27	1	10	0	11	Y
UACCB	CP	12.0413	Cosmetology Instructor	2017-1-27	0	0	0	0	N
UACCB	CP	11.1003	Information Assurance	2017-1-27	1	10	0	11	Y
UACCHT	CP	12.0302	Funeral Director	2016-1-29	6	8	14	28	Y
UACCHT	CP	52.0401	General Business	2016-7-29	42	47	44	133	Y
UACCHT	CP	15.0303	Power Plant Technology	2016-7-29	9	10	8	27	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
UACCRM	CP	52.1201	Computer Programming	2017-1-27	5	7	3	15	Y
UACCRM	CP	52.1201	Web Design	2017-1-27	0	4	2	6	N
UAPTC	CP	15.1301	Drafting and Design	2016-4-22	7	6	5	18	Y
UAPTC	CP	36.0119	Private Pilot	2016-4-22	0	0	0	0	N
UAPTC	CP	47.0606	Power Equipment	2016-4-22	6	0	4	10	Y
UAPTC	CP	47.0611	Power Sports	2016-4-22	10	6	1	17	Y
ANC	CGS	24.0102	General Studies	2017-4-21	12	50	92	154	Y
ANC	TC	52.0401	Administrative Support	2016-7-29	11	6	12	29	Y
ASUB	TC	11.0201	Computer Coding	2016-10-28	2	1	1	4	N
ASUB	TC	01.0102	Agriculture	2016-7-29	14	9	5	28	Y
ASUMH	TC	51.0713	Professional Medical Coding	2017-4-21	0	2	13	15	Y
ASUMH	TC	51.1109	Pre-Physical Therapy Assistant	2017-4-21	0	0	2	2	N
ASUMH	TC	51.1105	Pre-Nursing	2017-4-21	0	2	2	4	N
ASUMH	TC	48.0510	Machining	2017-4-21	0	0	0	0	N
ASUMH	TC	51.0000	Health Professions	2017-4-21	32	9	6	47	Y
ASUMH	TC	51.0904	Emergency Medical Services	2017-4-21	0	0	0	0	N
ASUMH	TC	51.0904	Health Sciences	2017-4-21	0	1	4	5	N
ASUN	TC	12.0504	Hospitality Services-Culinary Services Track	2016-10-28	5	1	1	7	N
ASUN	TC	12.0504	Hospitality Services-Food Service and Management Track	2016-10-28	1	1	0	2	N
ASUN	TC	51.3902	Pre-Nursing and Allied Health Occupations	2017-4-21	0	19	84	103	Y
ASUTR	TC	46.0599	Plumbing Apprenticeship, Level I	2016-10-28	0	0	0	0	N
NAC	TC	51.0801	Medical Assistant	2016-10-28	3	0	5	8	N
NPC	TC	43.0406	Crime Scene Investigation	2017-1-27	0	0	0	0	N
NPC	TC	43.0103	Law Enforcement Administration	2017-1-27	0	0	0	0	N
NPC	TC	51.1099	Allied Health	2017-4-21	58	54	47	159	Y
NPC	TC	51.1105	Pre-Nursing	2017-4-21	44	57	61	162	Y
NWACC	TC	12.0503	Artisanal Food	2016-1-29	0	1	3	4	N
NWACC	TC	52.0901	Event Planning	2016-1-29	0	0	0	0	N
NWACC	TC	12.0510	Wine & Spirits	2016-1-29	0	0	0	0	N
NWACC	TC	50.1099	Media	2016-10-28	0	0	0	0	N
SAUT	TC	47.0201	HVAC/Electronics and Instrumentation	2016-4-22	3	6	5	14	Y
SAUT	TC	15.0612	Production Technician	2016-7-29	1	1	0	2	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
SAUT	TC	51.0705	Medical Office Administration-Medical Coding	2017-4-21	5	3	3	11	Y
SEAC	TC	47.0303	Mechanical Systems Technology	2016-7-29	0	1	1	2	N
SEAC	TC	47.0105	Electrical Systems Technology	2016-7-29	3	7	3	13	Y
UACCB	TC	11.1006	Computer Support Specialist	2017-1-27	1	8	0	9	Y
UACCHT	TC	15.0303	Power Plant Technology	2016-7-29	0	5	7	12	Y
UACCHT	TC	15.0303	Power Plant Operations	2016-7-29	3	1	0	4	N
UACCHT	TC	47.0605	Advanced Diesel Technology	2016-7-29	3	2	4	9	Y
UACCHT	TC	47.0399	Industrial Maintenance: Machining	2016-7-29	4	6	0	10	Y
UAPTC	TC	36.0119	Private Pilot	2016-4-22	0	0	0	0	N
ANC	AAS	52.0401	Office Technology	2016-7-29	6	9	9	24	Y
ANC	AGS	24.0102	General Studies	2016-1-29	4	8	4	16	Y
ASUB	AAS	11.0201	Computer Coding	2016-10-28	4	0	2	6	N
ASUMH	AAS	10.0303	Digital Design	2017-4-21	0	1	6	7	N
ASUMH	AAS	52.0901	Hospitality Management	2017-4-21	2	4	2	8	N
ASUN	AAS	01.9999	Agriculture Technology	2017-4-21	0	0	4	4	N
ASUTR	AAS	46.0599	Apprenticeship Trades	2016-10-28	0	0	0	0	N
BRTC	AAS	52.0401	Legal Administrative Systems	2016-7-29	1	0	1	2	N
BRTC	AAS	51.0707	Medical Office Administration	2016-7-29	1	4	4	9	Y
BRTC	AS	01.0301	Agriculture	2016-1-29	5	6	6	17	Y
BRTC	AS	13.1206	Education	2016-7-29	0	0	0	0	N
CCCUA	AAS	51.0806	Physical Therapy Assistant	2016-4-22	0	0	6	6	N
CCCUA	AS	03.0501	Natural Resources	2016-10-28	2	1	0	3	N
EACC	AS	13.1206	Education	2016-7-29	8	1	12	21	Y
NAC	ALS	24.0102	Liberal Arts and Sciences	2016-4-22	0	0	0	0	N
NAC	AS	24.0101	Education	2016-4-22	10	0	0	10	Y
NPC	AAS	52.0201	Business Management	2016-7-29	1	1	2	4	N
NPC	AAS	43.0406	Crime Scene Investigation	2017-1-27	0	0	0	0	N
NPC	AAS	43.0103	Law Enforcement Administration	2017-1-27	0	0	0	0	N
NPC	AS	31.0101	Recreation	2016-7-29	0	0	0	0	N
NPC	AS	52.1301	Business Information Systems	2016-4-22	1	0	1	2	N
NWACC	AAS	51.0908	Respiratory Therapy	2016-10-28	10	12	11	33	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
NWACC	AFA	50.0101	Fine Arts	2016-4-22	2	4	7	13	Y
OZC	AS	01.0102	Agriculture	2017-1-27	0	0	1	1	N
PCCUA	AAS	43.0104	Criminal Justice	2016-4-22	4	5	4	13	Y
SEAC	AAS	47.0105	Electrical & Electronics Technology	1995-4-1	0	2	1	3	N
SEAC	AAS	47.0303	Electrical Mechanical Systems Technology	1995-4-1	3	5	3	11	Y
UACCB	AS	43.0104	Criminal Justice	2016-7-29	3	2	2	7	N
UACCB	AS	14.0102	Pre-Engineering	2016-7-29	0	0	3	3	N
UACCB	AS	24.0102	STEM	2016-4-22	4	11	13	28	Y
UACCHT	AS	13.1202	Education	2016-10-28	3	5	4	12	Y
UACCRM	AAS	51.0707	Health Information Billing & Coding	2016-10-28	5	10	7	22	Y
ASUJ	CP	51.0904	Emergency Medical Technician-Basic	2016-7-29	6	0	0	6	N
ASUJ	CP	09.0702	Social Media Management	2017-4-21	0	1	7	8	N
ATU	CP	43.0102	Jail Standards	2016-10-28	4	4	9	17	Y
ATU	CP	52.0213	Professional Leadership	2017-1-27	16	37	32	85	Y
HSU	CP	52.0804	Personal Financial Planning	2016-7-29	0	0	0	0	N
HSU	CP	43.0104	Criminal Justice	2016-4-22	1	1	0	2	N
HSU	CP	52.1902	Fashion Marketing	2016-7-29	0	0	0	0	N
HSU	CP	52.1804	Personal Sales	2016-7-29	1	0	0	1	N
HSU	CP	52.0807	Financial Services Support	2016-7-29	0	0	0	0	N
HSU	CP	52.1206	Business IT	2016-7-29	0	0	0	0	N
HSU	CP	09.0999	Integrated Marketing Communications	2016-7-29	0	0	0	0	N
HSU	CP	54.0105	Museum Studies	2016-4-22	3	1	0	4	N
HSU	CP	52.0206	Non-Profit Management	2016-7-29	0	0	0	0	N
UAFS	CP	11.0101	Data Analytics	2017-4-21	3	1	0	4	N
UAFS	CP	52.0402	Office Management Technology-Human Resources	2017-4-21	2	6	5	13	Y
UAFS	CP	13.1210	Early Childhood Education	2016-4-22	27	36	14	77	Y
UALR	CP	50.0201	Applied Design	2016-7-29	0	1	0	1	N
UALR	CP	16.0905	Workplace Spanish	2016-4-22	4	5	6	15	Y
UALR	CP	50.0605	Photography	2016-7-29	0	0	3	3	N
UAM	CP	49.0205	Tractor Trailer Operation	2016-1-29	4	8	6	18	Y
ASUJ	TC	51.0904	Paramedic	2016-7-29	0	0	0	0	N
ASUJ	TC	52.1201	Information Technology	2016-7-29	0	0	0	0	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
UAFS	TC	13.1210	Early Childhood Education	2016-4-22	10	18	3	31	Y
UALR	TC	50.0409	Graphic Design	2016-4-22	0	5	2	7	N
UAM	TC	47.0605	Diesel Technology	2016-1-29	3	7	5	15	Y
ASUJ	AAS	51.0904	Paramedic	2016-7-29	1	1	3	5	N
ASUJ	AAS	51.3801	Nursing	2016-7-29	93	102	99	294	Y
ASUJ	AS	24.0101	Liberal Arts and Sciences	2016-4-22	0	0	0	0	N
ATU	AAS	52.0203	Logistics Management	2016-10-28	6	8	9	23	Y
ATU	AAS	15.0612	Automation Technology	2016-4-22	6	11	11	28	Y
ATU	AAS	47.0201	Air Conditioning and Refrigeration	2016-10-28	9	8	7	24	Y
ATU	AAS	47.0604	Automotive Service Technology	2016-10-28	13	15	5	33	Y
ATU	AAS	48.0508	Welding Technology	2016-10-28	12	5	6	23	Y
HSU	AS	51.0911	Radiography	2016-4-22	2	3	4	9	Y
UAFS	AAS	30.9999	General Technology	2017-4-21	27	11	7	45	Y
UAFS	AS	14.0102	Engineering	2016-4-22	17	17	25	59	Y
UAMS	AC	51.0905	Computed Tomography	2016-4-22	0	0	0	0	N
UAMS	AC	51.0905	Positron Emission Tomography	2016-4-22	0	0	0	0	N

Table 6.2: New Program Viability Detail – Associates and Below

**Degree Productivity for Programs Approved in Academic Year 2015
Bachelor Degrees and Above**

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
ASUJ	BGS	24.0102	General Studies	4/25/2014	15	95	141	155	154	560	Y
ATU	BS	13.1202	Elementary Education	7/25/2014	0	0	30	46	63	139	Y
HSU	BSE	13.1001	Special Education K-12	7/25/2014	0	3	1	0	2	6	N
SAUM	BSEngr	14.0101	Engineering	1/31/2014	0	9	17	11	17	54	Y
UAF	BA	30	Interdisciplinary Studies	4/25/2014	2	10	18	23	26	79	Y
UAF	BS	51.2201	Public Health	1/31/2014	69	73	70	110	79	401	Y
UAF	BSE	13.1001	Special Education, K-12	4/25/2014	0	0	12	15	20	47	Y
UAFS	BGS	24.0102	General Studies	7/25/2014	28	37	48	49	27	189	Y
UAFS	BS	51.0602	Dental Hygiene	7/27/2012	11	10	11	17	21	70	Y
UALR	BAS	30.9999	Applied Science	7/25/2014	1	4	8	23	14	50	Y
UALR	BPS	30.9999	Professional Studies	7/25/2014	0	0	0	3	3	6	N
UALR	BS	14.1401	Environmental Engineering	7/25/2014	0	0	0	0	1	1	N
UALR	BSE	13.1203	Middle Level Education	2/5/2015	11	7	0	4	11	33	Y
UALR	BSE	13.1202	Elementary Education	2/5/2015	0	0	26	25	34	85	Y
UALR	BSE	13.1001	Special Education	2/5/2015	0	3	2	5	7	17	Y
UAPB	BS	45.0101	Social Sciences	4/25/2014	8	11	12	18	17	66	Y
UAPB	BSN	51.3801	Nursing	1/30/2015	0	5	5	4	2	16	Y
UCA	BS	38.0201	Religious Studies	7/25/2014	2	1	0	1	2	6	
UCA	BSE	13.1001	Special Education K-12	7/25/2014	0	3	15	16	21	55	Y
UAF	GC	22.0101	Criminal Law	7/25/2014	0	6	4	4	3	17	Y
UAF	GC	23.1303	Technical Writing & Public Rhetorics	4/25/2014	3	6	4	4	1	18	Y
UALR	GC	11.0401	Data Science	10/31/2014	0	3	8	6	16	33	Y
UALR	GC	51.0204	Auditory Based Intervention	1/31/2014	0	0	0	0	0	0	N
UALR	GC	52.1301	Business Analytics	10/31/2014	0	9	15	23	12	59	Y
UAMS	GC	51.0204	Auditory Based Intervention	1/31/2014	3	0	6	4	2	15	Y
UAMS	PBC	51.2201	Community Engaged Public Health	1/31/2014	0	0	0	0	0	0	N
ASUJ	MS	26.0204	Molecular Biosciences	7/25/2014	0	1	0	1	0	2	N
ATU	MS	31.0599	Strength & Conditioning Studies	1/31/2014	9	3	13	10	7	42	Y
HSU	MSE	13.1015	Special Education K-12	8/8/2014	1	6	6	6	10	29	Y
UAF	MA	16.9999	Modern Language	1/31/2014	5	5	5	5	6	26	Y
UALR	MS	11.0401	Information Science	10/31/2014	0	3	11	1	18	33	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2016	Graduates 2017	Graduates 2018	Graduates 2019	Graduates 2020	Total	On Track?
UAM	MM	50.091	Jazz Studies	1/30/2015	0	9	9	9	9	36	Y
ATU	EdD	13.0401	School Leadership	7/25/2014	0	8	14	21	14	57	N
ASUJ	DOT	51.2306	Occupational Therapy	7/25/2014	0	0	0	26	29	55	N

Table 6.3: New Program Viability Detail – Bachelor’s and Above

UPDATE ON AHECB POLICY FOR MAINTENANCE OF NEW FACILITIES

The AHECB approved a revision to the Regulations Regarding Economic Feasibility of Bond Issues in October of 2008 that added the requirement for institutions to have a plan for maintaining new facilities built from bond issues. This plan could be either establishing an endowment fund for building maintenance, setting aside a portion of the annual operating budget, or other methods which would be established in the bond feasibility. In October of 2010, the AHECB policy for maintenance of new facilities was passed to ensure that in the future all newly constructed or purchased facilities would have a source of funding for maintenance of the new facility. Institutions seeking approval of a loan or a bond issue for the construction or purchase of a new facility must provide for the maintenance of that facility by transferring annually to plant funds an amount as recommended by the Association of Physical Plant Administrators of Universities and Colleges (APPA). This is currently \$2.50 per gross square foot for an educational and general facility or \$1.25 per gross square foot for an auxiliary facility. A lower rate per gross square foot for a specific building/facility can be approved with appropriate justification.

In reviews of each of these policies, which are attached, there is no formal definition of "maintenance." ADHE staff believe the best definition to use for these types of set-asides would be planned maintenance of the facilities. Planned maintenance is defined as any maintenance activity that is planned, documented, and scheduled. The goal of planned maintenance is to reduce downtime by having all necessary resources already on hand and a strategy to use those resources. This would not include maintenance staff, which would be part of normal operating costs, or small daily items such as replacing light bulbs. It would also not include reactive maintenance costs when something unexpectedly breaks.

After consultation with facilities managers as well as some additional research, it looks as though the current rates for set-aside funding is adequate to meet these planned maintenance needs for new facilities. ADHE staff will continue to monitor these rates and make suggested updates as trends change within the area.

