Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

May 1, 2015

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Southern Arkansas University
Donald W. Reynolds Center Grand Hall
100 East University
Magnolia, AR 71753

SCHEDULE
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Friday, May 1, 2015

Convene Coordinating Board Meeting
8:30 a.m.

Finance Committee
8:40 a.m.

Academic Committee
9:20 a.m.

Board Business
*10:00 a.m.

*Time approximate. Meeting will begin at the end of the Academic Committee meeting.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, May 1, 2015
10:00 a.m.

Southern Arkansas University

AGENDA

I. EXECUTIVE

  *1.   Approve Minutes of the January 30, 2015 Regular Meeting

   2.   Agency Updates (Director Brett Powell)

  *2b. Workforce Initiative Act of 2015 (Dr. Powell)

II. FINANCE

   3.   Performance Funding Outcomes (Ms. Tara Smith)

  *4.   Distribution of Mineral Lease Funds (Ms. Smith)

III. ACADEMIC

  *5.   New Program: Arkansas State University-Jonesboro
        Master of Science in Psychological Science (Ms. Ann Clemmer)

  *6.   New Program: Arkansas Tech University
        Bachelor of Arts in Cultural and Geospatial Studies (Ms. Clemmer)

  *7.   New Program: Black River Technical College
        Technical Certificate in Auto Collision Structural Repair Technology (Ms. Clemmer)

  *8.   New Program: National Park Community College
        Technical Certificate in Aerospace Fabrication and Repair (Ms. Clemmer)

  *9.   New Program: Southern Arkansas University, Magnolia
        Master of Education in Higher, Adult, and Lifelong Education (HALE) (Ms. Clemmer)

*Action item   i

*Action item

FINANCE COMMITTEE

Arkansas Higher Education Coordinating Board
Southern Arkansas University
Donald W. Reynolds Center Grand Hall
Friday, May 1, 2015
8:40 a.m.

<u>Finance Committee</u>

Horace Hardwick, Chair	Sherrel Johnson
Dr. Charles Allen	Greg Revels
Chris Gilliam	Sam Sicard
	Bob Crafton, Ex officio

AGENDA

3.   Performance Funding Outcomes (Ms. Tara Smith)

*4.   Distribution of Mineral Lease Funds (Ms. Smith)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Southern Arkansas University
Donald W. Reynolds Center Grand Hall
Friday, May 1, 2015
9:20 a.m.

<u>Academic Committee</u>
Sarah Argue, Chair   Ben Pickard
Dr. Olin Cook   Mary Anne Salmon
Florine Milligan   Bob Crafton, Ex officio

CONSENT AGENDA

*5.   New Program: Arkansas State University-Jonesboro
          Master of Science in Psychological Science (Ms. Ann Clemmer)

*6.   New Program: Arkansas Tech University
          Bachelor of Arts in Cultural and Geospatial Studies (Ms. Clemmer)

*7.   New Program: Black River Technical College
          Technical Certificate in Auto Collision Structural Repair Technology (Ms. Clemmer)

*8.   New Program: National Park Community College
          Technical Certificate in Aerospace Fabrication and Repair (Ms. Clemmer)

*9.   New Program: Southern Arkansas University, Magnolia
          Master of Education in Higher, Adult, and Lifelong Education (HALE) (Ms. Clemmer)

*10.   New Program: University of Arkansas – Fort Smith
          Bachelor of Social Work (Ms. Clemmer)

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

12.   Letters of Notification (Ms. Clemmer)

13.   Letters of Intent (Ms. Clemmer)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
January 30, 2015

Minutes of Meeting

The January 30, 2015, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Department of Higher Education (ADHE) in Little Rock, Arkansas. Chairman Crafton called the meeting to order at 8:30 a.m. with a quorum present.

Coordinating Board present:
Bob Crafton, Chair
Horace Hardwick, Vice Chair
Sarah Argue, Secretary
Dr. Charles Allen
Dr. Olin Cook
Chris Gilliam
Sherrel Johnson
Ben Pickard
Greg Revels
Mary Anne Salmon
Sam T. Sicard

Coordinating Board absent:
Florine Milligan

Department staff present:
Shane Broadway, Director
Cynthia Moten, Associate Director for Academic Programs
Rick Jenkins, Associate Director for Planning and Accountability
Tara Smith, Senior Associate Director for Finance
Ann Clemmer, Senior Associate Director for Academic Programs
Janet Lawrence, General Counsel
Jeanne Jones, Program Specialist for Academic Affairs
Lillian Williams, Program Specialist for Academic Affairs
Alana Boles, Program Specialist for Academic Affairs
Chandra Robinson, Program Coordinator for Institutional Finance
Callan Callaway, Program Coordinator for Institutional Finance
Jake Eddington, Program Specialist for Institutional Finance
Nichole Abernathy, Executive Assistant

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

Chairman Crafton began the meeting by asking for a moment of silence for all of the U.S. Troops overseas, including, ADHE staff member Mark Lane.

He then introduced new AHECB member Sam T. Sicard from Fort Smith and welcomed him to his first regular meeting of the Coordinating Board.

Agenda Item No. 1
Approval of Minutes

Ben Pickard moved to approve Agenda Item No. 1. Horace Hardwick seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Report of Nominating Committee

The Nominating Committee (Chair, Mary Anne Salmon, Horace Hardwick and Greg Revels) recommended the following slate of Board officers for 2015-16 (Sarah Argue as Secretary, Horace Hardwick as Vice Chair and Bob Crafton as Chair).

Mary Anne Salmon moved to accept the 2015-2016 nominations. Greg Revels seconded the motion and the Board unanimously approved.

Agenda Item No. 3
State Board of Higher Education Foundation
Election of Supervisory Committee

The State Board of Higher Education Foundation was established on May 2, 1992. The Board for the Foundation includes three annually elected members: a president, a vice president and a secretary/treasurer. The Foundation was established in order to accept private funds for specific projects for the benefit of higher education in Arkansas. The current officers are:

President – Bob Crafton
Vice President – Sarah Argue
Secretary/Treasurer – Dr. Charles Allen

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

The following resolution is presented for Board consideration:

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves and elects members to serve as the State Board of Higher Education Foundation Supervisory Committee as follows:
>
>   Bob Crafton – President
>   Sarah Argue – Vice President
>   Dr. Charles Allen – Secretary/Treasurer

Dr. Olin Cook moved to approve Agenda Item No. 3. Dr. Charles Allen seconded the motion and the Board unanimously approved.

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

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

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

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

   FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Department of Higher Education to send a copy of this resolution to the Department of Finance and Administration to notify that agency of compliance with Act 1211 of 1995.

Ben Pickard moved to approve Agenda Item No. 4. Sherrel Johnson seconded the motion and the Board unanimously approved.

Agenda Item No. 5
Agency Updates

ADHE Staff Changes

Director Broadway began by announcing the retirement of Associate Director for Academic Affairs Cynthia Moten. As he thanked Cynthia for over 30 years of dedication to the Department of Higher Education, he presented her with an engraved crystal vase. He then invited everyone to stay for a reception after the meeting in honor of Cynthia's retirement.

Next, Broadway announced that Communications Coordinator Brandi Hinkle transferred to the Department of Human Services. Steven Bell, Financial Aid Program Specialist resigned and moved back to South Carolina. Financial Aid Coordinator Phil Axelroth retired. Ann Clemmer, formerly of UALR, is the new Senior Associate Director for Academic Affairs. He also noted that he had been

hired as the new Vice President for Governmental Relations for the Arkansas State University System and would begin on February 9.

Institutional Leadership

Jay Jones, Vice Chancellor for Finance and Administration at the University of Arkansas at Monticello, has been named UAM's Interim Chancellor.

Important to Know

Broadway announced that the ADHE scholarship deadline for all categories, both spring and fall semesters, is June 1. He then noted that the new award amounts went into effect fall 2014 ($2K, $3K, $4K and $5K as a freshman, sophomore, junior or senior respectively, with $2K only at two-year colleges). Amounts for those who received the ACS in 2010 and continued his or her eligibility will remain the same ($5,000 or $2,500). Amounts for those who received the ACS in 2011 and 2012 and continued his or her eligibility will remain the same ($4,500 or $2,250).

Annual Trustees Conference

The Annual Trustees Conference was held on Friday, December 5, 2014, at the Pulaski Technical College Campus Center in North Little Rock. The conference began at 9:00 a.m. and concluded by 3:00 p.m. Over 100 registrants attended from around the state to hear remarks from Governor Asa Hutchinson and former Governor Mike Beebe. Other speakers included Thomas Pennington from Arkansas Tech University, Dr. Mark Taylor from Meet Generation NeXt, Leslie Booney from the University of North Carolina, Tony Williams from Arkansas Student Loan Authority and Don Cook with Gill Ragon Owen, P.A.

Agenda Item No. 6
2014 Fall and 2014 Annual Enrollment Report

Rick Jenkins presented summary and detailed information about annual student enrollment. He noted the total, on-schedule enrollment for the 2014 Fall term in all sectors of Arkansas higher education (public universities, public colleges, as well as independent colleges and universities and nursing schools) was 168,621 students; representing a 1-year decrease of 1.1 percent.

Of these 168,621 students, 16,245 were high school students (9.6 percent), 134,108 were undergraduate students (79.5 percent) and 18,268 were graduate students (10.8 percent).

Sherrel Johnson asked if there was enough data to identify trends in spring enrollment. Jenkins said, no. The data wasn't due until late February.

Agenda Item No. 7
Annual Report on First-Year
Student Remediation for Fall 2014

Rick Jenkins presented summary and detailed information about annual student enrollment. In fall 2014, Arkansas's public institutions enrolled 22,102 first-time degree seeking students. 22,102 of those students were tested for placement purposes. Of the 22,102 students who were tested, 9,119 students (41.4 percent) were assigned to one or more remedial courses while the balance was placed in college-level coursework. This represents a decrease in the remediation rate of 1.8 percentage points from Fall 2013. Note that this is the lowest remediation rate in the 5 fall terms and the total remediation rate has dropped every year since the 2010 fall term. Of the 9,119 students assigned to remediation, 4,270 (46.8 percent) were in the four-year sector and 4,849 (53.2 percent) were in the two-year sector.

Greg Revels asked how much of the reduction in the increase could be contributed to the recent changes in cut-off scores. Jenkins said that this is the second year that we have had the new rate and while it does appear to make a difference, it is not a significant difference.

Sarah Argue asked if the remediation rate for all groups was essentially the same. Jenkins explained that they aren't the same, however, they are very close.

Agenda Items No. 8
Academic Affairs Policy Updates

Cynthia Moten presented updates and clarifications regarding the following academic policies: 5.1 – College Mathematics; 5.2 – ICAC Rules; 5.6 – State Minimum Core; 5.7 – General Education Assessment and Placement; 5.11 – Approval of New Programs and Units; 5.12 – Academic Program Review and Program Viability; 5.14 – Unconditional Admissions; 5.18 – Alternative Assessment Plans; and, 5.22 – Arkansas Transfer System.

Moten highlighted policy 5.11 – Approval of New Programs and Units, which relates to the AHECB granting authority to the ADHE director to approve new programs that consist of primarily existing courses, and a few new courses, upon implementation and presentation to the board. Because some existing programs require approval before the board meetings, the institutions have asked that this be reconsidered, said Moten. Therefore language has been added that says the director may continue to approve, programs he was already allowed to approve, for immediate implementation. Notice will be provided to the board at the next meeting.

In closing, Moten announced that she was grateful for the trust that the Coordinating Board and ADHE staff had entrusted in her over the years. She then thanked several institutional representatives that have helped her and ADHE

tirelessly on numerous initiatives. She also thanked the ADHE Academic Affairs staff for their support.

Chairman Crafton said he appreciated Moten's presentations over the years.

Sarah Argue asked if policy 5.14, was saying that if a student has to do developmental education, they cannot be given unconditional admission.

Moten said we are trying to address the need to make the institution's policy in line with the board policy.

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Agenda Item No. 9
Economic Feasibility of Bond Issue
NorthWest Arkansas Community College

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NorthWest Arkansas Community College requests approval of the economic feasibility of plans to issue bonds not to exceed $18.4 million with a term of fifteen (15) years at a rate not to exceed 3.75%. Proceeds from the bond issue will be used for auxiliary purposes. The NorthWest Arkansas Community College Board of Trustees approved this action at its meeting held on November 10, 2014.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for NorthWest Arkansas Community College to issue bonds in an amount not to exceed $18.4 million with a term of fifteen (15) years at a rate not to exceed 3.75% to refinance district capital improvement bonds.

> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of NorthWest Arkansas Community College of the Coordinating Board's resolution.

There were no questions.

Greg Revels moved to recommend the approval of Agenda Item No. 9 to the full Board for consideration. Sherrel Johnson seconded and the Committee approved.

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Agenda Item No. 10
Economic Feasibility of Bond Issue
Southern Arkansas University

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Southern Arkansas University requests approval of the economic feasibility of plans to issue bonds of up to $10.0 million with a maximum term of up to thirty (30) years at an estimated average interest rate not to exceed 5.0 percent. Proceeds from the bond issue will be used for educational and general purposes. Southern Arkansas University Board of Trustees approved this financing at its meeting on November 18, 2014.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Southern Arkansas University to issue bonds in an amount up to $10.0 million with a term of (30) years at an estimated interest rate not to exceed 5.0 percent for bond refinancing and to construct and/or renovate facilities for the Engineering program and to make improvements in the Health, Kinesiology and Recreational facilities and to construct and/or renovate facilities for the Engineering program on the campus of Southern Arkansas University in Magnolia, Arkansas.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of Southern Arkansas University of the Coordinating Board's resolution.

There were no questions.

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

Agenda Item No. 11
Economic Feasibility of Loan Issue
Arkansas State University – Jonesboro

Arkansas State University-Jonesboro requests approval of the economic feasibility of plans to obtain a loan not to exceed $1.5 million with a term of up to ten (10) years at an expected annual interest rate of 0.0 percent. Proceeds from the loan will be used for educational and general purposes. Arkansas State University Board of Trustees approved this financing at its meeting on December 5, 2014.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas State University-Jonesboro to obtain a loan not to exceed $1.5 million with a term of up to ten (10) years at an expected annual interest rate of 0.0 percent to complete energy efficient upgrades of the cooling tower system at the Convocation Center and the energy control system of the Arkansas Biosciences Institute building.

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

There were no questions.

Greg Revels moved to recommend the approval of Agenda Item No. 11 to the full Board for consideration. Sherrel Johnson seconded and the Committee approved.

Agenda Item No. 12
Annual Higher Education Financial Condition Report

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

This report addressed several topics including the equity of the needs-based funding formulas, outcome-centered funding, revenues versus costs in higher education, funds per full-time equivalent (FTE) student, the increased volume of construction on campuses, a comparison of Arkansas faculty salaries to other Southern Regional Education Board (SREB) states and various charts and graphs on tuition and fees by institution, expenditures by function, fund balances, operating margins, athletic incomes and expenditures, scholarship expenditures and measures of performance. It also included some recommendations for future financial policies of the Arkansas Higher Education Coordinating Board.

Horace Hardwick asked how Arkansas's tuition rates compared to the rest of the country.

Smith said that Arkansas's tuition rates are either at or below the SREB states.

Agenda Item No. 13
Montgomery County Center
Rich Mountain Community College

The administration and Board of Trustees of Rich Mountain Community College (RMCC) request Arkansas Higher Education Coordinating Board recognition of an off-campus institutional site in Montgomery County, to be called the Rich Mountain Community College-Montgomery County Center. RMCC also is requesting Coordinating Board approval to offer remedial/developmental education courses, and the courses required for the Associate of Arts, Associate of General Studies, Associate of Applied Science in Business Technology with an emphasis in Business Administration and general education requirements for other AAS degrees at the Montgomery County Center. RMCC has had an educational presence in Mt. Ida and Montgomery County for the last 20 years offering Adult Education-GED, TRIO Programs, and Workforce classes.

> **RESOLVED,** That the Arkansas Higher Education Coordinating
> Board (AHECB) approves the establishment of Rich Mountain
> Community College-Montgomery County Center in Mt. Ida,
> Arkansas, and the offering of selected courses leading to associate

degree completion along with the offering of
remedial/developmental education courses effective immediately,
contingent on off-campus center accreditation or recognition by the
Higher Learning Commission.

FURTHER RESOLVED, That the Coordinating Board instructs the
Director of the Arkansas Department of Higher Education (ADHE)
to inform the President and Chair of the Board of Trustees of Rich
Mountain Community College of the approval.

FURTHER RESOLVED, That the Coordinating Board instructs the
ADHE Director to notify the administrators of Rich Mountain
Community College and National Park Community College that the
unnecessary duplication of courses and degrees is to be avoided;
and that the ADHE Director must inform the AHECB of disputes
that arise between any Arkansas public colleges and universities
regarding off-campus course and degree offerings.

Dr. Olin Cook asked if there was enough tuition to cover the rent for the off-
campus instruction center.

Vice President of Academic and Student Affairs Dr. Steve Rook, said that between
RMCC's unrestricted and restricted dollars, they are adequately funded.

Sarah Argue asked how the facility is currently being used. Rook said that
currently classes are being taught in the facility and outreach programs are being
held in it. This is just a name change he said.

Dr. Olin Cook moved to recommend the approval of Agenda Item No. 13 to the full
Board for consideration. Ben Pickard seconded and the Committee approved.

Agenda Item No. 14
Associate Degree for Occupational and Life Skills
NorthWest Arkansas Community College

The proposed 60-credit hour Associate Degree for Occupational and Life Skills
prepares students with cognitive disabilities to graduate with an associate degree
in a four-year period through a method called "scaffold learning" in which the
curriculum builds and overlaps, class by class, year by year, to emphasize critical
information, concepts and outcomes. The proposed program differs from other
programs in that it does not focus on one particular area of study but rather
introduces various concepts so that the student can find interests, strengths and
skills by multiple avenues of exposure. Before the end of the fourth year, each
student will have accumulated 270 hours through a personalized internship
experience designed for an appropriate career pathway for employment. Students
also will be prepared to be self-sufficient contributors to the local community.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Associate Degree for Occupational and Life Skills (CIP 52.9999, 60 semester credit hours) offered by NorthWest Arkansas Community College, effective Fall 2015.

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

Senior Vice President for Learning and Provost Dr. Steven Gates, presented an overview of the associate degree for occupational and life skills program. He began by stating that this program is modeled after one that has been in place for about 14 years at Belleview College in Seattle, WA. NWACC has the honor of being the first pilot college to work with others across Arkansas and the nation, said Gates.

Horace Hardwick asked if NWACC had considered the problem that some of their target students might have with transportation.

Gates said that during the interview and screening process, they will inquire about the students transportation needs. He said that NWACC does have a contract with Ozark Transit.

Mary Anne Salmon said that while she does applaud NWACC for what they are trying to do, she does have some concerns. She asked how in depth the teachers will be trained to handle the potential students who have cognitive learning disabilities.

Gates said that NWACC will be looking for teachers that have formal training in those specific areas.

Ben Pickard asked if the cost of attendance would be the same for this program as any other program and if a student in this program would be able to apply for financial aid.

Gates said no, the cost would be a little higher because the student teacher ratio is lower. Students that enroll in this program can apply for financial aid, said Gates.

Pickard voiced concern regarding the potential loan debt students could incur while in this program.

Gates said that will be part of the screening process with the students and parents. They will discuss what their financial options are and how to best handle them.

Sam Pickard asked what businesses they have received commitments from, if any. Also, are there any non-profits in the area providing similar training?

Gates said they have significate businesses that are willing to make a commitment to hiring the students from this program and that list is just starting to grow.

Sarah Argue moved to recommend the approval of the review of Agenda Item No. 14 to the full Board. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 15
Associate of Applied Science in Construction Technology
NorthWest Arkansas Community College

The proposed construction technology program is designed to provide students with the skills needed to plan, direct, coordinate, and/or budget activities associated with the construction and maintenance of structures, facilities, and systems in the construction industry. Students will have internship opportunities to participate in the conceptual development of a construction project and oversee its organization, scheduling, and implementation, and work directly with general superintendents, project managers, and constructors who manage, coordinate, and supervise the construction process. The proposed program will be advantageous to those who work in the construction industry who would like to assume responsibilities as foremen as well as site and project managers. Others who would like to gain entry-level positions in the construction industry would also benefit from the proposed program.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Construction Technology (CIP 15.1001, 60 semester credit hours) offered by NorthWest Arkansas Community College, effective Fall 2015.

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

There were no questions.

Mary Anne Salmon moved to recommend Agenda Item No. 15 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 16
Master of Jazz Studies
University of Arkansas at Monticello

The proposed Master of Jazz Studies is a 30-semester credit hour program that will provide both educators and performers an intensive educational opportunity in jazz performance, theory, history and pedagogy. The proposed program will consist of 12 hours in residence and 18 hours online. The University of Arkansas

at Monticello (UAM) currently offers the Bachelor of Arts in Music with a concentration in Jazz Studies. The proposed graduate program will provide: public school band directors an advanced credential for promotion and salary increase and increase their capability to instruct students in jazz; jazz musicians and scholars seeking graduate credentials to become employed as instructors at community and four-year colleges; and jazz performers seeking enhancement of their talents and skills to become employed in nightclubs, theatres, on cruise ships, on television shows, and as recording and/or touring artists.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Master of Jazz Studies (CIP 50.0910, 30 semester credit hours) offered by the University of Arkansas at Monticello, effective Fall 2015.

> **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. Program continuation is contingent on UAM obtaining and maintaining program accreditation with the National Association of Schools of Music.

There were no questions.

Mary Anne Salmon moved to recommend Agenda Item No. 16 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 17
Bachelor of Arts in Innovative Media
Henderson State University

The proposed Bachelor of Arts in Innovative Media is an interdisciplinary 120-semester credit hour program that provides students with the skills in mass and digital media, art, communication, marketing, computer science and technology to work in various facets of media. Required classes and labs will provide opportunities for students to work in a team environment that fosters creativity with a focus on current ideas and production methods, as well as new media models. Graduates of the proposed program will qualify for jobs as bloggers, web video producers, creative directors, assistant directors of marketing, web-page designers, social media managers, game designers, or self-employed freelance positions as cartoonists/animators.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Innovative Media (CIP 09.0702, 120 semester credit hours) offered by Henderson State University, effective Fall 2015.

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

There were no questions.

Mary Anne Salmon moved to recommend Agenda Item No. 17 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 18
Certificates of Proficiency and Technical Certificate in Commercial
and Residential Equipment Maintenance and Repair
University of Arkansas Community College at Hope

The Certificate of Proficiency in Building Maintenance, Certificate of Proficiency in Major Appliances, and Technical Certificate in Commercial and Residential Equipment Maintenance and Repair prepares students for entry-level employment in the maintenance and repair of commercial and residential facilities and their associated mechanical and electrical systems. Graduates will gain knowledge and employment skills including management of resources, basic carpentry, painting, plumbing, troubleshooting and repair of major appliances and HVACR equipment, and understanding of electrical wiring.   Further, these graduates can be hired in positions as maintenance technicians, boiler technicians, service technicians, chief of maintenance, and supervisors earning $7.25 to $27 per hour. Over 30 employers returned survey data and indicated 50+ new or upgraded positions for these graduates in the University of Arkansas Community College at Hope (UACCH) service area which includes south Arkansas and north Texas. The Arkansas and Texas Departments of Labor statistical data indicate steady growth in this career field in the next three to five years.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the offering of the Certificate of Proficiency in Building Maintenance, Certificate of Proficiency in Major Appliances, and Technical Certificate in Commercial and Residential Equipment Maintenance and Repair (CIP 46.0401, CP-10 semester credit hours; TC- 31 semester credit hours, respectively) on the Texarkana Campus of the University of Arkansas Community College at Hope, effective Fall 2015.

> **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 Hope of the approval.

There were no questions.

Mary Anne Salmon moved to recommend Agenda Item No. 18 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Item No. 19
Institutional Certification Advisory Committee

ADHE Executive Staff Recommendation
Initial Program Certification-Distance Technology
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education
Coordinating Board grants initial certification to the institutions listed on pages 1-7
to offer the specified degree programs to Arkansas residents for a period of three
years through December 31, 2018.

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

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

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

Capella University, Minneapolis, Minnesota
Chamberlain College of Nursing, Downers Grove, Illinois
The Chicago School of Professional Psychology, Los Angeles, California
Colorado Technical University, Colorado Springs, Colorado
Columbia Southern University, Orange Beach, Alabama
DeVry University, Naperville, Illinois
Excelsior College, Albany, New York
Franklin University, Columbus, Ohio
Freed-Hardeman University, Henderson, Tennessee
Grantham University, Lenexa, Kansas
Johns Hopkins University, Baltimore, Maryland
Missouri State University, Springfield, Missouri
Northcentral University, Scottsdale, Arizona
Oklahoma Wesleyan University, Bartlesville, Oklahoma
Oregon State University, Corvallis, Oregon
Post University, Waterbury, Connecticut
Saint Joseph's College of Maine, Standish, Maine
University of New Haven, West Haven, Connecticut

University of Southern California, Los Angeles, California

Initial Program Certification-Arkansas Campus
Ecclesia College, Springdale, Arkansas

New Institutions
Initial Program Certification–Distance Technology

Concordia University, Seward, Nebraska
Concordia University, Portland, Oregon
Samford University, Birmingham, Alabama
University of Tulsa, Tulsa, Oklahoma
University of Wisconsin-Stout, Menomonie, Wisconsin

Institutions/Programs Recognized under the State Authorization Reciprocity Agreement (SARA)

American Public University, Charles Town, West Virginia
Concordia University, Seward, Nebraska

Arkansas Institution
Certification for Degree Level Change

Shorter College, North Little Rock, Arkansas

ADHE Executive Staff Recommendation
RESOLVED, That the Arkansas Higher Education Coordinating Board (AHECB) approves the degree level change for Shorter College, North Little Rock, Arkansas, to offer bachelor's degrees effective Fall 2015; contingent on Transnational Association of Christian Colleges and Schools (TRACS) accreditation/recognition of bachelor's degrees at Shorter College.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education (ADHE) to inform the President and Chair of the Board of Trustees of Shorter College that ADHE must be notified upon receipt of TRACS accreditation/recognition of bachelor's degrees and upon implementation of the initial academic bachelor's degree program. While academic degree programs offered by Shorter College must meet course, degree, and faculty criteria outlined in the ICAC Rules; AHECB certification is not required for initial program implementation or program continuation of associate and bachelor's degrees. Other requirements for academic program continuation at Shorter College are outlined in AHECB Agenda Item No. 15, January 31, 2014.

Arkansas Institution
Recognition as Arkansas Independent Institution of Higher Education
Ecclesia College, Springdale, Arkansas

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) recognizes Ecclesia College as an Arkansas independent four-year college; and requires Ecclesia College to maintain institutional accreditation with the Association of Biblical Higher Education (ABHE) or another accrediting agency recognized by the United States Department of Education or the Council on Higher Education Accreditation.

FURTHER RESOLVED, That Arkansas Higher Education Coordinating Board certification is not required for Ecclesia College to offer additional associate and bachelor's academic degree programs. Academic degree programs offered by Ecclesia College must meet course, degree, and faculty criteria outlined in the ICAC Rules. AHECB acknowledges that Ecclesia College is accredited by ABHE to offer master's degrees in church-related training.

FURTHER RESOLVED, That Ecclesia College must submit student and institutional data to the Arkansas Department of Higher Education according to the guidelines outlined in the Arkansas Student Information System Manual, beginning with the 2015-16 Academic Year.

FURTHER RESOLVED, That Ecclesia College must notify the Director of the Arkansas Department of Higher Education whenever any of the following occurs: (I) change in the charter or incorporation documents of the institution for the 1) major reorganization of the institutional controlling body or institutional operations; (2) initial offering of academic master's degrees; (3) change in the name of the institution; or 4) change in the institutional accreditation status.

FURTHER RESOLVED, That Ecclesia College must publish a written disclosure for students indicating that not all academic courses are guaranteed for transfer to other colleges and universities unless the College has a signed transfer/articulation agreement with other accredited colleges and universities. AHECB acknowledges that selected courses offered by Ecclesia College have been reviewed by ADHE for inclusion in the Arkansas Course Transfer System (ACTS) under the provisions of Act 672 of 2005 and Act182 of 2009.

FURTHER RESOLVED, That the Coordinating Board instructs the ADHE Director to notify the administration of Ecclesia College 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:

> Ecclesia College is recognized as an Arkansas independent four-year college by the Arkansas Higher Education Coordinating Board; however, this recognition does not constitute an endorsement of the institution or any degree offerings.

There were no questions.

Mary Anne Salmon moved to recommend Agenda Item No. 19 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Items No. 20 & 21
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 20-1 through 20-85 and in the Letters of Intent on pages 21-1 through 21-23 of the agenda book.

Director Broadway noted the notification from Mid-South Community College of plans to proceed with the agreement of merger and plan of transition between the Arkansas State University System and Mid-South Community College (MSCC). After the merger, MSCC will be known as Arkansas State University Mid-South (ASU Mid-South), said Broadway.

Report of the Committees

Horace Hardwick presented the report of the Finance Committee and moved approval of Agenda Items 9 - 11. Greg Revels seconded the motion and the Board approved.

Sarah Argue presented the report of the Academic Committee and moved approval of Agenda Items 13 - 19. Sherrel Johnson seconded the motion and the Board approved.

Director Broadway reiterated that this would be his last meeting as the director of the Department of Higher Education. He then read his letter of resignation addressed to Governor Hutchinson. He thanked the Coordinating Board and ADHE staff for their support over the years and assured them that he would be down the road if he was needed.

Next, Chairman Crafton explained the director search process. He then made a recommendation that the AHECB appoint Dr. Brett Powell as the next director of the Arkansas Department of Higher Education.

Chairman Bob Crafton moved to appoint Dr. Brett Powell as the Director of the Arkansas Department of Higher Education. Horace Hardwick seconded and the Board unanimously approved.

Dr. Powell stated that he was full of emotions, but mainly he was humbled by the confidence the board has placed in him to lead ADHE at this time. He said he is

excited about what lies ahead for the future of Arkansas. I'm also a bit apprehensive knowing the shoes I have to fill by the former director, said Powell. In closing, Powell said he looks forward to working with the Governor, the board and the institutions for many years to come.

Remarks by Presidents and Chancellors

Chairman Crafton announced that the next Coordinating Board meeting would be hosted by Southern Arkansas University at Magnolia on May 1, 2015.

With no further comments, the meeting adjourned at 10:57 a.m.

_____
Nichole Abernathy

APPROVED:

_____
Sarah Argue, Secretary

AGENCY UPDATES
_____

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

WORKFORCE INITIATIVE ACT OF 2015
_____

Senate Bill 891, the Workforce Initiative Act, created a program that will award grants by the Arkansas Higher Education Coordinating Board (AHECB) to regional partnerships to create career and technical education programs. In accordance with A.C.A. §6-60-105, the Arkansas Department of Higher Education (ADHE) shall act as the disbursing entity for all funds for the Workforce Initiative Act.

The first phase would seek requests for proposals from alliances consisting of technical institutes, community colleges, universities, the K-12 education system, educational cooperatives and employers, with input from local workforce investment boards, to receive planning grants of up to $100,000. The second phase would provide implementation grants in an amount necessary to provide the resources to implement approved projects from phase one. The third phase would provide continuation grants to phase two recipients that meet or exceed the outcome measures.

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

> **RESOLVED**, That the Director of the Arkansas Department of Higher Education is authorized to disburse funds for the Workforce Initiative Act in accordance with the attached Workforce Initiative Act Regional Workforce Grant Guidelines.

Workforce Initiative Act of 2015
Regional Workforce Grant Program

Request for Proposals and Guidelines for Submission

Planning Grants
Implementation Grants

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Request for Proposals

Appendices

I. General Information and Overview

Passed into law in 2015, the Workforce Initiative Act Regional Workforce Grant Program seeks to create a statewide, comprehensive structure enabling students in Arkansas universities, community colleges and secondary centers to participate in career and technical education programs developed with input from area employers. The General Assembly found that for Arkansas to compete with an aggressive and effective 21st century economic development strategy, we must start by properly evaluating and addressing the workforce education needs of our state. The proper coordination of secondary and post-secondary education, including career and technical programs, is essential for creating a successful economic climate in Arkansas. Additionally, preparing and encouraging Arkansans to pursue high-demand jobs, including but not limited to, those stemming from industry recognized credentials, career and technical certificates, associate degrees, and bachelor's degrees is essential to building a skilled and employment-ready workforce. Programs offering short-term career and technical training, as well as, those producing Certificates of Proficiency, Technical Certificates, Associate of Applied Science, or similar degrees, and Bachelor of Applied Science, or similar degrees, are critical to the success of Arkansas' economic development.

The Regional Workforce Grant competition will encourage and facilitate regional workforce and education alignment through a competitive grant process. Grants are awarded by the Arkansas Department of Higher Education, based on recommendations from the following state workforce development partners:

> The Arkansas Department of Education Commissioner or his or her designee
> The Director of the Arkansas Department of Career Education or his or her designee
> The Director of the Arkansas Department of Higher Education or his or her designee
> The Director of the Arkansas Department of Workforce Services or his or her designee
> The Director of the Arkansas Economic Development Commission or his or her designee

Regional Workforce Grant funds will be disbursed and administered by the Arkansas Department of Higher Education (ADHE). These funds will be available to regional workforce alliances, as defined by the Workforce Initiative Act of 2015, through a Request for Proposal (RFP) process.

The Regional Workforce Grant process will be divided into three phases:
1) Phase one-planning grants of up to $100,000 will be available to regional workforce alliances for a period of up to twelve (12) months to support development of a plan to create employer-driven career pathways that are aligned with workforce goals set by Local Workforce Development Boards and include both K-12 and higher education institutions. These plans, if approved, will be the basis of a Phase 2-Implementation Grant proposal, to be developed during the planning phase.
2) Phase 2-Implementation grants, up to $1 million over two years that will provide resources to implement approved Phase 1 projects. Regional workforce alliances that are approved for a planning grant will be invited to submit a Phase 2 proposal to implement their Phase 1 plan.
3) Phase 3- Continuation grants, up to $1 million over two years, for alliances that meet or exceed Phase 1 outcome metrics and are selected by the state workforce development partners for continued support.

The primary goal of this program is to create long-term relationships between employers and regional workforce alliances to identify and address the challenge of job candidate skills gaps in the regional workforce pool. By ensuring that post-secondary educational institutions are producing the credentials

employers need through consortia and data driven decision-making, Arkansas can meet the needs of current employers and also be more effective in recruiting new industry to the state. Projects will incorporate the following core requirements:

1. Include representation from mandatory partners: a secondary center that awards concurrent credit courses; a technical institute, community college or university offering career and technical education programs; and employers representing critical needs in the identified workforce region;
2. Enhance, expand, or create clearly defined career and technical education pathway program(s) at technical institutes, community colleges or universities that includes concurrent secondary center programs to fill a critical, demonstrable local workforce need;
3. Include programs which emphasize basic skills instruction concurrently with occupational training;
4. Embrace diversity of student enrollment;
5. Provide essential support services which link to resources that assist students in progressing along the identified pathways, including advising on academic, employment, financial, and personal issues; and
6. Develop and implement collaborative apprenticeship or training programs that prepare workers for rapid entry into the workforce or provide recognized industry certifications.

