

The seal of the State of Arkansas is a circular emblem. It features a central figure of a woman holding a scale and a sword, surrounded by stars and rays. Below her is a shield with various symbols, including a plow and a sheaf of wheat. The outer ring of the seal contains the text "GREAT SEAL OF THE STATE OF ARKANSAS".

Arkansas Higher Education Coordinating Board

Regular Quarterly Meeting

October 30, 2015

**ARKANSAS HIGHER EDUCATION
COORDINATING BOARD
REGULAR QUARTERLY MEETING**

**Arkansas Department of Higher Education
Five Main Place Building
423 Main Street
Little Rock, AR 72201**

SCHEDULE

Friday, October 30, 2015

Call to Order at 8:30 a.m.

Pledge of Allegiance

Moment of Silence

Committee Meetings

Convene Coordinating Board Meeting

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

ARKANSAS HIGHER EDUCATION COORDINATING BOARD REGULAR QUARTERLY MEETING

Friday, October 30, 2015

Arkansas Department of Higher Education

AGENDA

I. EXECUTIVE

- *1. Approve Minutes of the July 30 Regular Meeting and September 21 Special Meeting
- *2. Appointment of Nominating Committee (Chairman Bob Crafton)
- *3. Approval of 2016 Coordinating Board Meeting Schedule (Dr. Brett Powell)
- 4. Agency Updates (Dr. Powell)
- *5. Prevention of Unplanned Pregnancies on Campuses (Dr. Powell)
- *6. Higher Education Master Plan (Dr. Powell)
- 7. Report on Academic Program Deletions (Dr. Tim Atkinson)

*FINANCE

- *8. Operating Recommendations for 2016 – 17 Fiscal Year (Ms. Tara Smith)
- *9. Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)
- *10. Report of 2014 – 15 Intercollegiate Athletic Revenues and Expenditures (Mr. Jake Eddington)
- 11. Bond/Loan Feasibility Update (Ms. Chandra Robinson)
- 12. Maintenance Report (Ms. Robinson)

III. ACADEMIC

- *13. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 14. Letters of Notification (Ms. Lillian Williams)
- 15. Letters of Intent (Ms. Williams)

FINANCE COMMITTEE

**Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Boardroom
Friday, October 30, 2015
8:30 a.m.**

Finance Committee

Horace Hardwick, Chair
Dr. Charles Allen
Chris Gilliam

Sherrel Johnson
Greg Revels
Sam Sicard
Bob Crafton, Ex officio

AGENDA

- *8. Operating Recommendations for 2016 – 17 Fiscal Year (Ms. Tara Smith)
- *9. Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)
- *10. Report of 2014 – 15 Intercollegiate Athletic Revenues and Expenditures (Mr. Jake Eddington)
- 11. Bond/Loan Feasibility Update (Ms. Chandra Robinson)
- 12. Maintenance Report (Ms. Robinson)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Boardroom
Friday, October 30, 2015
9:15 a.m.

Academic Committee

Dr. Olin Cook, Chair

Dr. Jim Carr

Florine Milligan

Ben Pickard

Dr. Michael Stanton

Bob Crafton, Ex officio

CONSENT AGENDA

- *13. Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)
- 14. Letters of Notification (Ms. Lillian Williams)
- 15. Letters of Intent (Ms. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
July 31, 2015

Minutes of Meeting

The July 31, 2015, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at the Arkansas Department of Higher Education (ADHE) in Little Rock. 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
Dr. Charles Allen
Dr. Jim Carr
Dr. Olin Cook
Chris Gilliam
Florine Milligan
Ben Pickard
Greg Revels
Mary Anne Salmon
Sam Sicard

Coordinating Board absent:

Sherrel Johnson

Department staff present:

Dr. Brett Powell, Director
Harold Criswell, Senior Associate Director of Administration and Finance
Ann Clemmer, Senior Associate Director for Academic Affairs
Rick Jenkins, Associate Director for Planning and Accountability
Tara Smith, Senior Associate Director for Institutional Finance
Jake Eddington, Program Specialist for Institutional Finance
Alana Boles, Program Specialist for Academic Affairs
Nichole Abernathy, Executive Assistant

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

Chairman Crafton welcomed his distinguished guests to the meeting and then asked everyone to stand for the pledge of allegiance and a brief moment of silence.

Next, he introduced new AHECB member Dr. Jim Carr of Searcy. Dr. Carr replaced Sarah Argue whose term expired May 1. Chairman Crafton also introduced Dr. Rex Horne, the new executive director of Arkansas' Independent Colleges and Universities.

Agenda Item No. 1
Approval of Minutes

Horace Hardwick moved to approve Agenda Item No. 1. Mary Anne Salmon seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Agency Updates

Institutional Leadership Changes

Powell announced that Dr. Keith Pinchback is the new chancellor at Phillips Community College and starting on August 1, Dr. Debra West would be the first chancellor at Arkansas State University Mid-South. He also announced that former Ouachita Baptist University president Dr. Rex Horne is now the president of Arkansas' Independent Colleges and Universities. Dr. Charles Wright is the interim president at OBU.

ADHE Personnel Changes

Dr. Tim Atkinson is the new senior associate director for research and technology at ADHE. Atkinson was formerly the president of the Arkansas Science and Technology Authority (ASTA).

Callan Callaway, previously in the institutional finance department, is currently in charge of securing payments and reimbursements from ADHE's loan repayment programs.

Lisa Smith, ADHE outreach coordinator, will now serve as the outreach and communications coordinator.

Powell also announced that financial aid coordinator Kristi Rainwater resigned on August 7 to relocate to El Dorado.

Faculty Performance Reviews

Colleges and universities are required to conduct faculty performance reviews under Arkansas Code Annotated §6-63-104 and AHECB policy 5.5. ADHE staff is required to monitor faculty evaluation processes adopted at Arkansas public institutions and report annually to the AHECB and Legislative Council. All institutions conducted faculty performance reviews during 2014-15 using a variety of methods including assessment by students, classroom visits by administrators, peer review, and self-evaluation activities.

Regional Workforce Grants

This initiative creates three successive grant programs; a planning grant, an implementation grant and a continuation grant, said Powell. On May 1, the grant guidelines were approved. The letters of intent are due from the institutions by August 1 and the grant proposals are due by September 1, said Powell. Finally, the award notices will be sent by October 1. There is up to \$2 million in planning grant funds available to the institutions.

Chairman Crafton asked if both public and independent institutions could apply for the grants. Powell said yes.

Mary Anne Salmon asked if ADHE received more proposals from the two-year institutions or four-year institutions, or if they were equal. Powell said primarily two-year institutions, because the grants are centered on their existing programs.

Legislative Update

Representative Leding will begin a student loan debt study to exam the impact of student loans on students in September, said Powell. He is not focused solely on higher education institutions. He will also look at federal legislation and college savings bonds.

Powell announced that Representative Mark Lowery and Senator Jane English will lead the Higher Education Realignment Task Force, which came out of the 90th general assembly. The task force will identify if there are any redundancies, efficiencies, or a need for greater accountability in the higher education system. Powell noted that ADHE was asked to assist this task force.

2016 Fiscal session

Powell said that the 2016 fiscal session dates have changed. He noted that the timeline for information due to ADHE will remain the same. Tara Smith will send out requests for operating budgets and personnel recommendations soon, said Powell.

SHEEO Annual Meeting

Powell stated that he attended the SHEEO annual meeting and learned that Arkansas is not alone in their lack of educational attainment. Other states are dealing with some of the same issues. He also discussed the US Department of Education report, the National Student Clearinghouse and the Kentucky College Readiness program.

Agenda Item No. 3
Amendment to the
Performance Funding Outcomes

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 directs the Department of Higher Education to develop an outcome-centered component of the funding formula for colleges and universities by December 31, 2011. Beginning in 2013-14 the funding recommendations will be 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 will begin with five percent based on outcome-centered measures, increasing by five percent (5%) each year to reach twenty-five percent (25%) in 2017-18. **Act 1397 of 2013 was later implemented so that the funding component of the outcome-centered formula shall not progress beyond the 2014-2015 school year, or ten percent (10%), 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. Also, in any fiscal year that the aggregate general revenue funding forecast for higher education institutions is less than the amount in the 2012-2013 fiscal year, the Department of Higher Education will not further implement the funding component until such time as the aggregate general revenue is restored to the 2012-2013 fiscal year level.** The Director and staff at the Department of Higher Education worked with the presidents, chancellors and key staff at the universities and colleges, along with the Executive Director and key staff at the Arkansas Association of Two-Year Colleges, to develop the university and college performance measures.

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the amendment to the performance measures described in this agenda item for outcome-centered components in implementing the provisions of Act 1203 of 2011 and Act 1397 of 2013.

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

Agenda Item No. 4
Report on 2014 Fall College-Going Rate

The college-going rate measures the proportion of students enrolling in postsecondary education in the fall semester after finishing high school, in most cases, immediately after high school. Since most students enrolling in postsecondary education do so immediately after completing high school, the college-going rate is an indicator of the total proportion that will or did enroll in postsecondary education. The percentage, therefore, reflects the accessibility of higher education as well as students' assessments of the value of attending college when compared to working, entering the military, traveling, or following other pursuits.

The college-going rate (CGR) for all Arkansas public and independent institutions for the 2014 Fall term was 50.1 percent. This represents a decrease of 1.3 percentage points from the previous fall term. The share of CGR students at 4-Year Universities has decreased from 31.5 percent to 31.0 percent (a decrease of 0.5 percentage points). The share of CGR students at 2-Year Colleges has decreased from 17.6 percent to 16.2 percent (a decrease of 1.4 percentage points). The share of CGR students at Private/Independent Institutions has decreased from 3.3 percent to 2.9 percent (a decrease of 0.4 percentage points). The majority of CGR students attend 4-Year Universities.

Rick Jenkins noted that an error was discovered in the methodology that has been used the last few years and it has been corrected. The error caused the previously reported college-going rate to be slightly higher than it actually should have been.

Mary Anne Salmon asked if the college-going rate dropped just this year. Jenkins explained that the rate started trending down in 2012.

Horace Hardwick asked how this breaks out between the two-year and four-year institutions. Jenkins said the data can explain what is happening but not necessarily why it's happening.

Agenda Item No. 5

Certification of Intercollegiate Athletic Budgets for 2015-16

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

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2015-16 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Chris Gilliam asked if the athletic fees remained the same every year or if they continually climbed. Tara Smith said they have had slight increases over the years, which is not uncommon. This is a means for the institutions to meet their expenditure demands for their athletic programs, she said.

Greg Revels moved to recommend the approval of Agenda Item No. 5 to the full Board for consideration. Chris Gilliam seconded and the Committee approved.

Agenda Item No. 6
Economic Feasibility of Bond Issue
Arkansas Northeastern College

Arkansas Northeastern College requests approval of the economic feasibility of plans to issue bonds not to exceed \$5.105 million with a term of thirty (30) years at an annual interest rate not to exceed 4.50 percent. Proceeds from the bond issue will be used for educational and general purposes. Arkansas Northeastern College Board of Trustees approved this financing at its meeting on June 17, 2015.

In accordance with board policy, Arkansas Northeastern College will sustain a building maintenance fund to be supported by millage revenue. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges recommendation. The current APPA recommendation is \$2.50 per gross square foot for educational and general facilities. Based on a total of 80,000 square feet, \$200,000 will be transferred annually.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Northeastern College to issue bonds in an amount not to exceed \$5.105 million with a term of thirty (30) years at an estimated interest rate not to exceed 4.50 percent for the construction and equipping of the College's Center for Allied Technologies and pay the expenses of issuing the 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 Arkansas Northeastern College of the Coordinating Board's resolution.

There were no questions.

Greg Revels moved to recommend the approval of Agenda Item No. 6 to the full Board for consideration. Chris Gilliam seconded and the Committee approved.

Agenda Item No. 7
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$1.25 million with a term of thirty (30) years at an annual interest rate not to exceed 4.75 percent. Proceeds from the bond issue will be used for auxiliary purposes. Arkansas Tech University Board of Trustees approved this financing at its meeting on June 18, 2015.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October of 2010. This project does not provide additional square footage to the campus.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds in an amount not to exceed \$1.25 million with a term of thirty (30) years at an estimated interest rate not to exceed 4.75 percent to renovate Wilson Residence Hall on the campus of Arkansas Tech University.

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 Tech University of the Coordinating Board's resolution.

Horace Hardwick asked if agenda items 7 – 9 were for the same projects. Chandra Robinson explained that agenda items 7 and 9 are for the Wilson Residence Hall; however, agenda 8 is not.

Chris Gilliam moved to recommend the approval of Agenda Item No. 7 to the full Board for consideration. Greg Revels seconded and the Committee approved.

Agenda Item No. 8
Economic Feasibility of Bond Issue
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to issue bonds not to exceed \$2.0 million with a term of five (5) years at an annual interest rate not to exceed 3.0 percent. Proceeds from the bond issue will be used for educational and general purposes. Arkansas Tech University Board of Trustees approved this financing at its meeting on June 18, 2015.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October of 2010. This project does not provide additional square footage to the campus.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds in an amount not to exceed \$2.0 million with a term of five (5) years at an estimated interest rate not to exceed 3.0 percent for upgrading computer hardware in the University's computer center.

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 Tech University of the Coordinating Board's resolution.

There were no questions.

Dr. Charles Allen moved to recommend the approval of Agenda Item No. 8 to the full Board for consideration. Chris Gilliam seconded and the Committee approved.

Agenda Item No. 9
Economic Feasibility of Loan Issue
Arkansas Tech University

Arkansas Tech University requests approval of the economic feasibility of plans to obtain a loan not to exceed \$1.0 million with a term of ten (10) years at an annual interest rate not to exceed 4.0 percent. Proceeds from the bond issue will be used for auxiliary purposes. Arkansas Tech University Board of Trustees approved this financing at its meeting on June 18, 2015.

In accordance with board policy, any proceeds from bonds that require AHECB approval, which are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October of 2010. This project does not provide additional square footage to the campus.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas Tech University to issue bonds in an amount not to exceed \$1.0 million with a term of ten (10) years at an estimated interest rate not to exceed 4.0 percent to renovate Wilson Residence Hall on the campus of Arkansas Tech University.

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 Tech University of the Coordinating Board's resolution.

Chairman Crafton asked if ATU was getting the best interest rate available for all three projects. Robinson said, yes. After receiving their board's approval, they do market testing to check for the best interest rates available.

Chris Gilliam moved to recommend the approval of Agenda Item No. 9 to the full Board for consideration. Dr. Charles Allen seconded and the Committee approved.

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

The University of Arkansas, Fayetteville requests approval of the economic feasibility of plans to issue bonds not to exceed \$8.0 million with a term of thirty (30) years at an annual interest rate not to exceed 5.50 percent. Proceeds from the bond issue will be used for educational and general (E&G) and auxiliary purposes. The University of Arkansas Board of Trustees approved this financing at its meeting on May 21, 2015.

In accordance with board policy, the University of Arkansas, Fayetteville will sustain a building maintenance fund to be supported by tuition and fee revenue. These funds will be held in a separate account for the maintenance of the new facilities by transferring annually to plant funds based on the Association of Physical Plant Administrators (APPA) of Universities and Colleges recommendation. The current APPA recommendation is \$1.25 per gross square foot for educational and general facilities. Note that the square footage for the Lambda Chi Alpha renovation is 22,446 sq. ft., but less than 1,000 sq. ft. is new. Therefore, based on an estimate of 1,000 new square footage, \$1,250 will be transferred annually.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for the University of Arkansas, Fayetteville to issue bonds in an amount not to exceed \$8.0 million with a term of thirty (30) years at an estimated interest rate not to exceed 5.50 percent for educational and general to fund a utility infrastructure expansion with an approximate 5,300 lineal feet (LF) of buried, six inch, wrapped steel pipe for a high pressure, natural gas service line to accommodate a 5 megawatt (MW) gas turbine generator being installed on campus and for auxiliary purposes to renovate and construct (1) housing for Lambda Chi Alpha Fraternity, (2) housing for the Pi Kappa Alpha Fraternity, and (3) other capital improvements and infrastructure and various equipment for auxiliary purposes if proceeds are available.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas, Fayetteville 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
Institutional Certification Advisory Committee

Initial Program Certification-Distance Technology

RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1-6 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.

Argosy University, Orange, California
Art Institute of Pittsburgh, Pittsburgh, Pennsylvania
Bryant and Stratton College, Orchard Park, New York
Columbia Southern University, Orange Beach, Alabama
Georgetown University, Washington, D.C.
Johns Hopkins University, Baltimore, Maryland
Kaplan University, Davenport, Iowa
Post University, Waterbury, Connecticut
Remington College, Little Rock, Arkansas
South University, Savannah, Georgia
Strayer University, Washington, D.C.
University of Wisconsin-Stout, Menomonie, Wisconsin
Vista College, Richardson, Texas

Initial Program Certification - Arkansas Campus

Vista College, Richardson, Texas – Fort Smith Campus

New Institutions – Distance Technology

Adler University, Chicago, Illinois

California State University, Northridge, Northridge, California

Lindenwood University, St. Charles, Missouri

University of Michigan-Flint, Flint, Michigan

Mary Anne Salmon moved to recommend Agenda Items No. 5 - 11 to the full Board for consideration. Dr. Olin Cook seconded and the Committee approved.

Agenda Items No. 12 & 13 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 12-1 through 12-20 and in the Letters of Intent on pages 13-1 through 13-16 of the agenda book.

Agenda Item No. 14 Report of Nominating Committee

The Nominating Committee (Chair, Mary Anne Salmon, Horace Hardwick and Greg Revels) made the following recommendations on the slate of Board officers for 2015-16 (Sherrel Johnson as Secretary of the Coordinating Board and as Vice President of the State Board of Higher Education Foundation Supervisory Committee).

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

Report of the Committees

Horace Hardwick presented the report of the Finance Committee and moved approval of Agenda Items 5 – 10. The Board approved.

Ben Pickard voiced concern regarding athletic spending. He said while he does support intercollegiate athletics, he believes the student fees are too high and he urges the institutions to look at them.

Dr. Olin Cook expressed concern regarding faculty salaries. He asked the board to compare faculty salaries to SREB states and share this information with the legislature.

Chairman Crafton noted that he shared both board members concerns regarding the athletic fees and the faculty salaries. He asked Dr. Powell if ADHE staff could provide a report regarding faculty salaries. Dr. Powell said yes.

Dr. Olin Cook presented the report of the Academic Committee and moved approval of Agenda Item 11. The Board approved.

Greg Revels discussed the possibility of eliminating the finance and academic committee meetings.

Dr. Joel Anderson, President of the University of Arkansas at Little Rock, commented that on rare occasions, it has been necessary for the finance committee to meet, in between board meetings, to approve bond issues.

Chairman Crafton said that he would look at all of the information and decide something. However, the committees would remain the same for now.

Remarks by Presidents and Chancellors

Mary Anne Salmon announced that Governor Asa Hutchinson was named the president of the Southern Regional Education Board (SREB).

Chairman Crafton announced that Governor Hutchinson would address the Presidents Council at their next meeting on Tuesday, September 1 at the Arkansas Department of Higher Education (ADHE) in Little Rock. The next Coordinating Board meeting would be at ADHE on October 30, 2015.

With no further comments, the meeting adjourned at 10:26 a.m.

Nichole Abernathy

APPROVED:

Sherrel Johnson, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
September 21, 2015

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Monday, September 21, 2015. The purpose of the meeting was to consider the economic feasibility of loan issue for Arkansas State University - Jonesboro. The meeting convened at 3:30 p.m. with a quorum present.

Coordinating Board present:

Bob Crafton, Chair
 Horace Hardwick, Vice Chair
 Dr. Jim Carr
 Dr. Olin Cook
 Florine Milligan
 Ben Pickard
 Greg Revels

Coordinating Board absent:

Dr. Charles Allen
 Chris Gilliam
 Sherrel Johnson
 Sam Sicard
 Dr. Michael Stanton

Department staff present:

Dr. Brett Powell, Director
 Harold Criswell, Senior Associate Director of Administration and Finance
 Tara Smith, Senior Associate Director for Institutional Finance
 Nichole Abernathy, Executive Assistant

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

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

Agenda Item No. 1
 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 \$8.0 million with a term of up to eight (8) years at an annual interest rate not to exceed 5.0 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 August 27, 2015.

The New York Institute of Technology (NYIT) will lease the renovated space to provide a new Doctor of Osteopathy program. Revenues generated by the NYIT

program will ultimately reimburse ASUJ for the entire renovation cost. The full cost of the project is estimated at \$12,600,000.

RESOLVED, That the Arkansas Higher Education Coordinating Board considers economically feasible plans for Arkansas State University-Jonesboro to obtain a loan not to exceed \$8.0 million with a term of up to eight (8) years at an expected annual interest rate not to exceed 5.0 percent to renovate and modernize Wilson Hall including the reconfiguration of building infrastructure for new laboratories and learning environments and safety, technology, and ADA improvements.

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 System, and the Chancellor of Arkansas State University – Jonesboro of the Coordinating Board’s resolution.

Chairman Crafton asked if the existing debt service was an annual debt service. Tara Smith said yes.

Horace Hardwick referenced the language “Revenues generated by the NYIT program will ultimately reimburse ASUJ for the entire renovation cost,” and questioned what that meant. Dr. Charles Welch said that ASUJ would receive revenues from the NYIT for approximately 6 ½ years that will ultimately far exceed the total cost of the project. Welch noted that in three years, the revenues would cover the full debt service. The rest will be straight additional revenues to the university for as long as they remain on our campus.

Greg Revels moved to recommend Agenda Item No. 1 to the Full Board for consideration. Horace Hardwick seconded, and the Committee unanimously approved.

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

Report of the Committee

Horace Hardwick presented the report of the Finance Committee and moved approval of Agenda Item 1. Florine Milligan seconded the motion and the Board unanimously approved.

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

Chairman Crafton thanked everyone for participating in the meeting and announced that the next meeting would be October 30, 2015, at the Department of Higher Education in Little Rock.

With no further comments, the meeting adjourned at 3:41 p.m.

APPROVED:

Nichole Abernathy

Sherrel Johnson, Secretary

Agenda Item No. 2
Higher Education Coordinating Board
October 30, 2015

**APPOINTMENT OF NOMINATING COMMITTEE
FOR 2016-17 BOARD OFFICERS**

Chairman Bob Crafton will appoint members of the Arkansas Higher Education Coordinating Board nominating committee at the October 30, 2015 meeting. The nominating committee will recommend Board officers for 2016-17 at the January 29, 2016 meeting.

**HIGHER EDUCATION COORDINATING BOARD
2016 MEETING SCHEDULE**

The Arkansas Higher Education Coordinating Board meets quarterly to act upon Board initiatives and to respond to campus proposals. The proposed 2016 schedule for these regular quarterly meetings follows:

January 29, 2016	Arkansas Department of Higher Education Little Rock
April 21 – 22, 2016	National Park College Hot Springs
July 29, 2016	Arkansas Department of Higher Education Little Rock
October 28, 2016	Arkansas Department of Higher Education Little Rock

The following resolution is suggested:

RESOLVED, That the Arkansas Higher Education Coordinating Board agrees to the following dates for regular quarterly meetings during 2016: January 29, April 22, July 29, and October 28.

FURTHER RESOLVED, That the Board expresses its appreciation and accepts the invitations to meet in January at the Arkansas Department of Higher Education in Little Rock, in April at National Park College in Hot Springs, in July at the Arkansas Department of Higher Education in Little Rock, and in October at the Arkansas Department of Higher Education in Little Rock.

Agenda Item No. 4
Higher Education Coordinating Board
October 30, 2015

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.

PREVENTION OF UNPLANNED PREGNANCIES ON CAMPUSES

Background

Act 943 of 2015 requires the Arkansas Higher Education Coordinating Board (AHECB) to develop an action plan to address the prevention of unplanned pregnancy. The work shall be a collaborative effort with all public universities and community colleges and will focus on older teens (18 and 19 years old) who are unmarried. Act 943 requires this action plan to be developed and presented to the Legislative Council no later than November 3, 2015.

The Director and staff at the Arkansas Department of Higher Education (ADHE) worked with presidents, chancellors, legislators, professors, faculty, student affairs officers, nurses, college students, along with the Executive Director of the Women's Foundation of Arkansas, to develop an action plan to address unplanned pregnancies on campuses.

Action Plan

The work group surveyed Arkansas institutions and looked at neighboring states and national groups as to how they are addressing unplanned pregnancies on campus. Based on these results, an action plan was developed.

The action plan identifies the following:

- The benefit of incorporating unplanned pregnancy prevention information for students into student orientation and with student advisors.
- The possibility of integrating information that is recognized as medically accurate by the American Congress of Obstetricians and Gynecologists about the prevention of unplanned pregnancy into academic courses if and when appropriate.
- Opportunities to raise awareness and provide resources about the prevention of unplanned pregnancies across the student populations.
- Opportunities for current students to reach out to younger teens to serve as mentors or role models of successful behaviors and healthy choices, including opportunities for outreach during summer vacation or during traditional after-school hours for grades kindergarten through twelve (K-12).
- Private or federal grants available to address the prevention of unplanned pregnancy and promote student success, including any partnerships necessary to compete for such grants.
- Collaborations with the Department of Health or federally qualified health centers to promote access to care.
- Child care, transportation, financial aid and other challenges specific to existing single parents.

- Other topics or issues relating to the prevention and reduction of unplanned pregnancies among older teens.

The action plan will be presented on November 3, 2015 to the Legislative Council by the staff of ADHE and a representative from the working group.

The following resolution is offered for the Board's consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the prevention of unplanned pregnancies on college and university campuses action plan as described in this agenda item in implementing the provisions of Act 943 of 2015.

FURTHER RESOLVED, That the Arkansas Higher Education Coordinating Board shall report on the status of the action plan annually to the chair of both House and Senate Public Health, Welfare and Labor and the chair of both Senate and House Education Committees.

HIGHER EDUCATION MASTER PLAN

A.C.A. § 6-61-205 states that in order to promote a coordinated system of higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education, the Arkansas Higher Education Coordinating Board shall have the power and duty to accept responsibility for continuous master planning.

This plan shall include all senior colleges and universities which are state supported, community colleges, branches of state-supported institutions, independent or private colleges and universities, proprietary institutions, and postsecondary efforts of area vocational-technical schools.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Closing the Gap 2020: A Master Plan for Arkansas Higher Education as prepared in accordance with A.C.A. § 6-61-205.



Presented to the Arkansas Higher Education Coordinating Board

October 30, 2015

Closing the Gap 2020: A Master Plan for Arkansas Higher Education
Executive Summary

Objective

This five year planning cycle is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, we will reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 40% over 2013-2014 academic year levels.

	<u>Credentials Awarded</u> <u>2013-14 Academic Year</u>	<u>% Increase</u>	<u>Credentials Awarded</u> <u>2019-20 Academic Year</u>
Career & Technical			
Certificates	10,472	61%	16,880
Associates Degrees	8,685	36%	11,860
Bachelor’s Degrees	<u>15,277</u>	28%	<u>19,520</u>
	34,434	40%	48,260

Supporting Goals

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.