Agenda Item No. 6
Higher Education Coordinating Board
October 14, 2008

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

The following revisions are recommended to the current board policy regarding Economic Feasibility of Bond Issues. Additions are highlighted by underline and deletions by strikethrough.

**REVISION OF REGULATIONS REGARDING
ECONOMIC FEASIBILITY OF BOND ISSUES**

In its regular meeting January 14, 1975, the State Board approved "Regulations Regarding Economic Feasibility of Bond Issues". Procedures were amended by the State Board in 1975, 1992, and 1993 based on changes in the statutes regarding sales of bonds. The changes included allowing the use of a fiscal agent for the sale of bonds, revising the interest rate from 10 percent max to the limit allowed by state law, allowing community and technical colleges to pledge tuition and fees for capital projects, and permitting negotiated bids as well as sealed bids for sales.

In view of the fluctuations in bond interest rates and the lack of not only capital funds from the state but also tight operating budgets from the economic downturn, the staff believe further revision of the policy is warranted. There are two limitations, which refer to bond issues containing a refinancing, in the current regulations that should be reviewed and amended. The limitations are on the length of the bond term and the interest rate. The amendments would eliminate tying the term of the new bond to the term remaining on the original bond and would eliminate the requirement that the interest rate of the new bond be equal to or lower than the interest rate on the bond being refinanced. The statutes are silent as to the term and the interest rate on refinancing bonds; however, A.C.A. § 19-9-304 allows, for refunding bonds issued by any county, municipality, school district, or improvement district, an interest rate on the new bond that is higher than the interest rate on the bond being refinanced as long as the new rate is not higher than the rate allowed by law at the time of the original bond's sale.

On April 25, 2003, the Higher Education Coordinating Board approved the following resolution (Agenda Item No. 4):

RESOLVED, That the Arkansas Higher Education Coordinating Board repeals or revises the aforementioned policies as outlined above, effective April 25, 2003.

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

I. Compliance with State Law

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

II. Interest Rates

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

III. Professional Support

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

IV. Bonds Generally

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

V. Bond Sales

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

VI. Review by the Arkansas Higher Education Coordinating Board

- A. Prior to the official marketing process, the Arkansas Higher Education Coordinating Board shall review the economic feasibility of the project(s) to be financed, in whole or in part, by the issuance of bonds by public institutions of higher education, and report to the institutions its advice within thirty days of the board meeting at which the feasibility is reviewed.
- B. Requests for Coordinating Board review must be accompanied by a copy of the local board's resolution authorizing the bond issue and the projects to be funded; a description of the project(s), including the current (for renovation projects) and projected use of buildings, land acquisition, etc.; and a summary description of debt specifying the following:

1. The total amount, term of obligation, and estimated maximum interest rate of the bond issue
 2. The estimated annual debt service for the new issues
 3. The source of revenue for debt service and the estimated annual revenue from that source
 4. Existing annual debt service by revenue source
 5. **A plan for maintaining the new facility such as:**
 - **Establishment of an endowment fund for building maintenance**
 - **A portion of the annual operating budget to be set aside**
 - **Other methods**
 6. Any other information deemed necessary for complete and informed review by the Coordinating Board.
- C. When considering its advice on the economic feasibility of projects, the Coordinating Board shall consider the following guidelines in determining prudent debt service limits:
1. Educational and general projects may be financed by obligating a maximum of 25 percent of **net** student tuition and fee revenue (**gross tuition and fees less unrestricted educational and general scholarship expenditures**) for total debt service, or institutions may obligate dedicated building use fees so long as annual building use fee revenue is no less than 120 percent of annual debt service; in addition, higher education institutions may obligate local tax or special millage so long as the annual tax proceeds equal no less than 120 percent of the total annual debt service.
 2. Auxiliary projects may be financed by auxiliary revenues, dedicated building use fees, or local tax or millage so long as annual revenue from these sources is no less than 120 percent of total annual debt service.

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

Approved: Agenda Item No. 19
January 14, 1972

Approved: Agenda Item No. 7
July 23, 1993

Amended: Agenda Item No. 4
April 25, 2003

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

RESOLVED, That the Arkansas Higher Education Coordinating Board revises the aforementioned policies as outlined above, effective October 14, 2008.

Agenda Item No. 15
Higher Education Coordinating Board
October 29, 2010

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

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

AHECB POLICY FOR MAINTENANCE OF NEW FACILITIES

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

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

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

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

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

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

I. Compliance with State Law

The structure and sales of bonds issued by state institutions of higher education shall be in conformance with all relevant provisions of state and federal law, and may contain such terms as specified by the local board in its authorizing resolution which are in compliance with state and federal law and Coordinating Board policy. Should any provision of State Board policy be found

to be in conflict with state or federal law, the provisions of the law will supersede Coordinating Board policy, but other provisions contained herein shall not be affected.

II. Interest Rates

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

III. Professional Support

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

IV. Bonds Generally

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

V. Bond Sales

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

VI. Review by the Arkansas Higher Education Coordinating Board

- A. Prior to the official marketing process, the Arkansas Higher Education Coordinating Board shall review the economic feasibility of the project(s) to be financed, in whole or in part, by the issuance of bonds by public institutions of higher education, and report to the institutions its advice within thirty days of the board meeting at which the feasibility is reviewed.
- B. Requests for Coordinating Board review must be accompanied by a copy of the local board's resolution authorizing the bond issue and the projects to be funded; a description of the project(s), including the current (for renovation projects) and projected use of buildings, land acquisition, etc.; and a summary description of debt specifying the following:

1. The total amount, term of obligation, and estimated maximum interest rate of the bond issue
 2. The estimated annual debt service for the new issues
 3. The source of revenue for debt service and the estimated annual revenue from that source
 4. Existing annual debt service by revenue source
 5. **A plan for maintaining the new facility such as:**
 - **Establishment of an endowment fund for building maintenance**
 - **A portion of the annual operating budget to be set aside**
 - **Other methods**
 6. Any other information deemed necessary for complete and informed review by the Coordinating Board.
- C. When considering its advice on the economic feasibility of projects, the Coordinating Board shall consider the following guidelines in determining prudent debt service limits:
1. Educational and general projects may be financed by obligating a maximum of 25 percent of **net** student tuition and fee revenue (**gross tuition and fees less unrestricted educational and general scholarship expenditures**) for total debt service, or institutions may obligate dedicated building use fees so long as annual building use fee revenue is no less than 120 percent of annual debt service; in addition, higher education institutions may obligate local tax or special millage so long as the annual tax proceeds equal no less than 120 percent of the total annual debt service.
 2. Auxiliary projects may be financed by auxiliary revenues, dedicated building use fees, or local tax or millage so long as annual revenue from these sources is no less than 120 percent of total annual debt service.

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

Approved: Agenda Item No. 19
January 14, 1972

Approved: Agenda Item No. 7
July 23, 1993

Amended: Agenda Item No. 4
April 25, 2003

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

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

CERTIFICATION OF INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES FOR 2020-21

A.C.A. §6-62-805 (Act 366 of 1991) requires each state-supported institution of higher education to annually certify by June 15 to the Arkansas Higher Education Coordinating Board that its intercollegiate athletic program will generate sufficient revenues to meet expenditures or that any athletic deficit will be met by separate institutional board-sanctioned student athletic fees.

Verification of Athletic Budgets and Fee Information

Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2020-21 institutional operating budgets.

A.C.A. §6-62-804 requires that any student athletic fees assessed must be clearly defined in all publications and institutional board minutes, and listed separate and distinct from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee have certified to the Department compliance with this requirement and have submitted copies of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

Summary of Data

South Arkansas Community College recently approved the addition of baseball and softball to their athletic programs. The institution is submitting for approval a revised 2020-2021 budget to account for these additions. The programs will not begin play until 2021-2022, but initial startup expenses are needed in this fiscal year.

This revision is for an increase of budgeted expenditures of \$26,966 above previously budgeted amounts. A summary chart of 2020-21 athletic certification data for the institution is shown on page 8-2.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the revised Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2020-21 for South Arkansas Community College as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Summary of 2020-21 Athletic Certification Data from Institutional Boards of Trustees

Inst	Athletic Generated Revenues	% of Total Inst Rev	Contributions	% of Total Inst Rev	Student Athletic Fees	% of Total Inst Rev	Endowment & Investment Income	% of Total Inst Rev	Other Auxiliary Profits	% of Total Inst Rev	Transfers from E&G	% of Total Inst Rev	Other Athletic Income	% of Total Inst Rev	Total Expected Inst Rev	Total Budgeted Expenditure	Athletic Fee Per SSCH
SACC**	\$ 9,000	7.3%	\$ 25,000	20.3%	\$ -	0.0%	\$ -	0.0%	\$ 25,000	20.3%	\$ 42,000	34.2%	\$ 21,966	17.9%	\$ 122,966	\$ 122,966	\$0.00

NOTE: Sources of Other Athletic Income are work study program, concessions, etc.

DISTRIBUTION OF MINERAL LEASE FUNDS

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Division of Higher Education. Act 181 of 2020 provides that after the sum of \$13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

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

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

Higher Education Research Development Fund:

The current balance in the Higher Education Research Development Fund is \$65,181. The fiscal 2021 appropriation of \$500,000 is adequate for the authorization of distribution of up to \$350,000 requested by the Arkansas Research and Education Optical Network (ARE-ON) board of directors.

Recommendation:

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

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

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

**ECONOMIC FEASIBILITY OF LOAN ISSUE
 UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT HOPE-TEXARKANA**

The University of Arkansas Community College at Hope-Texarkana (UACCH-T) requests approval of the economic feasibility of plans to secure (1) a loan from the College Savings Bond Revolving Loan Fund (CSBRLF) not to exceed \$2,923,000 with a term of ten (10) years at an annual interest rate not to exceed 0.18 percent and (2) a bank loan in the amount of \$4,800,000 with a term of twenty (20) years at an annual interest rate not to exceed 3.0 percent. Proceeds from both loans will be used for educational & general (E&G) purposes along with reserves set aside for this project. The Board of Trustees of the University of Arkansas approved this financing at its meeting on March 18, 2021.

The E&G CSBRLF loan issue will not exceed \$2,923,000 with an annual debt service of approximately \$295,202 and a term of ten (10) years. The bank loan issue will not exceed \$4,800,000 with an annual debt service of approximately \$322,635 and a term of twenty (20) years. Proceeds from both loans will be used to fund an energy savings performance contract project that includes (1) a 13,165 sq. foot Workforce Training Center that houses a welding lab, classrooms, offices, and reconfigurable space for teaching workforce training courses on the Texarkana campus; (2) a 1.0 megawatt (MW) AC solar array located on the Hope campus; (3) academic Solar Lab to support the Certificate of Proficiency in Solar Energy Technology on the Hope campus and (4) energy conservation improvements to include HVAC equipment replacement and upgrades, lighting upgrades and water conservation.

The debt service on the loan issue will be supported by E&G revenues derived from tuition and fees and local tax revenue. Coordinating Board policy regarding debt service for educational and general projects provides that a maximum of 25 percent of the net tuition and fee revenue may be pledged to educational and general debt service. Additionally, Coordinating Board policy regarding debt service provides that local tax revenue may be obligated so long as the annual tax proceeds equal no less than 120 percent of the total annual debt service.

Relevant data follows:

Budgeted 2020-21 Net Tuition and Fee Revenue	\$ 2,842,465
Estimated 2020-21 Local Tax Revenue	<u>\$ 1,200,000</u>
Total Estimated Revenue	\$ 4,042,465
Maximum Allowable Debt Service (\$2,842,465 X 25%)	\$ 710,616
Maximum Allowable Debt Service (\$1,200,000/120%).....	<u>\$ 1,000,000</u>
Total Maximum Allowable Debt Service	\$ 1,710,616
Existing Debt Service	\$ 261,064

Proposed New Debt Service – College Savings Bond	\$ 295,202	
Proposed New Debt Service – Bank Loan	<u>\$ 322,635</u>	
Proposed New Debt Service	\$	617,837
Amount Remaining for Additional Debt Service	\$	831,715

The above data demonstrates that UACCH-T has sufficient tuition and fee revenue and local tax to support an E&G CSBRLF not to exceed \$2,923,000 with a term of ten (10) years at an annual interest rate not to exceed 0.18 percent and a bank loan in the amount of \$4,800,000 with a term of twenty (20) years at an annual interest rate not to exceed 3.0 percent.

In accordance with board policy, UACCH-T will sustain a building maintenance fund to be supported by tuition and fee revenue. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and College recommendation. The current APPA recommendation is \$2.50 per gross square foot for E&G facilities. Based on a total of approximately 13,165 square feet, \$32,913 will be transferred annually.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas Community College at Hope-Texarkana to secure a loan not to exceed \$2,923,000 with a term of ten (10) years at an annual interest rate not to exceed 0.18 percent and a bank loan in the amount of \$4,800,000 with a term of twenty (20) years at an annual interest rate not to exceed 3.0 percent to fund an energy savings performance contract project that includes (1) a 13,165 sq. ft. Workforce Training Center that houses a welding lab, classrooms, offices, and reconfigurable space for teaching workforce training courses on the Texarkana campus; (2) a 1.0 megawatt (MW) AC solar array located on the Hope campus; (3) academic Solar Lab to support the Certificate of Proficiency in Solar Energy Technology on the Hope campus and (4) energy conservation improvements to include HVAC equipment replacement and upgrades, lighting upgrades and water conservation.

FURTHER RESOLVED, That the Director of the Arkansas Division of Higher Education is authorized to notify the President and the Chair of the University of Arkansas Board of Trustees and the Chancellor of the University of Arkansas Community College at Hope-Texarkana of the Coordinating Board’s resolution.

**TECHNICAL CERTIFICATE IN MARINE TECHNOLOGY
CERTIFICATE OF PROFICIENCY IN MARINE TECHNOLOGY
ARKANSAS STATE UNIVERSITY – BEEBE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Marine Technology (CIP 47.0616; 30 credit hours; Fall 2021) Certificate of Proficiency in Marine Technology (CIP47.0616; 9 credit hours; Fall 2021).

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

Program Justification

Arkansas State University- Beebe (ASUB) is seeking approval to establish stackable credentials in Marine Technology. The Certificate of Proficiency and the Technical Certificate in Marine Technology are stackable credentials in Marine Technology. The TC in Marine Technology will consist of 30 semester hours consisting of 8 marine technology courses and 6 hours of general education. The CP in Marine Technology will consist of 9 semester hours of marine technology courses. The TC in Marine Technology will also meet the AAS in General Technology requirements for students who wish to complete an associate's degree.

The program was developed and designed by the Power Sport Technology faculty and will be housed at the ASU-Beebe, Heber Springs campus in the Latimer Center. The Marine Technology program will have designated lab space that will house engines, tools, a boat motor water tank and two or three boat hulls depending on their size. A faculty office will be provided for program administration. The program will have a designated classroom large enough to seat 25 students comfortably. In addition, students will have access to a computer lab that is part of the Arkansas Research and Education Optical Network (ARE-ON).

The initial implementation of the programs will be supplemented through ASUB Quality Improvement Fees that is collected from students each semester. Over the past several academic years, the available pool of funds has averaged approximately \$300,000.00 annually. The program will consist of a new, full-time faculty member and will have administrative support from a Dean, Program Coordinator, and Administrative Specialist.

Arkansas Institutions Offering Similar Programs

National Park College

Program Viability

Projected Annual Enrollment beginning Summer 2021 - 25
Required Graduates by Summer 2026 – 15

Program Requirements

Certification of Proficiency in Marine Technology – 9 credit hours

Students may choose any three MAR courses (9 semester hours).

Technical Certificate in Marine Technology – 30 credit hours

(New courses are in italics)

MAR	1113	<i>Lower Units/Outdrives</i>
MAR	1123	<i>Fuel & Lubrication Systems</i>
MAR	1133	<i>Electrical Diagnostics</i>
MAR	1143	<i>Engines</i>
MATHA	1013	Technical Math A
MAR	1213	<i>Rigging</i>
MAR	1223	<i>Yamaha Marine</i>
MAR	1233	<i>Service Operations</i>
MAR	1243	<i>Water Crafts</i>
COM	1003	<i>Career Communications</i>

**ASSOCIATE OF APPLIED SCIENCE IN INFORMATION TECHNOLOGY SYSTEMS
EAST ARKANSAS COMMUNITY COLLEGE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Information Technology Systems (CIP 11.1006; 60 credit hours) offered by East Arkansas Community College, effective Fall 2021.

