Johnny Key
Secretary

Dr. Jim Carr
AHECB Chair

Dr. Maria Markham
Director

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

JULY 31, 2020

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Arkansas Division of Higher Education

SCHEDULE
_____

Friday, July 31, 2020

Call to Order at 10:00 a.m.

Committee Meetings

Convene Coordinating Board Meeting

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, July 31, 2020

Arkansas Division of Higher Education

AGENDA

I. EXECUTIVE

  *1.   Approve Minutes of the April 24, 2020 Regular Meeting

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

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

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

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

  6.   ~~Report on 2019 Fall College-Going Rate (Ms. Hazelwood)~~

  7.   Annual Report on First-Year Student Remediation for Fall 2019 (Dr. Jessie Walker)

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

  9.   Annual Concurrent Enrollment Report (Dr. Walker)

  10.   Report on Academic Program Review 2017-2019 (Dr. Walker)

II. FINANCE

  *11.   Productivity-Based Funding Distribution (Mr. Nick Fuller)

  *12.   Operating Recommendations for 2021 – 2023 Biennium (Mr. Fuller)

  *13.   Personal Services Recommendations for 2021 – 2023 Biennium (Mr. Fuller)

  *14.   Certification of Intercollegiate Athletic Budgets for 2020-21 (Mr. Fuller)

*Action item

III. ACADEMIC

FINANCE COMMITTEE
Arkansas Higher Education Coordinating Board

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

Friday, July 31, 2020

Finance Committee
Keven Anderson, Chair   Chris Gilliam
Al Brodell   Chad Hooten
Bill Clary   Greg Revels
                                                  Dr. Jim Carr, Ex officio

AGENDA

*11.   Productivity-Based Funding Distribution (Mr. Nick Fuller)

*12.   Operating Recommendations for 2021 – 2023 Biennium (Mr. Fuller)

*13.   Personal Services Recommendations for 2021 – 2023 Biennium (Mr. Fuller)

*14.   Certification of Intercollegiate Athletic Budgets for 2020-21 (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, July 31, 2020

Academic Committee
Lori Griffin, Chair   Andy McNeill
Dr. Olin Cook   Dr. Michael Stanton
                                                       Dr. Jim Carr, Ex officio

CONSENT AGENDA

*15.   New Program: University of Arkansas, Fayetteville
        Master of Science in Construction Management (Dr. Walker)

*16.   New Program: University of Arkansas, Fayetteville
        Doctor of Philosophy in Higher Education (Dr. Walker)

*17.   New Program: University of Arkansas at Pine Bluff
        Master of Education in Educational Leadership (Dr. Walker)

*18.   New Program: University of Arkansas Community College at Morrilton
        Certificate of Proficiency in Construction Technology and
        Technical Certificate in Construction Technology (Dr. Walker)

*19.   Institutional Certification Advisory Committee: Resolutions (Dr. Walker)

 20.   Letters of Notification (Dr. Walker)

 21.   Letters of Intent (Dr. Walker)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
April 24, 2019

Minutes of Meeting

The April 24, 2020, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held via Zoom video conferencing. Chair Jim Carr called the meeting to order at 10:00 a.m., with a quorum present.

Coordinating Board present:	Coordinating Board absent:
Dr. Jim Carr, Chair	Chris Gilliam, Secretary
Al Brodell, Vice Chair	Dr. Olin Cook
Keven Anderson	Dr. Michael Stanton
Lori Griffin	
Chad Hooten	
Andy McNeill	
Greg Revels	

Department staff present:
Dr. Maria Markham, Director
Nick Fuller, Deputy Director
Dr. Jessie Walker, Senior Associate Director for Academic Affairs/Research & Analytics
Ann Clemmer, Senior Associate Director for Governmental Relations
Sonia Hazelwood, Associate Director for Research and Analytics
Alisha Lewis, Associate Director of Communications
Micah Gilbert, Network Support Specialist
Nichole Abernathy, Executive Assistant

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

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

Agenda Item No. 1
Approval of Minutes

Andy McNeill moved to approve Agenda Item No. 1. Keven Anderson seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Director's Report

Dr. Markham began by thanking ADHE staff for putting together the virtual coordinating board meeting with short notice. She thanked the presidents, chancellors and board for their participation in the non-traditional format and also for maintaining quality on campus during this trying time.

Dr. Markham noted that all of the institutions have received budget reductions for the remainder of this fiscal year as a result of decreased general review. We anticipate reductions for the next fiscal year as well.

One of ADHE's main focuses is handling the higher education federal stimulus grants. Approximately $120 million in stimulus funds went to students and institutions to help deal with the COVID-19 crisis, said Markham.

Andy McNeill asked if there was a game plan regarding the duplication of online programs. Dr. Markham said there isn't anything on the books regarding the duplication of online services. As we move to more classes being held online, we will probably see a natural progression on how to best leverage resources and not duplicate our efforts.

Al Brodell asked if there is any specific coordination regarding receiving students back on campus. Dr. Markham said that work is currently being handled on the campus level. As we move forward, institutions are considering their containment strategies to prepare for the inevitability of a student contacting COVID-19 or another contagion.

Chair Carr said he is curious to see how institutions will handle social distancing in classrooms, cafeterias, and sporting events.

Keven Anderson asked if institutions were able to use government funds to offset expenses for room and board reimbursements. Dr. Markham said that the $60 million that went to the institutions can be used to offset the costs of reimbursing students for their canceled housing plans.

Dr. Robert Nordmark, Executive Director of ARE-ON, presented information about ARE-ON and new NSF Campus Cyberinfrastructure grant opportunities.

Andy McNeill questioned the use of the mineral lease funds to pay for the cyberinfrastructure. Dr. Markham explained that they are merely following the statute as it was written.

Agenda Item No. 3
Arkansas Concurrent Challenge Scholarship

In accordance with Act 456 of 2019, the Division of Higher Education promulgated rules to implement the Arkansas Concurrent Challenge Scholarship. The Arkansas Concurrent Challenge Scholarship provides scholarships to junior or senior level high

school students enrolling in an eligible course of study at an approved institution of higher education.

Andy McNeill asked if schools have to opt in for this program. Mr. Fuller explained that schools have to qualify.

Keven Anderson asked if there were any predictions on the upcoming lottery proceeds and how they would affect this program. Fuller said the lottery proceeds will most likely drop due to the lack of sales amid COVID-19 concerns.

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

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Agenda Item No. 4
Advanced Placement Credit Policy

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The Advanced Placement (AP) credit policy established a set of guidelines by which institutions must award course credit for advanced placement exams. Students will be awarded credit for AP exams based on corresponding Arkansas Course Transfer System (ACTS) courses. AP exams without corresponding ACTS courses will be awarded at the institution's discretion. The policy is designed to reduce the cost burden on students to ensure uniformity among institutions in AP acceptance standards and increased transferability of AP credit between two and four year institutions.

There were no questions.

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

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Agenda Item No. 5
Documented Immigrant Tuition Policy

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Act 844 of 2019 amended Arkansas Code Ann. § 6-60-215 to give a state-supported institution of higher education the discretion to classify students with nontraditional documented immigration status as in-state for purposes of tuition and fees under limited circumstances.

There were no questions.

Andy McNeill moved to approve Agenda Item No. 5. Lori Griffin seconded the motion and the Board unanimously approved.

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Agenda Item No. 6
Productivity Funding Policies

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Act 148 of 2017 repealed the needs-based and outcome-centered funding formulas as prescribed in Arkansas Code § 6-61-210, Arkansas Code § 6-61-224, Arkansas Code § 6-61-228, Arkansas Code § 6-61-229, Arkansas Code § 6-61-230, and Arkansas Code

§ 6-61-233, and amended Arkansas Code § 6-61-234. The Act directs the Arkansas Higher Education Coordinating Board to adopt polices developed by the Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education. The amendments to these policies were to address unintended consequences that were determined to be possible within the previously approved policies.

Keven Anderson moved to approve Agenda Item No. 6. Andy McNeill seconded the motion and the Board unanimously approved.

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Agenda Item No. 7
Distribution of Mineral Lease Funds

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

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

> **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.

Andy McNeill asked if the Research Development Funds are for research or to support ARE-ON. Nick Fuller said it is designed to help with continuing personal services and operating expenses related to ARE-ON.

Bill Clary noted that the current balance is $133,015; however, ARE-ON is requesting $350,000. Fuller explained that up to $350,000 will be distributed by June 30.

Bill Clary moved to recommend the approval of Agenda Item No. 7 to the full Board for consideration. Al Brodell seconded and the Committee approved.

Agenda Item No. 8
Certificate of Proficiency in Medication Assistant
Arkansas Northeastern College

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

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

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

There were no questions.

Agenda Item No. 9
Associate of Applied Science in Nursing
Arkansas State University – Beebe

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

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

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

Chairman Jim Carr asked if there was plenty of demand for this program. Dr. Walker said there is, particularly on the regional level.

Agenda Item. No. 10
Master of Applied Business Analytics
University of Arkansas, Fayetteville

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

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

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

There were no questions.

Agenda Item No. 11
Master of Professional Accounting
University of Arkansas, Fayetteville

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

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

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

Chair of the Board of Trustees of the University of Arkansas System and the Chancellor of the University of Arkansas, Fayetteville of the approval.

There were no questions.

Agenda Item No. 12
Master of Science in Environmental Dynamics
University of Arkansas, Fayetteville

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

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

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

There were no questions.

Agenda Item No. 13
Master of Science in Finance
University of Arkansas, Fayetteville

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Finance with Concentrations in Energy Finance & Risk Management, Finance & Business Analytics, Finance & Digital Technology; and

Finance & Supply Chain Management (CIP 52.0801; 30 credit hours; 50% online) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

There were no questions.

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Agenda Item No. 14
Master of Science in Operations Analytics
University of Arkansas, Fayetteville

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

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

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

There were no questions.

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Agenda Item No. 15
Master of Science in Supply Chain Management
University of Arkansas, Fayetteville

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

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Supply Chain Management with Concentrations in Business

Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, Strategy and Human Resources (CIP 52.1301; 30 credit hours; 50% online) offered by the University of Arkansas, Fayetteville, effective Fall 2020.

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

Al Brodell commented on the Masters of Science in Operations Analytics and Supply Chain Management by UAF. Various industries reached out and said they have a need for these programs, however, the projected size of the program is only 10 students in the fall and 12 for the summer. Brodell questioned whether or not that would meet the needs and demand of the program. Dr. Walker said that those projections are only for their initial enrollment.

Dr. Terry Martin, Vice Chancellor for Academic Affairs, said that both programs are an outgrowth of UAF's operations management program and is more specialized to meet the specific needs of the industry. These professional master's degrees are targeted at the working person in a specific area.

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Agenda Item No. 16
Master of Arts in Art Education with Concentrations in
(1) Schools and (2) Community and Museums
University of Arkansas, Fayetteville

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

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

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

Chair of the Board of Trustees of the University of Arkansas System and the Chancellor of the University of Arkansas, Fayetteville of the approval.

There were no questions.

Agenda Item No. 17
Master of Arts in English,
University of Arkansas at Monticello

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

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

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

There were no questions.

Agenda Item No. 18
Master of Fine Arts in Debate and Communications
University of Arkansas at Monticello

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

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

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

Chairman Jim Carr asked what type of career potential students seek and is there enough demand for the program. Crystal Halley, UAM Interim Vice Chancellor of Academic Affairs explained that the program is designed for individuals already working as debate coaches in the high school setting. Mr. Mark Spencer, Dean for the school of Arts and Humanities added that the program has already been endorsed by the National Association of Debate Coaches and is designed for high school and college debate coaches who don't have terminal credentials. There is the potential for a very large number of students to enroll in this program online.

Agenda Item No. 19
Certificate of Proficiency in Diesel Technology, Technical Certificate in Diesel Technology, Associate of Applied Science in Diesel Technology
University of Arkansas Community College at Morrilton

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

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

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

Greg Revels asked if this program was full at the other institutions that offer this program. Dr. Walker said they all meet the viability standards in terms of graduates.

Greg voiced concern regarding the fact that several institutions offer this program and none of them are full. Do we really have a need for another institution to offer this program? Dr. Walker said they would get the board the actual numbers in terms of the enrollment of the existing programs.

Agenda Item No. 20
Institutional Certification Advisory Committee

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

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

  FURTHER RESOLVED, That the Coordinating Board instructs the Director to
  notify the administration of said institutions that any advertisement or
  published materials 466using the name of the Arkansas Higher Education
  Coordinating Board or the Arkansas Department of Higher Education must
  contain the following statement:

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

The Chicago School of Professional Psychology, Los Angeles, California
Community Care College, Tulsa, Oklahoma
Rasmussen College, Bloomington, Minnesota
Saybrook University, Pasadena, California
University of Southern California, Los Angeles, California
University of St. Augustine for Health Sciences, San Marcos, California State

New Institutions – Distance Technology

Los Angeles Film School, Hollywood, California

Arkansas Institutions – Initial Certification

Blue Cliff College, Alexandria, Louisiana

There were no questions.

Andy McNeill moved to recommend the approval of Agenda Items No. 8 - 20 to the full
Board for consideration. Dr. Jim Carr seconded and the Committee approved.

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

The Director of the Arkansas Department of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from out-of-state institutions to offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 21-1 through 21-42 and in the Letters of Intent on pages 22-1 through 22-6 of the agenda book.

Andy McNeill asked if he could receive a list of Arkansas programs offered out of state. Dr. Walker said he provide that list.

Keven Anderson stated that one of the board's main duties is to coordinate with institutions to prevent the duplication and overlap of programs. Before we had geographic limitations. However, with the current situation (COVID-19 pandemic), how will that affect the way we deal with institutions in and out of state.

Dr. Markham said that when the COVID crisis passes, we can all expect higher education to look a little different. Those are all conversations that are currently being had by presidents and chancellors.

Report of the Committees

Keven Anderson presented the report of the Finance Committee and moved approval of Agenda Item 7. Greg Revels seconded and the board approved.

Lori Griffin presented the report of the Academic Committee and moved approval of Agenda Items 8 – 20. Andy McNeill seconded and the board approved.

Remarks by Presidents and Chancellors

Chair Carr announced Arkansas State University - Jonesboro would host the next Arkansas Higher Education Coordinating Board meeting on their campus on July 31, 2020 (due to COVID-19 travel and meeting recommendations, the meeting was changed to a virtual meeting).

With no further comments, the meeting adjourned at 11:36 p.m.

                                                   _____
                                                            Nichole Abernathy
APPROVED:

_____
      Chris Gilliam, Secretary

REPORT OF THE DIRECTOR

New Grant Competition to Support Recovery from National Emergency

On April 28, Director Markham participated in discussions regarding a new grant competition for students. US Secretary of Education Betsy DeVos announced more than $300 million in discretionary grant funds would be available for states to use to create adaptable, innovative learning opportunities for K-12 and postsecondary learners in response to the COVID-19 national emergency. The grants will be funded through the Education Stabilization Fund (ESF), authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, signed into law by President Donald J. Trump.

SREB State Affordability Profiles

On May 6, Dr. Markham participated in an SREB webinar that explored the affordability of postsecondary education for families at various income levels as detailed in the recently released SREB state affordability profiles.

To help policymakers assess and improve college affordability in their states, SREB provides tailored reports on the policies, programs and prices that drive affordability. Each member-state profile details net price at different types of institutions, state financial aid based on need or other factors, student borrowing, and percentage of family income needed to pay for college at different income levels.

Retirement Celebration

On June 23, ADHE staff and friends celebrated the service and retirement of Academic Affairs program specialist Lillian Williams. Guests thanked her for graciously serving the state of Arkansas for over 28 years. Lillian's last day with ADHE was June 30.

New Presidents/Chancellors Start Positions

Jim Rollins, the longtime superintendent of Springdale Public Schools, became the president of Northwest Technical Institute (NWTI) in Springdale on July 1. Rollins just completed his 41st year as a school administrator in Springdale, 39 years as superintendent.

Laura Clark began as the interim chancellor for the University of Arkansas Community College at Hope-Texarkana on July 6. Clark previously served as the vice chancellor for academic affairs at UACCHT.

Jim Borsig has been appointed interim chancellor for Henderson State University. Borsig previously served as the president of Mississippi University for Women (MUW).

Dr. Jim Rollins   *Dr. Laura Clark*   *Dr. Jim Borsig*

ADHE Staffing

Jeanne Jones, program coordinator for academic affairs, retired on March 24.

Financial aid director Lisa Smith has transferred to Henderson State University. Her last day was May 8.

Willie Murdock's last day was May 15 as the director of the Arkansas Career Pathways Initiative. Willie has been appointed superintendent of the state-controlled Lee County School District

Kimberly Long is the new program coordinator for Academic Affairs. Long who began on June 22, previously served as the dean of compliance and accountability at Arkansas State University-Newport.

Lillian Williams, program coordinator for academic affairs, retired on June 30.

Activities of the Director

4/27/2020	ADE Leadership Meeting via Zoom
4/28/2020	ADE Leadership Meeting via Zoom
	National Emergency Grant Competition, Conference Call
4/29/2020	ADE Leadership Meeting via Zoom
4/30/2020	ADE Leadership Meeting via Zoom
	GEER Funds Meeting via Zoom
5/1/2020	ADE Leadership Meeting via Zoom
	SREB SHEEO Forum via Zoom
5/5/2020	ADE Leadership Meeting via Zoom
	Arkansas Business Interview
5/6/2020	SREB Trends in College Affordability Income Webinar
5/7/2020	ADE Leadership Meeting via Zoom
	GEER Funds Meeting via Zoom
	Complete College America Town Hall Webinar
	Arkansas Business Interview
5/8/2020	SHEEO Call, Reopening Campuses
5/11/2020	COVID-19 Honors College Forum
	COVID-19 Webinar
	Arkansas Business Interview
5/12/2020	ADE Leadership Meeting via Zoom
	CPI Meeting via Webinar
5/13/2020	Unified Community Apprenticeship Team Meeting via Zoom
	CARES Act Steering Committee Meeting
5/14/2020	ADE Leadership Meeting via Zoom
	CTEH COVID-19 Discussions
	Economic Recovery Task Force Meeting
5/15/2020	INA Contract Meeting
	ASTA Board Meeting
	SREB SHEEO Forum
5/19/2020	ADE Leadership Meeting via Zoom
5/20/2020	CARES Steering Committee Meeting
5/21/2020	ADE Leadership Meeting via Zoom
	Economic Recovery Task Force Meeting
5/26/2020	CARES Act Steering Committee
5/27/2020	ALC Meeting
5/29/2020	Joint Performance Review
	General Revenue Forecast Revision Call
	Stakeholder Call for Institutes of Higher Education

6/2/2020	ADE Leadership Meeting via Zoom
6/3/2020	CARES Act Steering Committee
6/4/2020	ADE Leadership Meeting via Zoom
	Economic Recovery Task Force Meeting
	Arkansas Education in the World of COVID-19 Webinar
6/5/2020	Joint Performance Review
6/8/2020	Commercialization Committee Meeting
6/9/2020	Career Education and Workforce Development Board Meeting
	ADE Summit Zoom Presenter Training
6/10/2020	CARES Act Steering Committee Meeting
6/11/2020	ADE Leadership Meeting via Zoom
	529 Q4 Meeting via Zoom
	Presidents and Chancellors Meeting via Zoom
	Economic Recovery Task Force Meeting
6/12/2020	Dual Enrollment Advisory Panel
	SREB SHEEO Forum
	ADE Meeting
6/16/2020	Summit Presentation
6/17/2020	ALC Administrative Rules
6/18/2020	Summit Presentation
6/19/2020	ADE Legislative Session Prep Day
	SHEEO Meeting
6/23/2020	Invite Education and Arkansas Collective Meeting
6/24/2020	ADE Continuity Plan Meeting
	AETN Interview
6/25/2020	CareerScore Employment Outcomes Platform
6/26/2020	SREB SHEEO Forum
6/29/2020	Data and Transparency Panel
6/30/2020	RWG Handoff Meeting
	Higher Education Working Group Meeting
7/7/2020	Presidents Council Meeting
7/8/2020	Unified Community Apprenticeship Team Meeting
7/8-10/2020	PLC Conference
7/10/2020	SREB SHEEO Forum
7/13/2020	Strategic Planning Zoom Meeting
7/14/2020	State Agency AP 2020 Webinar
7/15/2020	Audit Exit Conference
	Interviews for Financial Aid Coordinator
7/17/2020	College/University Contact Tracing Planning Session
7/20/2020	ALC-Data Sharing Meeting

7/21/2020	ALC PEER Meeting
	ALC Personnel
	ALC Review
	Higher Education Working Group Meeting
7/22/2020	Higher Education Covid Testing Meeting
7/23/2020	ALC Subcommittee
	ADHE Master Plan Meeting
7/24/2020	ALC Meeting
	College/University Contact Tracing Planning Session
7/28/2020	Equity Meeting
	Point of Contact Training via Zoom

ANNUAL REPORT OF CREDENTIALS AWARDED
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Every year colleges and universities submit a Graduated Student File to the Arkansas Higher Education Information System (AHEIS). This file contains a record for every certificate and degree awarded to students by the institution between July 1st and June 30th of each year. This year's annual report includes AY2019 credentials awarded between July 1, 2018 and June 30, 2019.

Statewide Trends

The last five academic years show a steady growth of credentials with 47,986 credentials awarded by all institutions in AY 2019. Total AY 2019 credentials for all institutions increased 7.6% over AY 2018 and showed a 12.7% increase since AY 2015. The 2-year colleges had the largest one-year increase showing a 13.0% increase over total credentials awarded in AY 2018. The 4-year universities and the private/independent institutions also showed increases comparing AY 2019 to AY 2018. The 4-year universities had a 4.9% increase, while the private institutions showed a one-year increase of 3.4%.
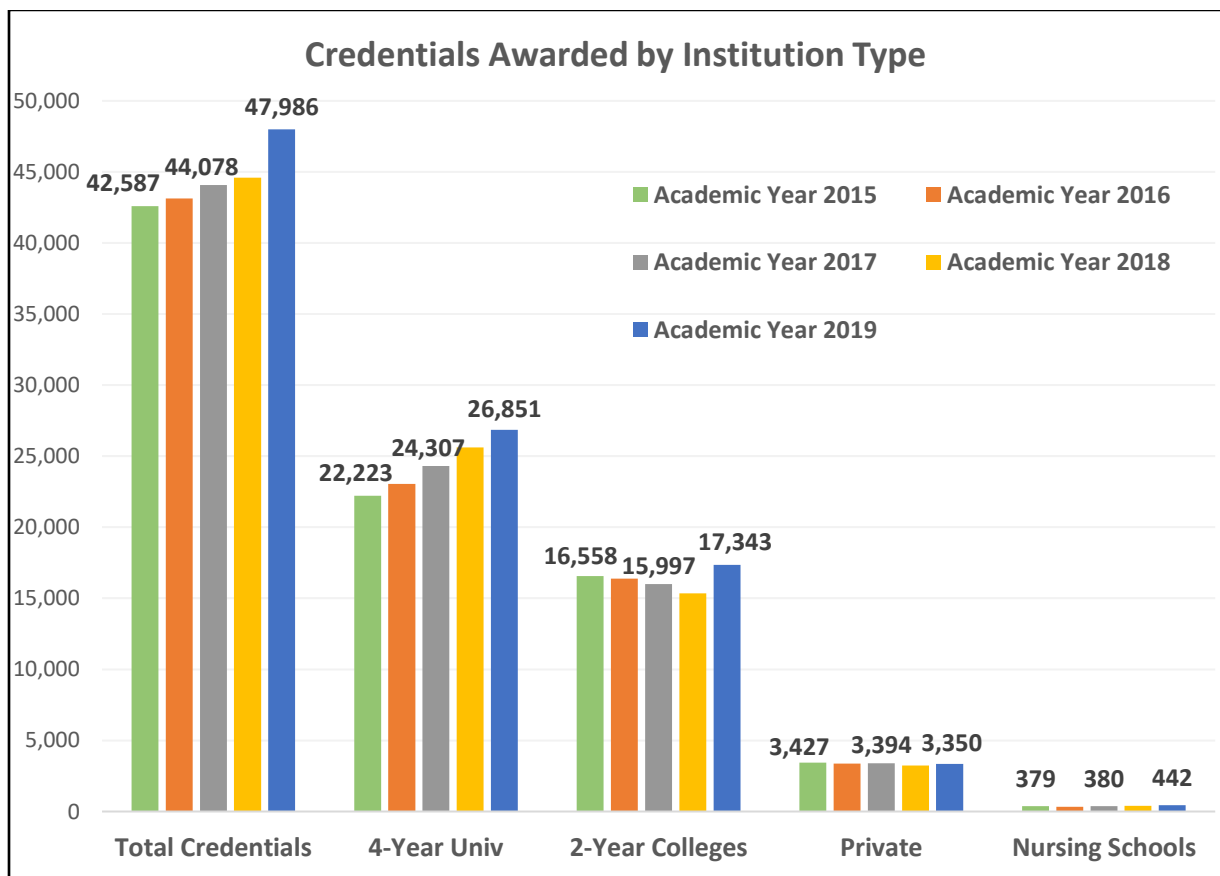
Chart 3.1: Five-Year History of Credentials Awarded by Institution Type

All undergraduate levels for AY 2019 reported a one-year increase in awards over AY 2018 as reported below in Chart 3.2. Both certificate categories showed an increase from AY 2018 to AY 2019 of around 20%.
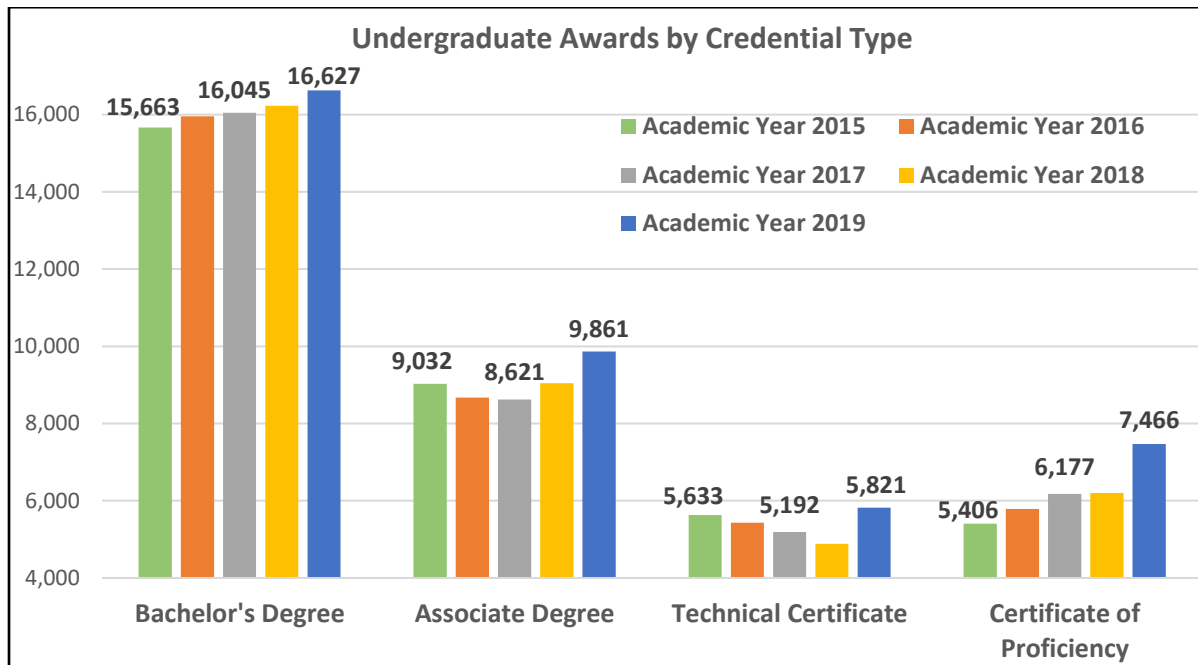
Chart 3.2: Five-year History of Undergraduate Credentials

For the graduate level credentials, Post-Baccalaureate Certificates showed a one-year increase of 23.5%. Both Post-Masters/Specialist and Doctoral-Professional Practice degrees reported an 8.5% and 4.8% increase respectively from AY 2018 to AY 2019.
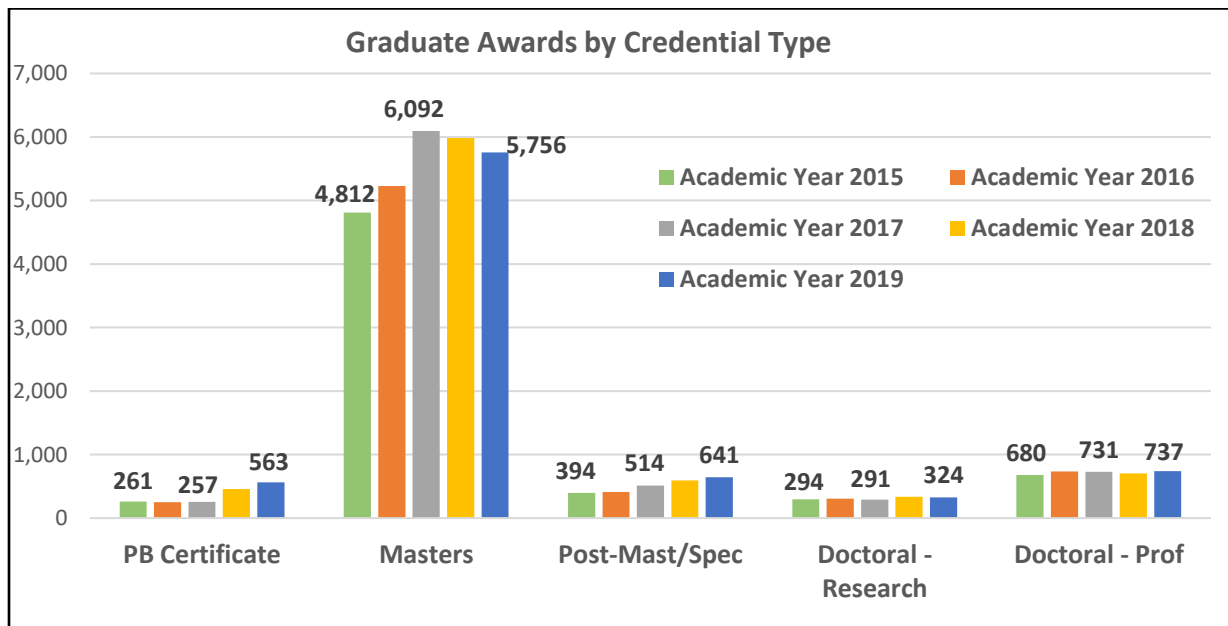
Chart 3.3: Five-year History of Graduate Credentials

The gender breakdown of total credentials tend to fluctuate very little from year to year. Female students comprise between 58% - 60% of students receiving credentials each year.

The 2-year colleges experienced a 15.0% increase in the number of credentials awarded to female students, and the private institutions reported a modest increase of less than 1.0%. The 4-year institutions had a 7.5% increase in credentials awarded to female students in AY 2019 over AY 2018. The nursing schools credentials awarded to female students increased 11.8%. The most significant five-year change belongs to the 4-year universities, which reported a 23.4% increase in credentials awarded to female students. See chart 3.4 for a five-year trend of credentials awarded to female students.
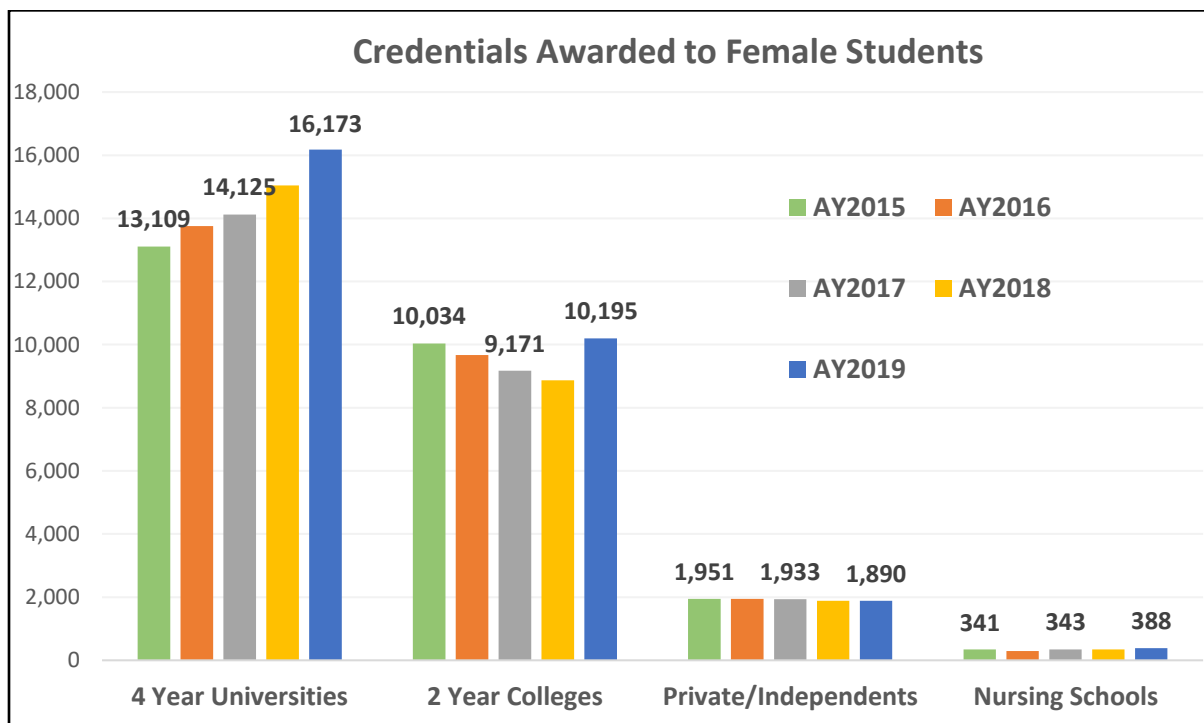
Chart 3.4: Five-year History of Credentials Awarded to Female Students

The 2-year colleges showed a 10.3% increase in awards to male students from AY 2018 to AY 2019. The 4-year universities reported a one-year 1.0% increase. The private institutions increased 7.5% from AY 2018 to AY 2019, and the nursing schools saw a decrease of six awards to male students, which translates to a decrease of 10.0%. Chart 3.5 provides a five-year history of credentials awarded to male students.
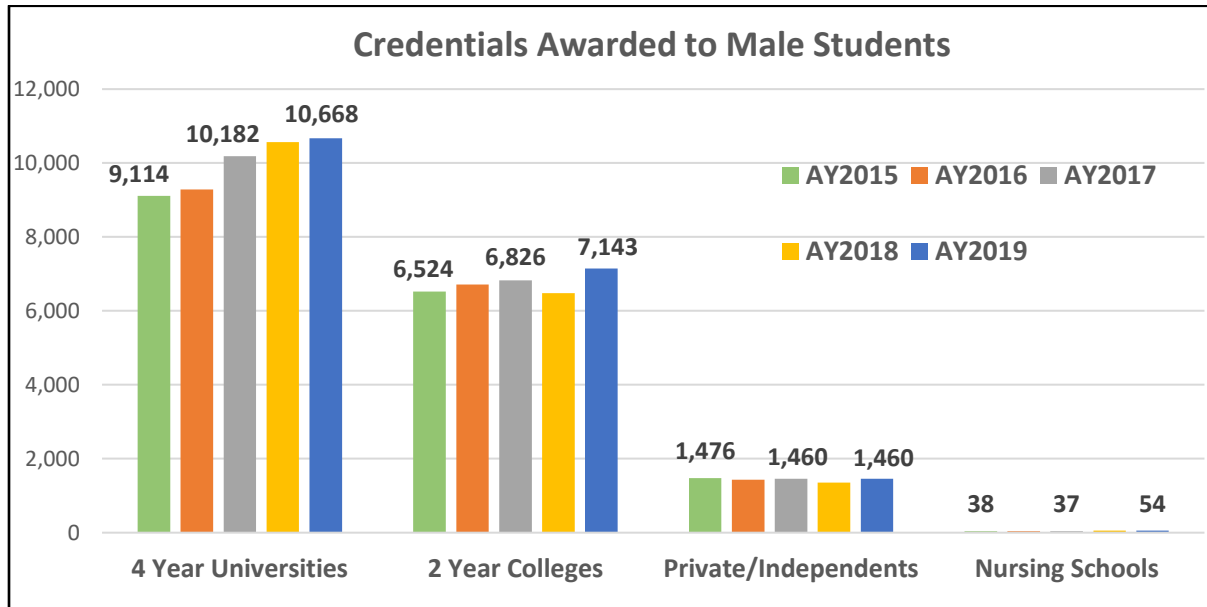
Chart 3.5: Five-year History of Credentials Awarded to Male Students

When looking at race and ethnicity in Table 3.6, Asian, Black, Hispanic and White students showed a one-year percent increase, the largest belonging to our Hispanic students who saw an increase of almost 20% over 2018.

American Indian students receiving a credential showed a one-year decrease of 9.4%. International student credentials decreased from AY 2018 to AY 2019 by almost 11%.

Five-year trends showed considerable increases for all races, except American Indian students reported a 1.5% decline.

Race/Ethnicity	Academic Year					1-Year Change	5-Year Change
	2015	2016	2017	2018	2019		
More than two races	933	1,359	1,381	1,479	1,382	-6.6%	48.1%
American Indian	334	331	314	363	329	-9.4%	-1.5%
Asian	621	620	593	689	692	0.4%	11.4%
Black	6,393	6,418	6,016	5,935	6,671	12.4%	4.3%
Hispanic	1,757	1,955	2,057	2,409	2,878	19.5%	63.8%
Native Hawaiian	32	30	34	42	42	0.0%	31.3%
International - Non-U.S.	1,265	1,483	1,883	1,783	1,588	-10.9%	25.5%
White	30,879	30,633	30,378	31,235	34,018	8.9%	10.2%

Table 3.6: Five-year History by race/ethnicity

Credential Trends by Institution

The following charts provide a five-year history of credentials awarded by institution. The institutions are separated into multiple graphs to allow for better trend analyses.
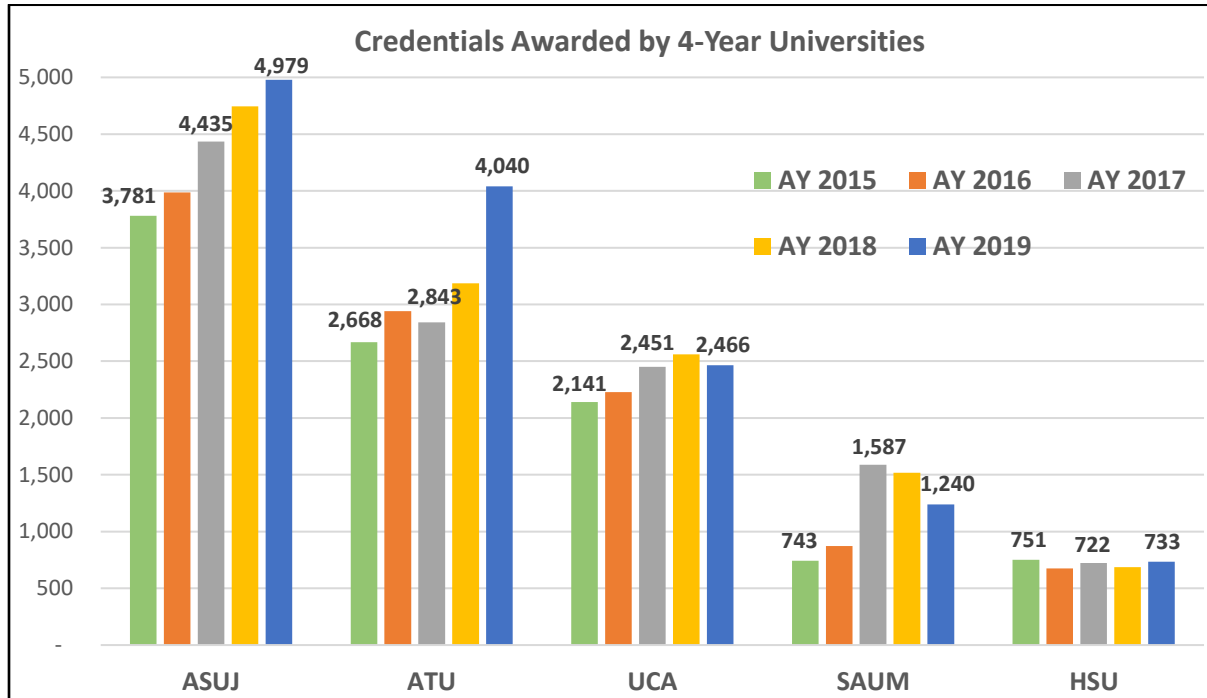
Chart 3.7: Five-year History of Credentials Awarded by 4-Year Universities
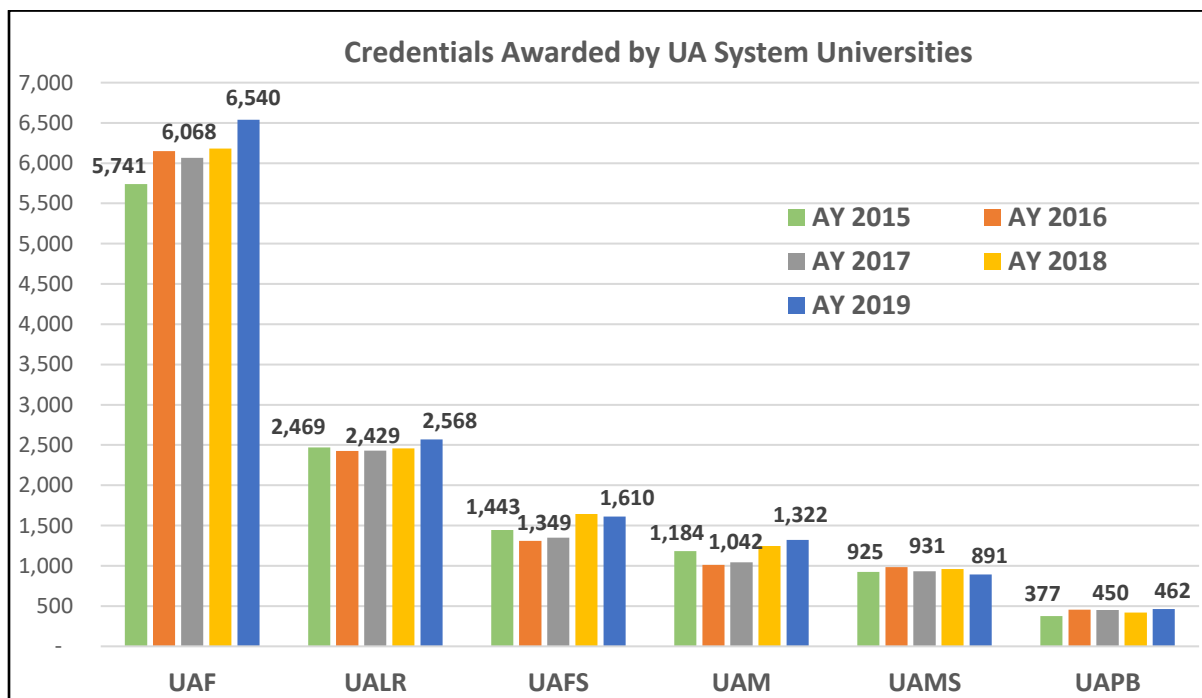
Chart 3.8: Five-year History of Credentials Awarded by UA System 4-Year Universities
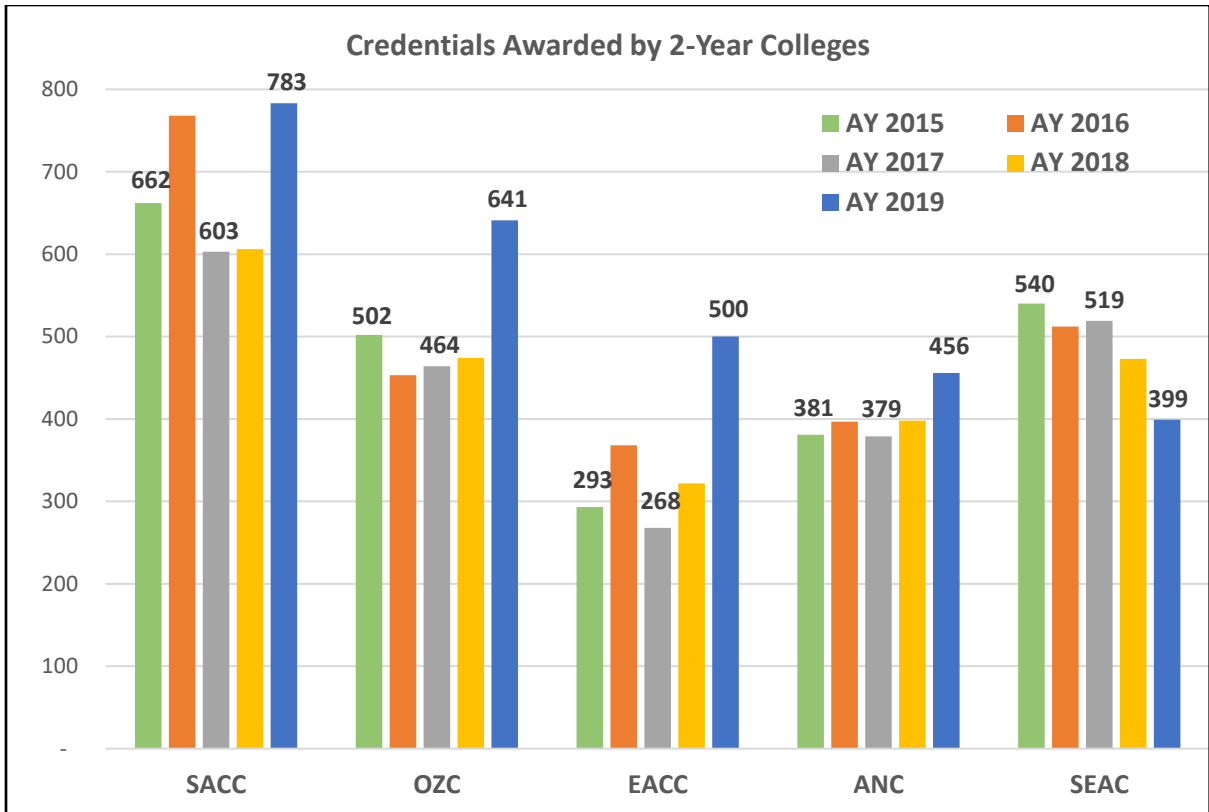
Chart 3.9: Five-year History of Credentials Awarded by 2-Year Colleges
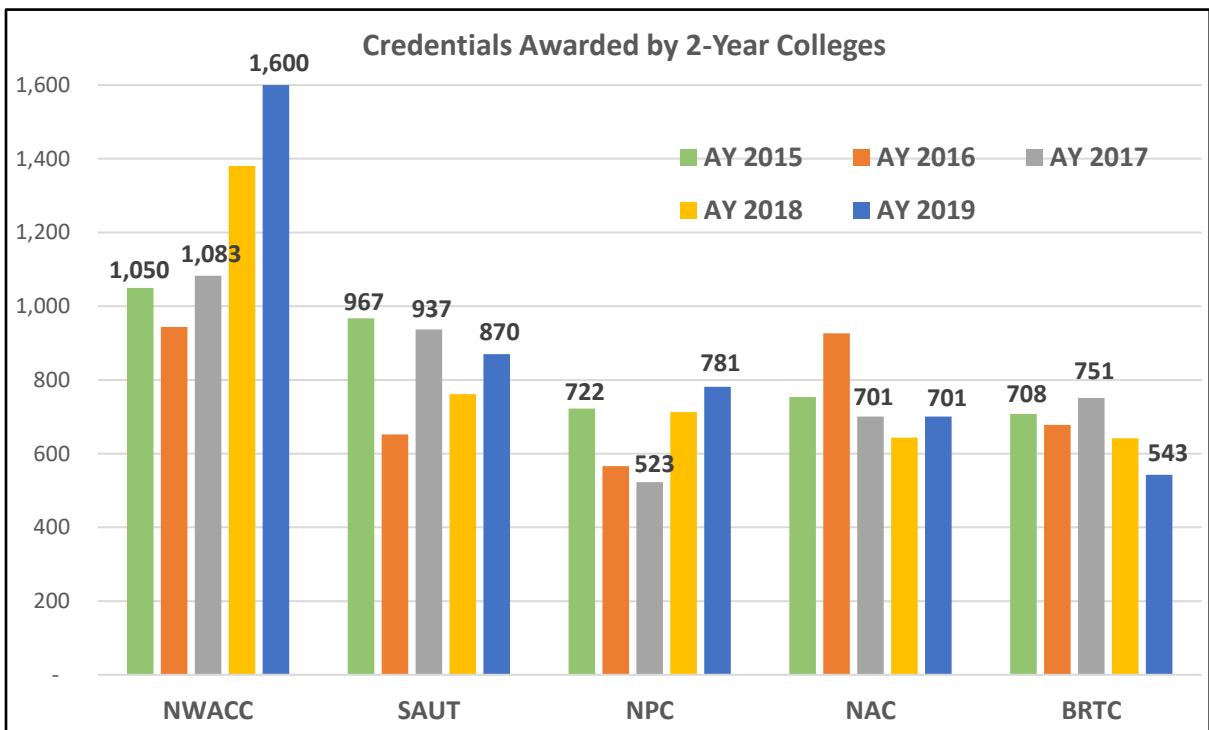
Chart 3.10: Five-year History of Credentials Awarded by 2-Year Colleges

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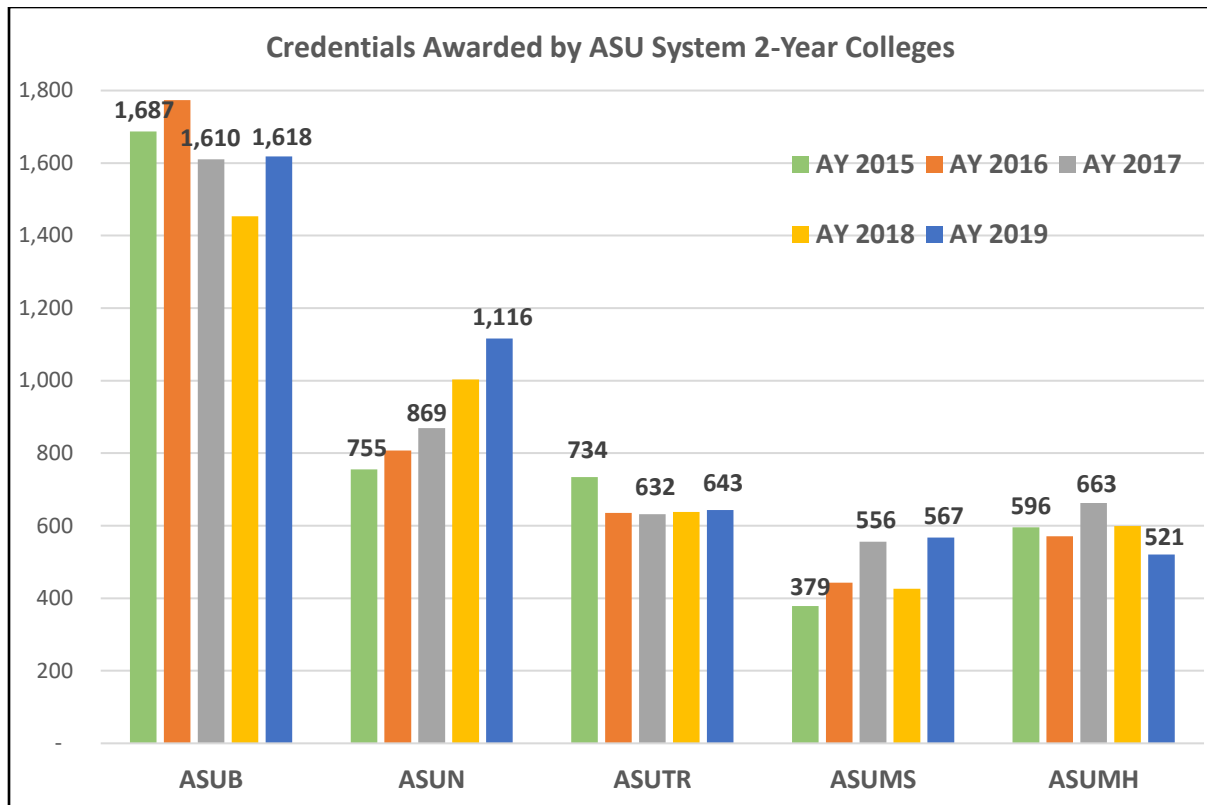
Chart 3.11: Five-year History of Credentials Awarded by ASU System 2-Year Colleges

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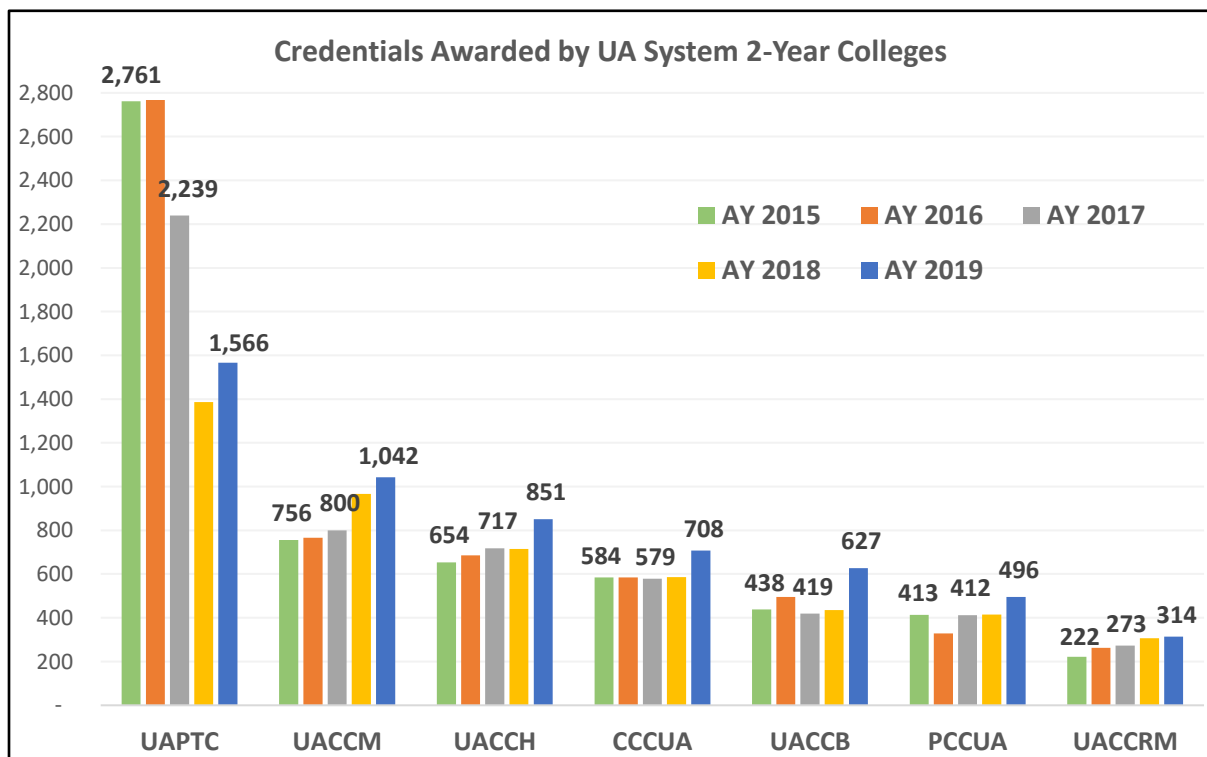
Chart 3.12: Five-year History of Credentials Awarded by UA System 2-Year Colleges

ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION
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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 fall-to-fall comparisons of students in the IPEDS cohort of first-time entering, full-time, and credential-seeking students from the fall term only for all institution types. The following represents the percentage of each cohort who returned in the next fall term for the five most recent cohorts for all Arkansas Higher Education Sectors. Both public sectors reported the same retention rate for the Fall 2018 cohort as was reported for the Fall 2017 cohort. The private institutions experienced a 9% decline, but private institution rates tend to fluctuate more than retention rates of public institutions.
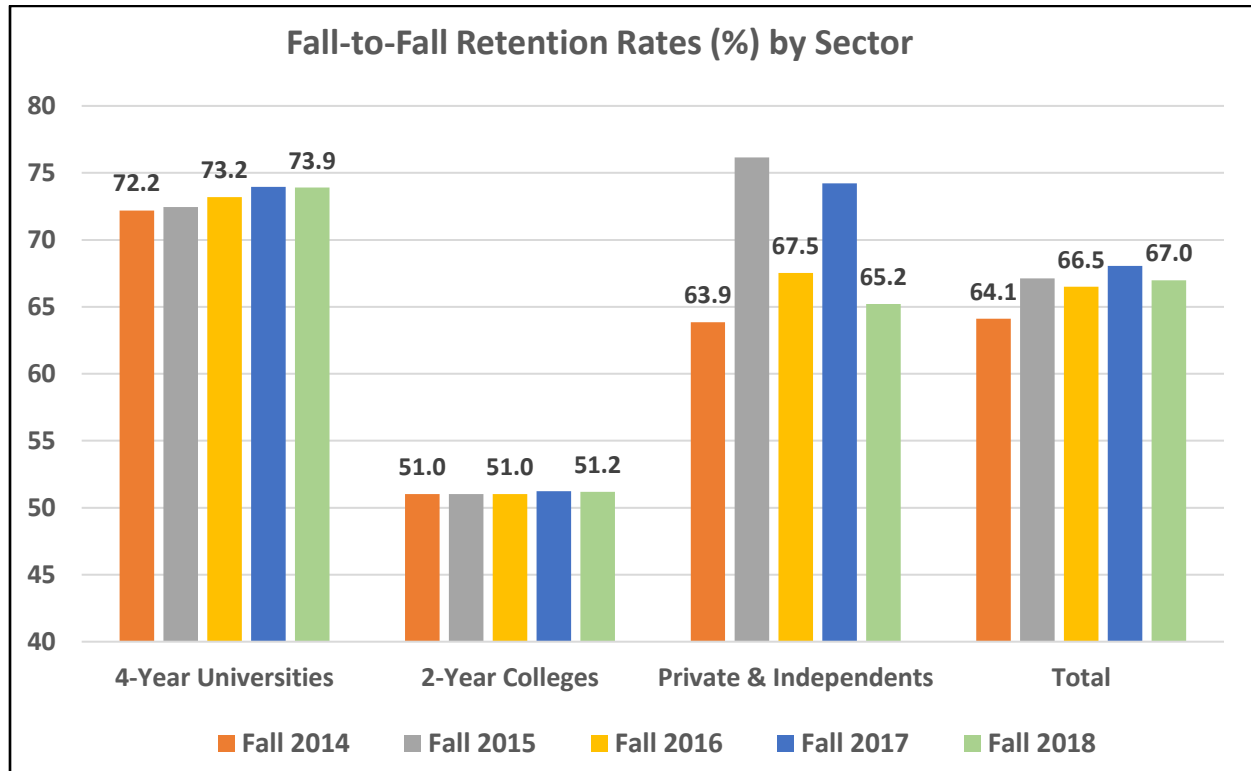
Chart 4.1: Student Retention Rates by Sector

When looking at all sectors together, the state's fall-to-fall retention rate of 67.0% for the Fall 2018 cohort has increased 2.9% over the Fall 2014 retention rate of 64.1%. The 4-Year public institutions have consistently reported a slight increase in the fall-to-fall retention rate for the last five cohorts. Most recently, 73.9% of the Fall 2018 first-time in college cohort returned for their second year in Fall 2019.