- Reduce the percentage of students needing remediation to prepare them for college-level course work
- Reduce the time needed for students to complete remedial requirements
- Raise first year retention rates of students to SREB regional averages

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.

- Reduce the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work
- Improve communication of the value of higher education to non-traditional students

GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%.

- Raise the overall college-going rate for all student groups by 5% from 50.1% to 55.1%
- Raise the underserved student college-going rate to equal that of other students
- Raise completion rates of underserved student groups equal to other students

GOAL 4: Improve College Affordability through Effective Resource Allocation

- Reduced time to degree for students
- Allocate 25% of state scholarship funds to need-based programs
- Re-allocate institutional spending to maximize efficiency and effectiveness

Implementation Plans

Best Practices Consortia

The objective of these consortia is for institutions to share ideas about successful programs that can be implemented on a broader scale and to generate innovative strategies which respond to the goals and objectives of the plan.

Institutional Funding Formulas

An outcomes-based funding model whereby institutions would receive funding based on achievement of specific outcomes which align with the plan and incentive funding when benchmarks are exceeded.

State Scholarship Programs

State scholarship programs, a critical component of affordability, should align with the goals of this plan. Along with merit-based programs, need-based grants should be considered to encourage enrollments by adults and underserved student groups. However, scholarship funding only addresses the financial needs of these students and should be part of a broader package of services geared toward removing barriers to success.



<http://www.adhe.edu/institutions/higher-education-master-plan/>

Closing the Gap 2020 Planning Framework



Closing the Gap 2020: A Master Plan for Arkansas Higher Education

Objective

The objective of this five year plan for Arkansas higher education is to increase educational attainment by 2020 in order to close the gap between workforce needs and attainment levels. Progress will be measured by comparing the percentage of Arkansans holding a certificate or degree, as determined by U.S. census estimates, to the workforce skills needs, as determined by job projections in the publication “Recovery: Job Growth and Education Requirements through 2020.”

Through implementation strategies resulting from this plan related to adult enrollments, minority student enrollments, student preparedness and student completion, Arkansas institutions will close this attainment gap by increasing the total number of credentials awarded annually by 40% over those of the 2013-14 academic year. However, as the projected workforce needs summarized below indicate, these increases should not be evenly distributed across all credential levels. The greatest needs indicated by employment projections are technical certificates, followed by associate’s degrees, then bachelor degrees. Goals for credential awards in the 2019-20 academic year are as follows:

	2019-2020
	<u>Awards</u>
Technical Certificates	16,880
Associate’s Degrees	11,860
Bachelor’s Degrees	<u>19,520</u>
Total	<u>48,260</u>

This will increase the number of credential holders in Arkansas by approximately 41,000 thereby closing the attainment gap by 17%, and setting the stage for more dramatic increase during the 2020-2025 planning period. This five year planning cycle is an important component of the long-term objective to reach a 60% post-secondary attainment rate in Arkansas, an increase from the current estimate of 43.4%.

This five-year plan is designed to respond to three fundamental questions.

- What are the state’s goals and expectations for its higher education system based on needs of students, employers, and economic indicators?
- How should higher education be financed to best promote these goals and expectations?
- How should the higher education system be held accountable for meeting these goals and expectations?

Baseline data

2013 U.S. Census Bureau data show that 28% of Arkansans hold an associate's degree or higher. Certificate holders are unaccounted for in census data but are estimated, based on adults with one year or more of college credits, to be 15.4% of the population. Below is a summary of 2013 Arkansas educational attainment statistics along with projected employer needs to fill job projections in 2020 and the estimated attainment gap.

Education Level	2013 Attainment Levels (1)	2020 Projected Needs (2)	Attainment Gap
High School Diploma or Less	56.6%	41.0%	
CTE Certificate or less than 2 years college	15.4%	22.0%	-6.6%
Associate's Degree	7.1%	12.0%	-4.9%
Bachelor's Degree	13.8%	18.0%	-4.2%
Master's Degree or Higher	7.1%	7.0%	0.1%

(1) U.S. Census Bureau 3-Year Public Use Microdata Samples 2011-2013

(2) *Recovery: Job Growth and Education Requirements Through 2020*. Georgetown University Center on Education and the Workforce

Based on 2013 Arkansas population estimates (U.S. Census), these data suggest a gap of approximately 236,000 Arkansas residents who have earned education credentials below the level required to meet the projected 2020 workforce needs. This education gap is further segregated as follows.

Education Level	Attainment Gap
CTE Certificate or less than 2 years College	99,433
Associate's Degree	73,535
Bachelor's Degree	63,582
Master's Degree or Higher	(786)
	<u>235,764</u>

Planning Environment

To meet employer needs and provide the workforce necessary to support future economic development, it is essential that we close this attainment gap. This can be accomplished through a coordinated emphasis on both increasing enrollments in strategic populations and improving completion rates of those who enroll.

In 2013, Arkansas colleges and universities awarded 38,127 credentials from certificates of proficiency through graduate degrees. This was an increase of 10,270, or 36.9%, over the number awarded in 2008. During this same period, the population of Arkansas adult residents (between ages 25 and 64) increased

by approximately 40,800. As a result of these changes – population and certificate and degree production – educational attainment in the state only increased from 42.1% to 43.4%.

Clearly, increased effort is necessary to match the level of educational attainment to employer needs. To do this, it is important that higher education institutions in the state concentrate on the areas of enrollment and attainment in which we are most significantly lagging. Data suggest three primary areas of focus:

- Adults who have earned no postsecondary credentials
- Minorities and students from low-income families who both enroll in, and complete, higher education at lower rates
- Student success rates that lag compared to other states in the southern region and US

In addition, affordability must be a central component to any efforts to improve Arkansas attainment rates.

According to the Lumina Foundation’s 2015 annual report, *A Stronger Nation through Higher Education*, Arkansas is home to over 500,000 adults, or almost 35 percent of the population, who are high school graduates but have completed no college hours. Another 350,000 have some college credits but no degree. Based on these statistics, it is clear that a significant change in levels of higher education attainment can only be achieved through concentrated efforts to encourage adults to enroll for the first time or return to college.

Examining college enrollments and completions by race reveals a second area of focus essential to moving the needle on attainment. African-American and Hispanic residents of the state lag far behind other races in degree-attainment and in the rates at which they enroll in higher education. The Lumina Foundation reports the following degree attainment rates in Arkansas.

White	31.31%
African-American	21.26%
Hispanic	13.05%
Asian	48.86%
Native American	23.20%

The third concentration area essential to planning efforts is in the graduation rates of those who enroll in higher education. Arkansas universities ranks 15th out of the 16 southern region states in the graduation or progression of students toward a degree after six years (SREB, 2015). The Arkansas rate of 63.2% lags by 13.3% behind the SREB average. The results are more promising at community colleges in the state, where three year graduation rates and total progression rates are both at the SREB average, despite first-year persistence rates which are among the lowest in the region.

Influencing all of the above is affordability, an important consideration in the ability of students to enroll and complete higher education. Though recent data show that the percentage of family income needed to pay for college in Arkansas is among the lowest in the region in 2012 at 21% (SREB, 2015) these data do not account for the effects of recent tuition increases. With a lack of additional state appropriations in recent years, tuition and fees have risen by an average of 25% for four-year institutions and 32% for two-year institutions from fall 2009 to fall 2014 (ADHE, 2015), negatively impacting affordability.

2020 Goals

GOAL 1: Raise completion and graduation rates for colleges and universities by 10%. The 150% graduation rate, the percentage of students who complete a degree within 150% of the normal time to completion, is most often employed as a standard for determining institutional effectiveness. The most recent 150% graduation rate for four-year institutions, which is based on the fall 2008 student cohort, is 40.0% and for two-year institutions, measured by the fall 2011 cohort, is 19.9%. Though these metrics do not account for a significant portion of higher education enrollments, those who do not begin as full-time students, immediately after high school, they are the most frequently cited national statistics. Therefore, employing the 150% graduation rate metric, targets for 2020 are a 50% graduation rate for four-year institutions and 30% for two-year institutions. In addition, more broadly defined measures of completion rates should be utilized to accurately measure student success and institutional effectiveness.

To achieve these graduation and completion rate goals, there must be accompanying improvements in intermediate measures of student preparedness.

Reform Remedial Education to reduce remedial course enrollments and increase student success rates. A better understanding and implementation of college readiness will provide a basis for guiding students to appropriate certificate and degree programs and remedial courses necessary to prepare students for credit-bearing courses. Arkansas 2014 remediation rates of 67.2% for community colleges and 28.8% for universities indicate that there is a significant gap between high school and college expectations that must be addressed.

Arkansas has, for many years, used an ACT score of 19 on each subject area assessment as the benchmark for readiness for college-level work. Although ACT scores are an important predictor of student success, they should be used in conjunction with other student-related data, such as high school GPA, student demographics and measures of student motivation to succeed. Using data analytics, we should provide better indicators of the likelihood of student success in college-level courses and clearly identify the efforts needed to get more students college ready. It is important to realize that these interventions may vary by student demographics, such as age or socio-economic status, and by the post-secondary program in which the student enrolls.

Students requiring remediation pay more in tuition and are less likely to complete a credential. Of those students requiring math or English remediation, typically only 25-30% successfully enroll in and pass the college-level course required upon completion of remediation (ADHE Remediation, 2015). Improvement in remediation rates, and thus improving completion rates, requires an increased and coordinated efforts on the part of school districts and colleges and universities to better prepare students before high school graduation.

In fall 2014, 41.4% of Arkansas students enrolled in at least one remedial course. At four-year universities, that rate was 28.8% and at two-year colleges it was 67.2%. Each of these rates have fallen annually since fall 2010. While most students needed remediation in just one subject area, 26.5% of students in fall 2014 required remediation in all three subjects – math, English and reading.

Examining these rates by student demographics provides more detail about remediation. For students in all age groups from age 20 to age 55 and up, remediation rates exceed 75% at four-year institutions and 80% at two-year institutions. By race and ethnicity, remediation rates are highest for African-American

and Hispanic students. A better understanding of these variations in remedial needs should influence and refine institutions' approaches to remedial education.

Reducing the rate of enrollments in remedial courses will require efforts directed to students coming to higher education directly out of high school and to adults returning to or beginning higher education. Different approaches will be necessary to respond to each group. Improving the preparedness of high school students will require strategies for earlier identification and intervention when those students begin to fall behind and collaborative efforts between Arkansas high schools and colleges and universities to intervene when students do fall behind. For adults, it will be necessary to develop strategies to reduce the time and cost necessary to prepare them for college level work.

For too many Arkansas students, achieving their goal of completing a certificate or degree program is delayed, or thwarted, by required enrollment in remedial courses. Although these courses are essential to preparing students for success in college-level courses, they also add to the cost and time required to complete the certificate or degree.

By following best practices for remedial education, we can reduce the time to degree for many students and improve persistence and graduation rates.

- Use historic data to determine remedial or credit-bearing placement to achieve success.
- Eliminate, to the extent possible, semester long remedial courses through implementation of accelerated, supplemental instruction or co-requisite models.
- Examine high school-college bridge programs which have demonstrated success in improving college readiness before high school graduation to determine best practices for adoption.

Re-examine gateway courses for appropriateness to the students' education goals. There have been some efforts, nationally and across Arkansas, to provide alternatives to gateway courses, such as College Algebra, that are more appropriate to students' educational goals while maintaining academic rigor and quality. Though some of these changes have been adopted, they do not have widespread acceptance and integration into institutional practices. Where appropriate, additional efforts should be made to reduce or eliminate barriers to student success by ensuring that gateway courses are appropriate to student educational pathways.

Raise first year retention rates to SREB regional averages. Students leave college for many reasons. Studies of student persistence generally find these reasons center on poor academic performance, financial, personal, and social issues and discouragement over lack of academic progress. There are many examples of programs or initiatives at Arkansas institutions designed to combat these challenges to student retention. By closely examining these programs to determine those that have been proven to be most effective, these efforts can be adopted more broadly and can improve retention rates in the state.

In Arkansas universities, first-year persistence rates are among the lowest in the region, with 79% of the 2012 freshman cohort still enrolled the next fall, a rate that is 5.5% below the SREB average. A similar result is found at Arkansas community colleges where 53.5% of the 2012 cohort was still enrolled a year later. This rate trails the SREB average by 8.4%.

Create guided pathways to student success. As the jobs projections data above indicates, bachelor's degrees are important to meeting the workforce needs of the state. However, they are not the only path to employment and higher-wages. Students, those coming directly from high school and those returning

as adults should be provided clear information about the most appropriate pathways to meet their eventual employment goals. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest degree programs appropriate to the identified career goals. Pathways should also include career step-out points at the completion of each credential.

GOAL 2: Increase by 50% the enrollment of adults, age 25 to 54, by fall 2018. By 2020, almost 60% of jobs in Arkansas will require more than a high school diploma. However, only 25% will require a bachelor’s degree or higher. Where appropriate, adults can prepare themselves for higher paying jobs by earning short-term certificates or two-year associate’s degrees. These programs may be a better fit for the time demands of those who must balance work, families and school.

To produce the desired increase in credentials by 2020, enrollments must be increased ahead of this date. Therefore the enrollment goal has been set for fall 2018. In addition, enrollments should shift from 4-year to 2-year institutions to achieve the necessary mix of certificate, associate’s and bachelor’s degrees. The table below presents enrollments for this age group in fall 2014 along with enrollment targets by fall 2020.

	Fall 2014	Fall 2018
	<u>Actual</u>	<u>Target</u>
Public, 4-year	26,068	31,000
Public, 2-year	17,777	36,200
Private	<u>3,544</u>	<u>3,900</u>
Total enrollment	47,389	71,100

These enrollment targets are heavily slanted toward two-year institutions to align with the need for a greater increase in technical certificates and associate’s degrees.

Reduce the remedial course enrollments for adults by 50%. Current remediation rates for adults exceed 80% in most cases. Knowing this, it is imperative that we recognize the need to better prepare them for post-secondary education. At the same time, we must be cognizant that these students must begin to accumulate credits toward a credential to keep them engaged. Therefore, alternatives to semester-long remediation courses must be encouraged.

Communicate the value of higher education. We must better communicate the value of higher education, demonstrating the impact postsecondary attainment can have on the lives of Arkansans. Through this effort, it will be important to communicate the impact education can have on quality of life and standard of living for the student and student’s family, along with the benefits afforded to the student’s community.

GOAL 3: Raise the credential attainment rates of underserved student groups in the state relative to other students by 10%.

African-American and Hispanic students in Arkansas attend, persist and complete higher education at lower rates than other races. In addition, students from families in lower income profiles have the lowest educational attainment rates, according to national data (Crow, 2014).

Raise the college going rate of underserved minority groups, African-American and Hispanic, equal to that of non-minority students. The Arkansas college-going rate significantly lags the US average, with only 54.3% of high school graduates going on to college in 2013 compared to a 66.2% national average. Exacerbating this issue is an additional disparity in college-going rates by race and ethnicity. For

Hispanics in the state, the gap is small, with less than a 1% difference in the college-going rate compared to whites. However, for African-Americans the disparity is greater than 10% with only 45.1% of high school graduates going on to college in fall 2013.

Raise the completion rates of underserved minority groups, African-American and Hispanic, to equal that of non-minority students. In addition to the disparity in college-going rates for underserved minorities, completion rates for these students also trail those for their non-minority counterparts. In academic year 2013-14, African-American student completions as a percentage of white student completions were 80% at four-year institutions and 84% at two-year institutions. Hispanic student completions as a percentage of white student completions were 66% at four-year institutions and 75% at two-year institutions.

	<i>Completions per 100 Students</i>	
	<i>Four-Year</i>	<i>Two Year</i>
Asian	19.4	27.2
White	23.4	30.3
African-American	18.8	25.5
Hispanic	15.5	22.6

Communicate the value of higher education. One way this racial and economic divide can be eliminated is through a coordinated effort to better communicate the value of higher education, demonstrating the impact degree attainment can have on the lives of Arkansans. A culture change is necessary to engrain the importance and value of education for all Arkansans.

GOAL 4: Improve College Affordability through Effective Resource Allocation

State funding for higher education has seen minimal increases in the last decade and is not likely to change dramatically in the near term. As a result, it has been necessary for institutions to raise tuition annually to keep up with rising costs. Tuition and fees have risen by an average of 25% for four-year institutions and 32% for two-year institutions from fall 2009 to fall 2014 (ADHE, 2015).

Reduce time to degree. One way that the effects of rising tuition can be offset is through reducing the time it takes a student to complete a credential. Time to degree can be influenced by two factors: the number of course attempts a student accumulates and the total hours in which a student enrolls each semester. Whether through reducing remediation needs or reducing the amount of flexibility students have in course selection, course attempts can be reduced while maintaining academic quality. Through clearer degree plans, intrusive advising or mentoring, and other intervention efforts, institutions can better assist students in staying on track to completion.

Full-time enrollment, defined as completing 30 credit hours per academic year, should be encouraged, though not required, through state and institutional policies. Full-time enrollment reduces the number of semesters required to complete a credential, thereby reducing accompanying costs for living expenses, transportation and personal expenses. In addition, summer enrollments can be an important variable in reducing time to degree if state and institutional financial aid policies are adapted to improve affordability. Currently, students have few options for financial aid to reduce the cost of summer course enrollments though summer enrollments can be important to keeping students on track to graduation.

Allocate 25% of state scholarship funds to need-based programs. Since the implementation of the Arkansas Scholarship Lottery, most state financial aid funds have been directed toward merit-based aid.

Though these scholarships have been important, they miss the mark on affordability. Though these scholarships have played an important part in the affordability equation, they have inequitably been directed primarily to high-achieving, traditional students. On a national level, state financial aid programs are primarily directed to need based aid, with 75% of state aid being need-based in 2014 (Woodhouse, 2015). In Arkansas, only 6% of state aid was based on need in that same year.

If the goals of this plan are to be realized, a portion of financial aid resources must be directed to underserved minorities and adults on the basis of need, rather than merit. Though performance should not be a consideration in awarding these scholarships, it must be required for retention of the scholarships to encourage continued enrollment.

Re-allocate institutional spending to maximize efficiency and effectiveness. Affordability can also be improved through a review of institution resource allocation decisions to maximize efficiencies without sacrificing educational quality. Institutions often fail to recognize the connections between spending decisions and student outcomes and, as a result, can overspend in areas that do not lead to completions and underspend in areas that do. By closely examining resource allocations, institutions have the opportunity to improve both efficiency and effectiveness.

Increase core expense ratio. Resource allocation decisions must be made that maximize core functional expenses which have an impact on the effectiveness of institutions in helping students complete credentials (Powell, 2012). By identifying inefficiencies in non-core functional expenses, resources can be re-directed to core areas which are directly related to student success. Examining the ratio of instruction, academic support, student services expenses to institutional support expenses per FTE student provides an indicator of core expense allocation which can be compared to appropriate benchmarks to identify potential efficiencies. One potential benchmark for this measure is the annual SACUBO Benchmarking Study.

Administrative positions. A 2014 Delta Cost Project Study (Delta, 2014) shows a decline in the number of FTE faculty per FTE executive and professional staff at all types of public institutions from 1990 to 2012. This shift has occurred as institutions added administrative staff to accommodate needs in academic support, student services, compliance and other administrative areas. Though these are important functions of a college or university, they take valuable resources away from the hiring of teaching faculty. Closely examining this ratio for institutions and comparing to appropriate benchmarks may reveal additional opportunities for efficiencies. These benchmarks should recognize the importance of staff outside the classroom who contribute to student success through advising, tutoring, mentoring, and other critical services.

Raise faculty salaries to regional average. Though this initiative seems to run counter to the idea of increasing affordability, it is an important consideration in the improvements outlined above in student retention and completion as quality faculty are essential to these efforts. Arkansas ranks last in the SREB region in average faculty salaries at \$65,173 for four-year institutions, which is \$11,856 below the average. The gap is slightly smaller at two-year institutions at \$8,386 below the SREB average of \$52,158 and next to last in the region. Improvements to these salaries can be achieved by reallocation of institutional funds through the efficiency measures above.

Implementation Plans

Implementation of this master plan for Arkansas higher education can be achieved through two primary means.

- Following a best practices approach to address the changes in policy and practice necessary to achieve the goals of the plan.
- Aligning resources dedicated to higher education, including appropriations to the institutions of higher education and state financial aid programs, with the desired outcomes of the plan.

Best Practices Consortia

The objective of these consortia is to identify existing, effective programs that can be implemented more broadly across the state and to generate innovative solutions that can be introduced, then expanded. Innovative programs should be encouraged without risk of failure.

Adult Learners Consortium – resources and best practices to support adult enrollment and completion. For planning purposes, adults include anyone age 25 or older or who has not been enrolled in secondary or postsecondary education in five or more years. Research and experience have shown that responding to adult learner needs is often quite different from that for traditional students. For adults, the barriers to completion are often much greater due to family, work, and personal priorities that conflict with educational goals. Flexibility in scheduling course offerings and services and more structured pathways are two examples of ways to build more adult friendly programming.

Examples of existing programs

College Readiness – Fast Track Developmental Education
Student Mentorship/Coaching – Career Pathways Initiative

College Readiness Consortium – resources and best practices for students with traditionally lower college going rates and completion rates to better prepare them for postsecondary enrollment. Often, we consider students to be college ready when they have achieved sufficient test scores to exempt them from remedial courses. There are, however, other factors that must be considered in whether a student can be expected to successfully complete a certificate or degree program. Social skills, communication skills and motivation to achieve can be as important as academic preparedness. In addition, multiple studies have shown that high school GPA is a better predictor of student success than test scores and many institutions across the country are eliminating test scores as an entrance requirement.

Examples of existing programs

College Readiness – Southwest Prep Academy
Gear Up – Phillips Community College
Mentorship – Donaldson Academy

Remediation Consortium – resources and best practices of remedial programs that successfully prepare students for credit-bearing courses while reducing the time invested in remediation. Co-requisite remediation, blended courses, fast track remediation and self-paced modules are all examples of remediation reform efforts. The impact of summer enrollment should also be considered, both for bridge programs to prepare students for postsecondary enrollment and to reduce knowledge loss between spring and fall terms.

Student Success Innovations Consortium – encourage innovative methods to address efficient delivery of academic programs and services to achieve student success, with success defined as students reaching their educational goals. A number of innovative approaches can be considered, including:

- Measuring employability of students
- Student transcripts which also recognize the non-academic skills students gain through postsecondary enrollment
- Measuring progress toward credentials (e.g. Prior Learning Assessment and Competency Based Education)
- Assessment of student learning outcomes
- Eliminating external barriers to student success, such as financial and personal struggles

Affordability Consortium – discovering best practices to guide institutional resource allocation decisions that maximize effectiveness while recognizing the need to improve affordability to provide fair and equitable access to higher education. A combination of investments from students, institutions, state programs and federal programs must all be considered in the affordability conversation. Examples of efforts to improve affordability include:

- Encouraging manageable amounts of student loan debt through better counseling
- Availability of financial aid in summer terms
- Shared administrative services
- Collaborative delivery of academic content across institutions
- Structured pathways which lead students to degrees faster and with fewer hours completed

Institutional Funding Consortium – employing outcomes-based funding to properly align institutional funding with statewide priorities for higher education. Outcomes-based funding can be used to encourage programs and services focused on student success and to incentivize progress toward state-wide goals. However, designing appropriate outcomes metrics is critical to the success of these models. Any new funding model must be built around a set of shared principles embraced by institutions and aligned with goals and objectives of this plan.

Communication Strategies Consortium – Focusing on ways to change the culture in the state to one that places greater value on the personal and societal benefits that accrue from postsecondary education. Beyond encouraging education, communication efforts must also link education to the skills required by

employers and to available jobs through a publicly available database. For true culture change, these messages must extend from young (early grades) to old (adults).

Funding Recommendations

Arkansas supports higher education through two funding mechanisms: direct appropriations to public two-year institutions, public four-year institutions, and related entities; and through scholarship awards to students enrolled at public or private institutions in the state. Both forms of support are essential to sustaining and improving educational attainment.

Institution Funding Formulas

Arkansas has historically funded higher education loosely based on enrollment-based formulas. In 2011, a performance component was introduced which penalizes institutions that do not meet pre-determined performance measures. Most research around state funding formulas suggest that both approaches are problematic. Additionally, funding has fallen short of the amounts recommended by formula due to limitations on the state's budget. As a result, only a small number of institutions receive the full amount recommended by formula.

A fully outcomes-based model is proposed to address these concerns. Through this model, institutions would receive continued funding based on achievement of specific outcomes metrics. These metrics must align with the goals of the plan while also allowing for flexibility to respond to the unique nature of each two-year and four-year institution and recognizing the need for stability in annual funding for operations. In addition, colleges and universities should have opportunities to earn incentive funds based on achievement levels.

- Innovation Funds – Institutions that exceed outcomes targets should have access to innovation funds which can be used to create or enhance programs which are expected to further impact achievement through one of the emphasis areas of this plan. If these innovative programs are successful, innovation grant funds become part of the institution's base funding at the end of the grant period. Funding is discontinued if unsuccessful.
- Improvement Funds – Institutions that lag their outcomes targets would have access to improvement funds to address deficient areas. Institutions must submit a proposal which describes how the improvement grant will be used to improve outcomes. If successful, the institution's base funding will be restored if outcomes targets are reached. If targets are not reached after completion of an improvement project, base funding will be reduced.

State Scholarship Programs

State scholarship programs must also align with the goals of this plan. Scholarships are an essential component of affordability. However, scholarships awarded without strategic direction are often ineffective. In fact, studies have shown that universal scholarships, those awarded to all students regardless of need, can lead to equal rises in tuition (Gillen, 2012).

To support the goals of the program, state scholarship and grant programs must be reconsidered with an emphasis toward the students who have been identified in the plan as integral to changing the landscape of educational attainment in Arkansas. Among others, this would suggest that scholarship funding should be directed to adult students, minority students and students enrolled in certificate programs. Though programs currently exist in these areas, more effort is needed to move the needle in a significant way. Because additional state scholarship funding is unlikely during the planning period, a re-design of existing scholarship programs may be necessary to align scholarship funding with desired educational outcomes.

Awarding scholarships to students based on high school academic performance is important. Students who work hard to prepare themselves for college success should be rewarded for their efforts. However, state financial aid programs must have broader objectives if they are to meet the needs of the wide range of students who enroll in our colleges and universities.

Conclusion

There is a clear gap between the needs of Arkansas employers and potential employers and educational attainment levels of state residents. Beyond meeting employer needs, higher education has been clearly shown to provide benefits both to individuals who attain post-secondary credentials and to society as a whole. Closing this attainment gap will require alignment of goals with available resources to lead to the additional completions, both certificates and degrees, necessary to change the landscape in our state. This plan provides decision makers at state and institutional levels with an outline to meet the challenge and close the gap.