Below is a grant program timeline from inception through the end of the continuation award phase.

II. Planning Grant Proposal Specifications

Grant applicants must demonstrate the viability of a regional alliance that includes the following mandatory partners:

1) An Arkansas community college or university that will serve as the lead applicant and fiscal agent for all grant activities and will execute a grant contract with the Arkansas Department of Higher Education. Any public or private, non-profit, technical institute, two-year institution, or four-year institution may participate as additional partners.

2) Two or more area employers representing industry sectors with a demonstrated shortage of skilled workers seeking credentialed graduates from the proposed program.

3) Career and Technical Education (CTE) educators or other appropriate representatives from a local K-12 school district.

In addition, proposals must be based on input from a Local Workforce Development Board. During the Planning Grant Phase 1 process, alliances will respond to the following criteria in summary form, with the intention, if selected, of presenting a detailed plan for achieving the outlined objectives in their Phase 2 Implementation Grant proposals.

Section 1: Program Need (30 points)

Proposals will include an overview of the labor needs, as determined by the Local Workforce Development Board, and specifically identify the skills gap employers face in the selected region and will continue to face in the future. Entities seeking grant funds must outline the proposed program and/or equipment needed and how creation of the program and/or acquisition of equipment will address those labor needs.

Section 2: Program Plan (25 points)

Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a summary of expected outcomes, a description of career pathways that will be created or enhanced, a description of any anticipated equipment needs and a proposed governance and accountability structure for the program.

Section 3: Strength of Partnership (25 points)

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, and other regional partners who can contribute significantly, in a unique and meaningful role. Describe the anticipated role for each member of the alliance. Include with the proposal a commitment letter from each partner and the Local Workforce Development Board.

Section 4: Budget Plan (20 points)

Proposals will include a detailed financial plan assigning cost estimates to all proposed planning activities and a completed budget template. Efficiency in planning grant expenditures is expected.

III. Implementation Proposal Specifications

Successful planning grants are expected to culminate in Implementation Grant proposals incorporating the essential elements of a successful workforce development program as outlined in this document. Grant applicants must demonstrate the viability of a regional alliance that includes the following mandatory partners:

1) An Arkansas community college or university that will serve as the lead applicant and fiscal agent for all grant activities and will execute a grant contract with the Arkansas Department of Higher Education. Any public or private, non-profit, technical institute, two-year institution, or four-year institution may participate as additional partners.

2) Two or more area employers representing industry sectors with a demonstrated shortage of skilled workers seeking credentialed graduates from the proposed program.

3) Career and Technical Education (CTE) educators or other appropriate representatives from a local K-12 school district.

In addition, proposals must be based on input from a Local Workforce Development Board and address the following proposal requirements.

Section 1: Program Need (20 points)

Proposals will include a thorough description of the labor needs, as determined by the Local Workforce Development Board, and specifically identify the skills gap employers face in the selected region and will continue to face in the future. Entities seeking grant funds must outline the proposed program and/or equipment needed and how creation of the program and/or acquisition of equipment will address those labor needs.

Essential Components:

- *Regional data demonstrating the need for action* - provide empirical data that illustrates needs of the local workforce, with a particular emphasis on anticipated or future needs.

- *Clear linkages between grant activities and local needs*- clearly illustrate how the proposed grant project is directly linked to addressing the workforce needs and deficits of the region. Successful applications will provide a thorough description of the region's high-demand and high-skill industrial occupations, and identify how the proposed activity will address job candidate deficits in those areas. **Applicants must also submit letters of support from at least two area employers for the proposal, citing need and outlining benefits for local industry.**

- *Alignment with Arkansas economic and workforce goals*- describe how the proposed project will increase overall higher education attainment in the region and provide clear linkages between a postsecondary credential and the needs of employers.

Section 2: Program Plan (25 points)

Program plans must be designed to meet the goals and core requirements of the Regional Workforce

Grants program as well as the following Essential Components:

- *Detailed project timeline and overview*- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.

- *Measurable objectives for each phase of the project*- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.

- *Project governance and accountability plan*- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.

- *Pathways articulation and support*- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.

- *Role of equipment request*- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.
    - *NOTE: Equipment may not be purchased during the planning phase*

- *Performance assessment*- clearly define measurable outcomes to be achieved through implementation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.

Section 3: Strength of Partnership (20 points)

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, in a meaningful role.

Essential Components:

- *Detailed description of role of each partner in implementation of the project*- describe how each partner will carry out components of the grant project; provide a description of assigned tasks for each of the mandatory partners; identify specific personnel and the roles they will play throughout the project; describe the integration of each role into the overall project; and describe the process for implementing fully articulated pathways from K-12 through a baccalaureate degree, as appropriate.

- *Capabilities of each partner in ensuring project success*- discuss the unique strengths of each partner in executing planned proposal; describe how each partner is qualified to participate in

the proposed project and how each partners strengthens the overall partnership.

- *Consideration of all potential partners in the region* – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Section 4: Budget Plan (15 points)

Proposals will include a detailed financial plan that maximizes efficient use of existing resources and a completed budget template.

Essential Components:

- *Clear alignment between funding request and grant activities-* detailed discussion of how each component of the grant budget supports the goals and stated outcomes of the program.

- *Local match of at least 10% of the total request, with a maximum cap of $50,000-* all proposals will include a plan for local funding to match 10% of the total grant proposal. For example, a grant requesting $400,000 in funding would be required to provide $40,000 in matching funds. However, the local match is capped at $50,000, meaning grants in excess of $500,000 will have the same match as a $500,000 project.

  Note: With a submitted written commitment and payment guarantee from an industry partner, internship wages paid during the initial twenty-four (24) months of this program may be used to offset the local match amount on a dollar-to-dollar basis. Additionally, wages paid to incumbent workers of the employer while enrolled in academic training may be deducted from the match as well. Any entity wishing to utilize this method of funding the match must include the appropriate documentation with their proposal and, if selected for funding, will be monitored to ensure compliance.

Section 5: Sustainability (20 points)

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twenty-four (24) month implementation period. Equipment requests will clearly specify how purchased equipment will continue to be linked to addressing labor and workforce needs beyond the grant period.

Essential Components:

- *Detailed plan for sustaining the program beyond the twenty-four (24) month implementation grant funding period-* describe how the work supported by this grant will continue beyond the grant period; outline the roles and funding sources of each partner after the grant period.

- *Detailed plan for maintaining communication and sharing resources* among all the program partners beyond the twenty-four (24) month funding period;

- *Identify availability of long-term resources* to maintain and/or repair any equipment requested.

- *Describe plan for redistribution of equipment* to meet additional workforce needs once the employer needs addressed by the proposal have been satisfied.

IV. Grant Application Procedures

Planning Grants
Grant applications must address all required components detailed in Section II of these guidelines. Incomplete applications will not be considered. Intent to Submit forms (Appendix A) must be received by the Arkansas Department of Higher Education no later than August 1, 2015. Completed planning grant proposals must be submitted by September 1, 2015. Completed proposals must include the following:
- Application Cover Sheet (Appendix B)
- Proposal Narrative
- Budget Template (Appendix C)

Proposals will be reviewed and scored by the state workforce development partners using the Scoring Rubric (Appendix D). Each partner will score each proposal individually and an average proposal score calculated to rank proposals from most favorable to least favorable. Funding is not guaranteed for any submitted proposals.

Notice of approval and permission to proceed will be submitted by ADHE to the applicant no later than October 1. Planning grant funding for approved plans will be disbursed on November 1 and March 1, with 50% of approved funding disbursed on each date.

Implementation Grants
Grant applications must address all required components detailed in Section III of these guidelines. Incomplete applications will not be considered. Completed implementation grant proposals must be submitted by June 1, 2016. Completed proposals must include the following:
- Application Cover Sheet (Appendix E)
- Proposal Narrative
- Budget Template (Appendix F)

Proposals will be reviewed and scored by the state workforce development partners using the Scoring Rubric (Appendix G). Each partner will score each proposal individually and an average proposal score calculated to rank proposals from most favorable to least favorable. Funding is not guaranteed for any submitted proposals.

Notice of approval and permission to proceed will be submitted by ADHE to the applicant no later than July 1. Program activities are expected to begin no later than September 1. Implementation grant funding for approved plans will be disbursed semi-annually throughout the two-year implementation phase on August 1 and January 1; with 25% of approved funding disbursed on each date.

Appendix A. Intent to Submit

The Intent to Submit a Proposal form is a tool used by the Arkansas Department of Higher Education staff prepare for and manage the application review process. Please provide all information that is available at the time the form is completed.

Workforce Initiative Alliance Lead Institution

Workforce Initiative Alliance Partners

Proposal Contact Information
First Name
Last Name
Title
Program/Dept.
Phone Number
E-mail

If you have a title for the project, please include it below.

Appendix B. Planning Grant Cover Sheet

Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet

To: **Arkansas Department of Higher Education**

Requesting Institution: **[Institution Name]**

Title of Project: **[title]**

Project Partners: **[List all partners]**

Requested Budget: **[Not to exceed $100,000]**

Date Submitted: **[date]**

Applicant Contact: **[Contact name]**

Applicant's Information: **[Address]**
                                           [Phone]
                                           [Email]

Authorized Signatures for Project Partners:

_____   _____

Lead Institution   **Authorized Official**

_____   _____

Partner   **Authorized Official**

_____   _____

Partner   **Authorized Official**

_____   _____

Partner   **Authorized Official**

_____   _____

Partner   **Authorized Official**

_____   _____

Partner   **Authorized Official**

Appendix C. Planning Grant Budget Template

Workforce Initiative Act of 2015 Planning Grant Proposed Budget

Requesting Institution: [Institution Name]

Title of Project: [Title]

Project Partners: [List all partners]

Requested Budget: $[Not to exceed $100,000]

Project Budget:

A. PARTNER PARTICIPANT SUPPORT COSTS
    1. PERSONNEL/STIPENDS $[Amount]
    2. TRAVEL $[Amount]
    4. OTHER _____ $[Amount]
       TOTAL PARTNER PARTICIPANT COSTS $[Amount]
B. OTHER DIRECT COSTS
    1. MATERIALS AND SUPPLIES $[Amount]
    2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION $[Amount]
    3. CONSULTANT SERVICES $[Amount]
    4. OTHER _____ $[Amount]
       TOTAL OTHER DIRECT COSTS
C. TOTAL DIRECT COSTS (A AND B) $[Amount]

Total Requested Planning Grant Budget $[Amount]

Appendix D. Planning Grant Scoring Rubric

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region (26–30)	Addresses in a more limited way a top 3 workforce need in the region (21–25)	Addresses in a limited way a less critical workforce need in the region (16–20)	Identified labor need is too narrow or not in a critical area (0–15)	30
Comments					
Program Plan	Plan addresses all goals and core requirements and identifies significant outcomes (22–25)	Plan addresses most goals and requirements and identifies outcomes (18–21)	Plan addresses many goals and requirements and identifies few outcomes (14–17)	Plan lacks significant requirements or lacks apparent outcomes (0–13)	25
Comments					
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions (22–25)	Plan includes broad representation but partner roles are not clearly defined (18–21)	Plan lacks one or two important partners or not all partners are critical to success of the plan (14–17)	Partner participation is too narrow or some partners do not contribute meaningfully (0–13)	25
Comments					
Budget Plan	All requested resources are essential and clearly support the goals of the plan. (18–20)	Most requested resources are important and clearly support the goals of the plan (15–17)	Plan includes some questionable resource requests (11–14)	Budget includes requests deemed unnecessary (0–10)	20
Comments					
				Potential Points	**100**

Appendix E. Implementation Grant Cover Sheet

Workforce Initiative Act of 2015 Implementation Grant Application Cover Sheet

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed $1,000,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
                                           [Phone]
                                           [Email]

Authorized Signatures for Project Partners:

_____   **_____**
Lead Institution   **Authorized Official**

_____   **_____**
Partner   **Authorized Official**

_____   **_____**
Partner   **Authorized Official**

_____   **_____**
Partner   **Authorized Official**

_____   **_____**
Partner   **Authorized Official**

_____   **_____**
Partner   **Authorized Official**

Appendix F. Implementation Grant Budget Template

Workforce Initiative Act of 2015 Implementation Grant Proposed Budget

Requesting Institution: **[Institution Name]**

Title of Project: **[Title]**

Project Partners: **[List all partners]**

Requested Budget: **$[Not to exceed $1,000,000]**

Program Start Date: **[No later than September 1, 2016]**

Project Budget:

A. PROGRAM LEADERSHIP SUPPORT COSTS	
1. PERSONNEL	**$[Amount]**
2. TRAVEL	**$[Amount]**
4. OTHER _____	**$[Amount]**
TOTAL PARTNER PARTICIPANT COSTS	**$[Amount]**
B. OTHER DIRECT COSTS	
1. EQUIPMENT	**$[Amount]**
2. MATERIALS AND SUPPLIES	**$[Amount]**
3. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION	**$[Amount]**
4. CONSULTANT SERVICES	**$[Amount]**
5. OTHER _____	**$[Amount]**
TOTAL OTHER DIRECT COSTS	
C. TOTAL DIRECT COSTS (A AND B)	**$[Amount]**
D. COST SHARING (Minimum 10% of C; up to $50,000)	**$[Amount]**
Total Requested Planning Grant Budget	**$[Amount]**

Appendix G. Implementation Grant Scoring Rubric

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region (18–20)	Addresses in a more limited way a top 3 workforce need in the region (15–17)	Addresses in a limited way a less critical workforce need in the region (11–14)	Identified labor need is too narrow or not in a critical area (0–10)	20
Comments					
Program Plan	Plan addresses all goals and core requirements and properly connects all activities to measurable outcomes that address workforce needs (22–25)	Plan addresses most goals and requirements and substantially connects activities to measurable outcomes (18–21)	Plan addresses many goals and requirements and connects some activities to measurable outcomes (14–17)	Plan lacks significant requirements or connections of activities to measurable outcomes are not clear (0–13)	25
Comments					
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions (18–20)	Plan includes broad representation but partner roles are not clearly defined (15–17)	Plan lacks one or two important partners or not all partners are critical to success of the plan (11–14)	Partner participation is too narrow or some partners do not contribute meaningfully (0–10)	20
Comments					
Budget Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan (13–15)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan (10–12)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests (7–9)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary (0–6)	15
Comments					

	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period (18–20)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period (15-17	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period (11-14)	New funding sources must be identified for continuation of program at the end of grant funding (0-10)	20
Sustain-ability					
Comments					
				Potential Points	**100**

1	State of Arkansas	*As Engrossed: S3/19/15 H3/27/15*
2	90th General Assembly	A Bill
3	Regular Session, 2015	SENATE BILL 891

4

5   By: Senator J. English

6   *By: Representatives Gossage, E. Armstrong, Bentley, Blake, Bragg, Davis, Eubanks, M.J. Gray, House,*

7   *Leding, Tucker, Vaught*

8

For An Act To Be Entitled

10   AN ACT TO ESTABLISH THE WORKFORCE INITIATIVE ACT OF

11   2015; AND FOR OTHER PURPOSES.

12

13

Subtitle

15   TO ESTABLISH THE WORKFORCE INITIATIVE ACT

16   OF 2015.

17

18

19   BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

20

21   SECTION 1. DO NOT CODIFY. *Legislative intent — Findings.*

22   (a) *The General Assembly finds that is it necessary for Arkansas to*

23   *properly evaluate and address the workforce training needs of our state in*

24   *order to compete with an aggressive and effective economic development*

25   *strategy for the twenty-first century.*

26   (b) *Consideration of secondary and postsecondary education, including*

27   *career and technical programs, is essential for creating a successful*

28   *economic climate in the state.*

29   (c) *Encouraging Arkansans to pursue high-demand jobs, including*

30   *without limitation industry-recognized credentials, career and technical*

31   *certificates, associate degree programs, and bachelor's degree programs is*

32   *essential to building a skilled and work-ready workforce.*

33   (d) *A program that offers short-term career and technical training and*

34   *those programs that produce certificates of proficiency, technical*

35   *certificates, Associate of Applied Science degrees, and Bachelor of Applied*

36   *Science degrees or similarly designed bachelor degrees are critical to the*

1   *success of economic development in Arkansas.*

2   *(e)(1) Institutions and organizations will unite around shared*

3   *regional sector strategies that support an employer demand-driven workforce*

4   *system.*

5   *(2) This system should support:*

6   *(A) Creation of state and regional industry-sector driven*

7   *partnerships that employers lead and to which education institutions respond;*

8   *(B) Data-driven decisions on development and deployment of*

9   *workforce training and education programs;*

10   *(C) Development of articulated education pathways, from*

11 *grades K-12 to baccalaureate, that are aligned with employment career*

12 *pathways that include industry-recognized credential and employment step-out*

13 *points; and*

14   *(D) Increased diversity and representation from all*

15 *regions of the state.*

16

17   *SECTION 2. Arkansas Code Title 6, Chapter 60, Subchapter 1, is amended*

18 *to add an additional section to read as follows:*

19   *6-60-105. Workforce initiative funding.*

20   *(a)(1) The Department of Higher Education shall act as the disbursing*

21 *entity for all funds for the Workforce Initiative Act.*

22   *(2) The Department of Higher Education shall establish*

23 *procedures for the request for proposals under subdivision (b)(2) of this*

24 *section that shall:*

25   *(A) Be approved by the Governor;*

26   *(B) Include input from the Department of Education, the*

27 *Department of Workforce Services, the Arkansas Economic Development*

28 *Commission, and the Department of Career Education; and*

29   *(C) Be reported to the Legislative Council.*

30   *(3) The Department of Higher Education shall establish a grant*

31 *application review and award process under this section that shall:*

32   *(A) Be approved by the Governor; and*

33   *(B) Include recommendations from the Department of*

34 *Education, the Department of Workforce Services, the Arkansas Economic*

35 *Development Commission, and the Department of Career Education.*

36   *(b)(1) The Department of Higher Education shall set funding priorities*

1   *in three (3) phases.*
2   *(2)(A)(i) Phase one shall seek requests for proposals from*
3   *alliances consisting of technical institutes, community colleges,*
4   *universities, the kindergarten through grade twelve (K-12) education system,*
5   *educational cooperatives, or employers, with input from local workforce*
6   *investment boards, to receive planning grants of up to one hundred thousand*
7   *dollars ($100,000).*
8   *(ii)(a) The local workforce investment boards shall*
9   *identify the industry sectors for each of their ten (10) areas.*
10   *(b) The identification process shall include a*
11   *comprehensive data analysis of employer skill requirements in each sector in*
12   *each region.*
13   *(c) The identified industry sectors and*
14   *employment skills shall serve as the basis for an application to a request*
15   *for proposal from the Department of Higher Education.*
16   *(B) A request for proposal shall include an education and*
17   *employer alignment plan that includes state-approved, employer-driven career*
18   *pathways that are supported by a secondary center that awards concurrent*
19   *credit courses that can be applied to a certificate of proficiency, technical*
20   *certificate, Associate of Applied Science degree, or Bachelor of Applied*
21   *Science degree or a similarly designed bachelor degree.*
22   *(C) Recognizing the limited state resources, the priority*
23   *for planning grants shall be given to the applicants that best enhance*
24   *regional efforts, including collaboration between community colleges,*
25   *universities, public schools, education service cooperatives, the local*
26   *workforce investment boards, career and technical education programs,*
27   *multidistrict vocational centers, and private partnerships with clearly*
28   *defined and measurable performance and effectiveness objectives.*
29   *(3)(A) Phase two shall provide implementation grants in an*
30   *amount necessary to provide the resources to implement approved projects*
31   *concluded and approved by the Department of Higher Education from phase one.*
32   *(B) Implementation grants shall include clearly defined*
33   *outcome measures and last for up to two (2) years.*
34   *(4)(A) Phase three shall provide continuation grants for phase*
35   *two recipients that meet or exceed the outcome measures.*
36   *(B) Continuation grants shall be used to align the*

1   *performance and relevance of programs to ever changing workforce training*

2   *needs.*

3

4   *SECTION 3. Arkansas Code Title 19, Chapter 5, Subchapter 12, is*

5   *amended to add an additional section to read as follows:*

6   *19-5-1255. Workforce Initiative Act of 2015 Fund.*

7   *(a) There is created on the books of the Treasurer of State, the*

8   *Auditor of State, and the Chief Fiscal Officer of the State a miscellaneous*

9   *fund to be known as the "Workforce Initiative Act of 2015 Fund".*

10   *(b) The fund shall consist of those general revenues as may be*

11 *authorized by law and other nonfederal funds as may be provided by law.*

12   *(c) The fund shall be used by the Department of Higher Education for*

13 *distributing grants to programs identified under § 6-60-105.*

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15   */s/J. English*

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18   *APPROVED: 04/06/2015*

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PERFORMANCE FUNDING OUTCOMES
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Background

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

Performance Funding
Methodology - Universities

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

*All other measures comparing an average of the most recent 2 years to an average of the previous 3 years. (AY2010 through AY2014)

*Total Possible Points = 10

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

andatory (4 max points)		
Credentials	Bachelor	1.00
	Total Credentials	1.00
STEM Credentials		1.00
Progression		1.00
TOTAL		**4.00**

npensatory (1 max point)		
Low-Income		1.00

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

University Performance Results - Year 3

Measure	MANDATORY RESULTS	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
1A	Bachelor Degrees	99%	119%	99%	100%	121%	142%	109%	77%	96%	79%
1B	All Credentials	127%	123%	79%	105%	112%	113%	99%	95%	94%	80%
2	STEM Credentials	108.09%	107.87%	105.43%	111.07%	120.52%	128.23%	119.55%	100.00%	136.63%	98.61%
3	Progression	103.07%	97.53%	99.88%	102.75%	99.77%	103.68%	102.36%	98.74%	101.98%	100.00%
	OPTIONAL RESULTS	**ASUJ**	**ATU**	**HSU**	**SAUM**	**UAF**	**UAFS**	**UALR**	**UAM**	**UAPB**	**UCA**
4	Minority Credentials	105	101	19	29	188	73	68	29	8	23
5	Non-Traditional Credentials (at graduation)	314	283	-44	1	216	32	112	-13	-33	-6
6	Remedial Credentials	62	178	-11	29	67	42	47	-5	28	-19
7	Transfer Students Credentials	98	175	5	13	192	7	57	-18	-13	87
8	High Demand	297	368	93	88	1,094	111	319	-70	17	140
9	Course Completion - Courses where Credit was earned	0.90%	-0.60%	0.70%	1.80%	1.20%	2.60%	1.00%	3.60%	2.40%	0.87%
10	External Grants and Awards Expenditures	-$6,320,829	$38,695	-$293,808	$8,077,872	$1,371,722	$1,195,932	-$2,685,801	-$19,626	$552,285	-$3,161,949
11	Regional Critical Need/Economic Development	313	13	-72	58	168	84	66	-2	-11	-6
12	Patents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	Company Start-Ups	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	MANDATORY POINTS	**ASUJ**	**ATU**	**HSU**	**SAUM**	**UAF**	**UAFS**	**UALR**	**UAM**	**UAPB**	**UCA**
1A	Bachelor Credentials (points earned are capped at 1)	0.99	1.00	0.99	1.00	1.00	1.00	1.00	0.77	0.96	0.79
1B	Total Credentials (points earned are capped at 1)	1.00	1.00	0.79	1.00	1.00	1.00	0.99	0.95	0.94	0.80
2	STEM Credentials	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.80	1.00	0.80
3	Progression	1.00	0.00	0.80	1.00	0.70	1.00	1.00	0.00	1.00	1.00
	OPTIONAL POINTS	**ASUJ**	**ATU**	**HSU**	**SAUM**	**UAF**	**UAFS**	**UALR**	**UAM**	**UAPB**	**UCA**
4	Minority Credentials	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
5	Non-Traditional Credentials (at graduation)	1.00	1.00	0.00	1.00	1.00	1.00	1.00	0.00	0.00	0.00
6	Remedial Credentials	1.00	1.00	0.00	1.00	1.00	1.00	1.00	0.00	1.00	0.00
7	Transfer Students Credentials	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	0.00	1.00
8	High Demand	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	1.00	1.00
9	Course Completion - Courses where Credit was earned	1.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
10	External Grants and Awards Expenditures	0.00	1.00	0.00	1.00	1.00	1.00	0.00	0.00	1.00	0.00
11	Regional Critical Need/Economic Development	1.00	1.00	0.00	1.00	1.00	1.00	1.00	0.00	0.00	0.00
12	Patents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	Company Start-Ups	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	COMPENSATORY POINTS	**ASUJ**	**ATU**	**HSU**	**SAUM**	**UAF**	**UAFS**	**UALR**	**UAM**	**UAPB**	**UCA**
14	% of Low Income	0.46	0.46	0.53	0.52	0.24	0.51	0.40	0.65	0.70	0.39
	TOTAL POINTS	**ASUJ**	**ATU**	**HSU**	**SAUM**	**UAF**	**UAFS**	**UALR**	**UAM**	**UAPB**	**UCA**
	Total Mandatory Points (max = 4pts)	**3.99**	**3.00**	**3.58**	**4.00**	**3.70**	**4.00**	**3.99**	**2.52**	**3.90**	**3.39**
	Total Optional Points	*7.00*	*7.00*	*4.00*	*8.00*	*8.00*	*8.00*	*7.00*	*2.00*	*5.00*	*4.00*
	Total Optional Allowed (max = 6pts)	**6.00**	**6.00**	**4.00**	**6.00**	**6.00**	**6.00**	**6.00**	**2.00**	**5.00**	**4.00**
	Total Compensatory Points	*0.46*	*0.46*	*0.53*	*0.52*	*0.24*	*0.51*	*0.40*	*0.65*	*0.70*	*0.39*
	Total Compensatory Points Allowed	**0.01**	**0.46**	**0.53**	**0.00**	**0.30**	**0.00**	**0.01**	**0.65**	**0.70**	**0.39**
	Total (max = 10 pts)	**10.00**	**9.46**	**8.11**	**10.00**	**10.00**	**10.00**	**10.00**	**5.16**	**9.59**	**7.79**

N/A = Data in not available

University Performance Measures - Year 3

Measure	MANDATORY	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
1A	Bachelor Degrees - State goal 4.73% (Base Year AY10)	1,783	1,102	502	443	2,991	481	1,256	380	431	1,851
	Bachelor Degrees -Actual (2-Yr Average)	1,773	1,312	496	444	3,627	684	1,369	292	412	1,470
1B	All Credential (exclude CPs)- State Goal 4.73% (Base Year AY10)	3,071	1,823	979	695	4,526	1,006	2,448	903	470	2,585
	All Credential (exclude CPs) - Actual (2-YR Average)	3,886	2,239	774	730	5,078	1,140	2,427	856	442	2,064
2	STEM Credentials - 2 YR Average	261	222	49	49	1,276	136	316	61	92	165
	STEM Credentials - 3 YR Average	241	205	46	44	1,058	106	264	61	67	167
3	Progression - 2 YR Average	83.9%	79.1%	80.5%	82.3%	88.6%	76.1%	73.8%	70.3%	77.1%	84.5%
	Progression - 3 YR Average	81.4%	81.1%	80.6%	80.1%	88.8%	73.4%	72.1%	71.2%	75.6%	84.5%
Measure	OPTIONAL	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
4	Minority Credentials - 2 YR Average	625	283	170	192	756	260	694	233	410	346
	Minority Credentials - 3 YR Average	520	182	151	163	568	187	626	204	401	322
5	Non-Traditional Credentials (at graduation) - 2 YR Average	2,377	1,115	370	301	1,916	578	1,758	372	147	770
	Non-Traditional Credentials (at graduation) - 3 YR Average	2,063	831	413	299	1,700	546	1,645	385	180	776
6	Remedial Credentials - 2 YR Average	876	800	184	227	596	453	582	266	340	389
	Remedial Credentials - 3YR Average	814	622	194	198	529	411	534	270	312	408
7	Transfer Credentials (Receiving) - 2 YR Average	1,089	552	247	186	977	150	870	120	64	481
	Transfer Credentials (Receiving) - 3 YR Average	991	377	242	173	784	143	813	137	77	394
8	High Demand - 2 YR Average	2,855	1,497	607	536	3,828	740	1,756	442	306	1,430
	High Demand - 3 YR Average	2,558	1,129	514	448	2,734	629	1,436	512	289	1,290
9	Course Completion - Courses where Credit was earned - 2YR AVG.	89.8%	83.5%	85.9%	87.1%	89.1%	85.4%	83.2%	83.7%	83.3%	88.1%
	Course Completion - Courses where Credit was earned - 3YR AVG.	88.9%	84.1%	85.2%	85.3%	87.9%	82.8%	82.2%	80.1%	80.9%	87.3%
10	External Grants and Awards Expenditures - 2YR AVG.	$25,035,462	$2,077,406	$3,472,014	$10,842,855	$78,527,255	$5,585,521	$28,881,587	$1,710,107	$21,632,389	$6,551,665
	External Grants and Awards Expenditures - 3YR AVG.	$31,356,291	$2,038,711	$3,765,822	$2,764,983	$77,155,532	$4,389,589	$31,567,388	$1,729,733	$21,080,104	$9,713,614
11	Regional Critical Need/Economic Development - 2 YR Average	1,772	122	210	216	822	212	454	63	73	252
	Regional Critical Need/Economic Development - 3 YR Average	1,459	109	282	158	654	128	388	64	84	258
12	Patents - 2 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Patents - 3 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13	New Company Start-ups - 2 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	New Company Start-ups - 3 YR Average	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Measure	COMPENSATORY	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA
14	% of Low Income	46%	46%	53%	52%	24%	51%	40%	65%	70%	39%

N/A = Data in not available

Technical Specifications - Universities

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

Technical Specifications - Universities

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

Performance Funding
Methodology - Colleges

*Comparing an average of the most recent 3 years to an average of the most recent 5 years. (AY2010 through AY2014)

*Total Possible Points = 10

*Any increase is considered success.