The 2-Year college fall-to-fall retention rates remain consistent at around 50% - 51% for each cohort. The Private/Independent institutions retention rates vary more than those of the public institutions. The private institution Fall 2015 cohort produced a 76.1% retention rate, which is the highest fall-to-fall retention rate on record. Private institutions reported a Fall 2018 cohort retention rate of 65.2%, which is slightly lower than the state rate of 67.0%.

Female students return for their second year at a higher retention rate than male students in both public sectors. Female student retention has shown modest improvements for the past three cohorts in both public sectors, but male student retention has shown slight declines. Fall 2018 retention rates for both male and female students declined for our Private/Independent institutions compared to the Fall 2017 retention rate.
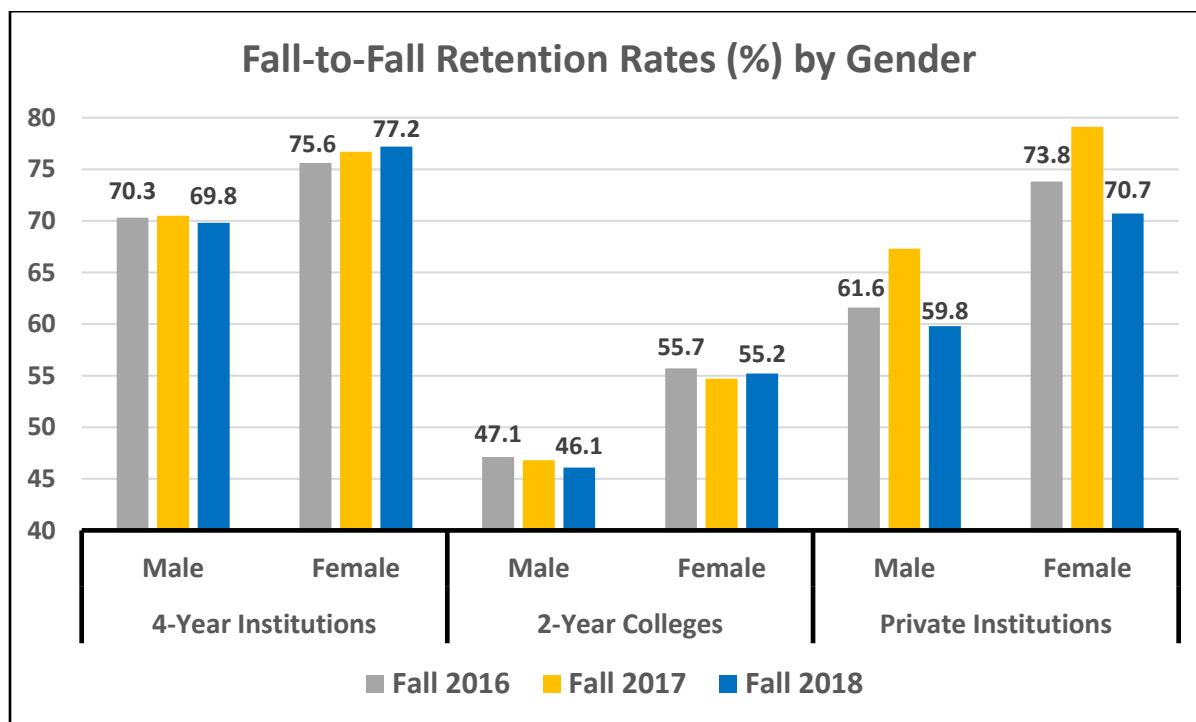
Chart 4.2: Student Retention Rates by Gender

For the 2-Year college cohorts, the male students' retention rate has decreased 1% when comparing the Fall 2016 cohort to the Fall 2018 cohort. Females also showed a decline, but it was less than 1%. Female students at our private institutions have a retention rate of 70.7% for the Fall 2018 cohort. The Fall 2017 male student cohort rate was 67.3%, but the Fall 2018 rate fell to 59.8%.

Chart 4.3 below provides fall-to-fall retention rates for the four race/ethnicity categories with the largest student cohorts. The Hispanic, Asian, and Black student cohorts reported an increased retention rate for the 2-year colleges comparing the Fall 2017 and Fall 2018 cohorts.

Fall-to-Fall Retention Rates (%) by Race

	Hispanic		Asian		Black		White	
	4-Yr	2-Yr	4-Yr	2-Yr	4-Yr	2-Yr	4-Yr	2-Yr
Fall 2017	75.3	59.7	80.7	62.5	64...	45.4	76.1	51.8
Fall 2018	72.5	62.0	84.4	66.1	63.9	47.9	76.2	50.5
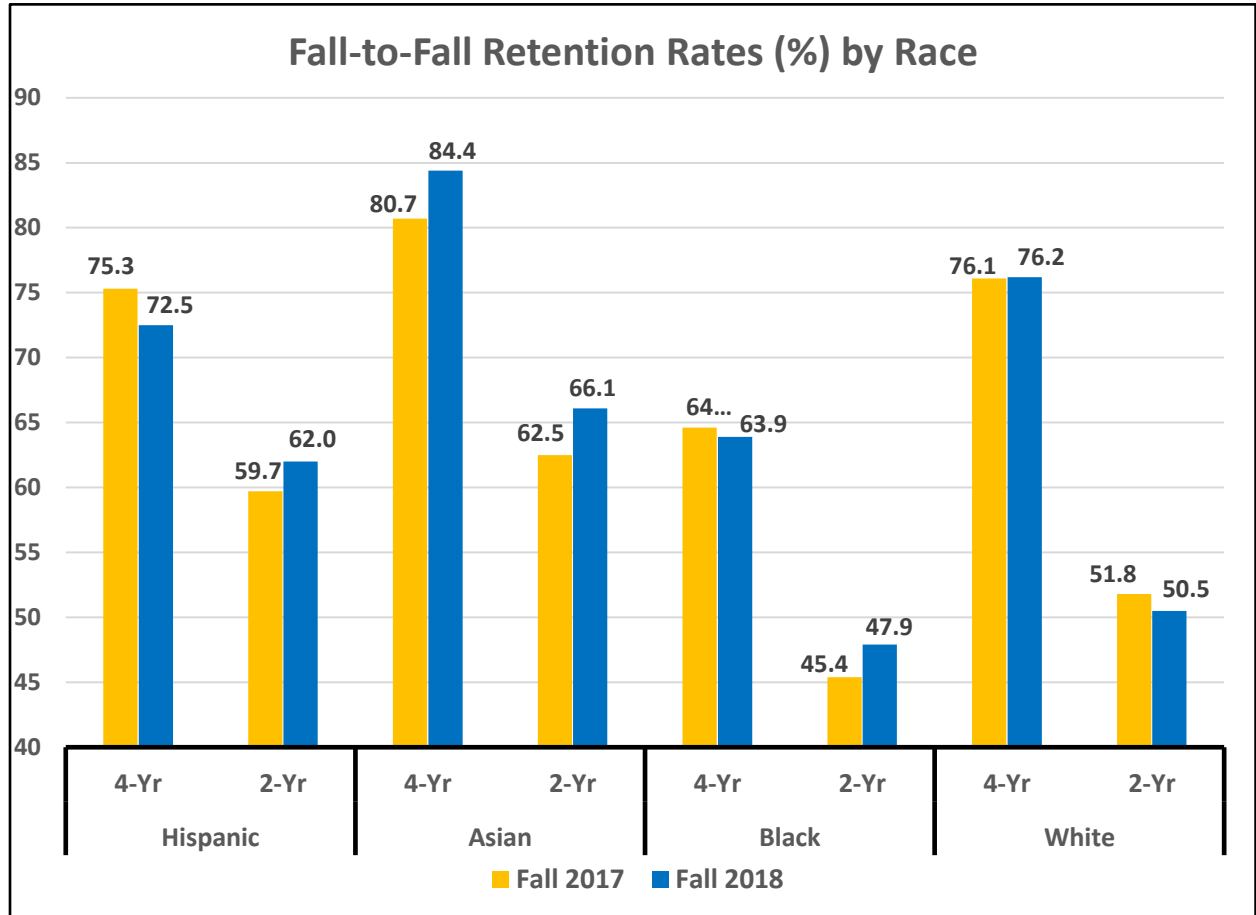
Chart 4.3: Student Retention Rates by Race/Ethnicity

The 4-Year institutions reported an improvement in fall-to-fall retention rates for Asian students when comparing Fall 2017 to Fall 2018. The Fall 2018 cohort returned for their second year at 84.4%, which is more than 3% higher than the Fall 2017 fall-to-fall retention rate of 80.7% for the Asian student cohort.

The 4-Year and 2-Year public institutions' white student cohorts were retained at consistent rates for both the Fall 2017 and Fall 2018 cohorts. The 4-Year rate averages 76%, while the 2-Year rate averages 50-52%.

The Fall 2018 retention rate declined for all race/ethnicity categories for our Private and Independent colleges and universities when compared to the Fall 2017 retention rate.

The graph below provides fall-to-fall retention rates for students' age 25 to 54 years old, which qualifies them to receive additional weighting in the Productivity Funding Model. The 4-Year institutions have experienced a decline in the retention rate for the last three cohorts, dropping from a 61.0% rate for the Fall 2015 cohort to 48.6% rate for the most recent Fall 2018 cohort. 2-Year college students in this 25-54 age group cohort show a consistent fall-to-fall retention rate between 47% and 50%.
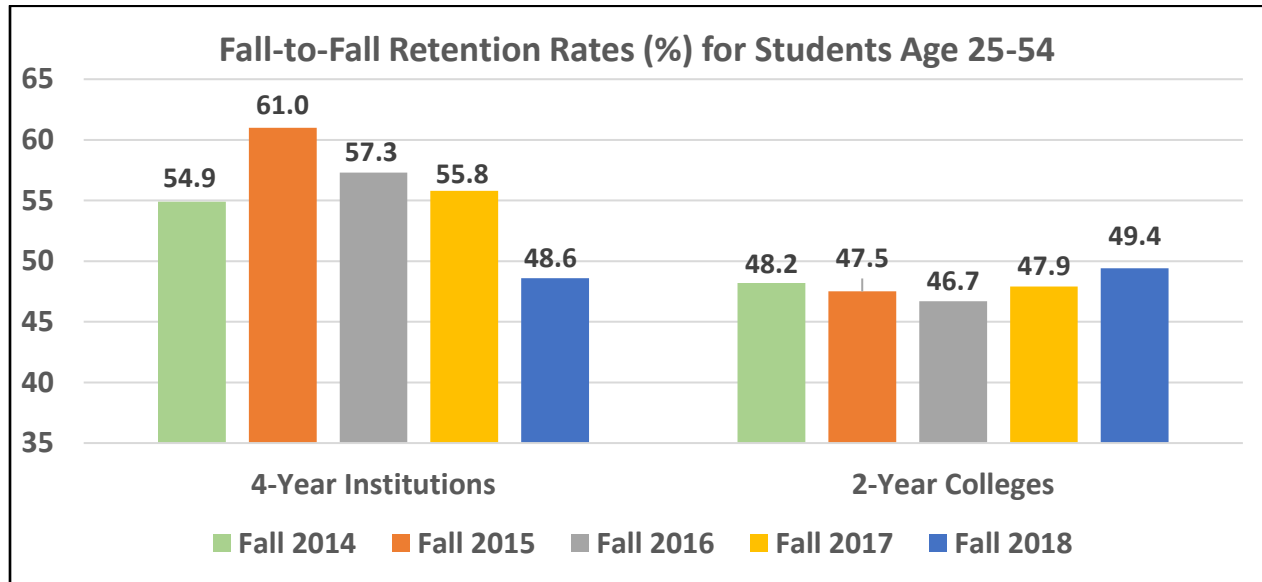
Chart 4.4: Student Retention Rates by Productivity Adult Age Range

Chart 4.5 provides fall-to-fall retention rates for students enrolled in remediation.
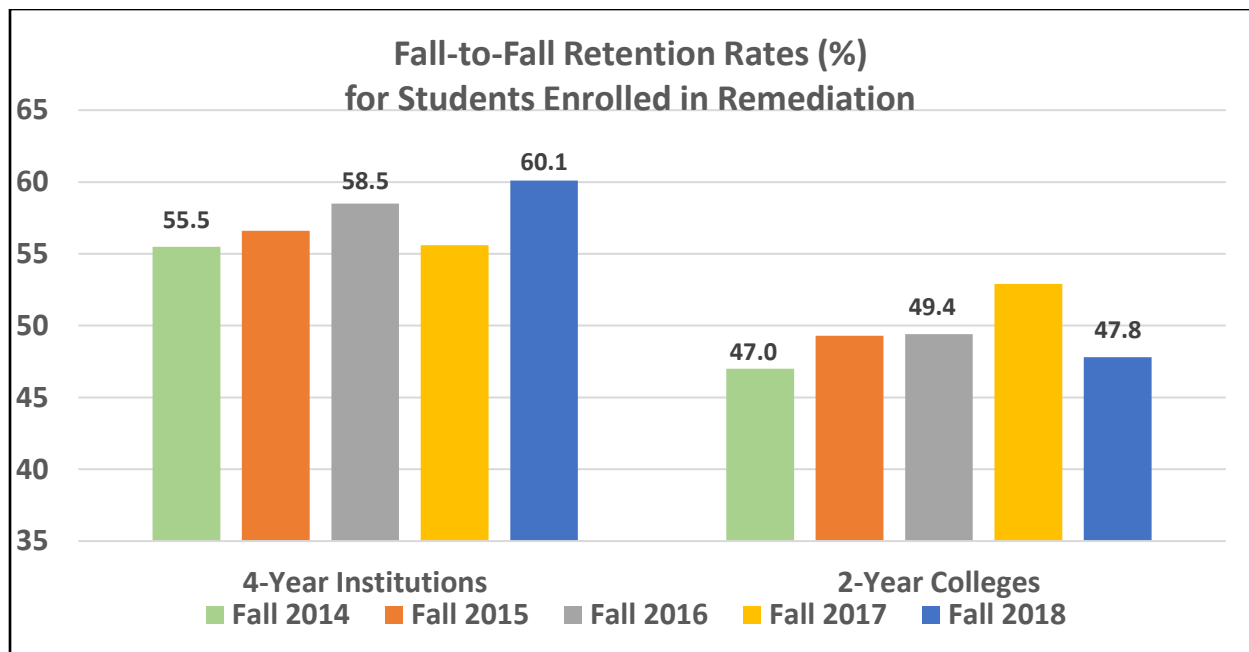
Chart 4.5: Student Retention Rates by Remediated Students

Retention Rates by Institution

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

Three 4-year universities reported an increase in the fall-to-fall retention rate when comparing the Fall 2014 cohort to the Fall 2018 cohort. HSU, SAUM and UCA experienced improved retention rates between 2.3% and 4.8%. ASUJ and ATU reported decreases in their retention rates of 1.1% and 2.0% respectively, when comparing their Fall 2014 cohort to their Fall 2018 cohort.

When comparing the most recent Fall 2018 cohort to the Fall 2017 cohort, SAUM had the largest retention rate increase, from 65.3% to 66.9%, which is a 1.6% improvement. UCA also reported a 0.6% growth for the Fall 2018 cohort retention rate of 74.7%, compared to their Fall 2017 cohort retention rate of 74.1%.

Fall-to-Fall Retention Rates (%) by Institution

Institution	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ASUJ	76.0	75.0	72.8	76.5	74.9
HSU	57.7	60.0	64.3	64.5	61.7
ATU	69.4	66.7	69.3	68.6	67.4
SAUM	62.1	65.5	66.1	65.3	66.9
UCA	72.4	72.8	72.1	74.1	74.7
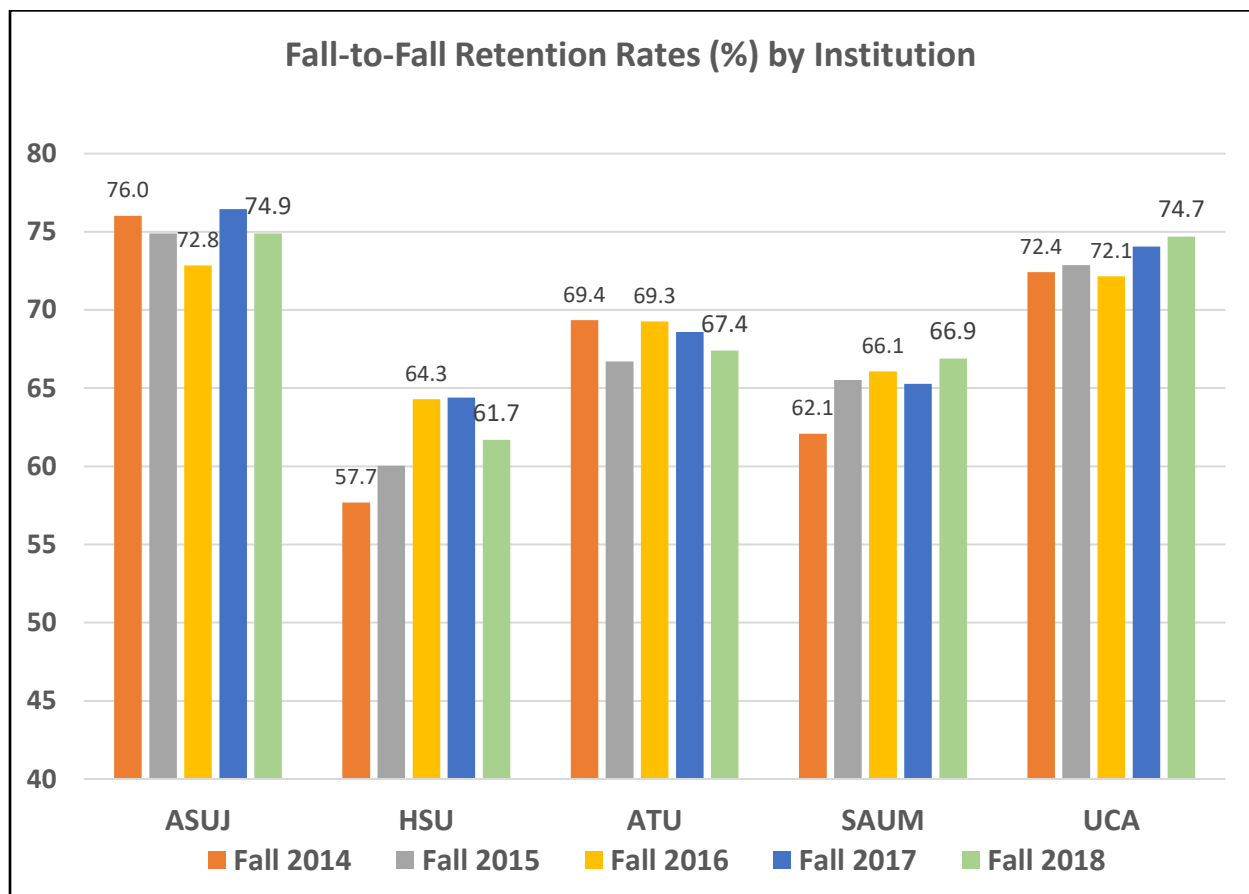
Chart 4.6: Student Retention Rates by Institution

Chart 4.7 provides fall-to-fall retention rate data for the University of Arkansas System institutions. UAM showed a 13.8% increase in their Fall 2018 fall-to-fall retention rate when compared to their Fall 2014 cohort rate of 43.4%.

UAFS experienced a 1.5% decrease when comparing their Fall 2017 retention cohort to their Fall 2018 cohort. UAFS and UALR reported declines in retention rate when looking at Fall 2014 and Fall 2018 cohorts. UAF retention rates have improved each of the last three retention cohorts, and UAPB rates have remained constant for the last four years, reporting rates around 70-72%.

Fall-to-Fall Retention Rates (%) by Institution

	UAF	UAFS	UALR	UAM	UAPB
Fall 2014	82.1	63.4	71.9	43.4	70.5
Fall 2015	82.2		69.3	50.1	
Fall 2016		67.0			70.8
Fall 2017		62.0	66.4	57.2	
Fall 2018	84.0				71.9
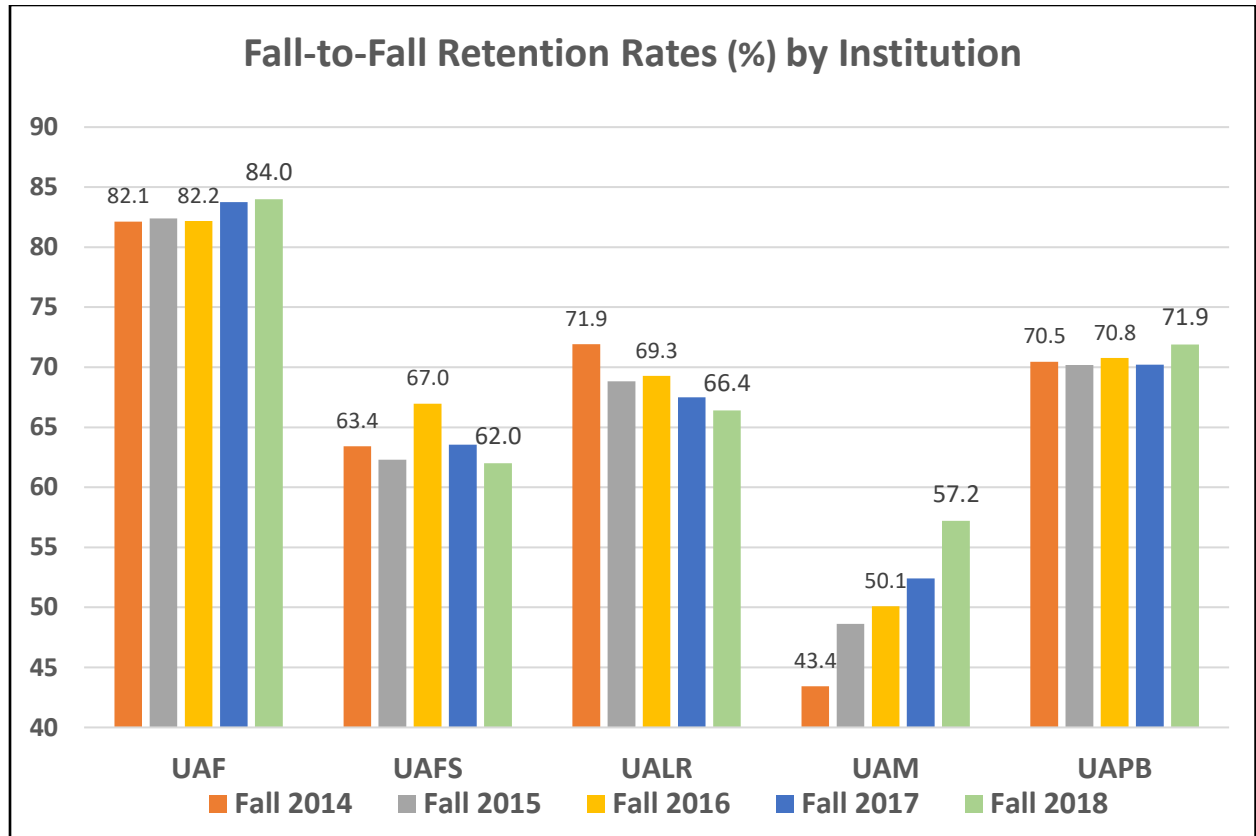
Chart 4.7: Student Retention Rates by Institution – UA System

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

NWACC reports a fairly consistent fall-to-fall retention rate, ranging from 55.5% for the Fall 2014 cohort and 60.4% for their Fall 2016 cohort. SEAC has shown improved retention rates for the last four cohorts.

NAC reported a 2.9% fall-to-fall retention rate decrease for the Fall 2018 cohort compared to their Fall 2017 cohort. ANC's Fall 2018 retention rate fell at 46.5%.
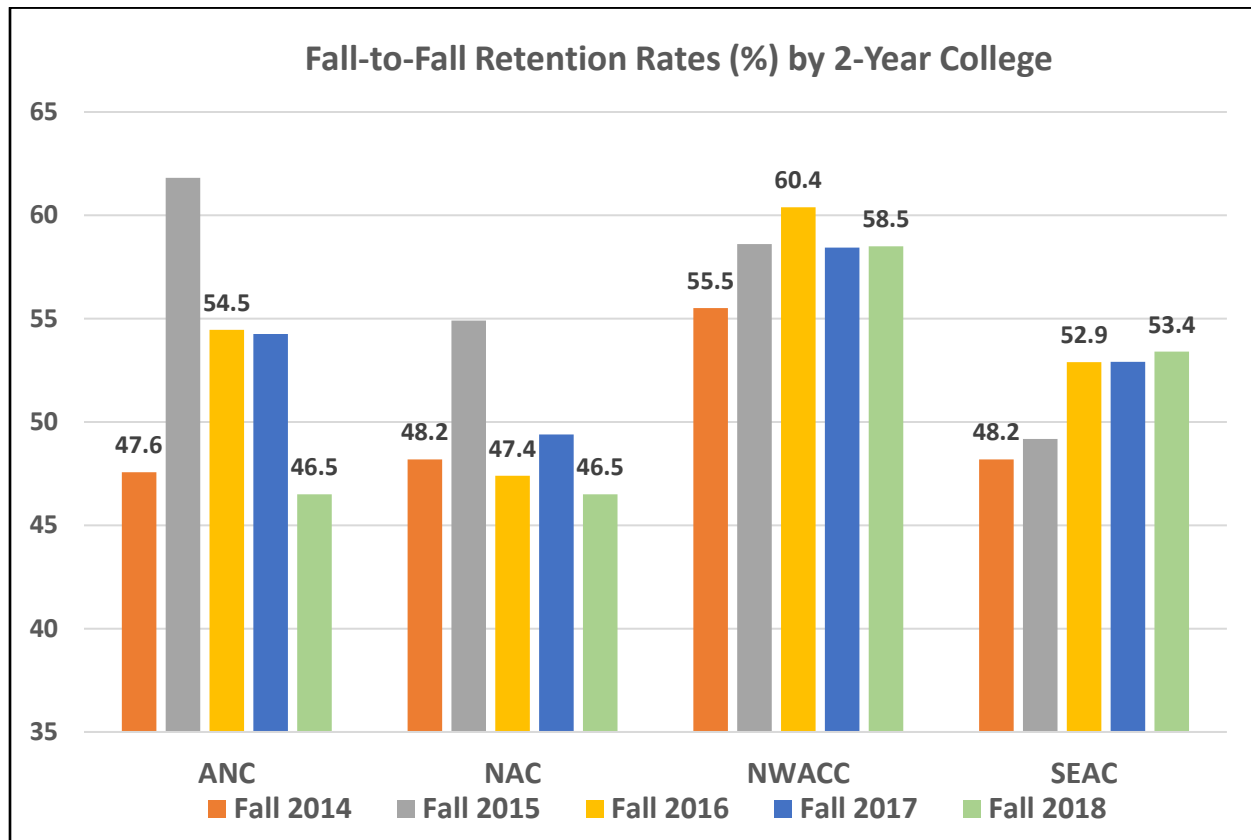
Chart 4.8: Student Retention Rates by Institution – 2-Year Colleges

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 51.4%, while their Fall 2018 cohort reported a much lower rate of 36.4%. EACC's Fall 2018 cohort posted their highest retention rate of 54.2%.

NPC's Fall 2014 retention rate was 47.9%, but later cohorts retention rates ranged between 44% and 51%. OZC's Fall 2018 cohort showed a 5.3% improvement over the Fall 2017 cohort rate of 46.3%.

SACC experienced an increase in retention rate for the Fall 2018 cohort, up to 54% from the 42.5% rate of the Fall 2017 cohort. SAUT also experienced an increase for their Fall 2018 cohort rate of 45.3%, when compared to their Fall 2017 cohort rate of 38.7%.
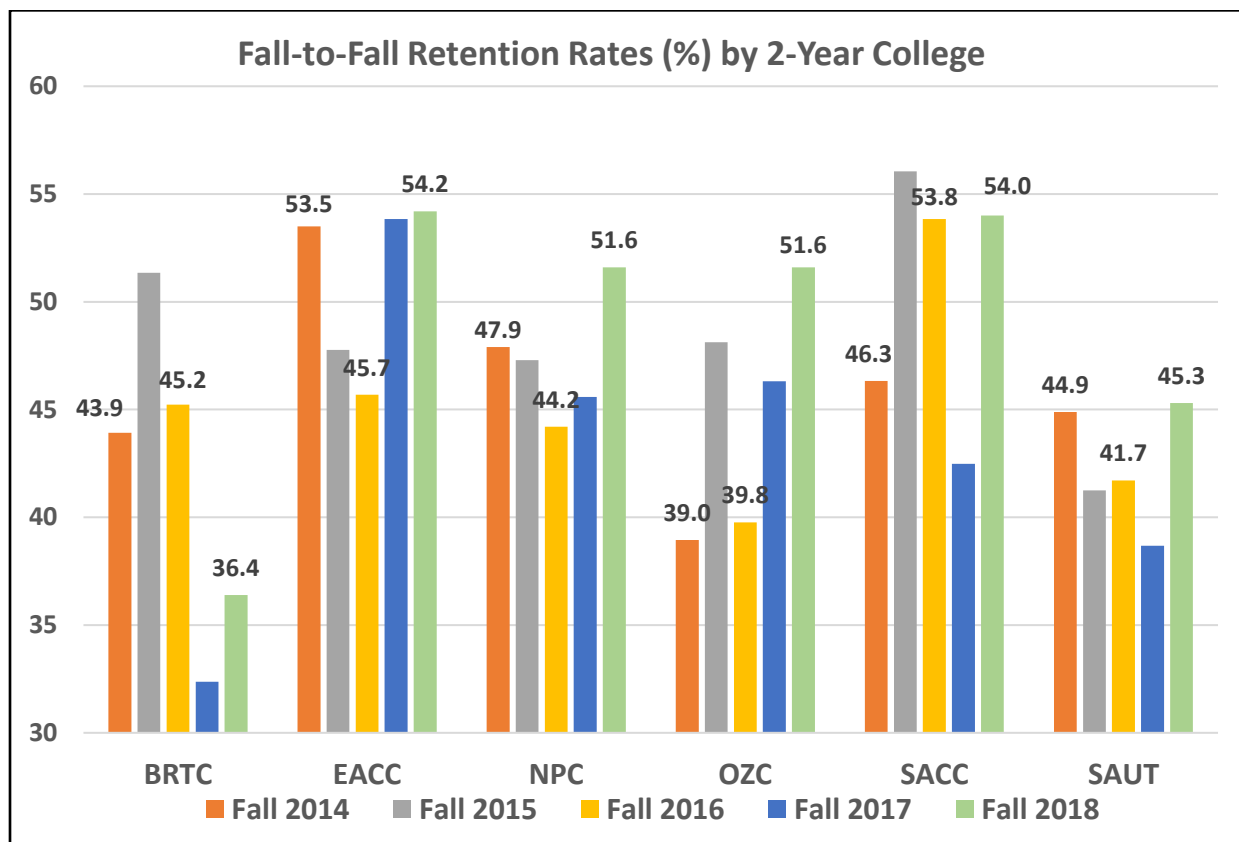
Chart 4.9: Student Retention Rates by Institution – 2-Year Colleges

The ASU System had two colleges report an increase in their fall-to-fall retention rates. ASUMH's Fall 2018 cohort showed a 1.5% improvement over their Fall 2017 cohort. ASUB's Fall 2018 cohort indicated a slight 0.5% increase over the Fall 2017 cohort. ASUN reported a decline of about 3.4% for the Fall 2018 cohort compared to the Fall 2017 cohort, ASUMS reported a 3.2% decline in retention for the Fall 2018 cohort over the Fall 2017 cohort, and ASUTR reported a 9.5% decline.
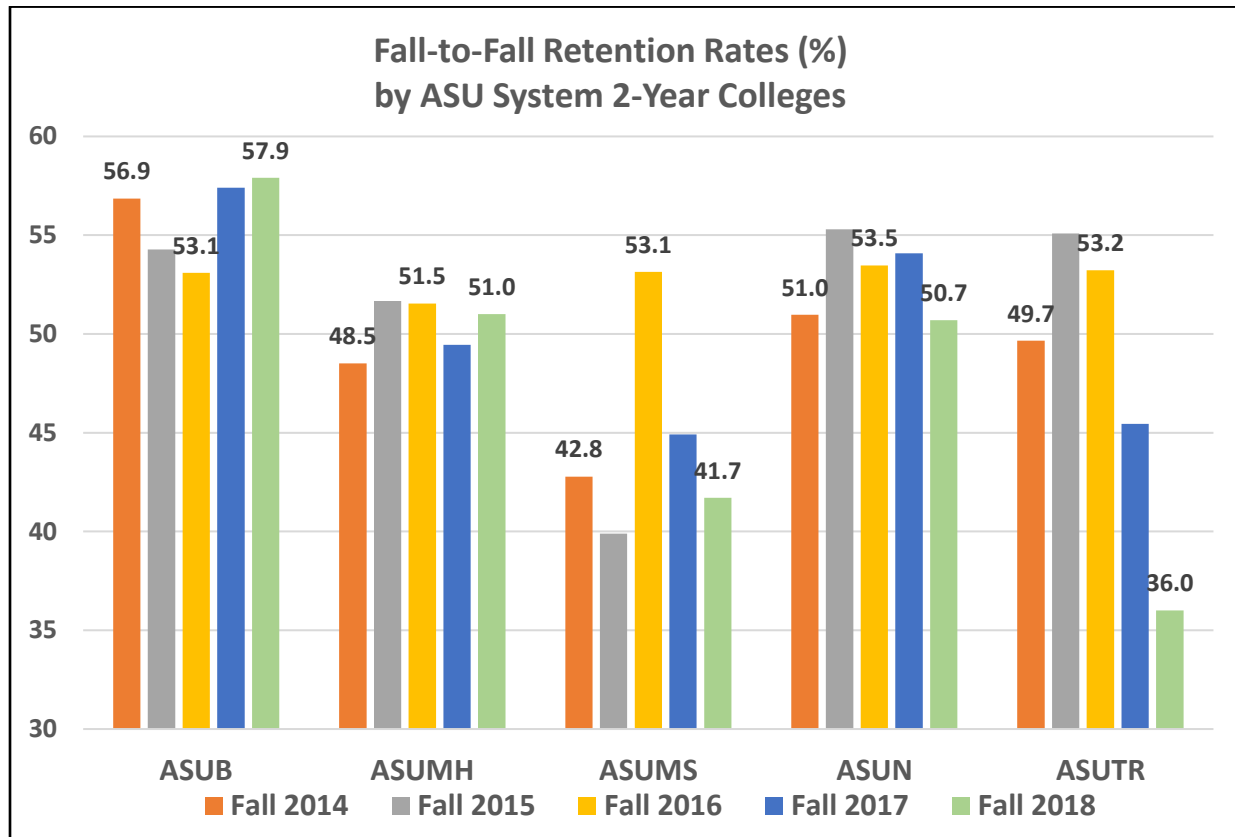
Chart 4.10: Student Retention Rates by Institution – ASU System 2-Year Colleges

The UA System had three colleges report an increase in their fall-to-fall retention rates. CCCUA and UACCB both showed about a 1% improvement for their Fall 2018 cohort over their Fall 2017 cohort. UACCRM showed an 8.0% improvement.

PCCUA, UACCHT, UACCM, and UAPTC all reported declines for their Fall 2018 cohort over the Fall 2017 cohort. UACCM reported 50.0% retention rate for the Fall 2018 cohort, which is a decline of 4.1% from their Fall 2017 cohort rate.
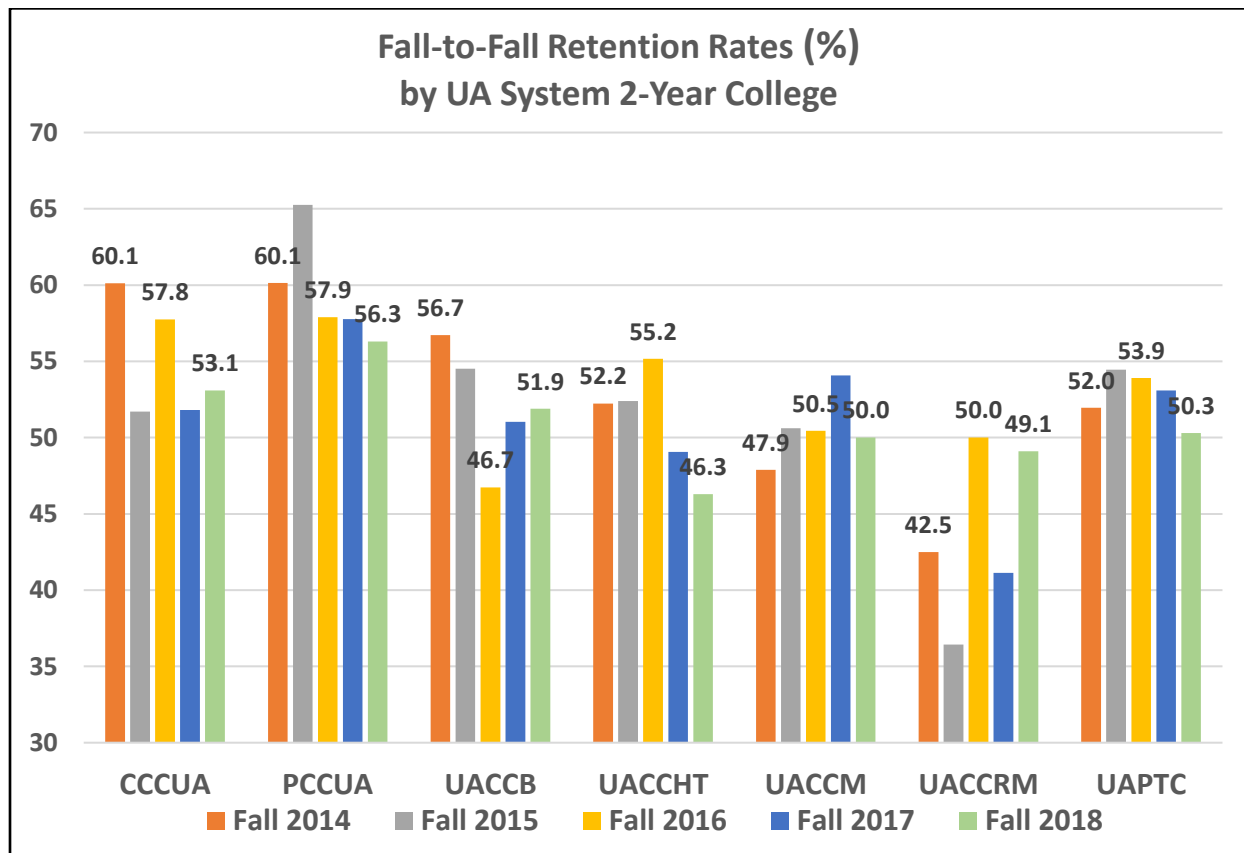
Chart 4.11: Student Retention Rates by Institution – UA System 2-Year Colleges

For our private/independent institutions, Harding University reported the highest Fall 2018 fall-to-fall retention rate of 80.4%, followed by John Brown University at 77.4% and Lyon College at 66.7%.

Central Baptist College reported a 5.4% improvement in retention rate for their Fall 2018 cohort rate of 60.2% over their Fall 2017 cohort rate of 54.8%.

University of the Ozarks reported the most significant decrease of almost 12% for the Fall 2018 cohort rate of 60.4% over the Fall 2017 cohort rate of 72.4%.

Williams Baptist College retention rates stayed fairly consistent. Fall 2017 cohort reported a retention rate of 52.1%, while the most recent Fall 2018 cohort retention rate was 53.0%.
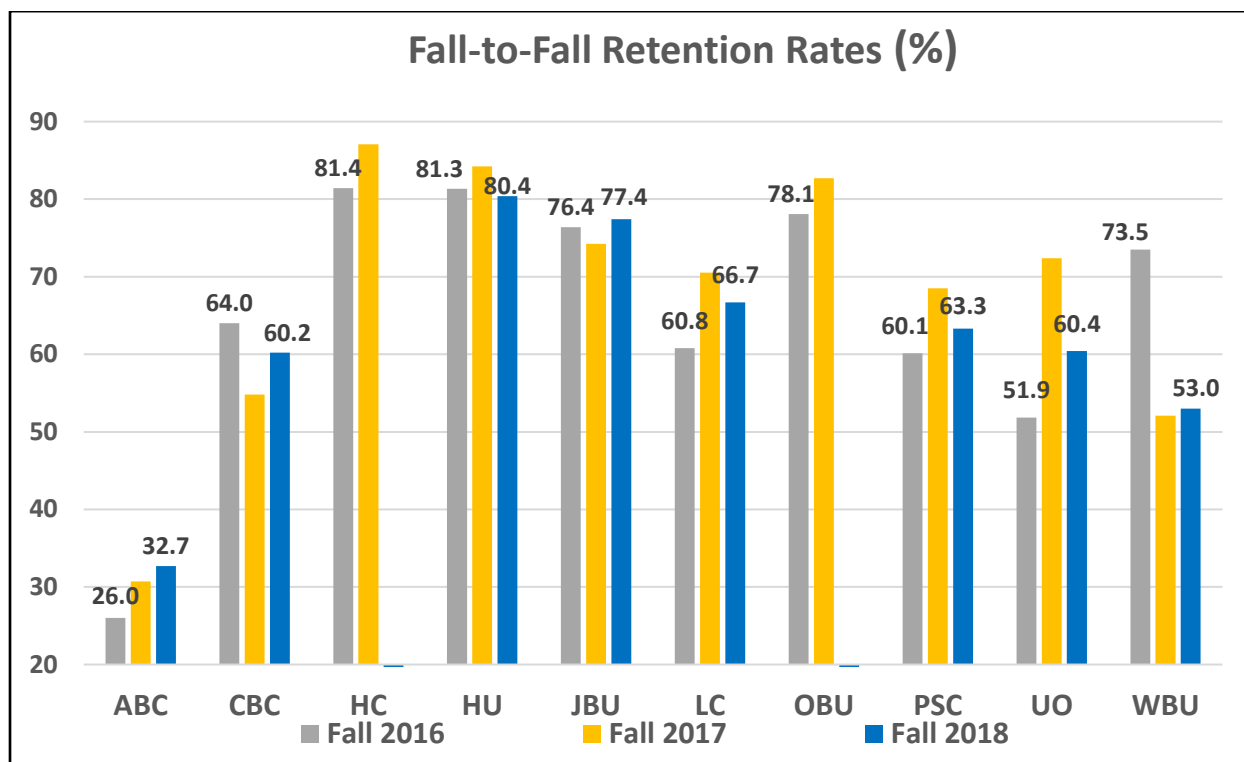
Chart 4.12: Student Retention Rates by Institution – Private Institutions

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 4.13 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 has 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 2015, reported an on time graduation rate of 33.8%. Students graduating in six years have also shown small but steady increases. The most recent six year cohort, Fall 2013, reported a 48.8% graduation rate.

The Fall 2013 bachelor-seeking cohort graduated 30.5% in four years (100% rate), but after the two additional years of study, 48.8% of this cohort had graduated with a bachelor's degree in six years.
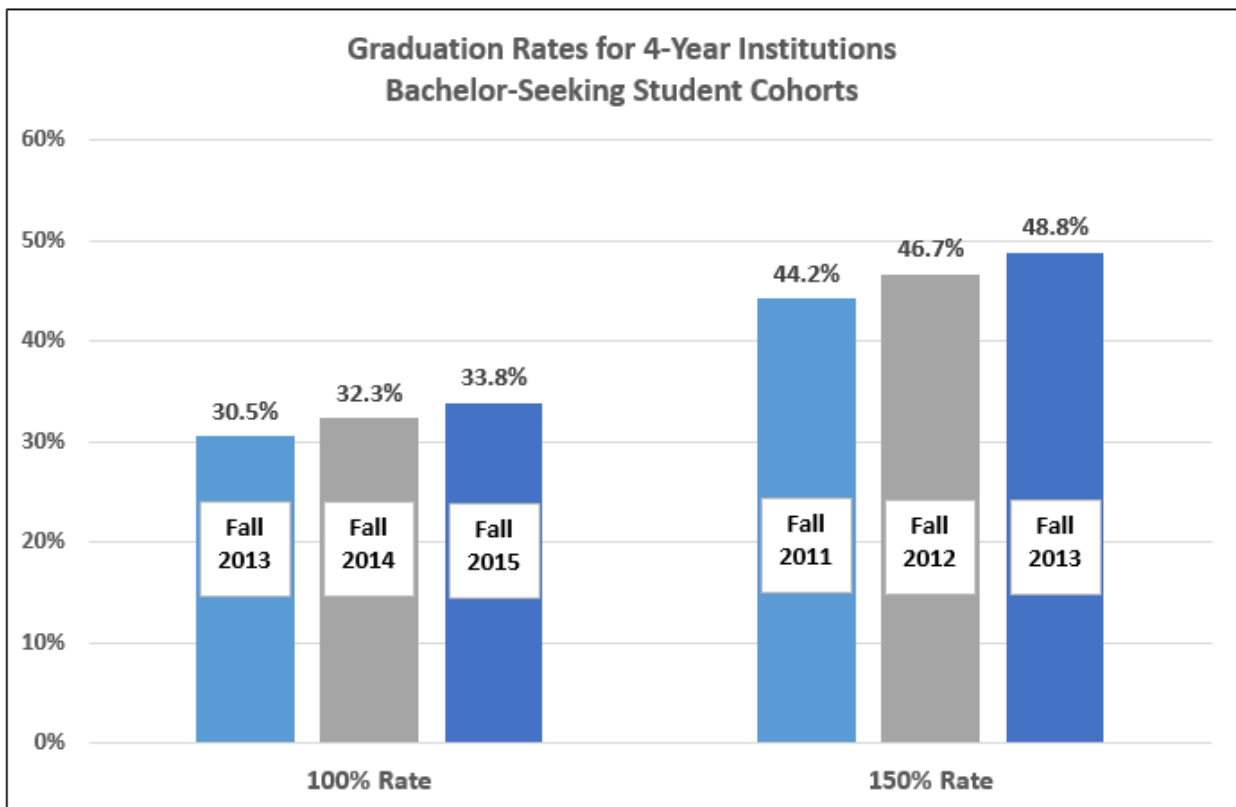
Chart 4.13: Graduation Rates - 4-Year Institution Trend

Charts 4.14 and 4.15 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 with the most recent cohort, Fall 2015 reporting a 46.3% on time graduation rate. Arkansas State University and the University of Central Arkansas report graduation rates of 33.9% and 30.6% respectively for the Fall 2015 cohort.

**100% Graduation Rate by 4-Year Institution
Bachelor-Seeking Student Cohorts**

ASUJ: 31.7%, 33.9%
ATU: 24.5%, 27.0%
HSU: 20.8%, 22.3%
SAUM: 28.3%, 26.2%
UCA: 24.8%, 30.6%

Fall 2013 Cohort   Fall 2014 Cohort   Fall 2015 Cohort
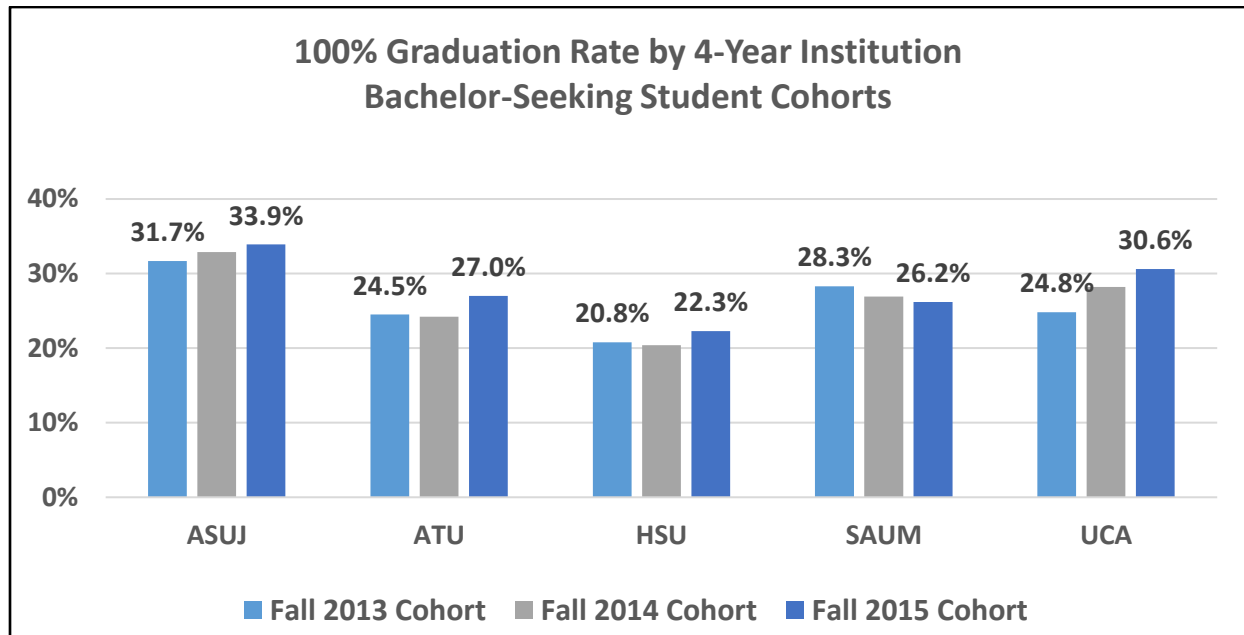
Charts 4.14: 100% Graduation Rates 4-Year institutions-1

**100% Graduation Rate by 4-Year Institution
Bachelor-Seeking Student Cohorts**

UAF: 43.6%, 46.3%
UAFS: 21.1%, 24.2%
UALR: 21.3%, 21.3%
UAM: 12.3%, 14.7%
UAPB: 17.4%, 25.5%

Fall 2013 Cohort   Fall 2014 Cohort   Fall 2015 Cohort
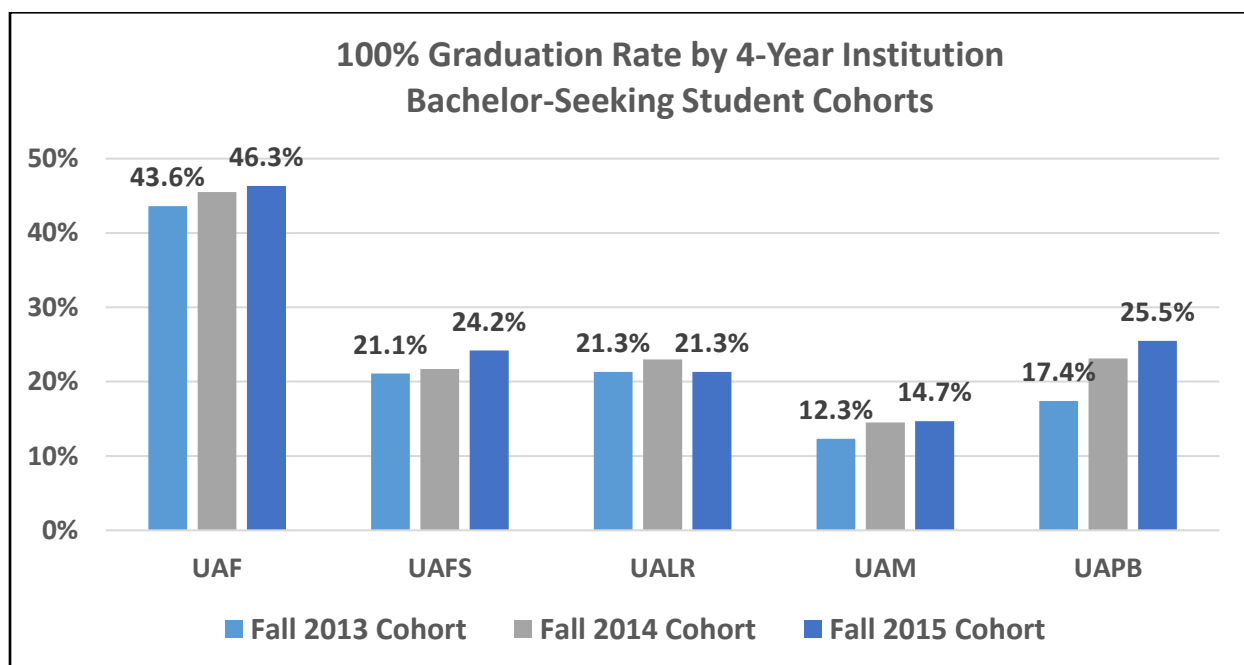
Chart 4.15: 100% Graduation Rates 4-Year institutions-2

Charts 4.16 and 4.17 below provides trend data for the six year graduation rate (150%) for the public 4-year universities. All but one 4-year university reported an increase for the Fall 2013 cohort when compared to the Fall 2012 cohort.