<http://www.adhe.edu/institutions/higher-education-master-plan>

Resources

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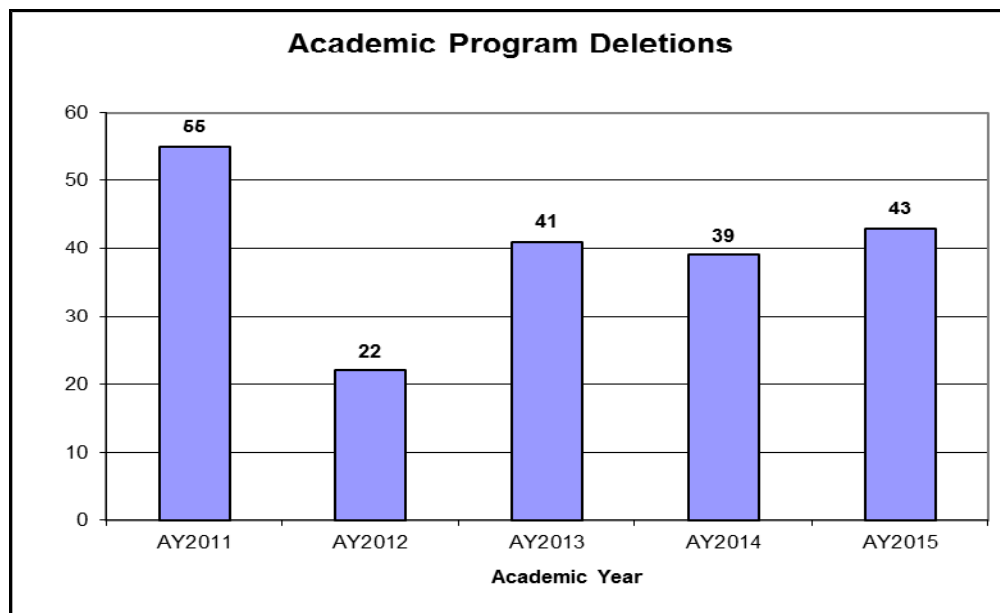
REPORT ON PROGRAM DELETIONS Academic Year 2014-2015

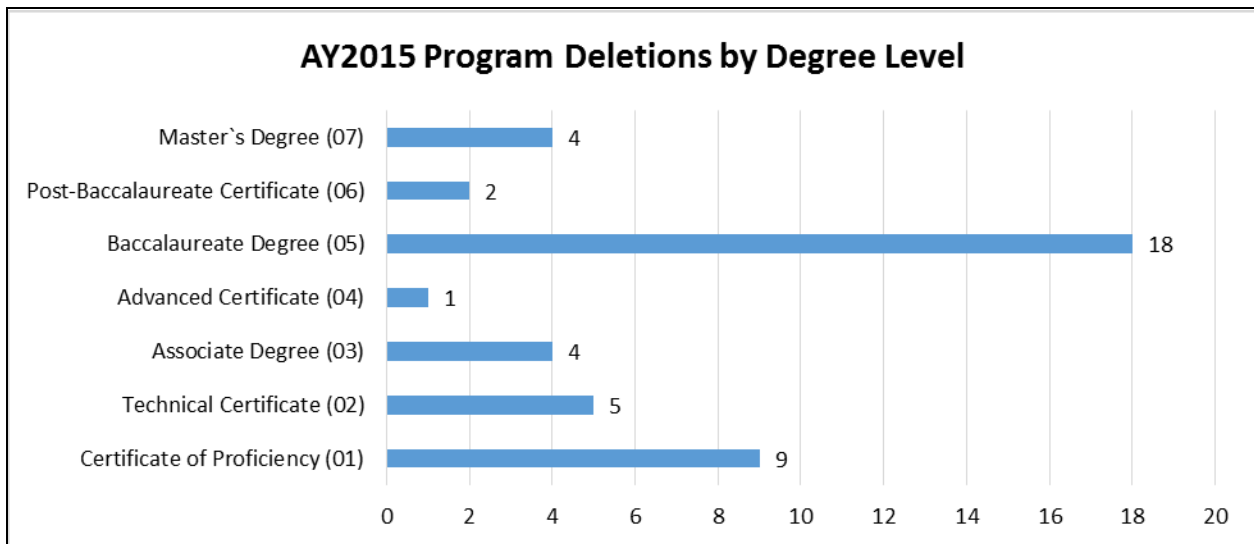
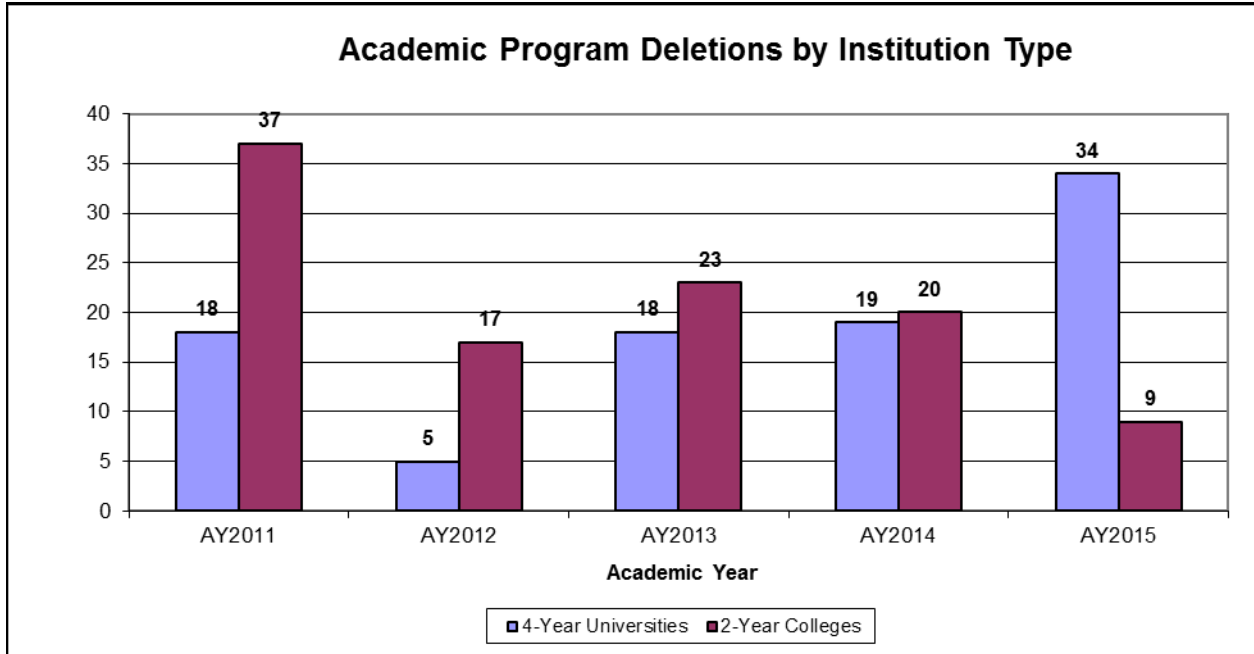
- Attachment 7-1: Summary of Academic Program Deletions at Arkansas Public Institutions Academic Years 2011-2015
- Attachment 7-2: Academic Programs Deleted for Arkansas Public Colleges and Universities for Academic Year 2015 (2014-2015)
- Attachment 7-3: Academic Programs Deleted for Arkansas Public Colleges and Universities for Academic Year 2014 (2013-2014)
- Attachment 7-4: Academic Programs Deleted for Arkansas Public Colleges and Universities for Academic Year 2013 (2012-2013)
- Attachment 7-5: Academic Programs Deleted for Arkansas Public Colleges and Universities for Academic Year 2012 (2011-2012)
- Attachment 7-6: Academic Programs Deleted for Arkansas Public Colleges and Universities for Academic Year 2011 (2010-2011)

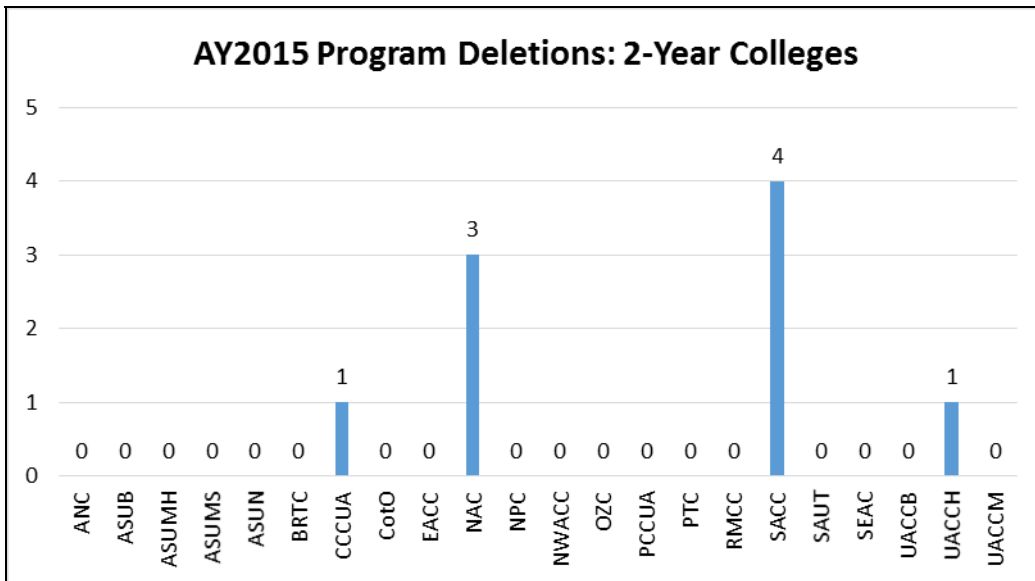
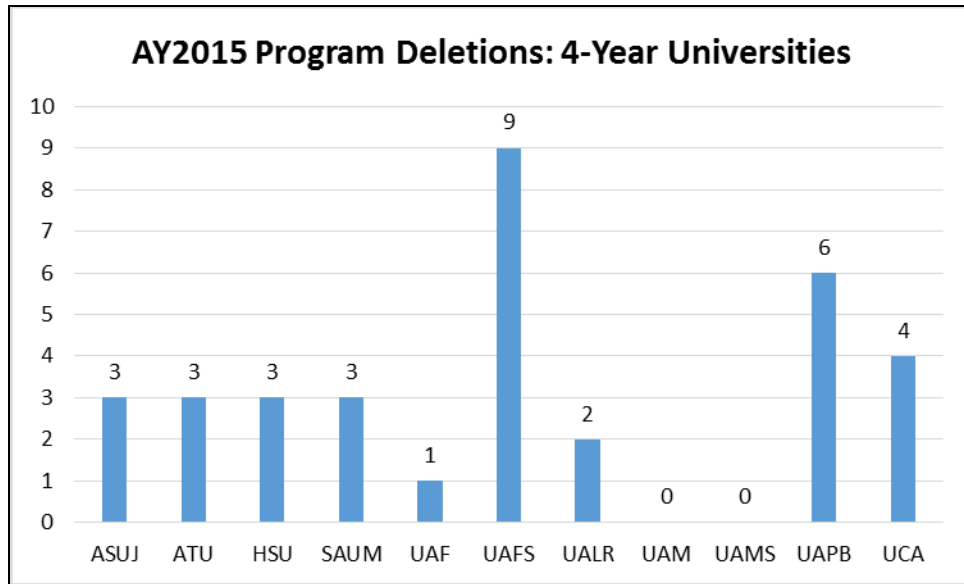
This report provides summary and detailed information about program deletions during Academic Year 2015 (2014-2015).

Attachment 7-1 summarizes the number of program deletions for the academic year by level of program and by level of institution for the last five academic years.

Forty-three (43) programs were deleted in AY2015 as compared to 39 in AY2014, 41 in AY2013, 22 in AY2012, and 55 in AY2011.







**RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
FISCAL YEAR 2016-17**

Background

A.C.A. §6-61-224 establishes the process and key components for formula development for funding public institutions of higher education. That language reads as follows:

“(a) The Arkansas Department of Higher Education, in collaboration with the state college and university presidents and chancellors, shall develop funding formulas consisting of a needs-based component and an outcome-centered component which will, in principle, seek to provide fair and equitable state support to all postsecondary students across the state, regardless of the state institution attended, while at the same time recognizing: (1) The different needs for lower level, upper level, and graduate level instruction at the various institutions; (2) The requirements for specialized equipment, labs and smaller class sizes in some disciplines; and (3) Unique missions, such as agricultural extension services, research, medical sciences, workforce development, and public service; and (4) Growth, economies of scale, and other appropriate factors.

At its April 27, 2014 meeting, the Arkansas Higher Education Coordinating Board approved the funding models for the two-year colleges, universities, and the technical centers (former technical institutes merged with universities). These models had been developed in conjunction with presidents and chancellors after meetings and revisions. The funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the SREB region.

ADHE staff also reviewed new justification requests submitted by the non-formula group and prepared funding recommendations for Fiscal Year 2016-17 based upon those requests.

The difference between the funding model determined needs of the entities compared to the Fiscal Year 2016 appropriations was \$346,435,271. The funding gap (the difference between the formula determined need and the current fiscal year appropriation) is part of a phenomenon that occurs when there is an extended economic downturn which is invariably accompanied by enrollment increases, declining state support and tuition increases (to replace a part of the lost state support). It should be emphasized that the funding needs of the institutions are the funds needed to bring

Arkansas higher education to the **average** funding level of the SREB region. The funding gap took a number of years to reach its current level and may never be completely erased.

Operating Funding Recommendations for the 2016-17 Fiscal Year

The operating needs are based upon the tuition policies established by the Arkansas Higher Education Coordinating Board and the funding formulas approved by the AHECB in April 2014.

Each funding formula was developed to provide an equitable basis for the distribution of **any funding available**.

The funding models have been updated with academic year 2015 student semester credit hours (SSCH). The input data for the funding models were the SSCH by level and discipline as reported in the Student Information System for academic year 2015 and the educational and general square footage as reported in the Facilities Audit Program (FAP) 2014. The updated formula driven models represent a total need for funding of higher education institutions of \$966,531,263. The total funding recommendation for the non-formulas entities is \$239,190,089 in 2016-17.

Since it is not anticipated that the models will be fully funded in the near future, funding recommendations for 2016-17 are: For the **four-year institutions**, a 2.1% increase for all institutions based on the Higher Education Price Index (HEPI) which totals \$7,623,006 and further recommending that those institutions below 75% of the model be brought to that level which is an additional \$117,346,720 for a total four-year recommendation of \$124,969,726 in new revenue.

For the **two-year institutions**, a 2.1% increase for all institutions based on the Higher Education Price Index (HEPI) which totals \$2,682,367 and further recommending that those institutions below 75% of the model be brought to that level which is an additional \$6,582,313 for a total two-year recommendation of \$9,264,680 in new revenue.

For the **technical centers**, a 2.1% increase for all technical centers based on the Higher Education Price Index (HEPI) which totals \$110,729 and further recommending that those technical centers below 75% of the model be brought to that level which is an additional \$2,852,711 for a total two-year recommendation of \$2,963,440 million in new revenue.

For the **non-formula entities** the recommendation is for a 2.1% increase based on the HEPI index which is \$3,974,407 and a recommendation of full funding which would require an additional \$32,852,646, of which \$10,004,108 would be for the University of Arkansas for Medical Sciences (UAMS).

The allocation of funds generated by the increases in RSA funding between colleges, universities and technical institutes is based upon each group's share of the need for new funds.

The individual institutional recommendations for all four types of institutions (Colleges, Universities, Non-Formula Entities, and Technical Institutes) were determined in the following manner: The general revenue funds were distributed based upon the need for new funds as determined by the three funding formulas and the ADHE staff determined need of the non-formula entities. The non-formula needs were based up the justifications submitted by the institutions. **The total recommendation for 2016-17 for Colleges, Universities, Non-Formula Entities and Technical Centers is \$170,050,492 in new revenue.**

It should be noted that it is unlikely that these recommendations will keep pace with the combination of inflation and enrollment increases for most institutions. However, given the economic uncertainty, there is an even greater uncertainty than usual that even these modest recommendations will be funded.

The principles for determining operating needs address continued levels of base funding for institutions, equity, small college adjustment, and economies of scale. Specific aspects of the operating recommendations for all institutions follow:

- All of the general revenue increases recommended were distributed on the basis of the funding formula or staff determined need for new funding.

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2016-17 fiscal year as included in Tables A, B, C, D and E.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2016-17 operating recommendations of the Arkansas Higher Education Coordinating Board.

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

Table A. Summary of Operating Needs & Recommendations for the 2016-17 Fiscal Year



Institution Type	Fiscal Year 2015-16 Base						FY2016-17 AHECB Recommendations			
	90% Current RSA Base	10% Performance Funding	Total Current RSA Base	EETF	WF2000	Total Fiscal Year Base	Total Need	Total Recommendation	New Funds	% Inc
	Universities	363,000,266	40,333,363	403,333,629	37,459,999		440,793,628	743,495,239	565,763,354	124,969,726
Colleges	127,731,761	14,192,418	141,924,179	7,358,315	22,589,450	171,871,944	210,652,495	181,136,624	9,264,680	5.4%
Subtotal	490,732,027	54,525,781	545,257,808	44,818,314	22,589,450	612,665,572	954,147,734	746,899,978	134,234,406	21.9%
Technical Centers			5,272,810		2,157,610	7,430,420	12,383,529	10,393,860	2,963,440	39.9%
Total			550,530,618	44,818,314	24,747,060	620,095,992	966,531,263	757,293,838	137,197,846	22.1%

Non-Formula Entity Type	Fiscal Year 2015-16 Base			FY2016-17 AHECB Recommendation		
	Total Current RSA Base	EETF	Total Fiscal Year Base	Total Recommendation	New Funds	% Inc
	Non-Formula Entities	87,827,357	13,633,193	101,460,550	124,309,088	22,848,538
Health Care-Related UAMS	95,204,430	9,672,463	104,876,893	114,881,001	10,004,108	9.5%
Total	183,031,787	23,305,656	206,337,443	239,190,089	32,852,646	15.9%

All Institution Types	Fiscal Year 2015-16 Base						FY2016-17 AHECB Recommendation		
	90% Current RSA Base	10% Performance Funding	Total Current RSA Base	EETF	WF2000	Total Fiscal Year Base	Total Recommendation	New Funds	% Inc
Total	490,732,027	54,525,781	733,562,405	68,123,970	24,747,060	826,433,435	996,483,927	170,050,492	20.6%

Table B. 2014-15 Four-Year Universities Recommendations



Inst	FY2015-16					FY2016-17						
	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA	EETF	Total Base (RSA & EETF)	Total Need	% of Need	2.1% Continuing Level on RSA (90% Needs-Based)	Adjustment to Reach 75% of Need	New Funds	Total Recommendation	% of Need
ASUJ	50,740,480	5,637,831	56,378,311	6,078,916	62,457,227	110,326,416	56.6%	1,065,550	19,222,035	20,287,585	82,744,812	75.0%
ATU	26,839,746	2,982,194	29,821,940	2,086,501	31,908,441	58,365,626	54.7%	563,635	11,302,143	11,865,778	43,774,219	75.0%
HSU	16,916,592	1,879,621	18,796,213	2,158,387	20,954,600	23,940,223	87.5%	355,248	-	355,248	21,309,848	89.0%
SAUM	14,026,479	1,558,498	15,584,976	1,276,086	16,861,062	27,034,359	62.4%	294,556	3,120,151	3,414,707	20,275,770	75.0%
UAF	105,782,841	11,753,649	117,536,490	9,452,865	126,989,355	255,058,402	49.8%	2,221,440	62,083,007	64,304,447	191,293,802	75.0%
UAFS	18,535,154	2,059,462	20,594,615	3,162,644	23,757,259	35,501,051	66.9%	389,238	2,479,290	2,868,528	26,625,788	75.0%
UALR	51,000,535	5,666,726	56,667,261	5,481,239	62,148,500	90,056,731	69.0%	1,071,011	4,323,037	5,394,048	67,542,548	75.0%
UAM	11,761,041	1,306,782	13,067,823	1,101,302	14,169,125	19,048,429	74.4%	246,982	-	246,982	14,416,107	75.7%
UAPB	19,594,164	2,177,129	21,771,294	1,911,837	23,683,131	25,916,199	91.4%	411,477	-	411,477	24,094,608	93.0%
UCA	47,803,235	5,311,471	53,114,705	4,750,222	57,864,927	98,247,802	58.9%	1,003,868	14,817,056	15,820,924	73,685,851	75.0%
Total	363,000,266	40,333,363	403,333,629	37,459,999	440,793,628	743,495,239	59.3%	7,623,006	117,346,720	124,969,726	565,763,354	76.1%

Table C. 2016-17 Two Year Colleges Recommendations



Inst	FY2015-16						FY2016-17							
	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA Base	EETF	WF2000	Total Base (RSA, EETF & WF2000)	Total Need	% of Need Met	2.1% Continuing Level on RSA (90% Needs-Based)	Adjustment to Reach 75% of Need	New Funds	Total Recommendation	% of Need	
ANC	7,719,347	857,705	8,577,052	744,458	730,954	10,052,464	10,052,464	100.0%	162,106	-	162,106	10,214,570	100.0%	
ASUB	10,652,154	1,183,573	11,835,727	1,485,055	801,945	14,122,727	14,259,286	99.0%	223,695	-	223,695	14,346,422	100.0%	
ASUMH	3,283,299	364,811	3,648,110	-	823,929	4,472,039	6,691,476	66.8%	68,949	477,618.72	546,568	5,018,607	75.0%	
ASUMS	3,472,206	385,801	3,858,007	-	2,190,914	6,048,921	7,474,162	80.9%	72,916	-	72,916	6,121,837	81.9%	
ASUN	5,393,064	599,229	5,992,293	-	1,417,628	7,409,921	11,369,390	65.2%	113,254	1,003,867	1,117,122	8,527,043	75.0%	
BRTC	5,502,164	611,352	6,113,516	-	2,245,209	8,358,725	9,707,333	86.1%	115,545	-	115,545	8,474,270	87.3%	
CCCUA	3,056,222	339,580	3,395,802	-	1,350,337	4,746,139	7,132,126	66.5%	64,181	538,775	602,956	5,349,095	75.0%	
CotO	3,174,535	352,726	3,527,261	-	1,156,386	4,683,647	5,966,991	78.5%	66,665	-	66,665	4,750,312	79.6%	
EACC	5,209,252	578,806	5,788,058	777,166	-	6,565,224	6,565,224	100.0%	109,394	-	109,394	6,674,618	100.0%	
NAC	7,170,268	796,696	7,966,964	458,985	575,177	9,001,126	9,082,509	99.1%	150,576	-	150,576	9,151,702	100.0%	
NPCC	8,141,840	904,649	9,046,489	1,162,362	668,021	10,876,872	11,198,386	97.1%	170,979	-	170,979	11,047,851	98.7%	
NWACC	9,557,282	1,061,920	10,619,202	1,027,228	-	11,646,430	20,574,386	56.6%	200,703	3,583,657	3,784,360	15,430,790	75.0%	
OZC	2,813,828	312,648	3,126,475	-	1,271,841	4,398,316	6,537,403	67.3%	59,090	445,646	504,736	4,903,052	75.0%	
PCCUA	8,156,779	906,309	9,063,088	756,855	529,856	10,349,799	10,349,799	100.0%	171,292	-	171,292	10,521,091	100.0%	
PTC	13,623,693	1,513,744	15,137,437	-	2,273,772	17,411,209	23,524,897	74.0%	286,098	-	286,098	17,697,307	75.2%	
RMCC	2,886,182	320,687	3,206,869	205,144	-	3,412,013	4,201,880	81.2%	60,610	-	60,610	3,472,623	82.6%	
SACC	5,430,876	603,431	6,034,307	531,526	461,389	7,027,222	8,187,439	85.8%	114,048	-	114,048	7,141,270	87.2%	
SAUT	5,134,960	570,551	5,705,511	209,536	-	5,915,047	8,659,270	68.3%	107,834	471,571	579,406	6,494,453	75.0%	
SEAC	5,073,118	563,680	5,636,798	-	1,975,199	7,611,997	7,611,997	100.0%	106,535	-	106,535	7,718,532	100.0%	
UACCB	3,717,955	413,106	4,131,061	-	866,760	4,997,821	6,227,461	80.3%	78,077	-	78,077	5,075,898	81.5%	
UACCH	4,042,797	449,200	4,491,997	-	1,958,947	6,450,944	6,652,698	97.0%	84,899	-	84,899	6,535,843	98.2%	
UACCM	4,519,940	502,216	5,022,155	-	1,291,186	6,313,341	8,625,918	73.2%	94,919	61,179	156,098	6,469,439	75.0%	
Total	127,731,761	14,192,418	141,924,179	7,358,315	22,589,450	171,871,944	210,652,495	81.6%	2,682,367	6,582,313	9,264,680	181,136,624	86.0%	

Table D. 2016-17 Technical Centers Recommendations



Institution	FY2015-16			FY2016-17						
	RSA	Workforce 2000	Total Base	100% Model Calculated Need	% of Need Met	2.1% Continuing Level on RSA	Adjustment to 75% of Need	New Funds	Total Recommendation	% of Need
ATU-Ozark	2,394,591	794,490	3,189,081	8,122,771	39.3%	50,286	2,852,711	2,902,997	6,092,078	75.0%
UAM-Crossett	1,154,300	657,024	1,811,324	1,830,743	98.9%	24,240	-	24,240	1,835,564	100.0%
UAM-McGehee	1,723,919	706,096	2,430,015	2,430,015	100.0%	36,202	-	36,202	2,466,217	100.0%
Total	5,272,810	2,157,610	7,430,420	12,383,529	60.0%	110,729	2,852,711	2,963,440	10,393,860	83.9%

Table E. 2016-17 Non-Formula Entities Recommendations



Institution/Entity	FY2015-16				FY 2016-17			
	RSA	EETF	Total Base	FY 2015-16 AHECB Recommendation	2.1% Continuing Level of RSA	New Program Enhancements	Total New Funds over 2015-16 Recs	Total Recommendation
ADTEC/ADWIRED	1,500,000	-	1,500,000	2,045,000	32,445	-	32,445	2,077,445
AREON	-	-	-	1,365,000	-	1,432,500	1,432,500	2,797,500
ASU-System Office	2,362,680	145,605	2,508,285	2,764,360	51,105	14,224	65,329	2,829,689
ASU-Heritage	350,000	-	350,000	2,360,500	7,571	60,000	67,571	2,428,071
HSU-CEC	79,798	-	79,798	1,216,903	1,726	-	1,726	1,218,629
NWACC-CPTC	-	-	-	118,282	-	-	-	118,282
SACC-Arboretum	-	-	-	75,000	-	-	-	75,000
SAUT-ETA	368,404	35,015	403,419	614,224	7,969	-	7,969	622,193
SAUT-FTA	1,651,221	88,622	1,739,843	2,346,119	35,716	-	35,716	2,381,835
UA-SYS	3,417,950	271,845	3,689,795	4,033,351	73,930	6,912	80,842	4,114,193
UA-AS	2,327,380	134,378	2,461,758	2,706,471	50,341	5,276	55,617	2,762,088
UA-DivAgri	62,800,138	5,586,768	68,386,906	71,888,097	1,358,367	443,400	1,801,767	73,688,864
UA-ASMSA	1,113,015	7,370,960	8,483,975	8,965,364	24,075	-	24,075	8,989,439
UA-CS	2,295,575	-	2,295,575	2,454,442	49,653	2,700	52,353	2,506,795
UA-CJI	1,825,769	-	1,825,769	2,740,542	39,491	25,800	65,291	2,805,833
UAF-ARTP	-	-	-	250,000	-	-	-	250,000
UAF-Autism	-	-	-	2,500,000	-	-	-	2,500,000
UAF-GWG	-	-	-	500,000	-	-	-	500,000
UAF-Pryor Center	-	-	-	250,000	-	-	-	250,000
UAF-WTC AR	-	-	-	250,000	-	2,588	2,588	252,588
UALR-RAPS	4,087,836	-	4,087,836	6,399,471	88,420	65,670	154,090	6,553,561
UAPB-Nonformula*	3,647,591	-	3,647,591	4,491,757	94,327	-	94,327	4,586,084
Total	87,827,357	13,633,193	101,460,550	120,334,883	1,915,135	2,059,070	3,974,205	124,309,088

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

Health-Related Non-Formula Entity - UAMS

Institution/Entity	FY2015-16				FY 2016-17			
	RSA	EETF	Total Base	FY 2015-16 AHECB Recommendation	2.1% Continuing Level of RSA	New Program Enhancements	Total New Funds over 2015-16 Recs	Total Recommendation
UAMS	86,456,661	9,437,619	95,894,280	102,186,919	1,870,058	1,391,420	3,261,478	105,448,397
UAMS-ABUSE/RAPE/DV	735,000	-	735,000	757,050	15,898	-	15,898	772,948
UAMS-Child Safety	720,588	-	720,588	742,206	15,586	-	15,586	757,792
UAMS-Ped/Pysch/Res.	1,950,000	-	1,950,000	2,008,500	42,179	-	42,179	2,050,679
UAMS-IC	5,342,181	234,844	5,577,025	5,735,634	115,551	-	115,551	5,851,185
Total	95,204,430	9,672,463	104,876,893	111,430,309	2,059,272	1,391,420	3,450,692	114,881,001

**PERSONAL SERVICES RECOMMENDATIONS FOR
NON-CLASSIFIED PERSONNEL
2016-17 FISCAL YEAR**

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

These recommendations, to be effective July 1, 2016, recognize the varying structures and sizes of institutions, while maintaining reasonable consistency among positions at similar institutions. The primary objective of the ADHE staff was to maintain relative uniformity in titles and line-item maximums for similar positions in comparable institutions, while recognizing the varying missions and structures of institutions, priorities of the new fiscal year, and FTE enrollment growth.