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

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

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

College Performance Results - Year 3

Measure	MANDATORY POINTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
1A	Course Completion - Remedial	1.3%	-0.9%	-2.5%	1.7%	-1.8%	-12.4%	-0.6%	0.9%	-1.8%	-0.4%	6.6%	-0.2%	-2.4%	-1.6%	-2.5%	3.4%	9.3%	-2.9%	-0.6%	2.2%	-3.0%	0.6%
1B	Course Completion - Non-Remedial	-0.2%	0.1%	-0.3%	1.5%	2.5%	1.3%	-0.1%	0.7%	1.6%	1.0%	1.4%	0.4%	0.4%	1.0%	-1.2%	1.3%	1.6%	0.6%	0.9%	0.9%	0.9%	1.2%
2	Progression	-1.8%	-1.1%	-0.4%	-0.6%	-1.8%	-0.3%	-1.0%	-0.4%	-1.2%	-0.2%	-1.2%	-1.4%	-1.2%	-1.6%	-2.0%	2.3%	0.5%	-2.0%	-0.8%	-1.0%	-2.2%	0.4%
3A	Credentials - CPs	10.2%	6.0%	-7.6%	-4.6%	28.3%	8.2%	-5.5%	13.3%	18.7%	19.2%	1.8%	14.4%	14.8%	4.8%	-13.4%	16.2%	24.3%	0.1%	-7.1%	-9.3%	-9.1%	-5.0%
3B	Credentials - TCs	-5.9%	14.8%	18.9%	8.9%	14.6%	15.4%	-1.4%	0.8%	58.1%	14.6%	10.0%	17.9%	4.5%	-5.5%	0.0%	12.6%	18.2%	5.8%	5.7%	-8.8%	3.9%	4.5%
3C	Credentials - Associates	-12.9%	6.5%	5.4%	14.8%	13.2%	8.9%	10.8%	1.2%	11.2%	13.3%	3.7%	8.5%	15.0%	-10.8%	1.0%	13.6%	8.2%	1.3%	10.3%	-1.9%	0.6%	8.9%
3D	Credentials - Total (Rate)	7.9%	11.1%	3.3%	4.6%	19.6%	12.5%	0.5%	8.8%	23.1%	20.6%	13.0%	11.0%	10.3%	2.9%	-1.6%	17.9%	20.8%	3.7%	10.5%	5.1%	3.3%	9.5%
4A	Compensatory - Low Income	52%	39%	68%	49%	68%	57%	58%	56%	77%	69%	68%	45%	80%	77%	67%	65%	59%	46%	69%	62%	66%	55%
4B	Compensatory - Underprepared	33%	25%	22%	41%	31%	44%	57%	44%	60%	41%	52%	30%	44%	56%	52%	20%	55%	43%	72%	33%	45%	29%
	REGION/MISSION RESULTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
5	STEM Credentials	6.7%	-1.8%	21.7%	2.2%	0.0%	-47.4%	-7.2%	-15.8%	-5.3%	6.6%	24.2%	8.5%	0.0%	-3.1%	24.7%	22.2%	66.7%	33.1%	4.9%	0.0%	-5.1%	-4.3%
6	High Demand Credentials	17.9%	-8.4%	13.3%	14.5%	22.3%	8.9%	10.4%	-11.8%	17.7%	14.3%	-6.5%	-14.9%	23.9%	-6.5%	-39.2%	17.9%	19.2%	10.6%	19.6%	14.5%	-14.3%	8.9%
7	Workforce Training	-5.7%	-19.8%	-11.0%	33.9%	10.8%	4.7%	-35.7%	-0.4%	-26.1%	-5.8%	2.2%	12.5%	8.5%	-2.1%	50.3%	-6.7%	-34.3%	3.5%	8.4%	-22.0%	3.0%	12.5%
8	Transfer Students	-1.7%	3.6%	-5.1%	9.4%	1.5%	1.4%	-1.8%	-2.3%	1.6%	2.2%	7.7%	9.5%	-2.1%	1.9%	5.2%	-3.9%	-2.6%	-10.1%	-5.3%	3.0%	-9.9%	10.1%
9	Adult Credentials	-11.0%	4.9%	0.7%	5.8%	20.2%	4.5%	-0.3%	1.3%	0.9%	14.2%	4.9%	11.5%	14.8%	-19.2%	1.9%	10.3%	14.3%	1.7%	4.0%	-14.7%	-3.5%	3.0%
10	Minority Credentials	-1.3%	10.2%	11.5%	15.9%	31.6%	22.4%	5.5%	1.9%	21.6%	6.1%	8.0%	16.6%	21.0%	-7.8%	-8.3%	13.3%	22.0%	4.6%	9.7%	11.1%	5.7%	3.9%
11	Employment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	MANDATORY POINTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
1A	Course Completion - Remedial	0.5	0	0	0.5	0	0	0	0.5	0	0	0.5	0	0	0	0	0.5	0.5	0	0	0.5	0	0.5
1B	Course Completion - Non-Remedial	0	0.5	0	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5
2	Progression	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1
3A	Credentials - CPs	0.5	0.5	0	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0	0	0	0
3B	Credentials - TCs	0	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0	0.5	0.5
3C	Credentials - Associate	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
3D	Credentials - Total (Rate)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2
4A	Compensatory - Low Income	0.52	0.39	0.68	0.49	0.68	0.57	0.58	0.56	0.77	0.69	0.68	0.45	0.80	0.77	0.67	0.65	0.59	0.46	0.69	0.62	0.66	0.55
4B	Compensatory - Underprepared	0.33	0.25	0.22	0.41	0.31	0.44	0.57	0.44	0.60	0.41	0.52	0.30	0.44	0.56	0.52	0.20	0.55	0.43	0.72	0.33	0.45	0.29
	REGION/MISSION POINTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
5	STEM Credentials	2	0	2	2	0	0	0	0	0	2	2	2	0	0	2	2	2	2	2	0	0	0
6	High Demand Credentials	2	0	2	2	2	2	2	0	2	2	0	0	2	0	0	2	2	2	2	2	0	2
7	Workforce Training	0	0	0	2	2	2	0	0	0	0	2	2	2	0	2	0	0	2	2	0	2	2
8	Transfer Students	0	2	0	2	2	2	0	0	2	2	2	2	0	2	2	0	0	0	0	2	0	2
9	Adult Credentials	0	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	0	2
10	Minority Credentials	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2
11	Employment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	TOTAL POINTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
	Mandatory Points	3	4.5	3.5	4.5	4.5	4.5	3	5	4.5	4.5	5	4.5	4.5	3	1	6	6	4.5	4	3	4	5.5
	Compensatory Points	0.85	0.64	0.90	0.90	0.99	1.01	1.15	1.00	1.37	1.10	1.20	0.75	1.24	1.33	1.19	0.85	1.14	0.89	1.41	0.95	1.11	0.84
	Compensatory Points Allowed	0.85	0.64	0.90	0.90	0.99	1.01	1.15	1.00	1.37	1.10	1.00	0.75	1.24	1.33	1.19	0.00	0.00	0.89	1.41	0.95	1.11	0.50
	Total Mandatory Points	3.85	5.14	4.40	5.40	5.49	5.51	4.15	6.00	5.87	5.60	6.00	5.25	5.74	4.33	2.19	6.00	6.00	5.39	5.41	3.95	5.11	6.00
	Total Region/Mission Points	4	6	8	12	10	10	4	4	8	10	10	10	8	2	8	8	8	10	10	6	4	10
	Total Region/Mission Points Allowed	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4
	TOTAL	7.85	9.14	8.40	9.40	9.49	9.51	8.15	10.00	9.87	9.60	10.00	9.25	9.74	6.33	6.19	10.00	10.00	9.39	9.41	7.95	9.11	10.00

N/A = Data in not available

College Performance Measures - Year 3

Measure	MANDATORY RESULTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
1A	Course Completion - Remedial - 3YR AVG	58.1%	49.2%	55.3%	56.2%	58.1%	33.2%	63.5%	50.6%	49.0%	51.5%	55.1%	54.5%	44.5%	56.4%	53.7%	66.2%	65.2%	41.2%	56.6%	59.5%	41.2%	59.2%
	Course Completion - Remedial - 5YR AVG	56.8%	50.0%	57.9%	54.5%	60.0%	45.5%	64.1%	49.7%	50.8%	52.0%	48.5%	54.7%	46.9%	58.0%	56.2%	62.8%	55.9%	44.1%	57.2%	57.4%	44.2%	58.6%
	% Change	1.3%	-0.9%	-2.5%	1.7%	-1.8%	-12.4%	-0.6%	0.9%	-1.8%	-0.4%	6.6%	-0.2%	-2.4%	-1.6%	-2.5%	3.4%	9.3%	-2.9%	-0.6%	2.2%	-3.0%	0.6%
1B	Course Completion - Non-Remedial - 3YR AVG	78.8%	81.8%	80.7%	86.8%	82.2%	84.8%	83.9%	79.4%	82.9%	80.0%	76.8%	76.4%	78.7%	81.0%	70.4%	83.8%	81.1%	84.1%	81.8%	81.4%	78.4%	80.0%
	Course Completion - Non-Remedial - 5YR AVG	79.1%	81.8%	81.0%	85.3%	79.7%	83.5%	84.0%	78.6%	81.3%	79.0%	75.3%	76.1%	78.2%	80.0%	71.6%	82.5%	79.5%	83.5%	80.9%	80.5%	77.5%	78.9%
	% Change	-0.2%	0.1%	-0.3%	1.5%	2.5%	1.3%	-0.1%	0.7%	1.6%	1.0%	1.4%	0.4%	0.4%	1.0%	-1.2%	1.3%	1.6%	0.6%	0.9%	0.9%	0.9%	1.2%
2	Progression - 3YR AVG	56.8%	62.9%	66.7%	56.7%	62.8%	61.5%	68.1%	55.6%	46.8%	64.0%	60.1%	55.5%	62.2%	63.0%	57.3%	63.4%	65.7%	60.8%	62.2%	66.6%	55.6%	61.8%
	Progression - 5YR AVG	58.7%	64.0%	67.2%	57.3%	64.6%	61.8%	69.1%	56.0%	47.9%	64.2%	61.3%	56.9%	63.4%	64.6%	59.3%	61.0%	65.2%	62.8%	63.0%	67.6%	57.8%	61.4%
	% Change	-1.8%	-1.1%	-0.4%	-0.6%	-1.8%	-0.3%	-1.0%	-0.4%	-1.2%	-0.2%	-1.2%	-1.4%	-1.2%	-1.6%	-2.0%	2.3%	0.5%	-2.0%	-0.8%	-1.0%	-2.2%	0.4%
3A	Credentials - CPs - 3YR AVG	167	385	213	222	184	112	300	34	144	172	34	210	167	163	237	100	293	382	213	178	160	175
	Credentials - CPs - 5YR AVG	151	363	230	233	143	104	317	30	121	144	33	183	146	155	274	86	236	381	229	196	176	184
	% Change	10.2%	6.0%	-7.6%	-4.6%	28.3%	8.2%	-5.5%	13.3%	18.7%	19.2%	1.8%	14.4%	14.8%	4.8%	-13.4%	16.2%	24.3%	0.1%	-7.1%	-9.3%	-9.1%	-5.0%
3B	Credentials - TCs - 3YR AVG	81	383	99	232	217	96	188	198	25	239	182	89	100	61	868	43	261	325	234	68	190	201
	Credentials - TCs - 5YR AVG	86	334	83	213	190	83	190	196	16	209	165	76	96	64	868	38	221	307	221	75	183	192
	% Change	-5.9%	14.8%	18.9%	8.9%	14.6%	15.4%	-1.4%	0.8%	58.1%	14.6%	10.0%	17.9%	4.5%	-5.5%	0.0%	12.6%	18.2%	5.8%	5.7%	-8.8%	3.9%	4.5%
3C	Credentials - Associates - 3YR AVG	176	663	238	180	275	135	150	121	136	305	417	811	212	140	811	123	168	154	220	208	150	409
	Credentials - Associates - 5 YR AVG	202	623	225	157	243	124	135	119	123	269	402	748	184	157	803	109	155	152	200	212	149	375
	% Change	-12.9%	6.5%	5.4%	14.8%	13.2%	8.9%	10.8%	1.2%	11.2%	13.3%	3.7%	8.5%	15.0%	-10.8%	1.0%	13.6%	8.2%	1.3%	10.3%	-1.9%	0.6%	8.9%
3D	Credentials - Total (Rate) - 3YR AVG	37	43	47	41	35	34	68	39	25	42	27	20	40	31	26	42	56	65	50	43	50	45
	Credentials - Total (Rate) - 5YR AVG	35	39	45	39	30	30	68	35	20	35	23	18	36	30	27	36	46	63	46	41	48	41
	% Change	7.9%	11.1%	3.3%	4.6%	19.6%	12.5%	0.5%	8.8%	23.1%	20.6%	13.0%	11.0%	10.3%	2.9%	-1.6%	17.9%	20.8%	3.7%	10.5%	5.1%	3.3%	9.5%
4A	Compensatory - Low Income	52%	39%	68%	49%	68%	57%	58%	56%	77%	69%	68%	45%	80%	77%	67%	65%	59%	46%	69%	62%	66%	55%
4B	Compensatory - Underprepared	33%	25%	22%	41%	31%	44%	57%	44%	60%	41%	52%	30%	44%	56%	52%	20%	55%	43%	72%	33%	45%	29%
	REGION/MISSION RESULTS	ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	COTO	EACC	MSCC	NAC	NPCC	NWACC	OZC	PCCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
5	STEM Credentials - 3YR AVG	16	95	40	41	-	2	54	32	25	52	14	68	-	23	31	7	8	70	53	-	31	230
	STEM Credentials - 5YR AVG	15	96	33	40	-	4	58	38	26	49	11	63	-	23	25	6	5	53	50	-	33	240
	% Change	6.7%	-1.8%	21.7%	2.2%	0.0%	-47.4%	-7.2%	-15.8%	-5.3%	6.6%	24.2%	8.5%	0.0%	-3.1%	24.7%	22.2%	66.7%	33.1%	4.9%	0.0%	-5.1%	-4.3%
6	High Demand Credentials - 3YR AVG	320	667	381	463	423	231	506	173	200	433	352	494	322	249	732	148	494	651	461	366	287	394
	High Demand Credentials - 5YR AVG	272	729	336	405	346	212	458	196	170	379	376	581	260	266	1,203	125	415	588	385	320	335	362
	% Change	17.9%	-8.4%	13.3%	14.5%	22.3%	8.9%	10.4%	-11.8%	17.7%	14.3%	-6.5%	-14.9%	23.9%	-6.5%	-39.2%	17.9%	19.2%	10.6%	19.6%	14.5%	-14.3%	8.9%
7	Workforce Training - 3YR AVG	54,552	27,602	16,997	21,526	79,856	7,252	6,881	20,968	8,537	30,423	30,416	74,421	3,738	2,620	688,268	5,250	55,536	31,225	23,805	8,516	16,257	66,703
	Workforce Training - 5YR AVG	57,851	34,423	19,090	16,081	72,077	6,929	10,702	21,054	11,554	32,293	29,768	66,179	3,444	2,675	457,973	5,629	84,506	30,173	21,954	10,917	15,776	59,266
	% Change	-5.7%	-19.8%	-11.0%	33.9%	10.8%	4.7%	-35.7%	-0.4%	-26.1%	-5.8%	2.2%	12.5%	8.5%	-2.1%	50.3%	-6.7%	-34.3%	3.5%	8.4%	-22.0%	3.0%	12.5%
8	Transfer Students - 3YR AVG	181	600	185	117	225	99	103	143	126	184	328	654	128	175	918	83	115	123	199	185	102	266
	Transfer Students - 5YR AVG	184	580	195	107	222	98	105	146	124	180	305	598	131	172	873	86	118	137	210	180	113	242
	% Change	-1.7%	3.6%	-5.1%	9.4%	1.5%	1.4%	-1.8%	-2.3%	1.6%	2.2%	7.7%	9.5%	-2.1%	1.9%	5.2%	-3.9%	-2.6%	-10.1%	-5.3%	3.0%	-9.9%	10.1%
9	Adult Credentials - 3YR AVG	221	557	302	383	410	164	331	216	137	381	396	675	298	142	1,544	138	375	374	438	234	286	392
	Adult Credentials - 5YR AVG	248	531	300	362	341	157	332	213	135	334	378	605	260	176	1,515	125	328	368	421	274	296	380
	% Change	-11.0%	4.9%	0.7%	5.8%	20.2%	4.5%	-0.3%	1.3%	0.9%	14.2%	4.9%	11.5%	14.8%	-19.2%	1.9%	10.3%	14.3%	1.7%	4.0%	-14.7%	-3.5%	3.0%
10	Minority Credentials - 3YR AVG	146	153	31	85	30	108	125	154	179	44	101	203	15	154	878	28	303	292	391	48	178	119
	Minority Credentials - 5YR AVG	148	139	28	74	23	88	118	151	147	42	93	174	12	167	958	25	248	279	356	43	168	114
	% Change	-1.3%	10.2%	11.5%	15.9%	31.6%	22.4%	5.5%	1.9%	21.6%	6.1%	8.0%	16.6%	21.0%	-7.8%	-8.3%	13.3%	22.0%	4.6%	9.7%	11.1%	5.7%	3.9%
11	Employment - 3YR AVG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Employment - 5YR AVG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Change	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Data in not available

Performance Funding
Technical Specifications - Colleges

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

Performance Funding
Technical Specifications - Colleges

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

DISTRIBUTION OF MINERAL LEASE FUNDS
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According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 104 of 2014 provides that after the sum of $13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

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

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

Higher Education Research Development Fund:
The current balance in the Higher Education Research Development Fund is $299,374.96. The fiscal 2015 appropriation of $5,000,000 is adequate for the authorization of distribution of up to $750,000 requested by the Arkansas Research and Education Optical Network (ARE-ON) board of directors.

Recommendation:
The ARE-ON represents an essential tool for research and development in the publicly supported universities of Arkansas. It is recommended that up to $750,000 requested by the ARE-ON board of directors be distributed to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

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

> **RESOLVED**, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute up to $750,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

**MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE
ARKANSAS STATE UNIVERSITY-JONESBORO**

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ADHE Executive Staff Recommendation

    RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Psychological Science (CIP 42.0101, 36 semester credit hours) offered by Arkansas State University-Jonesboro, effective Fall 2015.

    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 State University System, and the Chancellor of Arkansas State University–Jonesboro of the approval.

Program Justification
The Master of Science in Psychological Science is a 36-semester credit hour program designed to provide education in basic and applied psychological research combined with advanced education in core content areas of psychology. The program is designed for graduates of undergraduate psychology programs who desire advanced-level training in psychology before seeking admission to doctoral programs in psychology or before seeking entrance into the labor force as applied researchers or community college faculty.

The impetus for the proposed program has institutional and field-driven origins. There has been a growing focus on master's level training within psychology as a precursor to doctoral study and applied employment positions that do not require doctoral-level training. Most individuals with a psychology doctorate enter academia, rather than applied positions, e.g., professional survey researchers.

Courses in the proposed program will enable successful graduates to:
- Understand the substantive content areas and theoretical approaches of psychological science (e.g., cognitive, organizational, and social);
- Develop advanced skills in research methodology and data analysis;
- Determine the appropriate research design or strategy for specific research questions; and determine and conduct the appropriate data analysis for a particular research question;
- Understand applications of psychological science in various real-world situations;
- Explain everyday individual and collective behavior using different psychological theories or models; and apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice;
- Communicate effectively as scientists; and,
- Understand diversity and culture by being able to recognize and respect the importance or individual and cultural differences in psychological science.

Currently there are nine faculty in the Department of Psychology and Counseling with appropriate academic credentials. The Department will seek an additional tenure-track faculty member with expertise in industrial/organizational psychology, social, psychology, and research methodology.   Existing library resources and instructional facilities are already in place to launch the proposed program. The Department's research facilities recently underwent a $50,000 renovation and modernization to incorporate current research hardware and software. The costs for the additional faculty member will be covered by tuition and fees and state general revenue.

Arkansas Institutions Offering Similar Program
Arkansas Tech University

Program Viability
Projected Annual Enrollment beginning Fall 2015 – 7 students
Required Graduates by Summer 2018 - 8 students total, based on AHECB viability standard

Program Requirements
Master of Science in Psychological Science
Total Semester Credit Hours – 36
<u>Semester 1 – Fall</u>
PSY   5303   Research Methodology
PSY   5313   Applied Analysis of Psychological Research I
PSY   6653   Foundations of Social Psychology

<u>Semester 2 – Spring</u>
PSY   6313   Applied Analysis of Psychological Research II
PSY   5623   Program Development, Implementation, and Analysis
PSY   6643   Foundations of Cognitive Psychology

<u>Summer Term 1 (Optional)</u>
PSY   680V   Thesis

<u>Summer Term 2 (Optional)</u>
PSY   680V   Thesis

<u>Semester 3 – Fall</u>
PSY   6633   Foundations of Organizational Psychology
PSY   6663   Advanced Psychological Seminar
PSY   680V   Thesis

<u>Semester 4 – Spring</u>
PSY   6663   Advanced Psychological Seminar
PSY   680V   Thesis

Italics - new courses

Program Admission Requirements
Acceptance into ASUJ's graduate school;
Have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work; and,
Have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of "C".

Applicants are required to submit:
- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant's reason for entering the program, previous research experience, and current research interest
- Current vita
- Official transcripts

**BACHELOR OF ARTS IN CULTURAL AND GEOSPATIAL STUDIES
ARKANSAS TECH UNIVERSITY**

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ADHE Executive Staff Recommendation

    RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Bachelor of Arts in Cultural and Geospatial Studies (CIP 45.0799, 120 semester credit hours) offered by Arkansas Tech University, effective Fall 2015.

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

Program Justification
The proposed Bachelor of Arts in Cultural and Geospatial Studies draws from courses in Anthropology and Geography, providing students with skills necessary for jobs in economic development, city and regional planning, cultural resource management, natural resource management, transportation networking, food distribution, real estate, education, heritage preservation, parks and recreation administration along with a range of other fields. The 120-semester credit hour program combines the research, analysis, and communication skills in computer-based Geographic Information Systems. Geographic Information Systems (GIS) manage spatial data using detailed, multi-layered, and interactive maps. As demonstrated by such applications as Google Earth, GIS is a widely used communication platform for things ranging from human migration patterns to predator population changes to road and waterway evolution. Private industry and public institutions use GIS to assess community needs for all kinds of new products and infrastructure. The Cultural and Geospatial Studies degree will offer students essential and highly marketable skills in GIS while also providing a solid foundation in the Geographer's and Anthropologist's methods of identifying, analyzing, and solving problems.

During the past decade, the number of jobs requiring some geospatial training has increased rapidly. The U.S. Department of Labor identified geotechnology as one of the three most important emerging fields in terms of job growth and future impacts. Current data from the Bureau of Labor Statistics confirms the importance of GIS, but also emphasizes similar growth in fields related to cultural resources management. Employers across Arkansas were surveyed regarding their need for these types of skill sets. Arkansas Tech University received information from the employers stating these types of positions would be advantageous and provided ways in which the individuals' skills would be utilized including salary information.

Combining Anthropology and Geography, students can choose from a wide range of courses in global studies and development, regional culture studies, regional food production systems, archeological and ethnographic studies, and regional or community planning. Students completing this proposed degree will gain essential skills in cultural resources management, ethnographic research, and geographic information systems.

The proposed program will be housed in the History and Political Science Department in the College of Arts and Humanities at Arkansas Tech University. Existing faculty, classrooms, and library resources exist to launch the proposed program. Funding for the proposed program will come from existing operational budget of the College of Arts and Humanities.

Arkansas Institutions Offering Similar Program
No schools in Arkansas offer a similar program that incorporates anthropology and geography into one program. Three schools offer the programs separately, but not combined: University of Arkansas at Fayetteville, University of Arkansas at Little Rock and University of Central Arkansas.

Program Viability
Projected Annual Enrollment beginning Fall 2015 – 20 students
Required Graduates by Summer 2020 - 18 students total, based on AHECB viability standard

Program Requirements
Bachelor of Arts in CULTURAL AND GEOSPATIAL STUDIES
Total Credit Hours – 120

Freshman Year, Fall – 13 credit hours
ENG   1013 Composition I
MTH   1003 College Mathematics (or)
MTH   1113 College Algebra (or) any higher level mathematic course
HIS   1903 Survey of American History
ANTH 1213 Introduction to Anthropology
TECH 1001 University Orientation

Freshman Year, Spring – 16 credit hours
ENG   1023 Composition II
          XXX4 Choose from Physical Science, Biology or Applied Biology/Chemistry,
          Chemistry, Physics or Principles of Technology I & II or PIC Physics
GEOG 2013 Regional Geography of the World
COMS 1333 Web Publishing Elective
SPH   2003 Public Speaking

Sophomore Year, Fall – 15 credit hours
PHIL   2003 Introduction to Philosophy
          2XXX Choose from Topics in Art & Humanities 2001, Humanities, 2002 or 2003
ANTH 2003 Cultural Anthropology
HIST   2203 Introduction to Public History
Beginning Language: 3 hours College Requirement

Sophomore Year, Spring – 16 credit hours
          XXX4 Choose from Physical Science, Biology or Applied Biology/Chemistry,
          Chemistry, Physics or Principles of Technology I & II or PIC Physics
GEOG 2833 Introduction to Geographic Information Systems
Beginning Language II: 3 hours College Requirement
HIST   2153 Introduction to Arkansas History
ART   2213 Digital Skills for the Graphic Designer

Junior Year, Fall 15 credit hours
ANTH 2833 Cultural Resources Management
GEOG 3403 GIS II: Planning Applications
          3XXX Choose three hours from the following:
               ANTH 3103 – Anthropology of Food
               ANTH 3303 – Southeastern Archaeology
               ANTH 3313 – Southeastern Indians
               ANTH 4403 – Interpretation/Education through Museum Methods
               ANTH 4853 – Music of the World's Peoples
               ANTH 4951, 4952, 4952, 4954 – Undergraduate Research in
               Anthropology
               ANTH 4991, 4992, 4993, 4994 – Special Problems in Anthropology

        GEOG 3303 – Physical Geography
        GEOG 3113 – Geography of the United States and Canada
        GEOG 3303 – Geography of Latin America
        GEOG 3413 – Geography of Europe
        GEOG 3703 – Geography of Asia
        GEOG 3803 – Historical Geography
        GEOG 4023 – Economic Geography
        GEOG 4203 – Place and Collective Memory
        GEOG 4803 – Seminar in Global Studies
        GEOG 4951, 4952, 4953, 4954 – Undergraduate Research in Geography
        GEOG 4993 – Special Problems in Geography
EAM   1013 Aim and Scope of Emergency Management
SOC   3033 Environment and Society

Junior Year, Spring - 15 credit hours
ANTH 3XXX Choose three hours from the following:
        ANTH 3103 – Anthropology of Food
        ANTH 3303 – Southeastern Archaeology
        ANTH 3313 – Southeastern Indians
        ANTH 4403 – Interpretation/Education through Museum Methods
        ANTH 4853 – Music of the World's Peoples
        ANTH 4951, 4952, 4952, 4954 – Undergraduate Research in
        Anthropology
        ANTH 4991, 4992, 4993, 4994 – Special Problems in Anthropology
GEOG 3XXX Choose three hours from the following:
        GEOG 3303 – Physical Geography
        GEOG 3113 – Geography of the United States and Canada
        GEOG 3303 – Geography of Latin America
        GEOG 3413 – Geography of Europe
        GEOG 3703 – Geography of Asia
        GEOG 3803 – Historical Geography
        GEOG 4023 – Economic Geography
        GEOG 4203 – Place and Collective Memory
        GEOG 4803 – Seminar in Global Studies
        GEOG 4951, 4952, 4953, 4954 – Undergraduate Research in Geography
        GEOG 4993 – Special Problems in Geography
AGBU 2013 A Global Perspective: Resources, Food and Security
SOC   3063 Communities
HIST   3243 Archive and Manuscript Management

Senior Year, Fall – 15 credit hours
ANTH 3XXX Choose three hours from the following:
        ANTH 3103 – Anthropology of Food
        ANTH 3303 – Southeastern Archaeology
        ANTH 3313 – Southeastern Indians
        ANTH 4403 – Interpretation/Education through Museum Methods

ANTH 4853 – Music of the World's Peoples
ANTH 4951, 4952, 4952, 4954 – Undergraduate Research in Anthropology
ANTH 4991, 4992, 4993, 4994 – Special Problems in Anthropology

GEOG 3XXX Choose three hours from the following:
GEOG 3303 – Physical Geography
GEOG 3113 – Geography of the United States and Canada
GEOG 3303 – Geography of Latin America
GEOG 3413 – Geography of Europe
GEOG 3703 – Geography of Asia
GEOG 3803 – Historical Geography
GEOG 4023 – Economic Geography
GEOG 4203 – Place and Collective Memory
GEOG 4803 – Seminar in Global Studies
GEOG 4951, 4952, 4953, 4954 – Undergraduate Research in Geography
GEOG 4993 – Special Problems in Geography

POLS 3033 American State and Local Government
POLS 3053 Introduction to Public Administration
SPH   3023 Introduction to Linguistics

<u>Senior Year, Spring – 15 credit hours</u>
4XXX Seminar in Anthropology or Geography
3XXX Choose three hours from the following:
ANTH 3103 – Anthropology of Food
ANTH 3303 – Southeastern Archaeology
ANTH 3313 – Southeastern Indians
ANTH 4403 – Interpretation/Education through Museum Methods
ANTH 4853 – Music of the World's Peoples
ANTH 4951, 4952, 4952, 4954 – Undergraduate Research in Anthropology
ANTH 4991, 4992, 4993, 4994 – Special Problems in Anthropology
GEOG 3303 – Physical Geography
GEOG 3113 – Geography of the United States and Canada
GEOG 3303 – Geography of Latin America
GEOG 3413 – Geography of Europe
GEOG 3703 – Geography of Asia
GEOG 3803 – Historical Geography
GEOG 4023 – Economic Geography
GEOG 4203 – Place and Collective Memory
GEOG 4803 – Seminar in Global Studies
GEOG 4951, 4952, 4953, 4954 – Undergraduate Research in Geography
GEOG 4993 – Special Problems in Geography

HIST   4293 Historic Preservation
EAM   4023 Information Technology and Emergency Management
HST   3223 Local and Oral History

**TECHNICAL CERTIFICATE IN AUTO COLLISION STRUCTURAL REPAIR
TECHNOLOGY
BLACK RIVER TECHNICAL COLLEGE (BRTC)**

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ADHE Executive Staff Recommendation

    RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Auto Collision Structural Repair Technology (CIP 47.0603, 34 semester credit hours) offered by Black River Technical College, effective Fall 2015.

    FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Black River Technical College of the approval.

Program Justification
The technical certificate (TC) in Auto Collision Structural Repair Technology prepares students for specialized training in structural repair of automobiles. Students will gain knowledge and hands-on experience in refinishing, general body repairs, glass removal and replacement, straightening and alignment of body panels, computerized estimation and appraisal, restraint systems, structural repair methods, different paint systems techniques. Graduates can be hired in body shops, collision repair centers, insurance adjusting or appraising and as paint specialists with paint companies or in industrial centers. Employers surveyed in the area indicated a favorable employment outlook with jobs averaging $20 per hour. Many of the employers need employees immediately and others average two new hires per year.

BRTC currently offers a TC in Auto Collision Cosmetic Repair. Graduates of both the TC in Auto Collision Cosmetic Repair and the proposed TC in Auto Collision Structural Repair Technology could obtain an Associate of Applied Science in General Technology by completing general education coursework.

BRTC has an Auto Collision Repair Advisory Committee that meets yearly. The need for this technical certificate grew out of these meetings. Employers who are members of the Advisory Committee expressed a need for employees with more than the typical nine-month training as the industry is changing and the types of paint and processing require more in-depth skills. The proposed certificate is a response to industry needs.

Current faculty and instructional facilities are adequate to launch the proposed program.

Arkansas Institutions Offering Similar Program
University of Arkansas Community College at Morrilton

Program Viability
Projected Annual Enrollment beginning Fall 2015 – 20 students
Required Graduates by Summer 2019 - 12 students total, based on AHECB viability standard

Program Requirements
Technical Certificate in Auto Collision Structural Repair Technology
Total Semester Credit Hours – 34
First Semester
AB   1023   Resistance Spot-Welding
AB   1064   Body Panels
AB   1074   Materials and Equipment
AB   1083   Collision Electronics
CA   1903   Introduction to Computer Concepts
ENG   1003   Freshman English (or)
SCOM 1203   Oral Communications (or)
COM   1013   Career Communications

Second Semester
AB   1033   Restraint Systems
AB   1094   Waterborne Systems
AB   1104   Structural Repair Methods
AB   1203   Fiberglass Repair
MATH 1013   Technical Math for Trades and Industry (Required for Master Collision
                        Technician Certificate ONLY)

Italics - new courses

**TECHNICAL CERTIFICATE IN AEROSPACE FABRICATION AND REPAIR
NATIONAL PARK COMMUNITY COLLEGE (NPCC)**

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Technical Certificate in Aerospace Fabrication and Repair (CIP 47.0607, 30 semester credit hours) offered by National Park Community College, effective Fall 2015.

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 National Park Community College of the approval.

Program Justification
The proposed technical certificate (TC) prepares students for entry-level positions in the aerospace fabrication and repair industry. Students will gain the skills and knowledge necessary for employment in the production and repair of metallic and composite aerospace structures, the ability to interpret technical drawings, and understand aerospace production systems. Students will be taught by lecture, instructor-led group discussion and problem solving sessions, demonstrations of equipment, tools, and machinery, use of audio-visual aids, homework, practical hands-on projects, and formal written and practical examinations. Upon completion of the 30-semester credit hour TC, all hours will apply toward the Associate of Applied Science in General Technology degree.

NPCC is located in a growing aerospace hub, which is one of three aerospace hubs in the state. Local aerospace companies are primarily involved in either the fabrication of "build to print" parts and assemblies or providing Maintenance, Repair and Overhauls (MRO) services. Finding qualified aerospace technicians in this region is difficult so most companies have been providing on-the-job training for employees who have soft skills and are willing to work. An Employer Needs Survey was conducted during 2014 and employers indicated approximately 200 positions over the next two to four years and have 25 current positions for graduates with these skills. Employers stated they would give preference to hiring graduates with the skills gained by the TC, and some employers will provide tuition assistance for their employees to obtain these skills. Graduates of the program can be hired in positions that range from $12-25 per hour.

In October 2013, NPCC was part of a seven-member South Arkansas Community College Consortium SACCC that was awarded an $8.4 million dollar Trade Adjustment Assistance Community College and Career (TAACCCT) grant from the U.S. Department of Labor Employment and Training Administration (DOL/ETA). The TAACCCT grant is designated to colleges to specifically provide instruction and other educational services to students seeking credentials that lead to employment in the manufacturing industries.   NPCC's portion of the grant is $1,003,800. The grant terminates on September 30, 2017.

The new proposed program will be housed in a newly renovated, 2,700 square foot lab facility with an attached classroom. Using funds from the TAACCCT grant, $78,000 of new equipment, hand tools and supplies have been purchased. Dassault Falcon, Triumph Fabrications, Triumph Airborne and other local companies have donated supplies and equipment for the proposed program. NPCC has three faculty with appropriate credentials to launch the program. Additional adjunct faculty will be hired as needed.

Arkansas Institutions Offering Similar Program

Program Viability
Projected Annual Enrollment beginning Fall 2015 – 12 students
Required Graduates by Summer 2019 - 12 students total, based on AHECB viability standard

Program Requirements
Technical Certificate in Aerospace Fabrication and Repair
Total Semester Credit Hours – 30
<u>Fall Semester</u>
TECH 1101 Computer Technology
INDT   1013 Industrial Safety
AFAB 1103 Blueprints, Measurement & Quality
AFAB 1104 Aerospace Structure 1
AFAB 1124 Composites Fabrication and Repair 1

<u>Spring Semester</u>
TECH 1102 Technical Communications
TECM 1103 Technical Math
AFAB 1114 Aerospace Structures 2
AFAB 1134 Composites Fabrication and Repair 2
AFAB 1122 Aerospace Production Systems
Italics - new courses

**MASTER OF EDUCATION IN HIGHER EDUCATION, ADULT EDUCATION,
AND LIFELONG EDUCATION
SOUTHERN ARKANSAS UNIVERSITY**

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Education in Higher, Adult, and Lifelong Education (CIP 13.0101, 33 semester credit hours) offered by Southern Arkansas University, effective Fall 2015.

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

Program Justification
The Master of Education in Higher, Adult, and Lifelong Education is a 33-semester credit hour online program that provides coursework in foundations, curriculum and teaching, organization and administration, research, and electives. The program is designed for students to create an emphasis area to fit their career aspirations. The proposed program includes a core of set courses as well as project-based learning experiences culminating in a capstone portfolio which must contribute to the body of research in the student's chosen professional field. The program provides an educational pathway for faculty or other educators seeking to improve their teaching techniques for adult learners, individuals seeking to advance into administrative or management positions in various educational settings, or others who work with adult learners in a variety of agencies. This could include, but is not limited to, adult learning center management, professional development coordinator/trainer, or management roles in a variety of educational settings. Students may select either higher education or adult education as their emphasis area; however, students may elect to take courses in both emphasis areas.

Currently there are three faculty in the Department of Counseling & Professional Studies and Educational Leadership with appropriate academic credentials to launch the program. Due to the online offering of the proposed program, additional faculty will not be needed until the enrollment increased. Existing library resources and instructional facilities are adequate for program implementation. In 2014, after intensive planning and rigorous review by the Departments of Education and Higher Education, SAU was approved for online delivery of educational leadership programs. This transformation has enabled SAU to be positioned to offer additional online delivery of programs. The online delivery of the proposed program will be advantageous for working professionals with active careers and families.

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

Program Viability

Projected Annual Enrollment beginning Fall 2015 – 15 students
Required Graduates by Summer 2022 - 8 students total, based on AHECB viability standard

Program Requirements
Master of Education in Higher, Adult, and Lifelong Education
Total Semester Credit Hours – 33
Required – 6 credit hours
EDUC 6003 Education Research
HALE 6XX3 Higher, Adult, and Lifelong Learning Education Seminar

Choose 18 credit hours from the following:
HALE 6XX3 History & Philosophy of Postsecondary Education
HALE 6XX3 Leadership and Organization Development
HALE 6XX3 The College Student (or)
COUN 6863 The American College Student
HALE 6XX3 Survey of Adult Learning
HALE 6XX3 Special Problems in Adult Education
HALE 6XX3 Program Planning and Evaluation in Postsecondary Contexts
HALE 6XX3 Post-Secondary Teaching
HALE 6XX3 The Community College
HALE 6XX3 Budgeting and Finance in Postsecondary Education
HALE 6XX3 Foundations of Distance Learning
HALE 6XX3 Curricular Design & Evaluation in Postsecondary Distance Learning
HALE 6XX3 Distance Learning Design and Administration

Support Courses – Choose 6 credit hours from the following:
COUN 6843 Introduction to Student Affairs in Higher Education
COUN 6853 Student Affairs Theory and Practice
COUN 6863 The American College Student (if not taken above)
COUN 6873 Organization and Administration of Student Affairs Services

Capstone Project – 3 credit hours
HALE 6XX3 Internship & Capstone Project
Italics - new courses

Program Admission Requirements
For unconditional Admission Status, the applicant must be admitted to the School of
Graduate Studies and have earned a baccalaureate degree from a regionally accredited
institution and meet the following minimum requirements:
- Have a cumulative grade point average of 2.5 or above out of a 4.0 system or a
  2.75 GPA on the last 60 hours of undergraduate work;
- Proof of immunizations (MMR);
- Provide an official transcript;
- Submit Graduate Management Admission Test (GMAT), Graduate Record
  Examination (GRE), or Miller Analogies Test (MAT) scores no more than five
  years old. Scores should meet the requirements below:
  1. GMAT – a weighted score of 1,000 or above.
  2. GRE – a score of 284 or above.
  3. MAT – a score of 35 or above.