150% Graduation Rate by 4-Year Institution
Bachelor-Seeking Student Cohorts

Institution	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort
ASUJ	44.4%		50.7%
ATU	39.6%		39.6%
HSU	31.8%		37.9%
SAUM	34.4%		40.9%
UCA	40.6%		42.7%
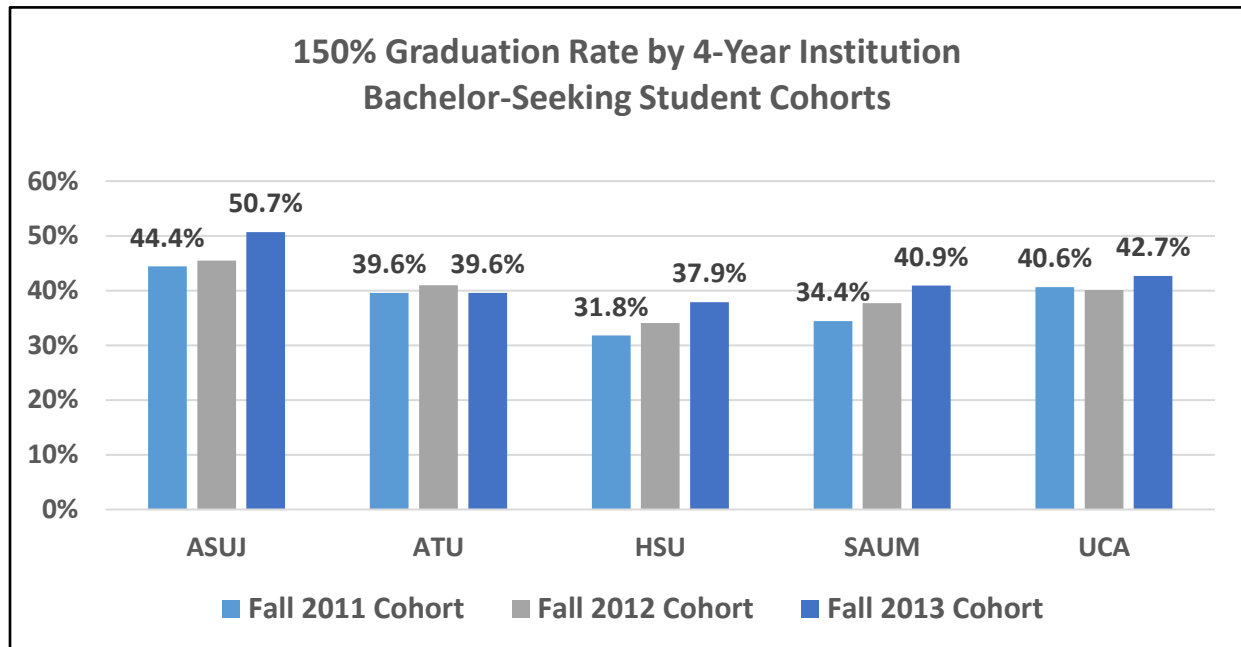
Chart 4.16: 150% Graduation Rates 4-Year institutions-1

150% Graduation Rate by 4-Year Institution
Bachelor-Seeking Student Cohorts

Institution	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort
UAF	61.1%		65.6%
UAFS	31.4%		36.3%
UALR	32.1%		39.2%
UAM	18.7%		24.1%
UAPB	28.5%		33.0%
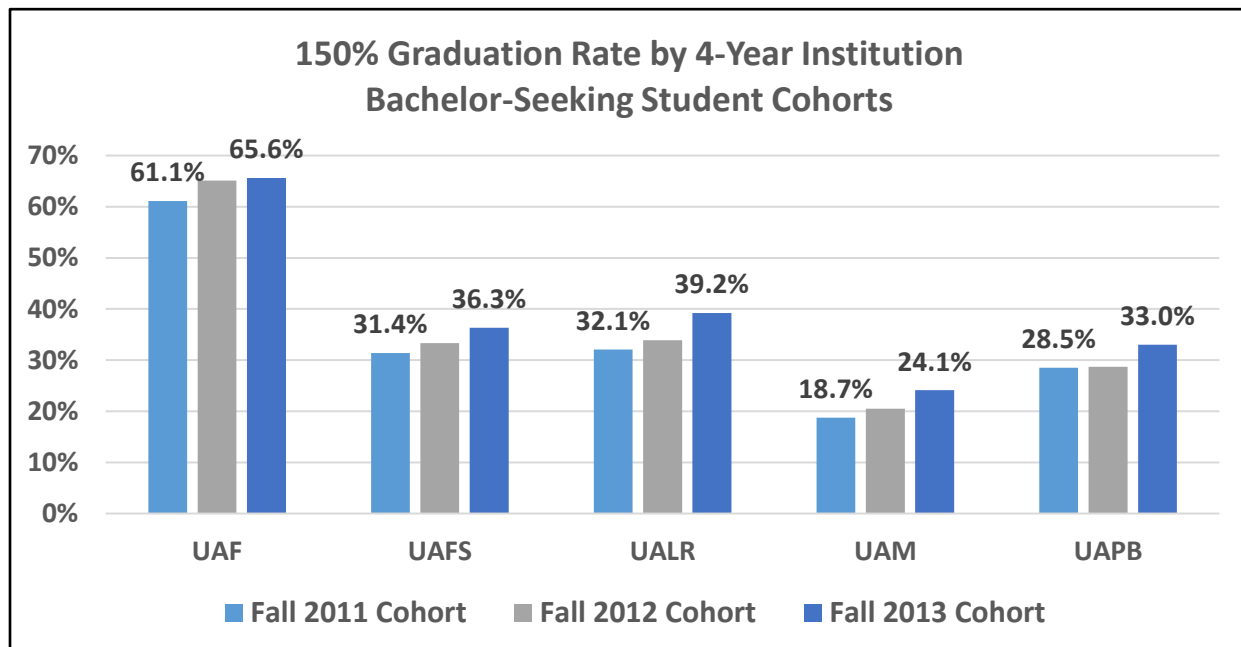
Chart 4.17: 150% Graduation Rates 4-Year institutions-2

Both male and female cohorts showed an improved six year graduation rate. The Fall 2013 male cohort reported a 44.4% graduation rate, while the Fall 2013 female cohort reported 52.4% graduation rate.

150% Graduation Rate for 4-Year Institutions
Bachelor-Seeking Students by Gender

Male: 40.5%, 43.1%, 44.4%
Female: 47.4%, 49.8%, 52.4%

Fall 2011 Cohort   Fall 2012 Cohort   Fall 2013 Cohort
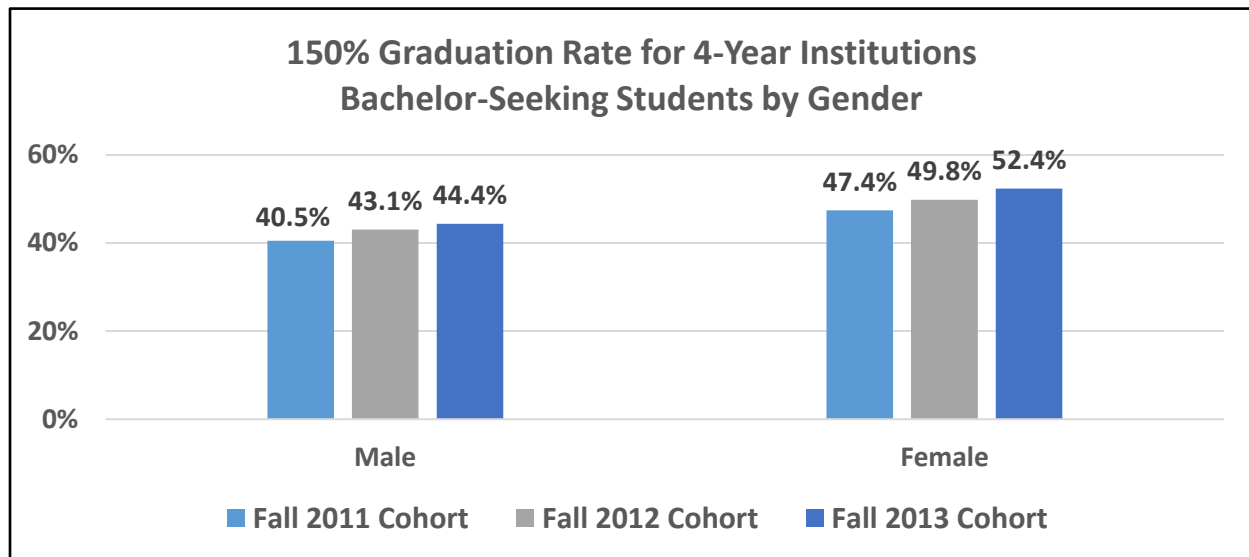
Chart 4.18: 150% Graduation Rates by Gender

All race/ethnicity categories showed six year graduation rate improvements with Asian and White students both reporting a graduation rate above 50% for the Fall 2013 Cohort.

150% Graduation Rate for 4-Year Institutions
Bachelor-Seeking Students by Race/Ethnicity

Asian: 51.6%, 53.7%
Black: 25.6%, 27.5%
Hispanic: 37.8%, 49.3%
American Indian: 31.1%, 41.5%
White: 46.8%, 51.3%

Fall 2011 Cohort   Fall 2012 Cohort   Fall 2013 Cohort
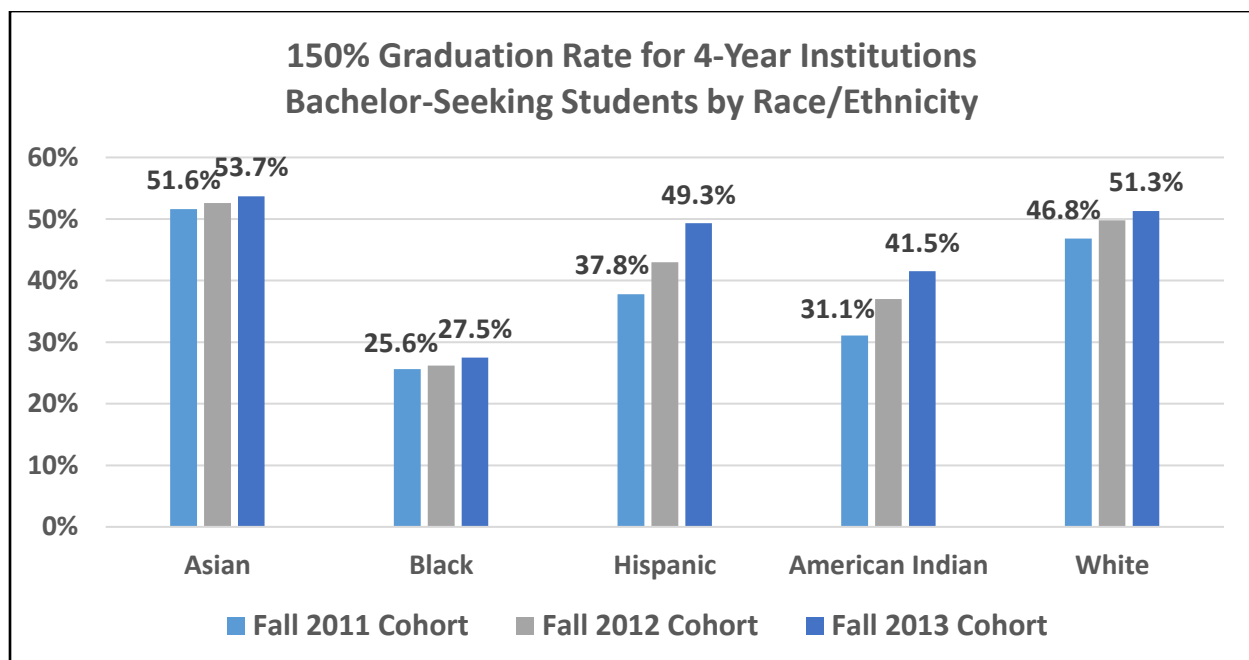
Chart 4.19: 150% Graduation Rates by Race/Ethnicity

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%). Half of the 2-year colleges reported a higher three year graduation rate.

150% Graduation Rate by 2-Year Colleges Associate-Seeking Students

	ASUB	ASUMH	ASUMS	ASUN	ASUTR
Fall 2014 Cohort	27.0%	27.6%	12.6%	24.1%	19.8%
Fall 2015 Cohort					
Fall 2016 Cohort	24.0%	27.1%	19.7%	21.1%	13.1%
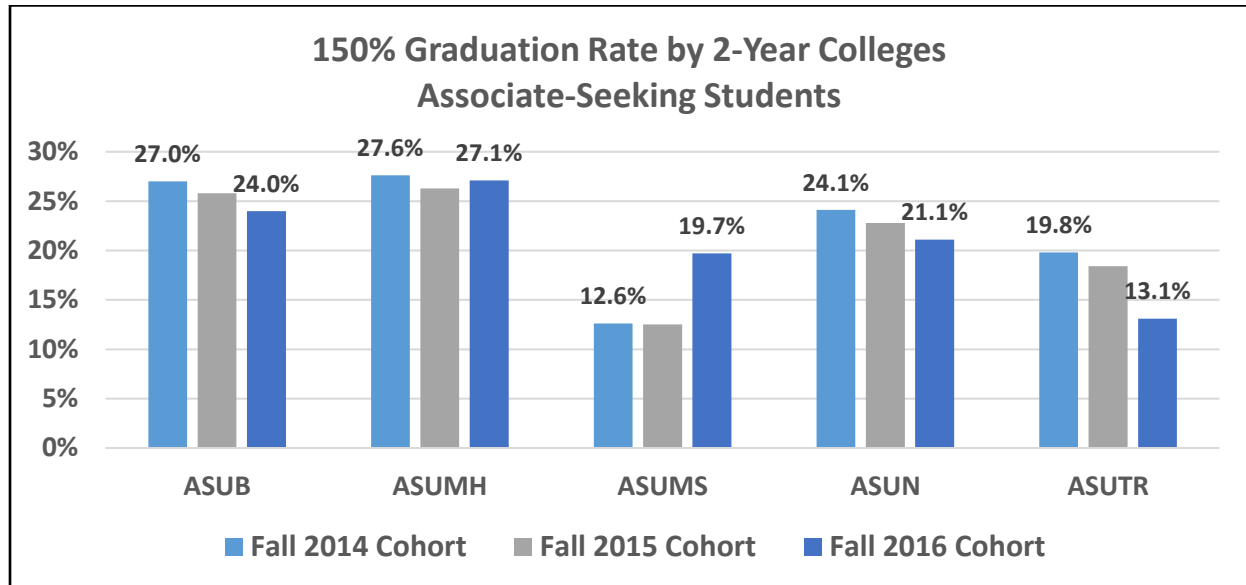
Chart 4.20 Graduation Rates 2-Year Associate Cohorts-1

150% Graduation Rate by 2-Year Colleges Associate-Seeking Students

	CCCUA	PCCUA	UACCB	UACCHT	UACCM	UACCRM	UAPTC
Fall 2014 Cohort	22.2%	26.2%	27.5%	18.1%	26.1%	13.8%	9.8%
Fall 2015 Cohort	27.7%	27.0%	25.5%		30.3%		
Fall 2016 Cohort				27.9%		40.0%	18.9%
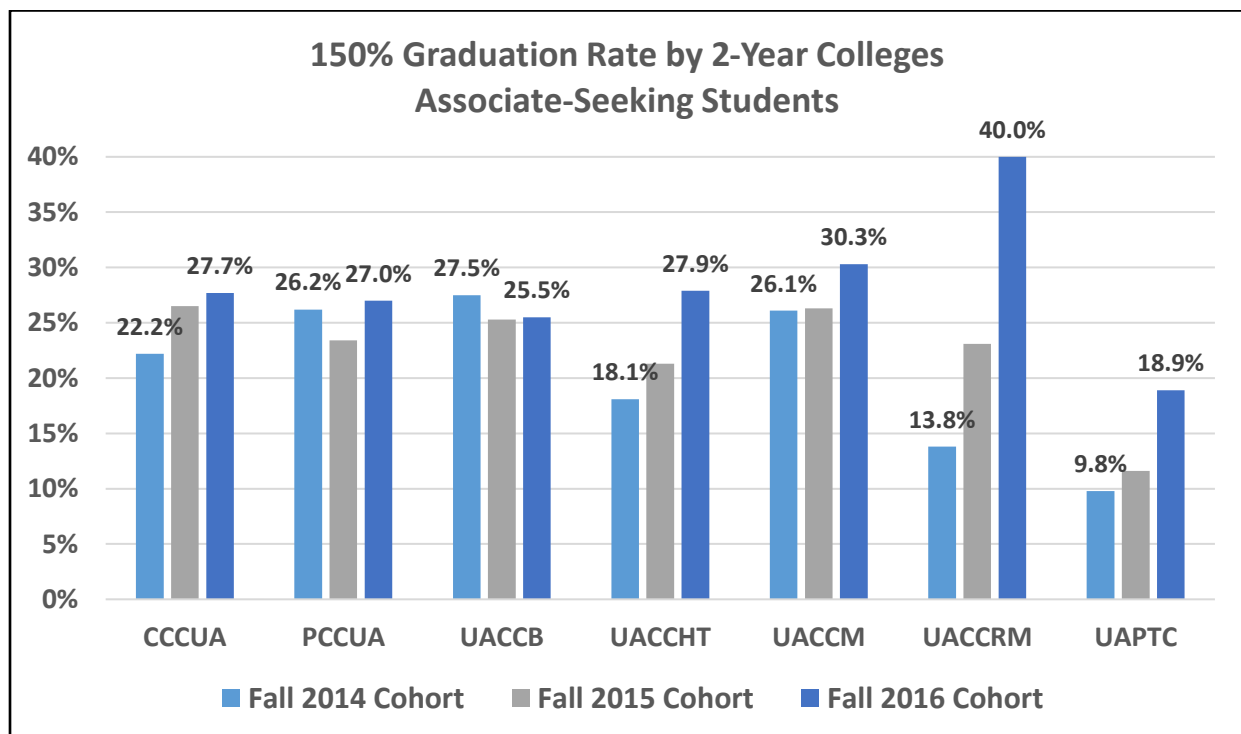
Chart 4.21 Graduation Rates 2-Year Associate Cohorts-2

**150% Graduation Rate by 2-Year Colleges
Associate-Seeking Students**
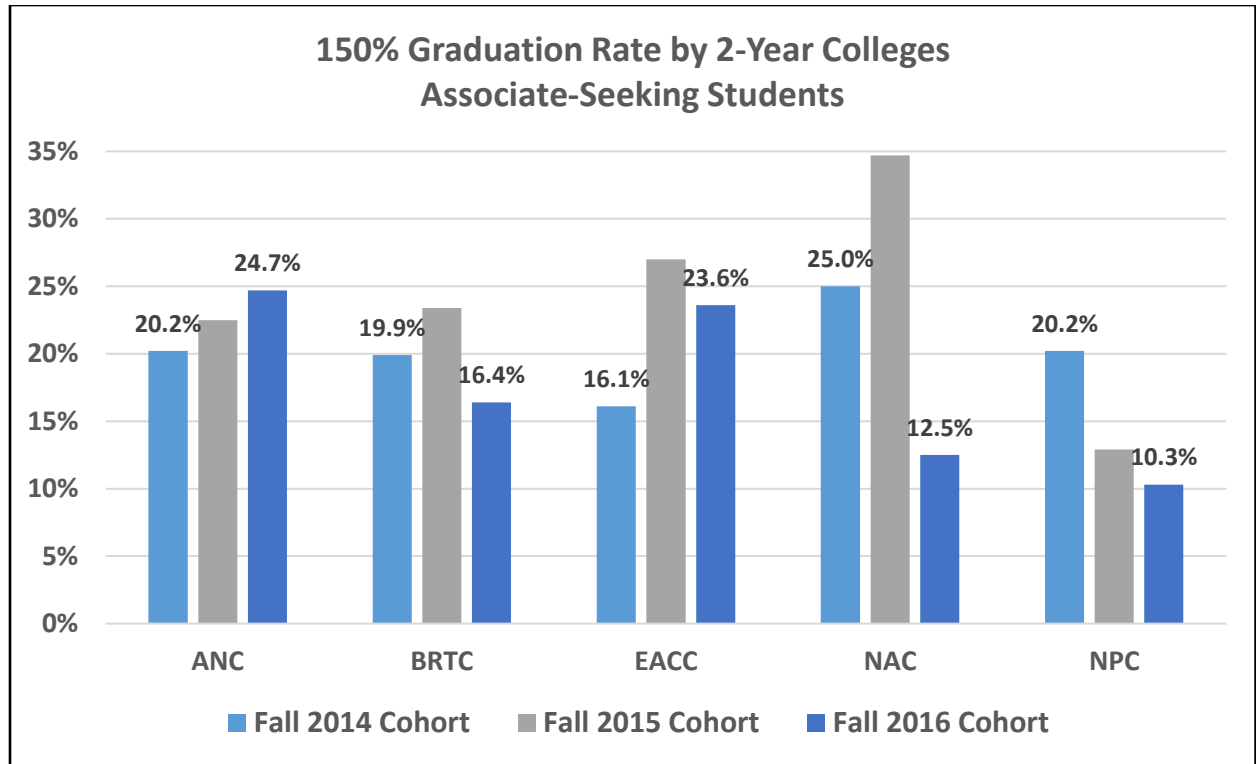
Chart 4.22 Graduation Rates 2-Year Associate Cohorts-3

**150% Graduation Rate by 2-Year Colleges
Associate-Seeking Students**
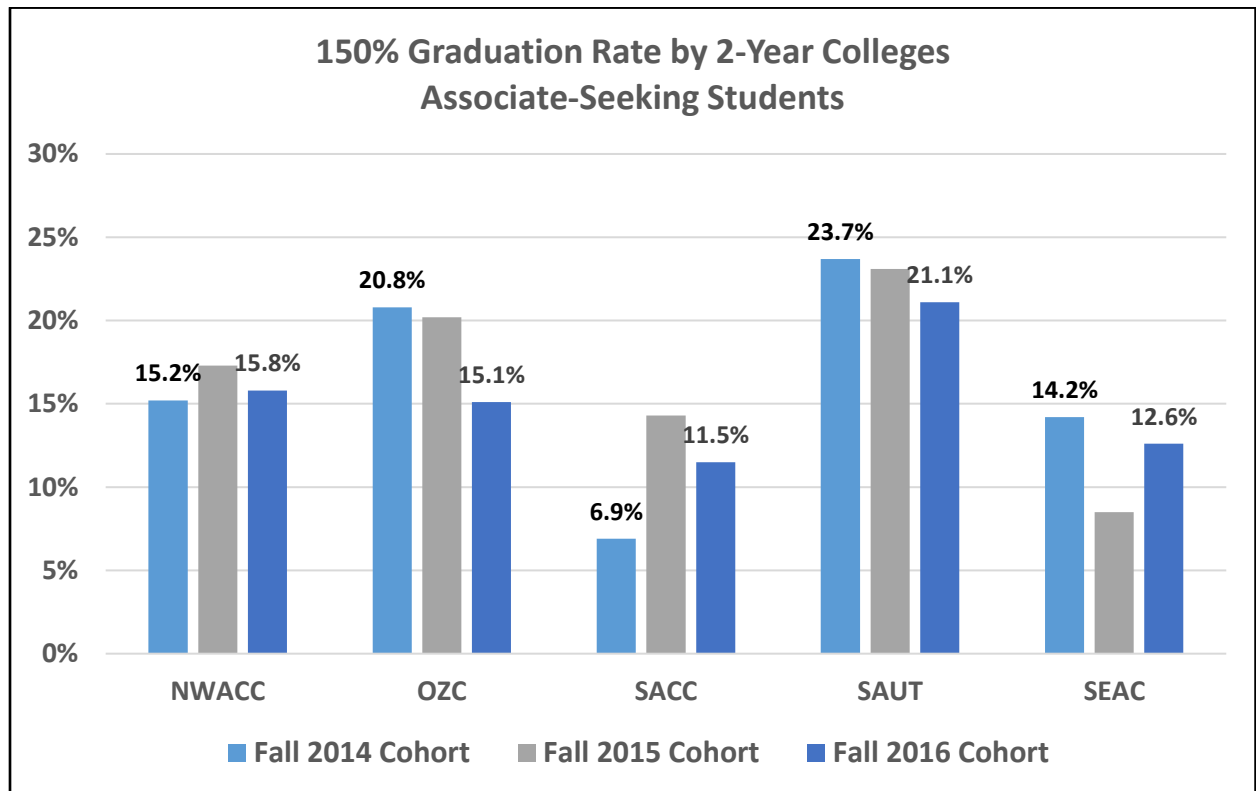
Chart 4.23 Graduation Rates 2-Year Associate Cohorts-4

The Fall 2016 male cohort reported a lower three year graduation rate and dropped to 19.1% when compared to the Fall 2015 cohort's graduation rate of 20.6%. Female students reported a graduation rate of 22.6%.

150% Graduation Rate for 2-Year Colleges
Associate-Seeking Students by Gender

Male	Female
Fall 2014 Cohort: 18.7%	Fall 2014 Cohort: 21.4%
Fall 2015 Cohort: 20.6%	Fall 2015 Cohort: 20.9%
Fall 2016 Cohort: 19.1%	Fall 2016 Cohort: 22.6%

■ Fall 2014 Cohort   ■ Fall 2015 Cohort   ■ Fall 2016 Cohort
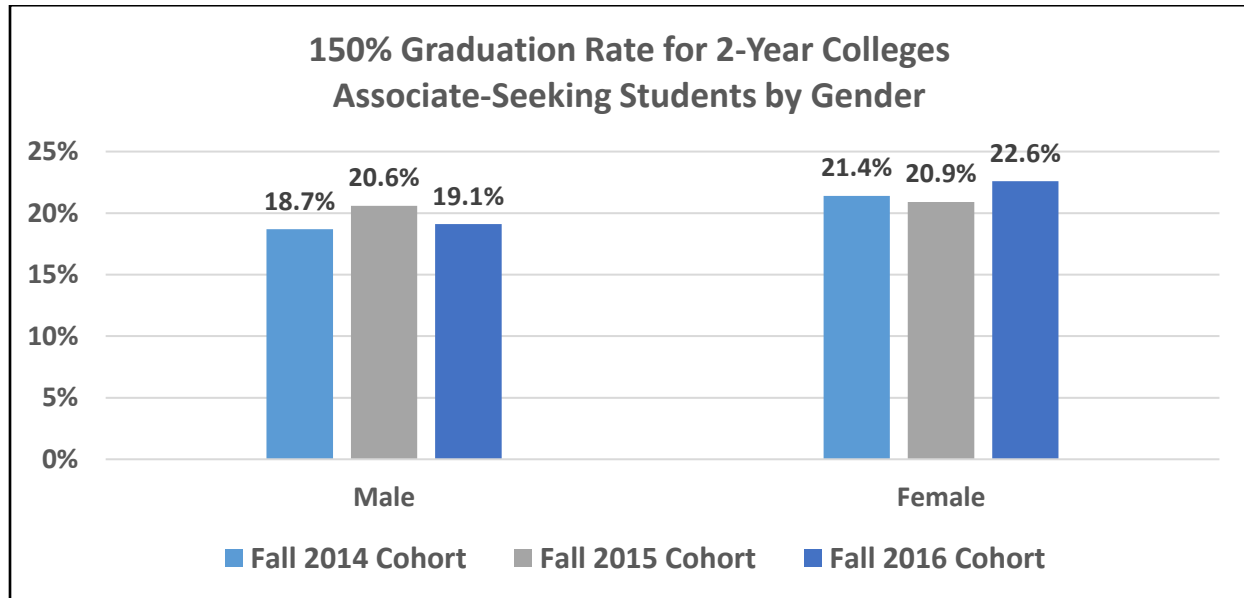
Chart 4.24: Graduation Rates 2-Year Colleges by Gender

150% Graduation Rates for 2-Year Colleges
Associate-Seeking Students by Race/Ethnicity

	Asian	Black	Hispanic	American Indian	White
Fall 2014 Cohort	21.5%	8.8%	21.4%	11.6%	21.3%
Fall 2015 Cohort			24.2%		
Fall 2016 Cohort	16.2%	12.4%		7.3%	20.7%

■ Fall 2014 Cohort   ■ Fall 2015 Cohort   ■ Fall 2016 Cohort
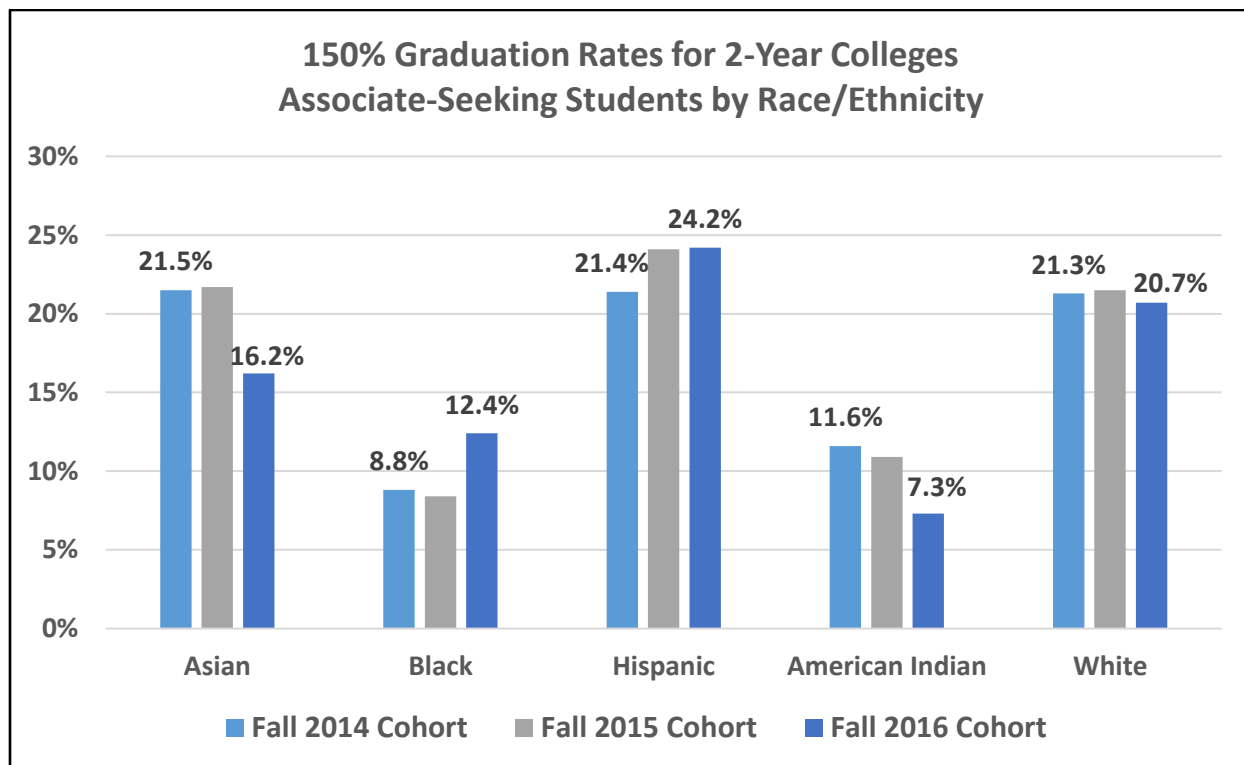
Chart 4.25: Graduation Rates 2-Year Colleges by Race/Ethnicity

Private/Independent Institutions

The Fall 2015 bachelor-seeking cohort for the private institutions reported an on time graduation rate (100%) of 43.5%, which was a 4.5% increase over the graduation rate reported for the Fall 2014 cohort.

The Fall 2013 bachelor-seeking cohort reported a 42.6% on time graduation rate (100%) and with two additional years of study another 12.2% of them graduated in six years (150%).
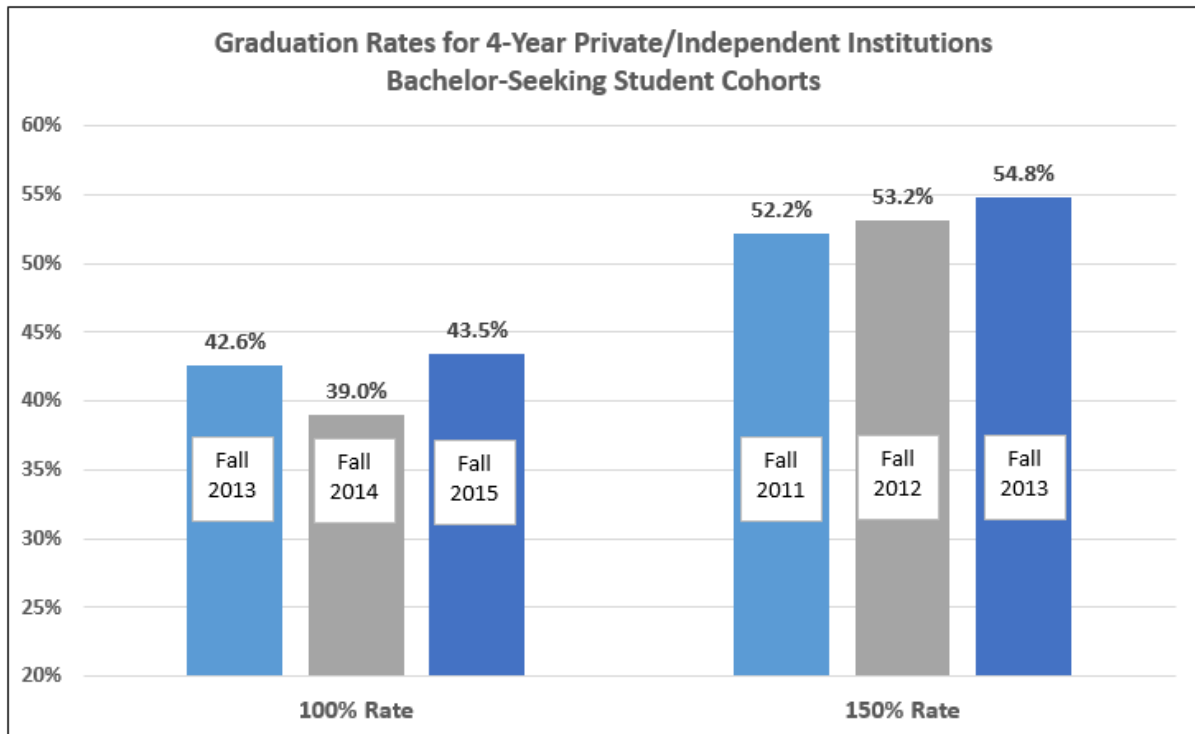
Chart 4.26: Graduation Rates Private Institutions

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

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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 IPEDS 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 2018-19, 3,337 students participated in athletics at ten universities and five 2-year colleges. This is the most student-athletes ever reported for an academic year. This is an increase of 289 student-athletes over the 2017-18 academic year, including 72 student-athletes reported by three 2-year colleges, National Park College, Southern Arkansas University Tech, and UA Community College at Rich Mountain. This was the first year those colleges reported student-athlete data to ADHE.
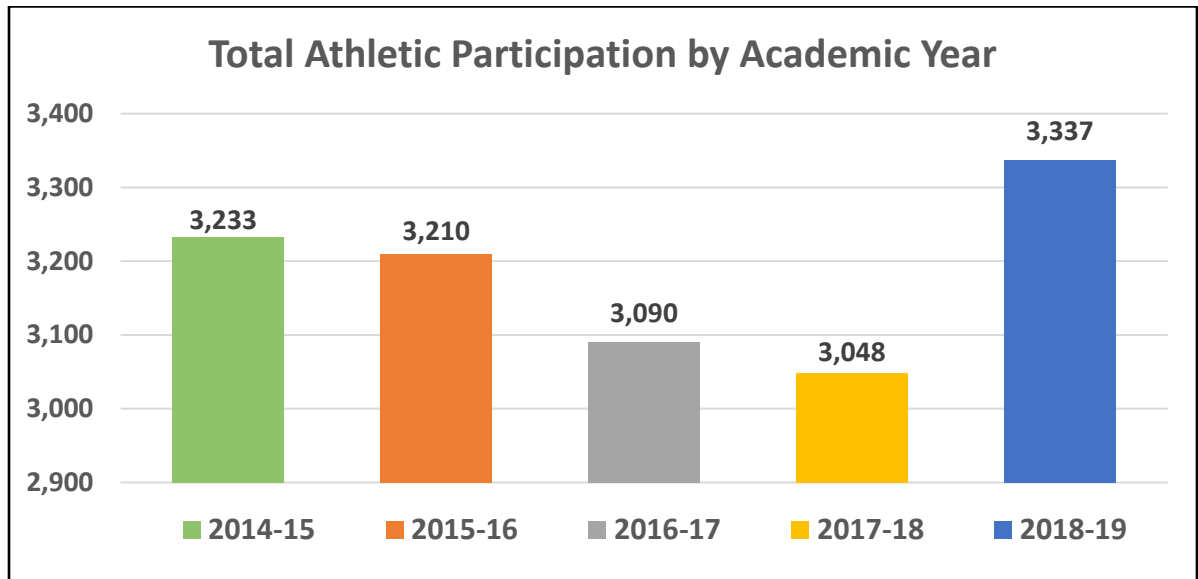
Chart 5.1: Athletic Participation by Academic Year

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 1,037 student-athletes reported for the 2018-19 academic year.
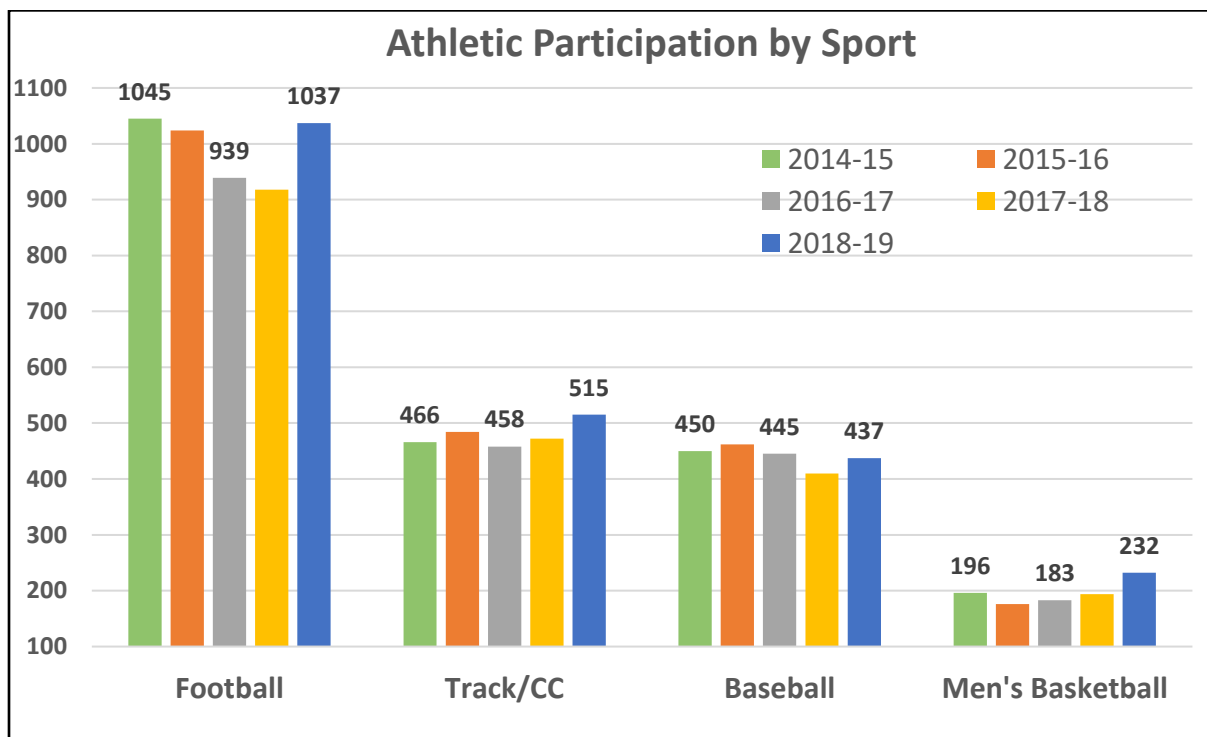
Chart 5.2: Athletes by Sport – Detailed

Considering the 2018-19 increase in student-athlete participation over 2017-18, only two sports reported a decline in participation. Women's Basketball and Swimming both experienced a small decline.
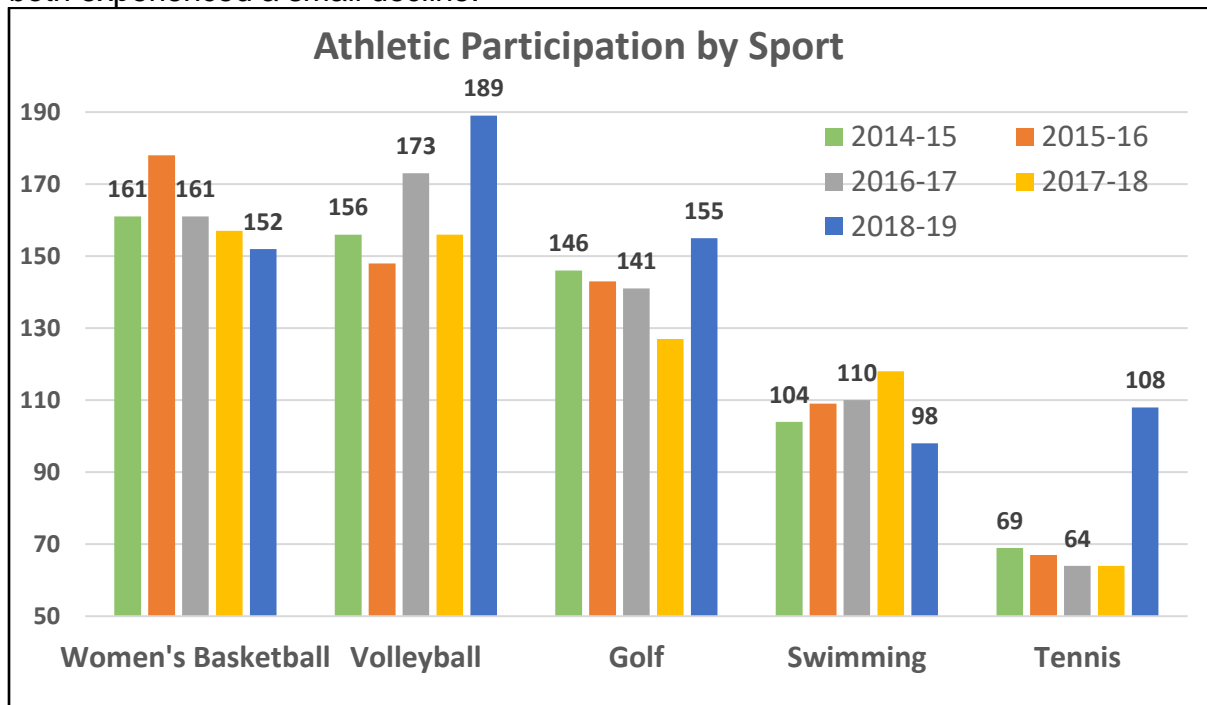
Chart 5.3: Athletes by Sport – Detailed

For the past 15 years, the Other Sports category participation ranged between 300 and 437 student-athletes. For 2018-19 institutions reported Soccer and Softball participation numbers separately for the first time, resulting in a big shift in the number of student-athletes reported in the Other Sports category.
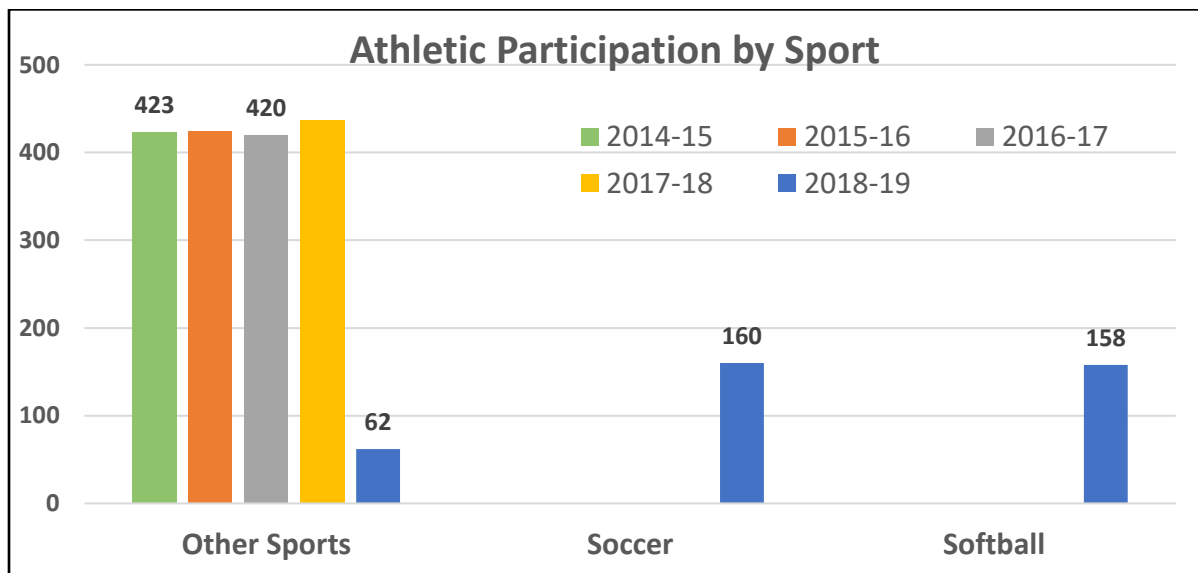
Chart 5.4: Athletes by Sport – Detailed

Many students receive scholarships to participate in athletics. The following graph illustrates the majority of students receive a partial scholarship, 2,179 of 3,337 student-athletes (65%), while only 378 (11%) receive a full scholarship.
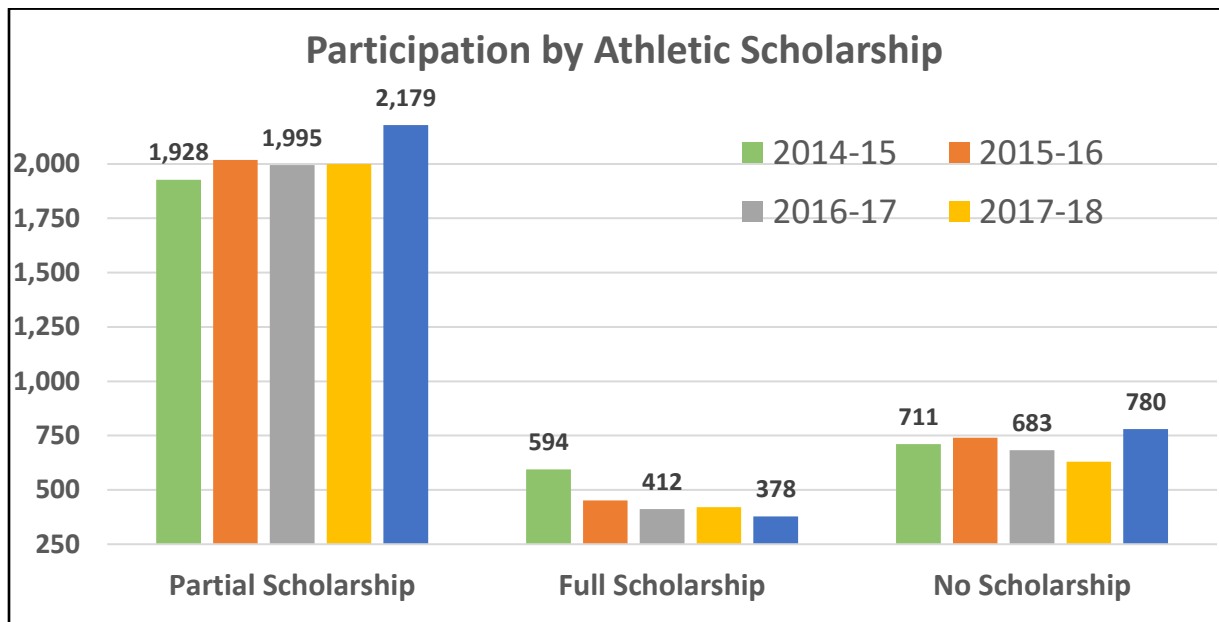
Chart 5.5: Athletes by Scholarship

While the percent of student-athletes receiving partial scholarships has remained fairly consistent the past several years, there has been an obvious decline in the number of full scholarships and an obvious increase in the number of student-athletes receiving no athletic scholarship.
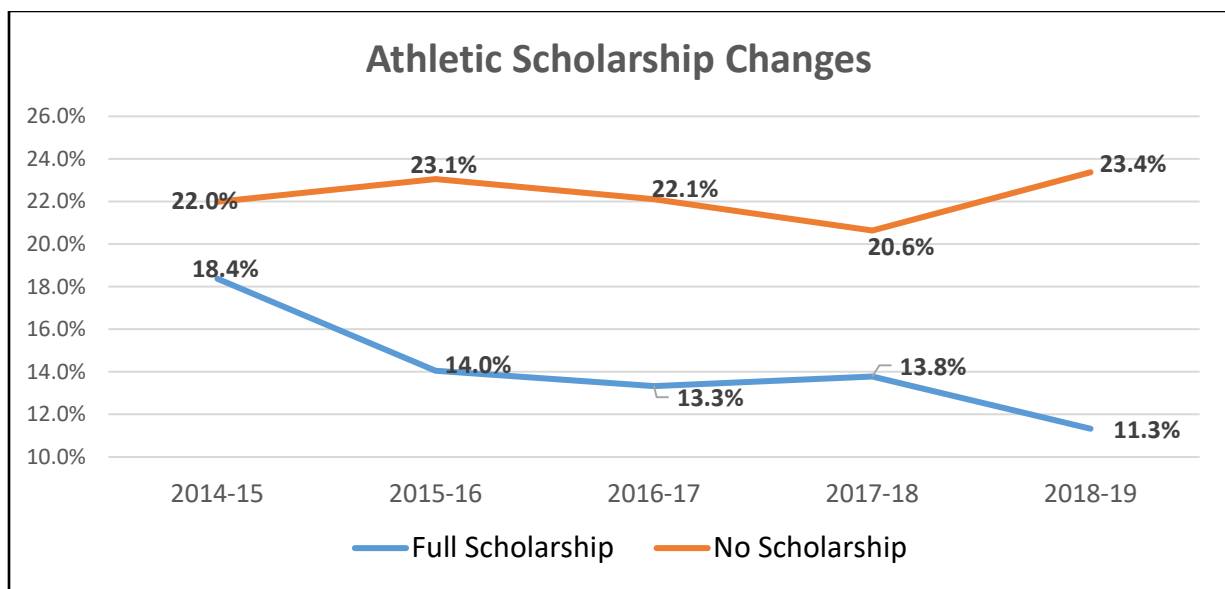
Chart 5.6: Athletes by Scholarship Percentages

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 2018-19 academic year.
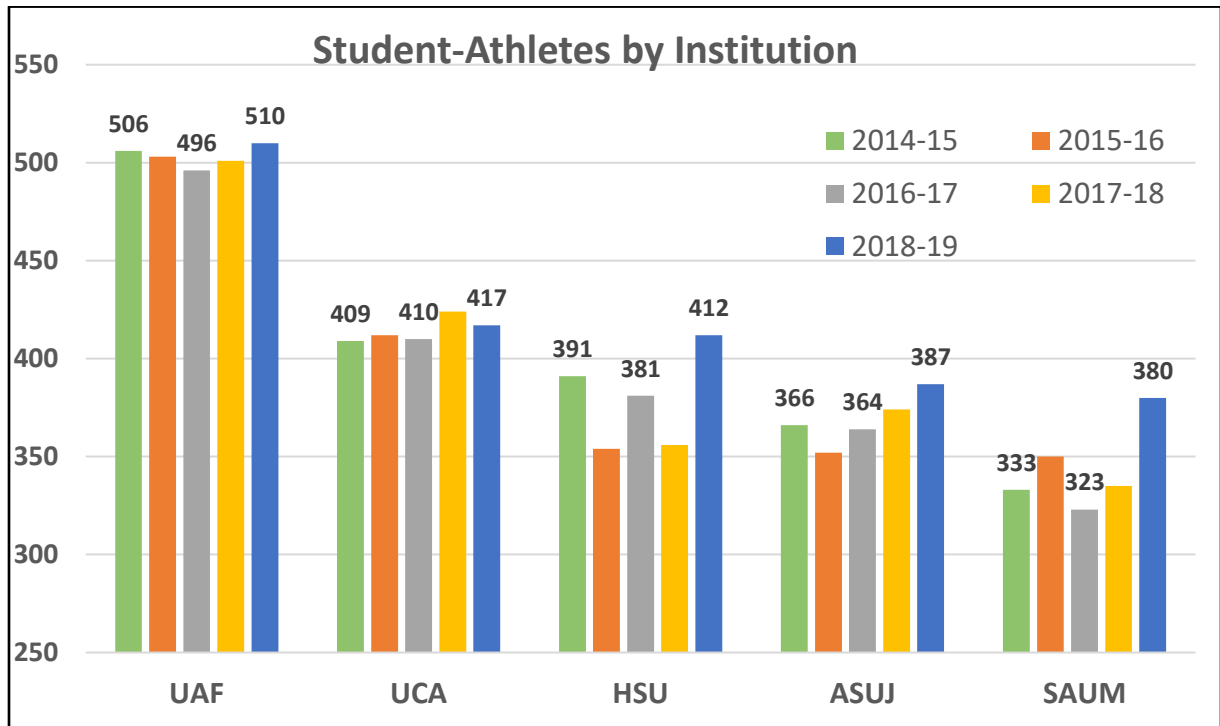
Chart 5.7: Athletes by Institution
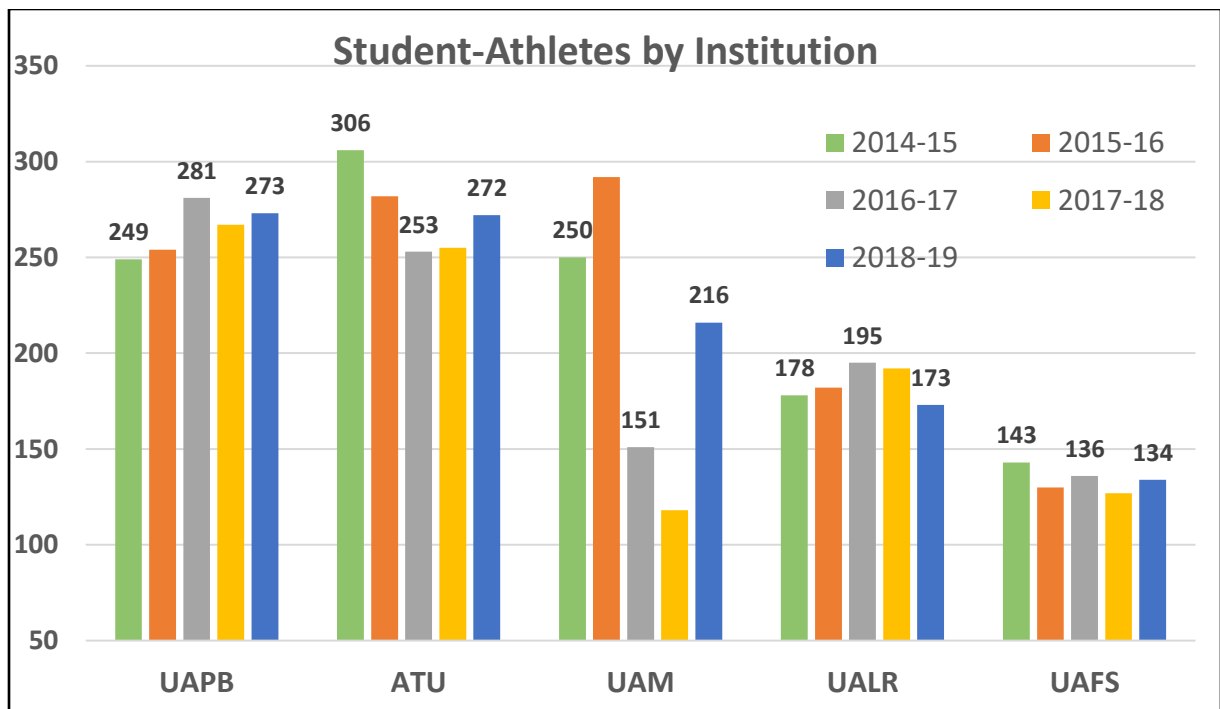
Chart 5.8: Athletes by Institution

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.