During the 2015-17 Personal Service Request process, institutions of higher education requested positions based on a two year term, and were approved for their request. Due to this, requests were expected to be very minimal. Recommendations were only made in the event of emergency situations that could not be addressed using the central pools or other means. ADHE staff reviewed all position requests and made preliminary recommendations.

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

Institutions of higher education, apart from UAMS, have 19,963 non-classified positions currently authorized. For 2016-17, staff recommends a net increase of 24 non-classified positions, for a total recommendation of 19,987 positions (0.1 percent increase). UAMS currently has 8,801 authorized non-classified positions. For 2016-17, UAMS requested no increase for non-classified positions.

Institutions' state funding is not based on the number of approved positions. Additional positions do not generate a need for new funding. If institutional

growth necessitates additional positions during the year, positions may be requested from the appropriate central pool.

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

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

RESOLVED, That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2016-17 fiscal year as recommended by staff.

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

FURTHER RESOLVED, That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2016-17 fiscal year.

TABLE A 2014-15 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-Classified Positions for Universities

Institution	AY 2015 FTE	Authorized 2015-16 Positions*				Deleted Positions				Recommended Added Positions				Total Positions				Percent Increase			
		Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Four-Year Institutions																					
ASUJ	12,020	251	1,149	71	1,471	0	0	0	0	0	0	0	0	251	1,149	71	1,471	0.0%	0.0%	0.0%	0.0%
ASU-SYS		21	0	0	21	0	0	0	0	0	0	0	0	21	0	0	21	0.0%	0.0%	0.0%	0.0%
ASU-ABI		15	30	0	45	0	0	0	0	0	0	0	0	15	30	0	45	0.0%	0.0%	0.0%	0.0%
ATU	8,420	210	766	44	1,020	0	0	0	0	0	0	0	0	210	766	44	1,020	0.0%	0.0%	0.0%	0.0%
ATU-Ozark		31	150	1	182	0	0	0	0	0	0	0	0	31	150	1	182	0.0%	0.0%	0.0%	0.0%
HSU	3,293	89	341	29	459	1	0	0	1	2	5	0	7	90	346	29	465	1.1%	1.5%	0.0%	1.3%
SAUM	3,218	67	249	11	327	0	0	0	0	0	0	0	0	67	249	11	327	0.0%	0.0%	0.0%	0.0%
UAF	24,201	725	2,425	287	3,437	1	20	0	21	15	25	6	46	739	2,430	293	3,462	1.9%	0.2%	2.1%	0.7%
UA-GWG		14	0	0	14	0	0	0	0	0	0	0	0	14	0	0	14	0.0%	0.0%	0.0%	0.0%
UA-SYS		76	0	0	76	2	0	0	2	2	0	0	2	76	0	0	76	0.0%	0.0%	0.0%	0.0%
UA-AAS		3	62	0	65	0	0	0	0	0	0	0	0	3	62	0	65	0.0%	0.0%	0.0%	0.0%
UA-AES		84	586	0	670	0	0	0	0	0	0	0	0	84	586	0	670	0.0%	0.0%	0.0%	0.0%
UA-CES		357	218	0	575	0	0	0	0	0	0	0	0	357	218	0	575	0.0%	0.0%	0.0%	0.0%
UA-CJI		33	0	0	33	0	0	0	0	0	0	0	0	33	0	0	33	0.0%	0.0%	0.0%	0.0%
UA-CS		10	21	0	31	0	0	0	0	0	0	0	0	10	21	0	31	0.0%	0.0%	0.0%	0.0%
UA-ASMSA		55	74	0	129	0	0	0	0	0	0	0	0	55	74	0	129	0.0%	0.0%	0.0%	0.0%
AREON		11	0	0	11	0	0	0	0	0	0	0	0	11	0	0	11	0.0%	0.0%	0.0%	0.0%
UAFS	5,609	155	683	34	872	5	0	0	5	5	0	0	5	155	683	34	872	0.0%	0.0%	0.0%	0.0%
UALR	8,737	317	1,373	48	1,738	0	0	0	0	0	0	0	0	317	1,373	48	1,738	0.0%	0.0%	0.0%	0.0%
UAM	2,505	52	265	23	340	0	0	0	0	0	0	0	0	52	265	23	340	0.0%	0.0%	0.0%	0.0%
UAMCT-C		5	43	0	48	0	0	0	0	0	0	0	0	5	43	0	48	0.0%	0.0%	0.0%	0.0%
UAMCT-M		6	44	0	50	0	0	0	0	0	0	0	0	6	44	0	50	0.0%	0.0%	0.0%	0.0%
UAM-AHEOTA-W		1	4	0	5	0	0	0	0	0	0	0	0	1	4	0	5	0.0%	0.0%	0.0%	0.0%
UAPB	2,340	78	265	39	382	1	4	0	5	5	0	0	5	82	261	39	382	5.1%	-1.5%	0.0%	0.0%
UAPB-AES & EP		4	150	0	154	0	1	0	1	0	0	0	0	4	149	0	153	0.0%	-0.7%	0.0%	-0.6%
UCA	10,534	232	1,215	83	1,530	0	0	0	0	0	0	0	0	232	1,215	83	1,530	0.0%	0.0%	0.0%	0.0%
Total without UAMS		2,902	10,113	670	13,685	10	25	0	35	29	30	6	65	2,921	10,118	676	13,715	0.7%	0.0%	0.9%	0.2%
UAMS		6,307	2,494	0	8,801	0	0	0	0	0	0	0	0	6,307	2,494	0	8,801	0.0%	0.0%	0.0%	0.0%
Total with UAMS		9,209	12,607	670	22,486	10	25	0	35	29	30	6	65	9,228	12,612	676	22,516	0.2%	0.0%	0.9%	0.1%
Total 2-yr & 4-yr without UAMS		3,735	15,548	680	19,963	15	37	0	52	39	31	6	76	3,759	15,542	686	19,987	0.6%	0.0%	0.9%	0.1%

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

TABLE B 2014-15 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-Classified Positions for Colleges

Institution	AY 2015 FTE	Authorized 2015-16 Positions*				Deleted Positions				Recommended Added Positions				Total Positions				Percent Increase			
		Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Two-Year Institutions																					
ANC	915	33	199	1	233	0	0	0	0	0	0	0	0	33	199	1	233	0.0%	0.0%	0.0%	0.0%
ASUB	3,029	67	345	1	413	0	0	0	0	0	0	0	0	67	345	1	413	0.0%	0.0%	0.0%	0.0%
ASUMH	1,090	23	110	0	133	0	0	0	0	0	0	0	0	23	110	0	133	0.0%	0.0%	0.0%	0.0%
ASUMS	1,070	47	199	1	247	0	0	0	0	0	0	0	0	47	199	1	247	0.0%	0.0%	0.0%	0.0%
ASUN	1,717	33	201	0	234	0	0	0	0	0	0	0	0	33	201	0	234	0.0%	0.0%	0.0%	0.0%
BRTC	1,480	30	198	0	228	0	3	0	3	3	0	0	3	33	195	0	228	10.0%	-1.5%	0.0%	0.0%
CCCUA	961	25	158	0	183	0	0	0	0	0	0	0	0	25	158	0	183	0.0%	0.0%	0.0%	0.0%
CoTO	917	19	156	0	175	0	0	0	0	0	0	0	0	19	156	0	175	0.0%	0.0%	0.0%	0.0%
EACC	795	31	199	0	230	0	0	0	0	0	0	0	0	31	199	0	230	0.0%	0.0%	0.0%	0.0%
Northark	1,429	29	292	0	321	0	0	0	0	0	0	0	0	29	292	0	321	0.0%	0.0%	0.0%	0.0%
NPC	1,917	43	251	1	295	3	7	0	10	3	1	0	4	43	245	1	289	0.0%	-2.4%	0.0%	-2.0%
NWACC	5,133	99	751	0	850	0	0	0	0	0	0	0	0	99	751	0	850	0.0%	0.0%	0.0%	0.0%
OZC	933	22	150	0	172	2	0	0	2	2	0	0	2	22	150	0	172	0.0%	0.0%	0.0%	0.0%
PCCUA	986	26	194	0	220	0	0	0	0	0	0	0	0	26	194	0	220	0.0%	0.0%	0.0%	0.0%
PTC	6,292	109	743	0	852	0	0	0	0	0	0	0	0	109	743	0	852	0.0%	0.0%	0.0%	0.0%
RMCC	565	20	91	1	112	0	0	0	0	0	0	0	0	20	91	1	112	0.0%	0.0%	0.0%	0.0%
Southark	1,181	38	213	2	253	0	2	0	2	2	0	0	2	40	211	2	253	5.3%	-0.9%	0.0%	0.0%
SAUT	1,220	29	136	0	165	0	0	0	0	0	0	0	0	29	136	0	165	0.0%	0.0%	0.0%	0.0%
SAUT-FTA		2	50	0	52	0	0	0	0	0	0	0	0	2	50	0	52	0.0%	0.0%	0.0%	0.0%
SAUT-ECC		2	19	0	21	0	0	0	0	0	0	0	0	2	19	0	21	0.0%	0.0%	0.0%	0.0%
SEAC	1,049	21	279	0	300	0	0	0	0	0	0	0	0	21	279	0	300	0.0%	0.0%	0.0%	0.0%
UACCB	944	27	195	0	222	0	0	0	0	0	0	0	0	27	195	0	222	0.0%	0.0%	0.0%	0.0%
UACCH	916	24	126	1	151	0	0	0	0	0	0	0	0	24	126	1	151	0.0%	0.0%	0.0%	0.0%
UACCM	1,531	34	180	2	216	0	0	0	0	0	0	0	0	34	180	2	216	0.0%	0.0%	0.0%	0.0%
Total 2-Yr		833	5,435	10	6,278	5	12	0	17	10	1	0	11	838	5,424	10	6,272	0.6%	-0.2%	0.0%	-0.1%

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

TABLE C
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR FOUR-YEAR INSTITUTIONS: FY 2016-17

INSTITUTION	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEAN	DEPT CHAIR	9-MONTH			
							ASSOC PROFESSOR	ASSIST PROFESSOR	PROFESSOR	INSTRUCTOR
UAF**	300,500	224,353	201,116	180,049	193,258	245,975	184,481	144,594	140,164	93,175
ASUJ	245,864	205,389	172,314	169,697	164,462	153,987	148,752	130,418	109,173	85,185
UALR	245,864	205,389	172,314	149,134	164,462	153,987	148,752	130,418	109,173	85,185
UCA	245,864	205,389	172,314	169,697	164,462	153,987	148,752	130,418	109,173	85,185
ATU	245,864	205,389	172,314	169,697	164,463	153,987	148,752	130,418	109,173	85,185
HSU	218,545	165,115	165,115	162,605	157,586	147,548	142,531	124,955	104,612	81,619
SAUM	208,970	153,985	148,645	144,181	133,036	122,494	114,503	101,173	93,180	77,189
UAM	208,970	153,985	148,645	144,181	133,036	122,494	114,503	101,173	93,180	77,189
UAPB	222,789	153,985	148,645	144,181	133,036	122,494	114,503	101,173	93,180	77,189
UAFS	208,970	177,548	165,114	162,605	133,036	147,548	142,530	124,955	104,612	81,619
UAMS*	346,958	356,992	301,703	N/A	295,170	195,880	186,280	171,899	162,304	130,418
UA/SYS	430,456	224,352	203,733	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ASU/SYS	333,407	N/A	208,971	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*UAMS faculty salaries are for 12-month positions.

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

TABLE D
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR TWO-YEAR INSTITUTIONS: FY 2016-17

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DIVISION CHAIR	9-MONTH				
						FACULTY	PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
ANC	159,215	127,790	119,835	119,835	111,837	85,186				
ASUB	159,215	127,790	119,835	119,835	111,837	N/A	91,405	86,178	76,253	66,436
ASUMH	159,215	127,790	119,835	119,835	111,836	85,186				
ASUMS	159,215	127,790	119,835	119,835	111,837	85,186				
ASUN	159,215	127,790	119,835	119,835	111,837	N/A	91,405	86,178	76,253	66,436
BRTC	159,215	127,790	119,835	119,835	111,837	85,186				
CCCUA	159,215	127,791	119,835	119,835	111,837	85,186				
COTO	159,215	127,790	119,835	119,835	111,837	85,186				
EACC	159,215	127,790	119,835	119,835	111,837	85,186				
Northark	159,215	127,790	119,835	119,835	111,837	85,186				
NPC	159,215	127,790	119,835	119,835	111,837	85,186				
NWACC	159,215	127,790	119,835	119,835	111,837	85,186				
OZC	159,215	127,790	119,835	119,835	111,837	85,186				
PCCUA	159,215	127,790	119,835	119,835	111,837	85,186				
PTC	159,215	127,790	119,835	119,835	111,837	85,186				
RMCC	159,215	127,790	119,835	119,835	111,837	85,186				
Southark	159,215	127,790	119,835	119,835	111,837	85,186				
SAUT	159,215	127,790	119,835	119,835	111,837	85,186				
SEAC	159,215	127,790	119,835	119,835	111,837	85,186				
UACCB	159,215	127,790	119,835	119,835	111,837	85,186				
UACCH	159,215	127,790	127,790	119,835	N/A	85,186				
UACCM	159,215	127,790	119,835	119,835	111,837	85,186				

REPORT OF 2014-15 INTERCOLLEGIATE ATHLETIC REVENUES AND EXPENDITURES

Act 245 of 1989 (A.C.A. §6-62-106) directed the Coordinating Board to develop and establish uniform accounting standards and procedures for reporting revenues and expenditures. Based on these standard definitions and formats, the Coordinating Board is to collect the financial data and provide a uniform report of each institution's athletic revenues and expenditures for the previous fiscal year to the Legislative Joint Auditing Committee and the public by November of each year.

Athletic revenues and expenditures for 2014-15 for each institution have been collected according to uniform standards and compiled in a summary report that follows this agenda item. An explanation of the reporting format follows:

1. The athletic report details revenues and expenditures for each institution.
2. Athletic revenues will match athletic expenditures unless there is an ending fund balance.
3. Act 366 of 1991 (A.C.A. § 6-62-804) prohibits athletic deficits. A designated athletic fee must be charged to the students by the institution if athletic-generated revenues (i.e., ticket sales, media/tournament/bowl, concessions/program sales, and game guarantees), foundations/clubs and other private gifts, other athletic income, auxiliary profits, and the allowable educational and general transfer do not cover the total expenditures for athletics.
4. In accordance with the uniform reporting and auditing of intercollegiate athletic expenditures of state-supported institutions of higher education, maintenance of facilities expenditures related to all intercollegiate teams and spirit groups, excluding bands, shall be reported as actual costs of operating such athletic facilities or a proration of actual costs based on athletic usage (A.C.A. § 6-62-807).

The 2014-15 total amount of athletic expenditures reported by state-supported universities is \$154,296,193 and two-year colleges is \$528,386. The statewide total is \$154,824,578 – an increase of \$13,478,584 (9.53%) from \$141,345,994 in 2013-14.

A comparison of 2014-15 actual expenditures to 2014-15 budgeted revenues certified to the Coordinating Board in July 2014 is also illustrated at the bottom of

the summary chart. Certified budgeted expenditures for 2014-15 totaled \$147,643,340 for all institutions. Total actual expenditures for 2014-15 for all institutions exceeded this budgeted amount by 4.9% percent. Actual expenditures varied from the Board of Trustees-certified budgeted expenditures and by a range of 63 percent over the budgeted amount to 6 percent under the budgeted amount.

The following resolution is presented for the Board's consideration:

RESOLVED, That the Arkansas Higher Education Coordinating Board accepts the Report of 2014-15 Intercollegiate Athletic Revenues and Expenditures as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

FURTHER RESOLVED, That the Coordinating Board authorizes the Director to transmit the Report of 2014-15 Intercollegiate Athletic Revenues and Expenditures to the Legislative Joint Auditing Committee according to the provisions of A.C.A. §6-62-106.

Summary of Intercollegiate Athletic Revenues and Expenditures, 2014-15

INSTITUTIONS		ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	CCCUA	MSCC	NAC
R E V E N U E S	TICKET SALES	\$1,421,706	\$242,382	\$72,382	\$16,479	\$37,622,177	\$38,033	\$314,522	\$35,580	\$408,373	\$425,919	\$40,597,553	\$7,121	\$2,897	\$9,906
	STUDENT FEES	\$4,567,829	\$3,265,808	\$1,586,531	\$1,455,625	\$0	\$2,723,418	\$3,655,736	\$717,727	\$981,895	\$4,893,041	\$23,847,610	\$0	\$0	\$0
	GAME GUARANTEES	\$1,533,000	\$66,000	\$63,000	\$39,520	\$313,500	\$29,000	\$173,500	\$16,500	\$783,310	\$854,916	\$3,872,246	\$0	\$0	\$0
	CONTRIBUTIONS	\$625,424	\$0	\$63,080	\$32,500	\$12,340,500	\$46,511	\$664,305	\$0	\$580	\$141,984	\$13,914,884	\$0	\$64,497	\$3,300
	NCAA/CONFERENCE DISTRIBUTIONS	\$1,611,838	\$58,087	\$65,043	\$0	\$13,854,657	\$42,225	\$735,374	\$9,950	\$160,775	\$967,262	\$17,505,210	\$0	\$0	\$0
	BROADCAST, TV, RADIO, INTERNET RIGHTS	\$0	\$0	\$0	\$0	\$21,995,606	\$0	\$0	\$0	\$0	\$0	\$21,995,606	\$0	\$0	\$0
	PROGRAM SALES, CONCESSIONS, NOVELTIES, PARKING	\$117,149	\$0	\$3,400	\$10,773	\$1,894,587	\$54,100	\$1,719	\$0	\$57,595	\$21,383	\$2,160,706	\$9,038	\$0	\$0
	ROYALTIES, LICENSING, ADVERTISEMENTS, SPONSORSHIPS	\$577,376	\$42,687	\$0	\$0	\$12,010,545	\$33,248	\$479,967	\$0	\$72,500	\$343,163	\$13,559,486	\$7,820	\$0	\$0
	SPORTS CAMPS REVENUES	\$0	\$90,494	\$0	\$33,780	\$46,820	\$59,991	\$0	\$0	\$0	\$0	\$231,085	\$0	\$0	\$12,440
	ENDOWMENT AND INVESTMENT INCOME	\$54,985	\$42,671	\$0	\$0	\$325,218	\$0	\$0	\$0	\$0	\$0	\$422,874	\$0	\$0	\$0
	OTHER INCOME	\$255,019	\$4,251	\$5,058	\$8,300	\$717,169	\$3,670	\$121,147	\$9,645	\$21,230	\$100	\$1,145,589	\$0	\$0	\$16,752
O T H E R F I N A N C I N G S O U R C E S	CWSP FEDERALLY FUNDED PORTION	\$0	\$8,243	\$0	\$80,079	\$26,171	\$0	\$0	\$49,491	\$0	\$111,829	\$275,813	\$0	\$0	\$0
	CWSP FED. PORTION AS % TOTAL CWSP	0%	75%	0%	47%	80%	0%	0%	100%	0%	100%	71%	0%	0%	0%
	OTHER AUXILIARY PROFITS	\$5,304,302	\$0	\$1,128,394	\$620,529	\$0	\$548,126	\$0	\$1,799,160	\$1,590,836	\$3,363,369	\$14,354,716	\$0	\$0	\$69,903
	TRANSFERS FROM UNRESTRICTED E&G	\$1,235,581	\$1,585,072	\$1,235,581	\$1,235,581	\$0	\$0	\$2,085,119	\$1,075,000	\$1,235,581	\$1,000,000	\$10,687,515	\$59,209	\$94,170	\$102,219
	PRIOR YEAR FUND BALANCE	\$0	\$0	\$0	\$0	\$0	\$33,679	\$0	\$0	\$788,840	\$0	\$822,519	\$0	\$0	\$69,114
Total Revenues for Athletics		\$17,304,209	\$5,405,695	\$4,222,469	\$3,533,166	\$101,146,949	\$3,612,001	\$8,231,389	\$3,713,053	\$6,101,515	\$12,122,965	\$165,393,411	\$83,188	\$161,564	\$283,634

Summary of Intercollegiate Athletic Expenditures, 2014-15

INSTITUTIONS		ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAPB	UCA	4-yr TOTAL	CCCUA	MSCC	NAC
E X P E N D I T U R E S	SALARIES	\$4,097,299	\$1,210,761	\$1,137,821	\$741,954	\$26,275,878	\$887,865	\$2,838,714	\$973,943	\$1,760,084	\$2,684,827	\$42,609,146	\$20,351	\$34,376	\$51,435
	BUDGETED FTE POSITIONS	70.0	25.18	18.75	12.70	279.0	18.58	39.0	22.00	0	47.70	532.91	0.50	0.9	0.8
	FRINGE BENEFITS	\$1,258,440	\$348,305	\$327,950	\$221,083	\$5,303,367	\$266,456	\$683,949	\$331,969	\$477,439	\$840,563	\$10,059,521	\$6,884	\$7,215	\$11,629
	FRINGE BENEFITS AS A % OF SALARIES	30.7%	28.8%	28.8%	29.8%	20.2%	30.0%	24.1%	34.1%	27.1%	31.3%	23.6%	33.8%	21.0%	22.6%
	EXTRA HELP	\$276,066	\$12,322	\$9,090	\$132,900	\$1,354,412	\$21,840	\$118,004	\$39,926	\$115,736	\$173,334	\$2,253,631	\$0	\$9,681	\$2,876
	CWSP- TOTAL COST (FEDERAL AND STATE MATCH)	\$0	\$10,991	\$11,879	\$170,217	\$32,714	\$0	\$0	\$49,491	\$0	\$111,829	\$387,121	\$0	\$0	\$0
	ATHLETIC SCHOLARSHIPS	\$4,400,304	\$1,488,984	\$1,636,480	\$1,195,230	\$7,254,080	\$1,087,467	\$2,054,118	\$1,039,510	\$1,801,302	\$3,735,704	\$25,693,178	\$0	\$34,497	\$69,954
	RECRUITING	\$429,375	\$27,401	\$71,563	\$43,198	\$1,739,940	\$26,190	\$170,196	\$10,974	\$0	\$233,970	\$2,752,807	\$0	\$0	\$282
	TEAM TRAVEL	\$2,544,584	\$345,777	\$458,084	\$417,233	\$7,809,195	\$350,934	\$921,877	\$285,960	\$698,632	\$1,605,759	\$15,438,035	\$21,377	\$19,967	\$37,615
	SPORTS EQUIPMENT, UNIFORMS, SUPPLIES	\$1,085,917	\$107,072	\$55,524	\$171,627	\$2,143,637	\$139,242	\$139,753	\$207,969	\$156,255	\$368,756	\$4,575,752	\$0	\$9,943	\$19,809
	CONCESSIONS/PROGRAMS	\$0	\$0	\$0	\$16,770	\$0	\$41,905	\$0	\$0	\$0	\$0	\$58,675	\$500		
	GAME EXPENSES	\$566,011	\$64,918	\$66,901	\$68,071	\$4,199,367	\$42,743	\$379,899	\$60,946	\$240,784	\$538,101	\$6,227,741	\$30,556	\$14,883	\$17,125
	GAME GUARANTEES	\$618,060	\$22,050	\$0	\$6,750	\$3,348,759	\$9,000	\$14,372	\$6,750	\$0	\$16,000	\$4,041,741	\$0	\$0	\$0
	FUNDRAISING, MARKETING, PROMOTIONS	\$115,164	\$40,075	\$52,544	\$1,529	\$1,027,327	\$52,549	\$124,893	\$4,569	\$1,492	\$15,460	\$1,435,603	\$707	\$0	\$0
	SPORTS CAMPS EXPENSES	\$0	\$54,189	\$0	\$0	\$0	\$59,275	\$0	\$0	\$0	\$0	\$113,464	\$0	\$0	\$6,839
	DIRECT FACILITIES, MAINTENANCE, RENTALS	\$878,180	\$322,866	\$91,869	\$29,469	\$7,189,422	\$335,241	\$292,953	\$94,596	\$72,883	\$538,103	\$9,845,582	\$0	\$0	\$25,163
	DEBT SERVICE	\$33,614	\$251,488	\$0	\$90,918	\$9,921,783	\$0	\$75,984	\$120,050	\$246,167	\$615,919	\$11,355,923	\$0	\$0	\$0
	SPIRIT GROUPS	\$0	\$130,327	\$0	\$0	\$1,100,632	\$131,717	\$58,642	\$53,367	\$0	\$62,753	\$1,537,437	\$0	\$0	\$7,973
	MEDICAL EXPENSES AND MEDICAL INSURANCE	\$173,356	\$251,803	\$90,958	\$120,611	\$1,382,013	\$46,134	\$43,797	\$292,252	\$109,767	\$230,312	\$2,741,002	\$0	\$9,071	\$23,056
	MEMBERSHIPS AND DUES	\$122,280	\$30,778	\$25,900	\$27,618	\$46,621	\$17,394	\$113,825	\$25,900	\$39,488	\$50,316	\$500,120	\$1,050	\$2,568	\$1,750
OTHER OPERATING EXPENDITURES	\$705,559	\$166,762	\$145,526	\$77,988	\$8,079,855	\$96,049	\$135,616	\$114,881	\$381,486	\$118,020	\$10,021,742	\$1,763	\$19,363	\$8,128	
OTHER FINANCING USES	TRANSFERS TO OTHER FUNDS/ACCOUNTS	\$0	\$0	\$40,380	\$0	\$2,359,555	\$0	\$64,797	\$0	\$0	\$183,239	\$2,647,971	\$0	\$0	\$0
Total Expenditures for Athletics		\$17,304,209	\$4,886,869	\$4,222,469	\$3,533,166	\$90,568,558	\$3,612,001	\$8,231,389	\$3,713,053	\$6,101,515	\$12,122,965	\$154,296,193	\$83,188	\$161,564	\$283,634
Fund Balance		\$0	\$518,826	\$0	\$0	\$10,578,391	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0
2014-15 Budgeted Expenditures Certified July 2014		\$15,438,520	\$4,897,282	\$3,553,309	\$3,107,986	\$89,278,845	\$3,557,916	\$7,211,111	\$3,470,133	\$6,058,987	\$10,563,862	\$147,137,951	\$51,156	\$171,426	\$282,807
% Difference Between Expenditures & Budgeted Revenue		12%	0%	19%	14%	1%	2%	14%	7%	1%	15%	5.0%	63%	-6%	0%

Agenda Item No. 11
Higher Education Coordinating Board
October 30, 2015

Bond/Loan Feasibility Update

This update consists of the actual terms for bond and loan issues receiving AHECB approval that occurred October 2014 through October 2015. This update was requested by the AHECB during the July 30, 2010 quarterly meeting.