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

Program Justification**Associate of Applied Science in Information Technology Systems**

The Associate of Applied Science in Information Technology Systems (AAS-ITS) program will prepare students with the applied knowledge, technical and communication skills to pursue a wide range of entry-level positions. Information technology fields include areas of general IT support, basic programming and software management and networking. The program's courses will develop students' foundational skills, prepare them to install, maintain computers, networks, troubleshoot hardware and software issues. The existing technical certificate in Microcomputer Maintenance and Repair (TC-MMR), courses will support the proposed AAS-ITS.

The programs are designed as stackable credentials to create career pathways for students, while providing short-term credentials for industry professionals. EACC does have a Technical Certificate in Microcomputer Maintenance and Repair (TC-MMR) and the courses for these programs are incorporated in the AAS-IT degree.

The AAS-ITS will require an estimated startup cost of \$151,652.00 for equipment, software, classroom materials, and tools. EACC was awarded a regional Workforce Grant for the full estimated startup cost, up to \$151,652.00, in order to establish the program. All current campus resources available to faculty and staff, including the campus library, support this program. EACC has adequate facilities, including classroom and lab space, to fully implement the program without renovation or additional building space

EACC does not currently have a faculty member teaching ITS program specific courses. We have budgeted to hire a new faculty member. Initially this program will need one faculty member to provide instruction. Within 2 years, we will evaluate the need for additional instructors.

Instructors of the ITS program will have the equivalent (experience plus traditional education) of a BS degree in Information Technology Systems, or a closely related field.

Arkansas Institutions Offering Similar Programs

Arkansas Tech University
 University of Arkansas - Fort Smith
 University of Arkansas- Little Rock
 University of Arkansas at Monticello
 Arkansas Northeastern College
 Arkansas State University Beebe
 Arkansas State University Mountain Home

Program Viability

Projected Annual Enrollment beginning Summer 2021 – 7-10 students
 Required Graduates by Summer 2026 - 12 students total, based on AHECB viability standard

Program Requirements

General Education Requirements – 15 credit hours

ENG 1033	Communications Skills - OR - Higher
BUS 1603	Computer Fundamentals
MTH 1083	Technical Mathematics - OR - Higher
SOC 1013	Introduction to Sociology
*ENG 1013	English Composition I - OR - Higher

Technical Core – 42 credit hours

CIS 1113	<i>PC Diagnostics and Configuration</i>
WEB 1023	Network Technology Foundations
CIS 1103	Information Technology Tools
CIS 1003	Microcomputer Operating Systems
CIS 1013	Microcomputer Hardware Concepts and Applications
CIS 2013	A+ Certification Review
CIS 2023	Adv PC Diagnostics and Configuration
CIS 1203	Programming Logic and Design
CIS 2203	Database Management Concepts and Applications
CIS 2213	Data Communications and Networks

Supporting Core/Directed Electives – 42 credit hours

CIS 2313	System and Security
CIS 2133	C++ Programming
CIS 2541	Databases and Queries
CIS 2613	Systems Analysis and Design
CIS 2992	Internship in Computer Information Systems

(A minimum of 100 contact hours in required)

**ASSOCIATE OF APPLIED SCIENCE IN HEALTH SCIENCES
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Health Sciences (CIP 51.000; 60 credit hours; Summer 2021).

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

Program Justification

The proposed Associate of Applied Science in Health Sciences degree is designed to allow students to meet the general education course requirements to apply to any of NWACC's Health Profession programs as well as prepare to transfer or bridge to higher level degrees in Health Professions. Students not accepted to the Health Profession programs at NWACC who do not choose to transfer on to higher degrees, will have the opportunity to have a completed degree with a basis in Health Professions and allow them to complete entry level certifications in EMT or CNA. The Health Professions directed electives will also give the student basic knowledge in medical terminology and electronic health records allowing them to work in entry level positions in a health care setting.

The Associate of Applied Science in Health Sciences will prepare students to enter direct care careers and to apply (transfer) to a variety of health care training programs. The degree provides the foundation needed to understand modern health care delivery, and includes a base in general education requirement options as well as a science core.

NWACC has various health programs i.e., respiratory therapist, nursing, certified nursing assistant and patient care assistant program and the college will not incur major startup cost for this degree. The faculty, instructors, campus facilities, laboratories, classrooms, equipment, supplies, etc., are housed at the campus for the aforementioned items.

Currently the Health Division programs partner with the University of Arkansas for Medical Sciences (UAMS) in the areas of Physical Theory (PT) Program and attend clinical rotations with enrolled students in the physical theory area at UAMS. The degree may also be used as a stackable credential to transfer for the Bachelor of Science in Nursing at UAMS (northwest campus) as well as their newly approved Accelerated Bachelors of Science in Nursing (A-BSN) and their Masters in Nursing Science.

Arkansas Institutions Offering Similar Programs

University of Arkansas Pulaski Technical College – Associate of Applied Health Sciences

National Park College – Associate of Applied Health Sciences

South Arkansas Community College – Associate of Applied Science Health Sciences

Projected Annual Enrollment beginning Summer 2021 - 100

Required Graduates by Summer 2024 - 18

**ASSOCIATE OF APPLIED SCIENCE IN GENERAL TECHNOLOGY
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in General Technology (CIP 30.999; 60 credit hours) offered by the Northwest Arkansas Community College, effective Summer 2021.

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

Program Justification

The Associate of Applied Science in General Technology degree will enable students to design an individualized program of study to fulfill workforce training goals that cannot be met through the completion of any single degree program presently offered at NWACC. Students within this program will be able to select from multiple technical disciplines, including possible PLE credit gained from prior completion of industry recognized credentials and/or experience.

The costs associated with the degree will be minimal other than the personnel hours needed to recruit and advise students and process registration, retention, and pathway completion, to including communication with local employers. The major technical areas may be comprised of any approved CP or TC from NWACC up to 30 hours and/or any combination of prior learning credit + NWACC prefixes that satisfies the stipulation that all 30 of the hours fall within the CTE defined career clusters and/or O-Net code and/or lead to a technician's role or higher.

The Technical Support Courses may follow the guidelines above but also come from NWACC courses that will support student success and enhancement of the Major Technical Area; examples of such courses may include but are not limited to: Business and Organization Management, Public Speaking, Small Business Management, higher level math, etc. The Associate of Applied Science in General Technology will provide a framework within which students will enjoy—and have to deal with—an unusual high degree of optionality.

Northwest Arkansas Community College (NWACC) has a strong job placement track record for the award levels that it offers, reflecting the relative strength of the Northwest Arkansas economy, and especially of Bentonville, where NWACC is located, relative to other parts of the state. At the CP, TC, and most importantly the Associate's degree level (since the vast majority of NWACC awards are Associate's degrees), NWACC graduates and certificate completers get full-time equivalent (FTE) jobs at higher rates, and earn higher average FTE wages, than graduates and certificate completers at the same award levels statewide.

Arkansas Institutions Offering Similar Programs

Arkansas Northeastern College
Arkansas State University Mid-South
Arkansas State University - Newport
Arkansas State University Three Rivers
East Arkansas Community College
North Arkansas College
National Park College
Ozarka College
South Arkansas Community College
Southeast Arkansas College
University of Arkansas Community College at Batesville
University of Arkansas Community College at Cossatot

University of Arkansas Community College at Hope-Texarkana
University of Arkansas Community College at Rich Mountain
University of Arkansas Pulaski Technical College

Projected Annual Enrollment beginning Summer 2021 - 20
Required Graduates by Summer 2024 – 18

Program Requirements

ENGL 1013 Composition I
ENG: 1023 Composition II **OR**
ENG: 2013 Technical Writing
MATH 1003 OR one level above
CISQ 1103 Intro to Computer Information System
HIST 2003 History of American People to 1877 **OR**
HIST 2013 History of American from 1977 **OR**
PLSC 2003 American National Government **OR**
XXXX XXX3 Social/Behavioral Science Elective

**TECHNICAL CERTIFICATE IN BICYCLE ASSEMBLY AND REPAIR TECHNICIAN
NORTHWEST ARKANSAS COMMUNITY COLLEGE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Bicycle Assembly and Repair Technician (CIP 47.0610; 39-40 credit hours) Northwest Arkansas Community College, effective Fall 2021.

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

Program Justification

The Technical Certificate in Bicycle Assembly and Repair (39-40 credit hours), will be designed to prepare students for immediate employment in technical positions in the bicycle industry, including critical thinking, problem solving and customer service. This will allow graduates of this program to obtain positions as bike technicians, retail associate, and manufacturers. This credential will be completely stackable within the Associate of Applied Science in General Technology, which transfers completely to the University of Arkansas – Fort Smith’s Bachelor of Science in Organizational Leadership.

NWACC’s Technical Certificate in Bicycle Assembly and Repair will be a key factor in the economic development of Northwest Arkansas as a mountain bike hub of the world, an endeavor taken up by both the Walton Family Foundation and also the Northwest Arkansas Council. It can likewise serve as a base for future workforce training in the bicycle industry as well as workforce technician training more broadly.

In October 2020, NWACC was approached by BIEA to become the 2nd college in the country to offer the Bicycle Industry Employers Association and Higher Learning Commission accredited technician’s certificate in Bicycle Assembly and Repair. The technical certificate has standardized curriculum from the Barnett Bicycle Institute and will be the same in every program.

In July of 2020, a report was released by the North American organization Places for Bikes using a “data-driven approach to identifying the best U.S. cities and towns for bicycling to help city leaders pinpoint improvements, and make riding better for everyone”. Using feedback from everyday bike riders, city staffers, open-source maps and publicly available data, Places for Bikes scores five key factors: Ridership, Safety, Network, Acceleration and Reach. In the top ten cities in the country on pace for acceleration of bicycling as a mode of transportation and recreation, are three from the NWA Region: Fayetteville, Bella Vista, and Rogers, AR.

The Bicycle Employer’s Industry Association has agreed to partner with NWACC in the start-up, with a one-time costs of operationalizing a lab space and hiring an instructor for the first two years, and the program will be sustainable after that. NWACC intends to recruit students both locally and nationally for whom this HLC accredited credential will be a quick path to technician work and employment.

Arkansas Institutions Offering Similar Programs

None

Projected Annual Enrollment beginning Summer 2021 – 12-24
Required Graduates by Summer 2024 – 18

Program Requirements**Technical Certificate in Bicycle Assembly and Repair Technician 39-40 credit hours**

All Gen Ed courses required are offered through distance learning*

ENGL 1013 Composition* (8 week)

COMM 1013 Public Speaking* (8 week)

Added Courses

BIKE 1003 Introduction to Bicycle Mechanics (PD)

BIKE 1013 Basic Bicycle Mechanics (PD)

BIKE 1023 Bicycle Braking Systems (PD)

BIKE 1033 Bicycle Drivetrain Systems (PD)

BIKE 1043 Ball Bearing Systems (PD)

*BADM 2513 Business Organization and Management**

BIKE 2013 Bicycle Wheel Repair and Assembly

BIKE 2023 Suspension Systems (PD)

BIKE 2033 Electric Bikes (PD)

BIKE 2043 Service Department Operation (PD)

**MASTER IN NURSING SCIENCE – CASE MANAGEMENT
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves Masters in Nursing Science-Case Management (CIP 51.3808; 60 credit hours) offered by the University of Arkansas for Medical Sciences, effective Fall 2021

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

Program Justification

The University of Arkansas for Medical Sciences (UAMS) College of Nursing currently offers a Master of Nursing Science (MNSc) degree with tracks in nurse administration and six nurse-practitioner specialties (adult-gerontology acute care, adult-gerontology primary care, family, pediatric acute care, pediatric primary care, and psychiatric mental health) for registered nurses with baccalaureate degrees or higher. The curriculum for these tracks ranges from 40–43 credits.

The case-management specialty would be a track in the existing MNSc program. The curriculum consists of 38 credits, including 22 credits of existing didactic courses with students in other MNSc tracks and 16 credits specifically for students in the case management track. The MNSc Program can be completed in five semesters (2 years) or seven semesters (part-time). The MNSc case management curriculum is designed to meet the accreditation requirements of the Council on Collegiate Nursing Education (CCNE) and to prepare students for eligibility to take national certification exams in case management. Graduates would need one year of work experience in case management to meet eligibility criteria to take the national certification exams.

The College of Nursing has sufficient space to house faculty hired for the case-management track. UAMS has sufficient physical space (classroom, lab, library, faculty offices) and student and academic support services to implement and sustain the case management track. the MNSc specialty will be self-supporting. Grants will be submitted to foundations for funding consideration.

Arkansas Institutions Offering Similar Programs - MSNc

University of Alabama, Tuscaloosa
Samuel Merritt University
American Sentinel University
Grantham University
University of Missouri, Columbia

Program Viability MNSc

Projected Annual Enrollment Beginning Summer 2021 – 12
Required Graduate by Summer 2026 – 12

Program Requirements – 38 credit hours**Fall Semester I – 9 credit hours**

NURS	5100	Theory in Nursing
NURS	5270	Organizational Behavior in Nursing
NURS	7112	Healthcare Informatics

Spring Semester – 12 credit hours

NURS	5101	Research Methodology
NURS	5103	Clinical Pharmacology and Therapeutics in Advanced Practice
NURS	5191	<i>Integrated Health Assessment and Pathophysiology</i> Registered Nursing
NURS	5192	<i>Concepts and Roles of Case Management</i>

Summer – 3 credit hours

NURS	5193	<i>Process of Case Management</i>
NURS	5201	Research Utilization in Advanced Nursing Practice
NURS	5273	Law, Policy, and Procedure
NURS	5995	Outcomes Portfolio

Fall Semester II – 10 credit hours

NURS	5201	Research Utilization in Advanced Nursing Practice
NURS	5273	Law, Policy, and Procedure
NURS	5297	<i>Case Management and Managed Care Across the Lifespan</i>

Spring Semester II – 4 credit hours

NURS	5397	<i>Case Management Practicum</i>
NURS	5995	Outcomes Portfolio

Admission Requirements

Admission requirements to the MNSc, case-management track remain the same as admission into the other MNSc tracks.

Course Work and Grade Point Average

- **Bachelor's degree in Nursing**-Present proof of earned baccalaureate degree in nursing from a NLNAC- or CCNE-accredited program.
- **Health assessment course**- Provide evidence of an academic or an ANCCCOA continuing education–approved undergraduate level health assessment course.
- **Grade Point Average (GPA)**- Applicants must hold a GPA of 2.85 or above (on a 4-point scale) for admission. GPA will be calculated from the last 60 hours of nursing undergraduate coursework.
- **Licensure Registered Nurse (RN) license**. Provide evidence of an unencumbered, active Arkansas or compact state RN license.

- **Interview and Essay**

An on-campus interview and essay may also be a part of the admission process.

Applicants who have attended a previous graduate nursing school or another health related profession school must have a letter submitted from that school that includes a statement regarding the student's standing at the previous school. Applicants who have been previously dismissed from a program or who are not in good standing will not be considered for admission. Admission will not be considered for anyone who earned an "NC" or "C" in any two graduate nursing courses or a "D", "F", "WD" or "WF" in any graduate nursing course.

**ACCELERATED BACHELOR OF SCIENCE IN NURSING
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves Accelerated Bachelor of Science in Nursing (A-BSN) (CIP 51.3801, 120 credit hours) offered by the University of Arkansas for Medical Sciences, effective Summer 2021.

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

Program Justification

The University of Arkansas for Medical Sciences (UAMS) College of Nursing offers multiple nursing education programs, including a traditional Bachelor of Science in Nursing (BSN), a Registered Nurse (RN) to BSN program, and multiple graduate programs. Both the traditional BSN program and the RN-to-BSN program are offered from the main Little Rock campus of UAMS. The UAMS College of Nursing traditional BSN program has had 95% or higher pass rates on the NCLEX exam for several consecutive years, with the highest pass rate in the state in 2019.

The proposed Accelerated BSN (A-BSN) program is a concept-based curriculum, with 62 credits of nursing-focused coursework. The A-BSN program will recruit individuals who already have a bachelor's degree in another field of study who wish to pursue their BSN in an accelerated fashion. The additional 58 hours of pre-requisite course credits will be credited from their previous degree. If all pre-requisites are not completed from the previous degree, applicants will be required to complete any additional pre-requisites prior to entering the accelerated A-BSN program. The cohort size will be small, with initial projected cohorts of 24 students. The program is 15 months in length, with a summer start and a summer completion. Students will have didactic and clinical content throughout the program, with an intensive preceptorship during the final semester. Graduates from the program would be eligible to sit for NCLEX examination and apply for licensure as a Registered Nurse.

The A-BSN program, if approved, would be offered on the Northwest Campus of UAMS. This campus already houses multiple health programs, including Doctor of Physical Therapy and Doctor of Occupational Therapy, Bachelor of Science in Radiologic Imaging Sciences, Master of Science in Genetic Counseling, and regional program outreach of the Colleges of Medicine, Nursing, and Pharmacy. The Northwest campus has infrastructure in place to accommodate A-BSN students.