The next two graphs show the retention rates for student athletes for the last three cohort years. UCA returned 89.3% of their Fall 2018 student-athlete cohort in Fall 2019, while UA Little Rock returned 81.1% from Fall 2018 to Fall 2019.
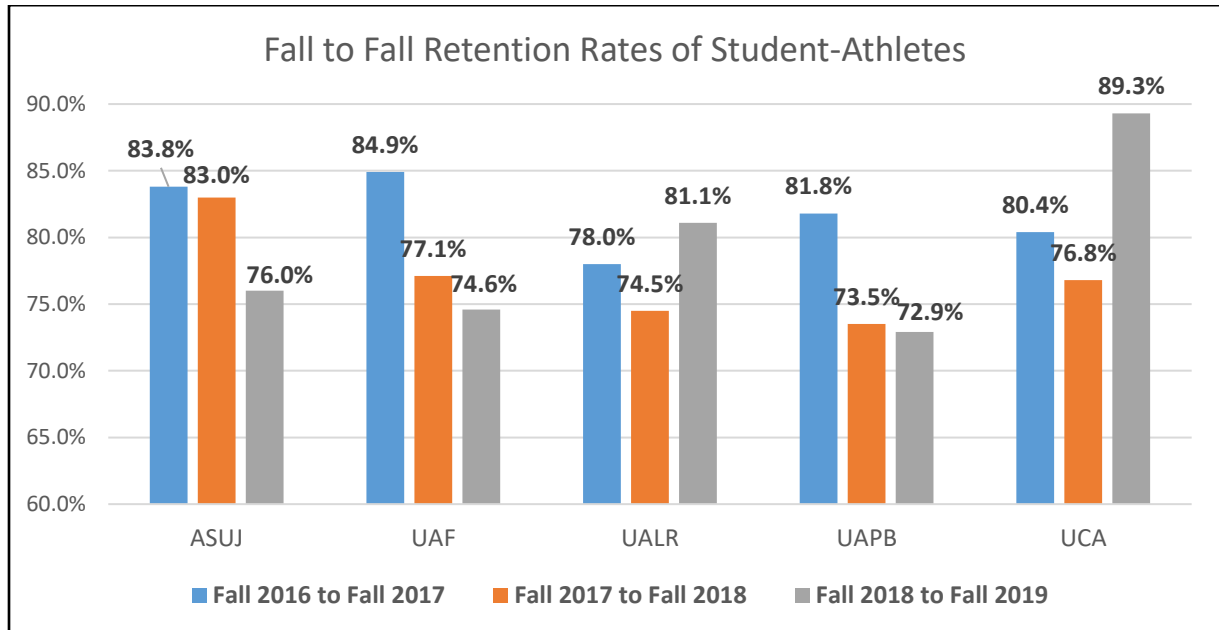
Chart 5.9: Retention Rate of Athletes by Institution
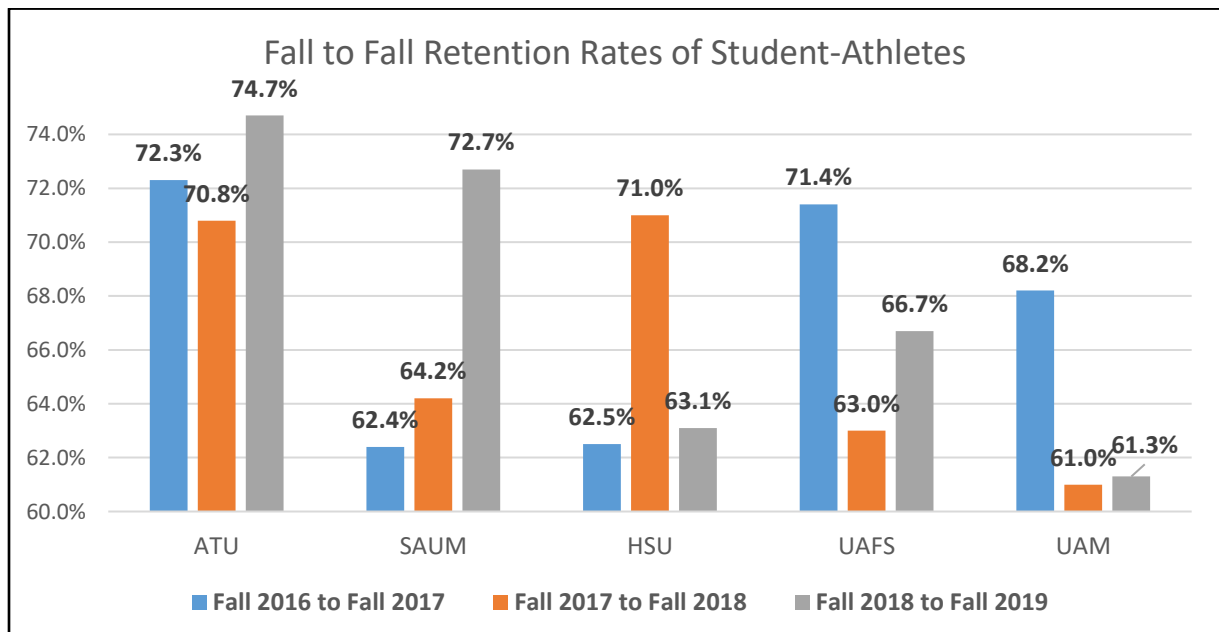
Chart 5.10: Retention Rate of Athletes by Institution

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

Fall to Fall Retention Rates of Student-Athletes

	ASUMS	NAC
Fall 2016 to Fall 2017	55.0%	56.7%
Fall 2017 to Fall 2018	62.5%	62.5%
Fall 2018 to Fall 2019	46.7%	63.9%
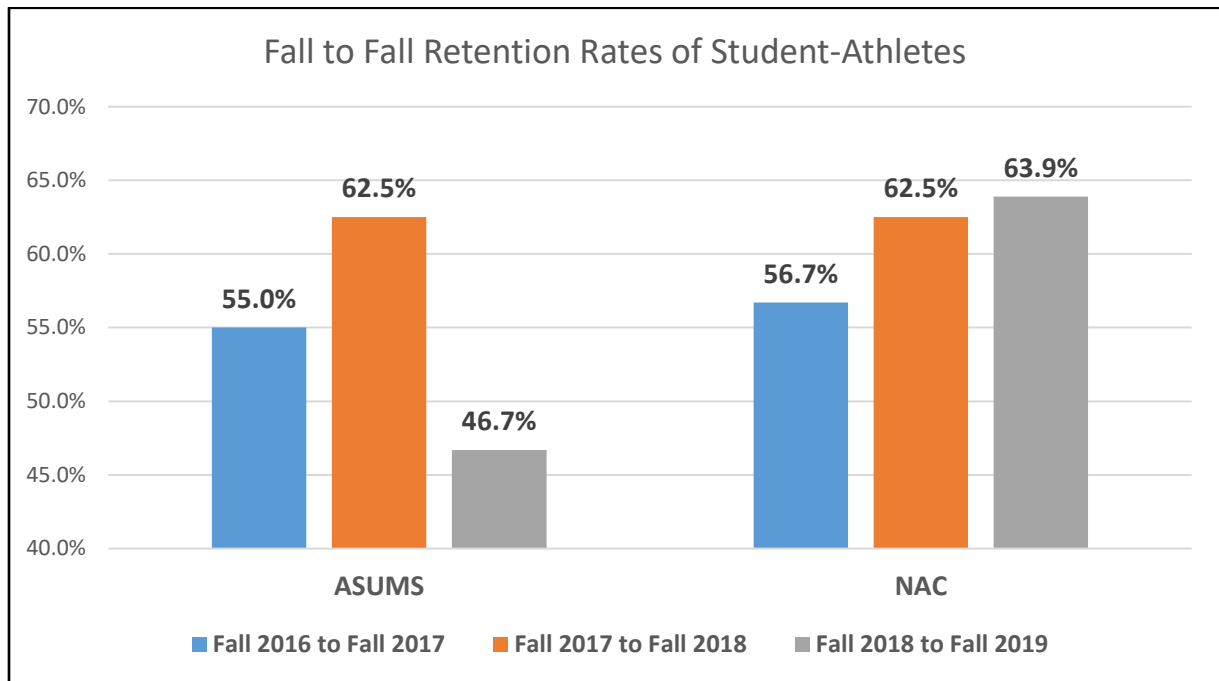
Chart 5.11: Retention Rate of Athletes by Institution

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 40%. UAF reported a 46.6% graduation rate for the most recent cohort, Fall 2015, while UCA reported a 41.0% on time graduation rate for the Fall 2015 entering cohort.

Five other 4-year institutions reported a student-athlete 4-year graduation rate above 30% including UALR, UAPB, ATU, ASUJ, and HSU.

Three of our 4-year institutions reported a six-year graduation rate above 60% including UCA, UAF, and ASUJ as seen in Chart 5.14.
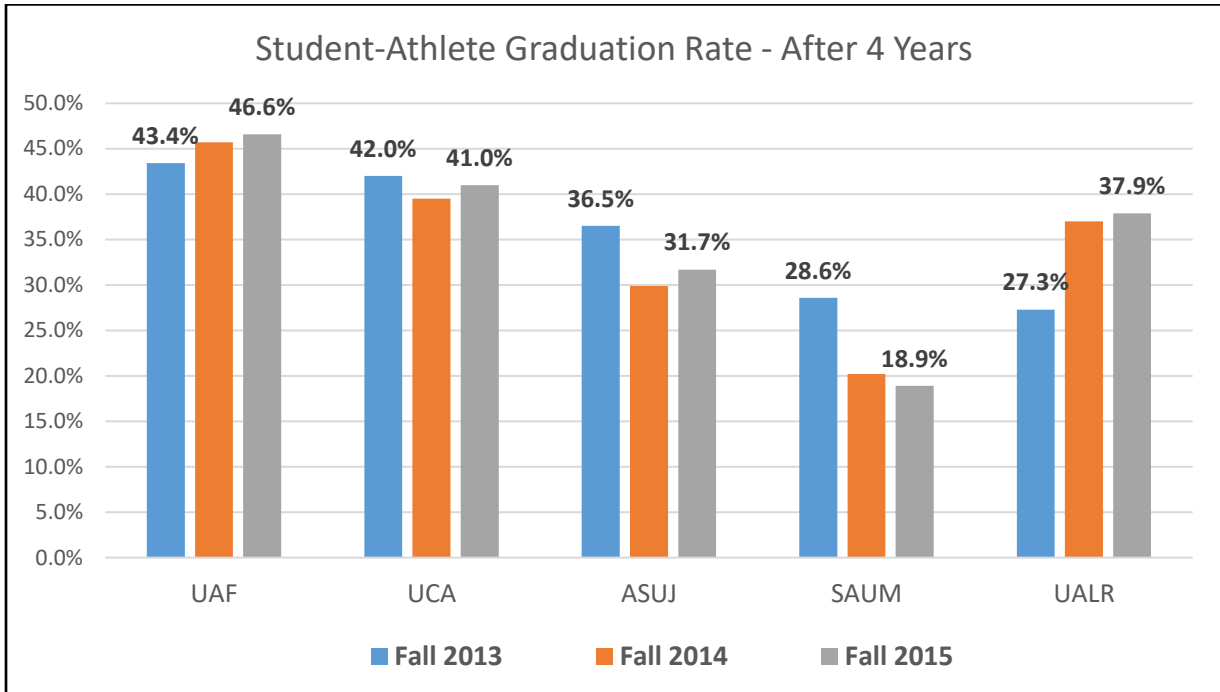
Chart 5.12: 100% Graduation Rates of Athletes by Institution-1
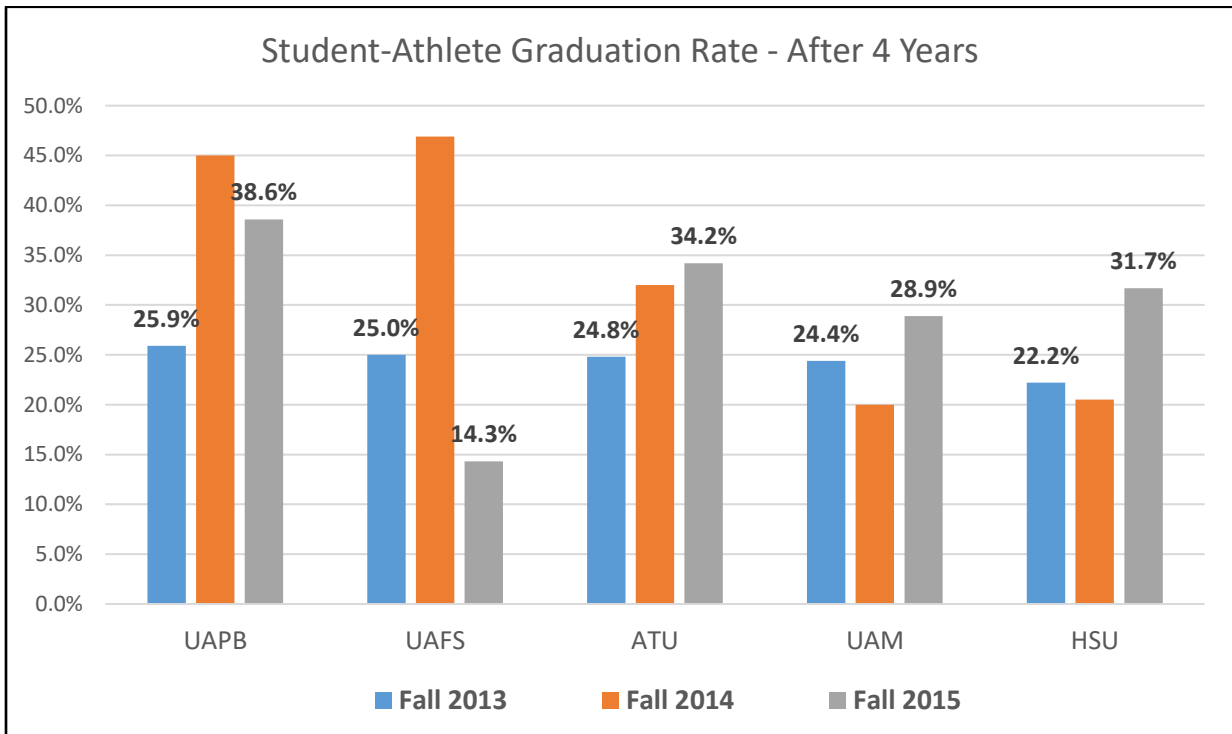
Chart 5.13: 100% Graduation Rates of Athletes by Institution-2

Student-Athlete Graduation Rate - After 6 Years
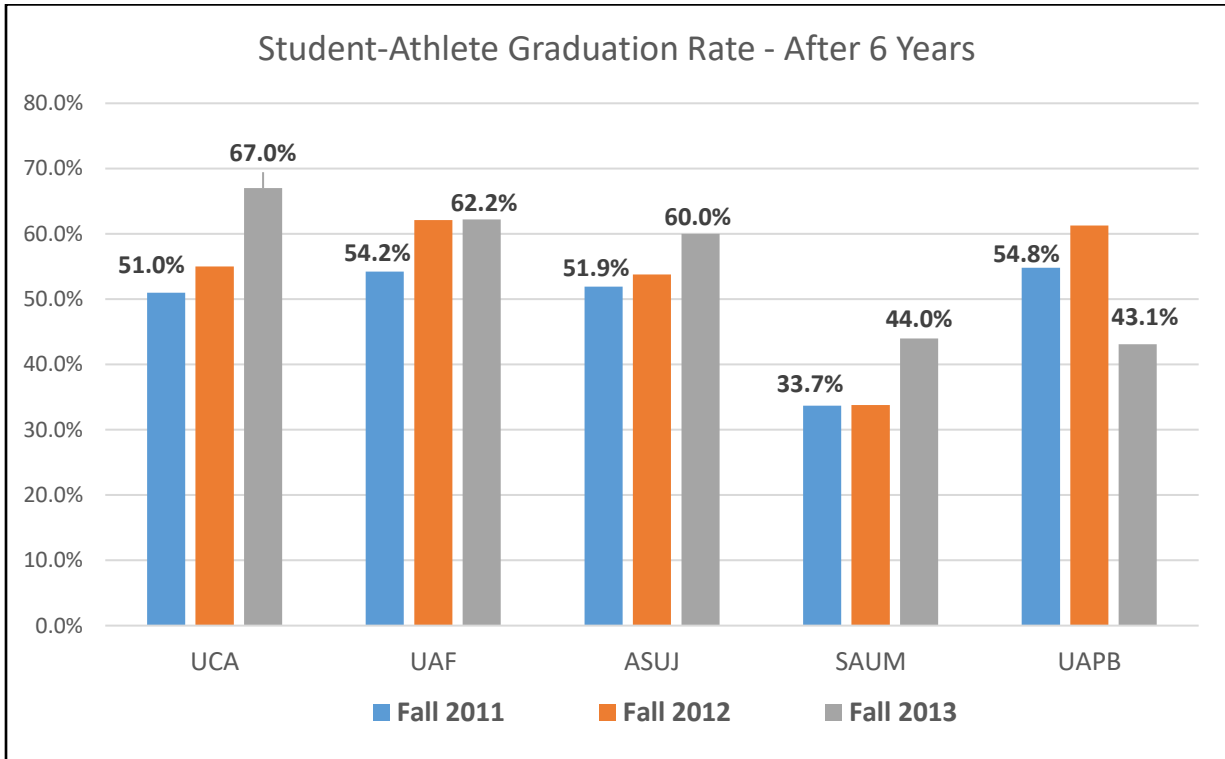
Chart 5.14: 150% Graduation Rates of Athletes by Institution-1

Student-Athlete Graduation Rate - After 6 Years
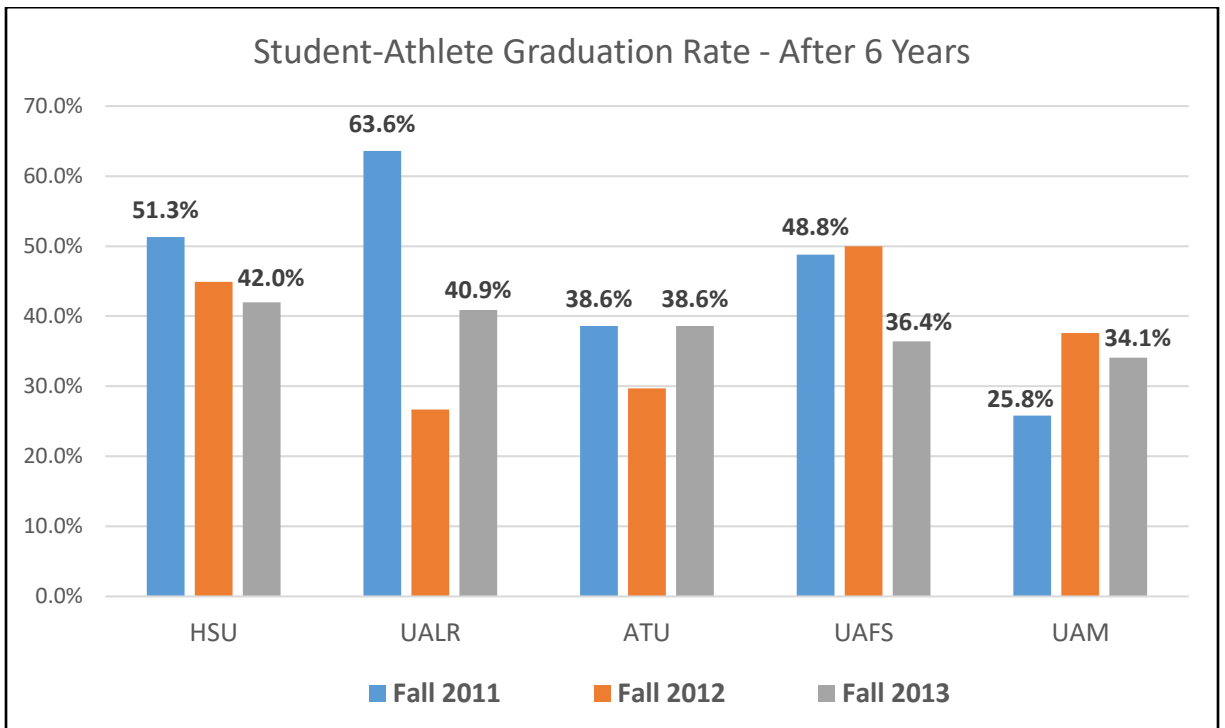
Chart 5.15: 150% Graduation Rates of Athletes by Institution-2

ANNUAL REPORT ON
FIRST-YEAR STUDENT REMEDIATION

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

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

COURSE PLACEMENT METHOD

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

A student's reading level should be strong enough to indicate potential for success at a "C" or better in freshman courses that require substantial reading, such as courses in the humanities and social sciences. Therefore, institutions 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 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 2019 (AY2020), Arkansas's public institutions enrolled 20,875 first-time entering, degree-seeking students. Of those students, 7,743 (37 percent) were placed into one or more remedial courses. Of the remediated students, 3,830 (49 percent) were enrolled at four-year universities, and 3,913 (51 percent) were at two-year colleges.

Comparing Remediation Rates
Using the three different remediation rate calculations (Anytime, 2-Year, and 1-Year) as shown in Figure 7.1., two-year institutions exhibited a higher overall remediation rate than the four-year institutions in AY 20.
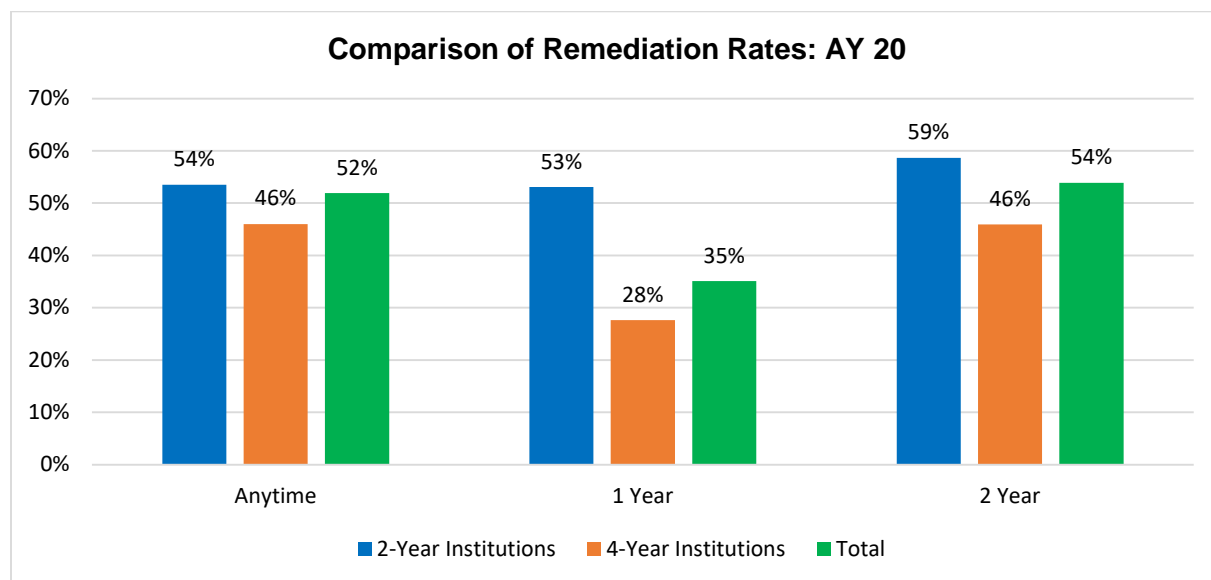
Figure 7.1. Comparison of Remediation Rate by Institution Type

Remediation Rates by Subject Area
Math is consistently the subject with the highest remediation rate regardless of institution type while reading is consistently the lowest remediated subject area as shown in Figures 7.2 and 7.3.

Anytime Remediation Rates by Subject Area: AY 20
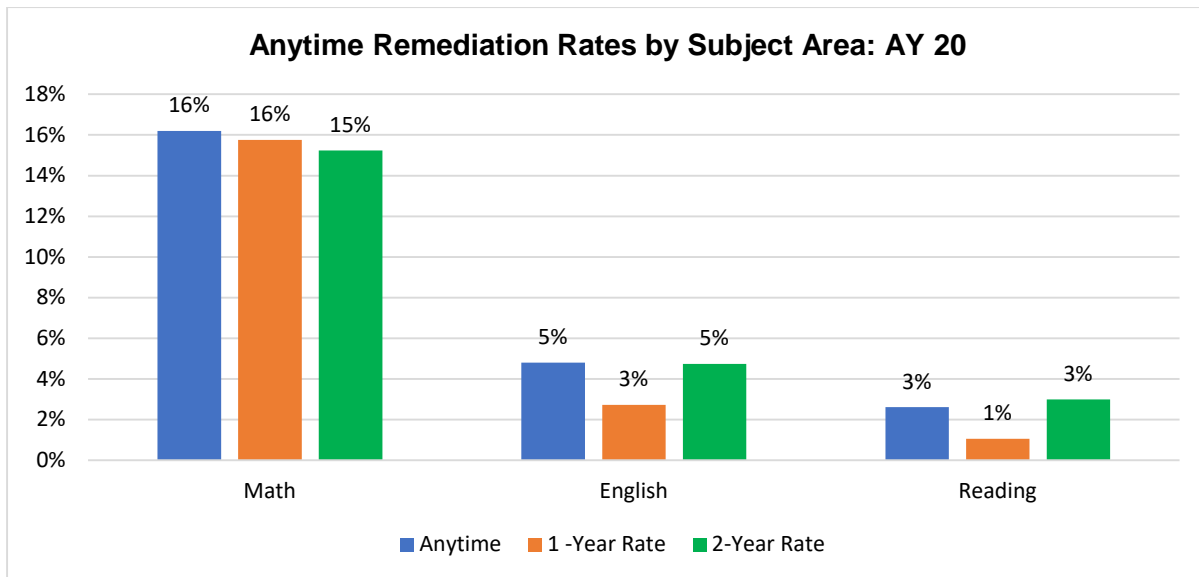
Figure 7.2. Anytime Remediation Rates by Subject

Anytime Remediation Rate by Subject Area and Institution Type
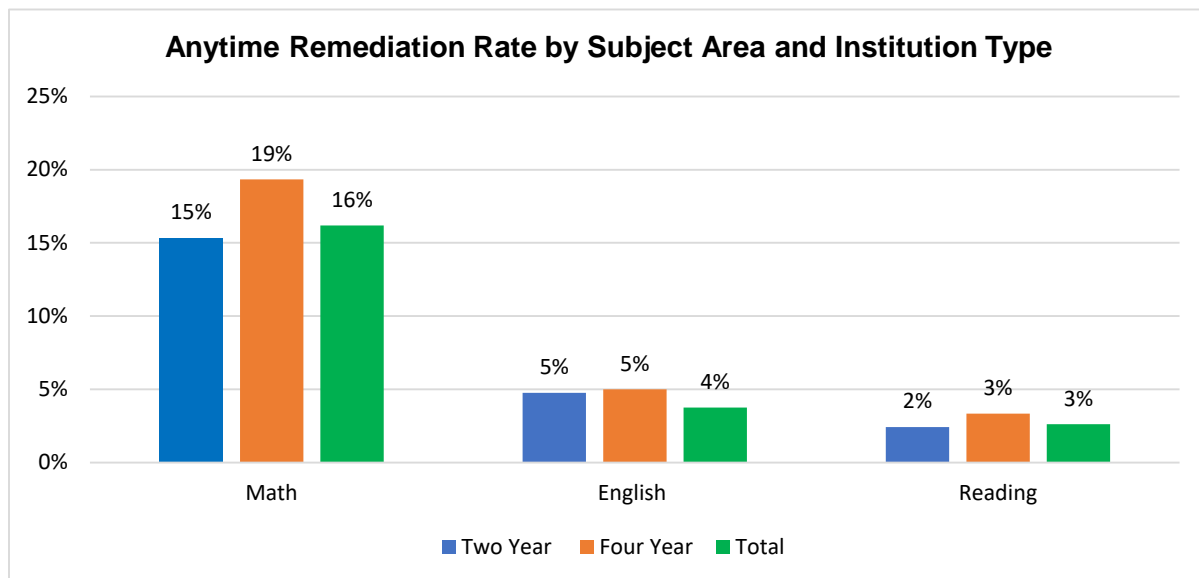
Figure 7.3. Remediation Rates by Subject and Institution Type

Most students require remediation in one subject only, but some also require remediation in two to three subject areas as shown in Figure 7.4. Those who require remediation for multiple subject areas are more likely enrolled at two-year institutions, depending on the number of subject areas required.
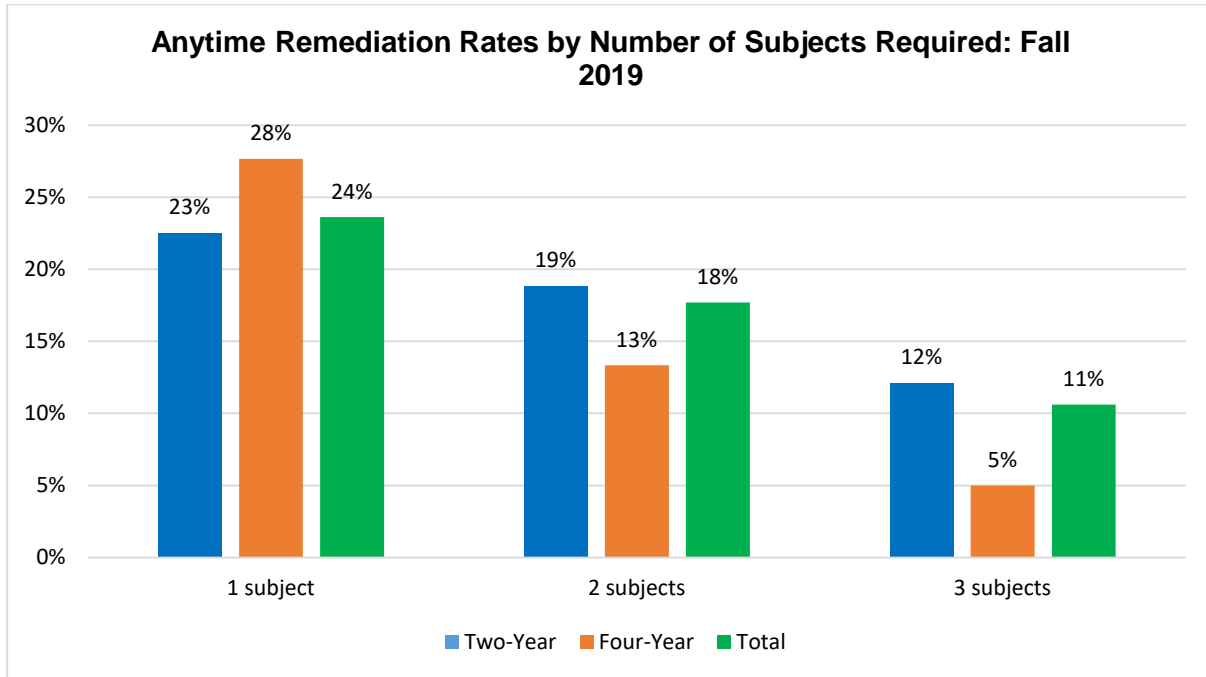
Figure 7.4. Remediation Rates by Number of Subjects Required

Remediation Rates by Demographics

Gender. Remediation rates are slightly higher for females than males overall regardless of institutional type as shown in Figures 7.5 and 7.6.
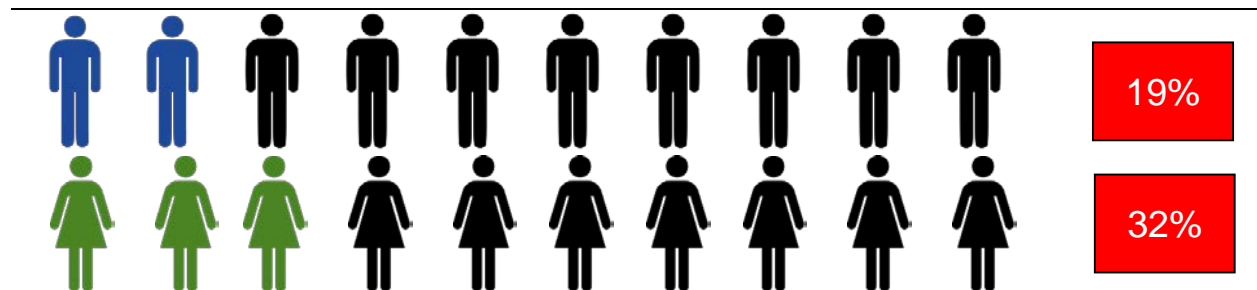
Figure 7.5. Remediation Rates by Gender.

Anytime Remediation Rate by Gender: Fall 2019
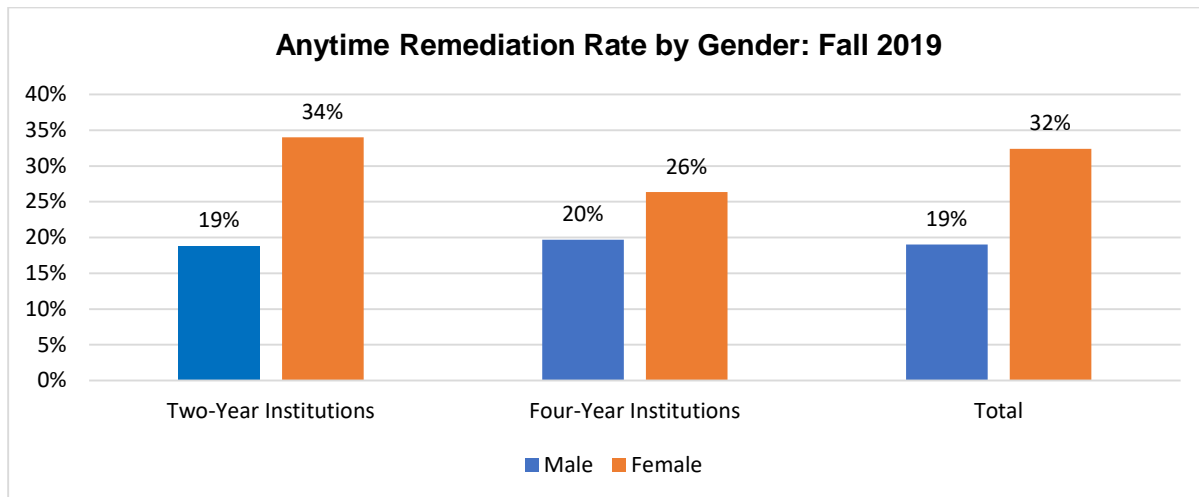
Figure 7.6. Anytime Remediation Rates by Gender

Race/Ethnicity. Figure 7.7 displays remediation rates by students' race and ethnicity. American Indian, white, and biracial/multiracial students have the lowest remediation rates at two-year institutions; at four-year institutions, white and biracial/multiracial students have the lowest remediation rates. (Note that the race/ethnicities are actually defined as Asian Only, Black Only, Hispanic Any, American Indian/Alaskan Only, White Only, and Two or More Races).

Anytime Remediation Rates by Race: Fall 2019
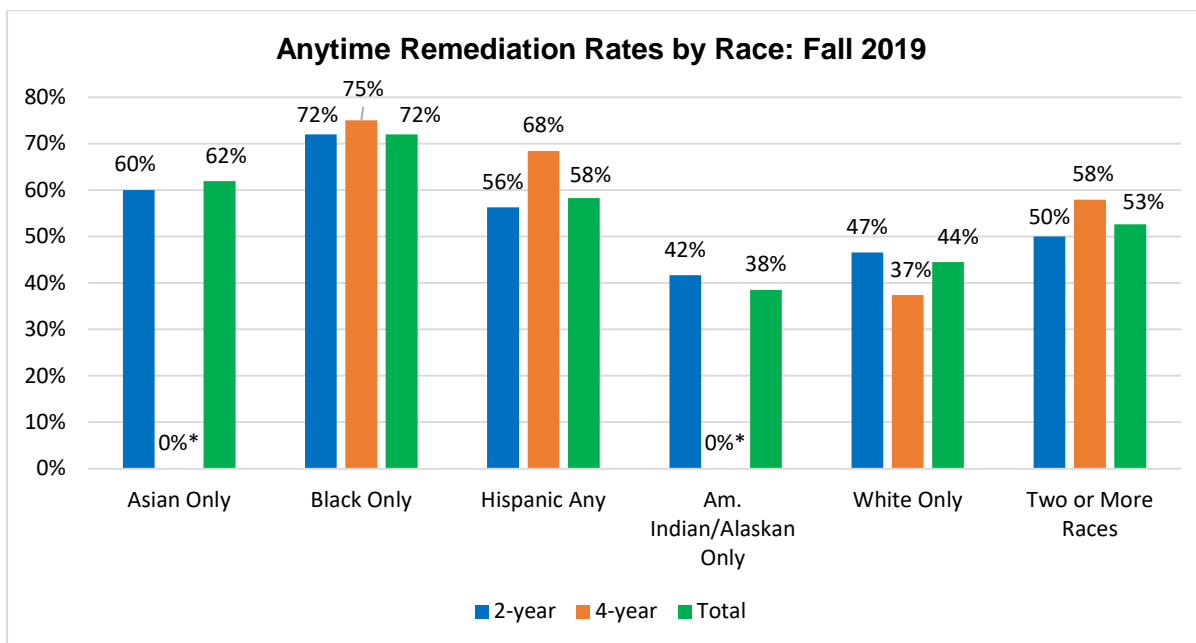
Figure 7.7. Anytime Remediation Rates by Race/Ethnicity and Institution Type. The zeros with the asterisks indicate there were suppressed counts that were not included due to FERPA.

<u>Institutional Placement Plans</u>
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. To ensure data quality, the institutional placement plans for AY 20 will be submitted as a separate addendum in the near future.

Appendices

Appendix A   Assessment of Institutional Placement Plans

**ANNUAL REPORT ON PRODUCTIVITY OF
RECENTLY APPROVED PROGRAMS**

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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

12

01 - CERTIFICATES OF PROFICIENCY
02 - TECHNICAL CERTIFICATES
03 - ASSOCIATES DEGREES (AAS ONLY)

18

03 - ASSOCIATES DEGREES (AA, AS, AND AAT)

GRADUATES REQUIRED OVER 5 YEAR PERIOD

18

05 – BACHELOR DEGREES

12

05 – BACHELOR DEGREES
(IN SCIENCE, MATHEMATICS, ENGINEERING, FOREIGN LANGUAGES, MIDDLE SCHOOL EDUCATION, AND SECONDARY EDUCATION PROGRAMS FOR LICENSURE IN SCIENCE AND MATHEMATICS)
07 – MASTER'S DEGREES
08 – SPECIALIST DEGREES
19 – DOCTORAL: PROFESSIONAL PRACTICE

6

17 – DOCTORAL: RESEARCH/SCHOLARSHIP

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

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

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

This agenda item summarizes degree productivity for:

• Associate and Certificate programs approved between July 1, 2015 and June 30, 2016 (Academic Year 2016).

• Baccalaureate and Graduate programs approved between July 1, 2013 and June 30, 2014 (Academic Year 2014); and,

The new programs listed on the following pages will be required to meet the AHECB Viability Standards explained in figure 8.1.

Figure 8.1 This figure illustrates the viability standards for new programs set by the AHECB.

89 | 35

NEW CERTIFICATES & ASSOCIATE DEGREES
(Approved in AY 2016)

NEW BACHELOR, GRADUATE & PROFESSIONAL DEGREES
(Approved in AY 2014)

The following table and charts summarize the total number of new certificate and degree programs approved in Academic Year 2016 and Academic Year 2014, and the number of those programs on-track to meet viability standards.

Figure 8.2: Number of New Programs Analyzed

Active and On-Track Programs			
New Programs	**Certificate and Associate**	**Bachelor's, Graduate, Professional**	**Total**
Active Programs	89	35	124
Programs On-Track to Meet Standard	55	22	77
Percent On-Track	62%	63%	62%

Table 8.1: Analysis of Overall Success of New Programs

62%

63%

62%

CERTIFICATES AND ASSOCIATES

BACHELOR, GRADUATE & PROFESSIONAL

ALL RECENTLY APPROVED PROGRAMS
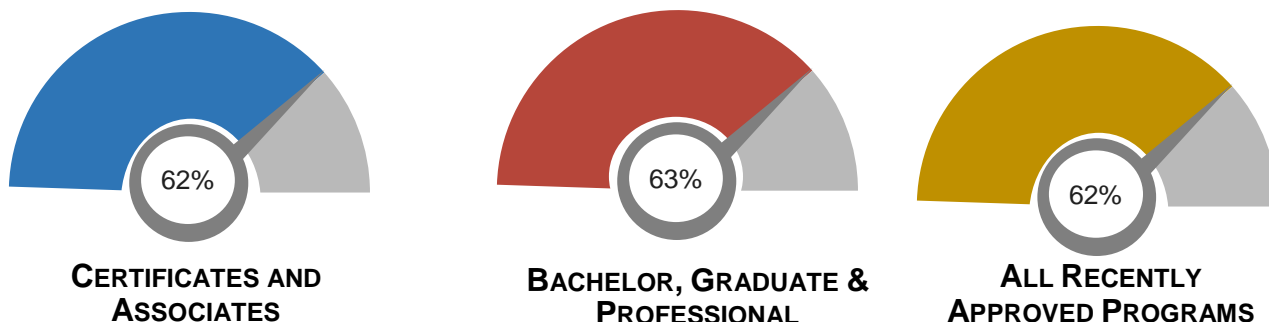
Figure 8.3: Program Viability by Degree Type

Degree Productivity for Programs Approved in Academic Year 2016
Associate Degrees and Below

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2017	Graduates 2018	Graduates 2019	Total	On Track?
HSU	CP	23.1302	Creative Writing	4/22/2016	0	1	1	2	N
UAF	CP	44.0701	Child Advocacy Studies Training	10/31/2014	3	1	2	6	N
UALR	CP	16.0905	Workplace Spanish	4/22/2016	2	4	5	11	Y
ANC	CP	43.0107	Criminal Justice	1/29/2016	5	7	4	16	Y
ASUMS	CP	47.0616	Marine Technology	1/29/2016	0	0	0	0	N
ASUN	CP	51.3902	Gerontology	7/31/2015	0	0	0	0	N
ASUN	CP	51.3902	Patient Care Technician	5/1/2015	32	13	19	64	Y
ASUN	CP	51.3902	Home Health Care Technician	7/31/2015	0	0	0	0	N
CotO	CP	52.99	Business Technology	7/31/2015	5	13	7	25	Y
EACC	CP	48.0508	Welding Technology	7/31/2015	1	4	27	32	Y
NPC	CP	50.0402	Advertising and Design	7/31/2015	18	9	1	28	Y
NPC	CP	47.0604	Automotive Engine Performance Specialist	5/1/2015	2	6	1	9	Y
NPC	CP	47.0604	Automotive Front End Specialist	5/1/2015	16	8	10	34	Y
NPC	CP	47.0604	Automotive Brake Specialist	5/1/2015	17	12	11	40	Y
NPC	CP	22	Basic Business Law	5/1/2015	0	0	1	1	N
NPC	CP	47.0604	Automotive Service/Maintenance	5/1/2015	17	14	14	45	Y
NPC	CP	47.0604	Automotive Tune-up Specialist	5/1/2015	16	7	11	34	Y
NPC	CP	50.0409	Digital Media	1/29/2016	0	0	0	0	N
NPC	CP	11.0801	Desktop Publishing Design	7/31/2015	16	21	1	38	Y
NPC	CP	43.0107	Criminal Justice	7/31/2015	8	17	14	39	Y
NPC	CP	47.0303	Production Technology	1/29/2016	0	0	0	0	N
NPC	CP	48.0508	GMAW (MIG) Welding	5/1/2015	12	27	23	62	Y
NPC	CP	48.0508	SMAW Welding	5/1/2015	10	12	19	41	Y
NPC	CP	48.0508	GTAW (TIG) Welding	5/1/2015	10	22	21	53	Y
NPC	CP	52.0204	Basic Business Management	5/1/2015	0	0	1	1	N
NPC	CP	47.0303	Mechanical Systems	7/31/2015	15	9	7	31	Y
NPC	CP	48.0508	Welding Layout & Fabrication	5/1/2015	10	14	16	40	Y
NPC	CP	51	Allied Health	7/31/2015	0	0	0	0	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2017	Graduates 2018	Graduates 2019	Total	On Track?
NPC	CP	47.0105	Industrial Controls	7/31/2015	5	11	9	25	Y
NPC	CP	48.0508	Pipe Welding	5/1/2015	0	0	0	0	N
NPC	CP	52.0201	Basic Business Principles	5/1/2015	0	0	8	8	N
NWACC	CP	12.0301	Funeral Science	1/30/2015	0	0	0	0	N
UACCM	CP	47.0303	Industrial Mechanics and Maintenance Technology	10/30/2015	15	7	17	39	Y
UACCRM	CP	48.0508	Inert Gas Welding	10/30/2015	0	6	5	11	Y
UACCRM	CP	12.041	Manicuring and Nail Technology	4/22/2016	1	5	5	11	Y
UAHT	CP	46.0401	Building Maintenance	1/30/2015	6	4	0	10	Y
UAHT	CP	46.0401	Major Appliances	1/30/2015	7	5	0	12	Y
UAPTC	CP	52.0701	Entrepreneurship	5/1/2015	8	10	4	22	Y
ANC	TC	52.0101	Team Leadership	7/31/2015	0	0	0	0	N
ASUN	TC	51.3902	Pre-Nursing and Allied Health Occupations	7/31/2015	0	0	10	10	Y
ASUN	TC	51.3902	Gerontology	7/31/2015	0	0	0	0	N
BRTC	TC	47.0603	Auto Collision Structural Repair Technology	7/31/2015	6	3	1	10	Y
CCCUA	TC	47.0101	Industrial Electricity	7/31/2015	1	19	8	28	Y
CCCUA	TC	51.0801	Medical Assisting	7/31/2015	2	6	5	13	Y
CotO	TC	43.0103	Criminal Justice	7/31/2015	4	5	0	9	Y
CotO	TC	13.121	Early Childhood Education	7/31/2015	2	2	4	8	N
EACC	TC	48.0508	Welding Technology	7/31/2015	0	1	5	6	N
NPC	TC	47.0604	Automotive Maintenance & Repair	5/1/2015	7	0	0	7	N
NPC	TC	47.0607	Aerospace Fabrication & Repair	5/1/2015	2	1	1	4	N
OZC	TC	11.0401	Information Science Technology	1/30/2015	2	2	1	5	N
SAUT	TC	12.0401	Cosmetology	5/1/2015	8	6	6	20	Y
UACCB	TC	47.0201	Air Conditioning, Heating and Refrigeration Technology	1/29/2016	5	5	8	18	Y
UACCB	TC	48.0508	Welding Technology	1/29/2016	3	16	9	28	Y
UACCM	TC	47.0303	Industrial Mechanics and Maintenance Technology	10/30/2015	13	4	11	28	Y
UAHT	TC	46.0401	Commercial & Residential Equipment Maintenance & Repair	1/30/2015	3	2	0	5	N
UAPTC	TC	52.0901	Hospitality Management	5/1/2015	5	1	8	14	Y
ATU	AAS	52.0203	Logistics Management	7/31/2015	5	6	8	19	Y
UALR	AS	15.1001	Construction Science	5/1/2015	0	1	6	7	N
ASUMH	AS	3.0103	Agriculture and Natural Resources	7/31/2015	1	2	2	5	N

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2017	Graduates 2018	Graduates 2019	Total	On Track?
ASUMS	AS	13.1202	Education (K-6; 4-8)	7/31/2015	8	1	9	18	Y
ASUN	AS	30.1801	Natural Sciences	10/30/2015	0	0	4	4	N
BRTC	AS	43.0199	Criminal Justice	5/1/2015	9	3	6	18	Y
BRTC	AS	43.0202	Fire Service Administration	5/1/2015	0	0	0	0	N
BRTC	AS	24.0102	Liberal Arts and Sciences	7/31/2015	0	0	0	0	N
CCCUA	AAS	52.0302	Accounting	7/31/2015	2	1	1	4	N
CCCUA	AAS	52.0401	Administrative Assistant	7/31/2015	0	0	0	0	N
CCCUA	AS	51	Medical Sciences	7/31/2015	3	0	3	6	N
CCCUA	AS	13.1202	Education	7/31/2015	19	12	18	49	Y
CCCUA	AS	24.0102	STEM	7/31/2015	2	6	8	16	Y
NPC	ALS	24.0101	Liberal Studies	2/1/1995	13	7	17	37	Y
NPC	AS	14.0102	Pre-Engineering	7/31/2015	3	5	3	11	Y
NPC	AS	13.1203	Education	7/31/2015	12	11	20	43	Y
NPC	AS	24.0101	Liberal Arts and Sciences	1/29/2016	5	3	26	34	Y
NWACC	AAS	15.1001	Construction Technology	1/30/2015	1	5	10	16	Y
NWACC	AOLS	52.9999	Occupational & Life Skills	1/30/2015	0	0	0	0	N
OZC	AS	13.1203	Education	1/30/2015	16	16	20	52	Y
PCCUA	AAS	15.0612	General Technology	10/30/2015	0	1	0	1	N
SACC	AS	13.1206	Education	7/31/2015	2	6	11	19	Y
SAUT	AS	13.1206	Education	7/31/2015	6	6	3	15	Y
SEAC	AAS	51.0908	Respiratory Therapy	9/1/2015	0	0	0	0	N
UACCB	AAS	11.0101	Computer Information Systems	10/30/2015	0	2	8	10	Y
UACCB	AS	13.1206	Education	5/1/2015	5	5	16	26	Y
UACCM	AAS	47.0303	Industrial Mechanics and Maintenance Technology	10/30/2015	5	8	2	15	Y
UACCM	AS	13.1203	Education	1/29/2016	15	15	16	46	Y
UACCRM	AAS	15.0613	Manufacturing Technology	1/29/2016	0	0	0	0	N
UACCRM	AAS	15.0613	Advanced Manufacturing	1/29/2016	1	8	10	19	Y
UAPTC	AS	15	Technology & Engineering	5/1/2015	3	8	16	27	Y
UAPTC	AS	13.1206	Education	1/30/2015	19	23	28	70	Y
UAF	AdC	1.0907	Poultry Science	5/1/2015	0	0	0	0	N

Table 8.2: New Program Viability Detail – Associates and Below

Degree Productivity for Programs Approved in Academic Year 2014
Bachelor Degrees and Above

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2015	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
ASUJ	BS	26.0101	Biotechnology	7/26/2013	0	0	0	2	2	N
ASUJ	BS	51.0001	Health Studies	10/25/2013	0	8	22	27	57	Y
ASUJ	BS	9.0999	Strategic Communications	7/26/2013	0	12	17	37	66	Y
ASUJ	BS	9.0499	Multimedia Journalism	7/26/2013	2	8	10	7	27	Y
ASUJ	BS	9.0799	Creative Media Production	7/26/2013	3	12	20	24	59	Y
ATU	BA	50.0701	Fine Arts	1/31/2014	6	6	8	4	24	Y
ATU	BA	50.0409	Graphic Design	1/31/2014	20	14	12	17	63	Y
HSU	BA	43.0104	Criminal Justice	7/26/2013	1	3	4	6	14	Y
HSU	BS	14.1201	Engineering Physics	7/26/2013	1	2	0	0	3	N
HSU	BSE	13.1202	Elementary Education	5/9/2014	1	12	24	24	61	Y
SAUM	BFA	50.0411	Game, Animation, & Simulation	4/26/2013	0	0	7	5	12	Y
UAF	BSE	13.0101	Educational Studies	10/25/2013	23	54	36	45	158	Y
UAFS	BA	45.1001	Political Science	7/26/2013	0	2	1	2	5	N
UALR	BBA	52.0201	General Business	4/26/2013	0	0	0	0	0	N
UALR	BM	50.0901	Performance	4/26/2013	0	2	1	1	4	N
UALR	BM	50.0901	Music Education	4/26/2013	0	0	1	1	2	N
UAMS	BS	51.0706	Health Information Technology	10/25/2013	0	0	10	0	10	N
UCA	BA	44.0401	Public Administration	1/31/2014	3	2	3	3	11	N
UCA	BSE	13.1202	Elementary Education	5/9/2014	0	18	71	86	175	Y
HSU	GC	13.0401	Educational Technology Leadership	7/26/2013	1	0	0	0	1	N
UALR	GC	13.0401	Curriculum/Program Administration & Supervision	4/26/2013	1	0	1	3	5	N
UALR	GC	13.0401	Building Level Administration	4/26/2013	2	5	5	4	16	Y
UALR	GC	13.0401	Superintendency	4/26/2013	1	3	2	6	12	Y
UALR	GC	13.0301	Mathematics Education	4/26/2013	0	0	0	0	0	N
ATU	MS	45.1101	Applied Sociology	1/31/2014	0	1	1	2	4	N
ATU	MSBA	52.0201	Business Administration	2/1/2013	5	10	15	8	38	Y
HSU	MS	42.2703	Developmental Therapy	4/26/2013	6	18	12	10	46	Y
HSU	MSE	13.0401	Educational Technology Leadership	7/26/2013	1	3	5	6	15	Y

Institution	Award	CIP Code	Program Name	Approval Date	Graduates 2015	Graduates 2016	Graduates 2017	Graduates 2018	Total	On Track?
UAF	Med	13.1401	Teaching English to Speakers of Other Languages (TESOL)	4/26/2013	2	4	3	5	14	Y
UCA	MS	51.1508	Mental Health Counseling	7/26/2013	10	3	25	11	49	Y
UAMS	DPT	51.2308	Physical Therapy	10/25/2013	0	0	0	22	22	Y
UAMS	PhD	26.1309	Epidemiology	4/26/2013	0	0	0	0	0	N
UAF	DNP	51.3818	Nursing Practice	2/1/2013	4	10	10	20	44	Y
UAMS	DPT	51.2308	Physical Therapy	10/25/2013	0	0	0	22	22	Y
UCA	DNP	51.3818	Doctor of Nursing Practice	06/01/2014	0	11	7	5	23	Y

Table 8.3: New Program Viability Detail – Bachelor's and Above

ANNUAL REPORT ON
CONCURRENT EDUCATION

Arkansas law allows for the enrollment of high school students in college-level courses under certain conditions. Under Arkansas code §6-60-202, a qualified student at a public or private high school in Arkansas can enroll in postsecondary education for college-level credit exclusively on a part-time status. This is defined as **dual enrollment**. Under this code, a "qualified student" is someone who must be recommended for enrollment by the principal of the high school where the student is enrolled and also must the minimum criteria for advanced placement.

Under Arkansas Code §6-18-223, a public school student who is enrolled in a Arkansas public school system and has successfully completed the eighth grade is eligible to enroll in a public two-year or four-year institution of higher education to complete a ***college course*** for *high school* and *college credit*. **Concurrent enrollment** allows students to obtain credit toward a high school diploma at the same time they earn college credit.

This report will focus on the state of concurrent and dual enrollment among Arkansas postsecondary institutions in AY 20. For more information related to concurrent education, ADHE now provides a website that contains our concurrent policy, a listing of concurrent contacts by institution, and MOU template for institutions.

INSTITUTIONAL REQUIREMENTS FOR CONCURRENT CREDIT

For concurrent course enrollments to be counted for full-time enrollment (FTE)/higher education funding purposes, conditions in the following areas below must be met.

Program Accreditation/Authorization
If a postsecondary institution offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the postsecondary institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit. A listing of all institutions that are accredited/approved by NACEP or AHECB is listed at the end of this report.

Concurrent Credit Courses
Concurrent credit courses must be freshman and/or sophomore-level courses approved through an established institutional process and included in the institutional course catalog. The general education courses offered for concurrent credit must be listed in the Arkansas Course Transfer System (ACTS). A list of the career and technical education (CTE) courses offered for concurrent credit must be attached to the signed Memorandum of Understanding (MOU) between the high

school/school district and the college/university.

Students can earn college credit and/or *up to* one unit of high school credit for successful completion of each general education concurrent course, blended AP or IB/concurrent course, or CTE course that is a minimum of 3 semester credit hours. Courses offered for concurrent credit must meet the **same standards** as college courses taught on the college/university campus.

The college/university administration must exercise direct oversight of all aspects of the concurrent course, including participation in the faculty selection, orientation, and evaluation processes. The concurrent course instructor must use the approved college/university course syllabus and textbook. He or she must adopt the **same** learning outcomes and assignments as those developed for the course offered on the college/university campus (with limited exceptions). Lastly, the instructor must use the same grading/awarding standards as those on the college/university campus. If departmental exams are used in college/university campus courses, then those course exams must be used at the high school site.

While it is understood that one high school may have a concurrent agreement with more than one college/university; however, there should not be unnecessary duplication of college course offerings.

AP/Concurrent or IB/Concurrent Blended Courses (College/University Participation Optional)
Advanced Placement (AP) courses are high school courses in which students are required to take the AP Exam and make the requisite score in order to receive college credit from an Arkansas institution of higher education.

The merging of *AP or IB courses* and *general education college courses* is allowed under certain circumstances, and these merged courses will be referenced as **blended AP/concurrent** or **IB/concurrent courses.**

Colleges and universities that offer these blended concurrent courses must ensure that these courses meet all the requirements set forth in this concurrent enrollment policy. Students enrolled in these blended AP/concurrent or blended IB/concurrent courses must meet all college/university requirements included in this concurrent enrollment policy.

The high school must have written documentation on file of all students who took the AP exam and IB exam along with corresponding exam data to provide to the college/university upon request. Any high school that cannot furnish data on blended AP/concurrent or blended IB/concurrent test takers during an ADE/ADHE concurrent enrollment program audit will not be approved for the continued offering of blended AP/concurrent or blended IB/concurrent courses.

Concurrent Course Ownership
Postsecondary institutions must demonstrate "ownership" of any course offered for concurrent credit for which students are reported for funding purposes.

Ownership of courses means that the college/university will:
- Provide the instructors with appropriate training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements after approval of the instructors to teach the college/university courses.
- Ensure that instructors receive continuing collegial interaction with college faculty through professional development, required seminars, and site visits. These interactions will address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study.
- Ensure that students have the opportunity to utilize institutional resources including the college/university library and academic advising on the college/university campus.

Simply awarding college credit to students who are enrolled in concurrent courses offered by a sponsoring college/university does not meet the principle of "course ownership" as described above.