Approved/Issued Bonds/Loans from October 2014 to October 2015									
Institution	Date of AHECB Approval	Approved Maximum Total of Issue	Approved Terms	Tax Status	Date of Issue	Actual Amount of Issue	Actual Terms	Project	Type of Project
HSU	3/21/2014	\$33,000,000	30 yrs/ 6.35%	Tax-exempt	11/26/2014	\$33,000,000	25 yrs/ 3.73%	Auxiliary purposes for the following: (a) the acquisition and renovation of an existing 288 bed apartment complex known as Whispering Oaks Apartments, (b) the acquisition, construction, furnishing and equipping of a new 300 bed residence hall, (c) the acquisition, construction, furnishing and equipping of a new 240 bed apartment-style complex, (d) the renovation of the football stadium, including particularly, without limitation, new turf, a new entrance, new ticket booths and fencing, (e) the construction of a new intramural field, (f) the renovation of the baseball field, including particularly, without limitation, new turf and seating, (g) the renovation of the softball field, including particularly, without limitation, new turf, (h) the renovation of existing housing facilities, including particularly, without limitation, East Hall, West Hall, Sturgis Hall and International House and (i) the construction of new parking lots.	Auxiliary
UA-System	10/31/2014	\$500,000	10 yrs/ 0.22%	Tax-exempt	11/13/2014	\$500,000	10 yrs/ 0.22%	Auxiliary purposes along with reserves set aside for these projects, will be used for major repairs to the B. Alan Sugg Administration Building, including repair of the roof and replacement of weather damaged windows and doors.	Auxiliary
UCA	10/31/2014	\$17,500,000	30 yrs/ 5.75%	2015A Donaghey Bonds - Tax-exempt & 2015B Donaghey Bonds - Taxable	Both issued 3/5/15	2015A Donaghey Bonds - \$14,000,000 & 2015B Donaghey Bonds - \$3,500,000 = \$17,500,000	2015A Donaghey Bonds - 29.5 yrs/3.78% & 2015B Donaghey Bonds - 10.5 yrs/ 3.00%	Auxiliary purposes to fund the design and construction of Donaghey Hall.	Auxiliary
ASUJ	1/30/2015	\$1,500,000	10 yrs/ 0.00%	Tax-exempt	5/15/2015	\$1,204,000	10 yrs / 0.00%	E&G purposes 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.	E&G
NWACC	1/30/2015	\$18,400,000	15 yrs/ 3.75%	Taxable	2/28/2015	\$16,475,000	15 yrs / 2.73%	Auxiliary purposes to refinance district capital improvement bonds.	Auxiliary
SAUM	1/30/2015	\$10,000,000	30 yrs/ 5.00%	Tax-exempt	4/1/2015	\$7,500,000	30 yrs/ 3.85%	E&G purposes 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 Maconolia, Arkansas.	E&G
ANC	7/31/2015	\$5,105,000	30 yrs/ 4.50%	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	E&G purposes for the construction and equipping of the College's Center for Allied Technologies and pay the expenses of issuing the bonds.	E&G
ATU	7/31/2015	\$1,250,000	30 yrs/ 4.75%	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	Auxiliary purposes to renovate Wilson Residence Hall on the campus of Arkansas Tech University.	Auxiliary
ATU	7/31/2015	\$2,000,000	5 yrs/ 3.00%	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	E&G purposes for upgrading computer hardware in the University's computer center.	E&G
ATU	7/31/2015	\$1,000,000	10 yrs/ 4.00%	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	Auxiliary purposes to renovate Wilson Residence Hall on the campus of Arkansas Tech University.	Auxiliary
UAF	7/31/2015	\$8,000,000 - \$3,860,000 (E&G) and \$4,140,000 (Auxiliary)	30 yrs/ 5.50%	Taxable	8/27/2015	\$7,510,000	30 yrs/ 4.13%	E&G purposes to fund a utility infrastructure expansion with an approximate 5,300 lineal feet (LF) of buried, six inch, wrapped steel pipe for a high pressure, natural gas service line to accommodate a 5 megawatt (MW) gas turbine generator being installed on campus. Auxiliary purposes to renovate and construct (1) housing for Lambda Chi Alpha Fraternity, (2) housing for the Pi Kappa Alpha Fraternity, and (3) other capital improvements and infrastructure and various equipment for auxiliary purposes if proceeds are available.	E&G/Auxiliary
ASUJ	9/21/2015	\$8,000,000	8 yrs/ 5.0%	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	As of 10/12/2015, not yet issued	Proceeds from the loan will be used to renovate and modernize Wilson Hall including the reconfiguration of building infrastructure for new laboratories and learning environments and safety, technology, and ADA improvements.	E&G

REPORT ON AHECB POLICY FOR MAINTENANCE OF NEW FACILITIES

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

It is the expectation that the institution provide for the long term maintenance of the facility for which the funds were accrued. Funds may be utilized for facility renovation and upkeep including upgrade or replacement of equipment and furnishings of the designated building. These funds will be transferred to the plant fund annually and shall begin in the fiscal year following the completion and occupancy of the facility and will continue as long as the building is in use. The funds can also be used for critical and deferred maintenance of the institution. This report includes the status of the FY2013-14 and FY2014-15 maintenance transfers.

MAINTENANCE REPORT

Institution	Facility	Date Board Approved	Date of Completion	Date of Occupancy	Actual Square Footage	FY 2013-14	FY 2014-15
						Amount of Transfer	Amount of Transfer
UNIVERSITIES:							
ASUJ	Housing Facilities (Greek Housing & Honors Dormitory)	January 2012	8/1/13	9/1/13	74,179	N/A	\$92,724
ASUJ	Student activities center & Humanities and Social Sciences building	October 2013	Not Yet Completed	Not Yet Occupied		N/A	N/A
ATU	M Street Dorm	July 2011	7/10/13	8/28/13	64,170	\$80,213	\$80,213
ATU	Baseball Field	April 2012	4/9/13	4/9/13	8,043	\$10,054	\$10,054
ATU	Chambers Cafeteria Renovation	October 2012	8/23/13	8/28/13	36,997	\$46,246	\$46,246
ATU	Academic classroom, student support and administrative facility	October 2013	Not Yet Completed	Not Yet Occupied	66,900	\$167,250	\$167,250
ATU-O	Allied Health Building	July 2014	Not Yet Completed	Not Yet Occupied	20,273	N/A	\$50,683
HSU	Dining Facility	October 2010	6/6/13	6/6/13	21,980	\$27,475	\$27,475
HSU	Purchase apartment complex, Construct residence hall and apartment complex	March 2014	11/01/2014	11/1/14	80,317	N/A	\$100,396
SAUM	Agriculture Center	February 2011	4/1/13	11/1/12	33,178	\$82,945	\$82,945
SAUM	University Hall	April 2012	6/1/13	8/1/13	35,000	\$43,750	\$43,750
SAUM	Story Arena	February 2013	4/20/13	5/1/13	6,400	\$8,000	\$8,000
SAUM	Mulvender Activity Center	February 2013	6/1/12	10/1/12	34,770	\$44,910	\$46,053
SAUM	University Village apartments	April 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
SAUM	Engineering program facilities	January 2015	Not Yet Completed	Not Yet Occupied		N/A	N/A
UAF	Nanoscale Science & Eng.	December 2009	2/1/11	3/1/11	77,691	\$194,238	\$194,238
UAF	Epley Center for Health Professions (Old Health Center)	December 2009	12/1/11	12/1/11	25,625	\$113,338	\$64,063
UAF	Vol Walker Hall	April 2011	Not Yet Completed	Not Yet Occupied		N/A	N/A
UAF	Ozark Hall	April 2011	8/1/13	8/1/13	18,310	N/A	\$45,775
UAF	Hillside Auditorium	April 2011	1/1/13	1/1/13	35,175	\$87,938	\$87,938
UAF	Child Development Study Center	April 2011	8/1/12	8/1/12	58,495	\$146,238	\$146,238
UAF	Founders Hall	April 2011	8/1/13	8/1/13	78,300	N/A	\$97,875
UAF	Fred W Smith Football Center	April 2011	7/1/13	7/1/13	80,400	N/A	\$100,500
UAF	Uptown Campus	June 2012	8/1/12	8/1/12	58,655	\$146,638	\$146,638
UAF	East Square Plaza	June 2013	8/1/13	8/1/13	68,590	N/A	\$171,475
UAF	Hotz Hall	June 2014	8/1/13	8/1/13	96,377	N/A	\$120,471
UAF	Housing Office	June 2015	2/1/14		19,659	N/A	\$24,574
UAF	Athletic Academic and Dining Facility, a Baseball and Track Indoor Training Facility and a Basketball Practice Facility	March 2013	5/1/14	5/1/14	53,630	N/A	\$67,038
UAF	Classroom and teaching laboratory building (Stephen L Anderson Design Center)	March 2013	8/1/13	8/1/13	34,120	N/A	\$85,300
UAF	Various E&G projects	June 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
UAF	Housing for the Pi Kappa Alpha Fraternity	June 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
UAF	Cato Springs Research Center	June 2014	8/1/14	8/1/14	28,817	N/A	\$72,043
UAF	Lambda Chi Alpha	July 2015	Not Yet Completed	Not Yet Occupied		N/A	N/A
UAFS	Lion's Den	January 2009	8/1/10	8/1/10	114,560	\$56,717	\$54,409
UAFS	Boreham Library	November 2010	3/1/13	3/1/13	39,170	\$97,925	\$97,925
UAFS	Student recreation and wellness center	June 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
UALR	West Hall Residence	October 2009	8/12/11	8/12/11	106,800	\$60,000	\$60,000
UALR	University Village	April 2012	11/30/12	11/30/12	139,554	\$175,000	\$175,000
UCA	Bear Hall-Construction	July 2010	8/15/12	8/13/12	112,000	\$140,000	\$140,000
UCA	Bear Village-Purchase (Previously leased before purchase)	July 2012	8/1/12	6/1/05	156,915	\$196,144	\$196,144
UCA	HPER Expansion	October 2012	11/1/14	11/1/14	42,325	\$52,906	\$52,906
UCA	UCA Sky Box-Purchase	April 2013	8/30/12	9/1/12	9,900	\$12,375	\$12,375
UCA	Weight Room Addition-Purchase	April 2013	4/1/12	1/15/12	6,106	\$7,633	\$7,633
UCA	Sorority houses ("Greek Village") and National Pan-Hellenic Council (NPHC) facility	October 2013	Not Yet Completed	Not Yet Occupied	56,500	N/A	\$70,625
UCA	Lewis Science Addition	April 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
UCA	Donaghey Hall	October 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
COLLEGES:							
ANC	Center for Allied Technologies	July 2015	Not Yet Completed	Not Yet Occupied		N/A	N/A
ASUB	Housing Complex	January 2010	10/12/11	8/1/11	57,400	\$24,103	\$25,655
ASUMH	Vada Sheid Community Development Center	July 2009	9/1/10	9/1/10	65,000	\$130,000	\$130,000
ASUN	Fowler Family Hospitality Services Building	January 2012	7/15/13	8/1/13	11,826	\$29,565	\$29,565
BRTC	Health & Science Facility	June 2013	Not Yet Completed	Not Yet Occupied		N/A	N/A
CCCUA	Murrreesboro Building	October 2010	11/1/10	11/1/10	22,000	\$55,000	\$55,000
CCCUA	Nashville Maintenance Building	April 2013	2/1/13	2/1/13	8,100	\$20,250	\$20,250
CCCUA	Nashville Main Building	April 2013	3/1/08	7/1/08	21,550	\$53,875	\$53,875
CCCUA	Nashville Technical Trades Building	April 2013	3/1/08	7/1/08	16,834	\$42,085	\$42,085
CCCUA	Nashville Education A Building	April 2013	3/1/08	7/1/08	2,510	\$6,275	\$6,275
CCCUA	Nashville Education B Building	April 2013	3/1/08	7/1/08	2,510	\$6,275	\$6,275
CoTO	Cosmetology Building Renovation/Addition	February 2011	8/1/11	8/1/11	2,000	\$5,000	\$5,000
CoTO	Workforce Training Facility	April 2014	Not Yet Completed	Not Yet Occupied		N/A	N/A
EACC	Transportation/Technology Facility	October 2010	8/1/12	8/1/12	19,902	\$49,755	\$49,755
EACC	Allied Health Facility	October 2010	1/13/14	1/13/14	13,451	\$33,628	\$33,628
MSCC	Marion Berry Renewable Energy Building	April 2012	7/9/13	8/1/13	35,120	\$87,800	\$87,800
MSCC	Wellness Centers	April 2012	10/20/13	10/21/13	25,890	N/A	\$64,725
NAC	Science Building	July 2012	6/18/14	8/10/14	14,385	N/A	\$35,963
NWACC	Health Professional Bldg	July 2010	10/1/12	10/1/12	55,171	\$137,928	\$137,928
OZC	Mtn View Student Services Center	October 2002	8/1/12	8/15/12	10,683	\$26,708	\$26,708
OZC	Melbourne Student Services Center	October 2012	1/1/15	1/1/15	18,560	N/A	\$46,400
PTC	Fine & Performing Arts Center	September 2011	Not Yet Completed	Not Yet Occupied		N/A	N/A
PTC	Culinary Arts Center	September 2012	5/29/14	8/12/13	56,701	\$141,753	\$141,752
RMCC	Library, Classroom, Lab and Meeting Space (Ouachita Center)	June 2012	8/6/14	8/6/14	13,600	N/A	\$34,000
SACC	Health Science Building	July 2009	3/10/11	2/1/11	38,378	\$95,945	\$95,945
SAUT	Multi-purpose Student Facility	April 2012	7/31/14	7/31/14		N/A	N/A
UACCB	Nursing & Allied Health Bldg	January 2010	6/5/11	8/1/11	40,669	\$101,673	\$101,673
UACCH	Texarkana Instruction Center	October 2011	7/1/12	7/1/12	10,000	\$25,000	\$25,000

**INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE
RESOLUTIONS**

ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology

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

Bryant and Stratton College, Orchard Park, New York

State Authorization: New York State Board of Regents

Institutional Accreditation-Regional: Middle States Commission on Higher Education

Criminal Justice and Security Services Diploma

Associate of Applied Science in Criminal Justice Studies

Columbia Southern University, Orange Beach, Alabama

State Authorization: Alabama Department of Postsecondary Education

Institutional Accreditation-National Career-Related: Distance Education Accrediting Commission

Master of Public Health

Georgetown University, Washington, D.C.

State Authorization: D.C. Higher Education Licensure Commission

Institutional Accreditation-Regional: Middle States Commission on Higher Education

Course: PHIL 020 Introduction to Philosophy

Bachelor of Arts in Liberal Studies Degree Completion

Johns Hopkins University, Baltimore, Maryland

State Authorization: Maryland Higher Education Commission

Institutional Accreditation-Regional: Middle States Commission on Higher Education

Master of Engineering Management

Master of Environmental Engineering

Master of Mechanical Engineering

Master of Science in Applied Biomedical Engineering

Master of Science in Cybersecurity

Master of Science in Environmental Engineering and Science

Master of Science in Environmental Planning and Management

Simmons College, Boston, Massachusetts

State Authorization: Massachusetts Board of Higher Education

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

Programmatic Accreditation: American Library Association

Master of Science in Library and Information Science

University of Cincinnati, Cincinnati, Ohio

State Authorization: Ohio Board of Regents

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

Programmatic Accreditation: American Association of Colleges of Nursing

Bachelor of Science in Criminal Justice

Bachelor of Science in Nursing to Doctor of Nursing Practice

Vista College, Richardson, Texas

State Authorization: Texas Higher Education Coordinating Board, Texas Workforce Commission

Institutional Accreditation-National Career-Related: Council on Occupational Education

Bachelor of Science in Business Management

Initial Program Certification - Arkansas Campus

Baptist Health College Little Rock, Little Rock, Arkansas

State Authorization: Arkansas Department of Higher Education

Institutional Accreditation-National Career-Related: Accrediting Bureau of Health Education Schools

Programmatic Accreditation: National Accrediting Agency for Clinical Laboratory Sciences, Joint Review Committee on Educational Programs in Nuclear Medicine Technology, Accreditation Commission for Education in Nursing, Joint Review Commission on Education in Radiologic Technology, Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation for Polysomnographic Technologist Education, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting

Certificate in Histotechnology

Certificate in Medical Laboratory Science

Certificate in Nuclear Medicine Technology

Certificate in Practical Nursing

Certificate in Radiography

Certificate in Sleep Technology

Certificate in Surgical Technology

New Institutions – Distance Technology

International Sports Science Association College of Exercise Science, Carpinteria, California

State Authorization: California Bureau for Private Postsecondary Education

Institutional Accreditation-National Career-Related: Distance Education Accrediting Commission

Associate of Science in Exercise Science

Northwestern University, Evanston, 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 Accreditation of Counseling and Related Educational Programs

Master of Arts in Counseling

Master of Science in Global Health

Master of Science in Information Systems

Master of Science in Integrated Marketing and Communications

Master of Science in Learning and Organizational Change

Master of Science in Medical Informatics

Master of Science in Predictive Analytics

Master of Science in Public Policy and Administration

Waldorf College, Forest City, Iowa

State Authorization: Iowa College Student Aid Commission

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

Bachelor of Applied Science in Fire Science Administration

Bachelor of Applied Science in Occupational Safety

Bachelor of Arts in Health Care Management

Bachelor of Arts in Psychology

Bachelor of Science in Business Administration

Bachelor of Science in Criminal Justice

Bachelor of Science in Criminal Justice Administration

Bachelor of Science in Fire Science Administration

Bachelor of Science in Organizational Leadership

LETTERS OF NOTIFICATION

Arkansas Colleges & Universities Summary (pages 2-53):

Nineteen (19) Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

- 8 New Certificate/Degree Program
- 2 Existing Program Offered via Distance
- 5 New Option/Emphasis/Concentration/Minor
- 4 Curriculum Revision
- 3 Education Program/Concentration/Emphasis/Endorsement Pending Review by ADE to Meet New Teacher Education Requirements
- 11 Active Programs moved to Inactive Status
- 3 Program Deletion
- 1 Deletion of Option
- 1 Reorganization of Organizational Unit
- 7 Reconfiguration of Existing Certificate/Degree Program
- 16 Associate Degree for Transfer and Bachelor's Degree Completion
- 1 Institutional Name Change
- 1 Establishment of New Academic Department

Institutional Certification Advisory Committee Summary (pages 54-57):

Fourteen (14) out-of-state and/or for-profit institutions submitted applications that include new concentrations and other changes to programs, new and renewed requests for exemptions, and institutional changes.

- 4 Institutional changes
- 1 Non-Academic Degree Offering
- 2 New Letters of Exemption from Certification (non-academic or church-related training)
- 1 Renewal Letter of Exemption from Certification (Programs on Military Installations)
- 4 New certificates and diplomas
- 9 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 July 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

Arkansas Northeastern College – Page 4

Curriculum Revision of Existing Certificate or Degree Program

Arkansas State University – Beebe – Pages 4-8

Associate Degree for Transfer and Bachelor's Degree Completion

Arkansas State University – Mid-South – Page 8

Reconfiguration of Existing Program

Arkansas State University – Newport – Pages 8-11

Reconfiguration of Existing Degree Program for Transfer

Arkansas Tech University – Ozark – Page 11

Establishment of New Academic Department

College of the Ouachitas – Pages 11-14

Associate Degree for Transfer and Bachelor's Degree Completion

Inactivate Program

Curriculum Revision of Existing Certificate or Degree Program

East Arkansas Community College – Pages 14-16

Associate Degree for Transfer and Bachelor's Degree Completion

National Park Community College – Pages 16-24

Institutional Name Change

Associate Degree for Transfer and Bachelor's Degree Completion

Program Deletion

North Arkansas College – Pages 24-26

Associate Degree for Transfer and Bachelor's Degree Completion

Northwest Arkansas Community College – Pages 26-28

Associate Degree for Transfer and Bachelor's Degree Completion

Phillips Community College of the University of Arkansas – Page 28

Reconfiguration of Existing Degree Program

Program Deletion

Pulaski Technical College – Pages 29-36

Associate Degree for Transfer and Bachelor's Degree Completion

Rich Mountain Community College – Page 36

New Certificate or Degree Program

Southern Arkansas University – Pages 36-37

Reconfiguration of Existing Degree Program

University of Arkansas – Fort Smith – Page 37

New Minor

University of Arkansas at Little Rock – Pages 37-39

New Certificate or Degree Program

New Option, Concentration, Emphasis, or Minor

Existing Certificate or Degree Program Offered by Distance Technology

Reconfiguration of Existing Degree Program

Reorganization of Existing Organizational Unit

Inactivate Program

Deletion of Option

Education Programs/Concentration/Emphasis Pending Review by Arkansas Department of Education

University of Arkansas Community College at Batesville – Pages 39-42

Associate Degree for Transfer and Bachelor's Degree Completion

Curriculum Revision of Existing Certificate or Degree Program

Reconfiguration of Existing Degree Program

University of Arkansas Community College at Morrilton – Pages 42-53

New Certificate or Degree Program

Associate Degree for Transfer and Bachelor's Degree Completion

Reconfiguration of Existing Degree Program for Transfer

University of Central Arkansas – Page 53

New Certificate or Degree Program

ARKANSAS COLLEGES AND UNIVERSITIES

LON Descriptions

Arkansas Northeastern College

Curriculum Revision of Existing Certificate or Degree Program

Associate of Science in Early Childhood Education (DC 1203; CIP 13.1202; 62-65 credit hours; Spring 2016)

Added Courses

PY	13002	Academic and Career Enrichment
PS	14043	Physical Geology
PS	14051	Physical Geology Lab
ED	23033	Survey of Exceptional Child

Deleted Courses

PY	23003	General Psychology
PE	XXXX1	Any 1 hour physical activity PE Course

Associate of Applied Science in Early Childhood Education (DC 0437; CIP 13.1210; 61 credit hours; Spring 2016)

Added Courses

ED	13143	Literacy and Language Arts for Early Childhood
ED	13163	Math and Science for Early Childhood
ED	13173	Future Perspectives in Early Childhood

Deleted Courses

PE	17013	Personal and Community Health
ED	23023	Children’s Literature
ED	13083	Foundations of Early Childhood Education
	XXXX3	History Requirement
	XXXX3	Elective

Arkansas State University – Beebe

Associate Degree for Transfer and Bachelor’s Degree Completion

Associate of Science in Liberal Arts & Sciences (DC 1090; CIP 24.0102; 60 credit hours; Spring 2016) to the Bachelor of Science in Education in Kinesiology & Physical Education at the University of Central Arkansas (DC 2830; CIP 13.1314; 120 credit hours; Spring 2016)

Possible Pre-Requisites

UNIV	1003	Principles of Academic Success (required if registering for a remedial course)
ENG	0013	Precollege Literacy
ENG	0023	College Literacy (taken simultaneously with ENG 1003-Freshman English I)
MATH	0013	Foundations of Algebra I
MATH	0023	Foundations of Algebra II

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

Kinesiology & Physical Education Core - 25 credit hours

EDU	2023	Introduction to Teaching
HLTH	2523	First Aid and Safety
PE	1022	Physical Conditioning I
PE	1301	Recreational Games I
PE	1311	Recreational Games II
PE	1611	Basketball I
PE	1722	Concepts of Fitness
PE	1481	Tennis I
PE	1883	Foundations of Physical Education
	XXX3	Anatomical Kinesiology
	XXX3	Mental Health

UCA Bachelor of Science in Education in Kinesiology & Physical Education – 60 credit hours

EDUC	3322	Diverse Learnings in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
H ED	3300	Materials and Methods
H ED	3325	Disease Management
KPED	2340	Motor Development and Learning
KPED	3316	Curriculum
KPED	3382	Mechanical Kinesiology
KPED	4300	Exercise Physiology
KPED	4230	Fitness Assessment and Exercise Prescription
KPED	4310	Methods and Materials of Secondary Methods
KPED	4320	Measurement and Evaluation in Human Performance
KPED	4395	Sport in American Society
MSIT	4325	Strategies for Content Literacy Development and Curriculum Integration
PETE	2250	Teaching Dance Rhythmical Activities
PETE	3330	Physical Education for the Elementary Grades
PETE	3363	Adapted Physical Education
PETE	4380	Internship I
PETE	4690	Internship II
PETE	4691	Internship II

ASUB/UCA Transfer Agreement

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at Arkansas State University University-Beebe (ASUB) will be admitted to the Bachelor of Science in Education in Kinesiology & Physical Education at the University of Central Arkansas (UCA) with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA as well as admission to the UCA Teacher Education Program. This includes proof of minimum ACT, Praxis Core Assessment, or SAT scores as required by the Arkansas Department of Education.
- The student must also meet specific requirements for admission into the Physical Education Teacher Education (PETE) K-12 program, including successful completion of the PETE Fitness Test.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at ASUB, with at least a 2.70 cumulative grade point average, on or after the Effective Date of this Agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UCA.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at ASUB, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- Due to state licensure requirements, UCA will not be able to apply the transfer of "D" grade credit hours toward any of the general education courses required for admission into the PETE K-12 program, or any of the professional education courses, including content track courses, required for the BSE in Kinesiology & Physical Education.
- In accordance with UCA policy, the UCA PETE K-12 program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for admission into the PETE K-12 program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Required Course Revision/Development

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

PE 1022 – Physical Conditioning I

- This course will be revised to incorporate the PETE Fitness Test, which students must pass in order to be eligible for admission into the UCA PETE K-12 program.
- UCA has provided ASUB with a copy of the PETE Fitness Test guidelines, and will provide other materials upon request.
- UCA will need to confirm that the revised syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2016.