Arkansas Institutions Offering Similar Programs

Arkansas State University Jonesboro
Harding University

Program Viability ABSN

Projected Annual Enrollment beginning Summer 2021 - 20
Required Graduates by Summer 2026 – 12

Program Requirements (ABSN)

The bachelor of science in nursing degree requires the completion of 120 credit hours. Students in the accelerated BSN program will complete 62 credit hours of nursing major courses and receive credit for 58 hours of prerequisite general education and core courses completed with a previously earned bachelor's degree. The new courses for the accelerated BSN are listed below.

Summer – 12 credit hours (10 wk)

NURS	3112	Pathophysiologic Basis for Health Assessment
NURS	3301	Professional Nursing I: Introduction to Professional Nursing
NURS	3306	Foundations of Nursing Practice

Fall Semester – 11 credit hours (8 wk)

NURS	3302	Professional Nursing II: Health Care Systems and Quality Care
NURS	3309	Health and Illness Concepts I: Care of Clients with Common Health Problems
NURS	3307	Basic Pharmacology I

Fall Semester – 10 credit hours (8 wk)

NURS	3303	Professional Nursing III: Introduction to Evidence-Based Practice and Nursing Research
NURS	3110	Health and Illness Concepts II: Care of the Childbearing Family
NURS	3308	Basic Pharmacology II

Spring Semester – 11 credit hours(8 wk)

NURS	3311	Health and Illness Concepts III: Care of Clients with Complex Health Problems
NURS	3312	Health and Illness Concepts IV: Care of Vulnerable Population

Spring Semester – 11 credit hours(8 wk)

NURS	3304	Professional Nursing IV: Leadership and Management of Care Concepts
NURS	3313	Health and Illness Concepts V: Care of clients with Multi-System Health Problems

Summer – 12 credit hours (10 wk)

NURS	3305	Professional Nursing V: Concept Synthesis 3/0
NURS	3314	Clinical Immersion Capstone 0/5

BSN Prerequisites

Biophysical Sciences – 16 credit hours

Social Sciences – 12 credit hours

Humanities and English Composition – 10 credit hours
Additional Courses – 15 credit hours

**Associate of Applied Science in Network Engineering Technology
Technical Certificate in Network Engineering Technology
Certificate of Proficiency in Supporting Technology
University of Arkansas – Fort Smith**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Network Engineering Technology (CIP 11.1006; 60 credit hours) Technical Certificate in Network Engineering Technology (CIP 11.1006; 31 credit hours) Certificate of Proficiency in Supporting Technology (CIP 11.1006; 12 credit hours) offered by the University of Arkansas at Fort Smith, effective Fall 2021.

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

Program Justification

The University of Arkansas – Fort Smith, is offering a new Associate of Applied Science degree in Network Engineering Technology (60 credit hours), to support industry, government, and academic uses of networked systems. The program incorporates customer service, cyber devices, programming, network software and hardware infrastructure, cloud computing, and computer security. This program will address customer service and technology transfer required by many positions, from help desk to technical support to security administration to cloud computing across practically every type of organization.

The coursework in the program will be offered through the Peak Innovation Center (PIC) in partnership with high schools in our service region. While many of the students will begin concurrently through PIC, they will continue their studies on the campus of UAFS utilizing existing resources, classrooms, and laboratories. The program will also be available to traditional college enrolled students.

In addition to the Associate of Applied Science Degree will include two stackable credentials, a Technical Certificate in Network Engineering Technology (31 credit hours) as well as a Certificate of Proficiency in Supporting Technology (12 credit hours). In addition, the existing Electronics Technology program will also support these programs.

Program implementation will require classroom and lab spaces currently being built in the Peak Innovation Center affiliated with and supported by Fort Smith Public Schools. Various pieces of technology support equipment and/or cloud services will also be acquired by UAFS, Fort Smith Public Schools and Peak Innovation Center including internet infrastructure, computers in each classroom and work surfaces as well as classroom equipment and storage. UAFS has experience acquiring similar equipment through state procurement for new equipment and through a network of resellers for refurbished equipment.

Arkansas Institutions Offering Similar Programs

Arkansas Northeastern College
Black River Technical College
Southern Arkansas University
University of Arkansas Community College Batesville

Program Viability

Projected Annual Enrollment beginning Summer 2021 - 20
Required Graduates by Summer 2026 – 12

Program Requirements

Certification of Proficiency in Supporting Technology – 12 credit hours

- ITA 1003 Computer Applications for the Knowledge Worker
- NET 1113 Cyber Devices I
- NET 1213 Cyber Devices II
- NET 1203 Support Essentials

Technical Certificate in Network Engineering Technology – 31 credit hours

General Education – 9 credit hours

- ENGL 1203 Composition I
- MATH 1303 College Mathematics and Quantitative Literacy **OR**
- MATH 1403 College Algebra **OR** Higher Math

Required Major Requirements - 22 credit hours

- SPCH 1203 Introduction to Speech Communication
- ITA 1003 Computer Applications for the Knowledge Worker
- NET 1203 Support Essentials
- NET 1113 Cyber Devices I
- NET 1213 Cyber Devices II
- ELEC 1243 Introduction to Programming
- NET 1243 - Foundations of Networking
- NET 1163 Wiring & Cabling
- FIN 1521 Personal Finance Applications

Associate of Applied Science – Network Engineering Technology – 60 credit hours

General Education Core - 15 credit hours

Required Major Requirements – 45 credit hours

- ELEC 1243 Introduction to Programming
- NET 1113 Cyber Devices I
- NET 1163 Wiring & Cabling
- NET 1203 Support Essentials
- NET 1213 Cyber Devices II
- NET 1243 Networking with Enterprise Devices
- NET 2113 Microsoft Server Foundations
- NET 2123 Linux Foundations
- NET 2144 Configuring Network Devices
- NET 2243 Cloud Computing
- NET 2253 Cyber Security
- NET 2403 Networking Capstone
- FIN 1521 Personal Finance Applications
- SPCH 1203 Introduction to Speech Communication
- PHSC 2653/2651 Earth Science **OR**
- PHSC 2713/2711 Physical Science

**Associate of Applied Science in Computer Integrated Machining
Technical Certificate in Computer Integrated Machining
Certificate of Proficiency in Machining Technology
Certificate of Proficiency in Computer Numerical Control (CNC) Machining
University of Arkansas – Fort Smith**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Computer Integrated Machining (CIP 48.0510; 60 credit hours; Technical Certificate in Computer Integrated Machining (CIP 48.0510; 30 credit hours; Fall 2021); Certificate of Proficiency in Machining Technology (CIP 48.0510; 12 credit hours; Fall 2021) and the Certificate of Proficiency in Computer Numerical Control (CNC) Machining (CIP 48.0510; 8 credit hours; Fall 2021)

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

Program Justification

The University of Arkansas – Fort Smith, proposes the addition of a new degree, the Associate of Applied Science in Computer Integrated Machining (60 credit hours). As part of this new degree, we propose the addition of nine new classes. There are seven Machining classes still in the course catalog from the previously deleted Machine Technology program and we propose to delete five of those classes. The existing classes were 5 credit hours, and we are going to deliver the new courses as 4 credit hour classes.

In addition, the Associate of Applied Science in Computer Integrated Machining, will include two stackable credentials, a Technical Certificate in Computer Integrated Machining (30 credit hours), as well as two Certificates of Proficiency (12 credit hours); one in Machining Technology and the other in Computer Numerical Control (CNC) Machining (8 credit hours).

The coursework in the programs will be offered through the Peak Innovation Center (PIC) in partnership with the 22 high schools in our service region. While many of the students will begin concurrently through PIC, they will continue their studies on the campus of UAFS utilizing existing resources, classrooms, and laboratories. The programs will also be available to traditional college enrolled students. To support the programs, 9 courses will be added. The existing Electronics Technology program will also support this program.

These proposed programs will be offered in partnership between UAFS's Western Arkansas Technical Center (WATC) and Fort Smith Public Schools at the Peak Innovation Center (PIC). It will serve 11th and 12th grade students from the 22 public school districts represented in the Guy Fenter Educational Cooperative of western Arkansas. Programs within the College of Applied Science and Technology at the University of Arkansas-Fort Smith are accredited by the Associate of Technology Management and Applied Engineering (ATMAE). The proposed programs, once approved, will seek accreditation by ATMAE and will follow the required standard accreditation procedures. The next scheduled ATMAE program review and site visit is spring 2024.

Initially the implementation the Computer Integrated Machining program will require one full-time faculty member who will handle the initial teaching assignments. If enrollment targets are met, we anticipate hiring one additional instructor in year two of the program. One major class will be taught by the Electronics program which has plenty of capacity to handle this support. Classroom and lab spaces are currently being built in the Peak Innovation Center affiliated with and supported by Fort Smith Schools.

Arkansas Institutions offering Similar Programs

Arkansas State University Mountain Home
Arkansas State University Mid-South
Arkansas State University Newport
Black River Technical College
University of Arkansas Pulaski Technical College

Program Viability

Projected Annual Enrollment beginning Summer 2021 - 20
Required Graduates by Summer 2026 – 12

Program Requirements

Certificate of Proficiency in Computer Numerical Control (CNC) Machining – 8 credit hours

MACH	1454	Computer Numerical Controls (CNC) I
MACH	1554	Computer Numerical Controls (CNC) II

Certificate of Proficiency in Machining Technology – 12 credit hours

MACH	1234	Machine Technology I
MACH	1334	Machine Technology II
MACH	1414	Geometric Dimensions and Tolerances

Technical Certificate in Computer Integrated Machining – 31 credit hours

General Education Core Requirements – 6 credit hours

Major Requirements - 25 credit hours

MACH	1234	Machine Technology I
MACH	1334	Machine Technology II
MACH	1414	Geometric Dimensions and Tolerance
MACH	1424	Introduction to Computer Aided Design (CAD)
MACH	1444	Metals and Alloys
MACH	1454	Computer Numerical Controls (CNC) I
FIN	1521	Personal Finance Applications

Associate of Applied Science in Computer Integrated Machining – 60 credit hours

General Education Core Requirements – 15 credit hours

Major Requirements – 45 credit hours

ELEC	2413	Robot Operations and Maintenance
MACH	1234	Machine Technology I
MACH	1334	Machine Technology II
MACH	1414	Geometric Dimensions and Tolerances
MACH	1424	Introduction to Computer Aided Design (CAD)
MACH	1434	Introduction to Computer Aided Machining (CAM)
MACH	1444	Metals and Alloys
MACH	1454	Computer Numerical Control (CNC) I
MACH	1554	Computer Numerical Control (CNC) II
MACH	2202	Computer Integrated Machining Capstone
Lab Science (4 hours)		
SPCH	1203	Introduction to Speech Communication
FIN	1521	Personal Finance Applications

**MASTERS OF DESIGN IN DESIGN FOR COLLABORATIVE FUTURES
UNIVERSITY OF ARKANSAS FAYETTEVILLE**

ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Masters of Design in Design for Collaborative Futures (CIP 09.0702; 60 credit hours) offered by the University of Arkansas at Fayetteville, effective Fall 2022.

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

Program Justification

The University of Arkansas – Fayetteville, proposes the addition of a new degree; the Masters of Design in Design for Collaborative Futures. A \$120 million endowment by the Walton Family Charitable Trust Foundation was awarded to the School of Art to establish a graduate degree in design considering that there is no stand-alone terminal degree in design in the state of Arkansas. The graduate degree will consist of 60 credit hours within a two year or four-semester period. For those applicants who derive from interdisciplinary undergraduate degrees or require a foundational design education prior to entering the Master of Design's two-year sequence, a foundational year will be offered.

A portion of an annual endowment from the Walton Family Charitable Support Foundation will be used to support the program. This endowment will allocate funds for faculty and student research, travel, visiting designers, and materials/technology to run the program. Beginning in the fall of 2022, five graphic design tenure/tenure-track faculty will be in place with one visiting assistant professor, one senior instructor of practice with four additional projected faculty hires supported by the endowment over the next few years

A \$2 million set-aside from the \$120 million endowment will provide research and instructional support acquisitions for the Master of Design degree. A \$4-million- set-aside from the \$120 million endowment by the Walton Family Charitable Trust Foundation was awarded to the School of Art to establish a graduate degree in design. Approximate investment earnings of \$160,000 per year by the endowment will provide support for the Master of Design degree's inception and operation. The program will only require 10 new courses that will be taught by existing 5-6 faculty to run the new graduate degree.

Arkansas Institutions Offering Similar Programs

University of Arkansas –Little Rock
Arkansas State University— Jonesboro
Arkansas Tech University
Henderson State University

Program Viability

Projected Annual Enrollment beginning Fall 2022 - 7
Required Graduates by Summer 2026 – 12

Program Requirements

Semester 1, Fall (15 credits) required:

GDES 6316 Design and Technology

GDES 5333 Design Research Methods

pick two from:

GDES 5303 Design Pedagogy and Leadership

GDES 6353 Graduate Special Topics

Pre-approved elective, 3 credits

Semester 2, Spring (12–15 credits) required:

GDES 6346 Culture of Design

Select one or both: (if they take one, they can take another during the summer)

GDES 6353 Graduate Special Topics

Pre-approved elective, 3 credits

Semester 3, Fall (15 credits) required:

GDES 6306 Design and Communities

GDES 6366 Thesis Preparation

pick one:

GDES 5383 Design Writing and Dissemination

GDES 6353 Graduate Special Topics

Pre-approved elective, 3 credits

Semester 4, Spring (12-15 credits)

GDES 6399 Design Thesis

GDES 5393 Design Theory: Past, Present and the Future

GDES 6353 Graduate Special Topics

The 60 credit degree offers a 2-year full-time plan and a 3-year full time plan for people coming from interdisciplinary programs or who need foundational design education prior to entering the Master of Design program

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

ADHE Executive Staff Recommendation

RESOLVED, That pursuant to A.C.A. §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1 - 2 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2024.

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

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

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

Initial Program Certification – Distance Technology

Ultimate Medical Academy, Tampa, Florida

State Authorization: Florida Commission for Independent Education

Institutional Accreditation – National: Accrediting Bureau for Health Education Schools

Associate of Applied Science in Healthcare Information Management

University of Southern California, Los Angeles, California

State Authorization: California Secretary of State

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Master of Academic Medicine

Master of Arts in Medical Gerontology

Master of Business Taxation for Working Professionals
Master in Community Oral Health
Master of Science in Computer Science
Master of Science in Electrical Engineering
Master of Science in Food Industry Leadership
Master of Science in Global Supply Chain Management

Initial Program Certification at New Institutions – Distance Delivery

University of California Davis, Davis, California

State Authorization: Institution Created by California Statute

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Master of Business Administration

William Jessup University, Rocklin, California

State Authorization: California Bureau for Private Postsecondary Education

Institutional Accreditation – Regional: Western Association of Schools and Colleges

Bachelor of Arts in Psychology
Bachelor of Science in Business Administration
Bachelor of Science in Computer Science
Bachelor of Science in Criminal Justice
Bachelor of Science in Healthcare Administration
Master of Arts in Leadership
Master of Business Administration
Master of Science in Kinesiology

Programs Exempt from Certification: Associate of Arts in Bible, Associate of Arts in Ministry, Bachelor of Arts in Christian Leadership

Initial Program Certification at Arkansas Locations

Vincennes University, Vincennes, Indiana

Programs at the Arkansas Employment Career Center in Little Rock

State Authorization: Indiana Commission on Higher Education

Institutional Accreditation – Regional: Higher Learning Commission

Associate of Science in General Studies

LETTERS OF NOTIFICATION

Arkansas Colleges & Universities Summary (pages 2 - 23) 20 Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

2	Associate Degree for Transfer and Bachelor's Degree Completion
6	Curriculum Revision
5	Existing Program Offered by Distance Technology
1	Inactive Program
3	Name Change of Existing Program/Concentration/Option/Organizational Unit
8	New Certificate/Degree Program
1	New Option/Emphasis/Concentration/Minor
8	Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor Organizational Unit
3	Information Item
1	Establishment of New Administrative Unit
0	Program Reactivation
24	Reconfiguration of Existing Certificate/Degree Program
<u>2</u>	New Off-Campus Locations
64	Total

Institutional Certification Advisory Committee Summary (pages 25-37):

Seven (7) out-of-state, religious and/or for-profit institutions submitted applications that include program recertifications, new certificates, and institutional changes.