BACHELOR OF SOCIAL WORK
UNIVERSITY OF ARKANSAS – FORT SMITH

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ADHE Executive Staff Recommendation

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Bachelor of Social Work (CIP 44.0701), 120 semester credit hours, offered by University of Arkansas–Fort Smith, effective Summer 2015.

> **FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas–Fort Smith of the approval. Program continuation is contingent on University of Arkansas–Fort Smith maintaining program accreditation with the Council on Social Work Education.

Program Justification
Similar programs exist in Arkansas but are primarily within the central Arkansas area and two in eastern Arkansas. The closest, University of Arkansas Fayetteville, is an hour and a half away. The need for this proposed program at University of Arkansas – Fort Smith (UAFS) is to address the lack of sufficient number of trained social workers in this region and to help facilitate the availability and delivery of current services for those in this region of the state. UAFS surveyed 716 UAFS students enrolled in Psychology Orientation, General Psychology, and Developmental Psychology and declared Psychology majors during the spring 2014 semester. UAFS surveyed students about the possibility of them changing majors if a Bachelor of Social Work degree was offered. Ninety-eight (98) of the 162 responses stated they would likely change their major should this program be offered at UAFS, eleven of the 162 responded they would not change due to upcoming graduation date and seventeen of the 162 stated they would not change majors.

An employer survey was conducted to determine interest and need for social workers, job titles, education, salary, availability, and skill preferences. Eleven agencies responded and reported that jobs employing social workers include but are not limited to: case workers/managers, drug court counselors, forensic interviewers, therapists, and waiver coordinators. In this region of the state, employees with at least a Bachelor of Social Work (BSW) earn and can expect to earn an average annual salary ranging from approximately $30,000 to an average $37,000. The current number of positions for social workers employed in these agencies range from three to 70, varying from smaller agencies to those with a high turnover rate (e.g., Department of Health and Human Services). All agencies also reported a willingness to support UAFS BSW majors with internship opportunities toward degree compliance.

UAFS met with the eleven agencies and seven of them agreed to serve on the proposed program's Advisory Board. The board will assist in program development, provide professional support and expertise, and provide a forum for ongoing exchanges between the professional social work community, the community-at-large, and the UAFS BSW program. The board will support the educational endeavors and integrity of the UAFS BSW program and facilitate adherence to the UAFS Strategic Plan.

The BSW program will maintain accountability via the national accreditation board for social work-the Council on Social Work Education (CSWE). Program assessment will be implemented in accordance with the Arkansas Department of Higher Education and CSWE guidelines that govern curriculum development, revision, and improvement in student learning. An effective advising model will guide BSW majors in the attainment of their academic and professional goals. The program will emphasize ethics for the discipline and broaden the students' understanding of the significance of cultural and global awareness. This goal will be accomplished, in part, via required courses unique to these topics, the completion of the State of Arkansas Child Maltreatment Training Certification, and as content in other core social work (SOWK) courses. The BSW program will be supported by the UAFS information technology department which provides assistance ranging from smart class rooms and computer labs to course

access via online, hybrid, and web-enhanced formatted course offerings. As a part of course content and field practicum, select SOWK-prefixed courses will address the goals of the profession, teach critical thinking, research methods, and the application of critical assessment. BSW majors will be trained in the principles of logic, scientific inquiry, and discernment in this generalist program via supervised field practicums and associated courses. This 120-semester credit hour BSW degree program is designed in accordance with the CSWE description for a BSW (generalist) program. Emphasis areas currently offered at UAFS that support the proposed program include the general education core classes in English, Rhetoric, Speech, Math, Philosophy, Biology, Chemistry, Physical Science, Music, Art, Humanities, Political Science, Psychology, Sociology, Economics, Anthropology, Criminal Justice, Religion, Statistics, and Management. Institutional and program area/degree major requirements total 85 semester hours.

UAFS will need at least one full time faculty member to serve as program director for the first year. The program director must have completed a Master's of Social Work (MSW) from a CSWE-accredited program and have earned a doctorate, preferably in social work or a related discipline. Steps for this hire are currently in progress. Based on demand and faculty-student ratio, UAFS expects to secure a second faculty member whose full-time appointment will be social work. This new hire will have earned a Master's of Social Work from a CSWE-accredited program and will have the necessary clinical licensure and field experience to staff the practicum courses. Adjunct faculty holding at least an MSW from a CSWE-accredited program and the appropriate credentials, licensures, and specialties will be secured as needed.

No additional library, instructional, and physical resources will be needed to begin offering the BSW degree. The Bachelor of Social Work will be housed in the Department of Behavioral Sciences in the College of Humanities and Social Sciences. The budget is adequate for this program.

Arkansas Institutions Offering Similar Programs
Arkansas State University, Jonesboro
Harding University, Searcy
Philander Smith College, Little Rock
Southern Arkansas University, Magnolia
University of Arkansas, Fayetteville
University of Arkansas, Little Rock
University of Arkansas, Monticello
University of Arkansas at Pine Bluff

CSWE-accredited programs that UAFS used as models to develop the proposed degree include the following:
Morgan State University, Baltimore, MD
Bowie State University, Bowie, MD
Frostburg State University, Frostburg, MD
James Madison University, Harrisonburg, VA

George Mason University, Fairfax, VA
Virginia State University, Ettrick, VA
Virginia Union University, Richmond, VA
Virginia Commonwealth University, Richmond, VA
Longwood University, Farmville, VA
Radford University, Radford, VA

Program Viability
Projected Annual Enrollment beginning Summer 2015 – 20 BSW students
Required Graduates by Summer 2020–12 students total, based on AHECB viability standard

Degree Requirements
Bachelor of Social Work – Eight Semester Degree Plan
Total Semester Credit Hours – 120
Freshman Year – Fall Semester – 16 credit hours

ENG 1203	Composition I or ENGL 1233 Honors Composition
SPCH 1203	Introduction to Speech Communication
MATH 1303	College Math or MATH 1403 College Algebra
CHEM 1303	Chemical Principles with CHEM 1301 Chemistry Lab or PHSC 2713 Physical Science with PHSC 2711 Physical Science Lab or BIOL with Lab or PHSC 2653 Earth Science with PHSC Earth Science Lab
SOCI 2753	Introduction to Sociology

Freshman Year – Spring Semester – 16 credit hours

ENGL 1213	Composition II or RHET 2863 Advanced Composition
ECON 2803	Principles of Macroeconomics or ECON 2813 Principles of Microeconomics or ANTH 2803 Cultural Anthropology
BIOL 1153	Biological Science
BIOL 1151	Biology Lab
ART 2863	Survey of Art History I, ART 2873 Survey of Art History II, or HUMN 2563 Humanities Through the Arts, HUMN 2663 Introduction to Film, or MUSI 2763 Music Appreciation
PSYC 1163	General Psychology

Sophomore Year – Fall Semester – 16 credit hours

SOWK 2103	Introduction to Social Work
STAT 2503	Probability and Statistics I, PSYC 2513 Introduction to Behavioral Statistics, or MGMT 2963 Business Statistics
XXXX	World Language; must complete through Beginning II of a world language
POLS 2753	American National Government
PSYC 2963	Developmental Psychology: A Life Span

Sophomore Year – Spring Semester – 16 credit hours

PSYC 2613	Research Methods in Psychology

  XXXX World Language; must complete through Beginning II of a world
       language
RELI 2303 World Religions
SOWK 3713 Human Behavior in the Social Environment
PHIL 2753 Introduction to Philosophy

Junior Year – Fall Semester – 15 credit hours
CJ   1013 Introduction to Criminal Justice System
SOWK 3413 Diversity and Social Economic Justice
SOWK 3813 Social Welfare and Social Policy
SOWK 3423 Family Interventions and Cultural Diversity
SOWK 3723 Human Behavior in a Macrosystem

Junior Year – Spring Semester – 13 credit hours
PHIL 3203 Ethics Across the Disciplines
SOWK 3113 Clinical Social Work and Case Management
SOWK 3823 Social Policy Analysis and Advocacy
SOWK 3914 Social Work Practice (Generalist)

Senior Year – Fall Semester – 14 credit hours
SOWK 3433 Unique Populations: Teens, Special Needs, and the Elderly
SOWK 4901 Field Instruction
SOWK 4914 Social Work Practicum I
SOWK 4613 Research in Social Work
  XXXX General Elective Requirement (upper or lower level)

Senior Year – Spring Semester – 14 credit hours
SOWK 4911 Field Instruction II
SOWK 4924 Social Work Practicum II
SOWK 4993 Social Work Capstone
  3XXX SOWK 3513 Special Populations: Social Work and the Criminal
       Justice System or SOWK 3833 Special Populations: Advocacy for
       Geriatric Care

Program Admission Requirements for BSW
1. Have completed a minimum of 45 general education hours toward degree compliance;
2. Have completed SOWK 2103 Introduction to Social Work and SOWK 3713 Human Behavior in the Social Environment (or their equivalent) with a grade of C or better;
3. Have a minimum of 2.50 cumulative GPA for all college course work (including transfer work and excluding developmental courses) used towards degree compliance and be in good academic standing.

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS
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ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1-6 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2018.

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

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

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

American Intercontinental University, Schaumburg, Illinois
State Authorization: Illinois Board of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central Association of Colleges and Schools
Programmatic Accreditation: Council for the Accreditation of Educator Preparation

Master of Education, Specializations in Education Assessment and Evaluation, Classroom Integration of Technology, Instructional Design and Technology (Non-Licensure)

Bethel University, McKenzie, Tennessee
State Authorization: Tennessee Higher Education Commission
Institutional Accreditation-Regional: Southern Association of Colleges and Schools

Master of Business Administration

Boston University, Boston, Massachusetts
State Authorization: Massachusetts Law
Institutional Accreditation-Regional: New England Association of Schools and Colleges
Programmatic Accreditation: Accreditation Council for Occupational Therapy Education

Doctor of Occupational Therapy (Non-Licensure)

The Chicago School of Professional Psychology, Los Angeles, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation-Regional: Western Association of Schools and Colleges

Doctor of Philosophy in Business Psychology, Consulting Track
Doctor of Philosophy in International Psychology

Concordia University Wisconsin, Mequon, Wisconsin
State Authorization: Wisconsin Association of Independent Colleges and Universities
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
    Association of Colleges and Schools
Programmatic Accreditation: Accreditation Council for Occupational Therapy
    Education

Bachelor of Science in Rehabilitation Services to Master of Occupational Therapy
Doctor of Occupational Therapy (Non-Licensure)

Excelsior College, Albany, New York
State Authorization: New York State Education Department
Institutional Accreditation-Regional: Middle States Commission on Higher Education

Bachelor of Professional Studies in Business and Management
Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Nuclear Engineering Technology

George Washington University, Washington, D.C.
State Authorization: Education Licensure Commission, Office of the State
Superintendent, Washington D.C.
Institutional Accreditation-Regional: Middle States Commission on Higher Education

Executive Master of Health Administration

<u>Grand Canyon University, Phoenix, Arizona</u>
State Authorization: Arizona Board of Private Postsecondary Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
     Association of Colleges and Schools

Bachelor of Arts in Government
Master of Science in Organizational Growth and Sales

Church-Related Training, Exempt from Certification: Master of Divinity

<u>Johns Hopkins University, Baltimore, Maryland</u>
State Authorization: Maryland Higher Education Commission
Institutional Accreditation-Regional: Middle States Commission on Higher Education
Programmatic Accreditation: Commission on Collegiate Nursing Education, Council for
     the Accreditation of Teacher Preparation

Post-Baccalaureate Certificate in Clinical Informatics
Post-Baccalaureate Certificate in Digital Curation
Master of Biotechnology Enterprise and Entrepreneurship
Master of Science in Bioinformatics
Master of Science in Regulatory Science
Post Master's Certificate in Adult Gerontological Acute Care Nurse Practitioner
Post Master's Certificate in Adult Gerontological Critical Care Clinical Nurse Specialist
Post Master's Certificate in Family Primary Care Nurse Practitioner
Post Master's Certificate in Pediatric Critical Care Clinical Nurse Specialist
Post Master's Certificate in Pediatric Health Clinical Nurse
Doctor of Education (Non-Licensure)

<u>Northcentral University, Scottsdale, Arizona</u>
State Authorization: Arizona State Board for Private Postsecondary Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
     Association of Colleges and Schools
Programmatic Accreditation: Teacher Education Accreditation Council

Master of Education, Specializations in Global Training and Development, Leadership
     in Higher Education, Organizational Leadership, and Sports Management (Non-
     Licensure)
Master of Education, Specialization in Educational Leadership
Education Specialist, Specializations in Global Training and Development, Leadership
     in Higher Education, Organizational Leadership, and Sports Management (Non-
     Licensure)
Doctor of Education, Specializations in Global Training and Development, Leadership
     in Higher Education, Organizational Leadership, and Sports Management (Non-
     Licensure)
Doctor of Philosophy in Education, Specializations in Global Training and
     Development, Leadership in Higher Education, Organizational Leadership, and
     Sports Management (Non-Licensure)

Post University, Waterbury, Connecticut
State Authorization: State of Connecticut Office of Higher Education
Regional Accreditation: New England Association of Schools and Colleges

Graduate Certificate in Professional Counseling (non-licensure)

Simmons College, Boston, Massachusetts
State Authorization: Massachusetts Board of Higher Education
Institutional Accreditation-Regional: New England Association of Schools and Colleges
Programmatic Accreditation: Commission on Collegiate Nursing Education

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

University of Wisconsin-Stout, Menomonie, Wisconsin
State Authorization: Board of Regents of the University of Wisconsin System
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
        Association of Colleges and Schools

Bachelor of Science in Golf Enterprise Management
Bachelor of Science in Human Development and Family Studies
Bachelor of Science in Management

William Woods University, Fulton, Missouri
State Authorization: Missouri Department of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
        Association of Colleges and Schools

Master of Business Administration

Initial Program Certification - Arkansas Campus

ITT Technical Institute, Carmel, Indiana – Little Rock Campus
State Authorization: Indiana Board of Proprietary Education, Indiana Commission on
        Higher Education
Regional Accreditation-National: Accrediting Council for Independent Colleges and
        Schools

Diploma in Accounting
Diploma in Business Management
Diploma in Criminology and Forensic Technology
Diploma in Drafting and Design Technology
Diploma in Electrical Engineering Technology
Diploma in Network Systems Administration
Diploma in Software Development
Associate of Applied Science in Accounting

Associate of Applied Science in Drafting and Design-Architecture and Civil
     Administration

Vista College, Richardson, Texas-Fort Smith Campus
State Authorization: Texas Higher Education Coordinating Board, Texas Workforce
    Commission
Institutional Accreditation-National Career-Related: Council on Occupational Education

Business Administration Diploma
Information Technology Diploma
Medical Assistant Diploma
Medical Insurance Billing and Coding Diploma
(Certification Contingent on Approval of Council on Occupational Education)

New Institutions – Distance Technology

Quinnipiac University, Hampden, Connecticut
State Authorization: State of Connecticut Department of Education
Institutional Accreditation-Regional: New England Association of Schools and Colleges
Programmatic Accreditation: Accreditation Council for Occupational Therapy Education

Doctor of Occupational Therapy (Non-Licensure)

University of Wisconsin-Whitewater, Whitewater, Wisconsin
State Authorization: Board of Regents of the University of Wisconsin System
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
     Association of Colleges and Schools

Bachelor of Business Administration
Master of Business Administration

Utah Valley University, Orem, Utah
State Authorization: Utah System of Higher Education
Institutional Accreditation-Regional: Northwest Commission on Colleges and
     Universities
Programmatic Certification: Federal Aviation Administration

Associate of Applied Science in Aviation Science
Associate of Science in Aviation Science
Bachelor of Science in Aviation Science, Emphasis in Professional Pilot, Aviation
     Administration
Bachelor of Science in Emergency Services Administration, Emphasis in Emergency
     Management

Wilkes University, Wilkes-Barre, Pennsylvania
State Authorization: Pennsylvania Department of Education
Institutional Accreditation-Regional: Middle States Commission on Higher Education

Master of Arts in Creative Writing
Master of Fine Arts in Creative Writing
New Institution – Arkansas Campus

<u>Southern Methodist University, Dallas, Texas</u>
Courses taught at Southwest Arkansas Education Cooperative, Hope, Arkansas;
      Village Bible Church, Hot Springs, Arkansas; Wilbur D. Mills Education
      Cooperative, Beebe, Arkansas
State Authorization: Texas Higher Education Coordinating Board
Institutional Accreditation-Regional: Southern Association of Colleges and Schools
Programmatic Accreditation: Texas Education Agency, International Multisensory
      Structured Language Education Council, International Dyslexia Association

Courses (Non-Licensure):
EDU6330 Introductory Course A, Survey of Dyslexia and Related Learning Disabilities
EDU 6331 Introductory Course B, Cognitive and Linguistic Structures of Written
      Language
EDU 6231 Introductory Course C, Early Language Development
EDU 6101 Practicum Experience
EDU 6332 Advanced Course A, Advanced Cognitive and Linguistic Structure of Written
      Language, Part I
EDU 6333 Advanced Course B, Advanced Cognitive and Linguistic Structures of
      Written Language, Part II
EDU 6102 Practicum Experience
EDU 6233 Advanced Course B, Advanced Cognitive and Linguistic Structures of
      Written Language, Part III
EDU 6103 Practicum Experience
EDU 6134 Study Skills
EDU 6105 Current Issues in Dyslexia: Dyslexia Identification Process, Kindergarten
      and Beyond
EDU 6110 Automaticity/Rate/Comprehension
EDU 6115 Phonological Awareness
EDU 6116 Procedures & Measures for Assessing Students for Dyslexia
EDU 6109 Work Smart
EDU 6118 Characteristics of Dyslexia

LETTERS OF NOTIFICATION

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Twenty-one (21) institutions submitted Letters of Notification that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

Letters of Notification Summary:
    39 New Certificate/Degree Programs
    23 Existing Programs Offered via Distance
    2 Minors
    5 Option/Emphases/Concentrations
    24   Program Name Changes
    8 Curriculum Revisions
    36 Education Programs/ Concentration/Emphasis/Endorsement Revised to Meet New
        Teacher Education Requirements
    17 Active Programs moved to Inactive Status
    1 Inactive Program moved to Active Status
    10 Program Deletions
    12 Option/Emphasis/Concentration/Endorsement Deletions
    1 New Administrative Unit
    1 Reorganization of Organizational Unit

Twenty (20) out-of-state and/or for-profit institutions submitted applications that include program certification/recertification, new concentrations, renewed exemption from certification, new requests for exemptions, and institutional changes.

Institutional Certification Advisory Committee Summary:
    20 Recertifications
    8 Institutional changes
    3 New Letters of Exemption from Certification (non-academic or church-related training)
    1 Renewal of Letter of Exemption from Certification (non-academic or church-related
        training)
    8 New certificates
    12 New concentrations
    4 Degree name changes
    8 Degree content changes (18 semester credit hours or less)

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the January 2015 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

New Certificate/Degree Programs
Arkansas State University – Newport
Certificate of Proficiency in Patient Care Technician (CIP 51.3902; 18 credit hours; Fall 2015)

HP	1203	Medical Terminology
PCT	1101	CPR and First Aid
PHL	1105	Phlebotomy Class
PHL	1102	Phlebotomy Clinic
CNA	1507	Certified Nurse's Aid

National Park Community College
Certificate of Proficiency in GTAW (TIG) Welding (CIP 48.0508; 8 credit hours; Fall 2015)

WLD	1238	GTAW (TIG) Welding

Certificate of Proficiency in GMAW (MIG) Welding (CIP 48.0508; 8 credit hours; Fall 2015)

WLD	1228	GMAW (MIG) Welding

Certificate of Proficiency in SMAW Welding (CIP 48.0508; 8 credit hours; Fall 2015)

WLD	1218	Introduction to Welding/SMAW

Certificate of Proficiency in Pipe Welding (CIP 48.0508; 8 credit hours; Fall 2015)

WLD	1114	Pipe Welding I
WLD	1124	Pipe Welding II

Certificate of Proficiency in Welding Layout & Fabrication (CIP 48.0508; 8 credit hours; Fall 2015)

WLD	1248	Layout & Fabrication

Certificate of Proficiency in Basic Business Principles (CIP 52.0201; 14 credit hours; Fall 2015)

BUS	1193	Consumer Economics
ACT	1002	Basic Accounting
BUS	1113	Introduction to Business
BUS	2203	Business Law I
BUS	1223	Human Resource Management

Certificate of Proficiency in Basic Business Law (CIP 22.0000; 15 credit hours; Fall 2015)

BUS	2203	Business Law I
PARA	2223	Torts
PARA	1103	Legal Systems and Terminology
BUS	1223	Human Resources Management
BUS	1113	Introduction to Business

Certificate of Proficiency in Basic Business Management (CIP 52.0204; 15 credit hours; Fall 2015)

BUS	2203	Business Law I
SUPM	1123	Introduction to Supervision
OFAD	2073	Administrative Office Management
BUS	1223	Human Resource Management
BUS	1113	Introduction to Business

Certificate of Proficiency in Automotive Engine Performance Specialist (CIP 47.0604; 9 credit hours; Fall 2015)

AST	1313	Fuel Systems
AST	1333	Ignition Systems
AST	1303	Electronic Systems

Certificate of Proficiency in Automotive Brake Specialist (CIP 47.0604; 6 credit hours; Fall 2015)

AST	1203	Brakes
AST	1106	Automotive Lab I

Certificate of Proficiency in Automotive Front End Specialist (CIP 47.0604; 9 credit hours; Fall 2015)

AST	1503	Steering and Suspension
AST	1206	Automotive Lab II

Certificate of Proficiency in Automotive Service/Maintenance (CIP 47.0604; 12 credit hours; Fall 2015)

AST	1113	Introduction to Automotive
AST	1223	Automotive Maintenance
AST	1106	Automotive Lab I

Certificate of Proficiency in Automotive Tune-up Specialist (CIP 47.0604; 12 credit hours; Fall 2015)

AST	1803	Engine Performance Fundamentals
AST	1603	Engine Repaid
AST	1206	Automotive Lab II

Technical Certificate in Automotive Maintenance & Repair (CIP 47.0604; 36 credit hours; Fall 2015)

AST	1113	Introduction to Automotive
AST	1213	Basic Electrical
AST	1223	Automotive Maintenance
AST	1203	Brakes
AST	1106	Automotive Lab I
AST	1503	Suspension and Steering
AST	1603	Engine Repair
AST	1103	Electrical Theory
AST	1803	Engine Performance Fundamentals
AST	1206	Automotive Lab II

<u>Pulaski Technical College</u>
Certificate of Proficiency in Entrepreneurship (CIP 52.0701; 12 credit hours; Fall 2015)

ENGL	1311	English Comp I
ENTR	1003	Introduction to Entrepreneurship
BUS	2543	Business Organization and Management
BUS	2673	Markets and Consumers

Technical Certificate in Hospitality Management (CIP 52.0901; 30 credit hours; Fall 2015; 100% online)
General Education – 6 credit hours

ENGL	1311	English Composition I
MATH	1301	College Business Mathematics (or)
MATH	1302	College Algebra

Hospitality Courses – 24 credit hours

CUL	1301	Applied Foodservice Sanitation
HOS	2330	Food Production for Hospitality
HOS	1301	Introduction to Hospitality
HOS	2302	The Restaurant Industry
HOS	2304	Dining Room Operations
HOS	2306	Practicum
HOS	2311	Hospitality Marketing and Sales
HOS	2313	Food and Beverage Management

<u>Southern Arkansas University – Magnolia</u>
Graduate Certificate in Supply Chain Management (CIP 52.0203; 12 credit hours; Fall 2015; 100% online)
Required core courses – 6 credit hours

SCM	6003	Enterprise Resource Planning
SCM	6063	Supply Chain Management

Select 6 credit hours from the following:

SCM	6013	Project Management
SCM	6023	Supply Chain Sourcing
SCM	6033	Supply Chain Security
SCM	6043	SCM Sustainable SCM Practices
SCM	6053	RFID Technology Utilization

<u>Southern Arkansas University – Tech</u>
Technical Certificate in Cosmetology (CIP 12.0401; 38 credit hours; Fall 2015)
General Education – 6 credit hours

MATH	1003	Technical Math
CIS	1003	Introduction to Computers

Cosmetology Core – 32 credit hours

BHDC	1014	Beginning Hair Design I
BHDC	1024	Beginning Hair Design II
IHDC	2014	Intermediate Hair Design I
IHDC	2024	Intermediate Hair Design II
AHDC	2214	Advanced Hair Design I
AHDC	2224	Advanced Hair Design II

COSM   2707   Cosmetology Lab I
COSM   2801   Cosmetology Lab II

University of Arkansas, Fayetteville
Graduate Certificate in Business Law (CIP 22.0101; 18 credit hours; Fall 2015)
LAWW   5213   Business Lawyering Skills (or)
LAWW   6483   Interviewing, Counseling, and Negotiating
LAWW   4062   Business Drafting
LAWW   6814   Corporate Counsel Externship
LAWW   XXX9   Choose two Core Business Courses and one Optional Curriculum
                        Courses

Graduate Certificate in African & African American Studies (CIP 05.0201; 15 credit hours; Fall 2015)
AAST   5003   Graduate Seminar in African & African American Studies
            XXX3   Coursework from outside the Department where the student is enrolled in
                        a degree program
            XXX9   Courses numbered 5000 or higher

Undergraduate Certificate in Poultry Science (CIP 01.0907; 29 credit hours; Fall 2015)
POSC   3032   Poultry Physiology I
POSC   3042   Poultry Physiology II
POSC   3223   Poultry Diseases
POSC   3554   Avian Anatomy
POSC   4213   Int. Poultry Management Systems
POSC   4314   Egg & Meat Technology
POSC   4343   Poultry Nutrition
POSC   4801   Poultry Seminar
POSC   4811   Poultry Seminar
POSC   401V   Poultry Internship (3 credit hours)
POSC   410V   Special Topics Poultry Careers (3 credit hours)

Program Reconfiguration – New Certificates and Degrees
Black River Technical College
Associate of Applied Science in Fire Science (DC 0505; CIP 43.0203; 60 credit hours; Fall 2015) **reconfigured to create Associate of Science in Fire Service Administration** (CIP 43.0202; 60 credit hours; Fall 2015; 100% online)
General Education Core Courses – 38 credit hours
ENG   1003   Freshman English I
ENG   1013   Freshman English II
ENG   2003   Introduction to World Literature I
MATH   1023   College Algebra
BIOL   1004   Biological Science & Lab
GSP   1004   Physical Science & Lab
HIST   1013   World Civilization to 1660 (or)
HIST   1023   World Civilization since 1660
PSY   2513   Introduction to Psychology

POSC	1003	Introduction to Politics
HIST	2763	United States History to 1876 (or)
HIST	2773	United States History since 1876 (or)
POSC	2103	United State Government
FAM	2503	Fine Arts Musical (or)
FAT	2203	Fine Arts Theatre (or)
FAV	2503	Fine Arts Visual
CA	1903	Introduction to Computer Concepts

Fire Science – 22 credit hours

FS	1093	Principles of Emergency Service
FS	2163	Fire Protection Systems
FS	2133	Fire Prevention
FS	2183	Fire Officer I
FS	2193	Fire Officer II
FS	2063	Fire Strategy & Tactics
FS	1221	Firefighter Safety & Survival: Company Officer's Response
FS	2043	Special Problems in Fire Science – Capstone Project

University of Arkansas, Fayetteville

Master of Arts in Geography (DC 5330; CIP 45.0701; 30 credit hours) **reconfigured to create Master of Science in Geography** (CIP 45.0701; 30 credit hours; Fall 2015)

GEOG	5333	Research Methods and Materials in Geography
GEOG	5093	History of Geography
GEOG	5093	Colloquium (1 credit hour)
GEOG	600V	Master's Thesis (6 credit hours)
	XXX6	Quantitative/Computational Electives
	XX11	Electives

University of Arkansas at Little Rock

Bachelor of Science in Information Science (DC 2795; CIP 11.0401), **Bachelor of Arts in Art** (DC 1280; CIP 50.0701), **Bachelor of Art in Mass Communication** (DC 2865; CIP 09.0401) and **Bachelor of Art in Professional & Technical Writing** (DC 1700; CIP 23.1303) r**econfigured to create Bachelor of Arts in Web Design and Development** (CIP 11.0801; 120 credit hours; Fall 2015)

General Education – 35 credit hours

RHET	1311	Composition I
RHET	1312	Composition II
MATH	1302	College Algebra (or)
MATH	1321	Quantitative and Mathematical Reasoning
HIST	1311	History of Civilization I (or)
HIST	1312	History of Civilization II
ENGL	2337	World Literature (or)
ENGL	2338	World Literature Themes (or)
PHIL	2320	Ethics and Society
POLS	1310	American National Government (or)
HIST	2311	U. S. History to 1877 (or)
HIST	2312	U. S. History since 1877

Science – Choose 8 credit hours from the following

ANTH	1415	Physical Anthropology
ASTR	1301	Introduction to Astronomy
ASTR	1101	Introduction to Astronomy Lab
BIOL	1401	Science of Biology
CHEM	1409	Chemistry and Society
ERSC	1301	Physical Geology
ERSC	1102	Physical Geology Lab
ERSC	1303	Historical Geology
ERSC	1103	Historical Geology Lab
ARHA	2305	Introduction to Visual Art (or)
MUHL	2305	Introduction to Music (or)
THEA	2305	Introduction to Theatre and Dance
	XXX3	Social Sciences
	XXX3	Humanities/Social Science/Oral Communications/Interdisciplinary

Degree Credit Hours – 70 credit hours
Foundations – 19 credit hours

IFSC	1105	FYC Information Science
IFSC	1310	Internet Technologies
ARST	1310	Basic Drawing
ARST	1315	Two-Dimensional Design
ARST	2318	Computer Applications in Art
MCOM	2300	Introduction to Media Production
RHET	3326	Technical Writing

Content Courses – 45 credit hours

ITEC	3610	Introduction to Information Technology & Application
ITEC	3650	Guided Application in IT & Industry Process
MCOM	3310	Introduction to Web Principles & Design
MCOM	3390	Non-Linear Editing I
ARST	3340	Introduction to Graphic Design
ARST	3341	Typography
ARST	3342	Mobile Web Design
MCOM	4340	Digital Graphics and Animation
ARST	4348	Web Design
MCOM	4385	Advanced Web (CMS/Dreamweaver)
RHET	4371	Writing on the Web
RHET	4305	Document Design
RHET	4372	Usability Testing & Design

Capstone – 6 credit hours

| ITEC | 4610 | Project Development and Portfolio Defense |

Recommended Program Electives – 15 credit hours
Choose 15 credit hours from the following:
Information Science

IFSC	3300	Internet Applications
IFSC	4360	Social Computing
IFSC	4301	Computing, Information, and Future
IFSC	4350	Electronic Commerce
IFSC	3320	Database Concepts

Art

ARST   3385   Vector Graphics
ARST   3386   Digital Imaging
ARST   4340   Print Design
ARST   4341   Package Design
Mass Communications
  MCOM   4320   Non-Linear Editing II
  MCOM   4350   Production and Design
Rhetoric and Writing
  RHET   4307   Writing Software Documentation

Bachelor of Science in Construction Management (DC 2417; CIP 15.1001; Fall 2015; 100% online) **reconfigured to create Associate of Science in Construction Science** (CIP 15.1001; 63 credit hours; Fall 2015; 100% online)

	X6XX	Core: Communication-Written
	X3XX	Core: Fine Arts
	X3XX	Core: Humanities
	X3XX	Core: U. S. Traditions
	X3XX	Core: Social Science (Choose any Economics course)
	X3XX	Core: History of Civilization
	X3XX	Computing Requirement (Choose VINS 1310 or CPSC 1370)
MATH	1451	Calculus I
SPCH	1300	Core: Humanities/Social Studies/Speech/Interdisciplinary
ERSC	1302	Physical Geology
ERSC	1102	Physical Geology Lab
PHYS	1321	College Physics I
PHYS	1121	College Physics Lab
ACCT	2310	Principles of Accounting I
CNMG	1101	FYC in Construction
CNMG	1201	The Construction Industry
CNMG	1305	Drawings and Specifications
CNMG	2313	Construction Materials & Methods
CNMG	2314	MEP Systems
CNMG	2316	Construction Surveying with Lab
CNMG	2318	Building Information Modeling
CNMG	2333	Statics and Strength of Materials

<u>University of Central Arkansas</u>
Bachelor of Arts and Bachelor of Science in Sociology (DC 1780 & 3190; CIP 45.1101; 120 credit hours; Fall 2015) r**econfigured to create Bachelor of Arts and Bachelor of Science in Anthropology** (CIP 45.0201; 120 credit hours; Fall 2015)
General Education – 38 credit hours
Required Anthropology Courses – 15 credit hours
  ANTH 1302   Introduction to Anthropology
  SOC   2321   Social Statistics
  ANTH 33XX   Anthropology Research Methods
  ANTH 4380   Anthropology Theory
  ANTH 43XX   Seminar/Practicum
Elective Anthropology Courses – 12-18 credit hours

ANTH	2310	Biological Anthropology
ANTH	2300	Peoples and Cultures
ANTH	2325	Archaeology of North America
ANTH	3300	Regional Anthropology
ANTH	3310	Magic, Religion, and Witchcraft
ANTH	3315	Native American Cultures
ANTH	3320	Intentional Communities and Culture Change
ANTH	3340	Environmental Anthropology
ANTH	3350	Museum Anthropology
ANTH	3360	Anthropology Travel Seminar
ANTH	4V90	Selective problems in Anthropology (1-3 credit hours)
ANTH	4370	Internship in Anthropology
ANTH	4395	Special Topics

Minor Requirements – 24 credit hours
Optional Electives Courses – 0-6 credit hours

GEOG	1320	Introduction to Human Geography
LING	3325	Sociolinguistics
SOC	3310	Racial and Ethnic Relations
SOC	3361	Gender Roles

Special Degree Requirements
BA Degree   three credit hours of foreign language at the 2000-level.
BS Degree   two mathematics courses or two laboratory science courses beyond the UCA core requirements. This will be either six or eight hours (eight for the purposes of this summary.)
General Electives (BA: 16-22 credit hours; BS 11-17 credit hours)
Additional courses to satisfy areas of interest and to complete the required 120 hours required for the degree.