PE 1481 – Tennis

- This course will be revised to meet the UCA requirement for PETE 2220 – Teaching Individual Sports.
- UCA will provide ASUB with a copy of the PETE 2220 course syllabus, as well as other materials upon request.
- UCA will need to confirm that the revised syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2016.

PE 1611 – Basketball I

- This course will be revised to meet the UCA requirement for PETE 2230 – Teaching Team Sport.
- UCA will provide ASUB with a copy of the PETE 2230 course syllabus, as well as other materials upon request.
- UCA will need to confirm that the revised syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2016.

Anatomical Kinesiology

- This course will be developed to meet the UCA requirement for KPED 2381 – Anatomical Kinesiology.
- UCA has provided ASUB with a copy of the KPED 2381 course syllabus, and will provide other materials upon request.
- UCA will need to confirm that the developed syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2016.

Mental Health

- This course will be developed to meet the UCA requirement for H ED 2320 – Mental Health.
- UCA has provided ASUB with a copy of the H ED 2320 course syllabus, and will provide other materials upon request.
- UCA will need to confirm that the developed syllabus will meet the necessary requirements for the equivalent UCA course.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met by May 1, 2016.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedure and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and ASUB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ASUB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.

- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at ASUB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and ASUB will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, 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 – Mid-South

Reconfiguration of Existing Program

Certificate of Proficiency in Machine-Technology, Machinist I (DC 1405; CIP 48.0501; 18 credit hours) reconfigured to create Certificate of Proficiency in Machining Technology, Machinist (DC 1405; CIP 48.0501; 17 credit hours; Spring 2016)

<i>MACH</i>	<i>1113</i>	<i>Conventional Manual Lathe</i>
<i>MACH</i>	<i>1133</i>	<i>Conventional Manual Mill</i>
<i>MACH</i>	<i>1153</i>	<i>Surface Grinding</i>
<i>MACH</i>	<i>2024</i>	<i>Geometric Dimensioning & Tolerancing</i>
<i>MACH</i>	<i>2044</i>	<i>Introduction to Computer Aided Manufacturing</i>

Arkansas State University – Newport

Reconfiguration of Existing Degree Program for Transfer Purposes

Associate of Arts reconfigured to create Associate of Science in Natural Sciences (CIP 30.1801; 63 credit hours; Spring 2016) to transfer to the Bachelor of Science in Wildlife Ecology & Management (DC 3290; CIP 03.0601; 120 credit hours); Bachelor of Science in Biological Sciences (DC 2301; CIP 26.0101; 120 credit hours); or Bachelor of Arts in Chemistry (DC 1310; CIP 40.0501; 120 credit hours) at Arkansas State University - Jonesboro

Associate of Science in Natural Sciences

General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
MATH	1023	College Algebra
BIOL	2213	Biology of the Cell
BIOL	2211	Biology of the Cell Lab
CHEM	1013	General Chemistry I
CHEM	1011	General Chemistry I Lab
SPCH	1203	Oral Communications
PSY	2013	Psychology
	XXX3	Fine Arts

XXX3 Humanities
 XXX3 Social Sciences
 XXX3 U. S. History/Government

Natural Science Core – 28 credit hours

MATH 2204 Calculus I
 CHEM 1023 General Chemistry II
 CHEM 1021 General Chemistry II Lab
 GEOL 1003 Environmental Geology
 GEOL 1001 Environmental Geology Lab
 BOT 1103 Biology of Plants
 BOT 1101 Biology of Plants Lab
 ZOOL 1043 Biology of Animals
 ZOOL 1041 Biology of Animals Lab
 PHYS 2054 General Physics I
 PHYS 2064 General Physics II

ASUJ BS in Wildlife Ecology & Management – 57 credit hours

BIO 3013 Genetics
 BIO 3011 Genetics Laboratory
 BIO 3023 Principles of Ecology
 BIO 4021 Biological Seminar
 AGRI 3543 Fundamentals of GIS/GPS
 BIO 4704 Plant Systematics
 BIO 4413 Wildlife Program Internship
 BIO 4653 Wildlife Management
 BIO 4651 Wildlife Management Lab
 BIO 4311 Fishery Biology
 BIO 4312 Fishery Biology Lab
 BIO 4423 Ornithology
 BIO 4421 Ornithology Lab
 BIO 4352 Mammalogy
 BIO 4351 Mammalogy Lab
 BIO 4373 Animal Ecology
 BIO 4371 Animal Ecology Lab
 BIO 4613 Conservation Biology
 BIO 4663 Wildlife Management Techniques
 BIO 4661 Wildlife Management Techniques Lab
 ENG 3043 Technical Writing
 POSC 4533 Environmental Law and Administration
 STAT 3233 Applied Statistics
 XXX5 Electives

ASUJ BS in Biological Sciences – 57 credit hours

BIO 3011 Genetics Laboratory
 BIO 3023 Principles of Ecology
 BIO 4021 Biological Seminar
 CHEM 3103 Organic Chemistry I
 CHEM 3101 Organic Chemistry I Lab
 CHEM 3113 Organic Chemistry II
 CHEM 3111 Organic Chemistry II Lab

CHEM	4243	Biochemistry
BIO	3223	Human Structure and Function I
BIO	3221	Human Structure and Function I Lab
BIO	3323	Human Structure and Function II
BIO	3321	Human Structure and Function II Lab
BIO	4104	Microbiology
BIO	3203	Pathophysiology
BIO	4143	Pharmacology
STAT	3233	Applied Statistics
	XX17	Electives at ASUJ (17 credit hours, 5 of which must be upper-division)

ASUJ BA in Chemistry – 57 credit hours

CHEM	2004	Descriptive Inorganic
CHEM	3054	Quantitative Analysis
CHEM	3103	Organic Chemistry I
CHEM	3101	Organic Chemistry I Lab
CHEM	3113	Organic Chemistry II
CHEM	3111	Organic Chemistry II Lab
CHEM	4243	Biochemistry
CHEM	3154	Survey of Physical Chemistry
	XX34	Electives at ASUJ (34 credit hours, 26 of which must be upper-division)

ASUN/ASUJ Transfer Agreement

Agreement

It is agreed that any student who has earned the Associate of Science in Natural Science at Arkansas State University – Newport (ASUN) will be admitted to the Bachelor of Science in Wildlife Ecology & Management, Bachelor of Science in Biological Sciences, or Bachelor of Arts in Chemistry at Arkansas State University – Jonesboro (ASUJ) with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to Arkansas State University – Jonesboro.
- The student will have earned the Associate of Science in Natural Science at ASUN with at least a 2.0 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 ASUJ.

Transfer of Credits

- A transfer student who has not completed all of the courses specified within the Associate of Science in Natural Science degree plan at ASUN, as stipulated, before entering ASUJ 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 ASUJ.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of ASUJ.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with system policy, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both ASUJ and ASUN agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- ASUJ 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.
- ASUJ and ASUN will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

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

Arkansas Tech University – Ozark
Establishment of New Academic Department
 Logistics Management

College of the Ouachitas

Associate Degree for Transfer and Bachelor’s Degree Completion

Associate of Applied Science in Nursing (LPN/Paramedic to RN) (DC 0715; CIP 51.3801; 60 credit hours; Spring 2016) to the Bachelor of Science in Nursing at the University of Central Arkansas (DC 4240; CIP 51.3801; 120 credit hours; Spring 2016)

General Education – 35 credit hours

ENGL	1113	Composition I
ENGL	1213	Composition II
COMM	2113	Oral Communication
MATH	1143	College Algebra
BIOL	2244	Microbiology with Lab
CHEM	1214	General Chemistry I
PSY	1113	General Psychology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

Additional Requirements – 14 credit hours

BIOL	2224	Anatomy and Physiology I
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BIOL	2234	Anatomy and Physiology II
GBUS	2023	Business Statistics
PSYC	2123	Developmental Psychology

UCA BSN Online Nursing Course Requirements – 30 credit hours

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

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

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

COTO/UCA Transfer AgreementAdmission Requirements

- Students will apply to the Program through the University of Central Arkansas (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students.
- College of the Ouachita's (COTO) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
 3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
 4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future COTO graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student’s home community. UCA expects minimum time from students on the UCA campus.
- This Agreement will be reviewed on an annual basis; both UCA and COTO agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and COTO will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- UCA and COTO will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- 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.

Inactivate Program

Certificate of Proficiency in Law Enforcement Administration (DC 0388; 43.0103; Spring 2016)

Associate of Applied Science in Law Enforcement Administration (DC 0391; 43.0103; Spring 2016)

Certificate of Proficiency in Crime Scene Investigation (DC 0384; 43.0106; Spring 2016)

Associate of Applied Science in Crime Scene Investigation (DC 0387; 43.0106; Spring 2016)

Certificate of Proficiency in Power Equipment Maintenance, Basic (DC 4880; CIP 47.0606; Spring 2016)

Certificate of Proficiency in Power Equipment Maintenance, Advanced (DC 4885; CIP 47.0606; Spring 2016)

Certificate of Proficiency in Family Development (DC 0100; CIP 19.0701; Spring 2016)

Associate of Applied Science in Engineering Technology (DC 0630; CIP 48.9999; Spring 2016)

Curriculum Revision of Existing Certificate or Degree Program

Certificate of Proficiency in Medical Office Administration & Coding (DC 4745; CIP 51.0707; 9 credit hours; Fall 2015)

Deleted Course

MEDT 1143 Medical Terminology II

Certificate of Proficiency in Medical Terminology (DC 1707; CIP 51.0712; 9 credit hours; Fall 2015)

Deleted Courses

MEDT 1143 Medical Terminology II

MEDT 2226 Human Body Systems, Diseases, and Pharmacology

Added Courses

MEDT 1113 Body Systems and Diseases I

MEDT 1213 Body Systems and Diseases II

East Arkansas Community College

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; 62 credit hours; Spring 2015) to the Bachelor of Science in Nursing at the University of Central Arkansas (DC 4240; CIP 51.3801; 120 credit hours; Spring 2016)

General Education Core – 35 credit hours

ENG 1013 English Composition I
 ENG 1023 English Composition II
 SPE 1003 Introduction to Oral Communication
 MTH 1113 College Algebra
 BIO 2504 Microbiology
 CHE 1214 College Chemistry I
 PSY 1003 General Psychology
 XXX6 Fine Arts/Humanities
 XXX6 Social Sciences

Additional Requirements – 14 credit hours

BIO 2114 Anatomy & Physiology I and Lab
 BIO 2134 Anatomy & Physiology II and Lab
 BUS 2073 Business Statistics
 PSY 2003 Developmental Psychology

UCA BSN Online Nursing Course Requirements – 30 credit hours

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

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

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

EACC/UCA Transfer AgreementAdmission Requirements

- Students will apply to the Program through the University of Central Arkansas (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students.
- East Arkansas Community College (EACC) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
 3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
 4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future EACC graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student's home community. UCA expects minimum time from students on the UCA campus. EACC shall have no obligation or responsibility regarding the clinical experiences associated with the Program.
- This Agreement will be reviewed on an annual basis; both UCA and EACC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and EACC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.

- UCA and EACC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- 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.

National Park Community College

Institutional Name Change

National Park Community College changed name to become National Park College (Fall 2015)

Associate Degree for Transfer and Bachelor’s Degree Completion

Associate of Science in Registered Nursing (DC 1160; CIP 51.3801; Spring 2016) to the Bachelor of Science in Nursing at the University of Central Arkansas (DC 4240; CIP 51.3801; 120 credit hours; Spring 2016)

General Education Core – 35 credit hours

ENG	1113	Composition I
ENG	1213	Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	2244	Microbiology
CHEM	1104	Chemistry I for Non-Majors
PSYC	1103	General Psychology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

Additional Requirements – 14 credit hours

BIOL	2224	Anatomy and Physiology I
BIOL	2234	Anatomy and Physiology II
MATH	1293	Introduction to Statistics
PSYC	2013	Developmental Psychology

UCA BSN Online Nursing Course Requirements – 30 credit hours

NURS	3201	Nurse as Educator
NURS	4220	Health Policy and Professional Issues
NURS	4245	RN Transitions
NURS	4315	Research and Evidence Based Practice
NURS	4335	Nursing Informatics
NURS	4340	Health and Physical Assessment
NURS	4345	Pathophysiology Clinical Applications
NURS	4510	Community Health Nursing

NURS	4515	Nursing Leadership and Management
	X2XX	Upper Division Approved Electives

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

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

NPCC/UCA Transfer Agreement

Admission Requirements

- Students will apply to the Program through the University of Central Arkansas (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student’s admission to the Program will be contingent upon whether space is available in the Program for students.
- National Park Community College (NPCC) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
 3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
 4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future NPCC graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student’s home community. UCA expects minimum time from students on the UCA campus.
- This Agreement will be reviewed on an annual basis; both UCA and NPCC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.

- UCA and NPCC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- UCA and NPCC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- 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 Education (DC 1090; CIP 24.0102; 60 credit hours; Spring 2016) to the Bachelor of Science in Education in Middle Level Education 4-8 at the University of Central Arkansas (DC 3915; CIP 13.1203; 120-122 credit hours; Spring 2016)

Possible Prerequisites

LAD	9014	Foundations of College Math I
LAD	9024	Foundations of College Math 2
LAD	9033	Foundations of Writing
LAD	9043	Foundations of Reading
LAD	9053	Accelerated Learning Plan Writing

General Education Requirements – 35 credit hours

ENG	1113	Composition I
ENG	1213	Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology
PHYS	1114	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core (Language Arts + Math) – 25 credit hours

EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
ENG	2223	American Literature I
ENG	2233	American Literature II
HIST	1143	Arkansas History
MATH	2233	Mathematical for Teachers I
MATH	2243	Mathematical for Teachers II
PSYC	2023	Child Growth and Development
	XXX1	Elective

UCA Bachelor of Science in Education in Middle Level Education (Language Arts + Math) – 62 credit hours

EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
ENGL	3320	Literature for Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MATH	3354	Concepts of Discrete Mathematics
MATH	4314	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
WRTG	3340	Writing Acquisition: Theory and Practice

Education Core (Language Arts + Science) – 26 credit hours

CHEM	1204	General Chemistry I
EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
ENG	2223	American Literature I
ENG	2233	American Literature II
HIST	1143	Arkansas History
PSYC	2023	Child Growth and Development
ESCI	1104	Earth Science

UCA Bachelor of Science in Education in Middle Level Education (Language Arts + Science) – 60 credit hours

EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
ENGL	3320	Literature for Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II

MSIT	4613	Internship II
WRTG	3340	Writing Acquisition: Theory and Practice
SCI	3320	Advanced Science Concepts I
SCI	4314	Applications of Middle level Science
SCI	4420	Advanced Science Concepts II

Education Core (Language Arts + Social Studies) – 25 credit hours

EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
ENG	2223	American Literature I
ENG	2233	American Literature II
HIST	1143	Arkansas History
PSYC	2023	Child Growth and Development
HIST	2253	World Civilization to 1500 (or)
HIST	2263	World Civilization since 1500
HIST	2223	United States History to 1865 (or)
HIST	2233	United States History since 1865
XXX1		Elective

UCA Bachelor of Science in Education in Middle Level Education (Language Arts + Social Studies) – 60 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
ENGL	3320	Literature for Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
WRTG	3340	Writing Acquisition: Theory and Practice
X1XX		Elective

Education Core (Math + Science) – 27 credit hours

CHEM	1204	General Chemistry
EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
ESCI	1104	Earth Science
HIST	1143	Arkansas History
MATH	2233	Mathematical for Teachers I
MATH	2243	Mathematical for Teachers II
PHYS	1124	Astronomy

UCA Bachelor of Science in Education in Middle Level Education (Math + Science) – 60 credit hours

EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
MATH	3354	Concepts of Discrete Mathematics
MATH	4314	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3310	Development and Learning
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
SCI	3320	Advanced Science Concepts I
SCI	4420	Advanced Science Concepts II

Education Core (Math + Social Studies) – 25 credit hours

EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
GEOG	1103	Introduction to Geography
HIST	2253	World Civilization to 1500 (or)
HIST	2263	World Civilization since 1500
HIST	2223	United States History to 1865 (or)
HIST	2233	United States History since 1865
HIST	1143	Arkansas History
MATH	2233	Mathematical for Teachers I
MATH	2243	Mathematical for Teachers II
	XXX1	Elective

UCA Bachelor of Science in Education in Middle Level Education (Math + Social Studies) – 60 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
HIST	2320	Introduction to Historical Research
MATH	3354	Concepts of Discrete Mathematics
MATH	4314	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3310	Development and Learning
MSIT	3320	Introduction to Teaching at the Middle Level
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MSIT	4312	Strategies for Reading and Writing Assessment and Instruction

MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
	X1XX	General Elective

Education Core (Science + Social Studies) – 26 credit hours

CHEM	1204	General Chemistry I
EDUC	2243	Foundations of Education
EDUC	2263	Introduction to K-12 Technology
GEOG	1103	Introduction to Geography
ESCI	1104	Earth Science
HIST	2253	World Civilization to 1500 (or)
HIST	2263	World Civilization since 1500
HIST	2223	United States History to 1865 (or)
HIST	2233	United States History since 1865
HIST	1143	Arkansas History

UCA Bachelor of Science in Education in Middle Level Education (Science + Social Studies) – 59 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Inclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
HIST	2320	Introduction to Historical Research
MSIT	3310	Development and Learning
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
SCI	3320	Advanced Science Concepts I
SCI	4314	Application of Middle Level Science
SCI	4420	Advanced Science Concepts II
	X2XX	General Elective

NPCC/UCA Transfer AgreementAdmission Requirements

- The student must complete the requirements necessary for general admission to the University of Central Arkansas (UCA), as well as specific admission to the UCA Teacher Education Program. This includes proof of minimum ACT, Praxis or SAT scores as required by the Arkansas Department of Education.
- The student will have earned the Associate of Science in Education at National Park Community College (NPCC), 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 at NPCC, as stipulated in the degree plans, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- Due to state licensure requirements, UCA will not be able to apply the transfer of "D" grade credit hours toward any of the general education courses required for admission into the Teacher Education program, or any of the professional education courses, including content track courses, required for the Bachelor of Science in Education in Middle Level Education 4-8.
- In accordance with UCA policy, the UCA Teacher Education program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for admission into the Teacher Education program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement.
- This Agreement will be reviewed on an annual basis; both UCA and NPCC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and NPCC 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 NPCC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- UCA and NPCC will make every effort to inform students of this Agreement.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This agreement may be terminated by either party with at least 90 calendar days written notice.

- In the event that the Agreement is terminated, 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.

Deleted Program

Associate of Science in General Education (DC 1090; CIP 24.0102; Summer 2016)

North Arkansas College

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Applied Science in Registered Nursing (LPN – RN Bridge Program) (DC 0710; CIP 51.3801; 68 credit hours; Spring 2016) to the Bachelor of Science in Nursing at the University of Central Arkansas (DC 4240; CIP 51.3801; 120 credit hours; Fall 2015)

General Education – 35 credit hours

ENGL	1013	English Composition I
ENGL	1023	English Composition II
SPCH	1313	Fundamentals of Oral Communication
MAT	1223	College Algebra
BIOL	2014	Microbiology
CHEM	1415	College Chemistry I
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences
PSYC	2003	General Psychology

Additional Requirements – 14 credit hours

BIOL	2214	Anatomy and Physiology I
BIOL	2224	Anatomy and Physiology II
MAT	2133	Introduction to Statistics
PSYC	2103	Human Growth and Development

UCA BSN Online Nursing Course Requirements – 30 credit hours

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

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

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

NURS	3515	Chronic Health Nursing and Older Adult Wellness
NURS	4505	Complex Health

NAC/UCA Transfer Agreement

Admission Requirements

- Students will apply to the Program through the University of Central Arkansas (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students.
- North Arkansas College (NAC) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
 3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
 4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future NAC graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student's home community. UCA expects minimum time from students on the UCA campus.
- This Agreement will be reviewed on an annual basis; both UCA and NAC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and NAC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- UCA and NAC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.

- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Northwest Arkansas Community College

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; 68 credit hours; Spring 2016) to the Bachelor of Science in Nursing at the University of Central Arkansas (DC 4240; CIP 51.3801; 120 credit hours; Spring 2016)

General Education – 35 credit hours

ENGL	1013	Composition I
ENGL	1023	Composition II
COMM	1303	Public Speaking
MATH	1204	College Algebra
MBIO	2014	General Microbiology
CHEM	1074	Fundamentals of Chemistry
PSYC	2003	General Psychology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

Additional Requirements – 14 credit hours

BIOL	2214	Anatomy and Physiology I
BIOL	2224	Anatomy and Physiology II
BUTR	1003	Data Analysis and Interpretation
PSYC	2103	Human Growth and Development

UCA BSN Online Nursing Course Requirements – 30 credit hours

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

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

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

NURS	3515	Chronic Health Nursing and Older Adult Wellness
NURS	4505	Complex Health

NWACC/UCA Transfer Agreement

Admission Requirements

- Students will apply to the Program through the University of Central Arkansas (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students.
- Northwest Arkansas Community College (NWACC) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.
 3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
 4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future NWACC graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student's home community. UCA expects minimum time from students on the UCA campus.
- This Agreement will be reviewed on an annual basis; both UCA and NWACC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and NWACC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- UCA and NWACC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.

- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- 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.

Phillips Community College of the University of Arkansas

Reconfiguration of Existing Degree Program

Associate of Applied Science in Advanced Manufacturing (DC 6719; CIP 15.0613; 60 credit hours) and Associate of Applied Science in Renewable Energy Technology (DC 3150; CIP 15.0613; 60 credit hours) reconfigured to create Associate of Applied Science in General Technology (CIP 15.0612; 60 credit hours; Spring 2016)

General Education – 19 credit hours

EH	113	Composition I
EH	123	Composition II
SP	243	Fundamentals of Speech
PSY	213	General Psychology (or)
SY	213	Fundamentals of Sociology
MS	123	College Algebra (or)
MS	183	College Mathematics
CT	114	Computer Information Systems

Manufacturing Emphasis – 41 credit hours

RET	103	Introduction to Renewable Energy
RET	113	Biofuels
IT	13	Industrial Safety and Sanitation
IT	133	Industrial Electricity
IT	213	Introduction to PLC
IT	243	Industrial Fluid Mechanics
IT	273	Principles of Industrial Machines
IT	1203	Introduction to Manufacturing
IT	1213	Design for Manufacturing
IT	1223	Manufacturing Production Processes
IT	1233	Manufacturing Power and Equipment Systems
IT	1273	Engineering Design and Program Solving
WG	115	Introduction to Welding

Deleted Program

Associate of Applied Science in Advanced Manufacturing Technology (DC 6719; CIP 15.0613; Summer 2016)

Associate of Applied Science in Renewable Energy Technology (DC 3150; CIP 15.0613; Summer 2016)

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

Associate of Science in Liberal Arts & Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2015) to the Bachelor of Science in Biology at the University of Central Arkansas (DC 2300; CIP 27.0101; 120 credit hours; Fall 2015)

Possible Pre-requisites

DEVE	0314	Reading Improvement
DEVE	0316	College Reading
DEVE	0322	English Skills
DEVE	0324	English Composition Fundamentals
DEVE	0334	Pre-Algebra Skills
DEVE	0336	Elementary Algebra
DEVE	0338	Intermediate Algebra

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
CHEM	1405	General Chemistry I
	X3XX	Fine Arts/Humanities
	X3XX	History/Government
	X6XX	Social Sciences

Biology Foundation Courses – 25 credit hours

BIOL	2402	General Botany
BIOL	2404	General Ecology
BIOL	2405	General Zoology
CHEM	1405	General Chemistry II
MATH	2320	Introduction to Statistics and Probability
PHYS	1402	College Physics I
	X2XX	General Elective

UCA Bachelor of Science in Biology – 60 credit hours

BIOL	2490	Genetics
BIOL	3402	Cell Biology
CHEM	2401	Organic Chemistry I
CHEM	3411	Organic Chemistry II
MATH	1491	Applied Calculus for Life Sciences (or)
MATH	1496	Calculus I
PHYS	1420	College Physics 2
BIOL	X16X	Upper Division Biology Lab Electives
BIOL	X12X	Upper Division Biology Electives
	X3XX	Upper Division Core Requirement
	X3XX	Upper Division Capstone
	X2XX	General Elective

Associate of Science in Liberal Arts & Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2015) to the Bachelor of Arts in Geography & the Emphasis in Geospatial Technology in the Bachelor of Arts in Geography at the University of Central Arkansas (DC 1460; CIP 45.0701; 120 credit hours; Fall 2015)

Possible Pre-requisites

DEVE	0314	Reading Improvement
DEVE	0316	College Reading
DEVE	0322	English Skills
DEVE	0324	English Composition Fundamentals
DEVE	0334	Pre-Algebra Skills
DEVE	0336	Elementary Algebra
DEVE	0338	Intermediate Algebra

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
SPCH	1300	Speech Communication
MATH	1300	Quantitative Literacy (or)
MATH	1302	College Algebra
BIOL	1400	Biology for General Education
PHYS	1400	Earth Science
	X3XX	Fine Arts/Humanities
	X3XX	History/Government
	X6XX	Social Sciences

Geography Foundation & Ancillary BA Requirements – 25 credit hours

GEOG	2310	Cultural Geography
SPAN	1311	Elementary Spanish I
SPAN	1312	Elementary Spanish II
SPAN	2311	Intermediate Spanish I
	X13X	General Electives