7	Recertifications of programs
1	Institutional change
1	Letter of Exemption from Certification (Renewal-Church Related Training)
51	New Certificates
<u>9</u>	Program Changes/New Programs
69	Total

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

ARKANSAS COLLEGES AND UNIVERSITIES

Arkansas State University – Beebe – Page 5

Curriculum Revision
Inactive “Status” Program

Arkansas State University – Jonesboro – Page 5-7

Deleted Program
Name Change of Existing Program
New Certificate/Degree Program
Reconfiguration of Existing Certificated/Degree Program to Create New Degree Program

Arkansas State University – Newport – Page 7

Curriculum Revision
Inactive “Status” Program

Arkansas State University – Mountain Home – Page 7-8

Existing Program Offered by Distance Technology

Arkansas State University – Three Rivers - Page 8

New Certificate/Degree Program

Arkansas Tech University – Page 8

Existing Program Offered by Distance Technology

Arkansas Tech University – Ozark Campus – Page 9

New Certificated /Degree Program
Deletion- Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Black River Technical College – Page 9

Deletion- Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Reconfiguration of Existing Certificated/Degree Program to Create New Degree Program

East Arkansas Community College – Page 9

New Certificated /Degree Program

National Park College – Pages 10-13

Transfer Agreements

South Arkansas Community College – Page 13

Title or CIP Change

Southeast Arkansas College – Page 13

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

Southern Arkansas University – Page 14

New Certificated /Degree Program

Southern Arkansas University Tech – Pages 15-17

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

Curriculum Revision

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

University of Arkansas Fayetteville – Page 17-19

Name Change of Administrative Building – Information Item

New Certificate/Degree Program

Exiting Program offered by Distance Technology

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

Curriculum Revision

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

University of Arkansas Little Rock – Page 20

Curriculum Revision

Name Change of Existing Program/Concentration/Option/Organization Unit – Information Item

University of Arkansas for Medical Sciences Page 20

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

New Off-Campus Location

University of Arkansas Community College Morrilton – Page 20

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

University of Arkansas Pulaski Technical College – Page 20-22

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

New Certificate/Degree Program

Curriculum Revision

University of Central Arkansas – Page 22-24

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

Name Change of Existing Program/Concentration/Option/Organization Unit –
Information Item

Curriculum Revision and Name Change of Existing Program

ARKANSAS COLLEGES AND UNIVERSITIES

LON DESCRIPTIONS

Arkansas State University Beebe

Curriculum Revision

Technical Certificate in Pre-Health Care Studies (DC 2511; CIP 51.1199; 31 credit hours; Fall, 2021)

Added Course

PSY 2533 Life Span Development

Associate of Science in Health Sciences (DC 1095; CIP 51.1199; 60 credit hours; Fall 2021)

Added Course

Math 1023 Quantitative Literacy

Associate of Applied Science in Medical Laboratory Technology (DC 0660; CIP 51.1004; 72 credit hours; Fall 2021)

Added Courses

*SOC 2213 Principles of Sociology **OR***

PSY 2213 Introduction to Psychology

Inactive “Status” Program

Certificate of Proficiency in Household Upholstery (DC 0622; CIP 48.0303; 24 credit hours; Fall 2021)

Certificate of Proficiency Automotive Upholstery (DC 0623; CIP 48.0303; 16 credit hours; Fall 2021)

Arkansas State University Jonesboro

Deleted Program

Certificate of Proficiency in Free Enterprise (DC 1175; CIP 45.0601; 21 credit hours; Spring 2021)

Name Change of Existing Program

Bachelor of Science in Digital Innovations (DC 5392; CIP 09.0999; 120 credit hours) changed to Bachelor of Science in Digital Technology and Design (DC 5392; CIP 09.0999; 120 credit hours; Fall 2021)

New Certificate/Degree Program

Certificate of Proficiency in Business Law and Compliance (CIP 52.0101; 9 credit hours; 50% online; Fall 2021)

Added Courses

LAW 4083 Bank Regulation and Compliance

LAW 2023 Legal Environment of Business

Select two of the following:

LAW	4033	Law of Commercial Transactions
LAW	4043	Law of Business Organizations
LAW	4053	Employment Law
LAW	4083	Bank Regulation and Compliance
LAW	459V	Special Problems in Law
REI	4413	Real Estate Law

New Certificate/Degree Program

Certificate of Proficiency in Controls and Automation (CIP 15.0406; 19-21 credit hours; Fall 2021)

Added Courses:

Core (13 Credit Hours)

EE	4313	Control Systems Theory
MATH	3243	Linear Algebra
ME	3504	Process Monitoring and Control
ME	3613	Control Systems for Mechanical Engineers

Electives (Any two) (6-8 Credit Hours)

EE	4344	Embedded Systems
EE	4354	Intelligent Control Systems
EE	479V	Special Problems in Electrical Engineering (minimum: 3 credit hours)
ME	3523	Introduction to Robotics Laboratory
ME	4613	Introduction to Mechatronics
ME	469V	Special Problems in Mechanical Engineering (minimum: 3 credit hours)

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

Masters of Engineering Management (DC 7530; CIP 15.1501; 30 credit hours), Bachelor of Science in Engineering Technology (DC 2850; CIP 15.9999; 120 credit hours), Bachelor of Science in Business Administration (DC 2320; CIP 52.0201; 120 credit hours), and Bachelor of Arts in Political Science (DC 1690; CIP 45.1001; 120 credit hours), reconfigured to create the Bachelors of Science in Engineering Management Systems (CIP 15.1501; 120 credit hours; Fall 2021)

Added Courses

ECON	2313	Principles of Macroeconomics
ECON	2323	Principles of Microeconomics
MGMT	3123	Principles of Management
MATH	2143	Business Calculus
ACCT	2133	Intro to Managerial Accounting
ACCT	2033	Intro to Financial Accounting
LAW	2023	Legal Environment of Business
TECH	3773	Statistics
TECH	4823	Quality Assurance
POSC	3003	Introduction to Political Analysis
TECH	3853	Industrial Safety

TECH 4813 Operations Systems Research

New Certificate/Degree Program

Certificate of Proficiency in Entrepreneurship (CIP 52.0701; 12 credit hours; 100% online; Fall 2021)

Added Courses

MGMT	2003	Entrepreneurial Discovery and Innovation
MGMT	3183	Entrepreneurship
MGMT	4163	Small Business Management
MGMT	4183	Family Business Management

New Certificate/Degree Program

Certificate of Proficiency in Limited X-Ray Machine Operator (CIP 51.0911; 15 credit hours; 50-99% online; Fall 2021)

Added Courses:

RSLT	2012	Introduction to Limited X-Ray Machine Operator
RSLT	2013	Imaging Equipment and Exposure
RSLT	2021	Limited X-Ray Machine Operator Chest and Spine Procedures OR
RSLT	2031	Limited X-Ray Machine Operator Extremity Procedures
CLS	1512	Fundamentals of Clinical Laboratory Science
CLS	1511	Fundamentals of Clinical Laboratory Science Lab
HP	2013	Medical Terminology
RS	436V	Independent Study

Arkansas State University Newport

Curriculum Revision

Associate of Science in Natural Sciences (DC 3920; CIP 30.1801; 60 credit hours; Fall 2021)

Inactive “Status” Program

Associate of Applied Science in Paramedic (DC 0472; CIP 51.0904; 61 credit hours; Fall 2021)

Technical Certificate in Paramedic (DC 4520; CIP 51.0904; 48-52 credit hours; Spring 2021)

Arkansas State University Mountain Home

Existing Program Offered by Distance Technology

Certificate of Proficiency in Programming/Mobile Development (DC 1180; CIP 11:0202; 12 credit hours; 100% online; Fall 2021)

Technical Certificate in Programming/Mobile Development (DC 1181; CIP 11:0202; 33 credit hours; 100% online; Fall 2021)

Associate of Applied Science in Programming/Mobile Development (DC 1182; CIP 11.0202; 60 credit hours; 100% online; Fall 2021)

Technical Certificate in Web Development (DC 2005; CIP 11.0801; 39 credit hours; 100% online; Fall 2021)

Certificate of Proficiency in Web Development (DC 1347; CIP 11.0801; 14 credit hours; 100% online; Fall 2021)

Certificate of Proficiency in Graphic Design (DC 1313; CIP 50.0409; 14 credit hours; 100% online; Fall 2021)

Associate of Applied Science in Digital Design (DC 0125; CIP 10:0303; 60 credit hours; 100% online; Fall 2021)

Associate of Applied Science in Cybersecurity (DC 0151; CIP 11.1003; 60 credit hours; 100% online, Fall 2021)

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0103; 60 credit hours; 100% online; Fall 2021)

Associate of Science in Criminal Justice (DC 3430; CIP 43.0107; 63 credit hours; Fall 2021)

Certificate of Proficiency Criminal Justice (DC 0383; CIP 43.0103; 12 credit hours; 100% online; Fall 2021)

Arkansas State University Three River

New Certificate/Degree Program

Certificate of Proficiency in Advanced Manufacturing (CIP 15.0613; 13 credit hours; Summer 2021)

Certificate of Proficiency of Aluminum Welding (CIP 48.0508; 9 credit hours; Summer 2021)

Associate of Applied Science in Apprenticeship in Electrical (CIP 46.0302; 63 credit hours; Summer 2021)

Arkansas Tech University

Existing Program Offered by Distance Technology

Master of Education in Instructional Technology (DC 5675; CIP 13.0501; 36 credit hours; 100% online; Summer 2021) with an option in Library Media K-12; Instructional Design and Technology.

Added Courses

EDFD	6003	Educational Research
EDFD	6993	Project in Educational Research

EDMD	6133	Production of Instructional Materials
EDMD	6163	Internet Resources
EDMD	6233	Administration of Media Programs
EDMD	6303	Survey of Instructional Technology
EDMD	6433-6	Practicum in Educational Media
LBMD	6003	Collection Development and Management
LBMD	6023	Classification and Cataloging
LBMD	6033	Instructional Role of the School Library Media Specialist
LBMD	6403	Literature for Children and Young Adults
LBMD	6503	School Librarian: Leadership and Collaboration

Arkansas Tech University Ozark Campus

New Certificate/Degree Program

Certificate of Proficiency in Machining Operations Milling & Turning (CIP 48.0501; 8 credit hours; Fall 2021)

Added Courses

ICS	2514	Milling
ICS	2524	Turning

Certificate in Proficiency in Machining Concepts (CIP 48.0501; 6 credit hours; Fall 2021)

Added Courses

ICS	2513	Blueprint Measurements/Safety
ICS 2523	2523	Machining Technology

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

Certificate of Proficiency in Machinist Operations (DC 1403; CIP 48.0501; 17 credit hours; Fall 2021)

Black River Technical College

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

Associate of Applied Science in Business Technology Application (DC 3735; CIP 52.1299; 60-63 credit hours; Summer 2021)

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

Technical Certificate in Industrial Electricity (DC 4630; CIP 47.0105; 32 credit hours) reconfigured to the Certificate of Proficiency in Industrial Electricity – Electronics (CIP 47.0105; 13 credit hours; Fall 2021)

East Arkansas Community College

New Certificate/Degree Program

Technical Certificate in Advanced Commercial Driver Training (CIP 49.0205; 21 credit hours; Summers 2021)

National Park College**Transfer Agreement****Associate Degree for Transfer to a Bachelor's Degree Completion**

Associate of Science in Liberal Arts – STEM (NPC) transfer to UALR for a Bachelor of Science in Geology (DC 2660; CIP 40.0601; 120 hours; Fall 2021)

PURPOSE

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in STEM to the Bachelor of Science in Geology at UA Little Rock. Through collaborative efforts, UA Little Rock and NPC 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 STEM at NPC will be admitted to the Bachelor of Science in Geology at UA Little Rock with full junior classification, subject to the provisions listed under Admission Requirements and Transfer of Credits.

ADMISSION REQUIREMENTS

- A. The student must complete the requirements necessary for general admission to UA Little Rock, as well as specific admission to the Bachelor of Science in Geology program.
- B. The student will have earned the Associate of Science in STEM at NPC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this agreement.

TRANSFER OF CREDITS

- A. Course requirements for this Agreement are displayed on the attachment, 2 + 2 Degree Plan Checklist.
- B. transfer student who has not completed all of the courses specified within the Associate of Science in STEM degree plan at NPC, as stipulated on the above-referenced degree plan checklist, before entering UA Little Rock, must work with an academic advisor to ensure timely completion of degree program requirements.
- C. Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UA Little Rock.
- D. UA Little Rock will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to the following conditions:
 - I. The transfer of credits with "D" grades is available only to first-time entering transfer students at the time of admission to UA Little Rock.
 - II. The student must petition to receive credit for six hours of "D" grades of the student's choosing.
 - III. The student will select the appropriate six hours of "D" grades to transfer in to UA Little Rock after consultation with his/her appointed academic advisor.

- IV. Prerequisite rules shall apply to transfer of credits with "D" grades in the same manner as they would for credits earned at UA Little Rock.
- E. Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UA Little Rock.

IMPLEMENTATION AND REVIEW

- A. The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedure and guidelines.
- B. This Agreement will be reviewed on an annual basis; both UA Little Rock and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- C. UA Little Rock 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.
- D. 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. 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.
- E. UA Little Rock 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

- A. This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- B. This Agreement may be terminated by either party with at least 90 calendar days written notice.
- C. In the event that the Agreement is terminated, all students who have already been admitted to UA Little Rock, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

TRANSFER AGREEMENT

PURPOSE

Associate of Science in STEM (NPC) to the Bachelor of Science in Geology: Environmental Geology Concentration (UALR)

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in STEM to the Bachelor of Science in Geology: Environmental Geology Concentration at UA Little Rock. Through

collaborative efforts, UA Little Rock and NPC 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 STEM at NPC will be admitted to the Bachelor of Science in Geology: Environmental Geology Concentration at UA Little Rock with full junior classification, subject to the provisions listed under Admission Requirements and Transfer of Credits.

ADMISSION REQUIREMENTS

- A. The student must complete the requirements necessary for general admission to UA Little Rock, as well as specific admission to the Bachelor of Science in Geology: Environmental Geology Concentration program.
- B. The student will have earned the Associate of Science in STEM at NPC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this agreement.

TRANSFER OF CREDITS

- A. Course requirements for this Agreement are displayed on the attachment, 2 + 2 Degree Plan Checklist.
- B. A transfer student who has not completed all of the courses specified within the Associate of Science in STEM degree plan at NPC, as stipulated on the above - referenced degree plan checklist, before entering UA Little Rock, must work with an academic advisor to ensure timely completion of degree program requirements.
- C. Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UA Little Rock.
- D. UA Little Rock will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to the following conditions:
 - i. The transfer of credits with "D" grades is available only to first-time entering transfer students at the time of admission to UA Little Rock. The student must petition to receive credit for six hours of "D" grades of the student's choosing.
 - ii. The student will select the appropriate six hours of "D" grades to transfer in to UA Little Rock after consultation with his/her appointed academic advisor.
 - iii. Prerequisite rules shall apply to transfer of credits with "D" grades in the same manner as they would for credits earned at UA Little Rock.
- E. Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UA Little Rock.

IMPLEMENTATION AND REVIEW

- A. The Chief Academic Officers at each institution will implement the terms of the Agreement, including incorporation of any mutually agreed upon changes into

- subsequent revisions of this Agreement, assuring compliance with system policy, procedure and guidelines.
- B. This Agreement will be reviewed on an annual basis; both UA Little Rock and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
 - C. UA Little Rock 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.
 - D. 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. 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.
 - E. UA Little Rock 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 cat-along, recruitment publications, media announcements, social media engagement, and in-person information sessions.