Bachelor of Arts and Bachelor of Science in Sociology (DC 1780 & 3190; CIP 45.1101; 120 credit hours; Fall 2015) **reconfigured to create Bachelor of Arts and Bachelor of Science in Criminology** (CIP 45.0401; 120 credit hours; Fall 2015)
General Education – 38 credit hours
Required Core Courses – 15 credit hours

SOC	1300	Principles of Sociology
SOC	2321	Social Statistics
SOC	3320	Social Research Methods
SOC	3370	Sociological Theory
SOC	4360	Seminar

Required Concentration Courses – 18 credit hours

SOC	3370	Criminology
SOC	3371	Juvenile Delinquency
SOC	4355	Victimology
	X9XX	Electives from Sociology, Anthropology, Political Science, or Health Education

Criminology Major Core – 18 credit hours

SOC	1300	Principles of Sociology
CRIM	2300	Foundations of Criminal Justice
SOC	2321	Social Statistics

SOC   3320   Social Research Methods
SOC   3370   Criminological Theory and Practice (or)
CRIM   3370   Criminological Theory and Practice
CRIM   4360   Seminar/Practicum
Major Elective Courses – 15-21 credit hours
SOC   2361   Deviance and Society
SOC   3371   Juvenile Delinquency (or)
CRIM   3371   Juvenile Delinquency
CRIM   33XX   Police & Society
CRIM   33XX   Correctional Systems
SOC   4355   Victimology (or)
CRIM   4355   Victimology
CRIM   43XX   Homicide: Victims and Offenders
CRIM   4390/4290/4390
                     Selected Problems in Criminology
CRIM   4370   Internship in Criminology
CRIM   4395   Special Topics
PSCI   3375   The American Judicial System
Optional Elective Courses – 0-6 credit hours
SOC   3310   Racial and Ethnic Relations
SOC   3361   Gender Roles
SOC   4342   Stratification
H ED   4312   Drug Education
Special Degree Requirements
BA Degree - three credit hours of foreign language at the 2000-level.
BS Degree - two mathematics courses or two laboratory science courses beyond the
                     UCA core requirements. (6 to 8 credit hours)

Program Name Change
National Park Community College
Associate of Applied Science in Hospitality Administration (DC 3667; CIP 52.0901; Fall 2015)
changed to Associate of Applied Science in Hospitality & Tourism Administration

Technical Certificate in Hospitality Administration (DC 4667; CIP 52.0901; Fall 2015) **changed
to** Technical Certificate in Hospitality & Tourism Administration

Northwest Arkansas Community College
Associate of Science in General Education (DC 1090; 24.0101; 60 credit hours; Summer 2015)
changed to Associate of Science in Liberal Arts and Sciences

Pulaski Technical College
Technical Certificate in Air Conditioning, Heating, and Refrigeration Technology
(DC 4310; CIP 47.0201; 32 credit hours; Fall 2015) **changed to** Technical Certificate in
Heating, Ventilation, Air Conditioning, & Refrigeration

Associate of Applied Science in Heating, Air Conditioning, and Refrigeration Technology (DC 0525; CIP 47.0201; 61 credit hours; Fall 2015) **changed to** Associate of Applied Science in Heating, Ventilation, Air Conditioning, & Refrigeration

Technical Certificate in Small Engine Technology (DC 4870; CIP 47.0606; Fall 2015) **changed to** Technical Certificate in Power Sports/Equipment Technology

Associate of Science in General Education (DC 1090; CIP 24.0101) **changed to** Associate of Science in Liberal Arts and Sciences

Southern Arkansas University – Tech
Associate of Applied Science in Computer Information Systems Technology option in Computer Technician **changed to** option in Computer Support Specialist (DC 3521; CIP 11.0101; Fall 2015)

University of Arkansas, Fayetteville
Graduate Certificate in Advanced Instrumental Performance (DC 2101; CIP 50.0903; 16 credit hours; Fall 2015) **changed to** Graduate Certificate in Advanced Performance

University of Arkansas at Little Rock
Associate of Science in Engineering Technology (Mechanical) (DC 1080; CIP 15.0805; 61 credit hours; Fall 2015) **changed to** Associate of Engineering Technology in Mechanical Engineering Technology

Associate of Science in Engineering Technology (Electrical) (DC 1050; CIP 15.0303; 66 credit hours; Fall 2015) **changed to** Associate of Engineering Technology in Electronics and Computer Engineering Technology

Existing Program via Distance Technology
Arkansas Northeastern College
Associate of Science in Business (DC 0308; CIP 52.0101; 64 credit hours; Fall 2015; 100% online)

Business Management Option in the Associate of Applied Science in Business Technology (DC 0307; CIP 52.0101; 60 credit hours; Fall 2015; 100% online)

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0107; 60 credit hours; Fall 2015; 100% online)

Northwest Arkansas Community College
Certificate of Proficiency in Environmental Management & Regulatory Science (DC 1301; CIP 03.0104; 16 credit hours; Spring 2015; 100% online)

Certificate of Proficiency in Safety & Health (DC 0474; CIP 15.0507; 16 credit hours; Spring 2015; 100% online)

Certificate of Proficiency in Criminal Justice (DC 1430; CIP 43.0107; 18 credit hours; Spring 2015; 50%online)

Courses not offered online
CMJS	2003	Law Enforcement in Society
CMJS	2033	Criminal Law and Society
CMJS	2043	Criminal Procedures
CMJS	2023	Criminology

Certificate of Proficiency in Pre-Health Sciences (DC 1273; 51.0000; 18 credit hours; Spring 2015; 66%)
Courses not offered online
BIOL	2214	Anatomy & Physiology I
BIOL	2224	Anatomy & Physiology II
MBIO	2014	Microbiology

Certificate of General Studies (DC 0910; CIP 24.0101; 16-17 credit hours; Spring 2015; 100% online)

Technical Certificate in Environmental Management & Regulatory Science (DC 2301; CIP 03.0104; 30 credit hours; Spring 2015; 100% online)

Technical Certificate in Funeral Sciences (DC 2507; CIP 12.0301; 33-34 credit hours; Spring 2015; 54% online)
Courses not offered online
MBIO	2014	Microbiology
BADM	2523	Small Business Management
ENSC	2031L	Hazardous Control & Emergency Response Lab
LEGL	1143	Business & Funeral Science Law
SOCI	1022	Funeral Service History, Ethics, Sociology
MATH	1003	Math for AAS General Education
MTCM	1003	Readiness

Technical Certificate in Environmental Regulatory Sciences (DC 0476; CIP 15.0507; 30 credit hours; Spring 2015; 100% online)

Technical Certificate in Business Management (DC 2300; CIP 52.0101; 24 credit hours; Spring 2015; 87% online)
Courses not offered online
MGMT	1013	Entrepreneurship in Action
BADM	2703	Internship Experience

Technical Certificate in General Business (DC 2970; CIP 52.0101; 24 credit hours; Spring 2015; 87% online)
Courses not offered online
MGMT	1013	Entrepreneurship in Action
BADM	2703	Internship Experience

Technical Certificate in Logistics Management (DC 2621; CIP 52.0203; 24 credit hours; Spring 2015; 62% online)
Courses not offered online

TRLG	2013	Transportation Management
TRLG	2033	Inventory Management
MGMT	1013	Entrepreneurship in Action
BADM	2703	Internship Experience

Technical Certificate in Accounting Technology (DC 2045; CIP 52.0302; 24 credit hours; Spring 2015; 62% online)
Courses not offered online

ACCT	2193	Federal Income Tax (Individuals)
ACCT	2073	Payroll and Business Tax Accounting
MGMT	1013	Entrepreneurship in Action
BADM	2703	Internship Experience

Technical Certificate in Entrepreneurship (DC 2520; CIP 52.0701; 30 credit hours; Spring 2015; 100% online)

Associate of Applied Science in Computer Information Systems (DC 0320; CIP 11.0101; 67 credit hours; Spring 2015; 85% online)
Courses not offered online

MATH	1204	College Algebra
MATH	1003	Math for AAS General Education
OSIM	1013	Administrative Office Management
BADM	2703	Internship Experience
CISM	1303	Operating Systems (Windows)
CISM	1603	Word/Information Process I
OSIM	2103	Business Presentations (Powerpoint)
OSIM	2303	Records Systems Management
OSIM	2703	Business Application Integration
CISM	2133	Intermediate Web Page Design
CISM	2213	Advanced Web Page Design
CISM	2503	Advanced Spreadsheet (EXCEL)
CISM	2603	Word/Information Process II
OSIM	2403	Desktop Publishing
OSIM	2503	Computer Support & Project Management
PROG	1003	Introduction to Programming Logic
PROG	1103	VISUAL Basic Programming
NTWK	2013	Networking & Information Systems
NTWK	2053	Microcomputer Hardware Support
BUTR	2033	Acquisition & Management of Human Capital

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0104; 60 credit hours; Spring 2015; 60% online)
Courses not offered online

CMJS	2003	Law Enforcement in Society
EMTA	1013	Emergency Medical Responder
MATH	1204	College Algebra
MATH	1003	Math for AAS General Education
CMJS	2033	Criminal Law and Society
CMJS	2043	Criminal Procedures

PSLC	2003	American National Government
ANTH	1013	Biological Anthropology
ANTH	1011L	Biological Anthropology Lab
LEGL	1043	Introduction to Law
PSYC	2053	Child Psycholopathology
SCWK	2633	Problems of Child Welfare
SCWK	2074	Child Abuse Response & Prevention
CMJS	1013	Introduction to Terrorism
CMJS	2053	Criminal Investigation
CMJS	2063	Probation and Parole
CMJS	2073	Police Administration
CMJS	2083	Corrections
CMJS	2093	Introduction to Forensic Anthropology
CMJS	2233	Gangs: Perspective
CMJS	2243	Fraud Examination
CMJS	2343	Crime Scene Investigation
CMJS	2353	Victimology
CMJS	2443	Criminalistics
CMJS	2453	Crime Scene Photography
CMJS	2463	Child Abuse & Neglect
CMJS	2474	Response to Child Maltreatment
CMJS	2543	Criminal Justice Internship
CMJS	9993	Criminal Justice Credit

Associate of Applied Science in Environmental Regulatory Science (DC 0475; CIP 15.0507; 60 credit hours; Spring 2015; 100% online)

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0101; 60 credit hours; Spring 2015; 50% online)
Courses not offered online

MATH	1204	College Algebra
MATH	1003	Math for AAS General Education
ENGL	1013H	Composition I Honors
ENGL	1023H	Composition II Honors
ENGL	2013	Technical Writing
COMM	2323	Interpersonal Communications
COMM	2503	Small Group Communications

Pulaski Technical College
Associate of Applied Science in Hospitality Management (DC 3665; CIP 52.0901; 66 credit hours; Fall 2015; 100% online)
Courses not offered online

CUL	2307	Healthy Foods/Nutrition
BAK	1301	Baking I
CUL	1303	Food Production II
CUL	2306	American Regional Cuisine
CUL	2309	Culinary Competition I
HOS	2303	Professional Beverage and Wine Studies

HOS	2305	Professional Food Writing
HOS	2314	Resort Management
HOS	2318	Tourism Niche Studies

<u>Southeast Arkansas College</u>
Associate of Applied Science in Criminal Justice Technology (DC 1390; CIP 43.0104; 60 credit hours; Fall 2015; 100% online)

<u>University of Arkansas, Fayetteville</u>
Graduate Certificate in Technical Writing & Public Rhetoric (DC 6700; CIP 23.1303; 12 credit hours; Fall 2015; 100% online)

Program – New – Minor/Option/Emphasis/Concentration/ Focus Area
<u>University of Arkansas, Fayetteville</u>
Minor in Italian (CIP 16.0902; 15 credit hours; Fall 2015)
Required courses for the minor:

ITAL	3033	Italian Conversation
ITAL	3113	Introduction to Italian Literature
ITAL	3123	Advanced Italian
ITAL	4033	Advanced Conversation
ITAL	3103	Italian Cinema (or)
ITAL	3983	Special Studies

Minor in Business Analytics (CIP 52.1301; 15 credit hours; Fall 2015)

ISYS	4193	Business Analytics and Visualization
ISYS	4293	Business Intelligence
ISYS	4393	Seminar in Applied Business Analytics

Select two courses from the following:

ISYS	4213	ERP Fundamentals
FINN	3013	Financial Modeling
ECON	4743	Introduction to Econometrics
ECON	4753	Forecasting
MGMT	4243	Ethics and Corporate Responsibility
MKTG	3633	Marketing Research
SCMT	3623	Advanced Inventory Management and Forecasting

Concentration in Business Analytics (CIP 52.1301; 6 credit hours; Fall 2015)

| ISYS | 4193 | Business Analytics and Visualization |
| ISYS | 4293 | Business Intelligence |

Concentration in Family Nurse Practitioner (CIP 51.3818; 11 credit hours; Fall 2015; 100% online)

NURS	5483	FNP Specialty I
NURS	5543	FNP Specialty II
NURS	5495	FNP Specialty Clinical II

<u>Southern Arkansas University – Tech</u>
Emphasis in Welding Process Specialist (CIP 47.0399; 12 credit hours; Fall 2015)
EN	1003	Introduction to Engineering
MO	1033	Operations Management
EN	2023	Welding Engineering
MD	1073	NCCER Core

<u>University of Central Arkansas</u>
Option in Medieval and Renaissance Literature (CIP 23.0101; 21 credit hours; Fall 2015)
| ENGL | 6336 | Texts and Manuscripts |

9 credit hours from the following:
ENGL	5301	The Renaissance
ENGL	5304	Studies in British and American Literature
ENGL	5305	Medieval English Literature
ENGL	5330	Shakespeare I
ENGL	5331	Shakespeare II
ENGL	5340	Chaucer
ENGL	5341	Milton
ENGL	5342	The Seventeenth Century
ENGL	5343	Tudor-Stuart Drama
ENGL	5385	Travel Seminar in Literature
ENGL	6301	Seminar in Medieval English Literature
ENGL	6302	Seminar in the Renaissance
ENGL	6337	Internship at Arkansas Repertory Theater
ENGL	6394	Graduate Independent Study
ENGL	XXX3	5000-level or 6000-level course
XXXX	XXX6	Thesis and Non-Thesis Option – 6 credit hours

Concentration in Information Management (CIP 52.0201;9 credit hours; Fall 2015; 100% online)
Choose three courses from below:
MBA	5341	Quantitative Analytical Methods
MBA	5355	Project Management
MBA	5360	Principles of Information Security
MBA	5380	Business Intelligence

Education Program Revisions to Meet New Teacher Licensure Requirements
<u>Southern Arkansas University</u>
Master of Education Elementary/Secondary Focus: Special Education Early Childhood Instructional Specialist P-4/4-12 (DC 5680/5850) **reconfigured to create Master of Education in Special Education** (13.1300; Fall 2015; 30 credit hours; 100% distance)
EDUC	6003	Educational Research
EDUC	6043	Current Issues and Trends in Education
SPED	5123	Nature and Needs of Students with Mild Disabilities
SPED	5273	Classroom and Group Management
SPED	5663	Educational Diagnosis and Assessment
SPED	6003	Collaboration/Consultation for Inclusion

SPED   6XX3 Language Development
SPED   5XX3 Instructional Planning Mild Disabilities
SPED   5XX3 Methods/Materials for Teaching Students with Mild Disabilities
SPED   6XX3 Directed Internship

<u>University of Central Arkansas</u>
Special Education K-12 Additional Licensure Program (ALP)
ECSE   4301   Math and Science for Diverse Learners
ECSE   4302   Behavior Guidance for the Diverse Classroom
ECSE   4303   Current Issues and Trends
ECSE   4306   Educational Programming for Middle and Secondary Learners with Mild
                      Disabilities
ECSE   4308   Educational Programming for Students with Significant Disabilities
ECSE   4324   Special Education Practicum, Elementary
ECSE   4325   Special Education Practicum, Secondary

Master of Science in Education in Special Education (DC 5870; CIP 13.1001; 36 credit hours; Fall 2015; 83% online) **changed to Master of Science in Education in Special Education K-12** (30 credit hours; 100% online)
ECSE   6300   Philosophical, Historical, and Legal Aspects of Special Education
ECSE   6304   Behavioral and Classroom Management
ECSE   6308   Educational Assessment in Special Education
ECSE   6314   Diagnosis and Intervention of Reading Difficulties
ECSE   6366   Educational Programming for Students with Mild Disabilities
ECSE   6367   Educational Programming for Students with Significant Disabilities
ECSE   6384   Research-Based Best Practices in Special Education
ECSE   6309   Solution-Focused Learning
ECSE   6333   Math and Science for Diverse Learners
ASTL   6380   Research Methods

Programs Pending Review by Arkansas Department of Education
<u>Arkansas State University – Jonesboro</u>
Graduate Certificate in Dyslexia Therapy (CIP 13.1012; 15 credit hours; Fall 2015)
RDNG   6513   Emergent Literacy: Birth through Primary Grades
CD   6363   Language and Learning Disorders
ELAD   6423   Special Education Law
RDNG   5803   Special Topics in Reading
RDNG   6333   Practicum I: Diagnosis and Intervention

<u>Henderson State University</u>
Graduate Certificate in Dyslexia Therapy (CIP 13.1012; 15 credit hours; Fall 2015)
RDG   6443 Diagnostic and Remedial Reading
RDG   6133 Advanced Language Arts
SPE   5103 Advanced Methods of Instructing Students with Mild/Moderate Disabilities
SPE   6163 Special Education Law
RDG   6XX3 Dyslexia Intervention Practicum

Dyslexia Therapy Endorsement (CIP 13.0301; 15 credit hours; Fall 2015; 80% online)
RDG	6443	Diagnostic and Remedial Reading (online)
RDG	6133	Advanced Language Arts (online/partial online)
SPE	5103	Advanced Methods of Instructing Students with Mild/Moderate Disabilities (online)
SPE	6163	Special Education Law (online)
RDG	6XX3	Dyslexia Intervention Practicum (online/partial online)

Master of Science in Education in Special Education K-12 (DC 6980; CIP 13.1015; 33 credit hours; Spring 2015; 100% online)

Physics Education Endorsement in the Bachelor of Science in Physics (DC 3030; CIP 40.0801; 120 credit hours; Fall 2015)
General Education and Liberal Arts Core – 46 credit hours
Principles of Learning and Teaching (PLT) Core – 29 credit hours
EDU	2000	Teacher Education Orientation
EDU	2423	Introduction to Education
EDU	2043	Education Technology
SPE	3013	Psychology of the Exceptional Child
EDU	3123	Educational Psychology
EDU	4402	Assessment and Educational Measurement 7-12
EDU	4113	Classroom Management 7-12
EDE	4216	Internship Content
EDE	4256	Internship Clinical

Physics Core – 37 credit hours
PHY	2234	University Physics I
PHY	2244	University Physics II
PHY	3083	Mechanics
PHY	3103	Modern Physics
PHY	3464	Electric Circuits
PHY	3473	Computational Physics
PHY	4251	Laboratory Physics
PHY	4293	Non-Western Cosmology
PHY	4953	Special Methods: Physical Science
PHY	3154	Physical Science for Teachers
PHY	XXX5	Upper Level Physics Electives

Electives – 8 credit hours
	XXX8	Mathematics or Science Electives

Southern Arkansas University – Magnolia
Master of Arts in Teaching (DC 5542; CIP 13.1299; 30 credit hours; Fall 2015)

Master of Education in Library Media (DC 5780; CIP 13.0501; 36 credit hours; Fall 2015; 100% online) c**hanged to Master of Education in Library Media and Information Specialist and change CIP to 13.1334.**

Master of Education in Elementary Education (DC 5680; CIP 13.1202; 36 credit hours; Fall 2015; 100% online)

Master of Education in Secondary Education (DC 5850; CIP 13.1205; 36 credit hours; Fall 2015; 100% online)

Gifted & Talented, P-8/7-12 endorsement in Master of Education in Elementary Education (DC 5680; CIP 13.1202; 30 credit hours; Fall 2015; 100 online) **changed to Gifted & Talented K-12 endorsement**

Special Education Endorsement K-12 (24 credit hours; Fall 2015)
- SPED 5123   Nature and Needs of Students with Mild Disabilities (3 credit hours)
- SPED 5273   Classroom and Group Management (3 credit hours)
- SPED 5663   Educational Diagnosis and Assessment (3 credit hours)
- SPED 6003   Collaboration/Consultation for Inclusion (3 credit hours)
- SPED 6XX3   Language Development (3 credit hours)
- SPED 5XX3   Instructional Planning for Mild Disabilities (3 credit hours)
- SPED 5xx3   Methods/Materials for Teaching Students with Mild Disabilities (3 credit hours)
- SPED 6XX3   Directed Internship (3 credit hours)

Graduate Certificate in Dyslexia Therapy K-12
- EDUC 6103   The Teaching of Reading (Fall or Summer)
- EDUC 6113   Corrective Reading in the Classroom (Spring)
- EDUC 6123   Diagnosis and Correction of Reading Difficulties (Fall and Summer)
- EDUC 6133   Reading Practicum (Spring)
- EDUC 6253   Advanced School Leadership (Spring)

Master of Education in Elementary/Secondary Gifted and Talented Early Childhood Instructional Specialist P-4 or 4-12 reconfigured to create Master of Education in Gifted and Talented Education K-12 (CIP 13.1300; 30 credit hours; Fall 2015)
- EDUC   6003   Educational Research
- EDUC   6083   Application of Learning Theories in Education
- EDUC   6033   History and Philosophy of Education
- GATE   5073   Survey of Exceptional Individuals (Graduate Level Only)
- GATE   5023   Nature, Needs, and Assessment of the Gifted and Talented
- GATE   5033   Curriculum and Methods of Teaching Gifted and Talented
- GATE   6143   Seminar in Creative Thinking
- GATE   6203   Practicum for Gifted and Talented K-12
- EDUC   5033   Classroom Assessment
- SPED   6003   Collaboration/Consultation for Inclusion

Graduate Certificate in Education (CIP 13.1299; 21 credit hours; Fall 2015; 100% online)
- MAT   5003   Strategies for Content Area Reading
- MAT   5013   Classroom Assessment
- MAT   5023   Survey of Exceptional Individuals
- MAT   5083   Classroom and Group Management
- MAT   6003   Teaching and Learning for Diverse Learners
- MAT   6013   Methods in Education
- MAT   6073   Learning Theory

Graduate Certificate in Gifted and Talented K-12 (CIP 13.1004; 12 credit hours; Fall 2015; 100% online)
Professional Education Core – 12 credit hours
  EDUC   6003   Educational Research
  EDUC   6083   Application of Learning Theories
  EDUC   6033   History and Philosophy of Education
  SPED   5073   Survey of Exceptional Individuals
Choose 12 credit hours from the following:
  GATE   5023   Nature, Needs and Assessment of the Gifted and Talented
  GATE   5033   Curriculum and Methods of Teaching Gifted and Talented
  GATE   6143   Seminar in Creative Thinking
  EDUC   5033   Classroom Assessment
  SPED   6003   Collaboration/Consultation for Inclusion
Practicum
  GATE   6203   Practicum for Gifted and Talented K-12

University of Arkansas, Fayetteville
Master of Arts in Secondary Mathematics (DC 5460; CIP 13.1311; 30 credit hours; Fall 2015; 100% online)

Post-Master's Certificate in Building-Level Administration P-8, 5-12 (DC 5552; CIP 13.0404; Fall 2015) **changed to Post Master's Certificate in Building-Level Administration K-12**

E**mphasis in Business Technology changed to Emphasis in Business Technology 4-12**
Bachelor of Science in Education in Kinesiology (DC 3905; CIP 31.0501; Fall 2015) **changed to Bachelor of Science in Kinesiology-K-12 Physical Education, Wellness & Leisure**

Coaching Endorsement 7-12 changed to Coaching Endorsement K-12

Instrumental Music P-8, 7-12 & Vocal Music P-8, 7-12 in Bachelor of Music in Music (DC 2100; CIP 50.0903) **changed to Instrumental Music K-12 & Vocal Music K-12** in Bachelor of Music in Music
Emphasis in Drama/Speech 7-12 in Master of Arts in Teaching Secondary Education (DC 5560; CIP 13.1205; Fall 2015) **changed to Emphasis in Drama/Speech K-12** in Master of Arts in Teaching Secondary Education

Emphasis in Foreign Language in Master of Arts in Teaching Secondary Education (DC 5560; CIP 13.1205; Fall 2015) changed to **Emphasis in Foreign Language K-12** in Master of Arts in Teaching Secondary Education
Additional Licensure Program (ALP) for Special Education Instructional Specialist, P-4 & 4-12 in Master of Education in Special Education (DC 5870; CIP 13.1001; Fall 2015) changed to **ALP for Special Education Instructional Specialist, K-12** in Master of Education in Special Education

Reconfiguration of Concentrations P-12 Teaching Physical Education, Wellness & Leisure; Exercise Science Pre-Professional; and Exercise Science Applied in Bachelor of

Science in Education in Kinesiology (DC 3905; CIP 31.0501; Fall 2015) to **Concentrations in Exercise Science & K-12 Teaching Physical Education, Wellness & Leisure** in Bachelor of Science in Kinesiology-K-12 Physical Education, Wellness & Leisure

<u>University of Arkansas – Fort Smith</u>
Bachelor of Science in Early Childhood Education (DC 2440; CIP 13.1210; Fall 2015) **changed to Bachelor of Science in Elementary Education K-6**. (CIP 13.1202)

Ba**chelor of Science in Middle Childhood Education** (DC 2910; CIP 13.1203; Fall 2015) **changed to Bachelor of Science in Middle Childhood Education 4-8**

Bachelor of Science in Spanish (DC 3200; CIP 13.1330; 120 credit hours; Fall 2015) **changed to Bachelor of Science in Spanish K-12**

<u>University of Arkansas at Little Rock</u>
Bachelor of Arts in World Languages: Spanish P-8 or 7-12 (DC 5161; Fall 2015) **changed to Spanish K-12**

Bachelor of Arts in World Languages: French P-8 or 7-12 (DC 5161; Fall 2015) **changed to French K-12**

Master of Education in Special Education P-4 or 4-12 (DC 5870; Fall 2015**) changed to K-12**

<u>University of Arkansas at Monticello</u>
Graduate Certificate in District Level Administrator (CIP 13.0401; 21 credit hours; Fall 2015; 100% online)

EDLD	5133	Leadership for School Improvement
EDLD	5143	School Board and Community Relations
EDLD	5153	School Personnel and Management
EDLD	5163	School Facilities
EDLD	5173	Advanced School Law
EDLD	5423	Fiscal Management in School Settings
EDLD	5183	District Level Administrator Internship

<u>University of Arkansas at Pine Bluff</u>
Bachelor of Science in Early Childhood Education (DC 2440; CIP 13.1210; 122 credit hours; Fall 2015) changed to **Bachelor of Science in Elementary Education K-6** (CIP 13.1202)

Curriculum Revisions
Bachelor of Science in Special Education (Mildly Handicapped K-12) (DC 3210; CIP 13.1001; 122 credit hours; Fall 2015)

Bachelor of Science in Middle Level Education (DC 2910; CIP 13.1203; 122 credit hours; Fall 2015)

Program – Reactivation
University of Arkansas at Little Rock
Master of Applied Psychology (DC 5510; CIP 42.2803; 41-42 credit hours; Fall 2015)
Psychology Core – 11 credit hours
  PSYC   7455   Research Methods and Design in Psychology
  PSYC   7340   Advanced Behavioral Statistics
  PSYC   5460   Psychological Tests: Composition and Interpretation
Industrial/Organizational Psychology – additional 30 credit hours
  PSYC   5363   Organizational Psychology
  PSYC   5310   Counseling Psychology
  PSYC   5325   Personnel Psychology
  PSYC   7350   Training and Development
  PSYC   7361   Social Psychology
  PSYC   7371   Professional Issues and Ethics in Psychology
  PSYC   7380   Human Factors Engineering
  PSYC   7369   Internship
          X6XX   Electives
Health Psychology – additional 31 credit hours
  PSYC   5300   Drugs and Behavior
  PSYC   5340   Shaping of Human Behavior
  PSYC   5385   Psychology and Public Health
  PSYC   7370   Health Psychology
  PSYC   7361   Social Psychology
  PSYC   7385   Introduction to Clinical Methods
  PSYC   7480   Cognitive Psychology
  PSYC   7369   Internship (or)
  PSYC   7398   Practicum in Applied Psychology
          X6XX   Electives
Experimental Psychology – additional 31 credit hours
  PSYC   7361   Social Psychology
  PSYC   7480   Cognitive Psychology
  PSYC   8600   Thesis
          X18X   Electives (to be selected with program coordinator to reflect area of
                  emphasis)

Associate Degrees for Transfer and Bachelor's Degree Completion
Arkansas State University – Beebe
Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours;
Fall 2015) **to Bachelor of Arts in English at the University of Central Arkansas** (DC 1420;
CIP 23.0101; 120 credit hours; Fall 2015)
General Education – 35 credit hours
  ENG   1003   Freshman English I
  ENG   1013   Freshman English II
  SPCH   1203   Oral Communications
  ENG   2003   World Literature I
  MATH   1023   College Algebra (or)
  MATH   1043   Quantitative Literacy

BIOL	1004	Biology for General Education
PHSC	1204	Physical Science
	XXX3	Fine Arts
	XXX6	Social Sciences
	XXX3	Social or Behavioral Science Elective

English Foundation Courses and Foreign Language Requirement – 25 credit hours

ENG	2013	World Literature II
ENG	2023	Creative Writing
ENG	2303	American Literature I
ENG	2313	American Literature II
XXXX	1013	Spanish or French I
XXXX	1023	Spanish or French II
XXXX	2013	Spanish or French III
	XXX4	Electives

UCA Bachelor of Arts in English – 60 credit hours

Major Requirements – 13 credit hours

ENGL	2316	English Literature I
ENGL	2317	English Literature II
ENGL	2318	English Literature II
ENGL	3105	Research Methods Workshop
ENGL	4335	Senior Seminar

Language Requirement – 3 credit hours

ENGL	3312	Modern Grammars (or)
ENGL	4360	History and Structure of the English Language

Author Requirement – 3 credit hours

ENLG	4330	Shakespeare I (or)
ENGL	4331	Shakespeare II (or)
ENGL	4340	Chaucer (or)
ENGL	4341	Milton

Period Requirement – 3 credit hours

ENGL	4301	The Renaissance
ENGL	4305	Medieval English Literature
ENGL	4311	The Neo-Classical Period
ENGL	4312	American Provincial Literature
ENGL	4313	American Romanticism & Realism
ENGL	4320	The Romantic Period
ENGL	4321	The Victorian Period
ENGL	4342	The Seventeenth Century
ENGL	4354	Modernism
ENGL	4355	Postmodernism

Genre Requirement – 3 credit hours

ENGL	4314	American Fiction since 1900
ENGL	4315	Twentieth-Century American Poetry
ENGL	4335	Senior Seminar
ENGL	4343	Tudor-Stuart Drama
ENGL	4345	Twentieth-Century English Drama
ENGL	4346	Twentieth-Century American Drama
ENGL	4347	Restoration and Eighteenth-Century Drama

ENGL	4371	American Novel to 1900
ENGL	4372	English Novel: Eighteenth Century
ENGL	4373	English Novel: Nineteenth Century
ENGL	4374	English Novel: Twentieth Century
ENGL	4375	English Poetry: Twentieth Century

Minor Field & Electives – 35 credit hours
| | X27X | 18 minor field credit hours must be upper-division |
| | X8XX | 6 electives must be English upper-division & 2 can be general electives |

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours; Fall 2015) **to Bachelor of Arts in History** (DC 1500; CIP 54.0101; 120 credit hours) **and Bachelor of Science in History** (DC 2740; CIP 54.0101; 120 credit hours) **at the University of Central Arkansas**

General Education – 35 credit hours
ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
ENG	2003	World Literature I (or)
ENG	2013	World Literature II
MATH	1023	College Algebra (or)
MATH	1043	Quantitative Literacy
BIOL	1004	Biology for General Education
PHSC	1204	Physical Science
	XXX3	Fine Arts
	XXX6	Social Sciences
	XXX3	Social or Behavioral Science Elective

History Foundation Courses and Foreign Language Requirement – 25 credit hours
HIST	1023	World Civilization Since 1660
HIST	2763	The United States to 1876
HIST	2773	The United States Since 1876
HIST	2893	American Minorities
XXX	1013	Spanish or French I
XXXX	1023	Spanish or French II
XXXX	2013	Spanish or French III
	XXX4	Electives
	XXX4	General Electives

UCA Bachelor of Arts in History – 60 credit hours

Major Requirements – 21 credit hours
HIST	2320	Introduction to Historical Research
HIST	4300	Seminar (Senior Capstone)
	X15X	Major Electives (must be upper division)

Upper Division Core: Communication – 3 credit hours
HIST	4301	American Environmental History (or)
HIST	4302	History of Witchcraft (or)
HIST	4308	American Women's History (or)
HIST	4333	U.S. Immigration and Ethnic History (or)
HIST	4335	Diplomatic History of the United States (or)
HIST	4345	South to 1865 (or)

HIST   4359   History of the African-American Civil Rights Movement
Upper Division Core: Responsible Living – 3 credit hours
  HIST   3320   History of Christianity I (or)
  HIST   3321   History of Christianity II (or)
  HIST   4301   American Environmental History
Minor Field & Electives – 33 credit hours
           X33X   Minor field courses must be upper-division
History Foundation Courses & Ancillary Bachelor of Science Requirements – 25 credit hours
  HIST   1023   World Civilization Since 1660
  HIST   2763   The United States to 1876
  HIST   2773   The United States Since 1876
  HIST   2893   American Minorities
  ZOOL   2004   Human Anatomy & Physiology I
  ZOOL   2014   Human Anatomy & Physiology II
           XXX5   General Electives

UCA Bachelor of Science in History – 60 credit hours
Major Requirements – 6 credit hours
  HIST   2320   Introduction to Historical Research
  HIST   4300   Seminar (Senior Capstone)
Major Elective – 15 credit hours
           X15X   Major elective courses must be upper-division
Upper Division Core: Communication – 3 credit hours
  HIST   4301   American Environmental History (or)
  HIST   4302   History of Witchcraft (or)
  HIST   4308   American Women's History (or)
  HIST   4333   U.S. Immigration and Ethnic History (or)
  HIST   4335   Diplomatic History of the United States (or)
  HIST   4345   South to 1865 (or)
  HIST   4359   History of the African-American Civil Rights Movement
Upper Division Core: Responsible Living – 3 credit hours
  HIST   3320   History of Christianity I (or)
  HIST   3321   History of Christianity II (or)
  HIST   4301   American Environmental History
Minor Field & Electives – 33 credit hours
           X33X   Minor field courses must be upper-division

ASUB/UCA Transfer Agreement
Admission Requirements
- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Education at ASUB, with at least a 2.0 cumulative grade point average, on or after the effective date of this agreement.