UCA Bachelor of Arts in Geography – 60 credit hours

GEOG	2330	Quantitative Methods in Geography
GEOG	2331	Research Methods in Geography
GEOG	2375	Cartography
GEOG	3303	Geographic Information Systems
GEOG	4391	Research Seminar

Choose one course from the following:

GEOG	3300	World Regional Geography
GEOG	3315	Geography of Latin America
GEOG	3345	Geography of China and East Asia
GEOG	3380	Geography of Arkansas
GEOG	4390	Historical Geography of the United States

Choose one course from the following:

GEOG	3301	Conservation of Natural Resources
GEOG	3325	Urban and Regional Planning
GEOG	3333	Geography of Natural Hazards

- GEOG 4304 Water Resources
- GEOG 4313 Recreation and Tourism
- GEOG X12X Upper Division Geography Elective (From Approved List – See Major Advisor)
- X3XX Upper Division Core (Communication)
- X15X Upper Division Minor Field Courses
- X6XX Minor Field Courses
- X3XX General Elective

UCA Emphasis in Geospatial Technology in the Bachelor of Arts in Geography – 60 credit hours

- GEOG 2330 Quantitative Methods in Geography
- GEOG 2331 Research Methods in Geography
- GEOG 2375 Cartography
- GEOG 3303 Geographic Information Systems
- GEOG 3306 Remote Sensing and Image Interpretation
- GEOG 4330 Geographic Information Analysis
- GEOG 4391 Research Seminar

Choose one course from the following:

- GEOG 3301 Conservation of Natural Resources
- GEOG 3325 Urban and Regional Planning
- GEOG 3333 Geography of Natural Hazards
- GEOG 4304 Water Resources
- GEOG 4313 Recreation and Tourism

Choose one course from the following:

- GEOG 3307 GIS in Practice: Social Science and Business Applications
- GEOG 3309 GIS in Practice: Environmental Applications
- GEOG 3319 Geographic Field Techniques

Choose one course from the following:

- GEOG 3300 World Regional Geography
- GEOG 3315 Geography of Latin America
- GEOG 3345 Geography of China and East Asia
- GEOG 3380 Geography of Arkansas
- GEOG 4390 Historical Geography of the United States
- GEOG X3XX Upper Division Geography Elective (From Approved List – See Major Advisor)
- X3XX Upper Division Core (Communication)
- X15X Upper Division Minor Field Courses
- X6XX Minor Field Courses
- X3XX General Elective

Associate of Science in Liberal Arts & Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2015) to the Bachelor of Science in Geography and the Emphasis in Geospatial Technology in the Bachelor of Science in Geography at the University of Central Arkansas (DC 2650; CIP 45.0701; 120 credit hours; Fall 2015)

Possible Pre-requisites

- DEVE 0314 Reading Improvement
- DEVE 0316 College Reading
- DEVE 0322 English Skills

DEVE	0324	English Composition Fundamentals
DEVE	0334	Pre-Algebra Skills
DEVE	0336	Elementary Algebra
DEVE	0338	Intermediate Algebra

General Education – 35 credit hours

ENGL	1311	English Composition I
ENGL	1312	English Composition II
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to the Present
SPCH	1300	Speech Communication
MATH	1300	Quantitative Literacy (or)
MATH	1302	College Algebra
BIOL	1400	Biology for General Education
PHYS	1400	Earth Science
	X3XX	Fine Arts/Humanities
	X3XX	History/Government
	X6XX	Social Sciences

Geography Foundation & Ancillary BS Requirements – 25 credit hours

GEOG	2310	Cultural Geography
BIOL	1403	Human Anatomy and Physiology I
BIOL	1403	Human Anatomy and Physiology II
	X14X	General Electives

UCA Bachelor of Science in Geography – 60 credit hours

GEOG	2330	Quantitative Methods in Geography
GEOG	2331	Research Methods in Geography
GEOG	2375	Cartography
GEOG	3303	Geographic Information Systems
GEOG	4391	Research Seminar

Choose one course from the following:

GEOG	3300	World Regional Geography
GEOG	3315	Geography of Latin America
GEOG	3345	Geography of China and East Asia
GEOG	3380	Geography of Arkansas
GEOG	4390	Historical Geography of the United States

Choose one course from the following:

GEOG	3301	Conservation of Natural Resources
GEOG	3325	Urban and Regional Planning
GEOG	3333	Geography of Natural Hazards
GEOG	4304	Water Resources
GEOG	4313	Recreation and Tourism
GEOG	X12X	Upper Division Major Electives (From Approved List – See Major Advisor)
	X3XX	Upper Division Core (Communication)
	X15X	Upper Division Minor Field Courses
	X6XX	Minor Field Courses
	X3XX	General Elective

UCA Emphasis in Geospatial Technology in the Bachelor of Science in Geography – 60 credit hours

- GEOG 2330 Quantitative Methods in Geography
- GEOG 2331 Research Methods in Geography
- GEOG 2375 Cartography
- GEOG 3303 Geographic Information Systems
- GEOG 3306 Remote Sensing and Image Interpretation
- GEOG 4330 Geographic Information Analysis
- GEOG 4391 Research Seminar

Choose one course from the following:

- GEOG 3301 Conservation of Natural Resources
- GEOG 3325 Urban and Regional Planning
- GEOG 3333 Geography of Natural Hazards
- GEOG 4304 Water Resources
- GEOG 4313 Recreation and Tourism

Choose one course from the following:

- GEOG 3307 GIS in Practice: Social Science and Business Applications
- GEOG 3309 GIS in Practice: Environmental Applications
- GEOG 3319 Geographic Field Techniques

Choose one course from the following:

- GEOG 3300 World Regional Geography
- GEOG 3315 Geography of Latin America
- GEOG 3345 Geography of China and East Asia
- GEOG 3380 Geography of Arkansas
- GEOG 4390 Historical Geography of the United States
- GEOG X3XX Upper Division Geography Elective (From Approved List–See Major Advisor)
- X3XX Upper Division Core (Communication)
- X15X Upper Division Minor Field Courses
- X6XX Minor Field Courses
- X3XX General Elective

Associate of Science in Liberal Arts & Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2015) to the Emphasis in Biology and Planning & Administration in the Bachelor of Science in Environmental Science/Studies at the University of Central Arkansas (DC 2545; 03.0103; 120 credit hours; Fall 2015)

Possible Pre-requisites

- DEVE 0314 Reading Improvement
- DEVE 0316 College Reading
- DEVE 0322 English Skills
- DEVE 0324 English Composition Fundamentals
- DEVE 0334 Pre-Algebra Skills
- DEVE 0336 Elementary Algebra
- DEVE 0338 Intermediate Algebra

General Education – 35 credit hours

- ENGL 1311 English Composition I
- ENGL 1312 English Composition II
- ENGL 2337 World Literature from the Beginning to 1650 (or)

ENGL	2338	World Literature from 1650 to the Present
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1401	Biological Science with Lab
CHEM	1405	General Chemistry I
POLS	1310	American National Government
	X3XX	Fine Arts/Humanities
	X6XX	Social Sciences

Environmental Science/Studies Foundation Courses – 25 credit hours

BIOL	2402	General Botany
BIOL	2404	General Ecology
BIOL	2405	General Zoology
CHEM	1405	General Chemistry II
MATH	2320	Introduction to Statistics and Probability
PHYS	1400	Earth Science
	X2XX	General Elective

UCA Emphasis in Biology in the Bachelor of Science in Environmental Science/Studies – 60 credit hours

Environmental Science/Studies Core – 21 credit hours

GEOG	3301	Conservation of Natural Resources
ENVR	3410	Environmental Theory and Application
ENVR	4410	Environmental Practicum
MATH	1491	Applied Calculus for Life Sciences (or)
MATH	1496	Calculus I
PSCI	3320	Environmental Policy and Regulation
	X3XX	Upper Division Core Requirement

Biology Core – 8 credit hours

BIOL	2490	Genetics
CHEM	2401	Organic Chemistry I

Major Electives – 31 credit hours

BIOL	X15X	Biology Track Electives (From Approved List – See Major Advisor)
	X8XX	Taxonomic Electives (From Approved List – See Major Advisor)
	X8XX	Theory Electives (From Approved List – See Major Advisor)

UCA Emphasis in Planning and Administration in the Bachelor of Science in Environmental Science/Studies – 60 credit hours

Environmental Science/Studies Core – 14 credit hours

GEOG	3301	Conservation of Natural Resources
ENVR	3410	Environmental Theory and Application
ENVR	4410	Environmental Practicum
PSCI	3320	Environmental Policy and Regulation

Planning and Administration Core – 27 credit hours

GEOG	2330	Quantitative Methods
GEOG	2375	Cartography
GEOG	3303	Geographic Information Systems
PSCI	2305	Introduction to Public Administration and Policy
HIST	4301	American Environmental History
WRTG	3310	Technical Writing

H ED 4303 Environmental Health Problems

Choose one of the following:

GEOG 3318 Biogeography

GEOG 3333 Geography of Natural Hazards

Choose one of the following:

GEOG 3325 Urban and Regional Planning

GEOG 3371 Urban Geography

X15X Major Electives (From Approved List – See Major Advisor)

X4XX General Electives

PTC/UCA Transfer Agreement

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at Pulaski Technical College (PTC) will be admitted to the Bachelor of Science in Biology; the Bachelor of Arts in Geography, the Emphasis in Geospatial Technology in the Bachelor of Arts in Geography; the Bachelor of Science in Geography; the Emphasis in Geospatial Technology in the Bachelor of Science in Geography; or the Emphases in Biology or Planning & Administration in the Bachelor of Science in Environmental Science/Studies at the University of Central Arkansas (UCA) with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at PTC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at PTC, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

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

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

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, 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.

Rich Mountain Community College

New Certificate or Degree Program

Certificate of Proficiency in Inert Gas Welding (CIP 48.0508; 14 credit hours; Spring 2016)

WELD	1307	Inert Gas I
WELD	1407	Inert Gas II

Southern Arkansas University

Reconfiguration of Existing Degree Program

Master of Education in Secondary Education reconfigured to create Master of Education in Education with licensure tracks in Special Education K-12 and Gifted and Talented K-12 (CIP 13.1300; 30 credit hours; Spring 2016)

Master of Education in Education with Major in Special Education K-12

Professional Education Core – 6 credit hours

EDUC	6003	Educational Research
EDUC	6043	Current Issues and Trends in Education

Special Education Core Courses Required for Licensure K-12 – 24 credit hours

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 for Mild Disabilities
SPED	5XX3	Methods/Materials for Teaching Students with Mild Disabilities
SPED	6XX3	Directed Internship

Master of Education in Education with Major in Gifted and Talented K-12

Professional Education Core – 12 credit hours

EDUC	6003	Educational Research
EDUC	6083	Application of Learning Theories
EDUC	6033	History and Philosophy of Education
GATE	5073	Survey of Exceptional Individuals

Gifted/Talented Core Courses Required for Licensure K-12 – 18 credit hours

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

University of Arkansas – Fort Smith

New Minor

Minor in Social Work (DC 1770; CIP 44.0701; 18 credit hours; Spring 2016)

Minor Core Requirements – 9 credit hours

SOWK	2103	Introduction to Social Work
SOWK	3713	Human Behavior in the Social Environment
SOWK	3423	Family Interventions and Cultural Diversity

Minor Additional Requirements – 9 credit hours

Choose 3 courses from the following:

SOWK	3413	Diversity and Social Economic Justice
SOWK	3433	Unique Populations: Teens, Special Needs, and the Elderly
SOWK	3513	Special Populations: Social Work and the Criminal Justice System
SOWK	3723	Human Behavior in a Macrosystem
SOWK	3813	Social Welfare and Social Policy
SOWK	3823	Social Policy Analysis and Advocacy
SOWK	3833	Special Populations: Advocacy for Geriatric Care
SOWK	XXX3	Or any 3000 or 4000 level SOWK course other than those specifically restricted to the BSW degree program

University of Arkansas at Little Rock

New Certificate or Degree Programs

Graduate Certificate in Literacy & Culture (CIP 13.1315; 15 credit hours; Fall 2015; 100% online)

READ	7310	Literacy, Language & Culture
READ	7316	Adolescent Literature (or)
READ	7330	Children’s Literature
READ	7354	Literacy in the Content
READ	7307	Literacy Workshop
READ	7348	Teaching Writing

Graduate Certificate in Online Writing Instruction (CIP 23.1101; 15 credit hours; Fall 2015; 100% online)

RHET	7310	Composition Theory
RHET	7371	Introduction to Online Writing Instruction

RHET	7372	Multimedia in Online Writing Instruction
RHET	7373	Special Topics in Online Writing Instruction
RHET	7360	Internship/Practicum

Graduate Certificate in Business (CIP 52.0201; 12 credit hours; Fall 2015)

Required Courses – 9 credit hours

ACCT	7100	Accounting Methods & Reports
ECON	7100	Foundations of Business
FINC	7100	Finance Fundamentals
MGMT	7310	Management of Human Capital
MKTG	7311	Marketing for Profit & Growth (or) some other marketing course
		Elective
	X3XX	Choose one three-credit hour graduate business course for which the student meets the prerequisites

New Option, Concentration, Emphasis, Minor

Track in 3D Studies in the Master of Arts in Arts (DC 5230; CIP 50.0701; 30 credit hours; Fall 2015)

Required Courses – 18 credit hours

ARAD	7351	<i>3D Grad Studio I</i>
ARAD	7352	<i>3D Grad Studio II</i>
ARAD	7353	<i>3D Grad Studio III</i>
ARAD	7354	<i>3D Grad Studio IV</i>
ARAD	7355	<i>3D Grad Studio: Exhibition</i>
ARAD	7360	<i>Graduate Seminar</i>

Art History – 6 credit hours

ARHA	X6XX	6 hours of Art History
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Elective – 6 credit hours

	X6XX	6 hours of approved electives (including optional Field Studies and Internship)
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Concentration in Dyslexia Intervention in the Master of Education in Reading (DC 5825; CIP 13.1315; 12 credit hours; Fall 2015; 100% online)

READ	7393	Special Topics in Reading Education: Teaching Children with Dyslexia
READ	7353	Diagnosis of Reading Difficulties II
READ	7385	Formative Assessment and Interventions for Children with Dyslexia
READ	7387	Advanced Practicum for Dyslexia

Concentration in Organizational Communication in the Master of Business Administration (DC 5580; CIP 52.0201; 9 credit hours; Fall 2015)

BINS	7308	Advanced Business Communication
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Choose two courses from the following:

SPCH	5350	Effective Crisis Communication
SPCH	7323	Conflict Analysis and Intervention
SPCH	7324	Negotiation
SPCH	7352	Organizational Communication Training

Concentration in Human Resource Management (HRM) in the Master of Business Administration (DC 5580; CIP 52.0201; 9 credit hours; Fall 2015)

MGMT 7341 Strategic Human Resource Management

MGMT 7345 Employment Law for Managers

Choose one course from the following:

MGMT 7312 Team Development

MGMT 7340 Collective Bargaining

Existing Certificate/Degree Program Offered by Distance Technology

Master of Arts in Professional & Technical Writing (DC 5500; CIP 23.1303; 36 credit hours; Fall 2015; 100% online)

Information Quality Track and Information Science Track in the Doctor of Philosophy (PhD) in Integrated Computing (DC 1702; CIP 11.0201; Fall 2015; 100% online)

Reconfiguration of Existing Degree Program

Master of Science in Health, Human Performance, & Sport Management reconfigured to Master of Science in Health Education/Promotion (DC 6273; CIP 51.0000; 36 credit hours; Fall 2015)

Reorganization of Existing Organizational Unit

Departments of Educational Leadership and Teacher Education combined to create the School of Education (Department Codes 2380 and 1200) Fall 2015

Inactivate Program

Master of Accountancy (DC 6510; CIP 52.0301; Fall 2015)

Graduate Certificate in Accountancy (DC 3510; CIP 52.0301; Fall 2015)

Graduate Certificate in Taxation (DC 3500; CIP 52.1601; Fall 2015)

Deletion of Option

Option in Telecommunications Systems in the Bachelor of Science in Systems Engineering (DC 3245; CIP 14.2701; Fall 2016)

Education Programs/Concentration/Emphasis/Endorsement Pending Review by Arkansas Department of Education

Master of Education in Secondary Education (DC 5850; CIP 13.1205) reconfigured to create Master of Education in Education (CIP 13.1300) with licensure in Drama/Speech K-12; Speech 7-12; and Drama 7-12

University of Arkansas Community College at Batesville

Associate Degree for Transfer and Bachelor's Degree Completion

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

General Education – 35 credit hours

ENG 1103 English Composition I

ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra
BIO	2203/01	Microbiology and Lab
CHEM	1013/11	Concepts of Chemistry and Lab
PSY	1003	General Psychology
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

Additional Requirements – 14 credit hours

BIO	2003/01	Anatomy and Physiology I
BIO	2013/11	Anatomy and Physiology II
MTH	2053	Statistics
PSY	2013	Human Growth and Development

UCA BSN Online Nursing Course Requirements – 30 credit hours

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

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

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

UACCB/UCA Transfer Agreement**Admission Requirements**

- Students will apply to the Program through the University of Central (UCA), which will have exclusive responsibility for Program admission and advising.
- In addition to meeting the required academic qualifications, a student's admission to the Program will be contingent upon whether space is available in the Program for students.
- University of Arkansas Community College at Batesville (UACCB) graduates will be considered qualified applicants if they meet the following criteria:
 1. Applicant must be a licensed registered nurse (RN) in the state of Arkansas with an unencumbered license.
 2. Applicant must have completed a minimum of 49 credit hours of general education and nursing prerequisite courses with a 2.75 cumulative GPA.

3. Applicant must present a letter from employer documenting work experience if over 12 months since graduation.
4. Applicant must submit all admission application documentation as required by UCA.

Transfer of Credits

- UCA is committed to working with recent and future UACCB graduates that have completed general education and nursing prerequisite course 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

- UCA is committed to offering the Program in a web-based format with clinical experiences in the student’s home community. UCA expects minimum time from students on the UCA campus.
- This Agreement will be reviewed on an annual basis; both UCA and UACCB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and UACCB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- UCA and UACCB will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution’s website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice; however, this agreement will not expire before the end of the academic semester during which the termination notice is given.
- 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.

Curriculum Revision of Existing Certificate or Degree Program

Technical Certificate in Practical Nursing (DC 4660; CIP 51.3901; 36 credit hours; Fall 2015)

Deleted Courses

NUR	1115	Nursing I
NUR	1215	Nursing II
NUR	1306	Nursing III

Added Courses

<i>PNG</i>	<i>1110</i>	<i>Nursing Theory I</i>
<i>PNG</i>	<i>1105</i>	<i>Nursing Practicum I</i>

<i>PNG</i>	<i>1210</i>	<i>Nursing Theory II</i>
<i>PNG</i>	<i>1205</i>	<i>Nursing Practicum II</i>
<i>PNG</i>	<i>1304</i>	<i>Nursing Theory III</i>
<i>PNG</i>	<i>1302</i>	<i>Nursing Practicum III</i>

Reconfiguration of Existing Degree Program

Associate of Applied Science in Business Services (DC 0300; CIP 52.0101; 60 credit hours; Fall 2015) reconfigured to create Associate of Applied Science in Computer Information Systems (CIP 11.0101; 60 credit hours; Fall 2015)

General Education Core – 15 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II (or)
ENG	1303	Technical Writing
MTH	1003	Technical Math (or)
MTH	1043	Quantitative Literacy (or)
MTH	1023	College Algebra
CIS	1003	Introduction to Computers
ECN	2013	Macroeconomics (or)
ECN	2023	Microeconomics

CIS Technical Courses – 45 credit hours

CIS	1103	Computer Graphics
CIS	2253	Internet/Web Pages/Software Platform
CIS	2233	Foundations of Information Assurance
CIS	2153	Introduction to Programming
CIS	1053	Computer Software Applications
CIS	1033	Computer Maintenance
CIS	2044	Computer Troubleshooting
CIS	2214	Networking I
CIS	2224	Networking II
CIS	2223	Networking Software
CIS	2263	Internet Business Fundamentals
CIS	2023	Database Foundations
CIS	2093	Network Defense
BUS	2653	Internship

University of Arkansas Community College at Morrilton

New Certificate or Degree Program

Certificate of Proficiency in Industrial Mechanics and Maintenance Technology (CIP 47.0303; 13 credit hours; Fall 2015)

Possible Academic Achievement Courses

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0326	Language Arts Strategies
ACAD	0501L	Beginning Keyboarding
ACAD	0503	Fundamentals of Computers
MATH	0803	Basic Algebra
MATH	0903	Intermediate Algebra

CP in Industrial Mechanics and Maintenance Technology – 13 credit hours

MATH	1253	Applied Technical Math (or)
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra (or any higher level Math)
TECH	1101	OSHA Regs Basic
<i>ELEC</i>	<i>XXX1</i>	<i>Arc Flash Safety</i>
ELEC	1204	Fundamentals of Electricity
TECH	1202	Soft Skills for Technicians
WLD	1202	Craft Skills

Technical Certificate in Industrial Mechanics and Maintenance Technology (CIP 47.0303; 29 credit hours; Fall 2015)

Possible Academic Achievement Courses

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0326	Language Arts Strategies
ACAD	0501L	Beginning Keyboarding
ACAD	0503	Fundamentals of Computers
MATH	0803	Basic Algebra
MATH	0903	Intermediate Algebra

TC in Industrial Mechanics and Maintenance Technology – 29 credit hours

ENG	1003	Basic Technical Communications (or)
ENG	1013	Composition I
MATH	1253	Applied Technical Math (or)
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra (or any higher level Math)
CIS	1013	Introduction to Computers
TECH	1101	OSHA Regs Basic
<i>ELEC</i>	<i>XXX1</i>	<i>Arc Flash Safety</i>
ELEC	1204	Fundamentals of Electricity
TECH	1202	Soft Skills for Technicians
WLD	1202	Craft Skills
ACR	1303	Schematics
ELEC	2113	Motors and System Controls
TECH	2004	Hydraulics and Pneumatics

Associate of Applied Science in Industrial Mechanics and Maintenance Technology (CIP 47.0303; 60 credit hours; Fall 2015)

Possible Academic Achievement Courses

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0326	Language Arts Strategies
ACAD	0501L	Beginning Keyboarding
ACAD	0503	Fundamentals of Computers
MATH	0803	Basic Algebra
MATH	0903	Intermediate Algebra

General Education Requirements – 15 credit hours

ENG	1013	Composition I (or)
ENG	1023	Composition II

ENG	1003	Basic Technical Communications
MATH	1253	Applied Technical Math (or)
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra (or any higher level Math)
CIS	1013	Introduction to Computers

Institutional Requirements – 6 credit hours

CIS	1113	Networking Essentials
CIS	2203	Introduction to Wireless Technology
	XXX3	Social Science Elective

Technical Courses – 27 credit hours

TECH	1101	OSHA Regs Basic
<i>ELEC</i>	<i>XXX1</i>	<i>Arc Flash Safety</i>
ELEC	1204	Fundamentals of Electricity
TECH	1202	Soft Skills for Technicians
WLD	1202	Craft Skills
ACR	1303	Schematics
ELEC	2113	Motors and System Controls
TECH	2004	Hydraulics and Pneumatics
<i>ELEC</i>	<i>XXX3</i>	<i>Introduction to Analog and Digital Electronics</i>
<i>TECH</i>	<i>XXX3</i>	<i>Program Logic Controllers</i>
<i>TECH</i>	<i>XXX1</i>	<i>Electromechanical Troubleshooting</i>

Technical Electives – 12 credit hours

Choose from the following:

ACR	1404	Introduction to AC & Refrigeration
ACR	1903	Heating Technology
BUS	1223	Electronic Spreadsheet
BUS	2373	Supervisory Management
PTRT	1001	First Air/HSE
PTRT	1013	Introduction to the Petroleum Industry
PTRT	1113	Drilling Operations
PTRT	1123	Rigging and Load Handling
SPAN	1013	Elementary Spanish I
<i>TECH</i>	<i>2903L</i>	<i>Industrial Mechanics Internship</i>
WLD	2103	Blueprint Reading
WLD	1001L	Basic Welding
WLD	1203	Gas Metal Arc Welding
WLD	2303	Gas Tungsten Arc Welding

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 60 credit hours; Spring 2016) to the Bachelor of Arts in History at the University of Central Arkansas (DC 1500; CIP 54.0101; 120 credit hours; Spring 2016)

Possible Prerequisites

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0213	Reading

General Education Requirements – 35 credit hours

ENG	1013	Composition I
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ENG	1023	Composition II
SPH	2303	Introduction to Oral Communications
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology
PHY	2004	Physical Science
HIST	1003	Western Civilization I
PSCI	2003	American Government
	XXX6	Fine Arts/Humanities
	XXX3	Social Sciences

History Foundation Courses and Foreign Language Requirement – 25 credit hours

HIST	1013	Western Civilization II
HIST	2003	U. S. History I
HIST	2013	U. S. History II
SPAN	1013	Elementary Spanish I
	XX13	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

Foreign Language – 6 credit hours

SPAN	1320	Elementary Spanish II
SPAN	2300	Intermediate Spanish I

Minor Field & Electives – 27 credit hours

	X27X	Minor field courses must be upper-division
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Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 60 credit hours; Spring 2016) to the Bachelor of Science in History at the University of Central Arkansas (DC 2740; CIP 54.0101; 120 credit hours; Spring 2016)

Possible Prerequisites

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0213	Reading

General Education Requirements – 35 credit hours

ENG	1013	Composition I
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ENG	1023	Composition II
SPH	2303	Introduction to Oral Communications
MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology
PHY	2004	Physical Science
HIST	1003	Western Civilization I
PSCI	2003	American Government
	XXX6	Fine Arts/Humanities
	XXX3	Social Sciences

History Foundation Courses and Ancillary BS Requirement – 25 credit hours

BIOL	2004	Human Anatomy and Physiology I
BIOL	2014	Human Anatomy and Physiology II
HIST	1013	Western Civilization II
HIST	2003	U. S. History I
HIST	2013	U. S. History II
	XXX8	General Electives

UCA Bachelor of Science 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
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Associate of Science in Liberal Arts (DC 3960; CIP 24.0101; 60 credit hours; Spring 2016) to the Bachelor of Arts in Psychology at the University of Central Arkansas (DC 1710; CIP 42.0101; 120 credit hours; Spring 2016)

Possible Prerequisites

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0213	Reading

General Education Requirements – 35 credit hours

ENG	1013	Composition I
ENG	1023	Composition II
SPH	2303	Introduction to Oral Communications

MATH	1113	Quantitative Literacy (or)
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology
PHY	2004	Physical Science
PSCI	2003	American Government
	XXX6	Fine Arts/Humanities
	XXX6	Social Sciences

Psychology Core Courses & Foreign Language Requirement – 25 credit hours

PSY	2003	General Psychology
PSY	2013	Abnormal Psychology
PSY	2023	Psychology of Human Development
PSY	2113	Sensation and Perception
SPAN	1013	Elementary Spanish I
	XX10	General Electives

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 – 3 credit hours (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

Foreign Language – 6 credit hours

SPAN 1320 Elementary Spanish II

SPAN 2300 Intermediate Spanish

Minor Field & General Electives – 30 credit hours

X30X Must be upper-division courses

Associate of Science in Liberal Arts (DC 3960' CIP 24.0101; 60 credit hours; Spring **2016**) to the Bachelor of Science in Psychology at the University of Central Arkansas (DC 3070; CIP 42.0101; 120 credit hours; Spring 2016)

Possible Prerequisites

ACAD 0001 College Orientation

ACAD 0123 Foundations of Mathematics

ACAD 0213 Reading

General Education Requirements – 35 credit hours

ENG 1013 Composition I

ENG 1023 Composition II

SPH 2303 Introduction to Oral Communications

MATH 1113 Quantitative Literacy (or)

MATH 1203 College Algebra

BIOL 1004 Fundamentals of Biology

PHY 2004 Physical Science

PSCI 2003 American Government

XXX6 Fine Arts/Humanities

XXX6 Social Sciences

Psychology Core Courses & Ancillary BS Requirements – 25 credit hours

BIOL 2004 Human Anatomy and Physiology I

BIOL 2014 Human Anatomy and Physiology II

PSY 2003 General Psychology

PSY 2013 Abnormal Psychology

PSY 2023 Psychology of Human Development

PSY 2113 Sensation and Perception

XXX5 General Electives

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 – 3 credit hours (Courses not used in Category II or III may be used in Category IV)

Choose one course from the following:

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

X36X Must be upper-division courses

UACCM/UCA Transfer Agreement

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts at the University of Arkansas Community College at Morrilton (UACCM) will be admitted to the Bachelor of Arts in History; the Bachelor of Science in History; the Bachelor of Arts in Psychology; or the Bachelor of Science in Psychology at the University of Central Arkansas (UCA) with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Liberal Arts at UACCM, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts at UACCM, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for “D” grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

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

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, 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.