MISCELLANEOUS

- A. This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- B. This Agreement may be terminated by either party with at least 90 calendar days written notice.
- C. In the event that the Agreement is terminated, all students who have already been admitted to UA Little Rock, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

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

Associate of Science in STEM with a concentration of Environmental Geology (DC 3660 DIP 30.1801; 60-72 credit hours; Fall 2021)

South Arkansas Community College Title or CIP Change

Associate of General Studies (DC 0900; CIP 24.0102; 60 credit hours; Fall 2021) reconfigured to Associate of Arts in Liberal Arts and Sciences (DC 0900; CIP 24.0101; 60 credit hours; Fall 2021)

Southeast Arkansas College

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

Technical Certificate in Mechanical System Technology (DC 4315; CIP 47.0303; 33 credit hours; Spring 2021)

Technical Certificate in Law Enforcement Administration (DC 0389; CIP 43.0103; 18 credit hours; Spring 2021)

Technical Certificate in Criminal Scene Investigation (DC 0386; CIP 43.0103; 36 credit hours; Spring 2021)

Associate of Applied Science in Respiratory Therapy (DC 3510; CIP 51.0908; 74 credit hours; Spring 2021)

Southern Arkansas University

New Option/Emphasis/Concentration/Minor

Emphasis in Healthcare Administration in the Bachelors of Business Administration (CIP 51.070; 120 credit hours; Fall 2021)

Added Courses

HCAD	2XX3	Exploring Opportunities in Healthcare
PH	3053	The Business of Health Care OR
NURS	3053	The Business of Health Care
HCAD	3XX3	Healthcare Informatics
HCAD	4XX3	Human Resource Management in Healthcare
HCAD	4XX3	Challenges in Patient
HCAD	3XX3	Internship in Healthcare Administration OR
HCAD	4XX3	Healthcare Professional Capstone Project
Choose 9 hours from the following:		
MGMT	3083	Leadership and Ethics
FIN	3013	Risk Management and Insurance
FIN	4003	Advanced Financial Management
SCM	3053	Project Management
SCM	3043	Business Analytics
SCM	4073	Supply Chain Management

Graduate Certificate in Educational Examiner Licensure/Certificate (CIP 13.0604; 12 credit hours; Fall 2021)

Graduate Certificate in Instructional Facilitator/LEAD Teacher (CIP 13.9999; 12 credit hours; Fall 2021)

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

College of Education (Dept Code 3580) changed to College of Education and Human Performance

Southern Arkansas University Tech
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Associate of Applied in Computer Information Technology (DC 3521; CIP 11.0101; 60 credit hours) reconfigured to an Associate of Applied Science in Cybersecurity (CIP 11.1003; 60 credit hours; 100%; Summer 2021)

Added Courses

MATH	1045	Pre-Calculus Math
HIST	2013	U.S. History I OR
HIST	2023	U.S. History II
PSCI	2003	American Government National
ENGL	1123	Composition II
MATH	1525	Calculus & Analytic Geometry I
MATH	2405	Calculus & Analytic Geometry I
HIST	1003	World History I OR
HIST	1013	World History II
CS	2363	<i>Data Structures and Algorithms</i>
CS	2193	Computer Networking
<i>MATH</i>	<i>2013</i>	<i>Probability & Statistics</i>
CS	2343	Cybersecurity Essentials
CS	2003	<i>Virtualization</i>
CS	2353	<i>Computer Forensics</i>
ENGL	2213	World Literature I OR
ENGL	2223	World Literature II

Deleted Courses

MIS	1003	Introduction to Computers
CS	2084	A+ Essentials
MATH	1023	College Algebra
NT	1013	Supporting Network Clients
CS	2094	A+ Practical Applications
NT	1113	Support Network Services
CO	2213	Technical Writing
BA	2223	Business Communications
CS	2024	Web Development
CS	2283	Cloud Computing
CS	2343	Cybersecurity
ECON	2003	Principles of Macroeconomics

Associate of Applied Science reconfigured to a Technical Certificate in Cybersecurity (CIP 11.1003; 29 credit hours; Fall 2021)

Added Courses

MATH	1045	Pre-Calculus Math
MATH	1525	Calculus & Analytic Geometry
CS	2193	Computer Networking
CS	2003	<i>Virtualization</i>
CS	2193	Cybersecurity Essentials

CS	2353	<i>Computer Forensic</i>
CS	2453	<i>Ethical Hacking</i>
CS	1404	Programming I OR
CS	2124	Programming II

Curriculum Revision

Associate of Science in Elementary Education with options in K-6; Middle Education 4-8; (DC 3540; CIP 13.1206; 63 credit hours; 100% online; Fall 2021)

Added Courses

EDUC	2023	K-12 Educational Technology OR
MIS	1003	Introduction to Computers

Associate of Science in Education K-12 with emphasis in Physical Education and Health (DC 3540; CIP 13.206; 100% online; 63 credit hours; Fall 2021)

Added course

EDUC	2023	K-12 Technology OR
MIS	1003	Introduction to Computers

Technical Certificate in Nursing (DC 4795; CIP 51.3901; 46 credit hours; Summer 2021)

Added Course

PN	1014	Strategies for Success
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Deleted Courses

PN	1411	Strategies for Success I
PN	2411	Strategies for Success II
PN	2415	Strategies for Success III

Certificate of Proficiency in Cybersecurity (DC 4795; CIP 51.3901; 100% online; 19 credit hours; Summer 2021)

Added Courses

CS	2193	Computer Networking
CS	2003	<i>Virtualization</i>
CS	2343	Cybersecurity Essentials
CS	2353	<i>Computer Forensics</i>
CS	1404	Programming I OR
CS	2124	Programming II

Deleted Courses

NT	1013	Supporting Network Clients
NT	1113	Supporting Network Servers

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

Certificate of Proficiency in Industrial Maintenance (DC 4720; CIP 47.0303; 12 credit hours; Spring 2021)

Certificate in Proficiency in Medical Transcription (DC 4560; CIP 51.0708; Spring 2021)

Certificate of Proficiency in Industrial Technology (DC 4815; CIP 47.0105; Spring 2021)

Technical Certificate in Wildlife & Fisheries Enforcement (DC 2225; CIP 03 0208; 26 credit hours; Spring 2021)

University of Arkansas Fayetteville

Name Change of Administrative Building - Information Item

Office of Student Academic Initiatives and Services (OASIS) changed to Sylvia Hack Boyer Center for Student Services (BCSS) Spring 2021)

New Certificate/Degree Program

Certificate of Proficiency in STEM Education (CIP 13.0101; 9 credit hours; Fall 2021)

Added courses

<i>STEM</i>	<i>2003</i>	<i>The Art of STEM Communication</i>
<i>ARSC</i>	<i>1201</i>	<i>Introduction to Teaching STEM Subjects</i>
<i>ARSC</i>	<i>1212</i>	<i>Field Experience in Teaching STEM Subjects</i>
<i>BIOL</i>	<i>3273</i>	<i>Inquiry and Modeling in Science Education</i>
<i>CHEM</i>	<i>3273</i>	<i>Inquiry and Modeling in Science Education</i>
<i>PHYS</i>	<i>3273</i>	<i>Inquiry and Modeling in Science Education Study</i>

Certificate of Proficiency in Cybersecurity and Data Management (CIP 11.1003; 15 credit hours; Fall 2021)

Existing Program Offered by Distance Technology

Bachelor of Arts in English (DC 1420; CIP 23.0101; 120 credit hours; 100% online; Fall 2021)

Bachelor of Science in Business Administration in Marketing (DC 3590; CIP 52.1401; 120 credit hours; 100% online; Fall 2021)

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

Bachelor of Science in Business Administration in Management (DC 3530; CIP 52.0201) with concentration in Human Resources Management and Organizational Management (CIP 52.0271; 120 credit hours; 100% online; Fall 2021)

Added Courses

First Year Fall

ENGL	1013	Composition
MATH	2053	Finite Mathematics
COMM	1313	Public Speaking
WCOB	1111	Freshman Business Connection
BLAW	2013	The Legal Environment of Business
ISYS	1123	Business Application Knowledge - Computer Competency

First Year Spring

ENGL	1023	Composition II
ACCT	2013	Accounting Principles
WCOB	1033	Data Analysis and Interpretation
ECON	2023	Principles of Microeconomics

Second Year Fall

MGMT	2053	Business Foundations OR
ACCT	2023	Accounting Principles II
ISYS	2103	Business Information Systems1
MATH	2043	Survey of Calculus

Second Year Spring

SCMT	2103	Integrated Supply Chain Management1
MGMT	2103	Managing People and Organizations1
ECON	2013	Principles of Macroeconomics

Third Year Fall

FINN	3043	Principles of Finance
MKTG	3433	Introduction to Marketing
MGMT	4243	Ethics and Corporate Responsibility OR
MGMT	4953	Organizational Rewards and Compensation
MGMT	4943	Organizational Staffing
3 hours		Junior/Senior Business Elective

Third Year Spring

MGMT	3013	Strategic Management
MGMT	4243	Ethics and Corporate Responsibility OR
MGMT	4953	Organizational Rewards and Compensation
3 hours		MGMT OR Collateral Elective
3 hours		Junior/Senior Business Elective
3 hours		General Education Elective

Fourth Year Fall

6 hours		MGMT Electives
3 hours		MGMT or Collateral Electives
3 hours		Junior/Senior Business Electives
3 hours		General Education Elective

Fourth Year Spring

3 hours		MGMT or Collateral Elective
3 hours		Junior/Senior Business Elective
6 hours		General Education Electives

Curriculum Revision

Master of Education in Curriculum & Instruction (DC 5680; CIP 13.0301; 33 credit hours; Fall 2021)

Research Tools & Foundations (9 hours)

CIED 5273 Research in Curriculum and Instruction

ESRM 5393 Statistics in Education and Health Professions

CIED 5313 Qualitative Research in Curriculum & Instruction

Curriculum & Instruction Foundations (9 hours)

CIED 5423 Curriculum and Instruction: Models and Implementation

CIED 6133 Issues and Trends in Curriculum & Instruction

CIED 5983 Practicum in Curriculum & Instruction

Psycho-Sociological Foundations (6 hours)

EDFD 5373 Psychological Foundations of Teaching and Learning

CIED 6603 Research in Justice-Oriented & Multicultural Education

Interest Area (9 Credits)

Select a minimum of 9 credit hours of coursework as approved by the advisory committee.

Doctor of Philosophy in Business Administration with concentration in Information Systems (DC 7170; CIP 52.0201; 70 credit hours; Fall 2021)

Added Courses

Required Courses (21 hours)

ISYS 6133 Survey of IS Research

ISYS 6333 Individual-level Research in IS

ISYS 6373 Social Networks in Information Systems Research

ISYS 6533 Macro- and Meso-level IS Research

ISYS 6743 Qualitative and Quantitative Methods in Research

ISYS 6753 Management of Knowledge and Information Systems

ISYS 6833 Theory Development

Research Requirements (21 hours)

ISYS 601V Graduate Colloquium (12 hours)

ISYS 5723 Advanced Multivariate Analysis

6 hours of Research Electives (to be chosen in consultation with PhD Coordinator)

Supporting Field Courses (10 hours)

WCOB 6111 Seminar in Business Administration Teaching I

9 hours of Electives (to be chosen in consultation with PhD Coordinator)

Dissertation (18 hours)

ISYS 700V Doctoral Dissertation

Candidacy Examination

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

Masters of Arts in Secondary Mathematics (DC 5460; CIP 13.1311; 30 credit hours; Fall 2021)

University of Arkansas –Little Rock**Curriculum Revision**

Associate of Applied Science in Nursing (DC 1160; CIP 51.3801; 61 credit hours; Fall 2021)

Added Courses

<i>NURS</i>	<i>1310</i>	<i>Adult Nursing I: Acute Care</i>
<i>NURS</i>	<i>1320</i>	<i>Adult Nursing I: Chronic Care</i>

University of Arkansas for Medical Sciences**Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program**

Graduate Certificate in Dietetic Internship (DC 4480; CIP 51.3101; 12 credit hours) reconfigured to the Master of Science in Dietetics (CIP 51.3101; 36 credit hours, Fall 2021)

Information Only Item

Doctor of Medicine with a track in Primary Care (DC 5600; CIP 51.1201; 150 credit hours, Fall 2021) 3-year degree, offered UAMS Northwest Regional Campus, 1125. College Avenue, Fayetteville, AR

Doctor of Medicine (DC 5600; CIP 51.1201; 150 credit hours, Fall 2021) 4-year degree offered UAMS Northwest Regional Campus, 1125. College Avenue, Fayetteville, AR

New Off-Campus Location

University of Arkansas for Medical Science, Northwest Regional Campus, 1125. College Avenue, Fayetteville, AR offering 3-year Medical Degree; Summer 2021

University of Arkansas Community College - Morrilton**Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program**

Certificate of Proficiency in Industrial Mechanics Technology (DC 1417; CIP 47.0303; 15 credit hours) reconfigured to Certificate of Proficiency in Basic Maintenance and Safety (CIP 47.0303; 15 credit hours)

New Off-Campus Location

Clarksville School District
1701 Clark Rd.
Clarksville, AR 72830

University of Arkansas Pulaski Technical College**Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit**

Certificate of Proficiency in Power Sports (DC 4872; CIP 47.0611; 12 credit hours; Fall 2021)

Certificate of Proficiency in Equipment (DC 4871; CIP 47.0606; 12 credit hours; Fall 2021)

Certificate of Proficiency in Automotive Service Technology-Alternative Fuels (DC 4469; CIP 47.0614; 13 credit hours; Fall 2021)

Technical Certificate in Power Sports Equipment (DC 4870; CIP 47.0606; 32 credit hours; Spring 2021)

Associate of Applied Science in Military Technologies (DC 3456; CIP 29.9999; 29 credit hours; Spring 2021)

Certificate of Proficiency of Automotive Technology in Tire Center Operator (DC 0331; CIP 47. 0699; 6 credit hours; Spring 2021)

New Certificate/Degree Program

Certificate of Proficiency in Chassis and Brake Specialist (CIP.47.0699; 16 credit hours; Spring 2021)

Added Courses

AST	1403	Automotive Brake Systems
AST	2103	Chassis and Steering
AST	2410	Electrical Fundamentals

Certificate of Proficiency in Climate Control and Drivability Specialist (CIP 47.0699; 16 credit hours; Fall 2021)

Added Courses

AST	1103	Conversion and Installation of Alternative Fuel Systems
AST	1503	Climate Control
AST	2210	Engine Performance

Certificate of Proficiency in Drivetrain Specialist (CIP 47.0699; 13 credit hours; Fall 2021)

Added Courses

AST	1104	Automatic Transmission/Transaxle
AST	1205	Powertrains
AST	2304	Engine Repair

Certificate of Proficiency in Computer Numerical Control (CIP 48.0510; 10 credit hours; Fall 2021)

Added Courses

AMS	1204	Print Reading and Sketching
AMS	2103	Computerized Numerical Control
MATH	1330	Technical Mathematics

Certificate of Proficiency in Quality Assurance (CIP 15.0702; 7 credit hours; Fall 2021)

Added Courses

AMS	1204	Print Reading and Sketching
AMS	2003	Quality Control/Inspection

Technical Certificate in Insurance (CIP 52.1701; 20-30 credit hours); Fall 2021)

Added Courses

BUS	2743	Risk and Insurance
BUS	1843	Principles of Insurance II
BUS	1543	Principles of Insurance I

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

Associate of Applied Science in Business with Insurance option (DC 0730; CIP 52.0408; 9 credit hours; Fall 2021)

Added Courses

BUS	2743	Risk and Insurance
BUS	1543	Principles of Insurance I
BUS	1843	Principles of Insurance II
BUS	2693	Business Internship

Curriculum Revision

Associate of Applied Science in Heating, Ventilation, Air Conditioning and Refrigeration (DC 0525; CIP 47.0201; 60 credit hours; Fall 2021)

Added Course

HVAC	2301	HVARC Internship Observation
HVAC	2311	HVARC Internship Hands-On

Deleted Courses

HVAC	2513	Boiler Operation
HVAC	2543	Special Projects
WLD	1104	1104 Basic Welding I
HVAC	1102	

Technical Certificate in Diesel Technology (DC 4460; CIP 47.0605; 29 credit hours; Fall 2021)

Deleted Courses

DTM	1003	Tractor/Trailer Operation
DTM	1103	Diesel Fundamentals
DTM	1904	Servicing Road Tractors and Trailers

University of Central Arkansas

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

Bachelor of Science in Athletic Training (DC 2205; CIP 51.0913; 120 credit hours; Spring 2021)

Certificate of Proficiency in Crime Scene Investigation (DC 0384; CIP 43.0406; 18 credit hours, Spring 2021)

Technical Certificate in Crime Scene Investigation (DC 0386; CIP 43.406; 36 credit hours, Spring 2021)

Associate of Applied Science in Crime Scene Investigation (DC 0387; CIP 43.0306; 62 credit hours, Spring 2021)

Certificate of Proficiency in Law Enforcement Administration DC 0388; CIP 43.0103; 18 credit hours, Spring 2021)

Technical Certificate in Law Enforcement Administration (DC 0389; CIP 43.0103; 36 credit hours; Spring 2021)

Associate of Applied Science in Law Enforcement Administration (DC 0391; CIP 43.0103; 63 credit hours; Spring 2021)

Criminal Justice Institute Partnership Program

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

The Department of Chemistry changed to the Department of Chemistry and Biochemistry (Department Code 0900; Spring 2021)

The Department of Computer Science changed to the Department of Computer Science and Engineering (Department Code 1020; Spring 2021)

The Department of Management Information Systems changed to the Department of Computer Information Systems and Analytics (Department Code 1680)

Curriculum Revision and Name Change of Existing Program

Doctorate of Philosophy in Leadership Studies (DC 7335; CIP 30.9999; 60 credit hours) changed to Doctorate of Philosophy in Leadership for Inclusion and Equity (7335; CIP 30.9999); 60 credit hours; 100% online; Spring 2021)