Teaching Credentials

Faculty teaching general education concurrent courses must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject area being taught. College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct, official contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.

The teacher of the blended AP/concurrent course(s) must have completed AP training in the subject area(s), must have a master's degree with a minimum of 18 graduate college credit hours in the subject area being taught, must be approved to teach the concurrent course(s) by the college/university, and must provide the college/university with documentation of successful completion of AP training.

The instructor of record must be the individual that teaches the concurrent course(s). For general education concurrent courses and blended concurrent courses, these individuals must have a master's degree that includes a minimum of 18 graduate college credit hours in the subject areas being taught. For the purpose of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.

Concurrent Reauthorization

All institutions authorized by the Arkansas Higher Education Coordinating Board (AHECB) had to undergo their first Concurrent Reauthorization process. A listing of these institutions is provided in the Appendix.

A college or university with AHECB initial authorization for the Concurrent Enrollment Program can offer courses for concurrent enrollment for a period of up

to seven (7) years *unless* the AHECB requires a follow-up review within the 7-year timeframe and/or the NACEP accreditation has expired.

The request for AHECB CEP reauthorization must include documentation of the following:

- A current Memorandum of Understanding with each high school with whom the college/university desires to offer concurrent enrollment
- A current list of concurrent courses offered by course name, number (i.e. ENGL 1013), the ACTS course number, and any pre-requisites courses
- By academic discipline, a description of the process for assuring that concurrent course content satisfies the requirements of the college/university academic unit.
- A current list of concurrent instructors offering courses for concurrent credit including a statement that each instructor meets the minimum requirements for instruction as required by AHECB and the academic department offering the concurrent credit
- An explanation of how grades are awarded and recorded with the college/university Registrar
- An analysis of student success, persistence, and retention data to determine to what extent concurrent credit courses are leading to student success for the three years prior to the reauthorization request year.

The information for continued authorization was submitted to ADHE by June 1st, 2020 and is currently being reviewed by a team selected by ADHE from among those designated to serve on the Concurrent Review Committee (CRC).

Based on the CRC review, ADHE will make a recommendation to AHECB for continued authorization or a recommendation for discontinuation of institutional concurrent enrollment programs.

STATE OF CONCURRENT EDUCATION IN ARKANSAS

After gains in total postsecondary enrollment over the past three years, total high school enrollment in public college and universities decreased for Fall 2020 as shown in Figure 9.1. Both two and four-year institutions had enrollment decreases of 14% and 11% respectively. Despite the decrease in high school enrollment, the percentage of high school enrollment in college and universities in relation to total postsecondary enrollment has increased for the fourth consecutive year: high school enrollment represents 8.1% of the total student enrollment at four-year institutions and 11.9% at two-year institutions.
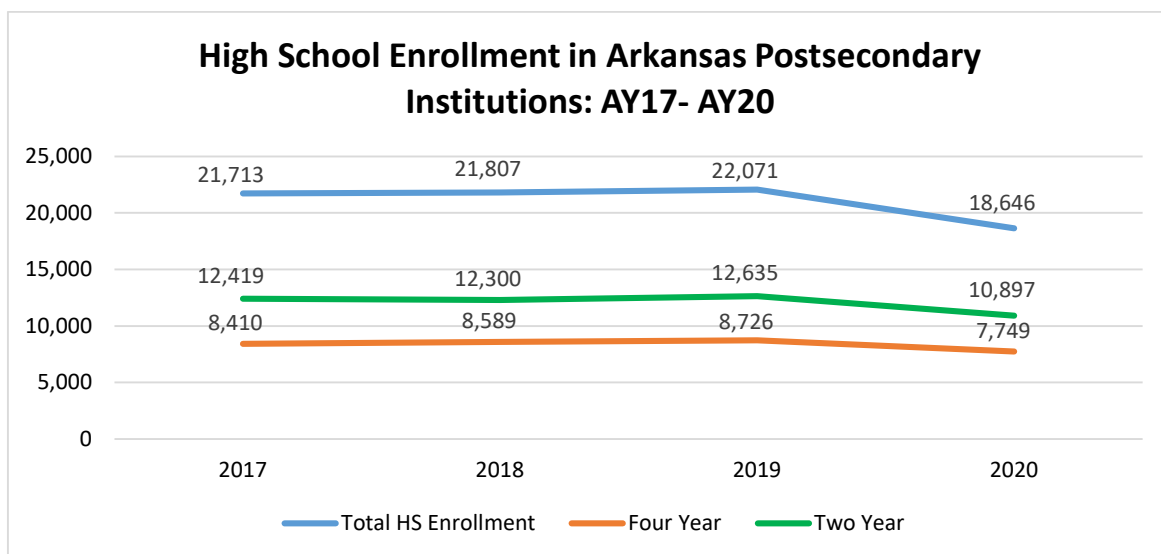
Figure 9.1. High School Enrollment Rates in Arkansas Public Colleges & Univeristies

Concurrent Course Breakdown

Concurrent Course Offerings. Figure 9.2 below details the number of concurrent courses offered. From AY 19 to AY 20, the total number of concurrent courses offered by all public institutions increased by 5.6%. By institutional type, concurrent course offerings decreased at four-year institutions by 8% but increased at two-year institutions by 15%. Further breakdown of institutional trends are noted below.
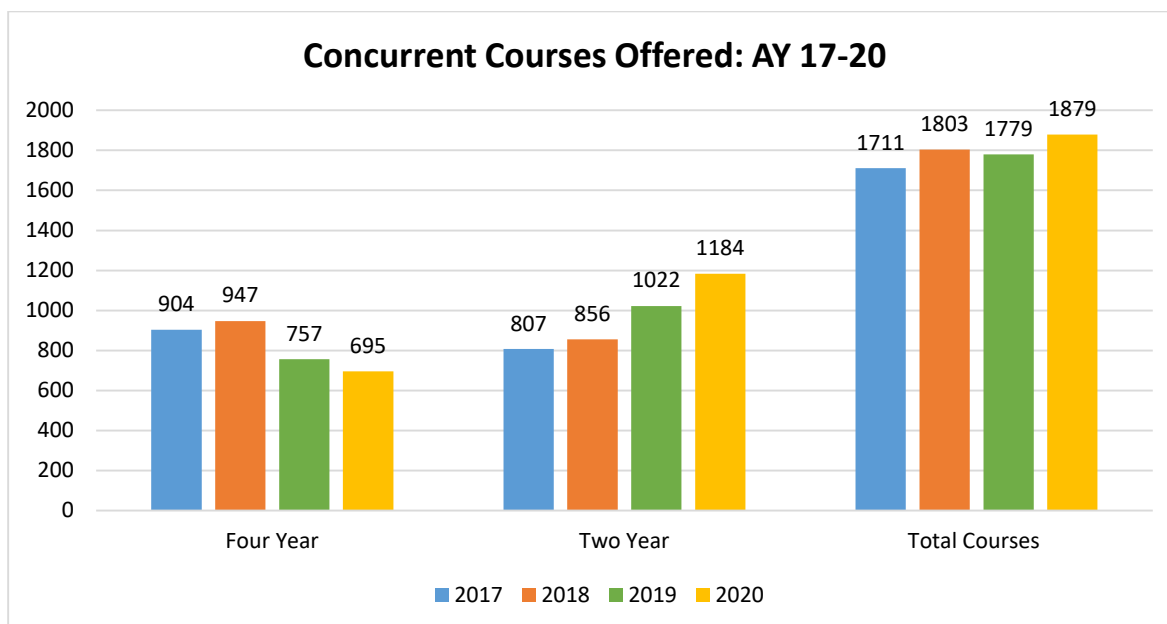
Figure 9.2. Breakdown of Concurrent Course Offerings by Sector.

Concurrent Course Types. Figure 9.3 provides a breakdown of the types of concurrent courses offered at the public institutions.

Four-Year Institutions. At four-year institutions, a slight majority (53%) of the courses offered are general education courses (ACTS) followed by career and technical education (CTE) courses (32%) and blended concurrent/Advanced Placement courses (15%). While the number of general education course offerings has steadily declined by 39% over the past four years, CTE and blended courses have remained steady during the same four-year period.

Two-Year Institutions. At the two-year institutions, the majority of courses offered are general education courses (ACTS) (57%) followed by CTE (36%) and blended concurrent/Advanced Placement courses (7%). Notably, general education offerings increased by 75% over a four-year period at these institutions.
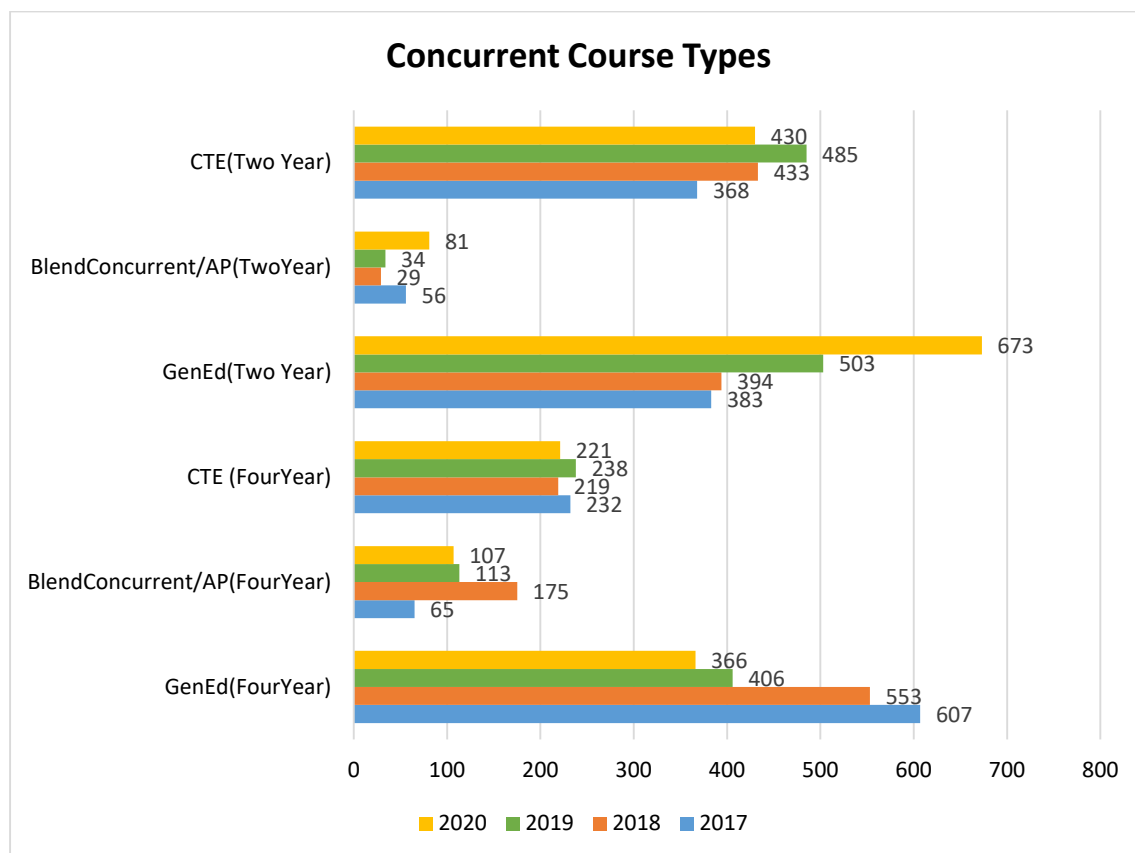
Figure 9.3. Concurrent Course Type by Academic Year and Sector

Concurrent Student Breakdown

In this section, the concurrent student will be discussed based on the categories of a) race/ethnicity and b) gender.

Race/Ethnicity. Due to updates in our student information system, concurrent student data related to race or ethnicity in AY 20 will not be included in this report. However, it is pertinent to note that during the last three years prior (AY 17 to AY 19), the majority of students who have participated in concurrent or dual enrollment have been White students (74%) followed by African-American (11%) and Hispanic students (7%) as noted in Figure 9.4.
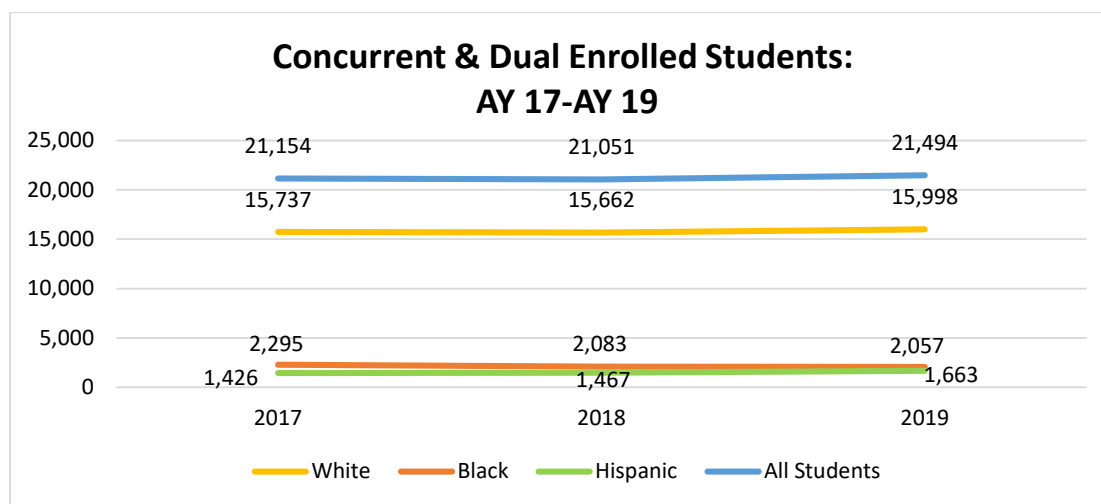
Figure 9.4. Concurrent & Dual-Enrolled Students by Race/Ethnicity

Gender. In terms of gender, the majority of concurrent students were female students regardless of the institutional type over a four year period.
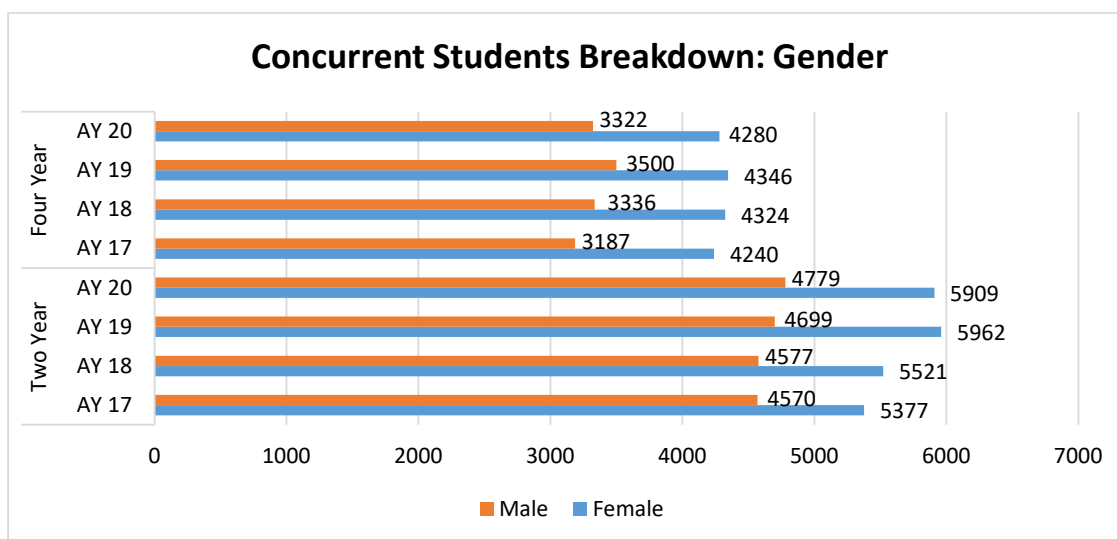
Figure 9.5. Concurrent Students by Gender

Concurrent Student Grade Breakdown

In this section, student grade distributions in concurrent courses will be discussed based on two categories: a) concurrent course type (i.e. general education, CTE, blended) and b) gateway courses. It is also important to note that the grades captured are from each of the Fall semesters during the time period between AY 17 and AY 20.

Student Grades by Course Type*.* When viewing student grades by concurrent course type, the majority of student grades issued were either an A, B, or C. For concurrent general education and blended AP courses, those letter grades composed of 96% to 97% of the grade distribution respectively whereas in concurrent CTE courses, those grades made up 89% of the distribution.
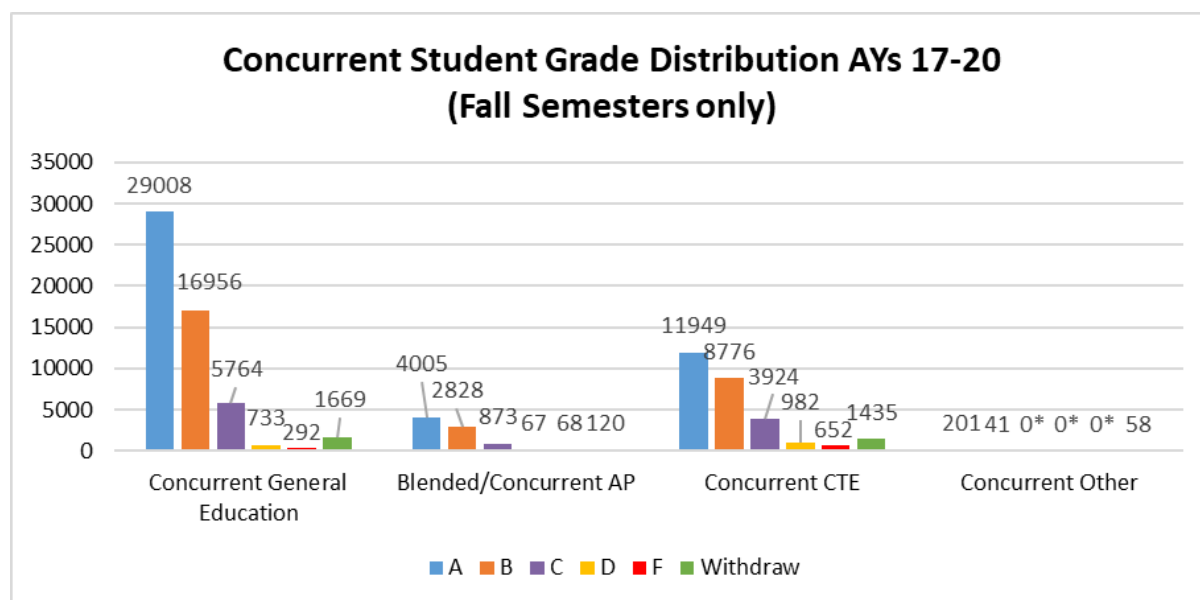
Figure 9.6. Concurrent Grade Distribution by Course Type. Note: The zeros with the asterisks indicate there were suppressed counts that were not included due to FERPA.

Student Grades by Gateway Courses*.* Gateway courses are identified as general education courses in math, English, reading, or an ADHE approved terminal subject area course that is listed in the Arkansas Course Transfer System. For this section, the following gateway courses in math, English, and History were selected respectively: College Algebra (MATH 1103), Quantitative Literacy (MATH 1113), English Composition I (ENGL 1013), and United States History I and II (HIST 2113, 2123). Based on gateway course classification, the majority of all student grades issued as an A, B, or C composed 96% of the grade distribution.

**Concurrent Student Grade Distribution,
AYs 17-20 (Fall Semesters Only)**
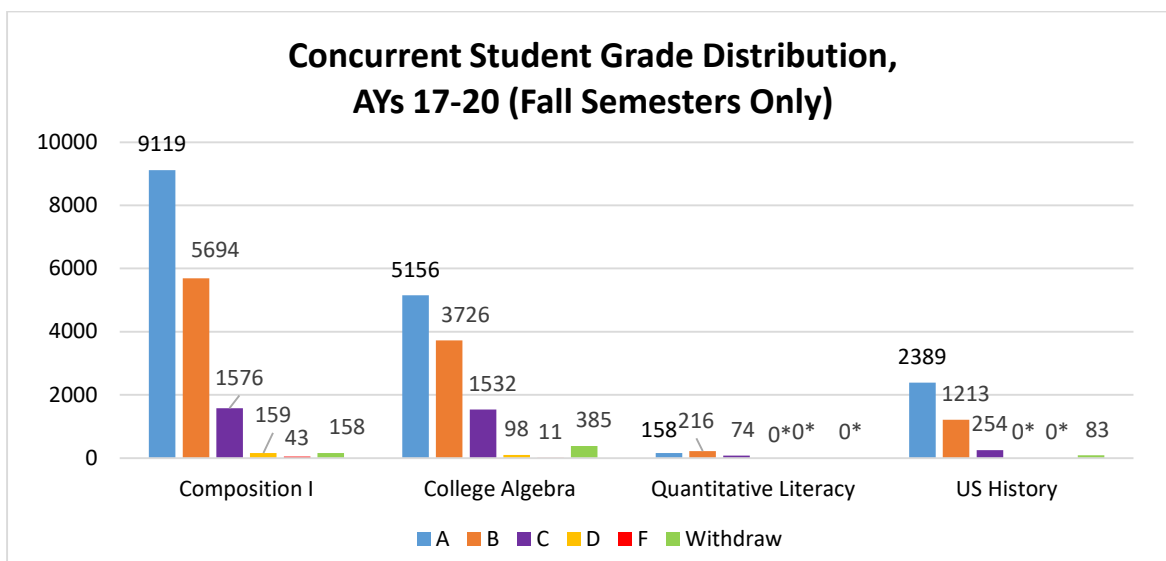
Figure 9.7. Concurrent Grade Distribution by Capstone Course. The zeros with the asterisks indicate there were suppressed counts that were not included due to FERPA.

Concurrent Course Tuition Breakdown

According to ADHE Concurrent policy (3.15.6), all colleges and universities offering concurrent courses must establish tuition and fee rates for those students. Colleges and universities cannot claim any student semester credit hours or funding if tuition is not received by the institutions in any form. In the annual Concurrent End of Year Report, institutions must disclose the tuition amount charged to the student before any scholarships or discounts are administered. Of the eighteen respondents, 13 disclosed the tuition amount via credit hour. Other institutions expressed tuition amounts through different units (e.g. per course or per student). A listing of these responses in located in Appendix D. For this discussion, the average tuition was calculated from the unit measure of credit hour. Based on the responses from the 2018-2019 Concurrent End of Year Report, on average, a high school student is charged $90 per credit hour for a concurrent course before scholarships are administered.

Appendices

Appendix A	Arkansas Concurrent Enrollment Programs accredited by National Alliance of Concurrent Enrollment Partnerships (NACEP)
Appendix B	Arkansas Concurrent Enrollment Programs approved by Arkansas Higher Education Coordinating Board
Appendix C	Listing of MOUs for 2019-2020 Academic Year
Appendix D	2019-2020 Listing of Tuition Amounts Charged to Students from AHECB Institutions

Appendix A: Arkansas Concurrent Enrollment Programs Accredited
by the National Alliance of Concurrent Enrollment Partnerships (NACEP)

Institution	Concurrent Enrollment Partnership	Initially Accredited	Reaccredited	Accredited Through Academic Year
Arkansas State University Beebe	Concurrent Enrollment	2009	2017	2023-2024
Arkansas State University Jonesboro	Concurrent Classes	2010	2017	2023-2024
Arkansas State University Newport	Concurrent Enrollment Program	2009	2016	2022-2023
Arkansas State University Three Rivers	Concurrent Enrollment Program	2009	2016	2022-2023
National Park College	Concurrent High School Student	2010	2017	2023-2024
Northwest Arkansas Community College	Early College Experience	2009	2016	2022-2023
Phillips Community College	Concurrent Enrollment	2010	2017	2023-2024
Southern Arkansas University-Magnolia	Concurrent Enrollment Program	2010	2017	2023-2024
University of Arkansas Community College at Batesville	UACCB Concurrent Credit	2012	2019	2025-2026
University of Arkansas Hope-Texarkana	Your Bridge to College Concurrent Enrollment Program	2011	2017	2023-2024
University of Arkansas-Little Rock	High School Concurrent Enrollment Program	2009	2017	2023-2024
University of Central Arkansas	Concurrent Enrollment Program	2012	2019	2025-2026

Appendix B
Arkansas Concurrent Enrollment Programs (CEPs) approved by Arkansas Higher
Education Coordinating Board

Institution	Concurrent Enrollment Partnership	Initially Accredited	Accredited Through Academic Year
Arkansas Northeastern College	Concurrent Courses	2015	2019-2020
Arkansas State University Mid-South	Concurrent Courses	2015	2019-2020
Arkansas State University Mountain Home	Concurrent Courses	2015	2019-2020
Arkansas Tech University	Concurrent Courses	2015	2019-2020
Arkansas Tech University Ozark	Concurrent Courses	2015	2019-2020
Black River Technical College	Concurrent Courses	2015	2019-2020
Cossatot Community College	Concurrent Courses	2015	2019-2020
East Arkansas Community College	Concurrent Courses	2015	2019-2020
Henderson State University	Concurrent Courses	2015	2019-2020
Ozarka College	Concurrent Courses	2015	2019-2020
South Arkansas Community College	Concurrent Courses	2015	2019-2020
Southeast Arkansas College	Concurrent Courses	2015	2019-2020
Southern Arkansas University Tech	Concurrent Courses	2015	2019-2020
University of Arkansas at Monticello	Concurrent Courses	2015	2019-2020
University of Arkansas at Pine Bluff	Concurrent Courses	2015	2019-2020
University of Arkansas Community College at Morrilton	Concurrent Courses	2015	2019-2020
University of Arkansas Community College at Rich Mountain	Concurrent Courses	2015	2019-2020
University of Arkansas Pulaski Technical College	Concurrent Courses	2015	2019-2020

Appendix C

Listing of MOUs for 2019-2020 Academic Year

Arkansas Colleges and Universities Offering Concurrent Courses
At Arkansas High Schools

For information about Concurrent requirements, contact your high school Concurrent Coordinator, your high school Principal, or the College or University offering concurrent courses at your high school.

4-year institutions

Arkansas State University-Jonesboro (http://www.astate.edu/)

Barton-Lexa High School	Corning High School
Greene County Tech High School	Jonesboro High School
Marmaduke High School	Nettleton High School
Northeast Arkansas Career Tech Center	Paragould High School
Piggott High School	Rector High School
Success Achievement Academy	Valley View High School

Arkansas Tech University (http://www.atu.edu/)

Alma High School	Bauxite High School
Cedarville High School	Clarksville High School
Clinton High School	County Line High School
Danville High School	Dardanelle High School
Dover High School	Greenwood High School
Hector High School	Ozark High School
Paris High School	Pottsville High School
Russellville High School	Scranton High School
Subiaco Academy	Van Buren High School
Virtual Arkansas Concurrent Campus	Western Yell County High School

Southern Arkansas University (www.saum.edu)

Arkansas Connections Academy	Arkansas Virtual Academy
Baptist Preparatory School	Bradley High School
Columbia Christian High School	Desoto High School
Drew Central High School	Emerson High School
Glen Rose High School	Gurdon High School
Magnolia High School	Marvell Academy
Taylor Academy	Valley Christian School
Woodlawn High School	

University of Arkansas – Fort Smith (www.uafs.edu)

Alma High School	Arkansas School for Math, Science & the Arts
Booneville High School	Charleston High School
Fort Smith High School	Future School of Fort Smith
Grace Academy	Greenwood High School
Hackett High School	Lavaca High School
Union Christian Academy	Van Buren High School

University of Arkansas at Little Rock   ([www.ualr.edu)](www.ualr.edu)

e-Stem Charter High School	Greenbrier High School
Jacksonville High School	Joe T Robinson High School
Lisa Academy North High School	Lisa Academy West High School
Little Rock School District EXCEL	Maumelle Charter High School
Maumelle High School	Morrilton High School
Mount Saint Mary Academy	Parkview High School
Pulaski Academy	Sheridan High School
Sylvan Hills High School	Vilonia High School
Wilbur D. Mills High School	

University of Arkansas – Monticello (www.uamont.edu)

Arkansas High School	Crossett High School
Dermott High School	Dumas High School
Hamburg High School	Hermitage High School
Lakeside High School	McGehee High School
Monticello High School	Monticello Occupational Education Center
Parkers Chapel High School	Southeast Arkansas Community-Based Education Center
White Hall High School	

University of Central Arkansas (www.uca.edu)

Catholic High School	Central Arkansas Christian
Central High School	Conway High School
Conway Christian High School	Episcopal Collegiate High School
Fayetteville High School	Little Rock Christian Academy
Maumelle Charter School	Mayflower High School
Parkview Arts & Science Magnet	Quitman High School
St. Joseph High School	

Two Year Institutions

Arkansas Northeastern College (www.anc.edu)

Armorel High School	Blytheville High School
Buffalo Island Central High School	Campbell High School
Clarkton High School	Cooter High School
Delta C-7 High School	East Poinsett County High School
Gosnell High School	Hayti High School
Holcomb High School	KIPP High School
Manila High School	North Pemiscot County High School
Osceola High School	Rivercrest High School
Senath-Hornersville High School	Southland High School
South Pemiscot High School	

Arkansas State University-Beebe (www.asub.edu)

Bald Knob High School	Beebe High School
Bradford High School	Cabot High School
Concord High School	Conway Area Career Center
Heber Springs High School	Lonoke High School
Mt. Vernon/Enola High School	Pangburn High School
Quitman High School	Riverview High School
Searcy High School	

Arkansas State University-Mid-South (www.asumidsouth.edu)

Earle High School	Marion High School
West Memphis Christian School	Academies of West Memphis

Arkansas State University-Mountain Home (www.asumh.edu)

Cotter Public Schools	Flippin Public School District
Mountain Home Christian Academy	Mountain Home High School

Arkansas State University-Newport (www.asun.edu)

Bay High School	Brookland High School
East Poinsett High School	Harrisburg High School
Jackson County Consolidated	Marked Tree High School
McCrory High School	Northeast Arkansas Career and Technical Center
Riverside High School	Trumann High School
Westside High School	

Arkansas State University-Three Rivers (www.asutr.edu)

Arkansas Christian Academy	Avilla Christian Academy
Benton High School	Bismarck High School
Glen Rose High School	Magnet Cove High School
Malvern High School	Poyen High School

Arkansas Tech University-Ozark (**www.atu.edu/ozark**)

Booneville High School	Charleston High School
Ozark High School	Pea Ridge High School

Black River Technical College (www.brtc.edu)

Corning High School	Hoxie High School
Marmaduke High School	Maynard High School
Pocahontas High School	Rector High School
Sloan Hendrix High School	Walnut Ridge High School

Cossatot Community College of UA (www.cccua.edu)

Ashdown High School	Arkansas Virtual Academy
De Queen High School	Dierks High School
Foreman High School	Horatio High School
Kirby High School	Mineral Springs High School
Nashville High School	South Pike High School

East Arkansas Community College (www.eacc.edu)

Augusta High School	Brinkley High School
Cross County High School	Forrest City High School
Harrisburg High School	Lee Academy
Lee County High School	Palestine-Wheatley High School
Wynne High School	

National Park Community College (www.np.edu)

Caddo Hills High School	Cutter Morning Star High School
Fountain Lake High School	Hot Springs High School
Jessieville High School	Lake Hamilton High School
Lakeside High School	Mountain Pine High School
Mount Ida High School	National Park Technology Center

North Arkansas College (www.northark.edu)

Alpena High School	Arkansas Virtual Academy
Bergman High School	Berryville High School
Bruno-Pyatt High School	Deer High School
Eureka Springs High School	Flippin High School
Green Forest High School	Harrison High School
Huntsville High School	Jasper High School
Kingston High School	Lead Hill School District
Marshall High School	Mt. Judea High School
Omaha High School	St. Joe High School
Valley Springs High School	Western Grove High School
Yellville-Summit High School	

Northwest Arkansas Community College (www.nwacc.edu)

Archer Learning Center	Bentonville High School
Bentonville Ignite	Bentonville West High School
Decatur High School	Don Tyson School of Innovation
Elkins High School	Farmington High School
Fayetteville Christian High School	Fayetteville High School
Fayetteville Virtual Academy	Gentry High School
Gravette High School	Greenland High School
Har-Ber High School	Heritage High School
Lifeway Christian School	Lincoln High School Ozark
Catholic Academy	Pea Ridge High School
Prairie Grove High School	PRISM Education Center
Rogers Heritage High School	Rogers High School
Rogers New Tech High School	Shiloh Christian High School
Siloam Springs High School	Springdale High School
The New School	West Fork High School

Ozarka College (www.ozarka.edu)

Couch High School	Highland High School
Izard County Consolidated High School	Koshkonong High School
Mountain View High School	Salem High School
Viola High School	

Phillips Community College of the University of Arkansas (www.pccua.edu)

Barton/Lexa High School	Clarendon High School
DeSoto High School	DeWitt High School
Dumas High School	Helena-West Helena High School
KIPP Delta Collegiate High School	Lee County High School
Marvell-Elaine High School	Stuttgart High School

Pulaski Technical College (www.uaptc.edu)

Calvary Academy	Central Arkansas Christian
Early College Credit Homeschool Organization	eStem Charter High School
Hall High School	Jacksonville Lighthouse Charter School
Jacksonville North Pulaski High School	JA Fair High School
Little Rock High School	Mayflower High School
North Little Rock High School	Saline Career Center
Southwest Christian Academy	

Rich Mountain Community College   (www.rmcc.edu/)

Caddo Hills High School	Cossatot River High School
Mena High School	Mount Ida High School
Ouachita River High School	Waldron High School

South Arkansas Community College (www.sacc.edu)

El Dorado High School	Parkers Chapel High School
Smackover High School	Westside Christian School

Southeast Arkansas Community College (www.seark.edu)

Dollarway High School	Sheridan High School
Southeast Arkansas Preparatory School	Watson Chapel High School
White Hall High School	

Southern Arkansas University-Tech (www.sautech.edu)

Bearden High School	Camden Fairview High School
Hampton High School	Magnolia High School
Rison High School	

UA Community College at Batesville (www.uaccb.edu)

Bald Knob High School	Batesville High School
Cave City High School	Cedar Ridge High School
Concord High School	Highland High School
Hillcrest High School	Midland High School
Southside Charter High School	

UA Community College at Hope-Texarkana (www.uaht.edu)

Blevins High School	Fouke High School
Garrett Memorial Christian School	Genoa High School
Hope High School	Lafayette County High School
Nevada High School	Prescott High School
Spring Hill High School	Texarkana Arkansas High School

UA Community College at Morrilton (www.uaccm.edu)

Clinton High School	Conway High School
Danville High School	Dover High School
East End High School	Greenbriar High School
Guy Perkins High School	Nemo Vista High School
Perryville High School	Pottsville High School
Quitman High School	Sacred Heart Catholic School
South Conway County School District	South Side Bee Branch School District
Wonderview School District	

Appendix D

2019-2020 Listing of Tuition Amounts Charged to Students
from AHECB Approved CEPs

Institution	Tuition Amount	Unit
ANC	$71.00	Credit Hour
ASUMS	$95.00[1]	Credit Hour
ASUMH	$98.00	Credit Hour
ATU	$232.00	Credit Hour
ATUO	$64.00[2]	Credit Hour
BRTC	$40.00	Credit Hour
CCCUA	$125.00	Per Course
EACC	$86.00[3]	Credit Hour
HSU	$50.00	Per Course
OZC	$50.00	Credit Hour
SACC	$47.50[4]	Credit Hour
SAUT	$54.00	Credit Hour
SEARK	$0	--
UAM	$159.30	Credit Hour
UAPB	$25.00	Per Student
UACCM	$75.00	Per Course
UACCRM	$83.00	Credit Hour
UAPTC	$86.00[5]	Credit Hour

1. ASUMS: Based on Crittenden County residents. Other AR county residents were charged $115.

2. ATUO: Based on in-state tuition

3. EACC: Based on in-county tuition. Out of county tuition is $96 per credit hour.

4. SACC: $50 per credit hour if instructor is provided by college; $45 per credit hour if a credential high school instructor. For the formula, we calculated the average.

5. UAPTC: Based on concurrent model where the class is offered at HS and taught by UAPTC instructor.

ACADEMIC PROGRAM REVIEW
2018-2020

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Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs at Arkansas public colleges and universities to identify certificate and degree programs not meeting minimum standards of quality and to establish schedules for either resolving these concerns or removing the programs from the AHECB approved program inventory. The existing academic program review policies (AHECB Policy 5.2) were adopted in 1988 and revised in 1995 and 1998. Institutions have been conducting program reviews for more than 20 years. Beginning Fall 2010, Arkansas colleges and universities were required to employ external consultants to review all certificate and degree programs over a period of 7-10 years with the findings from the reviews reported to the Coordinating Board. Accredited, licensed and state certified programs follow the usual review practices and the schedule of the accrediting/approval body. These programs do not require further ADHE staff review.

A major component of the policy is an internal review (self-study) by institutions and an external review by consultants of programs that do not have program-specific accreditation/licensure/certification. The following is a summary of the Institutional Self-Study Guidelines:

- Goals, Objectives, and Activities
- Curriculum
- Program Faculty (full-time/adjunct/part-time)
- Program Resources
- Instruction via Distance Technology
- Majors/Declared Students
- Program Assessment
- Program Effectiveness (strengths, opportunities)
- Institutional Review Team Members

The External Reviewers' written report must include a summary of each area examined and should provide examples that document the conclusions. The report will be used by the Arkansas Department of Higher Education to verify the student demand and employer need for the program, the appropriateness of the curriculum, and the adequacy of the program resources. The report does not include a recommendation to ADHE on program continuation or program deletion. The following template was used by the reviewers as a guide in preparing the summary for each area:

- Review of Program Goals, Objectives and Activities
- Review of Program Curriculum

- Review of Academic Support
- Review of Program Faculty
- Review of Program Resources
- Review of Program Effectiveness
- Review of Instruction by Distance Technology
- Review of Program Research and Service
- Local Reviewers Comments
- Report Summary

Institutional program reviews received from Fall 2018 to Spring 2020 are listed in this agenda item.

Note: Because of the COVID19 pandemic, many programs that were due to be reviewed in Spring 2020 have been delayed until Fall 2020 and beyond.

Review Cycle 2018-2019 & 2019-2020
4-year Institutions

ASUJ	0335	51.1005	Clinical Laboratory Science*	AAS	2018-19
	2890	51.1005	Clinical Laboratory Science*	BS	2018-19
	5165	13.1101	Psychology & Counseling (Clinical Mental Health Track)	EdS	2018-19
	6511	51.1508	Clinical Mental Health Counseling*	GC	2018-19
	0472	51.0904	Paramedic*	AAS	2019-20
	2204	51.0913	Athletic Training*	M.AT	2019-20
	5640	14.0801	Civil Engineering*	BSCE	2019-20
	4140	14.1001	Electrical Engineering*	BSEE	2019-20
	4230	14.1901	Mechanical Engineering*	BSME	2019-20
	6275	05.0199	Heritage Studies	MA	2019-20
	7275	05.0199	Heritage Studies	PhD	2019-20
	5590	51.0203	Communicative Disorders*	MCD	2019-20
	3100	51.0907	Radiologic Sciences*; also at ASUMH, MSCC; BS in Magnetic Resonance Imaging; BS in Radiation Therapy; BS in Radiography; and BS in Diagnostic Medical Sonography	BSRS	2019-20
	1770	44.0701	Social Work*	BSW	2019-20
ATU	2220	01.0102	Agriculture Business	BS	2018-19
	2490	43.0302	Emergency Administration & Management*	BS	2018-19
	6490	43.0302	Emergency Management & Homeland Security*	MS	2018-19
	5310	23.0101	English	MA	2018-19
	5360	54.0101	History	MA	2018-19
	1710	42.0101	Psychology	BA	2018-19
	1780	45.1001	Sociology	BA	2018-19
	1401	13.1401	Teaching English to Speakers of Other Languages	MA	2018-19
	2350	40.0501	Chemistry	BS	2019-20
	0060	24.0102	General Studies	AA	2019-20
	2700	51.0706	Health Information Management*	BS	2019-20
	0320	11.0103	Information Technology	AAS	2019-20
	5285	11.0103	Information Technology	BS	2019-20
	6285	11.0103	Information Technology	MS	2019-20
	0600	43.0103	Law Enforcement	AAS	2019-20

*Accredited/licensed/state certified program

PROGRAMS LISTED BELOW FOR ATU WERE REVIEWED IN 2019-20, BUT BECAUSE OF THE COVID-19 PANDEMIC, THE REPORTS WILL NOT BE RECEIVED UNTIL FALL 2020

ATU	2200	52.0301	Accounting*	BSBA	2019-20
	3270	13.1301	Agricultural Education*	BS	2019-20
	1260	13.1302	Art Education*	BA	2019-20
	2321	52.1299	Business Data Analytics*	BSBA	2019-20
	2340	13.1303	Business Education*	BS	2019-20
	3720	13.1323	Chemistry Education*	BS	2019-20
	1311	13.1321	Computer Science Education*	BS	2019-20
	2410	11.0101	Computer Science*	BS	2019-20
	2040	13.1305	Creative Writing Education*	BFA	2019-20
	2460	52.0601	Economics & Finance*	BSBA	2019-20
	5665	13.0401	Educational Leadership*	MEd	2019-20
	5120	13.0401	Educational Leadership*	EdS	2019-20
	2440	13.1202	Elementary Education*	BS	2019-20
	9420	13.1305	English Education*	BA	2019-20
	1445	13.1306	Foreign Languages Education*	BA	2019-20
	2680	13.1314	Health & Physical Education*	BS	2019-20
	2797	11.0501	Information Systems*	BS	2019-20
	5675	13.0501	Instructional Technology*	MEd	2019-20
	1540	30.2001	International Studies	BA	2019-20
	9300	13.1322	Life Science & Earth Science*	BS	2019-20
	2320	52.0201	Management & Marketing*	BSBA	2019-20
	3530	52.0201	Management*	BSBA	2019-20
	5580	52.0201	Master of Business Administration*	MBA	2019-20
	9870	13.1311	Mathematics Education*	BS	2019-20
	2910	13.1203	Middle Level Education*	BS	2019-20
	1640	13.1312	Music Education*	BME	2019-20
	9030	13.1329	Physics Education*	BS	2019-20
	6680	13.1101	School Counseling & Leadership*	MEd	2019-20
	4940	14.0401	School Leadership*	EdD	2019-20
	1760	13.1318	Social Studies Education*	BA	2019-20
	5870	13.1001	Special Education K-12*	MEd	2019-20
	9830	13.1331	Speech Education*	BA	2019-20
	6740	13.0101	Teaching*	MAT	2019-20
	3975	13.9999	Teaching, Learning, & Leadership*	MEd	2019-20

*Accredited/licensed/state certified program

ATU-O	0380	12.0401	Cosmetic Science*	AAS	2018-19
	4420	12.0401	Cosmetology*	TC	2018-19
	5660	51.3901	Practical Nursing*	TC	2018-19
	0307	52.0401	Business Technology	AAS	2019-20
	4285	52.0401	Business Technology	TC	2019-20
	0255	52.0803	Banking Services	AAS	2019-20
	0306	52.0201	Human Resources Management	AC	2019-20
	0600	43.0103	Law Enforcement	AAS	2019-20
	0500	43.0103	Law Enforcement	CP	2019-20
	0389	43.0103	Law Enforcement	TC	2019-20
	4750	51.3902	Nursing Assistant	CP	2019-20
	1524	52.0401	Office Support Specialist	CP	2019-20
HSU	1330	23.1001	Communications	BA	2018-19
	5542	13.1299	Education*	MAT	2018-19
	5120	13.0408	Educational Leadership*	EdS	2018-19
	6520	13.0408	Educational Leadership*	GC	2018-19
	6920	13.0408	Educational Leadership*	MSE	2018-19
	4335	13.1401	English as a Second Language*	GC	2018-19
	0130	13.1401	English as a Second Language*	CP	2018-19
	2565	19.0101	Family & Consumer Sciences	BS	2018-19
	1590	09.0401	Mass Media Communication	BA	2018-19
	2910	13.1203	Middle Level Education*	BSE	2018-19
	3940	13.1314	Physical Education*	BSE	2018-19
	1710	42.0101	Psychology	BA	2018-19
	3070	42.0101	Psychology	BS	2018-19
	1840	50.0501	Theatre Arts	BA	2018-19
SAU	2220	01.0101	Agriculture Business; Option in*	BS	2018-19
	2495	31.0505	Exercise Science	BS	2018-19
UAF	6500	14.0301	Biomedical Engineering	MSBME	2018-19
	7230	14.0101	Biomedical Engineering	PhD	2018-19
	5260	09.0101	Communication	MA	2018-19
	1330	09.0101	Communication	BA	2018-19
	7961	51.0001	Health, Sport & Exercise Science (RESM Concentration)	PhD	2018-19
	4990	13.0406	Higher Education	EdD	2018-19
	5750	13.0406	Higher Education	MEd	2018-19
	2940	51.3801	Nursing*	BSN	2018-19
	5276	51.2201	Public Health*	BS	2018-19
	5830	31.0301	Recreation and Sport Management	MEd	2018-19
	3980	31.0301	Recreation and Sport Management	BS	2018-19
	6101	40.0203	Space & Planetary Sciences	MS	2018-19
	6201	40.0203	Space & Planetary Sciences	PhD	2018-19
UAFS	2200	52.0301	Accounting*	BS	2018-19
	2320	52.0201	Business Administration*	BBA	2018-19
	1521	52.1804	Professional Sales*	CP	2018-19
	1520	52.0213	Community Leadership*	CP	2018-19
	2350	40.0501	Chemistry	BS	2018-19
	2860	52.1401	Marketing*	BS	2018-19

*Accredited/licensed/state certified program

	1690	45.1001	Political Science	BA	2018-19
	4082	50.0501	Theatre	BA	2018-19
	5100	10.0304	Animation Technology*	BS	2019-20
	2856	30.9999	Applied Science*	BAS	2019-20
	4711	48.0508	ARC Welding	CP	2019-20
	4343	47.0604	Automotive Drivability Specialist*	CP	2019-20
	4341	47.0604	Automotive Drive Train Specialist*	CP	2019-20
	9902	47.0604	Automotive Technology*	CP	2019-20
	4340	47.0604	Automotive Technology*	TC	2019-20
	4342	47.0604	Automotive Undercar Specialist*	CP	2019-20
	1520	52.0213	Community Leadership	CP	2019-20
	1142	11.0803	Computer Graphic Technology	CP	2019-20
	1770	44.0701	Social Work	BSW	2019-20
	1144	11.0803	Computer Graphic Technology	TC	2019-20
	1146	11.0803	Computer Graphic Technology	AAS	2019-20
	5540	15.0399	Electrical Engineering Technology*	BS	2019-20
	0460	47.0101	Electronics Technology*	AAS	2019-20
	0517	47.0000	General Technology	AAS	2019-20
	4625	47.0105	Industrial Electronics & Electrical Maintenance	TC	2019-20
	1552	52.0402	Medical Office Professional	CP	2019-20
	2552	52.0402	Medical Office Professional	TC	2019-20
	1412	48.0508	MIG Welding	CP	2019-20
	4795	51.3901	Practical Nursing*	TC	2019-20
	2524	52.0402	Office Management	TC	2019-20
	1524	52.0402	Office Management	CP	2019-20
	0307	52.0402	Office Management Technology	AAS	2019-20
	1526	52.0402	Office Management Technology - Human Resources	CP	2019-20
	5335	30.9999	Organizational Leadership*	BS	2019-20
	4795	51.3901	Practical Nursing* ASBN	TC	2019-20
	1521	52.1804	Professional Sales	CP	2019-20
	4713	48.0508	TIG Welding	CP	2019-20
	4900	48.0508	Welding	TC	2019-20
	4714	48.0508	Welding: Layout & Fabrication	CP	2019-20
	4897	52.0201	Workforce Leadership*	CP	2019-20
	4855	52.0201	Workforce Leadership*	TC	2019-20
	4887	52.0201	Workforce Leadership*	AAS	2019-20
UALR	1702	11.0101	Computer and Information Sciences	PhD	2018-19
	5663	13.0301	Curriculum & Instruction	MEd	2018-19
	5192	44.0401	Nonprofit Management	GC	2019-20
	1690	45.1001	Political Science	BA	2019-20
UAM	2250	01.0102	Agriculture	BS	2018-19
	5877	30.9999	Applied Sciences	BAS	2018-19
	4520	51.0904	Emergency Medical Technician - Paramedic*	TC	2018-19

*Accredited/licensed/state certified program

	0015	51.0904	Emergency Medical Technician - Basic*	CP	2018-19
	0017	51.0904	Emergency Medical Technician - Intermediate*	CP	2018-19
	0110	24.0102	General Studies	AA	2018-19
	5240	24.0102	General Studies	BGS	2018-19
	0517	30.9999	General Technology	AAS	2018-19
	4750	51.1614	Nursing Assistant*	CP	2018-19
	4660	51.1613	Practical Nursing*	TC	2018-19
	2405	43.0104	Criminal Justice	BS	2019-20
UAMS	6150	30.1901	Clinical Nutrition*	MS	2019-20
	4480	51.3101	Dietetics & Nutrition*	GC	2019-20
	2930	51.0905	Nuclear Medicine Imaging Sciences*	BS	2019-20
	6380	51.2002	Pharmaceutical Sciences	MS	2019-20
	7380	51.2002	Pharmaceutical Sciences	PhD	2019-20
UAPB	2275	50.0701	Art (Non-Education)*	BS	2018-19
	2185	50.0901	Music (Non-education)*	BS	2018-19
	7150	01.9999	Agricultural Regulations	MS	2018-19
	6101	1.0103	Aquaculture & Fisheries	PhD	2018-19
	2410	11.0101	Computer Science	BS	2018-19
	2285	50.0701	Art (Education)*	BS	2018-19
	6710	13.1210	Early Childhood Education*	MED	2018-19
	5680	13.1202	Elementary Education*	MED	2018-19
	5690	13.1305	English Education*	MED	2018-19
	0580	15.0612	Industrial Technology*	AAS	2018-19
	2790	15.0612	Industrial Technology*	BS	2018-19
	2195	50.0901	Music (Education)*	BS	2018-19
	5685	13.1205	Secondary Education*	MED	2018-19
	6705	13.1299	Teaching*	MAT	2018-19
	1765	44.0701	Social Work*	BA	2018-19
	3250	13.1320	Trade & Industrial Education*	BS	2018-19
	3155	51.2399	Rehabilitation Services	BS	2019-20
UCA	1825	05.0201	African/African American Studies	BA	2018-19
	1540	30.2001	International Studies	BA	2018-19
	5385	27.0101	Mathematics Education	MA	2018-19
	1250	50.0701	Art*	BA	2019-20
	1400	45.0601	Economics	BA	2019-20
	2450	45.0601	Economics	BS	2019-20
	6220	19.0101	Family & Consumer Sciences	MS	2019-20
	5190	50.0408	Interior Design*	BA	2019-20
	5191	50.0408	Interior Design*	BS	2019-20
	7511	51.1508	Mental Health Counseling	MS	2019-20
	1871	30.9999	Professional Studies	BPS	2019-20
	6020	44.0401	Public Administration	BA	2019-20
	3080	44.0401	Public Administration	BS	2019-20
	1735	38.0201	Religious Studies	BA	2019-20
	1736	38.0201	Religious Studies	BS	2019-20
	4082	50.0501	Theatre*	BA	2019-20
	4081	50.0501	Theatre*	BS	2019-20

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Review Cycle 2018-2019 & 2019-2020
2-year Institutions

ANC	0259	47.0608	Aviation Maintenance	TC	2018-19
	2040	47.0608	Aviation Maintenance	AAS	2018-19
	4455	51.0601	Dental Assisting Technology*	TC	2018-19
	4357	47.0608	General Aviation	CP	2018-19
	0710	51.3801	Nursing*	AAS	2018-19
	4750	51.1614	Nursing Assistant*	CP	2018-19
	0015	51.0904	Emergency Medical Technician*	CP	2018-19
	4520	51.0904	Paramedic*	TC	2018-19
			No Reviews Scheduled		2019-20
ASUB	4467	47.0605	Diesel Technology*	TC	2018-19
	1476	47.0605	Diesel Technology*	CP	2018-19
	3540	13.1203	Education	AS	2018-19
	4750	51.1614	Nursing Assistant*	CP	2018-19
	4520	51.0904	Paramedics*	TC	2018-19
	1470	47.0201	Air Conditioning*	CP	2018-19
	4310	47.0201	Air Conditioning, Heating, & Refrigeration Technology*	TC	2018-19
	3502	15.1202	Computer & Networking Fundamentals*	CP	2018-19
	0315	15.1301	Computer Aided Drafting & Design*	AAS	2018-19
	3501	15.1202	Computer Fundamentals*	CP	2018-19
	4502	15.1202	Computer Systems & Networking Technology*	TC	2018-19
	0363	15.1502	Computer Systems Technology*	AAS	2018-19
	4486	15.1301	Mechanical Drafting*	TC	2018-19
	0102	51.0808	Veterinary Technology*	AAS	2018-19
	0437	13.1210	Early Childhood Education	AAS	2019-20
	4497	13.1210	Early Childhood Education	TC	2019-20
	0337	19.0709	Early Childhood Education	CP	2019-20
	0470	51.0904	Emergency Medical Service-Paramedic*	AAS	2019-20
	0015	51.0904	Emergency Medical Technician*	CP	2019-20
ASUMH	0015	51.0904	Emergency Medical Technician - Basic	CP	2018-19
	4520	51.0904	Paramedic Technology*	TC	2018-19
	0470	51.0904	Paramedic Technology*	AAS	2018-19
	4521	51.0904	Community Paramedic*	CP	2018-19
ASUMS	3511	51.0908	Respiratory Care*	AAS	2018-19
ASUN	0110	24.0101	General Education	AA	2018-19
	0050	24.0101	General Studies	CGS	2018-19
	0900	24.0102	General Studies	AGS	2018-19
	3920	30.1801	Natural Sciences	AS	2018-19
			No Reviews Scheduled		2019-20
ASUTR	4420	12.0401	Cosmetology	TC	2018-19
	2120	12.0413	Cosmetology Instructor	TC	2018-19
	1430	43.0199	Criminal Correction Specialist	CP	2018-19

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	2430	43.0199	Criminal Correction Specialist	TC	2018-19
	0383	43.0103	Criminal Justice	CP	2018-19
	2383	43.0103	Criminal Justice	TC	2018-19
	0390	43.0104	Criminal Justice	AAS	2018-19
	4919	13.1210	Early Childhood Education	CP	2018-19
	4497	13.1210	Early Childhood Education	TC	2018-19
	0437	13.1210	Early Childhood Education	AAS	2018-19
	3420	12.0401	Hair Care	CP	2018-19
	3425	12.0401	Nail & Skin Care	CP	2018-19
	4750	51.1614	Nursing Assistant*	CP	2018-19
BRTC	0140	52.0302	Accounting	AAS	2019-20
	4260	52.0302	Accounting Assistant	TC	2019-20
	4850	52.0401	Administrative Services Technology	TC	2019-20
	4330	47.0603	Auto Collision Cosmetic Repair Technology	TC	2019-20
	0015	51.0904	Emergency Medical Technician*	CP	2019-20
	4520	51.0904	Emergency Medical Technology - Paramedic*	TC	2019-20
	0470	51.0904	Emergency Medical Technology - Paramedic*	AAS	2019-20
	0517	30.9999	General Technology	AAS	2019-20
	4630	47.0105	Industrial Electricity/ Electronic	TC	2019-20
	0570	47.0303	Industrial Maintenance Technology	AAS	2019-20
	4680	48.0501	Machine Tool Technology	TC	2019-20
	4660	51.3901	Practical Nursing*	TC	2019-20
	0810	51.0908	Respiratory Care*	AAS	2019-20
	4900	48.0508	Welding	TC	2019-20
CCCUA	2000	01.0000	Agriculture	TC	2018-19
	3010	01.0101	Agriculture	AS	2018-19
	1090	24.0102	General Education	AS	2018-19
	0060	24.0101	General Education	AA	2018-19
	0900	24.0102	General Studies	AGS	2018-19
	4660	51.1613	Practical Nursing*	TC	2018-19
	0517	30.9999	General Technology	AAS	2019-20
	1091	09.0701	Radio Broadcasting	CP	2019-20
	2091	09.0701	Radio-Television Broadcasting	TC	2019-20
	4420	12.0401	Cosmetology*	TC	2019-20
	0751	51.0806	Physical Therapy*	AAS	2019-20
EACC	1120	51.0801	Medical Assisting Technology	AAS	2018-19
	1150	15.0613	Renewable Energy Technology	CP	2018-19
	2150	15.0613	Renewable Energy Technology	TC	2018-19
	3150	15.0613	Renewable Energy Technology	AAS	2018-19
	2710	51.0000	Health Professions	TC	2018-19
	0710	51.1601	Nursing*	AAS	2018-19
	4750	51.3902	Nursing Assistant*	CP	2018-19
	4660	51.3901	Practical Nursing*	TC	2018-19
NAC	1480	15.0503	Building Performance Analyst	CP	2018-19
	4495	48.0508	Certification Welding	CP	2018-19