Transfer of Credits
- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at ASUB, as stipulated in the degree plan, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.

- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review
- The Chief Academic Officers at each institution will implement the terms of this Agreement.
- This Agreement will be reviewed on an annual basis; both UCA and ASUB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ASUB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at ASUB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and ASUB will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Arkansas State University – Newport
Associate of Science in Education (DC 3540; CIP 13.1203; 60 credit hours; Fall 2015) **to Bachelor of Science in Elementary Education K-6** (DC 3771; CIP 13.1202; 123 credit hours; Fall 2015) at the **University of Central Arkansas**
General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
MATH	1023	College Algebra
BIOL	1003/01	Biology for General Education
PHSC	1203/01	Physical Science for General Education
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours

ECH	2103	Child Growth and Development
EDU	2013	K-12 Educational Technology
EDU	2023	Introduction to Education
HIST	2083	History of Arkansas
MATH	2113	Math for Teachers I
MATH	2123	Math for Teachers II
EDU	XXX3	Exceptional Child

XXX4   Earth Science

UCA Bachelor of Science in Education in Elementary Education – 63 credit hours

ECSE	3305	Integrated Approaches to Child and Young Adult Literature
ECSE	3309	Development and Characteristics of Diverse Learners
ECSE	4304	Methods for Teaching Elementary Social Studies
ECSE	4305	Literacy Assessment and Intervention
ECSE	4307	Instructional Programming for Diverse Learners
ECSE	4309	Positive Classroom Environment
ECSE	4311	Foundations of Reading
ECSE	4315	Workshop Approach to Teaching Writing in the K-12 Classroom
ECSE	4316	Instructional Strategies for Math and Science
ECSE	4318	Internship I
ECSE	4319	Internship II
ECSE	4320	Elementary Reading Methods
ECSE	4330	Integrated Curriculum and Assessment Planning
ECSE	4331	Data-Driven Instructional Planning
ECSE	4603	Internship II
ECSE	4604	Internship II
EDUC	4210	Integration of Technology into Teaching and Learning
MATH	3352	Number Systems: Real Numbers
SCI	4410	Concepts in Science

ASUN/UCA Transfer Agreement

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA, as well as specific admission to the UCA Teacher Education program. This includes proof of minimum ACT, Praxis I or SAT scores as required by the Arkansas Department of Education.
- The student will have earned the Associate of Science in Education at ASUN, with at least a 2.70 cumulative grade point average, on or after the effective date of this agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UCA.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at ASUN, as stipulated in the degree plan, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- Due to state licensure requirements, UCA will not be able to apply the transfer of any "D" grade credits toward any of the requirements for the Bachelor of Science in Education in Elementary Education K-6.
- In accordance with UCA policy, the UCA Teacher Education program will, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general

education courses <u>not</u> required for admission into the Teacher Education program, subject to conditions.

- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

<u>Required Course Development</u>

In order to make this Agreement work in the best interest of the students, <u>Exceptional Child and Earth Science</u> will need to be developed by ASUN no later than May 1, 2015. UCA has provided ASUN with a copy of the ECSE 3320 and PHSC 1104 course syllabus, and will provide other materials upon request. UCA will need to confirm that the syllabus developed for the new course will meet the necessary requirements for the equivalent UCA course. UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2015.

<u>Implementation and Review</u>

- The Chief Academic Officers at each institution will implement the terms of this Agreement.
- This Agreement will be reviewed on an annual basis; both UCA and ASUN agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ASUN 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 ASUN. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and ASUN will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

<u>Black River Technical College</u>
Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0107; 60 credit hours; Fall 2015) **reconfigured to create Associate of Science in Criminal Justice** (CIP 43.0199; 60 credit hours; Fall 2015) **to transfer to the Bachelor of Arts in Criminology** (DC 1370; CIP 45.0401; 120 credit hours; Fall 2015) **at Arkansas State University**
General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications
MATH	1023	College Algebra (or)
MATH	1053	Quantitative Literacy
BIOL	1004	Biological Science & Lab (or)
BIOL	1013	Biology of the Cell
BIOL	1021	Biology of the Cell Lab

GSP   1004   Physical Science & Lab (or)
CHEM   1004   General Chemistry I
CHEM   1011   General Chemistry Lab
FAM   2503   Fine Arts Musical (or)
FAM   2203   Fine Arts Theatre (or)
FAV   2773   Fine Arts Visual
HIST   2763   The U.S. to 1876 (or)
HIST   2773   The U.S. from 1876
PHIL   1103   Introduction to Philosophy (or)
ENG   2003   Introduction to World Literature I (or)
ENG   2013   Introduction to World Literature II
         XXX6   Social Science Requirement (Anthropology, Geography, History,
                   Psychology or Sociology courses)

Criminal Justice Core – 25 credit hours
CRIM   1023   Introduction to Criminal Justice
CRIM   2253   Criminal Investigations
CRIM   2263   Criminal Evidence & Procedure
CRIM   2013   Survey of Corrections
CRIM   1011   Overview of the Criminal Justice System
SOC   2203   Social Problems

Choose 9 credit hours from the following
CRIM   1073   Introduction to Criminology
CRIM   2043   Police Community Relations
CRIM   2133   Introduction to Juvenile Delinquency and the Law
CRIM   1053   Introduction to Law Enforcement
POSC   2103   U. S. Government

ASUJ Bachelor of Arts in Criminology – 60 credit hours
Major Requirements
SOC   2383   Introduction to Statistics
CRIM   3323   Policy & Society
CRIM   3263   Criminology
CRIM   4103   Criminal Justice Systems
SOC   3383   Social Statistics
SOC   4293   Methods of Social Research
CRIM   4XX3   Social Justice & Social Policy
CRIM   3183   Institutional Corrections (or)
CRIM   3193   Community Corrections

Criminology Electives – 21 credit hours (choose from the following)
CRIM   3XX3   Victimology
CRIM   3XX3   Collective Behavior
CRIM   4XX3   Violent Street Gangs
CRIM   4203   Social Deviance
CRIM   4263   Terrorism as a Social Movement
SOC   4343   GIS for the Social Sciences
SOC   4333   Sociology of Youth Subcultures
                   (other courses may be used if not used for core requirements)

Sociology Electives – 6 credit hours (choose from the following)
SOC   2223   Social Problems

SOC	3293	Social Behavior
SOC	3273	Social Stratification
SOC	3353	Minority Groups
SOC	4063	Sociology of Disasters
SOC	4243	Social Theory

Content Related Electives – 6 credit hours (choose from the following)

PSY	4533	Abnormal Psychology
SW	3343	Child Abuse & Neglect
HLTH	3583	Drug Use & Abuse
SW	3323	Substance Abuse: Intervention & Treatment
HIST	3583	History of Law Enforcement
POSC	3113	American Municipal Government
POSC	3143	State and Local Government
POSC	3183	Criminal Law & the Constitution (if not used for core requirement)

BRTC/ASUJ Transfer Agreement

Purpose

It is the purpose of the Agreement to offer students at Black River Technical College (BRTC) a seamless option for the completion of a Bachelor of Arts in Criminology at Arkansas State University at Jonesboro (ASUJ). Through collaborative efforts, the partners desire to increase graduation rates, facilitate the transfer process, and maintain a high quality working relationship between the two institutions.

Agreement

1. Satisfactory completion of an Associate of Science in Criminal Justice degree designated for transfer will be accepted as satisfying the ASUJ College of Humanities & Social Sciences general education or core requirements. The student must have a 2.00 cumulative GPA to be accepted for transfer and will have a Junior classification, subject to the following conditions:
   a. Students must transfer a minimum 60 degree hours (not including technical, duplicate/repeat, or remedial/developmental hours.)
   b. ASUJ transfers all grades including D's and F's.
2. ASUJ operates under a selective admissions policy. Transferring students are subject to all procedures relative to this policy. These procedures are available on the ASUJ Admission website. Two policies are particularly important:
   a. The ASUJ repeat policy does not recognize repeated courses in which a "C" or better has been achieved; and,
   b. Remedial course grades will not be computed in the cumulative GPA for purposes of admission to ASUJ.
3. All courses taken to satisfy the ASCJ degree at BRTC must have a grade "D" or higher in order for the credits to count toward the ASUJ BA in Criminology program.
4. BRTC will make every effort to inform students of the transferability of the ASCJ degree to ASUJ. Statements about this partnership agreement will also appear in the BRTC catalog and on the BRTC website.
5. Both institutions will notify the corresponding institution in a timely manner of substantial changes in their curricula.
6. Current and updated copies of catalogs/curricular requirements for the ASUJ College of Humanities & Social Sciences will be available to BRTC online at: http://www/astate.edu/a/registrar/students/bulletins/

7.   BRTC will provide the ASUJ College of Humanities & Social Sciences with current copies of catalogs/curricular requirements as they are available.
8.   Information regarding transfer scholarships will be made available to students while attending BRTC and will be located on the website at any time.

<u>Pulaski Technical College</u>
Associate of Science in Education (DC 3540; CIP 13.1206; 60-61 credit hours; Fall 2015) t**o**
Bachelor of Science in Education in Elementary Education at Henderson State University (DC 3771; CIP 13.1202; 125 credit hours)
General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core & Electives – 28 credit hours

EDUC	2301	Development and Learning Theories
EDUC	1301	Introduction to K-12 Educational Technology
EDUC	2300	Introduction to Education
HIST	2355	History of Arkansas
MATH	2330	Math I
MATH	2340	Math II
PHYS	1400	Earth Science
ARTS	1202	Public School Art (or)
MUS	1202	Public School Music
HIST	X3XX	Not used in General Education Requirement (or)
GEOG	1310	Physical Geography (or)
ECON	2323	Principles of Macroeconomics
EDPA	X1XX	Any Activity Class

HSU Bachelor of Science in Education in Elementary Education – 62 credit hours

EDU	2000	Teacher Education Orientation
ENG	3313	University Writing (or)
ENG	4453	Advanced Composition (or)
ENG	3613	Technical Writing (or)
MMC	4223	Magazine/Feature Writing
EDU	4543	Teaching People of Other Cultures

Elementary Education Core – 33 credit hours

EDE	3243	Arts Integration in the Classroom
EDE	3472	Family & Community Relations
EDE	3113	Literature for Elementary Students
RDG	3103	Emergent and Developing Literacy
EDE	3053	Inclusive Education for Diverse Learners
HPE	3502	Health & Fitness for Young Children
MTH	2543	Data Analysis, Statistics, and Probability
RDG	3203	Reading & Writing in the Content Areas

EDE	4283	Literacy & Language Arts in the Elementary Classroom
EDE	4413	Social Studies in the Elementary Classroom
EDE	4423	Science/STEM in the Elementary Classroom
EDE	4433	Math/STEM in the Elementary Classroom

PLT Core Courses – 23 credit hours

SPE	3013	Psychology of the Exceptional Child
EDU	3123	Educational Psychology
EDU	4722	Assessment & Educational Measurement K-6
EDU	4083	Classroom Management K-6
EDE	4556	K-6 Internship Content
EDE	4566	K-6 Internship Clinical

Associate of Science in Education (DC 3540; CIP 13.1206; 60-61 credit hours; Fall 2015) **to Bachelor of Science in Education in Middle Level Education at Henderson State University** (DC 2910; CIP 13.1203; 123-126 credit hours)

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core & Electives – 18 credit hours

EDUC	1301	Introduction to K-12 Educational Technology
EDUC	2300	Introduction to Education
HIST	2355	History of Arkansas
MATH	2330	Math I
MATH	2340	Math II
HLSC	1300	Concepts of Life Health

Specialty Area – Math/Science – 8 credit hours

| CHEM | 1403 | Fundamental Chemistry |
| PHYS | 1403 | College Physics |

Specialty Area – Math/Social Studies – 7 credit hours

| PHYS | 1401 | Physical Science |
| ECON | 2323 | Principles of Macroeconomics |

Specialty Area – Math/Language Arts – 7 credit hours

PHYS	1401	Physical Science
ENG	2337	World Literature from the Beginning to 1650 (or)
ENG	2338	World Literature 1650 to the Present

Specialty Area – Science/Social Studies – 7 credit hours

| CHEM | 1403 | Fundamental Chemistry I |
| ECON | 2323 | Principles of Macroeconomics |

Specialty Area – Science/Language Arts – 7 credit hours

CHEM	1403	Fundamental Chemistry I
ENG	2337	World Literature from the Beginning to 1650 (or)
ENG	2338	World Literature 1650 to the Present

Specialty Area – Language Arts/Social Studies – 7 credit hours
PHYS	1401	Physical Science
ENG	2337	World Literature from the Beginning to 1650 (or)
ENG	2338	World Literature 1650 to the Present

HSU Bachelor of Science in Education in Middle Level Education –
Principles of Learning and Teaching Core Courses & HSU Liberal Arts Core – 26 credit hours
EDU	2000	Teacher Education Orientation
SPE	3013	Psychology of the Exceptional Child
EDU	4302	Assessment & Educational Measurement 4-8
EDU	4433	Classroom Management 4-8
EDM	4296	4-8 Internship Content
EDM	4306	4-8 Internship Clinical
ENG	3313	University Writing (or)
ENG	4453	Advanced Composition (or)
ENG	3613	Technical Writing (or)
MMC	4223	Magazine/Feature Writing
EDU	4543	Teaching People of Other Cultures

Middle Level 4-8 Curriculum Core – 18 credit hours
MTH	2543	Data Analysis, Statistics, and Probability
EDM	3143	Middle Level Philosophy/Organization
RDG	3103	Emergent and Developing Literacy
EDM	3153	Adolescent Development & Practicum
EDM	3113	Literature for Middle School Students
RDG	3203	Reading & Writing in the Content Areas
EDM	4273	STEM: Collaborative Inquiry/Learning

Specialty Areas: Choose two content areas
Math Specialty Area – 12 credit hours
MTH	3523	Discrete Math for Middle Grades
MTH	3553	Foundations of Calculus/Middle Grades
MTH	4563	Math Modeling and Applications/Middle Grades
EDM	4213	Math Practicum for Middle Grades

Science Specialty Area – 8 credit hours
PHY	2034	General Physics
EDM	4223	Science Practicum in Middle Grades

Language Arts Specialty Area – 12 credit hours
ENGL	2338	World Literature from 1650 to the Present (if not taken previously)
ENG	3043	Non-Western Literature
ENG	3163	Modern Grammar
ENG	4453	Advanced Composition
EDM	4233	Language Arts Practicum in Middle Grades

Social Studies Specialty Area – 9 credit hours
HIS	1013	Civilization to 1660 (or)
HIS	1023	Civilization since 1660
GEO	1023	Introduction to Geography (or)
GEO	2063	World Geography
EDM	4243	Social Studies Practicum in Middle Grades

Associate of Science in Education (DC 3540; CIP 13.1206; 60-61 credit hours; Fall 2015) t**o**
Bachelor of Science in Education in Special Education K-12 at Henderson State
University (DC 3210; CIP 13.1001; 127 credit hours)
General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core & Electives – 26 credit hours

EDUC	2301	Development and Learning Theories
EDUC	1301	Introduction to K-12 Educational Technology
EDUC	2300	Introduction to Education
HIST	2355	History of Arkansas
MATH	2330	Math I
MATH	2340	Math II
PHYS	1400	Earth Science
HIST	X3XX	Not used in General Education Requirement (or)
GEOG	1310	Physical Geography (or)
ECON	2323	Principles of Macroeconomics
EDPA	X1XX	Any Activity Class

HSU Bachelor of Science in Education in Special Education, K-12 – 62 credit hours

EDU	2000	Teacher Education Orientation
ENG	3313	University Writing (or)
ENG	4453	Advanced Composition (or)
ENG	3613	Technical Writing (or)
MMC	4223	Magazine/Feature Writing
EDU	4543	Teaching People of Other Cultures

Elementary Education Core – 37 credit hours

EDE	3243	Arts Integration in the Classroom
EDE	3113	Literature for Elementary Students
RDG	3103	Emergent and Developing Literacy
MTH	2543	Data Analysis, Statistics, and Probability
RDG	3203	Reading & Writing in the Content Areas
EDE	4283	Literacy & Language Arts in the Elementary Classroom
EDE	4413	Social Studies in the Elementary Classroom
EDE	4423	Science/STEM in the Elementary Classroom
EDE	4433	Math/STEM in the Elementary Classroom
HPE	4072	Adaptive Physical Education
SPE	4103	Advanced Methods Mild/Moderate Disabilities
SPE	4393	Advanced Methods Severe/Profound Disabilities
SPE	4213	Introduction to Autism Spectrum Disorders

PLT Core Courses – 23 credit hours

SPE	3013	Psychology of the Exceptional Child
SPE	3503	Special Education Law

SPE	3513	Behavior Management
SPE	4403	Assessment & Programming
SPE	4116	K-12 Internship Content
SPE	4126	K-12 Internship Clinical

PTC/HSU Transfer Agreement

Admission Requirements

- The student must complete the requirements necessary for general admission to HSU, as well as specific admission to the HSU Teacher Education program.
- The student will have earned the Associate of Science in Education at PTC, with at least a 2.70 cumulative grade point average, on or after the effective date of this agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at HSU.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at PTC, as stipulated in the degree plan, before entering HSU, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to HSU.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of HSU.

Required Course Development

In order to make this Agreement work in the best interest of the students, allowing for the most efficient progression through the steps required to complete both degree programs, the following required courses will need to be developed by PTC in time for students to enroll by the Fall 2015 semester. HSU will assist in the development of the courses by providing course syllabus and other materials as requested by PTC. HSU will need to confirm that the syllabus developed for the new courses will meet the necessary requirements for the equivalent HSU course:

1. PHYS 1400 Earth Science
   This course will be designed to meet the HSU requirement for PHS 1053-Earth Systems and Environment.
2. ARTS 1202 Public School Art
   This course will be designed to meet the HSU requirement for ART 1022-Public School Art.
3. MUS 1202 Public School Music
   This course will be designed to meet the HSU requirement for MUS 2402-Public School Music.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement.
- This Agreement will be reviewed on an annual basis; both HSU and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.

- HSU and PTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at PTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- HSU and PTC will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to HSU, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

<u>Pulaski Technical College</u>
Associate of Science in Education (DC 3540; CIP 13.1206; 63 credit hours; Fall 2015) t**o Bachelor of Science in Education in Elementary Education at the University of Arkansas at Little Rock** (DC 3771; CIP 13.1202; 120 credit hours; Fall 2015)
General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
PHYS	1401	Physical Science
	X6XX	Fine Arts/Humanities
	X9XX	Social Sciences

Education Core – 28 credit hours

EDUC	2301	Development and Learning Theories
EDUC	2302	Children's Literature
ARTS	1202	Public School Art
MUS	1202	Public School Music
HIST	2355	History of Arkansas
MATH	2330	Math for Classroom Teachers I
MATH	2340	Math for Classroom Teachers II
EDPA	2301	Teaching Physical Education
EDUC	2300	Introduction to Education
EDUC	1301	Introduction to K-12 Educational Technology

UALR Bachelor of Science in Education in Elementary Education – 60 credit hours

ELEM	2200	Field Experience I Grades K-2
ELEM	2303	Emergent Literacy
ELEM	2304	Integrated Science I
ELEM	3200	Field Experience II Grades 3-4
ELEM	3300	Building Learning Environments
ELEM	3301	Integrated Literature and Language I
ELEM	3302	Social Studies Methods
LANG	4324	Teaching People of Other Cultures
ELEM	4200	Field Experience III Grades 5-6
ELEM	4300	Assessment Methods

ELEM   4301   Integrated Literature and Language II
ELEM   4302   Integrated Science II
SPED   4301   Education of Exceptional Learners
ELEM   4304   Internship Seminar I
ELEM   4600   Internship I Grades K-3
ELEM   4305   Collaboration with Families
ELEM   4306   Internship Seminar II
ELEM   4900   Internship II Grades 4-6

PTC/UALR Transfer Agreement
Admission Requirements
- The student must complete the requirements necessary for general admission to UALR, as well as specific admission to the UALR Teacher Education program.
- The student will have earned the Associate of Science in Education at PTC, with at least a 2.70 cumulative grade point average, on or after the effective date of this agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UALR.

Transfer of Credits
- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at PTC, as stipulated in the degree plan, before entering UALR, must work with an academic advisor to ensure timely completion of degree program requirements before entering into the 2+2 agreement.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UALR.
- Due to state licensure requirements, UALR will not be able to apply the transfer of any "D" grade credits toward any of the requirements for the Bachelor of Science in Education in Elementary Education. This includes the following courses in the core curriculum: RHET 1311 and 1312, SPCH 1300, MATH 1302 or 1321, which must be completed with a grade of "C" or better.
- Calculation of overall GPA for purposes of graduation and awarding of honors will be in accordance with UALR policy.

Required Course Development
In order to make this Agreement work in the best interest of the students, **Earth Science** will need to be developed by PTC no later than May 1, 2015.
- This course will be designed to meet the UALR requirement for PHS 1053-Earth Systems and Environment.
- UALR will assist in the development of this course by providing a course syllabus and other materials, as requested by PTC.
- UALR will need to confirm that the syllabus developed for the new course will meet the necessary requirements for the equivalent UALR course.
- This course will be developed in time for students to enroll by the Fall 2015 semester.
- UALR reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2015.

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, procedure and guidelines.
- This Agreement will be reviewed on an annual basis; both UALR and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UALR and PTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at PTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UALR and PTC will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UALR, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- This agreement shall become effective at the time that the Arkansas Department of Higher Education has been notified and approval has been granted.

Pulaski Technical College
Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2015) **to Bachelor of Arts in History** (DC 1500; CIP 54.0101; 120 credit hours) **and Bachelor of Science in History** (DC 2740; CIP 54.0101; 120 credit hours) **at the University of Central Arkansas**
General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra (or)
MATH	1300	Quantitative Literacy
BIOL	1400	Biology for General Education
PHYS	1401	Physical Science
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
POLS	1310	American National Government
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

History Foundation Courses and Foreign Language Requirement – 25 credit hours

HIST	1311	History of Civilization I
HIST	1312	History of Civilization II
HIST	2311	U. S. History to 1877
HIST	2312	U. S. History Since 1877
XXXX	1311	Elementary Spanish/French I
XXXX	1312	Elementary Spanish/French II*

SPAN   2311   Intermediate Spanish*
XXX4   Electives
*Can substitute French I, II, and III

UCA Bachelor of Arts in History – 60 credit hours
Major Requirements – 21 credit hours
HIST   2320   Introduction to Historical Research
HIST   4300   Seminar (Senior Capstone)
X15X   Major Electives (must be upper division)
Upper Division Core: Communication – 3 credit hours
HIST   4301   American Environmental History (or)
HIST   4302   History of Witchcraft (or)
HIST   4308   American Women's History (or)
HIST   4333   U.S. Immigration and Ethnic History (or)
HIST   4335   Diplomatic History of the United States (or)
HIST   4345   South to 1865 (or)
HIST   4359   History of the African-American Civil Rights Movement
Upper Division Core: Responsible Living – 3 credit hours
HIST   3320   History of Christianity I (or)
HIST   3321   History of Christianity II (or)
HIST   4301   American Environmental History
Minor Field & Electives – 33 credit hours
X33X   Minor field courses must be upper-division
History Foundation Courses & Ancillary Bachelor of Science Requirements – 25 credit hours
HIST   1311   History of Civilization I
HIST   1312   History of Civilization II
HIST   2311   U. S. History to 1877
HIST   2312   U. S. History Since 1877
BIOL   1402   Human Anatomy & Physiology I
BIOL   1403   Human Anatomy & Physiology II
XXX5   General Electives

UCA Bachelor of Science in History – 60 credit hours
Major Requirements – 6 credit hours
HIST   2320   Introduction to Historical Research
HIST   4300   Seminar (Senior Capstone)
Major Elective – 15 credit hours
X15X   Major elective courses must be upper-division
Upper Division Core: Communication – 3 credit hours
HIST   4301   American Environmental History (or)
HIST   4302   History of Witchcraft (or)
HIST   4308   American Women's History (or)
HIST   4333   U.S. Immigration and Ethnic History (or)
HIST   4335   Diplomatic History of the United States (or)
HIST   4345   South to 1865 (or)
HIST   4359   History of the African-American Civil Rights Movement
Upper Division Core: Responsible Living – 3 credit hours
HIST   3320   History of Christianity I (or)
HIST   3321   History of Christianity II (or)
HIST   4301   American Environmental History

Minor Field & Electives – 33 credit hours
        X33X   Minor field courses must be upper-division

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2015) **to Bachelor of Arts in Psychology** (DC 1710; CIP 42.0101; 120 credit hours) **and Bachelor of Science in Psychology** (DC 3070; CIP 42.0101; 120 credit hours) **at the University of Central Arkansas**

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra (or)
MATH	1300	Quantitative Literacy
BIOL	1400	Biology for General Education
PHYS	1401	Physical Science
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	XXX3	Fine Arts/Humanities
	XXX3	History/Government
	XXX6	Social Sciences

Psychology Core Courses & Foreign Language Requirements – 25 credit hours

SPAN	1311	Elementary Spanish I*
SPAN	1312	Elementary Spanish II*
SPAN	2311	Intermediate Spanish*
PSYC	2300	Psychology and the Human Experience
PSYC	2320	Developmental Psychology
PSYC	2330	Abnormal Psychology
SOCI	2300	Introduction to Sociology
SOCI	2333	Social Problems
	X1XX	General Elective

UCA Bachelor of Arts in Psychology – 60 credit hours

Category I – 12 credit hours

PSYC	2330	Psychological Statistics
PSYC	3332	Research Methods
PSYC	3340	Research Methods Laboratory
PSYC	4340	History and Systems of Psychology

Category II – 6 credit hours (choose two courses from below)

PSYC	3325	Cognitive Psychology
PSYC	3330	Sensation and Perception
PSYC	3345	Evolutionary Psychology
PSYC	3351	Psychology of Learning
PSYC	4310	Comparative Psychology
PSYC	4325	Physiological Psychology

Category III – 3 credit hours (choose one course from below)

PSYC	3333	Multicultural Psychology
PSYC	3360	Social Psychology
PSYC	4300	Theories of Personality
PSYC	4352	Adult Psychology

Category IV – 6 credit hours (choose two courses from below; also courses not used in Category II or III may be used in Category IV)

PSYC	3305	Health Psychology
PSYC	3306	Positive Psychology
PSYC	3331	Psychology of Business and Industry
PSYC	3350	Psychology of Women
PSYC	3370	Sports Psychology
PSYC	4305	Psychology of Judgment & Decision-Making
PSYC	4351	Behavior Modification
PSYC	4180	Independent Readings (6 hours maximum)
PSYC	4280	Independent Readings
PSYC	4380	Independent Readings
PSYC	4182	Independent Research (6 hours maximum)
PSYC	4282	Independent Research
PSYC	4382	Independent Research
PSYC	4390	Tests & Measurements

Minor Field & General Electives – 33 credit hours

	X33X	Must be upper-division courses

Psychology Core Courses & Ancillary BS requirements – 25 credit hours

BIOL	1402	Human Anatomy & Physiology I
BIOL	1403	Human Anatomy & Physiology II
PSYC	2300	Psychology and the Human Experience
PSYC	2320	Developmental Psychology
PSYC	2330	Abnormal Psychology
SOCI	2300	Introduction to Sociology
SOCI	2333	Social Problems
	X2XX	General Elective

UCA Bachelor of Science in Psychology – 60 credit hours

Category I – 12 credit hours

PSYC	2330	Psychological Statistics
PSYC	3332	Research Methods
PSYC	3340	Research Methods Laboratory
PSYC	4340	History and Systems of Psychology

Category II – 6 credit hours (choose two courses from below)

PSYC	3325	Cognitive Psychology
PSYC	3330	Sensation and Perception
PSYC	3345	Evolutionary Psychology
PSYC	3351	Psychology of Learning
PSYC	4310	Comparative Psychology
PSYC	4325	Physiological Psychology

Category III – 3 credit hours (choose one course from below)

PSYC	3333	Multicultural Psychology
PSYC	3360	Social Psychology
PSYC	4300	Theories of Personality
PSYC	4352	Adult Psychology

Category IV – 6 credit hours (choose two courses from below; also courses not used in Category II or III may be used in Category IV)

PSYC	3305	Health Psychology

PSYC	3306	Positive Psychology
PSYC	3331	Psychology of Business and Industry
PSYC	3350	Psychology of Women
PSYC	3370	Sports Psychology
PSYC	4305	Psychology of Judgment & Decision-Making
PSYC	4351	Behavior Modification
PSYC	4180	Independent Readings (6 hours maximum)
PSYC	4280	Independent Readings
PSYC	4380	Independent Readings
PSYC	4182	Independent Research (6 hours maximum)
PSYC	4282	Independent Research
PSYC	4382	Independent Research
PSYC	4390	Tests & Measurements

Minor Field & General Electives – 33 credit hours
	X33X	Must be upper-division courses

Associate of Science in Liberal Arts and Sciences (CIP 24.0102; 60 credit hours; Fall 2015) **to Bachelor of Arts in Mathematics-Pure Mathematics (**DC 1600; CIP 27.0101; 120 credit hours), **Bachelor of Science in Mathematics-Applied Mathematics** (DC 2870; CIP 27.0101; 120 credit hours) **and Bachelor of Science in Mathematics-Pure Mathematics** (DC 2870; CIP 27.0101; 120 credit hours) **at the University of Central Arkansas**

General Education – 35 credit hours
ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1400	Biology for General Education
PHYS	1401	Physical Science
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
	XXX3	Fine Arts/Humanities
	XXX3	History/Government
	XXX6	Social Sciences

Mathematics Foundation Courses & Foreign Language Requirement – 25 credit hours
MATH	1303	Trigonometry
MATH	1404	Calculus I
MATH	1405	Calculus II
SPAN	1311	Elementary Spanish I*
SPAN	1312	Elementary Spanish II*
SPAN	2311	Intermediate Spanish*
	X5XX	General Electives

UCA Bachelor of Arts in Mathematics (Pure Mathematics) – 60 credit hours
MATH	2335	Transition to Advanced Mathematics
MATH	2471	Calculus III
MATH	3320	Linear Algebra
MATH	3331	Ordinary Differential Equations I
MATH	3360	Introduction to Rings and Fields
MATH	3362	Introduction to Group Theory

MATH	4362	Advanced Calculus I
MATH	4371	Introduction to Probability
	X6XX	Math Major Elective (4000 level from approved list – see your Advisor)
	X18X	Upper Division Minor Field Courses
	X6XX	Minor Field Courses
	X5XX	General Electives

Mathematics Foundation Courses & Ancillary BS Requirement – 25 credit hours

ECON	2322	Principles of Economics I
ECON	2323	Principles of Economics II
MATH	1303	Trigonometry
MATH	1404	Calculus I
MATH	1405	Calculus II
	X8XX	General Electives

UCA Bachelor of Science in Mathematics (Applied Mathematics) – 60 credit hours

MATH	2335	Transition to Advanced Mathematics
MATH	2441	Mathematical Computation
MATH	2471	Calculus III
MATH	3320	Linear Algebra
MATH	3331	Ordinary Differential Equations I
MATH	4305	Ordinary Differential Equations II
MATH	4306	Modeling and Simulation
MATH	4371	Introduction to Probability
MATH	4372	Introduction to Statistical Inference

Choose one course from the following:

MATH	4315	Introduction to Partial Differential Equations
MATH	4340	Numerical Methods
MATH	4373	Regression Analysis
	X6XX	Math Major Elective (4000 level from approved list – see your Advisor)
	X15X	Upper Division Minor Field Courses
	X6XX	Minor Field Courses
	X1XX	General Elective

Mathematics Foundation Courses & Ancillary BS Requirement – 25 credit hours

ECON	2322	Principles of Economics I
ECON	2323	Principles of Economics II
MATH	1303	Trigonometry
MATH	1404	Calculus I
MATH	1405	Calculus II
	X8XX	General Electives

Associate of Science in General Education to BS in Mathematics (Pure Mathematics)

Mathematics Foundation Courses & Ancillary BS Requirement – 25 credit hours

MATH	1303	Trigonometry
MATH	1404	Calculus I
MATH	1405	Calculus II
	X14X	General Electives

UCA Bachelor of Science in Mathematics (Pure Mathematics) – 60 credit hours

MATH	2335	Transition to Advanced Mathematics
MATH	2471	Calculus III
MATH	3320	Linear Algebra

MATH	3331	Ordinary Differential Equations I
MATH	3360	Introduction to Rings and Fields
MATH	3362	Introduction to Group Theory
MATH	4362	Advanced Calculus I
MATH	4371	Introduction to Probability
	X6XX	Math Major Elective (4000 level from approved list – see your Advisor)
	X18X	Upper Division Minor Field Courses
	X6XX	Minor Field Courses
	X5XX	General Elective

PTC/UCA Transfer Agreement

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in General Education at PTC, with at least a 2.0 cumulative grade point average, on or after the effective date of this agreement.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in General Education degree plan at PTC, as stipulated in the degree plan, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement.
- This Agreement will be reviewed on an annual basis; both UCA and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and PTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at PTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and PTC will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Associate of Science in Technology and Engineering (CIP 15.000; 60 credit hours; Fall 2015; 63%) **to Bachelor of Science in Computer Science** (DC 2410; CIP 27.0101; 120 credit hours) **at the University of Central Arkansas**

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science Lab
PHYS	1405	General Chemistry I **or**
PHYS	1405	College Physics I
ARTS	2300	Introduction to Visual Arts **or**
MUSC	2300	Introduction to Music **or**
THEA	2300	Introduction to Theatre
ENGL	2337	World Literature from the Beginning to 1650 **or**
ENGL	2338	World Literature from 1650 to the Present
HIST	2311	US History to 1877 **or**
HIST	2312	US History since 1877 **or**
POLS	1310	American National Government **or**
HIST	1311	History of Civilization I **or**
HIST	1312	History of Civilization II
ECON	2322	Principles of Microeconomics **or**
ECON	2323	Principles of Macroeconomics **or**
PSYC	2300	Psychology and the Human Experience **or**
SOCI	2300	Introduction to Sociology
SPCH	1300	Speech Communication

Technology and Engineering – 25 credit hours

CIS	2514	Introduction to Computer Science I
CIS	2644	Introduction to Computer Science II
CIS	2653	Computer Organization and Assembly Language
CIS	2733	Data Structures
MATH	1303	Trigonometry
MATH	1404	Calculus I
MATH	2320	Introduction to Statistics and Probability
XXXX	XXXX	General Elective

UCA Bachelor of Science in Computer Science – 60 credit hours

BIOL	1441	Principles of Biology II **or**
CHEM	1451	College Chemistry II **or**
PHYS	1420	College Physics 2
CSCI	3190	Social Implications of Technology
CSCI	3330	Algorithms
CSCI	3360	Database Systems
CSCI	3370	Principles of Programming Languages
CSCI	3380	Computer Architecture
CSCI	3381	Object Oriented Programming Languages
CSCI	4191	Seminar
CSCI	4300	Operating Systems
CSCI	4490	Software Engineering

Choose at least 9 credit hours from the following:

CSCI	3335	Networking
CSCI	3345	Human-Computer Interaction
CSCI	3350	File Structures
CSCI	3375	Internship in Computer Science
CSCI	3385	Artificial Intelligence
CSCI	4195	Independent Study
CSCI	4295	Independent Study
CSCI	4395	Undergraduate Research
CSCI	4310	Introduction to Scientific Computing
CSCI	4315	Information Security
CSCI	4320	Compiler Construction
CSCI	4340	Introduction to Parallel Programming
CSCI	4350	Computer Graphics
CSCI	4353	Introduction to Multimedia Computing
CSCI	4355	Distributed Object Computing
CSCI	4360	Special Topics in Computer Science
CSCI	4365	Web Technology
CSCI	4370	Data Mining
CSCI	4390	Theory of Computation
MATH	2330	Discrete Structures I
MATH	3311	Statistical Methods II
MATH	3320	Linear Algebra
MATH	3330	Discrete Structures II
XXXX	XXXX	11 credit hours of electives

PTC/UCA Transfer Agreement

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in General Education at PTC, with at least a 2.0 cumulative grade point average, on or after the effective date of this agreement.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in General Education degree plan at PTC, as stipulated in the degree plan, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement.