Added Courses

Leadership Core (15 CH)

<i>CLEI</i>	<i>8301</i>	<i>Leadership Ethics</i>
<i>CLEI</i>	<i>8303</i>	<i>Leading and Learning</i>
<i>CLEI</i>	<i>8305</i>	<i>Leadership for Equity and Inclusion</i>
<i>CLEI</i>	<i>8307</i>	<i>Leader as an Agent of Change</i>
<i>CLEI</i>	<i>8309</i>	<i>Leadership and Community Collaboration</i>

Research Core (15 CH)

<i>CLEI</i>	<i>8311</i>	<i>Doctoral Research Design and Methods</i>
<i>CLEI</i>	<i>8313</i>	<i>Quantitative Research 1</i>
<i>CLEI</i>	<i>8315</i>	<i>Qualitative Research 1</i>
<i>CLEI</i>	<i>8317</i>	<i>Quantitative Research 2</i>

CLEI 8319 Qualitative Research 2
CLEI 8388 Research Methods: Special Topics
(Students wishing to take a third course in quantitative or qualitative research may take this course in place of Qualitative 2 or Quantitative 2)
Dissertation (12 CH)
CLEI 8V99 Dissertation
Concentration (21 CH)
Community Leadership and Change Concentration
21 CH from
LEAD 8361 Leadership and Social Change Inquiry
LEAD 8363 Community Empowerment & Leadership Approaches
LEAD 8365 Leader Identity & Expertise Development
LEAD 8367 Collective Leadership and Resilient Communities
LEAD 8369 Leading Organizational Change & Development
LEAD 8370 Social Entrepreneurship
LEAD 8372 Generative Leadership: Innovation & Value-Creation

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program; Title Change

Bachelors of Business Administration in Management Information Systems (DC 1940; CIP 52.1201; 120 credit hours), Bachelors of Science in Information Systems (DC 2797; CIP 52.1301; 120 credit hours) Bachelor of Science in Cybersecurity Management (DC 5015, CIP 11.1003; 120 credit hours) reconfigured to create the Bachelor of Science in Applied Data Analytics (CIP 52.1301; 120 credit hours; Fall 2021)

Bachelors of Business Administration in Management Information Systems (DC 1940; CIP 52.1201; 120 credit hours); Bachelors of Business Administration in Management Information Systems (DC 1940; CIP 52.1201; 120 credit hours) reconfigured to create the Technical Certificate in Applied Data Analytics (CIP 52.1301; 24 credit hours; Spring 2021)

Bachelors of Science in Computer (DC 2410; CIP 11.0101; 120 credit hours); Bachelors of Mathematics (DC 2870; CIP 27.0101; 120 credits hours) reconfigured to create the Bachelors of Science in Data Science (CIP 30.7001; 120 credit hours; Spring 2021)

Graduate Certificate in Data Analytics (DC 6585; CIP 52.1399; 12 credit hours), Masters of Business Administration (DC 5580; CIP 52.0201; 30 credit hours) reconfigured to create the Master of Applied Data Analytics (CIP 52.1301; 30 credit hours; 100% online; Fall 2021)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Recertifications

University of the People, Pasadena, California
Associate of Science in Business Administration
Associate of Science in Computer Science
Associate of Science in Health Science
Bachelor of Science in Business Administration
Bachelor of Science in Computer Science
Bachelor of Science in Health Science
Master of Business Administration

Institutional Changes

Bluff Cliff College, Baton Rouge, Louisiana
Fayetteville Campus will close in April 2022 when all students have completed their programs of study.

Letter of Exemption from Certification – Renewal – Church-Related Training

Evangel University, Springfield, Missouri
Offering Programs by Distance and at First Assembly of God, North Little Rock
Bachelor of Science in Church Leadership
Master of Leadership and Ministry

Program Changes/Additions

Northcentral University, La Jolla, California
Master of Science in Technology and Innovation Management changed to Master of Science in Technology Management
Doctor of Philosophy in Technology and Innovation Management changed to Doctor of Philosophy in Technology Management

New Specializations

Master of Science in Cybersecurity
Finance and Banking
TIM 6705 Cybersecurity Ethics, Laws, and Regulations in Finance and Banking
TIM 6710 Cybersecurity Governance, Risk, and Policy in Finance and Banking
TIM 6715 Cybersecurity Threats and Vulnerabilities in Finance and Banking
TIM 6720 Cybersecurity Internal and External Operations in Finance and Banking

General Cybersecurity

TIM 5020 Database and Business Intelligence
TIM 6302 Changing Times: Trends and Topics in Cybersecurity
TIM 6310 Cyber Forensics
TIM 6340 Secure Software Development

Healthcare

- TIM 6725 Cybersecurity Ethics, Laws, and Regulations in Healthcare
- TIM 6730 Cybersecurity Governance, Risk, and Policy in Healthcare
- TIM 6735 Cybersecurity Threats and Vulnerabilities in Healthcare
- TIM 6740 Cybersecurity Operations and Supply Chain in Healthcare

Public Service and Defense

- TIM 6745 Cybersecurity Ethics, Laws, and Regulations in Public Service and Defense
- TIM 6750 Cybersecurity Standards and Requirements in Public Service and Defense
- TIM 6755 Cybersecurity Threats and Vulnerabilities in Public Service and Defense
- TIM 6760 Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism

Master of Science in Technology Management

Asset Management

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 6301 Principles of Cybersecurity
- TIM 6320 Contingency Planning and Disaster Recovery

Cybersecurity Management

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 6301 Principles of Cybersecurity
- TIM 5030 Managing Risk, Security, and Privacy in Information Systems
- TIM 6320 Contingency Planning and Incidents
- TIM 6331 Cloud and System Certification and Accreditation

Data Science

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 6500 Principles of Data Science
- TIM 5221 Quantitative Research Design for Technology Professionals
- TIM 6540 Critical Analysis, Interpreting and Reporting Data

General Management

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 5035 Cybersecurity Risk Management, and Policy for IT Professionals
- TIM 6500 Principles of Data Science
- TIM 6210 Quality Management
- TIM 6320 contingency Planning and Incidents

Information Technology Management

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 5035 Cybersecurity Risk Management, and Policy for IT Professionals
- TIM 6500 Principles of Data Science
- TIM 5040 Systems Architecture for IT Professionals
- TIM 6340 Systems Analysis and Design
- TIM 6550 IT Asset Management

Project and Program Management

- TIM 5002 Principles of Information Technology for IT Managers
- TIM 5100 Management and Governance in Technology
- TIM 5110 Finance and Planning in Technology
- TIM 5120 Technical Communication
- TIM 5050 Project Management for IT Professionals
- TIM 6011 Strategic Management of Technology
- TIM 6615 Agile Project Management
- TIM 6610 Leadership in Project Management
- TIM 6630 Managing Risk in Project Management
- TIM 6640 Programming and Portfolio Management

Post-Master's Certificate in Education

Curriculum and Teaching

- CT 7000 Developing Instructional Strategies and Curriculum
- CT 7100 Dispositions of Learner and Teacher
- CT 7200 Design and Evaluation of Curriculum and Programs
- CT 7300 Theories and Applications of Instructional Strategies
- CT 7400 Assessment Practices
- CT 7500 Advanced Capstone in Curriculum and Teaching

English Language Learning
ESL 7100 Teaching English Language Learners
ESL 7200 Cultural Diversity
ESL 7300 Assessing Diverse Learners
ESL 7400 Developing Curriculum for English Language Learners
ED 7009 Educating a Diversity of Learners
ESL 7600 Issues in ELL Education

Organizational Leadership
OL 7100 Conflict Resolution and Mediation
OL 7101 Building Organizational Capacity
OL 7102 Leadership Ethics to Attain Organizational Excellence
OL 7103 Theory and Practice of Organizational Leadership
OL 7104 Leadership in Nonprofit Organizations
OL 7105 Leadership in Organizational Change

Post-Master's Certificate in General Business
FIN 7012 Corporate Finance
HRM 7004 Supervising in the 21st Century
GBM 7001 Global Business Environment
GBM 7003 Global Business Management
GBM 7005 Advanced Topics in Global Organizational Behavior
Elective

Education Specialist
Organizational Leadership
EDU 7100 Effective Communications
EDU 7154 Leadership for Improvement in EdS
EDR 8300 The Research Process
EDR 7053 Education Specialist Capstone Project
OL 7100 Conflict Resolution and Mediation
OL 7101 Building Organizational Capacity
OL 7102 Leadership Ethics to Attain Organizational Excellence
OL 7103 Theory and Practice of Organizational Leadership
OL 7104 Leadership in Nonprofit Organizations
OL 7105 Leadership in Organizational Change
Choose one:
EDR 8400 Advanced Qualitative Methodology and Designs
EDR 8500 Applied Quantitative Methodology and Designs

Doctor of Education
Organizational Leadership
EDU 7100 Effective Communication
EDU 7150 Leadership for Improvement
EDR 8200 Scholarly Literature Review
EDR 88300 The Research Process

EDR 82001 Statistics I
CMP 9601E Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS 9911A Applied Doctoral Introduction
DIS 99112A Applied Doctoral Proposal
DIS 9913A Institutional Review Board (IRB) and Data Collection
DIS 9914A Applied Doctoral Manuscript
Choose one:
EDR 8400 Advanced Qualitative Methodology and Designs
EDR 8500 Applied Quantitative Methodology and Designs
Choose one:
EDR 8202 Statistics II
EDR 8206 Applied Qualitative Analysis
Choose four:
OL 7100 Conflict Resolution and Mediation
OL 7101 Building Organizational Capacity
OL 7102 Leadership Ethics to Attain Organizational Excellence
OL 7104 Leadership in Nonprofit Organizations
OL 7105 Leadership in Organizational Change

Doctor of Philosophy in Education
Organizational Leadership
EDU 8100 Theoretical Frameworks
EDU 8200 Writing for Research and Publication
EDR 8200 Scholarly Literature Review
EDR 8300 The Research Process
EDR 8201 Statistics I
EDR 8400 Advanced Qualitative Methodology and Designs
EDR 8500 Applied Quantitative Methodology and Designs
EDR 8202 Statistics II
EDR 8206 Applied Qualitative Analysis
CMP 9701E Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS 9901A Components of the Dissertation
DIS 9902A The Dissertation Proposal
DIS 9903A Institutional Review Board and Data Collection
DIS 9904A The Dissertation Manuscript and Defense
OL 7100 Conflict Resolution and Mediation
OL 7101 Building Organizational Capacity
OL 7102 Leadership Ethics to Attain Organizational Excellence
OL 7103 Theory and Practice of Organizational Leadership
OL 7104 Leadership in Nonprofit Organizations
OL 7105 Leadership in Organizational Change
Elective

University of Southern California, Los Angeles, California
Graduate Certificate in Academic Medicine
ACMD 501 Introduction to Academic Medicine Worldwide

Choose two:

ACMD 511 Competencies in Academic Medicine and Health I
ACMD 512 Competencies in Academic Medicine and Health II
ACMD 513 Professionalism in Academic Medicine and Health
ACMD 514 Accreditation and Program Evaluation in Academic Medicine

Choose three:

ACMD 502 Becoming a Leader in Academic Medicine Worldwide
ACMD 503 Leading Change in Academic Medical Centers
ACMD 591 Designing Research on Innovations in Academic Medicine
ACMD 592 Implementing Research on Innovations in Academic Medicine
ACMD 593 Foundations of Scholarly Writing in Academic Medicine
ACMD 598 Field Work in Designing Innovations for the Health Professions
ACMD 604 Supporting the Educational Enterprise in Academic Medicine
ACMD 605 Faculty Development for Health Professions Faculty
ACMD 615 Maintenance of Competence in the Health Professions

Graduate Certificate in Remote Sensing for Earth Observation

SSCI 576 Remote Sensing Applications and Emerging Technologies

SSCI 581 Concepts for Spatial Thinking

SSCI 588 Remote Sensing for GIS

Choose one:

SSCI 575 Spatial Data Science

SSCI 587 Spatial Data Acquisition

SSCI 591 Web and Mobile GIS

Graduate Certificate in Geospatial Leadership

SSCI 578 The Practice of Geospatial Leadership

Choose three:

SSCI 574 Spatial Econometrics

SSCI 575 Spatial Data Science

SSCI 576 Remote Sensing Applications and Emerging Technologies

SSCI 582 Spatial Databases

SSCI 583 Spatial Analysis and Modeling

SSCI 585 Geospatial Technology Project Management

SSCI 586 Spatial Programming and Customization

SSCI 591 Web and Mobile GIS

Vista College, Richardson, Texas

Medical Assistant Diploma

Approved to offer by distance education

Walden University, Minneapolis, Minnesota

Graduate Certificate in Adult Learning

EDUC 6171 Theories and Frameworks for Adult Learning

EDUC 6174 Developing a Repertoire of Effective Teaching Practices

EDUC 6175 Planning, Assessing, and Improving Adult Learning

EDUC 6176 Facilitating Collaboration and Group Process

Graduate Certificate in Advanced Cyber Security
ITEC 6620 Information and Systems Security
ITEC 6630 Computer Law, Crime, and Investigation
ITEC 6640 Topics in High-Assurance Computing

Graduate Certificate in Advanced Project Management
MSPM 6125 Project Scheduling
MSPM 6150 Planning and Administering Project Contracts
MSPM 6170 Sustainability in Project, Portfolio, and Program Management

Graduate Certificate in Applied Project Management
MSPM 6102 Practices in Project Management
MSPM 6130 Budgeting and Management of Operations
MSPM 6140 Enterprise and Project Risk Management

Graduate Certificate in Auditing
ACCT 6600 Managing Operational and Financial Business Risks
ACCT 6610 Managing Regulatory Compliance
ACCT 6650 Forensic and Advanced Auditing Topics
ACCT 6781 Information Security Governance

Graduate Certificate in Brand and Product Marketing
MRKT 6170 Brand and Product Management
MRKT 6135 Harnessing the Power of Data and Information
MRKT 6900 From Marketing Strategy to Execution

Graduate Certificate in Business Management
WMBA 6000 Dynamic Leadership
WMBA 6010 Managing People and Promoting Collaboration
WMBA 6020 Fostering a Culture of Innovation
WMBA 6030 Managing Business Information Systems

Graduate Certificate in College Teaching and Learning
EDUC 6757 Planning for Learning
EDUC 6758 Creating Engaging Learning Experiences
EDUC 6759 Assessing for Learning
EDUC 6760 Facilitating Learning Online

Graduate Certificate in Communication
COMM 6110 Media Effects: Mass Media in Modern Society
COMM 6130 Communicating Using Social and Digital Media
COMM 6150 Interpersonal Communication

Graduate Certificate in Conflict Management and Negotiation
HUMN 6702 Introduction to the Dynamics of Conflict and Negotiation
HUMN 6742 Conflict, Conflict Resolution, and Peace
HUMN 6405 Ethics and Social Justice
HUMN 6204 Intergroup Relations

Graduate Certificate in Criminal Justice
CRJS 6002 Foundations of Graduate Study
CRJS 6137 The Nature of Crime and Criminology
CRJS 6215 Controversies in Criminal Justice
CRJS 6217 Technological Solutions and 21st-Century Crime

Graduate Certificate in Curriculum, Instruction, and Assessment
EDUC 6730 Curriculum Design for Learning
EDUC 6731 Assessment for Student Learning
EDUC 6734 Differentiated Instruction (Accelerating)
EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement

Graduate Certificate in Data Management
ITEC 6030 Principles of Programming
ITEC 6145 Enterprise Database Design
ITEC 6655 Data Warehousing and Business Intelligence
ITEC 6661 Business Analytics and Data Mining

Graduate Certificate in Digital Marketing
MRKT 6110 Digital Marketing
MRKT 6120 Relationship Marketing
MRKT 6130 Communicating Using Social and Digital Media

Graduate Certificate in Early Childhood Administration
EDUC 6161 Effective Programs and Practices
EDUC 6164 Perspectives on Diversity and Equity
EDUC 6166 Developing People and Leading Teams
EDUC 6167 Budgeting and Allocating Resources
EDUC 6168 Planning and Managing Early Childhood Programs

Graduate Certificate in Elementary Reading and Literacy
READ 6705 Reading and Literacy Today
READ 6706 Literacy Development P-3
READ 6707 Reading and Literacy Growth Grades 4-6
READ 6708 Literacy in Culturally and Linguistically Diverse Classrooms
READ 6709 Literacy in Academically Diverse Classrooms

Graduate Certificate in Engaging Culturally Diverse Learners
EDUC 6650 Enhancing Learning for Diverse Populations