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	4331	47.0603	Collision Repair Technology	CP	2018-19
	4330	47.0603	Collision Repair Technology	TC	2018-19
	1420	49.0202	Construction Equipment Operation	CP	2018-19
	4415	49.0202	Construction Equipment Operation	TC	2018-19
	4501	46.0000	Construction Technology	CP	2018-19
	4401	46.0000	Construction Technology	TC	2018-19
	1487	48.0508	Gas Metal Arc Welding (GMAW)	CP	2018-19
	1488	48.0508	Shielded Metal Arc Welding (SMAW)	CP	2018-19
	4905	48.0508	Welding Applications and Procedures	CP	2018-19
	4900	48.0508	Welding Technology	TC	2018-19
NPC	0050	24.0102	General Education	AA	2018-19
	1090	24.0102	General Education	AS	2018-19
	0051	24.0101	General Studies	CGS	2018-19
	0517	30.9999	General Technology	AAS	2018-19
	0910	24.0101	Liberal Studies	ALS	2018-19
	0308	52.0101	Business*	AS	2018-19
	1220	22.0000	Basic Business Law*	CP	2018-19
	1591	52.0204	Basic Business Management*	CP	2018-19
	5200	52.0201	Basic Business Principles*	CP	2018-19
	3087	52.1301	Business Information Systems*	AS	2018-19
	0300	52.0201	Business Management*	AAS	2018-19
	0290	11.0101	Computer Information Systems*	AAS	2018-19
	4445	11.0101	Computer Information Systems*	TC	2018-19
	1041	47.0604	Automotive Brake Specialist*	CP	2019-20
	1039	47.0604	Automotive Engine Performance Specialist*	CP	2019-20
	1040	47.0604	Automotive Front End Specialist*	CP	2019-20
	0230	47.0604	Automotive Service Technology*	AAS	2019-20
	4350	47.0604	Automotive Service Technology*	CP	2019-20
	4355	47.0604	Automotive Service Technology*	TC	2019-20
	1230	47.0604	Automotive Service/Maintenance*	CP	2019-20
	1231	47.0604	Automotive Tune-up Specialist*	CP	2019-20
NWACC	0935	01.0000	Agricultural, Food & Life Sciences	AAS	2018-19
	0015	51.0904	Emergency Medical Technology - Basic*	CP	2018-19
	0470	51.0904	Emergency Medical Technology - Paramedic*	AAS	2018-19
	4520	51.0904	Emergency Medical Technology - Paramedic*	TC	2018-19
	0750	51.0806	Physical Therapist Assistant*	AAS	2018-19
OzC	3090	49.0102	Aviation - Professional Pilot*	AS	2018-19
	3095	49-0102	Aviation - Commercial Pilot*	AAS	2018-19
	4750	51.1614	Certified Nursing Assistant*	CP	2018-19
	3540	13.1203	Education	AS	2018-19
	0050	24.0101	General Education	AA	2018-19
	4750	51.1614	Nursing Assistant*	CP	2018-19
PCCUA	4875	44.0701	Behavioral Health Technology	TC	2018-19
	0828	44.0701	Behavioral Health Technology	AAS	2018-19

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	0904	48.0508	General Welding Techniques	CP	2018-19
	0215	48.0508	Inert Gas Welding	CP	2018-19
	0165	48.0508	Mild Steel Welding	CP	2018-19
	4900	48.0508	Welding	TC	2018-19
	0080	52.1801	Business	CP	2019-20
	0300	52.0201	Business Management*	AAS	2019-20
	0308	52.0101	Business*	AS	2019-20
	0125	11.1003	Cyber Security*	CP	2019-20
	0290	52.1201	Information Systems Technology*	AAS	2019-20
	4435	52.1201	Maintaining & Managing Personal Computers	CP	2019-20
	4745	51.0707	Medical Coding	CP	2019-20
	4427	11.0901	Microsoft Operating Systems Desktop Support	CP	2019-20
	4750	51.1614	Nurse Assistant*	CP	2019-20
	0820	52.0401	Office Technology*	AAS	2019-20
	1180	11.0101	Programming/Coding and Mobile Development	CP	2019-20
SACC	4380	52.0301	Accounting	TC	2018-19
	0078	51.0904	Advanced Emergency Medical Technician*	CP	2018-19
	4521	51.0904	Community Paramedic*	CP	2018-19
	0015	51.0904	Emergency Medical Technician - Basic*	CP	2018-19
	4520	51.0904	Emergency Medical Technician - Paramedic*	TC	2018-19
	0470	51.0904	Emergency Medical Technician - Paramedic*	AAS	2018-19
	4590	52.9999	General Business	TC	2018-19
	0510	52.9999	General Business	AAS	2018-19
	0308	52.0101	Business	AS	2018-19
	4750	51.3902	Nursing Assistant*	CP	2018-19
	4475	51.0401	Office Occupations	CP	2018-19
	4850	52.0401	Office Occupations	TC	2018-19
	0326	41.0301	Process Technology	AAS	2018-19
	0226	41.0301	Process Technology	TC	2018-19
	1430	43.0107	Criminal Justice	CP	2019-20
	4440	43.0107	Criminal Justice	TC	2019-20
	0390	43.0107	Criminal Justice	AAS	2019-20
	1431	43.0107	Law Enforcement	CP	2019-20
	4660	51.3901	Licensed Practical Nursing*	TC	2019-20
	1512	51.1009	Phlebotomy*	CP	2019-20
SAUT	4795	51.1613	Practical Nursing*	TC	2018-19
SEARK	4310	47.0201	Air Conditioning, Heating & Refrigeration Technology	TC	2018-19
	0390	43.0104	Criminal Justice Technology	AAS	2018-19
	4520	51.0904	Emergency Medical Technology - Paramedic*	TC	2018-19
	0015	51.0904	Emergency Medical Technology Paramedic - Basic	CP	2018-19

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	0517	30.9999	General Technology	AAS	2018-19
	4715	48.0508	Metal Inert Gas (MIG) Welding	CP	2018-19
	0790	51.0907	Radiologic Technology*	AAS	2018-19
	0816	51.0908	Respiratory Care Technology*	AAS	2018-19
	4713	48.0508	Tungsten Inert Gas (TIG) Welding	CP	2018-19
	4900	48.0508	Welding	TC	2018-19
	4750	51.3902	Nursing Assistant	CP	2019-20
UACCB	0580	47.0101	Industrial Technology	AAS	2018-19
	4630	47.0101	Industrial Electronics	TC	2018-19
	4815	47.0105	Industrial Technology, Electrical	CP	2018-19
	0115	47.0201	Heating, Ventilation & Air Conditioning	CP	2018-19
	0310	47.0201	Air Conditioning, Heating, and Refrigeration Technology	TC	2018-19
	4905	48.0508	Welding	CP	2018-19
	4900	48.0508	Welding Technology	TC	2018-19
	0437	13.1210	Early Childhood Education	AAS	2018-19
	4919	13.1210	Early Childhood Education	CP	2018-19
	4497	13.1210	Early Childhood Education	TC	2018-19
	0300	52.0101	Business Services	AAS	2018-19
	0308	52.0101	Business	AS	2018-19
	4361	52.0101	Medical Billing & Coding	CP	2018-19
	4260	52.0301	Accounting Support	TC	2018-19
	4770	52.0401	Clerical Services	TC	2018-19
	2520	52.0701	Entrepreneurship	TC	2018-19
	1490	52.0801	Bank Teller	CP	2018-19
UACCH	0517	30.9999	General Technology	AAS	2018-19
	9904	47.0399	Industrial Maintenance Technology - Machining Shop	CP	2018-19
	4637	47.0303	Industrial Multicraft Maintenance	TC	2018-19
	9903	47.0399	Industrial Maintenance Machining	TC	2025-26
	4315	47.0303	Industrial Technology - Mechanical	CP	2018-19
	2519	52.0401	General Business	CP	2018-19
	4850	52.0401	General Business	TC	2018-19
	0308	52.0101	Business	AS	2018-19
UACCM	4660	51.3901	Practical Nursing	TC	2018-19
	0050	24.0101	General Education	AA	2019-20
	3960	24.0101	Liberal Arts	AS	2019-20
	0900	24.0102	General Studies	AGS	2019-20
	3540	13.1203	Education	AS	2019-20
UAPTC	3395	09.0702	Digital Media Production	AAS	2018-19
	5395	09.0702	Digital Media Production	CP	2018-19
	2395	09.0702	Digital Media Production	TC	2018-19
	3540	13.1206	Education	AS	2018-19
	0050	24.0101	General Education	AA	2018-19
	1090	24.0101	General Education	AS	2018-19
	0910	24.0101	General Studies	CGS	2018-19

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	0900	24.0102	General Studies	AGS	2018-19
	4705	22.0301	Legal Secretarial	TC	2018-19
	1090	24.0101	Liberal Arts & Sciences	AS	2018-19
	0610	22.0302	Paralegal Technology	AAS	2018-19
	0611	23.0302	Paralegal Technology	CP	2018-19
	0612	23.0202	Paralegal Technology	TC	2018-19
UARM	0512	48.0508	Inert Gas Welding	CP	2018-19
	4752	51.3902	Nursing Assistant*	CP	2018-19
	1480	48.0508	Welding	CP	2018-19
	2480	48.0508	Welding	TC	2018-19
	0710	51.3801	Nursing (LPN/LPNT to RN)*	AAS	2019-20
	6917	15.0613	Advanced Manufacturing	AAS	2019-20
	4680	48.0503	Machine Shop	TC	2019-20
	1685	48.0507	Machine Tool Technology	CP	2019-20
	4752	51.1613	Practical Nursing*	TC	2019-20

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**RECOMMENDATION FOR DISTRIBUTION OF PRODUCTIVITY FUNDING FOR
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2021-22 FISCAL YEAR**

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Background

A.C.A. §6-61-234 directs the Arkansas Higher Education Coordinating Board (AHECB) to adopt polices developed by the Arkansas Division of Higher Education (ADHE) necessary to implement a productivity-based funding model for state-supported institutions of higher education. That language reads as follows:

"(a) (1) (A) The Arkansas Higher Education Coordinating Board shall adopt policies developed by the Division of Higher Education necessary to implement a productivity-based funding model for state-supported institutions of higher education."

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

At its October 27, 2017 meeting, the AHECB approved the productivity funding model policies for the two-year colleges and universities and made amendments to these policies for unintended consequences in a special meeting on May 24, 2019. The policies were developed in conjunction with presidents and chancellors after meetings and revisions. The AHECB shall use the productivity-based funding model as the mechanism for recommending funding for applicable state-supported institutions of higher education. According to A.C.A. §6-61-234, the productivity-based funding model shall not determine the funding needs of special units such as a medical school, division of agriculture, or system offices. These special units are known as non-formula entities and ADHE staff will reviewed justification requests submitted by the non-formula entities and prepared funding recommendations for Fiscal Year 2021-22 based upon those requests.

Productivity Funding Distribution Recommendations for the 2021-22 Fiscal Year

The distribution recommendations are based upon the productivity funding formula policies approved by the AHECB in October 2017 and amended by the AHECB in May 2019.

The two-year college and university productivity funding models have been calculated

using academic year 2017 through academic year 2019 student data as well as academic year 2016 through academic year 2018 expenditure data reported to and published by the Integrated Postsecondary Education Data System (IPEDS). The productivity funding model calculations represent a total productivity increase of 2.84% for two-year colleges and universities. Productivity funding distribution policy; however, dictates that recommendations will be capped at no more than 2% in any given year. This 2% supports the recommendation for state funding of institutions of higher education at $574,302,382 in 2021-22.

As part of the productivity funding formula, for the fourth year of funding, institutions are only allowed to retain a portion of their funding increase from the prior year. This amount is up to 2% of their Base Level revenue in the prior year. The remaining funds are considered one time Incentive funding and would be redistributed in the following year to reduce the need for additional state funds to meet the productivity funding need. This amount for FY2022 is $3,546,645.

For the **universities**, an increase in funding is recommended for those institutions with productivity increases for a total change in university funding of $8,376,594. In addition to this new funding, this is the third year that institutions with productivity declines will have an amount reduced and then reallocated to the institutions who showed an increase. All 10 of the universities reflected increases for FY2022 so there were no reallocations in this area.

For the **two-year colleges,** an increase in funding is recommended for those institutions with productivity increases for a total change in two-year college funding of $2,884,237. In addition to this new funding, $1,043,357 was reallocated from 7 institutions to the other 15 two-year colleges.

This distribution recommendation results in a total request for new general revenue funds of $7,714,186.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommendation for distribution of productivity funding to the Arkansas public institutions of higher education in the 2021-222 fiscal year as included in Table A.

> **FURTHER RESOLVED,** That the Director of the Arkansas Division of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2021-22 productivity funding distribution recommendation of the Arkansas Higher Education Coordinating Board.

> **FURTHER RESOLVED,** That should any errors of a technical nature be found in this recommendation, the Director of the Arkansas Division of

Higher Education is authorized to make appropriate corrections consistent with the policy established by the Board's action on these recommendations.

Year 4 - Productivity Funding Distribution

Productivity Index for FY2022	2.00%	
	Universities	Colleges
FY2022 RSA Forecast	$563,041,551	74%	26%
Productivity Recommendation	$11,260,831	8,376,594	2,884,237

	NEW FUNDING	REALLOCATED FUNDING
University	$8,376,594	$ -
College	$2,884,237	$1,043,357
TOTAL	$11,260,831	$ -

SOURCES OF NEW FUNDING

State Contribution	$7,714,186
Incentive Funding Contribution	$3,546,645
Total	$11,260,831

Year 4 Reallocation Loss Cap	2.00%
Year 4 Cap on RSA Increase	2.00%

Institution	RSA ONLY Funding FY2021	FY2021 Incentive Funding	FY2022 Base RSA	% Change in Productivity Index	Productivity Index Increases (Increases Only)	Contribution to Increase (by Inst. Type)	Distribution of NEW Funding	Change in Productivity Index (Increases Only)	Contribution to Increase (by Inst. Type)	Reallocation Losses (2.0%)	Reallocation of Productivity Losses	Recommended Funding 2021-2022	Total Change in Funding	% Change	RSA Increase (Capped at 2.0%)	Incentive Funding
ASUJ	56,935,389	-	56,935,389	4.54%	1,333	17.65%	1,478,740	1,333	17.65%	-	-	58,414,129	1,478,740	2.60%	1,138,708	340,033
ATU*	33,387,368	-	33,387,368	1.45%	324	4.29%	359,699	324	4.29%	-	-	33,747,068	359,699	1.08%	359,699	-
HSU	18,949,729	-	18,949,729	3.46%	263	3.49%	291,938	263	3.49%	-	-	19,241,667	291,938	1.54%	291,938	-
SAUM	17,179,180	882,704	16,296,477	5.10%	539	7.14%	597,975	539	7.14%	-	-	16,894,452	597,975	3.67%	325,930	272,045
UAF	122,829,056	-	122,829,056	5.42%	3,224	42.68%	3,575,475	3,224	42.68%	-	-	126,404,531	3,575,475	2.91%	2,456,581	1,118,894
UAFS	20,347,201	-	20,347,201	2.15%	258	3.41%	285,624	258	3.41%	-	-	20,632,826	285,624	1.40%	285,624	-
UALR	56,358,996	-	56,358,996	0.75%	159	2.10%	175,929	159	2.10%	-	-	56,534,925	175,929	0.31%	175,929	-
UAM*	15,973,435	-	15,973,435	5.24%	316	4.19%	351,046	316	4.19%	-	-	16,324,481	351,046	2.20%	319,469	31,578
UAPB	22,498,846	-	22,498,846	4.23%	296	3.92%	328,458	296	3.92%	-	-	22,827,305	328,458	1.46%	328,458	-
UCA	55,253,184	-	55,253,184	3.50%	840	11.12%	931,708	840	11.12%	-	-	56,184,892	931,708	1.69%	931,708	-
4YR SUBTOTAL	419,712,386	882,704	418,829,682	3.78%	7,552	100%	8,376,594	7,552	100%	-	-	427,206,276	8,376,594	2.00%	6,614,044	1,762,549
ANC	8,698,428	37,320	8,661,107	5.66%	160	5.56%	160,383	160	5.56%	-	58,018	8,879,507	218,400	2.52%	173,222	45,178
ASUB	11,750,839	-	11,750,839	-1.92%	-	0.00%	-	-	0.00%	225,790	(225,790)	11,525,049	(225,790)	-1.92%	-	-
ASUMH	3,683,762	-	3,683,762	-3.56%	-	0.00%	-	-	0.00%	73,675	(73,675)	3,610,087	(73,675)	-2.00%	-	-
ASUMS	4,042,384	17,974	4,024,410	1.96%	53	1.85%	53,489	53	1.85%	-	19,349	4,097,248	72,838	1.81%	72,838	-
ASUN	6,798,025	532,167	6,265,859	6.83%	362	12.59%	363,150	362	12.59%	-	131,368	6,760,376	494,517	7.89%	125,317	369,200
ASUTR	3,470,877	-	3,470,877	-1.83%	-	0.00%	-	-	0.00%	63,359	(63,359)	3,407,518	(63,359)	-1.83%	-	-
BRTC	5,961,595	-	5,961,595	-4.61%	-	0.00%	-	-	0.00%	119,232	(119,232)	5,842,363	(119,232)	-2.00%	-	-
CCCUA	3,476,039	-	3,476,039	2.68%	84	2.93%	84,456	84	2.93%	-	30,551	3,591,046	115,007	3.31%	69,521	45,486
EACC	8,244,306	-	8,244,306	8.94%	182	6.31%	182,042	182	6.31%	-	65,853	8,492,200	247,894	3.01%	164,886	83,008
NAC	7,807,078	-	7,807,078	-2.11%	-	0.00%	-	-	0.00%	156,142	(156,142)	7,650,937	(156,142)	-2.00%	-	-
NPC	8,821,684	-	8,821,684	2.72%	127	4.43%	127,747	127	4.43%	-	46,212	8,995,643	173,959	1.97%	173,959	-
NWACC	12,172,778	1,178,718	10,994,060	5.61%	706	24.52%	707,310	706	24.52%	-	255,866	11,957,235	963,176	8.76%	219,881	743,294
OZC	3,048,782	-	3,048,782	5.92%	153	5.32%	153,359	153	5.32%	-	55,477	3,257,617	208,835	6.85%	60,976	147,860
PCCUA	8,988,693	-	8,988,693	9.13%	214	7.43%	214,337	214	7.43%	-	77,535	9,280,565	291,872	3.25%	179,774	112,098
SACC	6,032,949	-	6,032,949	0.77%	26	0.89%	25,776	26	0.89%	-	9,324	6,068,050	35,101	0.58%	35,101	-
SAUT	5,570,912	-	5,570,912	4.40%	158	5.49%	158,479	158	5.49%	-	57,329	5,786,719	215,807	3.87%	111,418	104,389
SEAC	5,496,724	-	5,496,724	-7.35%	-	0.00%	-	-	0.00%	109,934	(109,934)	5,386,789	(109,934)	-2.00%	-	-
UACCB	4,130,132	-	4,130,132	1.55%	46	1.58%	45,634	46	1.58%	-	16,508	4,192,273	62,142	1.50%	62,142	-
UACCHT	4,991,585	294,514	4,697,071	7.07%	237	8.22%	237,131	237	8.22%	-	85,781	5,019,982	322,912	6.87%	93,941	228,970
UACCM	5,369,833	284,410	5,085,423	3.42%	194	6.75%	194,563	194	6.75%	-	70,382	5,350,369	264,946	5.21%	101,708	163,237
UA-RM	3,557,135	318,839	3,238,296	10.56%	176	6.12%	176,383	176	6.12%	-	63,805	3,478,484	240,188	7.42%	64,766	175,422
UA-PT	14,761,272	-	14,761,272	-8.15%	-	0.00%	-	-	0.00%	295,225	(295,225)	14,466,046	(295,225)	-2.00%	-	-
2 YR SUBTOTAL	146,875,810	2,663,941	144,211,868	0.95%	2,879	100%	2,884,237	2,879	100%	1,043,357	-	147,096,106	2,884,237	2.00%	1,709,451	2,218,144
TOTAL	566,588,196	3,546,645	563,041,551	2.84%	-	-	11,260,831	-	-	-	-	574,302,382	11,260,831	2.00%	8,323,495	3,980,693

**RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2021-23 BIENNIUM**

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Background

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

"(a) (1) (A) The Arkansas Higher Education Coordinating Board shall adopt
policies developed by the Division of Higher Education necessary to implement a
productivity-based funding model for state-supported institutions of higher
education."

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

At its October 27, 2017 meeting, the AHECB approved the productivity funding
model policies for the two-year colleges and universities. The policies were
developed in conjunction with presidents and chancellors after meetings and
revisions. The AHECB shall use the productivity-based funding model as the
mechanism for recommending funding for applicable state-supported institutions
of higher education. According to A.C.A. §6-61-234, the productivity-based
funding model shall not determine the funding needs of special units such as a
medical school, division of agriculture, or system offices. These special units are
known as non-formula entities and ADHE staff reviewed justification requests
submitted by the non-formula entities and prepared funding recommendations for
Fiscal Year 2021-22 based upon those requests.

Operating Funding Recommendations for the 2021-23 Biennium

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

The two-year college and university productivity funding models have been calculated using academic year 2017 through academic year 2019 student data as well as academic year 2016 through academic year 2018 expenditure data reported to and published by the Integrated Postsecondary Education Data System (IPEDS). The productivity funding model calculations represent a total productivity increase of 2.84% for two-year colleges and universities. Productivity funding distribution policy; however, dictates that recommendations will be capped at no more than 2% in any given year. This 2% supports the recommendation for state funding of institutions of higher education at $574,302,382 in 2021-22. The total funding recommendation for the non-formula entities is $237,497,456 in 2021-22.

For the **universities**, an increase in funding is recommended for those institutions with productivity increases for a total change in university funding of $8,376,594.

For the **two-year colleges,** an increase in funding is recommended for those institutions with productivity increases for a total change in two-year college funding of $2,884,237.

For the **non-formula entities,** the recommendation is for a 2.5% increase based on the HEPI index and a recommendation of full funding of Operations and Program Enhancement requests which combined would require an additional $21.8 million, of which $2.4 million would be for the University of Arkansas for Medical Sciences (UAMS).

The individual institutional recommendations for all three types of institutions (Colleges, Universities, and Non-Formula Entities) were determined in the following manner: The general revenue funds were distributed based upon the productivity funding distribution policy adopted by the AHECB in October 2017. The non-formula needs were based on the justifications submitted by the institutions. **The total funding recommendation for 2021-22 for Colleges and Universities is $11,260,831 in new revenue with $3,546,645 of that being redistributed from one time incentive funds. The total recommendation for 2021-2022 for the Non-Formula Entities is $21,760,579 in new revenue.**

In addition to these funding recommendations, an additional appropriation increase recommendation of 2% of the formula based entities funding recommendation has been added to address any changes in disbursements for Educational Excellence Trust Fund revenues or any other state funding adjustments. This increase totals $9,452,490 for the **universities** and $3,579,879 for the **two-year colleges**.

These recommendations will be requested to continue for the 2022-2023 fiscal year with changes and updates based on new formula data being presented prior to the 2022 Fiscal Session.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2021-23 Biennium as included in Tables A, B, C, D and E.

> **FURTHER RESOLVED,** That the Director of the Arkansas Division of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2021-23 operating recommendations of the Arkansas Higher Education Coordinating Board.

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

Table A. Summary of Operating Recommendations for the 2021-22 Fiscal Year

Institution Type	Fiscal Year 2020-21 Base				FY2021-22 AHECB Recommendations		
	EETF Forecast	WF2000	RSA Forecast	Total Base (RSA, EETF & WF2000)	Total Recommendation	New Funds	% Inc
Universities	43,260,595	2,157,610	419,712,386	464,247,887	472,624,481	8,376,594	1.8%
Colleges	8,525,150	23,372,671	146,875,810	176,109,689	178,993,927	2,884,237	1.6%
Total	51,785,745	25,530,281	566,588,196	640,357,577	651,618,408	11,260,831	1.8%

Non-Formula Entity Type	Fiscal Year 2020-21 Base			FY2021-22 AHECB Recommendation		
	EETF Forecast	RSA Forecast	Total Base (RSA & EETF)	Total Recommendation	New Funds	% Inc
Non-Formula Entities	15,934,649	91,677,852	107,612,501	126,950,127	19,337,626	18.0%
Health Care-Related UAMS	11,206,264	96,918,112	108,124,376	110,547,329	2,422,953	2.2%
Total	27,140,913	188,595,964	215,736,877	237,497,456	21,760,579	10.1%

Year 4 - Productivity Index

Productivity Index for FY2022 Recommendations		2.00%	
		Universities	**Colleges**
FY2022 Base RSA Forecast	$ 563,041,551	74%	26%
Productivity Recommendation	$ 11,260,831	8,376,594	2,884,237

Institution	FY2021 RSA Forecast	FY2021 Incentive Funding	FY2022 Base RSA	2016-18 Productivity Index	2017-19 Productivity Index	Change in Productivity Index	% Change in Productivity Index
ASUJ	$ 56,935,389	$ -	$ 56,935,389	29,395	30,728	1,333	4.54%
ATU	$ 33,387,368	$ -	$ 33,387,368	22,344	22,669	324	1.45%
HSU	$ 18,949,729	$ -	$ 18,949,729	7,616	7,879	263	3.46%
SAUM	$ 17,179,180	$ 882,704	$ 16,296,477	10,571	11,111	539	5.10%
UAF	$ 122,829,056	$ -	$ 122,829,056	59,490	62,714	3,224	5.42%
UAFS	$ 20,347,201	$ -	$ 20,347,201	11,954	12,211	258	2.15%
UALR	$ 56,358,996	$ -	$ 56,358,996	21,209	21,367	159	0.75%
UAM	$ 15,973,435	$ -	$ 15,973,435	6,036	6,352	316	5.24%
UAPB	$ 22,498,846	$ -	$ 22,498,846	6,994	7,290	296	4.23%
UCA	$ 55,253,184	$ -	$ 55,253,184	23,998	24,838	840	3.50%
4YR SUB	419,712,386	882,704	418,829,682	199,607	207,159	7,552	3.78%
ANC	$ 8,698,428	$ 37,320	$ 8,661,107	2,829	2,990	160	5.66%
ASUB	$ 11,750,839	$ -	$ 11,750,839	9,944	9,753	(191)	-1.92%
ASUMH	$ 3,683,762	$ -	$ 3,683,762	3,466	3,342	(124)	-3.56%
ASUMS	$ 4,042,384	$ 17,974	$ 4,024,410	2,726	2,779	53	1.96%
ASUN	$ 6,798,025	$ 532,167	$ 6,265,859	5,309	5,671	362	6.83%
ASUTR	$ 3,470,877	$ -	$ 3,470,877	2,938	2,884	(54)	-1.83%
BRTC	$ 5,961,595	$ -	$ 5,961,595	3,793	3,618	(175)	-4.61%
CCCUA	$ 3,476,039	$ -	$ 3,476,039	3,144	3,228	84	2.68%
EACC	$ 8,244,306	$ -	$ 8,244,306	2,033	2,215	182	8.94%
NAC	$ 7,807,078	$ -	$ 7,807,078	3,896	3,814	(82)	-2.11%
NPC	$ 8,821,684	$ -	$ 8,821,684	4,693	4,821	127	2.72%
NWACC	$ 12,172,778	$ 1,178,718	$ 10,994,060	12,593	13,299	706	5.61%
OZC	$ 3,048,782	$ -	$ 3,048,782	2,587	2,740	153	5.92%
PCCUA	$ 8,988,693	$ -	$ 8,988,693	2,344	2,558	214	9.13%
SACC	$ 6,032,949	$ -	$ 6,032,949	3,329	3,355	26	0.77%
SAUT	$ 5,570,912	$ -	$ 5,570,912	3,593	3,751	158	4.40%
SEAC	$ 5,496,724	$ -	$ 5,496,724	3,155	2,923	(232)	-7.35%
UACCB	$ 4,130,132	$ -	$ 4,130,132	2,930	2,976	46	1.55%
UACCHT	$ 4,991,585	$ 294,514	$ 4,697,071	3,348	3,585	237	7.07%
UACCM	$ 5,369,833	$ 284,410	$ 5,085,423	5,673	5,868	194	3.42%
UA-RM	$ 3,557,135	$ 318,839	$ 3,238,296	1,666	1,842	176	10.56%
UA-PT	$ 14,761,272	$ -	$ 14,761,272	13,250	12,170	(1,079)	-8.15%
2 YR SUB	$ 146,875,810	$ 2,663,941	$ 144,211,868	99,240	100,181	941	0.95%
TOTAL	$ 566,588,196	$ 3,546,645	$ 563,041,551	298,847	307,340	8,493	2.84%

Table C. 2021-22 Four-Year Universities Recommendations

Inst	FY2020-21 EETF Forecast	WF2000 Forecast	RSA Forecast	One-Time Incentive Funding in RSA	Total Base (RSA + EETF + WF2000 - Incentive Funding)	% Change in Productivity Index	Productivity Index Increases	Contribution to Increase	Distribution of Productivity Funding (New Funds)	% Increase over RSA	Reallocation Losses (2%)	Reallocation of Productivity Losses	RSA Increase (Capped at 2%)	Incentive Funding	FY2021-22 Recommendations Total Funding Recommendation	New Funds	2% Appropriation Adjustment	Total Recommendation
ASUJ	$ 7,042,874	$ -	$ 56,935,389	$ -	$ 63,978,263	4.54%	1,333	17.65%	$ 1,478,740	2.60%	$ -	$ -	$ 1,138,708	$ 340,033	$ 65,457,003	$ 1,478,740	$ 1,309,140	$ 66,766,143
ATU*	$ 2,417,366	$ 794,492	$ 33,387,368	$ -	$ 36,599,226	1.45%	324	4.29%	$ 359,699	1.08%	$ -	$ -	$ 359,699	$ -	$ 36,958,926	$ 359,699	$ 739,179	$ 37,698,104
HSU	$ 2,500,651	$ -	$ 18,949,729	$ -	$ 21,450,380	3.46%	263	3.49%	$ 291,938	1.54%	$ -	$ -	$ 291,938	$ -	$ 21,742,318	$ 291,938	$ 434,846	$ 22,177,165
SAUM	$ 1,478,440	$ -	$ 17,179,180	$ 882,704	$ 17,774,917	5.10%	539	7.14%	$ 597,975	3.67%	$ -	$ -	$ 325,930	$ 272,045	$ 18,372,892	$ 597,975	$ 367,458	$ 18,740,349
UAF	$ 10,812,259	$ -	$ 122,829,056	$ -	$ 133,641,315	5.42%	3,224	42.68%	$ 3,575,475	2.91%	$ -	$ -	$ 2,456,581	$ 1,118,894	$ 137,216,790	$ 3,575,475	$ 2,744,336	$ 139,961,126
UAFS	$ 3,664,157	$ -	$ 20,347,201	$ -	$ 24,011,358	2.15%	258	3.41%	$ 285,624	1.40%	$ -	$ -	$ 285,624	$ -	$ 24,296,983	$ 285,624	$ 485,940	$ 24,782,922
UALR	$ 6,350,420	$ -	$ 56,358,996	$ -	$ 62,709,416	0.75%	159	2.10%	$ 175,929	0.31%	$ -	$ -	$ 175,929	$ -	$ 62,885,345	$ 175,929	$ 1,257,707	$ 64,143,052
UAM*	$ 1,275,940	$ 1,363,118	$ 15,973,435	$ -	$ 18,612,493	5.24%	316	4.19%	$ 351,046	2.20%	$ -	$ -	$ 319,469	$ 31,578	$ 18,963,539	$ 351,046	$ 379,271	$ 19,342,810
UAPB	$ 2,215,005	$ -	$ 22,498,846	$ -	$ 24,713,851	4.23%	296	3.92%	$ 328,458	1.46%	$ -	$ -	$ 328,458	$ -	$ 25,042,310	$ 328,458	$ 500,846	$ 25,543,156
UCA	$ 5,503,483	$ -	$ 55,253,184	$ -	$ 60,756,667	3.50%	840	11.12%	$ 931,708	1.69%	$ -	$ -	$ 931,708	$ -	$ 61,688,375	$ 931,708	$ 1,233,768	$ 62,922,143
Total	$ 43,260,595	$ 2,157,610	$ 419,712,386	$ 882,704	$ 464,247,887	3.78%	7,552	100%	$ 8,376,594	2%	$ -	$ -	$ 6,614,044	$ 1,762,549	$ 472,624,481	$ 8,376,594	$ 9,452,490	$ 482,076,970

*Includes ATU-Ozark

**Includes UAM-Crossett and UAM-McGehee

Table D. 2021-22 Two Year Colleges Recommendations

Inst	FY2020-21 EETF Forecast	WF2000 Forecast	RSA Forecast	One-Time Incentive Funding in RSA	Total Base (RSA + EETF + WF2000 - Incentive Funding)	% Change in Productivity Index	Productivity Index Increases	Contribution to Increase	Distribution of Productivity Funding (New Funds)	% Increase over RSA	Reallocation Losses (2%)	Reallocation of Productivity Losses	RSA Increase (Capped at 2%)	Incentive Funding	Total Funding Recommendation	New Funds	2% Appropriation Adjustment	Total Recommendation
ANC	862,509	730,954	8,698,428	37,320	10,254,570	5.66%	160	5.56%	160,383	1.85%	-	58,018	173,222	45,178	10,472,970	218,400	209,459	10,682,430
ASUB	1,720,546	801,945	11,750,839	-	14,273,330	-1.92%	-	0.00%	-	0.00%	225,790	(225,790)	-	-	14,047,540	(225,790)	280,951	14,328,491
ASUMH	-	823,929	3,683,762	-	4,507,691	-3.56%	-	0.00%	-	0.00%	73,675	(73,675)	-	-	4,434,016	(73,675)	88,680	4,522,696
ASUMS	-	2,190,914	4,042,384	17,974	6,215,324	1.96%	53	1.85%	53,489	1.33%	-	19,349	72,838	-	6,288,162	72,838	125,763	6,413,925
ASUN	-	1,417,628	6,798,025	532,167	7,683,487	6.83%	362	12.59%	363,150	5.80%	-	131,368	125,317	369,200	8,178,004	494,517	163,560	8,341,564
ASUTR	-	1,156,386	3,470,877	-	4,627,263	-1.83%	-	0.00%	-	0.00%	63,359	(63,359)	-	-	4,563,904	(63,359)	91,278	4,655,182
BRTC	-	2,245,209	5,961,595	-	8,206,804	-4.61%	-	0.00%	-	0.00%	119,232	(119,232)	-	-	8,087,572	(119,232)	161,751	8,249,324
CCCUA	-	1,350,337	3,476,039	-	4,826,376	2.68%	84	2.93%	84,456	2.43%	-	30,551	69,521	45,486	4,941,383	115,007	98,828	5,040,211
EACC	900,405	783,221	8,244,306	-	9,927,932	8.94%	182	6.31%	182,042	2.21%	-	65,853	164,886	83,008	10,175,826	247,894	203,517	10,379,342
NAC	531,768	575,177	7,807,078	-	8,914,023	-2.11%	-	0.00%	-	0.00%	156,142	(156,142)	-	-	8,757,882	(156,142)	175,158	8,933,039
NPC	1,346,682	668,021	8,821,684	-	10,836,387	2.72%	127	4.43%	127,747	1.45%	-	46,212	173,959	-	11,010,346	173,959	220,207	11,230,553
NWACC	1,190,120	-	12,172,778	1,178,718	12,184,180	5.61%	706	24.52%	707,310	6.43%	-	255,866	219,881	743,294	13,147,355	963,176	262,947	13,410,303
OZC	-	1,271,841	3,048,782	-	4,320,623	5.92%	153	5.32%	153,359	5.03%	-	55,477	60,976	147,860	4,529,458	208,835	90,589	4,620,047
PCCUA	876,872	529,856	8,988,693	-	10,395,421	9.13%	214	7.43%	214,337	2.38%	-	77,535	179,774	112,098	10,687,293	291,872	213,746	10,901,039
SACC	615,812	461,389	6,032,949	-	7,110,150	0.77%	26	0.89%	25,776	0.43%	-	9,324	35,101	-	7,145,251	35,101	142,905	7,288,156
SAUT	242,762	-	5,570,912	-	5,813,674	4.40%	158	5.49%	158,479	2.84%	-	57,329	111,418	104,389	6,029,481	215,807	120,590	6,150,071
SEAC	-	1,975,199	5,496,724	-	7,471,923	-7.35%	-	0.00%	-	0.00%	109,934	(109,934)	-	-	7,361,988	(109,934)	147,240	7,509,228
UACCB	-	866,760	4,130,132	-	4,996,892	1.55%	46	1.58%	45,634	1.10%	-	16,508	62,142	-	5,059,033	62,142	101,181	5,160,214
UACCH	-	1,958,947	4,991,585	294,514	6,656,018	7.07%	237	8.22%	237,131	5.05%	-	85,781	93,941	228,970	6,978,929	322,912	139,579	7,118,508
UACCM	-	1,291,186	5,369,833	284,410	6,376,609	3.42%	194	6.75%	194,563	3.83%	-	70,382	101,708	163,237	6,641,555	264,946	132,831	6,774,386
UA-RM	237,674	-	3,557,135	318,839	3,475,970	10.56%	176	6.12%	176,383	5.45%	-	63,805	64,766	175,422	3,716,158	240,188	74,323	3,790,481
UA-PT	-	2,273,772	14,761,272	-	17,035,044	-8.15%	-	0.00%	-	0.00%	295,225	(295,225)	-	-	16,739,818	(295,225)	334,796	17,074,615
Total	8,525,150	23,372,671	146,875,810	2,663,941	176,109,689	10018104.20%	2,879	100%	2,884,237	2%	1,043,357	-	1,709,451	2,218,144	178,993,927	2,884,237	3,579,879	182,573,805

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Table E. 2021-22 Non-Formula Entities Recommendations

Institution/Entity	FY2020-21			FY 2021-22 Recommendations			
	EETF Forecast	RSA Forecast	Total Base (RSA & EETF)	2.5% Continuing Level of RSA	Base Operations & Program Enhancements	Total New Funds over 2020-21 Rec.	Total Recommendation
ADTEC/ADWIRED	$ -	$ 1,527,000	$ 1,527,000	$ 38,175	$ -	$ 38,175	$ 1,565,175
AREON	$ -	$ -	$ -	$ -	$ 3,000,000	$ 3,000,000	$ 3,000,000
ASU-System Office	$ 168,693	$ 2,397,413	$ 2,566,106	$ 59,935	$ -	$ 59,935	$ 2,626,042
ASU-Heritage	$ -	$ 364,095	$ 364,095	$ 9,102	$ 2,079,580	$ 2,088,682	$ 2,452,778
HSU-CEC	$ -	$ 81,234	$ 81,234	$ 2,031	$ -	$ 2,031	$ 83,265
NWACC-CPTC	$ -	$ -	$ -	$ -	$ 163,396	$ 163,396	$ 163,396
SACC-Arboretum	$ -	$ -	$ -	$ -	$ 17,534	$ 17,534	$ 17,534
SAUT-ETA	$ 40,567	$ 375,036	$ 415,603	$ 9,376	$ 101,244	$ 110,620	$ 526,223
SAUT-FTA	$ 102,675	$ 1,680,943	$ 1,783,618	$ 42,024	$ 950,584	$ 992,608	$ 2,776,226
UA-SYS	$ 536,855	$ 3,479,474	$ 4,016,329	$ 86,987	$ 730,915	$ 817,902	$ 4,834,231
UA-AS	$ 155,688	$ 2,369,274	$ 2,524,962	$ 59,232	$ -	$ 59,232	$ 2,584,194
UA-DivAgri	$ 6,390,364	$ 65,800,138	$ 72,190,502	$ 1,645,003	$ 1,500,000	$ 3,145,003	$ 75,335,505
UA-ASMSA	$ 8,539,806	$ 1,133,048	$ 9,672,854	$ 28,326	$ 861,000	$ 889,326	$ 10,562,180
UA-CS	$ -	$ 2,336,896	$ 2,336,896	$ 58,422	$ 107,000	$ 165,422	$ 2,502,318
UA-CJI	$ -	$ 2,258,634	$ 2,258,634	$ 56,466	$ 541,300	$ 597,766	$ 2,856,400
UAF-ARTP	$ -	$ -	$ -	$ -	$ 260,000	$ 260,000	$ 260,000
UAF-Autism	$ -	$ -	$ -	$ -	$ 2,500,000	$ 2,500,000	$ 2,500,000
UAF-GWG	$ -	$ -	$ -	$ -	$ 1,200,000	$ 1,200,000	$ 1,200,000
UAF-Pryor Center	$ -	$ -	$ -	$ -	$ 104,784	$ 104,784	$ 104,784
UAF-WTC AR	$ -	$ -	$ -	$ -	$ 250,000	$ 250,000	$ 250,000
UALR-RAPS	$ -	$ 4,161,418	$ 4,161,418	$ 104,035	$ 1,437,500	$ 1,541,535	$ 5,702,953
UAPB-Nonformula*	$ -	$ 3,713,249	$ 3,713,249	$ 92,831	$ 1,240,843	$ 1,333,674	$ 5,046,923
Total	**$ 15,934,649**	**$ 91,677,852**	**$ 107,612,501**	**$ 2,291,946**	**$ 17,045,680**	**$ 19,337,626**	**$ 126,950,127**

*UAPB's Recommendation for RSA funding is for federal matching purposes.

Health-Related Non-Formula Entity - UAMS

	FY2020-21			FY 2021-22 Recommendations			
	EETF Forecast	RSA Forecast	Total Base (RSA & EETF)	2.5% Continuing Level of RSA	Base Operations & Program Enhancements	Total New Funds over 2020-21 Rec.	Total Recommendation
UAMS	$ 10,934,179	$ 88,012,881	$ 98,947,060	$ 2,200,322	$ -	$ 2,200,322	$ 101,147,382
UAMS-ABUSE/RAPE/DV	$ -	$ 748,232	$ 748,232	$ 18,706	$ -	$ 18,706	$ 766,938
UAMS-Child Safety	$ -	$ 733,559	$ 733,559	$ 18,339	$ -	$ 18,339	$ 751,898
UAMS-Ped/Pysch/Res.	$ -	$ 1,985,100	$ 1,985,100	$ 49,628	$ -	$ 49,628	$ 2,034,728
UAMS-IC	$ 272,085	$ 5,438,340	$ 5,710,425	$ 135,959	$ -	$ 135,959	$ 5,846,384
Total	**$ 11,206,264**	**$ 96,918,112**	**$ 108,124,376**	**$ 2,422,953**	**$ -**	**$ 2,422,953**	**$ 110,547,329**

**PERSONAL SERVICES RECOMMENDATIONS FOR
NON-CLASSIFIED PERSONNEL
2021-23 BIENNIUM**

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

These recommendations, to be effective July 1, 2021, recognize the varying structures and sizes of institutions, while maintaining reasonable consistency among similar positions at institutions. The primary objective of the ADHE staff was to maintain relative uniformity in titles and line-item maximums for similar positions in comparable institutions, while recognizing the varying missions and structures of institutions, priorities of the new biennium, and FTE enrollment growth.

While additional positions and titles were recommended when institutions demonstrated a compelling need, ADHE staff attempted to keep the net growth at a minimum due to concerns over budget shortfalls and the expansion of state services. Salary recommendations for new positions were based on salaries for similar positions previously established at comparable Arkansas institutions.

Institutions of higher education, apart from UAMS, have 28,004 positions currently authorized. For the 2021-23 Biennium, institutions requested an increase of 252 positions and the deletion of 296 positions, for a net new request of (44) positions. ADHE staff recommends a net decrease of (54) positions, for a total recommendation of 27,950 positions (a 0.2 percent decrease). UAMS currently has 11,559 authorized positions and did not submit a request to change this total. ADHE staff recommends the current level of 11,559 positions.

Institutions' state funding is not based on the number of approved positions. Additional positions do not generate a need for new funding. If institutional growth necessitates additional positions during the year, positions may be requested from the appropriate pool.

Summaries of authorized, requested, and recommended positions for two-year and four-year institutions are shown in Table 13-A and Table 13-B. Recommended maximum salaries for selected key administrative and academic positions are shown in Table 13-C and Table 13-D.

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

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, grades, and maximum salaries for positions in academic, administrative, and auxiliary positions for the 2021-23 Biennium as recommended by staff.

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

> **FURTHER RESOLVED,** That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2021-23 Biennium.

TABLE 9-A 2021-22 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR UNIVERSITIES

Institution	AY 2020 FTE	Authorized 2020-21 Positions*					Filled 2019-20 Positions*					Deleted Positions					Requested Added Positions*					Recommended Added Positions					Total Positions					Percent Increase				
		Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total
Four-Year Institutions: Sorted by Institution																																				
ASUJ		268	1,174	73	693	2,208	256	1,152	68	595	2,071	12	1	0	18	31	9	10	0	5	24	9	10	0	5	24	265	1,183	73	680	2,201	-1.1%	0.8%	0.0%	-1.9%	-0.3%
ASU-SYS		28	0	0	0	28	19	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	0	0	0	28	0.0%	0.0%	0.0%	0.0%	0.0%
ASU-ABI		12	20	0	6	38	8	12	0	5	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	20	0	6	38	0.0%	0.0%	0.0%	0.0%	0.0%
ATU		222	768	41	419	1,450	172	616	32	268	1,088	0	9	0	3	12	1	10	0	1	12	1	10	0	1	12	223	769	41	417	1,450	0.5%	0.1%	0.0%	-0.5%	0.0%
ATU-Ozark		28	152	1	39	220	20	102	0	24	146	0	0	0	2	2	2	0	0	0	2	2	0	0	0	2	30	152	1	37	220	7.1%	0.0%	0.0%	-5.1%	0.0%
HSU		95	346	29	160	630	82	328	29	88	527	9	0	1	28	38	6	12	6	9	33	6	12	6	9	33	92	358	34	141	625	-3.2%	3.5%	17.2%	-11.9%	-0.8%
SAUM		72	284	13	160	529	69	267	12	112	460	0	0	0	8	8	4	0	0	4	8	4	0	0	4	8	76	284	13	156	529	5.6%	0.0%	0.0%	-2.5%	0.0%
UAF		881	2,515	335	1,721	5,452	761	2,078	283	1,259	4,381	1	0	0	55	56	34	0	0	5	39	34	0	0	5	39	914	2,515	335	1,671	5,435	3.7%	0.0%	0.0%	-2.9%	-0.3%
UA-GWG		14	0	0	0	14	12	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	14	0.0%	0.0%	0.0%	0.0%	0.0%
UAFS		167	672	33	247	1,119	134	407	24	116	681	2	4	1	7	14	4	0	5	5	14	4	0	5	5	14	169	668	37	245	1,119	1.2%	-0.6%	12.1%	-0.8%	0.0%
UALR		345	1,320	54	531	2,250	261	919	41	335	1,556	3	49	0	0	52	5	0	0	0	5	5	0	0	0	5	347	1,271	54	531	2,203	0.6%	-3.7%	0.0%	0.0%	-2.1%
UAM		63	264	23	176	526	57	192	21	117	387	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	63	264	23	173	523	0.0%	0.0%	0.0%	-1.7%	-0.6%
UAMCT-C		6	49	0	8	63	5	24	0	8	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	49	0	8	63	0.0%	0.0%	0.0%	0.0%	0.0%
UAMCT-M		6	44	0	15	65	6	23	0	9	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	44	0	15	65	0.0%	0.0%	0.0%	0.0%	0.0%
UAM-AHEOTA-W		1	4	0	2	7	1	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	2	7	0.0%	0.0%	0.0%	0.0%	0.0%
UAPB		101	262	39	306	708	72	183	32	210	497	0	0	0	4	4	2	0	0	0	2	2	0	0	0	2	103	262	39	302	706	2.0%	0.0%	0.0%	-1.3%	-0.3%
UAPB-AES & EP		5	157	0	13	175	2	107	0	10	119	0	0	0	0	0	0	2	0	0	2	0	2	0	0	2	5	159	0	13	177	0.0%	1.3%	0.0%	0.0%	1.1%
UA SYSTEM		76	0	0	3	79	60	0	0	3	63	3	0	0	0	3	11	0	0	0	11	11	0	0	0	11	84	0	0	3	87	10.5%	0.0%	0.0%	0.0%	10.1%
UA-Div of Agri		432	843	0	624	1,899	362	547	0	353	1,262	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	432	843	0	624	1,899	0.0%	0.0%	0.0%	0.0%	0.0%
UA-AAS		3	60	0	6	69	3	28	0	4	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	60	0	6	69	0.0%	0.0%	0.0%	0.0%	0.0%
UA-AREON		11	0	0	0	11	7	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	11	0.0%	0.0%	0.0%	0.0%	0.0%
UA-ASMSA		55	74	0	0	129	37	40	0	0	77	5	0	0	0	5	5	0	0	0	5	5	0	0	0	5	55	74	0	0	129	0.0%	0.0%	0.0%	0.0%	0.0%
UA-CJI		33	0	0	6	39	21	0	0	1	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	6	39	0.0%	0.0%	0.0%	0.0%	0.0%
UA-CS		10	21	0	0	31	8	12	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	21	0	0	31	0.0%	0.0%	0.0%	0.0%	0.0%
UCA		274	1,203	87	726	2,290	236	999	80	519	1,834	2	0	0	23	25	0	0	2	23	25	0	0	2	23	25	272	1,203	89	726	2,290	-0.7%	0.0%	2.3%	0.0%	0.0%
Total without UAMS		3,208	10,232	728	5,861	20,029	2,671	8,038	622	4,036	15,367	37	63	2	151	253	83	34	13	52	182	83	34	13	52	182	3,254	10,203	739	5,762	19,958	1.4%	-0.3%	1.5%	-1.7%	-0.4%
UAMS		1,904	2,451	4,581	2,623	11,559	1,795	2,207	4,475	1,026	9,503	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,904	2,451	4,581	2,623	11,559	0.0%	0.0%	0.0%	0.0%	0.0%
Total with UAMS		5,112	12,683	5,309	8,484	23,104	4,466	10,245	5,097	5,062	19,808	37	63	2	151	102	83	34	13	52	130	83	34	13	52	130	5,158	12,654	5,320	8,385	31,517	0.9%	-0.2%	0.2%	-1.2%	36.4%
Total 2-yr & 4-yr without UAMS		4,129	15,510	740	7,625	28,004	3,447	11,727	631	5,130	20,935	47	64	2	183	296	114	49	13	76	252	114	39	13	76	242	4,196	15,485	751	7,518	27,950	1.6%	-0.2%	1.5%	-1.4%	-0.2%

*Moves are considered to be authorized, filled, and requested in the category to which they were moved.

1.3% 4-yr positions given up
0.0% UAMS positions given up
0.7% Total positions w/o UAMS given up

Institution	AY 2020 FTE	Authorized 2020-21 Positions*					Filled 2019-20 Positions*					Deleted Positions					Requested Added Positions*					Recommended Added Positions					Total Positions					Percent Increase				
		Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total	Admin	Academic	Auxiliary	Classified	Total
Two-Year Institutions: Sorted by Institution																																				
ANC		41	192	1	65	299	40	60	1	36	137	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	192	1	65	299	0.0%	0.0%	0.0%	0.0%	0.0%
ASUB		69	346	1	126	542	54	215	1	94	364	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	69	346	1	124	540	0.0%	0.0%	0.0%	-1.6%	-0.4%
ASUMH		25	120	0	55	200	24	95	0	34	153	0	0	0	3	3	2	0	0	0	2	2	0	0	0	2	27	120	0	52	199	8.0%	0.0%	0.0%	-5.5%	-0.5%
ASUMS		50	199	1	56	306	36	122	0	22	180	0	0	0	2	2	0	0	0	1	1	0	0	0	1	1	50	199	1	55	305	0.0%	0.0%	0.0%	-1.8%	-0.3%
ASUN		39	231	1	70	341	37	156	1	44	238	0	0	0	4	4	3	0	0	1	4	3	0	0	1	4	42	231	1	67	341	7.7%	0.0%	0.0%	-4.3%	0.0%
ASUTR		21	156	0	48	225	17	115	0	32	164	2	0	0	7	9	2	13	0	14	29	2	3	0	14	19	21	159	0	55	235	0.0%	1.9%	0.0%	14.6%	4.4%
BRTC		37	146	0	71	254	35	121	0	39	195	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	146	0	71	254	0.0%	0.0%	0.0%	0.0%	0.0%
CCCUA		26	118	1	55	200	24	95	1	38	158	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	118	1	55	200	0.0%	0.0%	0.0%	0.0%	0.0%
EACC		38	218	0	90	346	25	189	0	53	267	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	218	0	90	346	0.0%	0.0%	0.0%	0.0%	0.0%
NAC		28	292	1	79	400	22	289	0	67	378	6	1	0	4	11	6	2	0	2	10	6	2	0	2	10	28	293	1	77	399	0.0%	0.3%	0.0%	-2.5%	-0.3%
NPC		52	239	1	88	380	47	149	1	56	253	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52	239	1	88	380	0.0%	0.0%	0.0%	0.0%	0.0%
NWACC		120	756	0	228	1,104	100	563	0	113	776	0	0	0	0	0	12	0	0	0	12	12	0	0	0	12	132	756	0	228	1116	10.0%	0.0%	0.0%	0.0%	1.1%
OZC		23	150	0	48	221	19	108	0	32	159	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	22	150	0	48	220	-4.3%	0.0%	0.0%	0.0%	-0.5%
PCCUA		26	194	0	105	325	24	124	0	70	218	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	194	0	105	325	0.0%	0.0%	0.0%	0.0%	0.0%
SACC		40	211	3	73	327	35	115	3	40	193	1	0	0	8	9	2	0	0	6	8	2	0	0	6	8	41	211	3	71	326	2.5%	0.0%	0.0%	-2.7%	-0.3%
SAUT		30	135	0	75	240	24	82	0	43	149	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	135	0	75	240	0.0%	0.0%	0.0%	0.0%	0.0%
SAUT-FTA		2	50	0	15	67	2	34	0	9	45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	50	0	15	67	0.0%	0.0%	0.0%	0.0%	0.0%
SAUT-ECC		2	20	0	4	26	2	16	0	2	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	20	0	4	26	0.0%	0.0%	0.0%	0.0%	0.0%
SEAC		27	280	0	55	362	20	279	0	53	352	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	280	0	55	362	0.0%	0.0%	0.0%	0.0%	0.0%
UACCB		27	195	0	50	272	27	160	0	43	230	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	195	0	50	272	0.0%	0.0%	0.0%	0.0%	0.0%
UACCH-T		27	131	1	49	208	24	100	0	33	157	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	27	131	1	48	207	0.0%	0.0%	0.0%	-2.0%	-0.5%
UACCM		34	180	0	78	292	29	89	0	50	168	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	34	180	0	77	291	0.0%	0.0%	0.0%	-1.3%	-0.3%
UACCRM		24	91	1	28	144	23	74	1	17	115	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24	91	1	28	144	0.0%	0.0%	0.0%	0.0%	0.0%
UA-PTC		113	628	0	153	894	86	339	0	74	499	0	0	0	0	0	4	0	0	0	4	4	0	0	0	4	117	628	0	153	898	3.5%	0.0%	0.0%	0.0%	0.4%
Grand Total		921	5,278	12	1,764	7,975	776	3,689	9	1,094	5,568	10	1	0	32	43	31	15	0	24	70	31	5	0	24	60	942	5,282	12	1,756	7,992	2.3%	0.1%	0.0%	-0.5%	0.2%

*Moves are considered to be authorized in the category they are moved to.

TABLE 13-C
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR FOUR-YEAR INSTITUTIONS: FY 2021-22

INSTITUTION	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEAN	DEPT CHAIR	9-MONTH			
							PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
UAF**	326,280	243,600	218,370	195,495	209,838	267,077	200,308	156,999	152,189	101,168
UALR	321,240	223,009	187,096	187,096	178,571	167,198	161,513	141,606	118,539	92,493
ASUJ	294,470	223,009	184,255	184,255	185,000	167,198	164,355	152,980	130,116	106,962
ATU	294,470	223,009	184,255	184,255	178,572	167,198	161,513	141,606	118,539	92,493
UCA	294,470	223,009	187,096	184,255	178,571	167,198	161,513	141,606	118,539	92,493
HSU	267,700	179,280	179,280	176,555	171,105	160,206	154,758	135,675	113,587	88,621
SAUM	267,700	167,195	161,398	156,550	144,449	133,003	124,327	109,853	101,174	83,811
UAM	240,930	167,195	161,398	156,550	144,449	133,003	124,327	109,853	101,174	83,811
UAPB	241,902	167,195	161,398	156,550	144,449	133,003	124,327	109,853	101,174	83,811
UAFS	240,930	192,780	179,279	176,555	144,449	160,206	154,758	135,675	113,586	88,621
UAMS*	401,549	387,618	327,586	N/A	320,492	466,889	325,737	298,592	282,305	223,797
ASU/SYS	362,010	210,400	226,899	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UA/SYS	467,384	243,599	230,222	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*UAMS faculty salaries are for 12-month positions.