Reconfiguration of Existing Degree Program for Transfer

Associate of Arts reconfigured to create Associate of Science in Education (CIP 24.0101; 60-63 credit hours; Spring 2016) to transfer to the Bachelor of Science in Education in Elementary Education (DC 3771; CIP 13.1202; 123 credit hours) at the University of Central Arkansas

Possible Prerequisites

ACAD	0001	College Orientation
ACAD	0123	Foundations of Mathematics
ACAD	0326	Language Arts Strategies
MATH	0803	Basic Algebra
MATH	0903	Intermediate Algebra

General Education Requirements – 35 credit hours

ENG	1013	Composition I
ENG	1023	Composition II
SPH	2303	Public Speaking
MATH	1203	College Algebra
BIOL	1004	Fundamentals of Biology
PHY	2004	Physical Science
PSCI	2003	American Government
	XXX6	Fine Arts/Humanities

XXX6 Social Sciences

Education Core Courses – 25 credit hours

EDUC	1203	Introduction to Education
EDUC	1303	Educational Technology
EDUC	2113	Developmental and Learning Theories
HIST	2203	Arkansas History
MATH	2103	Math for Teachers I
MATH	2113	Math for Teachers II
SCI	2014	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

UACCM/UCA Transfer Agreement

Agreement

It is agreed that any student who has earned the Associate of Science in Education at the University of Arkansas Community College at Morrilton (UACCM) will be admitted to the Bachelor of Science in Education in Elementary Education at the University of Central Arkansas (UCA) with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA, 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 UACCM, with at least a 2.70 cumulative grade point average, on or after the Effective Date of this Agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UCA.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Education at UACCM, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- Due to state licensure requirements, UCA will not be able to apply the transfer of "D" grade credit hours toward any of the general education courses required for admission into the Teacher Education Program, or any of the professional education courses, including content track courses, required for the Bachelor of Science in Education in Elementary Education.
- In accordance with UCA policy, the UCA Teacher Education Program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for the admission into the Teacher Education Program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Required Course Development

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

EDUC 2113 – Development and Learning Theories

- This course will be designed to meet the UCA requirement for ECSE 3301 – Development and Learning Theories.
- UCA has provided UACCM with a copy of the ECSE 3301 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.

EDUC 2203 – Teaching Exceptional Learners

- This course will be designed to meet the UCA requirement for ECSE 3320 – Foundations of Inclusive Education.
- UCA has provided UACCM with a copy of the ECSE 3320 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.

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

Miscellaneous

- This Agreement is effective upon execution and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

University of Central Arkansas

New Certificate or Degree Program

Graduate Certificate in Special Education K-12 (CIP 13.1001; 21 credit hours; Spring 2016)

ECSE	6300	Philosophical, Historical, and Legal Aspects of Special Education
ECSE	6304	Behavior Management and Analysis in Special Education
ECSE	6308	Educational Assessment in Special Education
ECSE	6366	Educational Programming for Students with Mild Disabilities K-12
ECSE	6367	Educational Programming for Students with Significant Disabilities K-12
ECSE	6314	Diagnosis and Intervention of Reading Difficulties
ECSE	6333	Math and Science for Diverse Learners

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Institutional Changes

Bryant and Stratton College, Orchard Park, New York

Francis Felser replaced Cindy Susienka as the Chief Executive Officer and President

Trident University, Cypress, California

Travis Allen replaced Andy Vaughn as the Chief Executive Officer and President

Bachelor’s degrees’ total cost increased from \$42,000 to \$45,000

Master’s degrees’ total cost increased from \$17,000-\$19,000 to \$18,360-\$20,400

University of the Rockies, Denver, Colorado

Dawn Iwamoto replaced Charlita Shelton as the Chief Executive Officer and President

Vista College, Fort Smith, Arkansas

Sheila Gawne named new campus director

Non-Academic Degree Offering

Boston University, Boston, Massachusetts

Doctor of Ministry

Letter of Exemption from Certification – New (non-academic or church-related training)

NationsUniversity, New Orleans, Louisiana, offering programs by Distance Technology

Certificate of Religious Studies	Bachelor of Religious Studies
Master of Theological Studies	Master of Divinity

Southern California Seminary, El Cajon, California offering programs by Distance Technology

Associate of Arts in Christian Ministry	Bachelor of Arts in Biblical Studies
Master of Arts in Christian Ministry	Master of Arts in Biblical Studies
Master of Arts in Science and Religion	Master of Theology
Master of Divinity	Doctor of Ministry

Letter of Exemption from Certification – Renewal (Programs on Military Installations)

Park University, Parkville, Missouri offering programs at the Little Rock Air Force Base

Associate of Science in Criminal Justice Administration
 Associate of Science in Management
 Associate of Science in Social Psychology
 Associate of Science in Information and Computer Science
 Bachelor of Science in Criminal Justice
 Bachelor of Science in Information and Computer Science
 Bachelor of Science in Management
 Bachelor of Science in Management/Computer Information Systems
 Bachelor of Science in Management/Health Care
 Bachelor of Science in Management/Human Resources
 Bachelor of Science in Social Psychology

Program changes/additions

Chamberlain College of Nursing, Downers Grove, Illinois

RN to Bachelor of Science in Nursing

Courses Added:

NR 341 Complex Adult Health

PHIL 347 Critical Reasoning

PSYC 290 Lifespan Development

Courses Deleted:

NR 101 Transitions in Nursing

NR 340 Critical Care Nursing

PHIL 447 Logic and Critical Thinking

PSYC 290 Developmental Psychology

ITT Technical Institute, Carmel, Indiana

Little Rock Campus

Associate of Applied Science in Accounting

Courses Added:

BU 1115 Introduction to Business Principles

GS 2748 Professional Strategies and Processes

BU 2715 Advanced Business Productivity Software

Course Deleted:

HU 2740 Ethics in Society

Associate of Applied Science in Business Management

Courses Added:

BU 1115 Introduction to Business Principles

GS 2748 Professional Strategies and Processes

BU 2715 Advanced Business Productivity Software

Course Deleted:

SC 1130 Survey of the Sciences

Associate of Applied Science in Drafting and Design Technology

Courses Added:

GS 2748 Professional Strategies and Processes

DT 2745 Advanced CAD Methods Using AutoCAD

Course Deleted:

SP 2750 Group Theory

Associate of Applied Science in Electrical Engineering Technology

Courses Added:

GS 2748 Professional Strategies and Processes

NT 2715 Advanced Computer Maintenance, Troubleshooting, and Repair

IT 1115 Introduction to Technology

Courses Deleted:

NT 1110 Computer Structure and Logic

CO 2520 Communications

Associate of Applied Science in Network System Administration

Courses Added:

HU 2740 Ethics in Society
IT 1115 Introduction to Technology

Electives:

NT 2715 Advanced Computer Maintenance Troubleshooting, and Repair
NT 2530 Advanced Server Operating Systems
NT 2531 Advanced Server and Storage Infrastructure
NT 2532 AIX Operating System Administration
NT 2535 Advanced Linux Server Operating Systems
NT 2540 Advanced Networking Devices

Course Deleted:

CO 2520 Communications

Associate of Applied Science in Software Development Technology

Courses Added:

HU 2740 Ethics in Society
NT 1410 Operating Systems
IT 1115 Introduction to Technology

Electives

SD 2670 Social Networking Applications and Technology
SD 2620 Advanced Software Development Using Java

Course Deleted:

CO 2520 Communications

Remington College, Little Rock, Arkansas

Change in General Education Requirements:

Course Added:

GE 1218 Oral Communication

Change in Courses in the Associate of Applied Science in Business Administration,
Bookkeeping Track

BN 2209 Accounting Principles quarter credit hours changed from 5 to 6

BN 2229 Computerized Bookkeeping quarter credit hours changed from 6 to 5

Simmons College, Boston, Massachusetts

Archives Management Certificate

LIS 438 Introduction to Archival Methods and Services

LIS 440 Archival Access and Use

LIS 456 Managing Records in Electronic Environments

Choose one from the following:

LIS 439 Preservation Management for Libraries and Archives

LIS 444 Archiving and Preserving Digital Media

LIS 448 Digital Stewardship

Digital Stewardship Certificate

LIS 448 Digital Stewardship

LIS 444 Archiving and Preserving Digital Media

LIS 500 Independent Study

Electives:

LIS 445 Metadata
LIS 458 Database Management
LIS 467 Web Development and Information Architecture
LIS 469 XML-eXtensible Markup Language
LIS 532F Digital Asset Management in Libraries, Archives and Museums

South University, Savannah Georgia

Master of Business Administration in Healthcare Administration

Courses Added for the Accelerated Option:

MBA 5009 Managerial Environment

MHC 6306 Human Resource Management in Healthcare Organizations

Ultimate Medical Academy, Tampa, Florida

Medical Billing and Coding Diploma

BC 2025 Diagnostic Coding for Medical Billing and Coding

BC 2530 Procedural Coding I for Medical Billing and Coding

BC 2535 Procedural Coding II for Medical Billing and Coding

BC 3035 Billing and Coding Application with Simulation

CI 1000 Introduction to Computers

ME 1000 Introduction to Healthcare Communication

ME 1160 Medical Terminology

ME 1410 Medical Law, Ethics, and Records Management

ME 2550 Healthcare Settings, Claim Cycle, and Claims Processing

SC 2110 Anatomy, Physiology, and Pathophysiology I

SS 1000 Student Success

SS 2000 Career Success

Medical Administrative Assistant Diploma

CI 1000 Introduction to Computers

ME 1000 Introduction to Healthcare Communication

ME 1120 Introduction to Medical Administrative Assisting

ME 1160 Medical Terminology

ME 1410 Medical Law, Ethics, and Records Management

ME 1750 Medical Transcription

ME 2530 Diagnostic Coding for Medical Administrative Assistant

ME 2535 Procedural Coding for Medical Administrative Assistant

ME 2540 Healthcare Reimbursement and Claim Cycle

SC 2110 Anatomy, Physiology, and Pathophysiology I

SS 1000 Student Success

SS 2000 Career Success

LETTERS OF INTENT

The following notifications were received through October 1, 2015.

Arkansas State University – Mid South
Certificate of Proficiency in Marine Technology

Arkansas Tech University
Bachelor of Arts in Game and Interactive Media Design
Bachelor of Science in Environmental Science

Black River Technical College
Associate of Science in Agriculture

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

Cossatot Community College of the University of Arkansas
Associate of Applied Science in Physical Therapy

NorthWest Arkansas Community College
Technical Certificate for Culinary Arts, Specialization in Artisanal Food
Technical Certificate in Event Planning
Technical Certificate in Wine and Spirits
Associate of Applied Science in Culinary Arts, Specialization in Artisanal Food
Associate of Applied Science in Culinary Arts, Specialization in Beverage Management
Associate of Applied Science in Occupational Therapy Assistant

Ozarka College
Role and Scope Change

Southern Arkansas University Tech
Associate of Science in Agriculture Business

University of Arkansas, Fayetteville
Bachelor of Fine Arts in Graphic Design

University of Arkansas – Fort Smith
Bachelor of Science in Geoscience

University of Arkansas at Monticello
Birth-K Education Endorsement
Bachelor of Science in Education
Certificate of Proficiency in Commercial Vehicle Operator
Technical Certificate in Diesel Technology

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Arcadia University, Glenside, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Arts in Business Administration
Master of Education in Instructional Technology
Master of Education in Special Education
Master of Fine Arts in Creative Writing
Transitional Doctor of Physical Therapy

Allied American University, Laguna Hills, California
Initial Certification – Distance Technology
Certificate in Medical Coding
Certificate in Pharmacy Technician
Association of Applied Science in Medical Office Management
Associate of Arts in General Studies
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Bachelor of Arts in General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice

American University, Washington, D.C.
Initial Certification – Distance Technology
Graduate Certificate in Non-Profit Monitoring and Evaluation
Master of Arts in Economics
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

Argosy University, Orange, California
Initial Certification – Distance Technology
Associate of Science in Health Information Technology
Bachelor of Science in Business Administration
Bachelor of Science in Health Informatics Information Management
Master of Arts in Clinical Mental Health

Master of Arts in Education in Curriculum and Instruction
Master of Arts in Education in Education Administration
Master of Arts in Education in Educational Leadership
Master of Science in Accounting
Recertification – Distance Technology
Master of Science in Non-Profit Management

Arkansas College of Health Education, Arkansas College of Osteopathic Medicine, Fort
Smith, Arkansas

Initial Certification – Fort Smith Campus
Doctor of Osteopathy

Baker College, Flint, Michigan

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

Benedictine College, Atchison, Kansas

Initial Certification – Distance Technology
Bachelor of Arts in Liberal Studies

Berklee College of Music, Boston, Massachusetts

Initial Certification – Distance Technology
Bachelor of Professional Studies in Electronic Music Production and Sound Design
Bachelor of Professional Studies in Guitar
Bachelor of Professional Studies in Interdisciplinary Music Studies
Bachelor of Professional Studies in Music Business
Bachelor of Professional Studies in Music Composition for Film, TV, and Games
Bachelor of Professional Studies in Music Production
Bachelor of Professional Studies in Songwriting
Graduate Certificate in Arranging
Graduate Certificate in Arranging and Orchestration
Graduate Certificate in Artist Management
Graduate Certificate in Electronic Music Production and Sound Design
Graduate Certificate in Guitar
Graduate Certificate in Guitar and Music Production
Graduate Certificate in Music Business
Graduate Certificate in Music Business and Technology
Graduate Certificate in Music Production and Technology
Graduate Certificate in Music Production using Pro Tools

Graduate Certificate in Orchestration for Film and TV
Graduate Certificate in Songwriting
Graduate Certificate in Songwriting and Guitar
Graduate Certificate in Songwriting and Music Business
Graduate Certificate in Theory, Harmony, and Ear Training
Graduate Certificate in Writing and Producing Music

Bethel University, McKenzie, Tennessee

Initial Certification – Distance Technology
Master of Arts in Education
Recertification – Distance Technology
Bachelor of Science in Organizational Leadership

Blue Cliff College-Alexandria, Alexandria, Louisiana

Initial Certification – Distance Technology
Associate in Occupational Studies in Clinical Administrative Medical Assisting
Associate in Occupational Studies in Health Information Management, Billing and Coding

Bryant and Stratton College, Orchard Park, New York

Initial Certification – Distance Technology
Human and Social Services Diploma
Associate of Applied Science in Health Services Administration
Associate of Applied Science in Health Services Assistant
Associate of Applied Science in Hospitality Management
Associate of Applied Science in Human and Social Services
Associate of Applied Science in Mobile Applications Development

California Coast University, Santa Ana, California

Initial Certification – Distance Technology
Associate of Science in Criminal Justice
Associate of Science in Psychology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Health Care Administration
Bachelor of Science in Management
Bachelor of Science in Psychology
Master of Business Administration
Master of Education in Curriculum Development

California Institute of Integral Studies, San Francisco, California

Initial Certification – Distance Technology
Master of Arts in Transformative Leadership
Doctor of Philosophy in Transformative Studies

California University of Pennsylvania, California, Pennsylvania

Initial Certification – Distance Technology
Bachelor of Arts in Arabic Language and Cultures

Bachelor of Arts in Jurisprudence
Bachelor of Science in Sport Management Studies
Master of Arts in Social Science
Master of Business Administration in Entrepreneurship
Master of Education in Teacher Education
Master of Education in Technology Education
Master of Science in Exercise Science and Health Promotion
Master of Science in Legal Studies
Master of Science in Sport Management Studies

Carrington College, Sacramento, California

Initial Certification – Distance Technology
Certificate in Medical Administrative Assistant
Certificate in Medical Billing and Coding
Associate of Science in Health Studies
Associate of Science in Medical Administrative Assistant
Associate of Science in Medical Billing and Coding

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, Los Angeles, California

Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Applied Forensic Psychology Certificate
Applied Industrial/Organizational Psychology Certificate
Child and Adolescent Psychology Certificate
Consumer Psychology Certificate
Leadership for Healthcare Professionals Certificate
Organizational Effectiveness Certificate
Workplace Diversity Certificate
Behavior Analyst Post-Master's Respecialization Certificate

Columbia International University, Columbia, South Carolina

Initial Certification – Distance Technology
Master of Arts in Intercultural Studies
Master of Business Administration

Columbia Southern University, Orange Beach, Alabama

Initial Certification – Distance Technology
Bachelor of Science in Fire Science
Doctor of Business Administration

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 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

Empire State College, Saratoga Springs, New York

Initial Certification – Distance Technology

Bachelor of Arts in Cultural Studies

Bachelor of Arts in Labor Studies

Bachelor of Arts in Public Affairs

Bachelor of Arts in Science, Mathematics, and Technology

Bachelor of Arts in Social Science

Bachelor of Science in Business, Management, and Economics

Bachelor of Science in Community and Human Services

Bachelor of Science in Cultural Studies

Bachelor of Science in Human Development

Bachelor of Science in Labor Studies
Bachelor of Science in Public Affairs
Bachelor of Science in Science, Mathematics, and Technology
Bachelor of Science in Social Science
Master of Business Administration
Master of Arts in Policy Studies

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
Master of Professional Studies in Project Management
Master of Professional Studies in Public Relations and Corporate Communications
Courses: BLHS 100 Introduction to Ethics, BLHS 101 Introduction to the Social Sciences, BLHS 102 Greeks and Romans, BLHS 103 Biblical Literature and the Ancient World, BLHS 109 The Nineteenth Century, BLHS 221 History of Mass Media in America, BLHV 393 China and the Internet: Challenging America in Cyberspace

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

Post-Baccalaureate Certificate in Applied Research for Communication
Post-Baccalaureate Certificate in Biotechnology Education
Post-Baccalaureate Certificate in Biotechnology Enterprise
Post-Baccalaureate Certificate in Geographic Information Systems
Post-Baccalaureate Certificate in Government Analytics
Post-Baccalaureate Certificate in Non-Profit Management
Post-Baccalaureate Certificate in Science Writing
Post-Baccalaureate Certificate in National Securities Studies
Master of Arts in Public Management
Master of Science in Energy Policy and Climate

Kaplan University, Davenport, Iowa

Initial Certification – Distance Technology
Certificate in Child and Family Services
Certificate in Elder Care
Certificate in Medical Office Administration
Bachelor of Science in Cybersecurity
Bachelor of Science in Finance
Master of Science in Cybersecurity Management
Master of Science in Human Services
Recertification – Distance Technology
Associate of Applied Science in Business Administration – Management
Associate of Applied Science in Public Administration

Medtech Institute, Orlando, Florida

Initial Certification – Distance Technology
RN to Bachelor of Science in Nursing

National University, La Jolla, California

Initial Certification – Distance Technology
Master of Arts in Teaching

The New School, New York, New York

Initial Certification – Distance Technology
Master of Arts in Teaching English to Speakers of Other Languages

Northeastern University, Boston, Massachusetts

Initial Certification – Distance Technology
Master of Professional Studies in Geographic Information Technology
Master of Science in Regulatory Affairs in Drugs, Biologics and Medical Devices
Doctor of Education

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

Nova Southeastern University, Fort Lauderdale, Florida

Initial Certification – Distance Technology
Master of Health Science
Doctor of Health Science
Doctor of Philosophy in Health Science
Doctor of Philosophy in Physical Therapy

Oklahoma Baptist University, Shawnee, Oklahoma

Initial Certification – Distance Technology
Master of Business Administration

Oklahoma Wesleyan University, Bartlesville, Oklahoma

Initial Certification – Distance Technology
Master of Education

The Pennsylvania State University, University Park, Pennsylvania

Initial Certification – Distance Technology
Bachelor of Arts in Letters, Arts, and Sciences
Bachelor of Science in Business
Bachelor of Science in Information Sciences and Technology
Bachelor of Science in Organizational leadership
Bachelor of Science in Psychology
Master of Business Administration
Master of Engineering Management
Master of Geographic Information Systems
Master of Professional Studies in Homeland Security-Homeland Security Base Program
Master of Public Administration

Pepperdine University, Malibu, California

Initial Certification – Distance Technology
Master of Business Administration

Post University, Waterbury, Connecticut

Initial Certification – Distance Technology
Bachelor of Science in International Business
Graduate Certificate in Finance
Master of Education

Quinnipiac University, Hamden, Connecticut

Initial Certification – Distance Technology
Bachelor of Science in Health Science Studies

Bachelor of Science in Nursing
Master of Business Administration
Master of Science in Business Analytics
Master of Science in Instructional Design
Master of Science in Interactive Media
Master of Science in Organizational Leadership
Master of Science in Teacher Leadership
Doctor of Nursing Practice

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

South University, Savannah, Georgia

Initial Certification – Distance Technology
Associate of Science in Paralegal Studies
Bachelor of Science in Public Relations

Syracuse University, Syracuse, New York

Initial Certification – Distance Technology

Certificate of Advanced Studies in Data Science
Certificate of Advanced Studies in Information Security Management
Certificate of Advanced Studies in Information Systems and Telecommunications Management
Certificate of Advanced Studies in School Library Media
Certificate of Creative Leadership
Certificate of Iroquois Linguistics for Language Learners
Certificate of Knowledge Management
Bachelor of Professional Studies in Creative Leadership
Bachelor of Professional Studies in Knowledge Management
Master of 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

Texas Wesleyan University, Fort Worth, Texas

Initial Certification – Distance Technology
Master of Science in Nurse Anesthesia
Doctorate of Nurse Anesthesia

Trident University International, Cypress, California

Initial Certification – Distance Technology
Bachelor of Science in Leadership
Bachelor of Science in Homeland Security
Master of Arts in Education
Master of Science in Emergency Disaster Management
Master of Science in Homeland Security
Master of Science in Information Technology Management
Master of Science in Leadership
Doctor of Education in Educational Leadership
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Educational Leadership
Doctor of Philosophy in Health Sciences

Ultimate Medical Academy, Tampa, Florida

Initial Certification – Distance Technology

Healthcare Technology and Systems Diploma
Associate of Applied Science in Health and Human Services
Associate of Applied Science in Medical Billing and Coding

University of California, Berkeley, Berkeley, California

Initial Certification – Distance Technology
Master of Information and Data Science

University of Cincinnati, Cincinnati, Ohio

Initial Certification – Distance Technology
Certificate in Healthcare Privacy and Security
Certificate in Physician Practice Management
Bachelor of Radiation Science Technology
Bachelor of Science in Health Science in Behavioral and Occupational Studies
RT to Bachelor of Science in Respiratory Care Degree Completion
Bachelor of Science in Substance Abuse Counseling
Master of Arts in Speech Language Pathology
Master of Science in Information Technology
Graduate Certificate in Family Nurse Practitioner

University of Florida, Gainesville, Florida

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

University of Missouri-Kansas City, Kansas City, Missouri

Initial Certification – Distance Technology
Certificate in Educational Foundations
Bachelor of Liberal Arts
Bachelor of Science in Dental Hygiene
Bachelor of Science in Nursing
Graduate Certificate in Community College Leadership
Master of Arts in Curriculum and Instruction in Multicultural Education
Master of Science in Dental Hygiene Education
Master of Science in Nursing
Post Master's Certificate in Nurse Educator
Educational Specialist in Education Administration
Doctor of Nursing Practice
Doctor of Philosophy in Nursing

University of New 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 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

University of Wisconsin-Stout, Menomonie, Wisconsin

Initial Certification – Distance Technology
Master of Science in Hospitality Strategy

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Initial Certification – Distance Technology
Undergraduate Certificate in Business and Technical Communications
Bachelor of Arts in Communication
Bachelor of Arts in Psychology
Bachelor of Science in Biomedical Science
Bachelor of Science in Information Technology
Graduate Certificate in Business Analytics
Graduate Certificate in Professional Writing and Communication
Master of Arts in Language, Literature, and Translation
Master of Library and Information Science
Master of Science in Administrative Leadership

Upper Iowa University, Fayette, Iowa

Initial Certification – Distance Technology

Master of Business Administration
Master of Education
Master of Public Administration
Master of Sports Administration

Waldorf College, Forest City, Iowa

Initial Certification – Distance Technology
Associate of Arts in Emergency Management
Bachelor of Applied Science in Emergency Management
Bachelor of Arts in Occupational Safety

Webster University, St. Louis, Missouri

Recertification – Little Rock Metro Campus
Master of Arts in Human Resources Management
Master of Arts in Management and Leadership
Master of Business Administration
Master of Health Care Administration
Master of Science in Finance
Recertification – Little Rock Air Force Base Campus
Master of Arts in Human Resources Development
Master of Arts in Information Technology Development
Master of Business Administration
Master of Public Administration

Western Governors University, Salt Lake City, Utah

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 Technology
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

William Woods University, Fulton, Missouri

Initial Certification – Distance Technology
Bachelor of Science in American Sign Interpretation-English

Wright Career College, Overland Park, Kansas

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