EDUC 6657 Creating and Effective Classroom Learning Environment
EDUC 6714 Reaching and Engaging All Learners Through Technology
EDUC 6732 Differentiated Instruction

Graduate Certificate in Enrollment Management and Institutional Marketing
EDUC 6156 Understanding Students: Learning, Development, and Diversity
EDUC 6755 Principles of Marketing and Enrollment Management
EDUC 6756 Emerging Trends in Marketing, Recruitment, and Institutional Promotion
EDUC 6761 Globalization in Higher Education

Graduate Certificate in Evidenced-Based Coaching
DRWI 8508 Coaching Skills Virtual Intensive
IPSY 6753 Leadership Coaching: Theories, Concepts, and Processes
IPSY 6755 Leadership and Leader Development
IPSY 6756 Leadership Coaching: Practices and Applications

Graduate Certificate in Fundamentals of Cyber Security
ITEC 6115 Computer Networking and Operating Systems
ITEC 6170 Fundamentals of Information Assurance
ITEC 6610 Information Assurance and Risk Management

Graduate Certificate in Government Management
MMPA 6116 Foundations for Graduate Study
MMPA 6200 Principles of Public Administration
MMPA 6420 Organizational Management and Leadership
MMPA 6451 Public Policy Analysis

Graduate Certificate in Higher Education Leadership for Student Success
EDUC 6156 Understanding Students: Learning, Development, and Diversity
EDUC 6263 Best Practices for Student Success
EDUC 6751 Creating Supportive Learning and Service Environments
EDUC 6752 Leading Change in Student Support Programs

Graduate Certificate in Homeland Security
MMPA 6116 Foundations for Graduate Study
MMPA 6830 Current Issues in Homeland Security
MMPA 6831 Critical Incident Leadership and Planning
MMPA 6832 Terrorism: Legislation and Policy

Graduate Certificate in Human Resource Management
MHRM 6101 Foundations of Human Resource Management
MHRM 6201 Individual and Organizational Performance Management
MHRM 6301 Legal and Regulatory Environment
MHRM 6401 Human Resource Analytics

Graduate Certificate in Information Systems

ITEC 6111 Information Technology in the Organization
ITEC 6115 Computer Networking and Operative Systems
ITEC 6030 Principles of Programming

Graduate Certificate in Integrating Technology in the Classroom

EDUC 6710 Understanding the Impact of Technology on Education, Work, and Society
EDUC 6711 Bridging Learning Theory, Instruction, and Technology
EDUC 6712 Supporting Information Literacy and Online Inquiry in the Classroom
EDUC 6713 Integrating Technology

Graduate Certificate in Leadership

MMSL 6000 Dynamic Leadership
MMSL 6105 Finding Your Inner Leader
MMSL 6110 Building Organizational Culture: Leaders as Architects
MMSL 6115 Communication for Leaders and Managers

Graduate Certificate in Managerial Accounting

ACCT 6000 Decision-Making Tools for Today's Financial Professional
ACCT 6010 Analysis and Communication for the Financial Professional
ACCT 6020 Legal and Ethical Issues in Accounting and Finance
ACCT 6130 Managerial Accounting for Organizations

Graduate Certificate in Mathematics K-6

MATH 6561 Learning and Teaching Mathematics
MATH 6562 The Base Ten Number System and Operations: Addition/Subtraction
MATH 6563 The Base Ten Number System and Operations: Multiplication/Division
MATH 6564 Measurement, Data, and Geometric Thinking

Graduate Certificate in Mathematics 5-8

MATH 6551 Understanding Number Systems and Operations
MATH 6552 Geometric Thinking and Measurement
MATH 6553 Algebraic Reasoning, Functions, and Equations
MATH 6554 Data, Probability, and Statistical Reasoning
MATH 6561 Learning and Teaching Math

Graduate Certificate in Nonprofit Management

NPMG 6116 Foundations for Graduate Study
NPMG 6200 Introduction to the Nonprofit Sector
NPMG 6451 Board Governance and Volunteer Management
NPMG 6461 Resource Development

Graduate Certificate in Online Teaching for Adult Educators

EDUC 6171 Theories and Frameworks for Adult Learning
EDUC 6177 Using Technology to Enhance Adult Learning
EDUC 6179 Online Instructional Strategies for Adult Learners

EDUC 6180 Assessments in Online Environments for Adult Learners

Graduate Certificate in Population Health

MMHA 6510 Essentials of the U.S. Healthcare Delivery System and Population Health

MMHA 6520 Health Informatics and Population Health Analytics

MMHA 6530 Disease Prevention and Care Management

MMHA 6540 Population Health Management Applications

Graduate Certificate in Public Management and Leadership

MMPA 6116 Foundations for Graduate Study

MMPA 6390 Strategic Context of Public Management and Leadership

MMPA 6542 Transformative Change in a Shared-Power World

MMPA 6392 The Language of Leadership

Graduate Certificate in Public Policy

MMPA 6116 Foundations for Graduate Study

MMPA 6380 Policy and Politics in American Political Institutions

MMPA 6381 Public Policy and Evaluation

MMPA 6382 Public Policy and Finance

Graduate Certificate in Science K-8

SCIE 6660 The Nature of Science

SCIE 6661 Exploring the Physical World

SCIE 6662 Investigating the Living World

SCIE 6663 Exploring the Earth and Beyond

SCIE 6664 Looking into the Future of Science and Education

Graduate Certificate in Special Education

EDUC 6780 Exploring Leadership, Collaboration, and Consultation

EDUC 6791 Special Education: Honoring Due Process (Accelerating)

EDUC 6782 Supporting Effective Evaluation and Assessment Practices

EDUC 6784 Adapting Instruction Using Evidence-Based

Graduate Certificate in Strategic Planning and Public Policy

MMPA 6116 Foundations for Graduate Study

MMPA 6381 Public Policy and Evaluation

MMPA 6451 Public Policy Analysis

MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination

Graduate Certificate in Teacher Leadership

EDUC 6647 Dynamic Teacher Leadership

EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement

EDUC 6655 Teacher Leadership Mentoring, Coaching, and Collaboration with Colleagues

EDUC 6659 Teacher Leadership in Profession

Graduate Certificate in Teaching and Diversity in Early Childhood Education

EDUC 6160 Early Childhood Development
EDUC 6161 Effective Programs and Practices
EDUC 6164 Perspectives on Diversity and Equity
EDUC 6357 Diversity, Development, and Learning
EDUC 6358 Strategies for Working with Diverse Children

Post-Master's Certificate in Community College Leadership

EDDD 8040 The Community College-Historical Context and Critical Issues
EDDD 8041 Transformational Leadership for Institutional Effectiveness in Community Colleges
EDDD8042 Contemporary Issues, Challenges, and Trends in Community Colleges
EDDD 8043 Promoting Student Development and Success in Community Colleges

Post-Master's Certificate in Curriculum, Instruction, and Assessment

EDDD 8050 Curriculum, Instruction, and Assessment: A Systems Perspective
EDDD 8051 Data-Driven Instruction and Assessment
EDDD 8052 Curriculum Design to Promote Social Change
EDDD 8106 Program Evaluation for Continuous Improvement

Post-Master's Certificate in Early Childhood Leadership

EDPD 8080 Child Development in the Critical Early Years
EDPD 8081 The Language/Literacy Continuum From Birth Through Age 8
EDPD 8082 Meaningful Learning Experiences in Supportive Environments
EDPD 8083 Evaluating and Leading Effective Early Childhood Programs

Post-Master's Certificate in Educational Policy, Leadership, and Management

EDPD 8040 Governance and Politics of Education
EDPD 8046 P-20 Education Law, Policy, and Governance
EDPD 8043 Policy Development and Implementation
EDPD 8044 Leadership and Management for Change in Education

Post-Master's Certificate in Educational Technology

EDDD 8090 Trends and Issues in Educational Technology
EDDD 8103 eLearning
EDDD 8093 Leading Change
EDDD 8107 Designing Instruction for eLearning

Post-Baccalaureate Certificate in Instructional Design and Technology

EDUC 6115 Learning Theories and Instruction
EIDT 6100 Instructional Design
EIDT 6110 Advanced Instructional Design
EIDT 6121 Multimedia Design and Development I

Post-Doctoral Bridge to Business Administration Certificate

DDBA 8006 Contemporary Challenges in Business

DDBA8161 Business Strategy and Innovation for Competitive Advantage

Choose a sequence from the following: Accounting, Entrepreneurship, Finance, Global Supply Chain Management, Healthcare Management, Homeland Security, Human Resource Management, Information Systems Management, International Business, Leadership, Marketing, Project Management, Social Impact Management, Technology Entrepreneurship

Post-Doctoral Bridge to Management Certificate

MGMT 8003M Gateway to Doctoral Management Studies

Choose a sequence from the following: Leadership and Organizational Strategy, Information Systems Management, 21st Century Finance, Human Resource Management, Organizational Design and Innovation

LETTERS ON INTENT

The following notifications were received through April 1, 2021:

Arkansas State University – Jonesboro

Master of Science in Nutrition and Dietetics (MSND)

Transitional Master of Science in Nutrition and Dietetics (tMSND)

Arkansas State University – Beebe

Certificate of Proficiency in Patient Care Technician

Cossatot Community College—University of Arkansas

Associate of Applied Science in Medical Laboratory Technology

Associate of Applied Science Registered Nursing-Traditional Pathway

University of Arkansas, Fayetteville

Master of Science in Marketing

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

California Southern University, Costa Mesa, California

Initial Certification – Distance Technology
Certificate in Advanced Addiction Studies
Certificate in Financial Management
Certificate in Healthcare Services
Certificate in Human Resource Management
Certificate in Industrial and Organizational Psychology
Certificate in International Business
Certificate in Leadership
Certificate in Management
Certificate in Pastoral Counseling
Certificate in Project Management
Certificate in Sport Psychology
Certificate in Strategic Leadership
Bachelor of Science in Criminal Justice
Bachelor of Science in Nursing
Master of Arts in Psychology
Master in Education
Master of Science in Law Enforcement Executive Leadership
Master of Science in Nursing

Central Christian College of Kansas, McPherson, Kansas

Initial Certification – Distance Technology
Associate of Arts in Aviation
Bachelor of Aviation

The Chicago School of Professional Psychology, Los Angeles, California

Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Applied Forensic Psychology Certificate
Applied Industrial/Organizational Psychology Certificate
Child and Adolescent Psychology Certificate
Consumer Psychology Certificate
Leadership for Healthcare Professionals Certificate
Organizational Effectiveness Certificate
Workplace Diversity Certificate
Behavior Analyst Post-Master's Respecialization Certificate

Clarks Summit University, Clarks Summit, Pennsylvania

Initial Certification – Distance Technology
Associate of Arts
Bachelor of Arts
Bachelor of Science
Bachelor of Science in Counseling
Master of Arts

Master of Arts in Literature
Master of Education

Coastline College, Fountain Valley, California

Initial Certification – Distance Technology
Associate of Arts in Art
Associate of Art in Liberal Studies: Communication
Associate of Arts in Process Technology
Associate of Science in Business Administration

DeVry University, Naperville, Illinois

Initial Certification – Distance Technology
Certificate in Business Essentials
Certificate in Cloud Computing
Certificate in Cyber Security
Certificate in Data Mining and Analytics
Certificate in Internet of Things
Certificate in Software Design and Solutions
Certificate in Web and Mobile Application Development

Drury University, Springfield, Missouri

Initial Certification- Farmington, Arkansas Campus
Four Courses

National University, La Jolla, California

Recertification – Distance Technology
Bachelor of Arts in History

Northcentral University, La Jolla, California

Initial Certification – Distance Technology
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Treatment of Addictions
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Sex Therapy
Post-Masters Certificate in Psychology, Industrial/Organizational Psychology
Master of Science in Applied Behavioral Analysis
Master of Science in Sports Psychology

Pepperdine University, Malibu, California

Initial Certification – Distance Technology
Master of Science in Applied Analytics

Reach University, Oakland, California

Initial Certification – Distance Technology
Master of Education in Instructional Leadership
Master of Education in Teaching

San Diego State University, San Diego, California

Initial Certification – Distance Technology
Civil Site Work Construction Workforce Partnership Certificate
Construction Estimating Workforce Partnership Certificate
Construction Practices Workforce Partnership Certificate
Construction Project Management Certificate
Construction Supervision Certificate
Bachelor of Science in Business Administration
Master of Arts in Educational Leadership
Master of Public Administration
Master of Science in Meeting and Event Management
Master of Science in Regulatory Affairs

South University, Savannah, Georgia

Recertification – Distance Technology
Associate of Science in Accounting
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Associate of Science in Information Technology
Bachelor of Science in Accounting
Bachelor of Science in Information Technology to Master of Science in Information Systems
Bachelor of Science in Legal Studies
Bachelor of Science in Public Relations
Graduate Certificate in Human Resource Management
Graduate Certificate in Information Systems
Master of Public Health
Master of Healthcare Administration
Master of Science in Health Informatics
Master of Science in Human Resource Management
Master of Science in Information Systems and Technology
Master of Science in Information Systems
Master of Science in Leadership
RN to Master of Science in Nursing
Doctor of Business Administration

University of San Diego, San Diego, California

Initial Certification – Distance Technology
Master of Education
Master of Science in Applied Artificial Intelligence
Master of Science in Applied Data Science
Master of Science in Cyber Security Engineering
Master of Science in Cyber Security Operations and Leadership
Master of Science in Health Care Informatics
Master of Science in Law Enforcement and Public Safety Leadership
Master of Science in Supply Chain Management
Doctor of Philosophy in Education for Social Justice

University of Southern California, Los Angeles, California

Initial Certification – Distance Technology

Master of Science in Human Resource Management

Walden University, Minneapolis, Minnesota

Initial Certification – Distance Technology

Bachelor of Science in Early Childhood Studies

Bachelor of Science in Elementary Education

Bachelor of Science in Healthcare Management

Bachelor of Science in Human Services

Bachelor of Science in Public Health

Bachelor of Science in Social Work

Undergraduate Certificate in Data Science

Post-Baccalaureate Certificate in Instructional Design and Technology

Graduate Certificate in Information Systems

Graduate Certificate in Teaching and Diversity in Early Childhood Education

Master of Science in Accounting

Master of Science in Communication

Master of Science in Criminal Justice

Master of Science in Criminal Justice Leadership and Executive Management

Master of Science in Cybersecurity

Master of Science in Data Science

Master of Science in Developmental Psychology

Master of Science in Early Childhood Studies

Master of Science in Finance

Master of Science in Health Education and Promotion

Master of Science in Higher Education

Master of Science in Human Resource Management

Master of Science in Human Services

Master of Science in Industrial and Organizational (I/O) Psychology

Master of Science in Information Technology

Master of Science in Instructional Design and Technology

Master of Science in Management

Master of Science in Marketing

Master of Science in Marriage, Couple, and Family Counseling

Master of Science in Project Management

Master of Social Work

Post-Master's Certificate in Higher Education and Adult Learning

Post-Master's Certificate in Higher Education Leadership and Management

Post-Master's Certificate in Higher Education Leadership, Management, and Policy

Post-Master's Certificate in Online Teaching in Higher Education

Post-Master's Certificate in Organizational Research, Assessment, and Evaluation

Post-Master's Certificate in Reading, Literacy, and Assessment

Post-Master's Online Teaching in Psychology Certificate

Post-Masters Certificate in Nursing - Education

Post-Masters Certificate in Nursing - Informatics
Post-Masters Certificate in Nursing - Nurse Executive
Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner
Post-Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner
Post-Master's Certificate in Family Nurse Practitioner
Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner
Doctor of Human Services
Doctor of Cybersecurity
Doctor of Software Engineering
Doctor of Data Science
Doctor of Healthcare Administration
Doctor of Information Technology
Doctor of Nursing Practice
Doctor of Psychology in Behavioral Health Leadership
Doctor of Public Administration
Doctor of Public Health
Doctor of Social Work
Doctor of Philosophy in Counselor Education and Supervision
Doctor of Philosophy in Criminal Justice
Doctor of Philosophy in Developmental Psychology
Doctor of Philosophy in Education
Doctor of Philosophy in Forensic Psychology
Doctor of Philosophy in Health Education and Promotion
Doctor of Philosophy in Industrial and Organizational (I/O) Psychology
Doctor of Philosophy in Nursing
Doctor of Philosophy in Social Work
Recertification – Distance Technology
Bachelor of Science in Business Administration
Bachelor of Science in Health Studies
Master of Business Administration
Master of Public Administration
Master of Science in Software Engineering
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

Webster University, St. Louis, Missouri

Initial Certification – Little Rock Metro Campus
Graduate Certificate in Cybersecurity – Threat Detection
Master of Arts in Education and Innovation