**UAF Chief Student Officer is listed as a Vice Provost

TABLE 13-D
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR TWO-YEAR INSTITUTIONS: FY 2021-22

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DIVISION CHAIR	FACULTY	9-MONTH PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
ANC	172,874	138,754	130,116	130,116	121,431	92,495				
ASUB	172,874	138,754	130,116	130,116	121,431		99,247	93,572	82,795	72,135
ASUMH	172,874	138,754	130,116	130,116	121,431	92,495				
ASUMS	172,874	138,754	130,116	130,116	121,431	92,495				
ASUN	172,874	138,754	130,116	130,116	121,431		99,247	93,572	82,795	72,135
ASUTR*	172,874	138,754	130,116	130,116	121,431	92,495				
BRTC	172,874	138,754	130,116	130,116	121,431	92,495				
CCCUA	172,874	138,754	130,116	130,116	121,431	92,495				
EACC	172,874	138,754	130,116	130,116	121,431	92,495				
NAC	172,874	138,754	130,116	130,116	121,431	92,495				
NPC	172,874	138,754	130,116	130,116	121,431	92,495				
NWACC	172,874	138,754	130,116	130,116	121,431	92,495				
OZC	172,874	138,754	130,116	130,116	121,431	92,495				
PCCUA	172,874	138,754	155,826	130,116	121,431	92,495				
SACC	172,874	138,754	138,754	130,116	121,431	92,495				
SAUT	172,874	138,754	130,116	130,116	121,431	92,495				
SEAC	172,874	138,754	130,116	130,116	121,431	92,495				
UACCB	172,874	138,754	130,116	130,116	121,431	92,495				
UACCH-T	172,874	138,754	138,754	130,116	121,431	92,495				
UACCM	172,874	138,754	130,116	130,116	121,431	92,495				
UACCRM	172,874	138,754	130,116	130,116	121,431	92,495				
UA-PTC	172,874	144,754	130,116	130,116	121,431	92,495				

*ASUTR (Formerly CoTO)

Agenda Item No. 14
Arkansas Higher Education Coordinating Board
July 31, 2020

CERTIFICATION OF INTERCOLLEGIATE ATHLETIC
REVENUES AND EXPENDITURES FOR 2020-21
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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
The institutional submissions establish the 2020-21 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits. The University of Arkansas, Fayetteville (UAF), Arkansas State University Mid-South (ASUMS), Cossatot Community College of the University of Arkansas (CCCUA), National Park College (NPC), Northwest Arkansas Community College (NWACC), University of Arkansas Community College at Rich Mountain (UACCRM), South Arkansas Community College (SACC), and North Arkansas College (NAC) do not charge an athletic fee and expect to continue to meet their athletic operating costs without assessing a student athletic fee for the 2020-21 fiscal year. The following institutions have set their athletic fee per student semester credit hour (SSCH) as follows:

Inst.	2019-20 Athletic Fee	2020-21 Athletic Fee
ASUJ		
ATU		
HSU		
SAUM		
UAFS		
UALR		
UAM		
UAPB		
UCA		
SAUT		

A summary chart of 2020-21 athletic certification data from each institution is shown on page 14-3. The summary chart, excluding the University of Arkansas, Fayetteville (UAF), indicates that 33.6 percent of athletic program budgets are being funded from student athletic fees, while 17.9 percent comes from athletic generated revenues. Transfers from educational and general funds contribute 19.7 percent of the funding. The remaining 28.8 percent is funded from other auxiliary profits, endowment and investment income, contributions and other athletic income.

Other than the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

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 Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2020-21 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

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14-3

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
ASUJ	$ 6,148,628	33.4%	$ 2,276,764	12.4%	$ 4,314,725	23.4%	$104,642	0.6%	$ 2,796,777	15.2%	$ 2,215,646	12.0%	$ 564,169	3.1%	$ 18,421,351	$ 18,421,351	$19.00
ATU	$ 176,352	2.8%	$ -	0.0%	$ 3,599,859	56.4%	$ -	0.0%	$ 148,241	2.3%	$ 2,099,767	32.9%	$ 355,900	5.6%	$ 6,380,119	$ 6,380,119	$20.00
HSU	$ 19,000	0.3%	$ 212,000	3.8%	$ 1,762,208	31.6%	$ -	0.0%	$ 2,198,270	39.4%	$ 1,391,407	24.9%	$ -	0.0%	$ 5,582,885	$ 5,582,885	$19.75
SAUM	$ 63,000	1.2%	$ -	0.0%	$ 1,891,340	36.1%	$ -	0.0%	$ 1,899,099	36.2%	$ 1,391,407	26.5%	$ -	0.0%	$ 5,244,846	$ 5,244,846	$19.00
UAFS	$ 99,200	2.8%	$ 4,800	0.1%	$ 2,226,196	63.6%	$ -	0.0%	$ 1,172,142	33.5%	$ -	0.0%	$ -	0.0%	$ 3,502,338	$ 3,502,338	$18.00
UALR	$ 2,020,933	20.6%	$ 375,000	3.8%	$ 3,389,240	34.6%	$ -	0.0%	$ 350,000	3.6%	$ 2,831,307	28.9%	$ 834,727	8.5%	$ 9,801,207	$ 9,801,207	$22.00
UAM	$ 38,000	1.0%	$ -	0.0%	$ 973,142	26.4%	$ -	0.0%	$ 1,756,894	47.6%	$ 921,729	25.0%	$ -	0.0%	$ 3,689,765	$ 3,689,765	$18.00
UAPB	$ 2,474,000	34.3%	$ 250,000	3.5%	$ 1,500,000	20.8%	$ -	0.0%	$ 1,206,258	16.7%	$ 1,391,407	19.3%	$ 399,600	5.5%	$ 7,221,265	$ 7,221,265	$22.00
UCA	$ 2,277,207	18.2%	$ 490,728	3.9%	$ 5,225,000	41.9%	$ -	0.0%	$ 3,088,269	24.7%	$ 1,391,407	11.1%	$ 11,400	0.1%	$ 12,484,011	$ 12,484,011	$19.00
ASUMS	$ 3,000	1.1%	$ 55,000	20.9%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 205,000	77.9%	$ -	0.0%	$ 263,000	$ 263,000	$0.00
CCCUA	$ 10,000	19.9%	$ 40,000	79.8%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 156	0.3%	$ -	0.0%	$ 50,156	$ 50,156	$0.00
NAC	$ 2,500	0.8%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 45,091	14.3%	$ 234,059	74.4%	$ 33,000	10.5%	$ 314,650	$ 314,650	$0.00
NPC	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 100,000	0.0%	$ 261,165	72.3%	$ -	0.0%	$ 361,165	$ 361,165	$0.00
NWACC*	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	$ -	$0.00
SACC	$ 9,000	9.4%	$ 20,000	20.8%	$ -	0.0%	$ -	0.0%	$ 25,000	26.0%	$ 42,000	43.8%	$ -	0.0%	$ 96,000	$ 96,000	$0.00
SAUT	$ 19,000	5.0%	$ 7,000	1.8%	$ 160,000	41.8%	$ -	0.0%	$ -	0.0%	$ 196,850	51.4%	$ -	0.0%	$ 382,850	$ 382,850	$9.00
UACCRM	$ 11,400	1.5%	$ 42,550	5.6%	$ -	0.0%	$ -	0.0%	$ 586,300	77.1%	$ 120,075	15.8%	$ -	0.0%	$ 760,325	$ 760,325	$0.00
Subtotal	$ 13,371,220	17.9%	$ 3,773,842	5.1%	$ 25,041,710	33.6%	$104,642	0.1%	$ 15,372,341	20.6%	$ 14,693,382	19.7%	$ 2,198,796	2.9%	$ 74,555,933	$ 74,555,933	$10.93
UAF	$ 106,524,855	85.5%	$ 17,542,395	14.1%	$ -	0.0%	$500,000	0.4%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 124,567,250	$ 124,567,250	$0.00
Total	$ 119,896,075	60.2%	$ 21,316,237	10.7%	$ 25,041,710	12.6%	$604,642	0.3%	$ 15,372,341	7.7%	$ 14,693,382	7.4%	$ 2,198,796	1.1%	$ 199,123,183	$ 199,123,183	$10.32

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

*The Board of Trustees for NWACC approved the Intercollegiate Cross Country Athletic Program for FY20; however due to Coronavirus interruptions, the administration made the decision to reassess plans in FY21.

MASTER OF SCIENCE IN CONSTRUCTION MANAGEMENT
UNIVERSITY OF ARKANSAS, FAYETTEVILLE

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Construction Management (CIP 52.2001; 30 credit hours; 100% online) offered by the University of Arkansas, Fayetteville, 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, Fayetteville of the approval.

Program Justification
The proposed 30 credit hour online, distance education program Master of Science in Construction Management degree will afford graduates the skills to plan and manage a construction project from design to completion. The curriculum will contain topics including, but not limited to, scheduling, project finance, construction productivity, construction safety, and legal aspects of construction. Throughout the duration of the program, students will have the opportunity to obtain professional certifications from the Lean Construction Institute, Six Sigma, Project Management Professionals and others which should make the graduates very marketable. Graduates should be able to obtain positions in the construction industry as project engineers, project managers, project superintendents, and preconstruction managers.

UAF became aware of the need for the proposed program after discussions with alumni in the Civil Engineering program. Discussions began with several local construction companies to ascertain their needs and a survey instrument was distributed. Some of the companies responding to the survey were Alessi Keyes Construction, Baldwin & Shell Construction Company, BGE, Inc., CDI Contractors, LLC, Clark Contractors, LLC, Cyntergy, Turner Construction Company, and VCC. Many of the respondents have jobs currently and will have jobs in the future, and would hire graduates from the proposed program. Many of the prospective employers indicated they would provide tuition reimbursement for their employees and internships many be available for other students.

The proposed program will be supported by these current programs: Masters of Science in Operations Management, Engineering, and Civil Engineering in the College of Engineering. Seven faculty and a program coordinator in the College of Engineering with appropriate terminal degrees have been identified for program implementation. Therefore, no new faculty will be required. Current library resources and instructional equipment are sufficient. Since the proposed program is 100% distance, there is not a need for instructional facilities. A part-time staff member will be hired to help administer the program. Expenditures for the first three years are expected to be $80,000 to cover instructional costs, instructional fringes, and a part-time staff member. Tuition and fees will cover these costs.

Arkansas Institutions Offering Similar Program
University of Arkansas Little Rock – Master of Science in Construction Management (on-campus only)

Program Viability
Projected Annual Enrollment beginning Fall 2021 –10 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements
Core Courses – 21 credit hours
CVEG	*5503*	*Construction Safety*
CVEG	*5513*	*Construction Scheduling*
CVEG	*5523*	*Construction Productivity*
CVEG	*5533*	*Legal Aspects of Construction*
CVEG	*5543*	*Sustainability in Construction Management*
CVEG	*5553*	*Risk and Financial Management in Construction*
CVEG	*5563*	*Building Information Modeling for Design and Construction*

Additional Electives – 6 credit hours

XXX9   Graduate Level Electives from existing courses in the Master of Science in Engineering (MSE) program

New courses

Program Admission Requirements
Applicants to the proposed program must meet the following admissions requirements. This includes having a Bachelor of Science, Bachelor of Arts, or Bachelor of Architecture from an accredited university. The applicant should have an undergraduate grade point average (GPA) of 3.0 or better on all course work taken prior to receipt of the Bachelor's degree, or a GPA of 3.0 or better on the last 60 hours of course work taken prior to receipt of the Bachelor's degree. An entrance exam, such as the GRE, is not required.

DOCTOR OF PHILOSOPHY (Ph.D.) IN HIGHER EDUCATION
UNIVERSITY OF ARKANSAS, FAYETTEVILLE

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Doctor of Philosophy in Higher Education (CIP 13.0406; 96 credit hours) offered by the University of Arkansas, Fayetteville, 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, Fayetteville of the approval.

Program Justification

The proposed 96 credit hour Doctor of Philosophy (Ph.D.) in Higher Education degree is designed for individuals with professional experience in higher education who plan to assume major leadership roles or faculty positions in colleges and universities. Within this program, there is flexibility to fashion a program of study tailored to each student's specific career goals. Students may focus on two- or four-year colleges/universities or some other aspect of post-secondary education. The goal of the proposed Ph.D. in Higher Education degree program is designed to equip students with the skills and knowledge necessary to (1) provide effective leadership to institutions of higher education; (2) make evidence-based decisions and solve problems through processes that recognize a wide variety of environmental factors, constituents, and influences; (3) conduct original research and effectively communicate research findings to diverse audiences; (4) create more diverse and inclusive institutions, programs, and policies; and, (5) respect ideas, perspectives, motivations, and behaviors of students, faculty, and leaders and understand their unique roles and responsibilities within institutions of higher education.

The proposed Ph.D. in Higher Education will replace an existing Doctorate in Education (Ed.D.) in Higher Education at the University of Arkansas. The Ed.D. has been part of the University of Arkansas since 1961. The proposed Ph.D. is being proposed to improve employability of graduates, bring the program in alignment with other SEC and benchmark institutions, and respond to labor market and alumni demands. Additionally, offering a Ph.D. in Higher Education will improve student recruitment and offer increased employment options to graduates interested in faculty and research-focused positions.

The proposed program will be supported by these current programs: Master of Education in Higher Education; Doctor of Philosophy (Ph.D.) in Educational Statistics and Research Methods; and the Ed.D. in Higher Education. Eight faculty members who have terminal degrees, including three who currently hold administrative appointments, have been identified to implement and support the proposed program. Therefore, no new faculty will be hired to deliver the program. The current higher education program has sufficient faculty resources and expertise to closely mentor students in advanced research. Current library resources in Higher Education are already strong; therefore, no new resources are needed to deliver and support the proposed program. Since the Ph.D. in Higher Education will replace an existing Ed.D. in Higher Education, there is no added cost for program implementation. Existing faculty and funding will be redirected to deliver the proposed program. Prospective students in the Ph.D. in Higher Education program can serve in various graduate assistantship positions on campus. Competitive distinguished doctoral fellowships (DDF) and doctoral academy fellowships (DAF) will be available for students.

Arkansas Institutions Offering Similar Program

University of Central Arkansas – Ph.D. in Leadership Studies with an emphasis in Higher Education

Program Viability

Projected Annual Enrollment beginning Fall 2021 –12-15 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements – 96 credit hours
Higher Education Foundation Core – 15 credit hours

HIED	5083	History and Philosophy of Higher Education
HIED	6423	Trends, Issues and Problems in Higher Education
HIED	6643	College Students in the United States
HIED	6653	Legal Aspects of Higher Education
HIED	6683	Governance and Policy Making

Higher Education Courses – 15 credit hours

Higher Education courses such as the following. Up to 6 credit hours of Master's level HIED courses or self-directed HIED courses such as Practicum or Independent Study may be approved by the Advisory Committee.

HIED	6013	the Professoriate: Problems and Issues
HIED	6023	Introduction to the Study of Higher Education
HIED	6083	Management Skills for Effective Leadership
HIED	6093	Leading Change
HIED	6183	Organization Development and Change in Higher Education
HIED	6303	Advancement in Higher Education
HIED	6323	Design and Evaluation of College Teaching
HIED	6353	The College and University Presidency
HIED	6483	Strategic Enrollment Management
HIED	6533	Assessment of Institutional Effectiveness in Higher Education
HIED	6663	Finance and Fiscal Management
HIED	699V	Seminar

Research Courses – 15 credit hours

HIED	5093	Research in Higher Education and Student Affairs (or an equivalent course approved by the student's Advisory Committee)
ESRM	6403	Education Statistics and Data Processing (or an equivalent course approved by the student's Advisory Committee)
HIED	6693	Research Techniques in Higher Education

6 credit hours of advanced research methods courses selected from the following or as approved by the student's advisory committee:

ESRM	6413	Experimental Design in Education
ESRM	6423	Multiple Regression Techniques for Education
ESRM	6653	Measurement and Evaluation
ESRM	6533	Qualitative Research
ESRM	6543	Advanced Qualitative Research

Graduate Electives as needed to fulfill total graduate semester hours required. May include graduate hours completed as part of another degree program as approved by the student's Advisory Committee.

18 hours of Doctoral Dissertation

Program Admission Requirements
- Admission to the University of Arkansas Graduate School, which requires a separate application process;
- A master's degree or approved equivalent (minimally, 30 hours of post-baccalaureate graduate work completed);
- A cumulative grade point average of all graduate work attempted of at least 3.25;
- A satisfactory Millers Analogy Test (MAT) score or Graduate Record Examination (GRE) score;
- Relevant professional or scholarly experience in the field of higher education or a closely related field;
- A completed Higher Education Program Application for Admission Form;
- A current resume or vitae;
- A statement of interest;
- At least three references;
- A writing sample demonstrating the applicant's best writing;
- A personal interview with a Higher Education faculty committee, which by majority vote decides admission.
- Completed application deadline for admission: Spring admission is October 15; Fall admission is March 15.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP
UNIVERSITY OF ARKANSAS AT PINE BLUFF

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Education in Educational Leadership (CIP 13.0408; 36 credit hours) offered by the University of Arkansas at Pine Bluff, effective Fall 2020.

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

Program Justification
The proposed 36-credit hour Master of Education (M.Ed.) in Educational Leadership is designed to prepare educators in the state of Arkansas with the knowledge, skills, and dispositions to promote the success of students and teachers at the building level. The proposed program was designed utilizing national and state standards for administrators and competencies adopted by policymakers in Arkansas to address the needs of students and educators in P-12 settings. Candidates accepted into the proposed program must meet admission requirements (see pages 3 and 4). Field experiences and internships are offered in educational settings under the supervision of a licensed and trained school administrator and a university supervisor. Graduates will be prepared for leadership roles to lead and manage in P-12 schools in Arkansas. Graduates must complete requirements for licensure through the Arkansas Department of Education to work in P-12 settings in Arkansas.

Historically, UAPB has honored its mission to educate and serve Arkansas' most vulnerable populations. The proposed M.Ed. in Educational Leadership will afford UAPB the opportunity to train school leaders who will serve the citizens of the state of Arkansas who are often poor, minority or immigrant students. These are the some of the concerns and issues that prompted UAPB to explore the need P-12 school leaders. UAPB has established partnerships with the following public schools districts, charter schools, educational stakeholders and community partnerships who will support the proposed program: Dollarway, Pine Bluff, and Watson Chapel School Districts; Friendship Academy and Lighthouse Academies Charter Schools; Go Forth Pine Bluff; Mayor and City Council of Pine Bluff; and the UAPB Alumni Association. These entities are supportive of the proposed program. Survey data from school districts indicated current needs for licensed administrators as well as future needs as many administrative leaders are approaching retirement. In response to these needs, UAPB began preparing and developing the proposed program to meet the needs.

The proposed graduate program will be housed in the School of Education. Existing faculty in the School of Education, library and classroom space are adequate implementation. Additional faculty will be hired as needed.

Arkansas Institutions Offering Similar Program
Arkansas State University – Jonesboro
Arkansas Tech University
Henderson State University
Southern Arkansas University
University of Arkansas, Fayetteville
University of Arkansas at Monticello
University of Central Arkansas

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

Program Requirements
Phase I – Collaboration and Resource management - 9 credit hours

GELP	5307	*Educational Partnership and Collaboration*
GELP	5308	*Resource Acquisition and Allocation*
GELP	5309	*Internship in Educational Leadership II: 6-8th Grade*

Phase II – Equity and the Process of School Reform – 9 credit hours

GELP	5310	*Educational Equity and Cultural Diversity in School*
GELP	5311	*School Reform: Education Policies and Strategies for Change*
GELP	5312	*Internship in Educational Leadership III: – 9-12 Grade*

Phase III – Data-Driven Decision-Making and School Law – 9 credit hours

GELP	5301	*Dispositions for Effective School Leadership*
GELP	5302	*Data-Driven Decision Making and Instruction*
GELP	5303	*Legal Framework for School Environments*

Phase IV – School Management and Student Achievement

GELP	5304	*Responsive Instruction: The Work of Professional Learning Communities*
GELP	5305	*Innovation and Teaching*
GELP	5306	*Internship in Educational Leadership I: Pre-K-5th Grade*

New courses

Program Admission Requirements
Applicants must complete and submit the Graduate School Application to obtain graduate status and the following:

1. Provide two official copies of transcripts from all colleges/universities attended.

2. Complete and submit departmental application for admission before March of each calendar year. Completed applications will be reviewed and processed and persons eligible for admission will be notified by May 15. Persons admitted must be prepared to enroll during the summer session.

3. Applicants must have a bachelor's degree from an accredited college/university and an overall GPA of 3.0 or above on a 4.0 scale for regular admission. Candidates at the conditional status must earn regular status in the first semester of full-time enrollment by earning a 3.0 GPA. Previous graduate school work requires a 3.0 GPA.

4. A GRE cut-off score:
    - Quantitative Reasoning - 153
    - Verbal Reasoning - 151
    - Analytical Writing - 4

5. Recommendations from three persons, one of whom must be the applicant's current or more recent supervising principal or school district superintendent or assistant superintendent.

6. Acceptable evidence of the applicant's writing ability as determined by a writing sample completed under the supervision of the screening committee.

7. A successful, structured interview with the program screening committee.

8. A recommendation of admission by the screening committee.

9. Evidence of a minimum of three years of teaching experience in an accredited P-12 educational organization. Provide evidence of a rating of effective teacher on TESS or the equivalent in another state.

10. Candidates must meet at minimal the "Awareness Level" for the Science of Reading and provide evidence of an Arkansas Department of Education approved pathway. Those candidates who do not meet the awareness level may meet the requirement by taking the UAPB Graduate Programs course GEDU 5312 Developmental Corrective Reading Process or they may participate in the AR Ideas Professional Development Training Program for the Science of Reading that includes 18 hours and 3 days of clinical site work.

11. Notification of eligibility of program acceptance will be provided by the department.

CERTIFICATE OF PROFICIENCY IN CONSTRUCTION TECHNOLOGY
TECHNICAL CERTIFICATE IN CONSTRUCTION TECHNOLOGY
UNIVERSITY OF ARKANSAS COMMUNITY COLLEGE AT MORRILTON

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Construction Technology (CIP 46.0000; 15 credit hours) and the Technical Certificate in Construction Technology (CIP 46.0000; 30 credit hours) offered by the University of Arkansas Community College at Morrilton, 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 University of Arkansas System and the Chancellor of the University of Arkansas Community College at Morrilton of the approval.

Program Justification
The proposed construction technology programs will prepare students for careers in the construction industry. The curriculum will be comprised of a comprehensive sequence of courses that combine theory and practical applications. The proposed program will include courses in applied mathematics, basic had/electrical tool safety, OSHA regulations, construction fundamentals, carpentry, drywall, masonry, first aid and highway construction that will enable graduates to enter the workplace.

UACCM became aware of a need for a construction program from industry partners. A focus group convened in early 2020 that was comprised of representatives from Nabholz Construction, Crow Group, Inc., Mobley Contractors, Inc., and the Arkansas Association for Builders and Contractors. The focus group stated their need for employees as well as specific skills sets that would increase a graduate's employability for the construction industry. The group further provided curriculum recommendations and equipment needs for training. It was also recommended that graduates complete NCCER modules to get certified in various areas of construction. NCCER certification would be an employment enhancement for the graduates.

Program implementation will require an initial investment from UACCM of $25-30,000 for renovations, equipment, and tools for training. One additional faculty member will be hired to serve as the construction technology instructor. The proposed programs will be supported by existing programs in Industrial Mechanics and Maintenance Technology, Welding, and General Education. Six new courses, specifically in construction, will be added to the curriculum. Tuition and fee revenues are projected to cover the costs for equipment and one new instructor. Additionally, UACCM has been approved to be a Career Center starting Fall 2020. UACCM will receive supplies and equipment from the River Valley Career Center, the current center. Funds received from career students will be used to help fund the proposed programs.

Arkansas Institutions Offering Similar Program
Arkansas Tech University – Ozark Campus
Arkansas Northeastern College
Arkansas State University – Mountain Home
Arkansas State University Three Rivers
East Arkansas Community College
North Arkansas College
Northwest Arkansas Community College
Phillips Community College of the University of Arkansas
University of Arkansas Pulaski Technical College

Program Viability
Projected Annual Enrollment beginning Spring 2021 –20 students
Required Graduates by Summer 2025 - 12 students total, based on AHECB viability standard

Program Requirements
Certificate of Proficiency in Construction Technology – 15 credit hours

MATH	1253	Applied Technical Math
CONS	*1003*	*Construction Fundamentals*
CONS	*1103*	*Carpentry*
CONS	*1203*	*Drywall and Masonry*
TECH	1101	Understanding OSHA Regs Basics
WLD	1202	Craft Skills

Technical Certificate in Construction Technology – 30 credit hours
General Education – 9 credit hours

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

Required Technical Courses – 15 credit hours

CONS	*1003*	*Construction Fundamentals*
CONS	*1103*	*Carpentry*
CONS	*1203*	*Drywall and Masonry*
TECH	1101	Understanding OSHA Regulations Basics
WLD	1202	Craft Skills
TECH	1001	First Air/HSE
CONS	*1602*	*Highway Construction*

Technical Electives – 6 credit hours
Choose 2 courses from the following:

BUS	2371	Supervisory Management
BUS	2313	Professional Development
CONS	*1803*	*Advanced Carpentry*
CONS	*1903L*	*Construction Internship*

New courses

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS
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ADHE Executive Staff Recommendation

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

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

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

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

Academy of Art University, San Francisco, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation – Regional: Western Association of Schools and Colleges

Associate of Arts in Fashion Marketing
Associate of Arts in Fashion Merchandising
Associate of Arts in Fashion Styling
Bachelor of Fine Arts in Fashion Marketing
Bachelor of Fine Arts in Fashion Merchandising
Bachelor of Fine Arts in Fashion Styling
Master of Arts in Fashion Marketing
Master of Arts in Fashion Merchandising
Master of Fine Arts in Fashion Marketing and Brand Management
Master of Fine Arts in Fashion Merchandising and Management

Saybrook University, Pasadena, California
State Authorization: California Bureau for Private Postsecondary Education (Exempt)
Institutional Accreditation – Regional: Western Association of Schools and Colleges
Programmatic Accreditation – Council for the Accreditation of Counseling and Related
    Educational Programs

Master of Arts in Counseling

University of Southern California, Los Angeles, California
State Authorization: California Secretary of State
Institutional Accreditation – Regional: Western Association of Schools and Colleges
Programmatic Accreditation – Commission on Dental Accreditation

Executive Master of Health Administration
Master of Education in Learning Design and Technology
Master of Management in Library and Information Science
Master of Science in Orofacial Pain and Oral Medicine (for practicing dentists)
Master of Science in Pain Medicine
Doctor of Education in Educational Leadership (Non-Licensure)

LETTERS OF NOTIFICATION
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Arkansas Colleges & Universities Summary (pages 2-38):
Eighteen (18) Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

26	Associate Degree for Transfer and Bachelor's Degree Completion
39	Curriculum Revision
3	Existing Program Offered by Distance Technology
3	Inactive Program
18	Name Change of Existing Program/Concentration/Option/Organizational Unit
16	New Certificate/Degree Program
9	New Option/Emphasis/Concentration/Minor
10	Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
1	Substantive Change
1	Establishment of New Administrative Unit
5	Reorganization of Existing Administrative Unit
14	Reconfiguration of Existing Certificate/Degree Program
7	Revision of Existing Education Program
152	

Institutional Certification Advisory Committee Summary (pages 39-44):
Four (4) out-of-state, religious and/or for-profit institutions submitted applications that include program recertifications, requests for exemptions from certification, and program changes.

8	Recertifications of programs
1	Letters of Exemption from Certification (Programs offering church-related training)
15	Program Changes
24	

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the April 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 – Jonesboro – Page 5
Establishment of New Administrative Unit
New Certificate/Degree Program
Revision of Existing Education Program

Arkansas State University – Newport – Pages 5-6
Inactive Program
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program

Arkansas Tech University – Page 6
Revision of Existing Education Program
Existing Program by Distance Technology

Black River Technical College – Pages 6-8
New Certificate/Degree Program
Curriculum Revision
Curriculum Revision & Name Change
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit

Cossatot Community College of the University of Arkansas – Pages 8-12
Curriculum Revision
Name Change & Curriculum Revision
Name Change, CIP Change & Curriculum Revision
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Associate Degree for Transfer and Bachelor's Degree Completion

East Arkansas Community College – Pages 12-13
New Certificate/Degree Program
Curriculum Revision

Henderson State University – Pages 13-14
New Certificate/Degree Program
New Option/Emphasis/Concentration Minor
Revision of Existing Education Program
New Education Endorsement

Ozarka College – Page 14
Curriculum Revision

South Arkansas Community College – Pages 14-16
New Certificate/Degree Program
Curriculum Revision
Curriculum Revision, Name Change & CIP Code Change

Southern Arkansas University – Pages 16-19
New Certificate/Degree Program
Curriculum Revision; New Option/Emphasis/Concentration/Minor
Revision of Existing Education Program
Revision of Existing Education Program

Southern Arkansas University – Tech – Pages 19-28
New Certificate/Degree Program
New Option/Emphasis/Concentration/Minor
Curriculum Revision
Name Change & Curriculum Revision
Name Change of Existing Program/Concentration/Option/Organizational Unit
Inactive Program
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate Degree for Transfer and Bachelor's Degree Completion

University of Arkansas, Fayetteville – Pages 28-29
Name Change and Program Reconfiguration
Reconfiguration of Existing Certificate Degree Program; CIP Code Change

University of Arkansas - Fort Smith – Pages 29-33
Name Change, CIP Code Change, and Curriculum Revision
Curriculum Revision

University of Arkansas at Little Rock – Pages 33-36
Name Change of Existing Program/Concentration/Option/Organizational Unit
New Certificate/Degree Program
Curriculum Revision
Establishment of New Administrative Unit
Reorganization of Existing Administrative Unit
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Substantive Change Request (Information Only Item)

University of Arkansas – Rich Mountain – Page 36
Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate Degree for Transfer and Bachelor's Degree Completion
Name Change, CIP Code Change, and Curriculum Revision

University of Arkansas at Monticello – Page 37
New Certificate/Degree Program
New Option/Emphasis/Concentration/Minor
Revision of Existing Education Program

University of Arkansas Community College at Morrilton – Page 38
New Certificate/Degree Program
Curriculum Revision

University of Central Arkansas – Page 38
Name Change of Existing Program/Concentration/Option/Organizational Unit
Inactive Program
Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Revision of Existing Education Program

ARKANSAS COLLEGES AND UNIVERSITIES

<u>**LON DESCRIPTIONS**</u>
Arkansas State University – Jonesboro
Establishment of New Administrative Unit
Center for No Boundary Thinking (CNBT) (Department Code; Fall 2020)

New Certificate/Degree Program
Graduate Certificate in General Engineering Management (CIP 15.1501; 12 credit hours; Fall 2020)
Choose 4 courses from the following – 12 credit hours:

EGRM	6003	Engineering Statistics
EGRM	6013	Quality Control and Improvement
EGRM	6023	Engineering Management I
EGRM	6033	Engineering Management II
EGRM	6043	Operations Research
EGRM	6053	Advanced Engineering Economy
EGRM	6063	Engineering Law and Ethics
EGRM	6073	Special Problems in Engineering
EGRM	6083	Project Management for Engineers
EGRM	6093	Value Engineering
EGRM	6103	Entrepreneurship for Engineers
EGRM	6113	Finance and Budgeting for Engineering
EGRM	6123	Human Resource Management for Engineers
EGRM	6143	Industrial Material Handling
EGRM	6163	Logistics and Supply Chain

Revision of Existing Education Program
Master of Science in Education in Educational Leadership (DC 6730; CIP 13.0408; Fall 2020)

Educational Specialist in Educational Leadership (DC 5080; CIP 13.0408; Fall 2020)

Arkansas State University – Newport
Inactive Program
Certificate of Proficiency in Construction Welding (DC 1481; CIP 48.0508; Fall 2020)

Technical Certificate in Hospitality Services-Culinary Services Track (DC 2122; CIP 12.0504; Fall 2020)

Technical Certificate in Hospitality Services-Food Service and Management Track (DC 2123; CIP 12.0504; Fall 2020)

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Technical Certificate in Hospitality Services-Food Service and Management Track (DC 2123; CIP 12.0504) reconfigured to create the Technical Certificate in Hospitality Services (CIP 12.0504; 30 credit hours; Fall 2020)
<u>General Education – 6 credit hours</u>

ENG	1203	Workplace Essentials

MATH	1013	Mathematical Applications

Major Technical Discipline – 15 credit hours

HS	1003	Introduction to Hospitality Services
Hs	1013	Sanitation
HS	1023	Culinary Techniques I Lab
HS	1033	Table Services
HS	1223	Menu Planning

Support Courses – 9 credit hours
Choose 3 courses from the following:

HS	1113	Bakery and Desserts
HS	1123	Culinary Techniques II Lab
HS	1263	Nutrition
HS	1353	Purchasing in Food Services
HS	1363	Food Service Design and Equipment
HS	2013	Food and Beverages for Hotels, Clubs, and Resorts

Arkansas Tech University
Revision of Existing Education Program
Master of Education in Educational Leadership (DC 5665; CIP 13.0401; Fall 2020)

Existing Program by Distance Technology
Bachelor of Arts in English (DC 1420; CIP 23.0101; 100% online; Fall 2020)

Bachelor of Arts in Political Science (DC 1960; CIP 45.1001; 100% online; Fall 2020)

Bachelor of Fine Arts in Creative Writing (DC 2030; CIP 23.1302; 100% online; Fall 2020)

Black River Technical College
New Certificate/Degree Program
Certificate of Proficiency in Nutrition and Foodservice Management (CIP 12.0508; 13 credit hours; Fall 2020)

HEC	1004	Introduction to Nutrition and Menu Planning
HEC	1103	Food Systems Management
HEC	1303	Quantity Food Production
HEC	1403	Field Experience

Technical Certificate in Criminal Justice (CIP 43.0199; 33 credit hours; Fall 2020)

ENG	1003	Freshman English I
ENG	1013	Freshman English II
MATH	1053	Mathematical Reasoning/QL (or)
MATH	1023	College Algebra
SCOM	1203	Oral Communications
SOC	2213	Principles of Sociology
SOC	2203	Social Problems
CRIM	1023	Introduction to Criminal Justice
CRIM	1053	Introduction to Law Enforcement

CRIM	1083	Introduction to Forensic Science
CRIM	2013	Survey of Corrections
CRIM	2263	Criminal Evidence & Procedure

Curriculum Revision

Technical Certificate in Nutrition and Foodservice Management (DC 4470; CIP 51.3104; 27 credit hours; Fall 2020)

<u>Deleted Courses</u>

HEC	1001	Field Experience I
HEC	1002	Field Experience II

<u>Added Course</u>

HEC	1403	Field Experience

Associate of Applied Science in Medical Office Administration (DC 3670; CIP 51.0707; 60 credit hours; Fall 2020)

<u>Deleted Courses</u>

BIOL	2004	Human A&P I and Lab
BIOL	2414	Human A&P II and Lab
MEDL	1001	Introduction to Health Care

<u>Added Course</u>

MEDL	1033	Foundations of Human Anatomy & Physiology

Curriculum Revision & Name Change

Certificate of Proficiency in Fire Service (DC 0400; CIP 43.0203) changed to Certificate of Proficiency in Firefighter Essentials (12 credit hours; Fall 2020)

FS	1711	Firefighter I
FS	2008	Firefighter II

Technical Certificate in Fire Science (DC 4575; CIP 43.0203) changed to Technical Certificate in Firefighter Essentials (27 credit hours; Fall 2020)

ENG	1003	Freshman English I (or)
SCOM	1203	Oral Communications (or)
COM	1013	Career Communications
MATH	1053	Mathematical Reasoning/Quantitative Literacy or higher level math
FS	1711	Firefighter I
FS	2008	Firefighter II
FS	1013	Fire Apparatus Hydraulics and Water Supply
FS	1103	Emergency Medical Responder
FS	1153	Fire Arson Detection

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

Technical Certificate in Health Professions (DC 2710; CIP 51.0000) reconfigured to create the Technical Certificate in Health Sciences (CIP 51.0000; Fall 2020)

Associate of Applied Science in General Technology (DC 0517; CIP 30.9999) reconfigured to create the Associate of Applied Science in Health Sciences with Emphases in Nursing and Respiratory Care (CIP 51.0000; Fall 2020)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Technical Certificate in Administrative Services Technology (DC 4850; CIP 52.0401; Fall 2020)
Technical Certificate in Health Professions (DC 2710; CIP 51.0000; Fall 2020)

Associate of Applied Science in General Technology (DC 0517; CIP 30.9999; Fall 2020)

Cossatot Community College of the University of Arkansas
Curriculum Revision
Certificate of Proficiency in Automotive Technology, Brakes, Suspension & Steering (DC 0034; CIP 47.0604; 10 credit hours; Fall 2020)
<u>Modified Course</u>
  AST   1003   Automotive Brake Systems
  AST   1005   Automotive Brake Systems

Certificate of Proficiency in Automotive Technology, Engine Repair & Climate Control (DC 0037; CIP 47.0604; 10 credit hours; Fall 2020)

Technical Certificate in Business Management (DC 0282; CIP 52.0101; 24 credit hours; Fall 2020)
<u>Deleted Course</u>
  MNG   2113   Retail Management

Name Change & Curriculum Revision
Certificate of Proficiency in Automotive Technology, Engine Performance (DC 0036; CIP 47.0604) changed to Certificate of Proficiency in Automotive Technology, Electrical Systems & Engine Performance (10 credit hours; Fall 2020)
<u>Deleted Course</u>
  AST   2305   Engine Performance II

<u>Added Course</u>
  AST   1405   Automotive Electrical Systems

Technical Certificate in Automotive Service Technology (DC 2475; CIP 47.0604; 30 credit hours; Fall 2020)
<u>Modified Course</u>
  AST   1003   Automotive Brake Systems
  AST   1005   Automotive Brake Systems

<u>Course Name Change</u>
  AST   1405   Automotive Electrical Systems I
  AST   1405   Automotive Electrical Systems

AST	2205	Engine Performance I
AST	2205	Engine Performance

Deleted Courses
AST	2504	Manual Drive Train & Axles
AST	2804	Automotive Transmission & Transaxle
AST	2204	Automotive Electrical Systems II
AST	2305	Engine Performance II

Name Change, CIP Change & Curriculum Revision
Associate of Applied Science in Accounting (DC 0140; CIP 52.0302) changed to Associate of Applied Science in General Business (CIP 52.0201; 60 credit hours; Fall 2020)
Deleted Courses
BUS	2123	Databases
ACCT	2163	Accounting Capstone

Added Courses
BUS	2063	Business Capstone
ECON	2103	Microeconomics
MNG	2313	Principles of Management

Certificate of Proficiency in Administrative Assistant (DC 4851; CIP 52.0401) changed to Certificate of Proficiency in Digital Media & Marketing (CIP 52.1404; 12 credit hours; Fall 2020)
Deleted Courses
SPD	1003	Success Strategies
BUS	2053	Desktop Publishing & Web Design

Added Courses
MNG	1003	Introduction to Digital Media
BUS	2053	Graphic Software Applications

Technical Certificate in Administrative Assistant (DC 4850; CIP 52.0401) changed to Technical Certificate in Digital Media & Marketing (CIP 52.1404; 27 credit hours; Fall 2020)
Deleted Courses
BUS	1313	Introduction to Business
BUS	1503	Human Relations & Supervision
BUS	2053	Desktop Publishing & Web Design
BUS	2603	Administrative Office Procedures

Added Courses
MNG	1003	Introduction to Digital Media
BUS	2053	Graphic Software Applications
MNG	2123	Social Media Marketing
MNG	2323	Search & Display Advertising

Associate of Applied Science in Administrative Assistant (DC 0150; CIP 52.0401) changed to Associate of Applied Science in Digital Media & Marketing (CIP 52.1404; 60 credit hours; Fall 2020)

Deleted Courses

ACCT	2113	Accounting Principles I
MNG	2813	Small Business Management
BUS	1313	Introduction to Business
BUS	2123	Databases
BUS	1503	Human Relations & Supervision
BUS	2053	Desktop Publishing & Web Design
BUS	2603	Administrative Office Procedures
BUS	2163	Administrative Assistant Capstone

Added Courses

ECON	2103	Microeconomics
COMM	1103	Media Production
COMM	1203	Mass Communication & Mass Media
MNG	1003	Introduction to Digital Media
MNG	2223	Marketing Analytics
MNG	2123	Social Media Marketing
BUS	2053	Graphic Software Applications
MNG	2323	Search & Display Advertising
BUS	2063	Business Capstone

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

Certificate of Proficiency in Automotive Technology, Electrical/Electronic Systems (DC 0035; CIP 47.0604; Spring 2021)

Certificate of Proficiency in Automotive Technology, Man Drive Train & Axels/Auto Transmission & Transaxles Electrical/Electronic Systems (DC 0038; CIP 47.0604; Fall 2021)

Associate Degree for Transfer and Bachelor's Degree Completion
Degree plans on file at ADHE for the following:
Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Accounting (DC 1890; CIP 52.0301) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Business Administration (DC 1920; CIP 52.0201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Economics (International Trade Option) (DC 1950; CIP 45.0601) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Finance (DC 1960; CIP 52.0801) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Innovation & Entrepreneurship (DC 5550; CIP 52.0701) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Insurance & Risk Management (DC 3560; CIP 52.1701) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Insurance & Risk Management (Personal Financial Planning Option) (DC 3560; CIP 52.1701) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Logistics and Supply Chain Management (DC 3622; CIP 52.0203) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management (DC 1990; CIP 52.0101) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management Information Systems (Business Analysis Option) (DC 1940; CIP 52.1201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management Information Systems (E-Commerce Option) (DC 1940; CIP 52.1201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management Information Systems (GIS Option) (DC 1940; CIP 52.1201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management Information Systems (Networking Option) (DC 1940; CIP 52.1201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Management Information Systems (Programmer Analyst Option) (DC 1940; CIP 52.1201) at the University of Central Arkansas (Fall 2020)

Associate of Science in Business (DC 0308; CIP 52.0101) to the Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401) at the University of Central Arkansas (Fall 2020)

Associate of Science in STEM (DC 3920; CIP 30.1801) to the Bachelor of Science in Addition Studies (Treatment Option) (DC 5005; CIP 51.1501) at the University of Central Arkansas (Fall 2020)

Associate of Science in STEM (DC 3920; CIP 30.1801) to the Bachelor of Science in Community Nutrition (DC 5193; CIP 19.0501) at the University of Central Arkansas (Fall 2020)

Associate of Science in Psychology (DC 0394; CIP 42.0101) to the Bachelor of Science in Psychology (DC 3070; CIP 42.0101) at the University of Central Arkansas (Fall 2020)

East Arkansas Community Center
New Certificate/Degree Program
Certificate of Proficiency in Education (CIP 13.1206; 6 credit hours; Fall 2020)

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development

Technical Certificate in Education (CIP 13.1206; 31 credit hours; Fall 2020)
General Education Core – 22 credit hours

ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Oral Communications
MTH	1113	College Algebra (or)
MTH	1213	Quantitative Literacy
BIO	1014	General Biology
PSC	2003	American Government
HIS	2033	U.S. History before 1865 (or)
HIS	2043	U.S. History since 1865

Education Core – 9 credit hours

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	K-12 Educational Technology

Curriculum Revision
Technical Certificate in Welding Technology (DC 4900; CIP 48.0508; 31 credit hours; Fall 2020)
Deleted Courses

MCH	1001	Reading Blueprints
MCH	1011	Reading Schematics and Symbols

Added Course

MCH	2214	Advanced TIG Welding

Technical Certificate in Major Appliance Service (DC 2462; CIP 46.0401; 31 credit hours; Fall 2020)
Deleted Courses

MAS	1103	Electricity for Appliance Service
MAS	2203	Motors for Electrical Appliances
MAS	2701	Refrigeration/Air Conditioning I

Added Courses
ELE	1004	Basic Electricity
RHA	2202	Electrical Components and Motors
MAS	1503	Domestic Refrigeration

Technical Certificate in Drafting & Design (DC 4490; CIP 15.1302; 30 credit hours; Fall 2020)
Deleted Courses
BUS	1603	Computer Fundamentals
BUS	2013	Technical Communications (or)
ENG	1023	English Composition II
PHS	1214	Physical Science (or)
PHS	2114	

Added Courses
DFT	1113	Construction Materials
CET	1013	Elementary Surveying
DFT	2233	Structural Drafting

Associate of Applied Science in Child Care (DC 0310; CIP 19.0708; 63 credit hours; Fall 2020)
Deleted Courses
| MTH | 1093 | Math Apps II |
| CCS | 2103 | Practicum II |

Added Courses
| MTH | 1083 | Technical Math or higher |
| CCS | 2503 | Foundations of Early Childhood Education |

Henderson State University
New Certificate/Degree Program
Certificate of Proficiency in Project Based Learning (CIP 13.0501;15 credit hours; Fall 2020)
EDU	2043	Educational Technology
EDE	3243	Arts Integration
EDU	*2023*	*Serious Play*
EDM	4273	STEM: Collaboration/Inquiry
BTE	4993	Workshop (Direct Elective)

New course

New Option/Emphasis/Concentration/Minor
Option in Biology Teacher Licensure (grades 7-12) in the Bachelor of Science in Biology (DC 2300; CIP 26.0101; 120 credit hours; Fall 2020)
Education Requirements
PLT Module I
EDU	2000	Teacher Education Orientation
EDU	2423	Introduction to Education
EDU	2043	Educational Technology

PLT Module II
  SPE   3013   Psychology of the Exceptional Child
  EDU   3123   Educational Psychology

PLT Module III
  EDU   4402   Assessment and Educational Measurement – grades 7-12
  EDU   4113   Classroom Management – grades 7-12
Professional Seminar
  EDU   4216   Internship Content – grades 7-12
  EDU   4256   Internship Clinical – grades 7-12

Revision of Existing Education Program
Master of Science in Education in Educational Leadership (DC 6920; CIP 13.0408; Fall 2020)

New Education Endorsement
Educational Examiner Endorsement program leading to Educational Examiner Certification in the Master of Education in the Master of Education in Education (DC 7873; CIP 13.0101; Fall 2020)

Ozarka College
Curriculum Revision
Associate of Applied Science in Surgical Technology (DC 0835; CIP 51.0909; 60 credit hours; Fall 2020)

South Arkansas Community College
New Certificate/Degree Program
Certificate of Proficiency in Education Studies (CIP 13.1206; 6 credit hours; Fall 2020)
  EDUC   2033   Child Growth & Development (or)
  EDUC   2053   Development & Learning
  EDUC   2003   Introduction to Education
  SASC   1101   Campus Technology

Technical Certificate in Education Studies (CIP 13.1206; 31 credit hours; Fall 2020)
First Semester/Year – 15 credit hours
  SASC   1101   Campus Technology
  SASC   0103   SouthArk Success (as needed)
  ENGL   1113   Composition I
  EDUC   2033   Child Growth & Development (or)
  EDUC   2053   Development & Learning
  EDUC   2003   Introduction to Education
  MATH   1113   Mathematical Reasoning (or)
  MATH   1023   College Algebra
  HIST   2013   History of the U.S. to 1876 (or)
  HIST   2023   History of the U.S. since 1876 (or)
  PSCI   2003   American Government National

Second Semester/Year – 16 credit hours

ENGL	1123	Composition II
EDUC	2313	Introduction to Educational Technology
SPCH	1113	Principles of Speech
BIOL	1004	Fundamentals of Biology/Lab
PSYC	2003	General Psychology (or)
SOCI	2003	Sociology (or)
PSCI	2003	American Government National (or)
ECON	2003	Macroeconomic Principles (or)
GEOG	2003	Introduction to Geography

Curriculum Revision

Certificate of Proficiency in Phlebotomy (DC 1512; CIP 51.1009; 7 credit hours; Fall 2020; 0% online)

Deleted Courses

MLSC	1014	Phlebotomy/Lab
MLSC	1042	Phlebotomy Practicum
HCIT	1003	Medical Terminology
CSCI	1003	Computer Information Processing

Added Course

MLSC	1007	Phlebotomy

Technical Certificate in Computer Information Technology (DC 2523; CIP 11.0101; 31 credit hours; Fall 2020)

Deleted Courses

SASC	0103	SouthArk Success
ADMS	1003	Introduction to Accounting (or)
ACCT	2003	Accounting I
CSCI	2023	Visual Basic (or)
CSCI	2063	Programming I
BUSI	2063	Business Communications
CSCI	2143	Microcomputer Business Applications

Added Courses

CSCI	1813	Principles of Information Assurance
CSCI	1703	Linux
CSCI	1114	Information Technology Essentials
MATH	1023	College Algebra (or)
MATH	1113	Math Reasoning (or)
MATH	1073	Technical Math

Technical Certificate in Accounting (DC 4380; CIP 52.0301; 37 semester credit hours; 84% online; Fall 2020)

Deleted Course

ADMS	1013	Fundamentals of Keyboarding

Curriculum Revision; Name Change and CIP Code Change
Certificate of Proficiency in Networking (DC 0360; CIP 11.0801) changed to Certificate of Proficiency in Computer Technology (CIP 11.0103; 15 credit hours; Fall 2020)

ENGL	1113	Composition I
CSCI	1263	Windows Operating System
CSCI	1513	Computer Careers and Professional Development
CSCI	1813	Principles of Information Assurance
CSCI	1323	Network Fundamentals

Certificate of Proficiency in Support Specialist (DC 0370; CIP 11.0801) changed to Certificate of Proficiency in Computer Support (CIP 11.0103; 13 credit hours; Fall 2020)

CSCI	1703	Linux
CSCI	1114	Information Technology Essentials
CSCI	2063	Programming I
BUS	2043	Customer Support
MATH	1023	College Algebra (or)
MATH	1113	Math Reasoning (or)
MATH	1073	Technical Math

Southern Arkansas University
New Certificate/Degree Program
Certificate of Proficiency in Web Design/UX/UI (CIP 11.0801; 15-18 credit hours; Fall 2020)
Core – 15 credit hours

ART	2003	Introduction to Communication Design
ART	2123	Graphic Application Software
ART	3353	Multi Media and Web Design I
ART	4353	Multi Media and Web Design II (or)
IS	3003	Website Development for Business and Commerce
MKTG	3033	Principles of Marketing (or)
MKTG	3413	Social Media for Business

Electives – 3 credit hours
Choose one course from the following

CSCI	2103/	
	2101	Computer Science I with Lab
ART	2133	Basic Digital Photography
MKTG	3063	Consumer Behavior (MKTG 3033 prerequisite)
MKTG	3103	Selling and Sales Management (MKTG 3033 prerequisite)

Curriculum Revision; New Option/Emphasis/Concentration/Minor
Bachelor of Science in Exercise Science (DC 2495; CIP 31.0505; Fall 2020)
BS in Exercise Science – Pre-Professional Emphasis
Fall Semester 1 – 15 credit hours

ENGL	1113	Composition I
MATH	1023	College Algebra (or)
MATH	1045	Pre-Calculus Mathematics
MATH	1525	Calculus I
	XXX3	Physical Science choice/Lab
CHEM	1013/	

	1011	College Chemistry I (or)
CHEM	1023/	
	1021	University Chemistry I (preferred)
	XXX3	Social Science elective
GSTD	1002	Freshman Seminar

Fall Semester 2 – 16 credit hours

ENGL	1123	Composition II
	XXX3	Fine Arts/Humanities elective
	XXX3	Social Science elective
HS	1403	Personal and Community Health
BIOL	1203/	
	1021	Principles of Biology I/Lab (preferred)

Fall Semester 3 – 17 credit hours

ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
ESCI	3003	Motor Learning and Development
BIOL	1213/	
	1211	Principles of Biology II/Lab
BIOL	2063/	
	2061	Anatomy & Physiology I/Lab

Fall Semester 4 – 16 credit hours

EDUC	2023	K-12 Education Technology (or)
IS	1003	Introduction to Computers (or)
CSCI	1102/	
	1101	Introduction to Computing/Lab
REC	3663	Leisure and Aging
	XXX3	Social Science Elective
	XXX3	Fine Arts/Humanities Elective
BIOL	2073/	
	2071	Anatomy & Physiology II/Lab

Fall Semester 5 – 18 credit hours

ESCI	4363	Exercise Prescription and Fitness Program
HKR	3653	Leadership in HKR
AT	3013	Therapeutic Exercise
PHYS	2003/	
	2001	College Physics I/Lab
HS	4013	Adapted Kinesiology
ESCI	4652	Exercise Practicum I

Spring Semester 6 – 14 credit hours

HKR	4323	Organizational and Administration in HKR
ESCI	4023	Applied Statistics
ESCI	3032	Therapy and Rehabilitation
HS	3243	Kinesiology and Biomechanics

HS	4023	Pharmacology in Sports

Fall Semester 7 – 12 credit hours

HS	4243	Exercise Physiology
ESCI	3043	Nutrition and Human Performance
AT	3023	Strength and Conditioning
ESCI	4333	Instrumentation and Physiological Assessment

Spring Semester 8 – 12 credit hours

ESCI	4676	Exercise Science Practicum II
ESCI	4686	Exercise Science Practicum III

BS in Exercise Science – Strength & Conditioning Emphasis

Fall Semester 1 – 18 credit hours

ENGL	1113	Composition I
MATH	1023	College Algebra (or)
MATH	1045	Pre-Calculus Mathematics
MATH	1525	Calculus I
HS	1403	Personal and Community Health
	XXX4	Biological Science choice/lab
	XXX3	Social Science elective
GSTD	1002	Freshman Seminar

Fall Semester 2 – 15 credit hours

ENGL	1123	Composition II
	XXX3	Fine Arts/Humanities elective
	XXX3	Social Science elective
HS	2043	Human Anatomy & Physiology
EDUC	2023	K-12 Education Technology (or)
IS	1003	Introduction to Computers (or)
CSCI	1102/	
	1101	Introduction to Computing/Lab

Fall Semester 3 – 16 credit hours

ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
ESCI	3003	Motor Learning and Development
HS	2413	First Aid & Safety/CPR
	XXX4	Physical Science choice/Lab

Fall Semester 4 – 15 credit hours

REC	3663	Leisure and Aging
HKR	3653	Leadership in HKR
	XXX3	Social Science Elective
SM	3623	Psychology of Sports
	XXX3	Major Elective

<u>Fall Semester 5 – 15 credit hours</u>

ESCI	4363	Exercise Prescription and Fitness Program
AT	3013	Therapeutic Exercise
SM	3323	Instructional Strategies in Coaching
AT	3023	Strength and Conditioning
HS	4243	Exercise Physiology

<u>Spring Semester 6 – 15 credit hours</u>

HKR	4323	Organizational and Administration in HKR
HKR	4923	Measurement & Evaluation in HKR
ESCI	4333	Instrumentation and Physiological Assessment
HS	3243	Kinesiology and Biomechanics
HS	4023	Pharmacology in Sports

<u>Fall Semester 7 – 14 credit hours</u>

ESCI	4033	Trends in Strength & Conditioning
ESCI	3043	Nutrition and Human Performance
HS	4013	Adapted Kinesiology
ESCI	4652	Exercise Science Practicum I
SM	4013	Legal & Ethical Issues in Sports

<u>Spring Semester 8 – 12 credit hours</u>

| ESCI | 4676 | Exercise Science Practicum II |
| ESCI | 4686 | Exercise Science Practicum III |

Revision of Existing Education Program
Master of Education in Educational Administration & Supervision (DC 5670; CIP 13.0401; Fall 2020)

Name Change & Curriculum Revision
Master of Education in Curriculum & Instruction (DC 7873; CIP 13.0101) changed to Instructional Facilitator/LEAD Teacher (CIP 13.999; Fall 2020)

Southern Arkansas University-Tech
New Certificate/Degree Program
Certificate of Proficiency in Pharmacy Technician (CIP 51.0805; 12 credit hours; Fall 2020)

MOA	2003	Essentials of Anatomy & Physiology
MATH	1073	Math for Healthcare Professionals
MOA	1013	Basic Pharmacology
AH	1143	Medical Terminology

Certificate of Proficiency in Phlebotomy (CIP 51.1009; 14 credit hours; Fall 2020