- This Agreement will be reviewed on an annual basis; both UCA and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and PTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at PTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and PTC will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

University of Arkansas Community College Batesville
Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2015) to **Bachelor of Science in Education in Elementary Education** at the University of Arkansas at Little Rock (DC 3771; CIP 13.1202; 120 credit hours; Fall 2015)
General Education – 35 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communications
MTH	1023	College Algebra
BIO	1103/1	Biology for Majors/Lab
CHM	1103/1	College Chemistry I/Lab (or)
GEL	1003/1	Physical Geology/Lab (or)
PHY	1003/1	Physical Science/Lab
ENG	2113	World Literature I (or)
ENG	2213	World Literature II
PSY	1003	General Psychology
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

Education Core – 25 credit hours

EDU	1002	Art for Elementary Teachers
EDU	1012	Elementary Classroom Music
EDU	2012	Teaching Diversity
EDU	2033	Teaching Physical Education
EDU	2003	Introduction to Teaching
MTH	2103	Math I
MTH	2113	Math II
HIS	2053	Arkansas History
PSY	2013	Human Growth and Development
	XXX1	Elective

UALR Bachelor of Science in Education in Elementary Education – 60 credit hours

ELEM	2200	Field Experience I Grades K-2
ELEM	2303	Emergent Literacy
ELEM	2304	Integrated Science I
ELEM	3200	Field Experience II Grades 3-4
ELEM	3300	Building Learning Environments
ELEM	3301	Integrated Literature and Language I
ELEM	3302	Social Studies Methods
LANG	4324	Teaching People of Other Cultures
ELEM	4200	Field Experience III Grades 5-6
ELEM	4300	Assessment Methods
ELEM	4301	Integrated Literature and Language II
ELEM	4302	Integrated Science II
SPED	4301	Education of Exceptional Learners
ELEM	4304	Internship Seminar I
ELEM	4600	Internship I Grades K-3
ELEM	4305	Collaboration with Families
ELEM	4306	Internship Seminar II
ELEM	4900	Internship II Grades 4-6

Admission Requirements

- The student must complete the requirements necessary for general admission to UALR, as well as specific admission to the UALR Teacher Education program.
- The student will have earned the Associate of Science in Education at UACCB, with at least a 2.70 cumulative grade point average, on or after the effective date of this agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UALR.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at UACCB, as stipulated in the degree plan, before entering UALR, must work with an academic advisor to ensure timely completion of degree program requirements before entering into the 2+2 agreement.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UALR.
- Due to state licensure requirements, UALR will not be able to apply the transfer of any "D" grade credits toward any of the requirements for the Bachelor of Science in Education in Elementary Education. This includes the following courses in the core curriculum: RHET 1311 and 1312, SPCH 1300, MATH 1302 or 1321, which must be completed with a grade of "C" or better.
- Calculation of overall GPA for purposes of graduation and awarding of honors will be in accordance with UALR policy.

Required Course Development

In order to make this Agreement work in the best interest of the students, allowing for the most efficient progression through the steps required to complete both degree programs, the following required courses will need to be developed by UACCB no later than May 1, 2015:

EDU 1002   Art for Elementary Teachers (This course will be designed to meet the
                 UALR requirement for ARED 3245 – Art for Elementary Teachers.)

EDU 1012   Elementary Classroom Music (This course will be designed to meet the UALR requirement for MUED 3232 – Elementary Classroom Music.)

EDU 2012   Teaching Diversity – (This course will be designed to meet the UALR requirement for LANG 4324 – Teaching People of Other Cultures.)

EDU 2033   Teaching Physical Education (This course will be designed to meet the UALR requirement for HHPS 3330 - Teaching Physical Education.)

- UALR will assist in the development of this course by providing a course syllabus and other materials, as requested by UACCB.
- UALR will need to confirm that the syllabus developed for the new course will meet the necessary requirements for the equivalent UALR course.
- This course will be developed in time for students to enroll by the Fall 2015 semester.
- UALR reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2015.

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, procedure and guidelines.
- This Agreement will be reviewed on an annual basis; both UALR and UACCB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UALR and UACCB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at UACCB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UALR and UACCB will make every effort to inform students of this Agreement.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UALR, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- This agreement shall become effective at the time that the Arkansas Department of Higher Education has been notified and approval has been granted.

Existing Degree offered by Concurrent Enrollment

National Park Community College (NPCC and/or College)

Associate of Arts (AA) degree offered at Lakeside High School (LHS) via NPCC Concurrent Enrollment Program (NPCC/LHS Associate of Arts Degree Program, DC 0050; CIP 24.0102; 60 semester credit hours, Fall 2015)

NPCC/LHS Associates of Arts Degree Requirements

9th Grade (5 semester credit hours)

LHS Course	NPCC Course #	NPCC Course Name
College Health	HPR 1102	Life Fitness Concepts
College Spanish I	SPAN 1103	Spanish I

10th Grade (6 semester credit hours)

LHS Course	NPCC Course #	NPCC Course Name
College Spanish II	SPAN 1113	Spanish II
College Oral Communication	SPCH 1103	Fundamentals of Speech

11th Grade (39 semester credit hours)

LHS Course	NPCC Course #	NPCC Course Name
AP English Language	ENG 1113/1123	English Comp I or English Comp II
AP Chemistry	CHEM 1204/2204	General Chemistry I or General Chemistry II
AP U. S. History	HIST 2223/2233	U. S. History to 1865 or U. S. History since 1865
Pre-Calculus/Trig.	MATH 1123/1133	College Algebra or College Trigonometry
AP Statistics	MATH 1293	Introduction to Statistics
AP Biology	BIOL 1114	General Biology
College Psychology	PSYC 1103	General Psychology
College Sociology	SOC 1103	Introduction to Sociology
NPTC Tech Classes		Medical Professions, Engineering, Ad Design, Criminal Justice, Wood Technology, Auto Technology, Machine Tool Technology

12th Grade (12 semester credit hours)

LHS Course	NPCC Course #	NPCC Course Name
AP English Literature	ENG 2273/2283	World Literature I or World Literature II
AP World History	HIST 2253/2263	World Civilization to 1500 or World Civilization since 1500
AP Calculus	MATH 2214	Calculus I
College Trigonometry	MATH 1133	College Trigonometry
NPTC Tech Classes		Medical Professions, Engineering, Ad Design, Criminal Justice, Wood Technology, Auto Technology, Machine Tool Technology

Student Role and Responsibilities

Each student must be enrolled in both Lakeside High School and National Park Community College to receive credit for each College concurrent course completed. Each LHS student must:

1. Score 19 or better on the ACT Reading sub-test to take **any** concurrent general education credit courses and 19 or better on the ACT English sub-test and 20 or better on the Math sub-test to enroll in an English Composition or Math course.
2. Apply and be admitted to National Park Community College.
3. Register for the course by the designated date set by National Park Community College for enrollment.
4. Remit payment of the $50.00 registration fee per semester, unless the cost is paid by the public school district or the College.

5. Obtain written permission from his/her parent(s) or legal guardian(s) and high school principal to participate in the College's concurrent courses.

Faculty Role and Responsibilities
LHS and NPCC shall be responsible for selecting sufficient qualified instructors to teach the College's concurrent courses. Instructors must meet the following minimum standards and requirements:
1. Have a Master's degree with a minimum of 18 graduate college credit hours in the subject area being taught or a Master's degree and State certification for the subject area being taught.
2. If teaching a blended AP concurrent course(s), must have completed AP training in the subject area(s) and submit documentation of successful completion of AP training.
3. Submit an official transcript to NPCC.
4. Use the approved College course syllabus.
5. Use the same textbook or a textbook with aligned content and course learning outcomes as approved by the College.
6. Adopt the same learning outcomes and assignments as those developed for the course offered on the College campus with limited exceptions approved by the College.
7. Use the same course grading standards as those on the College campus. If departmental exams are used in the College campus courses, then those course exams must be used as the LHS site.
8. Instructors are required to verify the class rosters to ensure all students are registered properly. NPCC staff will provide teachers and counselors with class rosters soon after the registration deadline.
9. Submit grades online through OASIS by the published deadline.
10. Permit College faculty and/or staff to visit the classroom for the purpose of evaluating whether course objectives are being addressed and the course is appropriately rigorous.
11. Provide students with the opportunity to evaluate the course and the instructor. Results will be shared with the instructor when available.

Professional Development for High School Faculty
NPCC shall provide opportunities for LHS teachers and higher education faculty to collaborate through planning, teaching, and professional development. LHS will provide common planning time for LHS instructional faculty. Teacher mentoring and professional development will be made available where necessary. NPCC shall participate and create professional development opportunities for LHS concurrent enrollment faculty annually.

LHS Role and Responsibilities
LHS will cover the cost of books and materials, as well as the cost of the instructor. For concurrent courses taught at a high school site for which NPCC provides the instructor, LHS will reimburse NPCC to offset the cost of providing an instructor at the following rate:

College Course	Cost
3 hour credit course = 3 contact hours	$1,500.00
4 hour credit non-Science course = 4 contact hours	$2,000.00
4 hour credit Science with Lab course = 5 contact hours	$2,500.00

<u>Implementation and Review</u>
1. The MOU is effective as of the date of its signature and will be valid for the duration of the academic year.
2. The MOU will be renewed annually.
3. LHS or NPCC can modify or terminate the written, signed concurrent agreement during the annual review period.
4. Non-compliance with the terms of the MOU and the Concurrent Enrollment Policy will also result in termination of the agreement.

Note: Lakeside High School students completing the Associate of Arts degree will meet state high school graduation requirements and earn a high school diploma.

Curriculum Revisions
<u>National Park Community College</u>
Technical Certificate in Automotive Service Technology (DC 4355; CIP 47.0604; 36 credit hours; Fall 2015)
Old Curriculum – 39 credit hours

AST	1113	Introduction to Automotive
AST	1106	Automotive Lab I
AST	1206	Automotive Lab II
AST	1103	Electronic Systems I
AST	1803	Engine Performance I
AST	1203	Brakes
AST	1603	Engine Repair
AST	1303	Electrical/Electronic Systems II
AST	1403	Engine Performance II
AST	1503	Suspension & Steering
TECH	1101	Computer Technology
TECH	1102	Technical Communications

Revised Curriculum – 36 credit hours

AST	1313	Fuel Systems
AST	1323	Automotive Electrical
AST	1333	Ignition Systems
AST	1103	Electronic Systems
AST	1306	Lab III or Internship
AST	1343	Manual Transmissions
AST	1353	Emission Systems
AST	1363	Automatic Transmissions
AST	1903	Automotive AC/Heat
AST	1406	Lab IV or Internship

Technical Certificate in Hospitality & Tourism Administration (DC 4667; CIP 52.0901; 30 credit hours; Fall 2015)
Courses Added

HA	XXX3	Introduction to Tourism
HA	XXX3	Leadership In Hospitality & Tourism

Courses Deleted

HA	1013	Restaurant Orientation, Safety & Sanitation
HA	2213	Beverage Management

Courses Revised
  HA   1063   Hotel Operations & Guest Services
  HA   1073   Hospitality & Tourism Internship

Associate of Applied Science in Hospitality & Tourism Administration (DC 4667; CIP 52.0901; 60 credit hours; Fall 2015)
Courses Deleted
  HA   1013   Restaurant Orientation/Sanitation
  HA   1153   Beverage Management
Courses Revised
  HA   1043   Introduction to the Hospitality Industry
  HA   1063   Hotel Operations and Guest Services
  HA   1163   Restaurant & Events Management
  HA   1073   Hospitality & Tourism Internship

NorthWest Arkansas Community College
Networking Option in Associate of Applied Science in Computer Information Systems (DC 0320; CIP 11.0101; 66 credit hours; Fall 2015)
Courses Added
  NTWK   2153   Microcomputer Software Support
Courses Deleted
  CISM   1303   Operating Systems (Windows)
  NTWK   2233   Information Assurance
  NTWK   2263   Network Security Support (CCNA Security)
Course number change
  MATH   1204   College Algebra
  MATH   1203   College Algebra

Certificate of Proficiency in Computer-Assisted Drafting & Design: Architecture (DC 4485; CIP 15.1301; 16 credit hours; Fall 2015)
  MATH   1203   College Algebra
  DRFT   1122   CAD Careers and Applications
  DRFT   1234   Engineering Graphics I
  DRFT   2114   Auto CAD I
  DRFT   2253   Architectural Design

Certificate of Proficiency in Networking (DC 1110; CIP 11.0101; 15 credit hours; Fall 2015)
  MATH   1203   College Algebra
  NTWK   2053   Microcomputer Hardware Support
  NTWK   2153   Microcomputer Software Support
  NTWK   2083   Network Hardware Support
  NTWK   2013   Networking and Information Systems

Technical Certificate in Networking (DC 2110; CIP 11.0101; 30 credit hours; Fall 2015)
  NTWK   2053   Microcomputer Hardware Support
  NTWK   2153   Microcomputer Software Support
  NTWK   2083   Network Hardware Support
  NTWK   2013   Networking and Information Systems

NTWK	2213	Switching Basics and Intermediate Routing
NTWK	2223	WAN Implementation & Support
NTWK	2263	Network Security Support
MTCM	1003	Communication & Math for Workforce Readiness (or)
MATH	1003	Math for AAS
OSIM	1103	Business Communications
BADM	2703	Internship Experience

Programs Pending Review by Arkansas State Board of Nursing
Southern Arkansas University – Tech
Technical Certificate in Practical Nursing (DC 4795; CIP 51.3901; 45 credit hours; Fall 2015)
Proposed Curriculum
Extended Summer

PN	1013	Basic Nursing Concepts I
PN	1122	Nursing A & P
PN	1222	Pharmacology I
PN	1403	Clinical Practicum I
PN	1411	Strategies of Summer I

Fall Semester

PN	2024	Basic Nursing Concepts II
PN	2204	Nursing of Adults I
PN	2232	Pharmacology II
PN	2021	Mental Health
PN	2411	Strategies of Success II

Spring Semester

PN	2234	Nursing of Mothers, Infants, and Children
PN	2214	Nursing of Adults II
PN	2242	Pharmacology III
PN	2425	Clinical Practicum III
PN	2412	Strategies of Success III

Program – Inactive Status
Arkansas Northeastern College
Certificate of Proficiency in Commercial Truck Driving (DC 4895; CIP 49.0205; Fall 2015)
Certificate of Proficiency in Renewable Energy Technology (DC 1150; CIP 15.0613; Fall 2015)
Associate of Applied Science in Renewable Energy Technology (DC 3150; CIP 15.0613l Fall 2015)
Associate of Applied Science in Power Plant Technology (DC 0480; CIP 15.0503; Fall 2015)

Mid-South Community College
Technical Certificate in Pharmacy Technology (DC 2510; CIP 51.0805; Fall 2015)
Associate of Applied Science in Professional Pilot (DC 3090; CIP 49.0102; Fall 2015)

National Park Community College
Certificate of Proficiency in A+ (DC 0150; CIP 11.0101; Fall 2015)

Certificate of Proficiency in Nursing Assistant (DC 1511; CIP 51.3902; Fall 2015)
Technical Certificate in Banking/Financial Support Services (DC 2508; CIP 52.0803; Fall 2015)
Associate of Applied Science in Pharmacy Technology (DC 2530; CIP 51.0805; Fall 2015)

Southern Arkansas University
Bachelor of Business General Business emphasis in Education minor (Fall 2015)

Southeast Arkansas College
Associate of Applied Science in Paralegal Technology (DC 0610; CIP 22.0302; Spring 2015)

University of Arkansas Community College at Batesville
Certificate of Proficiency in General Aviation (DC 4357; CIP 47.0608; Fall 2015)
Technical Certificate in Aviation Maintenance Technology-Powerplant (DC 1360; CIP 47.0608; Fall 2015)
Technical Certificate in Aviation Maintenance Technology-Airframe (DC 4356; CIP 47.0608; Fall 2015)
Associate of Applied Science in Aviation Maintenance (DC 0241; CIP 47.0608; Fall 2015)

Deleted Programs
University of Arkansas – Fort Smith
Certificate of Proficiency 5th & 6th Grade Licensure P-4 (DC 0130; CIP 13.1203; Fall 2015)
Certificate of Proficiency 5th & 6th Grade Licensure 7-12 (DC 0131; CIP 13.1203; Fall 2015)
Certificate of Proficiency 8th Grade Algebra I Licensure/Endorsement (DC 0132; CIP 13.1311; Fall 2015)
Certificate of Proficiency in Certificate for Special Education P-4 Licensure/Endorsement (DC 0133; CIP 13.1001; Fall 2015)
Certificate of Proficiency in Certificate for Special Education 4-12 Licensure/Endorsement (DC 0134; CIP 13.1001; Fall 2015)
Technical Certificate in Certificate for 7-12 Coaching Endorsement (DC 2131; CIP 13.1314; Spring 2017)
Bachelor of Science in Chemistry (DC 3720; CIP 13.1323; Fall 2015)

University of Arkansas at Little Rock
Graduate Certificate in Public Service (DC 4473; CIP 44.9999; Spring 2015)

University of Central Arkansas
Graduate Certificate in Instructional Facilitator (DC 6900; CIP 13.0499; Fall 2015)

Deleted Programs – Option/Emphasis/Concentration/Minor
Arkansas State University – Jonesboro
8th Grade Algebra I Endorsement

Arkansas Tech University-Ozark Campus
Energy Studies Option (CIP 15.0612; June 2015)

University of Arkansas, Fayetteville
Concentration in Exercise Science-Pre-Professional in Bachelor of Science in Education in Kinesiology (DC 3905; CIP 31.0501; Fall 2015)

Concentration in IT Management in Bachelor of Science in Business Administration in Information Systems (DC 3630; CIP 52.1301; Fall 2015)

University of Arkansas at Little Rock
Endorsement in Instructional Specialist P-4 and 4-12 in Master of Education in Special Education (DC 5870; CIP 13.1001; Fall 2015)
Algebra I Endorsement
5-6 Middle School Endorsement
P-4 and 4-12 Special Education licensure areas
Spanish and French P-8 and 7-12 licensure areas
P-8 and 5-12 Building Level Administrator licensure areas

University of Central Arkansas
Option in Instructional Facilitator in Master of Science in Education in Advanced Studies in Teacher Leadership (DC 6750; CIP 13.0101; Fall 2015)

New Administrative Unit
University of Arkansas at Little Rock
UALR Honors College

Reorganization of Existing Organizational Units
University of Arkansas, Fayetteville
Educational Studies Program in the College of Education and Health Professions is being moved to the Department of Curriculum and Instruction in the College of Education and Health Professions

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program Recertification
Expires: December 31, 2018

Everest College, Phoenix, Arizona
Distance Technology
Bachelor of Science in Business Administration

Everest University, Orlando, Florida
Distance Technology
Associate of Applied Science in Computer Information Science
Bachelor of Science in Applied Management

Rasmussen College, Bloomington, Minnesota – SARA Institution
Distance Technology
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Human Services
Associate of Applied Science in Information Technology Management
Associate of Applied Science in Paralegal
Associate of Applied Science in Software Application Development
Bachelor of Science in Business Management
Bachelor of Science in Business Systems Analysis
Bachelor of Science in Computer Science
Bachelor of Science in Entrepreneurship
Bachelor of Science in Finance
Bachelor of Science in Game and Simulation Programming
Bachelor of Science in Human Resources and Organization Leadership
Bachelor of Science in Information Security
Bachelor of Science in Information Technology Management
Bachelor of Science in Marketing
RN to Bachelor of Science in Nursing

Saint Joseph's College of Maine, Standish, Maine
Distance Technology
Bachelor of Science in Radiologic Science Administration

Institutional Changes
Ashford University, San Diego, California
Tuition changed from $612 per credit hour to $625 per credit hour

Baptist Health Schools-Little Rock
Name change to Baptist Health College Little Rock

Everest University, Orlando, Tampa, and Pompano Beach campuses
Change of Ownership from Corinthian Colleges, Inc. to Zenith Education Group

Strayer University, Washington, D.C.
Brian Jones named as Interim President replacing Dr. Michael Plater

Ultimate Medical Academy, Tampa, Florida
Ownership changed from Ultimate Medical Academy, LLC to UMA Education Inc.; Institution will become a private nonprofit institution

University of Phoenix, Tempe, Arizona
Closing Little Rock campus, estimated closing date is December 2016
Closing Rogers Campus, estimated closing date is March 2017

University of the Rockies, Colorado Springs, Colorado
Tuition changed from $824 per credit hour to $857 per credit

Letter of Exemption from Certification – New (non-academic or church-related training)
Columbia International University, Columbia, South Carolina
Offering Programs by Distance Technology

Graduate Bible and Theology Certificate	Undergraduate Bible Certificate
Graduate Biblical Ministry Certificate	Master of Arts in Theological Studies
Master of Arts in Muslim Studies	

Kidron Christian College and Seminary, Pocahontas, Arkansas

Associate in Biblical Studies	Associate in Ministry
Associate in Christian Education	Associate in Christian Counseling
Associate in Ancient Near Eastern Biblical History	Associate in Biblical Hebrew
Bachelor in Biblical Studies	Bachelor in Biblical Hebrew
Bachelor in Ministry	Bachelor in Christian Education
Bachelor in Ancient Near Eastern Biblical History	Bachelor in Christian Counseling
Master in Biblical Studies	Master in Ministry
Master in Christian Education	Master in Christian Counseling
Master in Ancient Near Eastern Biblical History	Master in Biblical Hebrew
Doctor in Biblical Studies	Doctor in Christian Education
Doctor in Ministry	Doctor in Christian Counseling
Doctor in Ancient Near Eastern Biblical History	Doctor in Biblical Hebrew

Rockbridge Seminary, Springfield, Missouri
Offering Programs by Distance Technology

Diploma in Ministry Studies	Master of Ministry Leadership
Master of Divinity	Doctor of Ministry

Letter of Exemption from Certification – Renewal (non-academic or church-related training)
St. Gregory's University, Shawnee, Oklahoma
Offering courses at St. John's Catholic Center in Little Rock:

Introduction to Catholic Theology	Introduction to Scripture
Introduction to Christology	Theological Reflection I, II & III
Introduction to Moral Theology	Catechesis and the New Evangelization
Theology of Church	Liturgy and Sacraments

Pastoral Ministry   Parish Leadership and Spirituality
Ministry in Ecumenical & Interfaith Context   Catechesis and God's Pedagogy
Theological Foundations for Ministry I, II & III

Program changes/additions

Boston University, Boston, Massachusetts
Distance Technology
New Certificates
Graduate Certificate in Information Technology
MET CS 625 Business Data Communication and Networks
MET CS 669 Database Design and Implementation for Business
MET CS 682 Information Systems Analysis and Design
MET CS 782 IT Strategy and Management

Graduate Certificate in Information Security
MET CS 674 Database Security
MET CS 684 IT Security Policies and Procedures
MET CS 693 Digital Forensics and Investigations
MET CS 695 Enterprise Information Security

Colorado Technical University, Colorado Springs, Colorado
Distance Technology
Bachelor of Science in Business Administration-New Concentration
Digital Marketing
DMKT 310 New Media Marketing Analysis
DMKT 315 Data Analytics for Digital Marketing
DMKT 325 Branding and Visual Marketing
DMKT 320 Search Engine Optimization and Web Design
MKTG 325 Consumer Behavior Fundamentals
MKTG 305 Marketing and the Virtual Marketplace
MKTG 410 International Marketing

Columbia Southern University, Orange Beach, Alabama
Distance Technology
Associate of Applied Science in Business name changed to Associate of Science in Business
Associate of Applied Science in Criminal Justice name changed to Associate of Science in
      Criminal Justice
Associate of Applied Science in Fire Science name changed to Associate of Science in Fire
      Science
Associate of Applied Science in Occupational Safety and Health name changed to Associate
      of Science in Occupational Safety and Health

Bachelor of Science in Criminal Justice Administration-New Concentration
Arson Investigation
FIR 3301 Fire Behavior and Combustion
FIR 4305 Fire Investigation and Analysis
FIR 4314 Crime Scene, Forensics, and Evidence Collection

FIR 4315 Fire Investigation Technician

Bachelor of Science in Fire Administration-New Concentration
Fire Investigation
BCJ 3601 Criminal Law
FIR 4305 Fire Investigation and Analysis
FIR 4314 Crime Scene, Forensics, and Evidence Collection
FIR 4315 Fire Investigation Technician

Oregon State University, Corvallis, Oregon
Urban Forestry Graduate Certificate
FES/HORT 555 Urban Forest Planning, Policy, and Management
FES 560 Green Infrastructure
FES 565 Urban Forestry Leadership
SNR 511 Sustainable Natural Resource Development
FES 506 Projects: Urban Forestry Capstone
Choose one from the following:
FES/FW 545 Ecological Restoration
FES/HORT 547 Arboriculture
FES 554 Managing at the Wildland-Urban Interface
FES 585 Consensus and Natural Resources
FES 592 Ecosystem Services Ecology, Sociology, Policy
FW 562 Ecosystem Services
FES 593 Environmental Interpretation
GEO 551 Environmental Site Planning
GEO 565 Geographic Information Systems and Science

Rasmussen College, Bloomington, Minnesota – SARA Institution
Distance Technology
Associate of Applied Science in Information Technology Management
Courses Added:
CIS 1028C Fundamentals of Hardware and Software I
CIS 1175C Fundamentals of Hardware and Software II
CIS 2093C Systems Analysis
CNT 1244C Introduction to Networks
COP 1125 Programming Fundamentals
General Specialization
CGS 1820C Introduction to HTML
CTS 1300C Microsoft Windows Workstation
CIS 1317C Helpdesk Support
CTS 2321 Linux Administration
CTS 2401C Access

Computer Information Technology Specialization
Courses Added:
CIS 1317C Helpdesk Support
CIS 1423C Mac Integration
CIS 2404C Software Packaging and Deployment

CIS 2555C Mobile Support Principles
CTS 1300C Microsoft Windows Workstations
Courses Deleted:
CGS 1821 Introduction to Website Design
CTS 1217C Professional Presentations
CTS 2401C Access
CTS 2511 Excel
GEB 2444 Internet Business Models and E-Commerce
OST 1764C Word for Windows
CNT 1000C Networking Fundamentals
CTS 1300C Microsoft Windows Workstations
CTS 1776 Fundamentals of PC Hardware and Software

Network Administration Specialization
Courses Added:
CIS 2138C Windows Scripting
CTS 2811C SQL Server Administration
Courses Deleted:
CET 2810C Microsoft Exchange Server
COT 1438 Technology's Role in the 21st Century
GEB 1014 Project Planning and Documentation
CNT 1000C Networking Fundamentals
CTS 1300C Microsoft Windows Workstations
CTS 1776 Fundamentals of PC Hardware and Software

Network Security Specialization
Courses Added:
CET 2522C Cisco Network Routing and Switching
CIS 2293C Mobile and Mac OS Security
CIS 2315C Fundamentals of Ethical Hacking
CTS 2321 Linux Administration
Courses Deleted:
CET 2629 Cisco Networking Fundamentals and Routing
CTS 2302C Windows Active Directory
CET 2810C Microsoft Exchange Server
COT 1438 Technology's Role in the 21st Century
GEB 1014 Project Planning and Documentation
CNT 1000C Networking Fundamentals
CTS 1300C Microsoft Windows Workstations
CTS 1776 Fundamentals of PC Hardware and Software

Web Programming Specialization Deleted

Associate of Applied Science in Criminal Justice
Courses Added:
COM 1865 Locating and Evaluating Information
PHI 1520 Ethics Around the Globe
PHI 2103 Introduction to Critical Thinking

CCJ 1382 Field Communications in Criminal Justice
CCJ 2170 Practical Psychology for the Criminal Justice Professional
CJL 1552 Introduction to Criminal Law
CJL 1747 Applied Criminal Procedures
Courses Deleted:
CCJ 2053 Ethics in Criminal Justice
CJL 1381 Criminal Law and Procedures: Crime and the Courtroom
E170 Introduction to Undergraduate Research
E242 Career Development
Specializations Deleted

Bachelor of Science in Business Management
Courses Added:
ACG 2209 Principles of Financial Accounting for Managers
GEB 2888 Introduction to Business Analysis and Intelligence
MAN 2793 Introduction to Functional and Project Management
BUL 4060 Business Law and Ethical Behavior
GEB 3422 Business Project Management
GEB 3124 Business Research and Analysis
STA 3140 Advanced Statistics and Analytics
Courses Deleted:
ACG 1022 Financial Accounting I
ACG 1033 Financial Accounting II
APA 1500 Payroll Accounting
BUL 4388 Business Law and Ethics
GEB 3110 Research and Report Writing
GEB 4310 Statistics for Business
GEB 4505 Organizational Development

Bachelor of Science in Game and Simulation Programming
Courses Added:
COM 1865 Locating and Evaluating Information
MAC 1106 Advanced Algebra
COP 1125 Programming Fundamentals
DIG 1118C Fundamentals of Game Development I
DIG 2007C Human-Computer Interaction and Interface Design
DIG 2172C Fundamentals of Game Development II
DIG 2282C Physics for Game and Simulation Production
DIG 2326C Web Application Development
DIG 2409C C#
DIG 3088C Principles of Computer Graphics
DIG 3117C Principles of Shader Programming
DIG 3245C Quality Assurance in Game and Simulation Production
DIG 3349C Game Engines and Integrated Game Development Environments
DIG 3438C Mobile Game Development
DIG 4073C Networking and Multiplayer Game Development
DIG 4188C Asset Development I
DIG 4291C Asset Development II

DIG 4310C Simulation Production Project I
DIG 4446C Simulation Production Project II
DIG 4500C Game Production Project I
DIG 4602C Game Production Project II
Courses Deleted:
CAP 2104 Platform Design and Human-Computer Interaction
CAP 2105 Applied Game and Simulation Theory
COP 1000 Fundamentals of Programming
COP 2250 Java I
COT 1438 Technology's Role in the 21st Century
DIG 1710 Game Preproduction
DIG 1711 Game Design Theory I
DIG 2718 Console Development
E170 Introduction to Undergraduate Research
CAP 3051 Graphics Development with OpenGL
CAP 3052 Game and Simulation Lighting Techniques
COP 4848 Multiplayer Game Programming
DIG 3790 Practical Game Development
DIG 3792 Game Planning and Development Strategies
DIG 4791 Game Assets
DIG 4792 Game Audio Assets
DIG 4794 Applications of Physics for Game and Simulation Production
DIG 4931 Industrial Simulation Production
DIG 4932 Video Game Production Project

Bachelor of Science in Human Resources and Organizational Leadership
Courses Added:
ACG 2209 Principles of Financial Accounting for Managers
MAN 2793 Introduction to Functional and Project Management
Courses Deleted:
ACG 1022 Financial Accounting I
ACG 1033 Financial Accounting II

Bachelor of Science in Information Security
Courses Added:
CIS 1028C Fundamentals of Hardware and Software I
CIS 1175C Fundamentals of Hardware and Software II
CIS 2093C Systems Analysis
CNT 1244C Introduction to Networks
COP 1125 Programming Fundamentals
CIS 3140C Advanced Cisco Network Security–CCNA
CIS 3209C SSCP Certification Preparation
CIS 3375 Wireless, Mobile, and Cloud Security
CIS 4189C Risk Management and Business Continuity
CNT 3126 Advanced Networking
CNT 3777 Virtualization
CNT 3849C Scripting - Shell Scripting/Python/Perl
CNT 4016 Cloud Computing

CET 2522C Cisco Network Routing and Switching
CIS 2138C Windows Scripting
CTS 2321 Linux Administration
CTS 2811C SQL Server Administration
CET 2522C Cisco Network Routing and Switching
CIS 2293C Mobile and Mac OS Security
CIS 2315C Fundamentals of Ethical Hacking
CTS 2321 Linux Administration
Courses Deleted:
CET 2629 Cisco Networking Fundamentals and Routing
CNT 1000C Networking Fundamentals
COM 1007 Professional Communication
COT 1438 Technology's Role in the 21st Century
CTS 1776 Fundamentals of PC Hardware and Software
GEB 1014 Project Planning and Documentation
MAN 2062 Business Ethics
CCJ 3164 Criminal Behavior: Profiling Violent Offenders
CCJ 4690 Special Offenders: Sex Offenders
CIS 3192 Introduction to Information Systems Security
CIS 3318 Managing Risk for Information Systems
CIS 3471 Security Policies and Implementation
CJE 3610 Criminal Investigations
CJL 3113 Criminal Evidence
CJL 3297 Constitutional Law

Bachelor of Science in Information Technology Management
Courses Added:
CIS 1028C Fundamentals of Hardware and Software I
CIS 1175C Fundamentals of Hardware and Software II
CIS 2093C Systems Analysis
CNT 1244C Introduction to Networks
COP 1125 Programming Fundamentals
CIS 3436C IT Security for Managers
CIS 4005C IT Operations Management
CIS 4189C Risk Management and Business Continuity
CIS 4264C Storage Management
CIS 4371C Operating Systems Design
ISM 3812 Project Management for IT

Computer Information Technology Specialization
CIS 1317C Helpdesk Support
 CIS 1423C Mac Integration
CIS 2404C Software Packaging and Deployment
CIS 2555C Mobile Support Principles

General Specialization
CGS 1820C Introduction to HTML
CIS 1317C Helpdesk Support

CTS 2401C Access

Network Administration Specialization
CET 2522C Cisco Network Routing and Switching
CIS 2138C Windows Scripting
CTS 2811C SQL Server Administration
ISM 2321 Managing Information Security

Network Security Specialization
CET 2522C Cisco Network Routing and Switching
CIS 2293C Mobile and Mac OS Security
CIS 2315C Fundamentals of Ethical Hacking
ISM 2321 Managing Information Security

Bachelor of Science in Marketing
Courses Added:
ACG 2209 Principles of Financial Accounting for Managers
GEB 2888 Introduction to Business Analysis and Intelligence
STA 3140 Advanced Statistics and Analytics
Courses Deleted:
ACG 1022 Financial Accounting I
ACG 1033 Financial Accounting II
GEB 4310 Statistics for Business

University of Phoenix, Tempe, Arizona
Distance Technology
New Certificates
Asset Protection Loss Prevention Certificate
SEC 200 Emergency Management and Response
SEC 210 Global and National Threats
SEC 220 Critical Thinking in Security Management
SEC 230 Homeland Security and Public Safety
SEC 240 Loss Prevention and Asset Protection
SEC 250 Cyber Security Fundamentals

Critical Incident Response Certificate
SEC 311 Security Management Fundamentals
SEC 411 Physical Security
SEC 421 Personal Security and Executive Protection
SEC 451 Global Security Issues
SEC 461 Terrorism
SEC 471 Critical Incident Management

Graduate CPA Bridge Certificate
ACC 543 Managerial Accounting and Legal Aspects of Business
ACC 545 Financial Reporting
ACC 546 Auditing
ACC 547 Taxation

ACC 548 Not-for-Profit and Government Accounting
ETH 557 Accounting Ethics

Graduate Project Management Certificate
PM 571 Project Management
PM 582 Project Leadership
PM 584 Project Risk Management
PM 586 Project Quality Management
PM 598 Project Management Capstone

Retail Fundamentals Certificate
COM 295 Business Communications
BRM 226 Customer Service Management
BRM 236 Sales, Tools, and Strategies
BRM 246 Retail Marketing: Merchandising
BRM 256 Retail Personnel Management
BRM 266 Retail Operations: Supply Management

New Concentrations
Associate of Arts
Communications Concentration
BSCOM 100 Introduction to Communications
BSCOM 234 Foundations of Interpersonal Communication
BSCOM 268 Foundations of Mass Communication
VCT 236 Introduction to Image Editing and Formatting
BSCOM 240 Information Literacy
BSCOM 260 Communication Competence in the Workplace

Criminal Justice Concentration
CJS 201 Introduction to Criminal Justice
CJS 225 Critical Thinking in Criminal Justice
CJS 241 Introduction to Policy Theory and Practices
CJS 245 Juvenile Justice Systems and Processes
CJS 251 Introduction to Criminal Court Systems
CJS 255 Introduction to Corrections

General Studies Concentration
Additional Communication Arts – 3 semester credit hours
Additional Mathematics - 3 semester credit hours
Science and Technology – 9 semester credit hours
Additional Humanities – 6 semester credit hours
Additional Social Science – 6 semester credit hours
Electives – 18 semester credit hours

Hospitality Fundamentals
HTT 201 Introduction to Hospitality
HTT 251 Hospitality Operations
HTT 231 Finance for Hospitality Professionals

Choose one from the following:
HTT 211 Travel and Tourism
HTT 221 IT in Hospitality
HTT 241 Food and Beverage Management

Retail Fundamentals
COM 295 Business Communications
BRM 226 Customer Service Management
BRM Sales, Tools, and Strategies
Choose one from the following:
BRM 246 Retail Marketing: Merchandising
BRM 256 Retail Personnel Management
BRM 266 Retail Operations: Supply Management

<u>University of Wisconsin-Stout, Menomonie, Wisconsin</u>
Distance Technology
New Certificate
Instructional Design Graduate Certificate
EDUC 765 Trends and Issues in Instructional Design
EDUC 766 Instructional Strategies and Assessment Methods
EDUC 768 Project Management for Instructional Development

LETTERS OF INTENT
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The following notifications were received through April 15, 2015.

Arkansas Tech University
Associate of Applied Science in Logistics Management
Bachelor of Science in Math Education/Physics Education
Dyslexia Therapist K-12 Endorsement

Arkansas Tech University – Ozark Campus
Associate of Applied Science in Logistics Management

College of the Ouachitas
Certificate of Proficiency in Digital Media
Certificate of Proficiency and Technical Certificate in Film and Theatre Arts
Technical Certificate in Entrepreneurial Design
Associate of Applied Science in Innovation and Entrepreneurial Design

NorthWest Arkansas Community College
Associate of Applied Science in Occupational Therapy Assistant

Southeast Arkansas College
Associate of Applied Science in Criminal Justice by Distance Technology

Southern Arkansas University
Dyslexia Endorsement

Southern Arkansas University Tech
Associate of Science in Education

University of Arkansas Community College at Morrilton
Certificate of Proficiency in Industrial Mechanical and Maintenance Technology
Technical Certificate in Industrial Mechanical and Maintenance Technology
Associate of Applied Science in Industrial Mechanical and Maintenance Technology

University of Arkansas, Fayetteville
Dyslexia Therapist Endorsement

University of Arkansas at Monticello
Birth-K Education Endorsement

University of Arkansas at Pine Bluff
Dyslexia Therapist Endorsement

University of Central Arkansas
Dyslexia Therapist K-12 Endorsement

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

<u>Adler University, Chicago, Illinois</u>
Initial Certification – Distance Technology
Master of Arts in Criminology
Master of Arts in Emergency Management
Master of Arts in Industrial and Organizational Psychology
Master of Arts in Media Communications for Social Change
Master of Arts in Nonprofit Management
Master of Arts in Psychology: Specialization in Military Psychology

<u>American University, Washington, D.C.</u>
Initial Certification – Distance Technology
Graduate Certificate in Non-Profit Monitoring and Evaluation
Master of Arts in Nutrition Education
Master of Arts in Public Administration
Master of Arts in Strategic Communication
Master of Arts in Teaching
Master of Arts in Teaching English as a Foreign Language
Master of Business Administration
Master of International Service
Master of Science in Analytics

<u>Argosy University, Orange, California</u>
Initial Certification – Distance Technology
Associate of Science in Health Information Technology
Bachelor of Science in Business Administration
Bachelor of Science in Health Informatics Information Management
Master of Arts in Clinical Mental Health
Master of Arts in Education in Curriculum and Instruction
Master of Arts in Education in Education Administration
Master of Arts in Education in Educational Leadership
Master of Law in Compliance
Master of Science in Accounting
Doctor of Education in Pastoral Community Counseling
Recertification – Distance Technology
Master of Science in Non-Profit Management

<u>Arkansas College of Health Education, Arkansas College of Osteopathic Medicine, Fort Smith, Arkansas</u>
Initial Certification – Fort Smith Campus
Doctor of Osteopathy

<u>Art Institute of Pittsburgh, Pittsburgh, Pennsylvania</u>
Initial Certification – Distance Technology
Bachelor of Science in Instructional Technology and Design
Bachelor of Science in Marketing and Entertainment Management

Bachelor of Science in Professional Writing for Creative Arts
Bachelor of Science in Software Development for Creative Technologies

<u>Baker College, Flint, Michigan</u>
Initial Certification – Distance Technology
Associate of Applied Science
Associate of Business
Bachelor of Business Administration
Bachelor of Computer Science
Bachelor of General Studies
Bachelor of Information Systems
Bachelor of Science
Bachelor of Web Development
Master of Business Administration
Master of Science

<u>Baptist Health College Little Rock, Little Rock, Arkansas</u>
Initial Certification – Little Rock Campus and by Distance Technology
Certificate in Histotechnology
Certificate in Medical Technology
Certificate in Nuclear Medicine Technology
Certificate in Practical Nursing
Certificate in Radiography
Certificate in Sleep Technology
Certificate in Surgical Technology

<u>Bellevue University, Bellevue, Nebraska</u>
Initial Certification – Distance Technology
Bachelor of Science in Business
Bachelor of Science in Behavioral Science
Bachelor of Science in Marketing Management
Bachelor of Science in Supply Chain Management
Bachelor of Science in Security Management
Master of Business Administration
Master of Healthcare Administration
Master of Public Administration
Master of Science in Clinical Counseling
Master of Science in Leadership and Coaching

<u>Benedictine College, Atchison, Kansas</u>
Initial Certification – Distance Technology
Bachelor of Arts in Liberal Studies

<u>Bethel University, McKenzie, Tennessee</u>
Initial Certification – Distance Technology
Master of Arts in Education
Recertification – Distance Technology
Bachelor of Science in Organizational Leadership

<u>Boston University, Boston, Massachusetts</u>
Initial Certification – Distance Technology
Master of Arts in Art Education
Masters of Music, Music Education
Doctor of Musical Arts, Music Education

<u>Bradley University, Peoria, Illinois</u>
Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Master of Arts in School Counseling
RN to Master of Science in Nursing, Nursing Administration and Family Nurse
     Practitioner Options
Post Master of Science in Nursing, Family Nurse Practitioner
Post Master's Doctor of Nursing Practice
Doctor of Nursing Practice, Family Nurse Practitioner Option

<u>Bryant and Stratton College, Orchard Park, New York</u>
Initial Certification – Distance Technology
Human and Social Services Diploma
Justice Studies Diploma
Associate of Applied Science in Financial Support Services
Associate of Applied Science in Health Services Administration
Associate of Applied Science in Health Services Assistant
Associate of Applied Science in Hospitality Management
Associate of Applied Science in Human and Social Services
Associate of Applied Science in Justice Studies
Associate of Applied Science in Mobile Applications Development
Associate of Applied Science in Office Management

<u>California Coast University, Santa Ana, California</u>
Initial Certification – Distance Technology
Associate of Science in Criminal Justice
Associate of Science in Psychology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Health Care Administration
Bachelor of Science in Management
Bachelor of Science in Psychology
Master of Business Administration
Master of Education in Curriculum Development

<u>California Institute of Integral Studies, San Francisco, California</u>
Initial Certification – Distance Technology
Master of Arts in Transformative Leadership
Doctor of Philosophy in Transformative Studies

<u>California State University, Northridge, Northridge, California</u>
Initial Certification – Distance Technology

Bachelor of Arts in Liberal Studies
Bachelor of Arts in Public Sector Management
Master of Arts in Educational Administration
Master of Public Administration
Master of Public Health: Community Health Education
Master of Science in Assistive Technology Studies and Human Services
Master of Science in Communication Disorders and Sciences–Speech-Language Pathology
Master of Science in Tourism, Hospitality and Recreation Management
Master of Social Work

Capella University, Minneapolis, Minnesota
Initial Certification – Distance Technology
Master of Science in Education
Education Specialist
Doctor of Education
Doctor of Philosophy in Counselor Education and Supervision

Carl Albert State College, Poteau, Oklahoma
Initial Certification – Distance Technology
Associate of Arts in Business Administration
Associate of Arts in General Studies

Central Michigan University, Mount Pleasant, Michigan
Initial Certification – Distance Technology
Master of Arts in Education, Concentration in Training and Development
Master of Arts in Educational Technology
Master of Science in Administration

Centura College, Virginia Beach, Virginia
Initial Certification – Distance Technology
Associate of Applied Science in Aviation Maintenance Management
Associate of Applied Science in Business
Associate of Applied Science in Paralegal Law
Associate of Occupational Science in Criminal Justice
Associate of Occupational Science in Medical Assisting
Bachelor of Science in Business

The Chicago School of Professional Psychology, Chicago, Illinois
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

Colorado Technical University, Colorado Springs, Colorado
Initial Certification – Distance Technology
Bachelor of Science in Public Administration

Columbia International University, Columbia, South Carolina
Initial Certification – Distance Technology
Master of Arts in Intercultural Studies

Columbia Southern University, Orange Beach, Alabama
Initial Certification – Distance Technology
Associate of Science in Health Information Science
Bachelor of Science in Emergency Medical Services Administration
Bachelor of Science in Fire Science
Bachelor of Science in Homeland Security
Bachelor of Science in Information Security Systems
Doctor of Business Administration

Concorde Career College, Kansas City, Missouri
Initial Certification – Distance Technology
Associate of Applied Science in Health Information Management
Bachelor of Science in Healthcare Administration

Concordia College New York, Bronxville, New York
Initial Certification – Distance Technology
Master of Science in Accounting
Master of Science in Business Leadership

Concordia University, Portland, Oregon
Initial Certification – Distance Technology
Bachelor of Science in Education in Career and Technical Education
Bachelor of Science in Education in Early Childhood Education
Master of Education

Concordia University Wisconsin, Mequon, Wisconsin
Initial Certification – Distance Technology
Master of Science in Education, Teaching and Learning
Master of Science in Curriculum and Instruction
Master of Science in Educational Leadership
Master of Science in Education, Counseling
Master of Science in Education, Education Administration
Master of Science in Education, Literacy
Master of Science in Education, Special Education

Drexel University, Philadelphia, Pennsylvania
Initial Certification – Distance Technology
Master of Business Administration
Master of Science in Library and Information Science
Master of Science in Science of Instruction

Ellis University, Oakbrook Terrace, Illinois
Initial Certification – Distance Technology
Bachelor of Arts in Child Development

Emory University, Atlanta, Georgia
Initial Certification – Distance Technology
Bachelor of Medical Science in Medical Imaging
Master of Business Administration, Modular Executive
Master of Public Health
Doctor of Nursing Practice

Emporia State University, Emporia, Kansas
Initial Certification – Distance Technology
Master of Arts in Teaching English as a Second Language
Master of Education in Teaching
Master of Science in Business Education
Master of Science in Curriculum and Instruction
Master of Science in Instructional Specialist
Master of Science in Rehabilitation Counseling

Faulkner University, Montgomery, Alabama
Initial Certification – Distance Technology
Bachelor of Arts in Humanities
Bachelor of Science in Criminal Justice
Bachelor of Science in Business
Master of Arts in Teaching
Master of Arts in Humanities
Master of Business Administration
Master of Education
Master of Justice Administration
Master of Science in Counseling
Doctor of Humanities

Fuller Theological Seminary, Pasadena, California
Initial Certification – Distance Technology
Master of Arts in Global Leadership
Master of Arts in Intercultural Studies
Master of Arts in Theology and Ministry

Georgetown University, Washington, D.C.
Initial Certification – Distance Technology
Certificate in Project Management
Certificate in Digital Marketing
Certificate in International Business Management
Certificate in Social Media Management
Bachelor of Arts in Liberal Studies
Executive Master of Professional Studies in Global Strategic Communications
Master of Professional Studies in Integrated Marketing Communications

Master of Professional Studies in Sports Industry Management
Doctor of Nursing Practice
Courses: PSYC 001 General Psychology, MATH 040 Probability and Statistics, CCTP 798 Key
Concepts in Technology, IPOL 320 Quantitative Methods: International Politics

Grand Canyon University, Phoenix, Arizona
Initial Certification – Distance Technology
Bachelor of Science in Business Information Systems
Bachelor of Science in Hospitality Management
Education Specialist
Master of Arts in Autism Spectrum Disorders
Master of Arts in Reading
Doctor of Nursing Practice

Hazelden Graduate School of Addiction Studies, Center City, Minnesota
Initial Certification – Distance Technology
Master of Arts in Addiction Counseling: Advanced Practice
Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders

International Sports Sciences Association, Carpinteria, California
Initial Certification – Distance Technology
Associate of Science in Exercise Science

ITT Technical Institute, Carmel, Indiana
Initial Certification – Little Rock Campus
Associate of Applied Science in Computer and Electronic Systems Technology
Associate of Applied Science in Computer Systems Support and Administration
Bachelor of Science in Construction Engineering Technology

Johns Hopkins University, Baltimore, Maryland
Initial Certification – Distance Technology
Master of Arts in Science Writing
Master of Business Administration
Master of Liberal Arts
Master of Science in Food Safety
Master of Science in Geographic Information Systems
Master of Science in Government Analytics
Master of Science in Research Administration

Kaplan University, Davenport, Iowa
Initial Certification – Distance Technology
Medical Assisting Certificate
Recertification – Distance Technology
Associate of Applied Science in Public Administration
Bachelor of Science in Professional Studies

Lindenwood University, St. Charles, Missouri
Initial Certification – Distance Technology
Bachelor of Arts in Business
Bachelor of Arts in Criminal Justice
Bachelor of Arts in General Studies
Bachelor of Science in Nursing
Master of Arts in Education Technology
Master of Arts in Gifted Education K-12
Master of Arts in Leadership
Master of Arts in Nonprofit Administration
Master of Arts in Public Administration
Master of Business Administration
Master of Fine Arts in Writing

Medtech Institute, Orlando, Florida
Initial Certification – Distance Technology
RN to Bachelor of Science in Nursing

Mid-America Christian University, Oklahoma City, Oklahoma
Initial Certification – Distance Technology
Bachelor of Business Administration in Accounting and Ethics
Bachelor of Business Administration in Ethics
Bachelor of Science in Christian Ministries
Bachelor of Science in Criminal Justice Corrections and Ethics
Bachelor of Science in Management Information Systems and Ethics
Master of Science in Counseling

Missouri Southern State University, Joplin, Missouri
Initial Certification – Distance Technology
Bachelor of Science in Environmental Health

National University, La Jolla, California
Initial Certification – Distance Technology
Master of Arts in Teaching

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

Northcentral Technical College, Wausau, Wisconsin
Initial Certification – Distance Technology
Associate of Applied Science in Accounting
Associate of Applied Science in Business Management
Associate of Applied Science in Digital Marketing
Associate of Applied Science in Human Services – Academic
Associate of Applied Science in IT Computer Support Specialist
Associate of Applied Science in IT Software Developer
Associate of Applied Science in Marketing

Associate of Applied Science in Small Business Entrepreneurship
Associate of Applied Science in Supervisory Management
Associate of Applied Science in Video Production

<u>Northwestern University, Evanston, Illinois</u>
Initial Certification – Distance Technology
Master of Arts in Counseling
Master of Arts in Public Policy and Administration
Master of Science in Global Health
Master of Science in Information Systems
Master of Science in Integrated Marketing and Communication
Master of Science in Learning and Organizational Change
Master of Science in Medical Informatics
Master of Science in Predictive Analysis

<u>Nova Southeastern University, Fort Lauderdale, Florida</u>
Initial Certification – Distance Technology
Master of Health Science
Doctor of Health Science
Doctor of Philosophy in Health Science
Doctor of Philosophy in Physical Therapy

<u>Oklahoma Baptist University, Shawnee, Oklahoma</u>
Initial Certification – Distance Technology
Master of Business Administration

<u>Oklahoma Wesleyan University, Bartlesville, Oklahoma</u>
Initial Certification – Distance Technology
Master of Education

<u>Oregon State University, Corvallis, Oregon</u>
Initial Certification – Distance Technology
Bachelor of Science in Sustainability

<u>The Pennsylvania State University, University Park, Pennsylvania</u>
Initial Certification – Distance Technology
Bachelor of Arts in Letters, Arts, and Sciences
Bachelor of Science in Business
Bachelor of Science in Information Sciences and Technology
Bachelor of Science in Organizational Leadership
Bachelor of Science in Psychology
Master of Business Administration
Master of Engineering Management
Master of Geographic Information Systems
Master of Professional Studies in Homeland Security-Homeland Security Base Program
Master of Public Administration

<u>Post University, Waterbury, Connecticut</u>
Initial Certification – Distance Technology
Bachelor of Science in Emergency Management and Homeland Security
Bachelor of Science in International Business
Graduate Certificate in Finance
Master of Education

<u>Prescott College, Prescott, Arizona</u>
Initial Certification – Distance Technology
Master of Education in Educational Leadership, Principalship
Master of Education in Elementary Education
Master of Education in Secondary Education
Master of Science in Counseling
Post-Master Certificate in Counseling/Ecopsychology
Post-Master Certificate in Counseling/Adventure-Based Psychotherapy
Post-Master Certificate in Counseling/Equine-Assisted Mental Health
Post-Master Certificate in Counseling/Expressive Arts Therapy
Post-Master Certificate in Counseling/Somatic Psychology
Doctor of Philosophy in Education/Sustainability Education

<u>Quinnipiac University, Hamden, Connecticut</u>
Initial Certification – Distance Technology
Bachelor of Science in Health Science Studies
Bachelor of Science in Nursing
Master of Business Administration
Master of Science in Business Analytics
Master of Science in Instructional Design
Master of Science in Interactive Media
Master of Science in Organizational Leadership
Master of Science in Teacher Leadership
Doctor of Nursing Practice

<u>Regis University, Denver, Colorado</u>
Recertification – Distance Technology
Bachelor of Arts in Communication
Bachelor of Science in Criminology
Bachelor of Science in Business Technology Management
Master of Business Administration
Master of Science in Accounting
Master of Science in Criminology
Master of Science in Nursing
Doctor of Physical Therapy

<u>Remington College, Little Rock, Arkansas</u>
Initial Certification – Distance Technology
Associate of Applied Science in Paralegal
Bachelor of Applied Science in Criminal Justice

Rutgers, the State University of New Jersey, New Brunswick, New Jersey
Initial Certification – Distance Technology
Bachelor of Science in Labor and Employment Relations
Bachelor of Science in Public Health
Bachelor of Science in Nursing (RN to BSN)
Master of Accountancy in Governmental Accounting
Master of Arts in American Studies
Master of Arts in Criminal Justice
Master of Arts in French Literature
Master of Arts in Global Affairs
Master of Arts in Jazz History
Master of Arts in Liberal Studies
Master of Arts in Political Science
Master of Arts in Teaching in Global Languages
Master of Arts in Teaching in Science
Master of Arts in Teaching in Spanish
Master of Business and Science in Drug Discovery and Development
Master of Business and Science in Supply Chain Management
Master of Engineering in Biomedical Engineering
Master of Engineering in Pharmaceutical Engineering and Science
Master of Education in Adult Education
Master of Education in Language Education
Master of Education in Learning, Cognition, and Development
Master of Library and Information Sciences
Master of Music in Music Education
Master of Public Administration
Master of Science in Behavioral and Neural Sciences
Master of Science in Earth and Environmental Science
Master of Science in Economics
Master of Social Work
Doctor of Nursing Practice

Simmons College, Boston, Massachusetts
Initial Certification – Distance Technology
Master of Science in Library and Information Science

Southeast Missouri State University, Cape Girardeau, Missouri
Initial Certification – Distance Technology
Bachelor of General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Interdisciplinary Studies
Bachelor of Science in Nursing
Bachelor of Science in Technology Management
Master of Arts in Educational Technology
Master of Arts in Teaching of English as a Second Language
Master of Business Administration
Master of Science in Business, Organizational Management
Master of Science in Criminal Justice

Southern Adventist University, Collegedale, Tennessee
Initial Certification – Distance Technology
Master of Business Administration
Master of Global Community Development
Master of Nursing
Master of Science in Nursing/Master of Business Administration (Dual Degree)
Master of Social Work
Doctor of Nursing Practice

South University, Savannah, Georgia
Initial Certification – Distance Technology
Associate of Science in Paralegal Studies
Bachelor of Science in Accounting
Bachelor of Science in Public Relations
Master of Science in Information Systems

Stratford University, Fairfax, Virginia
Initial Certification – Distance Technology
Associate of Applied Science in Business Administration
Associate of Applied Science in Medical Billing and Coding

Strayer University, Washington, D.C.
Initial Certification – Distance Technology
Bachelor of Science in Nursing

Syracuse University, Syracuse, New York
Initial Certification – Distance Technology
Certificate of Advanced Studies in Data Science
Certificate of Advanced Studies in Information Security Management
Certificate of Advanced Studies in Information Systems and Telecommunications
    Management
Certificate of Advanced Studies in School Library Media
Master of Business Administration
Master of Science in Communications
Master of Science in Communications Management
Master of Science in Computer Engineering
Master of Science in Computer Science
Master of Science in Cybersecurity
Master of Science in Electrical Engineering
Master of Science in Engineering Management
Master of Science in Information Management
Master of Science in Library and Information Science
Master of Science in Library and Information Science, School Media
Master of Science in Professional Accounting
Master of Science in Supply Chain Management
Master of Science in Telecommunications and Network Management
Master of Social Science
Doctor of Professional Studies in Information Management

<u>Texas Wesleyan University, Fort Worth, Texas</u>
Initial Certification – Distance Technology
Master of Science in Nurse Anesthesia
Doctorate of Nurse Anesthesia

<u>Trident University International, Cypress, California</u>
Initial Certification – Distance Technology
Master of Arts in Education
Master of Science in Emergency Disaster Management
Master of Science in Information Technology
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Educational Leadership
Doctor of Philosophy in Health Sciences

<u>Union University, Jackson, Tennessee</u>
Initial Certification – Distance Technology
Doctor of Nursing Practice

<u>University of California, Berkeley, Berkeley, California</u>
Initial Certification – Distance Technology
Master of Information and Data Science

<u>University of Cincinnati, Cincinnati, Ohio</u>
Initial Certification – Distance Technology
RT to Bachelor of Science in Respiratory Care Degree Completion
Bachelor of Science in Substance Abuse Counseling
Master of Arts in Speech Language Pathology

<u>University of Florida, Gainesville, Florida</u>
Initial Certification – Distance Technology
Bachelor of Science in Business Administration
Bachelor of Science in Communication Sciences and Disorders
Bachelor of Science in Criminology and Law
Bachelor of Science in Fire and Emergency Services
Bachelor of Science in Health Education and Behavior
Bachelor of Science in Interdisciplinary Studies-Environmental Management
Bachelor of Science in Microbiology and Cell Science
Bachelor of Science in Sport Management
Master of Architectural Studies
Master of Arts in Art Education
Master of Arts in Latin
Master of Arts in Mass Communication
Master of Arts in Urban and Regional Planning
Master of Business Administration
Master of Family, Youth, and Community Sciences
Master of Fisheries and Aquatic Science
Master of Music in Music Education
Master of Education in Curriculum and Instruction

Master of Education in Educational Leadership
Master of Engineering in Aerospace Engineering
Master of Engineering in Electrical and Computer Engineering
Master of Engineering in Environmental Engineering Sciences
Master of Engineering in Materials Science and Engineering
Master of Engineering in Industrial and Systems Engineering
Master of International Construction Management
Master of Latin
Master of Public Health
Master of Science in Aerospace Engineering
Master of Science in Agricultural Education and Communication
Master of Science in Agroecology
Master of Science in Civil Engineering
Master of Science in Computer Engineering
Master of Science in Electrical and Computer Engineering
Master of Science in Entomology and Nematology
Master of Science in Environmental Engineering Sciences
Master of Science in Forest Resources and Conservation
Master of Science in Industrial and Systems Engineering
Master of Science in Materials Science and Engineering
Master of Science in Mechanical Engineering
Master of Science in Soil and Water Science
Master of Science in Nursing
Master of Science in Pharmaceutical Sciences
Master of Science in Veterinary Medical Sciences
Specialist in Education in Curriculum and Instruction
Specialist in Education in Special Education
Doctor of Audiology
Doctor of Education in Curriculum and Instruction
Doctor of Education in Educational Leadership
Doctor of Education in Higher Education Administration
Doctor of Nursing Practice
Doctor of Pharmacy
Doctor of Philosophy in Classical Studies with a specialization in Classical Civilization
Doctor of Philosophy in Classical Studies with a specialization in Latin and Roman Studies

<u>University of Michigan-Flint, Flint, Michigan</u>
Initial Certification – Distance Technology
Bachelor of Science in Nursing
Master of Science in Nursing
Doctor of Anesthesia Practice
Doctor of Nursing Practice

<u>University of Missouri, Columbia, Missouri</u>
Initial Certification – Distance Technology
Bachelor of Educational Studies
Education Specialist

Master of Education in Counseling Psychology
Master of Education in Educational, School, and Counseling Psychology
Master of Science in Agricultural Education
Doctor of Philosophy in Learning, Teaching and Curriculum

University of Missouri-Kansas City, Kansas City, Missouri
Initial Certification – Distance Technology
Certificate in Educational Foundations
Bachelor of Liberal Arts
Bachelor of Science in Dental Hygiene
Bachelor of Science in Nursing
Graduate Certificate in Community College Leadership
Master of Arts in Curriculum and Instruction in Multicultural Education
Master of Science in Dental Hygiene Education
Master of Science in Nursing
Post Master's Certificate in Nurse Educator
Educational Specialist in Education Administration
Doctor of Nursing Practice
Doctor of Philosophy in Nursing

University of Nebraska at Kearney, Kearney, Nebraska
Initial Certification – Distance Technology
Master of Arts in Education, Art Education
Master of Arts in Education, Curriculum and Instruction
Master of Arts in Education, Curriculum Supervisor of Academic Area
Master of Arts in Education, Music Education
Master of Arts in Education, Physical Education
Master of Arts in Education, Reading
Master of Arts in Education, School Principalship
Master of Arts in Education, Special Education
Master of Arts in Education, Supervisor of Special Education
Master of Science in Education, Instructional Technology
Master of Science in Education, Science/Math Education
Doctor of Education in School Superintendent

University of Nebraska at Omaha, Omaha, Nebraska
Initial Certification – Distance Technology
Bachelor of Science in Education, School Library Media
Bachelor of Science in Education, Library Science
Master of Science in Elementary Education
Master of Science in Reading
Master of Science in Secondary Education
Master of Science in Special Education

University of New England, Biddeford, Maine
Initial Certification – Distance Technology
Master of Education
Master of Public Health

Master of Social Work
Continuing Education Courses
Educational Leadership Certificate

University of New Haven, West Haven, Connecticut
Initial Certification – Distance Technology
Bachelor of Science in Professional Studies

University of the People, Pasadena, California
Initial Certification – Distance Technology
Associate of Science in Business Administration
Associate of Science in Computer Science
Bachelor of Science in Business Administration
Bachelor of Science in Computer Science

University of Phoenix, Phoenix, Arizona
Initial Certification – Distance Technology
Addictions Certificate
Family and Child Services Certificate
Gerontology Certificate
Human Services Management Certificate
Associate of Arts in Education
Associate of Arts in Human Services
Bachelor of Science in Criminal Justice Administration
Bachelor of Science in Health Administration
Bachelor of Science in Management
Bachelor of Science in Security Management
Master of Business Administration, Concentration in Finance
Master of Health Administration/Master of Business Administration, Gerontology
    Concentration, Informatics Concentration, Sustainability Management
    Concentration, Human Resources Concentration, Project Management
    Concentration
Master of Science in Psychology, Industrial Organizational Psychology Concentration

University of South Dakota, Vermillion, South Dakota
Initial Certification – Distance Technology
Master of Arts in Addiction Studies

University of Texas at El Paso, El Paso, Texas
Initial Certification – Distance Technology
Master of Science in Nursing – Nurse Practitioner

University of Wisconsin-Green Bay, Green Bay, Wisconsin
Initial Certification – Distance Technology
Bachelor of Applied Science in Interdisciplinary Studies
Bachelor of Arts in Interdisciplinary Studies
Bachelor of Business Administration
Bachelor of Science in Health Information Management and Technology

Bachelor of Science in Nursing
Master of Science in Nursing
Master of Science in Sustainable Management

<u>University of Wisconsin-Stout, Menomonie, Wisconsin</u>
Initial Certification – Distance Technology
Bachelor of Science in Information and Communication Technology
Bachelor of Science in Professional Communications and Emerging Management
Bachelor of Science in Sustainable Management
Master of Science in Hospitality Strategy
Master of Science in Operations and Supply Management
Master of Science in Sustainable Management
Professional Science Masters in Conservation Biology
Graduate Certificate in E-Learning and Online Teaching
Graduate Certificate in Instructional Design
Master of Science in Education

<u>Vista College, Richardson, Texas</u>
Initial Certification – Fort Smith Campus
Dental Assistant Diploma
Electrical Technician Diploma
Heating, Ventilation, and Air Conditioning Diploma
Industrial Maintenance Mechanic Diploma
Massage Therapy Diploma
Patient Care Technician Diploma
Initial Certification – Distance Technology
Associate of Applied Science in Business Administration
Associate of Applied Science in Criminal Justice
Associate of Applied Science in Information Technology
Associate of Applied Science in Medical Insurance Billing
Associate of Applied Science in Medical Office Specialist
Associate of Applied Science in Paralegal

<u>Walden University, Baltimore, Maryland</u>
Recertification – Distance Technology
Doctor of Business Administration
Doctor of Philosophy in Health Services
Doctor of Philosophy in Human Services
Doctor of Philosophy in Public Health

<u>Western Governors University, Salt Lake City, Utah</u>
Initial Certification – Distance Technology
Bachelor of Arts in Science (Teaching Grades 5-12)
Bachelor of Science in Health Informatics
Bachelor of Science in Nursing (RN to BSN)
Bachelor of Science in Information Technology
Post-Baccalaureate Teacher Preparation
Master of Arts in Mathematics Education

Master of Arts in Science Education
Master of Business Administration in Management and Strategy
Master of Education in Instructional Design
Master of Science in Curriculum and Instruction
Master of Science in Information Security and Assurance
Master of Science in Learning and Technology
Master of Science in Nursing
Master of Science, Nursing Education
Master of Science in Nursing, Leadership and Management

Westminster College, Fulton, Missouri
Initial Certification – Distance Delivery
Courses:
ACC 216 Principles of Managerial Accounting
BUS 220 Fundamental Management
BUS 230 Personal Finance
BUS 250 Principles of Marketing
BUS 326 Human Resource Management
BUS 330 Advertising
CHM 105 Introduction to Chemistry
CLA 215 Mythology
CLS 100 College Learning Strategies
ECN 110 Introduction to Economics
ECN 211 Principles of Macroeconomics
ECN 300 Introduction to Health Economics
EDU 221 Educational Psychology
EDU 230 Child Growth and Development
EDU 231 Education of Exceptional Individual
EDU 385 Diversity in Education
GOG 101 Introduction to Geography
HES 240 Introduction to Global Public Health
HES 251 Introduction to Nutrition
HIS 103 History of US to 1890
HIS 200 Introduction to Museum Work
HUM 277 Spanish Civilization
MUS 205 Music in West World
NSC 305 Survey History of Science
PHL 101 Introduction to Philosophy
POL 300 National Security Law
REL 102 World Religions
SEC 300 Issues in Homeland Security
SPE/WGS 203 Interpersonal Communication
WGS 210 Introduction to Women's Studies

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

<u>William Woods University, Fulton, Missouri</u>
Initial Certification – Distance Technology
Bachelor of Science in American Sign Interpretation-English

<u>Wright Career College, Overland Park, Kansas</u>
Initial Certification – Distance Technology
Associate of Applied Science in Personal Training and Fitness
Associate of Applied Science in Business Administration
Associate of Applied Science in Health Care
Associate of Applied Science in Network and Security
Associate of Applied Science in Computer Information Systems
Bachelor of Science in Business Administration
Bachelor of Science in Health Care Administration
Bachelor of Science in Computer Information Systems & Analysis