AH	1143	Medical Terminology
MOA	2003	Essentials of Anatomy & Physiology
HSCI	*2002*	*First Aid & CPR for Healthcare Providers*
HSCI	*2003*	*Phlebotomy*
HSCI	*2013*	*Phlebotomy Practicum*

Certificate of Proficiency in Computer Programming (CIP 11.0101; 11 credit hours; Fall 2020)
CS   1401   Programming I
CS   2124   Programming II
CS   2313   Linux/Unix Operating System

New Option/Emphasis/Concentration/Minor

Option in Pharmacy Technician in the Associate of Applied Science in Health Sciences (DC 7265; CIP 51.000; Fall 2020)

Option in Phlebotomy in the Associate of Applied Science in Health Sciences (DC 7265; CIP 51.0000; Fall 2020)

Option in Education in the Associate of Arts in General Education (DC 0060; CIP 24.0102; Fall 2020)

Emphasis in Mathematics in the Associate of Arts in General Education (DC 0060; CIP 24.0102; Fall 2020)

Emphasis in Psychology in the Associate of Arts in General Education (DC 0060; CIP 24.0102; Fall 2020)

Emphasis in English in the Associate of Arts in General Education (DC 0060; CIP 24.0102; Fall 2020)

Emphasis in History in the Associate of Arts in General Education (DC 0060; CIP 24.0102; Fall 2020)

Curriculum Revision

Certificate of Proficiency in Cloud Computing (DC 1111; CIP 11.0101; 9 credit hours; 100% online; Fall 2020)
Deleted Course
   CS   2183   Business Continuity & Disaster Recovery

Changed Courses
   NT   1013   Supporting Network Clients
   NT   1113   Support Network Servers

Certificate of Proficiency in Computer Repair (DC 4673; CIP 11.1006; 14 credit hours; 100% online; Fall 2020)
Deleted Course
   CS   2264   Enterprise Support Technician

Changed Courses
   NT   1013   Supporting Network Clients
   NT   1113   Support Network Servers

Certificate of Proficiency in Cybersecurity (DC 0150; CIP 11.1003; 12 credit hours; 100% online; Fall 2020)

Deleted Course
  NT   2204   Security +

Changed Courses
  NT   1013   Supporting Network Clients
  NT   1113   Support Network Servers

Added Course
  CS   2453   Ethical Hacking

Certificate of Proficiency in Microsoft Operating Systems (DC 4424; CIP 11.0501; 6 credit hours; 100% online; Fall 2020)
Changed Courses
  NT   1013   Supporting Network Clients
  NT   1113   Support Network Servers

Certificate of Proficiency in Networking (DC 0876; CIP 11.0901; 10 credit hours; 100% online; Fall 2020)
Changed Courses
  NT   1013   Supporting Network Clients
  NT   1113   Support Network Servers

Deleted Course
  CS   2264   Enterprise Support Technician

Technical Certificate in Computer Information Technology (DC 0465; CIP 11.0101; 35 credit hours; 100% online; Fall 2020)
Deleted Course
  CS   2264   Enterprise Support Technician

Changed Courses
  NT   1013   Supporting Network Clients
  NT   1113   Support Network Servers

New Courses
  CS   *1401*   *Programming I*
  CS   *2124*   *Programming II*
  CS   *2024*   *Web Development*

New Courses

Certificate of Proficiency in Medical Office Administration (DC 4530; CIP 51.0705; 6 credit hours; 100% online; Fall 2020)
Deleted Course
  MIS   1003   Introduction to Computers

Technical Certificate in Medical Coding (DC 4535; CIP 51.0705; 27 credit hours; 100% online; Fall 2020)

<u>Deleted Course</u>
| | | |
| MIS | 1003 | Introduction to Computers |

Technical Certificate in Medical Office Administration (DC 4536; CIP 51.0705; 27 credit hours; 100% online; Fall 2020)
<u>Deleted Courses</u>
| MIS | 1003 | Introduction to Computers |
| OS | 1133 | Skill Building |

<u>Added Course</u>
| OS | 1143 | Speed Building |

Technical Certificate in Office Software Specialist (DC 4635; CIP 52.0407; 29 credit hours; 100% online; Fall 2020)
<u>Deleted Courses</u>
OS	1133	Skill Building
ECON	1003	American Enterprise System
PSYC	2003	General Psychology

<u>Added Courses</u>
| OS | 1023 | College Keyboarding |
| OS | 1002 | Introduction to Keyboarding |

Associate of Applied Science in Computer Information Systems Technology (3521; CIP 11.0101; 60 credit hours; 100% online; Fall 2020)
<u>Deleted Courses</u>
CS	2183	Business Continuity & Disaster Recovery
CS	2264	Enterprise Support Technician
NT	2204	Security +

<u>Added Courses</u>
CS	1404	Programming I
CS	2024	Web Development
CS	2124	Programming II
CS	2313	Linux/Unix Operating System

<u>Changed Courses</u>
| NT | 1013 | Supporting Network Clients |
| NT | 1113 | Support Network Servers |

Associate of Applied Science in Medical Office Administration (DC 0705; CIP 51.0705; 62 credit hours; Fall 2020)
<u>Deleted Courses</u>
MIS	1003	Introduction to Computers
OS	1133	Skill Building
MOA	1023	Human Resources Management

<u>Added Courses</u>

OS	1143	Speed Building
OS	1003	Introduction to Keyboarding
OS	1023	College Keyboarding

Associate of Applied Science in Office Management (DC 0740; CIP 52.0204; 62 credit hours; 100% online; Fall 2020)

Deleted Courses

ECON	1003	American Enterprise System
OS	1133	Skill Building
OS	2153	Transcription
PSYC	2003	General Psychology

Added Courses

OS	1003	Introduction to Keyboarding
OS	1023	College Keyboarding
ECON	2103	Principles of Microeconomics (or)
ECON	2003	Principles of Macroeconomics

Name Change & Curriculum Revision

Certificate of Proficiency in HVAC (DC 0115; CIP 47.0201) changed to Certificate of Proficiency in HVAC & Refrigeration (6 credit hours; Fall 2020)

HVAC	1023	Fundamentals of Electricity
HVAC	1033	Fundamentals of Basis Compression & Refrigeration

Certificate of Proficiency in Electrical Technology (DC 4629; CIP 47.0101) changed to Certificate of Proficiency in Electrical & Instrumentation Technology (16 credit hours; Fall 2020)

Deleted Courses

MD	1113	Motor Controls
MD	2603	Industrial Safety
EE	1323	DC/AC Circuit Analysis for Engineering
EM	2924	Programmable Logic Controller I
EM	2213	Industrial Electricity

Added Courses

IMEI	1004	NCCER E & I Level I
IMEI	1014	NCCER E & I Level II
IMEI	2004	NCCER E & I Level III
IMEI	2014	NCCER E & I Level IV

Technical Certificate in HVAC/Electronics and Instrumentation (DC 0116; CIP 47.0201) changed to Technical Certificate in HVAC & Refrigeration (33 credit hours; Fall 2020)

Deleted Courses

HVAC	1003	NCCER HVAC Level I
IMEI	1003	NCCER E & Level I
MD	1073	NCCER
HVAC	1013	NCCER HVAC Level II
IMIE	1013	NCCER E & I Level II
HVAC	2003	NCCER HVAC Level III

IMEI	2003	NCCER E & I Level III
HVAC	2013	NCCER HVAC Level IV
IMEI	2013	NCCER E & I Level IV

Added Courses
HVAC	1023	Fundamentals of Electricity
HVAC	1033	Fundamentals of Basic Compression & Refrigeration
HVAC	1043	Industrial Controls & Electronic Components
HVAC	1053	Tubing and Piping
HVAC	2023	Residential Systems
HVAC	2033	Heat Gain and Loss
HVAC	2043	Air Conditioning Service
HVAC	2053	Professional Development

Name Change of Existing Program/Concentration/Option/Organizational Unit
Emphasis in Electrical Technology in the Associate of Applied Science in Industrial Sciences & Technology (DC 0350; CIP 15.0612) changed to Emphasis in Electrical & Instrumentation Technology in the Associate of Applied Science in Industrial Sciences & Technology (62 credit hours; Fall 2020)

Emphasis in HVAC in the Associate of Applied Science in Industrial Sciences & Technology (DC 0350; CIP 15.0612) changed to Emphasis in HVAC & Refrigeration in the Associate of Applied Science in Industrial Sciences & Technology (Fall 2020)

Inactive Program
Technical Certificate in Simulation & Game Design (DC 0190; CIP 11.0804; Fall 2020)

Associate of Applied Science in Paraprofessional Educator (DC 0438; CIP 13.1210; Fall 2020)

Option in Electrical & Instrumentation in the Associate of Applied Science in Industrial Sciences and Technology (DC 0350; CIP 15.0612; Fall 2020)

Reconfiguration of Existing Certificate/Degree Program to Create New Degree Program
Associate of Applied Science in Industrial Sciences & Technology (DC 0305; CIP 15.0612) reconfigured to create the Associate of Applied Science in Engineering Technology (CIP 15.0000; 63 credit hours; Fall 2020)
General Education – 23 credit hours
ENGL	1113	Composition I
CO	2213	Technical Writing
MATH	1023	College Algebra
MATH	1033	Plane Trigonometry
MATH	1525	Calculus & Analytic Geometry I
SPCH	1113	Principles of Speech
PSYC	2003	General Psychology (or)
SOC	2003	Introduction to Sociology

SAUT Requirements – 3 credit hours
GSTD	1021	Student Success
GSTD	1031	Student Success

GSTD   1041   Student Success
Technical Courses- 37 credit hours
  CPT   1023   Manufacturing Processes & Production
  CPT   1043   Quality Practices & Measurements
  EE   1323   DC/AC Circuit Analysis for Engineering
  EM   2924   Programmable Logic Control I
  EN   1003   Introduction to Engineering
  EN   1023   Engineering Concepts I
  EN   2033   Welding Engineering
  EN   2043   Robotic Applications
  EN   2063   Applied Statics
  MD   1403   Basic Blueprint Reading
  MD   2403   Fluidics
  MD   2603   Industrial Safety

New course

Associate of Applied Science in Industrial Sciences & Technology (DC 0305; CIP 15.0612) reconfigured to create the Certificate of Proficiency in Mechanical Maintenance (CIP 15.0613; 8 credit hours; Fall 2020)
  MD   1073   NCCER Core
  MD   1052   Introduction to Preventive Maintenance
  MD   2403   Hydraulics/Pneumatics (Fluidics)

Associate of Applied Science in Paraprofessional Educator (DC 0438; CIP 13.1210) reconfigured to create the Technical Certificate in Paraprofessional Educator (CIP 13.1210; 33 credit hours; Fall 2020; 100% online)
General Education – 9 credit hours
  ENGL   1113   Composition I
  MATH   1063   Mathematical Reasoning
  SPCH   1113   Principles of Speech
Technical Courses – 24 credit hours
  ED   1003   Foundations of Early Childhood Education
  ED   1313   Child Health, Safety & Nutrition
  ED   1323   Policies and Procedures
  ED   2013   Early Childhood Practicum
  EDUC   2003   Introduction to Education & Field Experience I
  EDUC   2023   K-12 Educational Technology
  IEC   2003   Child Growth & Development
  HS   2413   First Aid & CPR

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Applied Science in Health Sciences (Public Health Option) (DC 7265; CIP 51.0000) to the Bachelor of Science in Public Health (DC 5276; CIP 51.2201) at Southern Arkansas University (Fall 2020)
General Education – 37 credit hours
  ENG   1113   English Composition I
  ENG   1123   English Composition II

MATH	1023	College Algebra
ART	2013	Art Appreciation
HIST	1003	World History I (or)
HIST	1013	World History II
HIST	2013	U.S. History I (or)
HIST	2023	U.S. History II (or)
PSCI	2003	American National Government
PHIL	24-3	Introduction to Philosophy
PSYC	2003	General Psychology
PSYC	2103	Developmental Psychology
MIS	1003	Introduction to Computers
CHEM	1064	General Chemistry for Nursing with Lab (or)
CHEM	1114	General Chemistry I
HS	1403	Personal & Community Health

<u>SAUT Required Courses – 5 credit hours</u>

GSTD	1021	Student Success I
GSTD	1031	Student Success II
GSTD	1041	Student Success III
SPCH	1113	Speech

<u>Biological Sciences – 18 credit hours</u>

AH	1143	Medical Terminology
BIOL	2063/	
	2061	A & P I with Lab
BIOL	2073/	
	2071	A & P II with Lab
BI	2234	Microbiology with Lab
BIOL	2003	Nutrition & Diet

SAU BS in Public Health – 60 credit hours

	XXX3	Foreign Language (Spanish suggested)
ENGL	2213	World Literature I (or)
ENGL	2223	World Literature II
	XXX3	Statistics or Math 3043 or PSYC/SOC 3183
BIOL	3903	Human Genetics
REC	3663	Leisure and Aging
HS	4023	Pharmacology in Sports
SOC	3003	Cultural Diversity
PH	2003	Foundations of Public Health
PH	3013	Issues and Trends in Healthcare
PH	3053	The Business of Health Care
PH	3063	Social and Behavioral Health
PH	3143	Evaluation Methods in Public Health
PH	3103	Biological Concepts in Public Health
PH	3043	Research for Evidence-Based Practice
PH	4123	Program Planning & Evaluation for Public Health
PH	4003	Epidemiology
PH	4023	Healthcare and Public Health Policy
PH	4983	Internship in Public Health
	XXX3	Upper Level Elective

XXX3   Upper Level Elective

SAUT/SAU Transfer Agreement
Purpose
The purpose of this Agreement is to facilitate SAU degrees completion beginning at SAUT grounds, enabling students to secure a bachelor's degree in Public Health. SAU and SAUT do agree to affiliate for the purposes of offering a baccalaureate program in the area of Public Health. Both institutions share a common objective and responsibility for developing a high quality educational experience in both lecture and labs. Through collaborative efforts, SAU and SAUT desire to provide clarity regarding the degree requirements herein, thereby affording students the opportunity to earn a high-quality degree from SAU along with an Associate of Applied Science (Public Health Option) from SAUT in the most efficient manner possible. The Bachelor of Science in Public Health degree is designed to maximize the success of students pursuing careers in professional fields as health educator, community planner, nutritionist, restaurant inspector, and epidemiologist, among others. This option requires substantial coursework in Biology. Public Health students will gain practical experience in their professional field through internship and shadowing as early as possible during their degree program.
Agreement
It is agreed that any student who is currently at SAUT will be admitted to the Bachelor of Science in Public Health at SAU to the provisions listed below:
- The student must complete the requirements necessary for general admission to SAU.
- Degree program admission requirements for students pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at SAU.
- Candidates must comply with the general regulations governing baccalaureate degrees.
- Candidates must complete the general education requirements applicable to the desired degree.
- Candidates must complete a suitable minor, if required.
- Candidates must each a cumulative grade point average of at least 2.0 in all courses taken in the major field.
- Programs of study need to be planned in close consultation with the faculty advisor to ensure pre-requisites are met.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to SAU.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of SAU.
Implementation and Review
- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both SAU and SAUT agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.

- SAU and SAUT will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at SAUT. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- SAU and SAUT will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, published catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

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

University of Arkansas, Fayetteville
Name Change and Program Reconfiguration
Master of Science in Community Health Promotion (DC 6270; CIP 51.2207) changed to Master of Public Health in Public Health with concentrations in Public Health Practice or Physical Activity (CIP 51.2207; 42 credit hours; Fall 2020)
Required Core – 24 credit hours

ESRM	5393	Statistics in Education and Health Professions
HHPR	5353	Research in Health, Human Performance and Recreation
PBHL	5533	Theories of Social and Behavioral Determinants of Health
PBHL	5563	Public Health: Practices and Planning
PBHL	5573	Principles of Health Education
PBHL	5613	Epidemiology
PBHL	5633	Health Services Administration
PBHL	6553	Environmental Health

Capstone – 6 credit hours

PBHL	605V	Independent Study
PBHL	589V	Independent Research

Concentration in Physical Activity - 12 credit hours

EXSC	5323	Biomechanics I
EXSC	5353	Exercise Psychology
EXSC	5513	Physiology Exercise I
HHPR	699V	Seminar

Concentration in Public Health Practice - 12 credit hours

PBHL	5213	Evaluation of Public Health Programs
PBHL	5643	Multicultural Health

PBHL	6803	Health Communication Theory, Research and Practice
PBHL	6833	Principles of Epidemiology II

Reconfiguration of Existing Certificate Degree Program; CIP Code Change
Bachelor of Music in Music (DC 2100; CIP 50.0903) reconfigured to create the Bachelor of Music in Music Education with concentrations in Choral and Instrumental (CIP 13.1213; 125 credit hours; Fall 2020)

University of Arkansas – Fort Smith
Name Change, CIP Code Change, and Curriculum Revision
Bachelor of Science in Information Technology (DC 2411; CIP 11.0101) changed to Bachelor of Science in Computer Science (CIP 11.0701; Fall 2020)
Modified Courses

CS	1014	Foundations of Programming I
CS	1093	Computer and Information Science Concepts
CS	2033	Web Systems
CS	3103	Algorithm Design
CS	3333	Big Data
CS	3403	.NET Application Programming
CS	3513	Applied Cryptography
CS	3523	Computer Forensics
CS	4003	Systems Analysis and Design
CS	4023	Senior Capstone
CS	4143	Advanced Artificial Intelligence
CS	4213	Identity Management
CS	4503	Network Security
CS	4523	Cyber Crimes
CS	4903	Information Technology Special Topics

Added Courses

CS	1213	Enterprise Computing
CS	2053	Foundations of Cyber Security
CS	298V	Introduction to Undergraduate Research
CS	3043	Database Systems
CS	3053	Operating Systems
CS	4033	Ethics and Professional Practice
CS	4043	Formal Languages
CS	4363	Internet of Things Development
CS	4373	Information Retrieval
CS	498V	Undergraduate Research in Computer Science

Curriculum Revision
Four-Year Track in the Bachelor of Science in Organizational Leadership (DC 5335; CIP 52.0213; Fall 2020)
Course Changes

WFL	1174	Total Quality Essentials
WFL	1173	Total Quality Essentials

WFL	1374	Human Relations and Interpersonal Development
WFL	1373	Human Relations and Interpersonal Development

WFL	2174	Introduction to Lean Enterprise Systems
WFL	2173	Introduction to Lean Enterprise Systems

WFL	2703	The Seven Habits of Highly Effective People
WFL	2703	The Seven Habits of Highly Effective Leaders

Additional Degree Requirements (changed from 25 credit hours to 31 credit hours)
Select one of the following three-hour electives:

STAT	2503	Probability and Statistics I
MGMT	2963	Business Statistics
PSYC	2513	Introduction to Behavioral Statistics

Bachelor of Science in Geoscience (DC 5401; CIP 40.0601; Fall 2020)
General Education Core reduced to 36 credit hours
Major Requirements changed to 75 credit hours
Additional Degree Requirements changed to 9 credit hours

Certificate of Proficiency in Workforce Leadership (DC 4897; CIP 52.0201; 9 credit hours; Fall 2020)
Course Changes

WFL	2174	Introduction to Lean Enterprise Systems
WFL	2173	Introduction to Lean Enterprise Systems

WFL	1374	Human Relations and Interpersonal Development
WFL	1373	Human Relations and Interpersonal Development

WFL	1174	Total Quality Essentials
WFL	1173	Total Quality Essentials

Technical Certificate in Workforce Leadership (DC 4855; CIP 52.0201; 22 credit hours; Fall 2020)
General Education - 9 credit hours

	XXX3	Select a two-course sequence from English composition
MATH	1303	College Math and Quantitative Literacy (or)
MATH	1403	College Algebra
SPCH	1203	Introduction to Speech Communication

Major Requirements – 12 credit hours

WFL	2173	Introduction to Lean Enterprise Systems
WFL	1373	Human Relations and Interpersonal Development
WFL	1173	Total Quality Essentials
WFL	2733	Workforce Foundations

Additional Requirement – 1 credit hour

FIN   1521   Personal Finance Applications

Associate of Applied Science in Workforce Leadership (DC 4887; CIP 52.0201; 60 credit hours; Fall 2020)

Changes, Modifications, or Additions

MATH	1303	College Math and Quantitative Literacy (or)
MATH	1403	College Algebra
WFL	1703	Basic Business Communication Using Microsoft Office (or)
ITA	1003	Computer Apps for the Knowledge Worker
SPCH	1203	Introduction to Speech Communication
WFL	2174	Introduction to Lean Enterprise Systems
WFL	2173	Introduction to Lean Enterprise Systems
WFL	1374	Human Relations and Interpersonal Development
WFL	1373	Human Relations and Interpersonal Development
WFL	1174	Total Quality Essentials
WFL	1173	Total Quality Essentials

Deleted Courses

WFL	2501	Set-Up Reduction
WFL	2852	Problem Solving and Decision Making
WFL	2583	Team Development

Added Courses

WFL	2303	Lean Six Sigma Strategies
WFL	2733	Workplace Foundations
FIN	1521	Personal Finance Applications

Certificate of Proficiency in Office Management (DC 1524; CIP 52.0402; 15 credit hours; Fall 2020)

Deleted Courses

LEGL	1043	Introduction to Law
ENGL	XXX3	Composition

Added Courses

Select 6 credit hours from the following:

OMT	1703	Advanced Computer Applications
OMT	1653	Employee Benefits
OMT	2243	Strategic Personnel Development
OMT	2983	Emerging Office Technologies
OMT	286V	Academic Internship
OMT	290V	Special Topics
WFL	2733	Workplace Foundations

Certificate of Proficiency in Office Management Technology – Human Resources (DC 1526; CIP 52.0402; 12 credit hours; Fall 2020)
Deleted Course
  LEGL   1043   Introduction to Law

Added Course
  WFL   2733   Workplace Foundations

Certificate of Proficiency in Medical Office Professional (DC 1552; CIP 52.0402; 15 credit hours; Fall 2020)
Deleted Courses
  ENGL   XXX3   Composition
  OMT   2343   Office Communication Essentials

Added Courses
  OMT   2843   Medical Insurance and Billing
  OMT   2863   Medical Insurance Coding II

Technical Certificate in Office Management (DC 2524; CIP 52.0402; 31 credit hours; Fall 2020)
Deleted Courses
  LEGL   1043   Introduction to Law
  WFL   1374   Human Relations and Interpersonal Development
  LEGL   2133   Torts
  LEGL   2162   Employment Law
  LEGL   2662
  LEGL   2723   Wills, Trust, Probate

Added Courses
  MATH   1303   College Math and Quantitative Literacy (or)
  MATH   1403   College Algebra (or)
  MATH   XXX3   MATH course with MATH 1403 as a prerequisite
  WFL   1373   Human Relations and Interpersonal Development
  WFL   2503   Finance and Accounting for Non-Financial Leaders
  WFL   2733   Workplace Foundations

Technical Certificate in Medical Office Professional (DC 2552; CIP 52.0402; 31 credit hours; Fall 2020)
Deleted Courses
  OMT   2343   Office Communication Essentials
  HLTH   1013   Health Career Concepts
  LEGL   1043   Introduction to Law
  LEGL   2133   Torts

Added Courses
  MATH   1303   College Math and Quantitative Literacy (or)
  MATH   1403   College Algebra (or)
  MATH   XXX3   MATH course with MATH 1403 as a prerequisite
  OMT   2343   Office Communication Essentials

WFL	1373	Human Relations and Interpersonal Development
WFL	2733	Workplace Foundations

Associate of Applied Science in Office Management Technology (DC 0307; CIP 52.0402; 60 credit hours; Fall 2020)
<u>Deleted Courses</u>

LEGL	1043	Introduction to Law
LEGL	2162	Employment Law
LEGL	2133	Torts
LEGL	2723	Criminal Law

<u>Added Courses</u>

WFL	2733	Workplace Foundations
WFL	1373	Human Relations and Interpersonal Development
OMT	286V	Academic Internship
HLTH	2953	First Aid (if taken through WATC)
WFL	1173	Total Quality Essentials
WFL	2173	Introduction to Lean Enterprise System
WFL	2503	Finance and Accounting for Non-Financial Leaders
WFL	2703	Seven Habits of Highly Effective Leaders
WFL	290V	Industry Special Topics

University of Arkansas Little Rock
Name Change of Existing Program/Concentration/Option/Organizational Unit
Bachelor of Science in Mechanical Systems Engineering (DC 1085; CIP 14.1901) changed to Bachelor of Science in Mechanical Engineering (Fall 2020)

Department of Theatre/Dance (Department Code 2400) changed to Department of Theatre Arts & Dance

New Certificate/Degree Program
Certificate of Proficiency in Innovation & Entrepreneurship (CIP 52.0201; 12 credit hours; 100% online; Fall 2020)
Choose 4 courses from the following:

MGMT	3362	Venture Management and Decision Making
MGMT	4361	Business Planning and Product Introduction
MGMT	4366	New Venture Launch
MGMT	3364	Family Business Management
MGMT	4383	Entrepreneurial Perspectives

Certificate of Proficiency in Management (CIP 52.0201; 12 credit hours; 100% online; Fall 2020)

MGMT	3300	Principles of Management
MGMT	3340	Managing People in Organizations

Choose 2 courses from the following:

MGMT	3320	Human Resources Management
MGMT	3362	Venture Management and Decision Making
MGMT	4368	Staffing and Talent Management

| MGMT | 4377 | International Business Management |
| MGMT | 4391 | Employment Law |

Curriculum Revision

Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401; 120 credit hours; 100% online; Fall 2020)
Choose 5 courses – 15 credit hours from the following:

ADVT	3310	Advertising IMC Development
ADVT	3340	Public Relations
MGMT	4366	New Venture Launch
MKTG	3352	Seminar in Current Topics
MKTG	4320	International Marketing
MKTG	4341	Brand and Marketing Consulting

Digital Marketing Emphasis:

BINS	4352	Big Data Analytics Tools
MKTG	4315	Social Media Marketing Strategy
MKTG	4316	Digital Marketing

Professional Sales Emphasis:

MKTG	4351	Sales Management
MKTG	4355	Advanced Professional Selling
MKTG	4377	Business-to-Business Marketing

Certificate of Proficiency in Business Analytics (DC 1520; CIP 52.1301; 18 credit hours; 100% online; Fall 2020)
Program Requirements – 9 credit hours
Deleted Courses

| BINS | 4350 | Business Database Management Systems (or) |
| IFSC | 3320 | Database Concepts |

Added Courses

| BINS | 3305 | Information Technology for Decision Making (or) |
| IFSC | 3320 | Database Concepts |

Electives – 9 credit hours
Deleted Course

| ERSC | 4421 | Introduction to Geographic Information Systems (GIS) |

Added Courses

FINC	4350	Financial Behavior and Modeling
MGMT	4367	Human Resource Analytics and Metrics
MKTG	4316	Digital Marketing

Bachelor of Business Administration in Business Analytics (DC 5520; CIP 52.1301; 120 credit hours; 100% online; Fall 2020)
One elective must be from the following:

| ERSC | 4421 | Introduction to GIS |
| IFSC | 4325 | Data Mining |

Graduate Certificate in Business (DC 6522; CIP 52.0201; 18 credit hours; Fall 2020)
<u>Added Courses</u>
ECON   7200   Applied Problem Solving
MGMT   7101   Developing Leadership Skills I

Establishment of New Administrative Unit
Collaboratorium for Social Media and Online Behavioral Studies in the Department of Information Science (Department Code; Fall 2020)

Reorganization of Existing Administrative Unit
Donaghey College of Engineering & Information Technology (Department Code 0457) changed to College of Science, Technology, Engineering, and Mathematics (STEM) (Fall 2020)

College of Education & Health Professions (Department Code 1890) changed to College of Humanities, Arts, Social Sciences, and Education (Fall 2020)

College of Social Sciences & Communication (Department Code 2834) changed to College of Business, Health, and Human Services

Department of Communicative Disorders (Department Code 0970) changed to Department of Speech Language Pathology

Department of Health, Human Performance & Sport Management (Department Code 1420) changed to School of Counseling, Human Performance & Rehabilitation

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
College of Arts, Letters, & Sciences (Department Code 1770)

College of Business (Department Code 0455)

College of Social Sciences & Communication (Department Code 2834)

Substantive Change Request
Information Only Item
Bachelor of Science in Health Education/Promotion (DC 5710; CIP 51.0000) and the Master of Science in Health Education/Promotion (DC 7273; CIP 51.0000) reconfigured to create the BS/MS in Health Education/Promotion (4+1) Accelerated Program

Exceptional UALR undergraduate students may apply and be accepted to the MS in Health Education/Promotion and begin working towards their graduate degree while completing their baccalaureate degree. The 4+1 program will allow participating students to combine their undergraduate studies with graduate level coursework. Additionally, it will enable them to complete their graduate degree in a shorter amount of time than the traditional path.

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Graduate Certificate in Management (DC 6580; CIP 52.0201; Fall 2020)

University of Arkansas – Rich Mountain
Reconfiguration of Existing Certificate Degree Program
Associate of Applied Science in Business & Information Technology (DC 3018; CIP 52.1206) reconfigured to create the Technical Certificate in Business Administration (CIP 52.0101; 30 credit hours; Fall 2020)
First Semester – 15 credit hours

ECN	203	Microeconomics
ACC	203	Accounting I
BUS	243	Human Resource Management
BUS	223	Business Law I
CST	113	Computer Applications

Second Semester – 15 credit hours

BUS	213	Business Communications
BUS	203	Leadership/Ethics
ACC	213	Accounting II
ECN	213	Macroeconomics
CST	273	Spreadsheet Applications

Associate of Arts in General Education (DC 0110; CIP 24.0101) reconfigured to create the Associate of Science in Biology (CIP 26.0101; 60 credit hours; Fall 2020)

Associate of Arts in General Education (DC 0110; CIP 24.0101) reconfigured to create the Associate of Science in Chemistry (CIP 40.0501; 60 credit hours; Fall 2020)

Reconfiguration of Existing Certificate Degree Program; Hours
Health Information Billing & Coding (DC 4741; CIP 51.0707; 8 credit hours) reconfigured to increase hours Health Information Billing & Coding (DC 4741; CIP 51.0707; 9 credit hours Fall 2020)

Computer Systems Technology (DC 0435; CIP 52.1201; 9 credit hours) reconfigured to increase hours Computer Systems Technology (DC 0435; CIP 52.1201; 18 credit hours; Fall 2020)

Computer Systems Technology (DC 4380; CIP 52.1201; 29 credit hours) reconfigured to increase hours Computer Systems Technology (DC 4380; CIP 52.1201; 32 credit hours; Fall 2020)

Office Technology (DC 4850; CIP 52.0401; 26 credit hours) reconfigured to increase hours Office Technology (DC 4380; CIP 52.1201; 30 credit hours; Fall 2020)

Name Change of Existing Program/Concentration/Option/Organizational Unit
Technical Certificate in Machine Shop (DC 4680; CIP 48.0503) changed to Technical Certificate in Machine Tool Technology (Fall 2020)

Reconfiguration of Existing Certificate Degree Program; CIP Code Change
Certificate of Proficiency in Machine Tool Technology (DC 1685; CIP 48.0507) changed to Certificate of Proficiency in Machine Tool Technology (DC 1685;CIP 48.0503; Fall 2020)

Associate of Applied Science in General Technology (DC 0517; CIP 30.9999) to the Bachelor of Applied Science in Applied Science (DC 2856; CIP 52.0205) at the University of Arkansas – Fort Smith (Fall 2020)

Associate of General Studies in General Studies (DC 0900; CIP 24.0102) to the Bachelor of Business Administration in Business Administration (DC 2320; CIP 52.0201) at the University of Arkansas – Fort Smith (Fall 2020)

Associate of Science in Biology (CIP 26.0101) to the Bachelor of Science in Biology (DC 2300; CIP 26.0101) at the University of Arkansas – Fort Smith (Fall 2020)

Associate of Science in Chemistry (CIP 40.0501) to the Bachelor of Science in Chemistry (DC 2350; CIP 40.0501) at the University of Arkansas – Fort Smith (Fall 2020)

University of Arkansas at Monticello
New Certificate/Degree Program
Certificate of Proficiency in Phlebotomy (CIP 51.1009; 9 credit hours; Fall 2020)

PHL	1054	Tech Phlebotomy
PHL	1062	Tech Phlebotomy Practicum
PHL	1023	Tech Law and Ethics in Healthcare

New Option/Emphasis/Concentration/Minor
Data Science Option in the Bachelor of Science in Mathematics (DC 2870; CIP 27.0101; Fall 2020)
Mathematics Major Requirements – 43 credit hours

MATH	1033	Trigonometry
MATH	2333	Introduction to Math Reasoning
MATH	2343	Introduction to Statistics
MATH	2255	Calculus I
MATH	3403	Probability and Statistics
MATH	3463	Linear Algebra
MATH	3495	Calculus II
MATH	3513	Discrete Mathematics
MATH	3545	Calculus III
MATH	4711	Math Seminar
MATH	XXX6	Upper level MATH courses

Supportive Requirements for Data Science Option – 33 credit hours

CS	3003	Python Programming
CIS	1193	PC Hardware and Software Maintenance
CIS	2203	Programming Logic and Design
CIS	2223	Microcomputer Applications

CIS   3XX3   Linus
CIS   3103   Advanced Microcomputer Applications
CIS   3523   System Analysis and Design
CIS   4503   Data Communications and Networking
CIS   4623   Database Management Systems
Choose 2 courses from the following:
CIS   3243   Introduction to JAVA
CIS   3423   COBOL
CIS   3443   Object-Oriented Programming

New course

Revision of Existing Education Program
Master of Education in Educational Leadership (DC 5670; CIP 13.0401; Fall 2020)
<u>Revised Degree Plan on File at ADHE</u>

University of Arkansas Community College at Morrilton
New Certificate/Degree Program
Certificate of Proficiency in Collision Repair and Refinishing Technology (CIP 47.0603; 15 credit hours; Fall 2020)

AUB	1013	Autobody Fundamentals
AUB	1003	Electrical & Mechanical Systems
AUB	1103	Materials and Processes
AUB	1023	Color Theory
AUB	1033	Refinishing Procedures & Application

Curriculum Revision
Technical Certificate in Collision Repair and Refinishing Technology (DC 4330; CIP 47.0603; 30 credit hours; Fall 2020)

University of Central Arkansas
Name Change of Existing Program/Concentration/Option/Organizational Unit
Bachelor of Science in Education in Kinesiology & Physical Education (DC 2830; CIP 13.1314) changed to Bachelor of Science in Education in Physical Education (Fall 2020)

Bachelor of Science in Health Education (DC 2690; CIP 51.1504) changed to Bachelor of Science in Health Promotion (Fall 2020)

Department of Art (Department Code 0760) changed to Department of Art and Design (Fall 2020)

Inactive Program
Post Master's Certificate in Clinical Nurse Leader (DC 8513; CIP 51.3801; Summer 2020)

Deletion – Certificate, Degree, Option, Emphasis, Concentration, Minor or Organizational Unit
Bachelor of Professional Studies in Professional Studies (DC 1871; CIP 30.9999; Spring 2022)

Bachelor of Arts in Mathematics (DC 1600; CIP 27.0101; Fall 2020)

Revision of Existing Education Program
Master of Science in School Leadership, Management, & Administration (DC 6920; CIP 13.0499; Fall 2020)
Revised Degree Plan on File at ADHE

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Recertifications
<u>Northcentral University, La Jolla, California</u>
Master of Arts in Teaching
Master of Education in Educational Leadership
Master of Science in Accounting
Master of Science in Child and Adolescent Developmental Psychology
Master of Science in Computer Science
Master of Science in Cyber Security
Master of Science in Data Science
Master of Science in Forensic Psychology
Master of Science in Health Psychology
Master of Science in Industrial Organizational Psychology
Master of Science in Information Systems
Master of Science in Organizational Leadership
Master of Science in Technology and Innovation Management
Education Specialist in Educational Leadership
Doctor of Education in Educational Leadership
Doctor of Marriage and Family Therapy
Doctor of Philosophy in Computer Science
Doctor of Philosophy in Data Services
Doctor of Philosophy in Education in Educational Leadership
Doctor of Philosophy in Organizational Leadership
Doctor of Philosophy in Technology and Innovation Management

<u>Walden University, Minneapolis, Minnesota</u>
Bachelor of Science in Business Administration
Master of Business Administration
Master of Public Administration
Master of Science in Software Engineering
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health

Institutional Changes

Letter of Exemption from Certification – New –Church-Related Training
<u>Grace Communion Seminary, Charlotte, North Carolina</u>
Offering programs by distance technology
Certificate of Theological Studies   Advanced Diploma of Christian Ministry
Master of Pastoral Studies   Master of Theological Studies

Program Changes/Additions

<u>Northcentral University, La Jolla, California</u>
Master of Science in Information Technology

New Specializations

Cloud and Networking Infrastructure Management

TIM	5000	Principles of Information Technology for the IT Professional
TIM	5035	Networks, Clouds, and Mobile Computing
TIM	5035	Cybersecurity, Risk Management and Policy for IT Professionals
TIM	5040	Systems and Architectures for IT Professionals
TIM	5050	Project Management for IT Professionals
TIM	6410	Cloud Computing
TIM	6445	Wireless Networking
TIM	6120	Distributes Systems
TIM	6450	Advanced Network Administration
TIM	6590	Strategic Management of IT Systems and Services

General Information Management

TIM	5000	Principles of Information Technology for the IT Professional
TIM	5025	Networks, Clouds and Mobile Computing
TIM	5040	Systems and Architectures for IT Professionals
TIM	5050	Project Management for IT Professionals
TIM	6430	Systems Analysis and Design
TIM	6301	Principles of Cybersecurity
TIM	6530	Big Data Integration
TIM	6550	IT Asset Management

Information Technology Project Management

TIM	5000	Principles of Information Technology for the IT Professional
TIM	5025	Networks, Clouds, and Mobile Computing
TIM	5035	Cybersecurity, Risk Management and Policy for IT Professionals
TIM	5040	Systems and Architectures for IT Professionals
TIM	5050	Project Management for IT Professionals
TIM	6610	Leadership in Project Management
TIM	6630	Managing Risk in Project Management
TIM	6210	Quality Management
TIM	6640	Program and Portfolio Management
TIM	6590	Strategic Management of IT Systems and Services

Network Risk Management and Control

TIM	5000	Principles of Information Technology for the IT Professional
TIM	5025	Networks, Clouds, and Mobile Computing
TIM	5035	Cybersecurity, Risk Management and Policy for IT Professionals
TIM	5040	Systems and Architectures for IT Professionals
TIM	5050	Project Management for IT Professionals
TIM	6350	Network Modeling and Design
TIM	6360	Advanced Network Risk Management
TIM	6320	Contingency Planning and Disaster Recovery
TIM	6370	Network Governance, Control and Assurance
TIM	6590	Strategic Management of IT Systems and Services

Master of Arts in Psychology

New Specialization
Sports Psychology
PSY	5101	Foundations of Sport Psychology
PSY	5104	Theories of Human Development and Functioning
PSY	5103	Professional Ethics in Sports Psychology
PSY	5107	Research Methods in Sports Psychology
PSY	6907	Kinesiology
PSY	6908	Psychopathology in Sport
PSY	6909	Applied Sport Psychology
PSY	6910	Counseling Skills for Sport Psychology
PSY	6911	Psychological Foundations of Human Behavior
PSY	6912	Diversity, Culture, or Society
PSY	6915	Field Work I

Choose One:
| PSY | 6916 | Capstone – Field Work II OR |
| PSY | 6917 | Capstone Course |

Choose one:
| PSY | 6913 | Team Building and Group Dynamics OR |
| PSY | 6914 | Psychology of Athletic Injury |

Master of Education
New Specialization
Social Emotional Learning
EDU	5000	Foundations of Graduate Study in Education
SEL	5100	Fundamentals of Social Emotional Learning
EDU	5100	Scholarly Writing and Using Research
SEL	5200	Instructional Strategies for Social Emotional Learning

Choose one:
ID	5000	Fundamentals of Instructional Design OR
ID	5020	Analyzing Needs, Contexts, and Learners OR
ID	5030	Assessment of Learning
SEL	5300	Emotionally Intelligent Classroom Management and Discipline
SEL	5400	From Classrooms to Caregivers and Communities
SEL	5500	Coaching Colleagues in Social Emotional Learning
SEL	5600	Action Research for SEL Practice
ED	6500	MED Capstone

Education Specialist
New Specialization
Social Emotional Learning
EDU	7100	Effective Communication
EDU	7154	Leadership for Improvement in EdS
SEL	7100	Foundations of Social Emotional Learning
EDR	8203	Research Methods
SEL	7200	Implementing SEL in the Modern Classroom
SEL	7300	Integrating SEL into School Culture and Climate
SEL	7400	Incorporating SEL with Policy Development and Implementation

Choose one:

EDR	8204	Advanced Qualitative Design and Measurement OR
EDR	8205	Advanced Quantitative Design and Measurement
SEL	7500	Involving Caregivers and Communities
SEL	7600	Comprehensive Planning for SEL Initiatives
EDR	7053	Education Specialist Capstone Project

Doctor of Education
New Specialization
Social Emotional Learning

EDU	7100	Effective Communication
EDU	7150	Leadership for Improvement
SEL	7100	Foundations of Social Emotional Learning

Choose two:

SEL	7200	Implementing SEL in the Modern Classroom OR
SEL	7300	Integrating SEL into School Culture and Climate OR
SEL	7400	Incorporating SEL with Policy Development and Implementation OR
SEL	7500	Involving Caregivers and Communities OR
SEL	7600	Comprehensive Planning for SEL Initiatives
EDR	8200	Scholarly Literature Review
EDR	8203	Research Methods
EDR	8201	Statistics I

Choose one:

EDR	8204	Advanced Qualitative Design and Measurement OR
EDR	8205	Advanced Quantitative Design Measurement

Choose one:

EDR	8206	Applied Qualitative Analysis OR
EDR	8202	Statistics II
CMP	9601 E	Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS	9911	Applied Doctoral Introduction
DIS	9912	Applied Doctoral Proposal
DIS	9913	Institutional Review Board and Data Collection
DIS	9914	Applied Doctoral Manuscript

Doctor of Philosophy in Education
New Specialization
Social Emotional Learning

EDU	8100	Theoretical Frameworks
SEL	7100	Foundations of Social Emotional Learning
EDU	8200	Writing for Research and Publications
EDR	8200	Scholarly Literature Review
SEL	7200	Implementing SEL in the Modern Classroom
EDR	8203	Research Methods
SEL	7300	Integrating SEL into School Culture and Climate
EDR	8201	Statistics I
SEL	7400	Incorporating SEL with Policy Development and Implementation

Choose one:

SEL	7500	Involving Caregivers and Communities OR
EDR	8204	Advanced Qualitative Design and Measurement

SEL	7600	Comprehensive Planning for SEL Initiatives
EDR	8205	Advanced Quantitative Design and Measurement

Choose One:

EDR	8202	Statistics II OR
EDR	8206	Applied Qualitative Analysis
CMP	9701	Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus
DIS	9901	Components of the Dissertation
DIS	9902	The Dissertation Proposal
DIS	9903	Institutional Review Board and Data Collection
DIS	9904	The Dissertation Manuscript and Defense

Doctor of Philosophy in Psychology
New Specialization
Psychology of Sexuality and Gender Fluidity

PSY	7101	Foundations of Doctoral Study in Psychology
PSY	7102	Scholarly Writing and Professional Communication in Psychology
PSY	7120	Overview of Psychological Concepts
PSY	7121	Socio-Contextual Psychology of Gender
PSY	7102	Research Methods
PSY	7122	Family Processes and Social Context
PSY	7123	Key Theories and Concepts in Sexuality and Gender Studies
PSY	7105	Tests and Measurements
PSY	7124	Sexuality and Sexual Fluidity
PSY	7110	Introduction to Quantitative and Qualitative Methods
PSY	7125	LGBT Identity and Relationship Development Through the Life Cycle
PSY	7126	Special Topics: Research, Policy and Advocacy from a Global Perspective
PSY	7111	Advanced Qualitative and Quantitative Analysis and Design
PSY	7112	Research Design Planning

Master of Science in Nursing
New Specialization
Quality and Safety

MSN-5000	Dynamic Healthcare Environments
MSN-5001	Theoretical Foundations of Human Behavior
MSN-5002	Population Health Management
MSN-5003	Health Outcomes Research
MSN-5004	Quality and Safety
MSN-5005	Policy
MSN-5200	Patient Safety in Nursing
MSN-5210	Nursing Policy and Regulation in Healthcare
MSN-5210	Nursing Policy and Regulation in Healthcare
MSN-5230	Performance and Process Improvement in Nursing
MSN-5240	The Nursing Quality Professional
MSN-5999	Capstone Experience

University of Southern California, Los Angeles, California
Graduate Certificate in Geographic Information Science and Technology

SSCI	581	Concepts for Spatial Thinking
SSCI	582	Spatial Databases
SSCI	587	Spatial Data Acquisition

Choose One:

SSCI	574	Spatial Econometrics
SSCI	576	Remote Sensing Applications and Emerging Technologies
SSCI	583	Spatial Analysis
SSCI	585	Geospatial Technology Project Management
SSCI	586	GIS Programming and Customization
SSCI	588	Remote Sensing for GIS
SSCI	589	Cartography and Visualization
SSCI	591	Web GIS

Graduate Certificate in Geospatial Intelligence

SSCI	581	Concepts for Spatial Thinking
SSCI	588	Remote Sensing for GIS
SSCI	579	Geospatial Intelligence Tradecraft

Choose One:

SSCI	576	Remote Sensing Applications and Emerging Technologies
SSCI	583	Spatial Analysis
SSCI	589	Cartography and Visualization

Graduate Certificate in Library and Information Management

LIM	591B	Research and Professional Applications
LIM	591D	Research and Professional Applications

Choose Four:

LIM	511	Instructional Strategies for Information Professionals
LIM	552	Strategic Information and Competitive Analysis
LIM	562	Library and Information Technologies
LIM	563	Partnerships and Collaborations in Libraries
GSBA	502	Management Communication for Leaders
GSBA	509	Marketing Management
GSBA	510	Accounting Concepts and Financial Reporting
LIM	502	Collection Development and Management
LIM	503	Information Description, Organization, and Retrieval
LIM	504	Research Methods in Library and Information Management

Graduate Certificate in Orofacial Pain

OFPM	705	Neurogenic Based Oral and Facial Pains for Dental Residents
OFPM	706	TMD, Orthopedics, Rheumatology and Physical Therapy for Dental Residents
OFPM	707	Pharmacology Series for Dental Residents
OFPM	710a	Knowledge Assessment for OFPOM Residents
OFPM	723	Systems Physiology, Motor Disorders, and Sleep Apnea
OFPM	724	Psychological and Psychometric Assessment for Dental Residents
OFPM	730a	Case Portfolio Preparation by Online OFPOM Residents
OFPM	730b	Case Portfolio Preparation by Online OFPOM Residents

OFPM   730c   Case Portfolio Preparation by Online OFPOM Residents

LETTERS OF NOTIFICATION
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ARKANSAS COLLEGES AND UNIVERSITIES

LON DESCRIPTIONS
East Arkansas Community Center
New Certificate/Degree Program
Certificate of Proficiency in Child Care (CIP 19.0709; 12 credit hours; Fall 2020)

CCS	2503	Foundations of Early Childhood Education
CCS	2003	Infants and Toddlers
CCS	1103	Practicum I
CCS	2603	Child Care Nutrition

Technical Certificate in Child Care (CIP 19.0709; 30 credit hours; Fall 2020)
General Education Core – 12 credit hours

ENG	1013	English Composition I
SPE	1003	Introduction to Oral Communication
MTH	1083	Technical Mathematics
PSY	1003	General Psychology

Child Care Core – 18 credit hours

CCS	2503	Foundations of Early Childhood Education
CCS	1303	Environment for Young Children
CCS	1103	Practicum I
CCS	1503	Child Growth and Development **OR** EDN 2083 Child Growth & Development
CCS	2003	Infants and Toddlers
CCS	2603	Child Care Nutrition

University of Arkansas at Fort Smith
New Off-Campus Location
The administration and Board of Trustees of the University of Arkansas System and the University of Arkansas – Fort Smith (UAFS) request Arkansas Higher Education Coordinating Board to recognize an off-campus instructional site at Sichuan Vocational Technical College of Communication (SVTCC) in Chengdu, Sichuan Province, P.R. China. UAFS is also requesting Coordinating Board approval to offer the Associate of Applied Science in General Technology degree. The proposed programs can be completed at the off-campus site through a combination of distance, online, and onsite delivery. The proposed degrees will be taught by SVTCC faculty approved by the University of Arkansas – Fort Smith administration. UAFS faculty will validate the curriculum and the skills acquired in the courses. Faculty from SVTCC will work with UAFS faculty to become familiar with program learning outcomes to prepare graduates for the National Automotive Technician Education Foundation (NATEF) certification exam. SVTCC sought a partnership with UAFS because of the quality of the programs and the need for well-trained technicians at BMW, Audi, and other high-end automobile companies in the Chengdu area.

LETTERS OF INTENT
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The following notifications were received through July 1, 2020.

Arkansas State University – Jonesboro
New Off Campus Center – A-State University Center @ Arkansas State University
Three Rivers, Malvern, AR

New Off Campus Center – A-State University Center @ Arkansas State University-
Newport, Newport, AR

New Off Campus Center – A-State University Center @ Black River Technical College,
Pocahontas, AR

Henderson State University
Bachelor of Science in Computer Engineering

North Arkansas College
Associate of Science in Cybersecurity
Technical Certificate in Computer Programming

Southeast Arkansas College
Associate of Applied Science in Clinical Laboratory Technology

University of Arkansas Little Rock
Bachelor of Science in Cybersecurity

University of Arkansas Rich Mountain
Associate of Applied Science in Massage Therapy
Certificate of Proficiency in Aesthetics

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Academy of Art University, San Francisco, California,
Recertification – Distance Technology
Associate of Arts in Game Development
Bachelor of Architecture
Bachelor of Fine Arts in Art Education
Bachelor of Fine Arts in Fashion
Bachelor of Fine Arts in Illustration
Bachelor of Fine Arts in Photography
Bachelor of Fine Arts in Visual Development
Master of Fine Arts in Fine Art
Master of Fine Arts in Animation and Visual Effects

<u>Adler University, Chicago, Illinois</u>
Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling

<u>Ashford University, San Diego, California</u>
Initial Certification – Distance Technology
Master of Arts in Counseling
Recertification – Distance Technology
Master of Arts in Health Care Administration
Master of Arts in Human Services
Master of Arts in Organizational Development and Leadership
Master of Arts in Organizational Management
Master of Arts in Psychology
Master of Business Administration
Master of Public Administration
Doctor of Psychology

<u>Blue Cliff College, Alexandria, Louisiana</u>
Recertification – Fayetteville Campus
Associate in Occupational Studies in Clinical Administrative Medical Assisting
Associate in Occupational Studies in Health Information Management Billing and
    Coding

<u>Brandman University, Irvine, California</u>
Initial Certification – Distance Technology
Associate of Arts in General Business
Associate of Arts in General Education
Bachelor of Arts in Applied Studies
Bachelor of Arts in Business Administration
Bachelor of Arts in Organizational Leadership
Bachelor of Arts in Psychology
Bachelor of Science in Computing Technology
Bachelor of Science in Information Technology
Master of Arts in Organizational Leadership
Master of Business Administration

<u>California Southern University, Costa Mesa, California</u>
Initial Certification – Distance Technology
Certificate in Addiction Studies
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
Associate of Arts in Liberal Studies
Bachelor of Applied Science
Bachelor of Arts in Psychology
Bachelor of Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Nursing
Master of Arts in Psychology
Master of Business Administration
Master in Education
Master of Science in Law Enforcement Executive Leadership
Master of Science in Nursing
Master of Science in Psychology
Doctor of Business Administration
Doctor of Psychology

<u>Central Christian College of Kansas, McPherson, Kansas</u>
Initial Certification – Distance Technology
Associate of Arts in Aviation
Bachelor of Aviation

<u>The Chicago School of Professional Psychology, Los Angeles, California</u>
Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Applied Forensic Psychology Certificate
Applied Industrial/Organizational Psychology Certificate
Child and Adolescent Psychology Certificate
Consumer Psychology Certificate
Leadership for Healthcare Professionals Certificate
Organizational Effectiveness Certificate
Workplace Diversity Certificate
Behavior Analyst Post-Master's Respecialization Certificate

<u>Clarks Summit University, Clarks Summit, Pennsylvania</u>
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

<u>Coastline College, Fountain Valley, California</u>
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

<u>DeVry University, Naperville, Illinois</u>
Recertification – Distance Technology
Associate of Applied Science in Accounting
Associate of Applied Science in Network Systems Administration
Associate of Applied Science in Electronics and Computer Technology
Associate of Applied Science in Health Information Technology
Associate of Applied Science in Web Graphic Design
Bachelor of Science in Accounting
Bachelor of Science in Biomedical Engineering Technology
Bachelor of Science in Business Administration
Bachelor of Science in Communications
Bachelor of Science in Computer Information Systems
Bachelor of Science in Engineering Technology-Computers
Bachelor of Science in Engineering Technology-Electronics
Bachelor of Science in Healthcare Administration
Bachelor of Science in Justice Administration
Bachelor of Science in Management
Bachelor of Science in Multimedia Design and Development
Bachelor of Science in Network and Communications Management
Bachelor of Science in Technical Management
Graduate Certificate in Big Data and analytics
Graduate Certificate in CPA Preparation
Graduate Certificate in Global Supply Chain Management
Master of Information Technology Management
Master of Information Systems Management
Master of Network and Communication Management
Master of Project Management
Master of Public Administration
Master of Science in Accounting

<u>Drury University, Springfield, Missouri</u>
Initial Certification – Conway Campus
Bachelor of Science in Organizational Communication and Development

<u>Northcentral University, La Jolla, California</u>
Initial Certification – Distance Technology
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Treatment of
    Addictions
Post-Baccalaureate Certificate in Marriage and Family Therapy, Systemic Sex Therapy
Post-Baccalaureate Certificate in Education, social, Emotional Learning
Post-Masters Certificate in Psychology, Industrial/Organizational Psychology
Post-Masters Certificate in Education, Social, Emotional Learning

<u>Pepperdine University, Malibu, California</u>
Initial Certification – Distance Technology
Master of Science in Applied Analytics

<u>Reach Institute for School Leadership, Oakland, California</u>
Initial Certification – Distance Technology
Bachelor of Arts in Global Education
Master of Education in Instructional Leadership
Master of Education in Teaching

<u>San Diego State University, San Diego, California</u>
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

<u>South University, Savannah, Georgia</u>
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

<u>TEACH-NOW Graduate School of Education, Washington, D.C.</u>
Initial Certification – Distance Technology
Teacher Preparation Certificate Program for Teacher Licensure: English for Speakers
    of Other Languages
Teacher Preparation Certificate Program for Teacher Licensure: Foreign Languages
Teacher Preparation Certificate Program for Teacher Licensure: Biology/Life Science

Teacher Preparation Certificate Program for Teacher Licensure: Chemistry
Teacher Preparation Certificate Program for Teacher Licensure: Computer Science
Teacher Preparation Certificate Program for Teacher Licensure: English Language Arts
Teacher Preparation Certificate Program for Teacher Licensure: Mathematics-Secondary
Teacher Preparation Certificate Program for Teacher Licensure: Physical Science
Teacher Preparation Certificate Program for Teacher Licensure: Social Studies-Secondary

<u>University of California Davis, Davis, California</u>
Initial Certification – Distance Technology
Master of Business Administration

<u>University of Southern California, Los Angeles, California</u>
Initial Certification – Distance Technology
Executive Master of Urban Planning
Master of Education in Learning Design and Technology
Master in Long Term Care Administration
Master of Science in Food Industry Leadership
Master of Science in Human Resource Management
Master of Science in Orofacial Pain and Oral Medicine
Master of Science in Pain Medicine

<u>Walden University, Minneapolis, Minnesota</u>
Recertification – Distance Technology
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Communications
Bachelor of Science in Computer Information Systems
Bachelor of Science in Criminal Justice
Bachelor of Science in Health Studies
Bachelor of Science in Information Technology
Bachelor of Science in Nursing
Bachelor of Science in Psychology
Master of Arts in Teaching
Master of Business Administration
Master of Health Administration
Master in Information System management
Master of Public Administration
Master of Public Health
Master of Science in Clinical Administration
Master of Science in Education
Master of Science in Forensic Psychology
Master of Science in Leadership
Master of Science in Mental Health Counseling
Master of Science in Nonprofit Management and Leadership
Master of Science in Nursing
Master of Science in Psychology

Master of Science in Software Engineering
Education Specialist
Doctor of Business Administration
Doctor of Education
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Management
Doctor of Philosophy in Psychology
Doctor of Philosophy in Public Health
Doctor of Philosophy in Public Policy and Administration

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